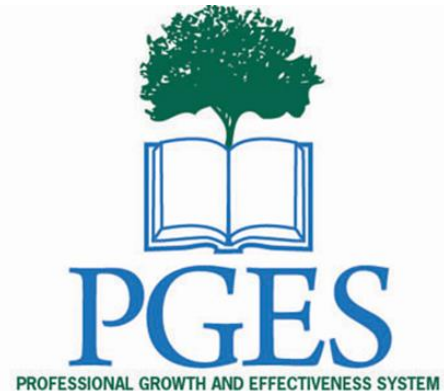
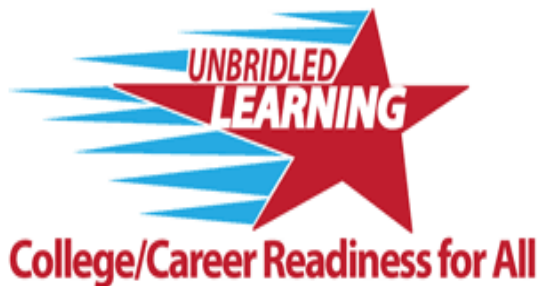


Professional Growth and Effectiveness System Regulation

704 KAR 3:370

Kentucky Board of Education



Kentucky Context

KBE Strategic Goal: Every child taught by a highly effective teacher and every school lead by a highly effective leader.

ESEA Waiver Principle 3: Supporting Effective Instruction and Leadership

KY Statute: KRS 156.557

PGES Theory of Action

If teacher and principal effectiveness drives student learning outcomes, and

- if the Professional Growth and Effectiveness System is implemented with fidelity, and
- if the measures and sources of evidence are valid and reliable measures of effective teaching and learning for teachers and principals, and
- if all stakeholders in the system use the data to improve instructional practices and system improvements, then

all students, classes and schools will be taught by highly effective educators and students will be college- and career-ready.

Commissioner's Professional Growth and Effectiveness System Steering Committees

Charge to the committees:

- Make policy recommendations for the design and implementation of PGES
- Provide feedback on design and early implementation based on teacher and leader responses from the field
- Examine on-going field-test and pilot data to inform the system implementation strategies
- [Website](#)

KDE Process in Developing the PGES Regulation

- Met with the Steering Committee members over the past four years
- Identified the major policy considerations for recommendations
- Crafted language for recommendations.
- Used the recommendations to craft the sections
- Reviewed the draft regulation with the committees for additional feedback

Regulation Outline & Overview

- Section 1: Definitions
- Section 2. Implementation Timeline
- Section 3: Local Professional Growth and Effectiveness Plan
- Section 4: Local Professional Growth and Effectiveness Policies
- Section 5: Local Evaluation Procedures
- Section 6: Performance Criteria
- Section 7: Training and testing of evaluators and observers

Regulation Outline & Overview (continued)

- Section 8: Determining overall performance of administrators
- Section 9: Determining overall performance category for principals and assistant principals
- Section 10: Determining overall performance category for teachers
- Section 11: Personnel Continuum for principals and assistant principals
- Section 12: Personnel Continuum for teachers

Regulation Outline & Overview (continued)

- Section 13: Reporting
- Section 14: Appeals to local plan
- Section 15: Changes to local plan
- Section 16: Appeals to KBE
- Section 17: Monitoring
- Section 18: Other Professionals