

Attachment A
Teacher Professional Growth and Effectiveness System
Draft Recommendations

January 29, 2013

Recommendation 1: Tenured teachers will have a summative evaluation every three (3) years.

Recommendation 2: A tenured teacher rated needs improvement, unsatisfactory or ineffective on a summative evaluation shall have a summative evaluation in the next school year.

Recommendation 3: Tenured teachers who are on a corrective action plan will receive a summative evaluation every year until the goals in the corrective action plans are accomplished.

Recommendation: 4: Non-tenured teachers will receive a summative evaluation annually.

Recommendation 5: Each teacher will receive data from all available measures every year.

Recommendation 6: The Department of Education will monitor the implementation of the Professional Growth and Effectiveness System in a minimum of 15 school districts every year.

Recommendation 7: Districts implementing alternative plans will be monitored within 3 years of the initial implementation and thereafter, at the discretion of the Kentucky Department of Education.

Recommendation 8: The Kentucky Department of Education shall provide technical assistance to local districts.

Recommendation 9: The Teacher Professional Growth and Effectiveness System Steering Committee requests to review additional data gathered by the Kentucky Department of Education from the field regarding frequency and duration of observations.

Recommendation 10: The Teacher Professional Growth and Effectiveness System will include a peer observer.

Recommendation 11: The Teacher Effectiveness Steering Committee requests that the Kentucky Department of Education further investigate and share peer observation models with the Steering Committee for consideration.

Recommendation 12: Before 2014-15 implementation, peer observers shall be trained and certified in observation and providing feedback.

Recommendation 13: Training and certification shall be required for all administrators with evaluation responsibilities.

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Recommendation 14: Recertification for observers shall occur at least every 3 years.

Recommendation 15: All teachers shall develop student growth goals.

Recommendation 16: All teachers have the autonomy to choose, in collaboration with the principal, the student growth goal focus area based on the content standards they are responsible for teaching.

Recommendation 17: Non-assessed area teachers will not share in the state student growth contribution unless the teacher and evaluator, in collaboration, choose to use it.

Recommendation 18: One student growth goal is the minimum required for all teachers. A maximum of two student growth goals may be used if requested by the teacher.

Recommendation 19: All formative data will inform the summative evaluation.

Recommendation 20: A subcommittee of the Teacher Professional Growth and Effectiveness System Steering Committee shall create an outline for the Kentucky Department of Education of a *Student Growth Goal Development Handbook* for writing student growth goals. The handbook shall contain a student growth goals template, strategies and resources for use by teachers in developing student growth goals. The Handbook will contain sections specific to assessed and non-assessed areas.

Recommendation 21: The Teacher Professional Growth and Effectiveness System Steering Committee will continue to review field test data as it relates to the attribution of state student growth data to special education teachers

Recommendation 22: The Kentucky Department of Education will create a uniform statewide training with a set curriculum focused on the student growth goal setting process. The Kentucky Department of Education should consider a certification for trainers.

Recommendation 23: All teachers will use measures of student achievement based on local, state and/or national standards to ensure rigor and comparability across schools in a local education agency to provide reliable, valid evidence of student growth.

Recommendation 24: Professional growth planning shall occur annually.

October 22, 2013

Recommendation 25: Local school boards should establish an annual review for implementation.

Recommendation 26: The 50/50 committee would add additional members for the purpose of decisions around the PGES implementation (including auditing and monitoring) of the system. The Committee is to consist of 1/2 teachers, 1/3 principals, and 1/6 appointed members. The

additional members would serve two years. Their terms would be staggered. Collective bargaining language needs to be included to allow for differences in those districts.

Recommendation 27: Of the 15 districts reviewed by KDE annually, five of those should be identified at random, five should be targeted by triggers, and five should be at the discretion of KDE.

Recommendation 28: A new state rubric should be developed for approving district plans for the new system.

Recommendation 29: District monitoring and auditing by the state should be triggered by:

- Evaluation appeals in excess of two percent of certified personnel being evaluated. KDE should monitor/audit the implementation of the system.
- Unacceptably low correlations.
- Significant discrepancy between student growth and teacher/principal effectiveness. A state audit should be triggered.
- Inconsistencies and student growth results.
- TELL Survey results indicating potential problems in the district.

Recommendation 30: The district should ensure that all timelines are followed, that appropriate forms (CIITS access) are used, and that time is created to allow full implementation of PGES.

Recommendation 31: Each district should have a point of contact that oversees the monitoring/implementation of the district PGES.

Recommendation 32: In order to observe teachers, evaluators must complete an observation certification training as provided by the KDE.

Recommendation 33: Training of evaluators needs to include training on policies and best practices.

Recommendation 34: First time evaluators should receive training in addition to Teachscape. This training should include an overview of PGES, creation of PGES evidence (e.g., PGP, SGG), Kentucky law as it relates to evaluation and coaching and providing effective feedback.

Recommendation 35: KTIP and KPIP training should be separate from certified evaluator training.

Recommendation 36: Recalibration should be done one time each year.

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Recommendation 37: The summative model for the Teacher PGES will be adapted from Massachusetts' summative model and is **attached** to these recommendations.

Recommendation 38: The decision rules for determining a teacher's professional practice category are:

- If a teacher is rated Ineffective in the Classroom Environment domain or Instruction domain, the teacher's professional practice rating shall be Developing or Ineffective.
- If a teacher is rated Ineffective in the Classroom Environment domain and Instruction domain, the teacher's professional practice rating shall be Ineffective.
- If a teacher is rated Ineffective in any domain, the teacher's professional practice rating shall be Ineffective, Developing or Accomplished.
- If a teacher is rated Developing in two (2) domains and Accomplished in two (2) domains, the teacher's professional practice rating shall be Accomplished.
- If a teacher is rated Developing in two (2) domains and Exemplary in two (2) domains, the teacher's professional practice rating shall be Accomplished.

Recommendation 39: The decision rules for determining the overall performance category for a teacher are reflected in the chart below.

Professional Practice	Student Growth	Overall Performance Category
Exemplary	High	Exemplary
	Expected	Exemplary
	Low	Accomplished
Accomplished	High	Exemplary
	Expected	Accomplished
	Low	Developing
Developing	High	Accomplished
	Expected	Developing
	Low	Developing
Ineffective	High	Developing
	Expected	Ineffective
	Low	Ineffective