

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Professional Growth and Effectiveness System Update

Applicable Statute or Regulation:

KRS 156.557, 704 KAR 3:370

History/Background:

Existing Policy. Since the approval of 704 KAR 3:370, Professional Growth and Effectiveness System (PGES), at the April KBE meeting, statewide implementation of PGES for the 2014-15 academic year, as required by KRS 156.557, is underway. In addition, the regulation was reviewed on July 8 by the Legislative Research Commission's Administrative Regulation Review Subcommittee (ARRS) and will be referred to the Interim Joint Committee on Education (IJCE) in August. The regulation should become effective on or around September 5, 2014.

On June 26, Kentucky participated in a conference call with the United States Department of Education (USED) concerning Principle 3 of the ESEA Flexibility Waiver Extension Request. USED expressed two concerns:

- A decision rule used to determine overall performance category for teachers under-values student growth as a determining factor in teacher effectiveness.
- The lack of weights placed on state and local student growth might allow the under-valuing of state assessment data.

Staff will share its response to these concerns in the August update presentation.

In order to continue supporting PGES implementation, KDE has done the following:

- Reviewed and provided feedback on Certified Evaluation Plans to ensure compliance with statute and regulation.
- Provided on-going support such as #PGES4ME, PD 360 training, continued support of field staff (Professional Growth and Effectiveness coaches, Instructional Leadership Support Networks, and resources to support implementation).

- Collected and analyzed focus group feedback from principals and teachers to inform system implementation.

Impact on Getting to Proficiency:

The PGES is providing teachers and principals with “just in time” feedback to inform practice and provide support for professional growth. A common statewide effectiveness system provides the opportunity to build capacity and support to guide the teaching and learning processes. The system is also equipping classroom teachers to own student and professional learning, to optimize the use of their leadership and teaching skills to meet the needs of all students, and to close gaps.

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Commissioner of Education

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