

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Update on the Professional Growth and Effectiveness System

Applicable Statute or Regulation:

KRS 156.557, 704 KAR 3:345

History/Background:

Existing Policy. 704 KAR 3:345, Evaluation Guidelines, has long established evaluation and professional growth procedures to guide local districts as they develop their own professional growth and evaluation systems for all certified personnel below the level of superintendent. The current system has proven to be ineffective in differentiating teacher and principal performance and improving teacher and principal effectiveness for increased student outcomes. A more comprehensive and consistent system across the state that does differentiate performance for the purpose of providing support for continuous improvement is needed. A system like this would ensure districts/schools measure effective teaching in a manner that is fair, reliable, and defensible and designed to improve overall teaching and learning in order to reach the Kentucky Board of Education (KBE) goal of having an effective teacher in every building.

In an effort to design a comprehensive system, Commissioner Holliday appointed a Teacher Effectiveness Steering Committee (TESC) and a Principal Effectiveness Steering Committee (PESC) that have been meeting for the past two years. These committees were charged with submitting policy recommendations to the KBE for consideration that would meet the ESEA NCLB Flexibility Waiver and be informed by current research on measuring effective teaching. Therefore, the TESC has closely followed the findings from the Measures of Effective Teaching (MET) project, funded by the Bill and Melinda Gates Foundation. The goal of the project was to determine:

1. Can measures of effective teaching identify teachers who better help students learn?
2. How much weight should be placed on each measure of effective teaching?
3. How can teachers be assured trustworthy results from classroom observations?

Over the course of the year, three research and policy briefs have been disseminated related to this project's findings. These briefs have been provided to various stakeholders across the state and have been shared previously with KBE members (see the Professional Growth and Effectiveness System Annotated Bibliography on the KDE website at: <http://education.ky.gov/teachers/hieffteach/pages/pges-system-research.aspx>). Additionally, at the October 2012 meeting, Dr. Steve Cantrell shared initial findings from the MET study related to policy questions underlying the Kentucky Professional Growth and Effectiveness System.

In January 2013, the Bill and Melinda Gates Foundation released the final MET project report. Some of the key findings are:

- Effective teaching can be measured and should be done so through the use of systems that include multiple measures.
- Balanced weights should be considered for summative models for evaluation purposes. Trade-offs in reliability among the measures should be considered for a weighted system.
- A second observer increases reliability significantly, more so than having the same observer score an additional lesson.

At the February meeting, the Kentucky Board Education will be updated on the national and state research surrounding the Kentucky Professional Growth and Effectiveness System. Some initial recommendations from the Kentucky Teacher Professional Growth and Effectiveness System Steering Committee will be shared in light of this research. In addition, the board will be updated on the status of potential statutory and regulatory changes required to implement the system.

Impact on Getting to Proficiency

In order to meet the KBE's goal of having an effective teacher in every classroom and an effective leader in every school, a comprehensive professional growth and effectiveness system is crucial. This system meets the requirements of the ESEA waiver.

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Commissioner of Education

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