District Declaration of Intent to Adopt

The Kentucky Department of Education is developing an evaluation and support system that goes beyond NCLB's minimum Highly Qualified Teacher (HQT) standards, provides more meaningful information about the effectiveness of teachers and principals, and can be used to inform professional development and improve practice. This system, informed by research that affirms that educators have significant and lasting effects on student learning, draws on multiple measures of instructional and leadership practices to measure and support teacher and principal effectiveness. Kentucky has received an ESEA waiver that ***requires*** the state develop, adopt, pilot, implement, and sustain a fair and rigorous evaluation and support system for teachers and leaders.

The district local evaluation committee, as required by 704 KAR 3:345, has agreed that the district intends to adopt one (1) of the following ***by March 29, 2013.***

OPTION 1: State-Developed Option

The District intends to adopt the Kentucky Professional Growth and Effectiveness System.
Both systems use multiple measures including student growth, student voice surveys, observations, self-reflection and professional growth planning to measure and support an individual teacher's and principal's growth and effectiveness.

OR

OPTION 2: Locally-Designed Option

The District intends to develop a local teacher and principal effectiveness system.
**This completed plan must be submitted to the Kentucky Department of Education by December 15, 2013.*

In addition to adhering to Kentucky statutes and regulations related to teacher and principal evaluation, the LEA must commit to develop, adopt, pilot, and implement, with the involvement of teachers and principals, teacher and principal evaluation and support systems that:

(1) will be used for continual improvement of instruction;
(2) meaningfully differentiate performance using at least three performance levels;
(3) use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys);
(4) evaluate teachers and principals on a regular basis;
(5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
(6) will be used to inform personnel decisions.

LEAs must develop and implement teacher and principal evaluation and support systems that are consistent with these guidelines. To ensure high-quality implementation, LEAs must provide assurance that all teachers, principals, and evaluators will be trained on the evaluation system and their responsibilities in the evaluation system. As part of developing and implementing these evaluation and support systems, an LEA must also use student growth data on current students and the students taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects. Additionally, locally-designed systems must use growth data on current students in non-tested grades and subjects. All growth data must be used in a manner that is timely and informs instructional programs.

LEAs must provide assurances and evidence that the system is research-based and valid across the local system.

***If your district chooses this option, you will receive a follow up email with more detailed requirements and assurances for locally-designed option.*

Districts should complete board approval of their selection prior to the March 29, 2013 deadline so their intent can be reported to KDE.