**TO**: Elizabethtown Board of Education

**FROM**: Cora Wood, Director of Personnel

**SUBJECT**: Professional Growth and Effectiveness System

**DATE**: March 6, 2013

In November 2011, the Kentucky Department of Education submitted a request to the U.S. Department of Education requesting a waiver from compliance with elements of the No Child Left Behind (NCLB) Act [founded under the Elementary and Secondary Education Act or ESEA]. In the waiver that was submitted to the U.S. Department of Education, KDE outlined three major components that would not only address the requirements of NCLB but exceed them. The third component of the waiver outlined a plan to ‘*Support Effective Instruction and Leadership*’, and that pledge extended to every public school district in the Commonwealth.

As a result of the commitment noted in the third component of the waiver, KDE has developed a Professional Growth and Effectiveness System (PGES) that exceeds NCLB’s Highly Qualified Teacher standards, providing more meaningful information about the effectiveness of teachers and principals and being used to inform professional development and improve practice. The 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.

In order to comply with the waiver, KDE was required to develop, adopt, pilot, and implement, with the involvement of teachers and principals, a fair and rigorous evaluation and support system for teachers and leaders that would:

* be used for continual improvement of instruction;
* meaningfully differentiate performance using at least three performance levels;
* 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);
* evaluate teachers and principals on a regular basis;
* provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
* be used to inform personnel decisions.

Each district in the state must decide by late March, 2013, if it intends to adopt KDE’s Professional Growth and Effectiveness System (PGES) as its system for professional growth and the evaluation of teachers and principals or whether it wants to create its own model.

If the district were to create its own model, EIS would be required to meet the ESEA requirements stipulated in the waiver in the development of its model. This would demand a research-based and well- documented model, tested for both reliability and validity and supported by extensive field testing and statistical analysis. This document would have to be submitted to KDE for their review and approval by December 2013.

The district’s Evaluation Plan Committee, composed of ten (10) certified staff members, half teachers and half administrators, met on February 26, 2013, and unanimously agreed that the KDE developed PGES would be the best alternative for the Elizabethtown Independent Schools.

The Evaluation Plan Committee is asking the Board of Education to support the adoption of the Kentucky Professional Growth and Effectiveness System as EIS’s plan for teachers’ and principals’ professional growth and effectiveness. The new model would be piloted in 2013-2014 and fully implemented in the 2014-2015 school year.