

# **KENTUCKY DEPARTMENT OF EDUCATION**

## **STAFF NOTE**

### **Review Item:**

Professional Growth and Effectiveness System Update

### **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 differentiates 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. The proposed Professional Growth and Effectiveness System (PGES) is 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 classroom and an effective principal leading every school.

As part of the KBE's legislative agenda, HB 180 was filed in the 2013 General Assembly amending KRS 156.557 to align with federal ESEA flexibility waiver requirements. With the passage of HB 180, the next step will be to come back to the KBE within the year to revise 704 KAR 3:345 so that it is aligned to the expectations set forth in HB 180 and meet the federal ESEA waiver requirements. This regulation will continue to be informed by the national research and Kentucky's field test and pilot implementation. The recommendations from the Teacher and Principal Effectiveness Steering Committees will also be considered for the regulatory revisions to support HB 180.

A dual implementation effort is underway across the state. The following provides an update on the Teacher Professional Growth and Effectiveness System (TPGES) and the Principal Growth and Effectiveness System (PPGES). Both systems are designed to provide meaningful feedback and supports to educators to improve student learning outcomes. State-level and regional professional learning opportunities will continue to be provided to district and school leadership teams in order to prepare for the statewide pilot year (2013-14) and overall accountability in 2014-2015. Kentucky's technical assistance

infrastructure will rely on the regional education cooperatives throughout the implementation and monitoring phases.

### ***Teacher Professional Growth and Effectiveness System (TPGES) Update***

Since the February KBE meeting, the Kentucky Department of Education has hosted six regional winter summits across the state. The primary purpose of the summits was to prepare districts and schools for the statewide pilot beginning August 2013. District leadership teams had an opportunity to deepen their understanding of the professional growth and effectiveness system. Attendance was exceptional with 811 participants and 111 districts represented.

Implementation of an Educator Development Suite (EDS) within the Continuous Instructional Improvement Technology System (CIITS) will enhance and streamline the PGES implementation. This suite will be the platform used to collect data and connect teachers and leaders to "just-in-time" professional learning experiences customized to meet their needs. Attachment A provides a brief description of the EDS in CIITS.

Kentucky's Student Voice Survey, a measure within the TPGES, was administered in March through the student portal of Infinite Campus. Results of the survey will be available through EDS and will be used to inform teacher reflections on the learning environment in order to improve student learning outcomes. The KBE has received previous reports about the use of student voice surveys in an evaluation and support system based on the research conducted in the Measuring Effective Teaching (MET) Project.

In March, local districts were asked to submit their Declaration of Intent to Adopt the PGES. Upon submission, KDE will be able to have a count of districts planning to adopt the statewide system or submit an alternative model for approval. The intent form was to be submitted via a secure web portal on or before March 29th.

### ***Principal Professional Growth and Effectiveness System (PPGES) Update***

Twenty-eight principals representing 15 districts are currently field testing the Principal Professional Growth and Effectiveness System (PPGES). The early implementation of this system has been well-coordinated with the support of key partners including the Kentucky Leadership Academy along with the Kentucky Association of School Administrators. Like the teacher system, several measures of effectiveness are included in the Principal Professional Growth and Effectiveness System. Measures include the Val-Ed 360, TELL Kentucky survey data and student growth goals based on school accountability.

### **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. The components within this system meet the requirements of the ESEA flexibility waiver and adhere to the requirements of HB 180 (2013).

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A handwritten signature in black ink, appearing to read "Terry Holliday". The signature is written in a cursive style with a large initial "T".

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**Commissioner of Education**

**Date:**

April 2013