

# **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, 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 improved student outcomes. A more comprehensive and consistent system that differentiates performance and provides support for continuous improvement is needed. Such a system would ensure that 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 to reach the Kentucky Board of Education (KBE) goal of having an effective teacher in every classroom and an effective principal leading every school.

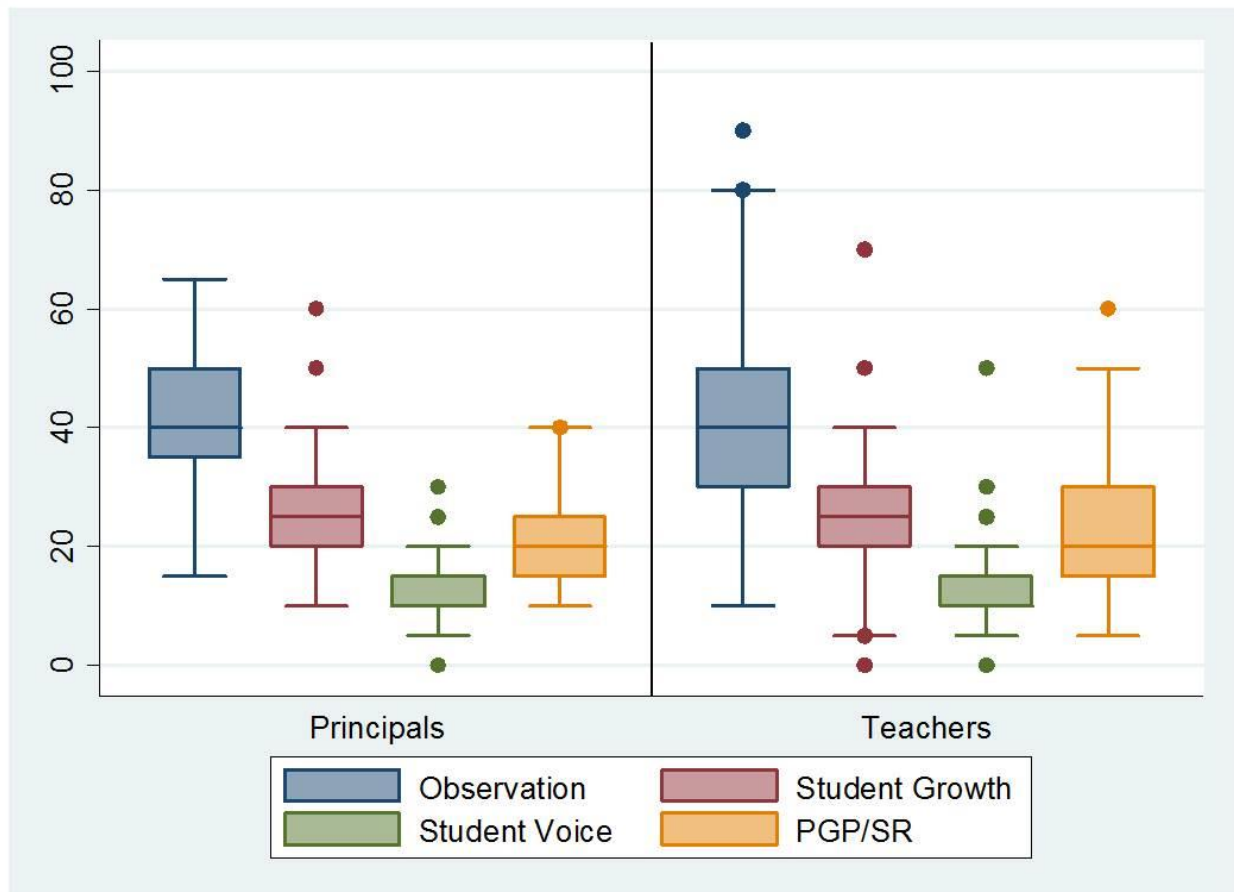
As part of the KBE's legislative agenda, HB 180 was filed and passed in the 2013 Regular Session to amend KRS 156.557 in order to align with federal ESEA flexibility waiver requirements. With the passage of HB 180, the next step will be to revise 704 KAR 3:345 so that it is aligned with the expectations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

A dual implementation effort is underway for the Teacher Professional Growth and Effectiveness System (TPGES) and the Principal Growth and Effectiveness System (PPGES). Both systems 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 to prepare for the statewide implementation without consequences (2013-14) and with overall accountability beginning in 2015-16 (due to a recent United States Department of Education announcement of the opportunity to request flexibility in the timeline for implementing consequences, which the Kentucky Department of Education (KDE) is pursuing. Kentucky's technical assistance infrastructure will rely on the regional education cooperatives as key education stakeholders throughout the implementation and monitoring phases.

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

There were 577 participants in the TPGES field test (2012-13). Participants field tested 4 measures: Classroom Observation (using the Danielson Tool), Student Growth, Professional Growth Planning and Reflection, and Student Voice (using an instrument based on the Tripod Survey used in the MET study). A survey was sent to the field test participants, and 202 responded. Focus group discussions were held in 4 locations, with more than 5% of all respondents participating in a focus group discussion. The training, measures, and implementation of the PGES were studied. The field test participants were also asked what weightings they would apply to the multiple measures. Many participants felt comfortable being assessed using the PGES framework and reported that they had adequate training to implement the training; however, many participants did not feel that their districts had the infrastructure to train all of their teachers in the proper use of the PGES. The participants understood how the measures related to the PGES. They also felt very strongly that the measures, except Student Voice, are appropriate to support the PGES. The participants felt that they needed to be made aware of the Student Voice questions before the tool was administered; this may indicate a need for communications between KDE and the field participants. Also, principals and teachers reported that they need more guidance in determining how to rate local Student Growth measures at the beginning of the year.

Additionally, the following graph shows the responses educators gave when asked about the proposed weighting of the measures within the TPGES:



These data suggest there is general consensus on the weights of measures relative to each other. That is, teachers and principals share a common understanding of which measures they feel most confident, and of which measures they feel least confident. Responses indicate that both Observation and Student Growth rank higher than Professional Growth Planning/Self-Reflection (PGP/SR) and Student Voice.

However, there is less consensus about the specific weight each measure should carry in the TPGES. It is the goal of the Commissioner's Teacher Effectiveness Steering Committee, the KDE, and the KBE that we have consensus given this is a statewide system to ensure equity of implementation and support across districts. Considering data from the second and third quartiles (shown above), KDE could draw the following general conclusions:

- Principals and teachers believe Observations should be weighted within a range of 35-50%;
- Principals and teachers believe Student Growth should be weighted within a range of 20-30%;
- Principals and teachers believe Professional Growth Planning and Self-Reflection should be weighted within a range of 15-30%; and
- Principals and teachers believe Student Voice should be weighted within a range of 10-15%.

Future TPGES research will include a correlation study to determine the multiple measures relation to student growth. The research design for the 2013-14 statewide implementation without consequences is similar to the previous plan except for the following extensions:

- More participants will be included in the sample (expecting approximately \_\_\_ number of teachers);
- Budget analysis;
- Peer observation models; and
- Further exploration of local Student Growth measures.

In order to streamline the implementation efforts of PGES, the Continuous Instructional Improvement Technology System (CIITS) will provide an online option for gathering and collecting data for the PGES. Teachers will submit their Student Growth Goals, and connect their Self-Reflection, Professional Growth Plans, Observation results, and Student Voice results within the Educator Development Suite of this electronic platform. This platform will allow educators to collaborate with their building administrators.

The Teacher Effective Steering Committee will meet August 1<sup>st</sup> and 2<sup>nd</sup>, 2013 to review the recommendations made to date and to review what has been learned from the field test to inform other recommendations. An update from that meeting will be shared with the KBE at the August meeting.

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

Fifteen districts and twenty-eight principals have completed the field test for the PPGES System. Feedback has been generated from face-to-face focus groups that also included participation via Lync, as well as from surveys of both superintendents and principals. The feedback was used to streamline portions of the PPGES without impacting the structure. The feedback has been overwhelmingly positive. Superintendents and principals have reported greater depth of collaboration than previously experienced. This has been particularly noted in Professional Growth Plan development, as well as in Student Growth goal development. Site-visits and on-going conferencing have created new levels of dialogue, with an intentional focus on student growth and student success. The PPGES handbook has been updated to reflect changes or modifications that were made in response to feedback from the field test participants. Additionally, a PD 360 course has been created to provide initial training for superintendent and principal participants in the 2013-14 statewide implementation. This training is available in an on-demand setting. For ongoing support of principals in both the PPGES and TPGES for the 2013-14 year, Kentucky Learning Academy, in conjunction with KDE and Battelle for Kids, has developed “just-in-time” support for principals. This support will be made available in regional settings to provide the most efficient and economical support possible.

**Impact on Getting to Proficiency:**

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 of this system meet the requirements of the ESEA flexibility waiver and HB 180 (2013).

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**Commissioner of Education**

**Date:**

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