

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Professional Growth and Effectiveness System (PGES) Update

Applicable Statute or Regulation:

KRS 156.557, 704 KAR 3:345

History/Background:

Existing Policy. Beginning in February 2014, the Kentucky Department of Education will be bringing forward recommended regulation changes to 704 KAR 3:345, Evaluation Guidelines to reflect the mandates of HB 180 (2013) and recommendations from both the Teacher and Principal Effectiveness Steering Committees.

Summative Performance Judgment: A crucial part of the discussion around the Professional Growth and Effectiveness System has been the determination of the summative performance category in the Professional Growth and Effectiveness System. At the October meeting of the Teacher Effectiveness Steering Committee (TESC), the recommendation was made to adapt the summative model used by Massachusetts for Kentucky. A subcommittee of the TESC met again on November 4 and refined their recommendation. Their recommendation for a summative model is reflected in Attachment A. Staff will explain the model and answer questions from the board at its December meeting.

Merger of Kentucky Teacher Internship Program (KTIP) and the Professional Growth and Effectiveness System (PGES): There is strong support across the Commonwealth to merge KTIP and PGES. The merger would mean KTIP tasks utilize the same process/evidence as PGES including observation tools, student voice, student growth and Professional Growth Plan and Reflection. A commitment exists across agencies to ensure demonstration of leadership and collaboration by using student growth targets to direct lesson and unit plans throughout the internship. The technology platform support for PGES (CIITS/EDS) would allow for KTIP teacher evidence to be shared for review. This merger would maintain a focus on ensuring the data received will be the necessary data for certification.

Impact on Getting to Proficiency:

In order to meet the board'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 must meet the requirements of the ESEA waiver.

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Commissioner of Education

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