

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

704 KAR 3:346, Repeal of 704 KAR 3:345 (First Reading) and 704 KAR 3:370, Professional Growth and Effectiveness System Guidelines (First Reading; New Regulation)

Applicable Statute or Regulation:

KRS 156.557 and 704 KAR 3:345

History/Background:

Existing Policy. 704 KAR 3:345 has long established evaluation and professional growth procedures for certified personnel to guide local districts as they develop their own professional growth and evaluation systems for certified personnel. The current regulation has resulted in as many evaluation systems as there are school districts, with no meaningful differentiation in levels of performance or support.

Because the current system has proven to be ineffective in improving certified employee effectiveness, KRS 156.557 (HB 180) was amended during the 2013 General Assembly session, subsequently requiring revisions to 704 KAR 3:345. Since completely new guidelines are needed and those guidelines emphasize support for the professional growth and effectiveness of certified employees, a new regulation is needed. The new regulation supports the implementation of a statewide Professional Growth and Effectiveness System (PGES) for “the purpose of supporting and improving the performance of all certified school personnel.”

In order to put new guidelines in place, the existing regulation must be repealed. Therefore, 704 KAR 3:346 is included as a repealer regulation.

The requirements outlined in the new regulation, 704 KAR 3:370, Professional Growth and Effective System Guidelines, also are aligned to Kentucky’s federal Elementary and Secondary Education Act (ESEA) waiver. In order to gain final approval of the Principle 3 portion of Kentucky’s ESEA waiver by the U.S. Department of Education, Kentucky’s Professional Growth and Effectiveness System has to address these six components:

- Continuous improvement of instruction
- Meaningful differentiation of teacher/principal performance using at least three performance levels
- Multiple measures of effectiveness including use of student growth data (both state standardized tests and formative growth measures that are rigorous and comparable across schools in a local district) as a significant factor

- Regular evaluation (most likely annual)
- Clear and timely feedback to include opportunities for professional development
- Use of the system to inform personnel decisions

Over the past five years, in collaboration with the Teacher and Principal Steering Committees, Kentucky has been developing a valid and reliable common statewide professional growth and effectiveness system aligned to the requirements of the ESEA waiver. Along the way, both steering committees have considered national and state research to guide their recommendations for inclusion in regulatory language. The Teacher and Principal Steering Committees' recommendations are included in Attachments A and B, respectively. These policy recommendations have been incorporated, where appropriate, into the proposed 704 KAR 3:370 that is being reviewed at the February meeting. It will come back to the April board meeting for approval.

Impact on Getting to Proficiency:

The proposed system will support college and career readiness initiatives through the development and distribution of effective teachers and principals. The PGES will provide teachers and principals with “just in time” feedback to inform practice and provide support for professional growth. The development of a common statewide effectiveness system provides the opportunity to build capacity and support to guide the teaching and learning process.

Groups Consulted and Brief Summary of Responses:

Teacher and Principal Steering Committees
Local Superintendents Advisory Council (LSAC)

The steering committees are supportive of the two regulations. LSAC will provide input that will be reported at the February meeting.

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Commissioner of Education

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