# This is a decision paper

**MEMO TO:** Members of the Board of Education

**FROM:** Nannette Johnston, Superintendent

**DATE:** March 20, 2014

**RE:** Director of Professional Growth and Effectiveness (1-year Position)

The Kentucky Department of Education, as part of the Unbridled Learning initiative under Senate Bill 1, has created the Professional Growth and Effectiveness System (PGES) as a means of measuring the overall effectiveness of teaching, teachers, and administrators across the state. The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth**.** Teaching is too complex for any single measure of performance to capture it accurately. Assessing effective teaching requires multiple sources of evidence. The following sources of evidence are used in the PGES for teachers: observation, peer observation, reflection, professional growth, student growth and student voice.

A common language and understanding of effective teaching is the foundation of this system. Kentucky has adopted the Framework for Teaching which is based on the work of Charlotte Danielson. The framework includes the following indicators of effective teaching in five domains of practice: planning and preparation, classroom environment, instruction, professional responsibilities and student growth.

During the 2013-2014 school year, approximately 10% of all schools across the state have been piloting the PGES. Here in Hardin County, the participating pilot schools are Heartland Elementary, Lakewood Elementary, West Hardin Middle School, and Central Hardin High School. The PGES process has proven to be very cumbersome, with an inordinate amount of paperwork, computer-based learning and data entry, and an ever-changing set of parameters and processes. In short, the process has been extremely difficult to both comprehend and complete. And beginning with the 2014-2015 school year, **every** school in the state must **fully** implement the PGES. Beginning with the 2015-2016 school year, the PGES becomes part of the accountability model, counting 10% of a school and district’s overall scores.

The district believes this is a positive move that will promote professional effectiveness if implemented thoroughly and correctly. To that end, the district is proposing the creation of a one-year, 240-day level 1 Director position, to be called “Director of Professional Growth and Effectiveness.” This position will be fully funded using federal Title II Teacher Quality monies, and its purpose will be to assist principals, teachers, and schools with the implementation of the PGES. No board monies will be used for funding this position. The position will begin on June 1st, 2014, and will end on June 30th, 2015. The person in this position will be responsible for providing assistance to principals and schools for the duration of the position in all aspects of PGES, including, but not limited to, training, plan development, consultation, professional development, facilitation, technological integration, and other duties as assigned. The person in this position will work for the Instructional Services Department (ISD) and will play a key role in collaborating with the ISD on areas where instruction and PGES overlap.

# Recommended motion

I move that the board of education approve the addition of the position of Director of Professional Growth and Effectiveness, a 1-year position to be fully funded using federal Title II dollars. No board monies will be used for funding this position. This will be a 240-day position, to be paid at the level 1 Director position on the pay scale. The start date of the position is June 1st, 2014, with the position ending on June 30th, 2015.