Attachment A
Teacher Professional Growth and Effectiveness System Steering Committee
Draft Recommendations Including Regulation Language

January 29, 2013

Recommendation 1: Tenured teachers will have a summative evaluation every three (3) years.

The district shall require summative evaluation at least once every three (3) years for a teacher who has attained continuing service status under KRS 161.740 or "continuing status" under KRS 156.800(7).

Recommendation 2: A tenured teacher rated needs improvement, unsatisfactory or ineffective on a summative evaluation shall have a summative evaluation in the next school year.

The district shall require multiple observations of a certified school personnel who has attained continuing service status under KRS 161.740 or "continuing status" under KRS 156.800(7) and whose observation results are determined to be Ineffective.

(d) A teacher whose professional practice rating is Developing, with a low overall student growth rating, or whose professional practice rating is Ineffective, with an expected or high overall student growth rating, shall have a professional growth plan that includes goals determined by the evaluator: goals shall focus on professional practice and student growth, include an annual formative review, and include a summative evaluation that occurs at the end of one (1) year.
(e) A teacher whose professional practice rating is Ineffective, with a low overall student growth rating, shall have an improvement plan with goals determined by the evaluator: the goals shall focus on low performance areas and a summative evaluation shall occur at the end of the plan, whose duration is determined by the evaluator and may last up to one (1) year.

Recommendation 3: Tenured teachers who are on corrective action plans will receive a summative evaluation every year until the goals in the corrective action plans are accomplished.

A teacher whose professional practice rating is Ineffective, with a low overall student growth rating, shall have an improvement plan with goals determined by the evaluator: the goals shall focus on low performance areas and a summative evaluation shall occur at the end of the plan, whose duration is determined by the evaluator and may last up to one (1) year.

Recommendation: 4: Non-tenured teachers will receive a summative evaluation annually.

The district shall require summative evaluation, with multiple observations, to occur annually for each teacher who has not attained continuing service status under KRS 161.740 or "continuing status" under KRS 156.800(7) and may utilize the formative data collected during the beginning teacher internship period, pursuant to 16 KAR 7:010, in the summative evaluation of an intern teacher.

Recommendation 5: Each teacher will receive data from all available measures every year.

All data will be placed in EDS and teachers will have access.

Recommendation 6: The Department of Education will monitor the implementation of the Professional Growth and Effectiveness System (PGES) in a minimum of 15 school districts every year.

KRS 156.557 (10)

The Kentucky Department of Education shall annually provide for on-site visits by trained personnel to a minimum of fifteen (15) school districts to review and ensure appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of the evaluation system. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.

Recommendation 7: Districts implementing alternative plans will be monitored within three years of the initial implementation and thereafter, at the discretion of the Kentucky Department of Education.

Districts implementing alternative Professional Growth and Effectiveness plans approved by the department pursuant to KRS 156.557(7) shall be monitored within three (3) years of the initial implementation of the alternative plan, and subsequently at the discretion of the department.

Recommendation 8: The Kentucky Department of Education shall provide technical assistance to local districts.

Guidance
The Kentucky Department of Education provides technical assistance to local districts through PGES Headline News, PGES Newsletters and PGES Webcasts. All live KDE webcasts are broadcast at 3 p.m. ET here. Dates for future PGES webcasts are March 26, April, 23, May 21, and June 25. All archived KDE webcasts can be accessed on the KDE Media portal.

The PGES Consultants also provide technical assistance to local districts through the education cooperatives. KDE in partnership with the education cooperatives hosted regional work sessions to go through the Model Certified Evaluation Plan with district teams.

Additionally, as scaling work to implement PGES next school year continues, the PGES eGuide will be particularly helpful to districts, schools, and educators.

ONGL:RCRSAE/031214

Each chapter of the eGuide focuses in on specific learning targets, websites, documents, and lists with applicable hyperlinked resources. When a district needs its educators to have current PGES information, this document will provide it.

The eGuide also will be a helpful resource when working through the Certified Evaluation Plan (CEP) with the district 50/50 committee. As questions arise about PGES, districts will be able to access the eGuide and link to the most relevant sources.

Each educational cooperative has a Professional Growth and Effectiveness Coach on staff.

Recommendation 9: The Teacher Professional Growth and Effectiveness System Steering Committee requests to review additional data gathered by the Kentucky Department of Education from the field regarding frequency and duration of observations.

See the Model Certified Evaluation Plan – Page 8.

Recommendation 10: The Teacher Professional Growth and Effectiveness System will include a peer observer.

The district shall require a minimum of one (1) peer observation of a teacher evaluatee during the summative evaluation year, documentation of peer observations in the department-approved technology platform, and sharing of the documentation with the teacher for formative evaluation purposes. At the request of a teacher, peer observations may be used in the formative process.

Recommendation 11: The Teacher Effectiveness Steering Committee requests that the Kentucky Department of Education further investigate and share peer observation models with the Steering Committee for consideration.

See the Model Certified Evaluation Plan – Page 11 and Pages 37 and 38.

Recommendation 12: Before 2014-15 implementation, peer observers shall be trained and certified in observation and the providing of feedback.

The district shall require peer observers to complete the department-developed peer observer training at least once every three (3) years.

Recommendation 13: Training and certification shall be required for all administrators with evaluation responsibilities.

Training and Testing of Evaluators and Observers. (1) The district shall include evaluation and observation training in the district's system plan and procedures that shall be submitted to the department for approval pursuant to Section 3 of this administrative regulation.
(2) The district shall ensure an evaluator meets the requirements of the district's system plan and procedures prior to evaluating a certified school personnel.
(3) An evaluator shall be trained and tested and approved on a four-year cycle.

(4)   Year one (1) of the district's evaluator training cycle shall include the following training requirements:
(a) Training on all statutes and administrative regulations applicable to the evaluation of certified school personnel;
(b) Training in identifying effective teaching and management practices, in effective observation and conferencing techniques, in development of student growth goals, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques;
(c) Training provided by the department for all certified administrator evaluators who have never evaluated certified school personnel. Other certified administrators who have not received training in the skill areas listed in paragraph (b) of this subsection may also be trained by the department; and
(d)   Training, for all other evaluators, by a provider who has been approved by the department as a trainer for the Instructional Leadership Improvement Program established in 704 KAR 3:325.
 (5) Year one (1) of the district's evaluator training cycle shall include the following testing requirements:
(a) An evaluator shall successfully complete testing of research-based and professionally accepted teaching and management practices and effective evaluation techniques.
(b) The testing shall be conducted by the department or an individual or agency approved by the department.
(c) The testing shall include certification as an observer through the department-approved observer certification process for an evaluator who is observing teachers for the purpose of evaluation.
(6) The department shall issue year one (1) approval as an evaluator upon the evaluator's successful completion of the required evaluation training and testing program and successful completion of observer certification.
(7) Years two (2) and three (3) of the district's evaluator training and testing cycle shall include in each year:
(a)   Observer recalibration training, in the department-approved technology platform, for all evaluators who observe teachers for the purpose of evaluation; and
(b) A minimum of six (6) hours of evaluation training on any changes to the district's system plan, policies, or procedures, or to statutes or administrative regulations related to the evaluation of certified school personnel.
(8) Year four (4) of the district's evaluator training and testing cycle shall include refreshed evaluator training and, if evaluating teachers, refreshed observer certification training and testing.
(9) The district shall require peer observers to complete the department-developed peer observer training at least once every three (3) years.

Recommendation 14: Recertification for observers shall occur at least every 3 years.

Year four (4) of the district's evaluator training and testing cycle shall include refreshed evaluator training and, if evaluating teachers, refreshed observer certification training and testing.

Recommendation 15: All teachers shall develop student growth goals.

The teacher shall develop and implement a minimum of one (1) student growth goal each year.

Recommendation 16: All teachers have the autonomy to choose, in collaboration with the principal, the student growth goal focus area based on the content standards they are responsible for teaching.

The teacher shall develop and implement a minimum of one (1) student growth goal each year.

Recommendation 17: Non-assessed area teachers will not share in the state student growth contribution unless the teacher and evaluator, in collaboration, choose to use it.

(a) The student growth measure shall consist of a state contribution, when available, and a local contribution.
(b) The Kentucky Board of Education shall determine the scale for low, expected, and high growth regarding the state contribution and the department shall provide the scale to local school districts.
(c) Student growth goals shall be determined as follows:
1. The teacher shall develop and implement a minimum of one (1) student growth goal each year.
2. Because Individualized Education Plan (IEP) goals are student-specific, IEP goals may inform, but shall not be used as, student growth goals.
3. The district shall ensure that student growth goals and measures of student growth are rigorous and comparable across schools in the local school district.

Recommendation 18: One student growth goal is the minimum required for all teachers. A maximum of two student growth goals may be used if requested by the teacher.

The teacher shall develop and implement a minimum of one (1) student growth goal each year.

Recommendation 19: All formative data will inform the summative evaluation.

All formative data is available for teachers in EDS. Principals can access all teacher data in EDS except for peer observation.

Recommendation 20: A subcommittee of the Teacher Professional Growth and Effectiveness System Steering Committee shall create an outline for the Kentucky Department of Education of a *Student Growth Goal Development Handbook* for writing student growth goals. The handbook shall contain a student growth goals template, strategies, and resources for use by teachers in developing student growth goals. The Handbook will contain sections specific to assessed and non-assessed areas.

Guidance
The [Student Growth](#) webpage provides guidance and video resources.

The Student Growth Goal (SGG) setting process in the Educator Development Suite (EDS) of CIITS – the Continuous Instructional Improvement Technology System -- is now available to all Kentucky teachers. Teachers may want to watch the video, "Navigating the SGG Process in CIITS," available at the KDE media portal, to help them with the process. Teachers and leaders can use the Think and Plan Tool with Guiding Questions to lead discussions in the planning of students' growth goals.

In addition to the SGG setting process, supporting teachers (ECE, interventionist, Special Ed) are now included in the caseload management function and have access to the observation process. The features of Self Reflection and Professional Growth Plan require additional product development in order for all supporting teachers to have access. This need to expand functionality to all teachers is currently being addressed and will be available for the 2014-15 school year.

Recommendation 21: The Teacher Professional Growth and Effectiveness System Steering Committee will continue to review field test data as it relates to the attribution of state student growth data to special education teachers.

Guidance documents from the Teacher Effectiveness Steering Committee Subcommittee on Special Education are available on the new PGES Steering Committees webpage.

The documents are TESC Recommendations for Special Education: Recommendations for PGES Student Growth Goals for Students with Disabilities and Guidance for Special Education.

Recommendation 22: The Kentucky Department of Education will create a uniform statewide training with a set curriculum focused on the student growth goal setting process. The Kentucky Department of Education should consider a certification for trainers.

Guidance
The Student Growth webpage provides guidance and video resources.

The Student Growth Goal (SGG) setting process in the Educator Development Suite (EDS) of CIITS – the Continuous Instructional Improvement Technology System -- is now available to all Kentucky teachers. Teachers may want to watch the video, "Navigating the SGG Process in CIITS," available at the KDE media portal, to help them with the process. Teachers and leaders can use the Think and Plan Tool with Guiding Questions to lead discussions in the planning of student growth goals.

In addition to the SGG setting process, supporting teachers (ECE, interventionist, Special Ed) are now included in the caseload management function and have access to the observation process. The features of Self Reflection and Professional Growth Plan require additional product development in order for all supporting teachers to have access. This need to expand functionality to all teachers is currently being addressed and will be available for the 2014-15 school year.

Recommendation 23: All teachers will use measures of student achievement based on local, state and/or national standards to ensure rigor and comparability across schools in a local education agency to provide reliable, valid evidence of student growth.

The district shall ensure that student growth goals and measures of student growth are rigorous and comparable across schools in the local school district.

Guidance
The Model Certified Evaluation Plan pages 14 and 15 provides guidance on rigor and comparability.

Recommendation 24: Professional growth planning shall occur annually.

Growth plans are required annually, some are teacher-directed and some are evaluator-directed.

October 22, 2013

Recommendation 25: Local school boards should establish an annual review for implementation.

The review process is built into the [Model Certified Evaluation Plan](#).

Recommendation 26: The 50/50 committee would add additional members for the purpose of decisions around the PGES implementation (including auditing and monitoring) of the system. The Committee is to consist of 1/2 teachers, 1/3 principals, and 1/6 appointed members. The additional members would serve two years. Their terms would be staggered. Collective bargaining language needs to be included to allow for differences in those districts.

A local evaluation committee shall propose, to the local board of education, system procedures and forms for the evaluation of certified school personnel positions.

Recommendation 27: Of the 15 districts reviewed by KDE annually, five of those should be identified at random, five should be targeted by triggers, and five should be at the discretion of KDE.

KRS 156.557: *The Kentucky Department of Education shall annually provide for on-site visits by trained personnel to a minimum of fifteen (15) school districts to review and ensure appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of the evaluation system. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.*

Recommendation 28: A new state rubric should be developed for approving district plans for the new system.

Guidance

As districts work with their 50/50 committees to develop the Certified Evaluation Plan (CEP), there have been several questions around guidance and the submission process. KDE will soon release tools that will help districts develop and strengthen the quality of the CEP. A Regulation Alignment Checklist is being developed that will guide districts through the requirements of the new regulation. This document, in appearance, should be familiar as it is very similar to what districts have worked with in the past.

The Working on the Work (WOW) document will allow districts to conduct a self-assessment on each of the assurances that require a district decision and need to be addressed in the local Certified Evaluation Plan (CEP). It will help districts in preparation for presenting to local boards of education and to KDE. This tool may also be used by board members to assess the quality of the assurances. In addition, a flowchart that demonstrates the submission process will be released this week. The tools will help districts develop a timeline to ensure that the local CEP is reviewed and approved according to the timeline that reflects the use of PGES for personnel decisions.

Recommendation 29: District monitoring and auditing by the state should be triggered by:
- Evaluation appeals in excess of two percent of certified personnel being evaluated. KDE should monitor/audit the implementation of the system.
- Unacceptably low correlations.
- Significant discrepancy between student growth and teacher/principal effectiveness. A state audit should be triggered.
- Inconsistencies and student growth results.
- TELL Survey results indicating potential problems in the district.

Guidance

The [Student Growth](#) webpage provides guidance on the student growth goal setting process.

The [TELL Kentucky Survey](#) webpage provides survey results indicating potential problems in a district.

Recommendation 30: The district should ensure that all timelines are followed, appropriate forms (CIITS access) are used, and time is created to allow for full implementation of PGES.

During the 2014-2015 school year, all local districts shall fully implement the requirements of KRS 156.557 and this administrative regulation for all certified school personnel except other professionals, preschool teachers, and teachers of career and technical education in area technology centers, and may, if adopted by the local board of education, use the results from the system to make personnel decisions. The use of a district's present evaluation plan, in addition to the system, during the 2014-2015 school year, will comply with this administrative regulation. During the 2014-2015 school year, the overall school and district accountability scores described in 703 KAR 5:225 shall not include the results from the system.

All districts are required to use EDS for data collection.

Recommendation 31: Each district should have a point of contact that oversees the monitoring/implementation of the district PGES.

The district shall designate a contact person responsible for monitoring evaluator training and for implementing the system.

Recommendation 32: In order to observe teachers, evaluators must complete an observation certification training as provided by the KDE.
Recommendation 33: Training of evaluators needs to include training on policies and best practices.
Recommendation 34: First time evaluators should receive training in addition to Teachscape. This training should include an overview of PGES, creation of PGES evidence (e.g., PGP, SGG), and Kentucky law as it relates to evaluation and coaching and providing effective feedback.

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(b) The testing shall be conducted by the department or an individual or agency approved by the department.
(c) The testing shall include certification as an observer through the department-approved observer certification process for an evaluator who is observing teachers for the purpose of evaluation.

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(6) The department shall issue year one (1) approval as an evaluator upon the evaluator's successful completion of the required evaluation training and testing program and successful completion of observer certification.

(7) Years two (2) and three (3) of the district's evaluator training and testing cycle shall include in each year:

(a) Observer recalibration training, in the department-approved technology platform, for all evaluators who observe teachers for the purpose of evaluation; and

(b) A minimum of six (6) hours of evaluation training on any changes to the district's system plan, policies, or procedures, or to statutes or administrative regulations related to the evaluation of certified school personnel.

(8) Year four (4) of the district's evaluator training and testing cycle shall include refreshed evaluator training and, if evaluating teachers, refreshed observer certification training and testing.

(9) The district shall require peer observers to complete the department-developed peer observer training at least once every three (3) years.

Recommendation 35: KTIP and KPIP training should be separate from certified evaluator training.

The programs are being merged.

Recommendation 36: Recalibration should be done one time each year.

(7) Years two (2) and three (3) of the district's evaluator training and testing cycle shall include in each year:

(a) Observer recalibration training, in the department-approved technology platform, for all evaluators who observe teachers for the purpose of evaluation;

January 13, 2014

Recommendation 37: The summative model for the Teacher PGES will be adapted from the Massachusetts' summative model.

The Massachusetts' model was used as a resource in the development of the summative model.

Recommendation 38: The decision rules for determining a teacher's professional practice category are:
- If a teacher is rated Ineffective in the Classroom Environment domain or Instruction domain, the teacher's professional practice rating shall be Developing or Ineffective.
- If a teacher is rated Ineffective in the Classroom Environment domain and Instruction domain, the teacher's professional practice rating shall be Ineffective.
- If a teacher is rated Ineffective in any domain, the teacher's professional practice rating shall be Ineffective, Developing or Accomplished.
- If a teacher is rated Developing in two (2) domains and Accomplished in two (2) domains, the teacher's professional practice rating shall be Accomplished.

- If a teacher is rated Developing in two (2) domains and Exemplary in two (2) domains, the teacher's professional practice rating shall be Accomplished.

The evaluator shall utilize the following decision rules for determining the professional practice rating for a teacher:
(a) If a teacher is rated Ineffective in the Classroom Environment domain or in the Instruction domain, the teacher's professional practice rating shall be not be Exemplary or Accomplished;
(b) If a teacher is rated Ineffective in the Classroom Environment domain and in the Instruction domain, the teacher's professional practice rating shall be Ineffective;
(c) If a teacher is rated Ineffective in any domain, the teacher's professional practice rating shall be Accomplished, Developing, or Ineffective;
(d) If a teacher is rated Developing in two (2) domains and Accomplished in two (2) domains, the teacher's professional practice rating shall be Accomplished;
(e) If a teacher is rated Developing in two (2) domains and Exemplary in two (2) domains, the teacher's professional practice rating shall be Accomplished; and
(f) If a teacher is rated Accomplished in two (2) domains and Exemplary in two (2) domains, the teacher's professional practice rating shall be Exemplary.

Recommendation 39: The decision rules for determining the overall performance category for a teacher are reflected in the chart below.

Professional Practice	Student Growth	Overall Performance Category
Exemplary	High	Exemplary
	Expected	Exemplary
	Low	Accomplished
Accomplished	High	Exemplary
	Expected	Accomplished
	Low	Developing
Developing	High	Accomplished
	Expected	Developing
	Low	Developing
Ineffective	High	Developing
	Expected	Ineffective
	Low	Ineffective

The district shall determine the teacher's overall performance category with the following decision rules:
(a) A teacher's overall performance rating shall be Exemplary if:
1. The professional practice rating is Exemplary and the overall student growth rating is high;
2. The professional practice rating is Exemplary and the overall student growth rating is expected; or
3. The professional practice rating is Accomplished and the overall student growth rating is high.
(b) A teacher's overall performance rating shall be Accomplished if:

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1. The professional practice rating is Exemplary and the overall student growth-rating is low;
2. The professional practice rating is Accomplished and the overall student growth rating is expected; or
3. The professional practice rating is Developing and the overall student growth rating is high.
(c) A teacher's overall performance category shall be Developing if:
1. The professional practice rating is Accomplished and the overall student growth rating is low;
2. The professional practice rating is Developing and the overall student growth rating is expected;
3. The professional practice rating is Developing and the overall student growth rating is low; or
4. The professional practice rating is Ineffective and the overall student growth rating is high.
(d) A teacher's overall performance category shall be Ineffective if:
1. The professional practice rating is Ineffective and the overall student growth rating is expected; or
2. The professional practice rating is Ineffective and the overall student growth rating is low.