

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Professional Growth and Effectiveness System Update

Applicable Statute or Regulation:

KRS 156.557 and 704 KAR 3:370

History/Background:

Existing Policy. As of August 11, 2014, 704 KAR 3:370, Professional Growth and Effectiveness System (PGES), became effective. The regulation was placed on the August Interim Joint Committee agenda and no questions were raised by the members.

At the August meeting, the Kentucky Board of Education (KBE) was informed of the United States Department of Education (USED) concerns on Principal 3 of the ESEA Flexibility Extension application. However, after providing additional information to USED, on August 14, Kentucky received approval contingent on the willingness to adjust, “the matrix that it uses in its teacher effectiveness and support system so that a teacher will not be rated as *Accomplished* (the second highest rating on Kentucky’s four-level overall rating scale) if that teacher has a *Low* student growth rating (the lowest student growth rating on Kentucky’s three-level student growth rating scale)”. In the near future, staff will bring forward recommended revisions to 704 KAR 3:370 to include the requirements for Other Professionals and at that time, the matrix language revision will be included.

Also, at the August meeting, the KBE heard a presentation about the collaborative work going on with the Education Professional Standards Board related to teacher preparation and leadership. A concern was raised that context needs to be set for all the work going on to reach the KBE goal of an effective teacher in every classroom and an effective leader in every school. Therefore, the update on PGES at the October meeting will be focused on not only implementation efforts to-date, but also on illustration of how PGES is part of a broader set of initiatives aimed at ensuring all teachers and leaders are effective in supporting students to be college- and career-ready. Specifically, using effectiveness data for promoting the teaching profession through teacher leader pathways, recruitment, and equitable distribution of effective teachers in identified districts of need will be discussed and the partnership occurring with stakeholders.



Impact on Getting to Proficiency:

The KBE goals of every student taught by an effective teacher and every school led by an effective leader can be achieved only if a comprehensive system is in place to ensure success for all students. Increasing the effectiveness of teachers has the possibility to create a culture of high expectations and opportunities for students to be prepared for college and career readiness.

Contact Person:

Amanda Ellis, Associate Commissioner
Office of Next Generation Learners
502-564-9850
Amanda.ellis@education.ky.gov

Commissioner of Education

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