

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

704 KAR 3:370, Professional Growth and Effectiveness System Guidelines (First Reading)

Applicable Statute or Regulation:

KRS 156.557 and 704 KAR 3:370

History/Background:

Existing Policy. Since the approval of 704 KAR 3:370, Professional Growth and Effectiveness System (PGES), at the April KBE meeting, statewide implementation of PGES for the 2014-15 academic year, as required by KRS 156.557, is underway. The requirements outlined in the regulation, 704 KAR 3:370, Professional Growth and Effectiveness System Guidelines, also are aligned to Kentucky's federal Elementary and Secondary Education Act (ESEA) waiver. 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

In order to continue implementation of the PGES, revisions are needed to 704 KAR 3:370, Professional Growth and Effectiveness System Guidelines in order to address the following:

- On June 26, 2014, Kentucky participated in a conference call with the United States Department of Education (USED) concerning Principle 3 of the ESEA Flexibility Waiver Extension Request. USED expressed concern that a decision rule used to determine the overall performance category for teachers under-valued student growth as a determining factor in teacher effectiveness.

In order to address this concern, KDE has updated the regulation to reflect that a teacher with exemplary professional practice and low student growth will now earn the performance category of developing, not accomplished.

KRS 156.557 requires the evaluation of all certified personnel to be outlined in an evaluation plan approved by KDE. During the 2014-15 academic year, KDE has been piloting a system for Other Professionals. Other professionals are defined as “certified school personnel, except for teachers, administrators, assistant principals, or principals.” An example of an “other professional” is library/media specialists. Also, a representative group of certified administrators that work at the district level have been meeting to determine how the required ESEA components will drive this part of the growth and effectiveness system.

The regulation must be updated as a result of the pilot to include those certified staff (other professionals) in the requirements of the Professional Growth and Effectiveness System. Since the requirements for “other professionals” mirror those for teachers, they have been added to the sections of the regulation that relate to teachers. Sections 13, 14, and 15 have been added to the regulation to reflect the PGES requirements proposed for certified administrative staff at the district level. Feedback will continue to be gathered to inform those sections prior to the final approval of the proposed changes in April 2015.

Impact on Getting to Proficiency:

This regulation will enable all certified personnel to move beyond compliance to effectiveness and will ensure that all staff have responsibility for student achievement.

Groups Consulted and Brief Summary of Responses:

Other Professional Steering Committee
Certified Administrators
Local Superintendents Advisory Council (LSAC)

Input will be reported at the February meeting.

Contact Person:

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



Commissioner of Education

Date:

February 2015