

# **KENTUCKY DEPARTMENT OF EDUCATION**

## **STAFF NOTE**

### **Review Item:**

Professional Growth and Effectiveness System Update and Its Alignment with the Kentucky Teacher Internship Program

### **Rationale:**

To update the board on the statewide implementation of the Professional Growth and Effectiveness System (PGES) and to inform the board about the alignment of the Kentucky Teacher Internship Program (KTIP) with PGES. This update was requested by board members.

### **Applicable Statute or Regulation:**

KRS 156.557, 704 KAR 3:370, 16 KAR 7:010

### **History/Background:**

***Existing Policy:*** As a result of the approval of 704 KAR 3:370, the second year of statewide implementation of the Professional Growth and Effectiveness System (PGES) occurred during the 2015-16 school year as required by KRS 156.557. Currently, all districts, with the exception of one, have opted to utilize PGES; any district may request a waiver to be exempt from using it. However, no district has opted out of using it. In response to this large-scale implementation, the Kentucky Education Professional Standards Board (EPSB) began working with the Kentucky Advisory Council for Internships (KACI) in 2013 to modify KTIP to align with the Teacher Professional Growth and Effective System (TPGES). At the December meeting, results from implementation efforts related to PGES will be shared along with a summary of the KTIP/PGES pilot.

***Summary:*** Below are two charts reflecting the performance level of teachers (TPGES) and principals (PPGES) based on data entered during the 2015-16 and 2014-15 school years. Ratings contained in the TPGES chart are organized by the four domains of teaching used in this system. Ratings contained in the Principal Professional Growth and Effectiveness System (PPGES) chart are organized by the performance standards used in this system. Performance levels in both charts are rated by each component according to the following performance levels: Exemplary (E), Accomplished (A) and Developing (D).

**Teacher Professional Growth and Effectiveness System (TPGES)**

School Year	Domain 1: Planning & Preparation	Domain 2: Classroom Environment	Domain 3: Instruction	Domain 4: Professional Responsibilities
2015-16	16% E 76% A 8% D	20% E 72% A 8% D	14% E 75% A 11 % D	19% E 76% A 5% D
2014-15	14% E 78% A 8% D	19% E 74% A 7% D	12% E 77% A 11% D	17% E 77% A 6% D

School Year	Overall Professional Practice	Overall Growth	Effectiveness Rating
2015-16	18% E 76% A 6% D	39% High 57% Expected 5% Low	37% E 56% A 7% D
2014-15	15% E 80 % A 5% D	28% High 67% Expected 5% Low	28% E 66% A 6% D

**Principal Professional Growth and Effectiveness System (PPGES)**

PPGES	Standard 1: Instructional Leadership	Standard 2: School Climate	Standard 3: Human Resource Manage- ment	Standard 4: Organization -al Management	Standard 5: Communi- cation and Community Relations	Standard 6: Profession- alism
2015-16	26% E 57% A 17% D	29% E 60% A 11% D	19% E 70% A 11% D	27% E 65% A 8% D	22% E 67% A 11% D	32% E 65% A 3% D
2014-15	23% E 56% A 21% D	28% E 59% A 13% D	18% E 69% A 13% D	26% E 63% A 11% D	22% E 63% A 15% D	28% E 67% A 5% D

School Year	Overall Professional Practice	Overall Growth	Effectiveness Rating
2015-16	22% E 72% A 6% D	23% High 71% Expected 6% Low	29% E 63% A 8% D
2014-15	19% E 71 % A 10% D	15% High 79% Expected 6% Low	26% E 63% A 11% D

KDE, at the request of the Kentucky Board of Education (KBE), continued to gather feedback from the field to support PGES implementation during the 2015-16 school year. Through a collaborative effort with KDE, Hope Street Group (HSG) collected feedback from roughly 1800 teachers through surveys and focus groups. The results indicated teacher's satisfaction with the framework and the value of peer observations and feedback. The results also indicated a need to build principals' capacity in providing feedback to teachers.

Additionally, KDE partnered with the Southern Regional Education Board (SREB) to collect feedback from principals. SREB collected feedback from approximately 50 principals who agreed they needed support in providing timely, actionable feedback to teachers. In response, KDE partnered with the Council of Chief State School Officers (CCSSO) in a cross-state collaboration to develop the Principal Partnership Project (P3). P3 focused on connecting principals regionally to strengthen and support the use of effective feedback from principals to teachers. P3 supported both veteran and novice principals, with the primary focus being on principals with less than three years of experience.

Another change was the use of the Educator Development Suite (EDS), the state-provided platform for collecting PGES data, as the platform became an option instead of a requirement. However, 145 districts continued using all or part of EDS and all 173 districts reported summative data in EDS. Additionally, EDS data indicated nearly 112,000 observations were completed voluntarily and nearly 22,000 summative results were entered. Finally, KDE provided staff to work specifically with districts on needs related to EDS. Additionally, KDE is currently developing a Request for Proposal (RFP) to improve the reporting platform. As part of the RFP, KDE is requiring prospective vendors to include embedded training for observer certification, calibration and recertification in the platform. Incorporating this training will eliminate costs for all aspects of observer certification from all districts utilizing the system, a savings of \$800 per principal during the first four-year cycle of a new principal and a savings of \$440 per principal in every three-year cycle thereafter.

The KDE continued offering face-to-face, on-site support to districts who indicated need. Teams from KDE visited districts and worked with district leadership to connect PGES activities to preexisting district initiatives. KDE reviewed district Certified Evaluation Plans (CEPs) to allow for the flexibility of local decision making when appropriate. KDE staff also provided just-in-time support to all districts through on-going monthly newsletters.

Throughout implementation, the KDE's Teacher and Principal Effectiveness Steering Committees met to review data related to PGES and provide recommendations for the improvement of the system. The Teacher Effectiveness Steering Committee is comprised of teachers, administrators, higher education faculty/staff, Kentucky Education Association leadership and other state organization representatives. However, teachers comprise the majority of the committee. The Principal Effectiveness Steering Committee is comprised of principals, district administrators, higher education faculty/staff and state

organization representatives. In this case, principals comprise the majority of the committee.

Feedback from these committees along with feedback obtained from HSG and SREB during the 2015-16 school year indicate the need for continued implementation support as follows:

- Continue to provide regional leadership support for schools/districts.
- Provide assistance to regional cooperatives to focus on the use of data from PGES to improve instructional practices and professional learning opportunities.
- Continue to partner with the Kentucky Association of School Administrators (KASA) to provide personalized support to principals.
- Continue to partner with HSG to receive feedback from teachers and expand feedback loops to include principals.
- Continue to meet with both Teacher and Principal Effectiveness Steering Committees to provide as-needed recommendations for enhancing PGES.

Also, in an effort to increase educator effectiveness, EPSB staff launched the KTIP/PGES pilot in 2014. This initiative was designed to support beginning teachers in their development and to focus this support through a process that aligns with PGES. The KTIP approach is grounded in a developmental view of teaching, recognizing that this complex, demanding profession is learned over the course of several years of study, consultation and reflective practice. The revised KTIP is a focused collection of evidence provided by the intern teacher, which clearly demonstrates his/her performance on the components of the Kentucky Framework for Teaching. Highlighted changes to KTIP include the following:

- KTIP Tasks are now referred to as Sources of Evidence.
- Every Source of Evidence is preceded by a detailed guide for completion.
- There are nine Sources of Evidence that are specifically aligned to the Kentucky Framework for Teaching.

Both KDE and EPSB will continue to provide support to implement PGES with fidelity to increase teacher effectiveness. Additionally, the Teacher Effectiveness Steering Committee and the Principal Effectiveness Steering Committee will continue to provide feedback and recommendations to KDE to support PGES enhancements and modifications.

***Budget Impact:*** School/district support for PGES is paid for through federally-funded Title II monies. Expenses incurred during the 2014-15 school year totaled \$743,123, while expenses incurred during the 2015-16 school year totaled \$544,601.

#### **Groups Consulted and Brief Summary of Responses:**

Staff has consulted the following groups:

- Teacher Effectiveness Steering Committee, which is supportive of the system, including the framework. This group indicated they are not anxious to change and appreciate the opportunity to make recommendations for system enhancement.
- Principal Effectiveness Steering Committee, which is supportive of the system, including the framework. This group also indicated they are not anxious to change and appreciate the opportunity to make recommendations for system enhancement.
- Hope Street Group, through teacher surveys and focus groups, indicated the desire for expanded use beyond compliance, for continuing supports to better implement the system and for deeper understanding of the framework.
- Southern Regional Education Board, through principal focus groups, indicated a desire to continue supports and ongoing growth.

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**Commissioner of Education**

**Date:**

December 2016