Next Generation Professionals Delivery Plan

Kentucky Department of Education

We count students because every student counts

EVERY CHILD PROFICIENT & PREPARED FOR SUCCESS KENTUCKY DEPARTMENT OF EDUCATION

Table of Contents

1 Strategy 1: Teacher Professional Growth & Effectiveness System 3

1.1 Theory of Action 3

1.2 Milestones and Timeline 3

1.3 Trajectories & Indicators 4-5

1.4 Strategy Research Questions 6

1.5 Delivery Chain 7

2 Strategy 2: Principal Professional Growth & Effectiveness System 8

2.1 Theory of Action 8

2.2 Milestones and Timeline 8

2.3 Trajectories & Indicators 9

2.4 Strategy Research Questions 10

2.5 Delivery Chain 11

3 Strategy 3: Professional Learning & Support 12

3.1 Theory of Action 12

3.2 Milestones and Timeline 12

3.3 Trajectories and Indicators 13-14

1.4 Strategy Research Questions 16-17

3.5 Delivery Chain 18

4 Strategy 4: Human Resource Management 19

4.1 Theory of Action 19

4.2 Milestones and Timeline 19

4.3 Trajectories and Indicators 20

1.4 Strategy Research Questions 21-23

4.5 Delivery Chain 24

5 Risks/Mitigations 25

Strategy 1: Teacher Professional Growth & Effectiveness System

Milestones for Timeline

2013-2014 School Year

- Onboard of the 120 school districts through electronic assistance and webinars to establish accurate TSDLs in IC for lead teachers and contributing professionals.
- Conduct roster verification for lead teacher in all 173 districts.
- Conduct roster verification for contributing professional in all 173 districts.
- The Student Voice Survey will be administered to all applicable classrooms.
- All 173 districts will complete the state-wide pilot.

2014-2015 School Year

- Districts will fully implement PGES.

Number of teachers in each of the performance categories will be released along with additional PGES data.

Theory of Action

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IF teacher and principal effectiveness drives student outcomes in all school settings;

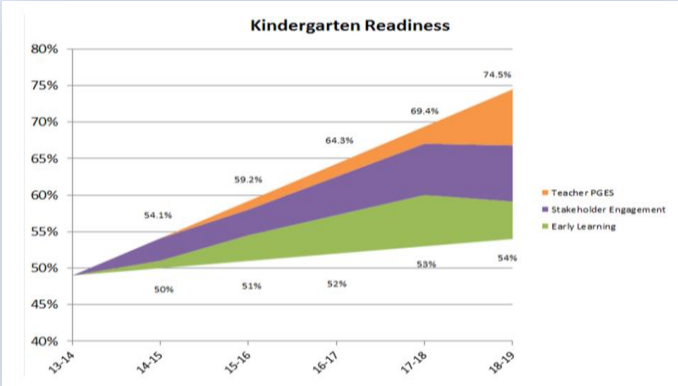
And if educators participate in rigorous professional learning experiences with intentional strategies focused on closing the achievement gap between student groups and;

And if professional educator growth and effectiveness is reliably and accurately measured using multiple sources of evidence for all education professionals in all school settings;

And if the Professional Growth and Effectiveness System is effectively implemented;

And if teacher effectiveness is accurately measured;

THEN all students, classes and schools will be taught by highly effective educators and students will be college and career ready.


Kindergarten Readiness
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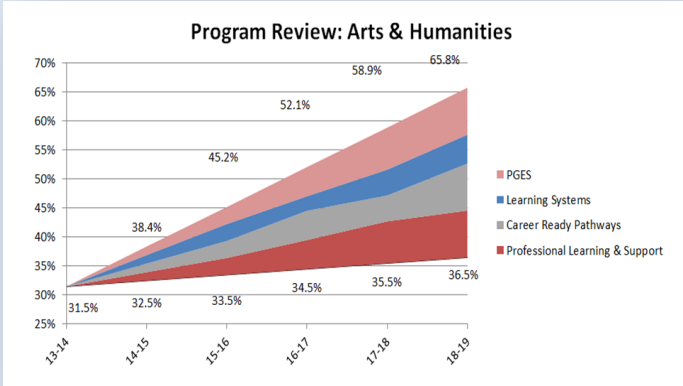
Teacher PGES
Stakeholder Engagement
Early Learning


Program Review: Arts & Humanities
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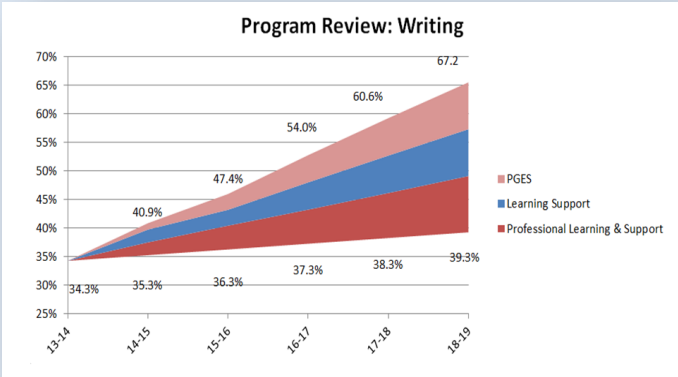
PGES
Learning Systems
Career Ready Pathways
Professional Learning & Support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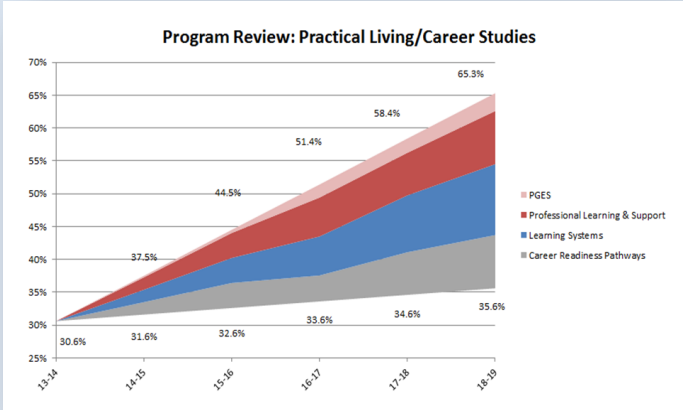
PGES
Learning Support
Professional Learning & Support


Program Review: Practical Living/Career Studies
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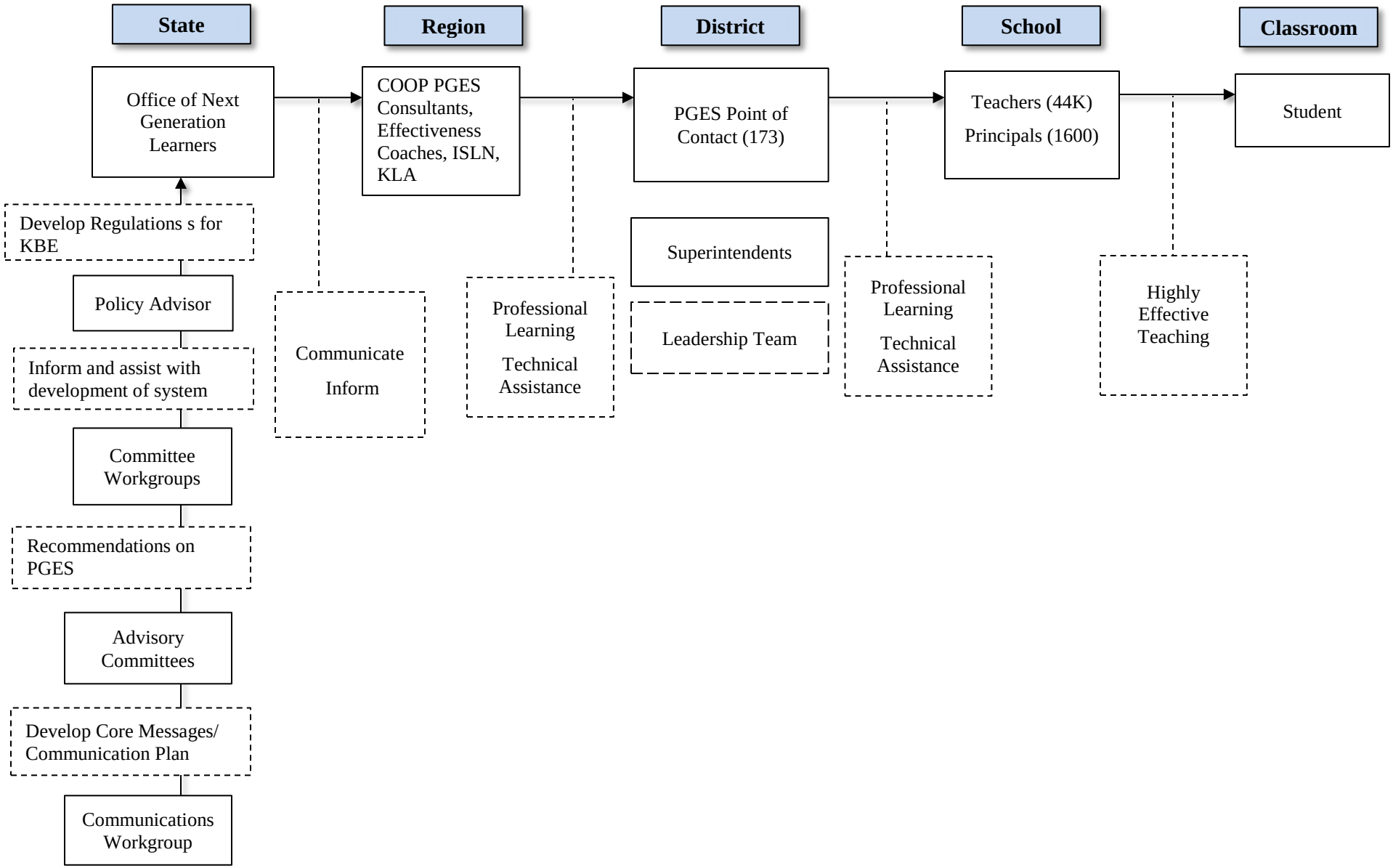
PGES
Professional Learning & Support
Learning Systems
Career Readiness Pathways

Strategy Research Questions

Teacher PGES Indicators and Methods to Meet Evaluation Questions and Goals

Evaluation Phase	Goal	Evaluation Questions	Performance Indicators	Data Collection Methods
Development		› What factors determine teacher effectiveness?	› Identification of teacher attributes that lead to higher student learning.	› Literature Review.
Process Implementation		› Are teachers effectively trained in developing the attributes that lead to higher student learning?	› Increased proportion of teachers statewide that are trained in the use of the teacher PGES.	› Surveys › Focus Groups
		› Are principals effectively trained in identifying and fostering effective teaching in their schools?	› Increased proportion of principals statewide that are trained in the use of the Teacher PGES.	› Training logs from KLA. › Perception Data from KDE Surveys and focus group discussions. › Principals certified through Teachscape.
Fidelity Implementation		› What proportion of teachers is implementing effective practices they learned in training?	› Increased proportion of teachers implementing practices that were learned through their PGES training. › Increased sharing of effective teaching practices through CIITS.	› CIITS
Progress Monitoring		› What proportion of teachers is effective in each district?	› Increased TPGES Scores.	› CIITS
		› Are the multiple measures of teacher effectiveness valid and reliable?	› Increased positive correlation between scores on the multiple measures and student outcomes. › Increased reliability of the multiple measures.	› CIITS
Outcomes		› Does Increased Teacher Effectiveness lead to higher student outcomes?	› Significant positive correlation between TPGES scores and Student outcomes.	› CIITS › SRC
		› Does increased Teacher Effectiveness lead to higher Program Review scores?	› Significant positive correlation between TPGES scores and Program Review scores.	› CIITS › SRC

Teacher Professional Growth and Effectiveness System Delivery Chain



Strategy 2: Principal Professional Growth & Effectiveness System

Milestones for Timeline

2013-2014 School Year

- Complete the Principal Professional Growth and Effectiveness System pilot and review the research gained.

2014-2015 School Year

- School Leader effectiveness will be measured by June 2015 and will be used as a benchmark for comparisons in future years.
- Research on the Principal Professional Growth and Effectiveness System will be collected and available for review during the summer of 2015.

Theory of Action

IF school and district leaders are made aware of the link between school leader effectiveness and student outcomes;

And if the Principal Professional Growth and Effectiveness System is implemented effectively and with fidelity;

And if school leader effectiveness is accurately measured;

And if schools and districts utilize school leader effectiveness data to make human capital decisions concerning school leaders;

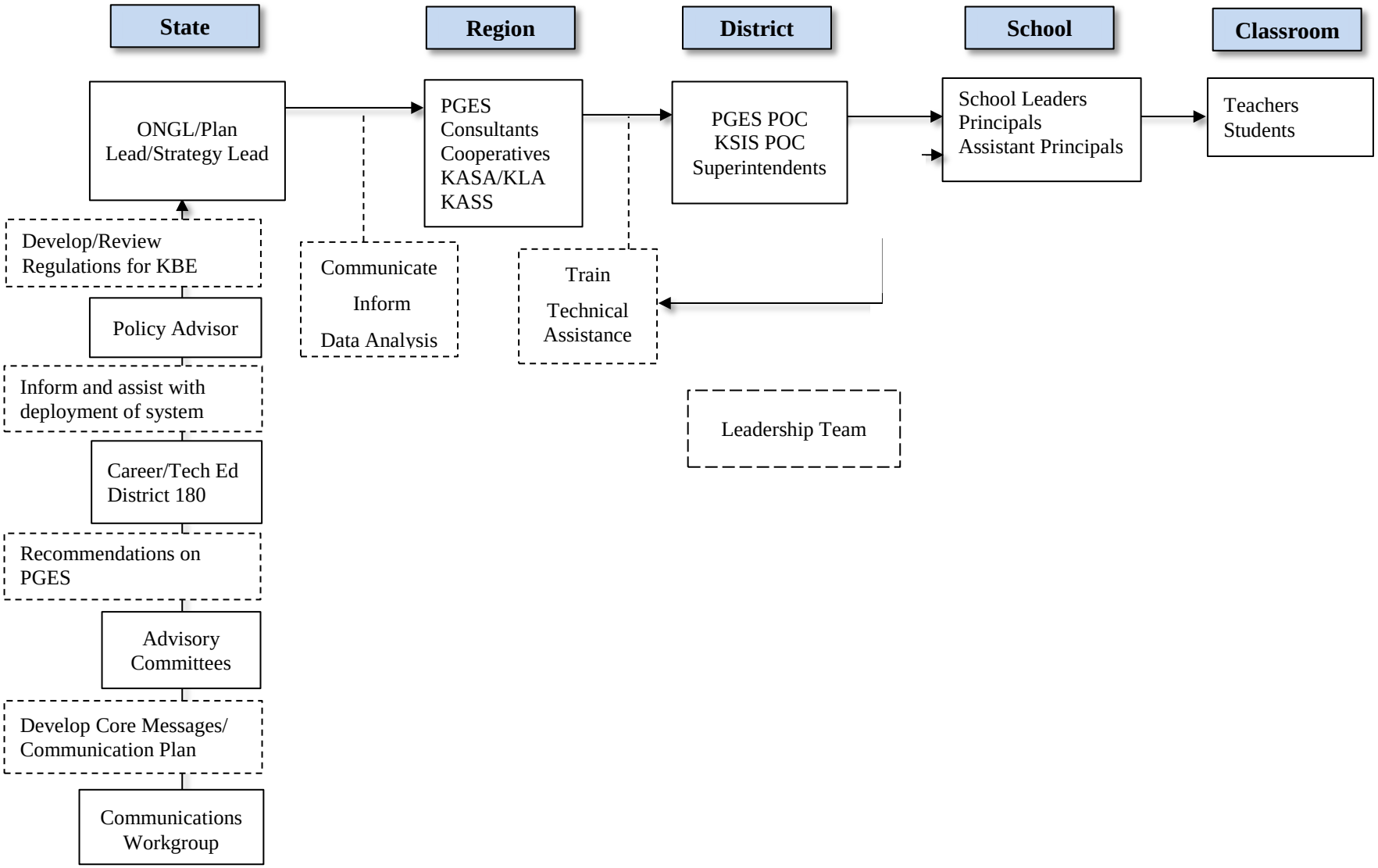
THEN all schools will be led by a highly effective leader as measured by the Principal Professional Growth and Effectiveness System.

Strategy Research Questions

Principal PGES Indicators and Methods to Meet Evaluation Questions and Goals* (italics items have been reviewed)

Evaluation Phase	Goal	Evaluation Questions	Performance Indicators	Data Collection Methods
Development	8	› What factors determine principal effectiveness?	› Identification of principal attributes that lead to higher student learning.	› Literature Review.
Process Implementation	5, 7, 8	› Are principals effectively trained in developing the attributes that lead to higher student learning?	› Increased proportion of principals statewide that have participated in professional learning around student learning.	› Training logs from KLA. › Perception Data from KLA and other Sources.
	7, 8	› Are principals effectively trained in identifying and fostering effective teaching in their schools?	› Increased proportion of principals statewide that are trained in the use of the Teacher PGES/Principal PGES.	› Perception Data from KLA and other Sources (if intentional to ask about professional learning). › Principal PGP
	8	› Are superintendents effectively trained in developing the attributes that lead to higher principal learning?	› Increased proportion of superintendents who have been trained to use the PPGES.	› ??? (Need to build capacity with KASS, especially if superintendent evaluation rolls up after PPGES and TPGES).
Fidelity Implementation	8	› What proportion of Principals implement effective practices they learned in training?	› Increased proportion of principals implementing practices that were learned in KLA. › Increased sharing of effective leadership practices through CIITS.	› CIITS › KLA follow-up study.
	7, 8	› How do districts self-assess on the EDI PGES implementation rubric?	› Increased proportion of districts rating themselves high.	EDI rubric?
	8	› Does principal turnover decrease as a result of implementation?	› Increased proportion of principals who are trained and stay in the KY education system.	› KEPS (or Sri)
	7, 8	› Are the TPGES and PPGES aligned to one another?	› Significant positive correlation between TPGES scores and PPGES scores.	› CIITS
Progress Monitoring	5, 7, 8	› What proportion of principals are effective in each district and state?	› Increased effective ratings for the principal performance standards. › Increased student growth results. › Increased overall scores.	› CIITS (EDS)
Outcomes	7, 8	› Does Increased Principal Effectiveness lead to higher teacher effectiveness?	› Significant positive correlation between TPGES scores and PPGES scores.	› CIITS? ASSIST? VAL-ED?
	5, 7, 8	› Does Increased Principal Effectiveness lead to higher student outcomes?	› Significant positive correlation between PPGES scores and Accountability outcomes.	› CIITS? ASSIST? VAL-ED? › SRC
	Program Reviews	› Does increased Principal Effectiveness lead to higher Program Review scores?	› Significant positive correlation between PPGES scores and Program Review scores.	› CIITS, SRC

Principal Professional Growth and Effectiveness System Delivery Chain



Strategy 3: Professional Learning and Support Systems

Milestones for Timeline

2013-2014 School Year

- Review TELL KY data to see patterns and compare with previous survey data.
- Complete Professional Learning Task Force Recommendations.
- Complete Professional Learning Guidance in KY Model Curriculum Framework.

2014-2015 School Year

- All Kentucky educators enter their approved Professional Growth Plans (PGP) into CIITS.
- KDE develops a comprehensive plan to increase effective use of PD360 resources within school wide professional learning systems.
- KDE monitors to see that PGPs are aligned to Student Growth Outcomes.
- KDE creates or provides all schools/districts quality, applicable content, including professional learning, that targets "Closing the Achievement Gap" in EDS and PD360.
- Various data analyzed to see if professional learning increases the level of proficiency ratings in Program Reviews.
- Districts demonstrate alignment of professional learning to school/district goals, as evidenced in the CSIP/CDIP.
- Review TELL KY data to see patterns and compare with previous survey.

Theory of Action

IF KDE creates and refines a system focused on professional learning to support professional growth;

And if KDE monitors the system's effectiveness;

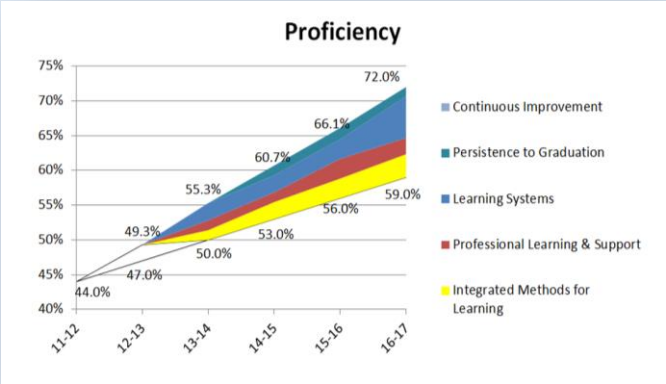
And if educators receive specific personalized feedback through data gathered from multiple sources to gain understanding of their current performance;

And if educators use their personalized feedback to collaboratively develop and implement an appropriate professional learning plan;

And if educators implement, monitor, and refine their quality professional learning/growth plan, to ensure fidelity of implementation and continuous improvement of practice in the classroom to impact the proficiency of all student groups;

And if educators engage in continuous learning that impacts the quality of their schools' writing, practical living and career, and arts and humanities program reviews;

THEN the effectiveness of educators will grow, student engagement and proficiency will improve for all student groups (i.e., all gap groups and 3rd grade students) and a greater number of school program reviews (e.g., writing, arts and humanities, and practical living and career studies) will be proficient.


Proficiency
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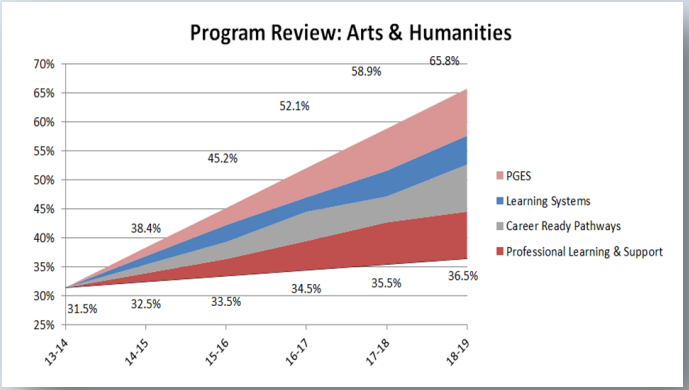
Continuous Improvement
Persistence to Graduation
Learning Systems
Professional Learning & Support
Integrated Methods for Learning


Program Review: Arts & Humanities
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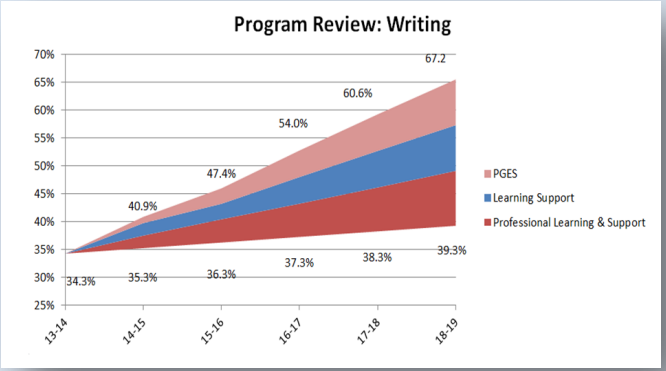
PGES
Learning Systems
Career Ready Pathways
Professional Learning & Support


Program Review: Writing
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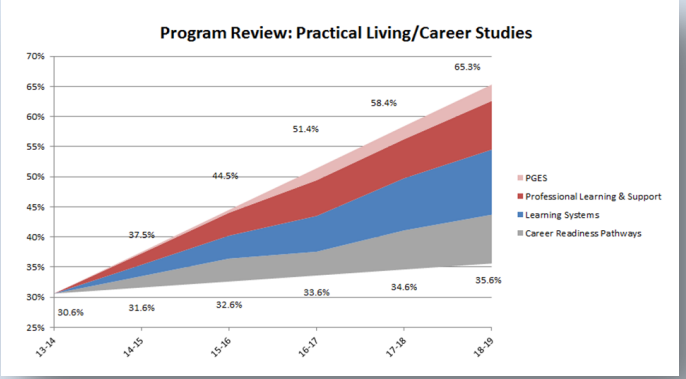
PGES
Learning Support
Professional Learning & Support


Program Review: Practical Living/Career Studies
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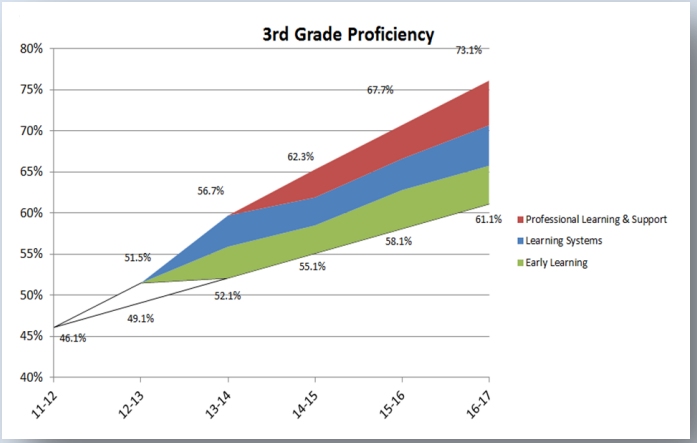
PGES
Professional Learning & Support
Learning Systems
Career Readiness Pathways


3rd Grade Proficiency
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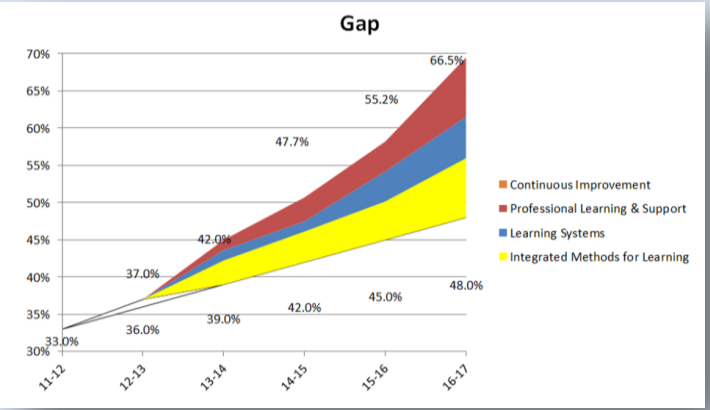
Professional Learning & Support
Learning Systems
Early Learning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Continuous Improvement
Professional Learning & Support
Learning Systems
Integrated Methods for Learning

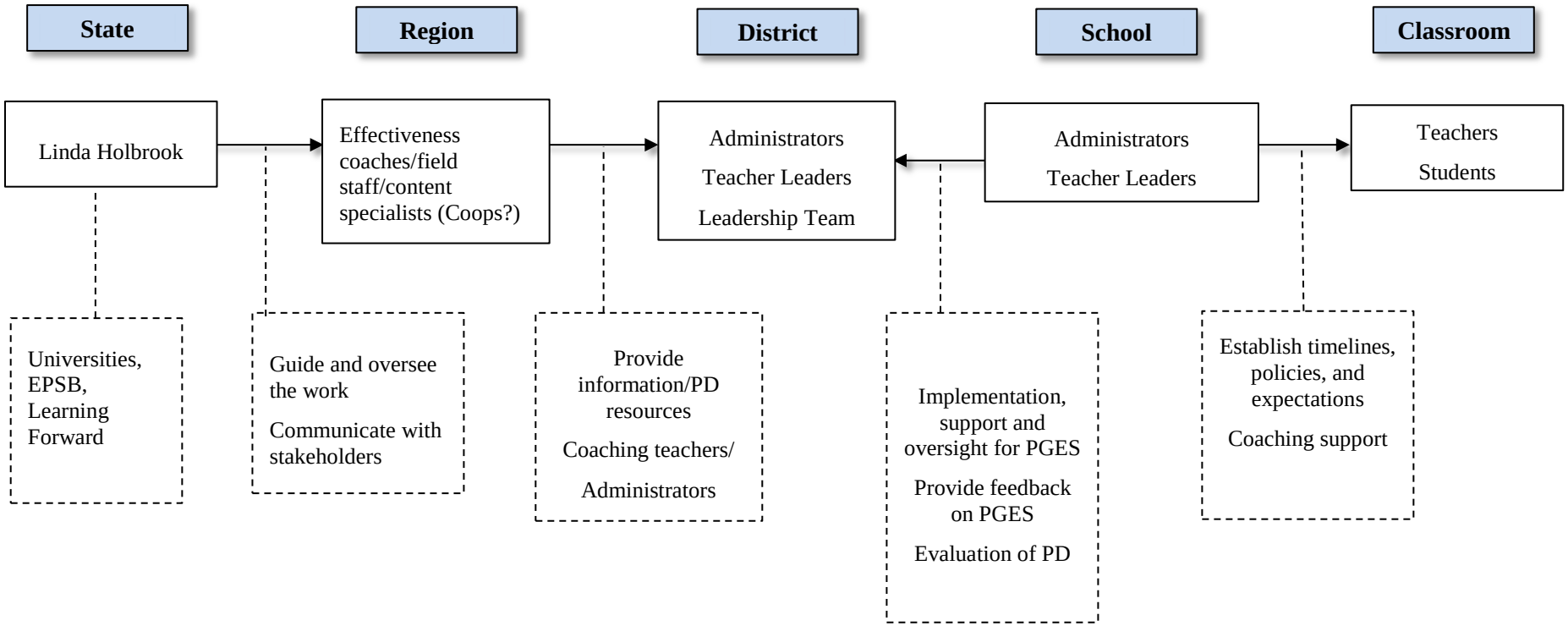
Strategy Research Questions

Professional Learning Indicators and Methods to Meet Evaluation Questions and Goals

Evaluation Phase	Goal	Evaluation Questions	Performance Indicators	Data Collection Methods
Development		› What are the professional learning needs of Kentucky teachers?	› Increase proportion of teacher professional learning needs addressed in CIITS.	› TELL Kentucky › Disaggregated Student Achievement data.
		› Are Professional learning programs meeting the needs of new teachers?	› Increased proportion of teacher needs from the KTIP needs assessments being met.	› TELL KY › CIITS › KTIP
		› Are the current PL policies addressing teacher needs?	› Direct Correlation between PL policies and Learning Forward Standards.	› KDE Regulations › Learning Forward Standards › Literature Reviews
		› What teaching methods are used to currently differentiate learning for various students?	› Increased understanding of current teaching methods used to differentiate learning.	› Surveys, PD 360
Process Implementation		› How would we categorize the professional learning opportunities available to educators in CIITS (targeting Gap, methods of instruction, classroom management, etc.)?	› Increased alignment between teacher needs and professional learning categories available in CIITS.	› Surveys of teacher needs › Distribution of professional learning categories.
		› Are Districts/ School Leadership able to get the resources they need to correctly assess the professional learning needs of their staff?	› Increased use of evidence discussions in the progress notes of CSIP/CDIP. ›	› CSIP, CDIP › SRC ›
		› Are our coaching models meeting the needs of adult learners?	› Increased alignment between teacher needs and coaching materials.	› Monthly coach reports. › Perception/customer satisfaction data. ›
		› Are Districts being intentional in the PL choices available for teachers?	›	›
Fidelity Implementation		› Are professional learning experiences aligned to the Kentucky Core Academic Standards?	› Increased alignment between professional learning experiences and KCAS.	› Alignment Study
		› Do professional learning experiences adequately meet the needs of teachers of students in gap groups?	› Increased agreement on items concerning professional learning meeting the needs of teachers.	› Surveys in CIITS
		› Are all professional learning experiences aligned to the professional learning standards regardless of provider?	› Increased mean scores of professional learning on the provided evaluation forms.	› CIITS.
		›	›	›
Progress Monitoring		› Do teachers feel they are getting sufficient professional learning on closing the achievement gap?	› Increased proportion of teachers stating they received professional learning on closing the achievement gap.	› TELL Kentucky.
		› Are teachers/principals accessing professional learning modules that show them how to meet the needs of gap students?	› Increased number of professional learning modules in closing the achievement gap available in CIITS. › Increased number of educators accessing professional learning in closing the achievement gap on CIITS.	› CIITS.
		› Do districts with formal RTI plans have increased student achievement?	› Statistically significantly difference in proficiency rates between districts using RTI plans and those that are not.	› CDIP? › CIITS › SRC
		› Do districts with formal RTI plans have increased student growth percentiles?	› Statistically significantly difference in student growth percentiles between districts using RTI plans and those that are not.	› CDIP? › CIITS › SRC

Outcomes	› Does the Professional Learning chosen by Teachers impact teacher effectiveness scores?	› Increased scores on Professional Responsibilities in the Danielson Rubric for teachers.	› CIITS
	› Does the Professional Learning chosen by Principals impact teacher/leader effectiveness scores?	› Increased scores on VAL-ED. › Increased agreement on TELL Kentucky items dealing with Professional Learning.	› VAL-ED scores › TELL Scores
	› Does the Professional Learning chosen by Teachers impact student learning outcomes?	› Increased correlation between Domain 4 on the Danielson Rubric and Student Learning Outcomes. › Increased positive correlation between CT4GC classrooms and Student learning outcomes.	› CIITS › IC › SRC › Course Code Data
	› Does the Professional Learning chosen by Teachers impact schools/district Program Reviews/CTE Program Assessment scores?	› Increased correlation between Domain 4 on the Danielson Rubric and Program Review/CTE Program Assessment Scores.	› CIITS › Program Reviews › CTE Program Assessment Database.
	› Does Professional learning culture improve school learning and climate?	› Increased	› TELL Kentucky Survey

Professional Learning and Support Delivery Chain



Strategy 4: Human Resource Management

Milestones for Timeline

May 2014- December 2016

2014-2015

- Expand opportunities to minority Educators through MERR. Expansion, the Minority Teacher and Leaders Project and Alternate Certification/Internship routes.
- KDE Develops and Distributes Guidance on Equitable Distribution.

2015-2016

- Districts submit recruitment and retention plans.
- Implement new teacher induction process (multiple years).
- Develop models for career pathways with performance based compensation systems.

Theory of Action

IF KDE collects and analyzes data to develop policy and supports that drive school and district actions;

And if districts and schools recruit and retain a diverse and effective group of teachers and leaders;

And if districts and schools use teacher and leader effectiveness data to drive on-going professional learning opportunities through multiple avenues;

And if districts and schools implement career pathways recognizing and utilizing the skills and talents of excellent teachers and leaders;

And if these teachers and leaders are equitably distributed to address the learning needs of all students;

THEN every child will be taught by a highly effective teacher, every school will be led by a highly effective leader, achievement gaps will be closed and all students will be college and career ready.

Strategy Research Questions

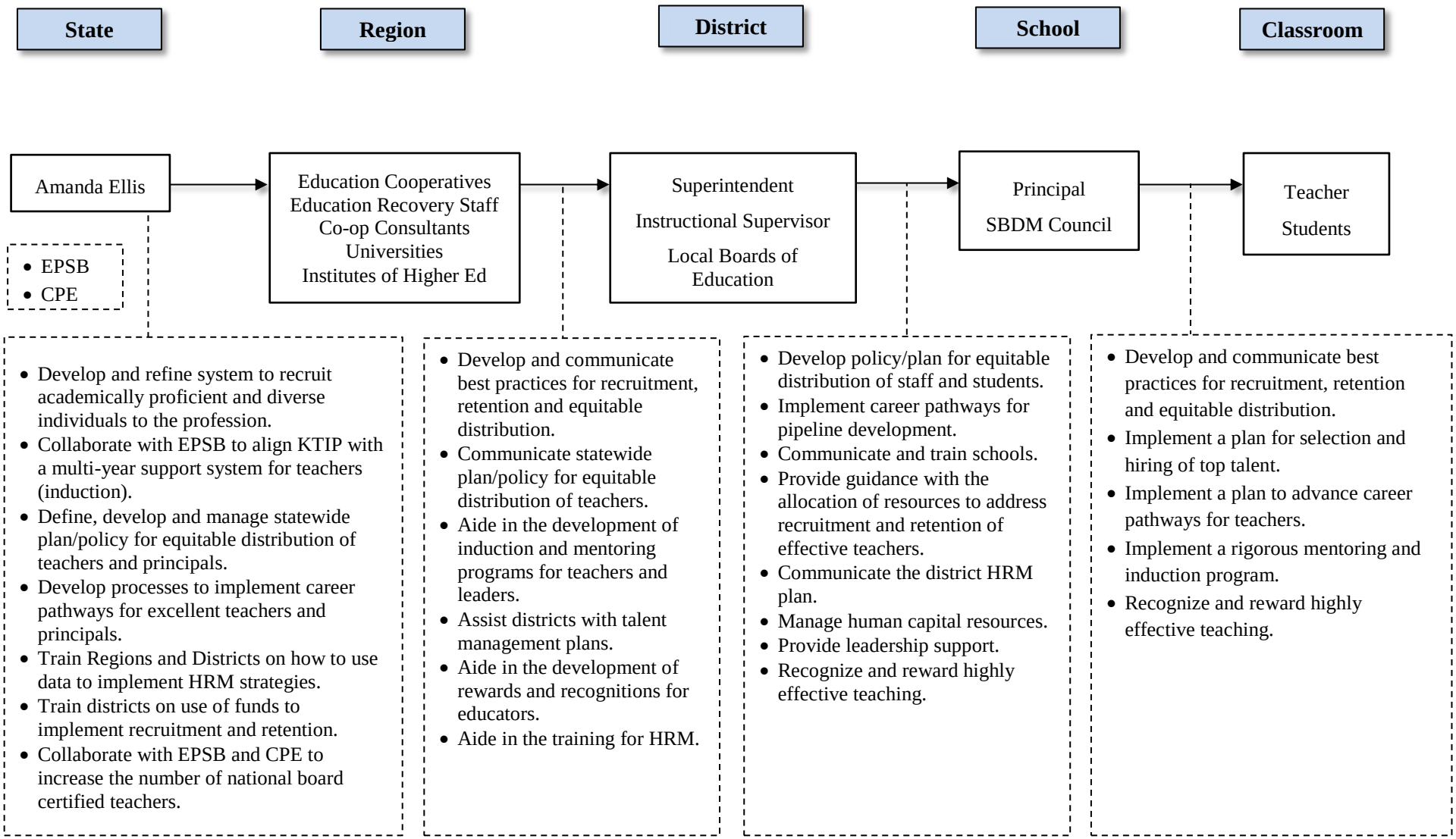
Human Resource Management Indicators and Methods to Meet Evaluation Questions and Goals

Evaluation Phase	Goal	Evaluation Questions	Performance Indicators	Data Collection Methods
Development	Teachers and principals	1. How do we define Equitable Distribution?	• Increased understanding of effective strategies for equitable distribution.	• Federal program plans/budgets • District and/or school policies
		2. What are effective, research-based, recruitment strategies?	• Increased understanding of effective recruitment strategies.	• Federal program plans/budgets • KEPS • MERR report
		3. What are effective minority recruitment strategies?	• Increased understanding of effective recruitment strategies. • Increased number of minority educators employed statewide. • Decrease in the gap between minority teachers and minority students in a school and/or district.	• KEPS • MERR report • School Report Card
		4. Are the current retention strategies effective?	• Increased understanding of effective retention strategies. • Increased positive response to TELL survey questions. • Increased number of years that educators are employed in districts statewide.	• TELL survey • MUNIS • MER Report
		5. What does research say are effective induction strategies?	• Increased understanding of effective induction strategies. • Increased response to TELL survey questions for new teacher supports. • Increase in the number of years educators are employed in the district and statewide.	• TELL survey • School Report Card • MUNIS
		6. Are current career pathways for educators sufficient, effective and aligned with performance-based compensation systems?	• Increase in the understanding of implementing career pathways aligned with performance-based compensation systems.	• CDIP • Survey • Program budgets
Process Implementation	Teachers and principals	1. Are districts receiving the proper guidance in creating their **equitable distribution** plans?	• Increase in use of funds (Title I, Title II, general funds, School Improvement Grant) to implement strategies to ensure equitable distribution. • Increased proportion of districts using guidance documents and toolkits provided by KDE. • Increased number of districts that develop and implement equitable distribution policies and procedures.	• Federal program plans/budgets • Priority and focus school plans • CDIP • CSIP • MERR recruitment plans(KEPS) • Consolidated Statewide Monitoring
		2. Are districts receiving the proper guidance in developing their recruitment plans? Are districts receiving the proper guidance in developing their retention policies?	• Increased proportion of districts developing and implementing policies and procedures for the recruitment of effective teachers. • Increased proportion of districts developing and implementing policies and procedures for the retention of effective teachers. • Decrease in the number of unfilled positions and/or positions filled with non-Highly Qualified Teachers.	• Title II budget • HQT data • Effectiveness data

			• Increased percentage of "accomplished" teachers. • Increase in the number of National Board Certified Teachers.	
		3. Are districts receiving the proper guidance in implementing induction strategies?	• Increase in the number of districts implementing induction strategies.	• Consolidated Statewide Monitoring (review PD plan) • Priority and Focus school plans? • Survey
		4. Are districts receiving guidance on the development of career pathways aligned with performance based compensation systems?	• Increase in the number of districts implementing career pathways aligned with performance based compensation systems.	• Federal program plans
Fidelity Implementation	Teachers and principals	1. Do gap population students have equitable access to effective teachers based on individual student needs and teacher strengths?	• Increased proportion of gap students served by effective teachers in all of their classes.	• CIITS • Infinite Campus
		2. Are districts creating equitable distribution plans?	• Increase in the number of districts implementing Equitable Distribution plans.	• Federal program plans
		3. Are districts implementing effective minority recruitment plans?	• Increase percentage of effective and diverse teachers.	• KEPS • EPSB data • School Report Card
		4. Are districts implementing career pathways for educators?	• Increase in the number of districts implementing career pathways.	• KEPS • PGES data • MUNIS
		5. Are districts implementing career pathways aligned with performance based compensation systems?	• Increase in the number of career pathways aligned with performance based compensation systems.	• PGES data • MUNIS
		6. Are districts implementing recruitment plans?	• Low to zero number of positions left unfilled by highly qualified teachers.	• KEPS
Progress Monitoring	Teachers and principals	1. Has the number of effective teachers/leaders increased statewide?	• Increased percentage of effective teachers/leaders.	• PGES data
		2. Has the number of highly qualified and/or effective minority educators increased statewide?	• Increased percentage of minority educators who are highly qualified and/or effective statewide.	• PGES • School Report Card
		3. Has the number minority superintendents increased statewide?	• Increased number of minority superintendents statewide.	• MUNIS • KEPS
		4. Do districts have a larger pool of qualified teachers applying for positions?	• Increased number of highly qualified applicants for vacant positions.	• KEPS • Gap data
		5. Is there an increase in the equitable distribution of effective	• Increase in the distribution of effective teachers and leaders across schools and districts statewide.	• PGES

		teachers/leaders across schools and districts statewide?		
		6. Have districts implemented career pathways aligned with performance-based compensation systems?	• Increase in the number of districts that have implemented career pathways for educators aligned with performance-based compensation systems.	• KEPS
Outcomes	Teachers and principals	1. Does equitably distributing educators lead to higher student outcomes?	• Positive correlation between enactment of equitable distribution policies and student outcomes.	• Equitable Distribution Plans • School Report Card
		2. Does number of years' experience equal higher student outcomes?	• Positive correlation between the average years of experience and student outcomes.	• Test scores • MUNIS
		3. Are we retaining effective teachers as a result of implementing career pathways with performance-based compensation systems?	• Positive correlation between effective teachers and those schools and districts implementing career pathways.	• PGES • Survey • CDIP/CSIP • MUNIS
		4. Do extended induction programs result in an increase in effective teachers?	• Positive correlation between extended induction and effective teachers.	• PGES • TELL survey
		5. Do extended induction programs result in an increase in the retention of teachers?	• Positive correlation between extended induction and teacher retention.	• MUNIS
		6. Do increased numbers of minority educators result in an increase in student growth scores?	• Positive correlation in proportion of minority educators and student growth scores.	• MUNIS • Gap data • Test scores

Human Resource Management Delivery Chain



RISKS/MITIGATIONS

	RISKS	MITIGATIONS
Relationships	Teachers and Collective Bargaining units may resist teacher placement decisions that are based on student need rather than the desires of the adults. Cooperatives may not have the capacity to assist. Stakeholder groups outside KDE will need to be closely involved. Coalition partnership may not remain constant due changes in their staff, i.e. changing jobs.	Include KEA, JCTA, and other collective bargaining units in the development and/or implementation of PGES. Instead of using cooperatives, work with districts directly. Establish a communication plan. Maintain updated contact information and ask members to suggest replacements if they leave.
Complexity	Overlapping roles among strategies will involve multiple partners within various KDE offices.	Cross-functional teamwork will be necessary.
Funding	Sustained funding. Changing the mindset of districts from using funds for salaries to using funds for recruitment and retention efforts and investing in individual and organization improvement.	Continue to find outside sources for assistance such as Bill and Melinda Gates Foundation. Change in Title II, Part A guidance for using funds for class size reduction rather than investing in current staff development and recruitment/retention of accomplished staff.
Feedback Loops	Schools and education recovery staff in districts with focus and priority schools as potentially the first schools to develop and implement strategies to achieve equitable distribution through human capital management.	Work with District 180 staff to determine how they plan to use their effectiveness data to make placement decisions (equitable distribution).
Choke Points	Districts continuing to use funds for class size reduction.	Developing results-based criteria for using funds for class size reduction.