

# KENTUCKY DEPARTMENT OF EDUCATION

## STAFF NOTE

### Review Item:

Update on the Common Statewide Teacher and Principal Professional Growth and Effectiveness System

### Applicable Statute or Regulation:

KRS 156.557 and 704 KAR 3:345

### History/Background:

*Existing Policy.* 704 KAR 3:345, the current regulation on educator evaluation, establishes evaluation and professional growth procedures to guide local education agencies (LEAs) as they develop their own professional growth and evaluation systems for all certified personnel below the level of superintendent. Section 5 of that regulation requires the local evaluation plan to include: "a list of performance criteria characteristic of effective teaching or administrative practices", but does not define the characteristic. This has resulted in great variation from one LEA to another as to what defines highly effective teaching and administrative practices. This variation has resulted in inconsistency within and among districts to accurately identify the performance level of teachers and principals. Without accurately identifying the performance level of teachers and principals, professional development cannot be targeted appropriately. Additionally, the current regulation does not provide procedures for collecting effectiveness data beyond classroom observations.

To present a fair and equitable system of evaluation, multiple measures must be added to the new system that is under development. Four performance levels for each performance descriptor are not currently required and the lack of such a requirement does not support effectively measuring the growth of teachers and principals.

The current regulation is ineffective in improving teacher and principal effectiveness for improved student outcomes and will require revision. The revised regulation will come back to the board for review and approval no later than June 2012.

Kentucky is in the process of developing a valid and reliable common statewide professional growth and effectiveness system requiring multiple measures of effectiveness, explicitly including student growth for all certified personnel below the level of superintendent. In 2010-11, twenty-five districts supported development of the frameworks. This year, fifty districts are refining the frameworks, defining multiple measures and advising on implementation guidance. Next year, the Kentucky Department of Education (KDE) will conduct a statewide pilot of the system. A dual system may be in place temporarily while a common statewide Professional Growth and Effectiveness System (PGES) is being developed first for teachers and principals and then next for counselors, central office administrators, librarians and other certified personnel.

The PGES will include: clearly defined characteristics of highly effective teaching and administrative practices, multiple performance levels describing teacher and principal performance, and professional growth driven by multiple measures, including student growth and achievement. Another important element of the system is a valid and reliable teacher and principal working conditions survey. In the principal framework, the importance of this tool is evident and the language related to the survey reads as follows:

“Principals shall use the teacher and leader working conditions survey and other data sources to develop measurable goals and strategies for the comprehensive school improvement planning. The principal understands the importance of data gained from the Teacher and Leader Working Conditions Survey and other data sources from parents, students, teachers and stakeholders that reflect on the teaching and learning environment within the school. The principal initiates changes resulting from data gained from the Teacher and Leader Working Conditions Survey as well as other sources.”

The Teacher and Leader Effectiveness Frameworks are attached as Attachments A and B, respectively. Teacher and principal performance measures must be supported by valid and reliable practices. Evaluators must be certified and maintain inter-rater reliability ensuring fair and equitable processes and procedures support the implementation of the effectiveness system. Results of the professional growth and effectiveness system will eventually be included in the Unbridled Learning Accountability Model.

KDE staff will present a comprehensive update on the development of the new PGES during the study session on December 6.

### **Impact on Getting to Proficiency:**

The proposed system will support college and career readiness initiatives through the development and distribution of effective teachers and principals. The PGES will provide teachers and principals “just in time” feedback to inform practice and provide support through professional growth. The development of a common statewide effectiveness system provides the opportunity to build capacity and support to guide the teaching and learning process.

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

Teacher Effectiveness Steering Committee  
Principal Effectiveness Steering Committee  
Volunteer Districts

These broad-based groups of stakeholders are collaborating in the development of the PGES.

**Contact Person:**

Felicia Cumings Smith  
Associate Commissioner  
Office of Next Generation Learners  
502-564-9850  
[Felicia.smith@education.ky.gov](mailto:Felicia.smith@education.ky.gov)

---

**Commissioner of Education**

**Date:**

December 2011