Effective Teachers, Effective Leaders

Kentucky's

Professional

Growth and

Effectiveness

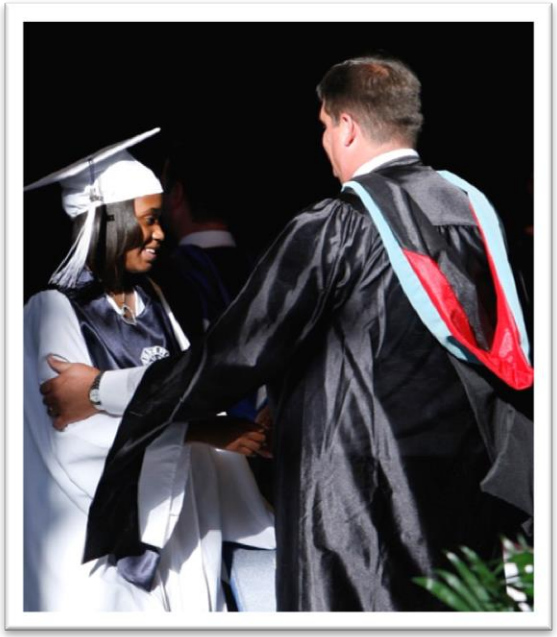
System

UNBRIDLED LEARNING

EVERY CHILD PROFICIENT & PREPARED FOR SUCCESS KENTUCKY DEPARTMENT OF EDUCATION

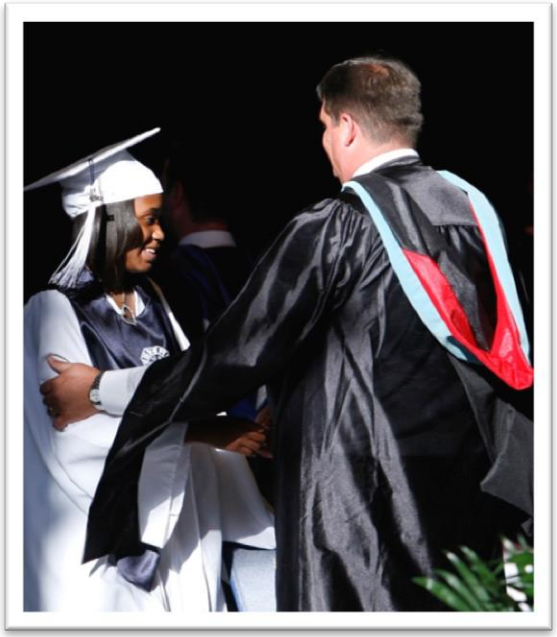
Key Points

- Why?
- Why Now?
- What and How?
- Human Capital Management
  - Equitable Distribution across Schools
  - Assignment within Schools
  - Impact on Student Learning
  - Retention/Turnover
- Feedback and Improvement of PGES



Why PGES?

- The goal:
  All students graduate high school ready for college and career
- If we were to achieve our goal, strong, effective teaching/ and leadership are critical
- The vision:
  Every student is taught by an effective teacher; every school is led by an effective principal; every district is led by an effective superintendent



Why now?

- The time was right as reform legislation, regulation and processes came together.
  - Senate Bill 1 (2009): new more rigorous standards, new aligned assessments, new balanced accountability system
  - ESEA waiver
  - Professional learning regulation 704 KAR 3:305
  - Use of formative and summative assessments
  - Focus on:
    - Closing achievement gaps
    - Early childhood education
    - Career and technical education
    - College/career-readiness for all

House Bill 180 (2013)

- Provided for a new statewide professional growth and effectiveness system
- Purpose:
  Support and improve the performance of all certified school personnel
- Funded through the increase of Flex Focus Professional Development dollars and redirection of Title II dollars
- KDE is providing substantial savings for professional learning through CIITS, PD360, common templates in Educator Development Suite (EDS) of CIITS

What is PGES?

- Multiple companion systems
  - Teacher
  - Principal
  - Superintendent
  - Other Professionals
  - Preschool

- Each system:
  - focuses on continuous improvement/growth
  - based on unique, research-based common standards
  - developed by a steering committee of peers with significant input from the field
  - works with the others to promote student growth, achievement and readiness

Teacher PGES

Two components:

- Professional Practice (evidence of performance on the 4 domains of the *Framework for Teaching*)
  - Planning and preparation
  - Classroom environment
  - Instruction
  - Professional responsibility
- Student Growth

Teacher PGES – Overall Performance

CRITERIA FOR DETERMINING A TEACHER'S OVERALL PERFORMANCE CATEGORY

PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	High OR Expected	EXEMPLARY
	Low	ACCOMPLISHED
Accomplished	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
Developing	High	ACCOMPLISHED
	Expected OR Low	DEVELOPING
Ineffective	High	DEVELOPING
	Expected OR Low	INEFFECTIVE

KDE Human Capital Management

Center for Education Policy Research
HARVARD UNIVERSITY

STRATEGIC DATA PROJECT

HUMAN CAPITAL DIAGNOSTIC PATHWAY				
RECRUITMENT	PLACEMENT	DEVELOPMENT	EVALUATION	RETENTION/ TURNOVER

Recruitment:

- High-poverty schools and schools with low average test scores are more likely to hire new teachers
- High-minority schools and schools located in cities are more likely to hire new teachers

Placement:

- Newly hired teachers are significantly more likely to be placed with students with lower incoming math scores compared with other teachers.
- This is true in comparisons both across and within schools

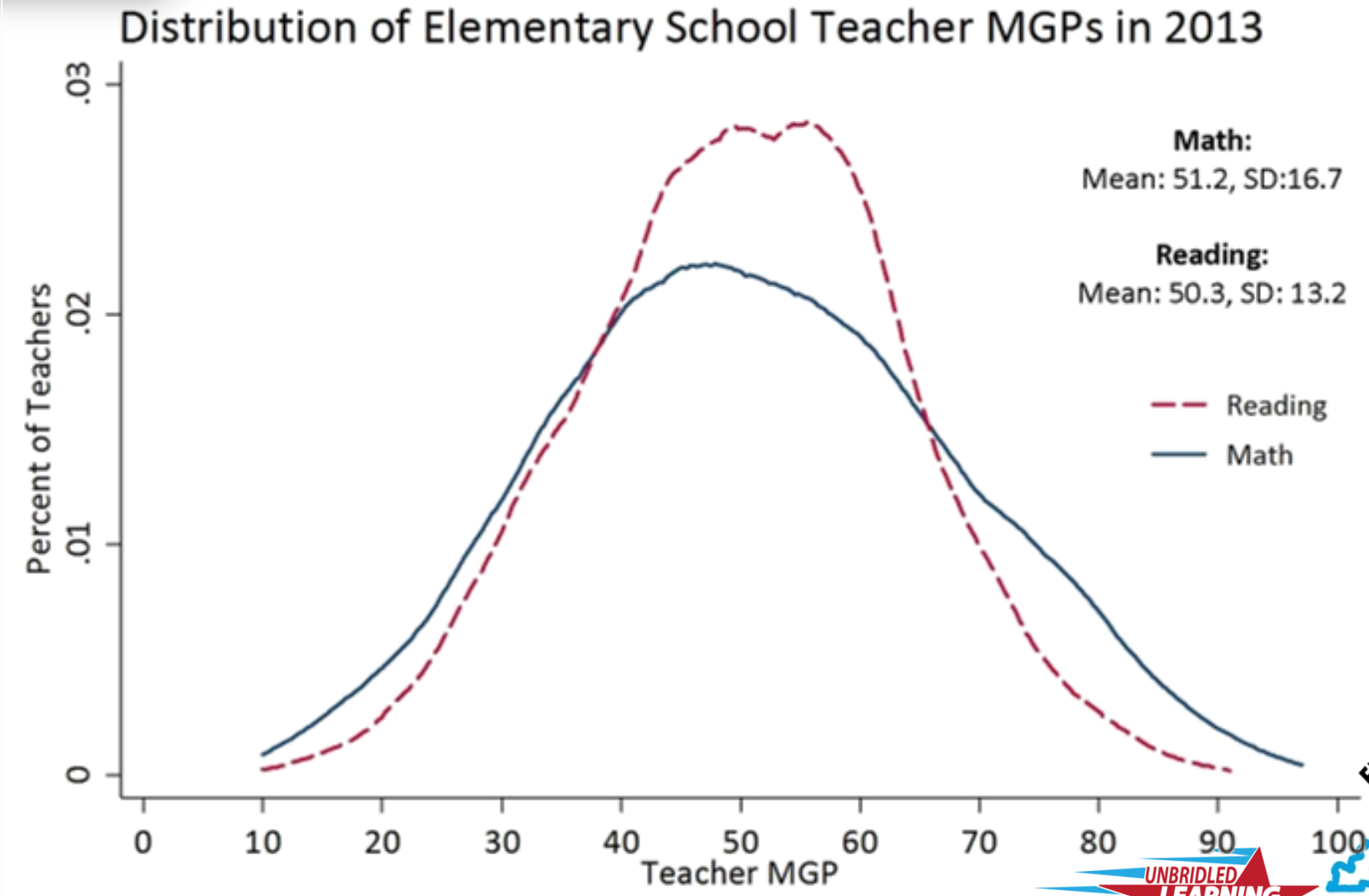
Development:

- Controlling for student characteristics, returning teachers have a larger impact on student test scores than newly hired teachers.

Retention/Turnover:

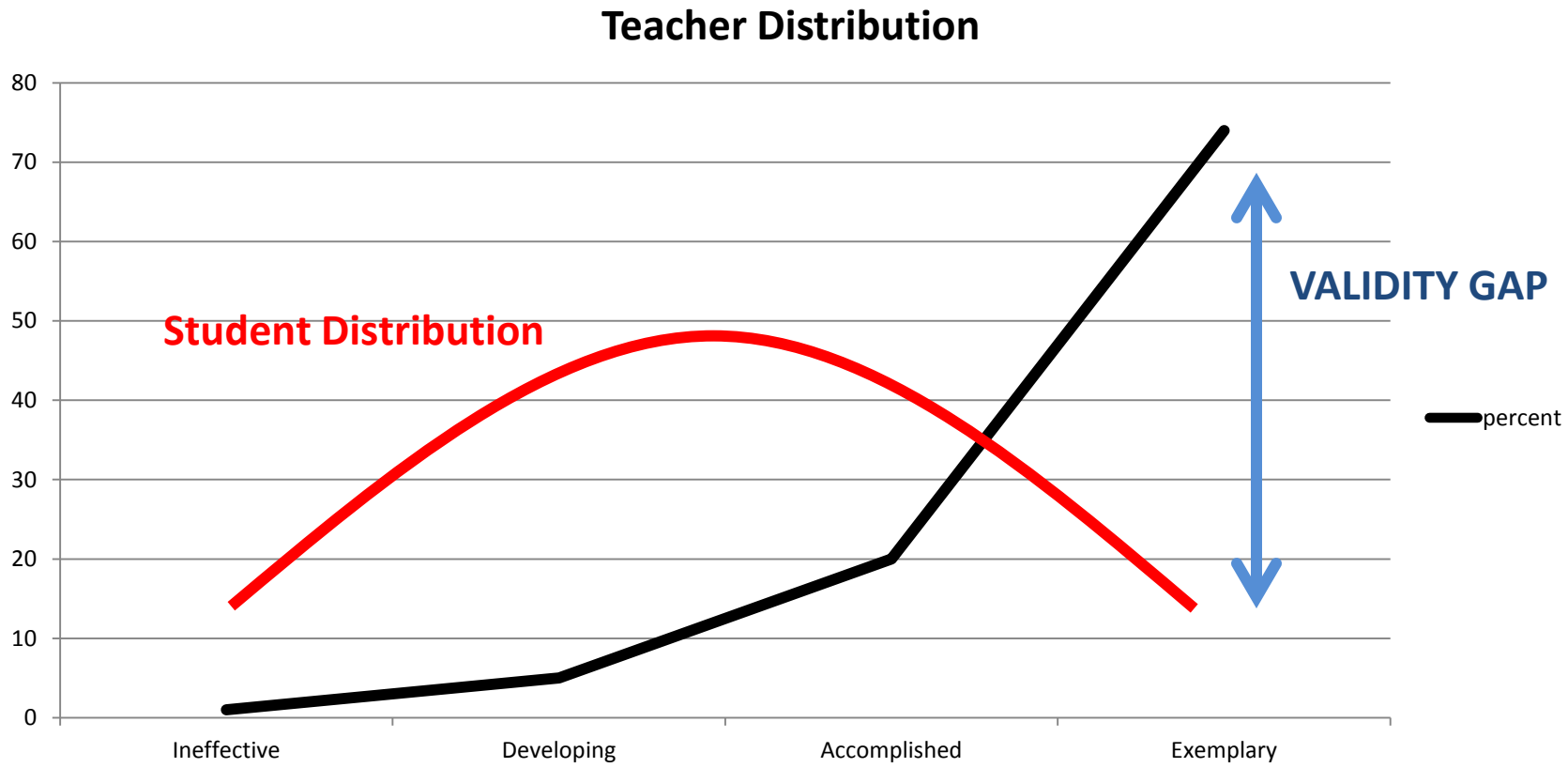
- Teachers in high-poverty schools and in schools with low average test scores are more likely to transfer to other schools the following year.
- Schools located in cities have higher teacher turnover.
- Just over half of newly hired teachers were still teaching in the same school two years later

Evaluation:



Note: Sample includes 2,475 teachers in 2012-13.
All data are from Kentucky Center for Education and Workforce Statistics.

Face Validity



Novice **Apprentice** **Proficient** **Distinguished**

Feedback/Improvement

- Top 5 Concerns
  - How to develop student growth goals
  - Face-to-Face training
  - Student Growth Percentiles and Use in Summative Rating
  - Technology – CIITS, ASSIST, Teachscape, Student Rosters
  - Student Voice

#PGES4Me

- July 21 from 9 a.m. – 4 p.m.
- Live training at Southland Christian Church on Richmond Road, Lexington
- Webcast – link shared prior to event
- Questions may be submitted by remote viewers
- Archived and available for school and district use starting July 22

PGES Timeline

- **2014-15:**
  - TPGES, PPGES statewide implementation; districts choose whether to use for personnel decisions but are not required to by the state
  - SPGES, OPGES, Preschool PGES statewide pilots
  - CTE PGES expanded pilot
- **December 2014:**
  - Districts notify KDE on choice of SPGES, PPGES, TPGES or locally developed system
- **2015-16**
  - TPGES, PPGES used for personnel decisions; counts in school/district accountability
  - SPGES, OPGES, CTE PGES statewide implementation

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