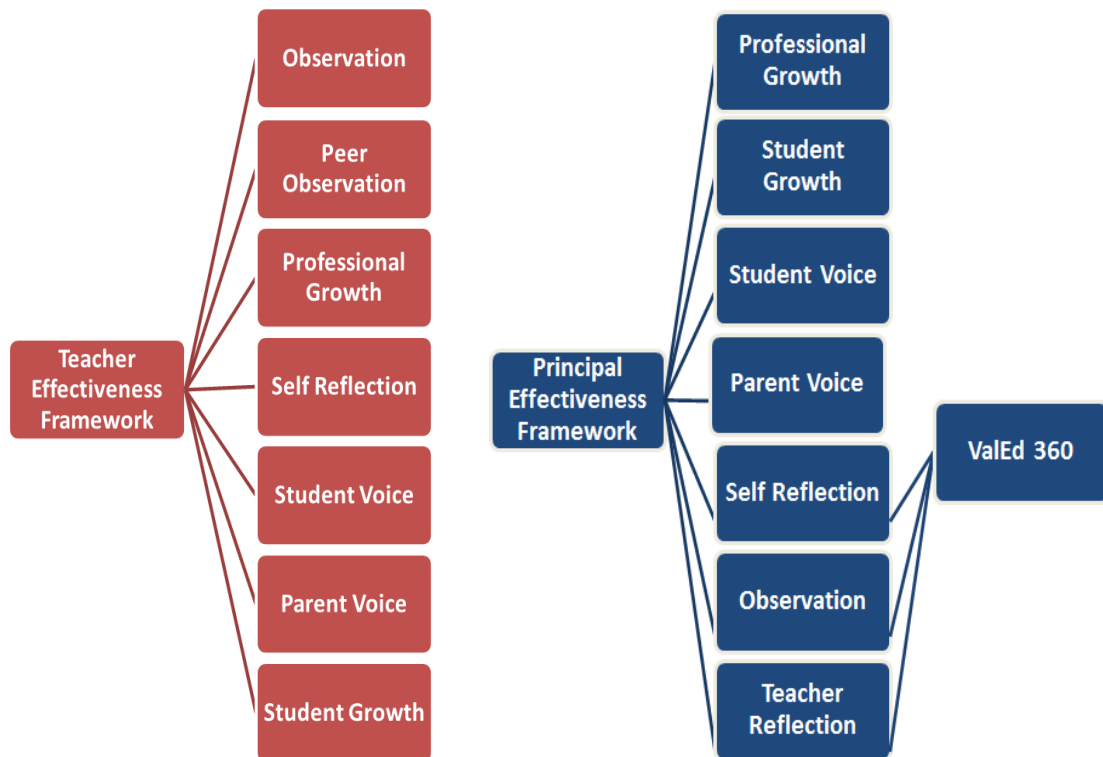


Kentucky's Professional Growth and Effectiveness System

Every student taught by an effective teacher and every school led by an effective principal

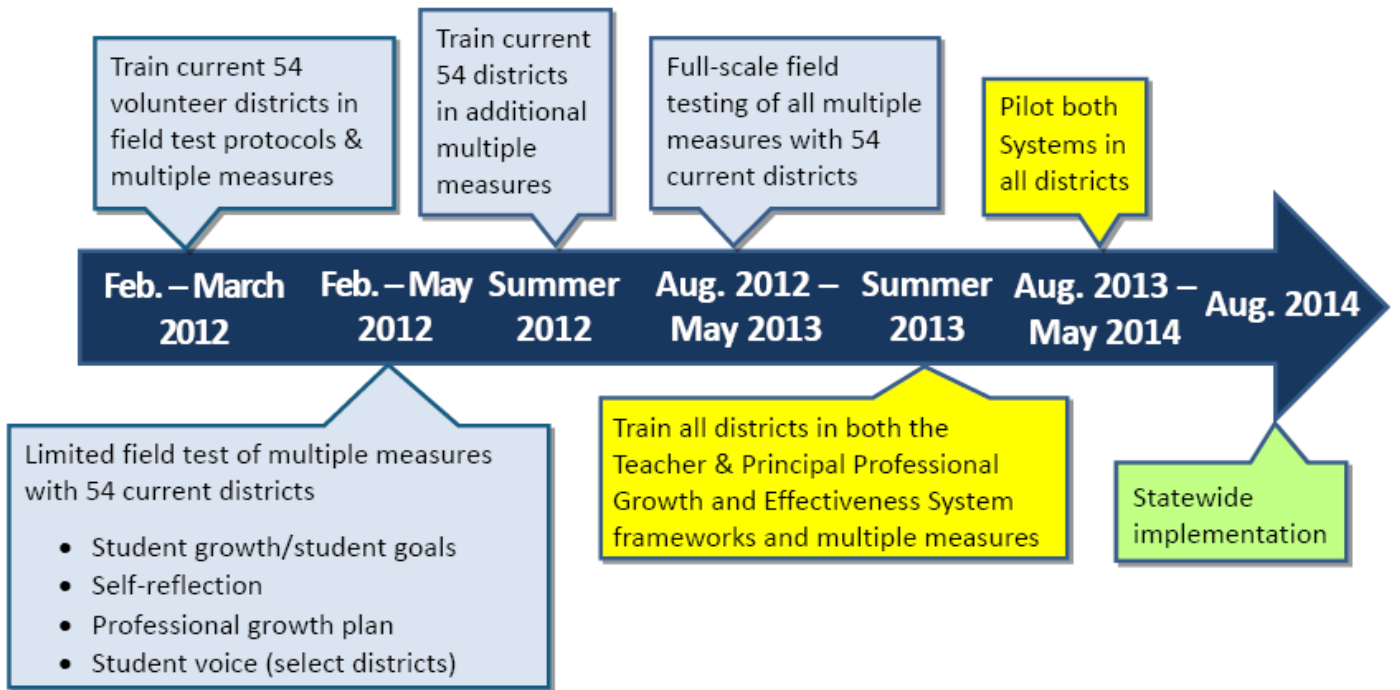
- Goal: a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth in order to promote student growth, achievement and readiness
- Two statewide steering committees (one for principal work; one for teacher work)
 - Charge: “provide guidance and oversight on the design, development and deployment” of new system
 - Membership represents all stakeholders ¹ and meets quarterly
- Kentucky Board of Education directed the system must include:
 - 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 as a significant factor
 - Regular evaluation
 - Clear and timely feedback to include opportunities for professional development
 - Use of the system to inform personnel decisions
- Frameworks were validated through a rigorous process. They include four domains (instruction, learning climate, leadership and professionalism, and student growth) and address how to measure teacher/principal effectiveness and continuously improve effective teaching and administrative leadership
- Multiple Measures of Effectiveness (supported with artifacts and evidence)



¹ Kentucky Association of School Administrators (KASA); Kentucky School Boards Association (KSBA); Kentucky Education Association (KEA); Jefferson County Teachers Association (JCTA); Council for Postsecondary Education (CPE); colleges and universities; Education Professional Standards Board (EPSB); parents and individual teachers, principals and superintendents from volunteer districts. Collaboration includes the Bill and Melinda Gates Foundation. Technical assistance provided by Edvantia.



- Commitments:
 - No public reporting of individual teacher data
 - Student growth should not be the only measure for making personnel decisions
 - System only beneficial if data and information are used to improve instructional practices leading to improved student learning outcomes
- Moving slow to go fast: requires a shift from individually approved evaluation systems to a statewide system that is fair, reliable and focused on the professional growth of educators; student growth & achievement
- Timeline:



- Statewide deployment through the Continuous Instructional Improvement Technology System (CIITS) -- an integrated online system that brings together standards, instructional materials, student data, planning tools, evaluation, professional development and school improvement in one place.

For more information:

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