

KENTUCKY EDGUIDES | GOALS & RESULTS 1.4

Educator Growth and Effectiveness

Kentucky aims to have every student taught by an effective teacher and every school led by an effective principal. To help develop those teachers and leaders, the state is launching a new Professional Growth and Effectiveness System, known generally as PGES, with the teacher part of the system often called TPGES and the principal part called PPGES.

HOW ARE TEACHERS RATED?

First, **professional practice** matters, using evidence from multiple sources, including observations of the teacher’s work, student voice surveys, professional growth plans and self-reflection, and, possibly, additional district-determined sources of evidence. That evidence is used to identify each teacher’s practice as being at one of four levels-- **exemplary, accomplished, developing, or ineffective practice**—based on criteria set in Kentucky’s *Framework for Teaching*. The *Framework* is a scoring guide for important elements of teaching, adapted from the work of Charlotte Danielson, a well-known expert in the field. (Teachers will also observe one another to help each other improve, but those observations will not be used in teachers’ official ratings.)

Second, **student growth** also matters, looking at how students improve from year to year in each subject. For most teachers, that evidence is all gathered locally, using student growth goals, professional judgment, and district-defined rubrics. For those who teach reading and mathematics in grades 4-8, some evidence is gathered that way and added evidence comes from state assessments of those two subjects. Depending on the evidence, each teacher’s student growth will be rated at one of three levels: **high, expected, or low growth**.

The matrix below shows how the two kinds of data lead to growth steps for teachers with continuing contracts (tenure):

	LOW STUDENT GROWTH	EXPECTED STUDENT GROWTH	HIGH STUDENT GROWTH
EXEMPLARY PRACTICE	<ul style="list-style-type: none"> Goals set by teacher with evaluator input One goal focused on low student growth outcome Formative review each year Summative evaluation every three years 	<ul style="list-style-type: none"> Goals set by teacher with evaluator input Activities teacher-directed and implemented with colleagues Formative review every year Summative evaluation every three years 	<ul style="list-style-type: none"> Goals set by teacher with evaluator input Activities teacher-directed and implemented with colleagues Formative review every year Summative evaluation every three years
ACCOMPLISHED PRACTICE			
DEVELOPING PRACTICE	<ul style="list-style-type: none"> Goals determined by evaluator Goals focused on professional practice and student growth Formative review each year Summative evaluation at end of year 	<ul style="list-style-type: none"> Goals set by teacher with evaluator input One goal addressing professional practice or student growth Activities teacher-directed and implemented with colleagues Formative review each year Summative evaluation every three years 	<ul style="list-style-type: none"> Goals set by teacher with evaluator input Activities teacher-directed and implemented with colleagues Formative review each year Summative evaluation every three years
INEFFECTIVE PRACTICE	<ul style="list-style-type: none"> Goals determined by evaluator Goals focused on low performance areas Summative evaluation at end of plan Plan duration determined by evaluator (up to one year) 	<ul style="list-style-type: none"> Goals determined by evaluator Goals focused on professional practice and student growth Formative review each year Summative evaluation at end of year 	

Teachers with the weakest results (flagged in red above) have a plan designed by their evaluator, requiring clear improvement in a year or less. Teachers with the strongest results (marked in green) design their own plan for increasing their effectiveness. In between, the teachers closest to green have the most say in their own growth, while those closest to red will have increasing direction from their evaluators. In addition, the ratings can be used for decisions about contract renewals, promotions, and other opportunities for professional advancement.

HOW ARE PRINCIPALS RATED?

Again, professional practice matters. For principals and assistant principals, evidence about that practice comes from professional growth, self-reflection, and surveys. Evidence from site visits is used for principals, but not included for assistant principals. Districts may also select additional kinds of evidence to use. All the evidence is then considered to assign performance ratings of exemplary, accomplished, developing or ineffective in six domains:

- Instructional Leadership
- School Climate
- Human Resources Management
- Organizational Management
- Communication and Community Relations
- Professionalism

And, again, student growth matters, looking at the school's performance on the Next Generation Learners portion of state accountability (combining academic scores, gap scores, growth results, readiness results, and graduation rates for high schools), and also looking at success on student growth goals established under local rules.

HOW ARE THE RATINGS USED?

Most importantly, the ratings are used to plan further steps to help each educator become more effective. Professionals who receive strong ratings take the lead in designing their next professional growth plans, while those who do less well receive more guidance and direction from their evaluators. Helping all teachers become stronger is the first and most important goal of the system. PGES results will also be considered in personnel decisions starting in 2015-16. For example, that means the ratings will be a factor in deciding whether to renew non-tenured teachers, whether to grant tenure (continuing contract) status to fourth year teachers, and deciding who will receive promotions and leadership roles.

In addition, PGES results are expected to become part of each school's overall score in 2015-16, and to be used for school accountability decisions about annual measurable objectives starting in 2016-17.

WILL THE RATINGS BE PUBLIC?

The ratings for individual teachers and principals will not be released. The school's rating combining results for its professional staff will be included in school report cards as well as a school's overall scores.

WHEN WILL PGES GO INTO EFFECT?

In 2014-15, the system was used in all districts for principals and nearly all classroom educators, but without state-required consequences for individual employees or the school's accountability, and for those educators, the system will be used statewide as a factor in personnel decisions starting in 2015-16. For preschool teachers, 2015-16 is the first year of full PGES participation. For teachers at area technology centers, a matching system will take a little longer to design.

SEEING RESULTS

PGES began its first statewide use in 2014-15, and so has not yet produced published statewide or school-level results. 2014-15 data will be shared in the fall of 2015.

LEARNING MORE

You can see the full rubrics for effective teachers and effective principals at education.ky.gov by searching for "PGES."