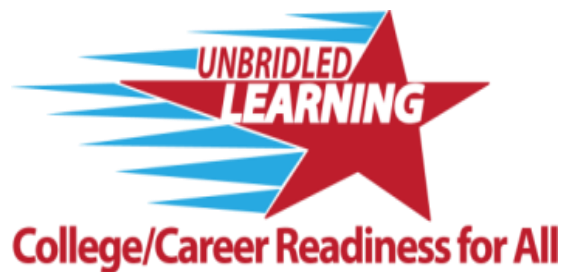


THE NEXT STEP IN KENTUCKY'S NEW TEACHER AND LEADER EFFECTIVENESS SYSTEM

KSBA Conference – February, 2013

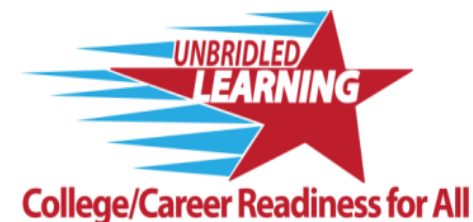
Donna Brockman, Kentucky School Boards Association

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Session Goals:

- Provide an overview and background information on the Kentucky's New Teacher and Leader Effectiveness System
- Share how the new system is a part of an integrated strategy for College and Career Readiness for all.
- Define state and local responsibilities in moving forward in implementing the new teacher and leader effectiveness system
- Learn from the early experiences from one PGES pilot district Superintendent and local board member



Impact on income

The difference between
having a highly
effective teacher for
just one year
=
\$4,600 difference in
lifetime earnings.



Chetty, R., Friedman, J. N., & Rockoff, J. E. (2011). *The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood* (No. w17699). National Bureau of Economic Research.

Hanushek, E. A. (2010). *The economic value of higher teacher quality* (No. w16606). National Bureau of Economic Research.

GOALS

- Every child in every classroom will be taught by a highly effective teacher.
- Every school in every district will be led by a highly effective principal.



Theory of action of the PGES

IF...

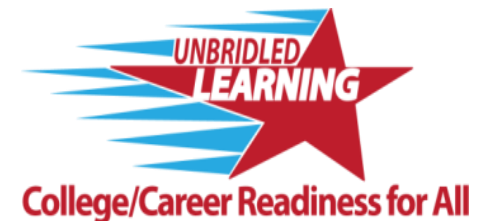
- teacher and principal effectiveness drives student outcomes, and
- the Professional Growth and Effectiveness System is effectively implemented, and
- teacher and principals are accurately measured

THEN...

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

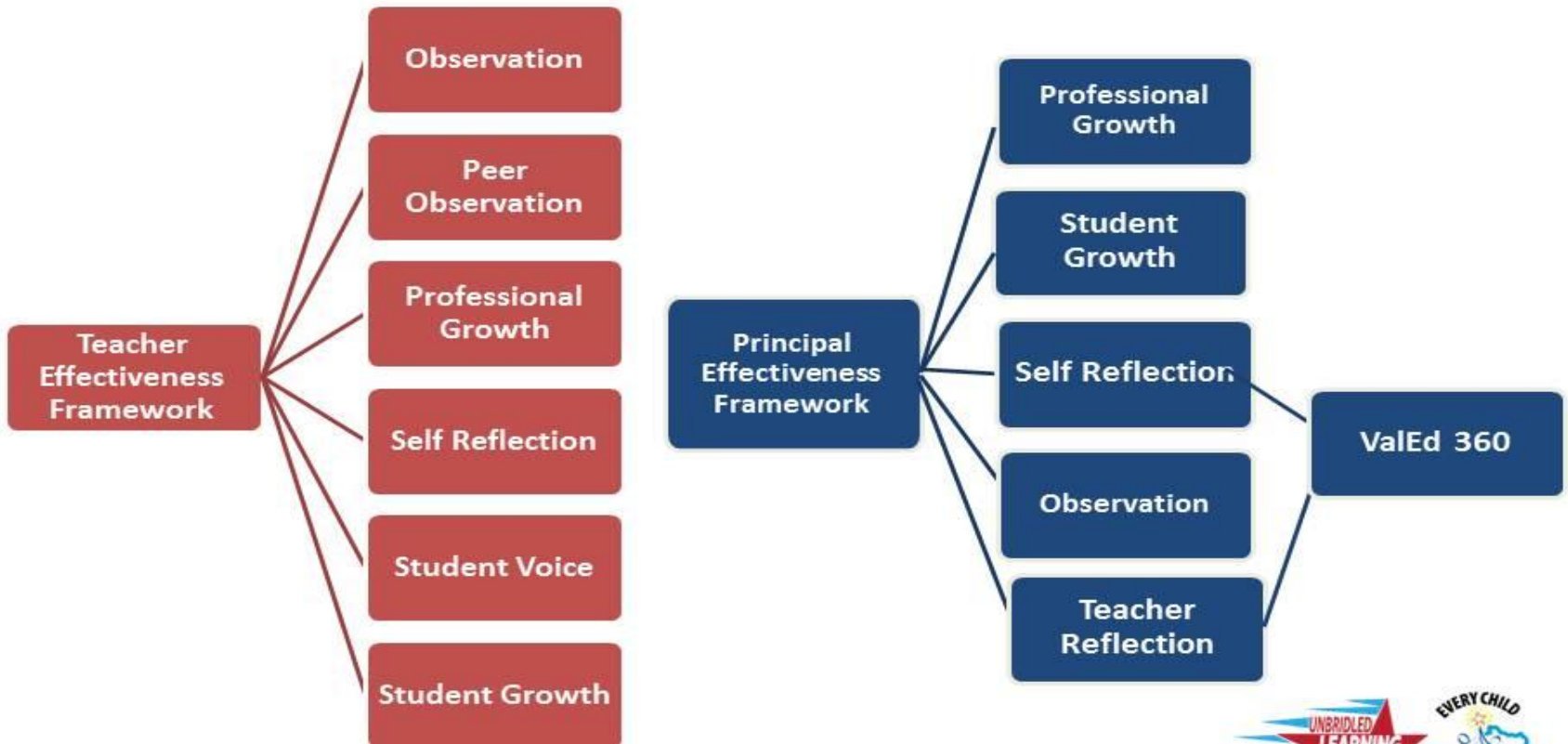
Why a new system now?

- The current system is not comprehensive and is weak in determining educator effectiveness.
- Teaching profession is calling for a more balanced and comprehensive approach to measuring effectiveness.
- National and state discourse is driving change in evaluation systems for teachers and leaders (i.e. , Race to the Top funding, NCLB flexibility, Unbridled Learning accountability model).
- In Kentucky with 174 districts there are 174 different evaluation systems.



New Teacher and Leader Effectiveness System

Kentucky Multiple Measures of Effectiveness Supported with Artifacts and Evidence (Proposed)



A Common Understanding of Effectiveness

KENTUCKY'S FRAMEWORK FOR TEACHING

- Domain 1: Planning & Preparation**
- Domain 2: Classroom Environment**
- Domain 3: Instruction**
- Domain 4: Professional Responsibilities**
- Domain 5: Student Growth**

*(adopted for Kentucky Department of
Education)*

5.24.2012

Current System	Proposed System
<i>Development of local plans by district and approval of local plans by KDE</i>	<i>Common statewide system; district plan option available</i>
Frequency of evaluations of certified personnel <ul style="list-style-type: none"> ✓ Non-tenured – annually ✓ Tenured – at least every three years 	Annual evaluations for all certified personnel <ul style="list-style-type: none"> ✓ Non-tenured (formative and summative) ✓ Tenured (formative specific to professional growth targets that impact student outcomes)
Training for evaluators <ul style="list-style-type: none"> ✓ Annual certification and recertification 	Training for evaluators <ul style="list-style-type: none"> ✓ Significant changes to components of training based on components of evaluation system ✓ National support in development of validity and reliability studies
Monitoring of evaluation plans by KDE <ul style="list-style-type: none"> ✓ Annual review and approval of district plans 	Monitoring of evaluation plans by KDE <ul style="list-style-type: none"> ✓ Surveys, site visits, validity and reliability testing ✓ Annual reporting of teacher and principal effectiveness (federal requirement) ✓ Equitable distribution reporting (federal requirement)
Relationship of evaluation to employment status <ul style="list-style-type: none"> ✓ Due process procedure for tenure and/or dismissal 	Relationship of evaluation to employment status <ul style="list-style-type: none"> ✓ Due process procedure for tenure and/or dismissal ✓ Career pathway opportunities ✓ Possible differentiated incentives based on demonstrated effectiveness

Where Are We Now?

- Developing a more consistent understanding of what effective teaching looks like.
- Effectiveness must be supported through professional learning for teachers and leaders
- Quality data from multiple sources
- Students voice matters
- Learning from the Measuring Effective Teaching Project
- Conducting Kentucky research on the model and Implementation

2012-2013 Field Test

Participant Experiences

Timeline for Teacher and Principal Professional Growth and Effectiveness System

Phase 1 (2011-2012) Field Test

- 54 participating districts identified
- Districts trained and implement field test protocols
- Multiple measures of effectiveness defined
- Districts participate in regional field test status meetings
- Feedback and revisions

Phase 2 (2012-2013) Extended Field Test

- 54 Districts trained in and implement protocols
- Districts participate in regional status meetings
- Teacher/Leader Feedback collected
- Gathering and collecting data to inform the system requirements

Phase 3 (2013-14) Statewide Pilot

- 174 districts participating
- A minimum of 10% of the schools within the district participate
- Teachers per participating school:
 - ELA 1-2
 - Math 1-2
 - ELL/SWD 1-2
 - Non-Assessed 2-3

2014-2015

Full accountability

Local Board Leadership Roles

Set Clear and High Expectations

Create Conditions for Success

Hold the System Accountable

Create the Public Will to Succeed

Learn as a Board Team

Guiding Questions and Local Board Expectations

Handout

2013-2014 Statewide pilot

- All districts will participate in the statewide field test
- Each district will select a minimum of 10% of their schools to participate (minimum of 1 school)
- Within each participating school, the minimum number of teachers participating will be
 - ELA: 1-2
 - Math: 1-2
 - ELL/SWD: 1-2
 - Non-Assessed: 2-3
- Minimum total number of participating teachers per participating school: 5-9

2013-2014 Statewide pilot

You will need to submit to KDE:

- District name
- Name of Each School Participating
- Level of Each School Participating (ES/MS/HS)
- Name of Each Teacher Within Each School Participating
- Subject Area for Each Teacher (ELA: 1-2, Math: 1-2, ELL/SWD: 1-2, Non-Assessed: 2-3)
- Email Address for each Participant

It is important to remember that these are minimum criteria for participation and districts can choose to engage more of their staff in the statewide field test.

District Intent to Adopt

- After convening the local evaluation committee, this form will need to be completed by and submitted to the department (via the web collector) no later than **March 29, 2013**.
- Districts will choose from the following options: adopt
 - the state-developed effectiveness system,
 - OR**
 - a valid locally-developed effectiveness system that meets the ESEA Waiver requirements

Key messages to take away....



Keep the main thing the main thing!

Focus on the purpose of improving instructional practice and student learning through the new teacher and leader system.



Stakeholder participation is essential.

Feedback loops between the leadership team and teachers is essential. Early implementation will be new for everyone. Maintain a commitment to keep teachers and leaders involved in the process.



Learn together as a local board what the current research is on educator effectiveness.

Multiple measures of evidence of a teacher's effectiveness and instructional practice. All the measures reveal important data about an educator's effectiveness.



Training on the new system is non-negotiable.

Evaluators and those who are being evaluated should participate in substantive, meaningful training and/or certification in the evaluation tools and process.



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