



## Professional Growth and Effectiveness System Communications Toolkit for Superintendents and Principals



### **An Overview of the PGES: Supporting Kentucky's Great Teachers and Leaders**

The vision of the Kentucky Department of Education's Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for growth.

What the new effectiveness system will accomplish:

- Advance education in Kentucky.
- Create a common framework and language for evaluation.
- Provide educators with clear expectations about what is being assessed, as well standards that should be met.
- Identify instructional practices that drive student achievement.
- Provide educators with meaningful feedback about where they are and where they need to be for success.
- Give educators tools they need to improve their practice.

Why the effectiveness system was developed

Change is all around us. From new state standards and assessment, to new measures of teacher and student performance, we are working within a completely new set of realities.

Sometimes change can be difficult and oftentimes overwhelming. However, with change comes opportunity for growth of educators and students. As our world continues to change, we must adapt and think differently about how we are preparing our students for success in this new world.

With the passage of Senate Bill 1 in 2009, Kentucky embarked on a comprehensive system of education reform; integrating relevant and rigorous standards, implementing aligned and meaningful assessments, encouraging highly effective teaching and school leadership, using data to inform instruction and policy decisions, striving for innovation, and improving schools. The PGES is part of this education reform initiative.

The PGES measures teacher and leader effectiveness and serves as a catalyst for professional growth and continuous improvement. It is also the key requirement of Kentucky’s Elementary and Secondary Education Act (ESEA) flexibility waiver and the state’s Race to the Top grant.

How the effectiveness system was developed

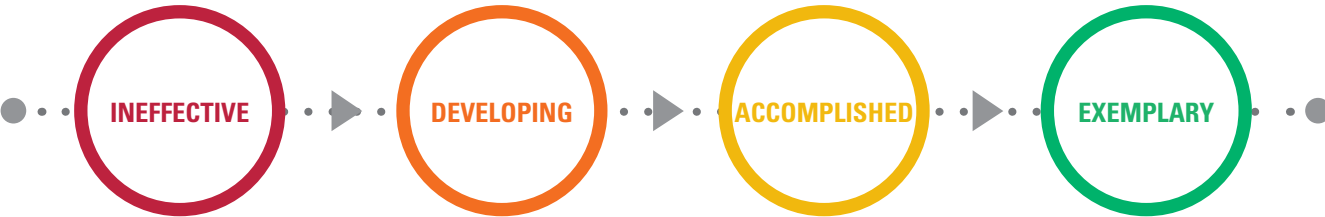
All key stakeholders had a place at the table to help create the PGES over the past several years. This included superintendents, principals, teachers, community partners, education agencies, colleges and universities. We believe this genuine involvement will make our system among the best in the country.

The PGES was also informed by the MET project (Measures of Effective Teaching). The goal of the MET study is to find out how evaluation methods can best be used to tell teachers more about the skills that make them most effective and to help districts identify great teaching.

What the system entails

Effective teaching and school leadership depends on clear standards and expectations, reliable feedback, and tools, resources, and support for professional growth and continuous improvement.

The PGES is built on a **continuum of performance** for teachers and principals.



The Teacher PGES

Teaching is too complex for a single measure of performance to capture it accurately. Assessing effective teaching requires multiple, valid measures supported by evidence. The TPGES is built on a foundation of common language and understanding of effective teaching. Kentucky has adopted this model based on the work of Charlotte Danielson, which includes indicators of effective teaching in **five domains of practice**:

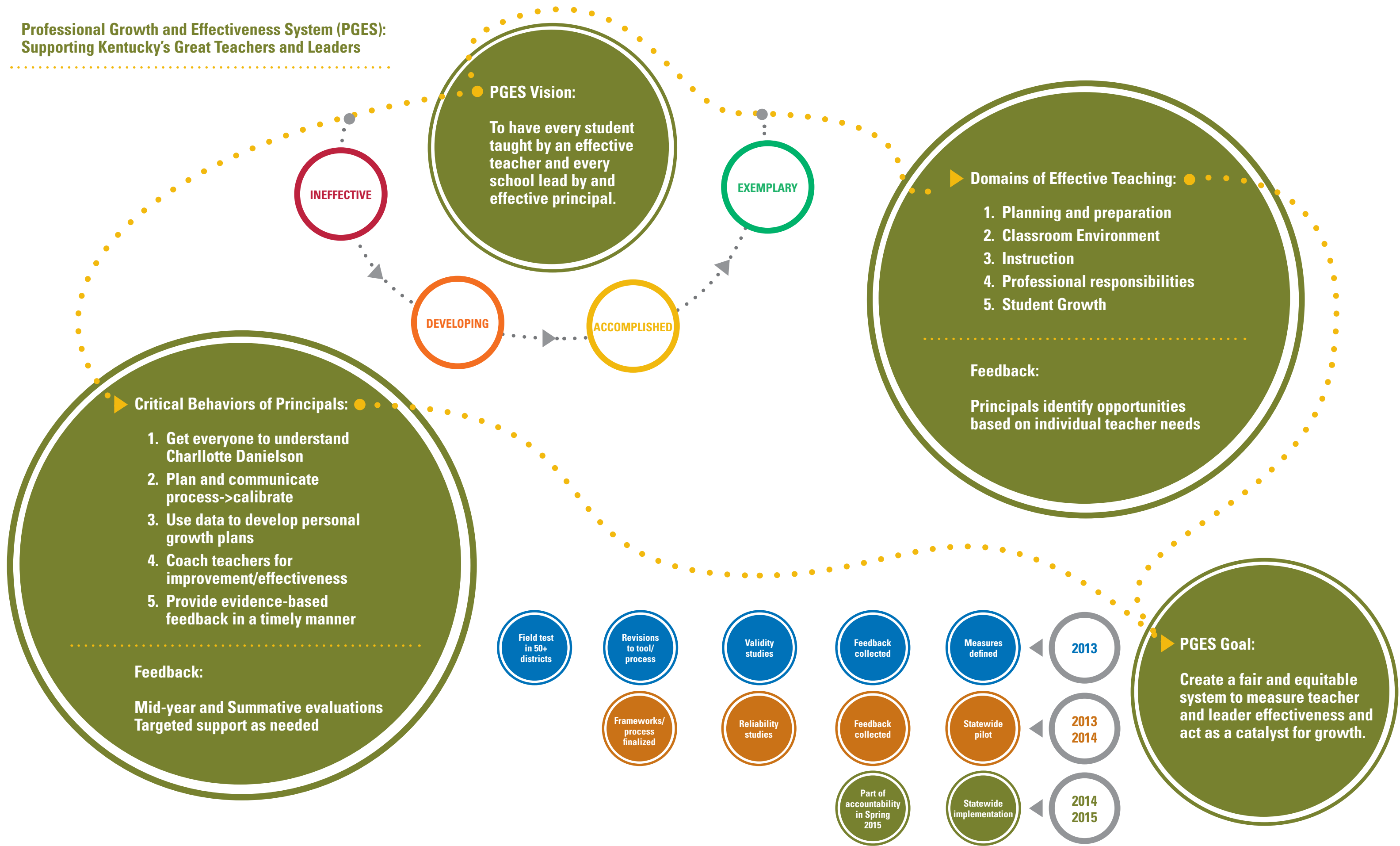
- 1 : Planning and preparation
- 2 : Classroom environment
- 3 : Instruction
- 4 : Professional responsibilities
- 5 : Student Growth

Evidence from multiple measures will provide a performance level rating and inform a course of action designed to support the continuous improvement of practice. **Multiple measures for teachers include:**

- : Observation
- : Peer observation
- : Reflection
- : Professional growth
- : Student growth
- : Student voice

Based on the results of the effectiveness system, principals will identify professional learning opportunities based on an individual teacher’s needs.

**Professional Growth and Effectiveness System (PGES):  
Supporting Kentucky's Great Teachers and Leaders**





“Feedback and evaluation systems depend on trustworthy information about teaching effectiveness to support improvement in teachers’ practice and better outcomes for students.”

– Ensuring Fair and Reliable Measures of Effective Teaching, MET Project, January 2013



## The Principal PGES

In Kentucky we believe that the principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that supports academic growth and school improvement.

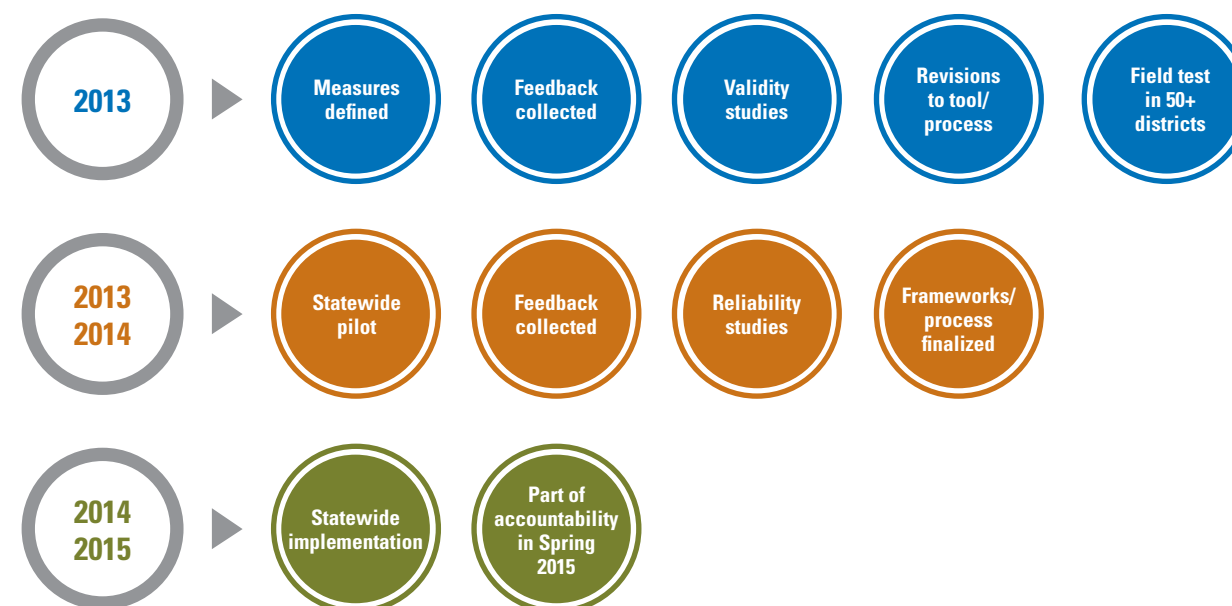
To ensure that every school in Kentucky is led by an effective principal, school leaders have their own PGES that is built on a set of seven principal performance standards:

- 1 : Instruction leadership
- 2 : School climate
- 3 : Human resources management
- 4 : Organizational management
- 5 : Communication and community relations
- 6 : Professionalism
- 7 : Student growth

Our principals’ performance will be documented through a number of data sources that may include surveys, self-reflection, professional growth plan, observations/school site visits, documentation, and goal setting for student growth.

Principals will be evaluated using two types of evaluations—a mid-year review and a summative evaluation. A principal who doesn’t meet district expectations will receive support, addressing areas of concern through targeted supervision and additional resources.

## The PGES Pilot and Implementation Timeline



By participating in this phased approach, Kentucky districts have the opportunity to be creative and innovative and at the same time testing the PGES in a low-stakes environment that encourages feedback and support for professional growth.

Training opportunities are available for teachers participating in the statewide pilot in face-to-face and online formats so teachers can remain connected with the system in a time and place that is convenient for them.

Designing and implementing an effectiveness system for teachers and leaders requires hard work and perseverance. But it is a valuable effort that leads to student growth and success.



**For more information about PGES**, visit the Kentucky Department of Education's website at <http://education.ky.gov/teachers/hieffteach/pages/designing-pges.aspx>.

If you have specific questions, please contact (NAME), (PHONE), (EMAIL).