

TALKING POINTS

*Comparisons of Teacher Professional Growth and Effectiveness System (TPGES)
and Principal Professional Growth and Effectiveness System (PPGES)*

MEASURE	TPGES	PPGES
Self-Reflection	<i>Both systems ask participants to reflect and analyze their practices</i>	
	Uses the KY Framework for Teaching	Uses the 7 Principal Performance Standards
Student Growth	<i>Both systems have a SGG set by state and a SGG set by local decision.</i>	
	Local goal is created from data determined at the local level.	Local goal is created based on ASSIST (CSIP) data.
Observation	<i>Both systems entail observations from supervisors.</i>	
	Teacher will be observed 3 times by principal throughout the school year. Principals must complete Teachscape Proficiency exam.	Principal will have a minimum of 2 site visits from the superintendent/designee, (One each semester) No exam in place. However, there is an online module for principals and supervisors to work through.
Peer Observation	A peer will observe, collect, and share evidence with a teacher. No formal scoring. Peer observers need to complete training.	No Peer Observation piece
Professional Growth	<i>Both systems require development of professional growth goals. These goals are developed using multiple data sources and should be revisited throughout the year and be monitored for progress as well as the need to prioritize and/or develop any additional goals.</i>	
	In addition to the SGG: a teacher must develop a minimum of one Professional Growth Goal.	In addition to the SGG: -Principals must develop a professional growth goal based on multiple data sources (reflection on standards, teacher SSG, feedback from administrator, survey results, etc.)-Principals also create at least one working conditions goal which is a two year goal based on TELL Kentucky Survey Results)
Student Voice	<i>Both systems involve gathering data through perception based surveys.</i>	
	Teachers will administer the Student Voice survey to their students.	Principal data will be compiled through the TELL and VAL-Ed surveys. These will be given in alternating years.

Artifacts/Evidence	All measures are supported through artifacts/evidence Evidence that is naturally occurring day-to-day teaching and provides evidence to inform domain/components in the Kentucky Adapted Framework For Teaching.	All Measures are supported by artifacts/documentation created in the day-to-day running of a school that can provide evidence of meeting the performance standard.
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