

## TALKING POINTS

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

MEASURE	TPGES	PPGES
<b>Self-Reflection</b>	<i>Both systems ask participants to reflect and analyze their practices</i>	
	Uses the KY Framework for Teaching	Uses the 7 Principal Performance Standards
<b>Student Growth</b>	<i>Both systems use Student Growth based on state contribution. *(see footnote) Both systems set Student Growth Goals based on local contribution.</i>	
	Local goal is created from data determined at the local level.	Local goal is created based on ASSIST (CSIP) data.
<b>Observation</b>	<i>Both systems entail observations from supervisors.</i>	
	Principals will conduct observations of teachers. ** 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 within the training. However, there is an online module for principals and supervisors which detail the expectations for site visits by supervisors for principal component.
<b>Peer Observation</b>	<b>NOT IN BOTH SYSTEMS</b>	
	A peer will observe, collect, and share evidence with a teacher primarily on a content specific request to refine practices related to improved instructional practice. No formal scoring. Peer observers need to complete online module for training purposes. complete training.	No Peer Observation piece
<b>Professional Growth</b>	<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>	
	A teacher must develop a minimum of one Professional Growth Goal.	Principals must develop a professional growth goal based on multiple data sources (reflection on standards, teacher SGG, 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
<b>MEASURE</b>	<b>TPGES</b>	<b>PPGES</b>

<b>Student Voice</b>	<i>Both systems involve gathering data based on student/teacher perceptions through 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.

<b>In both systems, the measures can be supported through collection of evidence and artifacts</b>	
TPGES measures are supported by evidence that is naturally occurring in day-to-day teaching and provides evidence to inform domains/components in the Kentucky Adapted Framework For Teaching	PPGES 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.

*\*The student growth contribution at the classroom level, as determined by the state, is referred to as the SGP (Student Growth Percentiles). This only applies to grades 4-8 in the subjects of reading and mathematics; the data is collected from KPREP scores. The student growth contribution at the school level, as determined by the state is, based on School Accountability.*

*\*\*There is flexibility at the local level to determine the observation protocol (3x1 or 2x2 model). Districts will submit the observation protocol of their choice to meet the expectations.*