

The Professional Growth and Effectiveness System

Guidance for PGES in Alternative Settings

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Introduction

In 2009, with the passage of [Senate Bill 1](#), Kentucky embarked on a comprehensive system of education reform, known as [Unbridled Learning](#), that called for new, more rigorous standards, a new assessment and accountability system, and a focus on student readiness. Kentucky's ultimate goal is college/career readiness for all students by the time they graduate high school.

Recognizing how important effective teachers and principals are to student success, one of the pillars of Unbridled Learning is [Next-Generation Professionals](#)-an initiative to develop highly-effective teaching and leadership among all Kentucky educators. The vision is that every student is taught by an effective teacher and every school is led by an effective principal.

In 2013, with the passage of [House Bill 180](#), Kentucky cleared the way for a new statewide evaluation system to be used for all certified personnel. The Professional Growth and Effectiveness System (PGES) is designed to promote the vision of continuous professional growth and development of skills needed to be a highly effective teacher or administrator. The legislation calls for multiple sources of evidence including student growth data and meets one of the main requirements for [Kentucky's Elementary and Secondary Education Act \(ESEA\) waiver](#).

PGES has been developed to create and implement a fair and equitable statewide system to provide teachers and principals with a clear understanding of how they can be most effective, regular feedback about how their practices align with the Kentucky Framework for Teaching, and the tools, resources and support they need to develop and perfect their craft in order to promote student growth, achievement, and readiness.

PGES will be used in Alternative School settings as well. These settings, while uniquely different in almost each instance, will apply PGES for both teachers and principals. In some instances, the components of PGES, both teacher and principal, may look slightly different than in a “traditional” setting. However, the components will be used and will provide valuable feedback to both teachers and principals in alternative settings.

This guidance document will provide suggestions on how or where PGES may be adapted to better fit an alternative setting. In no way does this document purport to be all-encompassing. With the varied settings within Alternative Schools across the Commonwealth, no document will ever be able to include every situation. So that is not the intent. Nor is there an expectation that anyone outside the alternative settings will be more insightful or knowledgeable about how PGES might be best applied in any of these settings. Feedback was provide to the Kentucky Department of Education by members of the Alternative School setting. This feedback has formed the basis for the information that follows.

It is anticipated this document will be a living document. It will be edited as new and more experiences occur in the field that will help shape how PGES can best support teachers and principals in alternative settings.

Teacher Professional Growth and Effectiveness System (TPGES)

TPGES is the system that is used to support teachers. It is recommended that teachers in alternative settings receive the same learning opportunities about TPGES as those in a traditional setting. This learning will provide the basis for TPGES regardless of the settings in which it is applied. A great deal of information is available at the Kentucky Department of Education website.

Self-Reflection

Self-reflection is a process by which teachers assess the effectiveness of their instructional planning, lesson implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. The goal of self-reflection is to improve teaching and learning through ongoing thinking on how professional practices impact student and teacher learning.

The following link leads to the TPGES Self-Reflection page:

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Self-Reflection-and-Professional-Growth-Planning.aspx>

Kentucky Framework for Teaching Self-Assessment

Name: _____ Date: _____

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	

Teachers in alternative settings have always used self-reflection. They will be able to utilize the self-reflections tools and will be able to record their self-reflection in EDS.

Professional Growth Planning

The goal of a professional growth plan is to facilitate the translation of growth needs identified through self-reflection and other processes into practical activities and experiences that are of value to teachers in strengthening their competencies in the identified growth need areas.

The following link leads to the TPGES Professional Growth Planning page:

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Self-Reflection-and-Professional-Growth-Planning.aspx>

Before a teacher writes their professional growth goal, a teacher would certainly reflect on their teaching performance using the Kentucky Framework for Teaching. However, teachers can consider other information as well as they make decisions about their professional growth. Three questions for teachers to answer:

1. What do I want to change about my practice that will effectively impact student learning?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

Teachers in alternative settings have always participated in professional growth planning. They will be able to utilize the professional growth planning tools and will be able to record their professional growth plan in EDS.

Student Growth Goal

All Kentucky teachers will have a local contribution to their Overall Student Growth Rating based on their Student Growth Goal.

The following link leads to the TPGES Student Growth page:

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Student-Growth-Page.aspx>

Student Growth in an alternative setting may or may not look like student growth in traditional settings. Some alternative settings will allow for student growth goals that are very much like goals you would find in any school. However, in some alternative settings this will not be the case.

Student Growth goals must fit the environment in which they are written. It would be inappropriate for a 5th grade language arts teacher to develop a student growth goal that focuses on high school physics.

Student Growth in alternative settings must also fit the context. When appropriate, academic student growth goals are the expectation. In some instances, this will not be appropriate. Here we expect the student growth goal to be adapted to fit the setting. For instance, some alternative settings exist to support students whose behavior is preventing them from succeeding in a traditional setting. The focus of the alternative setting may be to support improved student behavior which would allow for academic growth. In this case, developing a student growth goal that focuses on improved student behavior would be appropriate.

Using the Think & Plan tool can help set the context for the Student Growth Goal. Virtually all of the steps can be followed for an alternative setting if they are adapted slightly. A copy of the Think and Plan Tool follows. Suggestions for consideration are included in red. Student Growth is flexible in TPGES. The flexibility is there to allow districts to find the best way to support student growth. That flexibility extends to alternative settings as well.

Think and Plan Guidance for Developing Student Growth Goals

Purpose: This document is a summary form a teacher completes for conferencing with their administrator. The column to the right provides guidance, detail, and hyperlinks for completing the process and the template.

Step 1: DETERMINE NEEDS

<p>Identify the context of the identified class, as selected by teacher in collaboration with principal, including student population.</p> <div data-bbox="205 669 1327 831" style="border: 1px solid black; height: 100px;"></div>	<p>Guiding Questions</p>
<p>Identify the course-long interval of instruction (<i>e.g., trimester, semester, one school year</i>).</p> <div data-bbox="205 987 1327 1156" style="border: 1px solid black; height: 104px;"></div>	
<p>Identify the content area enduring skills*, concepts, and/or processes that your goal will target. (In the KCAS for Mathematics, the “<i>Enduring Understandings</i>” reflect the enduring learning advocated in the goal-setting for student growth process.) Content area examples: Reading, Writing, Speaking and Listening, Social Studies, Science, Reading Foundational Skills, PE, Health, World Language, Music,</p>	<p>In collaboration with colleagues, identify the enduring skills*, concepts, and processes for my content area (facilitator’s guide, process pptx, example).</p> <ul style="list-style-type: none">✓ Based on my content standards, what are the enduring skills*, concepts and processes students should master by the end of the school year/course?✓ Do the identified skills, concepts and processes represent essential learning that: ENDURES beyond a

Art

(If this Student Growth Goal is not an academic goal, what is the enduring skill, concept or learning that will improve student success and ultimately improve student opportunity to succeed academically?)

List the sources of evidence you will use to establish baseline data and measure student growth.

(If this is not an academic goal, sources of evidence still exist. For example, PBIS data may be a source of evidence. Performance in previous settings may be evidence. There is no list that is intended to be all-inclusive. However, the goal should be based on multiple sources of evidence when available.)

single test date, is of value in other disciplines, is relevant beyond the classroom, is worthy of embedded, course-long focus, and may necessary for the next level of instruction (next grade or future course)?
What does it look like for students to be performing at proficiency level on these skills, concepts and processes? How do I know?

Pinpoint areas of need based on my current students' abilities.

- ✓ Are there any enduring skills*, concepts or processes my students lack overall? What are the biggest areas of need?
- ✓ What are my students' abilities? How have I collected and analyzed evidence/data to determine patterns, trends, strengths and weaknesses for all students? (e.g., formative processes, analysis of student work, anecdotal notes, last year's data, previous teachers)
- ✓ Are the areas of need identified appropriate for a year-long/course-long student growth goal?

Decide on sources of evidence. After identifying an area or areas of need, choose the sources of evidence (e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks) for collecting baseline, mid-term, and end of year/course data for the student growth goal.

- Note: At least three sources of evidence are recommended contributing to baseline data.
- Do the sources of evidence provide the data needed to demonstrate proficiency for the identified area(s) of need?
 - Can the sources of evidence be used to provide baseline data, comparable mid-term data, and end of year/course data?
 - ✓ Do the sources of evidence require students to meet or exceed the true intent of the standards being assessed? (This addresses both rigor of the evidence and comparability.)
 - ✓ Is there a good match between the rigor of the standard

	<p>to be assessed and the method used to collect evidence? (For instance, if the best way to determine if students are meeting the rigor of a standard is a performance, then the task should be a performance that demonstrates where students are in meeting mastery of that standard. See <i>Classroom Assessment for Student Learning</i> resources on Target-Method Match.)</p> <p>Use baseline data to determine area(s) of need for the goal</p> <ul style="list-style-type: none"> ✓ What did I learn from collection of data? ✓ How will I combine data to determine a baseline for my SGG?
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Step 2: CREATE A SPECIFIC LEARNING GOAL

<p>Specify the expected growth and proficiency. Include a growth target that expresses the growth you expect your students to make.</p> <p style="color: red;">(Alternative settings may need some flexibility here based on the fluidity of students in programs. Collaboration between teachers and principals in these settings allows for necessary flexibility. However, this should remain as specific as possible.)</p>	<p>Decide on a student growth goal (SGG) that meets the SMART criteria.</p> <p>SPECIFIC</p> <ul style="list-style-type: none"> ✓ Is the identified area of need significant enough for year-long/course-long instructional focus? <p>Does the goal address learning that is representative of the enduring skills*, concepts and/or processes that:</p> <ul style="list-style-type: none"> ○ ENDURES beyond a single test date, ○ is of value in other disciplines, ○ is relevant beyond the classroom, ○ is worthy of embedded, course-long focus, ○ may be necessary for the next level of instruction?
<p>Include a proficiency target.</p> <p style="color: red;">(See previous note.)</p>	

Write your student growth goal statement that meets the SMART criteria. Include both growth and proficiency.

(SMART criteria is still expected.)

Explain the rationale for the goal. Include reference to baseline data and explanation of how targets meet the expectation for rigor.

Determine the measure for identifying H, E, L growth and for identifying proficiency. (Rubric, etc.) Define H, E, L growth and proficiency based on the identified measure.

(This measure should fit the goal. If ILPA will work in this process, KDE encourages that use since it is an expectation in many of the alternative settings that exist in the Commonwealth.)

MEASURABLE

- ✓ Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?
 - ✓ Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified areas(s) of need? Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected?
- Does the goal include a **growth target and proficiency target?**

APPROPRIATE

- Is the goal standards-based and directly related to the subject and students taught?
- ✓ Is there a good match between the goal and the level of rigor expected in the identified standards?

REALISTIC

Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable?

UNBOUNDED

- Is the goal designed to stretch across the interval of instruction (e.g., trimester, semester, one school year)?
- Is there sufficient time within the interval of instruction to determine goal attainment?

Sample Student Growth Goals 2014

High, Expected, Low determination

- ✓ Has the teacher identified "expected" as the desired outcome?
 - ✓ How will the teacher address achievement of growth but not proficiency?
- How will the teacher address the achievement of proficiency but not growth?

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Step 3: CREATE AND IMPLEMENT TEACHING AND LEARNING STRATEGIES

<p>Describe professional learning (PL) needed to support students' attainment of the student growth goal. (Include any PL needs in your Professional Growth Plan.)</p> <div data-bbox="201 612 1318 800" style="border: 1px solid black; height: 116px;"></div>	<p>Determine professional learning</p> <ul style="list-style-type: none">✓ What professional learning is needed to support the SGG?✓ How can a professional learning community/colleagues' expertise provide support? <p>Does the Professional Growth Plan (PGP) reflect the support needed to meet the goal?</p>
<p>Describe the instructional strategies for goal attainment, specifically what you will do instructionally to assure your students make gains projected in your student growth goal.</p> <div data-bbox="212 1013 1318 1206" style="border: 1px solid black; height: 119px;"></div>	<p>Decide on instructional strategies for goal attainment</p> <ul style="list-style-type: none">✓ How do I identify the instructional strategies that will most effectively support students in attaining the SGG?✓ What resources and supports do I need to implement these strategies with my students?

Step 4: MONITOR STUDENT PROGRESS THROUGH ONGOING FORMATIVE ASSESSMENT

<p>Describe your plan to monitor students' progress toward goal attainment.</p> <div style="border: 1px solid black; height: 100px; width: 95%; margin-top: 10px;"></div>	<p>Plan for progress monitoring</p> <ul style="list-style-type: none"> ✓ How and when will I monitor progress towards the SGG throughout the year/course? What formative assessment processes will I use for progress monitoring? How will I involve students in progress monitoring? How will I provide all students multiple opportunities and/or assessment types to demonstrate learning of the selected standards? ✓ How will specific feedback occur regularly to move students forward in their learning?
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Step 5: DETERMINE WHETHER THE STUDENTS ACHIEVED THE GOAL

<p>Do not complete this box until the end of the growth goal timeline.</p> <div style="border: 1px solid black; height: 60px; width: 95%; margin-top: 10px;"></div>	<p>Analyze results: Analyze the summative/post-assessment data to determine goal attainment and reflect on next</p> <p>What does the data reveal about student growth? What does the data show about instructional practices? How can these results inform professional growth? (Connect this back to Step 3.)</p>
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*In the KCAS for Mathematics, the “*Enduring Understandings*” reflect the enduring learning advocated in the goal-setting for student growth process. Consult the *Enduring Skills Initial List* for your content area for examples.

Observation

Observation is one source of evidence that contributes to an educator's Overall Professional Practice Rating.

Each district in Kentucky has made their own decision about how many, and what kinds of observations will occur during a teacher's summative cycle. All observations will include a post-observation conference where teachers and administrators will have a conversation about how the evidence collected during the observation aligns with the [Kentucky Framework for Teaching](#). The power of observation lies in its ability to provide the feedback and analytical reflection necessary for teachers to make intentional changes to their professional practices.

The following link takes you to the TPGES Observation page:

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Observation.aspx>

The Kentucky Framework for Teaching is a research-based set of components of instruction, aligned to the [INTASC standards](#), and grounded in a constructivist view of learning and teaching.

The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

It is important to realize that this Framework takes into account the Kentucky Teacher Standards, the Kentucky Board of Education's Program of Studies, Common Core Academic Standards, and the Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning.

The following link takes you to the Kentucky Framework for Teaching page:

<http://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx>

		Domain 1: Planning & Preparation			
		Component			
		Domain			
		Performance Level			
		Element(s)			
		Indicators			
		Essential guidance for observers			
		Illustrates the meaning of framework language			
1A - Knowledge of Content and Pedagogy	In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline is taught, such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> Knowledge of Content and the Structure of the Discipline Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy 		<ul style="list-style-type: none"> In planning and practice, teacher makes content errors. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. 	<ul style="list-style-type: none"> Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<ul style="list-style-type: none"> Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. 	<ul style="list-style-type: none"> Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.
Critical Attributes		<ul style="list-style-type: none"> Teacher makes content errors. Teacher does not consider prerequisite relationships when planning. Teacher's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> Teacher is familiar with the discipline but does not see conceptual relationships. Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content. 	<ul style="list-style-type: none"> The teacher can identify important concepts of the discipline and their relationships to other disciplines. The teacher provides clear explanations of the content. The teacher answers student questions accurately and provides feedback that furthers their learning. The teacher seeks out content-related professional development. 	<ul style="list-style-type: none"> In addition to the "accomplished": Teacher cites intra- and interdisciplinary content relationships. Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
Possible Examples		<ul style="list-style-type: none"> The teacher says "the official language of Brazil is Spanish, just like other South American countries." The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words. 	<ul style="list-style-type: none"> The teacher plans to teach perimeter independently of one another, without linking the concepts together. The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. The teacher always plans the same routine to study spelling: pretest on Monday, copy 	<ul style="list-style-type: none"> The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. The teacher is sure to provide feedback on a student's response. The teacher seeks out content-related professional development. 	<ul style="list-style-type: none"> In a unit on 19th century literature, the teacher incorporates information about the history of the same period. Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.

The Kentucky Framework for Teaching can be applied in alternative settings. Observations in alternative settings can be completed using the same framework. Look-fors in these settings will help fit the system to the setting. Teachers and principals in alternative settings will know what this looks like. Throughout the coming 2014-15 school year, we encourage teachers and principals in alternative settings to provide us with examples of what indicators would look like in their unique settings.

Peer Observation

The purpose of Peer Observation is for teachers to receive formative feedback from a peer to help improve their practice. The data collected during a peer observation is not available to principals.

The following link takes you to the TPGES Peer Observation page:

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Peer-Observation.aspx>

The peer observer in an alternative setting does not have to be from an alternative setting. The only requirement is that the peer observer has been trained using the KET self-paced modules. Peer observations are completed and recorded in EDS, but are not available to be viewed by the principal unless the teacher wishes to make the peer observation available.

Student Voice

The Student Voice Survey is a classroom level reporting system used to provide formative feedback and evidence of effectiveness to classroom teachers and school administrators. Additionally, it is one source of evidence used to determine an educator's Overall Professional Practice Rating.

The following link takes you to the TPGES Student Voice page:

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Student-Voice-Survey-Page.aspx>

In some alternative settings, Student Voice will be conducted just as it will be in a traditional setting. However, due to the uniqueness of many alternative settings, Student Voice will need to be adapted. Before discussing any potential adaptations, it is important to note that results from Student Voice do not receive a rating. They are simply a source of evidence that the principal uses when determining the final Professional Practice rating. Student Voice is perception data.

Alternative settings that cannot conduct Student Voice in the same way as it will be conducted in traditional settings, may forgo the requirement of the 10 student minimum and the 15 day requirement. Alternative settings may also use alternative methods to administer student voice questions. This could mean the use of pencil/paper, Survey Monkey, Scantron or some other method deemed appropriate. The surveys may also be conducted at multiple times in order to generate a larger n size. Student Voice questions are

available at the Student Voice webpage. Use of exit surveys, if they provide true student voice, may be considered for Student Voice in Alternative Settings.

Principal Professional Growth and Effectiveness System (PPGES)

PPGES is the system that is used to support principals. It is recommended that principals in alternative settings receive the same learning opportunities about PPGES as those in a traditional setting. This learning will provide the basis for PPGES regardless of the settings in which it is applied. A great deal of information is available at the Kentucky Department of Education website.

Self-Reflection

Self-reflection is a process by which one may judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement.

The following link takes you to the PPGES Self-Reflection page:

<http://education.ky.gov/teachers/PGES/prinpges/Pages/PPGES-Self-Reflection-and-Professional-Growth-Planning.aspx>

Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and areas for growth
1. Instructional Leadership <i>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 leads to student academic growth and school improvement.</i>	I	D	A	E	
2. School Climate <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	I	D	A	E	
3. Human Resource Management <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	I	D	A	E	
4. Organizational Management <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	I	D	A	E	

Principals in alternative settings have always used self-reflection. They will be able to utilize the self-reflections tools and will be able to record their self-reflection in EDS.

Professional Growth Planning

The purpose of a professional growth plan is to facilitate the translation of growth needs identified through self-reflection and other processes into practical activities and experiences that are of value to principals in strengthening their competencies in the identified growth need areas.

The following link will take you to the PPGES Professional Growth Planning page:

<http://education.ky.gov/teachers/PGES/prinpges/Pages/PPGES-Self-Reflection-and-Professional-Growth-Planning.aspx>

Professional Growth Goal: <ul style="list-style-type: none"> • What do I want to change about my practices that will effectively impact student learning? • How can I develop a plan of action to address my professional learning? • How will I know if I accomplished my objective? 		
Connection to Standards The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.		
Action Plan		
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?
		Targeted Completion Date When will I complete each identified strategy/action?

Principals in alternative settings have always participated in professional growth planning. They will be able to utilize the professional growth planning tools and will be able to record their professional growth plan in EDS.

Student Growth Goals

Principals are responsible for setting two student growth goals: a State Contribution Goal and a Local Contribution Goal. One goal will be based on a Kentucky Board of Education Goal/Next Generation Goal and will be considered State Contribution. The other goal will be based on school need and will be considered the Local Contribution. The second goal may parallel the first or be completely separate. One of the two goals must focus on the Gap population.

The following link will take you to the PPGES Student Growth page:

<http://education.ky.gov/teachers/PGES/prinpges/Pages/PPGES-Student-Growth.aspx>

Student Growth Goal Planning Document

<p>State Student Growth Goal Statement (Based on KBE/NGL Goals viewable in School Report Cards)</p>	<p>Local Student Growth Goal Statement (Based on School Need)</p>	
<p align="center">Principal’s Student Growth Plan <i>This plan will outline what the principal will do to impact the student growth goal. (Should be different than the school CSIP plan strategies/actions)</i></p>		
<p align="center">Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?</p>	<p align="center">Resources/Support What resources will I need to complete my plan? What support will I need?</p>	<p align="center">Targeted Completion Date When will I complete each identified strategy/ action?</p>

Principals in alternative schools that receive state student growth data will be able to complete the Student Growth process of PPGES just as principals in a traditional setting. Principals in a setting that does not receive state data would develop two (2) local student growth goals. Principals in alternative settings may also, with superintendent approval, connect their student growth goals to one of the traditional settings in their district from which they receive students.

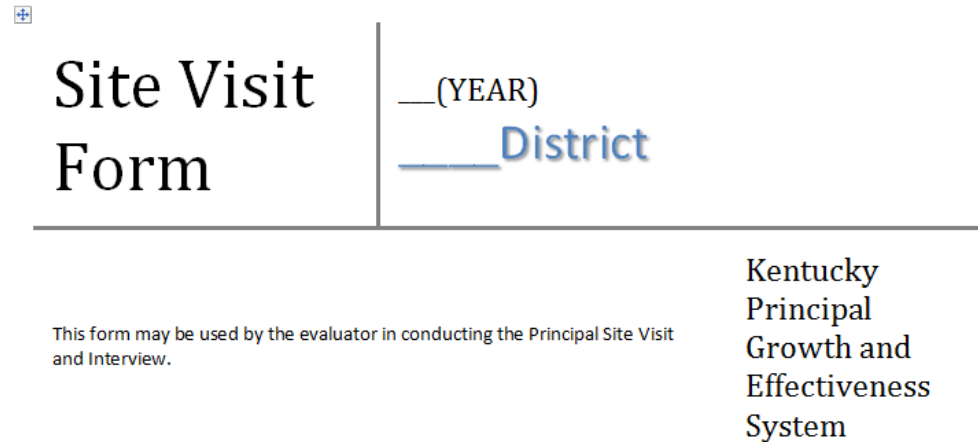
Principals in alternative schools may also apply the same flexibility as described in the Student Growth section of TPGES. When appropriate, student growth goals may be connected to non-academic expectations that impact student achievement. However, whenever possible, academic goals are expected.

Site Visits

Site visits are one source of evidence that is included when determining an administrator's Overall Professional Practice Rating. School site visits applied in a variety of settings, provide information on a wide range of contributions made by principals. School site visits may range from watching how a principal interacts with others to observing programs and shadowing the administrator.

The following link takes you to the PPGES Site Visit page:

<http://education.ky.gov/teachers/PGES/prinpges/Pages/PPGES-Site-Visits.aspx>



Superintendents or designee will conduct a minimum of two site visits each year. The expectations of the timeline for these are specific to the district CEP. Because these are site visits and can take on a variety of forms, all alternative school principals can participate fully in the this process with little or no adaptations.

Val-Ed 360

The primary purpose of the Vanderbilt Assessment of Leadership in Education (VAL-ED) is to evaluate the leadership behaviors of a school principal. The assessment must be implemented with integrity and with a representative sample of educators who have had the opportunity to interact with the principal for at least two months.

The VAL-ED provides 360 degree feedback of a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) as well as key processes (the how).

The following link takes you to the PPGES Val-Ed 360 page:

<http://education.ky.gov/teachers/PGES/prinpges/Pages/Val-Ed-360.aspx>

CROSSWALK BETWEEN VAL-ED AND PRINCIPAL PERFORMANCE STANDARDS

	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High standards for student learning	Instructional Leadership	Instructional Leadership	Instructional Leadership	Instructional Leadership	Communication & Community Relations	Instructional Leadership
Rigorous Curriculum	Instructional Leadership	Instructional Leadership	Instructional Leadership	Instructional Leadership	Communication & Community Relations	Instructional Leadership
Quality Instruction	Instructional Leadership	Instructional Leadership	Human Relations Management/ Organizational Management	Human Relations Management/ Organizational Management	Communication & Community Relations	Instructional Leadership
Culture of Learning & Professional Behavior	School Climate/ Professionalism	School Climate/ Professionalism	School Climate/ Professionalism	Communication & Community Relations	Communication & Community Relations	School Climate/ Professionalism
Connections to External Communities	Communication & Community Relations	Communication & Community Relations	Communication & Community Relations	Communication & Community Relations	Communication & Community Relations	Communication & Community Relations
Performance Accountability	Human Relations Management	Human Relations Management	Human Relations Management	Human Relations Management	Communication & Community Relations	Instructional Leadership

Val-Ed 360 is perception data for the principal. It is based on feedback from teachers, up to three supervisors and the principal. Based on the setting, alternative school principals may be able to participate in Val-Ed 360 just as a traditional setting principal would. However, it is clear that there is no intention for the principal to be able to connect a response to a particular teacher. Val-Ed does not set a number of participants in order to provide feedback. The requirement from Val-Ed is that at least half of the identified potential participants actually participate. Once it is clear that enough teachers exist that can provide feedback for the principal without the principal being able to identify a response with a teacher, it is expected that the principals participate in Val-Ed.

Val-Ed 360 is required once every two years. However, each district will determine if they wish to administer Val-Ed 360 more frequently.

Working Conditions

One approach to connect TELL Kentucky data to principal performance involves building the capacity for principals and their superintendents to interpret and use TELL KY data to set a target goal for Working Conditions improvement that connect to the

Principal Performance Standards and impacts the working conditions within their building. Setting goals – not just any goals, but goals based on whole staff feedback – is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

The following link will take you to the PPGES Working Conditions page:

<http://education.ky.gov/teachers/PGES/prinpges/Pages/PPGES-Working-Conditions-Goal.aspx>

USING THE TELL SURVEY TO ACCELERATE STUDENT LEARNING

Across the country, an increasing number of states are redesigning their effectiveness systems and implementing growth measures to gauge teacher and leader effectiveness. Data from multiple sources, including survey data, can help provide feedback to leaders and teachers.

The purpose of this tool is to crosswalk a subset of the TELL survey questions with the BFK•Connect® teacher and leader effectiveness framework. The TELL questions included in this document are those that are strongly related to five important strategies for creating a high-growth school. The information in this document allows you to focus your attention on key areas of strength and opportunities for growth that impact student learning.

If the alternative school receives TELL KY data, then the development of a 2-year Working Conditions Goal will follow the same process as is expected in a traditional setting. If the school does not receive TELL KY data, other survey data may be utilized to create a Working Conditions Goal. Another option is for the principal of the alternative school to utilize TELL KY data from a school that serves as a feeder to the alternative setting.

The Working Conditions Goal is a 2-year goal. It provides the principal with valuable insight on how to enhance the environment within the school.