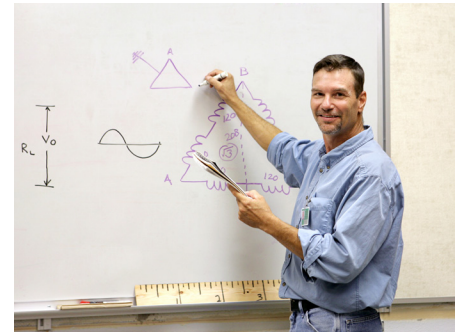


# Gwinnett Effectiveness Initiative TEACHER



# 2013-14 Handbook

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*This handbook is consistent with the Georgia Department of Education Teacher Keys Effectiveness System handbook. Gwinnett County Public Schools (GCPS), with permission of the Georgia Department of Education, has added language specific to GCPS. The Teacher Keys Effectiveness System process guidelines have not been modified.*

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The contents of this handbook were developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government. The Georgia Department of Education's (GaDOE) Teacher Keys Effectiveness System (TKES) Handbook was developed with the thoughtful contributions of the Georgia State Evaluation Steering Committees, each of which focused on one component of the evaluation system. We wish to express our appreciation for their conscientious and insightful efforts.

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### Teacher Keys Effectiveness System Usage Statement

The TKES Handbook was developed on behalf of the Georgia Department of Education to assist with implementation of Georgia's Race to the Top (RT3) plan. School systems involved in the pilot/full year implementation are required to use this handbook. The materials in this handbook are copyrighted by either the Georgia Department of Education or Dr. James Stronge (© 2011). The materials may not be revised or modified without the express written permission of the applicable copyright holder. Georgia public schools may use these materials without alteration to meet applicable requirements or for educational purposes as long as the materials continue to reflect: "All Rights Reserved."

## Introduction to the Gwinnett Teacher Effectiveness System

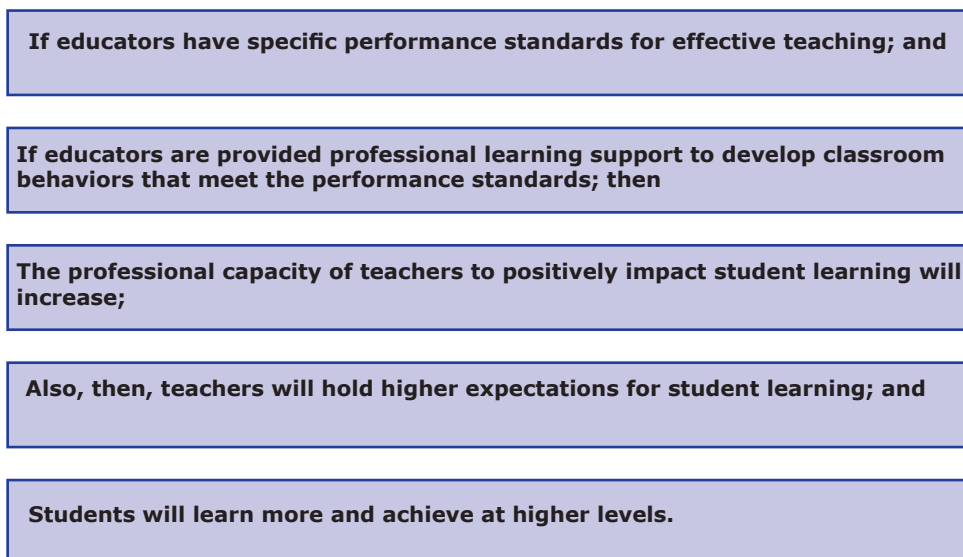
In partnership with the Georgia Department of Education, Gwinnett County Public Schools is implementing the Gwinnett Teacher Effectiveness System (GTES), a common evaluation system that will allow the state to ensure consistency and comparability across districts, based on a common definition of teacher effectiveness<sup>1</sup>.

## Primary Purpose of the Gwinnett Teacher Effectiveness System/Theory of Action

The primary purpose of GTES is to:

- Optimize student learning and growth.
- Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness.
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Gwinnett County Public Schools.
- Provide a basis for instructional improvement through productive teacher performance appraisal and professional growth.
- Implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.
- Focus on student learning as outlined in Figure 1.

### Figure 1: Theory of Action



## Who Should be Evaluated Using the Gwinnett Teacher Effectiveness System?

The Gwinnett Teacher Effectiveness System is designed to measure performance for all teachers of record. Teacher of record is defined as an individual (or individuals in the case of co-teaching assignments) who has been assigned responsibility for a student's learning in a subject/course. Students can have more than one teacher of record in a specific subject/course. The teacher of record is not necessarily the teacher who assigns the course grade. Questions regarding the use of GTES should be directed to the Division of Human Resources.

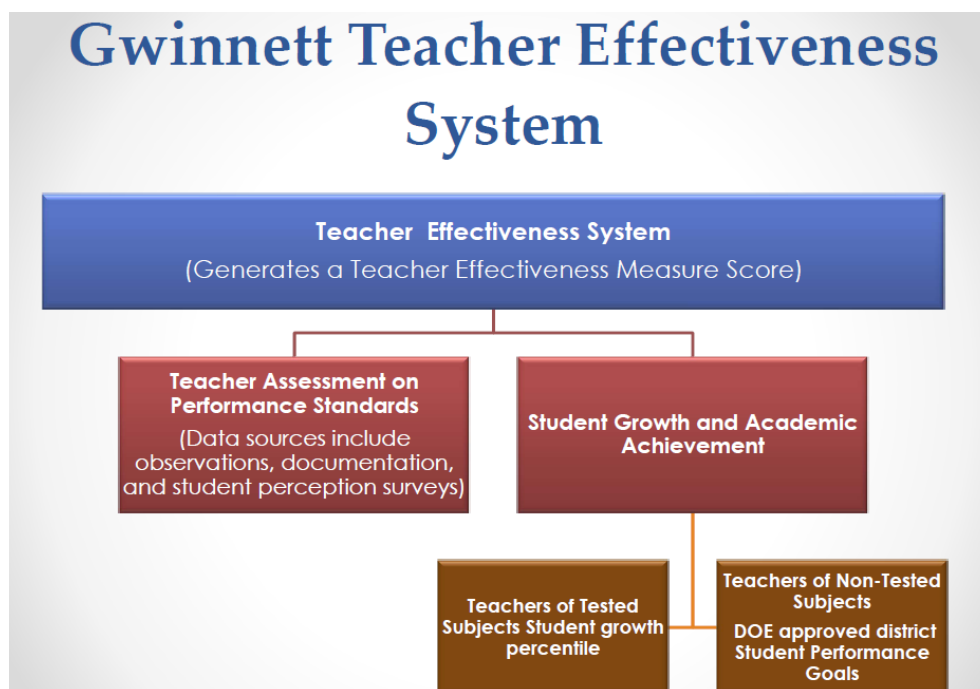
GTES is **not** designed to be used with personnel in teacher support positions unless they are required by the district, as stated in their job descriptions, to provide direct instruction to students for part of the school day. In general, teacher support positions have teaching or service certificates or are licensed therapists who are not directly involved in providing instruction for students. GCPS will continue to use the appropriate instruments already identified for use with the following positions until new instruments are developed. Teacher support positions include but are not limited to:

- Behavior Interventionists
- Behavior Specialists
- Graduation Coaches
- Guidance Counselors
- In-school Suspension Teachers
- Local School Technology Coordinators
- Interpreters (sign language and other languages)
- Instructional Coaches / Instructional Lead Teachers / Academic Coaches who do not have responsibility for direct instruction
- Media Specialists
- Mobility Training Specialists
- Occupational Therapists
- Paraprofessionals, even if they also have a valid teaching certificate
- Physical Therapists
- Psychologists
- School Social Workers
- Special Education Coordinators / Case Managers who do not provide direct instruction
- Speech Language Pathologists
- Teachers on Special Assignment who do not have responsibility for direct instruction
- Translators

## Components of the Gwinnett Teacher Effectiveness System (GTES)

As shown in Figure 2, the Gwinnett Teacher Effectiveness System (GTES) consists of two components which contribute to an overall Teacher Effectiveness Measure (TEM): Teacher Assessment on Performance Standards (TAPS) and Student Growth and Academic Achievement.

**Figure 2: Components of the Gwinnett Teacher Effectiveness System**



Each of the following components will count 50 percent toward the overall TEM score.

1) Teacher Assessment on Performance Standards (TAPS): TAPS provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to quality performance standards. Included in this component are Student Perception Surveys, informing standards 3, 4, 7 and 8 during the Formative and Summative assessments.

2) Student Growth and Academic Achievement (SGAA):

- For teachers of tested subjects, this component consists of a student growth percentile/value-added measure.
- For teachers of non-tested subjects, this component consists of GCPS developed, GaDOE-approved Student Performance Goals utilizing GCPS achievement growth measures.

These components are discussed in further detail in Parts I through III of the GTES Handbook.

## Part I: Teacher Assessment on Performance Standards (TAPS)

The Teacher Assessment on Performance Standards (TAPS) component of the Gwinnett Teacher Effectiveness System provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to quality performance standards. TAPS offers a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility by allowing for creativity and individual teacher initiative. The overarching goal of the GTES is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback. Data for the TAPS processes will be collected in the Professional Development & Evaluation application accessed through the GCPS employee portal.



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### Distinguishing Characteristics of the Teacher Assessment on Performance Standards

The TAPS component has several distinctive characteristics. It provides:

- A focus on the relationship between professional performance and improved learner academic achievement.
- Sample performance indicators for each of the teacher performance standards.
- A system for documenting teacher performance based on multiple data sources.
- A procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process.

### Foundational Documents of the Teacher Assessment on Performance Standards:

Georgia Department of Education. (2010). *CLASS Keys<sup>SM</sup>: Classroom Analysis of State Standards: The Georgia Teacher Evaluation System*. Atlanta, GA: Author.

Georgia Department of Education. (2011). *Quantitative analysis addendum for the selection of potential CLASS Keys<sup>SM</sup> power elements connecting student achievement growth and teacher evaluation*. Atlanta: Author.

Haynes, L., Randel, B., Allen, J., Englert, K., Cherasaro T., & Michaels, H. (2011). *Analysis and recommendations for CLASS Keys<sup>SM</sup> power elements*. Atlanta: Georgia Department of Education.

Stronge, J. H., & Tonneson, V. C. (2011). *CLASS Keys<sup>SM</sup> Teacher Evaluation System recommendations for improvement*. Atlanta, GA: Georgia Department of Education.

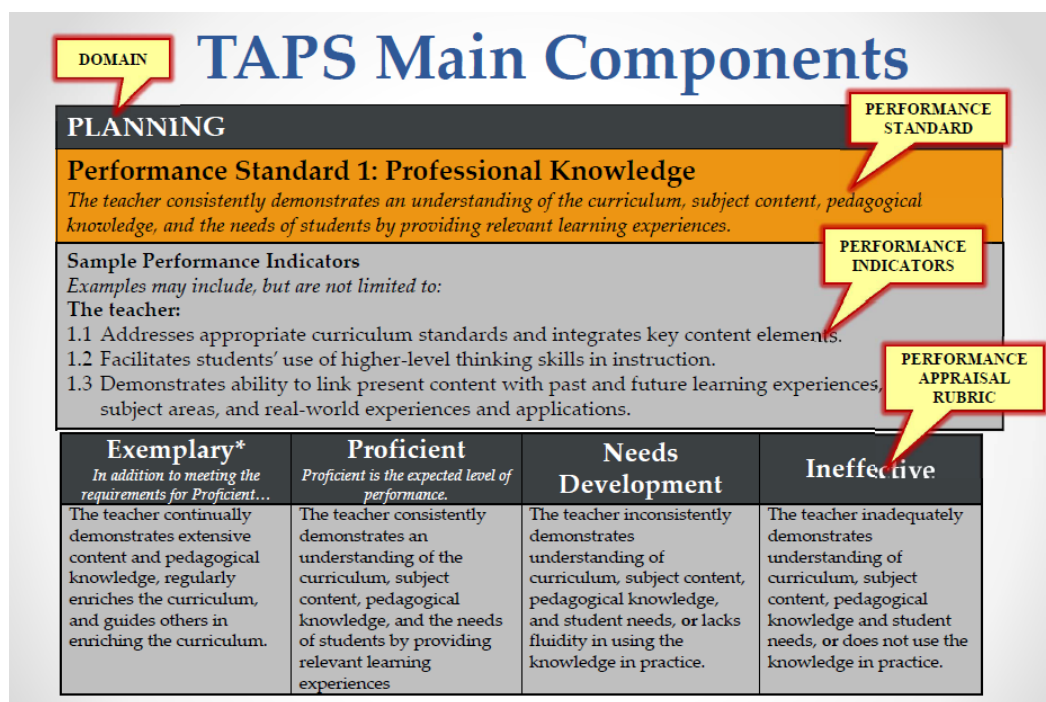
Stronge, J. H., & Xu, X. (2011). *State Evaluation Steering Committee focus group report*. Atlanta, GA: Georgia Department of Education.

Stronge, J. H., & Xu, X. (2011). *Research synthesis of Georgia teacher evaluation standards*. Atlanta, GA: Georgia Department of Education.

## Essential Components of the Teacher Assessment on Performance Standards (TAPS)

Clearly defined professional responsibilities for teachers constitute the foundation for TAPS. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators will fully understand their job expectations. TAPS uses a three-tiered approach to define the expectations for teacher performance consisting of five domains, 10 performance standards, and multiple sample performance indicators. Teachers will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 3.

**Figure 3: Relationship Between Essential Parts of the Teacher Assessment on Performance Standards**



### Domains

Domains describe the major categories under which a teacher's duties and responsibilities are comprised. There are five domains in TAPS. They are: Planning, Instructional Delivery, Assessment of and for Learning, Learning Environment, and Professionalism and Communication.

### Performance Standards

Performance standards refer to the major duties performed by a teacher. There are 10 performance standards that serve as the basis of the evaluation. On the following page, Figure 4 shows the five domains and their associated standards.

Figure 4: Domains and Performance Standards

	Domain	Standard Name	Standard
<b>Planning</b>			
	<b>1. Professional Knowledge</b>		The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
	<b>2. Instructional Planning</b>		The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.
<b>Instructional Delivery</b>			
	<b>3. Instructional Strategies</b>		The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.
	<b>4. Differentiated Instruction</b>		The teacher consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.
<b>Assessment of and for Learning</b>			
	<b>5. Assessment Strategies</b>		The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
	<b>6. Assessment Uses</b>		The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.
<b>Learning Environment</b>			
	<b>7. Positive Learning Environment</b>		The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
	<b>8. Academically Challenging Environment</b>		The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.
<b>Professionalism and Communication</b>			
	<b>9. Professionalism</b>		The teacher consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.
	<b>10. Communication</b>		The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

## Sample Performance Indicators

Sample performance indicators provide examples of observable, tangible behaviors for each standard as noted in Appendix 1. That is, the performance indicators are examples of the types of performance that may occur if a standard is being successfully met. The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Further, all teachers are not expected to demonstrate each performance indicator. Using Standard 1 (Professional Knowledge) as an example, a set of sample teacher performance indicators is provided in Figure 5.

**Figure 5: Sample Performance Indicators**

<p><b>Performance Standard 1: Professional Knowledge</b>  <i>The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i></p>
<p><b>Sample Performance Indicators</b>          Examples may include, but are not limited to:</p> <p><b>The teacher:</b></p> <ol style="list-style-type: none"> <li>1.1 Addresses appropriate curriculum standards and integrates key content elements.</li> <li>1.2 Facilitates students' use of higher-level thinking skills in instruction.</li> <li>1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</li> <li>1.4 Demonstrates accurate, deep, and current knowledge of subject matter.</li> <li>1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research.</li> <li>1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.</li> <li>1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.</li> </ol>

The performance indicators are provided to help teachers and their evaluators clarify job expectations. ***Ratings are made at the performance standard level, NOT at the performance indicator level.***



## Performance Rubrics

The performance rubric is a behavioral summary scale that guides evaluators in assessing how well a standard is performed. It states the measure of performance expected of teachers and provides a qualitative description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance appraisal rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance.

Each level is intended to be qualitatively superior to all lower levels. **The description provided in the Proficient level of the performance appraisal rubric is the actual performance standard, thus Proficient is the expected level of performance.** Teachers who earn an Exemplary rating must meet the requirements for the Proficient level and go beyond it. Performance appraisal rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. Appendix 1 includes rubrics related to each performance standard. Figure 6 shows an example of a performance appraisal rubric for Standard 1 (Professional Knowledge).

**Figure 6: Performance Appraisal Rubric for Professional Knowledge**

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance</i>	<b>Needs Development</b>	<b>Ineffective</b>
<p>The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum and guides others in enriching the curriculum. (Teachers rated Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher consistently demonstrates an understanding of the curriculum, subject content and pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p>	<p>The teacher inconsistently demonstrates understanding of curriculum, content, pedagogical knowledge, and student needs, <b>or</b> lacks fluidity in using the knowledge in practice.</p>	<p>The teacher inadequately demonstrates understanding of curriculum, content, pedagogical knowledge and student needs, <b>or</b> does not use the knowledge in practice.</p>

Figure 7: Rating Level Descriptions and Definitions

Category	Description	Definition
<b>Exemplary</b>	The teacher performing at this level maintains performance, accomplishments, and behaviors that continually and considerably surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student learning gains.	Exemplary performance: <ul style="list-style-type: none"> <li>Continually meets the standards</li> <li>Empowers students and exhibits continuous behaviors that have a strong positive impact on student learning and the school climate</li> <li>Acquires and implements new knowledge and skills and continually seeks ways to serve as a role model or teacher leader.</li> </ul>
<b>Proficient</b>	The teacher meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student learning gains.	Proficient performance: <ul style="list-style-type: none"> <li>Consistently meets the standards</li> <li>Engages students and exhibits consistent behaviors that have a positive impact on student learning and the school climate</li> <li>Demonstrates willingness to learn and apply new skills</li> </ul>
<b>Needs Development</b>	The teacher inconsistently performs at the established performance standard or in a manner that is inconsistent with the school's mission and goals and may result in below average student learning gains. The teacher may be starting to exhibit desirable traits related to the standard, but due to a variety of reasons, has not yet reached the full level of proficiency expected or the teacher's performance is lacking in a particular area.	Needs Development performance: <ul style="list-style-type: none"> <li>Requires frequent support in meeting the standards</li> <li>Results in less than expected quality of student learning</li> <li>Needs guidance in identifying and planning the teacher's professional growth</li> </ul>
<b>Ineffective</b>	The teacher continually performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student learning gains.	Ineffective performance: <ul style="list-style-type: none"> <li>Does not meet the standards</li> <li>Results in minimal student learning</li> <li>May contribute to a recommendation for the employee not being considered for continued employment</li> </ul>

The specific language in the TAPS rubrics should be used to help determine the rating for each standard. Figure 9 helps clarify the frequency terminology that is used throughout the TAPS rubrics.

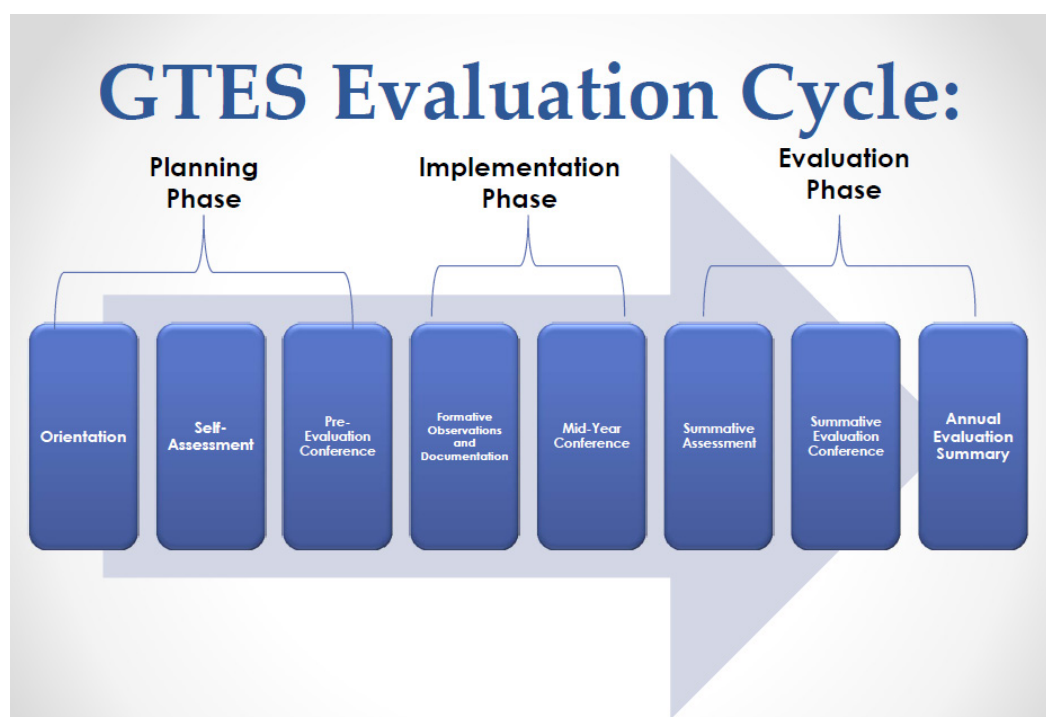
Figure 8: Frequency Terminology

Ratings	Terms Ranked by Degree of Frequency	Definition
<b>Exemplary</b>	<b>Continually</b>	Meets all of the requirements of Proficient and the requirements in Exemplary with high frequency
<b>Proficient</b>	<b>Consistently</b>	Regularly meets all of the requirements of Proficient

## Responsibilities of the Principal

The principal may designate an administrator to collect information on employee job performance. The principal remains informed of the assessment process and is responsible for the summative evaluation of the teachers. The process by which the TAPS portion of the Gwinnett Teacher Effectiveness System will be implemented is depicted in Figure 7.

**Figure 9: Teacher Assessment on Performance Standards Process Flow**



*A detailed description of each step, including an explanation, suggestions, and useful resources, is provided on the following pages.*

### Planning Phase

#### Step 1: Orientation to the Gwinnett Teacher Effectiveness System

##### Explanation

To ensure teachers have a clear understanding of the expectations, administrators will provide an online Gwinnett Teacher Effectiveness System orientation. This online orientation should be completed as soon as possible once school begins or within the first month of hiring a new teacher. This online orientation is available within the Professional Development & Evaluation application and is a required component of the GTES.

##### Suggestions

In addition, administrators and teachers will be provided with an electronic version of the *GTES Handbook*. There are helpful resources in the Professional Development & Evaluation application to assist administrators in answering questions while familiarizing teachers with the GTES. Among these resources is a *GTES Frequently Asked Questions* document that is beneficial to share with teachers.

Click on this icon in the employee portal



PD&E

## Useful Resources Available Within the Professional Development & Evaluation Application

- Gwinnett Teacher Effectiveness System Orientation
- Gwinnett Teacher Effectiveness System Handbook
- GTES Frequently Asked Questions
- Fact Sheets

## Step 2: Self-Assessment

### Explanation

Understanding one's own strengths and weaknesses is an important part of developing a teacher's instructional skills and competencies. By reflecting on areas where a teacher might be able to assist peers or areas where he or she needs additional development, a teacher is better able to focus professional learning.

The self-assessment form is available in the PD&E tool. Teachers will be required to complete a self-assessment to reflect on areas of strength and growth specifically related to each performance standard. The self-assessment results may be used as a source of information for developing an individualized plan for professional growth and a topic of discussion during the pre-evaluation conference. The self-assessment ratings are not considered as part of the TEM, although they are required.

## Step 3: Pre-Evaluation Conference

### Explanation

A Pre-Evaluation Conference is a follow-up to the Orientation. It occurs at the beginning of the evaluation cycle, and includes a review of the self-assessment. It shall occur before the observations begin with the teacher. The pre-evaluation conference can be held individually or in a small group setting (e.g. grade level, content groups).

## Implementation Phase

## Step 4: Formative Observations and Documentation

### Explanation

A fair and equitable performance evaluation system for an educational professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide a comprehensive and authentic "performance portrait" of a teacher's work. The Gwinnett Teacher Effectiveness System takes into account several data sources. The TAPS focuses on two data sources, in particular— observation and documentation.

### Formative Observations

Classroom observations provide key information on the performance standards. Credentialed evaluators are required to conduct two formative observations. One of these observations will be announced and one unannounced— these must be at least 30 minutes in duration. A reasonable announcement of an observation is advance notification to the teacher of an intended observation to take place in a one- or two-day window. In addition, a minimum of four brief observations consisting of at least 10 minutes each should be conducted for each teacher. Additional observations may be conducted at the building administrator's discretion. All observation feedback will be recorded using the Professional Development & Evaluation application.

To assist evaluators, a TAPS Reference Sheet that lists the performance standards and sample performance indicators is provided in Appendix 2. Evaluators should keep in mind that the indicators are merely examples of the behaviors teachers might display if they are proficient in the standards. **The indicators should not be used as a checklist.** Evaluators will record their observation notes pertaining to various standards on the Formative Assessment section in the Professional Development & Evaluation application. When it is time to make summative ratings of performance, evaluators should assign ratings to the 10 standards based on the observations and documentation.

## Documentation

Documentation of teacher practice and process is the second required data source for TAPS. It provides evaluators with information related to performance standards. Evaluators may request documentation from a teacher when a standard is not observed during an announced or unannounced observation. The request will also provide the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an evaluator.

An additional source of documentation to inform ratings of standards 3, 4, 7, and 8 will be the results from the **Student Perception Surveys**. Results may inform the formative ratings and must inform the summative ratings.

The principal or designee will determine whether teachers should provide documentation in hard-copy, electronic form, or both. The emphasis should be on providing documentation of a standard that has not been observed and on the quality of the documentation. The Examples of Documentation Evidence form, noted in Appendix 2, provides examples of the types of material a teacher might consider providing to show evidence of proficiency in any of the 10 performance standards.

**Documentation is not required for all 10 standards.**

The teacher is responsible for submitting requested documentation in a timely manner to the evaluator for consideration in the formative assessment, either prior to or after the actual classroom observation, and prior to the completion of the Formative Assessment by the evaluator. **Teachers must submit requested documentation to their evaluator within five (5) days of the request.** Evaluators may make notes pertaining to the documentation on the *Formative Assessment*.

## Suggestions

When it comes time to conduct the formative and summative assessments, evaluators must rate teachers on all 10 performance standards. Consequently, as evaluators conduct observations and review documentation, it is important that they keep all 10 standards in mind. When conducting brief observations, evaluators should focus on the limited number of performance standards and/or indicators observed.

## Useful Resources Available Within the Professional Development & Evaluation Application

- TAPS Reference Sheet
- Formative Assessment Form and Brief Assessment Form
- Examples of Documentation Evidence Form (available in Appendix II)

## Step 5: Mid-Year Conference

### Explanation

**Evaluators will conduct a pre-evaluation conference, mid-year conference and summative evaluation conference for all teachers evaluated by the GTES.** The evaluator is also responsible for providing timely feedback to the teacher regarding the Formative Assessment through the Professional Development & Evaluation application. Although feedback is required, a formal conference after each formative observation is optional.

The Mid-Year Conference shall focus on Student Performance Goal (SPG) data and performance standards feedback. The mid-year conference can be held individually or in a small group setting (e.g. grade level, content groups).

## Evaluation Phase

### Step 6: Summative Assessment

#### Explanation

Evaluators will be required to provide two formative assessment ratings, four brief observations for a minimum of 10 minutes during the school year, as well as a summative TAPS rating for teachers evaluated using the GTES. On all of these types of assessments, teacher ratings, comments, and documentation are tied directly to one of the 10 performance appraisal rubrics. The rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. The scale states the measure of performance expected of teachers and provides a general description of what a rating entails. Teachers are expected to perform at the *Proficient* level.

Evaluators make decisions about performance on the 10 performance standards based on all available evidence using formal and informal observations, as well as anecdotal evidence that may be collected during team meetings, examination of student work, conferences, etc. For the TAPS portion of the Gwinnett Teacher Effectiveness System (GTES), this will consist of observations and documentation. Evaluators will use the Formative Assessment Form to provide comments during the observation and subsequent documentation reviews. Using this information, they will then provide a formative assessment rating on each of the 10 performance standards using the performance appraisal rubrics.

Evaluators are required to conduct two formative assessments (one announced and one unannounced) for teachers evaluated by the GTES. Throughout the GTES evaluation process cycle, formal conferencing with the teacher at the designated times is required and important to the feedback process. Informal conferences and conversations may encourage professional growth for teachers, as well as provide important feedback.

After collecting information throughout the evaluation process, evaluators will provide a summative assessment of a teacher's performance. Evaluators will use the Summative Assessment Form to evaluate performance on each standard using the four-category rating scale. By receiving a rating on each individual standard, the teacher is provided with a diagnostic profile of his or her performance for the evaluation cycle.

In making judgments for the summative assessment on each of the 10 teacher performance standards, the evaluator should determine where the **“totality of the evidence and most consistent practice”** exists, based on observations, documentation, and Student Perception Surveys. “Totality of the evidence and most consistent practice” as used here is intended to mean the overall weight of evidence. In other words, as applied to the four-point rating scale, the evaluator should ask, “In which rating category does the totality of the evidence fall?” In many instances, there will be performance evidence that may fit in more than one category. To reach a decision for aggregating the total set of data to reach a summative decision, the evaluator should ask “In which rating category does the evidence best fit?”

#### Overall TAPS Score

In addition to the 10 separate ratings, the teachers will receive an overall TAPS score. Exemplary ratings are worth 3 points, Proficient ratings are worth 2 points, and Needs Development ratings are worth 1 point. Ineffective ratings have no point value. Through the Professional Development & Evaluation application, teachers will receive a point value for all 10 standards which will produce a final TAPS score. Figure 10 provides an example.

**Figure 10: Example of Summative Rating**

Ratings	Point Value	Number of Standards Rated at that Level	Computation	Summative Rating
Exemplary	3	2	$3 \times 2 = 6$ pts.	27-30 pts.
Proficient	2	6	$2 \times 6 = 12$ pts.	17-26 pts.
Needs Development	1	1	$1 \times 1 = 1$ pt.	7-16 pts.
Ineffective	0	1	$0 \times 1 = 0$ pts.	0-6 pts.
			<b>TOTAL = 19 pts.</b>	<b>Proficient</b>

The total score (19 points in this example) will be scaled so that it counts for a specified percentage of the overall Teacher Effectiveness Measure (TEM) score. Evaluators will provide feedback to teachers on the summative assessment at a summative evaluation conference.

The Overall TAPS score based on the totality of evidence and consistency of practice implies an overall rating for teaching performance based on the following chart. It is important to note that the overall rating is not an average of the ratings on the Summative Assessment. For the example provided, a total score of 19 points would be rated as Proficient.

Rating	Summative Rating
Exemplary	27–30 points
Proficient	17–26 points
Needs Development	7–16 points
Ineffective	0–6 points

### Suggestions

The principal has the ultimate responsibility for ensuring that the TAPS component of the GTES is executed faithfully and effectively in the school. However, for TAPS to be meaningful, it must provide teachers with relevant and timely feedback. To help the principal with time constraints, other credentialed administrators, such as assistant principals and teacher leaders, may be designated by the district as evaluators. The principal should remain informed of the assessment process and is responsible for the summative evaluation of the teachers.

### Useful Resources Available Within the Professional Development & Evaluation Application

- Formative Assessment Form and Brief Assessment Form
- Summative Assessment Form

## Step 7: Summative Evaluation Conference

### Explanation

A Summative Evaluation Conference will be held to provide written and oral feedback to the teacher regarding the Summative Assessment Report. TAPS, available student achievement data trends, and student perception surveys shall be included in the post-conference discussion.

The Professional Development & Evaluation application will have a Professional Development Plan (PDP) document to assist evaluators in providing growth and development opportunities for teachers in need of additional support. An Evaluation Pacing Guide is provided in Appendix II to assist schools in completing the required evaluation process.

## Step 8: Annual Evaluation Summary: Teacher Effectiveness Measure (TEM) Calculations

### Explanation

Teachers will receive a TEM score based on documentation and data from the two components of the GTES:

- 1) Teacher Assessment on Performance Standards (TAPS)
- 2) Student Growth and Academic Achievement (Part II of this handbook will further explain this.)

The GaDOE is continuing to work on decision tables for teachers who have student growth measures from both Student Performance Goals and Student Growth Percentiles so that an appropriate balance is determined between the growth measures. GaDOE staff is currently engaged in analyzing possible scenarios and developing detailed processes with technical assistance from external experts.

Teachers employed for the full school year, or for a minimum time equivalent to 65% of the instructional days, shall be evaluated using all available components of the GTES. Data will be collected during the appropriate window of each component of the GTES for all teachers employed at the time designated for the specific measure.

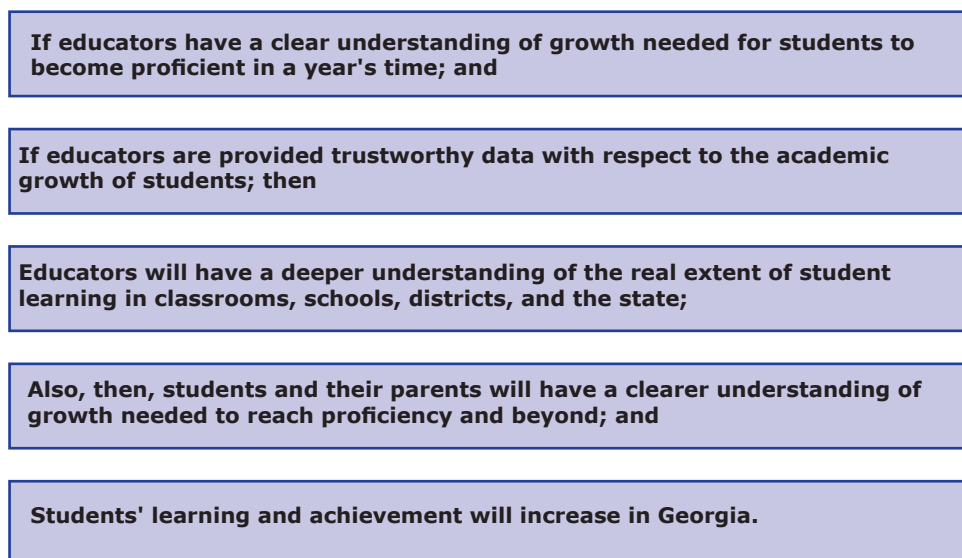
Teachers, who are not employed for a full year, or for a minimum time equivalent to 65% of the instructional days, will be evaluated using the GTES components as determined by GCPS to be appropriate, depending upon the time and length of employment.

Another consideration for the TEM score calculation is the length of time a student is taught by the teacher. A student must be enrolled in a course for a minimum time equivalent to 65 percent of the instructional days in order to be included in a teacher's performance measures for the purpose of determining annual evaluation ratings.

## Part II: Student Growth and Academic Achievement

The second component of the Gwinnett Teacher Effectiveness System (GTES) which is used to generate the Teacher Effectiveness Measure (TEM) focuses on Student Growth and Academic Achievement. For teachers of tested subjects, this component consists of Student Growth Percentiles, or SGPs. For teachers of non-tested subjects, this component consists of GCPS-developed, GaDOE-approved, Student Performance Goals (SPGs). In the state model, these are referred to as Student Learning Objectives. The SPGs were developed locally using GCPS-identified achievement growth measures. This Theory of Action illustrated in Figure 11 formulates the actions necessary to achieve successful student growth.

**Figure 11: Theory of Action Part II**



### Student Growth Percentile (SGPs) for Tested Subjects/Courses:

Student Growth Percentiles will be used as the student growth component of the Teacher Effectiveness Measure (TEM) for teachers of tested subjects. Student Growth Percentiles describe a student's growth relative to his/her academic peers – other students with similar prior achievement (i.e., those with similar history of scores). A growth percentile is generated for each student which describes his or her “rank” on current achievement relative to other students with similar score histories. A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth.

The Criterion-Referenced Competency Tests (CRCT) in grades 4-8 reading, English/language arts, mathematics, science and social studies and End of Course Tests (EOCTs) in Biology, Physical Science, 9th Grade Literature/Composition, American Literature/Composition, US History, Economics/Business/Free Enterprise, Mathematics I, Mathematic II, GPS Algebra, and GPS Geometry will be included in the growth model. As Georgia transitions to the implementation of common assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC), the new assessments will be utilized in the growth model.

The growth model uses multiple years of prior test data as pretest scores (one year is used when multiple years are not available). For example, growth percentiles for 5th grade students on the 5th grade CRCT are generated using 3rd and 4th grade CRCT results as priors. At least one prior test score is necessary to model growth. Therefore, students in grades 4-8 will receive growth scores. Students in 3rd grade will not have a prior year CRCT test score to determine a growth score. Courses with EOCTs will receive growth scores. Student Growth Percentile performance will be weighted at 50 percent of the TEM for teachers of tested subjects.



## Student Performance Goals (SPGs) for Non-Tested Subjects/Courses:

District-determined Student Performance Goals are content specific, grade level learning objectives that are measurable, focused on growth in student learning, and aligned to curriculum standards. As a measure of teachers' impact on student learning, Student Performance Goals give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.

The primary purpose of Student Performance Goals is to improve student achievement at the classroom level. An equally important purpose of Student Performance Goals is to provide evidence of each teacher's instructional impact on student learning. The process of setting and using Student Performance Goals requires teachers to use assessments to measure student growth. This allows teachers to plan for student success by ensuring that every minute of instruction is moving students, teachers, and schools toward the common vision of exemplary instruction and high levels of student academic growth.

**Figure 12:**  
**Overview of Student Performance Goal Process**



## Essential Student Performance Goal Components

### Focus on Student Learning:

By focusing on student learning, Student Performance Goals help teachers, principals, and districts pay close attention to the annual academic progress made by students (specifically those in non-tested subjects and grade levels). District-determined objectives are set using baseline data and are written with the expectation that student learning in each classroom will be measured against baseline data. Only those topics that clearly state expectations for student learning growth are to be included in objective setting. A teacher's professional growth objectives are not to be included.

### Aligned with Curriculum Standards:

Student Performance Goals must correlate with the Georgia Performance Standards (GPS), Common Core Georgia Performance Standards (CCGPS), GCPS Academic Knowledge and Skills (AKS) and/or other national standards for the course taught to students. The standards selected by the District for the Student Performance Goals should warrant the year-long or course-long focus of the students and teachers. They should be rigorous, measurable, and should deepen and extend knowledge for all students in the class/group/course. Each SPG must specify the exact course, subject, grade level, and set of standards for which it was designed.

### Interval of Instructional Time:

The interval of instruction is the length of time during which the Student Performance Goals will be completed. GCPS will determine the pre- and post-assessment administration windows for each Student Performance Goal. The majority of Student Performance Goals should be written for the entire length of the course being taught. However, the nature of specific courses may require that the pre-assessment not be given at the very first of the instructional period but should be administered a short time into the instructional period. For example, in a beginning band class, students may need to learn to position and use their instruments before the progress on music standards can be pre-assessed. For the majority of teachers, the instructional period is the full academic year. However, for teachers with courses that span only part of the academic year, the instructional period will be the duration of that course (e.g., a semester or 9 weeks). The interval cannot change once approved.

## Scope of Student Performance Goals:

It is a district decision as to whether the Student Performance Goal comprehensively addresses all content standards taught in each course or if it addresses a prioritized set of standards. If a district chooses a set of prioritized standards, teachers still are expected to address the entire curriculum and include content not assessed in the Student Performance Goal.

## Measurable Objective:

A measurable objective is one that quantifies growth in student learning, typically based upon the results of administration of pre- and post-assessments. Pre- and post-assessment scores are reported for each student in each teacher's class.

## Assessment and Measures:

An assessment is the instrument used to measure student learning of the objectives chosen. Each Student Performance Goal must have a pre-assessment and post-assessment measure. Appropriate measures of student learning gains differ substantially based on the learners' grade level, content area, and ability level. Therefore, the type and format of assessments will vary based on the standards to be measured. Careful attention must be paid to how progress in relation to a given set of standards can most effectively be measured.

## Sample SPG with Growth Targets:

### Astronomy

*Each student will demonstrate growth based upon the tiers below in his understanding of the Science knowledge and skills in Astronomy from the pre-test to post-test window:*

Tier 1: Each student scoring < 50% on the pre-test will increase his score by 30 to 40 percentage points on the post-test.

Tier 2: Each student scoring from 50% to 70% on the pre-test will increase his score by 15 to 22 percentage points on the post-test.

Tier 3: Each student scoring >70% on the pre-test will increase his score by 5 to 10 percentage points on the post-test.

### 10th Grade Language Arts

*Each student will demonstrate growth in understanding from pre-test to post-test of the AKS in Sophomore Language Arts (10th Grade Literature and Composition).*

Tier 1: Each student scoring <50% on the pre-test will increase his or her score by 30 to 40 percentage points on the post-test.

Tier 2: Each student scoring from 50% to 70% on the pre-test will increase his or her score by 15 to 25 percentage points on the post-test.

Tier 3: Each student scoring 70% on the pre-test will increase his or her score by 5 to 10 percentage points on the post-test.

## Specific Student Performance Goal (SPG) Details

- Student Performance Goals (SPGs) have been written for all non-tested subject areas Pre-K through grade 12. This includes:
  - All subjects in Pre-K through grade 2 (e.g., language arts/reading, mathematics, science, social studies, fine arts, etc.) are non-tested subjects.
  - All subjects in grade 3 are considered non-tested because there is no prior test score on which to determine a Student Growth Percentile (SGP).
- This year teachers will be evaluated by one district SPG unless the teacher will be evaluated by a SGP. Student Performance Goals (SPGs) are designed for the courses, not individual teachers.
- Teachers who teach both tested and non-tested subjects will be evaluated by the SGP measure for their tested subjects this year.
- If a teacher teaches the same course multiple periods/sections during the day, all students are included in the same SPG.
- Once SPGs are approved by the GaDOE, districts/evaluators will communicate their SPGs to teachers for the courses they teach. Teachers will administer the appropriate pre-assessment and record the results in the PD&E tool provided.
- Teachers and evaluators will meet during the mid-year TAPS conference to determine if students are on track to achieve SPG learning targets. At the end of the SPG period, teachers and evaluators will meet once again during the summative evaluation conference to review the results. SPG results are reported at the student and class/group, school, and district level.

## Evaluating Student Performance Goal Attainment

At the end of the instructional period, teachers will administer the post-assessments. Based on the data provided, an end-of-year rating will be generated using an evaluation rubric with the following levels: Exemplary, Proficient, Needs Development, and Ineffective, will be generated, as shown in Figure 13.

Figure 13: Student Performance Goal Evaluation Rubric

Exemplary	Proficient	Needs Development	Ineffective
Greater than or equal to 90% of students met or exceeded their Student Performance Goal target and 50% or more of these students exceeded their Student Performance Goal target.	Greater than or equal to 80% of students met or exceeded their Student Performance Goal target.	Greater than or equal to 50% and less than 80% of students met or exceeded their Student Performance Goal target.	Less than 50% of students met or exceeded their Student Performance Goal target.

Local district SPG data should be submitted to the GaDOE by June 14.

Figure 14: Student Performance Goals Timeline

Summer	<ul style="list-style-type: none"> <li>The district considers needs of students, demands of grade-level standards and baseline data, and creates SPGs, including pre- and post-assessments.</li> <li>Districts may examine public domain SPGs and SPG assessments and adopt them, customize them, or decide not to utilize them. Customized SPGs must also be submitted to the GaDOE.</li> </ul>
August 1	<ul style="list-style-type: none"> <li>The district submits SPGs to the GaDOE for review and approval.</li> </ul>
Fall	<ul style="list-style-type: none"> <li>Teachers use District SPGs to administer pre-assessment during district-determined pre-assessment window(s). The results are recorded in the electronic tool provided.</li> </ul>
Fall (Specific dates determined by district)	<ul style="list-style-type: none"> <li>Teachers record pre-assessment scores, analyze the class/group data, complete the implementation plan, and implement teaching strategies.</li> </ul>
Mid-Year Conference	<ul style="list-style-type: none"> <li>Evaluators meet with teachers to review interim results and to ascertain if students are on track to meet SPG growth targets.</li> </ul>
End-of-Course Assessment Window	<ul style="list-style-type: none"> <li>Teachers administer post-assessment during District determined post assessment window.</li> </ul>
District Determines Date	<ul style="list-style-type: none"> <li>Teachers submit class/group data to building level evaluator.</li> </ul>
June 14	<ul style="list-style-type: none"> <li>District submits SPG data to the GaDOE.</li> </ul>

## Part III: Student Perception Surveys

Another measure of the Gwinnett Teacher Effectiveness System consists of Student Perception Surveys. Surveys are an important data collection tool used to gather student perceptions of teacher performance. In the Gwinnett Teacher Effectiveness System, surveys will be used as a measure of teacher effectiveness and documentation to inform four of the TAPS standards. These four standards: **Standard 3-** Instructional Strategies, **Standard 4-** Differentiated Instruction, **Standard 7-** Positive Learning Environment, & **Standard 8-** Academically Challenging Environment reflect the direct experience of students in classrooms. The documentation should be used to inform formative and summative assessment ratings for those standards.

Multiple data sources enable the evaluator to obtain a more accurate picture of performance and assist the teacher in increasing student success. These data sources do not stand-alone but are complementary to each other and should be integrated into the process of evaluation to provide a richer portrait of teacher performance. The flaws of one data source are often the strengths of another, and by combining multiple methods, evaluators can make more solid judgments regarding teacher performance and make decisions that are supported by multiple types of data. Student surveys may help the teacher set goals for continuous improvement (i.e., for formative evaluation) — in other words, to provide feedback directly to the teacher for professional growth and development. Student surveys also may be used to provide information to evaluators that may not be accurately obtained during observation or through other types of documentation.

The surveys ask students to report on items they have directly experienced. Three different versions of the student survey (grades 3-5, 6-8, and 9-12) will be provided. The versions were designed to reflect developmental differences in students' ability to provide useful feedback regarding their teacher. All surveys are to be completed anonymously to promote honest feedback.

In addition, all surveys have been developed to ensure they are written at an appropriate readability level using the Flesch-Kincaid Readability Scale.

**Figure 15: Student Perception Survey Samples (See Appendix II for more Student Survey examples.)**

### Student Perception Survey Samples

#### 3-5 Student Perception Survey

1	My teacher knows a lot about what is taught.
2	My teacher is prepared and ready for teaching every day.
3	My teacher explains things so I understand.

#### 6-8 Student Perception Survey

1	My teacher knows a lot about what is taught.
2	My teacher uses a variety of teaching practices during class.
3	My teacher prepares materials in advance and has them ready to use.

#### 9-12 Student Perception Survey

1	My teacher has deep knowledge of the subject he/she teaches.
2	My teacher uses a variety of teaching strategies during class.
3	My teacher creates well-organized and well-developed lessons.

### Survey Sample

Teachers who teach self-contained classes (e.g., elementary teachers, special education teachers) will have all the students in their class surveyed. For departmentalized teachers (e.g., middle and high school teachers, elementary PE and music teachers), designated classes of students will be surveyed. Note: There is a possibility that students may be selected to complete surveys on more than one teacher, but best practice suggests no more than two surveys per student. Teachers of Pre-Kindergarten through 2nd grade will not administer surveys to their students.

## Administration of the Survey

Classroom teachers will not be involved in administering the survey to their own students; rather a library media specialist, instructional technology specialist, or other certified personnel will administer the survey. The survey should be administered in secure conditions outside the presence of the teacher. Students are able to comprehend at a higher level when listening to the survey questions read aloud. Therefore, it is considered appropriate for the readability of surveys for grades 3-5 to be written at a slightly higher readability level. **All students in grades 3-5 will have the surveys read aloud.**

All appropriate accommodations will be made for students with disabilities and English Language Learners, based on Individual Education Plans (IEPs) or language instruction education plans (extended time, read aloud, dual language dictionaries, etc.). Severe/Profound special education students, if sampled for participation in the surveys, may or may not participate, with needed accommodations, as determined to be appropriate by the IEP committee. Surveys will be read to Visually Impaired students. A secure protocol for entering the student responses from a Braille survey is provided for educators.

Surveys may be administered multiple times during the year at the district's or principal's discretion. Surveys will be administered in the following manner:

- All students in self-contained classes (e.g., elementary teachers, special education teachers) will be surveyed unless otherwise determined by the IEP committee.
- Other Special Education, inclusion, ESOL, etc. teachers—The principal shall schedule a time when all students taught by these teachers can complete the survey.
- Principals will select students to be surveyed by class periods in departmentalized settings (e.g., some upper elementary, middle and high school teachers, elementary PE and music teachers). There is a possibility that students may be selected to complete surveys on more than one teacher. Best practices suggest that no student should be sampled to respond to surveys on more than two teachers in any given survey administration period.
- Non-departmentalized elementary staff and self-contained teachers—All students will be surveyed. Departmentalized elementary and multi-class (art, music, PE, etc.) teachers—Principals shall choose at least two class periods consisting of different students during which all students in these class periods will complete the survey.
- Middle school and high school teachers—Principals shall choose at least two class periods consisting of different students during which all students will complete the survey so that those surveyed are representative of the students the teacher is teaching.

## Survey Results

Survey results will be compiled in the Professional Development & Evaluation application and must be utilized as documentation to support annual performance ratings. A summary of results for each question will be provided to individual teachers (see Figure 17). The survey results summary will include:

- The number of students with valid responses for each question.
- The number of responses for each question that were rated at each level of the response scale (Yes, Sometimes, No for Grades 3-5; Strongly Agree, Agree, Disagree, Strongly Disagree for Grades 6-12).
- The teacher and district mean compared to all other teachers at that grade level band (3-5, 6-8, and 9-12) for each question.

**Figure 16: Survey Results Summary (Sample for Grade 7 teacher)**

Question	# of Valid Responses	Strongly Agree (3 pts)	Agree (2 pts)	Disagree (1 pt)	Strongly Disagree (0 pts)	Teacher Mean	District Level Mean
My teacher uses different ways to teach and help me learn.	30	3%	50%	47%	0%	2.57	2.2
My teacher sets high learning standards for the class.	28	0%	25%	68%	7%	2.18	2.3

**Survey Results Summary (Sample for Grade 4 teacher— Must be read aloud)**

Question	# of Valid Responses	Yes	Sometimes	No	Teacher Mean	District Level Mean
My teacher knows a lot about what is taught.	28	20	3	5	1.54	1.83
My teacher explains things so I understand.	26	22	3	1	1.81	1.85

# Appendix I Performance Standards



## Performance Standard 1: Professional Knowledge

The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The teacher:

- 1.1 Addresses appropriate curriculum standards and integrates key content elements.
- 1.2 Implements students' use of higher-level thinking skills in instruction.
- 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- 1.4 Demonstrates accurate, deep, and current knowledge of subject matter.
- 1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research.
- 1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.
- 1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

#### *Contemporary effective teacher research has found that an effective teacher:*

- Facilitates planning units in advance to make intra- and interdisciplinary connections.<sup>2</sup>
- Plans for the context of the lesson to help students relate, organize, and retain knowledge as a part of their long-term memory.<sup>3</sup>
- Identifies instructional objectives and activities<sup>4</sup> to promote students' cognitive and developmental growth.<sup>5</sup>



Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

## Performance Standard 2: Instructional Planning

The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### *The teacher:*

- 2.1 Analyzes and uses student learning data to inform planning.
- 2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).
- 2.3 Plans instruction effectively for content mastery, pacing, and transitions.
- 2.4 Plans for instruction to meet the needs of all students.
- 2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.
- 2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

#### *Contemporary effective teacher research has found that an effective teacher:*

- Constructs a blueprint of how to address the curriculum during the instructional time.
- Uses knowledge of available resources to determine what resources he or she needs to acquire or develop. memory.<sup>3</sup>
- Identifies instructional objectives and activities<sup>4</sup> to promote students' cognitive and developmental growth.<sup>5</sup>



<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Needs Development</b>	<b>Ineffective</b>
<p>The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p>	<p>The teacher inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.</p>	<p>The teacher does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.</p>



## Performance Standard 3: Instructional Strategies

The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### *The teacher:*

- 3.1 Engages students in active learning and maintains interest.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Reinforces learning goals consistently throughout the lesson.
- 3.4 Uses a variety of research-based instructional strategies and resources.
- 3.5 Effectively uses appropriate instructional technology to enhance student learning.
- 3.6 Communicates and presents material clearly, and checks for understanding.
- 3.7 Develops higher-order thinking through questioning and problem-solving activities.
- 3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

#### *Contemporary effective teacher research has found that an effective teacher:*

- Stays involved with the lesson at all stages.<sup>8</sup>
- Uses a variety of instructional strategies.<sup>9</sup>
- Uses research-based strategies to make instruction student-centered.<sup>10</sup>
- Involves students in cooperative learning to enhance higher-order thinking skills.<sup>11</sup>
- Uses students' prior knowledge to facilitate student learning.<sup>12</sup>
- Possesses strong communication skills,<sup>13</sup> offering clear explanations and directions.<sup>14</sup>



<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Needs Development</b>	<b>Ineffective</b>
<p>The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.</p>	<p>The teacher inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.</p>	<p>The teacher does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.</p>

## Performance Standard 4: Differentiated Instruction

The teacher consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### *The teacher:*

- 4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- 4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.
- 4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.
- 4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.
- 4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.
- 4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.

#### *Contemporary effective teacher research has found that an effective teacher:*

- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.<sup>15</sup>
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.<sup>16</sup>



<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Needs Development</b>	<b>Ineffective</b>
<p>The teacher continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>	<p>The teacher inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.</p>	<p>The teacher does not challenge students by providing appropriate content <i>or</i> by developing skills which address individual learning differences.</p>

## Performance Standard 5: Assessment Strategies

The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### *The teacher:*

- 5.1 Aligns student assessment with the established curriculum and benchmarks.
- 5.2 Involves students in setting learning goals and monitoring their own progress.
- 5.3 Varies and modifies assessments to determine individual student needs and progress.
- 5.4 Identifies and uses formal and informal assessments for diagnostic, formative, and summative purposes.
- 5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.
- 5.6 Uses assessment techniques that are appropriate for the developmental level of students.
- 5.7 Collaborates with others to develop common assessments, when appropriate.

#### *Contemporary effective teacher research has found that an effective teacher:*

- Offers regular, timely, and specific feedback<sup>17</sup> and reinforcement.<sup>18</sup>
- Gives homework and offers feedback on the homework.<sup>19</sup>
- Uses open-ended performance assignments.<sup>20</sup>



<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Needs Development</b>	<b>Ineffective</b>
<p>The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>	<p>The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.</p>	<p>The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.</p>

## Performance Standard 6: Assessment Uses

The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### *The teacher:*

- 6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
- 6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
- 6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
- 6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.
- 6.5 Shares accurate results of student progress with students, parents, and key school personnel.
- 6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.
- 6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

#### *Contemporary effective teacher research has found that an effective teacher:*

- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.<sup>21</sup>
- Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.<sup>22</sup>

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Needs Development</b>	<b>Ineffective</b>
<p>The teacher continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</p>	<p>The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, <i>or</i> inconsistently provides timely or constructive feedback.</p>	<p>The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, <i>or</i> to provide feedback in a constructive or timely manner.</p>



## Performance Standard 7: Positive Learning Environment

The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### *The teacher:*

- 7.1 Responds to disruptions in a timely, appropriate manner.
- 7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
- 7.3 Models caring, fairness, respect, and enthusiasm for learning.
- 7.4 Promotes a climate of trust and teamwork within the classroom.
- 7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.
- 7.6 Actively listens and pays attention to students' needs and responses.
- 7.7 Creates a warm, attractive, inviting, and supportive classroom environment.
- 7.8 Arranges the classroom materials and resources to facilitate group and individual activities.

#### *Contemporary effective teacher research has found that an effective teacher:*

- Cares about students as individuals and makes them feel valued.<sup>23</sup>
- Acknowledges his or her perspective and is open to hearing their students' worldviews.<sup>24</sup>
- Is culturally competent.<sup>25</sup>
- Seeks to know about the cultures and communities from which students come.<sup>26</sup>



<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Needs Development</b>	<b>Ineffective</b>
<p>The teacher continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>	<p>The teacher inconsistently provides a well-managed, safe, <i>and</i> orderly environment that is conducive to learning and encourages respect for all.</p>	<p>The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, <i>or</i> does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.</p>

## Performance Standard 8: Academically Challenging Environment

The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### *The teacher:*

- 8.1 Maximizes instructional time.
- 8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.
- 8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
- 8.4 Provides transitions that minimize loss of instructional time.
- 8.5 Communicates high, but reasonable, expectations for student learning.
- 8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
- 8.7 Encourages students to explore new ideas and take academic risks.

#### *Contemporary effective teacher research has found that an effective teacher:*

- Adapts teaching to address student learning styles.<sup>27</sup>
- Implement good classroom management with an ultimate purpose of establishing and maintaining an environment conducive to instruction and learning.<sup>28</sup>
- Conveys high expectations to students.<sup>29</sup>



<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Needs Development</b>	<b>Ineffective</b>
<p>The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	<p>The teacher inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.</p>	<p>The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.</p>

## Performance Standard 9: Professionalism

The teacher consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### *The teacher:*

- 9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- 9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- 9.3 Respects and maintains confidentiality.
- 9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- 9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
- 9.6 Demonstrates flexibility in adapting to school change.
- 9.7 Engages in activities outside the classroom intended for school and student enhancement.

#### *Contemporary effective teacher research has found that an effective teacher:*

- Recognizes levels of involvement, ranging from networking to collaboration.<sup>30</sup>
- Encourages linking professional growth goals to professional development opportunities.<sup>31</sup>
- Encourages cognizance of the legal issues associated with educational records, and respects and maintains confidentiality.<sup>32</sup>



<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Needs Development</b>	<b>Ineffective</b>
<p>The teacher continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</p>	<p>The teacher inconsistently supports the school's mission or seldom participates in professional growth opportunities.</p>	<p>The teacher shows a disregard toward professional ethics <i>or</i> the school's mission <i>or</i> rarely takes advantage of professional growth opportunities.</p>

Across all levels, teachers are expected to abide by the Code of Ethics (<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

## Performance Standard 10: Communication

The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### *The teacher:*

- 10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
- 10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
- 10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
- 10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- 10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
- 10.6 Adheres to school and district policies regarding communication of student information.
- 10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
- 10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
- 10.9 Uses modes of communication that are appropriate for a given situation.

#### *Contemporary effective teacher research has found that an effective teacher:*

- Recognizes the levels of involvement, ranging from networking to collaboration.<sup>33</sup>
- Uses multiple forms of communication between school and home.<sup>34</sup>
- Acknowledges his or her perspective and is open to hearing their students' worldviews.<sup>35</sup>
- Is culturally competent.<sup>36</sup>
- Seeks to know about the cultures and communities from which students come.<sup>37</sup>

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Needs Development</b>	<b>Ineffective</b>
<p>The teacher continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>	<p>The teacher inconsistently communicates with students, parents or guardians, district and school personnel or other stakeholders or communicates in ways that only partially enhance student learning.</p>	<p>The teacher inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.</p>





## Endnotes

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# Appendix II

# Planning and Implementation Tools

## Summary of the Teacher Assessment on Performance Standards (TAPS) Process

The chart below provides a summary of the steps, useful materials, and timeline that administrators should apply during the TAPS component of GTES.

Step	Description	Materials Needed	Suggested Timeline
Orientation	<ul style="list-style-type: none"> <li>Building administrators conduct an online orientation session for classroom teachers using the Orientation presentation.</li> <li>During this session, all teachers will receive the electronic GTES Handbook.</li> <li>To help teachers become familiar with the contents of the electronic GTES Handbook, administrators may use activities received during the GTES training.</li> <li>Administrators will make teachers aware of the resources available on the PD&amp;E site and the GaDOE website and may also want to make additional reference materials (e.g. fact sheets, FAQs) available to teachers.</li> </ul>	<p><i>Required</i> Orientation presentation GTES Handbook</p> <p><i>Optional</i> Fact Sheets Frequently Asked Questions</p>	July/August
Self Assessment <i>* Not considered as part of the TEM</i>	<ul style="list-style-type: none"> <li>Teachers will complete a required self-assessment to reflect on their areas of strength and growth related to each standard.</li> <li>Teachers will use the results of their self-assessment to inform their strategies for professional growth.</li> </ul>	<i>Required</i> Self-Assessment Form	July/August
Documenting Performance	<p>Teacher's performance related to the standards will be evaluated through a combination of observations and documentation.</p> <ul style="list-style-type: none"> <li>To help collect data for the TAPS, evaluators will conduct two formal observations (one announced and one unannounced) and a minimum of four brief observations during the school year.</li> <li>Each formal observation will be a minimum of 30 minutes and brief observations will be a minimum of 10 minutes.</li> <li>Evaluators may find it useful to use the TAPS Reference Sheet as a resource for the types of behaviors that may indicate a teacher is meeting the standard.</li> <li>Evaluators will provide feedback to the teacher concerning the evidence related to each standard using the Formative Assessment Form through the Professional Development &amp; Evaluation application. A formative conference is optional.</li> <li>Evaluators will conduct a pre-evaluation, mid-year, and summative evaluation conference. These conferences may not always coincide with the formal observations.</li> <li>Evaluators will use a combination of observation and documentation to determine teacher ratings on the 10 performance standards for each formal observation assessment.</li> </ul>	<p><i>Required</i> Formative Assessment Form</p> <p><i>Optional</i> TAPS Reference Sheet</p> <p><i>Brief Observation Form</i></p>	August to April

Step	Description	Materials Needed	Suggested Timeline
<b>Documenting Performance, <i>continued...</i></b>	<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Evaluators will use data collected via observation and documentation to determine summative ratings for teachers.</li> <li>• Evaluators will use a combination of observations and documentation to determine teacher ratings on each of the 10 performance standards on the Summative Assessment Form.</li> <li>• Evaluators should strive to provide a comprehensive and authentic “performance portrait” of the teacher’s work. The Professional Development &amp; Evaluation application will give a TAPS score for the teacher which will count as part of the Teacher Effectiveness Measure (TEM).</li> </ul>	<i>Required Summative Assessment Form</i>	<b>May 1</b>

## Sample Student Surveys

### Grade 9–12 Suggested Survey Questions Responses are: Strongly Agree, Agree, Disagree, and Strongly Disagree

1. My teacher encourages me to be an active participant in class, rather than just sitting and listening.
2. My teacher uses a variety of activities and strategies to help me be interested in class.
3. My teacher frequently checks to see if I understand what is being taught.
4. My teacher takes time each day to make sure we summarize what we have learned.
5. My teacher asks me to use what I learn to solve problems or relate to real world topics.
6. My teacher gives students as much individual attention as they need to be successful.
7. My teacher teaches in different ways to meet the needs of the students.
8. When I don't understand something, my teacher tries to figure out why I don't understand it.
9. The work my teacher gives me meets my academic needs.
10. My teacher gives me opportunities to use what I learned in creative ways.
11. My teacher cares about my learning.
12. The instructions my teacher gives are clear.
13. My teacher ensures the rules and procedures are followed in class.
14. My teacher treats students with respect.
15. I feel comfortable asking my teacher questions.
16. My teacher makes productive use of class time.
17. The work assigned in class challenges me.
18. When confused by something, my teacher will not let me give up until I understand it.
19. Because of my teacher, I push myself to learn as much as I can.
20. My teacher encourages me to try new things, even when they are difficult.

### Grade 6 – 8 Suggested Survey Questions Responses are: Strongly Agree, Agree, Disagree, and Strongly Disagree

1. My teacher encourages me to participate in class, rather than just sitting and listening.
2. My teacher encourages me to ask questions in class.
3. My teacher frequently checks to see if we understand what is being taught.
4. My teacher takes time each day to summarize what we have learned.
5. My teacher gives me assignments that require me to connect knowledge from several different sources.
6. My teacher chooses activities and assignments based on what students need to learn.
7. My teacher gives students as much individual attention as they need to be successful.
8. When I don't understand something, my teacher tries to figure out why I don't understand it.
9. The work my teacher gives me is at the right level for me.
10. My teacher allows me to work with different groups of students depending on the activity we are doing.
11. I feel comfortable asking my teacher questions.
12. My teacher cares about my learning.
13. My teacher holds students responsible for their behavior.
14. My teacher explains the instructions if I don't understand them.
15. My teacher treats all students with respect.
16. The work assigned in class challenges me.
17. My teacher expects me to do my best.
18. When I am confused by something, my teacher will not let me give up until I understand it.
19. Because of my teacher, I push myself to learn as much as I can.
20. My teacher encourages me to try new things, even if they are difficult for me.

### Grade 3–5 Suggested Survey Questions Responses are: Yes, Sometimes, and No

1. My teacher wants me to ask questions about what we are learning.
2. My teacher gives us different kinds of activities to make class more interesting.
3. If I don't understand something, my teacher explains it in a different way.
4. My teacher helps me understand what I still need to work on at school.
5. My teacher shows me how I can use what I learn at home and in the community.
6. The work my teacher gives me is at the right level for me.
7. My teacher understands where I need to improve.
8. My teacher has me work in class with different groups of students.
9. My teacher gives students as much individual help as they need.
10. My teacher wants us to share our own ideas in class.
11. My teacher cares about my learning.
12. My teacher is good at getting students to behave well in class.
13. My teacher explains the instructions if I don't understand them.
14. I feel comfortable asking my teacher questions.
15. My teacher treats all students with respect.
16. The work I am assigned in this class challenges me.
17. My teacher encourages me to do the work even when it is hard for me.
18. My teacher doesn't let me give up when the work gets hard.
19. My teacher says it is OK for me to make mistakes, as long as I try my best.
20. My teacher wants me to try new things, even if they are hard for me.



## Examples of Documentation Evidence

Evaluators may request documentation from teachers when a standard is not observed during an announced or unannounced observation. The examples below will provide ideas that may be helpful when needing further documentation. This is not a comprehensive list of examples and should not be used as a checklist. Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the teacher's practice and process.

Standards	Examples of Documentation
<b>1. Professional Knowledge</b>	<ul style="list-style-type: none"> <li>• Summary of a plan for integrating instruction</li> <li>• Class profile</li> <li>• Annotated list of instructional activities for a unit</li> <li>• Annotated photographs of teacher-made displays used in instruction</li> <li>• Annotated samples or photographs of instructional materials created by the teacher</li> <li>• Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures)</li> </ul>
<b>2. Instructional Planning</b>	<ul style="list-style-type: none"> <li>• Course Syllabus</li> <li>• Lesson Plan/Unit Plan</li> <li>• Intervention Plan</li> <li>• Team/Department Meeting Minutes</li> <li>• Substitute Lesson Plan</li> </ul>
<b>3. Instructional Strategies</b>	<ul style="list-style-type: none"> <li>• Samples of handouts/presentation visuals</li> <li>• Technology samples on disk</li> <li>• Video of teacher using various instructional strategies</li> <li>• Evidence of having used Quality-Plus Teaching Strategies</li> </ul>
<b>4. Differentiated Instruction</b>	<ul style="list-style-type: none"> <li>• Summary of consultation with appropriate staff members regarding special needs of individual students</li> <li>• Samples of extension or remediation activities</li> <li>• Video or annotated photographs of class working on differentiated activities</li> <li>• Video of teacher instructing various groups at different levels of challenge</li> <li>• Lesson plans highlighting differentiated instruction</li> </ul>
<b>5. Assessment Strategies</b>	<ul style="list-style-type: none"> <li>• Copy of teacher-made tests and other assessment measures</li> <li>• Copy of scoring rubric used for a student project</li> <li>• Summary explaining grading procedures</li> </ul>
<b>6. Assessment Uses</b>	<ul style="list-style-type: none"> <li>• Brief report describing your record-keeping system and how it is used to monitor student academic progress</li> <li>• Photocopies or photographs of student work with written comments</li> <li>• Samples of educational reports, progress reports, or letters prepared for parents or students</li> </ul>
<b>7. Positive Learning Environment</b>	<ul style="list-style-type: none"> <li>• List of classroom rules with a brief explanation of the procedures used to develop and reinforce them</li> <li>• Diagram of the classroom with identifying comments</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>
<b>8. Academically Challenging Environment</b>	<ul style="list-style-type: none"> <li>• Samples of materials used to challenge students</li> <li>• Samples of materials used to encourage creative and critical thinking</li> <li>• Video of lesson with students problem-solving challenging problems</li> </ul>
<b>9. Professionalism</b>	<ul style="list-style-type: none"> <li>• Documentation of presentations given</li> <li>• Certificates or other documentation from professional development activities completed (e.g., workshops, conferences, official transcripts from courses, etc.)</li> <li>• Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc.</li> <li>• Reflection on personal goals</li> </ul>
<b>10. Communication</b>	<ul style="list-style-type: none"> <li>• Samples of communication with students explaining expectations</li> <li>• Parent communication log</li> <li>• Sample of email concerning student progress</li> <li>• Sample of introductory letter to parents/guardians</li> <li>• Sample of communication with peers</li> <li>• Evidence from teacher's website</li> </ul>

## 2013–14 Gwinnett Teacher Effectiveness System Evaluation Pacing Guide

Step	Timeline	Activity	Description
Planning Phase	July 31– August 30	Teacher Orientation	Teacher online orientation video
		Teacher Self-Assessment	Electronic self-assessment
		Pre-Evaluation Conference	Conference to discuss RBES goals, performance standards, self-assessment and PDP. Can be done in groups or individually.
Implementation Phase	August	Brief Observation #1	Minimum of 10 minutes
	September	Brief Observation #2	Minimum of 10 minutes
	October 1– December 20	Student Perception Survey	Student perception survey window for all teachers of record
	October– November	Formative Assessment #1 (announced)	Minimum of 30 minutes
	January	Mid-Year Conference	Conference between teacher and evaluator to discuss formative rating and other relevant data
	January	Brief Observation #3	Minimum of 10 minutes
	February	Brief Observation #4	Minimum of 10 minutes
	March	Formative Assessment #2 (unannounced)	Minimum of 30 minutes
Evaluation Phase	March–April 15	Summative Evaluation	Complete Summative Evaluation ratings for teacher
		Summative Evaluation Conference	Conference between teacher and evaluator to discuss formative ratings, summative ratings, and annual evaluation sign-off
	May 1	Annual Evaluation Summary	Complete teacher's annual evaluation summary using the electronic tool.

## Student Survey Administration Checklist

**Note:** A checklist similar to the example below can assist schools in planning for an effective survey administration.

Before
<ul style="list-style-type: none"> <li>• Analyze the protocol documents/GTES procedures</li> <li>• Identify the teachers and classes to survey</li> <li>• Create student rosters</li> <li>• Prepare the survey schedule</li> <li>• Arrange for accommodations for students</li> <li>• Identify survey administrators and proctors</li> </ul>
During
<ul style="list-style-type: none"> <li>• Administer using certified personnel</li> <li>• Read from published scripts (if applicable)</li> <li>• Ensure uniform survey administration</li> <li>• Protect integrity and security</li> <li>• Report irregularities</li> </ul>
After
<ul style="list-style-type: none"> <li>• Review the data reports</li> <li>• Use results to inform the formative/summative assessment ratings on Standards 3, 4, 7, and 8.</li> <li>• Address survey results through commentary in the formative/summative assessment report</li> <li>• Conduct conference with the teacher</li> <li>• Plan for continuous improvement</li> </ul>



# Appendix III

# Glossary and References

## Glossary

**Academic Peers:** Students with similar prior academic achievement (i.e., those with similar history scores).

**Academic risks:** Student behavior to reach beyond their comfort zone to expand their learning. Risk-taking may be in a form in which students select tasks with a possibility of failure but value the feedback elicited from error-making.

**Authentic learning:** Authentic learning is a teaching method that allows students to explore, discuss, and meaningfully develop concepts and skills in the authentic contexts of students' real life.

**Brief Observations:** Informal classroom observations of a minimum of 10 minutes used to provide additional information on teacher performance. Teachers are briefly observed at least four times a year as part of GTES.

**Diagnostic assessment:** Assessments, often applied in a pre-assessment timeframe, that are administered prior to or during instruction to ascertain each student's strengths, weaknesses, knowledge, and skills, and to permit teachers to remediate, enrich, accelerate, or differentiate the instruction to meet each student's readiness for new learning.

**Differentiated instruction:** Differentiated instruction is a general term for an approach to teaching that responds to the range of student needs, abilities, and preferences in the classroom, and attempts to account for those differences in instructional planning and delivery, as well as in the content, process, product, and learning environment.

**Documentation (referring to evidence & artifacts):** Documentation is a general term for a collection of information or evidence that can serve as a record of a teacher's practice.

**Domain:** Comprehensive categories which describe the major areas of teachers' work. There are five domains in TAPS, each of which includes two teacher performance standards. The domains are: Planning, Instructional Delivery, Assessment of and for Learning, Learning Environment, and Professionalism and Communication.

**Formal assessment:** The collection of student learning data using standardized tests or procedures under controlled conditions. These tests or other assessment tools have a history of application and have statistics which support educational conclusions, such as "the student is below or above average for her age/grade." Formal assessments can also refer to assessments for a grade, as opposed to an informal assessment where a teacher is simply surveying the students to see if they understand a concept.

**Formative assessment:** Assessments that are administered to regularly/continuously study and document the progress

made by learners toward instructional goals and objectives. Formative assessment is integral to the instructional process. Use of formative assessment allows teachers to target lessons to the areas in which students need to improve, and focus less on areas in which they already have demonstrated mastery.

**Growth Percentile:** A growth prediction generated for each student which describes his rank on current achievement relative to other students with similar score histories.

**Growth Projection:** A student growth projection describes where on the assessment scale a student may score on the next assessment for all possible levels of growth (1st-99th percentile).

**Growth Target:** A student growth target describes the level of growth a student must demonstrate to reach or exceed proficiency in three years or by the last tested grade, whichever comes first.

**GTES:** Gwinnett Teacher Effectiveness System is GCPS' new method of evaluating teacher performance, based on multiple components that provide data and feedback from different sources and perspectives. The Gwinnett Teacher Effectiveness System is consistent with the state's Teacher Keys Effectiveness System (TKES) model, but with minor procedural differences. The new evaluation system replaces the Gwinnett Teacher Evaluation Program (GTEP).

**Higher-level thinking:** Generally, the skills involving application, analysis, evaluation, etc., identified in Webb's Depth of Knowledge and a Bloom's Cognitive Taxonomy are regarded as higher-level thinking.

**Informal assessment:** Appraisal of student learning by causal/purposeful observation or by other non-standardized procedures.

**Inter-rater Reliability:** The consistency with which two or more scorers apply the rating or grading criteria of an assessment thereby resulting in stable assessment results among students; it is not influenced by factors that are not the intended criteria of learning. Training, education, and monitoring skills enhance inter-rater reliability.

**Metacognitive strategies:** Strategies for thinking about thinking. They refer to higher-order thinking that involves a high level of awareness of one's own knowledge and ability to understand, monitor, and modify thinking processes involved in learning.

**Pedagogical knowledge/skills:** The information and skills about instructional methods and strategies that are gathered from research and experience of accomplished teachers intended to help optimize the connections between teaching and learning.

**Peer coaching:** Peer coaching is a professional development approach which joins teachers together in an interactive and collaborative learning community. As applied to education, peer coaching often is used for teachers to help one

another improve their pedagogical skills and competencies, instructional and assessment practices, and other attributes of teacher effectiveness.

**Performance appraisal rubric:** Performance appraisal rubric is a behavioral summary scale that guides evaluators in assessing how well a standard is performed. The design and intent of a rubric is to make the rating of teachers' performance efficient and accurate, and to help the evaluator justify to the evaluatees and others the rating that is assigned.

### **Professional Development & Evaluation (PD&E)**

**application:** The Professional Development & Evaluation application for GTES will provide web-based access to multiple GTES component measures. It will provide GCPS with the resources necessary for implementing the GTES. The PD&E application is available through the employee portal.

**Professional Development Plan:** A Professional Development Plan (PDP) focuses on increasing the teachers' ability to improve student achievement in specified areas. The PDP provides guidelines and timelines for specific, mandatory professional learning which supports immediate improvement of teacher practice and effectiveness. A PDP also may be used when a teacher does not meet the professional duties, responsibilities and ethical expectation required by the teacher.

**Performance indicator:** Performance indicators provide examples of observable, tangible behaviors for each teacher performance standard. They are examples of the type of performance that will occur if a standard is being successfully met.

**Performance portrait:** Performance portrait is a rhetorical expression to refer to a faithful and thorough representation of a teacher's effectiveness.

**Performance standard:** Performance standards are the major duties performed by a teacher and serve as the basic unit of analysis in the TAPS component of the Gwinnett Teacher Effectiveness System. The teacher performance standards are well supported by extant research as the essential elements that constitute teacher effectiveness.

**Purposeful sample:** A sample that is generated through a non-random method of sampling. Purposeful sampling is often used to select information-rich cases for in-depth study.

**Self-assessment:** Self-assessment is a process by which teachers judge the effectiveness and adequacy of their practice, effects, knowledge, and beliefs for the purpose of performance improvement.

**SGP:** Student Growth Percentile is a component of the Student Growth and Academic achievement section of the TKES framework. SGP is used to calculate student growth for teachers of tested subjects.

**SLDS:** Statewide Longitudinal Data System

**SMART Criteria:** A critical way to self-assess a learning goal's feasibility and value with regards to learning and learning outcomes. The acronym stands for Specific, Measurable, Appropriate, Realistic, and Time-bound.

**SPG:** Student Performance Goals are a component of the Student Growth and Academic Achievement section of the GTES framework. SPGs are used to measure growth for teachers of non-tested subjects.

**Step-wise progression:** A format of evaluation rubric design that arranges the levels of a rubric to make a qualitative distinction among different levels of performance. The differentiated descriptions of four levels of performance, ranging from ineffective to exemplary, on each of the 10 teacher standards are marked by a gradual progression as if step-by-step.

**Stratified random sample:** A method of sampling that involves the division of a population into smaller homogeneous subgroups known as strata. The strata are formed based on members' shared attributes or characteristics. A random sample is taken from each stratum that may be proportional to the stratum's size when compared to the total population. These subsets of the random sample are then pooled together. Stratified random sampling is particularly advantageous for a population of diversity.

**Summative assessment:** Assessment that summarizes the development of learners at a particular time, usually at the end of a unit, semester, or a school year. Summative assessment can be used for judging success or attainment in such diverse areas as teacher performance or student attainment of curricular standards.

**TAPS:** Teacher Assessment on Performance Standards

**Teacher of record:** The teacher of record is an individual (or individuals in the case of co-teaching assignments) who has been assigned responsibility for a student's learning in a subject/course. Students can have more than one teacher of record in a specific subject/course. The teacher of record is not necessarily the teacher who assigns the course grade.

**Teacher support positions:** Individuals who are credentialed with teaching or service certificates or are licensed therapists who are not directly involved in providing instruction for students.

**Teachers of tested subjects:** Teachers of tested subjects are considered to be those who teach subjects with state standardized tests, in particular those who will have state-generated value-added or growth scores available.

**Teacher Effectiveness Measure (TEM):** The aggregate of scores from the individual components of the Teacher Effectiveness System. This score will determine a teacher's overall performance rating.

**Teacher Keys Effectiveness System (TKES):** The state name for the new evaluation system that is called the Gwinnett Teacher Effectiveness System (GTES) in GCPS.

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