

Teacher Keys Effectiveness System

The seal of the Georgia Department of Education is a large, light-colored circular emblem in the background. It features a central figure of a person holding a scale, with a banner above them that reads 'JUSTICE'. To the left and right are banners with 'WISDOM' and 'MODERATION' respectively. The seal is surrounded by the text 'DEPARTMENT OF EDUCATION' and 'STATE OF GEORGIA' and the year '1776' at the bottom.

Implementation Handbook

Georgia Department of Education

Office of School Improvement

Teacher and Leader Keys Effectiveness Division

Georgia Department of Education Teacher Keys Effectiveness System

Acknowledgments

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Teacher Keys Effectiveness System Usage Statement

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Components of the Teacher Keys Effectiveness System (TKES)

The Teacher Keys Effectiveness System (TKES) is comprised of three components which contribute to an overall Teacher Effectiveness Measure (TEM): Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice (student perception surveys), and Student Growth (SGP and SLO).

Annual Evaluation Notification:

Official Code of Georgia 20-2-210 requires that each LEA shall provide written notice in advance of each school year to each teacher of record of the evaluation measures and any specific indicators that will be used for evaluation purposes. This notification must be completed in the advance of each school year. In order to comply with this it is suggested that LEAs address this in the contract or an attached document disseminated with the contract. The suggested language follows:

Your annual evaluation for next year will be based on the Teacher Keys Effectiveness System in accordance with Official Code of Georgia 20-2-210, all applicable rules of the State Board of Education, and the Implementation Handbook for TKES.

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.
- Observations by a credentialed evaluator, including four walkthroughs and two formative observations as well as documentation of a teacher's practice, shall inform two *Formative Assessments* and one *Summative Performance Evaluation* each year.
- All ten TAPS Performance Standards shall be rated on the two *Formative Assessments* and the one *Summative Performance Evaluation*.

Student Surveys of Instructional Practice (student perception surveys):

- Student surveys shall be administered annually to gather perception data regarding teacher practice.
- Student survey results will inform the rating of Performance Standards 3, 4, 7, and 8 on the *Formative Assessment*, if available.
- Student survey results shall inform the rating of Performance Standards 3, 4, 7, and 8 on the *Summative Performance Evaluation*.

Student Growth (SGP and SLO):

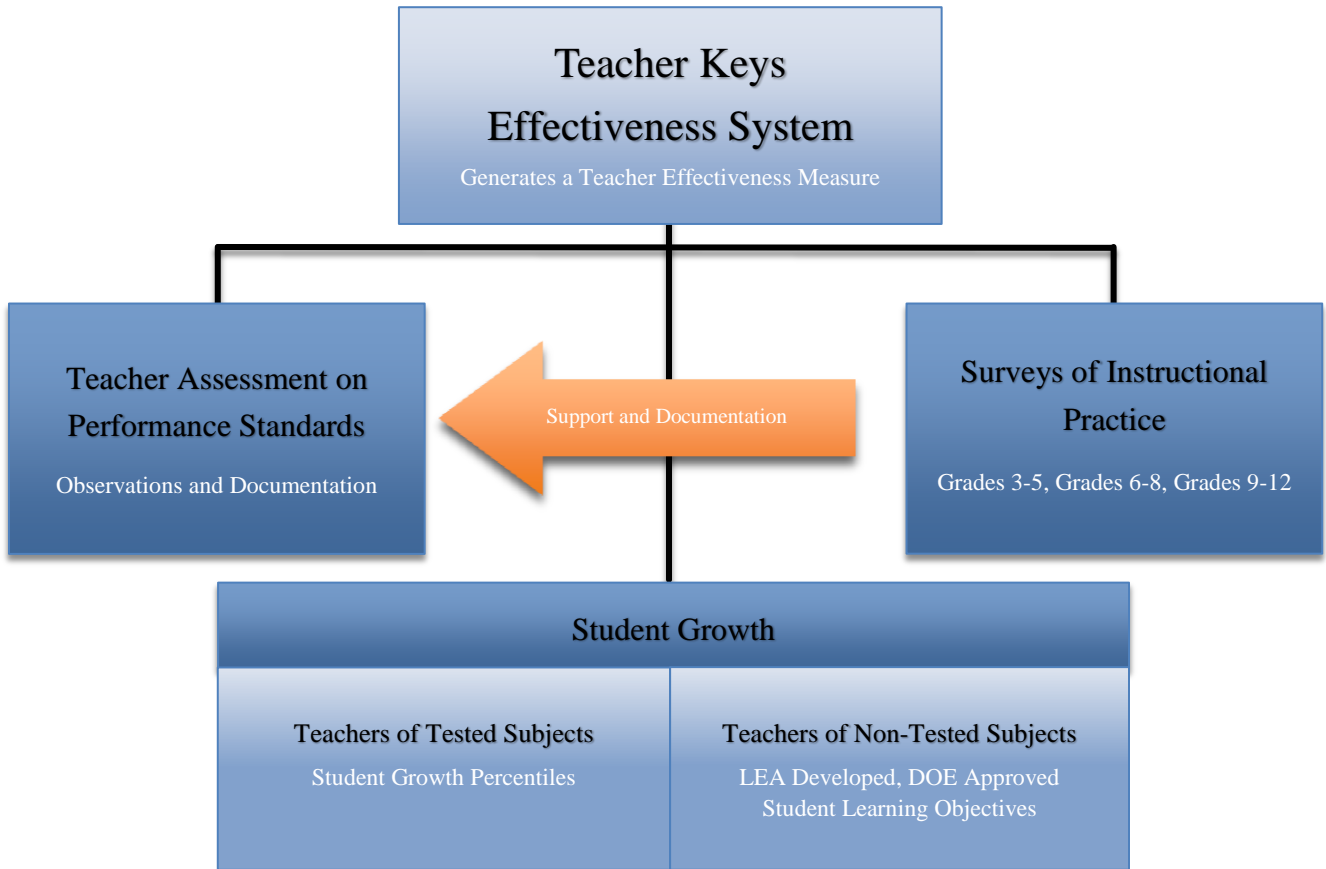
- **Student Growth Percentile Measures:** For teachers of tested subjects (4th - 8th grade CRCT and high school EOCT), this component is comprised of a student growth percentile/value-added measure which shall be calculated annually for student growth based on state assessment data.
- **Student Learning Objective Measures:** For teachers of non-tested subjects whose students are not assessed using state assessments, this component is comprised of LEA developed and DOE approved Student Learning Objectives. Student growth shall be calculated annually based on SLO assessment data.

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- For teachers of both tested and non-tested subjects, the Student Growth component shall be calculated as a combined measure.
- Student Growth Data shall be a lagging measure; when available, the prior year’s growth measures will inform the current annual *Summative Performance Evaluation*.

The Teacher Keys Effectiveness System is depicted on Figure 1.

Figure 1: Teacher Keys Effectiveness System



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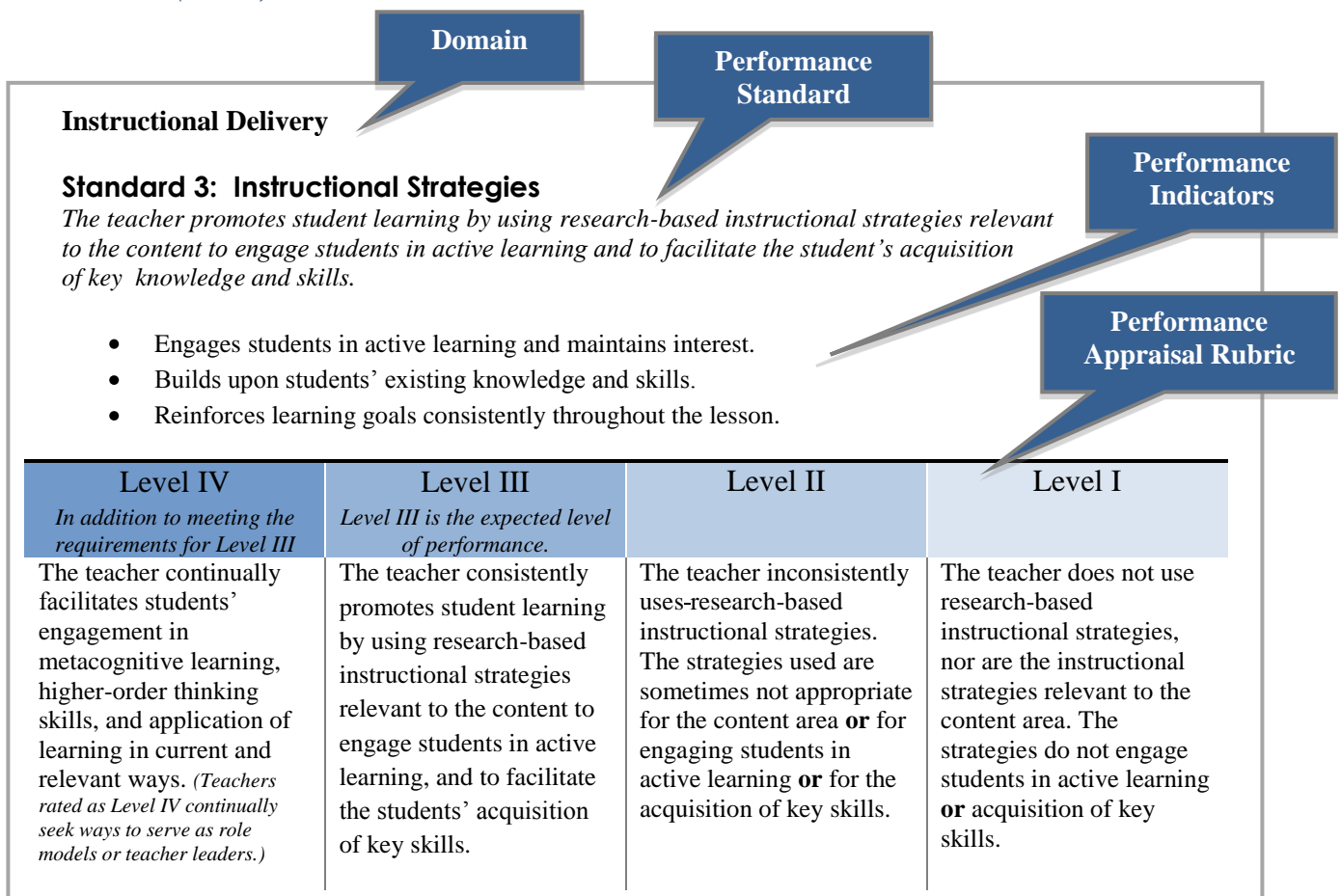
Part I: Teacher Assessment on Performance Standards (TAPS)

A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators will fully understand their job expectations. Clearly defined professional responsibilities for teachers constitute the foundation for TAPS. Evaluators shall be appropriately trained and credentialed.

The Teacher Assessment on Performance Standards (TAPS) component of the Teacher Keys Effectiveness System (TKES) provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to quality performance standards.

TAPS is a three-tiered approach, which defines the expectations for teacher performance consisting of 5 domains, 10 Performance Standards (See Figure 2.)

Figure 2: Relationship between Essential Parts of the Teacher Assessment on Performance Standards (TAPS)



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Domains and Performance Standards

Performance standards refer to the major duties performed by a teacher. There are ten performance standards that serve as the basis for the evaluation. Figure 3 shows the five domains and the associated standards that comprise the TAPS components of TKES.

Evaluators should always refer to the Performance Standards when rating a teacher.

Figure 3: TAPS Performance Standards

Planning
1. Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
2. Instructional Planning The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.
Instructional Delivery
3. Instructional Strategies The teacher 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.
4. Differentiated Instruction The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.
Assessment Of And For Learning
5. Assessment Strategies The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
6. Assessment Uses The teacher systematically 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.
Learning Environment
7. Positive Learning Environment The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
8. Academically Challenging Environment The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.
Professionalism and Communication
9. Professionalism The teacher 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.
10. Communication The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

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Performance Indicators

Performance indicators provide examples of observable, tangible behaviors for each standard. The performance indicators are examples of the types of performance that will occur if a standard is being successfully met. While it is likely the evaluator will observe many of the indicators during an observation, the list of performance indicators is not exhaustive. The evaluator may also observe many appropriate performance indicators that are not listed. The complete list of TAPS Standards and Indicators can be found in the Appendix.

Performance Appraisal Rubrics

In addition, teachers shall be rated using the performance appraisal 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. 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 for Level III of the performance appraisal rubric is the actual performance standard, thus Level III is the expected level of performance. Teachers who earn a Level IV rating must meet the requirements for Level III and go beyond. The Appendix includes rubrics related to each performance standard.

The specific language in the TAPS rubrics should be used to determine the rating for each standard. Figure 4 gives some general guidance related to specific terms like “Consistently” and “Continually”. There are distinct differences. When thinking about Professional Knowledge, a teacher who continually demonstrates professional knowledge would do this in every class every day. Continually demonstrating assessment uses might be at intervals that exceed every day and every class. In this situation, the evaluator must look at how the teacher uses assessments and determine if the regularity is appropriate.

Figure 4: Frequency Terminology

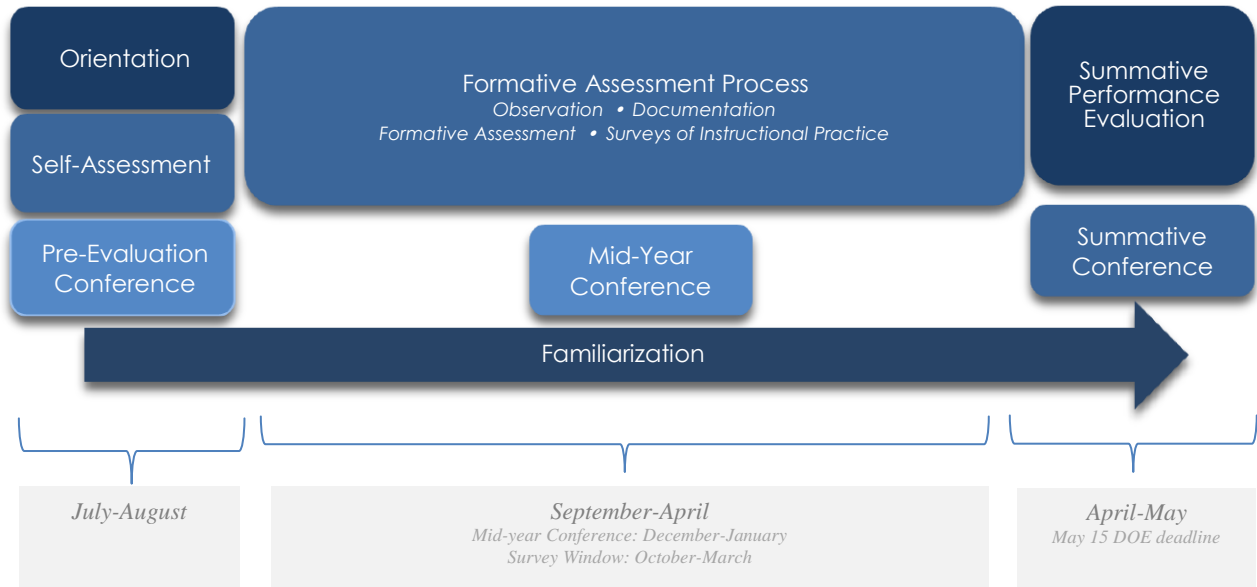
Terms ranked by degree of frequency	Definition	Example
Consistently	Occurs at regular intervals	Every Week <i>(Regular intervals will vary depending on the standard and the task.)</i>
Continually	Occurs with high frequency, appropriately, and over time	Every Day, Every Class <i>(Frequency will vary depending on the standard and the task.)</i>

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TAPS Process Flow

The process by which participating school LEAs shall implement the TAPS portion of the Teacher Keys Effectiveness System is depicted in Figure 5. This flow chart provides broad guidance for the TAPS process, but LEAs should consider developing internal timelines for completion of steps at the LEA and school level.

Figure 5: Teacher Assessment on Performance Standards Process Flow



The steps below outline the TAPS process.

Step 1: Orientation

To ensure both teachers and evaluators have a clear understanding of expectations; building administrators shall annually conduct a Teacher Keys Effectiveness System (TKES) *Orientation* prior to observations. This orientation should be scheduled as soon as possible once school begins or within the first month of hiring a new teacher. Resources are available within the GaDOE TLE Electronic Platform which will assist with the TKES *Orientation*. After the orientation is completed, teacher sign off is required within the GaDOE TLE Electronic Platform or a GaDOE approved data system.

Step 2: Familiarization

Once teachers have completed the TKES *Orientation*, it is important they be provided with opportunities to become more familiar with the TAPS/TKES process. *Familiarization* is not intended to be a single event. Ongoing familiarization dialogue and professional learning opportunities will increase understanding of the TAPS/TKES process. Professional learning modules, including videos, are located on the GaDOE TLE Electronic Platform.

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Step 3: Self-Assessment

Reflecting on professional practice is an important step in the TAPS process. Teachers will complete a *Self-Assessment* prior to the *Pre-Evaluation Conference*. The ten Performance Standards will be used to determine professional strengths and areas for growth. The *Self-Assessment*, located on the GaDOE TLE Electronic Platform, will be available to both the teacher and the school evaluator for review and professional learning planning.

Step 4: Pre-Evaluation Conference

Evaluators shall conduct a *Pre-Evaluation Conference* for all TKES evaluated teachers. This conference follows the *Orientation* and *Self-Assessment*. The conference shall be used to inform the individual being evaluated of his or her expectations. The Performance Standards, performance indicators and performance appraisal rubrics shall be included in the *Pre-Evaluation Conference* discussion. Professional learning opportunities which align to the teacher's needs should also be addressed during the conference. The *Pre-Evaluation Conference* should occur before any observations are conducted for teachers.

The *Pre-Evaluation Conference* may be held individually or in a small group setting when appropriate. The conference shall be recorded electronically via the GaDOE TLE Electronic Platform or a GaDOE approved data system.

Step 5: Formative Assessment Process

The Teacher Assessment on Performance Standards (TAPS) focuses on two data sources, **observations** and **documentation**. The totality of evidence and consistency of practice will be considered when an evaluator rates a teacher on all ten Performance Standards.

Observations

Appropriately trained and credentialed evaluators shall conduct multiple classroom observations per teacher. These shall include: 4 classroom walkthrough observations and 2 formative classroom observations. Observations may be announced or unannounced (based on LEA decision). It is strongly recommended that all observations include commentary on all of the rated standards. Walkthrough observations shall be at least ten minutes in duration based on a limited number of Performance Standards. Formative observations shall be at least thirty minutes in duration and are based on all ten Performance Standards. Additional observations may be conducted at the building administrator's discretion.

Documentation

Documentation of teacher practice and process shall be the second data source for TAPS. Evaluators may request documentation from a teacher when a standard is not observed during a formative observation(s), walkthrough(s) or when the consistency of a teacher's practice cannot be established. The teacher is responsible for submitting requested documentation in a timely

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manner. In order for it to be considered, requested documentation must be submitted prior to the completion of the *Formative Assessment* and/or *Summative Performance Evaluation*.

Additionally, teachers may submit documentation at any time during the evaluation process for consideration by the evaluator. Documentation should be submitted for review via the GaDOE TLE Electronic Platform or GaDOE approved data system. No documentation should be created specifically for the evaluation system. Rather, it should reflect normal instructional practices.

Formative Assessment Process

Each formative observation will be directly tied to a formative assessment. Once the formative observation has occurred, evaluators shall consider **all observations** (including walkthroughs) and **documentation** to rate the ten Performance Standards using the performance appraisal rubrics.

Performance appraisal rubrics are behavioral summary scales that describe acceptable performance levels for each Performance Standard. Ratings of *Level IV*, *Level III*, *Level II*, or *Level I* shall be provided for each of the ten Performance Standards on each *Formative Assessment*. If sufficient evidence is not present to rate a teacher's performance on any of the ten Performance Standards, evaluators may request additional documentation relevant the identified standard(s). In addition, knowledge gained through professional interaction with teachers may also be considered as evidence to rate any of the ten Performance Standards. This knowledge should be documented in commentary for the appropriate standard(s). This TAPS observation and documentation process shall be repeated twice during the school year resulting in 2 *Formative Assessments*.

It is strongly recommended that evaluators provide specific commentary to acknowledge performance strengths as well as Level II or Level I ratings for any of the ten Performance Standards. Commentary should include specific feedback which will promote professional growth.

A teacher's notification and access to each *Formative Assessment* shall be provided within 5 working days from the date of each formative observation. The results of each *Formative Assessment* shall be recorded in the GaDOE TLE Electronic Platform or GaDOE approved data system.

Step 6: Mid-Year Conference

The *Mid-Year Conference* shall be used to inform the individual being evaluated of his or her progress on the TKES components. The conference will focus on Student Growth data, the ten

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Performance Standards, and Survey of Instructional Practice results, if available. The evaluator should address the teacher's needs or progress as related to professional learning.

The *Mid-Year Conference* may be held individually or in a small group setting when appropriate. It shall be recorded electronically via the GaDOE TLE Electronic Platform or a GaDOE approved data system.

Step 7: Summative Performance Evaluation

The *Summative Performance Evaluation* shall be based on both formative assessments, additional observations and documentation as well as student perception data generated by the Surveys of Instructional Practice.

Summative Evaluation Process

A *Summative Performance Evaluation* shall be completed for each teacher which establishes a final rating on all ten Performance Standards. These ratings shall take into account ALL data sources available including student perception data generated by the Surveys of Instructional Practice.

Ratings of *Level IV*, *Level III*, *Level II*, or *Level I* shall be provided for each of the ten performance standards using the performance appraisal rubrics. The evaluator will rate each of the ten Performance Standards based on the **totality of evidence and consistency of practice**.

Commentary referencing the results from the Surveys of Instructional Practice must be included on Performance Standards 3, 4, 7, and 8. It is strongly recommended that evaluators provide specific commentary to acknowledge performance strengths as well as areas for improvement on the ten Performance Standards.

Evaluators shall document the *Summative Performance Evaluation* using the GaDOE TLE Electronic Platform or another GaDOE approved data system.

Step 8: Summative Conference

The *Summative Conference* shall be used to inform the individual being evaluated of his or her *Summative Performance Evaluation* results. Teacher Assessment on Performance Standards, student achievement data trends, and student perception surveys will be included in the *Summative Conference* discussion. Professional learning experiences and planning for the new school year based on the teacher's needs should also be addressed during the conference.

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Evaluators shall utilize evaluation results to provide high-quality, job-embedded, and ongoing mentoring, support, and professional development for teachers as identified in his or her evaluation. A *Professional Learning Plan* will be required if the Teacher Effectiveness Measure (TEM) is *Needs Development* or *Ineffective* or is a Level I or Level II on the TAPS Summative Rating when no Student Growth Data is available.

The *Summative Conference* will be held individually with each teacher so that specific feedback can be provided during the conference. It shall be recorded electronically via the GaDOE TLE Electronic Platform or a GaDOE approved data system.

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Part II: Surveys of Instructional Practice

The *Surveys of Instructional Practice* is the second component in the Teacher Keys Effectiveness System and shall provide a means for collecting student perception data. Student surveys shall be administered annually. The GaDOE will provide student surveys which shall be administered through the GaDOE TLE Electronic Platform. The perception data will be used to inform teachers' ratings on a *Formative Assessment*, if available, and shall be used to inform teachers' *Summative Performance Evaluation* ratings on Performance Standards 3, 4, 7, and 8. The data collected reflect the direct experience of students in classrooms. Surveys of Instructional Practice will be administered in grade bands 3-5, 6-8, and 9-12.

LEAs may choose to use an alternative GaDOE approved student survey. However, the following criteria must be met for an alternative survey to be approved and utilized.

- Surveys are utilized as a performance assessment.
- Surveys have documented reliability and validity using accepted testing measures.
- Surveys are accessible to the public for purchasing.
- Surveys are aligned to the Teacher Effectiveness System including TAPS.
- Survey reporting is in place at the teacher, school, LEA, and state level.
- Survey reports will be appropriate for upload into the GaDOE TLE Electronic Platform or a GaDOE approved data system.
- Reports from approved external surveys shall be uploaded to the appropriate standards as documentation for TAPS.

Commentary specifically related to the *Surveys of Instructional Practice* will be included for standards 3, 4, 7, and 8 in the *Summative Performance Evaluation*. If the TAPS ratings and the survey results on any of these four standards are inconsistent, the evaluator is required to provide justification when commenting on the standard(s) within the GaDOE TLE Electronic Platform.

Administration of the Survey

Surveys may be administered by anyone the Site Administrator deems appropriate. This includes any personnel such as the regular classroom teacher, paraprofessionals, instructional coaches, media specialists, and or counselors. The classroom teacher can administer their own surveys by following the survey protocol.

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.). Students with low-incidence disabilities may or may not participate as determined by an appropriate school committee.

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Specialized features of the student surveys include:

- Read aloud for all levels
- Multiple language translations

LEAs will have multiple options for selecting survey windows. Surveys shall be administered at least once per teacher during the year but may be administered multiple times at the LEA's or principal's discretion.

Surveys will be administered in the following manner:

- Self-contained: All students will be surveyed unless otherwise determined by an appropriate school committee.
- Departmentalized: The principal or designee will choose two class periods to survey students.
- Non-collaborative Special Programs: The principal or designee will ensure all students taught by special program teachers have an opportunity to complete the survey.

To gain valid survey results, a minimum of 15 students shall complete the survey for their teacher; student data cannot be disaggregated for groups smaller than 15 for confidentiality purposes to protect the anonymity of respondents. Survey responses will be anonymous with no option to enter comments.

Survey Results

Survey results will be viewable within the GaDOE TLE Electronic Platform and shall be utilized as documentation to support TAPS *Summative Performance Evaluation* ratings. A summary of results for each question will be provided to individual teachers as noted in Figure 6. 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, school, LEA, and state mean.
- The median and the standard deviation are compared to all other teachers at that grade level band (3-5, 6-8, and 9-12) for each question.

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Figure 6: Survey Results Summary Sheet (Sample for Grade 7 teacher)

Survey Results Summary											
Item	Number of Valid Responses	Percentage of Ratings				Mean	School Mean	LEA Mean	State Mean	Median	Standard Deviation
		Strongly Agree (3 pts)	Agree (2 pts)	Disagree (1 pts)	Strongly Disagree (0 pt)						
My teacher encourages me to participate in class, rather than just sitting and listening.	30	3%	50%	47%	0%	2.57	2.1	2.2	2.1	2	0.57
My teacher encourages me to ask questions in class.	28	0%	25%	68%	7%	2.18	2.3	2.3	2.2	2	0.55

Evaluators and teachers will be provided with a summary for each standard with a mean score through the GaDOE TLE Electronic Platform. Grade 3-5 responses range from 0-2; Grades 6-12 responses range from 0-3. The higher the rating the more positive the student perception. Figure 7 provides a partial survey results example by mean table for each standard.

Figure 7: Survey Results for Each Standard by Mean

3. Instructional Strategies	4. Differentiated Instruction	7. Positive Learning Environment	8. Academically Challenging Environment
0.9	2.1	3.0	1.7

If the TAPS rating on any of the standards for which survey data is provided differs significantly from the rating that would be indicated by those data, the evaluator is required to provide justification to explain why the performance rating on the standard is not aligned with the survey data.

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Part III: Student Growth

The third component of the Teacher Keys Effectiveness System is Student Growth which is comprised of a state adopted measure for teachers of tested subjects (Student Growth Percentile) and a state adopted measure for teachers of non-tested courses (Student Learning Objectives).

Student Growth Percentiles (SGP)

Student Growth Percentiles (SGPs) shall be used as the student growth component of the Teacher Effectiveness Measure (TEM) for teachers of tested subjects. SGPs describe a student's growth relative to his/her academically similar peers - other students with a similar prior achievement (*i.e.*, those with similar history of scores). A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth. From the 1st to the 99th percentile, growth is possible for all students regardless of previous achievement scores. Annual calculations of student growth for tested courses are based on state assessment data (grades 4-8 CRCT and high school EOCT).

SGPs can be compared across grade levels and across subject areas, meaning summary measures also can be aggregated across grade levels and content areas and describes growth in terms of how a student performed in the current year relative to other students who have a similar academic history.

The growth model uses two 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 score to determine a growth percentile score. Courses with EOCTs will receive growth percentile scores.

The SGP model will provide a wealth of student, classroom, school, LEA, and state growth information based on Criterion-Referenced Competency Tests (CRCT) and End of Course Tests (EOCT). SGPs capture the progress students make throughout the course of an academic year and provide Georgia with a comprehensive indicator system that can be used at multiple levels (class, school, system, and state).

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Student Learning Objectives (SLO)

Teachers providing instruction in courses not subject to annual state assessments will receive growth measures derived from LEA developed DOE approved Student Learning Objectives. TKES shall include student growth through measures developed by the LEA and approved by GaDOE for teachers who teach courses that are not subject to annual state assessments.

The primary purpose of SLOs is to improve student achievement at the classroom level. An equally important purpose of SLOs is to provide evidence of each teacher's instructional impact on student learning. The SLO process requires teachers to use assessments to measure student growth using two data points (a pre- to a post-assessment).

SLOs are course specific, grade level learning objectives that are measurable, focused on growth in student learning, and aligned to curriculum standards. Expected growth is the amount students are expected to grow over the course of the instructional period. Expectations must be rigorous and attainable.

SLO Process and Procedures

- LEAs shall follow the GaDOE SLO development and implementation processes.
- Student learning objectives (SLOs) will be utilized for all non-tested subject areas Pre-K through grade 12. Third grade students will participate in the Student Learning Objective process.
- Each superintendent or his/her designee shall verify that all LEA SLOs are complete prior to submission to the GaDOE.
- LEAs shall submit SLOs using the GaDOE TLE Electronic Platform for GaDOE approval.
- Teachers may use their students' pre-assessment scores along with other diagnostic information to complete the Teacher SLO Implementation Plan within the GaDOE TLE Electronic Platform. The *Teacher SLO Implementation Plan* is optional for teachers and may be used during the TKES process to guide conferencing and feedback related to student progress towards SLO growth target attainment.
- Students shall be enrolled in a course for 65% of the instructional period, and have both a pre- and post-assessment score, in order for the student's data to be included in the SLO results. The LEA should ensure that students meeting the 65% enrollment requirement have the opportunity to take the pre-assessment.

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Part IV: Teacher Effectiveness Measure (TEM)

Teachers of record shall receive a Teacher Effectiveness Measure based on documentation and data from all three components of the TKES. Teachers shall receive one of the four rating levels that are designated as *Exemplary*, *Proficient*, *Needs Development* or *Ineffective*. The Teacher Effectiveness Measure is the annual evaluation.

Components of the TEM

- The **Teacher Effectiveness Measure (TEM)** consists of two components: (1) Teacher Assessment on Performance Standards (TAPS), and (2) Student Growth. These two components contribute to the overall Teacher Effectiveness Measure (TEM) for each teacher.
- **General Score Scale:** Exemplary, Proficient, Needs Development, Ineffective
- **TAPS**—The TAPS component of TKES provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to ten quality performance standards that are scored from 0 to 3 (sum score can range from 0-30).

Figure 8: TAPS Summative Cut Scores

Final Ratings	TAPS Summative Cut Scores
Level I	0-6
Level II	7-16
Level III	17-26
Level IV	27-30

- **Student Growth**
 - **Student Learning Objectives (SLOs)** – The measure of student growth for non-state-tested subjects. The aggregate measure of SLO performance for all non-tested courses taught by a teacher will be used in calculating the TEM.

Figure 9: Student Learning Objective Attainment Rubric

Teacher Rating	Student Results
Level I	<50% demonstrates expected or high growth
Level II	>=50% demonstrates expected or high growth
Level III	>=80% demonstrates expected or high growth
Level IV	>=90% demonstrates expected or high growth AND >=50% demonstrates high growth

- **Student Growth Percentiles (SGPs)** – The measure of student growth for core state-tested subjects. A growth percentile can range from 1 to 99. SGPs are produced for the CRCTs (grades 4-8 reading, English / language arts, math, science, and social studies) and EOCTs. The grand mean of SGP performance for all tested courses taught in the school will be used in calculating the TEM.

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Figure 10: Student Growth Percentile Levels

MeanGP Growth Levels	Bins
Level I	MeanGP <30
Level II	MeanGP >=30 and <=40
Level III	MeanGP >40 and < = 65
Level IV	MeanGP > 65

- **Both SLOs and SGP** – When a teacher has both SGP and SLO students, a weighted average of the teacher’s SGP and SLO ratings will be calculated using the number of SGP and SLO student results in order to determine that teacher’s overall Student Growth score. This average will be rounded according to standard rounding rules.

TEM Determination

- **TAPS Overall Rating-** An overall TAPS score is calculated by adding the point values for each of the 10 Performance Standards and comparing the sum to the following rating levels to determine a final rating (0-30).
- **Student Growth-** All teachers who have provided instruction for 65% of a course for both tested and non-tested subjects, and results for at least 15 students in either measure, will receive a Student Growth score. The Student Growth score in a given year is based on the previous year’s data.

Figure 11: Teacher Effectiveness Measure (TEM) Matrix

Overall Student Growth Rating	Level IV	Needs Development	Proficient	Exemplary	Exemplary
	Level III	Needs Development	Proficient	Proficient	Exemplary
	Level II	Ineffective	Needs Development	Needs Development	Proficient
	Level I	Ineffective	Ineffective	Needs Development	Needs Development
		Level I	Level II	Level III	Level IV
		Overall TAPs Rating			

Each LEA shall utilize evaluation results to provide high-quality, job-embedded, and ongoing mentoring, support, and professional development for teachers as identified in his or her evaluation. A *Professional Learning Plan* will be required if the Teacher Effectiveness Measure (TEM) is *Needs Development* or *Ineffective*.

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The following bullets relate to the TEM.

- Teachers employed and providing direct instruction for at least 65% of the instructional period will receive a TEM (Annual Evaluation) if Student Growth data are available.
- When Student Growth data are not available, the TAPS rating will inform the *Summative Performance Evaluation* rating and will constitute the annual evaluation and will not receive a TEM.
- Teachers who are contracted as 49% employees and teachers who are employed for 90 days or less will receive an adjusted TAPS process consisting of 2 *Walkthroughs*, 1 *Formative Assessment*, a *Summative Performance Evaluation*, and applicable conferences. If Student Growth data are available, a TEM (Annual Evaluation) will be generated.
- For either student growth measure, Student Growth Percentile (SGP) or Student Learning Objective (SLO), a student must be enrolled at least 65% of the course for the data to be included in the calculation of the teacher's TEM. A teacher must provide instruction for at least 65% of the course. A teacher must have a minimum of 15 student measures to be included in the TEM.
- Student Growth Data shall be a lagging measure; when available, the prior year's growth measures will inform the current year's TEM.
- Roster Verification shall ensure correct student/teacher linkages for the purposes of evaluating teachers' effectiveness.

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Part V: TKES Logistics

The TKES Logistics section encompasses two major topics:

- Positions to be Evaluated
- TKES Program Delivery Models and Accountability

Positions to be Evaluated

The Teacher Keys Effectiveness System is designed for use with all teachers of record, grades Pre-K through 12, who are full-time or part-time. Teachers of record are educators who are responsible for a specified portion of a student's learning within a course aligned to performance measures.

TKES is **not** designed to be used with personnel in positions identified as *Contributing Professionals* unless they are required by the LEA to provide direct instruction to students. LEAs should continue to use appropriate instruments to evaluate the following positions designated as *Contributing Professionals*.

Contributing Professionals include but are not limited to:

- Adaptive Physical Education Teachers
- Behavior Interventionists
- Behavior Specialists
- Career Technical Instruction (CTI)
- Graduation Coaches
- Guidance Counselors
- Gifted Collaborative
- Gifted Instructional Facilitator
- Hospital/Homebound teachers
- In-school Suspension Teachers
- Instructional Coaches / Instructional Lead Teachers / Academic Coaches who do **not** have responsibility for direct instruction
- Instructional Technology Specialists
- Interpreters (sign language and other language)
- Media Specialists
- Mobility Training Specialists
- Occupational Therapists
- Paraprofessionals, even if certified
- 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
- Virtual School Teachers who do not provide direct instruction to students
- Work-based Learning

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TKES Program Delivery Models and Accountability

The information below is designed to assist evaluators in making decisions about the participation of teachers in Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and student growth measures based on their teaching position and the program delivery model. Participation guidelines for the three components of TKES for various delivery models are shown in Figures 8-18.

Teaching Positions and Program Delivery Models

The delivery model descriptions of the following programs are listed alphabetically in chart form. Unique to the following program delivery models is co-teaching. In most of these programs, co-teachers will be accountable for all students in the teacher of record's classroom.

Two instructional program delivery models use terms relating to collaboration. For the *Special Education Collaborative*, teachers who provide direct instruction to students for less than a full segment will not be accountable for students' academic performance. *Gifted Collaborative Delivery* and/or *Gifted Instructional Facilitator Model* staff who collaborate with teachers and do not provide any direct instruction will not be accountable for student performance.

Figures 8-18 outline how teachers will be evaluated on the TKES components.

- Alternative Education Program Models
- Career, Technical and Agricultural Education Program (CTAE) Models
- Early Intervention Program (EIP) Models
- English Language Learners (ELL) Program Models
- Gifted Program Models
- Remedial Education Program (REP) Models
- Special Education Program Models
- Specialized School/LEA Program Models

Alternative Education Program Models:

Alternative/Non-Traditional Education Program: Alternative/Non-traditional Education Programs operate in affiliation with a school(s). A program does not report Full-Time Equivalent (FTE). Student Growth data for students enrolled in the program are reported back to the school where the student is reported for FTE. The program may be housed within any school, the same site, or at a different location. Adherence to all requirements as stated in SBOE Rule 160-4-8-17 Case Management Consultation for Agency Placed Transfer Students is required. Programs may include Attendance Recovery, Credit Recovery, Disciplinary Program, Early College, Evening School, and Open Campus.

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Alternative/Non-Traditional Education School: An Alternative/Non-traditional Education School has an official school code and serves as the home school for enrolled students.

Attendance Recovery Program: An Attendance Recovery Program designed to allow students the opportunity to make up an absence(s) by attending a program outside the normal school day (e.g., Saturday School).

Community-based Alternative Education/Non-Traditional Program: A Community-based Alternative Education/Non Traditional Program engages students in educationally relevant and meaningful learning experiences in the school and larger community. The academic curriculum is integrated into work-based learning and structured work experiences utilizing partnerships among business, industry, government, community, and school, including Performance Learning Centers.

Credit Recovery Program: A Credit Recovery Program is designed to allow students the opportunity to retake a course for the purpose of earning credits toward graduation. If the teacher provides direct instruction, the teacher will receive a TEM.

Education Management Organization: An Education Management Organization is operated by a private vendor. The program or school may operate on or off campus.

Figure 12: Alternative Education Delivery Models with Participation Guidelines

Delivery Models for Teachers of Alternative Education Programs	TAPS	Survey	Student Growth Measure
Alternative Programs	Y	Y	Y
Alternative Schools	Y	Y	Y
Attendance Recovery Program	Y	Y	Y
Community-Based Alternative Education Program (i.e., Performance Learning Centers)	N	N	N
Credit Recovery Program	Y	Y	Y
Educational Management Organization	N	N	N

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

Career, Technical and Agricultural Education Program Models:

Career, Technical and Agricultural Education (CTAE): The Career, Technical and Agricultural Education (CTAE) program provides direction in the development of the CTAE high school and middle school curricula, assessment, work-based learning experiences, professional learning, and instructional resources to enhance student achievement. LEAs will determine TKES participation

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for work-based learning programs based on the structure of the course. For example, if the teacher provides direct instruction to students, the components of TKES are applicable.

Figure 13: Career, Technical and Agricultural Education (CTAE) Program Participation Guidelines

Delivery Models for CTAE	TAPS	Survey	Student Growth Measure
Career	Y	Y	Y
Technical	Y	Y	Y
Agricultural Education	Y	Y	Y
Work-Based Learning	LEA Decision	LEA Decision	LEA Decision

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

Early Intervention Program (EIP) Delivery Models:

Augmented: The augmented model incorporates EIP services into the regular group class size by providing an additional early childhood certified teacher to reduce the teacher/pupil ration while providing EIP services.

Self-Contained: The self-contained model is used to reduce the class size in order to provide more emphasis on instruction and increased academic achievement. The teacher has a limited number of students, all of whom qualify for EIP services. This may be a multi-grade class.

Pull-Out: In the pull-out model, EIP students are removed from the classroom for instruction by an additional certified teacher. This model may serve a maximum of 14 students at a time. The teacher may, and usually does, serve multiple groups of 14 or fewer students throughout the school day.

Reduced Class Model: The reduced class model allows for the combination of EIP students with regular education students in smaller classes. The reduced class model uses a sliding scale in which the class size reduces as the number of EIP students increases.

Reading Recovery Program: In the Reading Recovery Program students are removed from the classroom for one segment of reading. One segment of Reading Recovery is defined as a minimum of 30 minutes. Students must be served a minimum of 45 days. Students served by Reading Recovery may be counted for one segment of EIP instruction for the entire year.

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Figure 14: Early Intervention Program (EIP) Delivery Models with Participation Guidelines

Delivery Models for Teachers of Early Intervention Program (EIP) Students	TAPS	Survey	Student Growth Measure
Augmented	Y	Y	Y
Self-Contained	Y	Y	Y
Pull-out	Y	Y	Y
Reduced Class	Y	Y	Y
Reading Recovery Program	Y	Y	Y

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

English Language Learners (ESOL) Delivery Models:

Language acquisition within the content areas is the major focus of instruction. The specific delivery models include:

Pull Out Model: Students are taken out of a non-academic class for the purpose of receiving small group language instruction from the ESOL teacher. ***Separate SLO will be developed for this collaborative delivery model**

Push in Model:* Students remain in their general education class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher. ***Separate SLO will be developed for this collaborative delivery model.**

Scheduled Class Model: Students at the middle and high school levels receive language assistance and/or content instruction in a class composed only of ELs.

Cluster Center Model: Students from two or more schools are grouped in a center designed to provide intensive language assistance.

Resource Center/Laboratory Model: Students receive language assistance in a group setting supplemented by multimedia materials.

Innovative Delivery Model: Approved in advance by GaDOE through a process described in the ESOL/Title III Resource Guide

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Figure 15: English Language Learners (ESOL) Delivery Models with Participation Guidelines

Delivery Models for Teachers of English Language Learner Students	TAPS	Survey	Student Growth Measure
Pull-Out	Y	Y	Y* *See definition
Push-In	Y	Y	Y* * See definition
Scheduled Class	Y	Y	Y
Cluster Center	Y	Y	Y
Resource Center Laboratory Model	Y	Y	Y
Innovative Delivery Model Approved by GaDOE	TBD	TBD	TBD

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

Gifted Program Delivery Models:

Advanced Content Class: Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. The LEA may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area. In that case the local LEA must establish criteria and guidelines that identify students who will be successful with the advanced curriculum to be offered in these classes. These classes include Advanced Placement (AP) courses, International Baccalaureate (IB) courses, and Honors courses.

Cluster Grouping: (K-12) Identified gifted students are placed as a group into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level.

Collaborative Teaching: (K-12) Direct instruction may be provided by a regular classroom teacher, but there must be substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist (the teacher with the gifted endorsement who is serving as the instructional facilitator).

Mentorship/Internship: (9-12) A gifted student works with a mentor to explore a profession of interest. The gifted education specialist maintains close contact with both the participating student(s) and the selected mentor(s) to ensure acceptable progress toward the student's individual learning goals.

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Resource Class: (K-12) All students must have been identified as gifted by GA SBOE criteria. The class size is limited to the maximum size specified in SBOE rules. The teacher must have gifted endorsement.

Figure 16: Gifted Delivery Models with Participation Guidelines

Delivery Models for Teachers of Gifted Program Students	TAPS	Survey	Student Growth Measure
Resource Class	Y	Y	Y
Advanced Content Class	Y	Y	Y
Cluster Grouping	Y	Y	Y
Collaborative Teaching	N	N	N
Mentorship/Internship	N	N	N

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

Remedial Education Program (REP) Delivery Models:

Augmented Class: An additional state certified teacher, referred to as a REP augmented teacher, will work in the same classroom with the regular classroom teacher and provide instruction for 50-60 minutes per segment a day to no more than 15 REP students. Student instruction under this model cannot exceed two instructional segments per day per student. Core credit may be earned at the high school level for this model if the course content follows the 9-12 state adopted curriculum.

Parallel Block Scheduling: In this model, students are provided daily instruction in two-hour (minimum) blocks. These blocks of instruction include the following components:

- Students will be heterogeneously grouped.
- Students are in small groups (15 or fewer) in the extension room or homeroom during one hour of the two-hour block.
- Students receive direct instruction from the state-certified teacher on their instructional level for a minimum of 50-60 minutes in reading/writing or mathematics.

Reduced Class Size: Students receive English or mathematics instruction from a state-certified teacher designated as an REP teacher. High school students participating in Remedial Education Program classes may earn core credit in English or mathematics if a) the class size is reduced to 1 without a paraprofessional and 24 with a paraprofessional, and b) the course content follows the 9-12 state adopted curriculum.

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Other School-Design Models: Schools may submit to the GaDOE a school designed model that must include the following components:

- An appropriate and effective program in remediating student deficiencies.
- Remedial services through a state-certified teacher. A paraprofessional may be added to reduce the class size and serve as an assistant to the teacher.
- The use of REP funds shall provide supplemental instruction above and beyond those services provided by the state.
- Compliance with the remedial maximum class size.

Figure 17: Remedial Education Program (REP) Delivery Models with Participation Guidelines

Delivery Models for Teachers of Remedial Education Program (REP) Students	TAPS	Survey	Student Growth Measure
Augmented	Y	Y	Y
Parallel Block Scheduling	Y	Y	Y
Reduced Class	Y	Y	Y

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

Special Education Program Delivery Models:

Consultation: Students with disabilities receive at least one segment per month of direct service from the special education teacher.

Resource: Individual needs are supported in a resource room as defined by the student’s IEP.

Supportive Instruction: Students with disabilities receive services from personnel other than a certified teacher in the general education classroom (i.e., a paraprofessional, interpreter, or job coach).

Collaboration: A special education teacher works with identified students with disabilities and the general education teacher within the general education classroom (less than full segment daily).

Collaborative Co-Teaching: The special education teacher provides service in the general education classroom by sharing teaching responsibility with the general education teacher (full segment daily).

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Alternative Placement: The special education teacher provides instruction to students with disabilities in a separate classroom, special schools, home environment, hospitals, or institutions.

Self-Contained: Located within a regular education school, the self-contained setting is a full day or mostly full day program.

Departmentalized Model: When a student is served through the departmentalized model, the student must receive at least one segment per month from a teacher certified in a student's primary area of disability. The student receives special education or related services from a certified teacher, but not one who is certified in the student's area of disability. For example, a student who is deaf/hard of hearing may receive specialized instruction in mathematics, but from a teacher highly qualified in mathematics and not certified in deaf/hard of hearing.

Hospital/homebound Services: Hospital/homebound instruction may be used for students who have a medically diagnosed condition that will significantly interfere with their education and that requires them to be restricted to home or a hospital for a period of time.

Home-based Services: This may be used as a short term placement option on occasions when the parent and LEA agree and FAPE is provided.

Multiple Setting Services: Multiple setting services which are developmental and corrective based on student needs may be required to support students with disabilities. They are intended to assist students in meeting their instructional education plan goals, to be served in the Least Restrictive Environment, and to experience success in the classroom setting.

Residential Setting: The student lives on campus of a residential facility and school. Programs are highly structured and services are provided 24 hours a day, 7 days a week.

Special Needs Pre-K: Individual needs of the three to four year old students are supported as defined by the student's IEP.

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Figure 18: Special Education Delivery Models with Participation Guidelines

Delivery Models for Teachers of Special Education Students	TAPS	Survey	Student Growth Measure
Collaboration (less than full segment daily)	Y	Y	N
Collaborative Co-Teaching (full segment daily)	Y	Y	Y
Consultation	N	N	N
Home-Based Services	N	N	N IEP Committee Decision
Hospital Home-Bound	N	N	N
Multiple Services	N	N	N
Residential Setting Programs	Y	Y	Y
Resource	Y	Y	Y
Self-Contained	Y	Y	Y
Special Needs Pre--K	Y	N	Y
Supportive Instruction	N	N	N

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

Specialized School/LEA Program Models:

Charter Schools: Georgia’s charter schools are public schools. They receive public funding, cannot charge tuition and must provide fair and open enrollment for all student populations. Autonomy and flexibility distinguish charter schools from traditional public schools.

Figure 19: Charter Schools with Participation Guidelines

Charter Programs	TAPS	Survey	Student Growth Measure
Charter Systems	Y	Y	Y
Charter Schools	Y	Y	Y

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

International Baccalaureate Program: The International Baccalaureate® (IB) program strives to develop inquiring, knowledgeable and caring young people who exhibit intercultural understanding and respect.

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Figure 20: International Baccalaureate Schools with Participation Guidelines

International Baccalaureate Schools	TAPS	Survey	Student Growth Measure
IB Teachers of Record	Y	Y	Y* *SLO may be developed over a two year period.

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

Virtual Schools: A variety of online learning programs are available to students in the state of Georgia. These programs include, but are not limited to: virtual online schools and blended learning programs in local LEAs which occur in a variety of venues and models. If the teacher does not provide direct instruction and serves as a facilitator, the teacher is identified as a contributing professional.

Figure 21: Virtual Schools with Participation Guidelines

Virtual Schools	TAPS	Survey	Student Growth Measure
Georgia Virtual Schools	Y	Y	Y
System-level online learning	Y	Y	Y

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

Investing in Educational Excellence (IE²): The program model, Investing in Educational Excellence (IE²), provides local school LEAs with greater governance flexibility as a means for increasing student achievement.

Figure 22: IE² LEA with Participation Guidelines

Partnership Contracts	TAPS	Survey	Student Growth Measure
IE² Systems	Y	Y	Y

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

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Part VI: GaDOE TLE Electronic Platform

The *GaDOE TLE Electronic Platform* shall provide web-based access to multiple components of the Teacher Keys Effectiveness System. The GaDOE TLE Electronic Platform will be provided to school LEAs and schools; however, a school LEA may choose to use a GaDOE approved data system.

The GaDOE TLE Electronic Platform can be accessed at <https://tle.gadoe.org>. The User Guide Tab provides detailed instructions for both teachers and evaluators to utilize the platform to effectively complete the TKES process.

In the platform, the following will be provided.

- TAPS Formative and Summative Evaluation ratings
- Student Learning Objectives (SLO) Statements
- Surveys of Instructional Practice
- Student Growth Percentile (SGP) and Student Learning Objective (SLO) summary results
- Teacher Effectiveness Measure (Annual Evaluation)
- Conference Tools (Pre-Conference, Mid-Year Conference, Summative Conference)
- Professional Learning Opportunities

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Appendix: TAPS Performance Standards and Performance Appraisal Rubrics

Performance Standard 1: Professional Knowledge

The teacher 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:

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

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	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.

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Performance Standard 2: Instructional Planning

The teacher 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:

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

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
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. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	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.	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.	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.

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Performance Standard 3: Instructional Strategies

The teacher 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:

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

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	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.	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.	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.

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Performance Standard 4: Differentiated Instruction

The teacher 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:

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

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
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. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.	The teacher inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher does not challenge students by providing appropriate content or by developing skills which address individual learning differences.

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Performance Standard 5: Assessment Strategies

The teacher systematically 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:

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

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
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. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	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.	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.	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.

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Performance Standard 6: Assessment Uses

The teacher systematically 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:

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

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
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. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	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.	The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

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Performance Standard 7: Positive Learning Environment

The teacher 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:

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

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
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. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

**Georgia Department of Education
Teacher Keys Effectiveness System**

Performance Standard 8: Academically Challenging Environment

The teacher 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:

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

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	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.	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.

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Teacher Keys Effectiveness System**

Performance Standard 9: Professionalism

The teacher 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:

- Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- Maintains professional demeanor and behavior (*e.g.*, appearance, punctuality and attendance).
- Respects and maintains confidentiality.
- Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- 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.
- Demonstrates flexibility in adapting to school change.
- Engages in activities outside the classroom intended for school and student enhancement

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
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. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	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.	The teacher inconsistently supports the school’s mission or seldom participates in professional growth opportunities.	The teacher shows a disregard toward professional ethics or the school’s mission or rarely takes advantage of professional growth opportunities.

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

**Georgia Department of Education
Teacher Keys Effectiveness System**

Performance Standard 10: Communication

The teacher communicates effectively 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:

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

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The teacher continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	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.	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.