Teacher Keys Effectiveness System

Teacher Orientation
Today’s Learning Targets

• Introduce and explain all three components of the Teacher Keys Effectiveness System.

• Provide expectations and orientation for implementation.
Resources and Materials

Teachers will need the following resources and materials for this Orientation:

• Teacher Keys Effectiveness System Handbook

• TAPS Reference Sheets:
  • Performance Standards
  • Performance Appraisal Rubrics
Teacher Keys Effectiveness System

Teacher Assessment on Performance Standards
- 50%
  Observations and Documentation

Professional Growth
- 20%

Student Growth
- 30%
  Teachers of SGP Grades and Courses
  - Student Growth Percentiles
  Teachers of Non-SGP Grades and Courses
  - LEA Determined Measures
Teacher Keys
Effectiveness System

(Generates a Teacher Effectiveness Measure)

Teacher Assessment on Performance Standards
50%
Observations and Documentation

Professional Growth
20%

Student Growth
30%

- Teachers of SGP Grades and Courses
  - Student Growth Percentiles
- Teachers of Non-SGP Grades and Courses
  - LEA Determined Measures
# TAPS Domains and Standards

<table>
<thead>
<tr>
<th>PLANNING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Knowledge</td>
<td></td>
</tr>
<tr>
<td>2. Instructional Planning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONAL DELIVERY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Instructional Strategies</td>
<td></td>
</tr>
<tr>
<td>4. Differentiated Instruction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT OF AND FOR LEARNING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Assessment Strategies</td>
<td></td>
</tr>
<tr>
<td>6. Assessment Uses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING ENVIRONMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Positive Learning Environment</td>
<td></td>
</tr>
<tr>
<td>8. Academically Challenging Environment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONALISM AND COMMUNICATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Professionalism</td>
<td></td>
</tr>
<tr>
<td>10. Communication</td>
<td></td>
</tr>
</tbody>
</table>

5 Domains  
10 Performance Standards
**TAPS Main Components**

**Instructional Delivery**

**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.

<table>
<thead>
<tr>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In addition to meeting the requirements for Level III...</em></td>
<td><em>Level III is the expected level of performance.</em></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>The teacher continually facilitates students’ engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. (Teachers rated at Level IV continually seek ways to serve as role models or teacher leaders.)</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Performance Standards
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.
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.
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.
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.
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.
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.
<table>
<thead>
<tr>
<th>Performance Standard 7: Positive Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</td>
</tr>
</tbody>
</table>
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.
### 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.
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.
TAPS Flow Process

- Orientation
- Self-Assessment
- Pre-Evaluation Conference

Formative Assessment Process
Observations • Documentation

- Mid-Year Conference

Summative Performance Evaluation
- Summative Conference

Familiarization

- July-August
- September-April
  Mid-year Conference: December-January
- April-May
  GaDOE Deadline June 15

7/1/2018
TAPS Flow Process

Orientation

Self-Assessment

Pre-Evaluation Conference

Formative Assessment Process

Observations • Documentation

Mid-Year Conference

Summative Performance Evaluation

Summative Conference

Familiarization

July-August

September-April
Mid-year Conference: December-January

April-May
GaDOE Deadline
       June 15

7/1/2018
Self-Assessment (Abbreviated)

Shall be completed electronically by teacher prior to Pre-Evaluation Conference.

<table>
<thead>
<tr>
<th>Planning</th>
<th>Rating</th>
<th>Strengths</th>
<th>Areas for Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample Performance Indicators Examples may include, but are not limited to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Performance Indicators Examples may include, but are not limited to:
TAPS Process
Full vs Flexible

**Full Formative Process**
- Orientation
- Self-Assessment
- Three Conferences (Pre-Evaluation, Mid-year, and Summative)
- Two Formative Assessments – Consisting of four Walk-throughs, two Formative Observations, and documentation
- Summative Assessment

**Flexible Process**
- Orientation
- Self-Assessment
- Three Conferences (Pre-Evaluation, Mid-year, and Summative)
- Two Observations, at a minimum, as defined by the district
- Summative Assessment
**Full TAPS Formative Process**

**Required** for all educators who fall into one of these categories:

- Induction Teachers (three or less years of experience will participate in the full TAPS Formative Process)
- Teaching out-of-field
- New position
- Out of the profession for a period of time
- Moving into the state
- Evaluation performance of Needs Development or Ineffective on the prior year’s Summative Assessment
**Full TAPS Data Sources**

- **Observations**
  - Two Formative Observations, at least 30 minutes each
  - Announced or unannounced
  - Four Walk-throughs, minimum of 10 minutes each
  - Observations must be completed prior to the Summative Assessment
  - Formative and Summative Assessments completed using the Electronic Platform

- **Documentation Upon Evaluator’s Request**
  - Site administrator determines format (electronic or hard copy)
  - Documentation sources may vary
  - Documentation is collected in the electronic platform
Flexible TAPS Data Sources

• Observations
  • Two observations
  • Announced or unannounced
  • Both observations must be documented using the Electronic Platform
  • Observations must be completed prior to the Summative Assessment

• Documentation Upon Evaluator’s Request
  • Site administrator determines format (electronic or hard copy)
  • Documentation sources may vary
  • Documentation is collected in the Electronic Platform
Examples of Documentation

• Lesson Plans
• Summary of Conference with Teacher
• Parent Contact Log
• Data Used to Differentiate
• Emails to Parents
• Assessments
• Professional Learning
## Totality of Evidence and Consistency of Practice

### Performance Standard 1: Professional Knowledge

<table>
<thead>
<tr>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Level III...</td>
<td>Level III is the expected level of performance.</td>
<td>The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.</td>
<td>The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.</td>
</tr>
<tr>
<td>The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. (Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</td>
<td>The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7/1/2018
### Summative Assessment

**Totality of Evidence and Consistency of Practice**

**TKES Framework 2014-2015**

<table>
<thead>
<tr>
<th>Planning</th>
<th>Rating</th>
<th>Strengths</th>
</tr>
</thead>
</table>
| 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. | Select One | * 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.  
* Base 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. |

**Sample Performance Indicators**  
Examples may include, but are not limited to:

- *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.*
Teacher Keys
Effectiveness System

(Generates a Teacher Effectiveness Measure)

Teacher Assessment on Performance Standards
50%
Observations and Documentation

Professional Growth
20%

Student Growth
30%

Teachers of SGP Grades and Courses
- Student Growth Percentiles

Teachers of Non-SGP Grades and Courses
- LEA Determined Measures
Professional Growth

• Professional Growth shall be measured by progress toward or attainment of Professional Growth Goals or Professional Growth Plans.

• These goals or plans may or may not be reflective of the Professional Learning Goals or Professional Learning Plans as defined by the GaPSC.

• For additional information concerning GaPSC recertification requirements, see GaPSC adopted rule 505-2-.36 which went into effect July 1, 2017.
Professional Growth

• LEAs must determine the criteria for rating this component.

• It is highly recommended this component mirror the expectation of the GaPSC recertification requirements.

• Professional Growth Goals or Professional Growth Plans may extend beyond a single school year. This component should be rated based on progress toward attainment of the goal(s) and/or completion of the plan(s).
Teacher Keys
Effectiveness System

Teacher Keys
Effectiveness System
(Generates a Teacher Effectiveness Measure)

Teacher Assessment on Performance Standards
50%
Observations and Documentation

Professional Growth
20%

Student Growth
30%

Teachers of SGP Grades and Courses
- Student Growth Percentiles

Teachers of Non-SGP Grades and Courses
- LEA Determined Measures
Teacher Keys Effectiveness System

Teacher Keys Effectiveness System
(Generates a Teacher Effectiveness Measure)

Teacher Assessment on Performance Standards
50%
Observations and Documentation

Professional Growth
20%

Student Growth
30%

Teachers of SGP Grades and Courses
- Student Growth Percentiles

Teachers of Non-SGP Grades and Courses
- LEA Determined Measures
What is an SGP?

- Why is it a percentile?
- What does the percentile tell us about instruction?
- How much growth is enough?
- Who is a student measured against?
Teacher Keys
Effectiveness System
(Generates a Teacher Effectiveness Measure)

Teacher Assessment on Performance Standards
50%
Observations and Documentation

Professional Growth
20%

Student Growth
30%

- Teachers of SGP Grades and Courses
  - Student Growth Percentiles

- Teachers of Non-SGP Grades and Courses
  - LEA Determined Measures

Teacher Keys
Effectiveness System
"Educating Georgia's Future"
gadoe.org
LEA Determined Measures

For teachers of non-SGP grades and courses, this component is comprised of LEA Determined Measures which may be Student Learning Objectives or another similar pre to post measure, the School or District Mean Growth Percentile, or additional measures identified or developed and implemented by the LEA.
District Roster Verification

• District Roster Verification processes will be determined by the LEA.

• The GaDOE State Data Collection process will ensure accurate student/teacher linkages for the purposes of evaluating teachers’ effectiveness.

• It is highly recommended that districts provide teachers the opportunity to periodically verify their rosters. This may be part of the district FTE verification process.
90% Attendance

• Students shall attend 90% of the instructional length of the course in order for the student’s data to be included in the growth score for evaluation. This attendance requirement will be phased in over a three year period.

• Phase In Plan for 90% Attendance Requirement
  - 2017-2018  Applicable high school courses only
  - 2018-2019  Applicable middle and high school courses only
  - 2019-2020  Applicable elementary, middle, and high school courses only
90% Attendance

• The first official TEM and LEM will not be produced until there is at least one full data set to use for a preliminary run.

• As a result, 2020-2021 is the “dry run” for official TEM and LEM results, and the first official TEM and LEM will not be calculated until 2021-2022.

• Districts may determine if ISS, field trips, athletic events, etc. are to be considered absences. GaDOE recommends district-wide determination and not school by school determination.

• Additionally, GaDOE will apply attendance only to the tested grades and courses that generate SGPs. This will be ELA and math only.
Georgia Professional Standards Commission
Professional Learning for Recertification
GaPSC – Professional Learning for Recertification

• Professional Learning Goals (PLGs) are designed to enhance professional performance.

• Professional Learning Plans (PLPs) are designed to address the needs of educators including those with Remediation Plans due to summative ratings below Proficient (Needs Development or Ineffective).

• Remediation Plans that include a PLP is required for any educator receiving a rating that must be reported to the GaPSC (Level I or II on the TAPS or LAPS Summative Assessment, or an Unsatisfactory rating).
Professional Learning Goals

Professional Learning Goals (PLGs) will be developed by all educators:

1. with summative performance ratings of Proficient (Satisfactory) or Exemplary

2. who do not fall into one of the six categories that require a Professional Learning Plan (PLP)
Professional Learning Plans

**Required** for all educators who fall into one of these categories:

- Induction
- Teaching out-of-field
- New position
- Out of the profession for a period of time
- Moving into the state
- Evaluation performance of Needs Development, Ineffective, or Unsatisfactory
Professional Learning Communities

• Professional Learning Communities are an integral part of the GaPSC professional learning expectations.

• All individuals who hold a GaPSC certificate are required to participate in Professional Learning Communities as part of the recertification requirements.
GaPSC – Professional Learning for Recertification

• Questions regarding content should be directed to Angie Gant, GaPSC, Director of Program Approval – angie.gant@GAPSC.com

• Questions regarding the use of the TLSD Electronic Platform in the PL processes should be directed to the Platform Training and Development Specialist assigned to your district.
For more information, please visit:

www.gadoe.org