

Teacher and Leader Keys Effectiveness Systems

TKES • LKES

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Implementation Cohorts for the Teacher Keys Effectiveness System

- 2011-2012
 - Cohort 1, Race to the Top Districts: 26, Pilot
- 2012-2013
 - Cohort 1, Full Implementation
 - Cohort 2, Volunteer Districts: 20; Volunteer IIA Grant Districts: 9; SIG/Priority/Relocation Schools: 21; and Study Districts: 6, Pilot
- 2013-2014
 - Cohort 1: Full Implementation
 - Cohort 2: Combination Full Implementation and Pilot
 - Cohort 3: New Volunteer Districts: 120, Pilot
- 2011-2014 Institutions of Higher Education
- 2014 -2015 Full Implementation - Statewide



House Bill 244

- Passed during 2013 legislative session
- Mandates use of single, state-wide evaluation system for teachers of record
- Multiple observations required
- Student growth contributes at least 50%
- Contracts must be offered by May 15



House Bill 244

- Feedback must be provided for all observations within 5 working days
- Evaluations will yield one of four explicit (TEM) ratings:
 - Exemplary, Proficient, Needs Development and Ineffective
- Evaluators must be trained and credentialed using an approved program
- All components of a teacher's evaluation are confidential



Teacher and Leader Keys Effectiveness System

Primary Purposes

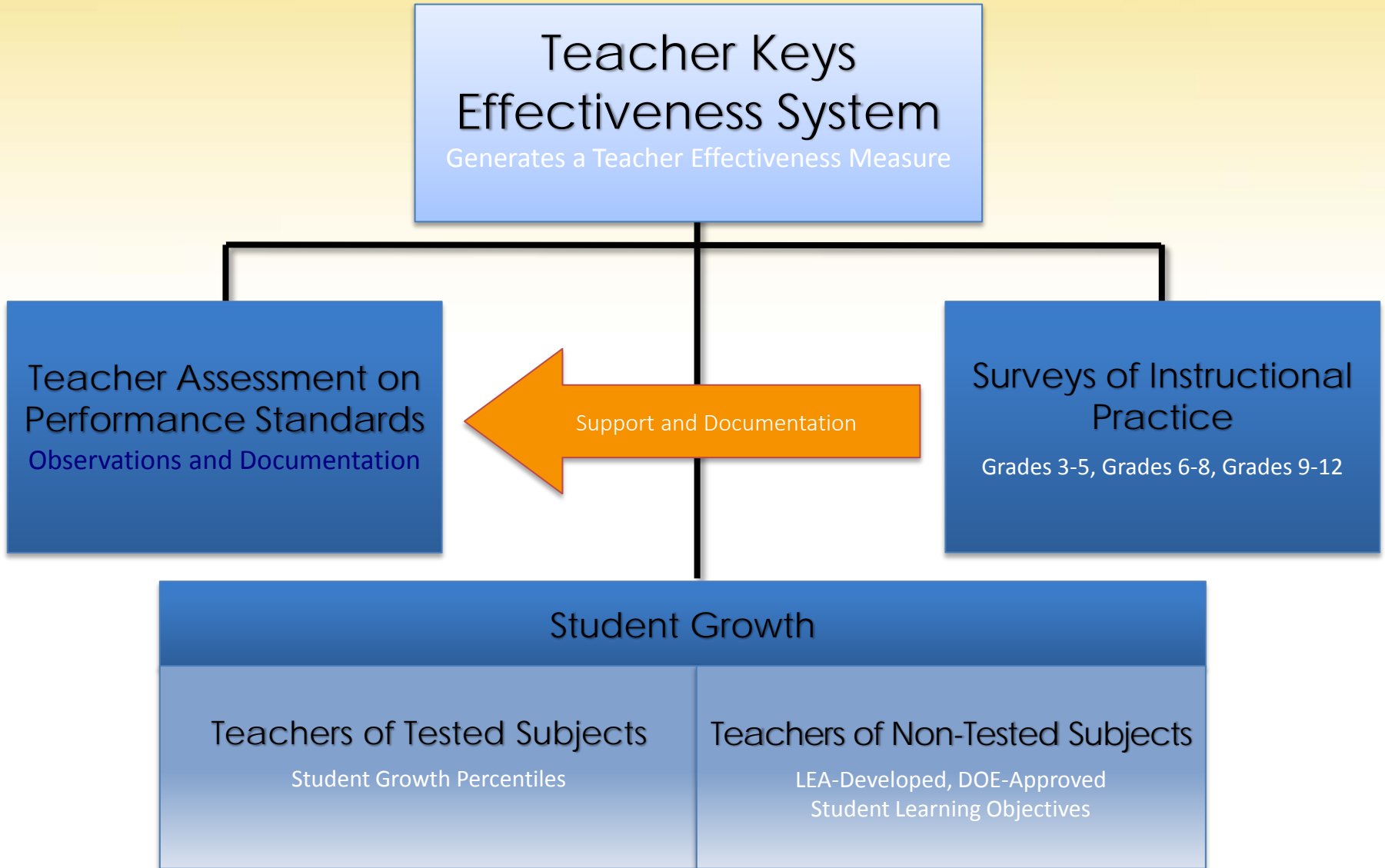
- Optimize student learning and growth
- Improve the quality of classroom instruction
- Support the continuous growth of teachers and leader



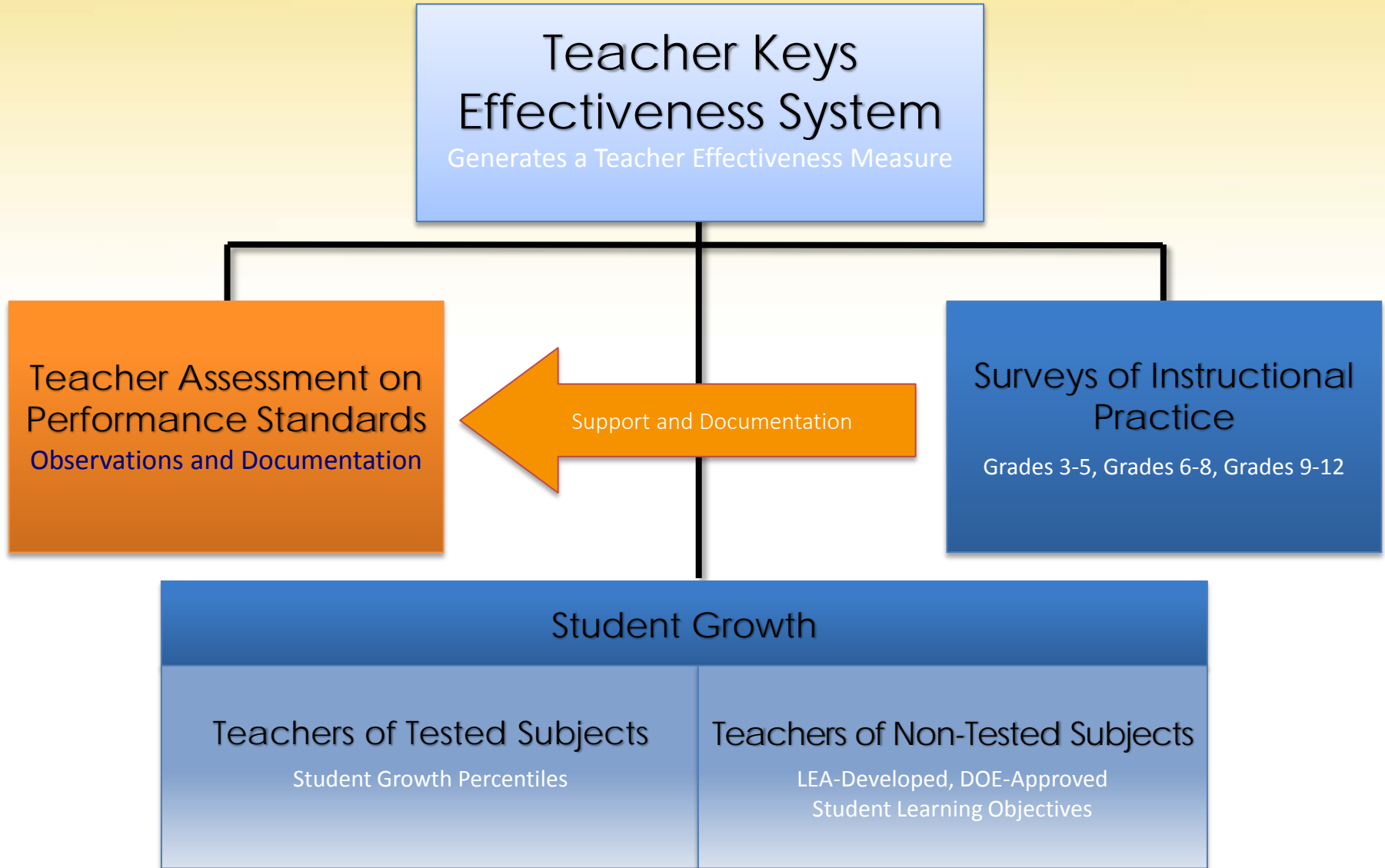
TKES



Teacher Keys Effectiveness System



Teacher Keys Effectiveness System



TAPS Domains and Standards

Planning

1. Professional Knowledge
2. Instructional Planning

Instructional Delivery

3. Instructional Strategies
4. Differentiated Instruction

Assessment Of And For Learning

5. Assessment Strategies
6. Assessment Uses

Learning Environment

7. Positive Learning Environment
8. Academically Challenging Environment

Professionalism and Communication

9. Professionalism
10. Communication

5 Domains

10 Standards



TAPS Main Components

Instructional Delivery

PERFORMANCE STANDARD

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

PERFORMANCE INDICATORS

PERFORMANCE APPRAISAL RUBRIC

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 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.)	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.



Rating Performance

Totality of Evidence and Consistency of Practice

Performance Standard 1: Professional Knowledge

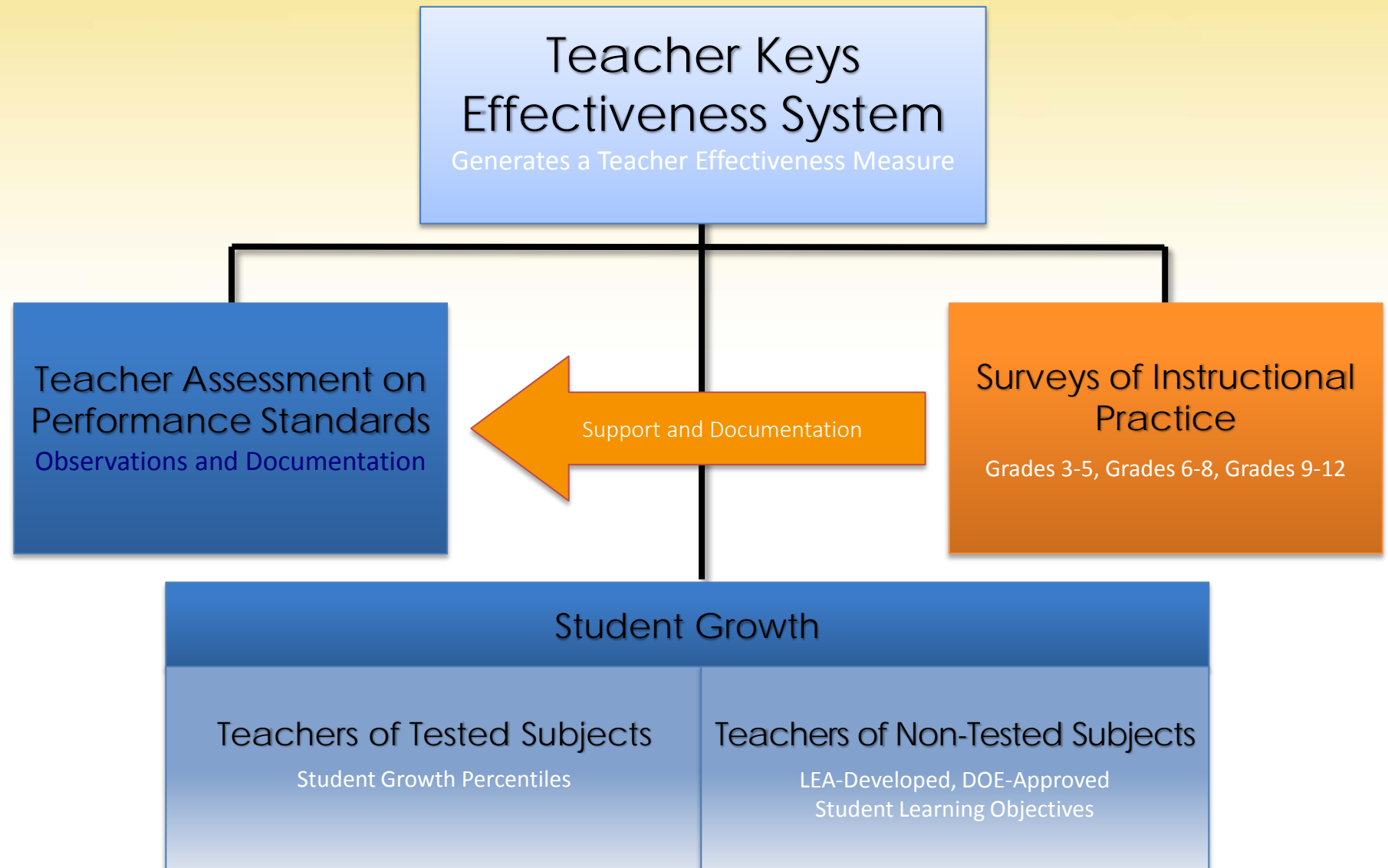
Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
<p>The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum.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



TAPS Flow Process



Teacher Keys Effectiveness System



Research on Survey Data

- Student ratings of teachers are a significant predictor of student achievement.
- Student ratings of teachers are typically a better predictor of student achievement than teacher or administrator ratings.

Sources: Faucette, Ball, & Ostrander, 1995; Stronge & Ostrander, 2006; Wilkerson, Manatt, Rogers, & Maughan, 2000



Sample Survey Items by Level

3-5 Survey Item	Yes	Sometimes	No	
My teacher wants me to ask questions about what we are learning.	2	1	0	
6-8 Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree
My teacher encourages me to participate in class, rather than just sitting and listening.	3	2	1	0
9-12 Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree
My teacher encourages me to be an active participant in class, rather than just sitting and listening.	3	2	1	0

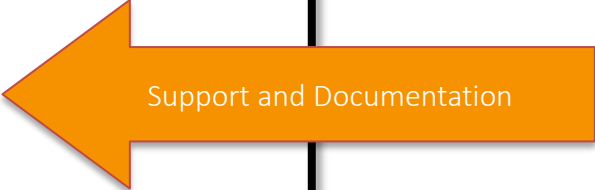


Teacher Keys Effectiveness System

Teacher Keys Effectiveness System
Generates a Teacher Effectiveness Measure

Teacher Assessment on Performance Standards
Observations and Documentation

Surveys of Instructional Practice
Grades 3-5, Grades 6-8, Grades 9-12



Growth and Achievement

Growth

- Measures a student's progress between two points in time.
- Compares a student's performance to his/her own prior performance.

A more complete picture of student learning.

Achievement

- Measures a student's performance at a single point of time.
- Compares a student's performance to a standard.



Two Measures of Growth

Tested Subjects

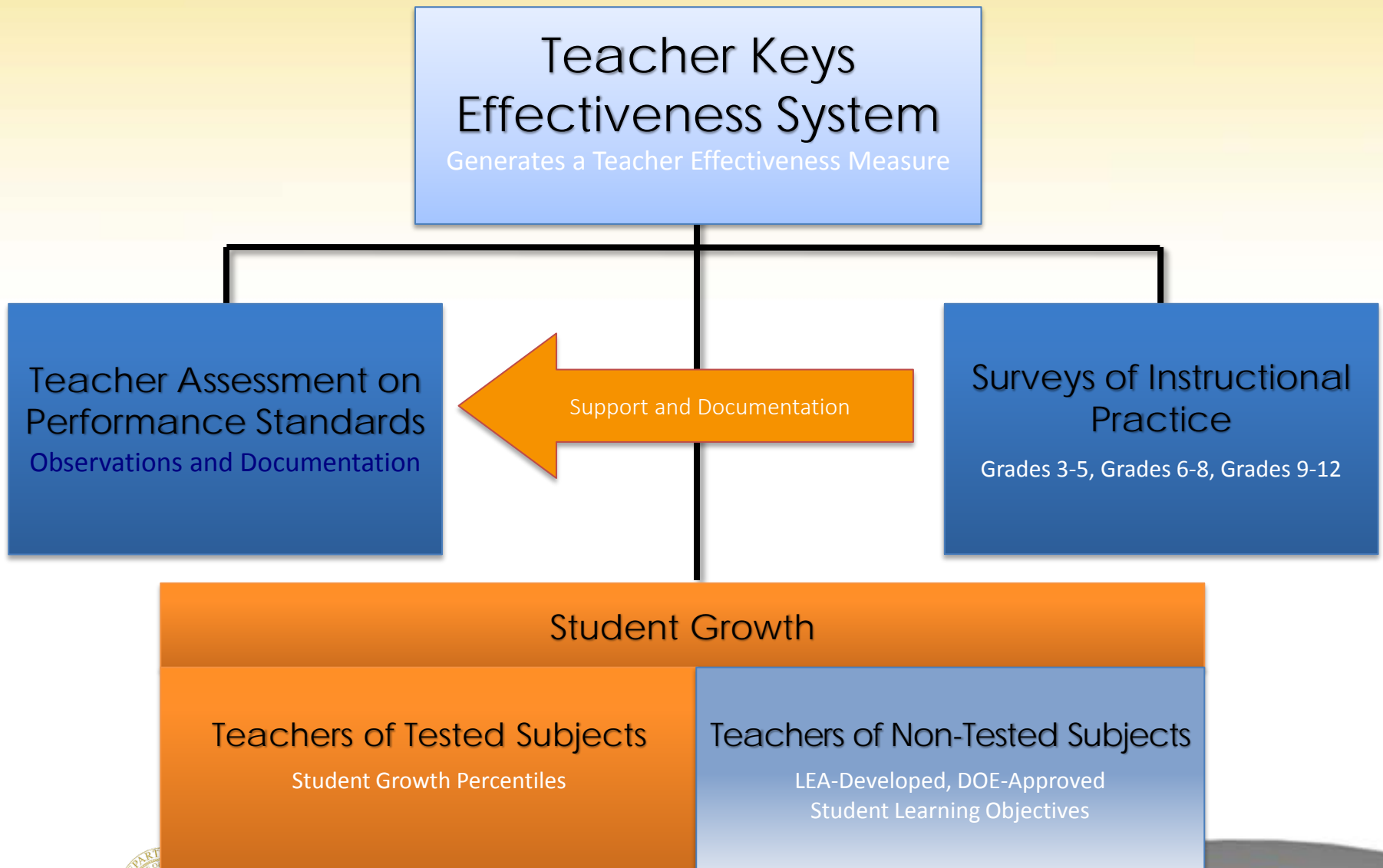
- Utilize **Student Growth Percentiles**
- Generated based on CRCT and EOCT performance
- Will be calculated at the state level

Non-Tested Subjects

- Utilize **Student Learning Objectives**
- Generated based on performance on pre- and post-assessment measures
- Will be calculated at the district level for all state funded courses without a standardized test

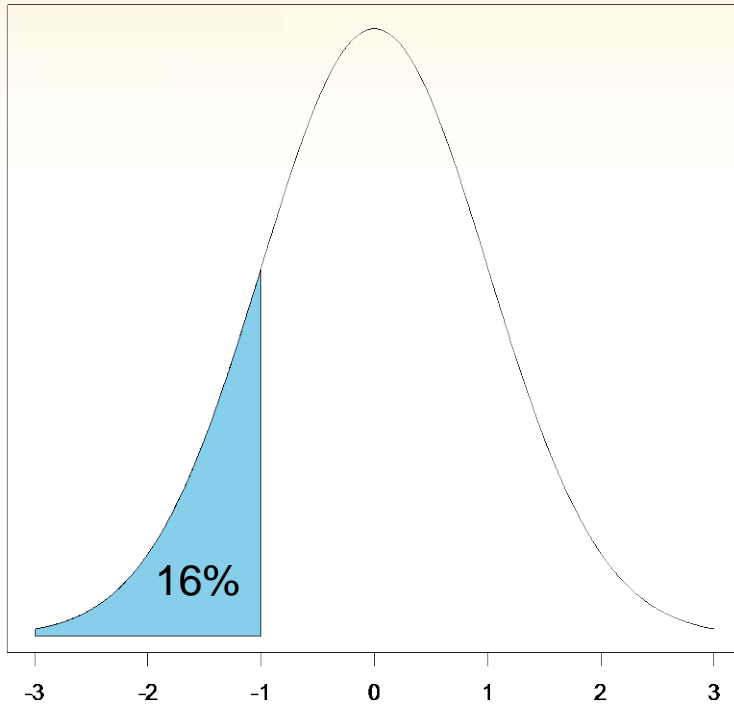


Teacher Keys Effectiveness System



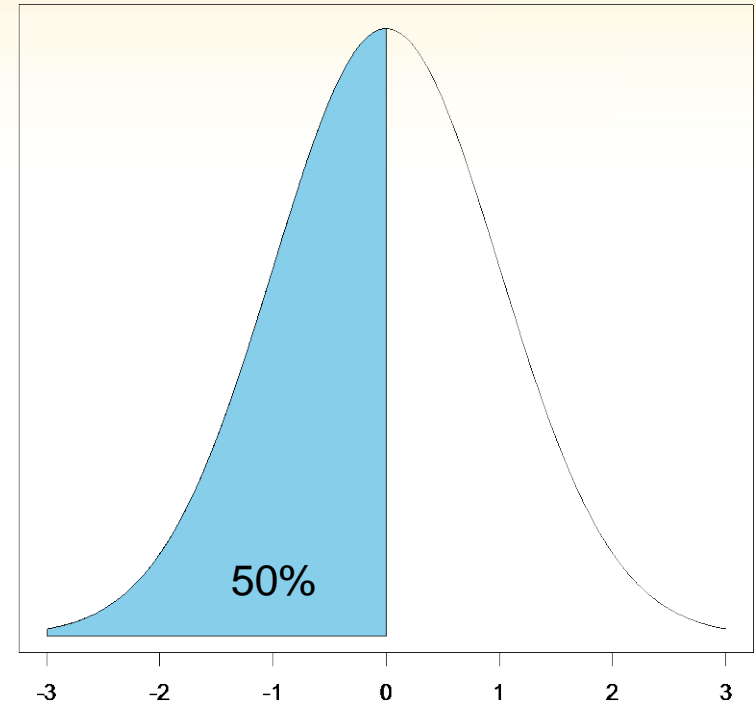
How Percentiles Help Us Understand Growth

Grade 4



Test Score Expressed in Standard Deviation Units

Grade 5



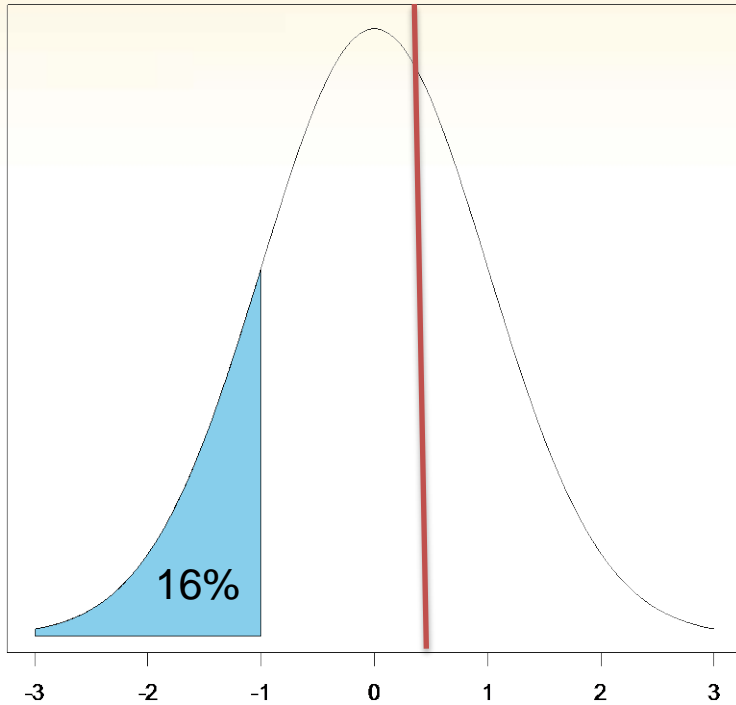
Test Score Expressed in Standard Deviation Units

If a student goes from scoring better than 16% of all students in grade 4 to scoring better than 50% of students in grade 5, we would have evidence that growth had occurred.



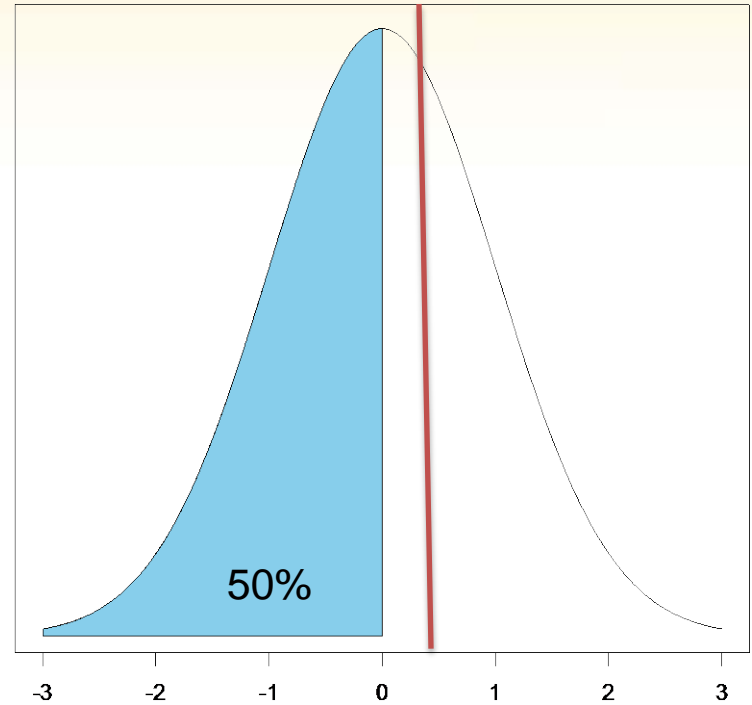
What we miss if we focus on the proficiency bar...

Grade 4



Test Score Expressed in Standard Deviation Units

Grade 5



Test Score Expressed in Standard Deviation Units

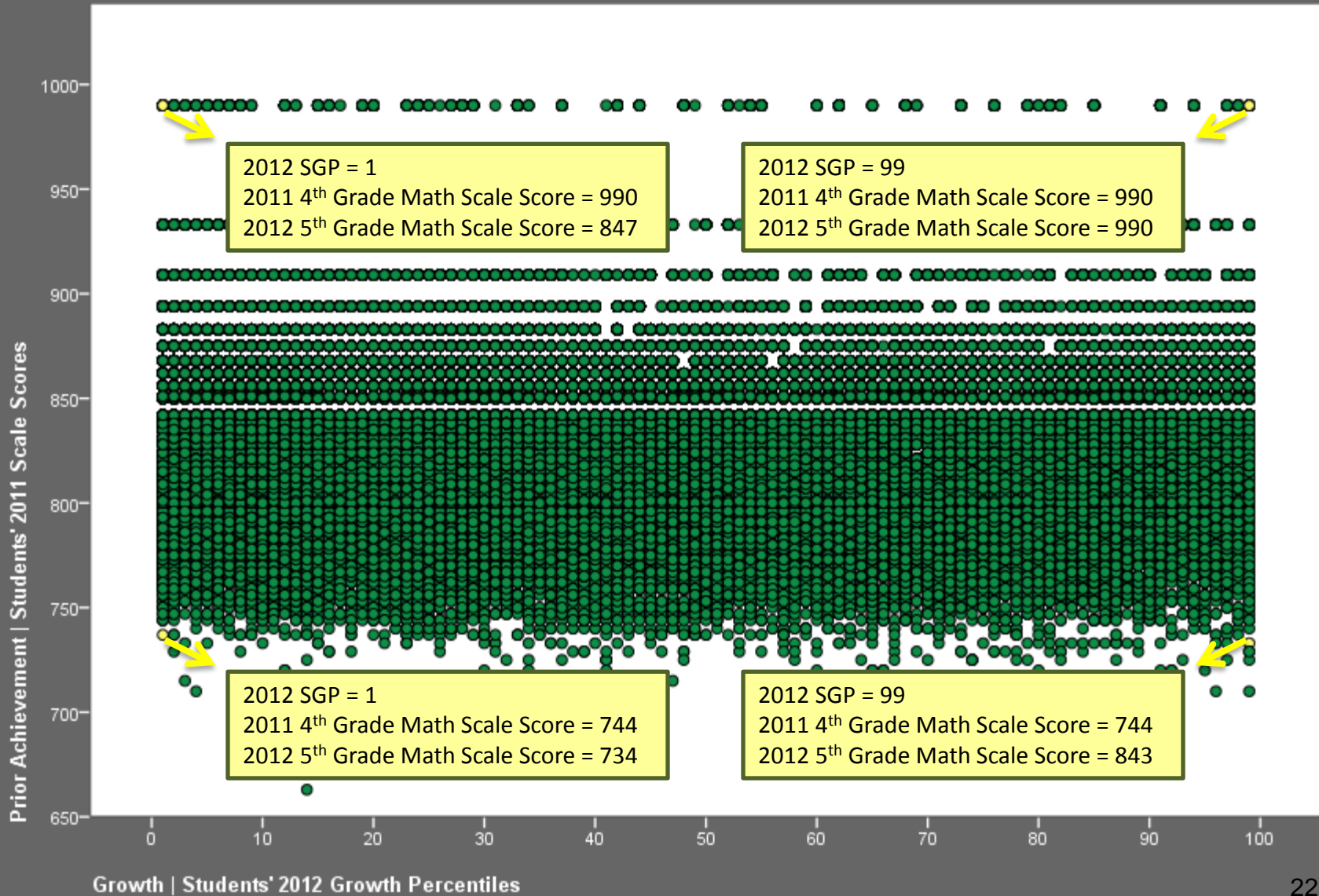
If the red line marks the cut point for “Meets,” this is a student who was below “Meets” each year. There is clear evidence that great progress has been made.



All students can demonstrate all levels of growth – regardless of their achievement level

Growth and Prior Achievement

Georgia 5th Grade Students
2012 Mathematics Performance

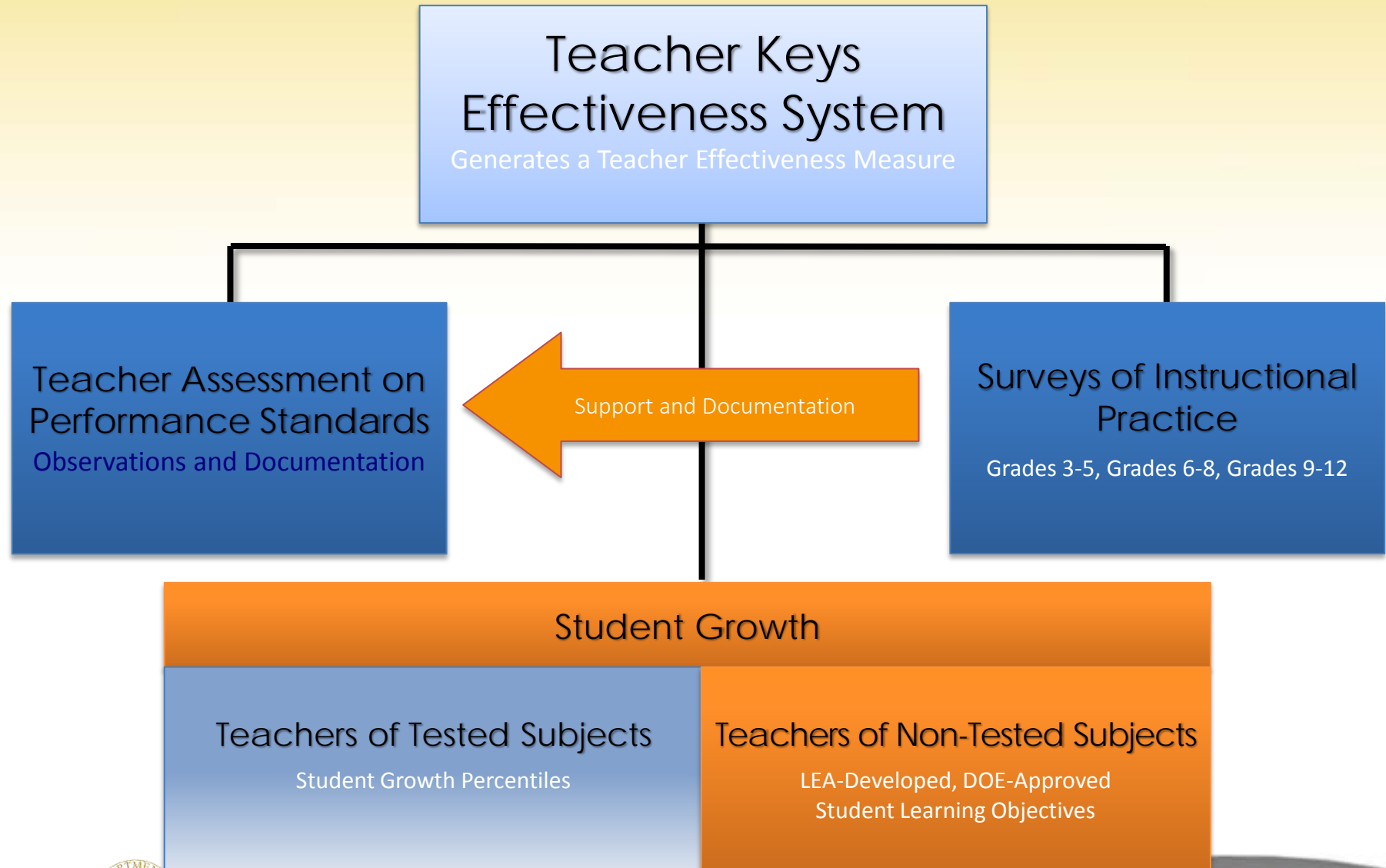


Student Growth Levels

- Low (1-34), Typical (35-65), and High (66-99)
- Levels were set using information about the interaction between student growth and status-based achievement
 - A student who demonstrates low growth generally will regress academically (i.e., not maintain his/her current level of achievement)
 - A student who demonstrates typical growth generally will maintain or improve academically
 - A student who demonstrates high growth generally will make greater improvement academically



Teacher Keys Effectiveness System



What is a Student Learning Objective (SLO)?

District-wide measurable, long-term academic **SMART** goals set to determine student growth

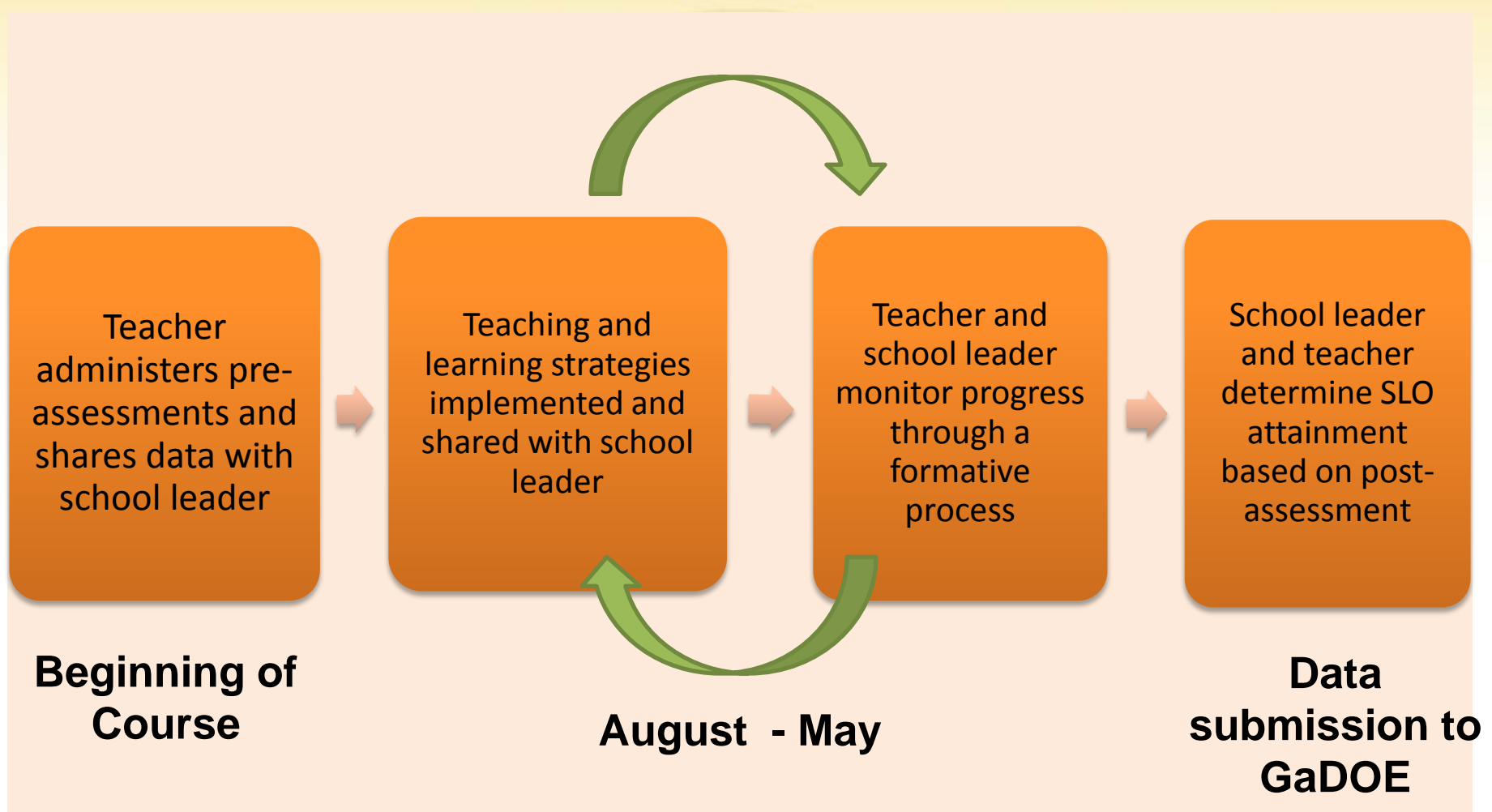
Generated by student performance between two points in time

Aligned to the course's required curriculum

Demonstration of the teacher's impact on student learning



Overview of the SLO Process



High School Social Studies SLO

From August 2014 to May 2015, 100% of American Government and Civics students will improve their knowledge of the principles of democracy, the Constitution, and rules of law as measured by the Mountain School System American Government and Civics SLO Assessments. Students will increase from their pre-assessment scores to their post-assessment scores as follows:

The minimum expectation for individual student growth is based on the formula which requires each student to grow by increasing his/her score by **35%** of his/her potential growth. **Pre-Assessment Score** + [(100 – **Pre-Assessment Score**) * **Expected Growth**] = Target.

Example using **40** on a Pre-Assessment:

$$40 + [(100 - 40) * .35]$$

$$40 + [(60) * .35]$$

$$40 + [21] = 61$$

A score of **61** is the expected growth target for the post-assessment.

Students increasing their score by at least **60%** of their potential growth would be demonstrating high growth. A score of **76 or above** is the high growth target.



SLO Evaluation Rubric

Level IV	Level III	Level II	Level I
<p>The work of the teacher results in exceptional student growth.</p> <p>Fifty percent (50%) of the students demonstrated high growth on the SLO and no more than ten (10%) percent demonstrated low growth on the SLO.</p>	<p>The work of the teacher results in appropriate student growth.</p> <p>Eighty percent (80%) or more students demonstrated expected and/or high growth on the SLO.</p>	<p>The work of the teacher does not result in appropriate student growth.</p> <p>Between seventy-nine percent (79%) and fifty percent (50%) of students demonstrated expected and/or high growth on the SLO.</p>	<p>The work of the teacher results in minimal student growth.</p> <p>Forty nine percent (49%) or less of the students demonstrated expected and/ or high growth on the SLO.</p>

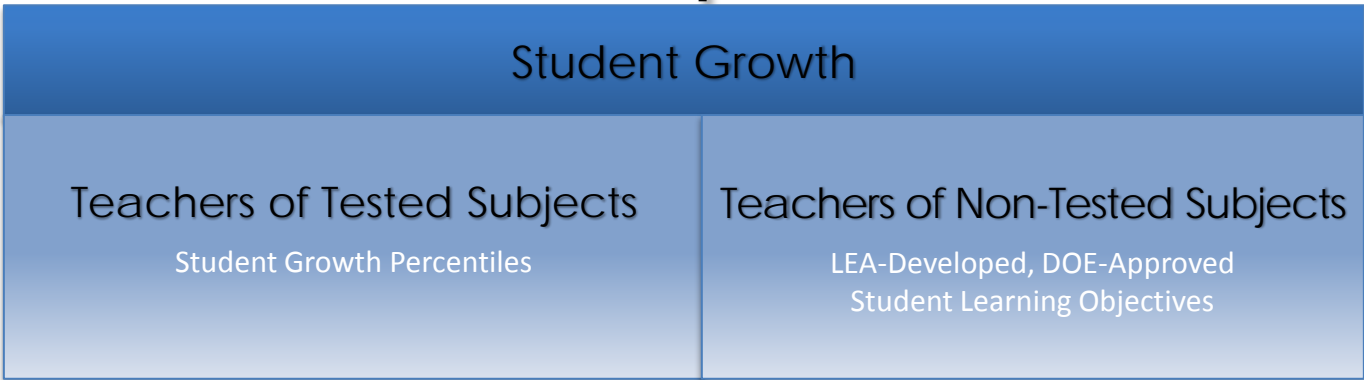


Teacher Keys Effectiveness System

Teacher Keys
Effectiveness System
Generates a Teacher Effectiveness Measure

Teacher Assessment on
Performance Standards
Observations and Documentation

Surveys of Instructional
Practice
Grades 3-5, Grades 6-8, Grades 9-12



TEM: Teacher Effectiveness Measure



What do TEM rating levels look like?

A TEM rating will fall into one of four rating levels.

Exemplary

Proficient

Needs Development

Ineffective



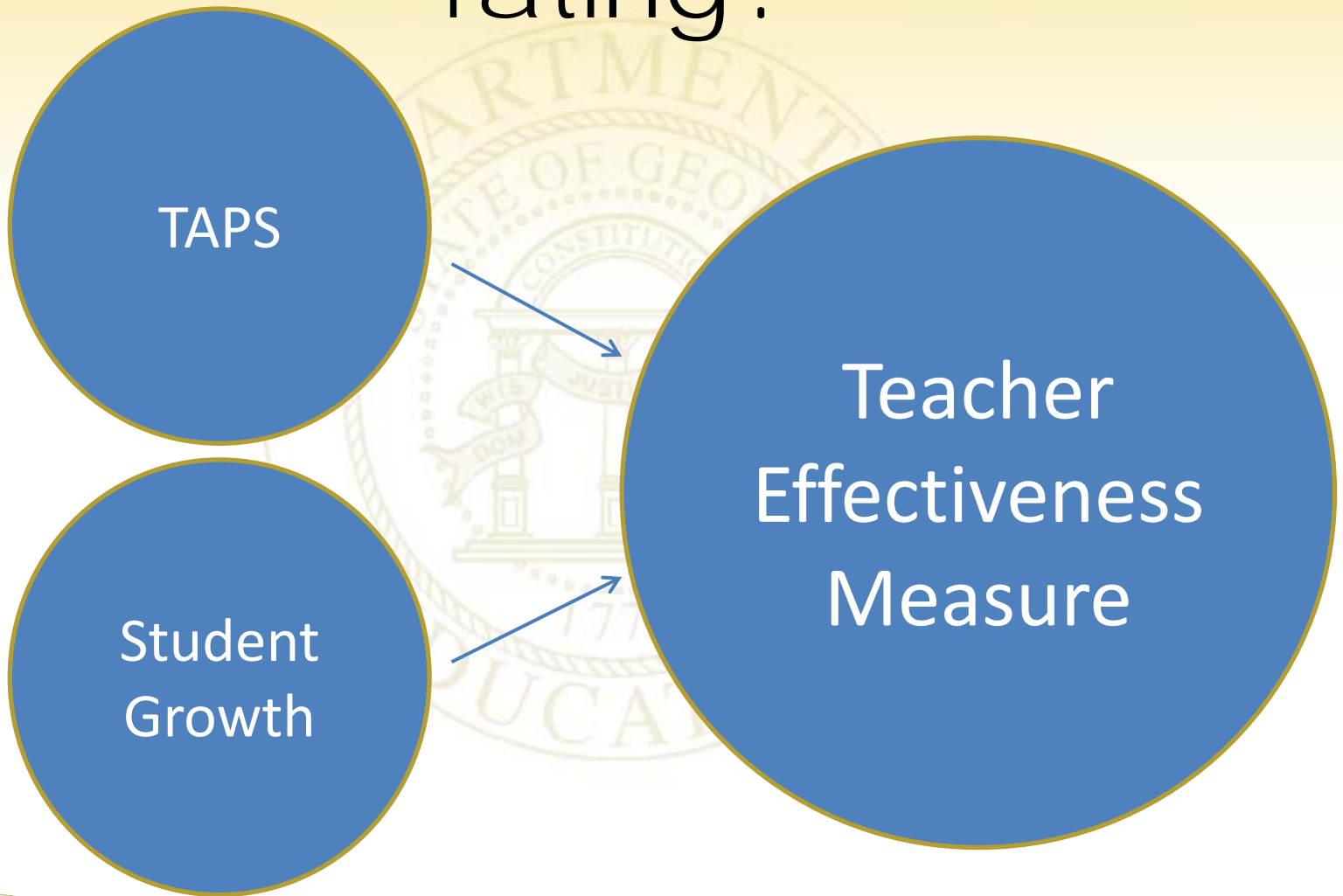
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What makes up a TEM rating?



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TAPS Standard Ratings

Each of the ten Performance Standards will be rated using the following scale:

Performance Standard Rating	Point Value
Level IV	3
Level III	2
Level II	1
Level I	0

Please note: A maximum point value of 3 may be earned for each standard.



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TAPS Overall Ratings

An overall TAPS rating is calculated by adding the point values for each of the ten Performance Standards and comparing the sum to the following rating levels to determine a final rating:

TAPS Rating	TAPS Score Range
Level IV	27-30
Level III	17-26
Level II	7-16
Level I	0-6



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What do these numbers look like in practice?

Performance Standard	Rating	Value
Professional Knowledge	Level III	2
Instructional Planning	Level III	2
Instructional Strategies	Level II	1
Differentiated Instruction	Level II	1
Assessment Strategies	Level II	1
Assessment Uses	Level III	2
Positive Learning Environment	Level III	2
Academically Challenging Environment	Level II	1
Professionalism	Level IV	3
Communication	Level III	2
TOTAL (Overall TAPS Summative Rating)	Level III	17



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Student Growth: SGP Rating Levels

Mean Growth Percentile Rating Levels	Mean Growth Percentile Score Range
Level IV	> 65
Level III	> 40 AND ≤65
Level II	≥ 30 AND ≤40
Level I	< 30



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Student Growth: SLO Rating Levels

SLO Rating Levels	SLO Scale
Level IV	\geq 90% High Growth and Expected Growth AND \geq 50% High Growth
Level III	\geq 80% High Growth and Expected Growth
Level II	\geq 50% High Growth and Expected Growth
Level I	$<$ 50% High Growth and Expected Growth



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Combined Student Growth Rating

Example: If a leader had 240 SGP results and 160 SLO results, and ratings of Levels III and II, respectively, the following calculation will be used:

MGP	SLO
Rating: 3 (III)	Rating: 2 (II)
240 student measures	160 student measures
$3 * 240$ student measures = 720	$2 * 160$ student measures = 320
$(720 + 320) / (240 + 160) = 1040 / 400$	
Student Growth Score = 2.6, rounded to 3 (III)	



TEM Decision Table

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

Overall TAPS Summative Rating



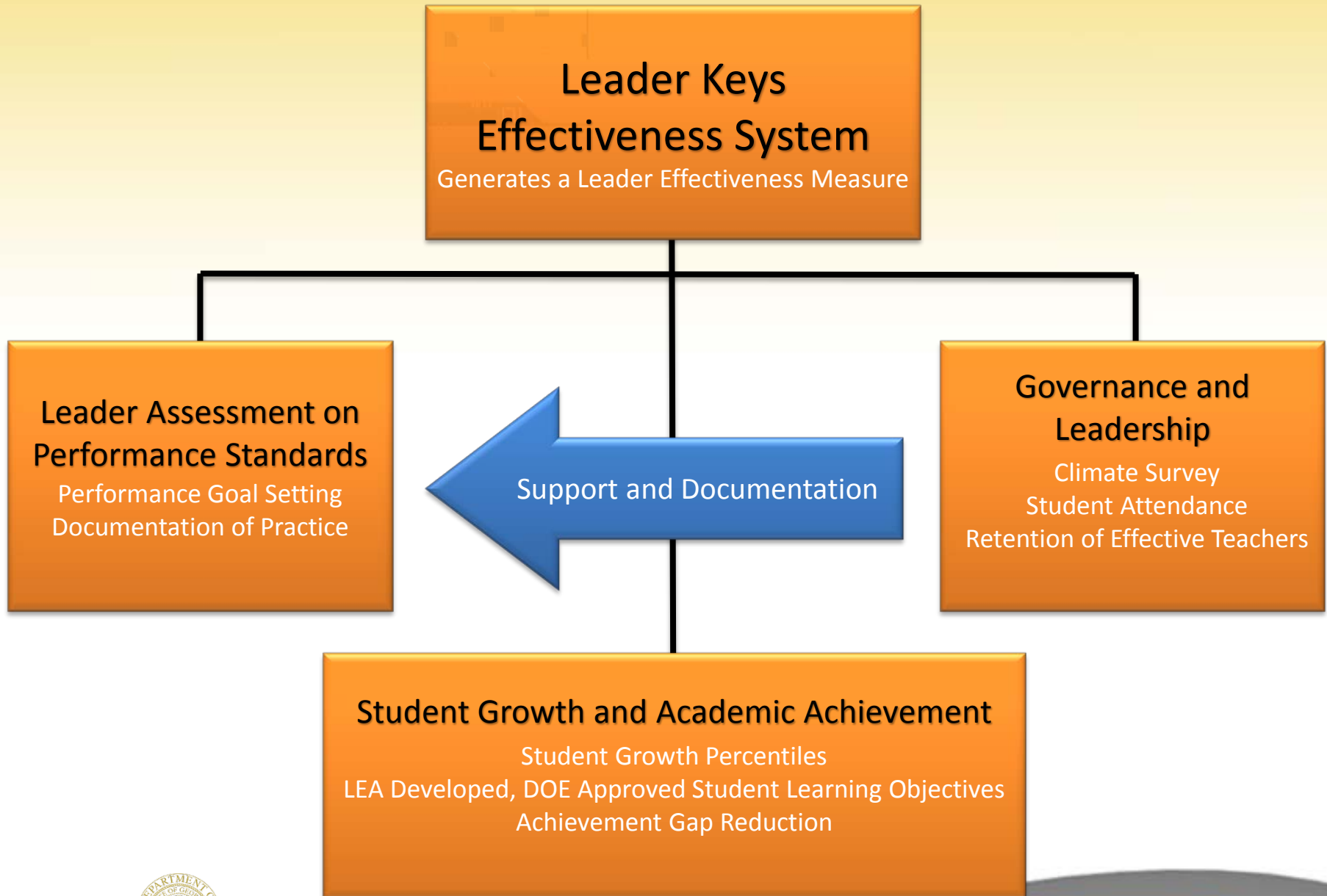
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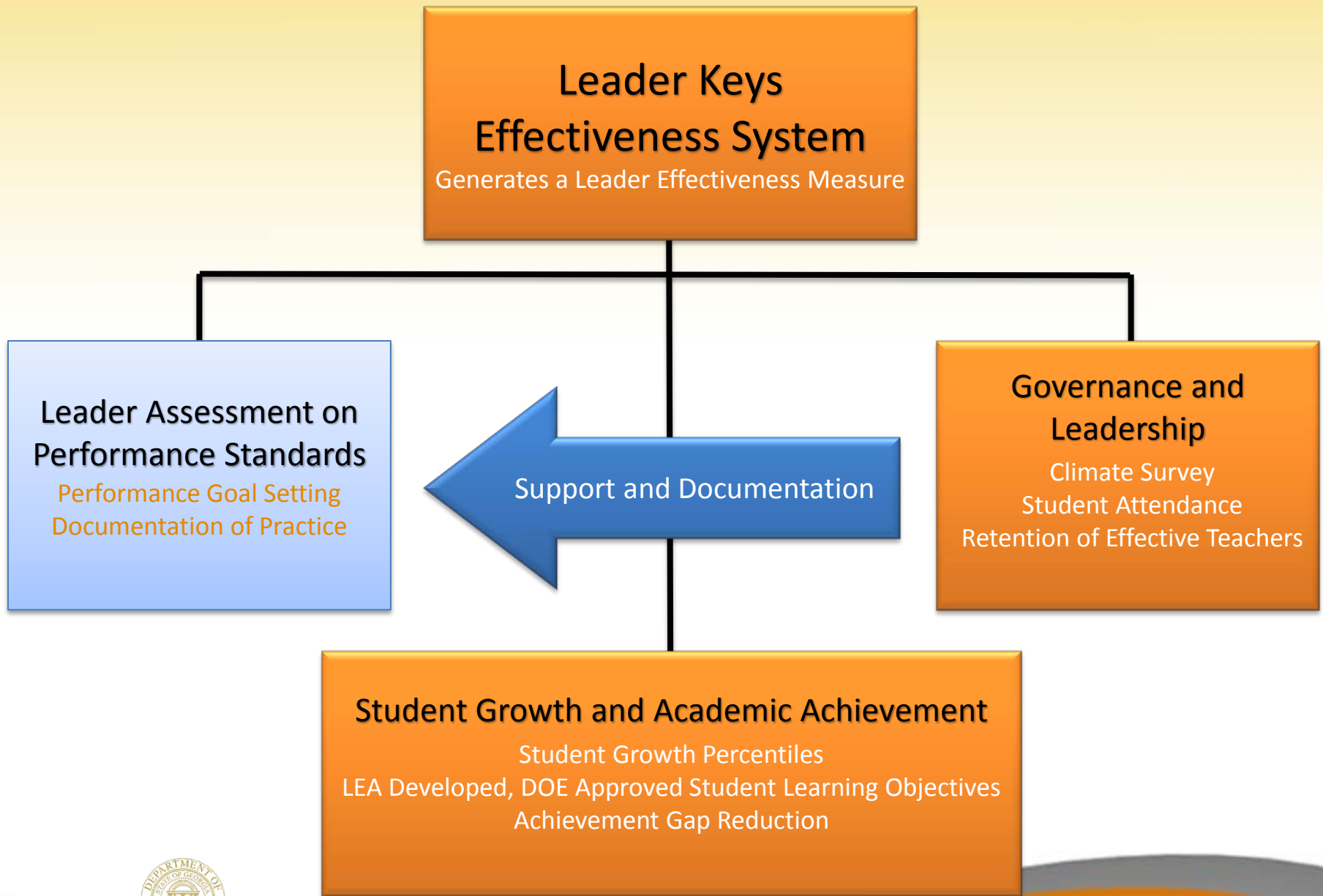
LKES



Leader Keys Effectiveness System



Leader Keys Effectiveness System



LAPS Domains and Standards

School Leadership

1. Instructional Leadership
2. School Climate

Organizational Leadership

3. Planning and Assessment
4. Organizational Management

Human Resources Management

5. Human Resources Leadership
6. Teacher/Staff Evaluation

Professionalism and Communication

7. Professionalism
8. Communication & Community Relations

5 Domains

10 Standards



LAPS Main Components

DOMAIN

School Leadership

PERFORMANCE STANDARD

Performance Standard 1: Instructional Leadership

The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

The leader:

- Articulates a vision and works collaboratively with staff, students, parents, and other school community members to support a mission and programs consistent with the district's strategic plan.
- Analyzes current academic achievement data and instructional strategies to make appropriate decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

PERFORMANCE INDICATORS

PERFORMANCE APPRAISAL RUBRIC

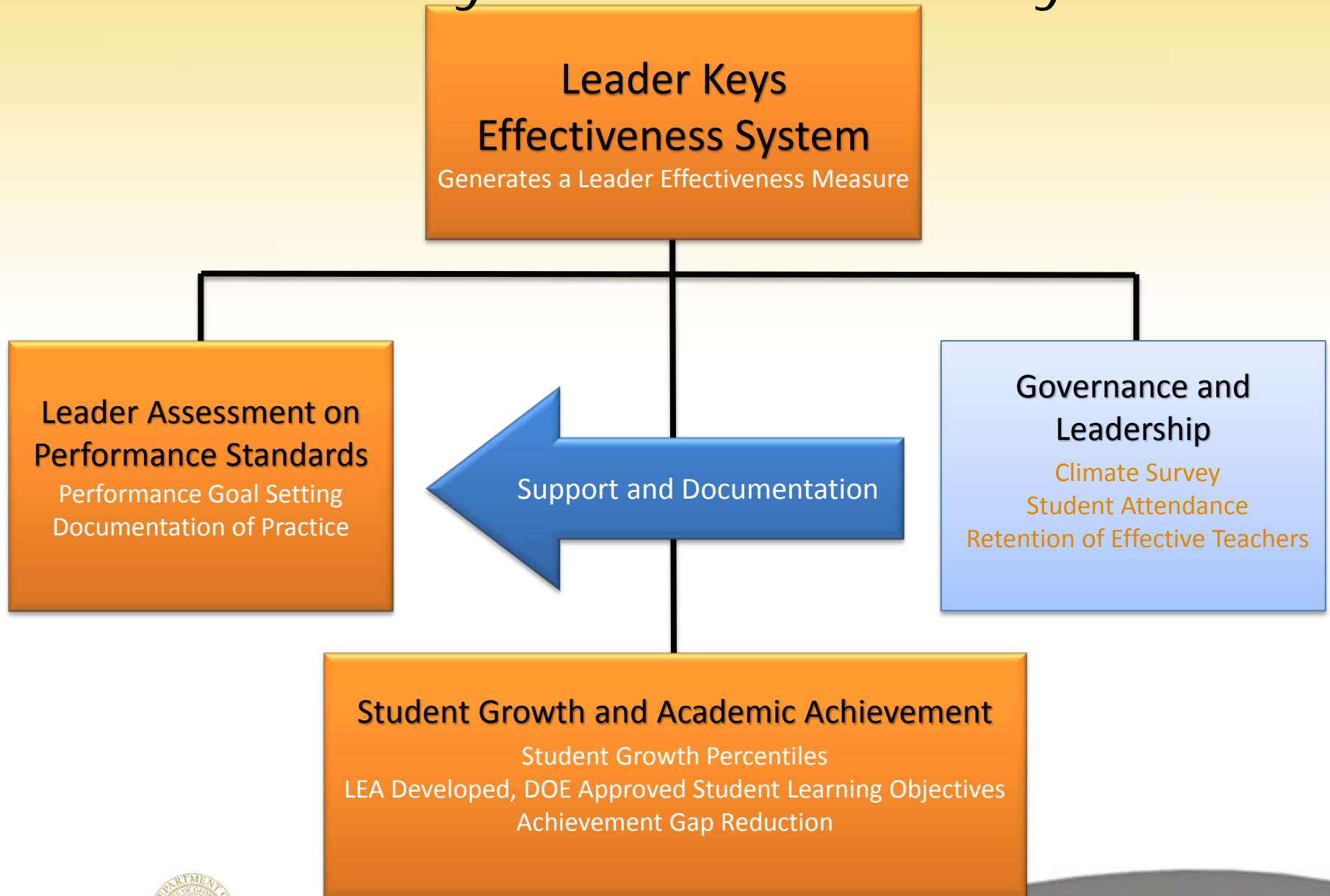
Level IV <i>In addition to meeting the requirements for Level III...</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The leader actively and continually employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. (Leaders rated as Level IV continually seek ways to serve as role models and collaborative leaders.)	The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.



LAPS Flow Process



Leader Keys Effectiveness System



Governance & Leadership

- Climate Surveys
- Student Attendance
- Retention of Effective Teachers



**Leader Keys
Effectiveness System**
Generates a Leader Effectiveness Measure

**Leader Assessment on
Performance Standards**
Performance Goal Setting
Documentation of Practice

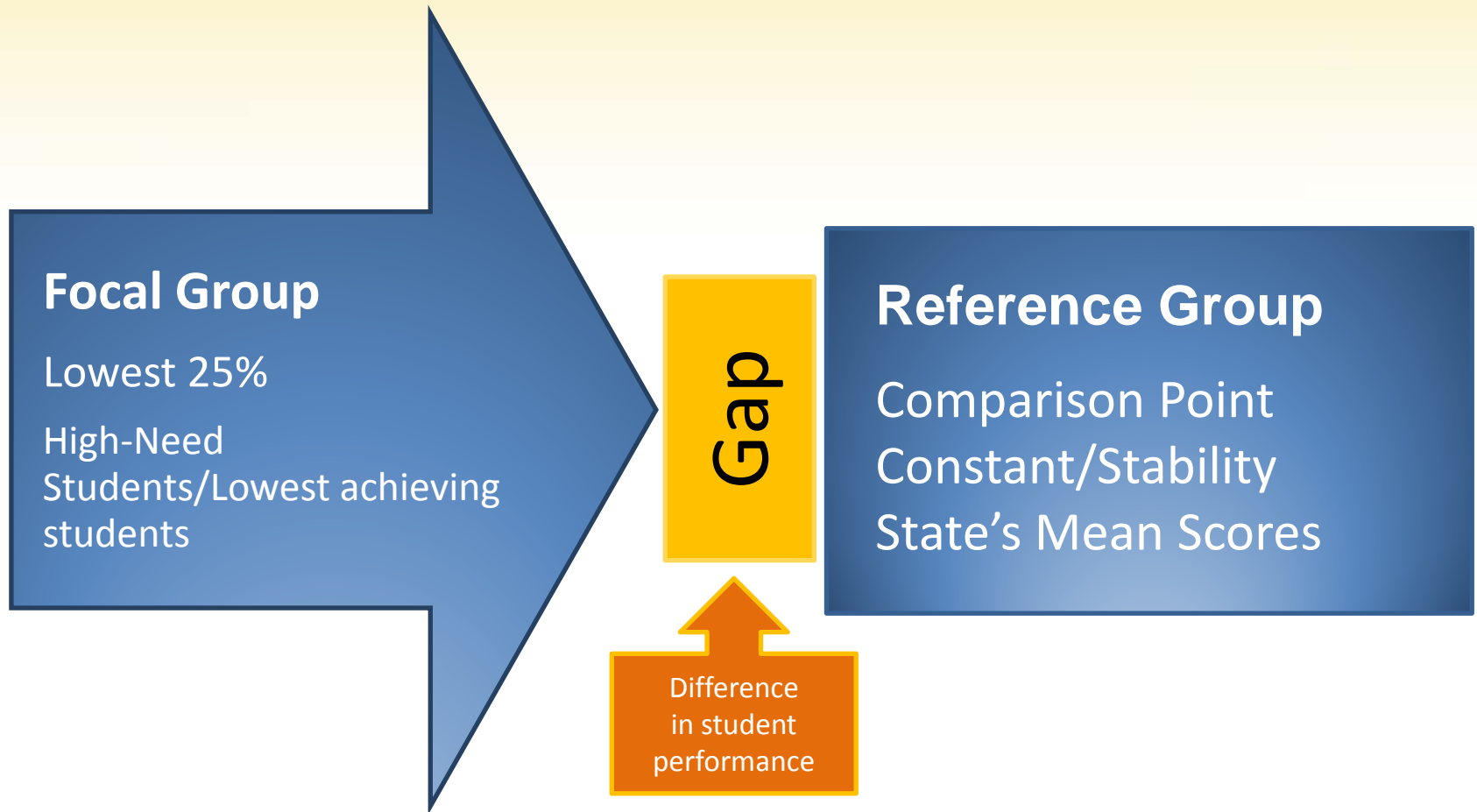
**Governance and
Leadership**
Climate Survey
Student Attendance
Retention of Effective Teachers

Support and Documentation

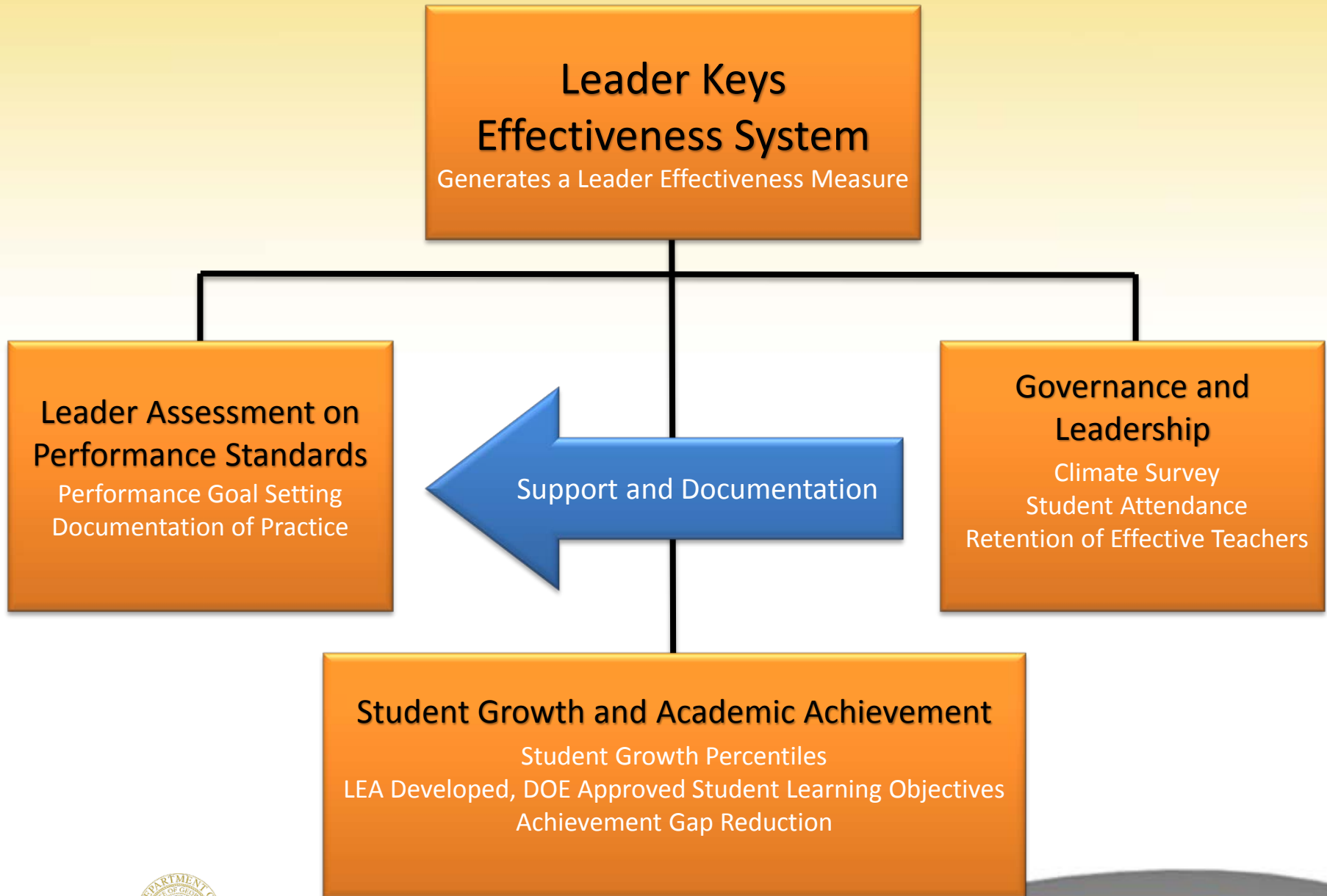
Student Growth and Academic Achievement
Student Growth Percentiles
LEA Developed, DOE Approved Student Learning Objectives
Achievement Gap Reduction



Achievement Gap Reduction



Leader Keys Effectiveness System



LEM: Leader Effectiveness Measure



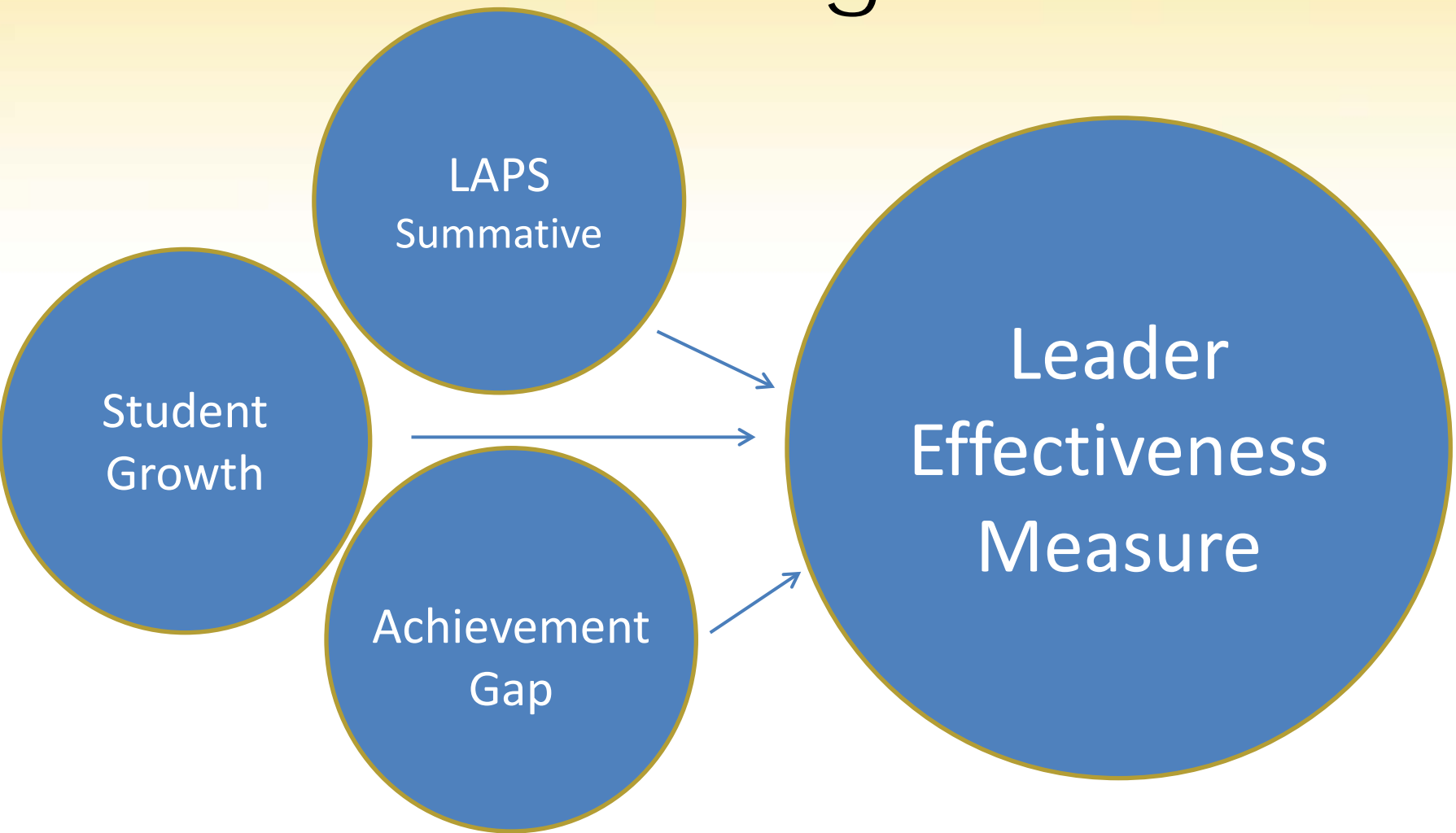
What do LEM rating levels look like?

A LEM rating will fall into one of four rating levels:

Exemplary
Proficient
Needs Development
Ineffective



What makes up a LEM rating?



LAPS Standard Ratings

Each of the 8 Performance Standards will be rated using the following scale:

Performance Standard Rating	Point Value
Level IV	3
Level III	2
Level II	1
Level I	0



LAPS Overall Ratings

An overall LAPS rating is calculated by adding the point values for each of the 8 Performance Standards and comparing the sum to the following rating levels to determine a final rating:

LAPS Rating	LAPS Score Range
Level IV	22-24
Level III	14-21
Level II	6-13
Level I	0-5



What do these numbers look like in practice?

Performance Standard	Rating	Value
Instructional Leadership	III	2
School Climate	III	2
Planning and Assessment	III	2
Organizational Management	II	1
Human Resources Management	II	1
Teacher/Staff Evaluation	III	2
Professionalism	IV	3
Communication and Community Relations	II	1
TOTAL (Overall LAPS Summative Rating)	III	14



Student Growth: SGP Rating Levels

Mean Growth Percentile Rating Levels	Mean Growth Percentile Score Range
Level IV	MeanGP > 60
Level III	MeanGP >45 and < = 60
Level II	MeanGP >=35 and <=45
Level I	MeanGP <35



Student Growth: SLO Rating Levels

SLO Rating Levels	SLO Scale
Level IV	\geq 90% High Growth and Expected Growth AND \geq 50% High Growth
Level III	\geq 80% High Growth and Expected Growth
Level II	\geq 50% High Growth and Expected Growth
Level I	$<$ 50% High Growth and Expected Growth



Combined Student Growth Rating

Example: If a leader had 240 SGP results and 160 SLO results, and ratings of Levels III and II, respectively, the following calculation will be used:

MGP	SLO
Rating: 3 (III)	Rating: 2 (II)
240 student measures	160 student measures
3*240 student measures= 720	2*160 student measures = 320
$(720+320)/(240+160) = 1040/400$	
Student Growth Score = 2.6, rounded to 3 (III)	



Achievement Gap Reduction: Gap Change & Size Rubrics

Gap Size	Score
1.2 or greater	1
0.9 – 1.19	2
0.5 – 0.89	3
Less than 0.5	4

Gap Change	Score
0.05 or greater	1
-0.04 – 0.04	2
-0.15 – -0.05	3
Less than -0.15	4



Achievement Gap Reduction Example

Subject	Gap Size Score	Gap Change Score	Final Subject Score
Reading	4	3	4
ELA	2	3	3
Math	3	4	4
Science	1	2	2
Social Studies	3	3	3
Average of Final Subject Scores:			3.2, rounds to 3 Level III



LEM Decision Table

Overall LAPS Summative Rating

		Achievement Gap	I	II	III	IV
Overall Student Growth Rating	IV	IV	ND	P	E	E
		III	ND	P	E	E
		II	ND	P	P	E
		I	ND	ND	P	P
	III	IV	ND	P	P	E
		III	ND	P	P	P
		II	ND	ND	P	P
		I	ND	ND	P	P
	II	IV	ND	ND	P	P
		III	ND	ND	ND	P
		II	ND	ND	ND	ND
		I	I	ND	ND	ND
	I	IV	I	ND	ND	ND
		III	I	ND	ND	ND
		II	I	I	ND	ND
		I	I	I	I	ND



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[Problems Logging In? Click Here.](#)



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