

# TEACHER KEYS EFFECTIVENESS SYSTEM

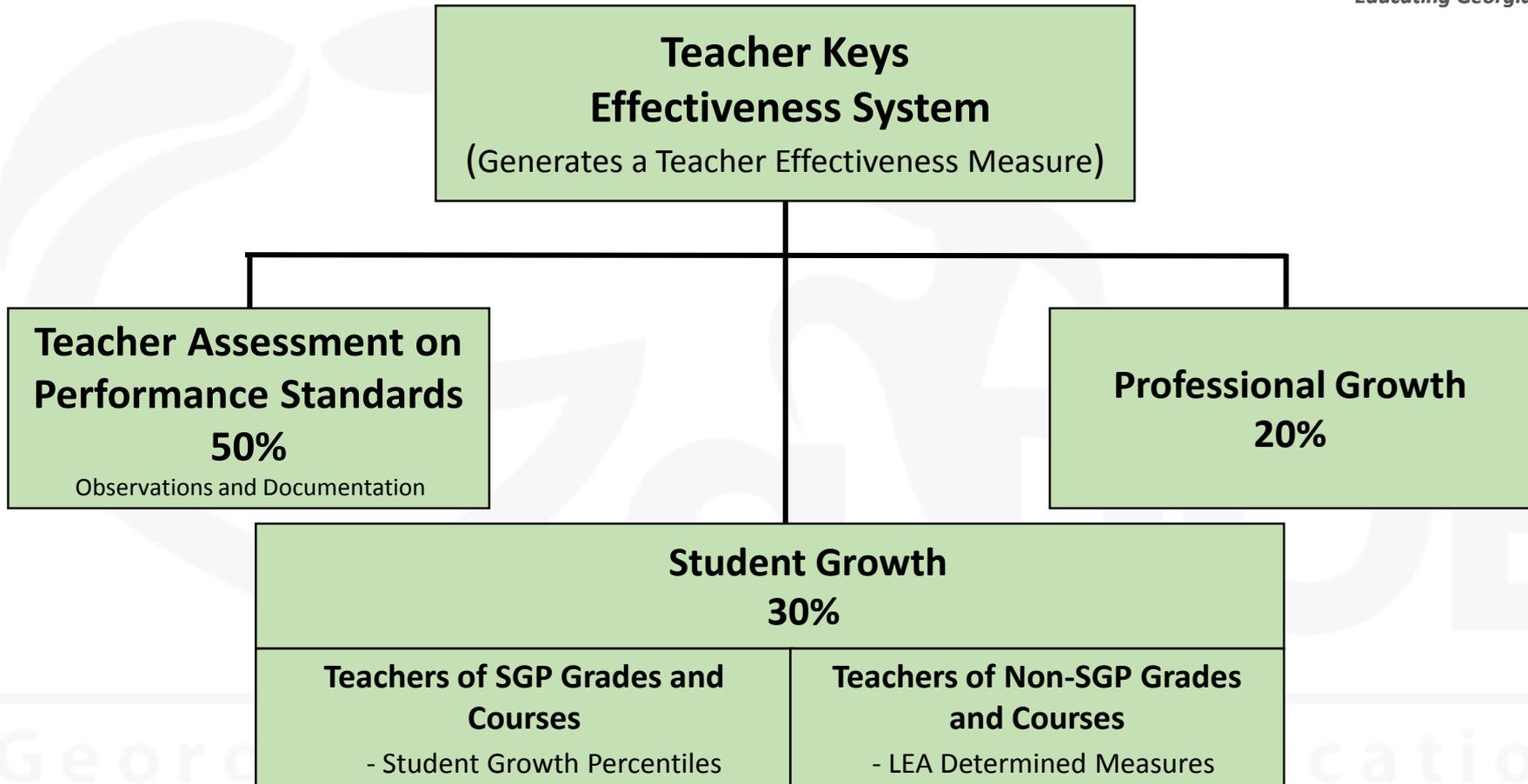
**TKES Review**  
**Teacher and Leader Support and Development Division**  
**2017-2018**

**Katherine Gerbis Ed. S.**  
**Training and Development/Evaluation Specialist**  
**Georgia Dept. of Education**

# Teacher Keys Effectiveness System



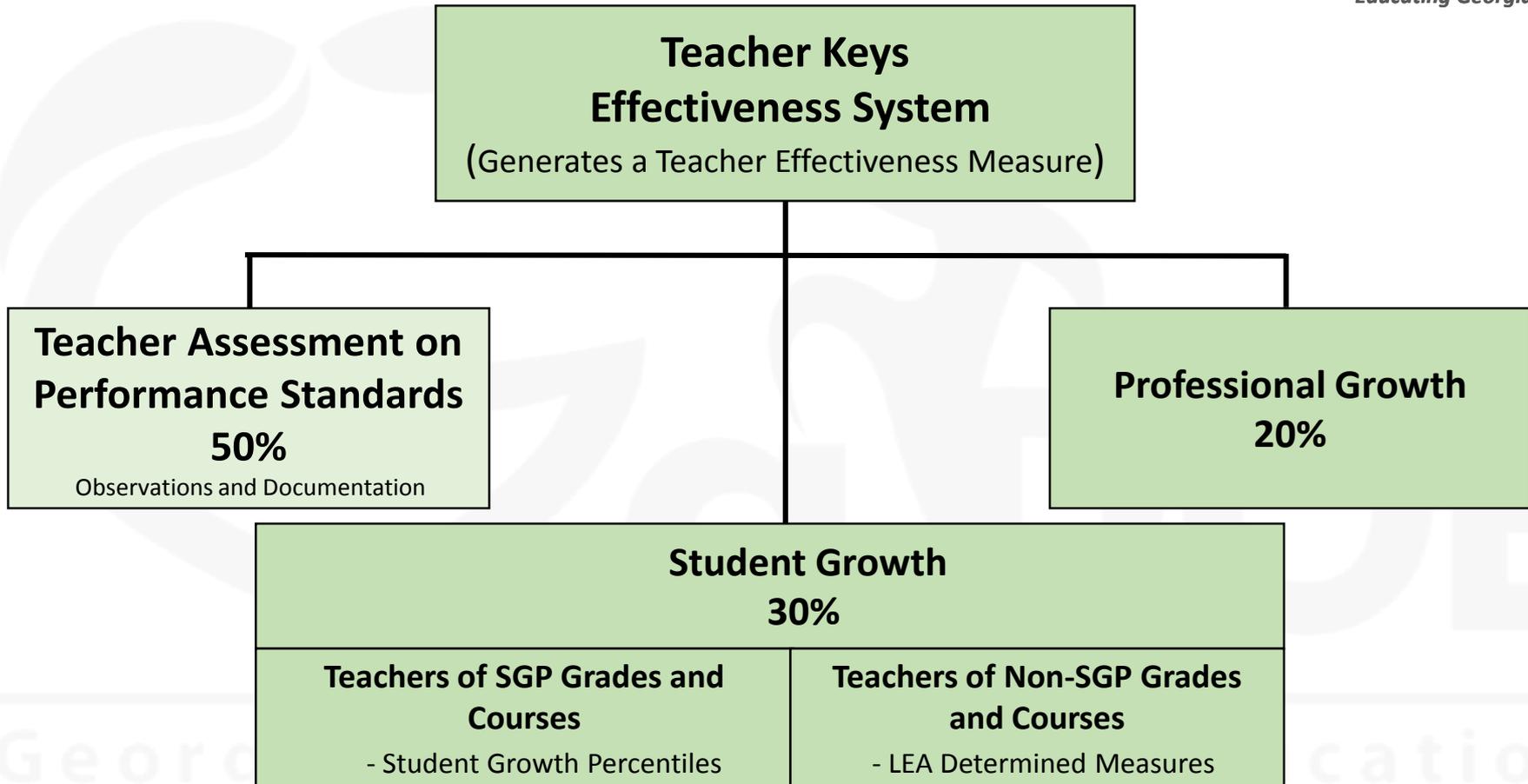
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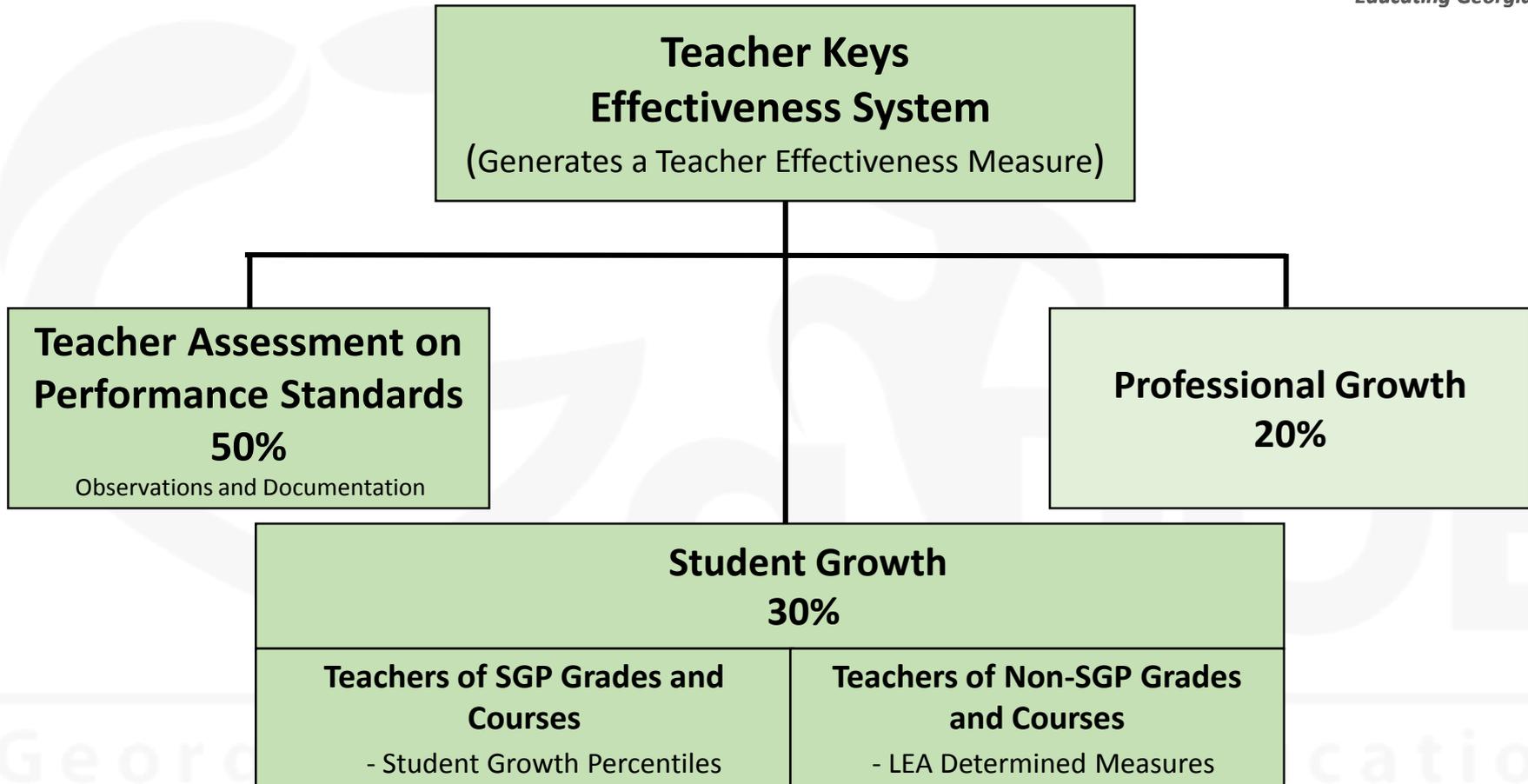
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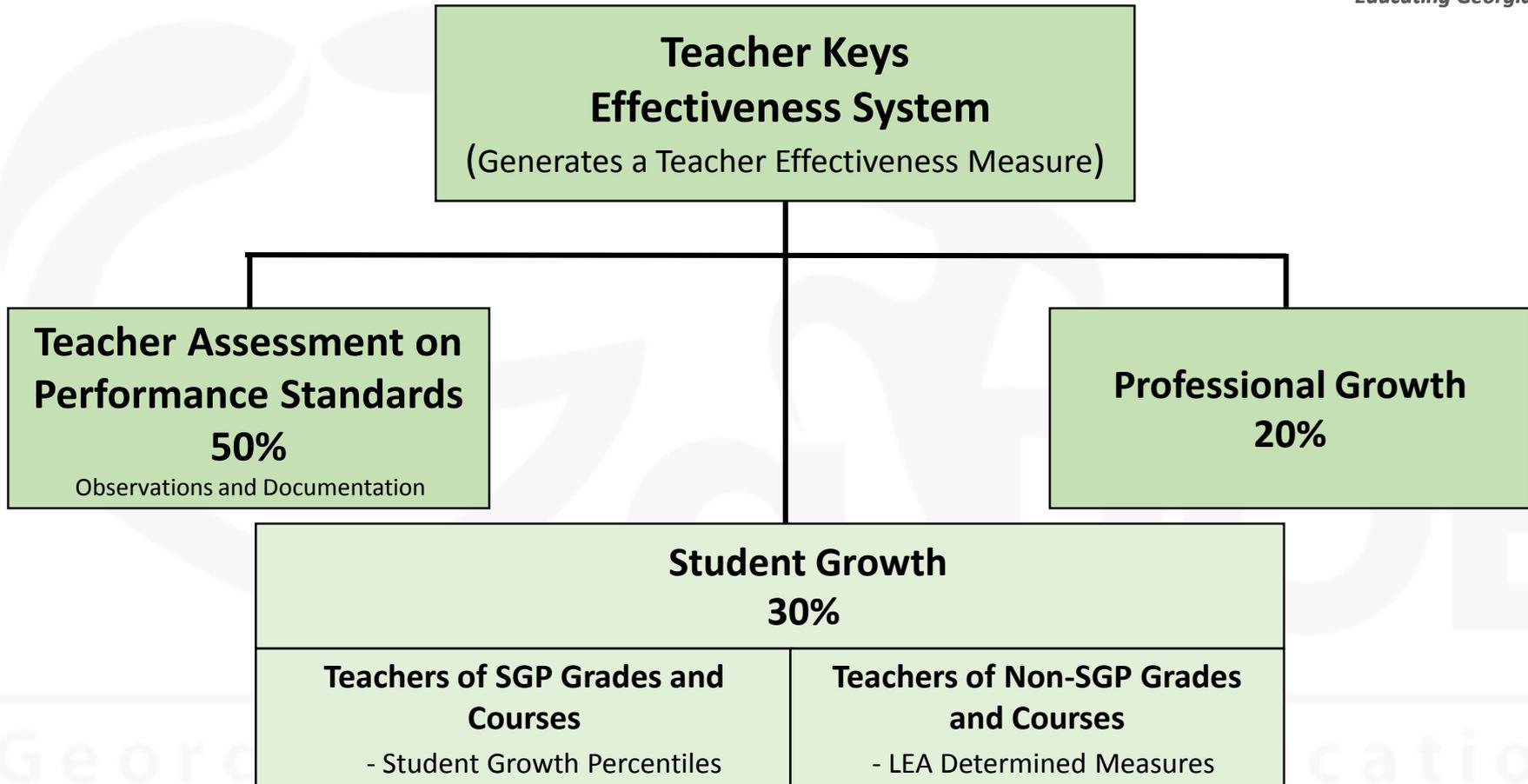
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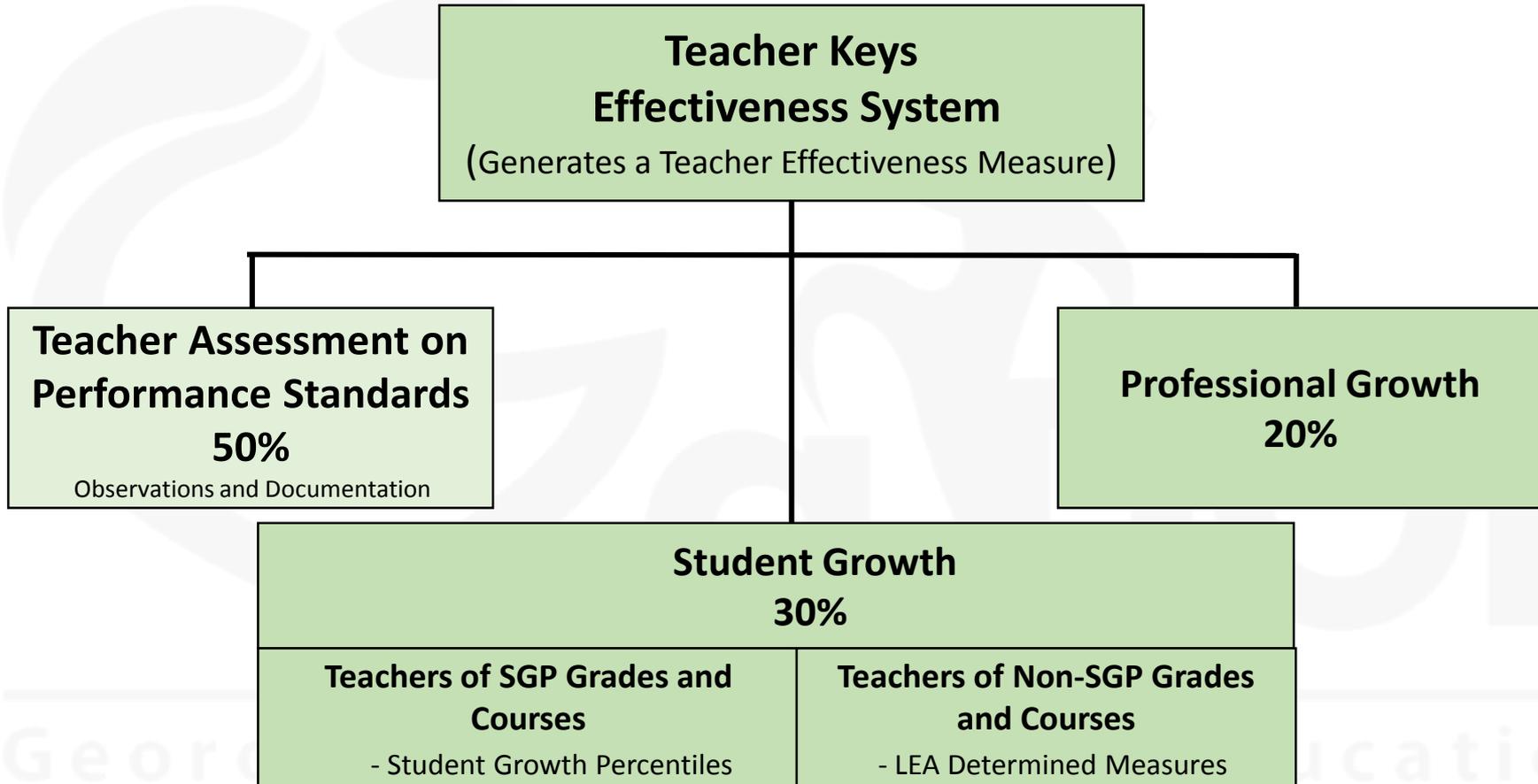
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# TAPS Domains and Performance Standards



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## 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 Performance Standards

# TAPS Main Components



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DOMAIN

## 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.

# TAPS Flow Process



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# Self-Assessment (Abbreviated)



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



My Staff TKES/LKES Plans | My TKES/LKES Plan | User Guides | Reports | Administration | Professional Learning Opportunities | Staff Management | Calibration | Work Offline | SLO Submission

Print | Print Plan | Save & Exit | Self Assessment: Teacher2, Test

Save Changes

Self-Assessment for Teacher2, Test

Evaluator: Katherine Gerbis  
Assessment Date: 06/22/2015

Planning	Rating	Strengths	Areas for Growth
<p>1. Professional Knowledge - <i>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i></p> <p><a href="#">View Rubric</a></p>	<p>Select One</p> <ul style="list-style-type: none"> <li>Select One</li> <li>Level IV</li> <li>Level III</li> <li>Level II</li> <li>Level I</li> </ul>	<p>Edit</p>	<p>Edit</p>
<p>Sample Performance Indicators <i>Examples may include, but are not limited to:</i></p>		<ul style="list-style-type: none"> <li>* Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.</li> <li>* Demonstrates accurate, deep, and current knowledge of subject matter.</li> <li>* Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research.</li> <li>* Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.</li> <li>* Displays an understanding of the intellectual, social, emotional, and physical development of the age group.</li> </ul>	
<p>2. Instructional Planning - <i>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.</i></p> <p><a href="#">View Rubric</a></p>	<p>Select One</p>	<p>Edit</p>	<p>Edit</p>
<p>Sample Performance Indicators <i>Examples may include, but are not limited to:</i></p>		<ul style="list-style-type: none"> <li>* Analyzes and uses student learning data to inform planning.</li> <li>* Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).</li> <li>* Plans instruction effectively for content mastery, pacing, and transitions.</li> <li>* Plans for instruction to meet the needs of all students.</li> <li>* Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.</li> <li>* Develops appropriate course, unit and daily plans, and is able to adapt plans when needed.</li> </ul>	

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# TAPS Process

## Full vs Flexible



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### Full Formative Process

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

### Flexible Process

- Orientation
- 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

# Full TAPS Data Sources



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- 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
  - Observational feedback provided within ten working days
  - 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



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# Flexible TAPS Process

- Teachers with more than three years of experience and earning a Level III or Level IV on the TAPS Summative may participate in a Required TAPS Process.
- This requirement will consist, at a minimum, of two observations as defined by the district.

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# Flexible TAPS Data Sources



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- Observations
  - Two observations
  - Announced or unannounced
  - Both observations must be documented using the electronic platform
  - Observational feedback provided within ten working days
  - 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



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# Rating Performance

## Totality of Evidence and Consistency of Practice



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### Performance Standard 1: Professional Knowledge

<b>Level IV</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
<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



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# TAPS Flow Process



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# Summative Assessment

## Totally of Evidence and Consistency of Practice



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TKES Framework 2014-2015

Print Print Plan Save & Exit Summative Assessment:

Save Changes Share Finalize Preview

Summative Assessment for

Evaluator:

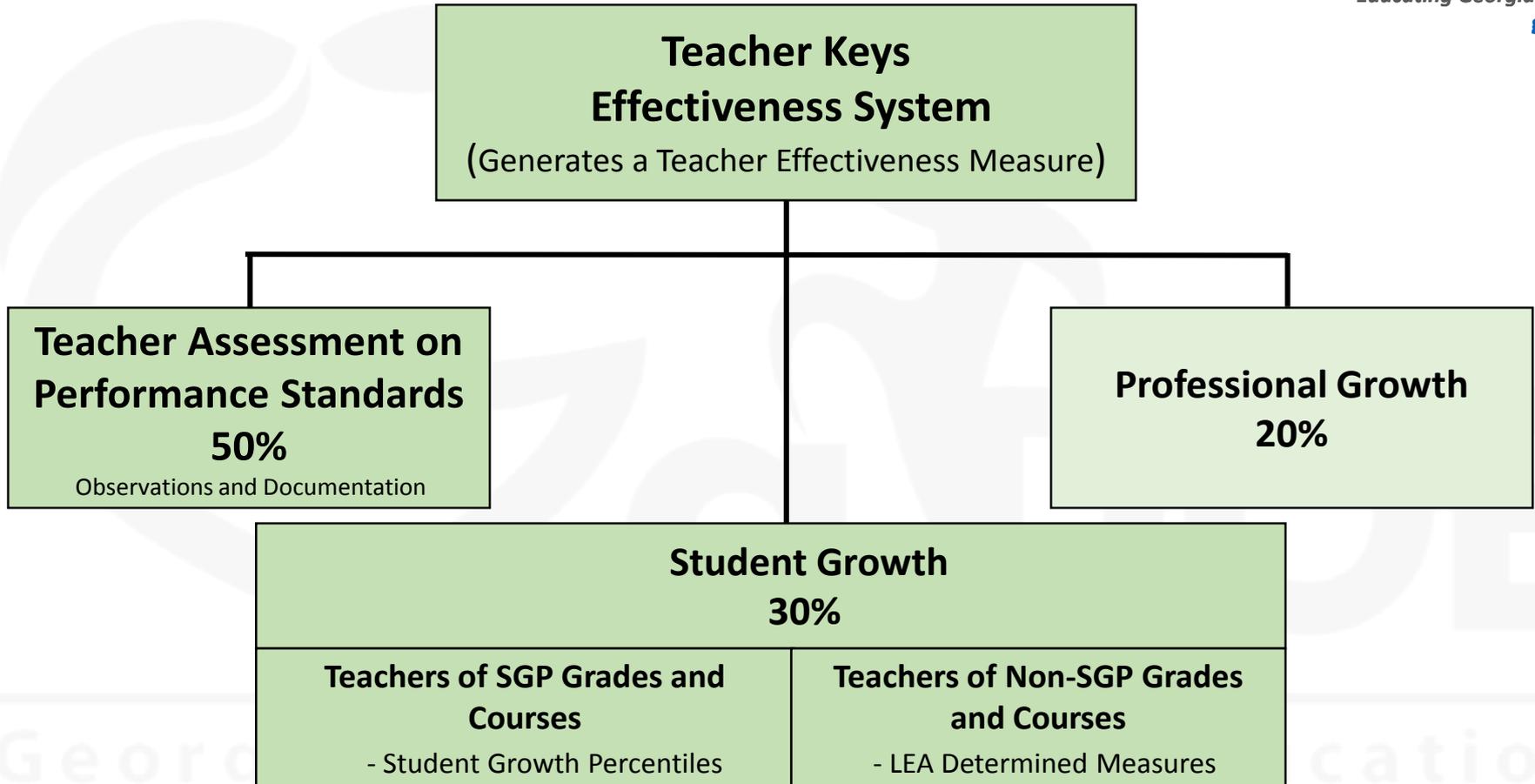
Assessment Date:

Planning	Rating	Strengths
<p>1. Professional Knowledge - <i>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i> <a href="#">View Rubric</a></p> <p><b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i></p>	<p>Select One ▾</p>	<p>Edit</p>
<p>2. Instructional Planning - <i>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.</i> <a href="#">View Rubric</a></p> <p><b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i></p>	<p>Select One ▾</p>	<p>Edit</p>

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# Professional Growth



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- Professional Growth shall be measured by progress toward or attainment of Professional Growth Goals.
- These goals 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 will go into effect July 1, 2017.

# Professional Growth



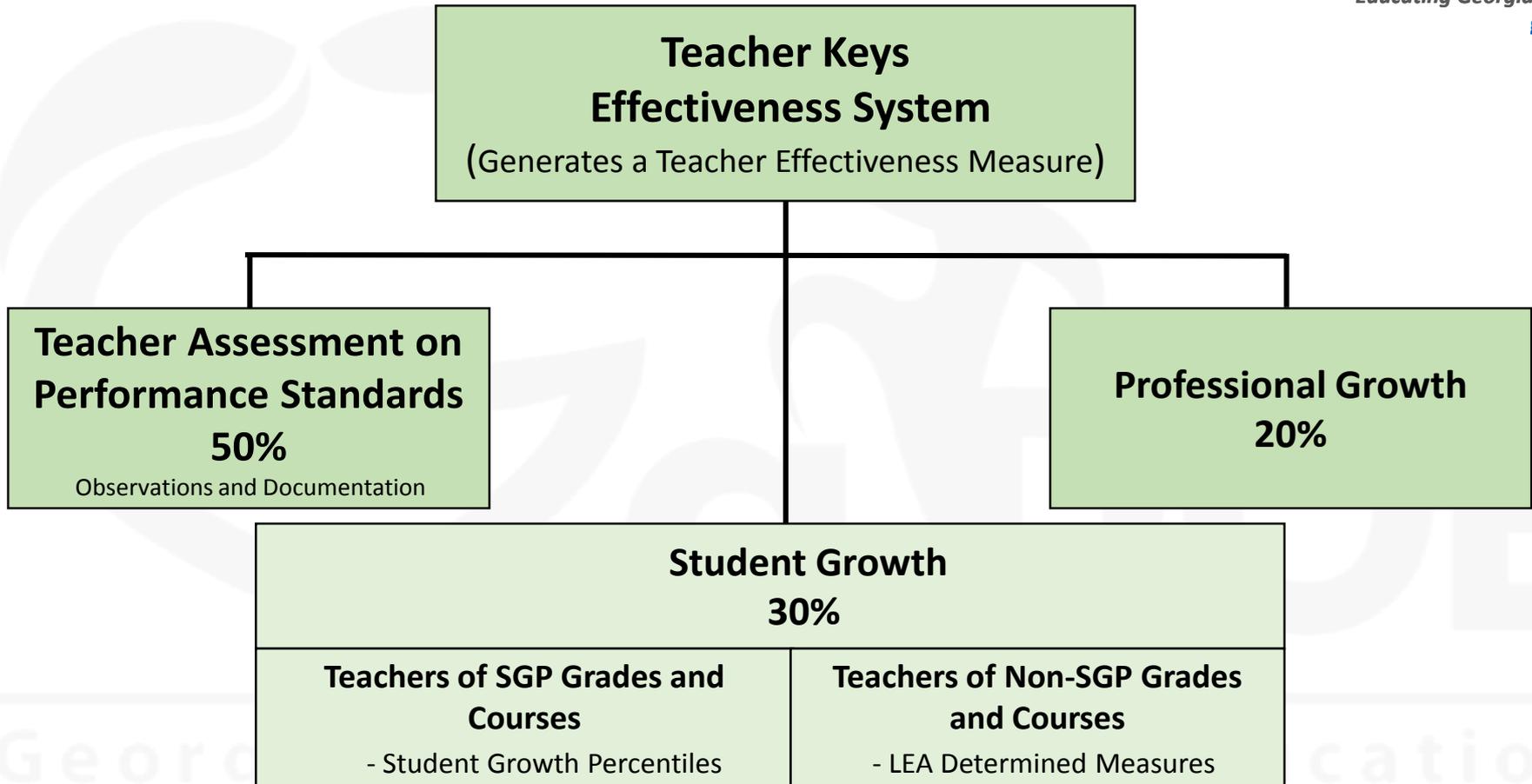
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- LEAs must determine the criteria for rating this component.
- It is highly recommended this component mirror the expectation of the GaPSC recertification requirements.
- Professional Growth Goals may extend beyond a single school year. This component should be rated based on progress toward attainment of the goal(s) and/or completion of the plan.

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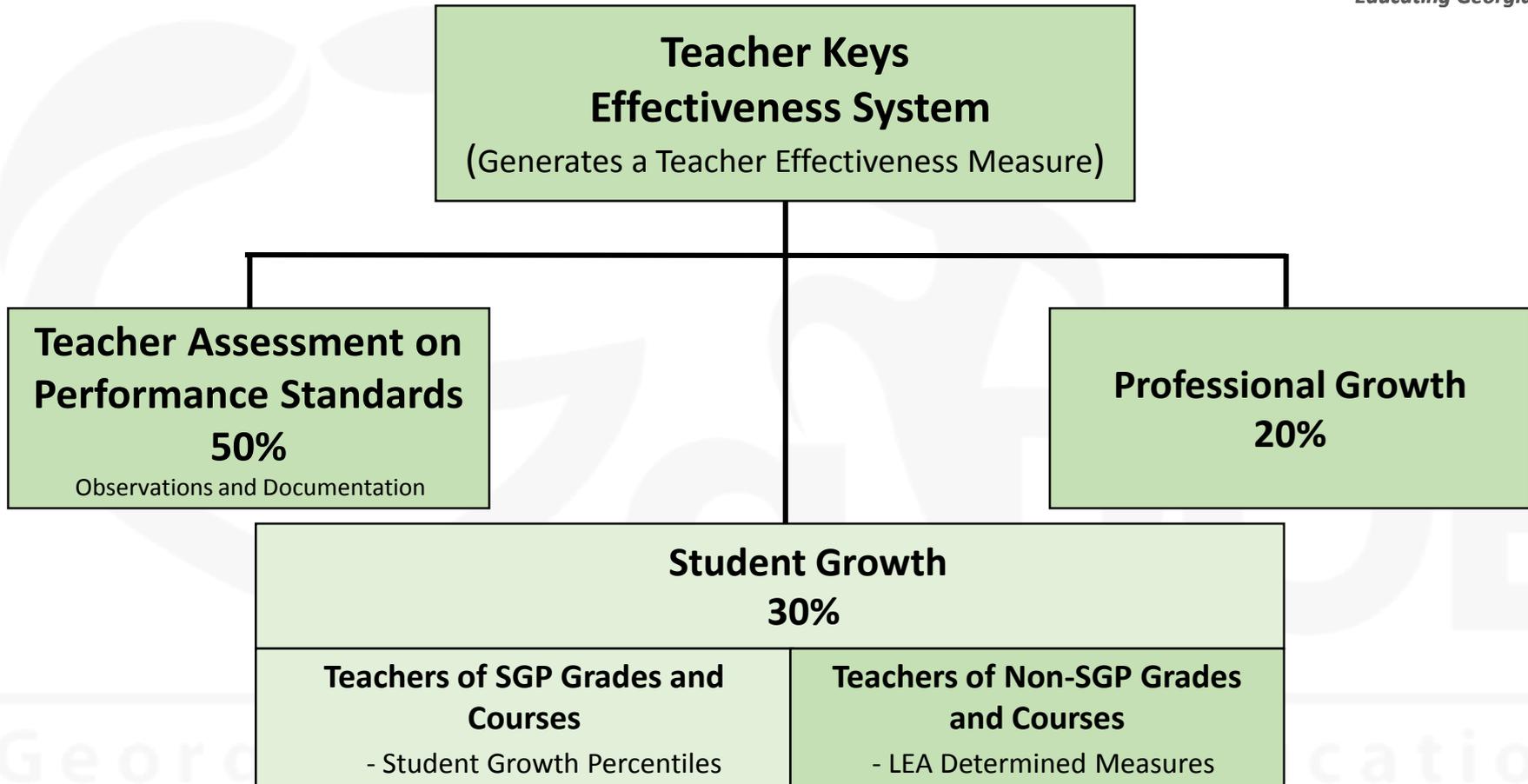
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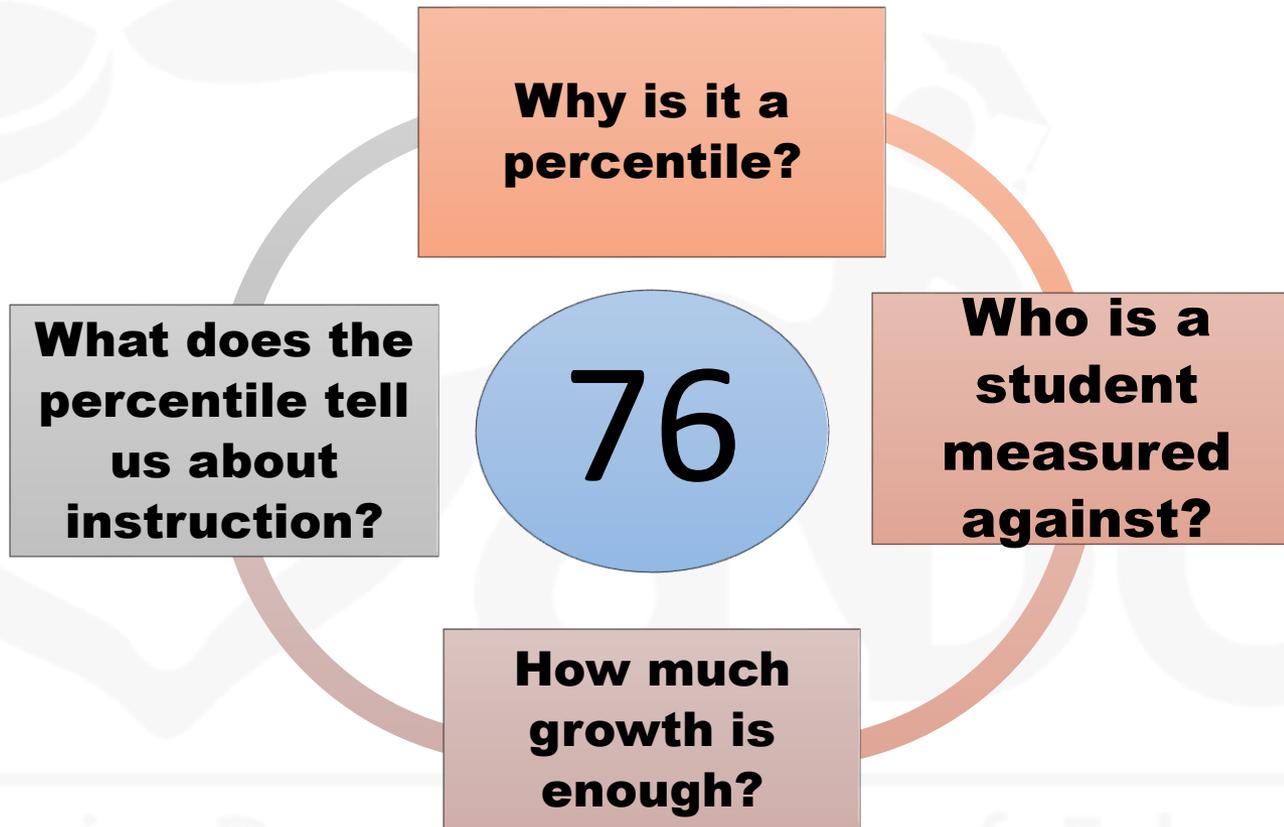
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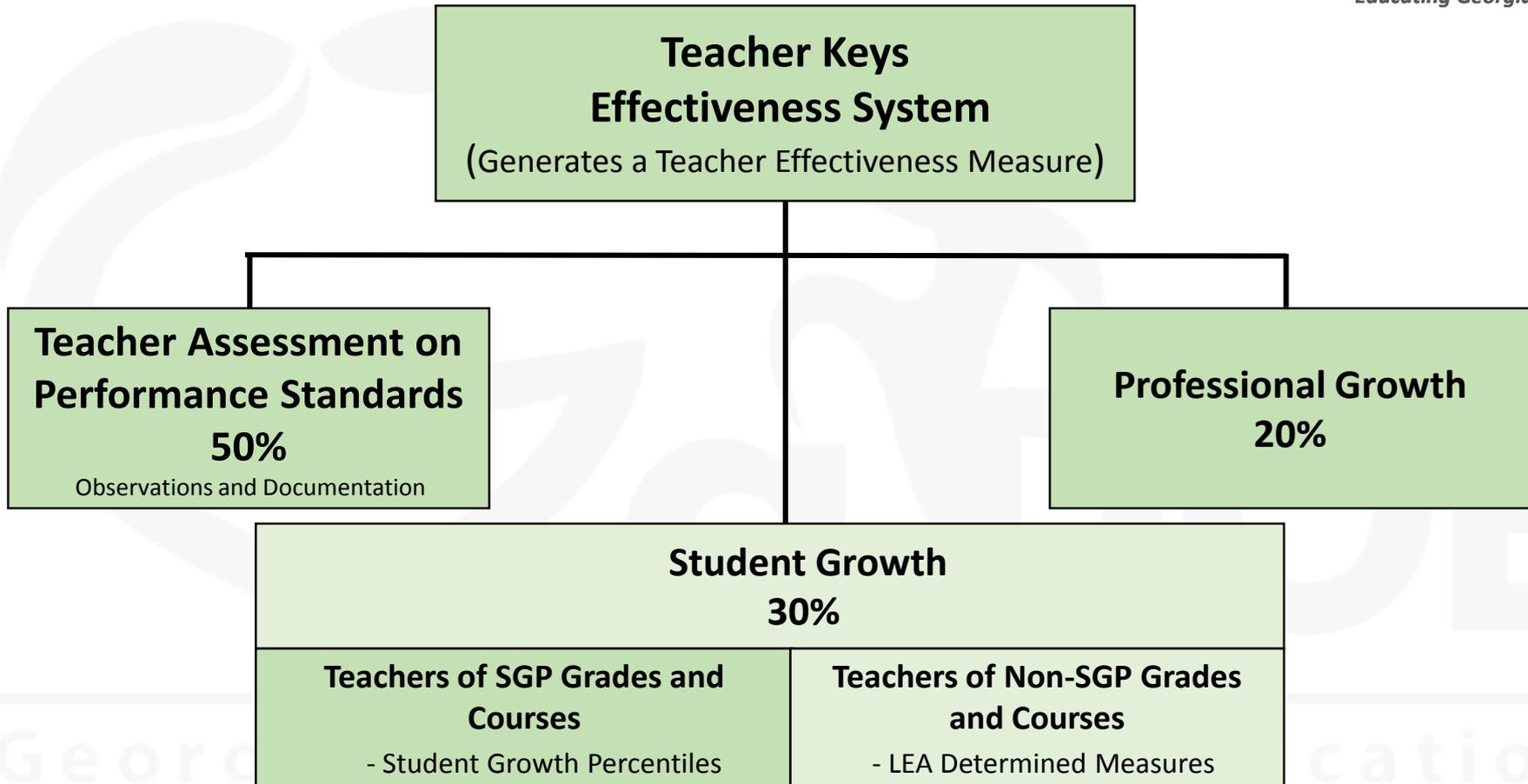
# What is an SGP?



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# 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, the School or District Mean Growth Percentile, or additional measures identified or developed and implemented by the LEA.



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# Option - Student Learning Objectives

- The primary purpose of SLOs is to improve student learning at the classroom level.
- 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 measureable, focused on growth in student learning, and aligned to curriculum standards.

# Option – School or District Mean Growth Percentile



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- SGPs capture the progress students make throughout the course of an academic year and provide a comprehensive indicator system that can be used at multiple levels (class, school, and district).
- The grand mean of SGP performance for all SGP grades and courses taught in the school will constitute the school mean growth percentile.
- The grand mean of SGP performance for all SGP grades and courses taught in the district (LEA) will constitute the district (LEA) mean growth percentile.



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# OPTION: Additional Measure(s) Identified or Developed and Implemented by the LEA

- LEAs may utilize additional measures to demonstrate student growth.
- These may include commercial products, formative assessments, computer adaptive assessments, portfolios, project based assessments, final examinations, etc.

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# District Roster Verification



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- 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.

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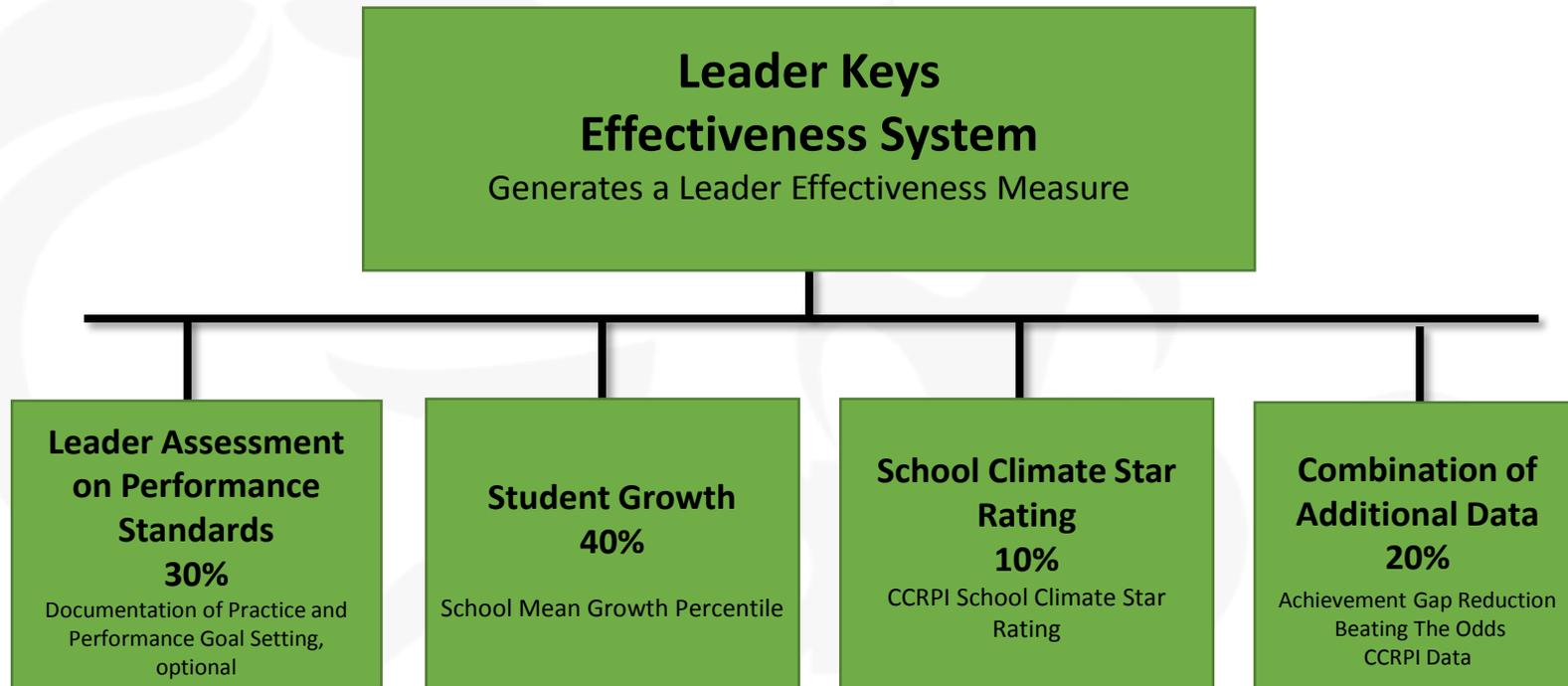
# 90% Attendance

- Students shall attend 90% of the instructional length of the course in order for the student's data to be included in the TEM.
- 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
  - ✓ 2020-2021 Official TEMs and LEMs generated

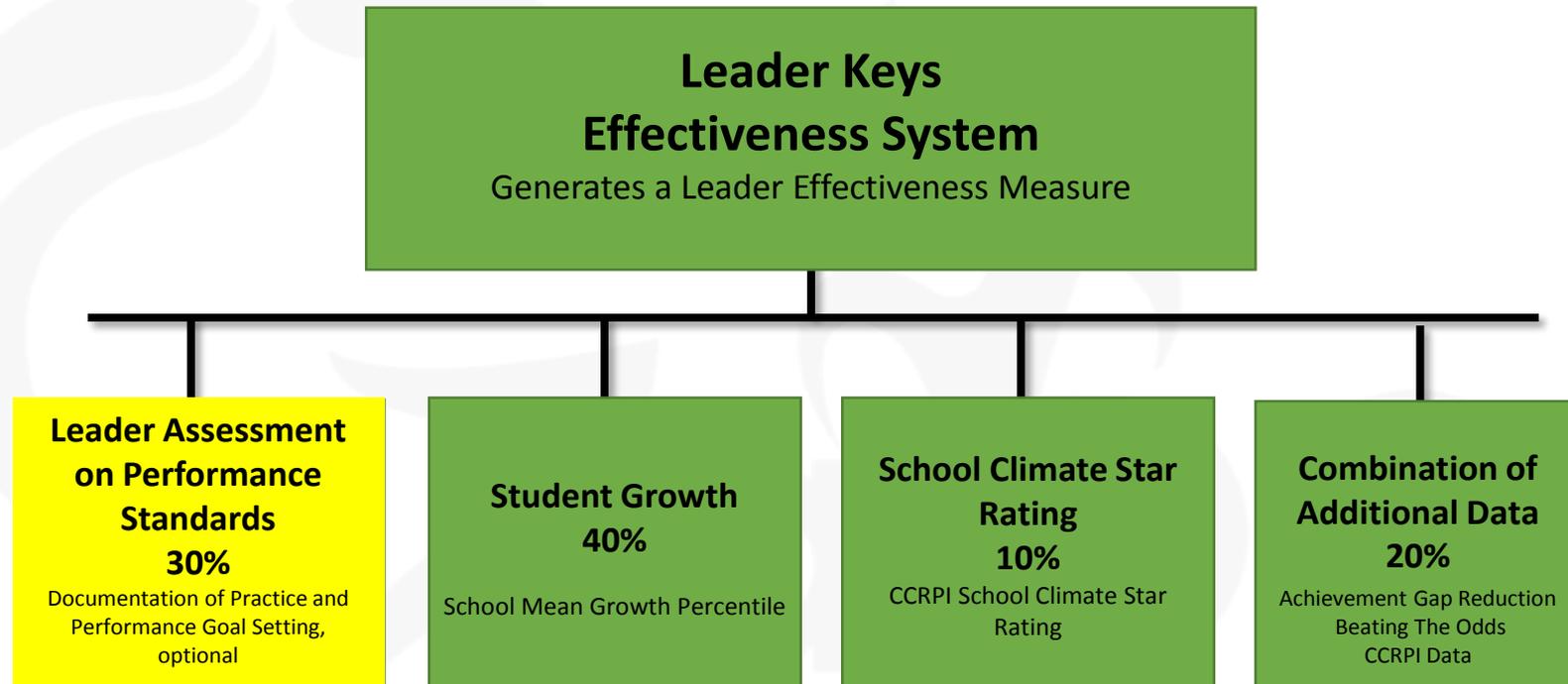
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2017-2018

# Leader Keys Effectiveness System



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# LAPS Domains and Standards



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## SCHOOL LEADERSHIP

1. Instructional Leadership
2. School Climate

## ORGANIZATIONAL LEADERSHIP

3. Planning and Assessment
4. Organizational Management

## HUMAN RESOURCES LEADERSHIP

5. Human Resources Management
6. Teacher/Staff Evaluation

## PROFESSIONALISM AND COMMUNICATION

7. Professionalism
8. Communication and Community Relations

4 Domains  
8 Standards

**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.

**Performance Indicators**

- Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop 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 teacher effectiveness.

**Performance Appraisal Rubric**

**Level IV**

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.)

**Level III**

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.

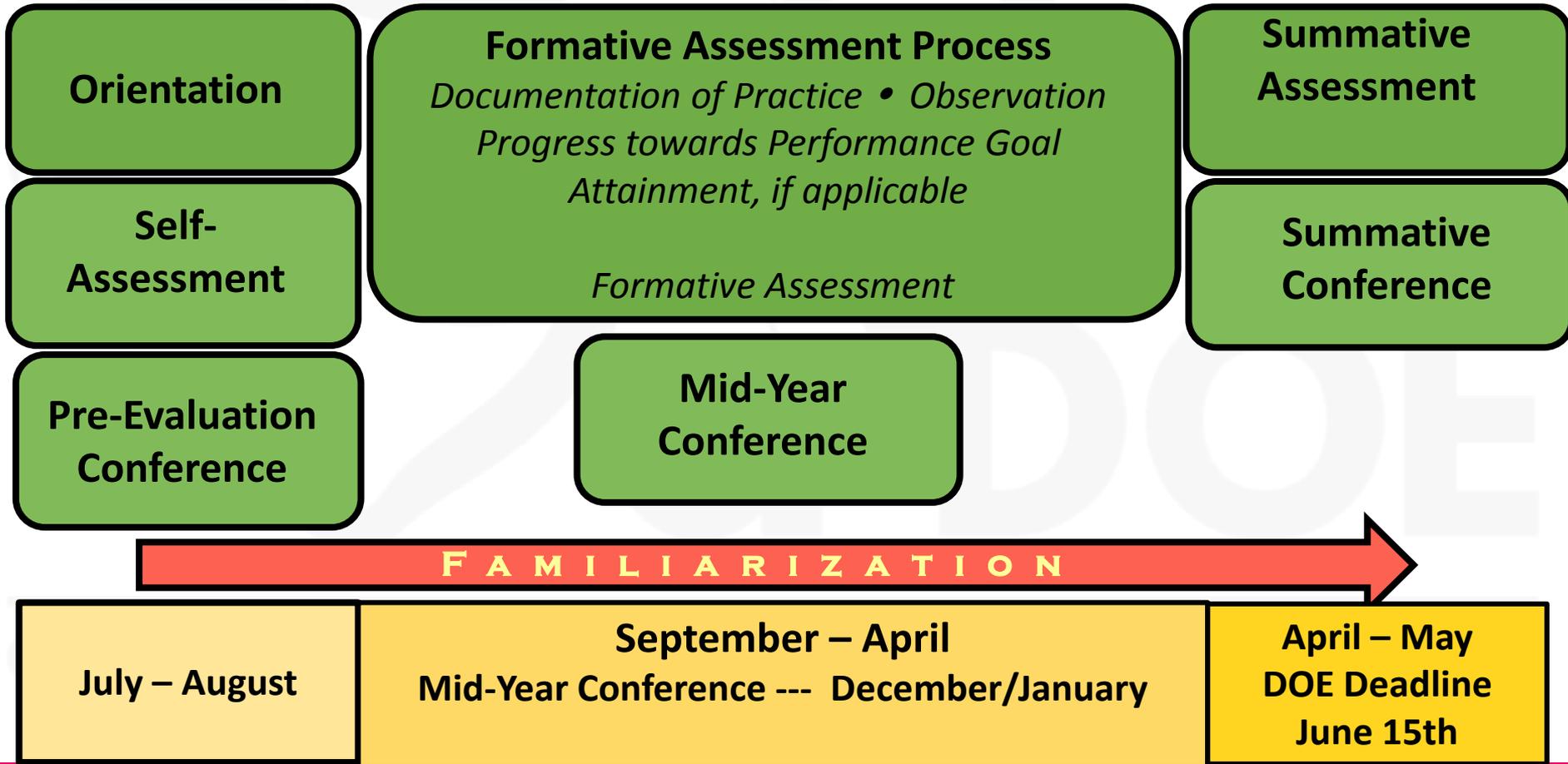
**Level II**

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.

**Level I**

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 Process Overview



# Beginning the LAPS Process July - August



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## ***Evaluator***

- Provides Orientation using presentation in TLE platform

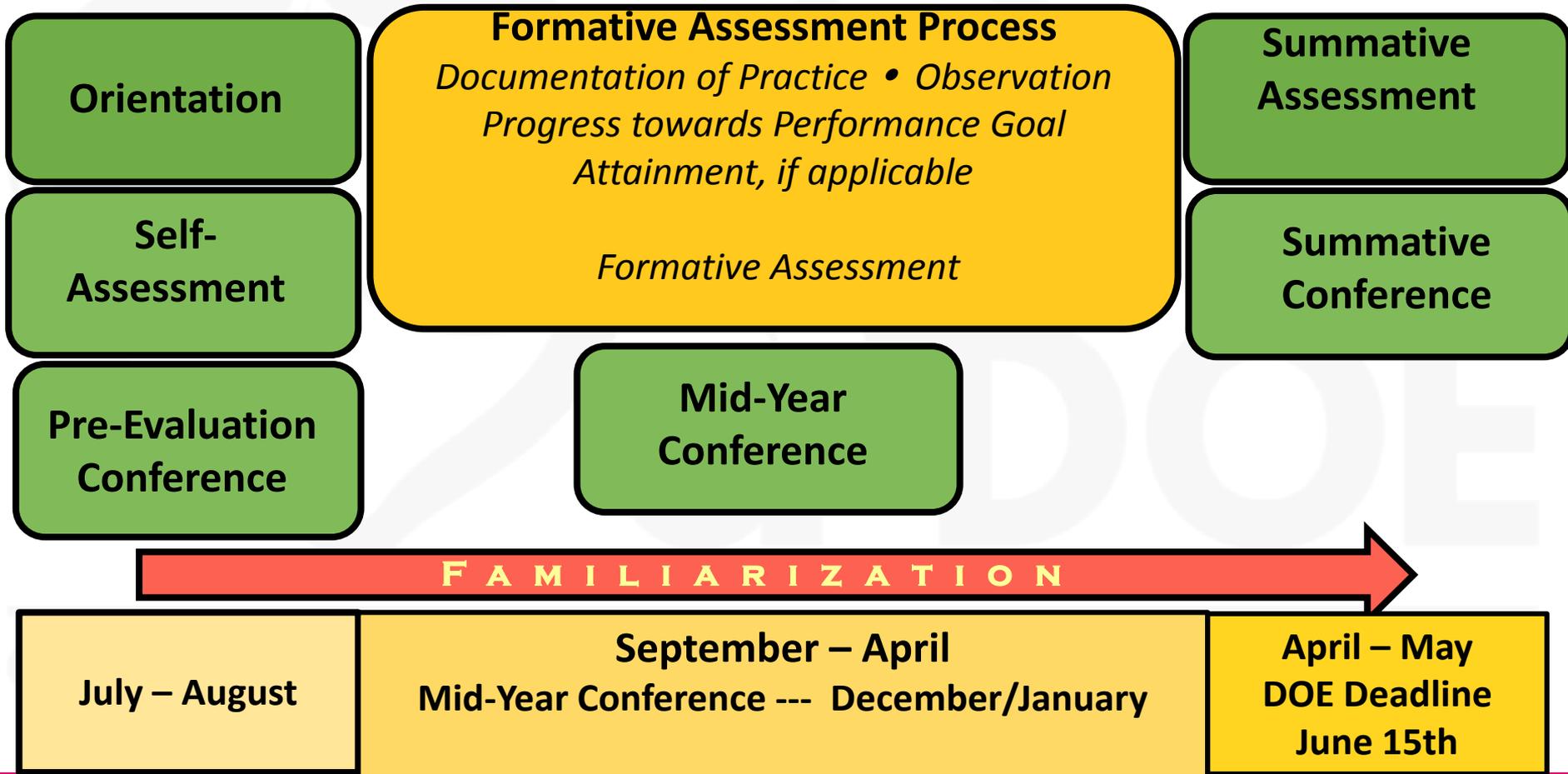
## ***Leader***

- Selects Evaluator
- Completes Self-Assessment (all Standards)
- Develops 2 Performance Goals (optional)

## ***Evaluator and Leader (at Pre-Evaluation Conference)***

- Finalize Performance Goals, if applicable
- Identify Multiple Sources of Documentation

# LAPS Process Overview



# Formative Assessment Process



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## ***Leader and Evaluator***

- Collect documentation from multiple data sources aligned to Standards and Performance Goals finalized in Pre-Evaluation Conference, if applicable
- Submit documentation for review

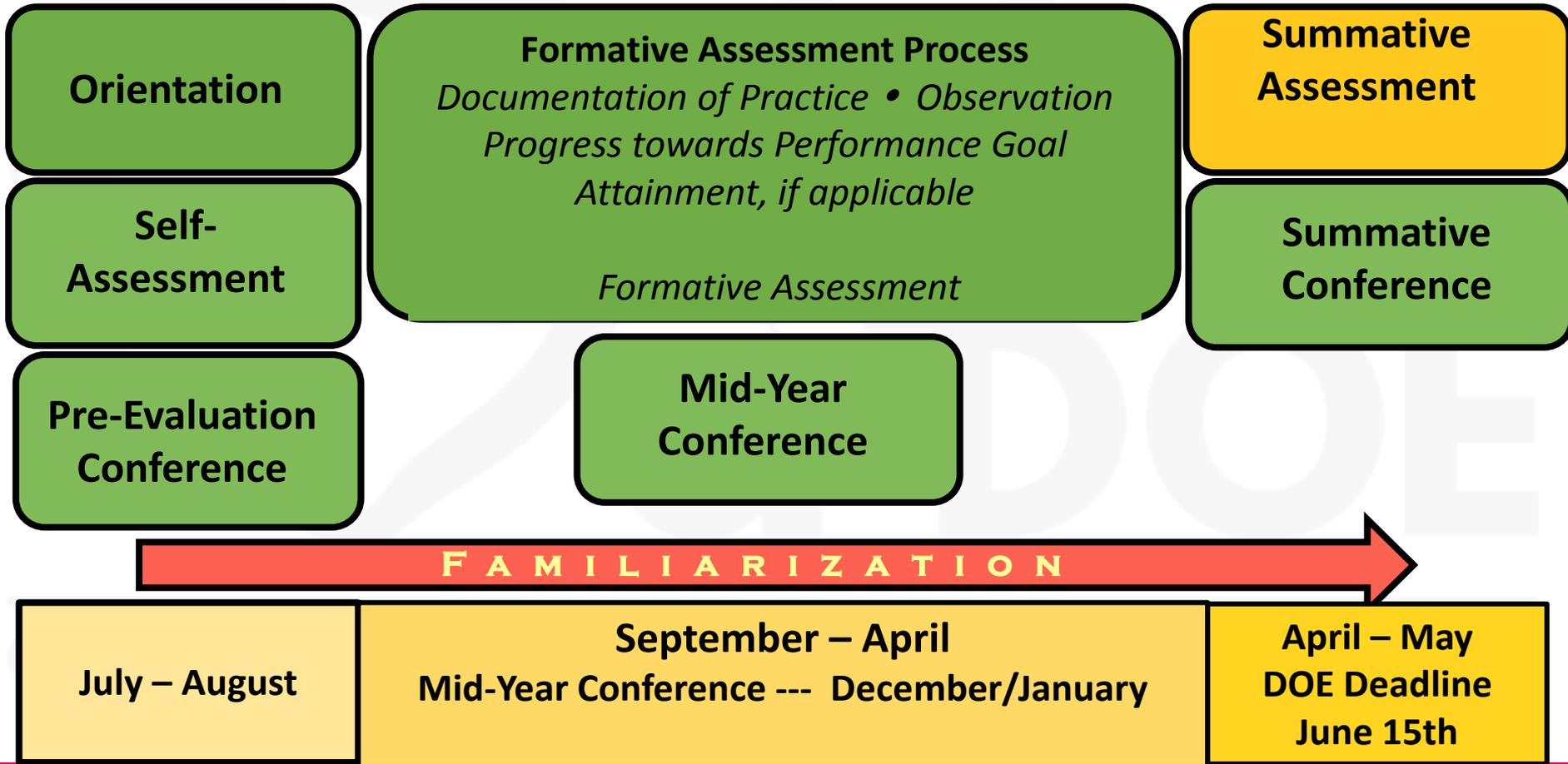
## ***Evaluator***

- Reviews all documentation from multiple sources
- Rates and provides specific commentary (highly recommended) on each of the 8 Standards using the Performance Appraisal Rubrics
- Determines progress toward meeting Performance Goals, if applicable

## ***Evaluator and Leader (at Mid-Year Conference)***

- Review ratings and commentary for all 8 Standards
- Identify areas for improvement and strategies for achieving proficiency on each of the 8 Standards and meeting Performance Goals, if applicable

# LAPS Process Overview



# Summative Assessment

## Completed by June 15



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### *Leader and Evaluator*

- Collect documentation aligned to Standards and Performance Goals
- Submit documentation for review

### *Evaluator*

- Reviews all documentation
- Rates and develops specific commentary on each of the 8 Standards based on multiple sources of data (including the Formative Assessment)
- Establishes progress toward meeting Performance Goals, if applicable

### *Evaluator and Leader (at the Summative Conference)*

- Review ratings on all 8 Performance Standards
- Review specific commentary on Performance Standards
- Identify areas for improvement and strategies for achieving proficiency in Standards and meeting Performance Goals, if applicable

# Summative Conference

## Completed by June 15



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### ***Leader and Evaluator***

- Collect documentation aligned to Standards and Performance Goals
- Submit documentation for review

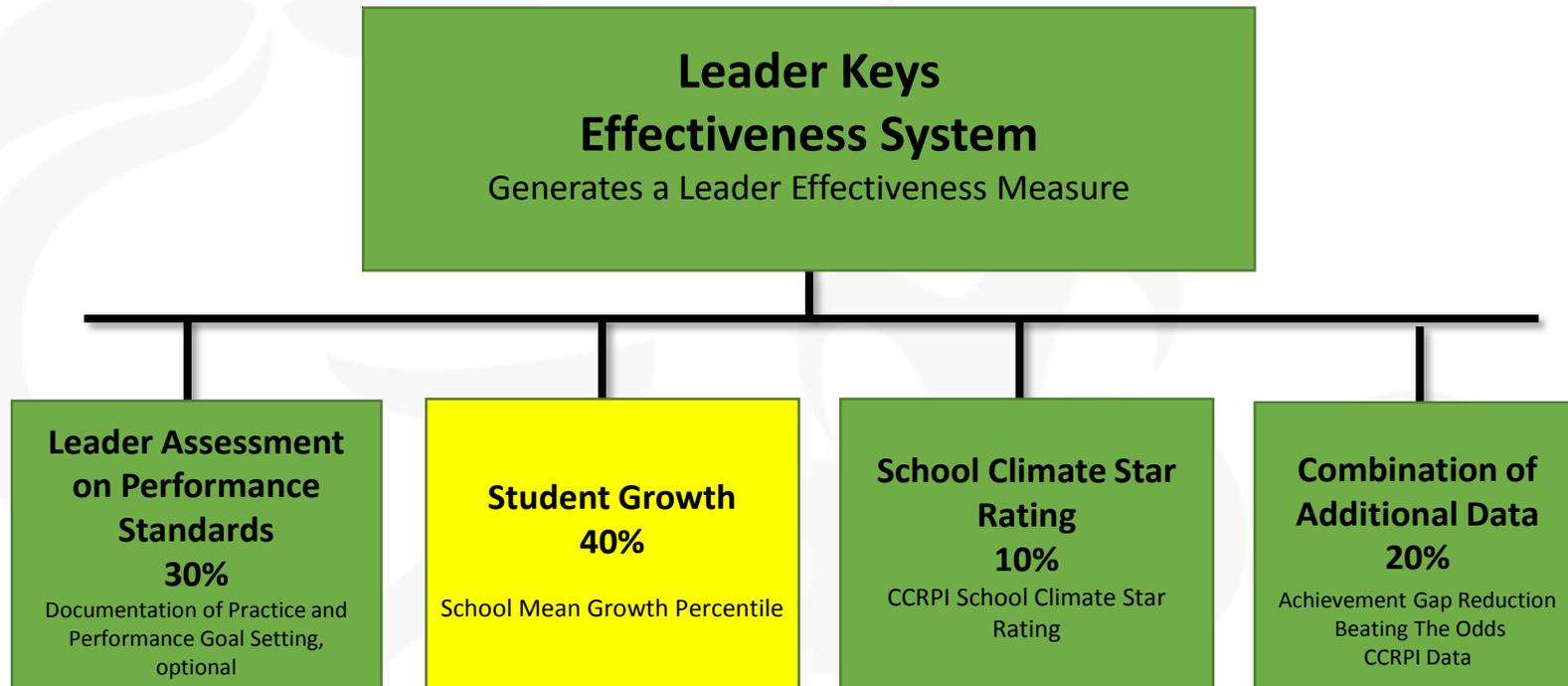
### ***Evaluator***

- Reviews all documentation
- Rates and develops specific commentary on each of the 8 Standards based on multiple sources of data (including the Formative Assessment)
- Establishes progress toward meeting Performance Goals, if applicable

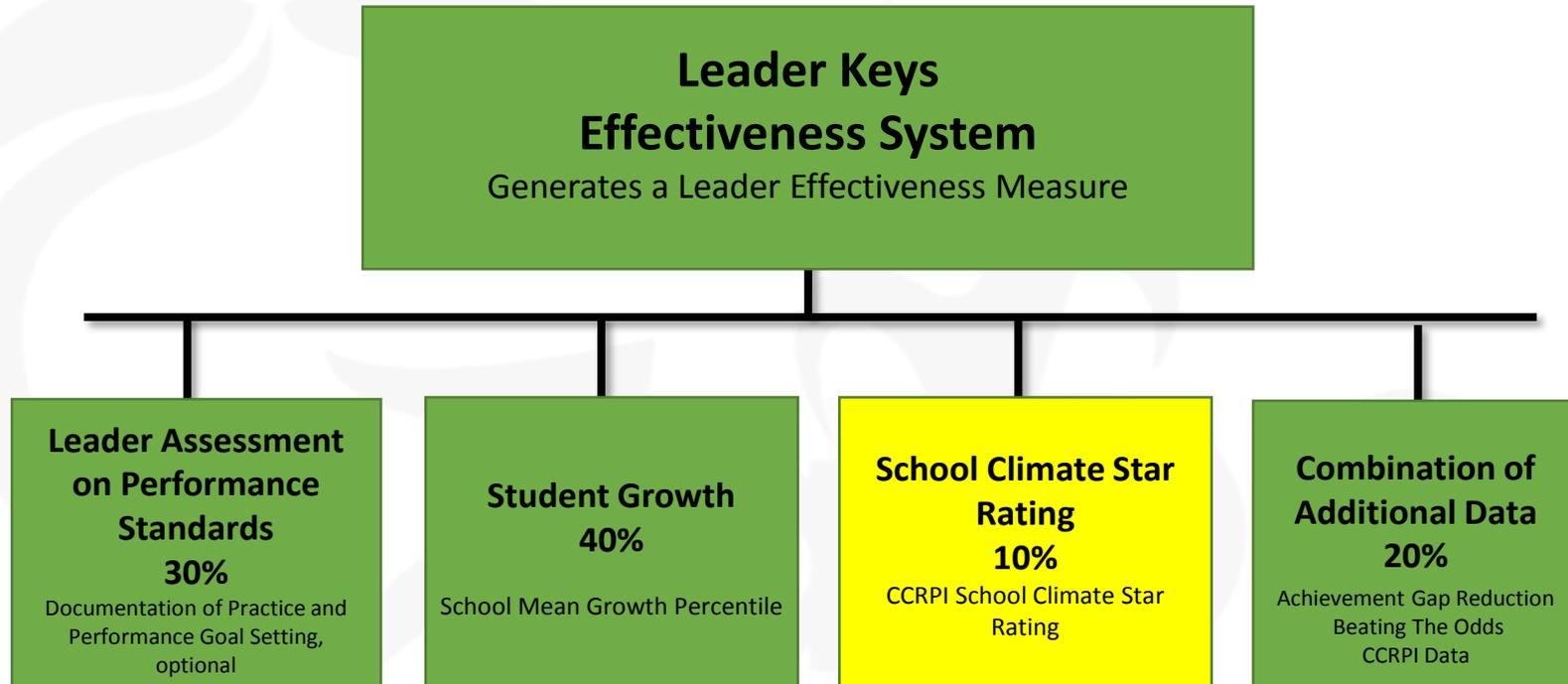
### ***Evaluator and Leader (at the Summative Conference)***

- Review ratings on all 8 Performance Standards
- Review specific commentary on Performance Standards
- Identify areas for improvement and strategies for achieving proficiency in Standards and meeting Performance Goals, if applicable

# Leader Keys Effectiveness System



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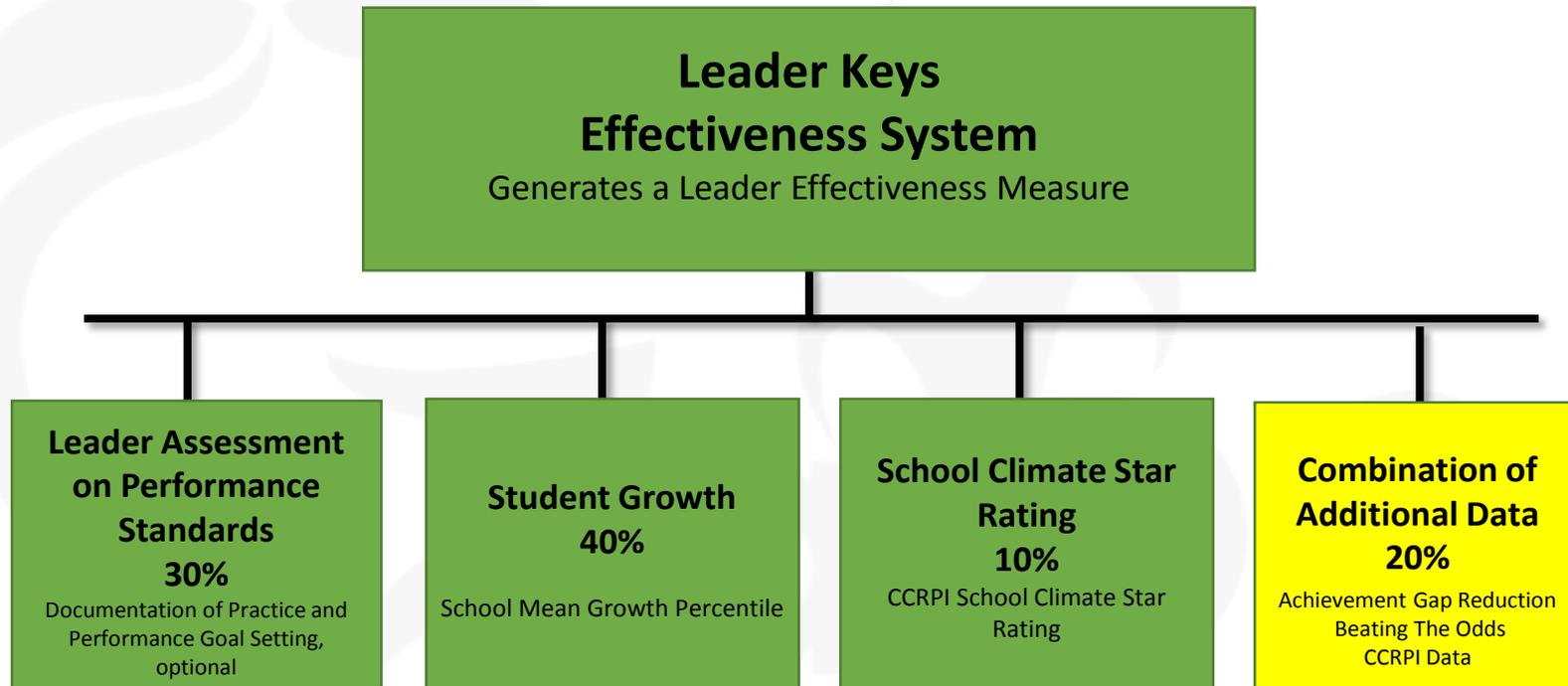


# CCRPI School Climate Star Rating Rubric

The rubric below will be used to determine the rating level for this component.

Level IV	Level III	Level II	Level I
The school earned 4 or 5 Stars in the CCRPI School Climate Star Rating.	The school earned 3 Stars in the CCRPI School Climate Star Rating.	The school earned 2 Stars in the CCRPI School Climate Star Rating.	The school earned 1 Star in the CCRPI School Climate Star Rating.

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# First Things First ...



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- **TKES & LKES Training and Credentialing is required** for ANYONE assigned to evaluate.
- Who will evaluate Teachers? Who will evaluate Leaders
- Determine district definition of "two observations" for teachers in the flexible process -
- Determine district approach to teacher attendance as related to the 90% Attendance Rule -

# Remember...



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- Timelines are designed to ensure your ability to make strategic and systematic decisions and develop workable and useful processes, procedures, and protocols ...
- GaDOE and specifically TLE will provide necessary support to ensure districts have the tools and resources for authentic implementation ...
- We are PARTNERS in this work.

# Contact Information



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.doe.org](http://ga.doe.org)

Cindy Saxon, Associate Superintendent, Division of Teacher/Leader Effectiveness

[csaxon@doe.k12.ga.us](mailto:csaxon@doe.k12.ga.us)

Melinda Moe, Program Manager, TLE-LKES Implementation

[mmoe@doe.k12.ga.us](mailto:mmoe@doe.k12.ga.us)

Keisla Tisdell, Program Manager, TLE-Evaluation, Data, & Documentation

[ktisdell@doe.k12.ga.us](mailto:ktisdell@doe.k12.ga.us)

Katherine Gerbis, Training and Development Specialist, TLE Platform / Evaluation System Specialist

[kgerbis@doe.k12.ga.us](mailto:kgerbis@doe.k12.ga.us)

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