

# GA CHARTER OVERVIEW

**Teacher & Leader Keys  
Effectiveness  
Dr. Kathy Reese  
Evaluation Specialist  
December 2015**



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
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# Today's Learning Targets

- Introduce and explain the components of Teacher Keys Effectiveness and Leader Keys Effectiveness
- Provide expectations and orientation for implementation by school leaders.

Georgia Department of Education

# Resources and Materials

The following resources can be found on the GADOE TLE Electronic Platform:

- Teacher Keys Effectiveness System Handbook
- Leader Keys Effectiveness System Handbook
- TAPS & LAPS Reference Sheets –
  - Performance Standards and Indicators
  - Performance Standards and Rubrics



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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

Support and Documentation

Student Growth

Teachers of Tested Subjects  
Student Growth Percentiles

Teachers of Non-Tested Subjects  
LEA-Developed, DOE-Approved  
Student Learning Objectives



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Standards 3,4,7,& 8

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# TAPS Domains & 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 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 not effective 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 strategies used relevant to the content area or not effective for engaging students in active learning or for the acquisition of key skills.



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# TAPS Flow Process



# TAPS Data Sources



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- Observations

- Two formative observations, at least 30 minutes each
- Announced or unannounced
- Four walkthroughs, minimum of 10 minutes each
- Observations must be completed prior to the summative evaluation
- 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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# Surveys of Instructional Practice



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- Are administered through the GaDOE TLE Platform
- Use three different surveys (Grades 3-5, 6-8, 9-12)
- Require anonymous responses (no commentary)
- Allow for multiple district-selected survey windows
- Opens in October and closes in March
- Allow for multiple administration for same teacher
- Survey results are accessible on the Teacher's Plan in the Electronic Platform when 15 responses are collected



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# Student Growth Percentiles



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- A Student Growth Percentile (SGP) describes a student's growth relative to academic peers
  - Academic peers are other students statewide with a similar score history
  - Priors are the historical assessment scores used to model growth
  - Comparisons are based only on achievement
  - For EOCTs, test progression, in addition to achievement, is taken into consideration
- Growth percentiles range from 1 to 99
  - Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth

A 3-minute GSGM Video is found in the Professional Learning Opportunities and provides an explanation of SGPs.



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# Student Growth Percentiles (SGPs)

Website for SGPs:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Student-Growth-Model.aspx>

Contact:

Allison Timberlake, Ph.D. [atimberlake@doe.k12.ga.us](mailto:atimberlake@doe.k12.ga.us)



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# Purpose of Student Learning Objectives



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Serve as a measure of the powerful impact of teachers on student learning in non-tested areas.



Give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.



Build on what great teachers do already.

# Strong SLOs



Represent the most important learning for an instructional period

Are developed at the LEA level and approved by the GaDOE

## Student Learning Objectives

Define specific, measurable, time-bound growth targets for students

Utilize assessments aligned to appropriate course standards and district priorities

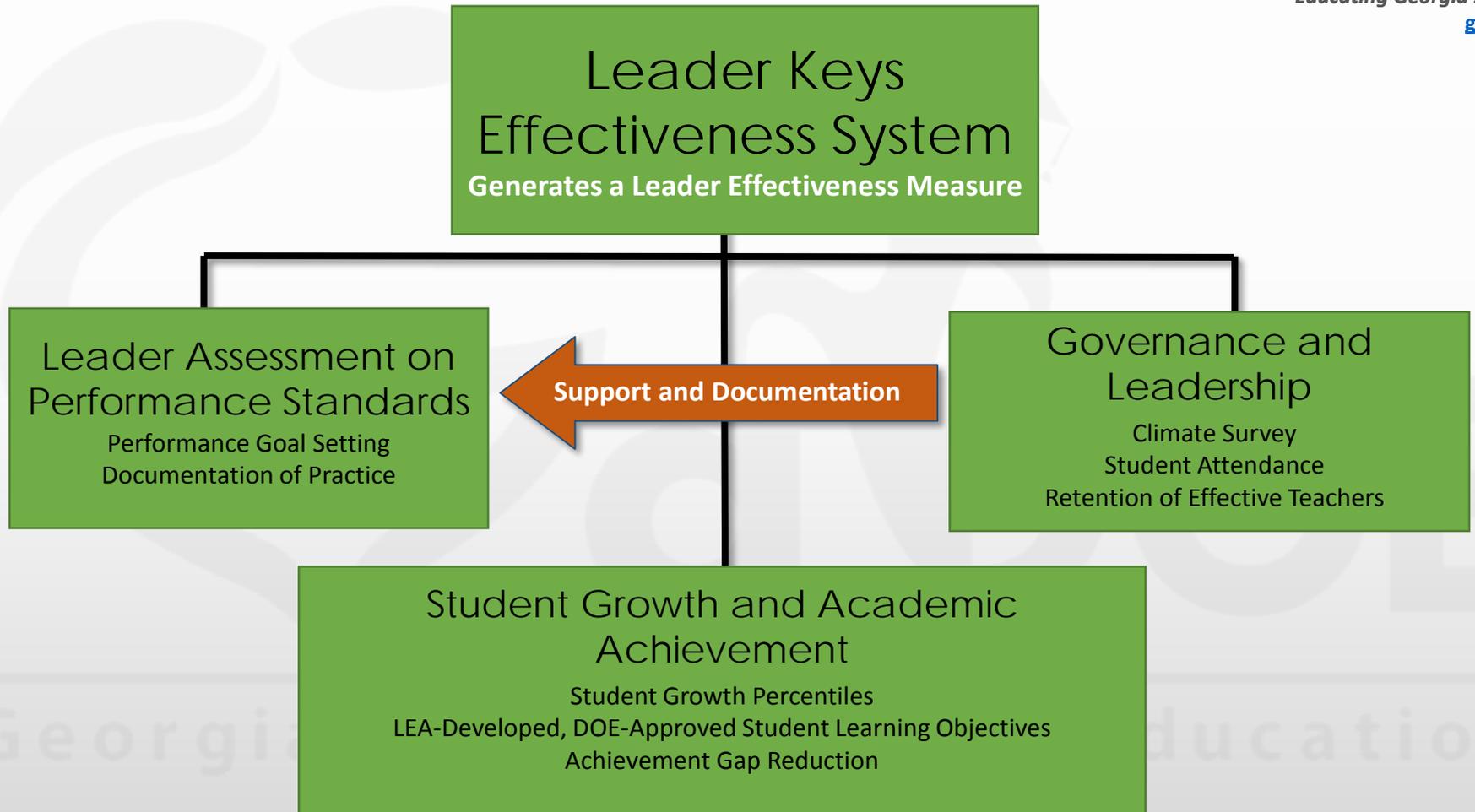
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# Leader Keys Effectiveness System



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# Because leadership matters....



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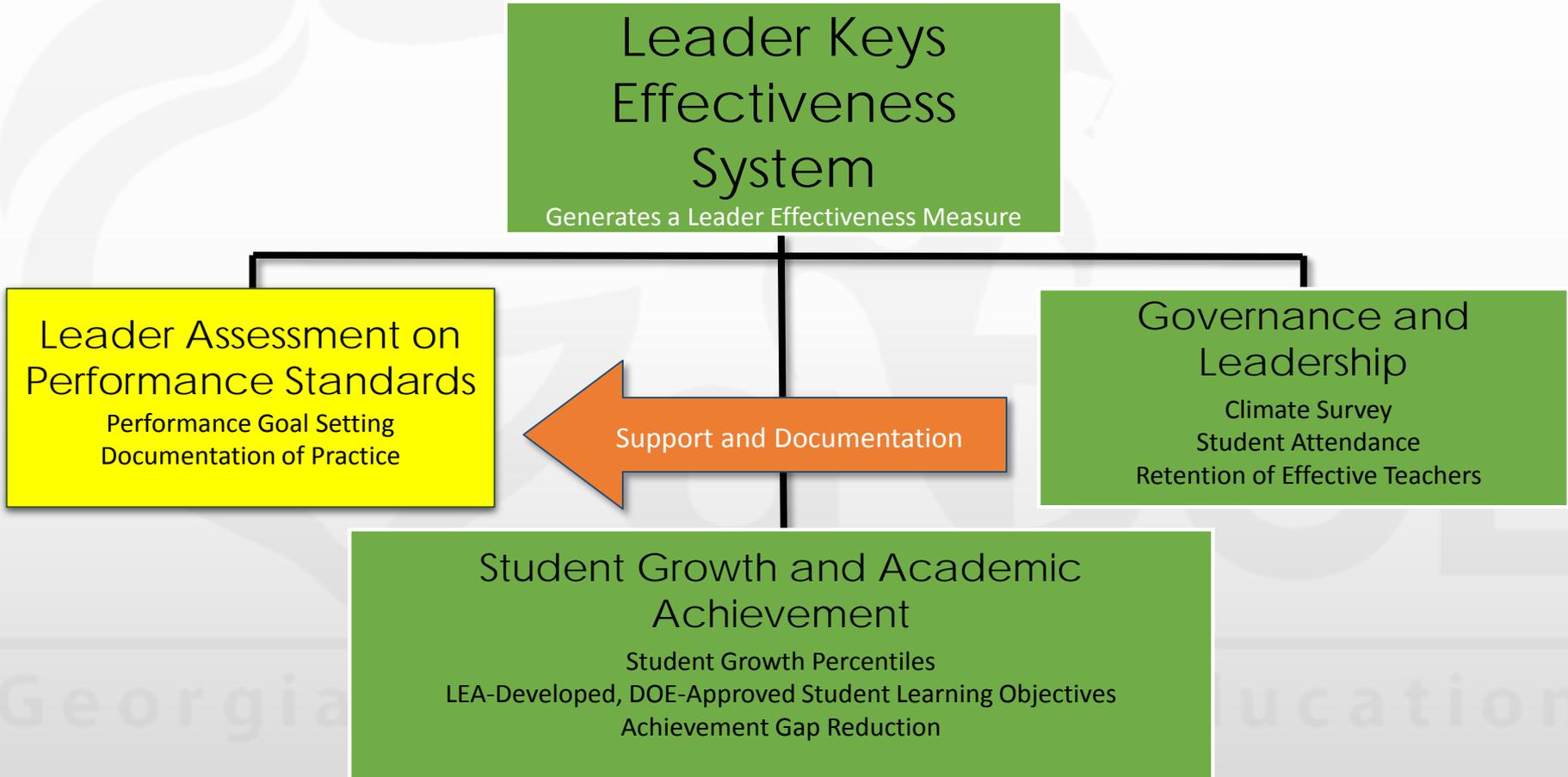


# Ellwood Cubberley said in 1919.....

“As goes the principal so  
goes the school...”

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# Leader Keys Effectiveness System



# 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

## 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 Standard 2: School Climate

*The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*



## Performance Standard 4: Organizational Management

*The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

## Performance Standard 5: Human Resources Management

*The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.*

## Performance Standard 6: Teacher and Staff Evaluation

*The leader fairly and consistently evaluates school personnel in accordance with state and LEA guidelines and provides them with timely and constructive feedback focused on improved student learning.*

## Performance Standard 7: Professionalism

*The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

## Performance Standard 8: Communication and Community Relations

*The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.*

**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.

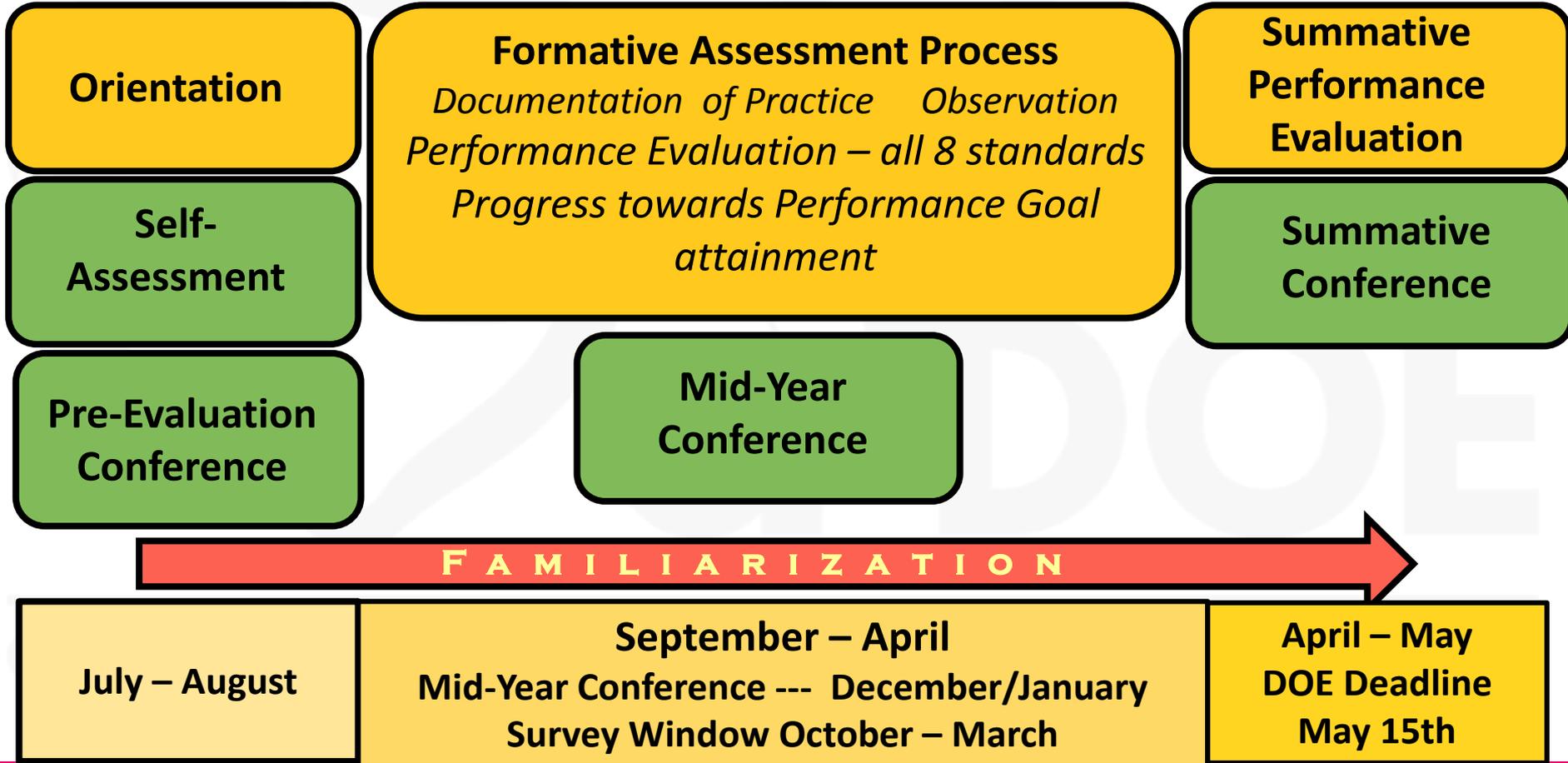
**Level II**

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

## ***Evaluator***

- Provides Orientation using presentation in TLE platform - August

## ***Leader***

- Selects Evaluator
- Completes Self-Assessment (all standards)
- Develops 2 Performance Goals (selected standards)

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

- Finalize Performance Goals and Establish Expectations
- Identify Multiple Sources of Documentation

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# Performance Goal Setting

- Leader proposes two performance goals using SMART criteria based on Self-Assessment and multiple data sources.
  - Identifies data used in the creation and design of each performance goal
  - Aligns performance goals with standards
  - Develops a goal attainment plan
  - *Aligns at least one performance goal to the School Improvement Plan (recommended)*
- Leader submits proposed performance goals to the evaluator.
- Leader and Evaluator finalize the performance goals and identify the documentation that will be required as evidence of meeting goals and standards.



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# Performance Goal Setting TLE Platform

## Part I of the Process

### Performance Goal #1

Goal Statement #1:

Identify Data Source(s) used in creating the goal (Examples include but are not limited to: Self-Assessment results, System Priorities, School Improvement Plan, student achievement data, survey data, etc.):

Performance Standard(s) to which the goal relates: (Check one or more, as applicable):

- Standard 1: Instructional Leadership
- Standard 2: School Climate
- Standard 3: Planning and Assessment
- Standard 4: Organizational Management
- Standard 5: Human Resources Management
- Standard 6: Teacher/Staff Evaluation
- Standard 7: Professionalism
- Standard 8: Communications and Community Relations

## Part 2 of the Process

Strategies:

Documentation:

Timeline and Target Date:

# Multiple Data Sources

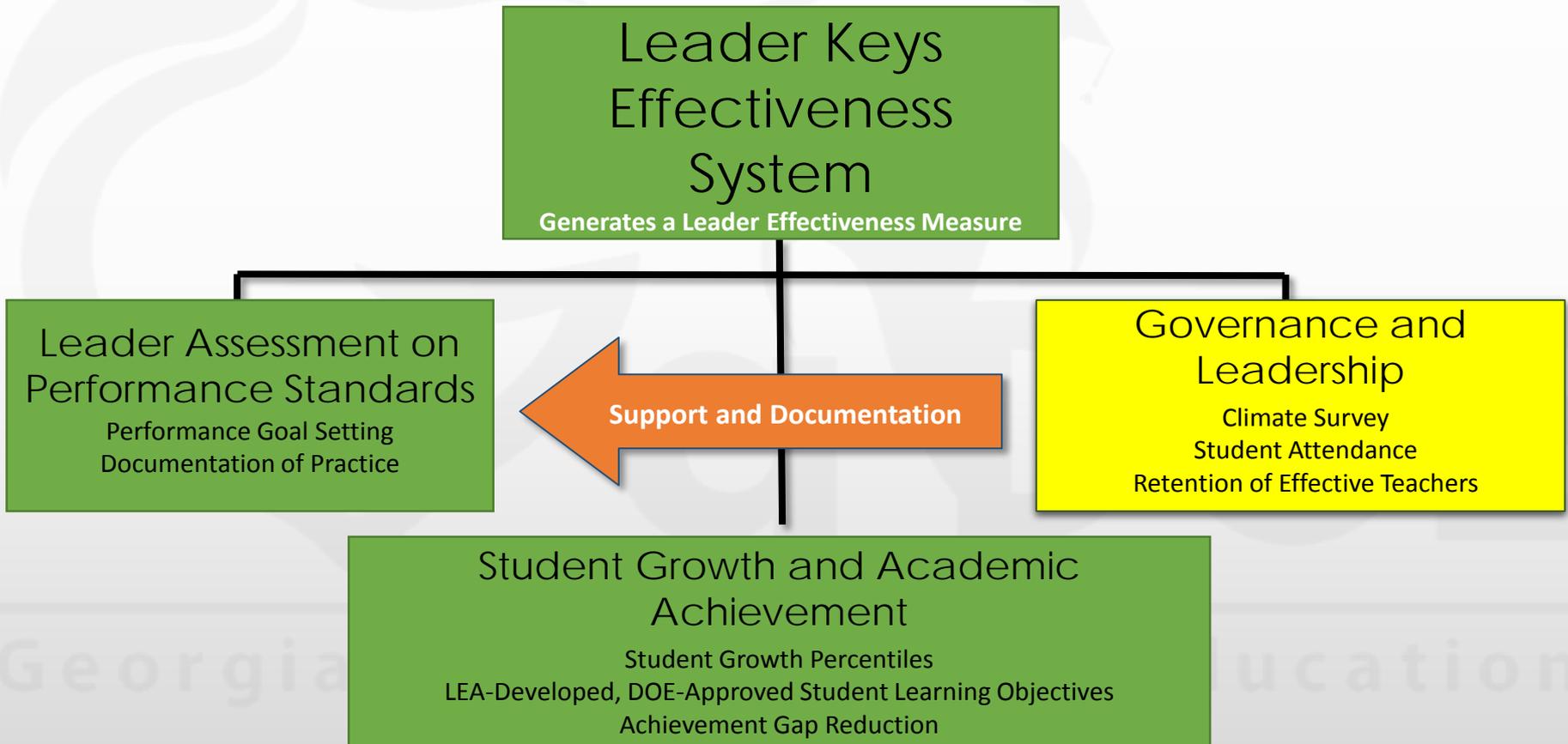
## Totality of Evidence and Consistency of Practice

- Leaders provided with opportunity for input into evaluation
- Evaluator determines format (electronic and/or hard-copy)
- Documentation reviewed prior to formative assessment conference
- Evaluators may use own documentation (notes/running records) for consideration in formative assessment

# Rating Performance Standards

Level IV	Level III	Level II	Level I
<p>The leader actively and <b><u>continually</u></b> employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. <i>(Leaders rated Level IV continually seek ways to serve as role models and collaborative leaders.)</i></p>	<p>The leader <b><u>consistently</u></b> 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.</p>	<p>The leader <b><u>inconsistently</u></b> 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.</p>	<p>The leader <b><u>does not</u></b> 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.</p>

# Leader Keys Effectiveness System



# Governance and Leadership

- Climate Surveys
- Student Attendance
- Retention of Effective Teachers

# Climate Surveys

- One of multiple data sources
- Climate Survey results may inform the formative rating
- Climate Survey results must inform the summative rating
- Help set goals for continuous improvement and provide feedback for professional learning
- Minimum 15 teachers and/or staff
- Information on staff perception:
  - Principal Survey - Certified & Classified
  - Assistant Principal Survey - Certified & Classified
- Principal will assign survey groups for each assistant principal

# Using Survey Results

## Totality of Evidence and Consistency of Practice

Data Consistent with Rating	Data Inconsistent with Rating
<p>When the survey results are consistent with the rating given by the evaluator on the formative or summative report, the commentary must reference the survey results.</p>	<p>When the survey results are not consistent with the rating given by the evaluator on the formative or summative report, the commentary must justify the difference between final rating and the survey results.</p>

# Climate Survey Results

Survey data from certified and classified staff will provide documentation for the LKES Performance Standards.

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This documentation must be used to inform summative assessment ratings for all 8 standards.

1. Instructional Leadership	2. School Climate	3. Planning and Assessment	4. Organizational Management	5. Human Resources Management	6. Teacher/Staff Evaluation	7. Professionalism	8. Communication and Community Relations
1.3	2.0	1.9	2.3	0.9	2.1	3.0	1.7

# Student Attendance



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- GaDOE data is already collected
- Continually updated throughout year
- Source of documentation informing **Performance Standard 2 – School Climate** in LAPS
- Student Attendance Data:

96-100%	No attendance risk
90-95%	Low attendance risk
85-90%	Moderate attendance risk
84% - below	High attendance risk

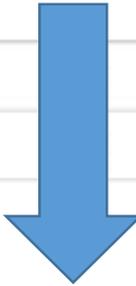
*Based on CCRPI data attendance rate determines risk factor*

Low Attendance = High Risk

High Attendance = Low Risk

# Student Attendance Data

Lagging data used in summative assessment  
Informs Performance Standard 2 – School Climate

Elementary School Indicators		Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
6	Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	100	81.3		10	8.1
7	Percent of Students With Disabilities served in general education environments greater than 80% of the school day	65	43.5	66.9	10	6.7
8	Percent of students scoring at Meets or Exceeds on the Grade Five Writing Assessment (required participation rate >= 95%)	100	77.3		10	7.7
9	Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650	86.4	67.1		10	7.8
10	Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850	87.8	58.0		10	6.6
11	Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters (operational in 2012-2013)	NA	NA		NA	NA
12	Student Attendance Rate (%)	99.4	96.00		96.6	10

**POST  
ELEMENTARY  
SCHOOL  
READINESS**



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# Retention of Effective Teachers

- Future documentation will inform **Performance Standard 5 – Human Resources Management** in LAPS.
- This will not be implemented as a data source until valid and reliable data is gathered on teacher effectiveness from TKES.
- GaDOE will continue to analyze the data throughout the 2014-2015 school year.

# Summative Assessment and Conference

## Completed by May 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, climate survey results, and student attendance results)
- Establishes progress toward meeting performance goals

### *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

# Summative Assessment and Conference

## Completed by May 15



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### *Leader and Evaluator*

- Collect documentation aligned to standards and performance goals
- Submit documentation for review

### *Evaluator*

- Organizes and reviews all documentation
- Rates and develops specific commentary on each of the 8 standards based on multiple sources of data (including the formative assessment, climate survey results, and student attendance results)
- Establishes progress toward meeting performance goals

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

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# Summative Assessment and Conference

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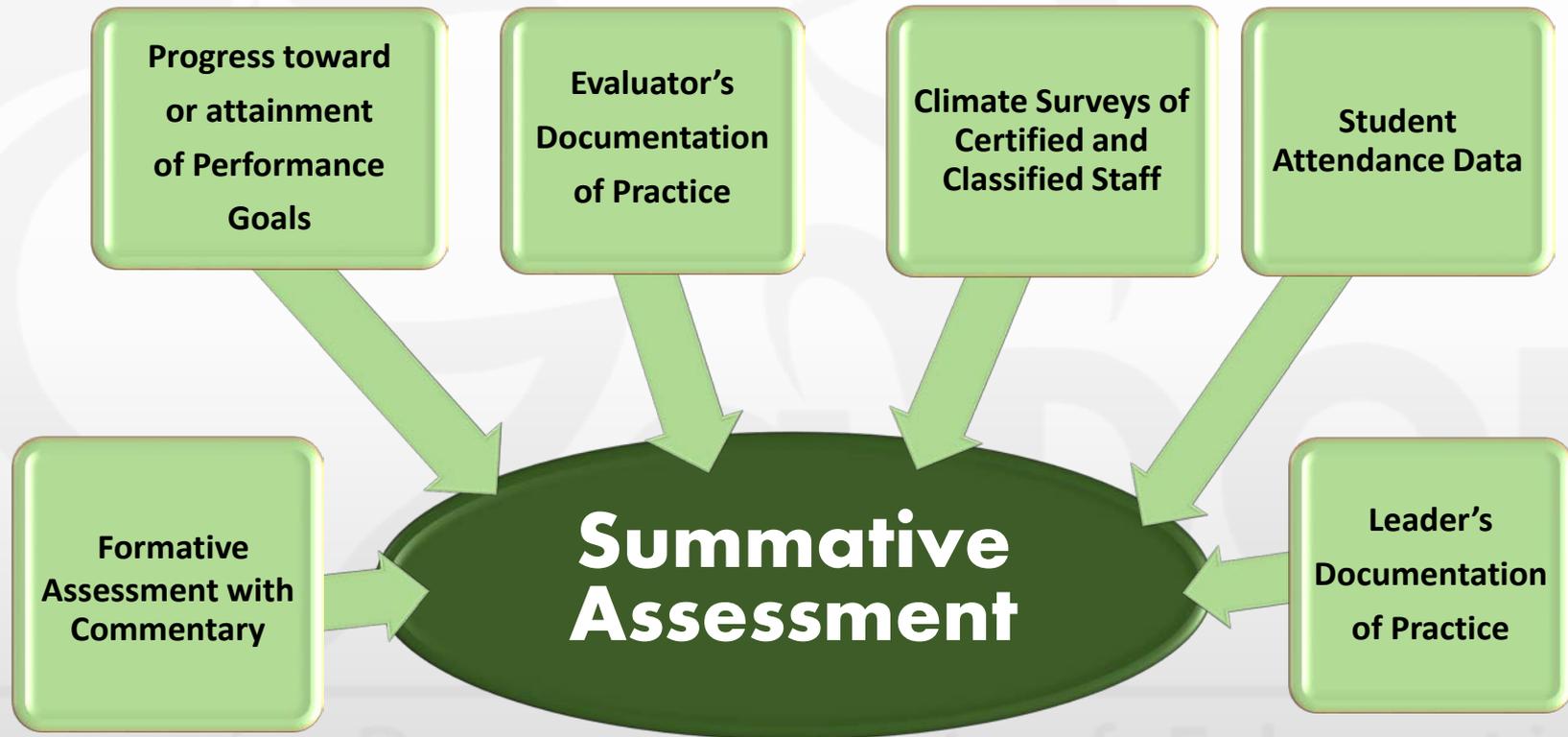
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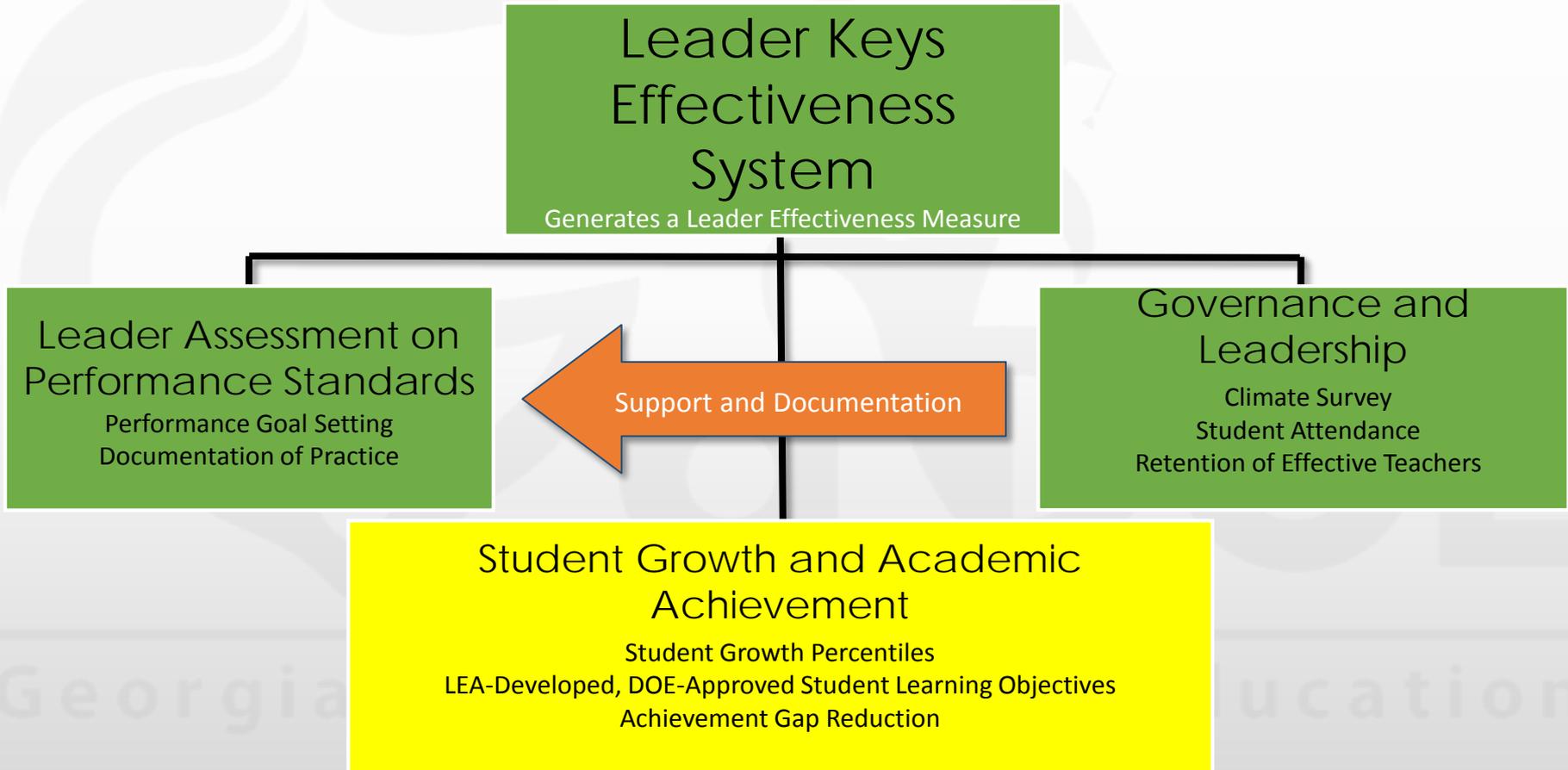
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# Summative Assessment

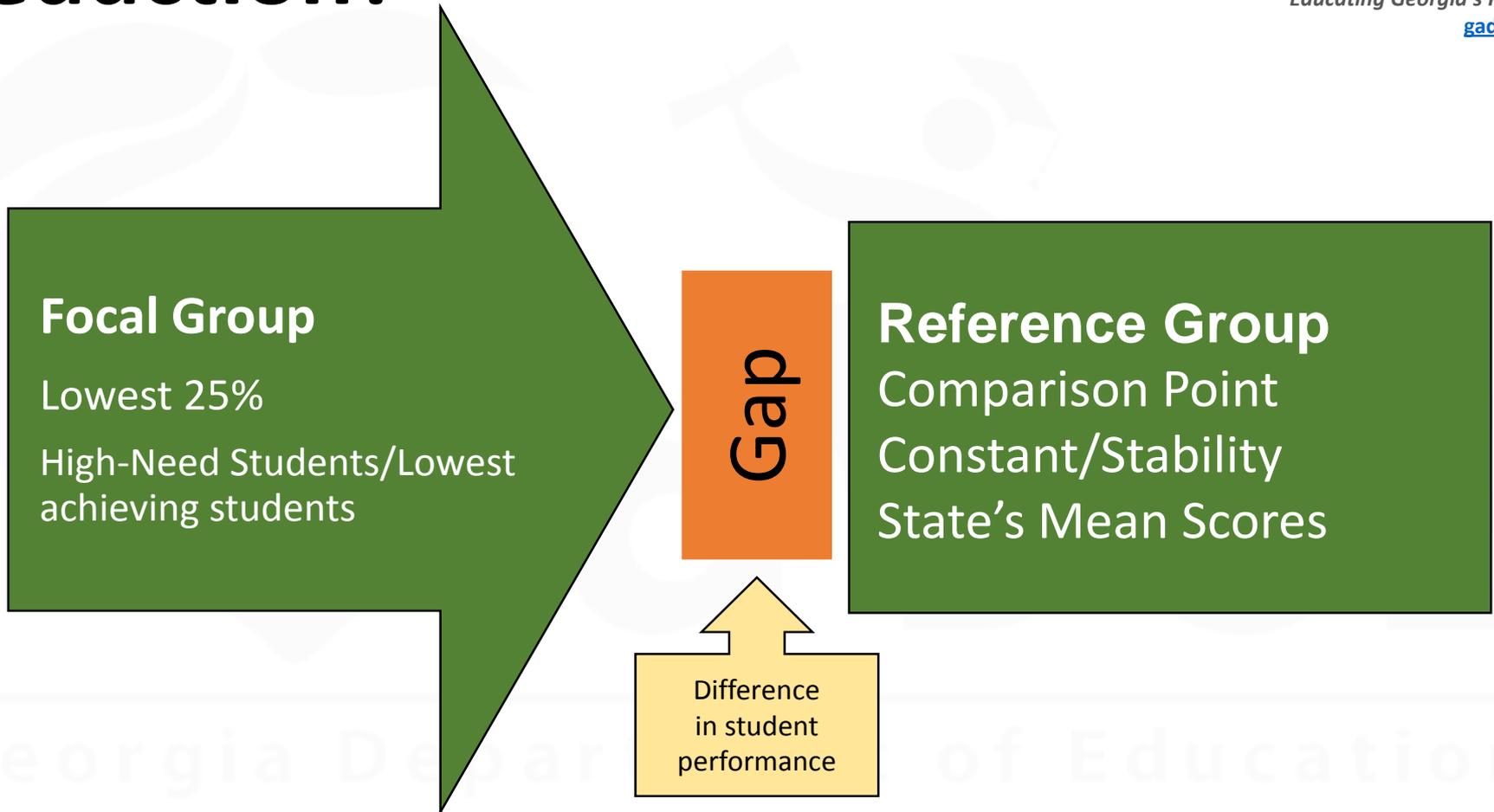
## Putting It All Together



# Leader Keys Effectiveness System



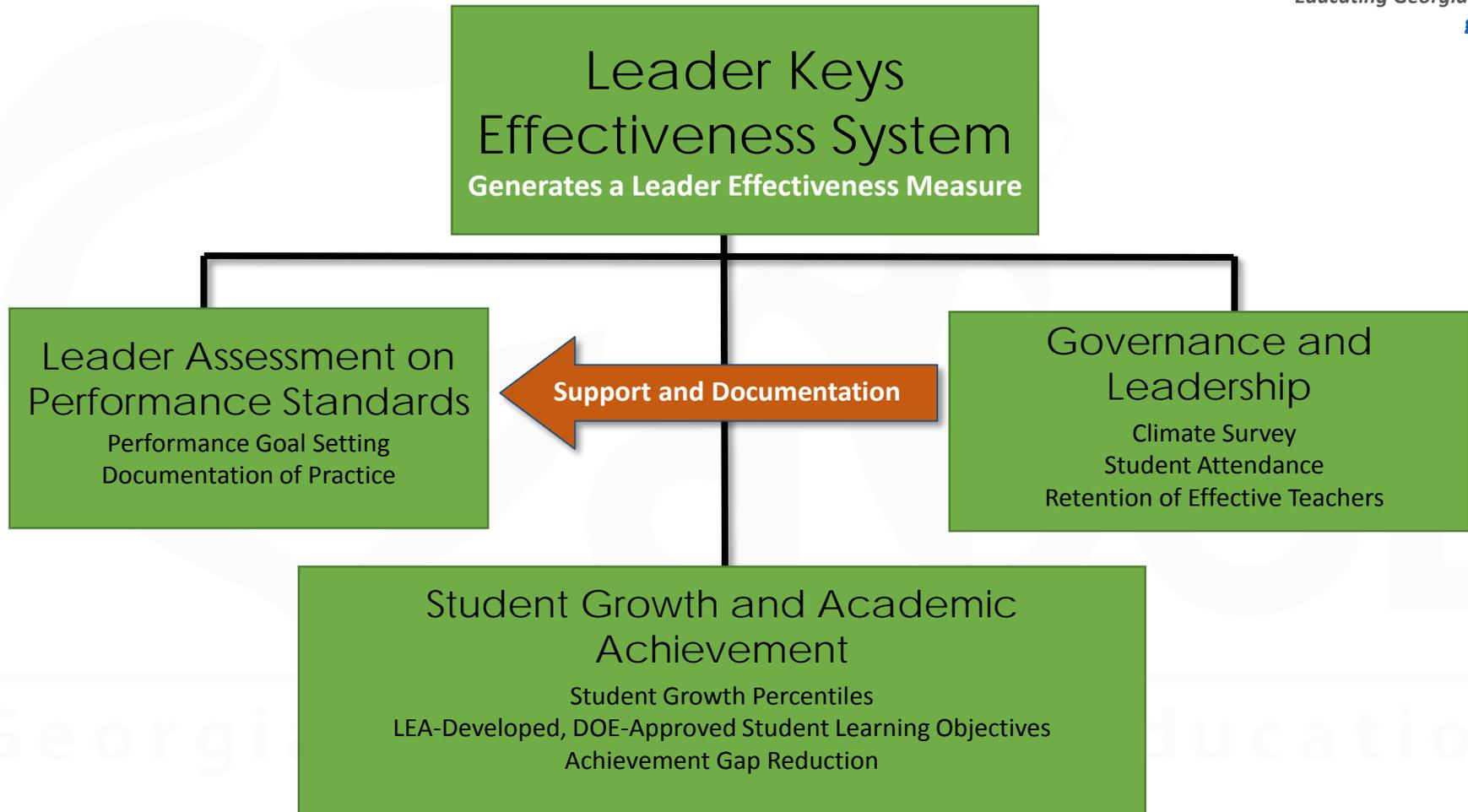
# What is Achievement Gap Reduction?



# Leader Keys Effectiveness System



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# Questions?

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