Teacher and Leader Evaluation (TKES & LKES)

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Evaluation Specialist
Georgia Dept. of Education
Today’s Learning Targets

• Develop a broad understanding of TKES & LKES components and their weights

• Review the six items districts now have the flexibility to address as deemed appropriate for the district, schools, leaders, teachers, and students (SB 364)
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/Courses
- Student Growth Percentiles

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

7/1/2016
TAPS Domains and Performance Standards

<table>
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<tr>
<th>PLANNING</th>
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<tr>
<td>1. Professional Knowledge</td>
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<td>2. Instructional Planning</td>
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<thead>
<tr>
<th>INSTRUCTIONAL DELIVERY</th>
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<td>3. Instructional Strategies</td>
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<td>4. Differentiated Instruction</td>
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<table>
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<tr>
<th>ASSESSMENT OF AND FOR LEARNING</th>
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<tr>
<td>5. Assessment Strategies</td>
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<td>6. Assessment Uses</td>
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<tr>
<th>LEARNING ENVIRONMENT</th>
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<tbody>
<tr>
<td>7. Positive Learning Environment</td>
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<td>8. Academically Challenging Environment</td>
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<tr>
<th>PROFESSIONALISM AND COMMUNICATION</th>
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<tbody>
<tr>
<td>9. Professionalism</td>
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<tr>
<td>10. Communication</td>
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5 Domains
10 Performance Standards
## 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.
- Uses a variety of research-based instructional strategies and resources

<table>
<thead>
<tr>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In addition to meeting the requirements for Level III...</strong></td>
<td><strong>Level III is the expected level of performance.</strong></td>
<td><strong>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.</strong></td>
<td><strong>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.</strong></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>
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7/1/2016
The BIG Changes - TKES

• Reduced number of observations

• 30% of the TEM based on Student Growth on only one measure per teacher

• Student growth for non-SGP teachers to be determined and administered by the district

• 20% of the TEM based on Professional Growth

• NO student surveys

• 90% attendance vs. 65% enrollment
## Proposed Timeline for TEM and LEM Determination

<table>
<thead>
<tr>
<th>School Year</th>
<th>TAPS Summative Available (current year)</th>
<th>Prior Year Growth Data Available (lagging data)</th>
<th>Professional Growth Data Available (current year)</th>
<th>90% Attendance Protocols (rule must be applied to lagging growth data)</th>
<th>TEM Determined</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>Yes</td>
<td>No (2014-2015 Milestones data waived for students)</td>
<td>NA</td>
<td>NA (65% Rule applied to 2014-2015 data)</td>
<td>No (GaPSC collecting TAPS Summatives Only)</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No (first full year of implementation of protocols; testing data collections processes)</td>
<td>No</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No Prior year was year of testing data collections processes</td>
<td>No</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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Teacher Keys Effectiveness System

Teacher Keys Effectiveness System
(Generates a Teacher Effectiveness Measure)

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Observations and Documentation

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Teachers of SGP Grades/Courses
- Student Growth Percentiles

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

7/1/2016
TAPS Process: Full vs. Flexible

Full Formative Process
- Orientation
- 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
- 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 (non-renewable certificate)
- New position
- Out of the profession for a period of time
- Moving into the state
- Evaluation performance of Needs Development or Ineffective
Flexible TAPS Process

• Teachers with more than three years of experience and earning a Level III or Level IV on the TAPS Summative/TEM

• Consists of a minimum of two observations as defined by the district
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7/1/2016
Professional Growth

Three Options:

• **Option:** Progress toward or attainment of Professional Growth Goals. *(May or may not be reflective of the GaPSC PL Goals or Plans)*

• **Option:** Student growth rating may be used.

• **Option:** TAPS Summative rating may be used.

• Evaluators will rate this component based on the district expectations/ protocols/procedures.

**DISTRICT DECISION**
Teacher Keys Effectiveness System

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(Generates a Teacher Effectiveness Measure)

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7/1/2016
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/Courses
    - Student Growth Percentiles
  - Teachers of Non-SGP Grades/Courses
    - LEA Determined Measures

7/1/2016
SGP vs. Non-SGP

• SB 364 requires assessment in science and social studies only at 5\textsuperscript{th} and 8\textsuperscript{th} and in high school

• SGP generated for ELA and math only

• School MGP based on the grand mean of SGPs derived from ELA and Math across the school

• District MGP based on the grand mean of SGPs from ELA and Math across the district
Teachers of SGP
Grades and Courses

• SB 364 requires use of teacher’s mean growth percentile

• Teachers held accountable for the performance of the students they teach
Teacher Keys
Effectiveness System

Teacher Keys Effectiveness System
(Generates a Teacher Effectiveness Measure)

Teacher Assessment on Performance Standards
50%
Observations and Documentation

Teacher of SGP Grades/ Courses
- Student Growth Percentiles

Teacher of Non-SGP Grades/ Courses
- LEA Determined Measures

Professional Growth
20%

Student Growth
30%
Teachers of Non-SGP Grades and Courses

• District determined measures

• Districts have flexibility to choose from three options

DISTRICT DECISION
OPTION: School or District Mean Growth Percentile

- School MGP - the grand mean of SGP performance for all SGP grades and courses taught in the school

- District MGP - the grand mean of SGP performance for all SGP grades and courses taught in the LEA/district
OPTION: Student Learning Objectives / Similar Pre to Post Measures

• Primary purpose to improve student learning at the classroom level

• Requires teachers to use assessments to measure student growth using two data points (a pre- to a post-assessment)

• Course specific, grade level learning objectives –
  • Measureable
  • focused on growth in student learning
  • aligned to curriculum standards
OPTION: Additional Measure(s) Identified or Developed and Implemented by the LEA

• Commercial products
• Formative assessments
• Computer adaptive assessments
• Portfolios
• Project based assessments
• Final examinations, etc.

Must enable measurement of growth
Teacher Effectiveness Measure (TEM)

TEM determination:

• Multiply the rating in each component by the appropriate percentage

• Results in a weighted rating
TEM

• TAPS Rating  X  50%

• Student Growth Rating  X  30%

• Professional Growth Rating  X  20%

100%
Leader Keys Effectiveness System

Generates a Leader Effectiveness Measure

Leader Assessment on Performance Standards
- 30%
  Performance Goal Setting and Documentation of Practice

Student Growth
- 40%
  School Mean Growth Percentile

School Climate Survey
- 10%
  CCRPI School Climate Star Rating Survey

Combination of Additional Data
- 20%
  Achievement Gap Reduction
  Beat The Odds
  CCRPI Index Data
### LAPS Domains and Standards

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<thead>
<tr>
<th>SCHOOL LEADERSHIP</th>
<th>4 Domains</th>
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<tbody>
<tr>
<td>1. Instructional Leadership</td>
<td>8 Standards</td>
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<tr>
<td>2. School Climate</td>
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<tr>
<td>ORGANIZATIONAL LEADERSHIP</td>
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<td>3. Planning and Assessment</td>
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<td>4. Organizational Management</td>
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<tr>
<td>HUMAN RESOURCES LEADERSHIP</td>
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<tr>
<td>5. Human Resources Management</td>
<td></td>
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<tr>
<td>6. Teacher/Staff Evaluation</td>
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<td>PROFESSIONALISM AND COMMUNICATION</td>
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<td>7. Professionalism</td>
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<td>8. Communication and Community Relations</td>
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## LAPS Main Components

### School Leadership

#### 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.

- 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 educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

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#### Performance Indicators

- 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 inconsistently fosters the success of students by facilitating the development, communication, implementation, and 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.

#### Performance Appraisal Rubric

- 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 inconsistently fosters the success of students by facilitating the development, communication, implementation, and 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.
The BIG Changes - LKES

- Student Growth based solely on the Mean Growth Percentile derived from the ELA/Reading and Math Milestones data
- Non-SGP data NOT included
- No climate surveys administered to staff
- CCRPI School Climate Star Rating instead of Teacher Surveys
- 20% of the LEM based on –
  - CCRPI data
  - Beat the Odds
  - Gap Reduction
Student Growth

• 40% of the LEM

• Based solely on the mean growth percentile derived from the ELA/Reading and Math Milestones data
School Climate Survey Data

• 10% of the LEM
• School Climate Star Rating (more information to follow from GaDOE Policy Division)
• No principal or assistant principal specific surveys will be administered through the TLE Electronic Platform
• Surveys available on Resources tab
Combination of Additional Data

• This component is under construction and will NOT be rated in 2016-2017.

• 20% of the LEM based on this component

• Includes:
  • Achievement Gap Reduction
  • Beat The Odds – more information to follow
  • CCRPI Index Data

DISTRICT DECISION TO BE FINALIZED DURING 2016-2017 FOR USE IN 2017-2018
Leader Effectiveness Measure (LEM)

- Determined by multiplying the rating in each component by the appropriate percentage

- Results in a weighted rating
LEM

• LAPS Rating  X  30%
• Student Growth Rating  X  40%
• School Climate Star Rating  X  10%
• CCRPI Index Data, Gap Reduction, and Beat the Odds  X  20%

100%
Overarching Changes

• 65% ENROLLMENT changed to 90% ATTENDANCE
  • Students
  • Teachers

• Translates to Data Collections and Roster Verification changes
90% Attendance

• Student data may be included ONLY if student is present 90% of the instructional length of the course

• District must address attendance protocols – elementary, field trips, athletic/academic competition, etc. – Begin consideration ONLY

• State attendance protocol pilot to be conducted during 2016-2017; Additional information to follow

DISTRICT DECISION
Teacher Attendance Considerations

• Not required by the legislation but could be an issue; became an issue with the former 65% rule

• Recommend determining a standard teacher attendance protocol as related to the responsibility for student growth

DISTRICT DECISION
First Things First …

• 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...

• 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

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