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Teacher and Leader Evaluation (TKES & LKES)

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Georgia Department of Education

Today's Learning Targets



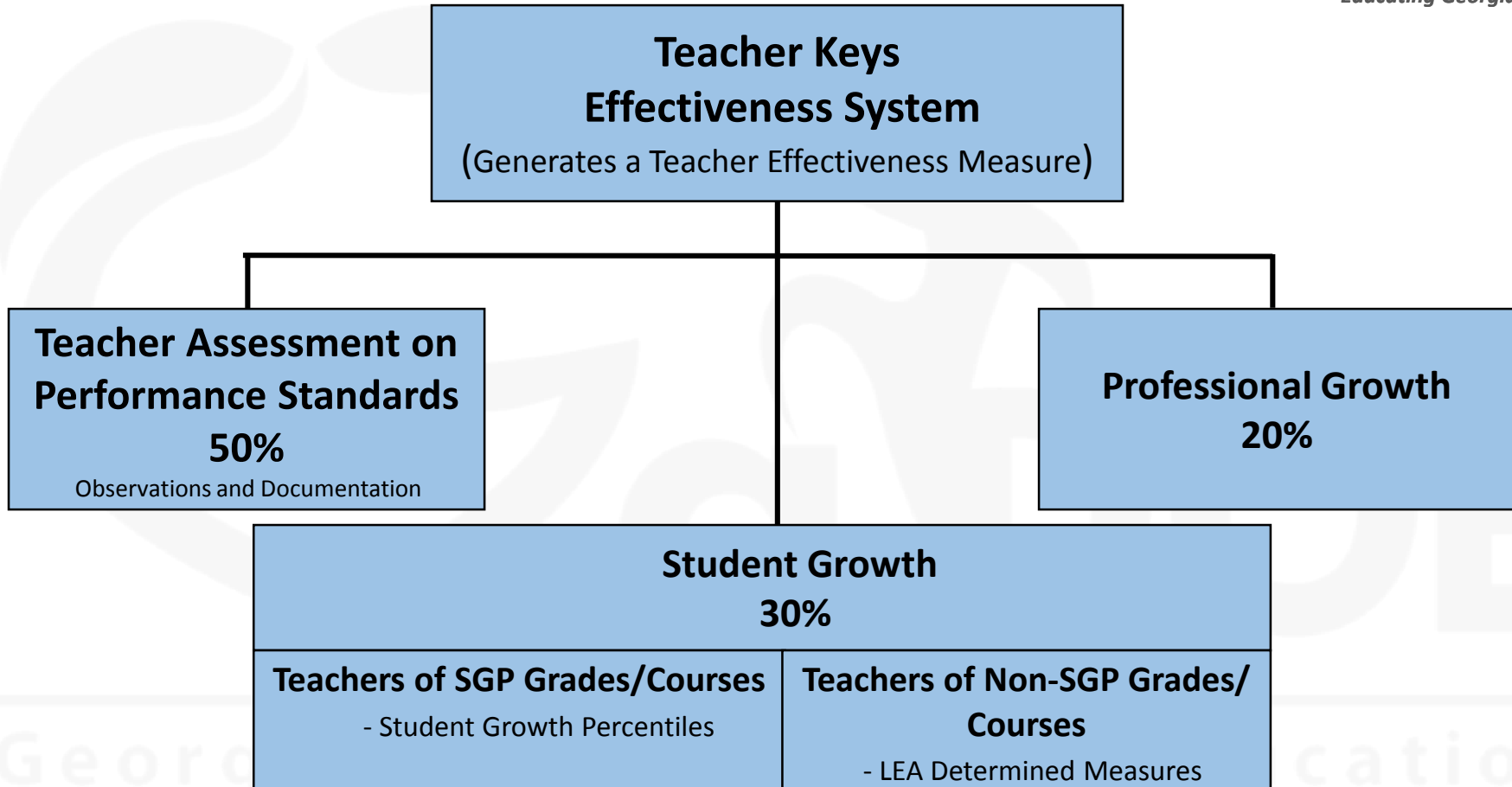
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- Develop a broad understanding of TKES & LKES components and their weights
- Review the six items districts now have the flexibility to address as deemed appropriate for the district, schools, leaders, teachers, and students (SB 364)

Teacher Keys Effectiveness System



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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.

The BIG Changes - TKES



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- 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



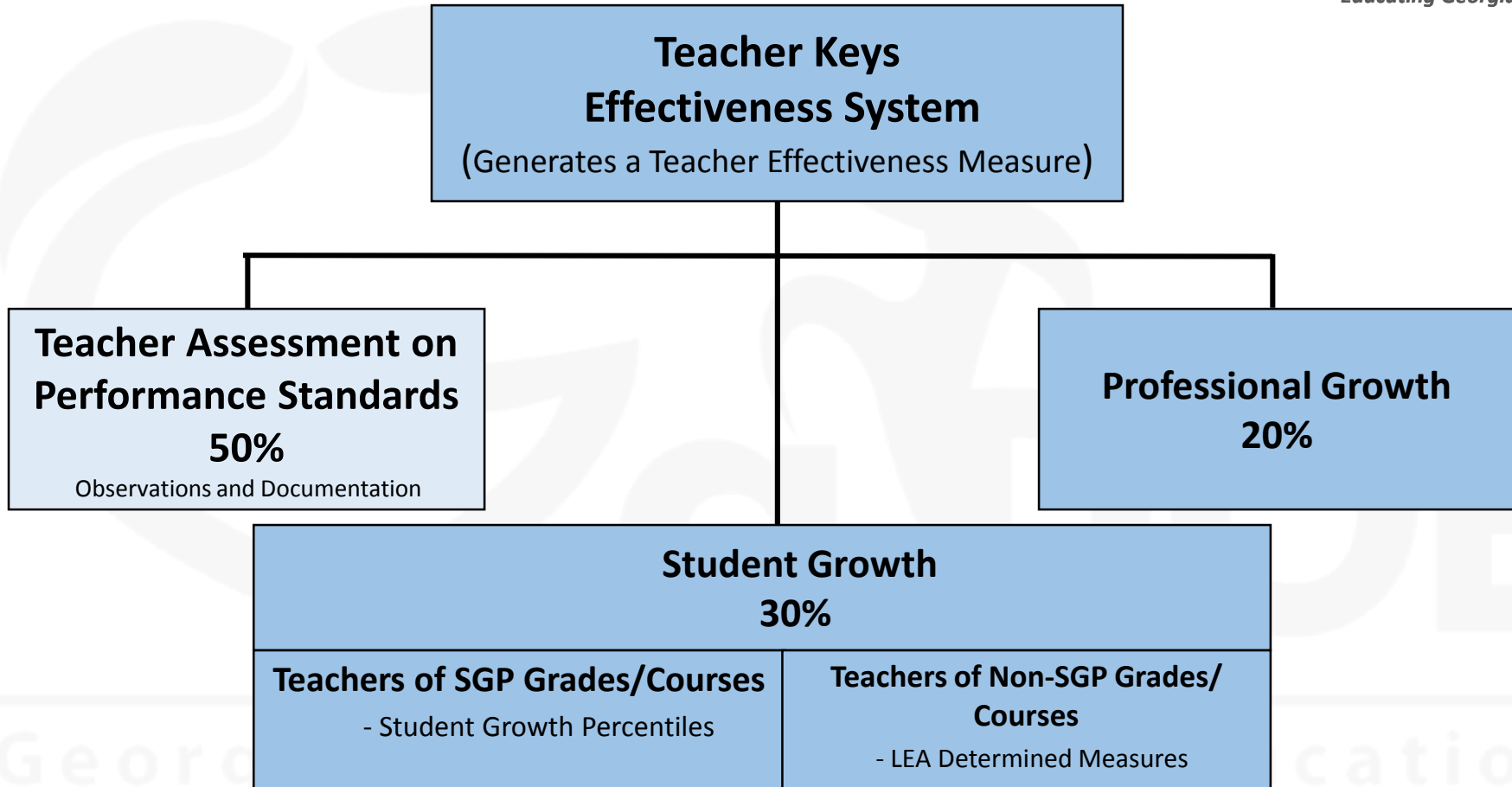
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School Year	TAPS Summative Available (current year)	Prior Year Growth Data Available (lagging data)	Professional Growth Data Available (current year)	90% Attendance Protocols (rule must be applied to lagging growth data)	TEM Determined
2015-2016	Yes	No (2014-2015 Milestones data waived for students; change in requirements- SB364)	NA	NA (65% Rule applied to 2014-2015 data)	No (GaPSC collecting TAPS Summatives Only)
2016-2017	Yes	No (2015-2016 Milestones data waived for students)	No (under development in 2016-2017)	No (under development in 2016-2017)	No
2017-2018	Yes	Yes	Yes	No (first full year of implementation of protocols; testing data collections processes)	No
2018-2019	Yes	Yes	Yes	No Prior year was year of testing data collections processes	No
2019-2020	Yes	Yes	Yes	Yes	Yes

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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-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

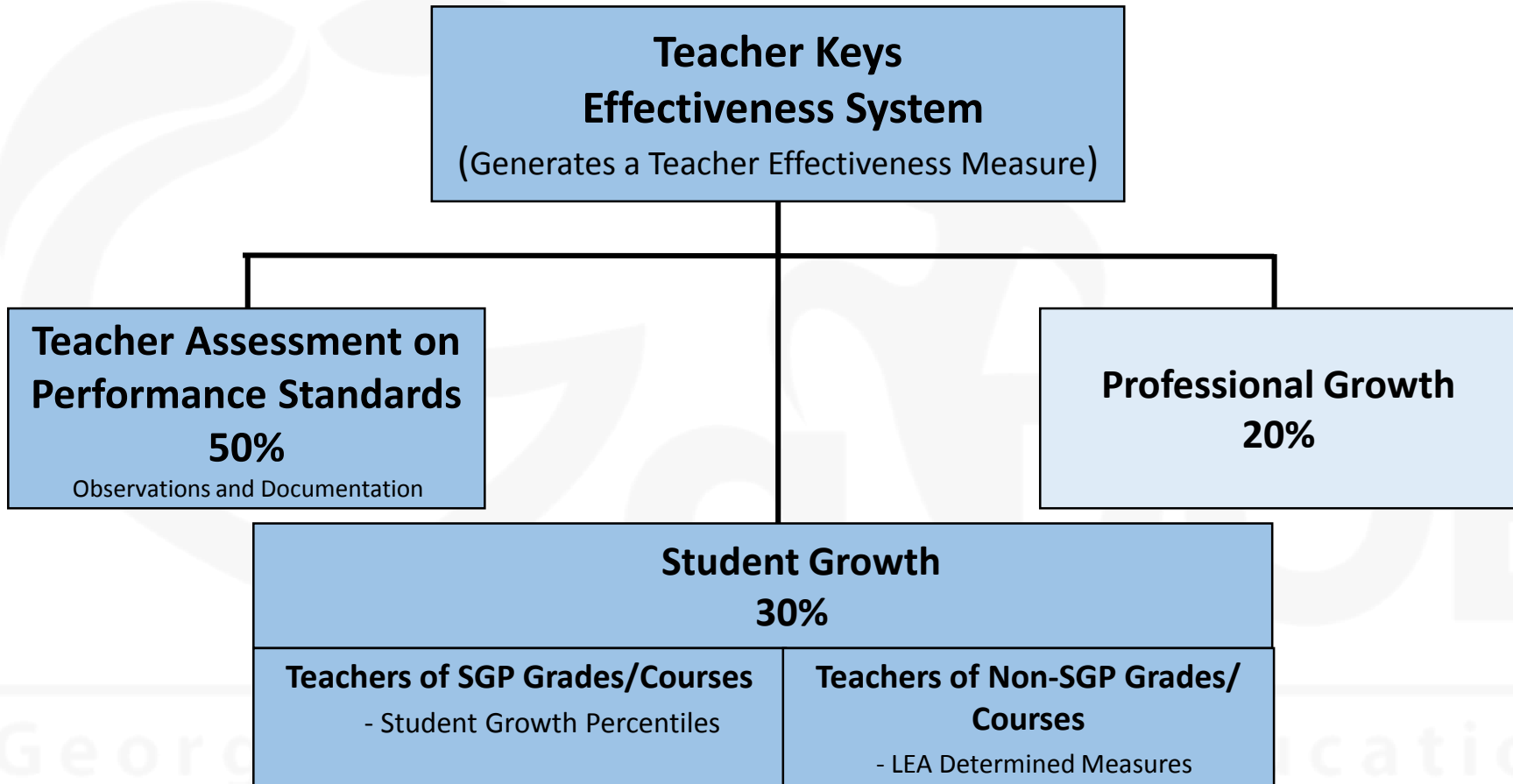
- Teachers with more than three years of experience and earning a Level III or Level IV on the TAPS Summative/TEM
- Consists of a minimum of two observations as defined by the district

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Professional Growth



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Three Options:

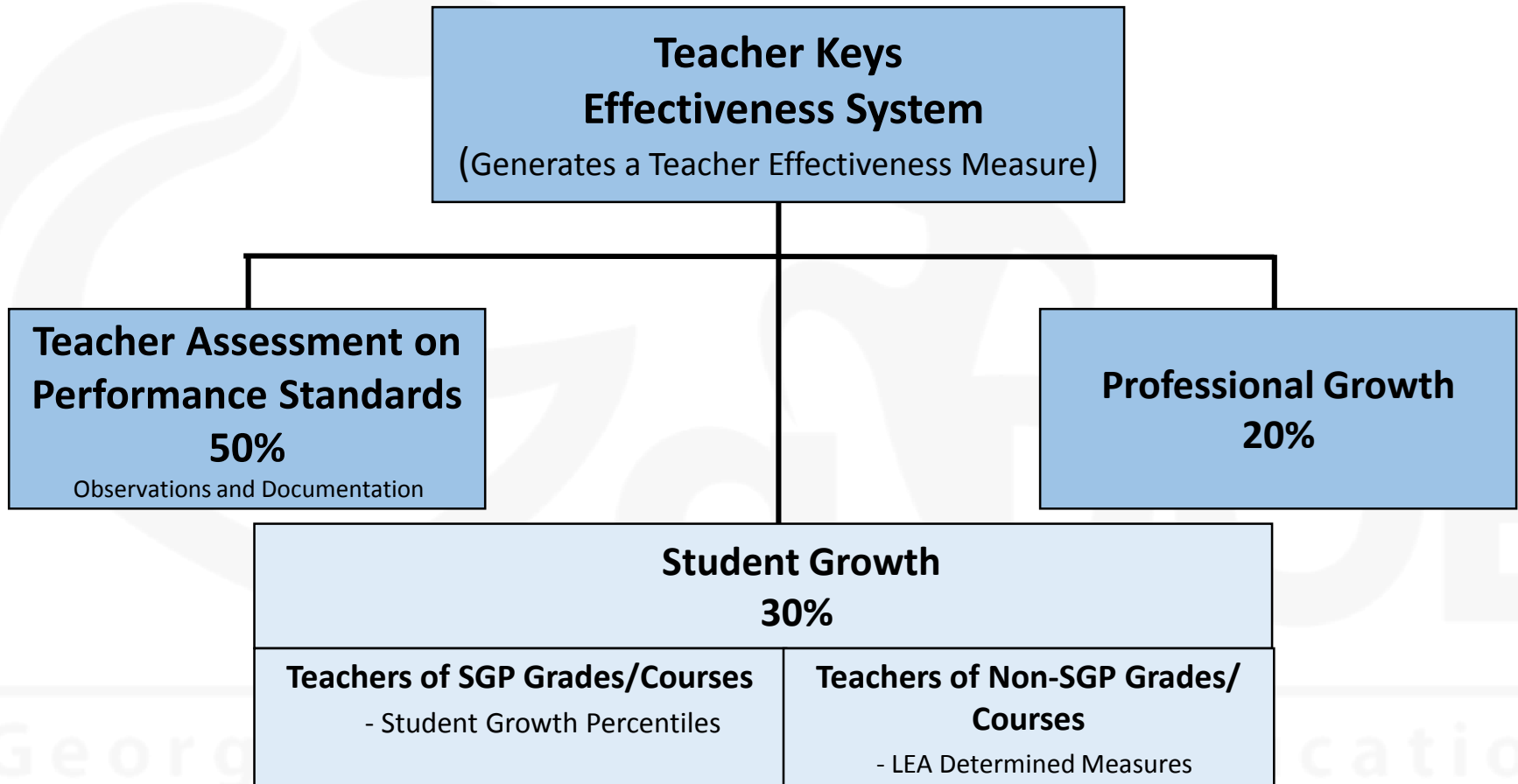
- **Option:** Progress toward or attainment of Professional Growth Goals. *(May or may not be reflective of the GaPSC PL Goals or Plans)*
- **Option:** Student growth rating may be used.
- **Option:** TAPS Summative rating may be used.
- Evaluators will rate this component based on the district expectations/ protocols/procedures.

DISTRICT DECISION

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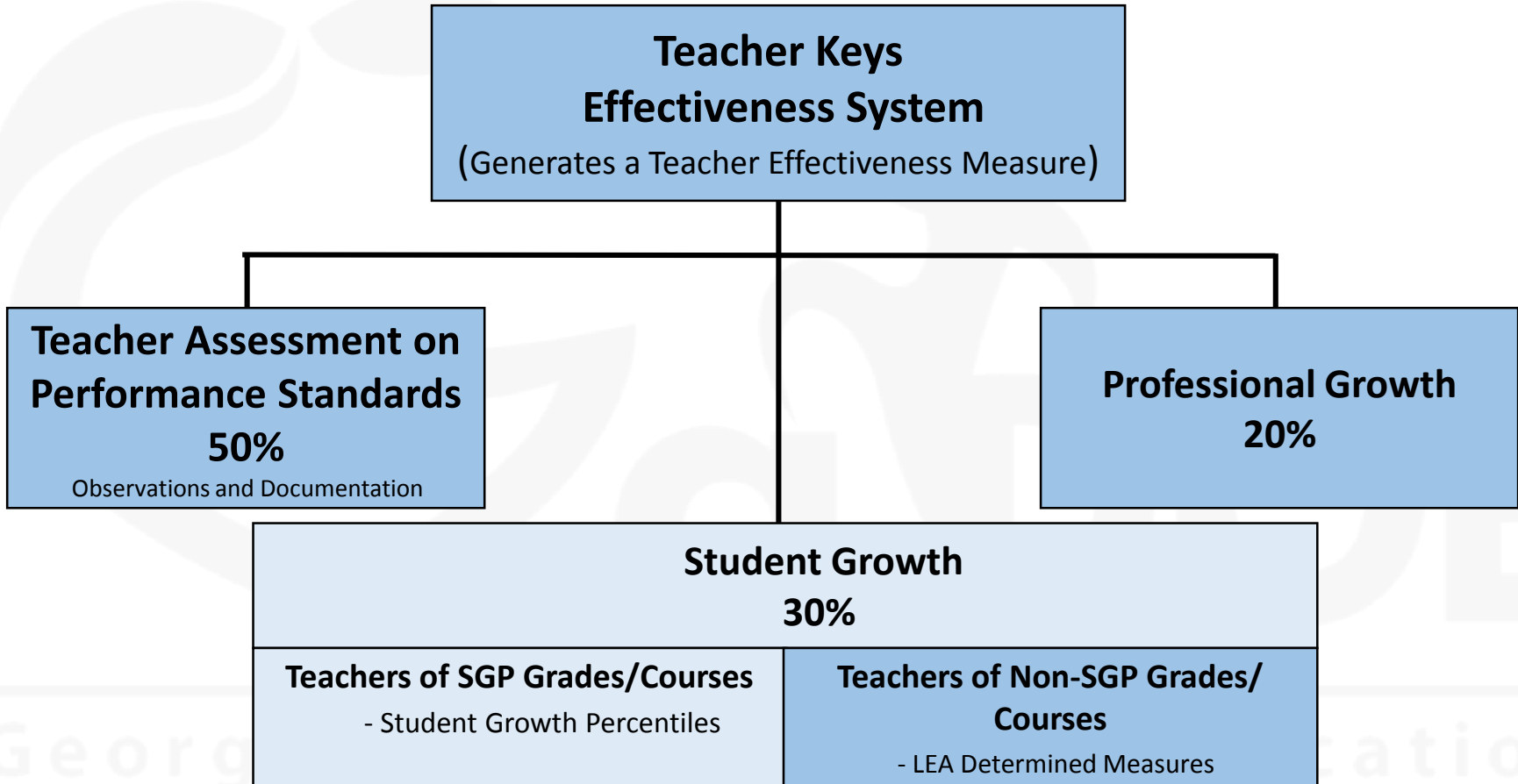
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SGP vs. Non-SGP



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- SB 364 requires assessment in science and social studies **only** at 5th and 8th 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



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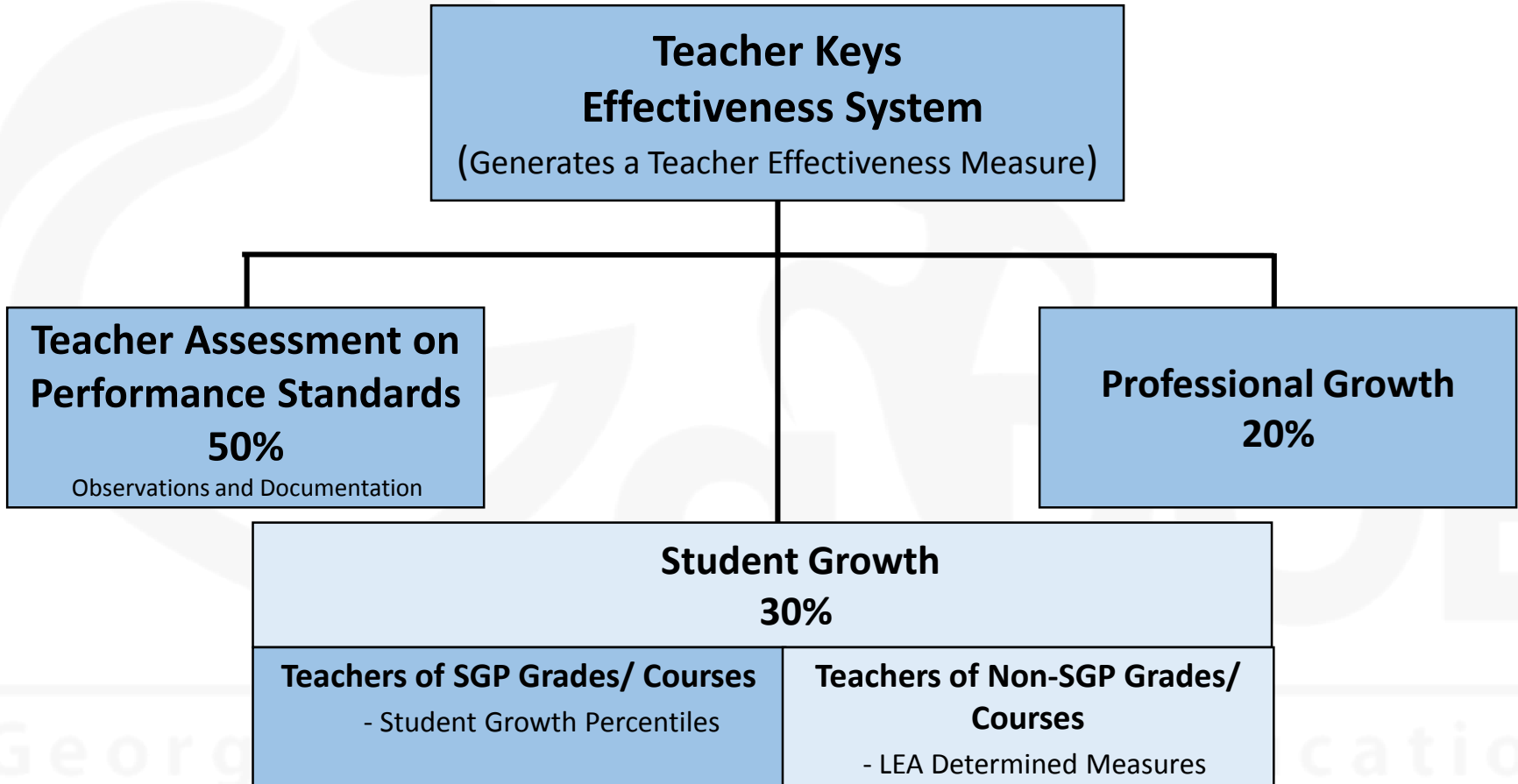
- SB 364 requires use of teacher's mean growth percentile
- Teachers held accountable for the performance of the students they teach

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Teachers of Non-SGP Grades and Courses



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- District determined measures
- Districts have flexibility to choose from three options

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OPTION: School or District Mean Growth Percentile



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- 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



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- 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.



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Must enable measurement of growth

Teacher Effectiveness Measure (TEM)



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TEM determination:

- Multiply the rating in each component by the appropriate percentage
- Results in a weighted rating

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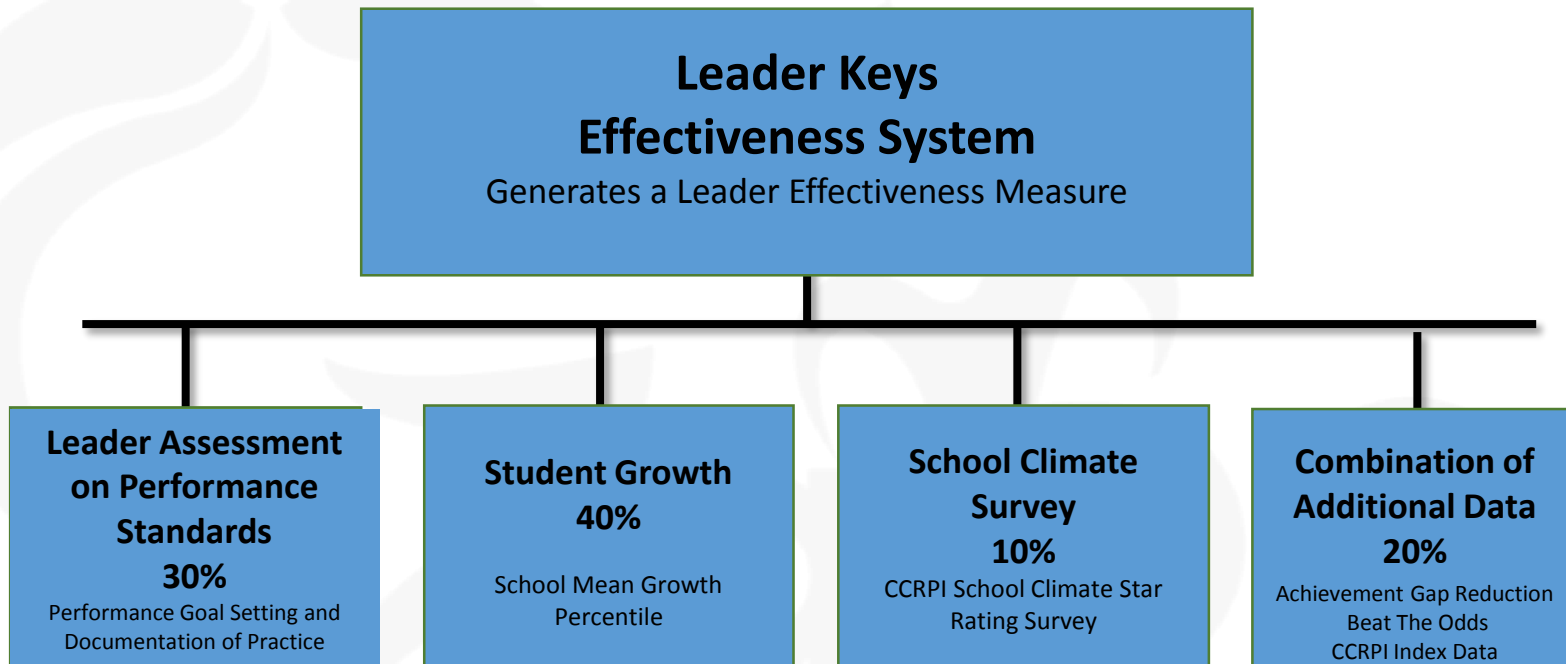
TEM

• TAPS Rating	X	50%
• Student Growth Rating	X	30%
• Professional Growth Rating	X	<u>20%</u>
		100%

Leader Keys Effectiveness System



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LAPS Domains and Standards

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

LAPS Main Components



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School Leadership

Domain

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

- Articulates a vision and works collaboratively with teachers, parents, and other stakeholders to develop a mission and programs consistent with the district's vision.
- 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.

Performance Indicators

Level IV	Performance Appraisal Rubric	Level III	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.)	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.	

The BIG Changes - LKES



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- 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

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School Climate Survey Data



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- 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



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- 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**



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Leader Effectiveness Measure (LEM)

- Determined by multiplying the rating in each component by the appropriate percentage
- Results in a weighted rating

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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	<u>20%</u>
		100%

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Overarching Changes

- 65% ENROLLMENT changed to 90% ATTENDANCE
 - Students
 - Teachers
- Translates to Data Collections and Roster Verification changes

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90% Attendance



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- 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

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Teacher Attendance Considerations



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- 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 ...



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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



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