

Georgia's Teacher Keys Effectiveness System

Meaningful Feedback | Professional Growth | Flexibility to Innovate



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Implementation Handbook

Georgia Department of Education
Office of School Improvement
Teacher and Leader Keys Effectiveness Division

Georgia Department of Education Teacher Keys Effectiveness System

Acknowledgments

The Georgia Department of Education's (GaDOE) Teacher Keys Effectiveness System (TKES) Handbook was developed with the thoughtful contributions of the Georgia State Evaluation Steering Committees, each of which focused on one component of the evaluation system. We wish to express our appreciation for their conscientious and insightful efforts.

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Teacher Keys Effectiveness System Usage Statement

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Every child in every community deserves excellent, effective classroom teachers. That is why Georgia developed the Teacher Keys Effectiveness System (TKES) to provide teachers with more meaningful feedback and support so they can achieve the goal of increasing academic learning and achievement for all students. We believe students have the greatest chance to succeed when teachers receive support to continuously improve their knowledge and skills. Ongoing feedback and targeted professional development help teachers meet the changing needs of their students. We believe TKES provides teachers with meaningful information about how their practice and performance impact student learning. TKES acknowledges the central role of teachers and provides the opportunity to refine their practice to continually and effectively meet the needs of all students.

In 2016, Senate Bill 364 was passed by the legislature and signed into law by Governor Nathan Deal. This law helped change the landscape of Georgia education by reducing the number of state-mandated tests students must take and by reducing the percentage that student test scores count for TKES evaluations.

Some of the major changes include:

- Weight of student test scores on TKES reduced from 50% to 30%, with the remaining 20% coming from professional growth plans, allowing the evaluation system to become more of a coaching tool.
- Students must be in attendance in class 90% of the instructional days of the course in order to count toward a teacher's evaluation (previous version was only 65% enrollment).
- Number of state-administered assessments reduced from 32 to 24, allowing schools to focus on literacy and numeracy in the early grades, giving students a better foundation for success.
- Modified observations for our best teachers, allowing administrators to spend more time with new or weaker teachers while giving teachers who receive high evaluation scores the benefit of fewer observations and more flexibility in the classroom.
- Student surveys are now an optional part of TKES rather than a requirement.
- One growth measure per teacher required instead of two, decreasing the number of tests that must be administered.

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Components of the Teacher Keys Effectiveness System (TKES)

The Teacher Keys Effectiveness System (TKES) is comprised of three components which contribute to an overall Teacher Effectiveness Measure (TEM): Teacher Assessment on Performance Standards (TAPS), Professional Growth, and Student Growth.

Annual Evaluation Notification:

Official Code of Georgia 20-2-210 requires that each LEA shall provide written notice in advance of each school year to each teacher of record of the evaluation measures and any specific indicators that will be used for evaluation purposes. This notification must be completed in advance of each school year. In order to comply with this, it is suggested that LEAs address this in the contract or an attached document disseminated with the contract. The suggested language follows:

Your annual evaluation for next year will be based on the Teacher Keys Effectiveness System in accordance with Official Code of Georgia 20-2-210, all applicable rules of the State Board of Education, and the Implementation Handbook for TKES.

Teacher Assessment on Performance Standards (TAPS):

- TAPS provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to quality Performance Standards.
- Observations by a credentialed evaluator shall inform the Summative Performance Evaluation each year.
- All ten Performance Standards shall be rated on the Summative Performance Evaluation.
- Teachers are permitted to use the school district's local complaint process to file grievances related to procedural deficiencies on the part of the local school system or charter school in conducting TKES evaluations. A teacher's performance rating(s), professional growth goal(s) and/or plan(s), and job performance cannot be disputed through the complaint process.

Professional Growth:

- Professional Growth may 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 Georgia Professional Standards Commission (GaPSC).

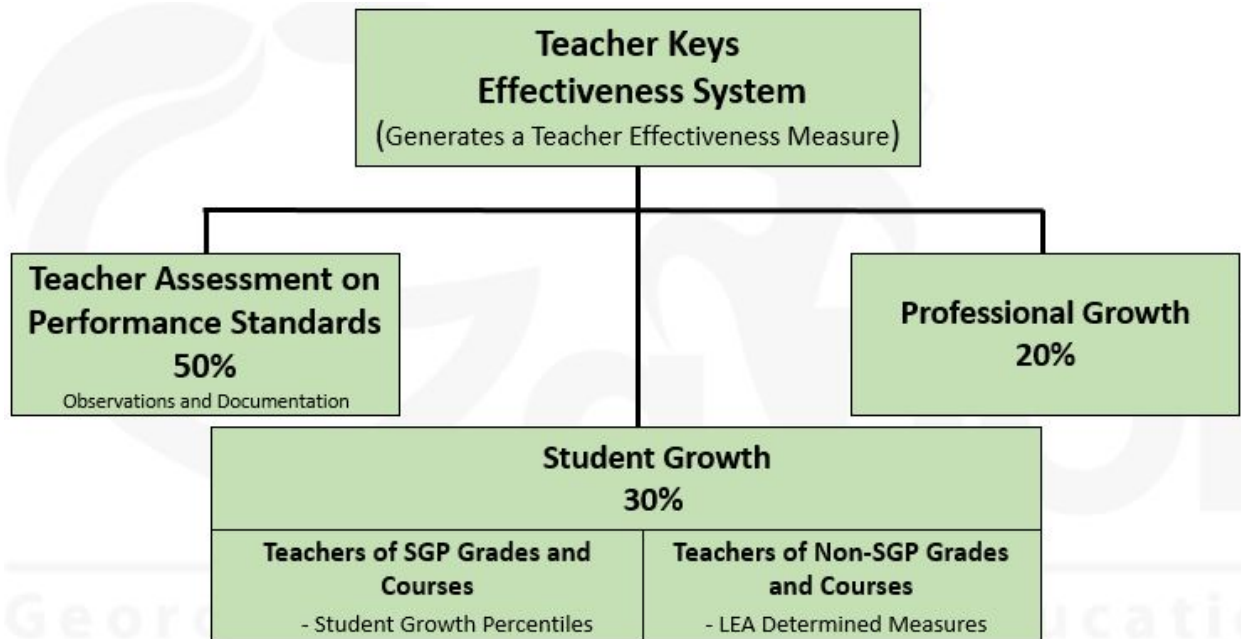
Student Growth:

- **Student Growth Percentile Measures:** For teachers of SGP grades and courses, this component is comprised of a Student Growth Percentile which shall be calculated annually for student growth based on state assessment data.
- **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 another measure identified or developed and implemented by the LEA.
- **Student Growth** data shall be a lagging measure; when available, the prior year's growth measures will inform the current annual Summative Performance Evaluation.

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The Teacher Keys Effectiveness System is depicted in Figure 1.

Figure 1: Teacher Keys Effectiveness System



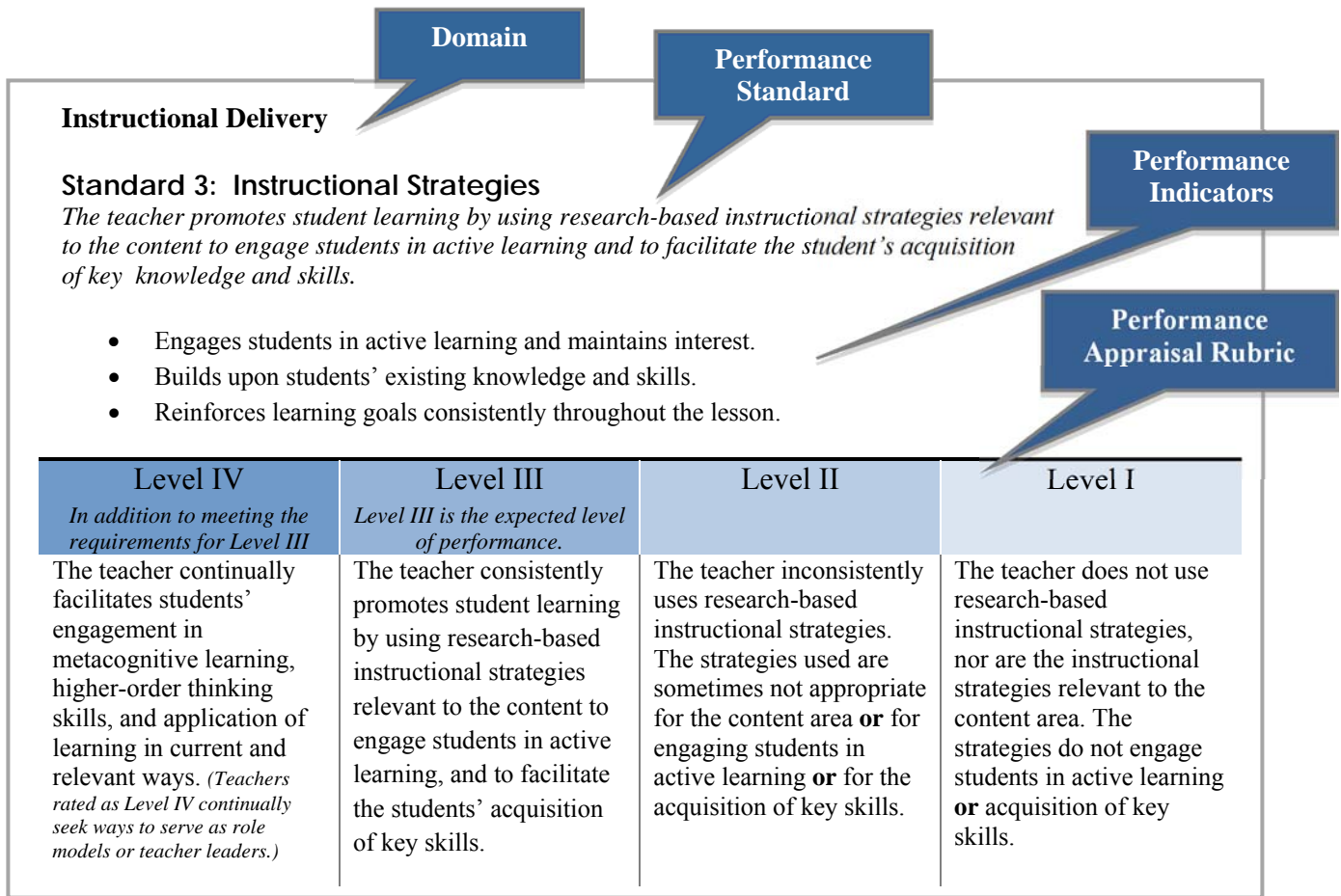
Part I: Teacher Assessment on Performance Standards (TAPS) – 50%

Each student has unique talents, needs and challenges. No one classroom is the same, so an evaluation system for teachers must reflect that and be unlike a typical evaluation in another profession. The Teacher Assessment on Performance Standards (TAPS) was included in TKES to provide a fair and comprehensive evaluation system that provides sufficient detail and accuracy so that both teachers and evaluators will fully understand their job expectations. Clearly defined professional responsibilities for teachers constitute the foundation for TAPS. Evaluators shall be appropriately trained and credentialed.

TAPS defines the expectations for teacher performance consisting of 5 domains and 10 Performance Standards (see Figure 2).

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Figure 2: Relationship between Essential Parts of the Teacher Assessment on Performance Standards (TAPS)



Domains and Performance Standards

Performance Standards refer to the major duties performed by a teacher. There are ten Performance Standards that serve as the basis for the evaluation. Figure 3 shows the five domains and the associated standards that comprise the TAPS components of TKES.

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Evaluators should always refer to the Performance Standards when rating a teacher.

Figure 3: TAPS Performance Standards

Planning	
1. Professional Knowledge	The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
2. Instructional Planning	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.
Instructional Delivery	
3. Instructional Strategies	The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.
4. Differentiated Instruction	The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.
Assessment Of And For Learning	
5. Assessment Strategies	The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
6. Assessment Uses	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.
Learning Environment	
7. Positive Learning Environment	The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
8. Academically Challenging Environment	The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.
Professionalism and Communication	
9. Professionalism	The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.
10. Communication	The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Performance Indicators

Performance indicators provide examples of observable, tangible behaviors for each standard. The performance indicators are examples of the types of performance that will occur if a standard is being successfully met. While it is likely the evaluator will observe many of the indicators

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during an observation, the list of performance indicators is not exhaustive. The evaluator may also observe many appropriate performance indicators that are not listed. TAPS Standards and Indicators can be found in the Appendix.

Performance Appraisal Rubrics

Teachers shall be rated using the performance appraisal rubrics. The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative description of performance at each level. The resulting performance appraisal rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. The description provided for Level III of the performance appraisal rubric is the actual performance standard, thus Level III is the expected level of performance. Teachers who earn a Level IV rating must meet the requirements for Level III and go beyond. The Appendix includes rubrics related to each performance standard.

TAPS Process Flow

The process by which LEAs shall implement the TAPS portion of the Teacher Keys Effectiveness System is depicted in Figure 4. This flow chart provides broad guidance for the TAPS process, but LEAs should consider developing internal timelines for completion of steps at the LEA and school level.

Figure 4: Teacher Assessment on Performance Standards Process Flow



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The steps below outline the TAPS process.

Step 1: Orientation

To ensure both teachers and evaluators have a clear understanding of expectations, building administrators shall annually conduct a Teacher Keys Effectiveness System (TKES) Orientation prior to observations. This orientation should be scheduled as soon as possible once school begins or within the first month of hiring a new teacher. Resources are available within the GaDOE TLE Electronic Platform which will assist with the TKES Orientation. After the orientation is completed, teacher sign off is required within the GaDOE TLE Electronic Platform or a GaDOE approved data system.

Step 2: Familiarization

Once teachers have completed the TKES Orientation, it is important they be provided with opportunities to become more familiar with the TAPS/TKES process. Familiarization is not intended to be a single event. Ongoing familiarization dialogue and professional learning opportunities will increase understanding of the TAPS/TKES process. Professional learning modules, including videos, are located on the GaDOE TLE Electronic Platform.

Step 3: Self-Assessment

Reflecting on professional practice is an important step in the TAPS process. Teachers will complete a Self-Assessment prior to the Pre-Evaluation Conference. The ten Performance Standards will be used to determine professional strengths and areas for growth. The Self-Assessment, located on the GaDOE TLE Electronic Platform, will be available to both the teacher and the school evaluator for review and professional learning planning. This information should be used to inform Professional Growth Goals and/or Professional Growth Plans.

Step 4: Pre-Evaluation Conference

Evaluators shall conduct a Pre-Evaluation Conference for all TKES evaluated teachers. This conference follows the Orientation and Self-Assessment. The conference shall be used to inform the individual being evaluated of his or her expectations and to finalize the Professional Growth Goal(s) or Plan. The Performance Standards and performance appraisal rubrics shall be included in the Pre-Evaluation Conference discussion. Professional learning opportunities which align to the teacher's needs should also be addressed during the conference. The Pre-Evaluation Conference should occur before any observations are conducted for teachers.

The Pre-Evaluation Conference may be held individually or in a small group setting when appropriate and must occur before any observations are conducted for teachers. The conference shall be recorded electronically via the GaDOE TLE Electronic Platform or a GaDOE approved data system.

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Types of Implementation

With the implementation of Senate Bill 364, all districts will now be able to implement a process that reduces the number of observations. No longer will six observations be required for all teachers, allowing for a more personalized approach to evaluating teachers. Highly effective teachers are eligible to receive fewer observations, while teachers that are part of the six groups listed below will receive the standard six classroom observations.

Step 5(a): **Full Formative Assessment Process (for specified or less than proficient teachers)**

Appropriately trained and credentialed evaluators shall conduct six classrooms observations per teacher. The full Formative Assessment Process shall be completed on the following groups of educators:

- Induction (3 or less years of teaching experience),
- Teaching out-of-field (non-renewable certificate),
- New position (change in field of certification),
- Out of the profession for longer than one year,
- Moving into the state, and
- Evaluation performance of Needs Development or Ineffective.

The Teacher Assessment on Performance Standards (TAPS) focuses on two data sources, **observations** and **documentation**. The totality of evidence and consistency of practice will be considered when an evaluator rates a teacher on all ten Performance Standards.

Observations

The identified categories of educators shall receive full implementation including 4 classroom walkthrough observations and 2 formative classroom observations. Observations may be announced or unannounced (based on LEA decision). It is strongly recommended that all observations include commentary on all of the rated standards. Walkthrough observations shall be at least ten minutes in duration based on a limited number of Performance Standards. Formative Observations shall be at least thirty minutes in duration and are based on all ten Performance Standards. Additional observations may be conducted at the building administrator's discretion.

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Step 5(b): Flexible Process (for veteran teachers with proficient or exemplary summative performance ratings)

Appropriately trained and credentialed evaluators shall conduct classroom observations per teacher. The Flexible Process shall consist of a minimum of two classroom observations per teacher. The differentiated implementation requirements are based on years of experience, ratings, and specific categories of educators as defined by GaPSC.

The Teacher Assessment on Performance Standards (TAPS) focuses on two data sources, **observations** and **documentation**. The totality of evidence and consistency of practice will be considered when an evaluator rates a teacher on all ten Performance Standards.

Observations

All teachers with more than three years' experience and have received a Proficient or Exemplary rating on the previous year's Annual Evaluation must receive a minimum of two classroom observations (Walkthroughs and/or Formative Observations) as determined by the LEA. It is recommended that a minimum of one Walkthrough and one Formative Observation/Assessment is completed as the required observations per teacher. Walkthrough observations shall be at least ten minutes in duration and formative observations shall be at least thirty minutes in duration. All ten Performance Standards must be rated across the combination of the two observations.

Documentation

Documentation of teacher practice and process shall be the second data source for TAPS. The primary source of information for teacher evaluation should be the observation. Evaluators **may** request documentation from a teacher when a standard is not observed during a Formative Observation(s), Walkthrough(s) or when the consistency of a teacher's practice cannot be established. The teacher is responsible for submitting requested documentation in a timely manner. In order for it to be considered, requested documentation must be submitted prior to the completion of the Formative Assessment and/or Summative Performance Evaluation.

Additionally, teachers **may** elect to submit documentation at any time during the evaluation process for consideration by the evaluator. Documentation should be submitted for review via the GaDOE TLE Electronic Platform or GaDOE approved data system. **Please note - no documentation should be created specifically for the evaluation system. Rather, it should reflect normal instructional practices. Blanket documentation requirements are discouraged.**

Full Formative Assessment Process and Flexible Process

Performance appraisal rubrics are behavioral summary scales that describe performance levels for each Performance Standard. Ratings of Level IV, Level III, Level II, or Level I shall be provided for each of the ten Performance Standards on each Formative Assessment. If sufficient evidence is not present to rate a teacher's performance on any of the ten Performance Standards,

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evaluators may request additional documentation relevant to the identified standard(s). In addition, knowledge gained through professional interaction with teachers may also be considered as evidence to rate any of the ten Performance Standards. This knowledge should be documented in commentary for the appropriate standard(s).

It is strongly recommended that evaluators provide specific commentary to acknowledge performance strengths as well as Level II or Level I ratings for any of the ten Performance Standards. Commentary should include specific feedback which will promote professional growth.

A teacher's notification and access to each classroom observation shall be provided within 10 working days from the date of each observation. The results of each observation shall be recorded in the GaDOE TLE Electronic Platform or GaDOE approved data system.

Step 6: Mid-Year Conference

The Mid-Year Conference shall be used to inform the individual being evaluated of his or her progress on the TKES components. The conference will focus on Student Growth data, the ten Performance Standards and Professional Growth.

The Mid-Year Conference may be held individually or in a small group setting when appropriate. It shall be recorded electronically via the GaDOE TLE Electronic Platform or a GaDOE approved data system.

Step 7: Summative Performance Evaluation

The Summative Performance Evaluation shall be based on observational data and documentation.

Summative Evaluation Process

A Summative Performance Evaluation shall be completed for each teacher which establishes a final rating on all ten Performance Standards. These ratings shall take into account ALL available data sources.

Ratings of Level IV, Level III, Level II, or Level I shall be provided for each of the ten performance standards using the performance appraisal rubrics. The evaluator will rate each of the ten Performance Standards based on the **totality of evidence and consistency of practice**.

Evaluators shall document the Summative Performance Evaluation using the GaDOE TLE Electronic Platform or another GaDOE approved data system.

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Figure 5: TAPS Summative Cut Scores

Final Ratings	TAPS Summative Cut Scores
Level I	0-6
Level II	7-16
Level III	17-26
Level IV	27-30

Step 8: Summative Conference

The Summative Conference shall be used to inform the individual being evaluated of his or her Summative Performance Evaluation results. Teacher Assessment on Performance Standards, and student data trends will be included in the Summative Conference discussion. Professional Growth Goals and/or Professional Growth Plans should also be addressed during the conference.

Evaluators shall utilize evaluation results to provide high-quality, job-embedded, and ongoing mentoring, support, and professional development for teachers as identified in his or her evaluation. A Remediation Plan will be required if the Teacher Effectiveness Measure (TEM) is Needs Development or Ineffective or is a Level I or Level II on the TAPS Summative Rating when no Student Growth data is available.

The Summative Conference will be held individually with each teacher so that specific feedback can be provided during the conference. It shall be recorded electronically via the GaDOE TLE Electronic Platform or a GaDOE approved data system.

Part II: Professional Growth - 20%

TKES should be an evaluation system that is a true coaching tool, not a punitive measure. That is why the new professional growth component is a step in the right direction. The professional growth measure will make TKES a better tool for teachers because it will give credit for meeting important professional development goals that ultimately help students in the classroom.

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 Georgia Professional Standards Commission (GaPSC). For additional information concerning GaPSC recertification requirements, see GaPSC adopted rule 505-2-.36 which will go into effect July 1, 2017.

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

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on progress toward attainment of the goal(s) and/or completion of the plan. Professional Growth Goals and Plans may address the following:

- Weaknesses identified through the TAPS process,
- Teacher’s individual professional goals,
- School Improvement Goals,
- District Improvement Goals, or
- Any other district or school identified need

To assist LEAs in determining criteria for the purpose of rating this component, please see the sample rubric below.

Possible Rubric to Assist LEAs with Evaluation of Professional Growth

**Use of this rubric is OPTIONAL and the development is meant only as a support.*

Figure 6: TKES Professional Growth Rubric

Level IV	Level III	Level II	Level I
<p>The teacher leader continually applies the knowledge and/or skills in classroom practice and provides evidence that the professional growth experience has been extended to lead others in acquisition and application of the knowledge and skills.</p>	<p>The teacher provides evidence that classroom practice has been changed. The knowledge and/or skills is (are) applied in the classroom on a consistent basis.</p>	<p>The teacher provides evidence of use of knowledge and/or skills acquired through the professional growth activity in classroom practice.</p>	<p>The teacher participates in a professional growth activity. Sign in sheets verify attendance.</p>

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Part III: Student Growth – 30%

The third component of the Teacher Keys Effectiveness System is Student Growth which is comprised of Student Growth Percentiles (SGP) for teachers of SGP grades and courses and LEA Determined Measure(s) for teachers of non-SGP grades and courses. **Note: A minimum of one growth measure per teacher is required.**

Academic achievement tells only part of the story of overall student performance and teacher effectiveness. Student growth tells a more complete story about the academic performance of students. It not only demonstrates the level to which students have grown but also reflects the progress made to reach that level.

Student Growth Percentile Measures: For teachers of SGP grades and courses, this component is comprised of a Student Growth Percentile which shall be calculated annually by GaDOE for student growth based on state assessment data.

LEA Determined Measure(s): For teachers of non-SGP grades and courses, this component is comprised of LEA Determined Measure(s) which may be Student Learning Objectives, the School or District Mean Growth Percentile, or another measure identified or developed and implemented by the LEA.

Teachers of SGP Grades and Courses

Student Growth Percentiles (SGP)

Student Growth Percentiles (SGPs) shall be used as the student growth component of the Teacher Effectiveness Measure (TEM) for teachers of SGP grades and courses. Annual calculations of student growth for SGP grades and courses are based on state assessment data (Georgia Milestones EOGs in grades 4-8 ELA/Reading and Mathematics and EOCs in ELA and Mathematics). **Please note: Only data from these 14 courses will result in growth percentiles. All other courses are considered non-SGP courses.**

SGPs describe a student's growth relative to academically-similar students - other students with similar prior achievement on state tests (*i.e.*, those with similar history of scores). A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth. All students of all prior achievement levels have the opportunity to demonstrate all levels of growth. For more information please visit www.gsgm.gadoe.org

SGPs can be compared across grade levels and across subject areas, meaning summary measures also can be aggregated across grade levels and subject areas and describes growth in terms of how a student performed in the current year relative to other students who have a similar academic history.

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The growth model uses two years of prior test data as pretest scores (one year is used when multiple years are not available). For example, growth percentiles for 5th grade students on the 5th grade state assessment are generated using 3rd and 4th grade state assessment results as priors. At least one prior test score is necessary to model growth. Therefore, students in grades 4-8 and in EOC courses can receive growth scores. Students in 3rd grade will not have a prior year state assessment score to determine a growth percentile.

Students shall attend 90% of the instructional length of the course in order for the student's data to be included in the growth score for evaluation.

If a student is not present, he/she cannot learn, thus the teacher should not be held responsible for the academic growth of that student. Senate Bill 364 appropriately increased the percentage students shall attend the course in order for the data to be included in the growth score for evaluation. Students must meet the requirement of 90% attendance in courses, rather than 65% enrollment in courses as previously required by House Bill 244.

The SGP model will provide a wealth of student, classroom, school, LEA, and state growth information based on state assessments. SGPs capture the progress students make throughout the course of an academic year and provide Georgia with a comprehensive indicator system that can be used at multiple levels (class, school, system, and state).

Teachers of Non-SGP Grades and Courses

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 or a similar pre to post measure, the School or District Mean Growth Percentile, or another measure identified or developed and implemented by the LEA. **Note: A minimum of one growth measure per teacher is required. These measures do not have to be administered to students district-wide.**

OPTION: School or District Mean Growth Percentile

SGPs describe a student's growth relative to his/her academically similar peers - other students with similar prior achievement (*i.e.*, those with similar history of scores). A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth. From the 1st to the 99th percentile, growth is possible for all students regardless of previous achievement scores. Annual calculations of student growth for SGP grades and courses are based on state assessment data (Georgia Milestones EOGs in grades 4-8 ELA/Reading and Mathematics and EOCs in ELA and Mathematics).

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SGPs can be compared across grade levels and across subject areas, meaning summary measures also can be aggregated across grade levels and content areas and describes growth in terms of how a student performed in the current year relative to other students who have a similar academic history.

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.

OPTION: Student Learning Objectives (SLO) or Other Similar Pre to Post Measures

The primary purpose of SLOs and Other Similar Pre to Post Measures is to improve student learning at the classroom level. An equally important purpose of SLOs and Other Pre to Post Measures is to provide evidence of each teacher's instructional impact on student learning. The SLO and Other Similar Pre to Post Measures processes require the use of assessments to measure student growth between two data collection points (beginning of the course and the end of course).

SLOs and Other Similar Pre to Post Measures should be course specific, grade level learning objectives that are measurable, focused on growth in student learning, and aligned to curriculum standards. Expected growth is the amount students are expected to grow over the course of the instructional period. Expectations must be rigorous and attainable. **For Teachers of Non-SGP grades and courses utilizing SLOs or Similar Pre to post Measures, LEAs must determine the criteria for rating this component.**

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. **Note: Any measure used in teacher evaluation should provide pre and post data that can be used to establish targets and determine growth.**

For Teachers of Non-SGP grades and courses utilizing Additional Measure(s), LEAs must determine the criteria for rating this component and ensure all included data meets the 90% attendance rule.

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Figure 7: SGP Grades and Courses/Non-SGP Grades and Courses

SGP Grades and Courses	Non-SGP Grades and Courses
GaDOE will collect data through the Division of Assessment and Accountability to be utilized by the Division of Teacher and Leader Effectiveness.	Districts will internally collect and use data to determine teacher ratings on Student Growth.

Part IV: Teacher Effectiveness Measure (TEM)

The Teacher Effectiveness Measure (TEM) is the annual evaluation which consists of three components: (1) Teacher Assessment on Performance Standards (TAPS), (2) Professional Growth, and (3) Student Growth. These three components contribute to the overall TEM for each teacher. Teachers of record shall receive a TEM based on documentation and data from all three components of the TKES. The weights of each component are as follows:

- TAPS-50%
- Professional Growth-20%
- Student Growth-30%

Teachers shall receive an overall rating of Exemplary, Proficient, Needs Development, or Ineffective on the TEM. The TEM for a teacher of record will be determined by multiplying the rating level of each component by the respective weight; this result will be compared to the rubric below. Standard rounding rules will be used where applicable. See Figures 8 and 9 for the TEM Rating Rubric and an example of how a teacher’s TEM would be calculated.

Figure 8: TEM Determination Example

TAPS Rating	Level IV	Professional Growth Rating	Level III	Student Growth Rating	Level II
TAPS Weight	50%	Professional Growth Weight	20%	Student Growth Weight	30%
Calculations	4 x 0.5	Calculations	3 x 0.2	Calculations	2 x 0.3
Results	2.0	Results	0.6	Results	0.6
Sum of Component Parts		2.0 + 0.6+ 0.6			
TEM Determination			3.2		Proficient

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Figure 9: TEM Rating Rubric

TEM Rating	Sum of Component Parts
Exemplary	≥ 3.5
Proficient	≥ 2.5 and < 3.5
Needs Development	≥ 1.5 and < 2.5
Ineffective	< 1.5

SGP Grades and Courses: For teachers of record who teach SGP grades and courses, the evaluation shall be composed of the following:

- TAPS
- Professional Growth
- Student Growth-based on student SGP scores. Student Growth shall not include the test scores of any student who has not been in attendance for at least 90% of the instructional days of the assessed course.

Non-SGP Grades and Courses: For teachers of record who teach non-SGP grades and courses, the evaluation shall be composed of the following:

- TAPS
- Professional Growth
- Student Growth-includes at least one student growth measure and may utilize other student growth indicators, as allowed by the local system’s or charter school’s flexibility contract. Student Growth shall not include the test scores of any student who has not been in attendance for at least 90% of the instructional days of the assessed course.

Components of the TEM

- **TAPS (50%)**–The TAPS component of TKES provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to ten quality Performance Standards that are scored from 0 to 3 (sum score can range from 0-30).

Figure 10: TAPS Summative Cut Scores

Final Ratings	TAPS Summative Cut Scores
Level I	0-6
Level II	7-16
Level III	17-26
Level IV	27-30

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- **Professional Growth (20%)**-The Professional Growth component of TKES shall be measured by progress toward or attainment of professional growth goals as determined by the results of the Self-Assessment, Pre-Evaluation Conference, Mid-year Evaluation Conference, and the Summative Conference. LEAs must determine the criteria for rating this component.
- **Student Growth (30%)**-The Student Growth component of the TKES shall be a lagging measure; when available, the prior year’s growth measures will inform the current annual Summative Performance Evaluation.
 - **Student Growth Percentiles (SGPs)** – Student Growth Percentiles (SGPs) shall be used as the student growth component of the Teacher Effectiveness Measure (TEM) for teachers of SGP grades and courses. Annual calculations of student growth for SGP grades and courses are based on state assessment data (Georgia Milestones EOGs in grades 4-8 ELA/Reading and Mathematics and EOCs in ELA and Mathematics). The grand mean of SGP performance for SGP grades and courses taught in the school will be used in calculating the TEM.

Figure 11: Student Growth Percentile Levels (Individual Teacher Level)

MeanGP Growth Rating Levels	MeanGP Score Range
Level I	MeanGP <30
Level II	MeanGP \geq 30 and \leq 40
Level III	MeanGP >40 and \leq 65
Level IV	MeanGP > 65

- **LEA Determined Measures**-The measure of student growth for non-SGP grades and courses. If the LEA decides to utilize the School or District SGP results as student growth for teachers of non-SGP grades and courses, the Student Growth Percentile Levels (District and School Level) will be used.

Figure 12: Student Growth Percentile Levels (District and School Level)

MeanGP Growth Rating Levels	MeanGP Score Range
Level I	MeanGP <35
Level II	MeanGP \geq 35 and \leq 45
Level III	MeanGP >45 and \leq 60
Level IV	MeanGP > 60

Each LEA shall utilize evaluation results to provide high-quality, job-embedded, and ongoing mentoring, support, and professional development for teachers as identified in his or her evaluation. A Remediation Plan will be required if the Teacher Effectiveness Measure (TEM) is Needs Development or Ineffective.

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The following bullets relate to the TEM.

- Teachers are permitted to use the school district's local complaint process to file grievances related to procedural deficiencies on the part of the local school system or charter school in conducting TKES evaluations. A teacher's performance rating(s), professional growth goal(s) and/or plan(s), and job performance cannot be disputed through the complaint process.
- Districts must determine the definition of extended leave as it applies to the use of Student Growth data in a TEM (Annual Evaluation). Teachers must be notified of this criteria no later than the last day of the first school month.
- When Student Growth data are not available, the TAPS rating will inform the Summative Performance Evaluation rating and will constitute the annual evaluation and the teacher will not receive a TEM.
- Teachers who are contracted as 49% employees and teachers who are employed for 90 days or less will receive an adjusted TAPS process consisting of, at a minimum, one Formative Assessment, a Summative Performance Evaluation, and applicable conferences. If Student Growth data are available, a TEM (Annual Evaluation) will be generated.
- For student growth measures, a student must be in attendance for 90% of the course for the data to be included in the calculation of the teacher's TEM. A teacher must have a minimum of 15 student measures for growth to be included in the TEM. Principals and superintendents will verify student attendance and teacher assignments.
- Student Growth Data shall be a lagging measure; when available, the prior year's growth measures will inform the current year's TEM.
- 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.
- Each teacher of record, assistant principal, and principal shall be evaluated on his or her own individual merit and neither the state board of education, a local school system, nor a charter school shall impose or require any quota system or predetermined distribution of ratings for teachers of record, assistant principals, or principals.
- Teachers are permitted to use the school district's local complaint process to file grievances related to procedural deficiencies on the part of the local school system or charter school in conducting TKES evaluations. A teacher's performance rating(s), professional development plan(s), and job performance cannot be disputed through the complaint process.

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Part V: TKES Logistics

The TKES Logistics section encompasses two major topics:

- Positions to be Evaluated
- TKES Program Delivery Models and Accountability

Positions to be Evaluated

The Teacher Keys Effectiveness System is designed for use with all teachers of record, grades Pre-K through 12, who are full-time or part-time. For this purpose, teachers of record are educators who are responsible for a specified portion of a student's learning within a course aligned to performance measures.

TKES is **not** designed to be used with personnel in positions identified as ***Contributing Professionals*** unless they are required by the LEA to provide direct instruction to students. LEAs should continue to use appropriate instruments to evaluate the following positions designated as ***Contributing Professionals***.

Contributing Professionals include but are not limited to:

- Adaptive Physical Education Teachers
- Behavior Interventionists
- Behavior Specialists
- Career Technical Instruction (CTI)
- Graduation Coaches
- Guidance Counselors*
- Gifted Collaborative
- Gifted Instructional Facilitator
- Hospital/Homebound Teachers
- In-school Suspension Teachers
- Instructional Coaches / Instructional Lead Teachers / Academic Coaches who do **not** have responsibility for direct instruction
- Instructional Technology Specialists
- Interpreters (sign language and other language)
- Media Specialists*
- Mobility Training Specialists
- Occupational Therapists
- Paraprofessionals, even if certified
- Physical Therapists
- Psychologists*
- School Social Workers
- Special Education Coordinators / Case Managers who do **not** provide direct instruction
- Speech Language Pathologists
- Teachers on Special Assignment who do **not** have responsibility for direct instruction
- Translators
- Virtual School Teachers who do not provide direct instruction to students
- Work-based Learning

*Though GaDOE did not develop nor endorse evaluation systems for these positions, documents exist and are available from the professional organizations.

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Part VI: GaDOE TLE Electronic Platform

The GaDOE TLE Electronic Platform shall provide web-based access to multiple components of the Teacher Keys Effectiveness System. The GaDOE TLE Electronic Platform will be provided to school LEAs and schools; however, a school LEA may choose to use a GaDOE approved data system.

The GaDOE TLE Electronic Platform can be accessed at <https://tle.gadoe.org>. The User Guides tab provides detailed instructions for both teachers and evaluators to utilize the platform to effectively complete the TKES process.

In the platform, the following will be provided.

- TAPS Formative and Summative Evaluation ratings
- Student Growth Percentile (SGP) summary results
- Teacher Effectiveness Measure (Annual Evaluation)
- Conference Tools (Pre-Conference, Mid-Year Conference, Summative Conference)

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Appendix: TAPS Performance Standards and Performance Appraisal Rubrics

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Addresses appropriate curriculum standards and integrates key content elements.
- Facilitates students’ use of higher-level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates accurate, deep, and current knowledge of subject matter.
- Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research.
- Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.
- Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

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 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>	The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

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Performance Standard 2: Instructional Planning

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.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Analyzes and uses student learning data to inform planning.
- Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).
- Plans instruction effectively for content mastery, pacing, and transitions.
- Plans for instruction to meet the needs of all students.
- Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.
- Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

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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.
- Effectively uses appropriate instructional technology to enhance student learning.
- Communicates and presents material clearly, and checks for understanding.
- Develops higher-order thinking through questioning and problem-solving activities.
- Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	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.

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Performance Standard 4: Differentiated Instruction

The teacher challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- Provides remediation, enrichment, and acceleration to further student understanding of material.
- Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.
- Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.
- Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.
- Demonstrates high learning expectations for all students commensurate with their developmental levels.

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The teacher continually facilitates each student’s opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.	The teacher inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher does not challenge students by providing appropriate content or by developing skills which address individual learning differences.

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Performance Standard 5: Assessment Strategies

The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Aligns student assessment with the established curriculum and benchmarks.
- Involves students in setting learning goals and monitoring their own progress.
- Varies and modifies assessments to determine individual student needs and progress.
- Uses formal and informal assessments for diagnostic, formative, and summative purposes.
- Uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment techniques that are appropriate for the developmental level of students.
- Collaborates with others to develop common assessments, when appropriate.

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 expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i></p>	<p>The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>	<p>The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.</p>	<p>The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.</p>

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Performance Standard 6: Assessment Uses

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
- Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
- Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.
- Shares accurate results of student progress with students, parents, and key school personnel.
- Provides constructive and frequent feedback to students on their progress toward their learning goals.
- Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The teacher continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

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Performance Standard 7: Positive Learning Environment

The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Responds to disruptions in a timely, appropriate manner.
- Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
- Models caring, fairness, respect, and enthusiasm for learning.
- Promotes a climate of trust and teamwork within the classroom.
- Promotes respect for and understanding of students’ diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.
- Actively listens and pays attention to students’ needs and responses.
- Creates a warm, attractive, inviting, and supportive classroom environment.
- Arranges the classroom materials and resources to facilitate group and individual activities.

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The teacher continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

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Performance Standard 8: Academically Challenging Environment

The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Maximizes instructional time.
- Conveys the message that mistakes should be embraced as a valuable part of learning.
- Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
- Provides transitions that minimize loss of instructional time.
- Communicates high, but reasonable, expectations for student learning.
- Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
- Encourages students to explore new ideas and take academic risks.

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

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Performance Standard 9: Professionalism

The teacher exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- Maintains professional demeanor and behavior (*e.g.*, appearance, punctuality and attendance).
- Respects and maintains confidentiality.
- Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- Participates in ongoing professional growth activities based on identified areas for improvement (*e.g.*, mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
- Demonstrates flexibility in adapting to school change.
- Engages in activities outside the classroom intended for school and student enhancement

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The teacher continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher inconsistently supports the school’s mission or seldom participates in professional growth opportunities.	The teacher shows a disregard toward professional ethics or the school’s mission or rarely takes advantage of professional growth opportunities.

Across all levels, teachers are expected to abide by the Code of Ethics
(<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

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Performance Standard 10: Communication

The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
- Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
- Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
- Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
- Adheres to school and district policies regarding communication of student information.
- Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
- Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
- Uses modes of communication that are appropriate for a given situation.

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The teacher continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher inconsistently communicates with students, parents or guardians, district and school personnel or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.