



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education Teacher Keys Effectiveness System

Teacher Keys Effectiveness System

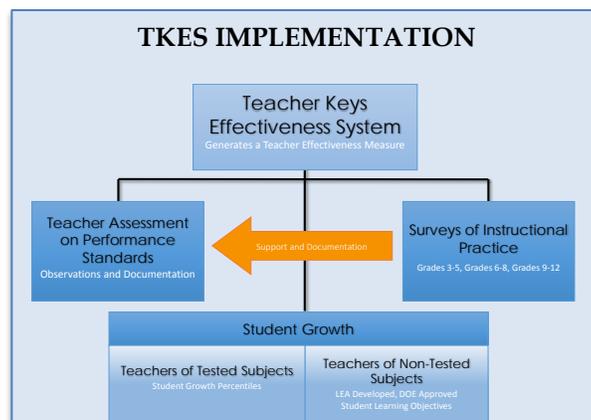
TKES Quick Guide

HOW DOES TKES PROMOTE PROFESSIONAL GROWTH AND PERFORMANCE ACCOUNTABILITY?

The Teacher Keys Effectiveness System (TKES) is a common evaluation system that allows the state to ensure consistency and comparability across Local Education Agencies (LEAs) based on a common definition of teacher effectiveness. The primary purpose of TKES is to optimize student learning, provide quality instruction, and contribute to the achievement of goals and objectives for Georgia's Public Schools, while ensuring accountability for teacher effectiveness. Full implementation of TKES in the state of Georgia is mandated by House Bill 244 beginning the 2014-2015 school year. The three components of TKES are Teacher Assessment on Performance Standards, Surveys of Instructional Practice, and Student Growth. The three components of TKES provide a comprehensive evaluation system based on multiple sources of data. Each component contributes to the overall Teacher Effectiveness Measure (TEM).

The Teacher Assessment on Performance Standards (TAPS) component provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to quality performance standards. TAPS is comprised of five domains which describe the major categories under which a teacher's duties and responsibilities fall and ten performance standards which refer to the major duties performed by a teacher. Teachers are rated on each performance standard using a four level performance appraisal rubric with each level intended to be qualitatively superior to all lower levels. *Level III* of the performance appraisal rubric is the actual standard, thus *Level III* is the expected level of performance.

Surveys of Instructional Practice, the second component, provide information about student perceptions of a teacher's performance. The surveys ask students to report on items they have directly experienced. Student surveys are considered documentation for the TAPS component and will inform the ratings for standards 3, 4, 7, and 8. Student surveys provide information to evaluators that may not be obtained during an observation or through other types of documentation. Survey results may be used in the Formative Assessment, if available, but must be used in the Summative Assessment.



Teacher Assessment on Performance Standards (TAPS)

- Five domains and ten performance standards
- Three conferences: Pre-Evaluation Conference, Mid-Year Evaluation Conference, and Summative Evaluation Conference
- Two Formative Assessment phases
 - Minimum of four walkthroughs (10 minute observation)
 - Minimum of two formative observations (30 minute observation)
 - Collect/review documentation
 - Provide feedback/commentary
- Summative Assessment
- Performance Appraisal Rubric has four levels: *Level IV*, *Level III*, *Level II*, *Level I*

Surveys of Instructional Practice

- Administered through the GaDOE TLE Electronic Platform
- Aligned with four performance standards
 - Instructional Strategies
 - Differentiated Instruction
 - Positive Learning Environment
 - Academically Challenging Environment
- Leveled by grade (3-5, 6-8, 9-12)
- Completed anonymously
- Read-aloud option available for any student
- Available in a variety of languages
- Survey window open from October to March

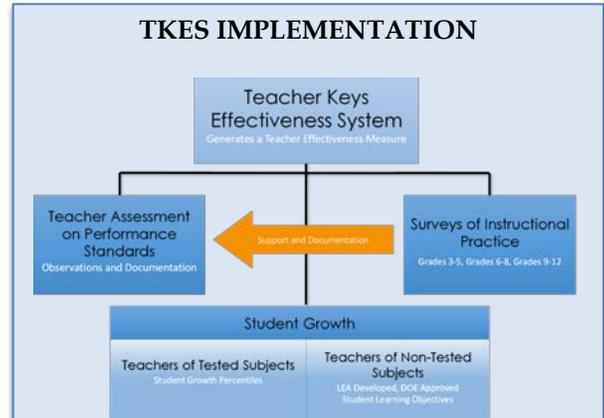
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The Student Growth component recognizes and values every teacher's impact on student learning by providing evidence of each teacher's instructional impact on student learning. For teachers of tested subjects, this component consists of a Student Growth Percentile (SGP). For teachers of non-tested subjects, this component consists of LEA-developed, GaDOE-approved Student Learning Objectives (SLOs). Student Growth will be a lagging source of data, therefore during the Summative Evaluation Conference, evaluators will review the teacher's growth data from the previous year.

SGPs describe a student's growth relative to his/her academically similar peers – other students with a similar prior achievement. Only a student's actual assessment history is considered, no demographic information is considered. A growth percentile can range from 1 to 99 and all students, regardless of their previous achievement, have the ability to demonstrate all levels of growth. Annual calculations of student growth for tested courses are based on state assessment data.

LEA-determined SLOs using SMART criteria are content-specific, grade level learning objectives that are measurable, focused on growth in student learning, and aligned to curricula standards. SLOs focus on growth students make in ALL subjects. SLOs are developed at the LEA level and setting LEA goals for student learning emphasizes student outcomes, rather than inputs.

Teachers will receive a Teacher Effectiveness Measure (TEM) based on documentation and data from Teacher Assessment on Performance (TAPS) and Student Growth components of TKES. An overall TAPS score is calculated by adding the point values for each of the ten performance standards (from 0-3) and comparing the sum with the rating levels to determine a final rating (sum score from 0-30). An overall Student Growth rating is calculated for all teachers who have provided instruction for at least 65% of a course for both tested and non-tested subjects and have results for at least 15 student measures. The Student Growth score in a given year is based on the previous year's data. Teachers will receive a TEM score of *Exemplary, Proficient, Needs Development, or Ineffective*.



Student Growth

- SGP
 - Growth percentiles range from 1 to 99
 - Low (1-34)
 - Typical (35-65)
 - High (66-99)
- SLO
 - LEA-developed and GaDOE approved
 - Pre- and post-assessment
 - Teacher and school leader monitor progress toward target growth

Teacher Effectiveness Measure (TEM)

- Consists of Teacher Assessment on Performance Standards (TAPS) and Student Growth components
- Student Growth is a lagging data source
- Students must be enrolled for at least 65% of instructional time
- Teacher must be employed at least 65% of the school year
- Minimum number of 15 student measures required
- General Score Scale: *Exemplary, Proficient, Needs Development, Ineffective*