

# Teacher Keys Effectiveness System

## Teacher Orientation

# TKES Requirements

The requirements for TKES are subject to change during the 2021-2022 school year due to the COVID-19 pandemic.

# Today's Learning Targets

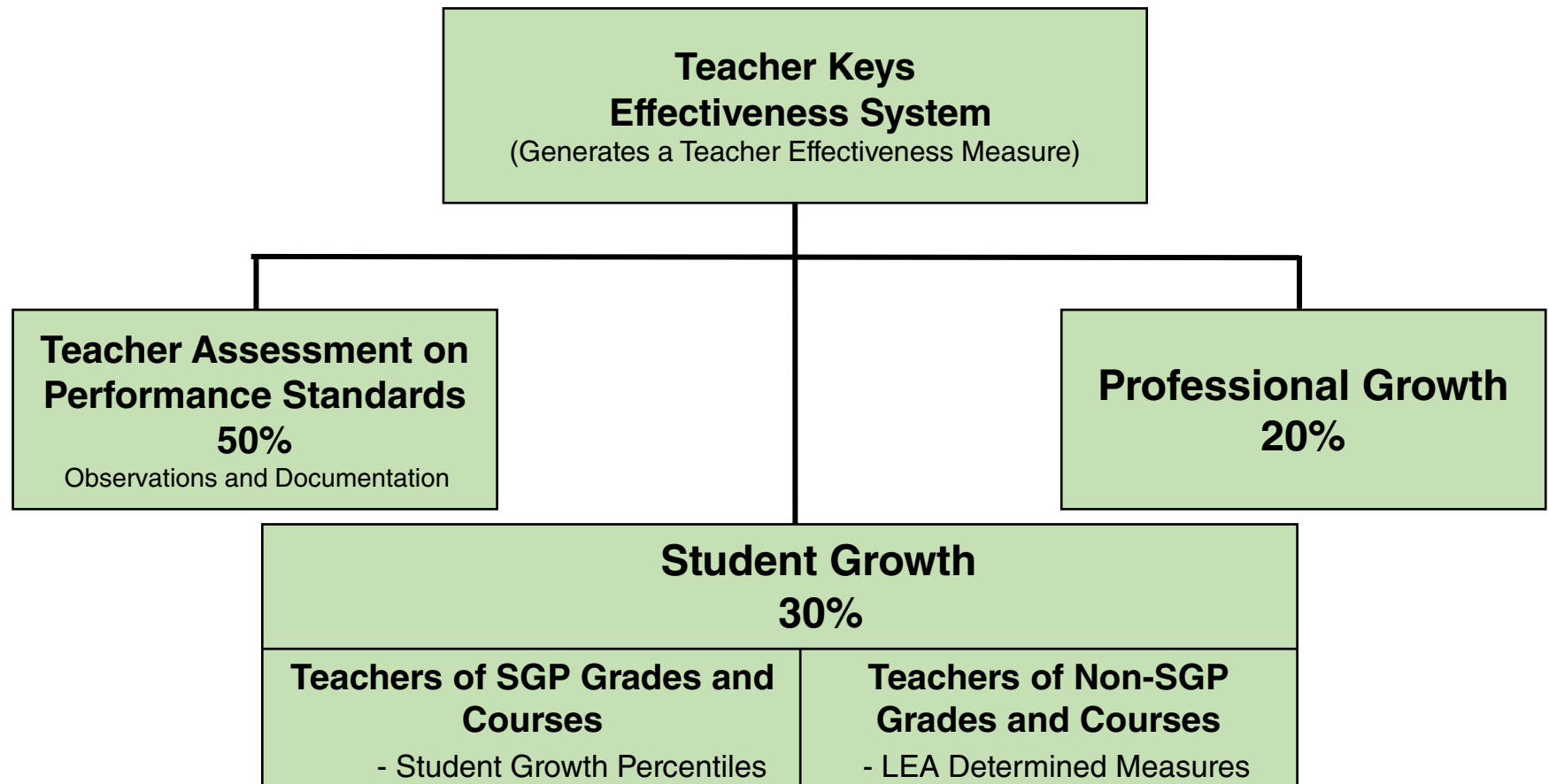
- Introduce and explain all three components of the Teacher Keys Effectiveness System.
- Provide expectations and orientation for implementation.

# Resources and Materials

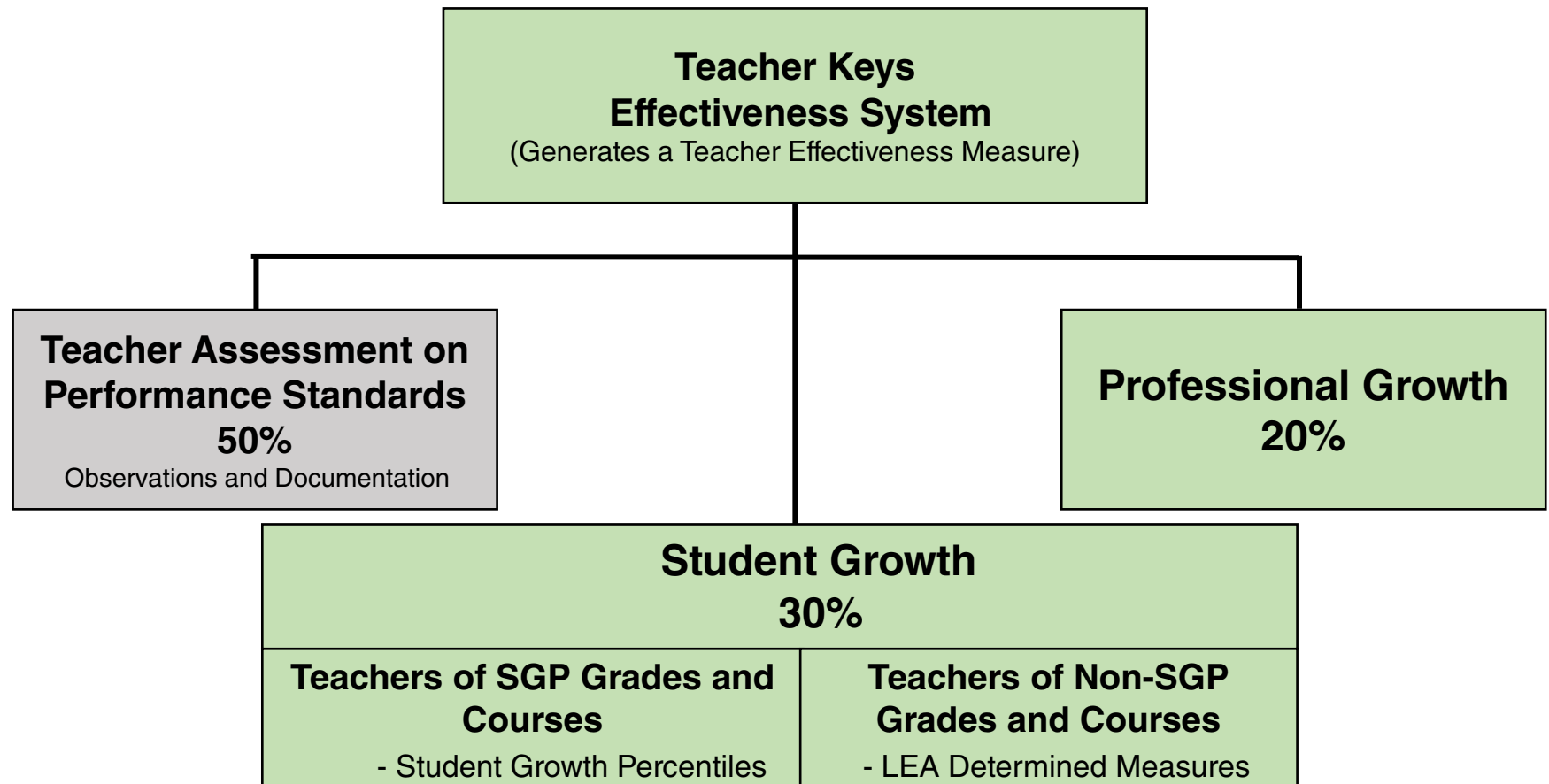
Teachers will need the following resources and materials for this Orientation:

- Teacher Keys Effectiveness System Handbook
- TAPS Reference Sheets:
  - Performance Standards
  - Performance Appraisal Rubrics

# Teacher Keys Effectiveness System



# Teacher Keys Effectiveness System



# TAPS Domains and Performance Standards

## 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

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.



# Performance Standards

# 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.

## 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.

## 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.

## 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.

## 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.

## 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.

## 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.



## 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.

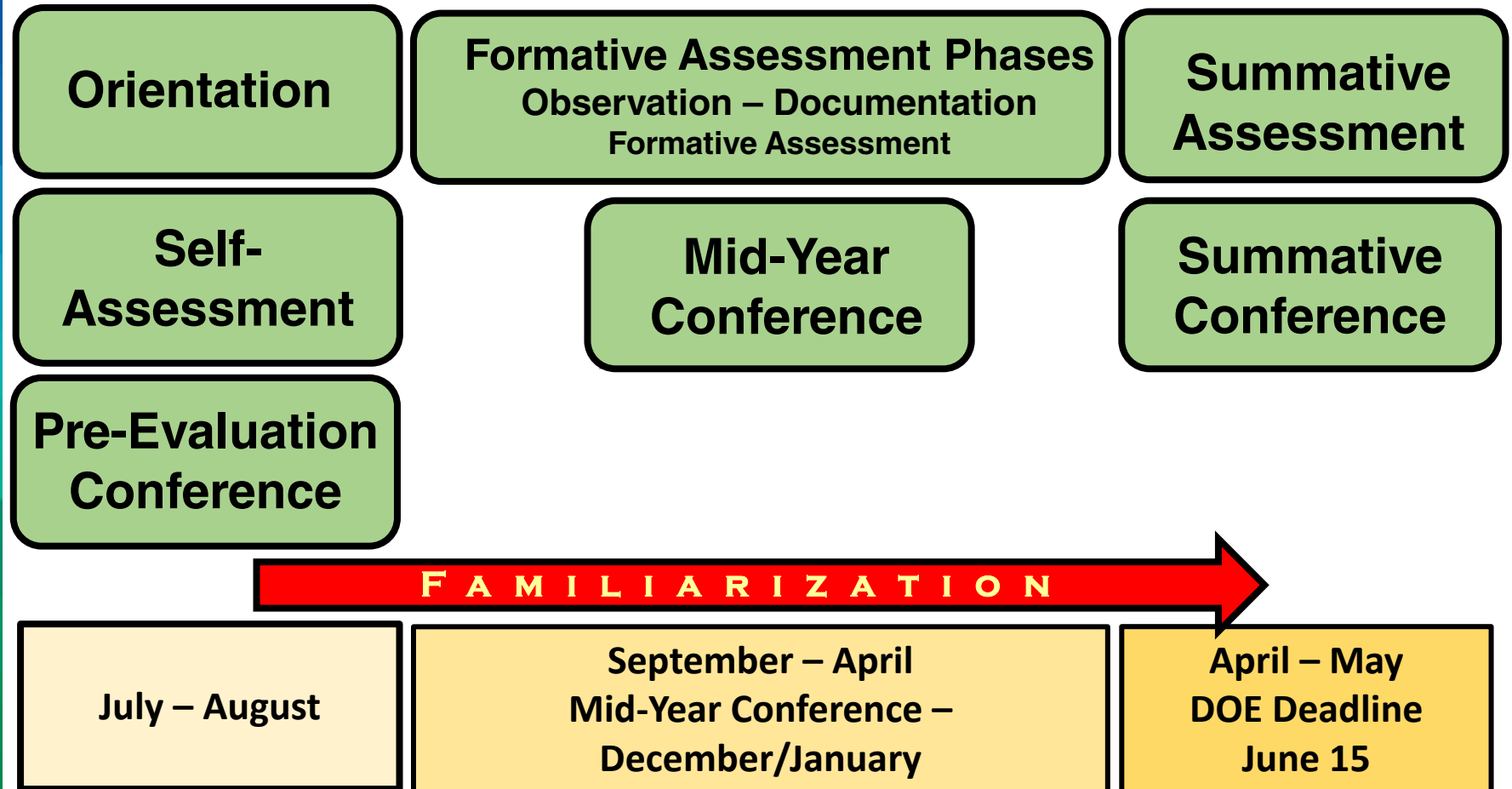
## Performance Standard 9: Professionalism

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.

## 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.

# FULL TAPS Process Overview




# Self-Assessment (Abbreviated)

Shall be completed electronically by teacher prior to Pre-Evaluation Conference.



Georgia Department of Education

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Print | Print Plan | Save & Exit

Self Assessment: Teacher2, Test

Save Changes

Self-Assessment for Teacher2, Test

Evaluator: Katherine Gerbis  
Assessment Date: 06/22/2015

Planning	Rating	Strengths	Areas for Growth
<p>1. Professional Knowledge - <i>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i></p> <p><a href="#">View Rubric</a></p>	<div>Select One Level IV Level III Level II Level I</div>	<div>Edit</div>	<div>Edit</div>
<p><b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i></p>		<ul style="list-style-type: none"><li>* Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.</li><li>* Demonstrates accurate, deep, and current knowledge of subject matter.</li><li>* Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research.</li><li>* Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.</li><li>* Displays an understanding of the intellectual, social, emotional, and physical development of the age group.</li></ul>	
<p>2. Instructional Planning - <i>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.</i></p> <p><a href="#">View Rubric</a></p>	<div>Select One</div>	<div>Edit</div>	<div>Edit</div>
<p><b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i></p>		<ul style="list-style-type: none"><li>* Analyzes and uses student learning data to inform planning.</li><li>* Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).</li><li>* Plans instruction effectively for content mastery, pacing, and transitions.</li><li>* Plans for instruction to meet the needs of all students.</li><li>* Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.</li><li>* Develops appropriate course, unit and daily plans, and is able to adapt plans when needed.</li></ul>	

# TAPS Processes: Full vs Flexible

## Full Formative Process

- Orientation
- Self-Assessment
- Three Conferences (Pre-Evaluation, Mid-year, and Summative)
- **Two Formative Assessments – Consisting of four Walkthroughs, two Formative Observations, and documentation**
- Summative Assessment

## Flexible Process

- Orientation
- Self-Assessment
- 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
- New position
- Out of the profession for a period of time
- Moving into the state
- Evaluation performance of Needs Development or Ineffective on the prior year's Summative Assessment

# Full TAPS Data Sources

- Observations
  - Two Formative Observations, at least 30 minutes each
  - Announced or unannounced
  - Four Walk-throughs, minimum of 10 minutes each
  - Observations must be completed prior to the Summative Assessment
  - Formative and Summative Assessments completed using the Electronic Platform
- Documentation Upon Evaluator's Request
  - Site administrator determines format (electronic or hard copy)
  - Documentation sources may vary
  - Documentation is collected in the electronic platform



# Flexible TAPS Data Sources

- Observations
  - Two observations
  - Announced or unannounced
  - Both observations must be documented using the Electronic Platform
  - Observations must be completed prior to the Summative Assessment
- Documentation Upon Evaluator's Request
  - Site administrator determines format (electronic or hard copy)
  - Documentation sources may vary
  - Documentation is collected in the Electronic Platform

# Examples of Documentation

- Lesson Plans
- Summary of Conference with Teacher
- Parent Contact Log
- Data Used to Differentiate
- Emails to Parents
- Assessments
- Professional Learning

# Rating Performance


## Totality of Evidence and Consistency of Practice

### Performance Standard 3: Instructional Strategies

Level IV <u>In addition to meeting requirements for Level III...</u>	Level III <u>Level III is the expected level of performance.</u>	Level II	Level I
The teacher <b>continually</b> facilitates students' engagement in metacognitive learning, higher-order thinking skills, <b>and</b> application of learning in current and relevant ways. ( <i>Teachers rated at Level IV continually seek ways to serve as role models or teacher leaders.</i> )	The teacher <b>consistently</b> promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, <b>and</b> to facilitate the students' acquisition of key skills.	The teacher <b>inconsistently</b> uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area <b>or</b> for engaging students in active learning <b>or</b> for the acquisition of key skills.	The teacher <b>does not use</b> research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies <b>do not</b> engage students in active learning <b>or</b> acquisition of key skills.

# Summative Assessment

Totality of Evidence and Consistency of Practice

 Teacher Effectiveness Measure (Full Plan)

Summative Assessment

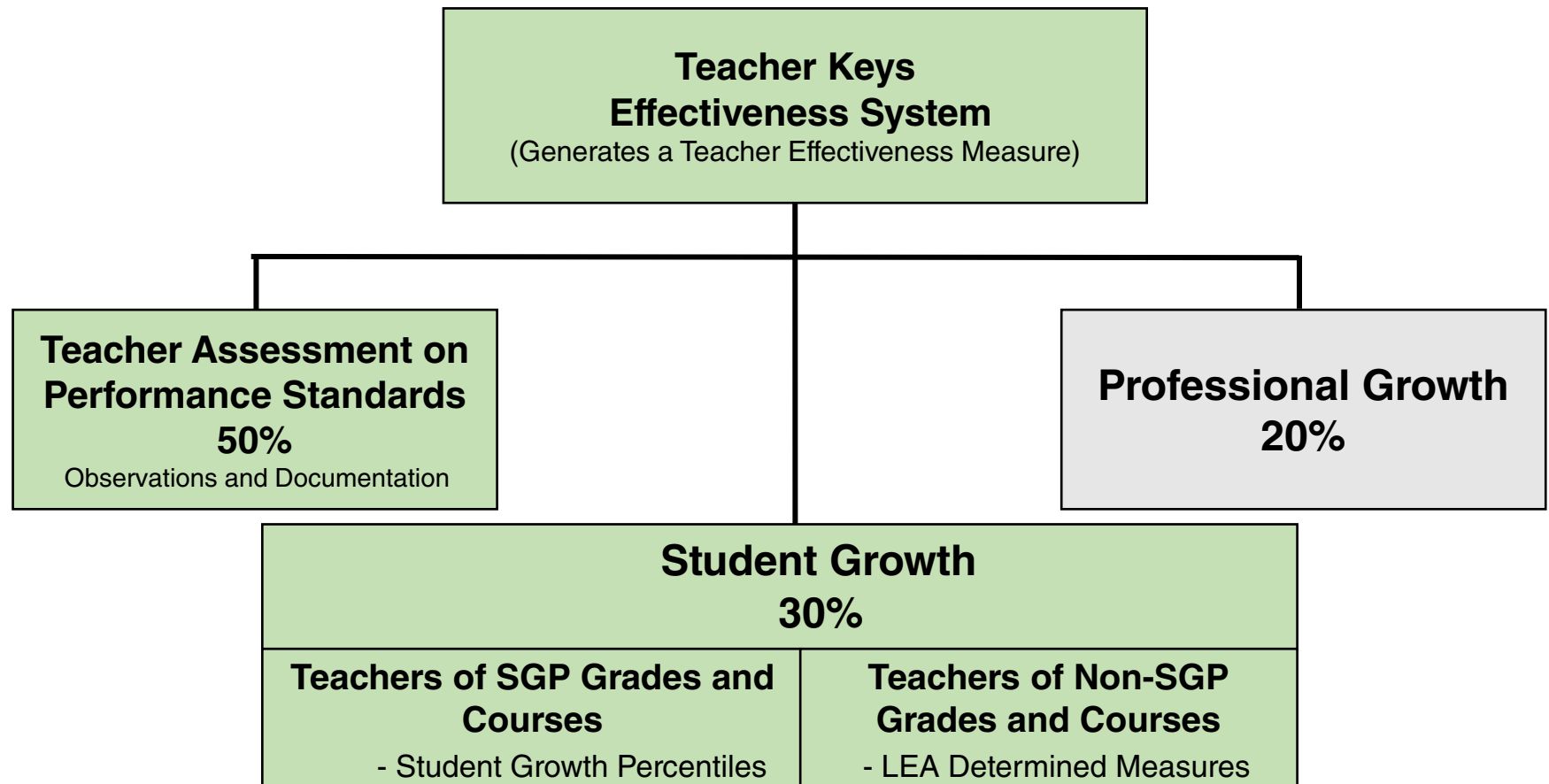
Summative Conference

● Summative Assessment \*

Start New

Menu	By	Created Date	Modified Date	Status	Shared		
Planning				Level IV	Level III	Level II	Level I
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 curriculum and standards, effective strategies, resources, and data to address the differentiated needs of all students.							

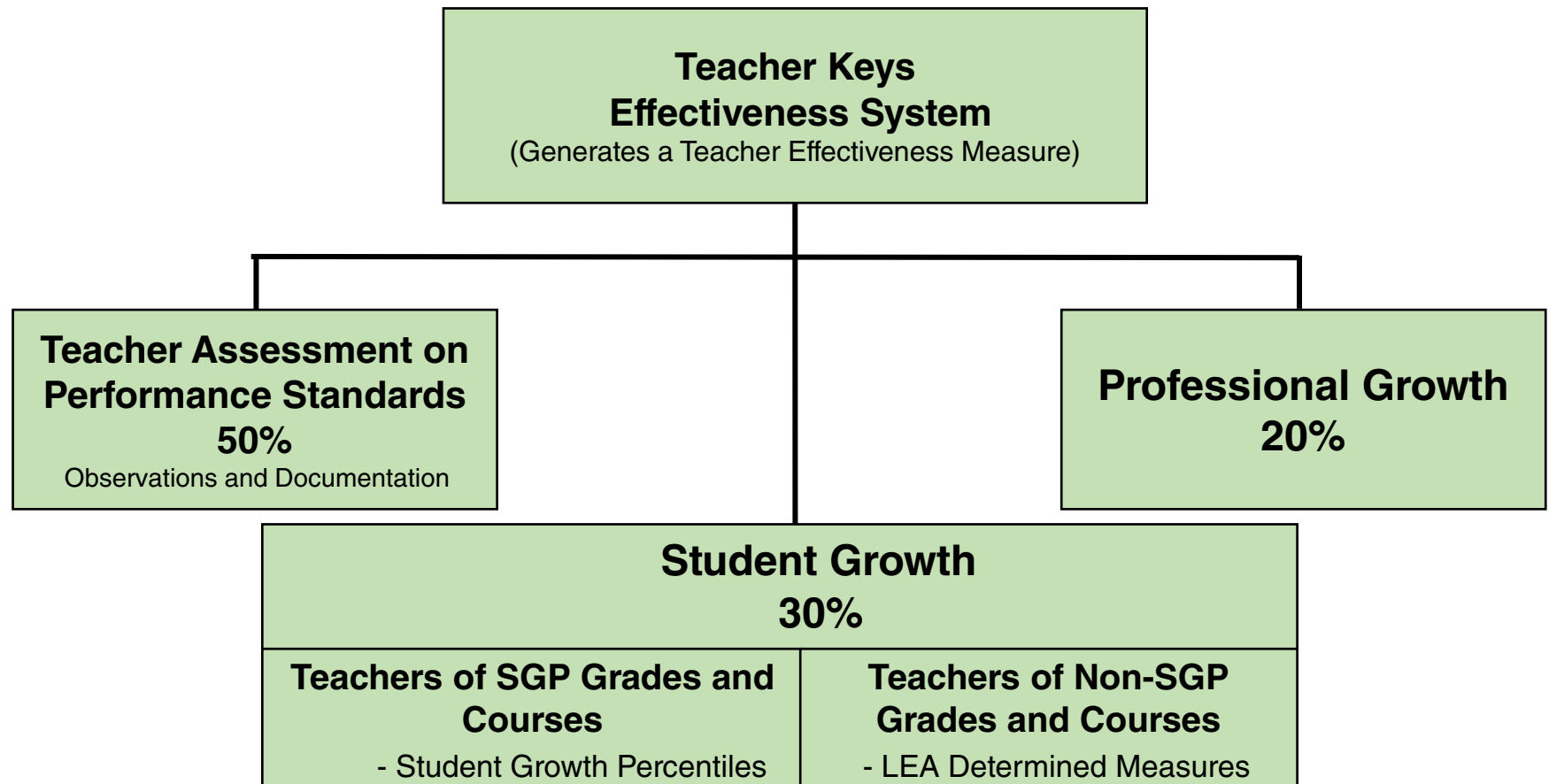
# Teacher Keys Effectiveness System



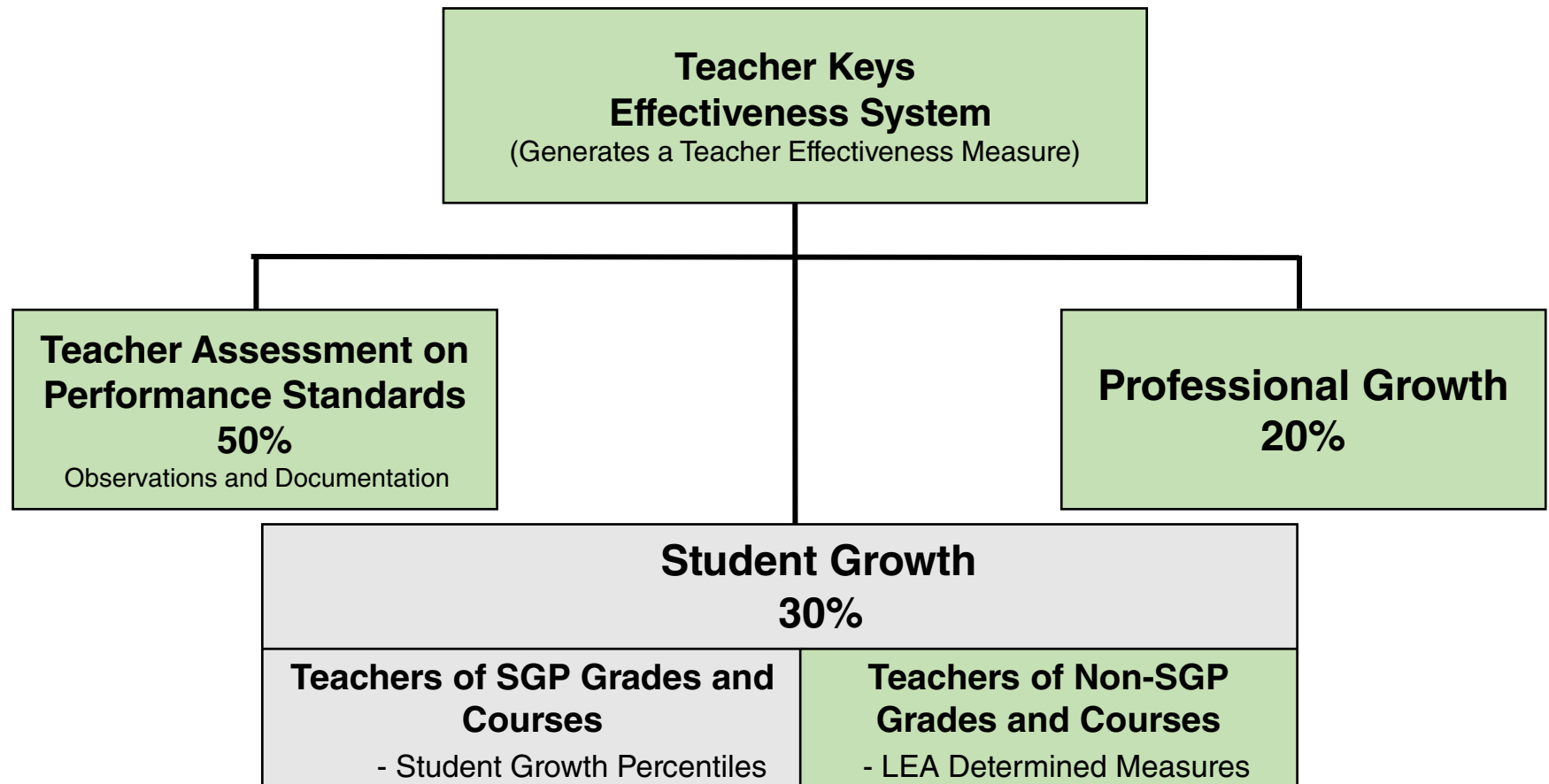
# Professional Growth

- Professional Growth shall be measured by progress toward or attainment of Professional Growth Goals or Professional Growth Plans.
- These goals or plans may or may not be reflective of the Professional Learning Goals or Professional Learning Plans as defined by the GaPSC.
- For additional information concerning GaPSC recertification requirements, see GaPSC adopted rule 505-2-.36 which went into effect July 1, 2017.

# Teacher Keys Effectiveness System

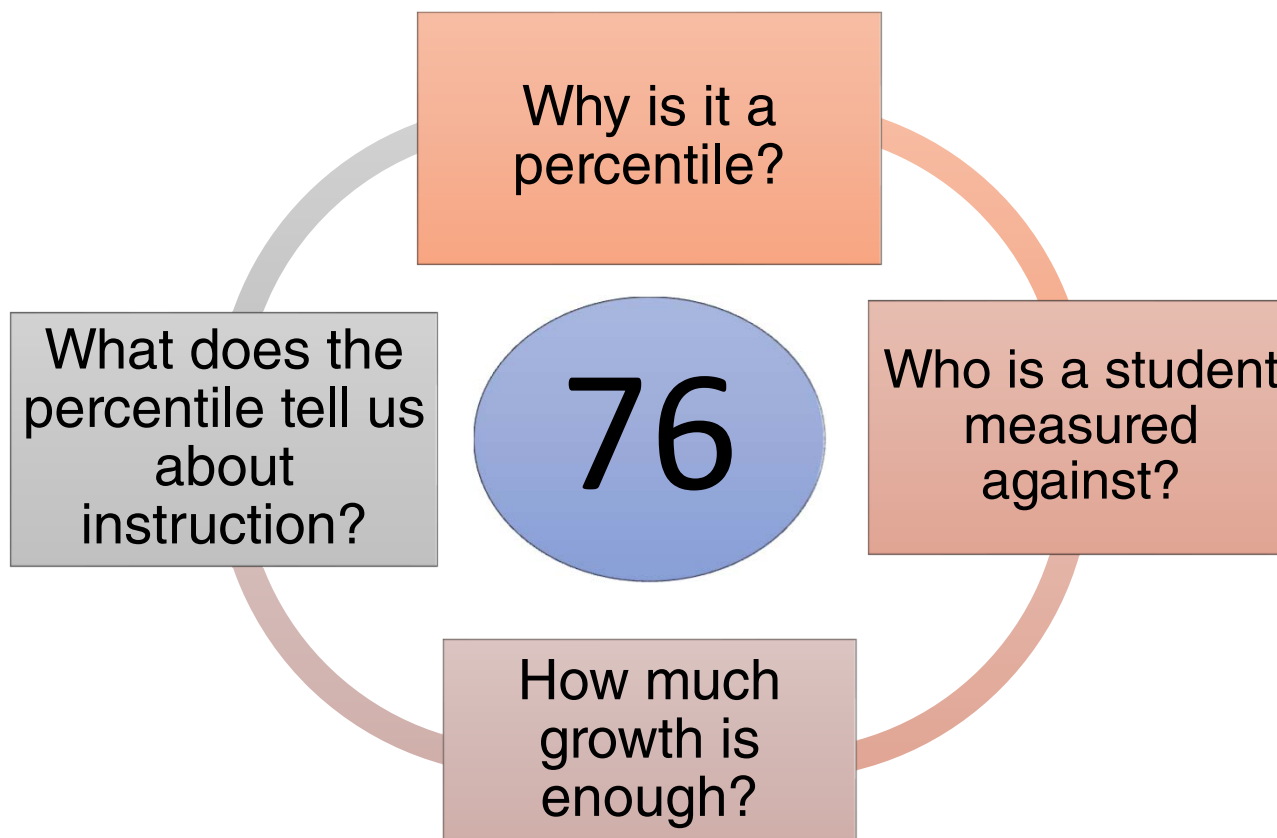


# Teacher Keys Effectiveness System

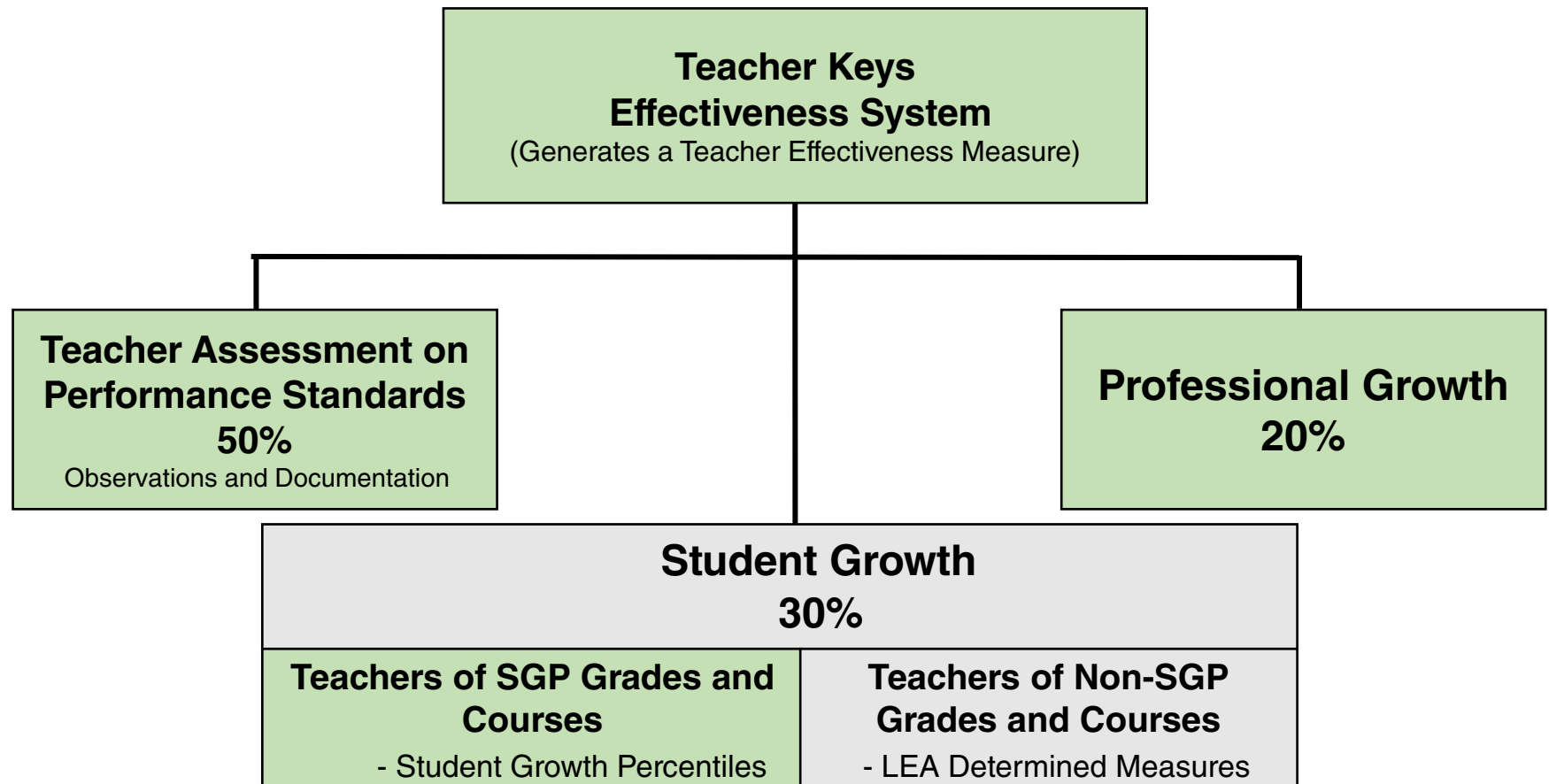




# What is an SGP?



# Teacher Keys Effectiveness System



# 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 another similar pre to post measure, the School or District Mean Growth Percentile, or additional measures identified or developed and implemented by the LEA.

# District Roster Verification

- District Roster Verification processes will be determined and facilitated by the LEA.
- The GaDOE State Data Collection process will ensure accurate student/teacher linkages for teachers of SGP grades and courses.
- 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.

# 90% Attendance

- 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.
- 2021-2022 Applicable elementary, middle, and high school courses only

# 90% Attendance

- The first official TEM and LEM will not be produced until there is at least one full data set to use for a preliminary run.
- Districts may determine if ISS, field trips, athletic events, etc. are to be considered absences. GaDOE recommends district-wide determination and not school by school determination.
- Additionally, GaDOE will apply attendance only to the tested grades and courses that generate SGPs. This will be ELA and math only.

# Georgia Professional Standards Commission Professional Learning for Recertification

# GaPSC – Professional Learning for Recertification

- Professional Learning Goals (PLGs) are designed to enhance professional performance.
- Professional Learning Plans (PLPs) are designed to address the needs of educators *including* those with Remediation Plans due to summative ratings below Proficient (Needs Development or Ineffective).
- Remediation Plans that include a PLP is **required** for any educator receiving a rating that must be reported to the GaPSC (*Level I or II on the TAPS or LAPS Summative Assessment, or an Unsatisfactory rating*).



# Professional Learning Goals

Professional Learning Goals (PLGs) will be developed by all educators:

1. with summative performance ratings of Proficient (Satisfactory) or Exemplary
2. who do not fall into one of the six categories that require a Professional Learning Plan (PLP)

# Professional Learning Plans

**Required** for all educators who fall into one of these categories:

- Induction
- Teaching out-of-field
- New position
- Out of the profession for a period of time
- Moving into the state
- Evaluation performance of Needs Development, Ineffective, or Unsatisfactory

## Professional Learning Plan for Remediation

- **Required** for any educator receiving a rating that must be reported to the GaPSC (*Level I or II on the TAPS or LAPS Summative Assessment, or an Unsatisfactory rating*).

# Professional Learning Communities

- Professional Learning Communities are an integral part of the GaPSC professional learning expectations.
- All individuals who hold a GaPSC certificate are required to participate in Professional Learning Communities as part of the recertification requirements.

# GaPSC – Professional Learning for Recertification

- Questions regarding content should be directed to Angie Gant, GaPSC, Director of Program Approval – [angie.gant@GAPSC.com](mailto:angie.gant@GAPSC.com)
- Questions regarding the use of the TLSL Electronic Platform in the PL processes should be directed to the Platform Training and Development Specialist assigned to your district.

For more information,  
please visit:

[www.gadoe.org](http://www.gadoe.org)