



frequently asked questions about Georgia Educator Effectiveness Systems

What is the purpose of new teacher and leader effectiveness systems?

Every child in every community deserves excellent, effective classroom teachers and school leaders. Georgia is developing the teacher and leader effectiveness systems to provide educators with more meaningful feedback and support so they can achieve the goal of increasing academic learning and achievement for all students.

What are the benefits to students?

Students have the greatest chance to succeed when educators receive support to continuously improve their knowledge and skills. Ongoing feedback and targeted professional development help educators meet the changing needs of their students.

What are the benefits to teachers?

With ongoing feedback and professional development support, the new effectiveness system provides teachers with meaningful information about how their practice and performance impact student learning. The new system acknowledges the central role of teachers and provides the opportunity to reflect and refine professional practice in order to continually, effectively meet the needs of all students.

What are the benefits to school leaders?

A more comprehensive effectiveness system, consisting of performance data from multiple sources, will help school leaders develop highly effective teaching and learning teams. It will also help school and district make more informed decisions about professional development and human capital management. The new system encourages leaders and teachers to work as a team to match teacher strengths and skills to student needs.

Why is continuous improvement important?

Georgia's teacher and leader effectiveness effort is

designed to continuously improve and evolve based on feedback from the field and implementation experience. Key components of the Georgia systems are being piloted in districts to gather data to guide improvements before the planned statewide implementation in school year 2014-2015. The system has built-in feedback loops from teachers to principal, schools to district, and districts to state to ensure continuous feedback to inform continuous improvement.

Is the State committed to developing a fair and reliable system?

Georgia is committed to designing and maintaining an effectiveness system that is appropriate and equitable for all educators. Decisions about effective practices will be based on multiple sources of data. Georgia's goal is to improve the reliability of data over time and with experience using the new system. The system uses multiple measures to determine student growth and assess professional practice.

What is Georgia's Theory of Action for the Teacher Keys Effectiveness System?

If educators have specific performance standards for effective teaching,
Then teachers will focus classroom practice on behaviors that increase student learning.

If teachers focus classroom practice on behaviors that increase student learning,
Then educators will need to provide professional learning support for teachers to develop and implement those behaviors.

If educators provide professional learning support for teachers to develop and implement the classroom practices indicated by the specific performance standards,
Then the professional capacity of teachers to positively impact student learning will increase.

If the professional capacity of teachers to positively impact student learning increases,
Then teachers will hold higher expectations for student learning.

If educators hold higher expectations for student learning,
Then students will learn more and achieve at higher levels.

If educators have a clear understanding of growth needed for students to become proficient in a year's time, and

If educators are provided with trustworthy data with respect to the academic growth of students,
Then educators will have a deeper understanding of the real extent of student learning in classrooms, schools, and districts.

If educators have a clear understanding of the extent of student learning in classrooms, schools, and districts, and

If educators communicate trustworthy data with respect to the academic growth of students,
Then students and their parents will have a clearer understanding of growth needed to reach proficiency and beyond.

If educators, students, and parents share a clearer understanding of the extent of student learning in classrooms, schools, and districts, as well as the growth needed to reach proficiency and beyond,
Then student learning and achievement will increase in Georgia.

What is Georgia's Theory of Action for the Leader Keys Effectiveness System?

If leaders have specific performance standards for effective leadership,
Then leaders will focus practice on behaviors that ultimately increase student learning.

If leaders focus on leadership practices that ultimately increase student learning,
Then leaders will need to effectively communicate their visions, promote collaboration, and build on existing strengths to create a highly effective learning environment.

If leaders effectively communicate their visions, promote collaboration, and build on existing strengths as indicated by the specific standards,
Then the professional capacity of leaders to positively impact student learning will increase.

If the professional capacity of leaders to positively impact student learning increases,
Then leaders will hold higher expectations for teacher performance.

If leaders hold higher expectations for teacher practice,

Then teacher practice will be enhanced and students will learn more and achieve at higher levels.

If leaders have a clear understanding of growth needed for students to become proficient in a year's time, and

If leaders are provided with trustworthy data with respect to the academic growth of students,
Then leaders will have a deeper understanding of the real extent of student learning in classrooms, schools, and districts and be able to identify appropriate actions to take as instructional leaders in the schools.

If leaders have a clear understanding of the extent of student learning in classrooms, schools, and districts, and

If leaders communicate trustworthy data with respect to the academic growth of students,
Then teachers, students, and their parents will have a clearer understanding of growth needed to reach proficiency and beyond.

If leaders, teachers, students, and parents share a clearer understanding of the extent of student learning in classrooms, schools, and districts, as well as the growth needed to reach proficiency and beyond,

Then student learning and achievement will increase in Georgia.