



TKES – Clarifying the TAPS Process

TKES Quick Guide

HOW DOES UNDERSTANDING THE TAPS PROCESS INFLUENCE TEACHER SUCCESS?

The Teacher Assessment on Performance Standards (TAPS) component of Teacher Keys Effectiveness System (TKES) includes observation and documentation of classroom practice during the school year. There are two options for the implementation of evidence collection: A **Full** Formative Assessment Process and a **Flexible** Assessment Process.

Both options culminate in a Summative Assessment. *"Totality of evidence and consistency of practice"* refers to the predominant practice and would be obvious in the collection of evidence from observations and written data. The data is to be viewed as *"whole,"* not as individual pieces or parts. *"Giving someone the benefit of doubt,"* contradicts the statement *"totality of evidence and consistency of practice"*.

Types of Implementation

The **FULL** formative Assessment Process consists of a minimum of six classroom observations per teacher. This option is for teachers who fall into any of these categories:

- 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 **FULL** Formative Assessment Process consists of 4 classroom walkthrough observations (at least 10 minutes each on a limited number of standards) and 2 formative observations (at least 30 minutes each on all 10 standards), which may be announced or unannounced.

The **FLEXIBLE** Process consists of a minimum of 2 classroom observations per teacher. LEAs are responsible for determining the selection of the two observations. Observations may be announced or unannounced. The differentiated implementation requirements are based on years of experience, ratings and specific categories as defined by GaPSC.

Documentation from both the teacher and the evaluator may be submitted into the TLE Electronic Platform and documentation may also be requested by the evaluator to support the rating and/or provide evidence of a teacher's level of performance on the standard.

A Pre-evaluation conference, Mid-Year conference, and Summative Assessment conference must be held regardless of whether the implementation is **Full** or **Flexible**.

The Summative Assessment is the result of the outcomes of the Formative observation process, whether using the **Full** process or the **Flexible** process. The results of the Summative Assessment must be entered into the platform and finalized by **May 15**. The Summative Assessment conference must be finalized by **May 30** and must be held individually.

REMINDERS FOR TEACHERS ABOUT TKES:

- All teachers **must** receive an orientation to TKES, prior to beginning the evaluation cycle. This is a required step in the TLE Electronic Platform.
- Teachers should complete a self-assessment on the TLE Electronic Platform.
- The TAPS rubric, **not the indicators**, should guide all classroom observations, commentary, and conferences.
- Indicators provided with each standard in TAPS are samples only and should not guide the work or be used as exemplars.
- Practices and performances aligned to the rubric must be observed and cannot be based on documentation evidence alone.
- Teachers should receive feedback from the evaluator within 10 working days after an observation or summative assessment.
- **Level III** is the expected level (target) of performance for all TAPS standards.
- Teachers who earn a Level IV rating must meet the requirement of Level III **AND** continually exceed the performance standard as described in the Level IV rating.
- Three conferences are required with each teacher during the year (Pre- Evaluation, Mid-Year, and Summative).
- While the Pre-Evaluation and Mid-Year conferences may be held with groups of teachers, the Summative Assessment conference must be an individual conference.
- Teachers who receive a Teacher Effectiveness Measure (TEM) of Needs Development or Ineffective **must** be placed on a Professional Learning Plan that includes specific guidelines and timelines for improvement.
- Documentation can be submitted by teachers to the platform with or without the evaluator's request. However, teachers are **NOT** expected to create an electronic portfolio of documentation.
- Documentation should be used to substantiate observations but **cannot stand as the only evidence of a practice or performance**, with the exception of Standard 2.
- Teachers should regularly review and sign-off on any information provided in the TLE Electronic Platform by the evaluator.
- Signing-off on information in the TLE Electronic Platform does not mean agreement with the information, but just substantiates the receipt of the information.
- TKES is an evaluative tool with a primary function to serve as a growth model for teacher development and provides quantitative and qualitative feedback for HR decisions.

**Georgia Department of Education
Teacher Keys Effectiveness System**