



Georgia Department of Education Teacher Keys Effectiveness System

TKES Evaluators – Clarifying the Evidence Process

Principal/School Leader Quick Guide

HOW DOES “TOTALITY OF EVIDENCE AND CONSISTENCY OF PRACTICE” INFLUENCE THE TKES PROCESS?

The Teacher Assessment on Performance Standards (TAPS) component of TKES includes observation and documentation of a teacher's practice and utilizes ten standards-based performance rubrics to guide multiple walkthroughs and formative assessments and one summative assessment during the year. Walkthroughs are more frequent, brief observations that focus on a limited number of TAPS standards. TKES requires a minimum of four walkthroughs but evaluators may conduct additional walkthroughs to attain totality of evidence and consistency of practice. A minimum of two formative assessments for each individual teacher is required. The formative assessments are comprised of: (1) collection of formative data during the 30-minute classroom observations, (2) appropriate documentation of classroom practice gathered from the teacher, from conferencing, or created by the evaluator, (3) walkthroughs and frequent brief observations, and (4) student perception data, if available.

An example of using documentation to support observations would be differentiation in the form of flexible grouping. Evaluators may need documentation that illustrates how students were grouped, but there should also be some classroom observation evidence that indicates the students were actually grouped. The observation and the documentation should complement each other.

Summative assessments are to be based on a “totality of evidence and consistency of practice” for the evaluation period. “Totality of evidence and consistency of practice” refer to the predominant practice and performance of a teacher and would be obvious in the collection of observation and/or written data. The data is to be viewed as “whole”, not as individual pieces or parts. “Giving someone the benefit of doubt,” is not part of the TKES process and contradicts the statement “totality of evidence and consistency of practice”.

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. However, teachers are not expected to create an electronic portfolio of documentation and documentation should always be used in conjunction with observation data. Documentation of data from the Surveys of Instructional Practice on Standards 3, 4, 7, and 8 should also be used to inform formative assessments, if available, and must inform summative ratings. Within five school days after a walkthrough, formative, or summative assessment, written feedback is to be provided to the teacher.

REMINDERS FOR TKES EVALUATORS:

- Evaluators must be fully trained and credentialed by a state and/or district TKES credentialed trainer.
- Other than the principal, evaluators designated by the district may include members of the school and/or district leadership team credentialed as evaluators in the 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 before a teacher's plan can begin.
- 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 of the standards in TAPS are samples only and should not guide the work or be used as exemplars.
- Evaluators are required to conduct 4 walkthroughs, 2 formative assessments, and 1 summative assessment for each teacher. Additional observations are encouraged.
- Practices and performances aligned to the rubric must be observed during the formative cycle and cannot be based on documentation evidence alone.
- **Proficient** is the expected level of performance. Teachers who earn an Exemplary rating must meet the requirement of the proficient level **AND** continually exceed the performance standard.
- Three conferences are required with each teacher during the year (Pre-Evaluation, Mid-Year, and Summative).
- Teachers who receive a Teacher Effectiveness Measure (TEM) of Needs Development or Ineffective **must** be placed on a formal PDP that includes specific guidelines and timelines for improvement.
- PDPs can be and should be used at anytime during the school year as needs are identified. The earlier a PDP is started for a teacher the more likely the opportunity for improvement.
- Documentation can be submitted by teachers to the TLE Electronic Platform with or without the evaluator's request. Documentation should be used to substantiate observations but cannot stand as the only evidence of a practice or performance.
- 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.