



Georgia Department of Education Teacher Keys Effectiveness System

TKES - Clarifying the TAPS Process

Teacher 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 a teacher's practice and utilizes ten standards-based performance rubrics to guide multiple walkthroughs and formative assessments and one summative assessment during the school year. *Walkthroughs* are more frequent, brief observations that focus on a limited number of TAPS standards. 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.

Summative assessments should be based on a "totality of evidence and consistency of practice" for the evaluation period. "Totality of evidence and consistency of practice" refers to the predominant practice and performance of a teacher and would be obvious in the collection of observation 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".

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. 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.

Revisiting Differences and Connections Across Some TAPS Standards:

Standard 1, Professional Knowledge, expects teachers to know the curriculum, the subject, how to teach effectively (pedagogy), and the needs of the students. Knowing some, but not all, of these aspects does not meet the standard.

Standard 5, Assessment Strategies, focuses on the teacher's decisions about assessments. How you **plan for** and **give to** students. (*Are the assessments aligned to the curriculum? Does the assessment reflect the instruction? Is the assessment appropriate for students? Is grading focused on mastery of the standards or is it a "got-you"?*)

Standard 6, Assessment Uses, looks at how assessment results are used. (*Do assessment results lead to flexible groups, differentiated instruction, changes in what and how you teach?*)

Standard 4, Differentiation, can only occur if other standards are proficient. To differentiate, teachers must know their student's needs (#1) and assessment provides that information (#5). Using the assessment data (#6), to plan (#2) for differentiation strategies (#3) in order to meet the needs of **all** learners (#8) allows teachers to provide differentiated instruction in an environment focused on maximizing learning (#7).

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.
- A minimum of 4 walkthroughs, 2 formative assessments, and 1 summative assessment are **required** for each teacher. Evaluators are encouraged to do additional observations.
- Practices and performances aligned to the rubric must be observed during the formative cycle and cannot be based on documentation evidence alone.
- Teachers should receive feedback from the evaluator within five school days after a walkthrough, formative or summative assessment.
- **Proficient** is the expected level (target) 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.
- 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**.
- 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.