



Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”

The Superintendent’s Guide
for Leading the Implementation of the
Teacher Keys Effectiveness System
and
Leader Keys Effectiveness System

December 2012

The contents of this guide were developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.

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Executive Summary:

Superintendents are responsible for every facet of the work of a school district, but it is extremely difficult for an individual to know every discrete detail due to the enormity of the body of work. It is for this reason that districts have staff members who are experts in their departments; however, the Superintendent's ability to ask guiding questions regarding the work can provide assurance that adequate progress is being made on every initiative and goal.

This Reference Guide is designed to offer support for the important work of implementing the Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES). It provides guiding questions leaders may ask as their districts implement the two systems detailed in the Race to the Top grant.

Teacher Keys Effectiveness System (TKES)

Guiding Questions

1. Have the teachers in each school completed the TKES Orientation?

This is the first step in the use of TKES. Principals are to lead their teachers in an orientation of the process. A TKES Teacher Orientation video has been created and is available on the GaDOE TLE Electronic Platform for teachers to view. Or, principals or district designees may use the scripted PowerPoint presentation to provide a face-to-face orientation. After viewing the video or participating in a face-to-face session, teachers indicate in the GaDOE TLE Electronic Platform that they have completed this step.

2. Have the teachers in each school completed their self-assessment on the ten standards?

There is a Self-Assessment document on the GaDOE TLE Electronic Platform. Teachers reflect on their current practice and rate themselves on each of the ten standards. They click “submit” when they have completed this step and their evaluator may now view their self-assessment. The Self-Assessment and TKES Orientation are the first steps in the implementation of the TKES. The self-assessments provide information at the school and district level that may be useful in planning professional learning.

3. Have Principals conducted the Pre-Evaluation Conference?

The Pre-Evaluation Conference must be completed prior to the evaluator beginning the classroom observations (called Formative Assessments). The Pre-Evaluation Conference does not have to be done individually but may be completed as a whole faculty, by grade level, by team, or by content areas, or individually. The setting for this conference is a district decision or a school-level decision.

4. How are principals progressing on getting their Formative Assessment observations completed?

The requirement of TKES is two, thirty-minute Formative Assessment observations for each teacher. The district determines if the observations are announced, unannounced, or one of each. These must be completed by May 15 and the results recorded in the GaDOE TLE Electronic Platform. Teachers must receive feedback within five (5) days of an observation. Feedback does not have to be in the form of a conference. The principal may simply share the Formative Assessment electronically. If a teacher receives a *Needs Development* or *Ineffective* rating on a standard, a conference with him/her is recommended in order to plan appropriate learning and improvement opportunities.

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5. Do principals understand that they ask for documentation from the teachers only if they cannot rate the standard through their observation?

A primary concern regarding TKES is that teachers would be required to produce a large amount of additional documentation. Principals ask for documentation of performance when they do not see enough evidence during the observations to rate a standard. The documentation most likely will be a product that the teacher is already preparing such as a lesson plan or communication log. TKES does not require any specific product or list of documentation.

6. How are principals progressing on completing their walk-throughs?

The TKES requirement is that principals complete four, ten-minute walk-throughs of each teacher prior to May 15. The principal may select one or two standards, or several performance indicators, on which to focus during the walk-throughs and then shares the results with teachers through the GaDOE TLE Electronic Platform. Data from the walk-throughs is used to inform the formative and summative ratings on the performance standards.

7. What are principals and teachers reporting about the process?

The Georgia Department of Education is interested in how schools are progressing on the implementation of the new effectiveness system and welcomes feedback that will inform future revisions to the materials and processes for TKES and LKES. Superintendents can report the comments of school-level leaders and teachers to their district Race to the Top Coordinator or directly to the Evaluation System Specialists assigned to their district.

8. Are our principals and teachers comfortable with the GaDOE TLE Electronic Platform or is additional training needed?

The GaDOE TLE Electronic Platform is the site where all of the documentation, ratings, and information regarding TKES and LKES are located. There are resources and user guides for teachers and principals, including videos of teachers practicing each of the standards. Superintendents have access to the GaDOE TLE Electronic Platform to view reports on the implementation progress. The Superintendent, or the district designee assigned as the Human Resources District Administrator within the platform, can see the detail of all teacher and leader plans in progress and completed. District staff, principals, and teachers can receive rapid response to user questions and performance issues by contacting either their Evaluation System Specialist or the GaDOE directly.

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9. Have we begun the student surveys, and are we making sure middle and high school students aren't burdened with answering the survey for more than two teachers?

The window is now open for students to complete the surveys electronically. Districts decide when this is to be done during the school year. Districts may also choose to survey multiple times during the year, but at least one survey administration is required for each teacher each year. Student surveys will provide the students' perception of the teacher's practice. In grades 3-12, the surveys may be read aloud to the students, using headphones, if needed. In grades 6-12, students should rate no more than two teachers if at all possible.

10. Are principals familiar with the protocol that was provided by the Georgia Department of Education for administering the student surveys?

The GaDOE produced a protocol for administering the student surveys. The protocol provides school-level leaders with information on how to properly administer the surveys. The surveys must be administered by a certified professional and may not be administered by the teacher to whose practice the students are responding.

11. Did our district develop our own Student Learning Objectives (SLOs) or did our district use the ones from the public domain?

Student Learning Objectives (SLOs) are to be developed by districts and approved by the Georgia Department of Education. As individual district SLOs were approved, they were posted on the GaDOE website and made available for districts to adopt if they wished, or districts could develop their own. Many districts that chose to use the public domain SLO pre- and post-assessments now want to revise them to better reflect the instruction in their districts. The GaDOE is working to provide tools to support districts in this work.

12. Did we use the current Pre-K Portfolio assessment that is already required by Bright from the Start as our Pre-K SLO assessment?

Instead of developing new SLOs for Pre-K, districts could opt to use the assessments that are required by Bright from the Start. The GaDOE has developed a Frequently Asked Questions document to assist districts in using the portfolio assessment already required. It is posted at http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/PreK_SLOs_FAQ_FINAL_112612.pdf.

13. Did we use GKIDS as our kindergarten SLO assessment?

Districts may use the GKIDS assessment as the SLO for kindergarten and not develop new pre- and post- assessments for kindergarten. The public domain pre- and post-assessments for kindergarten are based on GKIDS.

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14. Did we use our current benchmark data so that students didn't have to take additional assessments and set our growth targets from that?

Once a district determines the standards that must be assessed with a pre-test for the non-tested courses, the district must then determine what the pre-test measure will be. If a district is already using benchmark data that measures those standards identified in the SLO, the district may use that data to set the pre-test measure. Districts must look carefully at their current assessments and available data to determine if the assessment is valid and tests the most important learning of a course. The GaDOE has provided detailed tools for this purpose within the appendices of the SLO Manual available at [http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/SLO Operations Manual.October 2012.pdf](http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/SLO%20Operations%20Manual.October%202012.pdf).

15. Are the growth targets that we set rigorous but reasonable?

The GaDOE is working closely with districts to set the growth targets for the SLOs so that they are rigorous, but reasonable. Training and technical support may be requested for your district by contacting Susan White (suwhite@doe.k12.ga.us). The SLO pre-assessment data and the growth targets are due to GaDOE by December 1.

16. When will we give the post-test for SLOs at the high school for the semester, if you are on block scheduling at the high school? Will the SLO assessment be used as the final exam for those classes?

All SLO post-assessments should be given as close to the end of the course as possible. The GaDOE will accept SLO data after the May 15 date originally set within the TKES Implementation Procedures in order to facilitate this. Therefore, the SLO assessment may be used as the final exam for the first semester high school courses. However, the district must determine that the test provides the information that is necessary both for the SLO post-assessment and the final exam. This is a district decision.

17. Will we use the same SLO pre-test for next semester in the high school courses as we used the first semester? Why or why not?

This is a conversation that districts whose high schools operate on block scheduling may want to have. In some cases, the district may want to strengthen the SLO pre- and post-assessments used in first semester or adjust them in some way.

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Student Learning Objectives Quick Facts

1. The purpose of the SLOs is to determine student growth in non-tested courses.
2. The district develops the SLO and sets the growth targets. The GaDOE must approve the district SLOs.
3. The 2012-2013 school year is a hold-harmless year in order to collect data, learn the process, and review both the data and the process to determine whether the learning objectives, the assessments, and the growth targets are reasonable and rigorous.
4. Districts may use current benchmarking assessments, or other high quality existing assessments, if the district determines that growth targets can be set from them and if the assessments are measuring progress on the major standards taught in a course. Such assessments must be reviewed and approved using the tools provided by the GaDOE.
5. Districts may use the post-tests as the final exam in courses if the assessments are determined to be valid and reliable measures of the major content taught in the course.

Additional TKES handbooks, manuals, and resources may be found within the TLE Electronic Platform or on the TLE web page <http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/default.aspx>.

Leader Keys Effectiveness System (LKES)

Guiding Questions

- 1. Have all assistant principals and principals completed the LKES Orientation, Self-Assessment, and Pre-Evaluation Conferences?**

Districts are not required to implement LKES for assistant principals in 2012-2013, but many have decided to do so voluntarily. Implementation with assistant principals will be required in 2013-2014.

The completion of an LKES Orientation is the initial requirement of the implementation of LKES. The second stage is the completion of the Self-Assessment. Both may be accessed by the leader and the evaluator through the GaDOE TLE Electronic Platform. Following the completion of these two components, the principal and the evaluator must meet for a Pre-Evaluation Conference. During this conference, the principal and evaluator will agree on and establish the two performance goals.

- 2. Have all assistant principals and principals determined their two goals for the year, one of which must reflect the School Improvement Plan?**

Each principal and assistant principal must develop two performance goals which result in both measurable growth in student achievement and progress toward improving leader effectiveness. It is recommended that at least one performance goal directly links to the leader's School Improvement Plan. The goals must be specific, measurable, accessible, rigorous, and time-sensitive.

- 3. Principal and assistant principal evaluators must have completed the mid-year formative evaluation by February 1. Be sure they are scheduled well in advance of that date so the deadline is not missed.**

Principals should be encouraged to schedule their formative evaluation conferences and communications with teachers concerning the principal's or assistant principal's formative ratings in January. Formative ratings for LKES must be completed in the GaDOE TLE Electronic Platform by February 1.

- 4. Have teachers completed climate surveys on principals and assistant principals? Note that the principal determines who will complete surveys on assistant principals. Both classified and certified staff must complete surveys.**

The entire certified and classified staff should rate the principal on the climate survey. This may be done at any time prior to May 15. Districts and/or schools determine when the surveys will be completed. They are currently available on the GaDOE TLE Electronic Platform. Principals determine who will answer the surveys on assistant principals, with a

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minimum number of 15 certified faculty members and 15 classified staff members responding. The results of the surveys are used by the evaluator to inform the ratings on the LKES standards and are discussed in conference to provide guidance and inform professional improvement.

5. Has every principal who is being evaluated with LKES been assigned an evaluator who has been credentialed to use the LKES?

Only individuals who have successfully passed the credentialing may evaluate principals using the LKES.

Additional LKES handbooks, manuals, and resources may be found within the GaDOE TLE Electronic Platform or on the TLE web page for LKES.

<http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Leader-Keys-Effectiveness-System.aspx>

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GLOSSARY OF TERMS

1. **Teacher Keys Effectiveness System (TKES)** – the tool for improving teacher effectiveness and student achievement.
 - a. Consists of ten standards of effective practice
 - b. Requires two thirty-minute observations. These may be announced or unannounced, and this is a district decision. Feedback must be given to the teacher within five (5) days of observation. Feedback may be face-to-face or by sharing the completed Formative Assessment electronically with the teacher.
 - c. Requires four ten-minute walk-throughs. These may be completed at any time during the year and used to determine formative ratings or summative ratings.
 - d. Requires student surveys in grades 3-12. Surveys are administered electronically and read-aloud surveys (using headphones) are available. Data from the student surveys must be used as documentation for the related standards and must be discussed in conference to inform improvement of professional practice.
2. **Student Growth Percentiles (SGP)** – the term used to determine how much value has been added to student knowledge in courses tested by CRCT and EOCT. SGPs will be computed at the state level. These measures compare students with their academic peers across the state. The 2012-2013 year will be a hold-harmless year as GaDOE collects data for final interpretation.
3. **Academic Peers** – students across the state who scored like the students in your district on CRCT and EOCT, taking into account course sequence at the high school level.
4. **Leader Keys Effectiveness System (LKES)** – the tool used for improving leader effectiveness and student achievement.
 - a. Consists of eight standards of effective practice
 - b. Requires three conferences: 1) a pre-evaluation conference at which time TWO goals are determined; 2) a formative assessment at which time a rating will be given on all eight standards; and 3) a summative assessment at which time a final rating for the year will be determined.
 - c. Requires the formative assessment must be completed by February 1.
 - d. Requires the summative assessment must be completed by May 15.

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- e. Requires teachers to complete climate surveys on principals and assistant principals. A minimum of 15 classified and a minimum of 15 certified staff will complete surveys in order for surveys to inform the rating on the standards.
 - f. Permits principals to determine who completes surveys for Assistant Principals.
5. **GaDOE TLE Electronic Platform:** the GaDOE electronic site where all information on TKES and LKES is contained. User guides, handbooks, implementation procedures, fact sheets and other professional learning resources, research, videos of practice, as well as the forms for the two effectiveness systems, may be accessed at this site. The GaDOE TLE Electronic Platform is password protected and users have strict role-defined access. Superintendents who are assigned as the Human Resources District Administrator role have access to the full platform for all individual teachers and leaders in schools within the district. Superintendents who are assigned the District Administrator role have access to reports on the implementation progress and performance of all schools within the district.

If you have additional questions concerning the implementation of TKES and LKES, please contact Martha Ann Todd, Associate Superintendent of Teacher and Leader Effectiveness (mtodd@doe.k12.ga.us) or Cindy Saxon, Director of Teacher and Leader Effectiveness (csaxon@doe.k12.ga.us).