

# Georgia Teacher Keys Effectiveness System Implementation Procedures



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***“Making Education Work for All Georgians”***

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## Georgia's Race to the Top (RT3) Overview

The Race to the Top fund is a \$4 billion grant opportunity provided in the American Recovery and Reinvestment Act of 2009 (ARRA) to support new approaches to school improvement. The funds are made available in the form of competitive grants to encourage and reward states that are creating conditions for education innovation and reform, specifically implementing ambitious plans in four education reform areas:

- Recruiting, preparing, rewarding, and retaining effective teachers and principals, especially where they are needed most,
- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Turning around our lowest-achieving schools.

Georgia's vision as set forth in the application:

“To equip all Georgia students, through effective teachers and leaders and through creating the right conditions in Georgia's schools and classrooms, with the knowledge and skills to empower them to 1) graduate from high school, 2) be successful in college and/or professional careers, and 3) be competitive with their peers throughout the United States and the world.”

Georgia's application was prepared through a partnership among the Governor's Office, the Georgia Department of Education, and the Governor's Office of Student Achievement and education stakeholders. Four working groups and a fifth critical feedback team consisting of teachers, principals, superintendents, higher education faculty, non-profit and informal education organizations, state policy makers, and members of the business and philanthropic communities developed the ideas for inclusion in the state's winning application. Georgia was awarded \$400 million to implement its Race to the Top (RT3) plan and the State Board of Education has direct accountability for the grant.

Georgia is partnering with 26 school systems around the state. Half of the awarded funds will remain at the state level and half will go directly to partnering local education authorities (LEAs)/school districts via their Title I formula. All funds are to be used to implement Georgia's RT3 plan. A Memorandum of Understanding (MOU) was signed by each district superintendent

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and board chair. These districts, which make up 40 percent of public school students, 46 percent of Georgia's students in poverty, 53 percent of Georgia's African American students, 48 percent of Hispanics and 68 percent of the state's lowest achieving schools, are: Atlanta, Ben Hill, Bibb, Burke, Carrollton, Chatham, Cherokee, Clayton, Dade, DeKalb, Dougherty, Gainesville, Gwinnett, Hall, Henry, Meriwether, Muscogee, Peach, Pulaski, Rabun, Richmond, Rockdale, Spalding, Treutlen, Valdosta and White. These schools districts will begin full implementation of Teacher Keys and Leader Keys Effectiveness Systems for the 2012-2013 school year.

Research indicates the most important factor in a student's education is first and foremost, the teacher. When students are assigned to ineffective teachers for three years in a row, insurmountable academic losses occur. The goal of Georgia's Teacher Keys Effectiveness System (TKES) is to provide teachers with meaningful feedback and support opportunities which lead to improved teacher performance and consequently, improved student outcomes. The new evaluation system offers clear and precise indicators and resources to guide teachers and evaluators through the process. This document outlines the TKES framework, as well as the initiative's procedures which apply to full implementation years beginning 2012-2013, unless otherwise specified.

## **I. GaDOE Teacher Keys Effectiveness System Introduction**

The Georgia Department of Education has designed the Teacher Keys Effectiveness System with multiple components that provide data and feedback regarding teacher performance from different sources and perspectives. The evaluation system is designed to provide information that will guide professional growth and development for each teacher, as well as to provide information that will be used in the calculation of the annual Teacher Effectiveness Measure (TEM). The collection of educator effectiveness data and feedback to educators will occur throughout the process for the TKES and the effectiveness system is designed to provide another forum for ongoing instructional dialogue.

### **Primary Purpose of the Teacher Keys Effectiveness System**

The primary purposes of TKES are to:

- Optimize student learning and academic growth.
- Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness.
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools.
- Provide a basis for instructional improvement through productive teacher performance appraisal and professional growth.
- Implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

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## **II. Teacher Effectiveness Measure (TEM) Calculations**

### **General Guidelines for TEM Score**

Teachers will receive a TEM score based on documentation and data from the three components of the TKES as indicated by Figures 26 and 27 on pages 47 of this document.

GaDOE will continue to analyze the 2012 pilot data using the draft matrices and make revisions, adjustments, or additions to them as necessary throughout the 2012-2013 implementation year.

GaDOE will continue to work on decision tables for teachers who have student growth measures from both Student Learning Objectives (SLO) and Student Growth Percentiles (SGP) so that an appropriate balance is determined between the growth measures, taking into account the number of courses taught with SLOs and the number of courses for which the teacher has SGPs. GaDOE staff is currently engaged in analyzing possible scenarios and developing detailed processes with technical assistance from external experts.

Where more information is required for a decision, evaluators will review all information regarding a teacher's performance within the context of the classroom, taking into account prior performance by both the teacher and the group of students and any unusual circumstances that should be considered. In determining the appropriate TEM rating, the evaluator will determine if either measure should be considered an aberration given the extenuating circumstances or if the measure reflects a consistent performance trend.

Teachers who receive a Teacher Effectiveness Measure of Needs Development or of Ineffective must be placed on a formal Professional Development Plan (PDP) that includes specific guidelines and timelines for improvement in the area(s) rated below Proficient.

The Student Growth and Academic Achievement Components of the TKES (SGP and SLOs) will be fully implemented, but will not be used for the purpose of annual evaluation ratings at the district level, in 2012-2013. These components will be a "hold harmless rating" during the 2012-2013 school year at the district level for contract purposes; however, the results will be calculated into the TEM scores in July 2013.

The following paragraphs describe scenarios related to teachers and the TEM score.

Teachers employed for the full school year, or for a minimum time equivalent to 65% of the instructional days, shall be evaluated using all components of the TKES. Data will be collected during the appropriate window of each component of the TKES for all teachers employed at the time designated for each specific measure. Teachers who are not employed for a full year, or for a minimum time equivalent to 65% of the instructional days, will be evaluated using the TKES components as determined by the district to be appropriate, depending upon the time and length of employment.

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Teachers employed for the full school year will have a Teacher Effectiveness Measure (TEM) score. In some situations, a TEM score may not be utilized for the purpose of annual evaluation ratings. These may include:

- Teachers hired mid-year shall receive feedback on TAPS and student surveys but may not have adequate time for SLO and/or SGP components of the TKES.
- Teachers who take leave for a specified period of time of more than half of the school year.
- Teachers who take leave for more than half of the minimum time equivalent of 65% of the instructional days.
- Itinerant teachers who serve students in more than one school will be designated a home school/lead evaluator by the school district. The arrangement will require collaboration among administrators, schools, district personnel, and GaDOE to make appropriate decisions on utilizing the Teacher Assessment on Performance Standards (TAPS), surveys and SLO summative evaluation components.

GaDOE will continue to research the appropriate minimum amount of time a teacher should be employed and in the classroom in order to determine which TKES components should be used for the purpose of annual evaluation ratings. Data from the 2012-2013 implementation year will also be used to inform a final decision on this requirement.

Another consideration for the TEM score calculation is the length of time a student is taught by the teacher. The following student guidelines will be used in the teacher's TEM score calculation.

- A Full Student Roster Model which links students to each of their teachers will be utilized. The growth scores of students who are enrolled for 65% of the school year and who have growth measures are incorporated into a teacher's TEM score.
- Utilizing a Full Student Roster Model, transient students' attendance will be monitored for inclusion according to the TEM score guidelines given above.
- Retained students will be weighted the same as non-retained students.

GaDOE will continue to research the appropriate minimum amount of time a student should be enrolled in a course in order to be included in a teacher's performance measures for the purpose of determining annual evaluation ratings. Data from the 2012-2013 implementation year will also be used to inform a final decision on this requirement.

In describing the general guidelines for a teacher's TEM score calculation and the length of time a student is taught by a teacher for their participation in the TEM score calculation. The following information is designed to assist evaluators in making decisions about the participation of teachers in the TKES, TAPS, Surveys, and Student Learning Objectives/Student Growth Percentile, based on their teaching position and the program delivery model used with students.



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### **III. Teacher Keys Effectiveness System (TKES) Process**

During 2012-2013, the first full implementation year, RT3 teachers will be evaluated using the full TKES process cycle as set forth in the GaDOE TLE Electronic Platform. In subsequent years, teachers who obtain specified TEM scores will be evaluated using an adjusted process cycle, requiring fewer formative observations using the Teacher Assessment on Performance Standards (TAPS). The adjusted process cycle is as follows:

- The adjusted process cycle would require two observations and a minimum of four walkthroughs if the teacher's Teacher Effectiveness Measure (TEM) score is within a range to be determined.
- One observation as well as a minimum of four walkthroughs are required if the teacher's TEM score is above a TEM score to be determined. The district will retain the right to conduct more observations as it determines appropriate.

A walkthrough is defined as a more frequent, brief observation that focuses on a limited number of TAPS performance standards and/or indicators. Data from the walkthrough observations will be used to support and enhance performance ratings on formative assessments, whether announced or unannounced, and in the summative assessment.

In subsequent implementation years (after the completion of school year 2012-2013), the following teachers **will** be required to be evaluated using the full TKES process cycle:

- All teachers who did not meet the specified TEM score in the previous school year.
- All beginning teachers in years one, two, and three.
- All teachers new to the district.
- Any teacher, regardless of years of experience or years in the district, who is on a Professional Development Plan (PDP) due to demonstrated ineffectiveness or need for improvement.

#### **Positions to be Evaluated**

The TKES is designed for use with teachers, grades PreK through 12, who are full-time or part-time for the full year. The teachers, or Teachers of Record, must be providing direct instruction to students. Teachers should be full year or full year part-time for the evaluation cycle. It is **not** designed to be used with personnel in positions of *Contributing Professionals*, unless they are required by the district, as stated in their job descriptions, to provide direct instruction to students for part of the school day. In general, *Contributing Professionals* are credentialed with teaching or service certificates or are licensed therapists who are not directly involved in providing instruction for students. RT3 districts should continue to use the appropriate instruments already identified by the district for use with the following positions that have been designated *Contributing Professionals* until new instruments are developed and recommended by the GaDOE.

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*Contributing Professionals* include but are not limited to:

- Behavior Interventionists
- Behavior Specialists
- Graduation Coaches
- Guidance Counselors
- In-school Suspension Teachers
- Instructional Coaches / Instructional Lead Teachers / Academic Coaches who do **not** have responsibility for direct instruction
- Instructional Technology Specialists
- Interpreters (sign language and other language)
- Media Specialists
- Mobility Training Specialists
- Occupational Therapists
- Paraprofessionals, even if they also have a valid teaching certificate
- Physical Therapists
- Psychologists
- School Social Workers
- Special Education Coordinators / Case Managers who do **not** provide direct instruction
- Speech Language Pathologists
- Teachers on Special Assignment who do **not** have responsibility for direct instruction
- Translators

**Evaluators**

Beginning with the 2012-2013 pilot/full implementation year, evaluators must be fully trained and credentialed by a state and/or district credentialed trainer in using the components of the TKES. The credentialing process will provide calibration and further increase the alignment of evaluation ratings.

As the instructional leader in the school, the principal will serve as the model for appropriate evaluation practices, will coordinate all evaluation activities within the school, and has ultimate responsibility for all evaluation activities within the school. Following the evaluator training and credentialing, instructional leaders are encouraged to review classroom observation videos and discuss ratings and judgment of practice based on the TKES standards rubric.

Other evaluators may include members of the school and/or district leadership teams who have been appropriately trained and credentialed as evaluators in the TKES. The district may designate assistant principals, department chairs, assistant/associate/area superintendents, district or school department heads, etc., as evaluators. Whenever possible, mentors and instructional coaches should not evaluate teachers whom they serve in these capacities. School districts have the option to

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include credentialed evaluators from outside the school. The principal may assign multiple evaluators to any teachers participating in TKES.

**Teacher Orientation and Familiarization**

All teachers must receive an orientation regarding the requirements of the TKES prior to the beginning of the evaluation cycle. Orientation materials and guides are provided by GaDOE and should be used by the district and/or building principal to orient teachers. This shall take place prior to the first observation. Documentation of the orientation for each teacher must be maintained within the GaDOE TLE Electronic Platform.

Teacher familiarization training, ongoing professional learning utilizing GaDOE-provided materials on each of the ten performance standards which are the basis of the evaluation system, may occur and/or be repeated at any time during the school year. Teachers who participate in familiarization activities earlier in the year will have a clearer understanding of the ten performance standards and the expectations for classroom practice and performance. The GaDOE TLE Electronic Platform will be used to record the teacher's participation.

**TKES Self-Assessment**

In a full implementation year, beginning with 2012-2013, the teacher shall complete a self-assessment on the ten TKES standards as soon as possible following orientation. The self-assessment will be completed within the GaDOE TLE Electronic Platform, and it will be available to both the teacher and the school evaluator for review and professional learning planning.

**IV. Components of the Teacher Keys Effectiveness System (TKES)**

As shown in Figure 1, the Teacher Keys Effectiveness System (TKES) consists of three components which contribute to an overall Teacher Effectiveness Measure (TEM): Teacher Assessment on Performance Standards (TAPS), Student Growth and Academic Achievement, and Surveys of Instructional Practice (student perception surveys). The amount that the TAPS component and the Student Growth component contribute to the overall TEM score depends upon whether a teacher is assigned a tested subject/grade or a non-tested subject/grade. The survey component provides data that is used as documentation for the corresponding TAPS performance standards and supplements the observation and other documentation. The three components include:

- 1. Teacher Assessment on Performance Standards (TAPS):** Observations, including walkthroughs and documentation of a teacher's practice will inform multiple formative assessments and one summative assessment each year.

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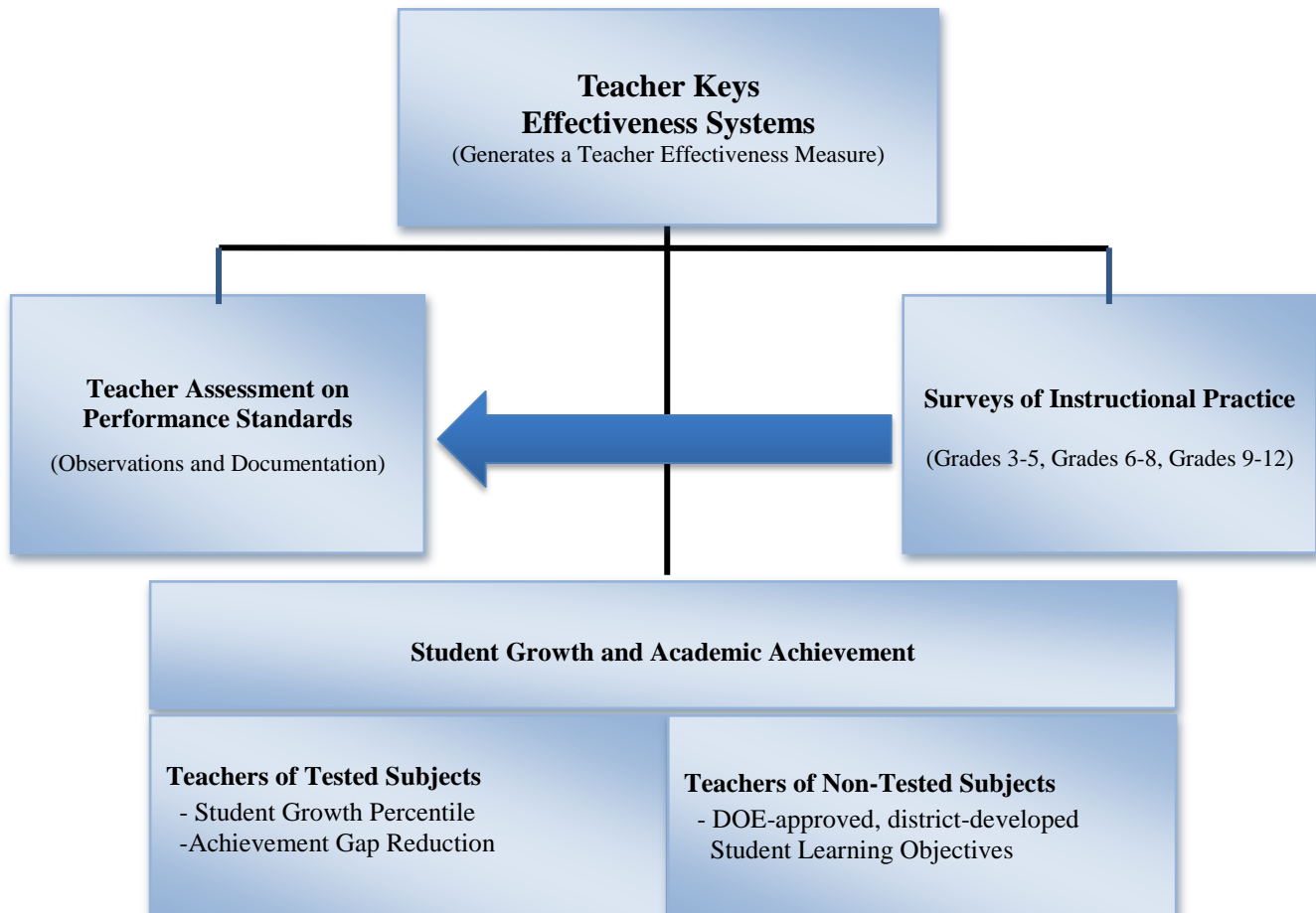
**2. Student Growth and Academic Achievement:**

- a. Student Growth Percentile Measures:** Annual calculations of student growth based on state assessment data (4<sup>th</sup>-8<sup>th</sup> grade CRCT and high school EOCT) which are indicators of teacher effectiveness.
- b. Student Learning Objective Measures:** Annual calculations of student growth based on district-determined, GaDOE approved, student growth goals in subjects that are not assessed using state assessments.

**3. Student Surveys of Instructional Practice (student perception surveys):** Student surveys are administered annually to gather perception data regarding teacher practice

The Teacher Keys Effectiveness System Timeline is provided in Appendix A. Acronyms and Definitions are noted in Appendix B.

*Figure 1: Teacher Keys Effectiveness System Framework*



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**The Teacher Assessment on Performance Standards (TAPS)**

The Teacher Assessment on Performance Standards (TAPS) component of the TKES comprised of five domains and ten performance standards is outlined in Figure 2. TAPS provides evaluators with a qualitative, rubric-based evaluation method by which they can measure teacher performance related to quality performance standards. The overarching goal of TKES is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of purposeful feedback. TAPS includes observation and documentation of a teacher’s practice and utilizes ten standards-based performance rubrics to guide multiple formative assessments and one summative assessment during the pilot/full implementation year.

*Figure 2: TAPS Domains and Standards*

<b>TKES: TEACHER ASSESSMENT ON PERFORMANCE STANDARDS</b>
<b>PLANNING</b>
1. Professional Knowledge 2. Instructional Planning
<b>INSTRUCTIONAL DELIVERY</b>
3. Instructional Strategies 4. Differentiated Instruction
<b>ASSESSMENT OF AND FOR LEARNING</b>
5. Assessment Strategies 6. Assessment Uses
<b>LEARNING ENVIRONMENT</b>
7. Positive Learning Environment 8. Academically Challenging Environment
<b>PROFESSIONALISM AND COMMUNICATION</b>
9. Professionalism 10. Communication

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**TAPS Performance Rating**

Evaluators will be required to provide two formative assessment ratings as well as a summative rating on each teacher. On both formative assessments and the summative assessment, teachers will be rated on all ten performance standards using a performance appraisal rubric.

Ratings on both types of assessments will be determined by:

- Considering the collection of formative data during 30 minute classroom observations.
- Appropriate documentation of classroom practice gathered from the teacher, from conferencing, or created by the evaluator.
- Walkthrough/ frequent brief observations.
- Student perception survey data.

The rubric rating describes each performance standard. The scale states the measure of performance expected of teachers and provides a general description of what the rating entails.

Figure 3 provides suggested criteria for each of the TAPS performance rubric ratings.

**Figure 3: TAPS Rating Definitions**

Cat.	Description	Definition
<b>Exemplary</b>	The teacher performing at this level maintains performance, accomplishments, and behaviors that continually and considerably surpass the established performance standard, and does so in a manner that exemplifies the school’s mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student learning gains.	Exemplary performance: <ul style="list-style-type: none"> <li>• continually meets the standards</li> <li>• empowers students and exhibits continuous behaviors that have a strong positive impact on student learning and the school climate</li> <li>• acquires and implements new knowledge and skills and continually seeks ways to serve as a role model to others</li> </ul>
<b>Proficient</b>	The teacher meets the performance standard in a manner that is consistent with the school’s mission and goals and has a positive impact on student learning gains.	Proficient performance: <ul style="list-style-type: none"> <li>• consistently meets the standards</li> <li>• engages students and exhibits consistent behaviors that have a positive impact on student learning and the school climate</li> <li>• demonstrates willingness to learn and apply new skills</li> </ul>
<b>Needs Development</b>	The teacher inconsistently performs at the established performance standard or in a manner that is inconsistent with the school’s mission and goals and may result in below average student learning gains. The teacher may be starting to exhibit desirable traits related to the standard, but due to a variety of reasons, has not yet reached the full level of proficiency expected or the teacher’s performance is lacking in a particular area.	Needs Development performance: <ul style="list-style-type: none"> <li>• requires frequent support in meeting the standards</li> <li>• results in less than expected quality of student learning</li> <li>• needs guidance in identifying and planning the teacher’s professional growth</li> </ul>
<b>Ineffective</b>	The teacher continually performs below the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in minimal student learning gains.	Ineffective performance: <ul style="list-style-type: none"> <li>• does not meet the standards</li> <li>• results in minimal student learning</li> <li>• may contribute to a recommendation for the employee not being considered for continued employment</li> </ul>

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*Figure 4: Frequency Terminology*

<b>FREQUENCY TERMINOLOGY</b>		
<b>Terms ranked by degree of frequency</b>	<b>Definition</b>	<b>Example</b>
<b>Consistently</b>	Occurs at regular intervals	Every week <i>(Regular intervals will vary depending on the standard and the task.)</i>
<b>Continually</b>	Occurs with high frequency, appropriately, and over time.	Every day, every class <i>(Frequency will vary depending on the standard and the task.)</i>

**Proficient is the expected level of performance.** Teachers who earn an *Exemplary* rating must meet the requirements for the *Proficient* level and exceed the standard continually. Teachers who are rated *Exemplary* on a standard will be considered model teachers who may provide building and/or district leadership in performance on that standard.

### **TAPS Observation**

There are two types of TAPS observations: formative observations and walkthroughs. Teachers will be observed using the TAPS rubrics to determine formative ratings on the ten performance standards. During the pilot/full implementation year, each teacher will be observed a minimum of two times for no less than 30 minutes per observation. It is recommended that one be an announced observation and one be an unannounced observation. However, the district may determine whether the two 30 minute observations will be both announced, both unannounced, or one of each. Additional observations may be conducted at the discretion of the district.

- Walkthroughs shall be conducted periodically for a minimum of four walkthrough visits per year per teacher. Walkthroughs should be approximately 10-15 minutes in length.
- A walkthrough is defined as a more frequent, brief observation that focuses on a limited number of TAPS performance standards.
- The electronic platform will assist evaluators in collecting walkthrough documentation.
- Data from the walkthrough observations will be used to support and enhance performance ratings on formative assessments, whether announced or unannounced, and in the summative assessment. Walkthroughs may connect with School Improvement Plans and/or specific TKES standards (*i.e.*, Differentiation, Assessment Uses).

The TAPS observation process is composed of two 30 minute formative observations. Written feedback is to be provided on the Formative Assessment Report Form for the teacher within five school days as a follow-up to the observation. At the end of the evaluation cycle for the school year, the evaluator will complete a Summative Assessment Report for the teacher that is based on the two Formative Assessment Reports and other appropriate data sources identified in this document and by the district. Throughout the TKES evaluation process cycle, conferencing with

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the teacher at the following designated times is required and important to the feedback process. All conferences should be documented using the Documentation of Conference for the Record available in the GaDOE TLE Electronic Platform.

1. A Pre-Evaluation Conference (August/September) is a follow-up to the Orientation as well as an opportunity to review the teacher's self-assessment. It shall occur before the observations begin with the teacher. The pre-evaluation conference can be held individually or in a small group setting (*e.g.*, grade level, content groups).
2. The Mid-Year (December/January) Conference should focus on Student Learning Objective (SLO) data and performance standards feedback. The mid-year/course conference can be held individually or in a small group setting (*e.g.*, grade level, content groups).
3. A Summative Evaluation Conference (May) will be held to provide written and oral feedback to the teacher regarding the Summative Assessment Report. TAPS, student achievement data trends, and student perception surveys shall be included in the post-conference discussion.

**TAPS Documentation**

For any classroom observation, announced or unannounced, both the teacher and the evaluator may submit documentation. Documents may be uploaded into the GaDOE TLE Electronic Platform during pilot/full implementation year, as needed to support the ratings and/or commentary. Upon request from the administrator, the teacher is responsible for submitting documentation to the evaluator for consideration in the formative assessment, either prior to or following the actual classroom observation. Specifically, if any of the ten standards were not observed during the period of the formative assessment, the teacher will be responsible for submitting requested documentation to the evaluator. The documentation shall provide evidence of the teacher's level of performance on the standard. A time limit of five school days for submission and review of additional documentation requested by the evaluator will be set in the electronic platform. Documentation evidence may be collected from the weeks preceding the beginning of the school year up until the completion of the TKES summative assessment. Documentation may be requested by the evaluator at any time and is not necessarily associated with a formal observation.

Documentation of data from the Surveys of Instructional Practice (student perception surveys) is required for Standards 3, 4, 7, and 8. This documentation should be used by evaluators to inform formative and summative assessment ratings for those standards. The use of survey data is recommended for the formative assessment and required for the summative assessment. If the TAPS rating on any of the standards for which survey data is provided differs significantly from the rating that would be indicated by those data, the evaluator is required to provide written justification within the GaDOE TLE Electronic Platform to explain why the performance rating on the standard is not aligned with the survey data.



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Neither specific documents nor a specific amount of documentation are required by the GaDOE except the documentation from the Survey of Instructional Practice (student perception survey). However, districts, in conjunction with local schools, shall determine the scope of the required documentation. All documentation relative to a classroom observation must be finalized within five school days following the classroom observation. Evaluators may upload additional documentation of a teacher’s performance relative to the TKES standards, as needed, at any time during the pilot/full implementation year. The documentation should accurately reflect and support the evaluator’s rating of the teacher on the formative and summative assessment.

**TAPS Summative Assessment**

Every TAPS Formative Assessment observation will provide ratings for the teacher on each of the ten TKES performance standards. The evaluator is required to review all TAPS observations and supporting documentation. The evaluator will provide each teacher with a summative evaluation on TAPS that is based on a **“totality of the evidence and most consistent practice”** during the evaluation period. In completing a summative assessment on each of the ten teacher performance standards, the evaluator shall determine where the **“totality of the evidence and most consistent practice”** exists, based on observations and the documentation of practice and process, and Surveys of Instructional Practice for standards 3, 4, 7, 8. Evaluators will provide feedback to teachers on the summative assessment at a summative evaluation conference.

The summative evaluation on TAPS will be scored as follows. *Exemplary* ratings earn 3 points, *Proficient* ratings earn 2 points, and *Needs Development* ratings earn 1 point. *Ineffective* ratings have no point value. Evaluators will use the GaDOE TLE Electronic Platform to add the point value for all ten standards to produce a final score. The summative assessment is **not** an average of ratings on the standards during formative observations. The following Figure 5 provides an example.

**Figure 5: Example of Summative Rating**

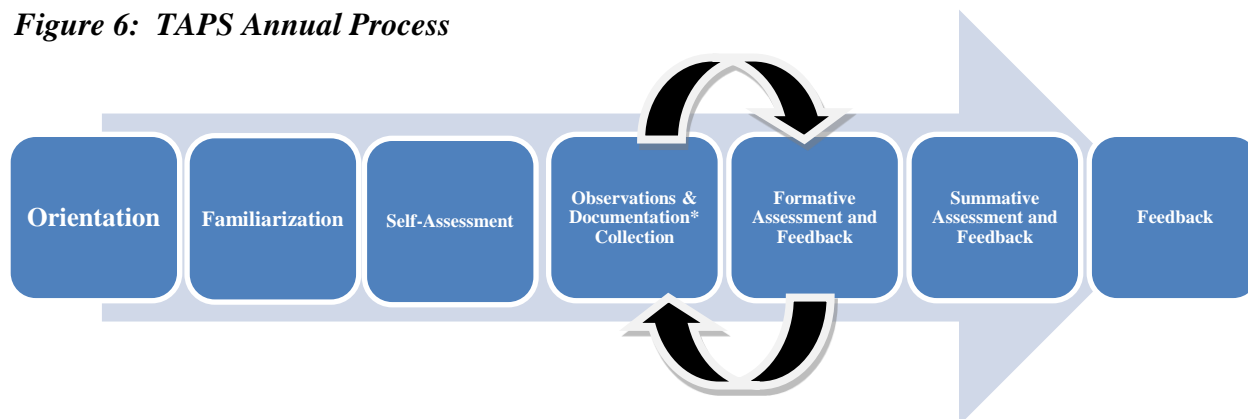
Rating	Point Value	Number of Standards Rated at that Level	Computation	Summative Rating
<i>Exemplary</i>	3	2	$3 \times 2 = 6$ pts	25-30 pts.
<i>Proficient</i>	2	6	$2 \times 6 = 12$ pts	17-24 pts.
<i>Needs Development</i>	1	1	$1 \times 1 = 1$ pt	6-16 pts.
<i>Ineffective</i>	0	1	$0 \times 1 = 0$ pts	0-5 pts.
			<b>Total = 19 pts</b>	

The summative rating indicated by the overall score (0-30) will be applied within the appropriate matrix or decision tables to determine the Teacher Effectiveness Measure (TEM) for the year.

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The process by which school districts will implement the TAPS portion of the TKES is depicted in Figure 6.

**Figure 6: TAPS Annual Process**



\* Documentation includes data from walkthroughs and surveys.

### TKES Component: Surveys of Instructional Practice

In the TKES, student surveys will be one source of data and documentation of teacher effectiveness. Surveys provide information about student perceptions of a teacher's performance. A benefit of using student surveys is that the collected information may help the teacher set goals for continuous improvement by providing feedback directly to the teacher for professional growth and development. Student surveys also may be used to provide information to evaluators that may not be obtained during observation or through other types of documentation.

During the 2012-2013 pilot/full implementation year, Surveys of Instructional Practice will provide documentation in the form of data that is required for Standards 3, 4, 7, and 8. This documentation should be used to inform formative and summative assessment ratings for those standards. If the TAPS rating on any of the standards for which survey data is provided differs significantly from the rating that would be indicated by those data, the evaluator is required to provide written justification within the GaDOE TLE Electronic Platform to explain why the performance rating on the standard is not aligned with the survey data. To gain valid survey results, a minimum of 15 students shall complete the survey for their Teacher of Record; student data cannot be disaggregated for groups smaller than 15 for confidentiality purposes related to identifying a student respondent.

The surveys utilized in the pilot/full implementation year ask students to report on items they have directly experienced, Standards 3, 4, 7, and 8. Three different versions of the student survey (Grades 3-5, 6-8, and 9-12) will be provided. These different versions will be designed to reflect developmental differences in students' ability to provide useful feedback regarding their teacher.

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All surveys are to be completed anonymously to promote honest feedback. Students will be provided with anonymous sign-in credentials for the surveys.

Students will complete the surveys online within the GaDOE TLE Electronic Platform while under the supervision of a professional with a valid teaching certificate, service certificate, or leadership certificate. Consistent with state testing requirements, paraprofessionals may not administer the student surveys unless they also have a valid teaching certificate. The administration will follow scripted protocols for administration. The survey will be administered in secure conditions outside the presence of the Teacher of Record.

Figure 7 will outline the TKES survey readability levels for the 2012-2013 implementation once the redesign and development of the survey items are complete.

**Figure 7: Flesch-Kincaid Readability Levels of Surveys**

Grade	Flesch-Kincaid Readability Level
3-5	
6-8	
9-12	

**Survey Accommodations**

Students are able to comprehend at a higher level when listening to the survey questions read aloud. Therefore, it is considered appropriate for the readability of 3-5 surveys to be written at a slightly higher readability level. All students in Grades 3-5 will have the surveys read aloud. Survey items for **all** students will have read aloud capability within the electronic platform. Figure 8 will provide the Lexile reading measures used by the GaDOE for the student perception surveys once the redesign and development of the survey items are complete.

**Figure 8: Updated Common Core Lexile Reading Measures**

Grade	Lexile Measures 25 <sup>th</sup> to 75 <sup>th</sup> Percentile (IQR)
2-3	
4-5	
6-8	
9-10	
11-12	

All appropriate accommodations will be made for students with disabilities and English Language Learners, based on Individual Education Plans (IEPs) or language instruction education plans (extended time, read aloud, dual language dictionaries, etc.). Severe/profound special education

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students may participate, with needed accommodations, as determined to be appropriate by the IEP committee. Surveys will be read to visually impaired students. Auditory devices may also be utilized. The use of the electronic platform will allow the survey to be read through headphones for any students requiring the accommodation.

The GaDOE TLE Electronic Platform will provide the following accommodations.

- A read-aloud option will provide survey access for visually impaired or blind students.
- Translation into other languages through use of a drop box allowing the selection from a list of multiple languages will be available 2013-2014.

Beginning with the 2012-2013 pilot/full implementation year, districts will have multiple options for selecting survey windows. From October through April, an open survey window will be available for districts/schools to select a time frame that does not interfere with testing or other uses of computer labs, etc. The multiple survey options will accommodate courses taught only during first semester, only during second semester, all year, or for shorter segments within the school year. The appropriate survey window for a course and/or teacher sample will be selected by the district and principals. Surveys may also be administered multiple times during the year at the district's or principal's discretion.

Surveys will be administered in the following manner:

- All students in self-contained classes (*e.g.*, elementary teachers, special education teachers) will be surveyed unless otherwise determined by the IEP committee or subcommittee, including the classroom teacher or case manager, a school administrator, and the parent.
- Principals will select students to be surveyed by class periods in departmentalized settings (*e.g.*, some upper elementary, middle and high school teachers, elementary PE and music teachers). There is a possibility that students may be selected to complete surveys on more than one teacher, but no student should be sampled to respond to surveys on more than two teachers in any given survey administration period.
- Non-departmentalized elementary staff and self-contained teachers—All students will be surveyed.
- Departmentalized elementary and multi-class (art, music, PE, etc.) teachers—Principals shall choose at least two class periods consisting of different students during which all students in these class periods will complete the survey.
- Special Education, inclusion, ESOL, etc., teachers—The principal shall schedule a time when all students taught by these teachers can complete the survey.
- Middle school and high school teachers—Principals shall choose at least two class periods consisting of different students during which all students in these class periods will complete the survey so that students surveyed are representative of the students the teacher is teaching.

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Teachers, who **cannot** utilize the Surveys of Instructional Practice based on the procedures established for the students he or she teaches, will not have this type of data to supplement the documentation or inform the ratings on the TAPS performance Standards 3, 4, 7, and 8. For example, collaborative gifted teachers and contributing professionals will not have surveys counted for a TEM score.

Each survey contains questions that address four of the ten teacher performance standards in the TKES. The table of specifications in Figure 9 will illustrate the alignment between the survey items and TKES performance standards for the 2012-2013 implementation once the redesign and development of the survey items are complete.

**Figure 9: Table of Specifications for Surveys of Instructional Practice**

Teacher Performance Standards	Grade 3-5 Student Survey Item #	Grade 6-8 Student Survey Item #	Grade 9-12 Student Survey Item #
3-Instructional Strategies			
4-Differentiated Instruction			
7-Positive Learning Environment			
8-Academically Challenging Environment			

Documentation of data from the Surveys of Instructional Practice (student perception surveys) is required for Standards 3, 4, 7, and 8. This documentation should be used by evaluators to inform formative and summative assessment ratings for those standards. Prior to the closing of the survey window on April 30, but as soon as the administration of the survey for a particular teacher is complete, the evaluator should access the survey data report and provide a copy to the teacher through the electronic platform. At the close of the survey window, teachers will automatically receive a final report of survey results in the GaDOE TLE Electronic Platform.

The use of survey data is recommended for the formative assessment and required for the summative assessment. If the TAPS rating on any of the standards for which survey data is provided differs significantly from the rating that would be indicated by those data, the evaluator is required to provide written justification within the GaDOE TLE Electronic Platform to explain why the performance rating on the standard is not aligned with the survey data. Survey results will be compiled with the GaDOE TLE Electronic Platform and must be utilized as documentation to support annual performance ratings.

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A summary of results for each question will be provided to individual teachers. The Survey Results Summary Sheet will include:

- The number of students with valid responses for each question.
- The number of responses for each question that were rated at each level of the response scale (*Yes, Sometimes, No* for Grades 3-5; *Strongly Agree, Agree, Disagree, Strongly Disagree* for Grades 6-12).
- The teacher, district, and state mean, the median, and the standard deviation compared to all other teachers at that grade level band (3-5, 6-8, and 9-12) for each question.

A partial Survey Results Summary Sheet for a teacher in Grade 7 is shown in Figure 10.

**Figure 10: Survey Results Summary Sheet (Sample for Grade 7 teacher)**

Survey Results Summary										
Question	Number of Valid Responses	Percentage of Ratings				Mean	District Mean	State Mean	Median	Standard Deviation
		<i>Strongly Agree</i> (3 pts)	<i>Agree</i> (2 pts)	<i>Disagree</i> (1 pts)	<i>Strongly Disagree</i> (0 pt)					
My teacher uses different ways to teach and help me learn.	30	3%	50%	47%	0%	2.57	2.2	2.1	3	0.57
My teacher sets high learning standards for the class.	28	0%	25%	68%	7%	2.18	2.3	2.2	2	0.55

Additionally, teachers will be provided with a summary chart for each standard by mean score.

Figure 11 shows a partial Survey Results table for each standard by mean.

**Figure 11: Survey Results for Each Standard by Mean**

Teacher	3. Instructional Strategies	4. Differentiated Instruction	7. Positive Learning Environment	8. Academically Challenging Environment
	0.9	2.1	3.0	1.7

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**TKES Component: Student Growth and Academic Achievement**

This TKES component consists of a student growth percentile for teachers of tested subjects. For teachers of non-tested subjects, this component consists of GaDOE approved Student Learning Objectives (SLOs) utilizing district-identified achievement growth measures. District-determined SLOs are content-specific objectives that are measureable, focused on growth, and aligned to the curriculum standards.

The Student Growth and Academic Achievement Components of the TKES (SGP and SLOs) will be fully implemented, but will not be used for the purpose of annual evaluation ratings at the district level, in 2012-2013. These components will be a “hold-harmless rating” during the 2012-2013 school year at the district level for contract purposes. The results will be calculated into the TEM scores in July 2013, however, for diagnostic and general information.

**Student Learning Objectives (SLOS)**

Student Learning Objectives (SLOs) will be used to assess student growth in non-tested courses and will contribute performance data to the calculation of the TEM for teachers of those courses. After all SLOs are phased in, teachers will be evaluated using one district-determined SLO for each non-tested course they teach. Teachers of non-tested subjects will be evaluated by district-determined SLOs for their non-tested courses. Teachers of tested subjects will be evaluated by the student growth percentile measure for their tested courses.

The tested courses are reading, language arts, math, science, and social studies, as tested in grades 4-8 by the CRCT, and the courses tested by the high school End of Course Tests (biology, physical science, 9<sup>th</sup> grade literature/composition, 11<sup>th</sup> grade literature/composition, US History, economics/business/free enterprise, Math I, Math II, GPS algebra, GPS geometry).

All other courses are considered non-tested courses. Teachers of students whose learning progress is evaluated using the GAA or the CRCT-M will implement SLOs upon their development. Following the pilot, the SLO measures will be implemented in two phases during the 2012-2013 and 2013-2014 school years. Figure 12 outlines the courses selected for the 2012-2013 school year.

**Figure 12: SLO Phase II Courses for 2012-2013 School Year**

<b>COURSE NUMBER</b>	<b>COURSE DESCRIPTION</b>	<b>MAIN SUBJECT AREA</b>
	Pre-K Literacy	
	Pre-K Numeracy	
23.0010000	Kindergarten English Language Arts	23. English Language Arts
23.0011	Kindergarten Reading	23. English Language Arts

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<b>COURSE NUMBER</b>	<b>COURSE DESCRIPTION</b>	<b>MAIN SUBJECT AREA</b>
27.0110000	Kindergarten Mathematics	27. Mathematics
23.0012	First Grade Reading	23. English Language Arts
27.0120000	First Grade Math	27. Mathematics
23.0020000	First Grade English Language Arts	23. English Language Arts
23.0013	Second Grade Reading	23. English Language Arts
27.0130000	Second Grade Math	27. Mathematics
23.0030000	Second Grade English Language Arts	23. English Language Arts
23.0014	Third Grade Reading	23. English Language Arts
27.0140000	Third Grade Math	27. Mathematics
23.0040000	Third Grade English Language Arts	23. English Language Arts
23.0320000	Journalism I	23. English Language Arts
23.0330000	Journalism II	23. English Language Arts
23.0340000	Advanced Composition	23. English Language Arts
23.0520000	British Literature/Composition	23. English Language Arts
23.0620000	Tenth Grade Literature/and Composition	23. English Language Arts
23.0630000	World Literature/Composition	23. English Language Arts
26.0130000	Biology II (Grades 9-12)	26. Life Sciences
26.0611000	Environmental Science	26. Life Sciences
26.0710000	Zoology	26. Life Sciences
26.0730000	Human Anatomy/Physiology	26. Life Sciences
27.0624	GPS Pre-Calculus	27. Mathematics
27.065	Advanced Algebra and Trigonometry	27. Mathematics
27.0710000	Calculus	27. Mathematics
27.0830000	Mathematics III-Advanced Algebra / Statistics	27. Mathematics
27.0840000	Mathematics IV-Pre-Calculus - Trigonometry/Statistics	27. Mathematics
40.0510000	Chemistry I	40. Physical Sciences
40.0520000	Chemistry II	40. Physical Sciences
07.4411005	CTAE Computer Apps I	
54.01100	Fine Arts—Beginning Chorus Grades 4-5	54. Fine Arts
40.0640000	Earth Systems	40. Physical Sciences
40.0810000	Physics I	40. Physical Sciences
40.0820000	Physics II	40. Physical Sciences
45.0150000	Psychology	45. Social Sciences
45.0160000	AP Psychology	45. Social Sciences
45.0310000	Sociology	45. Social Sciences
45.0570000	American Government/Civics	45. Social Sciences
45.0620000	AP Macroeconomics	45. Social Sciences
45.0630000	AP Microeconomics	45. Social Sciences
45.0711000	World Geography	45. Social Sciences
45.0830000	World History	45. Social Sciences
60.0110000	French I	60. Romance Languages
60.0710000	Spanish I	60. Romance Languages
23.0430000	AP Language Composition	23. English Language Arts



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<b>COURSE NUMBER</b>	<b>COURSE DESCRIPTION</b>	<b>MAIN SUBJECT AREA</b>
23.0530000	AP English Literature & Composition	23. English Language Arts
45.0520000	AP Government/Politics: USA	45. Social Sciences
45.0530000	AP Government/Politics/ Comparative	45. Social Sciences
45.0811000	AP World History	45. Social Sciences
45.082000	AP US History	45. Social Sciences
27.072000	AP Calculus AB	27. Math
27.074000	AP Statistics	27. Math

**Student Learning Objectives (SLO) Process**

Learning expectations describe how students will grow in their learning of the selected content over the instructional interval, as measured by the pre-assessment(s) and post-assessment(s). The expected growth for students must reflect the learning that would occur over the entire duration of the course. Expectations must be rigorous and attainable. Expected growth is the amount students are expected to grow over the course of the instructional period.

Districts must follow an SLO development process as set forth in the GaDOE training materials for TKES or as approved by GaDOE, and districts must submit each SLO for GaDOE approval before local teachers begin implementation of their SLO plans. Districts will submit SLOs on the District SLO Form for the GaDOE approval before, but no later than August 1. A separate form should be used for each SLO. GaDOE will review, request revisions as necessary, and approve SLOs as quickly as possible with a target date of no later than September 1.

Districts may set their own pre-assessment and post-assessment windows, making sure that all data will be submitted within the GaDOE TLE Electronic Platform no later than May 15. Students must be enrolled in a course for 65% of the instructional period, and have both a pre- and post-assessment score, in order for the student's data to be included in the SLO measures. The district should ensure that students who enroll after the pre-assessment window, but who will be enrolled for 65% of the instructional period, have the opportunity to take the pre-assessment. Pre- and post-assessments must be administered to all students enrolled in applicable SLO courses.

Teachers will use their students' pre-assessment scores, along with other diagnostic information, and complete the Teacher SLO instructional planning form within the GaDOE TLE Electronic Platform. Use of the state developed Teacher SLO instructional planning form is optional; however, districts must collect the SLO data from each teacher within the GaDOE electronic platform. After the SLO pre-assessment is administered and Teacher SLO Forms are completed, teachers will meet with their evaluators to review SLO plans and obtain approval for implementation. Before approving the plan, principals should review and assess the teacher's plan for rigor and appropriateness. The review/approval process shall be completed prior to implementation of the SLO during the pilot/full implementation year.

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Individual teachers then create and implement strategies and monitor progress while making adjustments to the teaching and learning strategies as required. SLO results are reported at the student and class/group level. As teachers work with the district-designated SLOs, they should maintain a record of each student's pre-assessment score and post-assessment score, as well as any other data needed to ascertain attainment of the SLO for the summative evaluation. In addition, the record of pre-assessment scores should be turned into the teacher's evaluator within the electronic platform. A mid-year or mid-course review should be conducted during the pilot/full implementation year.

At the mid-year or mid-course point, teachers should utilize one or more appropriate formative measures to determine individual student progress toward attainment of the SLO(s). Teachers should meet with their evaluators to review student progress at mid-year. The teacher and evaluator shall discuss whether adjustments to classroom instruction, etc., should be made to increase the probability of students achieving or exceeding the target levels of growth as determined in the SLO(s). A Professional Development Plan (PDP) may be developed at this time if the evaluator determines it is needed to provide guidance and support for the teacher. Note that no changes can be made to the SLO during the instructional period.

At the end of the instructional period, teachers will administer the post-assessments and will compile their class/group data into the GaDOE TLE Electronic Platform. Each teacher is responsible for assessing the students' growth toward the SLO goal. Teachers must submit their completed *Student Learning Objective Forms* along with the pre-assessment, post-assessment, and growth results for each student in the GaDOE TLE Electronic Platform to their evaluators. Evaluators will review the pre-assessment and post-assessment data presented by each teacher to make a determination as to whether the SLO was met. The evaluator will assign an end-of-year rating using the evaluation rubric with the following levels: *Exemplary*, *Proficient*, *Needs Development*, and *Ineffective* as shown in Figure 13.

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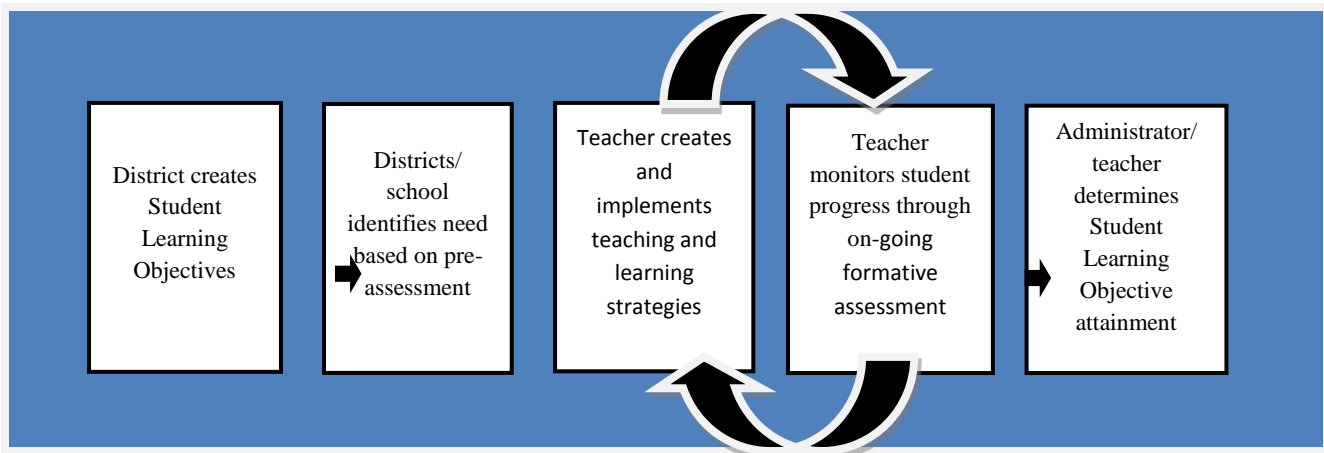
**Figure 13: Student Learning Objective Evaluation Rubric** (Normal mathematical rules for rounding should apply so that  $\geq .5$  rounds up.)

Exemplary	Proficient	Needs Development	Ineffective
<p>The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.</p> <p>Greater than 50% of students exceeded the Student Learning Objective, at least 40% met the Student Learning Objective, and no more than 10% did not meet the Student Learning Objective.</p>	<p>The work of the teacher results in acceptable, measurable, and appropriate student academic growth.</p> <p>Greater than 80% of students met or exceeded the Student Learning Objective and no more than 20% did not meet the Student Learning Objective.</p>	<p>The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.</p> <p>Greater than 50% of students met or exceeded the Student Learning Objective.</p>	<p>The work of the teacher does not result in acceptable student academic growth.</p> <p>Fewer than 50% of students met or exceed the Student Learning Objective.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			

GaDOE will continue to research the most effective SLO performance goals that should be used for the purpose of the teachers' annual evaluation ratings as analysis of the 2012 pilot data continues. Data from the 2012-2013 implementation year will also be used to inform a final decision on this rubric.

Figure 14 outlines the SLO process.

**Figure 14: Student Learning Objective Process**



Stronge, J. H. & Grant, L. H. (2009). Adapted from *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education.

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**Student Learning Objectives Assessment Measures**

District-determined SLOs are content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. Appropriate measures of student learning gains differ substantially based on the learners' grade level, content area, and ability level. When possible, externally developed and validated assessments that correlate with the grade level and subject being taught should be used for such purposes.

To ensure SLO assessment content and construct validity, the GaDOE is facilitating collaborative SLO Development and Evaluation Cycle training for districts and regions throughout the state of Georgia. The process includes the development of an SLO Assessment Team that is responsible for selecting, developing, and evaluating district SLOs as well as balanced district SLO pre- and post-assessment measures for selected or assigned courses.

SLO Development and Evaluation Cycle training prepares districts to:

- Develop effective SLO statements and growth goals.
- Align pre- and post-assessment tasks/items to course standards.
- Ensure congruency between the cognitive demand of the standard and the pre- and post-assessment tasks/items.
- Analyze standards/items.
- Ensure balance between instruction and pre- and post-assessment emphasis.
- Determine appropriate growth targets.

An SLO Table of Specifications is utilized to draft or evaluate a pre- or post-assessment. The SLO Assessment Criteria Table is used to construct, select and/or evaluate pre- or post-assessment items and/or tasks. Locally developed pre- and post-assessments will be reviewed by the district, using quality indicators provided by the GaDOE, and district quality ratings will be monitored by the GaDOE.

If the submitted SLO utilizes district developed pre- and post-assessments, the assessments must be submitted to GaDOE with the SLO. If the SLO pre- and post-assessments are externally developed, a description of the assessments must be submitted with the SLO. If the assessment is locally developed, a Content Alignment Form, the Table of Specifications and the SLO Assessment Criteria Table must be submitted with the pre- and post-assessments and the SLO.

The GaDOE will communicate approval of the SLOs to the district. The districts will then inform the schools. Within the first few weeks of the instructional period, teachers will administer an SLO pre-assessment. Districts shall determine the pre- and post- assessment windows for their teachers. The purpose of these assessments is to measure student learning on the selected standards from the beginning of the interval of instruction to the end of the instructional period.

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Students must be enrolled in a course for 65% of the instructional period, and have both a pre- and post-assessment score, in order for the student’s data to be included in the SLO measures. The district should ensure that students who enroll after the pre-assessment window, but who will be enrolled for 65% of the instructional period, have the opportunity to take the pre-assessment. The SLO then will be weighted so that it counts for a specific amount of the overall TEM. During the 2012-2013 pilot/implementation year, a TEM matrix and/or decision tables will be used to determine the impact of the SLO performance on the TEM score. GaDOE will continue to analyze the 2012 pilot data using the draft matrices and make revisions, adjustments, or additions to them as necessary throughout the 2012-2013 implementation year.

Figure 15 provides an example of a SLO attainment and teacher rating.

**Figure 15: SLO Attainment Summary & Teacher Rating**

Student Learning Objective Attainment Summary/Teacher SLO Rating					
Number of Students Tested	Percentage of Students Exceeding SLO Criteria	Percentage of Students Meeting SLO Criteria	Percentage of Student Who Did Not Meet SLO Criteria	Percentage of Students Meeting & Exceeding SLO Criteria	Teacher SLO Rating
<b>50</b>	<b>38%</b>	<b>36%</b>	<b>26%</b>	<b>74%</b>	<b>Needs Development</b>

GaDOE will continue to work on matrices and/or decision tables for teachers who have student growth measures from multiple SLOs, or from both Student Learning Objectives and Student Growth Percentiles, so that an appropriate balance is determined between the growth measures, taking into account the number of courses taught with SLOs and the number of courses for which the teacher has SGPs. GaDOE staff is currently engaged in analyzing possible scenarios and developing detailed processes with technical assistance from external experts.

Due to the limitations on data analysis and development of state reports created by the differences in SLOs and SLO goals developed in each district, the state reports will be limited to the percent of teachers who met the SLO growth goals and the percent of students who met SLO goals. Districts will have the option to review SLO performance data at the student, teacher, school, and district level to ensure consistency of the SLOs and SLO goals across the district.

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**TKES Component: Student Growth Percentiles (SGP)**

Student Growth Percentiles (SGPs) will be used as the student growth component of the TEM for teachers of courses that have state assessments (CRCT 4-8 and EOCT). SGPs describe a student's growth relative to his/ her academic peers—other students with similar prior achievement (*i.e.*, those with similar history of scores). A growth percentile is generated for each student which describes his or her “rank” on current achievement relative to other students with similar score histories. A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth.

There are multiple ways of summarizing SGPs for groups of students (such as a classroom or a school). Most commonly, a group's SGP is the median growth percentile for each student in the group. The median is obtained by rank ordering the percentiles for all students in the group and selecting the middle percentile (50% of the group would have a higher percentile and 50% a lower percentile). Additionally, the percentage of students demonstrating at or above the specific level of growth (for example 60<sup>th</sup> percentile growth) can be reported. Growth can be compared across grade levels and across subject areas, meaning summary measures also can be aggregated across grade levels and content areas.

SGPs do not require a vertical or developmental scale (a continuous scale spanning multiple grades in the same content area) in order to describe student growth. This growth model does not calculate how many scale score points a student improved from year to year. Rather, this growth model describes growth in terms of how a student performed this year relative to other students who have a similar academic history.

The Criterion-Referenced Competency Tests (CRCT) in grades 4-8 reading, English/language arts, math, science and social studies and End of Course Tests, (EOCTs) in Biology, Physical Science, 9<sup>th</sup> Grade Literature/Composition, American Literature/Composition, US History, Economics/Business/Free Enterprise, Mathematics I, Mathematic II, GPS Algebra, and GPS Geometry will be included in the growth model. As Georgia transitions to the implementation of common assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC), the new assessments will be utilized in the growth model.

The growth model uses multiple years of prior test data as pretest scores (one year is used when multiple years are not available). For example, growth percentiles for 5<sup>th</sup> grade students on the 5<sup>th</sup> grade CRCT are generated using 3<sup>rd</sup> and 4<sup>th</sup> grade CRCT results as priors. Because at least one prior test score is necessary to model growth, grades 4-8 and courses with EOCTs will receive growth scores.

During the 2012-2013 pilot/implementation year, a TEM matrix and/or decision tables will be used to determine the impact of the SGP measure on the TEM score. GaDOE will continue to analyze

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the 2012 pilot data using the draft matrices and make revisions, adjustments, or additions to them as necessary throughout the 2012-2013 implementation year.

GaDOE will continue to work on matrices and/or decision tables for teachers who have student growth measures from multiple courses with SGP measures, or from both Student Learning Objectives and Student Growth Percentiles, so that an appropriate balance is determined between the growth measures, taking into account the number of courses taught with SLOs and the number of courses for which the teacher has SGPs. GaDOE staff is currently engaged in analyzing possible scenarios and developing detailed processes with technical assistance from external experts.

## **V. GaDOE Electronic Platform for TKES**

Georgia's electronic platform for TKES will provide web-based access to multiple component measures. This platform will communicate with existing GaDOE data and information systems to pull data for personnel, student records, student course schedules, and roster verification. Other data may also be pulled from the system. The GaDOE TLE Electronic Platform will be provided by the GaDOE to school districts and schools (SIG, Priority, and Relocation Bonus Grant schools) implementing or piloting the TKES beginning with the 2012-2013 school year.

The electronic platform will include the following:

- Templates for multiple formative assessments and a summative end of year assessment.
- Documentation upload capabilities.
- Templates for Professional Development Plans.
- Walkthrough customization capabilities utilizing TAPS standards and indicators.
- Multiple surveys (teachers and staff on principals and assistant principals; students on teachers).
- Rolling windows for administering surveys October through April.
- Options for survey to be read aloud electronically.
- Options for multiple languages within the student surveys beginning in 2013-2014.
- Survey data aligned to TAPS performance standards with required justification if rating not aligned with survey data.
- SGP data gathered through GaDOE SLDS.
- SLO templates and options in multiple categories (*e.g.*, set targets, pre- and post-assessment student data, teacher rating by administrators).
- Professional learning materials, modules, and other opportunities directly linked to the TKES performance standards (functionality will be built over the 2012-2014 school years).
- Data calculated and updated data at various times in the school year.

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Numerous calculation processes will be implemented for TKES in the GaDOE TLE Electronic Platform which will include the following:

- SGP and SLO calculations – school and district level aggregated and disaggregated student data.
- TAPS calculations and reports – teacher, school, district, and state level.
- TEM (Teacher Effectiveness Measure) calculations and reports – teacher, school, district, and state level.
- State, district and school level calculations and reports -ongoing at strategic intervals during the school year.

The robust electronic platform for TKES will maintain all of the evaluation system measures- including completion of orientation and self-assessment; TAPS formative and summative assessments and documentation; professional development plans; student survey data; electronic signatures and date/time stamps maintained for all documents and data submissions; SLO data and performance calculations; student growth percentile measures; and TEM calculations. The GaDOE TLE Electronic Platform will also provide access to videos, links, and other resources that support the ongoing professional learning needed for continuous improvement of professional practice as measured by the TEM score.

## **VI. Human Resources Guidelines**

In general terms, human resources management encompasses selecting quality teachers and staff, inducting and supporting new teachers, mentoring novice teachers, providing professional growth opportunities, and retaining quality faculty and staff in schools. During the pilot/full implementation year 2012-2013, only the TAPS component for the TKES will be used for the purpose of annual evaluation ratings. The Student Growth and Academic Achievement Components of the TKES (SGP and SLOs) will not be used for the purpose of annual evaluation ratings. These components will be a “hold harmless rating” during the 2012-2013 school year and will not be factored into the TEM score for 2012-2013. In the TKES it is essential to provide support for professional growth. The GaDOE TLE Electronic Platform will have electronic resources needed to assist evaluators in providing support for the growth and development of teachers. The following three addenda may be utilized in the electronic platform during the evaluation process of the TKES components; the documents can be located in Appendix C.

### **Addendum I: Documentation of Conference for the Record**

The document template may be used to identify and document oral and written counsel that occurs between an evaluator and evaluatee. The document will provide written information regarding a conference between an evaluator and evaluatee. If this document is not used by the evaluators in the school district, the oral and written documentation should be recorded on a school or district



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developed document, by email, letter, or within the electronic platform or any other appropriate means of communication regarding appropriate or inappropriate performance by the teacher.

**Professional Development Plan (PDP):** A Professional Development Plan (PDP) is a plan mandated by the evaluator and approved by the principal within the GaDOE TLE Electronic Platform. It may be developed by the evaluator in collaboration with the teacher, coaches, mentors, or other qualified individuals. The PDP provides guidelines and timelines for specific, mandatory professional learning which supports immediate improvement of teacher practice and increased teacher effectiveness, or any other enhancement opportunity to include clear expectations about changes needed in performance to be demonstrated in the classroom and school. The PDP is an intensive effort toward improvement of teacher practice and effectiveness. A PDP may also be used when a teacher does not meet the professional duties, responsibilities and ethical expectations required by the teacher. The following guidelines will be used in determining the use of a PDP in two components of the TKES.

The evaluator, with the approval of the principal, may choose to place a teacher on a Professional Development Plan at any time during the school year if there are major issues with any performance standard including, but not limited to, professionalism, the Georgia Code of Ethics, *Needs Development* or *Ineffective* ratings on the formative and/or summative assessments, or the Teacher Effectiveness Measure (TEM). Principals and other evaluators may also provide suggestions and guidance to teachers at any time during the school year without the development of a PDP. Administrators/evaluators shall supervise and provide guidance to the teacher as outlined in the PDP. Teachers beginning the school year on a Professional Development Plan (PDP) will be monitored and supported by the building-level administrator/evaluator. The PDP and subsequent expectations and actions will align to the appropriate Teacher Assessment on Performance Standards. All components of the PDP must be entered into the electronic TKES Professional Development (PDP) form.

**Addendum II: TKES Evaluation Cycle Suggested Calendar**

The document may be used by the school district to create an evaluation cycle calendar appropriate for the school district's teachers and administrators. Dates may be added as appropriate for the school district. The main components of TKES should be in the school district calendar in addition to other changes/additions as needed by the school district.

**TKES Logistical Review:** Districts in the full implementation year should be reassured that while a completely validated instrument is valuable for research and public perception, the new evaluation system can be effectively used for the purpose of annual evaluation ratings in the 2012-2013 school year. New school districts piloting TKES with a percentage of teachers in the district shall use their existing evaluation system parallel to the TKES evaluation system. School districts entering a full implementation year will use only the TKES evaluation system.

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The Student Growth and Academic Achievement Components of the TKES (SGP and SLO) will be fully implemented, but will not be used for the purpose of annual evaluation ratings at the district level, in 2012-2013. These components will be a “hold harmless rating” during the 2012-2013 school year at the district level for contract purposes; however the results will be calculated into the TEM scores in July 2013.

## **VII. TKES Program Delivery Models and Accountability**

The delivery model descriptions of the following programs are listed alphabetically in chart form on the following pages. Unique to the following program delivery models is co-teaching. In most of these programs, co-teachers will be accountable for all students in the Teacher of Record’s classroom.

In Georgia, there are two instructional program delivery models that use terms relating to collaboration. For the Special Education Collaborative, teachers who provide direct instruction to a student or students for less than a full segment (who are not co-teaching with the Teacher of Record) will be accountable for that student’s/students’ academic performance. For the Gifted Collaborative Delivery Model, Gifted Instructional Facilitators, who plan only with the Teacher of Record, will not be accountable for student performance. Rather, the Teacher of Record, who provides direct instruction to students, will be accountable for student performance. Figures 16-21 will indicate the teacher’s participation in the components of the TKES.

- Alternative Education Program Models
- Early Intervention Program (EIP) Models
- English Language Learners (ELL) Program Models
- Gifted Program Models
- Remedial Education Program (REP) Models
- Special Education Program Models

### **Alternative Education Delivery Models**

**Alternative/Non-Traditional Education Program:** Alternative/Non-traditional Education Programs operate in affiliation with a school(s). A program does not report Full-Time Equivalent (FTE) or receive an Adequate Yearly Progress (AYP) designation. Achievement data for students enrolled in the program are reported back to the school where the student is reported for FTE. The program may be housed within a school, the same site, or at a different location. Adherence to all requirements as stated in SBOE Rule 160-4-8-17 Case Management Consultation for Agency Placed Transfer Students is required. Programs may include Attendance Recovery, Credit Recovery, Disciplinary Program, Early College, Evening School, and Open Campus.

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**Alternative/Non-Traditional Education School:** An Alternative/Non-traditional Education School has an official school code and serves as the home school for enrolled students. The school receives an AYP designation, reports FTE counts for all enrolled students and earns Quality Basic Education (QBE) formula funds directly. Adherence to all requirements as stated in SBOE Rule 160-3-8-17 Case Management Consultation for Agency Placed Transfer Students is required.

**Attendance Recovery Program:** An Attendance Recovery Program designed to allow students the opportunity to make up an absence(s) by attending a program outside the normal school day (*e.g.*, Saturday School).

**Community-based Alternative Education/Non-Traditional Program:** A Community-based Alternative Education/Non Traditional Program engages students in educationally relevant and meaningful learning experiences in the school and larger community. The academic curriculum is integrated into work-based learning and structured work experiences utilizing partnerships among business, industry, government, community, and school, including Performance Learning Centers.

**Credit Recovery Program:** A Credit Recovery Program is designed to allow students the opportunity to retake a course for the purpose of earning credits toward graduation.

**Education Management Organization:** An Education Management Organization is operated by a private vendor. The program or school may operate on or off campus.

**Figure 16: Alternative Education Delivery Models with Participation Guidelines**

Delivery Models for Teachers of Alternative Education Programs	TAPS	Survey	SLO/SGP (if SLO developed for course)
Alternative Programs	Y	Y	Y
Alternative Schools	Y	Y	Y
Attendance Recovery Program	TBD	TBD	TBD
Community-Based Alternative Education Program ( <i>i.e.</i> , Performance Learning Centers)	N	N	N
Credit Recovery Program	Y (Only full time)	Y (Only full time)	Y (Only full time)
Educational Management Organization	N	N	N

*Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component*

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**Early Intervention Program (EIP) Delivery Models**

**Augmented:** The augmented model incorporates EIP services into the regular group class size by providing an additional early childhood certified teacher to reduce the teacher/pupil ratio while providing EIP services.

**Self-Contained:** The self-contained model is used to reduce the class size in order to provide more emphasis on instruction and increased academic achievement. The teacher has a limited number of students, all of whom qualify for EIP services. This may be a multi-grade class.

**Pull-Out:** In the pull-out model, EIP students are removed from the classroom for instruction by an additional certified teacher. This model may serve a maximum of 14 students at a time. The teacher may, and usually does, serve multiple groups of 14 or fewer students throughout the school day.

**Reduced Class Model:** The reduced class model allows for the combination of EIP students with regular education students in smaller classes. The reduced class model uses a sliding scale in which the class size reduces as the number of EIP students increases.

**Reading Recovery Program:** In the Reading Recovery Program students are removed from the classroom for one segment of reading. One segment of Reading Recovery is defined as a minimum of 30 minutes. Students must be served a minimum of 45 days. Students served by Reading Recovery may be counted for one segment of EIP instruction for the entire year.

***Figure 17: Early Intervention Program (EIP) Delivery Models with Participation Guidelines***

<b>Delivery Models for Teachers of Early Intervention Program (EIP) Students</b>	<b>TAPS</b>	<b>Survey</b>	<b>SLO/SGP (if SLO developed for course)</b>
Augmented	Y	Y	Y
Self-Contained	Y	Y	Y
Pull-out	Y	Y	Y
Reduced Class	Y	Y	Y
Reading Recovery Program	Y	Y	Y

*Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component*

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**English Language Learners (ELL) Delivery Models**

**Pull Out Model:** Students are taken out of a non-academic class for the purpose of receiving small group instruction.

**Push in Model:** Students remain in their general education class where they receive content instruction from their content area teacher along with language assistance from the ESOL teacher.

**Scheduled Class Model:** Students at the middle and high school levels receive language assistance and/or content instruction in a class composed of ELLs only.

**Cluster Center Model:** Students from two or more schools are grouped in a center designed to provide intensive language assistance.

**Resource Center/Laboratory Model:** Students receive language assistance in a group setting supplemented by multimedia materials.

**Monitored Model:** Students who score at the proficient level on both the state-adopted English proficiency measure and on the state reading assessment shall be considered English proficient. These students shall not be eligible for continued language assistance services and shall be exited from language assistance services and mainstreamed. For two years after exit from language assistance services, these students shall be considered ELL Monitored, and coded ELL-M in Student Records. Monitoring during these two years shall consist of review of report card grades, state assessment results, classroom performance and teacher observations for the purpose of ensuring the successful transition to the mainstream classroom.

**Other Alternative Models Approved by GaDOE:** Alternative models that are approved in advance by the GaDOE through a process described in state guidance. Two examples are the following:

**Immersion Model:** Instruction takes place in an environment in which only one language is used; however, there are attempts made to adjust the learning experience for the student.

**Dual Language Model:** Two-way immersion (TWI) is an instructional approach that integrates native English speakers and native speakers of another language (usually Spanish) and provides instruction to both groups of students in both languages.

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*Figure 18: English Language Learners (ELL) Delivery Models with Participation Guidelines*

Delivery Models for Teachers of English Language Learner Students	TAPS	Survey	SLO/SGP (if SLO developed for course)
Pull-Out	Y	Y	Y
Push-In	Y	Y	Y
Monitored	N	N	N
Scheduled Class	Y	Y	Y
Cluster Center	Y	Y	Y
Resource Center Laboratory Model	Y	Y	Y
Alternative Models Approved by GaDOE/ Immersion	TBD	TBD	TBD
Alternative Models Approved by GaDOE/ Dual Language	TBD	TBD	TBD

*Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component*

**Gifted Program Delivery Models**

**Advanced Content Class:** (6-12) Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. The district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area. In that case the local district must establish criteria and guidelines that identify students who will be successful with the advanced curriculum to be offered in these classes. These classes include Advanced Placement (AP) courses, International Baccalaureate (IB) courses, and Honors courses.

**Cluster Grouping:** (K-12) Identified gifted students are placed as a group into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level. To count any gifted student at the gifted weight when this delivery model is used, the regular classroom teacher must have the gifted endorsement. One or two segments per day provided in this setting may be counted at the gifted weight if the teacher documents the curriculum modifications he/she has made for the gifted students by way of separate lesson plans and individual student contracts.

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**Collaborative Teaching:** (K-12) Direct instruction may be provided by a regular classroom teacher, but there must be substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist (the teacher with the gifted endorsement who is serving as the instructional facilitator). There are specific requirements for release time for the gifted instructional facilitator to plan with the regular classroom teacher.

**Joint Enrollment/Postsecondary Options:** (9-12) High school students may be enrolled in college, university, or technical school courses. Students enrolled in such courses receive both high school and college credits, and the instruction may serve as the gifted instruction local districts are required to provide for qualified students.

**Mentorship/Internship:** (9-12) A gifted student works with a mentor to explore a profession of interest. The gifted education specialist maintains close contact with both the participating student(s) and the selected mentor(s) to ensure acceptable progress toward the student’s individual learning goals. One or two instructional segments per day may be counted at the gifted weight for students participating in a gifted mentorship/internship with the appropriate documentation.

**Resource Class:** (K-12) All students must have been identified as gifted by GA SBOE criteria. The class size is limited to the maximum size specified in SBOE rules. The teacher must have gifted endorsement. The curriculum must have an academic content foundation but it should focus on interdisciplinary enrichment activities. The content and pacing should be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level. Gifted students may receive no more than ten segments per week of resource class service.

**Figure 19: Gifted Delivery Models with Participation Guidelines**

Delivery Models for Teachers of Gifted Program Students	TAPS	Survey	SLO/SGP (if SLO developed for course)
Resource Class	Y	Y	Y
Advanced Content Class	Y	Y	Y
Cluster Grouping	Y	Y	Y
Collaborative Teaching	N	N	N
Mentorship/Internship	N	N	N
Joint Enrollment/Post-Secondary Options	N	N	N
Other Models Approved by GaDOE	TBD	TBD	TBD

*Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component*

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**Remedial Education Program (REP) Delivery Models**

**Augmented Class:** An additional state certified teacher, referred to as a REP augmented teacher, will work in the same classroom with the regular classroom teacher and provide instruction for 50-60 minutes per segment a day to no more than 15 REP students. Student instruction under this model cannot exceed two instructional segments per day per student. Core credit may be earned at the high school level for this model if the course content follows the 9-12 state adopted curriculum.

**Parallel Block Scheduling:** In this model, students are provided daily instruction in two-hour (minimum) blocks. These blocks of instruction include the following components:

- Students will be heterogeneously grouped.
- Students are in small groups (15 or fewer) in the extension room or homeroom during one hour of the two-hour block.
- Students receive direct instruction from the state-certified teacher on their instructional level for a minimum of 50-60 minutes in reading/writing or mathematics.

**Reduced Class Size:** Students receive English or mathematics instruction from a state-certified teacher designated as an REP teacher. High school students participating in Remedial Education Program classes may earn core credit in English or mathematics if a) the class size is reduced to 18 without a paraprofessional and 24 with a paraprofessional, and b) the course content follows the 9-12 state adopted curriculum.

**Other School-Design Models:** Schools may submit to the GaDOE a school designed model that must include the following components:

- An appropriate and effective program in remediating student deficiencies.
- Remedial services through a state-certified teacher. A paraprofessional may be added to reduce the class size and serve as an assistant to the teacher.
- The use of REP funds shall provide supplemental instruction above and beyond those services provided by the state.
- Compliance with the remedial maximum class size.

**Figure 20: Remedial Education Program (REP) Delivery Models with Participation Guidelines**

Delivery Models for Teachers of Remedial Education Program (REP) Students	TAPS	Survey	SLO/SGP (if SLO developed for course)
Augmented	Y	Y	Y
Parallel Block Scheduling	Y	Y	Y
Other School Designed Models	TBD	TBD	TBD
Reduced Class	Y	Y	Y

*Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component*



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**Special Education Program Delivery Models**

**General Education:** Students with disabilities are served in the general education class with no personnel support.

**Consultation:** Students with disabilities receive at least one segment per month of direct service from the special education teacher.

**Resource:** Individual needs are supported in resource room as defined by the student's IEP. The child receiving this type of support will receive some time in the resource room and some time in the regular classroom with modifications and/ or accommodations.

**Supportive Instruction:** Students with disabilities receive services from personnel other than a certified teacher in the general education classroom (i.e., a paraprofessional, interpreter, or job coach).

**Collaboration:** A special education teacher works with identified students with disabilities and the general education teacher within the general education classroom (less than full segment daily).

**Collaborative Co-Teaching:** The special education teacher provides service in the general education classroom by sharing teaching responsibility with the general education teacher (full segment every day).

**Alternative Placement:** The special education teacher provides instruction to students with disabilities in a separate classroom, special schools, home environment, hospitals, or institutions.

**Self-Contained:** A self-contained learning environment provides academic support in a controlled setting. Located within a regular education school, the self-contained setting is a full day or mostly full day program. The self-contained classroom is usually comprised of children in the same categorical grouping who require highly individualized, closely supervised specialized instruction.

**Departmentalized Model:** When a student is served through the departmentalized model, the student must receive at least one segment per month from a teacher certified in a student's primary area of disability. The student receives special education or related services from a certified teacher, but not one who is certified in the student's area of disability. For example, a student who is deaf/hard of hearing may receive specialized instruction in mathematics, but from a teacher highly qualified in mathematics and not certified in deaf/hard of hearing.

**Hospital/homebound Services:** Hospital/homebound instruction may be used for students who have a medically diagnosed condition that will significantly interfere with their education and that requires them to be restricted to home or a hospital for a period of time. Specific documentation requirements are in place. The length of time for which these services may be provided varies with the individual student and his/her circumstances.

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**Home-based Services:** This may be used as a short term placement option on occasions when the parent and district agree and FAPE is provided. During the time the student is being served in the home-based setting, access to the general education curriculum, as well as IEP services, should be provided.

**Multiple Setting Services:** Based upon a student's needs and the extent to which those needs affect educational performance, the IEP Team may recommend that related services be provided. Multiple setting services which are developmental and corrective based on student needs may be required to support students with disabilities. They are intended to assist students in meeting their instructional education plan goals, to be served in the Least Restrictive Environment, and to experience success in the classroom setting.

**Residential Setting:** The student lives on campus of a residential facility and school. Programs are highly structured and services are provided 24 hours a day, 7 days a week. Residential setting services are designed to ensure continuity of instruction for students who cannot attend public schools for reasons of health and/or safety.

The student with disabilities may be placed in any of the following models/programs if the IEP committee determines one is required in order to meet that student's needs.

**Figure 21: Special Education Delivery Models with Participation Guidelines**

Delivery Models for Teachers of Special Education Students	TAPS	Survey	SLO/SGP (if SLO developed for course)
Collaborative Co-Teaching	Y	Y	Y
Supportive Instruction	N	N	N
Resource	Y	Y	Y
Self-Contained	Y	Y	Y
Hospital Home-Bound	N	N	N
Home-Based Services	N	N	N IEP Committee Decision
Collaboration	Y	Y	Y
Consultation	N	N	N
Multiple Services	N	N	N
Residential Setting Programs	TBD	TBD	TBD

*Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component*

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The Teacher Effectiveness Measure for special education teachers serving students in both tested and non-tested subjects in the resource setting, as determined by the students' IEPs, will be calculated based on the aggregate score of all resource students served by the special education teacher.

The following information is designed to assist evaluators in making decisions about the participation of teachers in the TKES, TAPS, Surveys, and Student Learning Objectives/Student Growth Percentile, based on their teaching position in a specialized school/district with unique components. Figures 22-25, which follow, indicate the teacher's participation in the components of the TKES in the specialized school/district.

**Charter Schools:** Georgia's charter schools are public schools. They receive public funding, cannot charge tuition and must provide fair and open enrollment for all student populations. Autonomy and flexibility distinguish charter schools from traditional public schools. Currently, there are 88 start-up charter schools and 31 conversion charter schools in Georgia. Additionally, 14 charter school systems which include 107 schools operate under the terms of a charter or contract. A charter system is a local district that operates under the terms of a charter between the State Board of Education and the local school district. The system receives flexibility from certain state rules and regulations in exchange for greater accountability. Pursuant to the Charter Schools Act, charter schools, as public schools, are subject to the Georgia statewide accountability assessments. Charter schools and systems are subject to all provisions outlined in O.C.G.A. 20-2-2065(b) and may not waive state laws or State Board of Education rules pertaining to accountability provisions.

**Figure 22: Charter Schools with Participation Guidelines**

Charter Programs	TAPS	Survey	SLO/SGP (if SLO developed for course)
Charter Systems	Y	Y	Y
Charter Schools	Y	Y	Y

*Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component*

**International Baccalaureate Schools:** The International Baccalaureate® (IB) program strives to develop inquiring, knowledgeable and caring young people who exhibit intercultural understanding and respect.

The IB program focuses on the following areas:

- Development of curriculum.
- Assessment of students.
- Training and professional development of teachers.
- Authorization and evaluation of schools.

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In the state of Georgia, IB schools align teaching and learning to the Common Core Georgia Performance Standards (CCGPS). Teachers and staff members are evaluated using the state or system-developed evaluation instrument.

**Figure 23: International Baccalaureate Schools with Participation Guidelines**

International Baccalaureate Schools	TAPS	Survey	SLO/SGP (if SLO developed for course)
IB Teachers of Record	Y	Y	Y

*Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component*

**Virtual Schools:** A variety of online learning programs are afforded students in the state of Georgia. These programs include, but are not limited to: virtual online schools and blended learning programs in local districts which occur in a variety of venues and models. Blended learning occurs at the district and school level, where both online and face-to-face classes are offered. At the classroom level, blended learning can occur when online courses are supported with in-class instruction or instructional support.

Another program offered across the state is the Georgia Virtual School (GVS). GVS is a SACS CASI accredited program of the Georgia Department of Education's Office of Technology Services which offers middle school and high school level courses. Georgia Virtual School provides a teacher led, virtual classroom environment. Most GVS staff members serve in an adjunct capacity. GVS teachers are currently evaluated using the iNACOL standards rubric.

School districts should consider the iNACOL standards rubric when evaluating on-line teachers, as well as the TKES. When considering the evaluation of on-line learning teachers, all full-time employees will be evaluated using the TKES components as reflected in the chart below. Part-time on-line learning teachers will be evaluated according to the school district's guidelines for evaluation of part-time employees.

**Figure 24: Virtual Schools with Participation Guidelines**

Virtual Schools	TAPS	Survey	SLO/SGP (if SLO developed for course)
Georgia Virtual Schools	Y	Y	Y
System-level online learning	Y	Y	Y

*Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component*

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**Investing in Educational Excellence (IE2):** IE2 Partnership Contracts provide local school districts with greater governance flexibility as a means of increasing student achievement. As outlined by House Bill 1209 (2008), Local Boards of Education (LBOE) can enter into multi-year contracts with the State Board of Education (SBOE) based on strategic plans developed in partnership with Georgia Department of Education (GaDOE) and Governor's Office of Student Achievement (GOSA). Such plans must identify specific school-level student achievement goals that are in addition to current federal accountability requirements.

Progress towards meeting those goals will be monitored by GOSA on an annual basis and reported to the State Board of Education (SBOE). The role of GaDOE and GOSA with respect to the development of these contracts is to ensure that the school-level student achievement goals are sufficiently rigorous to warrant granting the flexibility requested by the local school district. Strategic plans shall:

1. Demonstrate a proportional relationship between the amount of flexibility being granted and the rigor of the proposed performance goals.
2. Be based on clear, straightforward, independently verifiable state-level data that is meaningful and understandable to all stakeholders.
3. Identify performance goals for the local district that are aligned with the state's student achievement priorities.

IE2 school systems are subject to all provisions outlined in O.C.G.A. 20-2-84.3 and may not waive state laws or State Board of Education rules pertaining to accountability provisions.

**Figure 25: IE2 Systems with Participation Guidelines**

Partnership Contracts	TAPS	Survey	SLO/SGP (if SLO developed for course)
IE2 Systems	Y	Y	Y

*Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component*

If there is a questionable TKES Business Rule for the school or program, a TKES Procedures Alternative Proposal Flowchart is provided in Appendix D.

**VIII. Teacher Effectiveness Measure (TEM) Annual Reports**

As teachers engage in the challenging work of enabling and empowering students to learn, the use of multiple measures for teacher performance, and guidelines for ensuring these measures are of high quality, will provide a more accurate picture of the teacher's professional practice and impact on student growth. Districts, administrators and teachers will receive the TEM score reports when the TKES TEM data is finalized. Within the GaDOE TLE Electronic Platform, data reports

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regarding performance on the components of the TKES will be available and updated in an ongoing manner throughout the school year.

The use of performance standards to rate teacher performance allows for more precision about professional expectations, identifies teachers in need of improvement, and recognizes performance that is of exemplary quality. In the TKES all teachers will receive a TEM score based on the three components of the TKES. If a teacher does not receive a score on all components of the TKES, the remaining components will be evaluated accordingly.

There are many reasons for including student academic progress and achievement information as part of the teacher evaluation process. Despite evidence that the most important school related factor in a student's education is the quality of his or her teacher, teacher evaluation models frequently ignore the results of student learning. Using student academic progress to inform teacher evaluation makes sense because the most direct measure of teacher quality appears to be student achievement.

Based on this compelling information, the following rules and requirements have been established for the TEM score calculation.

1. Teachers of tested courses will be measured by the Georgia Criterion-Referenced Competency Tests (CRCT) in grades 4-8 reading, English/language arts, math, science and social studies and End of Course Tests, (EOCTs) in Biology, Physical Science, 9<sup>th</sup>-Grade Literature/Composition, American Literature/Composition, US History, Economics/Business/Free Enterprise, Mathematics I, Mathematic II, GPS Algebra, and GPS Geometry. Teachers of non-tested courses will be measured through student attainment of growth expectations outlined by the GaDOE/District-determined SLO for that course. Teachers will receive a TEM score based on documentation and data from the three components of the TKES as indicated by Figures 26 and 27 on pages 47 of this document. The TEM score will be reported as a rating of *Exemplary, Proficient, Needs Development, or Ineffective*.
  
2. Teachers of multiple non-tested subjects will be measured using the 53 GaDOE/District-determined SLOs for the 2013-2014 school year. If school districts choose to implement additional SLOs, the results of additional district chosen SLOs will not be factored into the TEM's score calculation. Teachers will receive a TEM score based on documentation and data from the three components of the TKES as indicated by Figures 26 and 27 on pages 47 of this document. The TEM score will be reported as a rating of *Exemplary, Proficient, Needs Development, or Ineffective*.

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3. Teachers of both tested and non-tested subjects will be measured using the results of the SGP and GaDOE/District-determined SLOs. GaDOE will continue to work on decision tables for teachers who have student growth measures from both SLOs and SGP so that an appropriate balance is determined between the growth measures, taking into account the number of courses taught with SLOs and the number of courses for which the teacher has SGP measures. GaDOE staff is currently engaged in analyzing possible scenarios and developing detailed processes with technical assistance from external experts. The TEM score will be reported as a rating of *Exemplary*, *Proficient*, *Needs Development*, or *Ineffective*.

Teachers who receive a Teacher Effectiveness Measure (TEM) of *Needs Development* or of *Ineffective* must be placed on a formal Professional Development Plan (PDP) that includes specific guidelines and timelines for improvement in the area(s) rated below *Proficient*.

In Figures 26 and 27, matrices for calculating the TKES overall TEM score are presented.

**Figure 26: Teacher Effectiveness (TEM) Matrix for SLO Courses**

STUDENT GROWTH MEASURES – SLOs					
		<i>Exemplary</i>	<i>Proficient</i>	<i>Needs Development</i>	<i>Ineffective</i>
TAPS	<i>Exemplary</i>	Exemplary	Exemplary	Proficient	Needs More Information Before Rating
	<i>Proficient</i>	Exemplary	Proficient	Needs Development <i>OR</i> Proficient	Needs Development
	<i>Needs Development</i>	Proficient	Needs Development <i>OR</i> Proficient	Needs Development	Ineffective
	<i>Ineffective</i>	Needs More Information Before Rating	Needs Development	Ineffective	Ineffective

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*Figure 27: Teacher Effective Measure (TEM) Matrix for SGP Courses*

STUDENT GROWTH MEASURES – SGPs				
TAPS		<i>High Growth</i>	<i>Typical Growth</i>	<i>Low Growth</i>
	<i>Exemplary</i>	Exemplary	Proficient	Need More Information Before Rating
	<i>Proficient</i>	Exemplary	Proficient	Need More Information Before Rating
	<i>Needs Development</i>	Need More Information Before Rating	Needs Development	Ineffective
	<i>Ineffective</i>	Need More Information Before Rating	Need More Information Before Rating	Ineffective

GaDOE will continue to analyze the 2012 pilot data using the draft matrices and make revisions, adjustments, or additions to them as necessary throughout the 2012-2013 implementation year.

GaDOE will continue to work on decision tables for teachers who have student growth measures from both Student Learning Objectives and Student Growth Percentiles so that an appropriate balance is determined between the growth measures, taking into account the number of courses taught with SLOs and the number of courses for which the teacher has SGPs. GaDOE staff is currently engaged in analyzing possible scenarios and developing detailed processes.

Where more information is required for a decision, evaluators will review all information regarding a teacher’s performance within the context of the classroom, taking into account prior performance by both the teacher and the group of students and any unusual circumstances that should be considered. In determining the appropriate TEM rating, the evaluator will determine if either measure should be considered an aberration given the extenuating circumstances or if the measure reflects a consistent performance trend.

Teachers who receive a Teacher Effective Measure (TEM) of Needs Development or of Ineffective must be placed on a formal Professional Development Plan that includes specific guidelines and timelines for improvement in the area(s) rated below Proficient.



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## **Closing**

In Georgia, as a Race to the Top state, the development of a comprehensive evaluation system with clear approaches to measuring student growth is a priority. Designing and implementing a rigorous, transparent teacher evaluation system is the cornerstone for increasing student achievement. Conducting annual evaluations in a continuous improvement format will allow school leaders to give constructive feedback to teachers in order to inform their ongoing professional development and growth. By doing so, the evaluation process will support the ultimate goal of increased student achievement.

To accomplish this result, Georgia has established procedures to accompany the TKES. A high level of communication will be an ongoing aspect of the TKES procedures as noted by Appendices E and F. Crosswalks have been created for educational initiatives which have influenced the development of Teacher Keys Effectiveness System (TKES) while Appendix F provides an overview of the trainings, data collection, and TEM process. By monitoring, analyzing and identifying areas of strength and areas for growth, teacher performance and effectiveness will be continually enhanced and refined through the ongoing teacher evaluation cycle.

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**Appendix A**

**Teacher Keys Effectiveness System Timeline**

Pilot Year (2012)	Full Implementation Year
December 1: SLOs submitted to GaDOE for Review	August 1: SLOs submitted to GaDOE for Review
December 15: SLOs returned to districts by GaDOE	September 1: SLOs returned to Districts by GaDOE
January: Teacher Orientation for TKES	20 <sup>th</sup> day following pre-assessment Teacher SLO Forms due to Evaluators
January: Optional Teacher Self-Assessment (TAPS)	August: Teacher Orientation for TKES
January 15: Teacher SLO Forms due to Evaluators	August 31: Teacher Self-Assessment (TAPS) Completed
January-April: Teacher Familiarization Activities with Ten TKES Performance Standards	August-September: Pre-Evaluation Conference
February-April: Formative TAPS Observations and Documentation Collection	August-April: Teacher Familiarization Activities with Ten TKES Performance Standards
February 20-March 30: Student Surveys of Instructional Practice Administered	September-April: Formative TAPS observations and documentation collection
April 15: SLO Post-Assessments Completed	October – December 15: Survey Window for Courses taught only in First Semester
May 1: SLO Class Data and Performance Report due from Teacher to Evaluator	October – April 30: Survey Window for Courses taught All Year
Date specified by Georgia Code: TAPS Summative Evaluation Due	December-January: Mid-Year Evaluation Conference
May-August: GaDOE calculates TEM using all Components of TKES	January 2 – April 31: Survey Window for Courses taught only in Second Semester
	May: Summative Evaluation Conference
	May 1: SLO Post-Assessments Completed
	May 1: Date specified in Georgia Code for TAPS Summative Evaluation due Completed
	May 15: SLO Class Data and Performance Report due to GaDOE in electronic platform
	May-August: GaDOE calculates TEM using all Components of TKES

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**Appendix B**

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**ACRONYMS**

GaDOE:	Georgia Department of Education
IEP:	Individual Education Plan
JAD:	Joint Application Development
LAPS:	Leader Assessment on Performance Standards
LDS:	Longitudinal Data System
LKES:	Leader Keys Evaluation System
PDP:	Professional Development Plan
SGP:	Student Growth Percentile
SLO:	Student Learning Objective
TAPS:	Teacher Assessment on Performance Standards
TEM:	Teacher Effectiveness Measure
TLE:	Teacher and Leader Effectiveness
TKES:	Teacher Keys Effectiveness System

**DEFINITIONS**

**Approved Innovative Models:** If a school district desires to implement a gifted program delivery model other than one of the models described above, the district must submit a description of that plan to the GaDOE’s gifted education specialist for review and approval.

**Blended Learning Centers:** Blended learning environments provide opportunities for students and teachers to access to real time collaboration, instructional tools, and learning resources anytime, whether in school or at home.

**Contributing Professional:** The contributing professional is an individual who has been assigned the responsibility to provide additional student services that support and increase a student’s learning. These individuals include those in the following positions.

- Behavior Interventionists
- Behavior Specialists
- Graduation Coaches
- Guidance Counselors
- In-school Suspension Teachers
- Instructional Coaches/Instructional Lead Teachers/Academic Coaches who do **not** have responsibility for direct instruction

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- Instructional Technology Specialists
- Interpreters (sign language and other language)
- Media Specialists
- Mobility Training Specialists
- Occupational Therapists
- Paraprofessionals, even if they also have a valid teaching certificate
- Physical Therapists
- Psychologists
- School Social Workers
- Special Education Coordinators/Case Managers who do **not** provide direct instruction
- Speech Language Pathologists
- Teachers on Special Assignment who do **not** have responsibility for direct instruction
- Translators

**Early Intervention Program (EIP) Delivery Models**

- **Augmented:** The augmented model incorporates EIP services into the regular group class size by providing an additional early childhood certified teacher to reduce the teacher/pupil ratio while providing EIP services.
- **Pull-Out:** In the pull-out model, EIP students are removed from the classroom for instruction by an additional certified teacher. This model may serve a maximum of 14 students at a time. The teacher may, and usually does, serve multiple groups of 14 or fewer students throughout the school day.
- **Reading Recovery Program:** In the Reading Recovery Program students are removed from the classroom for one segment of reading. One segment of Reading Recovery is defined as a minimum of 30 minutes. Students must be served a minimum of 45 days. Students served by Reading Recovery may be counted for one segment of EIP instruction for the entire year.
- **Reduced Class Model:** The reduced class model allows for the combination of EIP students with regular education students in smaller classes. The reduced class model uses a sliding scale in which the class size reduces as the number of EIP students increases.
- **Self-Contained:** The self-contained model is used to reduce the class size in order to provide more emphasis on instruction and increased academic achievement. The teacher has a limited number of students, all of whom qualify for EIP services. This may be a multi-grade class.

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**English Language Learners (ELL) Delivery Models**

**Cluster Center Model:** Students from two or more schools are grouped in a center designed to provide intensive language assistance.

**Dual Language Model:** Two-way immersion (TWI) is an instructional approach that integrates native English speakers and native speakers of another language (usually Spanish) and provides instruction to both groups of students in both languages.

**Immersion Model:** Instruction takes place in an environment in which only one language is used; however, there are attempts made to adjust the learning experience for the student.

**Language Assistance Curricula:** Plans of instruction are adapted to the English language proficiency of students and are designed to develop: 1) listening, speaking, reading, writing and American cultural concepts, and 2) the language of academic instruction used in language arts, mathematics, science, and social studies.

**Monitored Model:** Students who score at the proficient level on both the state-adopted English proficiency measure and on the state reading assessment shall be considered English proficient. These students shall not be eligible for continued language assistance services and shall be exited from language assistance services and mainstreamed. For two years after exit from language assistance services, these students shall be considered ELL Monitored, and coded ELL-M in Student Records. Monitoring during these two years shall consist of review of report card grades, state assessment results, classroom performance and teacher observations for the purpose of ensuring the successful transition to the mainstream classroom.

**Other Alternative Models Approved by GaDOE:** An alternative model that is approved in advance by the GaDOE through a process described in state guidance.

**Pull Out Model:** Students are taken out of a non-academic class for the purpose of receiving small group instruction.

**Push in Model:** Students remain in their general education class where they receive content instruction from their content area teacher along with language assistance from the ESOL teacher.

**Resource Center/Laboratory Model:** Students receive language assistance in a group setting supplemented by multimedia materials.

**Scheduled Class Model:** Students at the middle and high school levels receive language assistance and/or content instruction in a class composed of only ELLs.

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**Gifted Program Service Delivery Models**

**Resource Class:** (K-12) All students must have been identified as gifted by GA SBOE criteria. The class size is limited to the maximum size specified in SBOE rules. The teacher must have gifted endorsement. The curriculum must have an academic content foundation, but it should focus on interdisciplinary enrichment activities. The content and pacing should be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level. Gifted students may receive no more than ten segments per week of resource class service.

**Advanced Content Class:** (6-12) Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. The district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area. In that case, the local district must establish criteria and guidelines that identify students who will be successful with the advanced curriculum to be offered in these classes. These classes include: Advanced Placement (AP) courses, International Baccalaureate (IB) courses, and Honors courses.

**Cluster Grouping:** (K-12) Identified gifted students are placed as a group into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level. To count any gifted student at the gifted weight when this delivery model is used, the regular classroom teacher must have the gifted endorsement. One or two segments per day provided in this setting may be counted at the gifted weight if the teacher documents the curriculum modifications he/she has made for the gifted students by way of separate lesson plans and individual student contracts.

**Collaborative Teaching:** (K-12) Direct instruction may be provided by a regular classroom teacher, but there must be substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist (the teacher with the gifted endorsement who is serving as the instructional facilitator). There are specific requirements for release time for the gifted instructional facilitator to plan with the regular classroom teacher.

**Mentorship/Internship:** (9-12) A gifted student works with a mentor to explore a profession of interest. The gifted education specialist maintains close contact with both the participating student(s) and the selected mentor(s) to ensure acceptable progress toward the student's individual learning goals. One or two instructional segments per day may be counted at the gifted weight for students participating in a gifted mentorship/internship with the appropriate documentation.

**Joint Enrollment/Postsecondary Options:** (9-12) High school students may be enrolled in college, university, or technical school courses. Students enrolled in such courses receive both high school and college credits, and the instruction may serve as the gifted instruction local districts are required to provide for qualified students.

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**Performance Learning Centers:** A Performance Learning Center (PLC) is a non-traditional high school geared toward students who are not succeeding in the traditional school setting. It creates a business-like environment and emphasizes personal support and an intense academic program anchored by an online instructional system and project-based learning.

Performance Learning Centers work to focus students not just on graduation, but life and education beyond high school. Preparation for college and a career are the standards of success for PLCs. PLC students are encouraged to start actively planning their future and take the steps necessary to make their plans a reality. The PLC's business-like environment challenges students to complete assignments at their own pace, using an online computer-based curriculum. Students who have fallen behind in their credits will be able to move ahead in their classes more quickly, as well as have opportunities for dual enrollment in college courses.

**Professional Development Plan:** A Professional Development Plan (PDP) is a plan mandated by the evaluator and approved by the principal. It may be developed by the evaluator or by the evaluator in collaboration with the teacher, coaches, mentors, or other qualified individuals. The PDP provides guidelines and timelines for specific, mandatory professional learning that supports immediate improvement of teacher practice and increased teacher effectiveness. The evaluator, with the approval of the principal, may choose to place a teacher on a Professional Development Plan at any time during the school year if there are major issues with any performance standard including, but not limited to, professionalism, the Georgia Code of Ethics, *Needs Development* or *Ineffective* ratings on the formative and/or summative assessments, or the Teacher Effectiveness Measure (TEM). Principals and other evaluators may also provide suggestions and guidance to teachers at any time during the school year without the development of a PDP.

**Remedial Education Program (REP) Delivery Models**

**Reduced Class Size (High School):** Students receive English or mathematics instruction from a state-certified teacher designated as an REP teacher. High school students participating in Remedial Education Program classes may earn core credit in English or mathematics if a) the class size is reduced to 1 without a paraprofessional and 24 with a paraprofessional, and b) the course content follows the 9-12 state adopted curricula.

**Augmented Class Model:** An additional state certified teacher, referred to as a REP augmented teacher, will work in the same classroom with the regular classroom teacher and provide instruction for 50-60 minutes per segment a day to no more than 15 REP students. Student instruction under this model cannot exceed two instructional segments per day per student. Core credit may be earned at the high school level for this model if the course content follows the 9-12 state adopted curricula.

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**Parallel Block Scheduling:** In this model, students are provided daily instruction in two-hour (minimum) blocks. These blocks of instruction include the following components:

- Students will be heterogeneously grouped.
- Students are in small groups (15 or fewer) in the extension room or homeroom during one hour of the two-hour block.
- Students receive direct instruction from the state-certified teacher on their instructional level for a minimum of 50-60 minutes in reading/writing or mathematics.

**Other School-Design Models:** Schools may submit to the GaDOE a school designed model that must include the following components:

- An appropriate and effective program in remediating student deficiencies.
- Remedial services through a state-certified teacher. A paraprofessional may be added to reduce the class size and serve as an assistant to the teacher.
- The use of REP funds shall provide supplemental instruction above and beyond those services provided by the state.
- Compliance with the remedial maximum class size.

**REP Evaluation:** Reporting of student achievement will include, at a minimum, the following:

- For students in grades 6-8, a report of the number and percentage of REP students who passed the grade-level appropriate CRCT in reading, writing, or mathematics.
- For students in grades 9 and 10, a report of the number and percentage of REP students who passed a system-made test in reading, writing, or mathematics where test items came from the GaDOE On-Line Assessment System at grade 8 and above in the appropriate subject area(s) or any grade appropriate End-of-Course-Test. Districts may also choose to use standard district level assessments of achievement.
- For students in grades 11-12, a report of the percentage of REP students passing the GHSGT in the content area(s) in which they are served, in addition to any grade appropriate EOCT.

### **Special Education Delivery Models**

**General Education:** Students with disabilities are served in the general education class with no personnel support.

**Consultation:** Students with disabilities receive at least one segment per month of direct service from the special education teacher.

**Supportive Instruction:** Students with disabilities receive service from personnel other than a certified teacher in the general education classroom (*i.e.*, a paraprofessional, interpreter, or job coach).



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**Collaboration:** A special education teacher works with identified students with disabilities and the general education teacher within the general education classroom (less than full segment daily).

**Co-Teaching:** The special education teacher provides service in the general education classroom by sharing teaching responsibility with the general education teacher (full segment every day).

**Alternative Placement:** The special education teacher provides instruction to students with disabilities in a separate classroom, special schools, home environment, hospitals, or institutions.

**Departmentalized Model:** When a student is served through the departmentalized model, the student must receive at least one segment per month from a teacher certified in a student's primary area of disability. The student receives special education or related services from a certified teacher, but not one who is certified in the student's area of disability. For example, a student who is deaf/hard of hearing may receive specialized instruction in mathematics, but from a teacher highly qualified in mathematics and not certified in deaf/hard of hearing.

**Hospital/Homebound Services:** Hospital/homebound instruction may be used for students who have a medically diagnosed condition that will significantly interfere with their education and that requires them to be restricted to home or a hospital for a period of time. Specific documentation requirements are in place. The length of time for which these services may be provided varies with the individual student and his/her circumstances.

**Home-based Services:** This may be used as a short term placement option on occasions when the parent and district agree and FAPE is provided. During the time the student is being served in the home-based setting, access to the general education curriculum, as well as IEP services, should be provided.

**Multiple Setting Services:** Based upon a student's needs and the extent to which those needs affect educational performance, the IEP Team may recommend that related services be provided. Multiple setting services which are developmental and corrective based on student needs may be required to support students with disabilities. They are intended to assist students in meeting their instructional education plan goals, to be served in the Least Restrictive Environment, and to experience success in the classroom setting.

**Residential Setting:** The student lives on campus of a residential facility and school. Programs are highly structured and services are provided 24 hours a day, 7 days a week. Residential setting services are designed to ensure continuity of instruction for students who cannot attend public schools for reasons of health and/or safety.

**Teacher Effectiveness:** Effective teachers possess the knowledge, skills, and dedication that ensure optimal learning opportunities and growth for all students. They strive to close achievement gaps and prepare diverse student populations for post-secondary success. Effective teachers build relationships with students, parents, colleagues and staff. They facilitate mastery of content and

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skill development utilizing highly effective learning strategies. Effective teachers create differentiated, engaging learning environments. They communicate high expectations to students. Collaboration is routine practice with colleagues, as well as self-reflection, modeling continuous learning and leadership within the school setting and beyond.

**Teacher of Record:** The teacher of record is an individual (or individuals in the case of co-teaching assignments) who have been assigned responsibility for a student's learning in a subject/course. Students can have more than one teacher of record in a specific subject/course. The teacher of record is not necessarily the teacher who assigns the course grade. Teachers of record **will include** the following teachers.

- K-12 academic content teachers (including world language teachers)
- K-12 art, music, physical education teachers
- PreK teachers
- Early Intervention Program (EIP) teachers
- Remedial Education Program (REP) teachers
- Gifted program teachers
- Special education teachers
- Co-teachers
- CTAE teachers
- ESOL teachers
- Teachers in Performance Learning Centers
- Teachers in blended learning programs
- Instructional Coaches/Instructional Lead Teachers/Academic Coaches who **do** have responsibility for direct instruction

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**Appendix C**

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**Addendum I: Documentation of Conference for the Record**

The document records the oral counsel that occurs between an evaluator and evaluatee. Counsel is provided as a result of TKES Performance Standards conference needs for the evaluatee as documented in a conference for the record. This document will be available within the GaDOE TLE Electronic Platform.

**Teacher:** \_\_\_\_\_ **Grade/Subject** \_\_\_\_\_

**Persons in Attendance:**

_____	_____
(Name)	(Title)
_____	_____
(Name)	(Title)

**Conference Purpose:**

**Statement of TKES Standard(s) Need:**

**Supporting Documentation (if applicable):**

**Action/Solution/Resolution Plan:**

**Date for Review (if applicable):**

This Documentation of Oral Counseling will be maintained by the evaluator and may be used as the basis for future action.

**Signed:** \_\_\_\_\_ **Date** \_\_\_\_\_  
                    **Evaluatee**

**Signed:** \_\_\_\_\_ **Date** \_\_\_\_\_  
                    **Evaluator**

**(Signature acknowledges receipt of form and presence at meeting, not necessarily concurrence.)**

**Attachments (if applicable)** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

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## **Addendum II - Human Resources Department and Evaluator Documents**

The following addenda are forms that may be used through the GaDOE TLE Electronic Platform by Human Resources Departments and local school evaluators when working with teacher growth and improvement:

### **Addendum I: *Documentation of Conference for the Record***

The document may be used to document the oral counsel that occurs between an evaluatee and evaluator. This counsel is provided as a result of concerns or unacceptable conduct/performance of the evaluatee.

### **Addendum II: *Human Resources Department and Evaluator Documents***

#### **Professional Development Plan (PDP)**

The purpose of a PDP is to focus on increasing the teacher's ability to improve student achievement in a specified area or areas. An effective PDP is designed with school district goals, performance standards, student growth targets, timelines and professional learning related to the components of the Georgia Teacher Keys Effectiveness System (TKES). The evaluator, with the principal's approval, will make the decision as to the most appropriate plan.

#### **Professional Development Plan (PDP)**

A Professional Development Plan (PDP) is a plan mandated by the evaluator. It shall be developed by the evaluator, with the approval of the principal, in collaboration with the teacher, coaches, mentors, or other qualified individuals. The PDP provides guidelines and timelines for specific, mandatory professional learning which supports immediate improvement of teacher practice and increased teacher effectiveness, or any other enhancement opportunity to include clear expectations about changes needed in performance to be demonstrated in the classroom and school. The PDP is an intensive effort toward improvement of teacher practice and effectiveness. A PDP may also be used when a teacher does not meet the professional duties, responsibilities and ethical expectations required by the teacher. The following guidelines will be used in determining the use of a PDP in two components of the TKES.

The evaluator, with the approval of the principal, may choose to place a teacher on a Professional Development Plan at any time during the school year if there are major issues with any performance standard including but not limited to professionalism, the Georgia Code of Ethics, *Needs Development* or *Ineffective* ratings on the formative and/or summative assessments, or the Teacher Effectiveness Measure (TEM). Principals and other evaluators may also provide suggestions and guidance to teachers at any time during the school year without the development of a PDP.

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Administrators/evaluators shall supervise and provide guidance to the teacher as outlined in the PDP. Teachers beginning the school year on a Professional Development Plan (PDP) will be monitored and supported by the building-level administrator/evaluator. The PDP and subsequent expectations and actions will align to the appropriate Teacher Assessment on Performance Standards. All components of the PDP must be entered into the electronic TKES Professional Development Plan (PDP) form.

<b>Teacher Keys Effectiveness System Professional Development Plan</b>		
<b>Teacher</b>	<b>Grade/Subject</b>	<b>School/District</b>
<b>Evaluator</b>	<b>Beginning Date</b>	<b>Projected End Date</b>
	<b>Performance Standard(s) for Improvement</b>	
	<b>Actions and Expectations</b>	
<b>Actions</b>	<b>Timeline</b>	<b>Support/Resources</b>
	<b>Data for Consideration</b>	
	<b>Review Dates</b>	
<b>Date</b>	<b>Results</b>	<b>Next Review Date</b>
<b>Teacher's Signature</b>		<b>Date</b>

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<b>Evaluator's Signature</b>	<b>Date</b>
<b>Final Results</b>	
<p>The teacher has achieved the Performance Standard(s) improvement measures.</p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;">Check</p>	<p>The teacher has not achieved the Performance Standard(s) improvement measures.</p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;">Check</p>
<b>Comments/Next Steps</b>	
<b>Teacher's Signature</b>	<b>Date</b>
<b>Evaluator's Signature</b>	<b>Date</b>

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**Teacher Keys Effectiveness System  
Suggested 2012-13 Evaluation Cycle Calendar Draft**

**Documents on the GaDOE TLE Electronic Platform  
Formative Assessment Report  
Summative Assessment Report  
Student Learning Objective (SLO) Information**

**The document may be used by the school district to create an evaluation cycle calendar appropriate for the school district's teachers and administrators. Dates may be added as appropriate for the school district. The main components shall be in the school district calendar in addition to other change/additions as needed.**

Date	Completed	Task
<b>August</b>		
		<p>Principal or designee conducts orientation for Teacher Keys Effectiveness System (TKES) including the Teacher Assessment of Performance Standards (TAPS), Student Learning Objectives (SLO), Student Growth Percentile (SGP), and Student Surveys.</p> <p>Principal or designee conducts TKES familiarization activities with teachers (August and ongoing throughout the school year).</p> <p>Principal or designee provides teachers with TAPS Self-Assessment Form to complete in preparation for the Pre-Evaluation Conference.</p> <p>Principal or designee provides teachers with the District Student Learning Objective (SLO) and the Teacher Student Learning Objective Form.</p> <p>Teachers complete their individual Teacher Student Learning Objective Form prior to the Pre-Evaluation Conference.</p>

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		<p>Teachers administer the SLO pre-assessment and enter results into the GaDOE electronic platform prior to the Pre-Evaluation Conference.</p> <p>Principal or designated evaluator monitors previous year's Professional Development Plans (PDP) as needed.</p>
<b>September</b>		
		<p>Principal or designee conducts TKES familiarization activities with teachers ( ongoing throughout the school year).</p> <p>Principal or designated evaluator conducts TAPS Pre-Evaluation Conference with teachers. Principal or designated evaluator reviews Self-Assessment, previous year's Student Performance data, Teacher Student Learning Objective Form (SLO), and Professional Development Plan (PDP) if appropriate.</p> <p>Principal or designated evaluator begins TAPS announced and unannounced observations.</p> <p>Principal or designated evaluator develops and monitors Professional Development Plans (PDP) as needed.</p> <p>Principal or designee plans for administration of Student Surveys using GaDOE Protocol.</p>



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October		
		<p>Principal or designee conducts TKES familiarization activities with teachers (ongoing throughout the school year).</p> <p>Principal or designated evaluator conducts TAPS announced and unannounced observations and completes Formative Assessment Reports based on observation and documentation.</p> <p>Teachers of Student Learning Objective (SLO) courses that are semester based will formatively assess student progress toward meeting the SLO.</p> <p>Principal or designated evaluator develops and monitors Professional Development Plans (PDP) as needed.</p> <p>Principal or designee plans for administration of Student Surveys using GaDOE Protocol.</p>
November		
		<p>Principal or designee conducts TKES familiarization activities with teachers (ongoing throughout the school year).</p> <p>Principal or designated evaluator conducts TAPS announced and unannounced observations and completes Formative Assessment Reports based on observation and documentation.</p>

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		<p>Teachers and administrators plan for the administration of the Student Learning Objective (SLO) post-assessment for semester bound courses.</p> <p>Principal or designated evaluator develops and monitors Professional Development Plans (PDP) as needed.</p> <p>Principal or designee plans for administration of Student Surveys using GaDOE Protocol.</p>
<b>December</b>		
		<p>Principal or designee conducts TKES familiarization activities with teachers (ongoing throughout the school year).</p> <p>Principal or designated evaluator conducts TAPS announced and unannounced observations and completes Formative Assessment Reports based on observation and documentation.</p> <p>Teachers of semester bound Student Learning Objective (SLO) courses complete Post-Assessment and prepare spreadsheet of results for the Summative Evaluation Conference.</p> <p>Principal or designated evaluator develops and monitors Professional Development Plans (PDP) as needed.</p> <p>In full-year courses, teachers formatively assess student progress toward meeting the annual SLO.</p>

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		<p>Principal or designated evaluator begins the Mid-Year Evaluation Conference process including a review of the Student Learning Objective (SLO).</p> <p>Principal or designee plans for administration of Student Surveys using GaDOE Protocol.</p>
<b>January</b>		
		<p>Principal or designee conducts TKES familiarization activities with teachers (ongoing throughout the school year).</p> <p>Principal or designated evaluator concludes Mid-Year Evaluation Conferences including a review of the Student Learning Objective (SLO).</p> <p>Principal or designated evaluator conducts TAPS announced and unannounced observations and completes Formative Assessment Reports based on observation and documentation.</p> <p>Principal or designated evaluator develops and monitors and Professional Development Plans (PDP) as needed.</p> <p>Principal, following district guidelines and timelines, notifies in writing the appropriate Human Resources Director or district designee regarding possible non-renewal of any certified staff.</p>

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		Principal or designee plans for administration of Student Surveys using GaDOE Protocol.
<b>February</b>		
		<p>Principal or designee conducts TKES familiarization activities with teachers (ongoing throughout the school year).</p> <p>Principal or designated evaluator conducts TAPS announced and unannounced observations and completes Formative Assessment Reports based on observation and documentation.</p> <p>Principal or designated evaluator develops and monitors Professional Development Plans (PDP) as needed.</p> <p>Principal or designee plans for administration of Student Surveys using GaDOE Protocol.</p>
<b>March</b>		
		<p>Principal or designee conducts TKES familiarization activities with teachers (ongoing throughout the school year).</p> <p>Principal or designated evaluator conducts TAPS announced and unannounced observations and completes Formative Assessment Reports based on observation and documentation.</p> <p>Principal or designated evaluator develops and monitors Professional Development Plans (PDP) as needed.</p>

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		Principal or designee plans for administration of Student Surveys using GaDOE Protocol.
<b>April</b>		
		<p>Principal or designee conducts TKES familiarization activities with teachers (ongoing throughout the school year).</p> <p>Teachers complete post-assessment for Student Learning Objective (SLO) and prepare spreadsheet of results for the Summative Evaluation Conference.</p> <p>Principal or designated evaluator conducts TAPS Summative Conferences including Student Learning Objective (SLO) results.</p> <p>Principal or designated evaluator develops and monitors Professional Development Plans (PDP) as needed.</p> <p>Principal or designee plans for administration of Student Surveys using GaDOE Protocol.</p>
<b>May</b>		
		<p>Principal or designated evaluator concludes Summative Evaluation Conferences including Student Learning Objective (SLO) results.</p> <p>Principal or designated evaluator develops and monitors Professional Development Plans (PDP) as needed.</p>

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**TAPS Guidelines**

- All TAPS components forms are incorporated into the GaDOE TLE Electronic Platform.
- Teachers will have a pre-evaluation, mid-year, and summative evaluation conference during the 2012-2013 school year.
- Every teacher will have two 30-minute observations (announced or unannounced) during the school year unless the district is given written approval for an alternate plan by GaDOE prior to the beginning of the school year.
- Formative Assessment Report Form will be electronically submitted to the teacher within five (5) school days of the announced or unannounced observation, so that any further needed documentation should be submitted to the evaluator within an appropriate period in order for it to inform the rating of each standard. When the Formative Assessment Report Form is complete, it cannot be changed.
- Summative Assessment Report Form will be electronically submitted to the teacher within five (5) school days of the summative evaluation conference. When the Summative Assessment Report Form is complete, it cannot be changed.
- If a teacher is placed on a Professional Development Plan (PDP), the following information will provide guidance to the evaluator.

The Professional Development Plan (PDP) is designed to focus on improving teacher performance in a specified standard(s) or TKES component(s). The evaluator, with the approval of the principal, will make the decision as to the most appropriate plan. An effective PDP is designed with school district goals, performance standards, and student growth targets, timelines and professional learning related to the components of the Georgia Teacher Keys Effectiveness System (TKES).

**Professional Development Plan (PDP)**

A Professional Development Plan (PDP) is a plan mandated by the evaluator, and approved by the principal within the GaDOE TLE Electronic Platform. It may be developed by the evaluator in collaboration with the teacher, coaches, mentors, or other qualified individuals. The PDP provides guidelines and timelines for specific, mandatory professional learning which supports immediate improvement of teacher practice and increased teacher effectiveness, or any other enhancement opportunity to include clear expectations about changes needed in performance to be demonstrated in the classroom and school. The PDP is an intensive effort toward improvement of teacher practice and effectiveness. A PDP may also be used when a teacher does not meet the professional duties, responsibilities and ethical expectations required by the teacher. The following guidelines will be used in determining the use of a PDP in the TKES.

The evaluator, with the approval of the principal, may choose to place a teacher on a Professional Development Plan (PDP) at any time during the school year if there are major issues with any performance standard including but not limited to professionalism, the Georgia Code of Ethics,

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*Needs Development* or *Ineffective* ratings on the formative and/or summative assessments, or the Teacher Effectiveness Measure (TEM). Principals and other evaluators may also provide suggestions and guidance to teachers at any time during the school year without the development of a PDP.

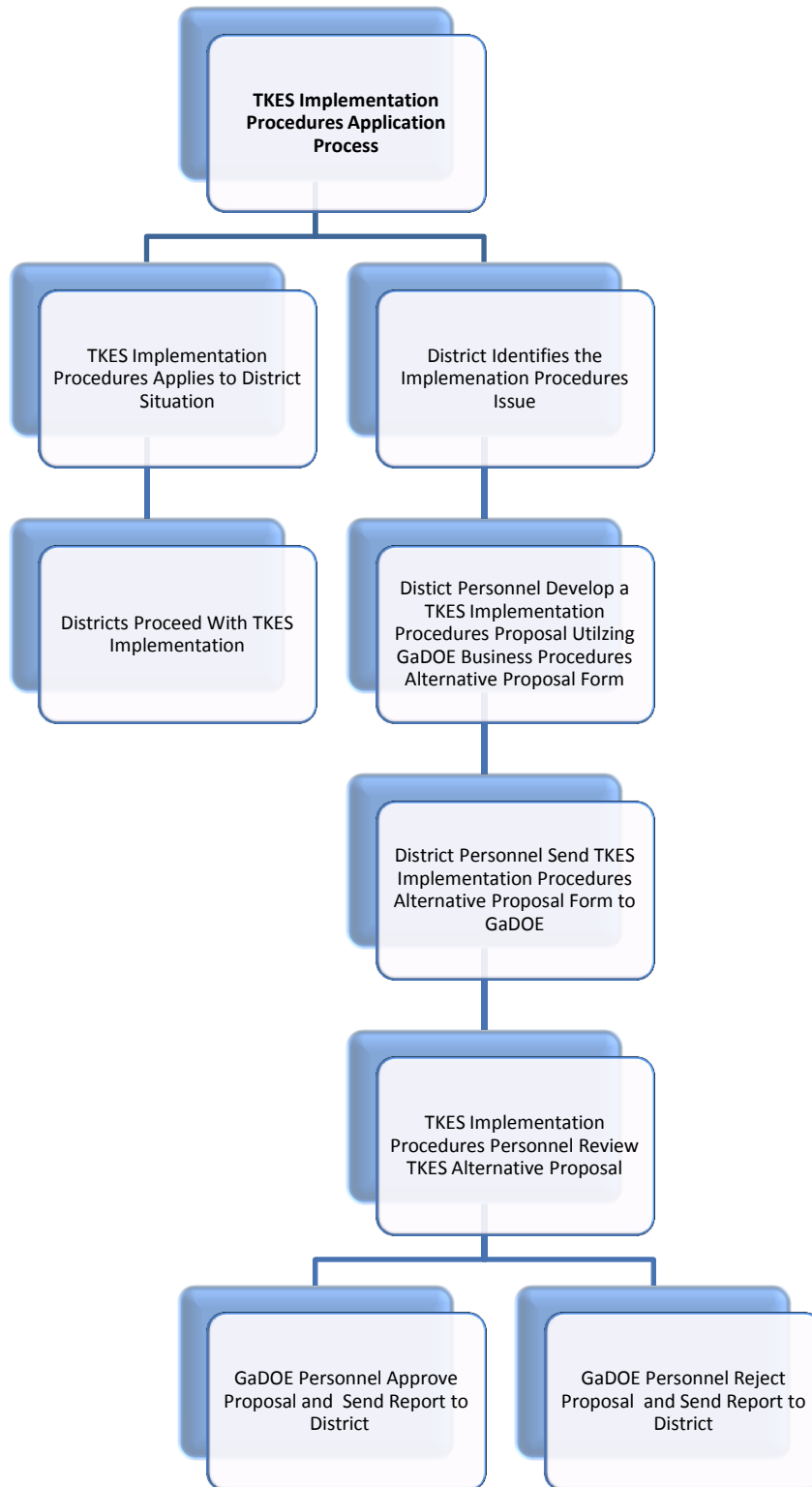
Administrators/evaluators shall supervise and provide guidance to the teacher as outlined in the PDP. Teachers beginning the school year on a Professional Development Plan (PDP) will be monitored and supported by the building-level administrator/evaluator. The PDP and subsequent expectations and actions will align to the appropriate Teacher Assessment on Performance Standards. All components of the PDP must be entered onto the Professional Development Plan (PDP) form on the GaDOE TLE Electronic Platform.

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Appendix D

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TKES Procedures Alternative Proposal Flowchart





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**Appendix E**

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Crosswalk  
Teacher Assessment on Performance Standards and CLASS Keys<sup>SM</sup>**

Domain	TKES Standards	CLASS Key <sup>SM</sup>
<b>Planning</b>	<b>1. Professional Knowledge</b>	CP 1.1: Plans with deep knowledge of content and delivery techniques. CP 1.2: Demonstrates clear understanding of the curriculum. CP 1.3: Plans interdisciplinary instruction with real-world connections.
	<b>2. Instructional Planning</b>	CP 2.1: Uses the required curriculum to plan instruction and assessment. CP 2.2: Uses an organizing framework to plan instruction. CP 2.3: Plans assessment to measure mastery of the curriculum.
<b>Instructional Delivery</b>	<b>3. Instructional Strategies</b>	SBI 1.1: Demonstrates research-based practices for student engagement. SBI 1.2: Engages students in higher-order thinking skills. SBI 2.2: Clearly communicates the learning expectations. SBI 1.5: Uses accessible technology to enhance learning.
	<b>4. Differentiated Instruction</b>	SBI 2.1: Demonstrates high expectations with students playing roles in learning. SBI 1.3: Uses appropriate differentiation. SBI 1.4: Uses flexible grouping based on assessment.
<b>Assessment of and for Learning</b>	<b>5. Assessment Strategies</b>	AL 1.1: Uses diagnostic assessment strategies to inform planning. AL 1.2: Uses formative assessment strategies to adjust instruction. AL 1.3: Uses a variety of summative strategies to evaluate mastery of curriculum.
	<b>6. Assessment Uses</b>	AL 2.1: Uses data to design appropriate, timely interventions. SBI 2.3: Provides effective feedback/commentary on student performances.
<b>Learning Environment</b>	<b>7. Positive Learning Environment</b>	P 1.1: Maintains a positive learning environment through rules and procedures. P 1.3: Fosters a sense of community and belonging.
	<b>8. Academically Challenging Environment</b>	P 1.2: Maximizes instructional time. P 1.4: Helps students take responsibility for behavior and learning.
<b>Professionalism and Communication</b>	<b>9. Professionalism</b>	P 3.1: Grows professionally through job-embedded learning. P 3.2: Enhances knowledge and skills through professional learning. P 4.1: Actively supports the school improvement plan.
	<b>10. Communication</b>	P 2.1: Establishes relationships with families and the community.

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Crosswalk of TAPS and National Virtual School Teaching Standards**

<b>Teacher Keys Evaluation System Teacher Assessment on Performance Standards</b>	<b>SREB Online Teaching Evaluation for State Virtual Schools</b>	<b>iNACOL National Standards for Quality Online Teaching</b>
<p><b>Performance Standard 1: Professional Knowledge</b></p> <p>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p>	<p><b>Content Knowledge and Skills for Instructional Technology</b></p> <p>The teacher has the prerequisite technology skills to teach online.</p> <p><b>Online Teaching and Learning Methodology, Management, Knowledge, Skills and Delivery</b></p> <p>The teacher has experienced online learning from the perspective of a student.</p>	<p><b>Standard A</b></p> <p>The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success.</p>
<p><b>Performance Standard 2: Instruction Planning</b></p> <p>The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p>	<p><b>Online Teaching and Learning Methodology, Management, Knowledge, Skills and Delivery</b></p> <p>The teacher plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment.</p>	<p><b>Standard C</b></p> <p>The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment.</p> <p><b>Standard K</b></p> <p>The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.</p>

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<b>Teacher Keys Evaluation System Teacher Assessment on Performance Standards</b>	<b>SREB Online Teaching Evaluation for State Virtual Schools</b>	<b>iNACOL National Standards for Quality Online Teaching</b>
<p><b>Performance Standard 3: Instructional Strategies</b> The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.</p>	<p><b>Online Teaching and Learning Methodology, Management, Knowledge, Skills and Delivery</b>  The teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of learning goals.</p>	<p><b>Standard B</b>  The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment.</p>
<p><b>Performance Standard 4: Differentiated Instruction</b> The teacher challenges students by providing appropriate content and developing skills which address individual learning differences.</p>	<p><b>Online Teaching and Learning Methodology, Management, Knowledge, Skills and Delivery</b>  The teacher understands and is responsive to students with special needs in the online classroom.</p>	<p><b>Standard F</b>  The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment.</p>
<p><b>Performance Standard 5: Assessment Strategies</b> The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>	<p><b>Online Teaching and Learning Methodology, Management, Knowledge, Skills and Delivery</b>  The teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures.</p>	<p><b>Standard G</b>  The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.</p>
<p><b>Performance Standard 6: Assessment Uses</b>  The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</p>	<p><b>Online Teaching and Learning Methodology, Management, Knowledge, Skills and Delivery</b>  The teacher demonstrates competencies in using data and findings from assessments and other data sources to modify instructional methods and content and to guide student learning.</p>	<p><b>Standard H</b>  The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals.</p>

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<b>Teacher Keys Evaluation System Teacher Assessment on Performance Standards</b>	<b>SREB Online Teaching Evaluation for State Virtual Schools</b>	<b>iNACOL National Standards for Quality Online Teaching</b>
	<p><b>Online Teaching and Learning Methodology, Management, Knowledge, Skills and Delivery</b></p> <p>The teacher demonstrates frequent and effective strategies that enable both teacher and students to complete self- and pre-assessments.</p>	<p><b>Standard I</b></p> <p>The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning.</p>
<p><b>Performance Standard 7: Positive Learning Environment</b></p> <p>The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>	<p><b>Online Teaching and Learning Methodology, Management, Knowledge, Skills and Delivery</b></p> <p>The teacher models, guides and encourages legal, ethical, safe and healthy behavior related to technology use.</p>	<p><b>Standard E</b></p> <p>The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.</p>
<p><b>Performance Standard 8: Academically Challenging Environment</b></p> <p>The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	<p><b>Online Teaching and Learning Methodology, Management, Knowledge, Skills and Delivery</b></p> <p>The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations.</p>	<p><b>Standard D</b></p> <p>The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.</p>
<p><b>Performance Standard 9: Professionalism</b></p> <p>The teacher demonstrates a commitment to professional ethics and the school’s mission, participates in professional growth opportunities, and contributes to the profession.</p>	<p><b>Academic Preparation</b></p> <p>The teacher meets the professional teaching standards established by a state-licensing agency or the teacher has academic credentials in the field in which he or she is teaching.</p>	

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<b>Teacher Keys Evaluation System Teacher Assessment on Performance Standards</b>	<b>SREB Online Teaching Evaluation for State Virtual Schools</b>	<b>iNACOL National Standards for Quality Online Teaching</b>
<p><b>Performance Standard 10: Communication</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>		<p><b>Standard J</b> The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' success.</p>

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**Appendix F**

**Ongoing Teacher and Leader Effectiveness Cycle**

