Revisiting Differences and Connections Across Some TAPS Standards:

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

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

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

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

Reminders for Teachers About TKES:

- All teachers must receive an orientation to TKES, prior to beginning the evaluation cycle. This is a required step in the TLE Electronic Platform.
- Teachers should complete a self-assessment on the TLE Electronic Platform.
- The TAPS rubric, not the indicators, should guide all classroom observations, commentary, and conferences.
- Indicators provided with each standard in TAPS are samples only and should not guide the work or be used as exemplars.
- A minimum of 4 walkthroughs, 2 formative assessments, and 1 summative assessment are required for each teacher. Evaluators are encouraged to do additional observations.
- Practices and performances aligned to the rubric must be observed during the formative cycle and cannot be based on documentation evidence alone.
- Teachers should receive feedback from the evaluator within five school days after a walkthrough, formative or summative assessment.
- Proficient is the expected level (target) of performance.
- Teachers who earn an Exemplary rating must meet the requirement of the proficient level AND continually exceed the performance standard.
- Three conferences are required with each teacher during the year (Pre-Evaluation, Mid-Year, and Summative).
- Teachers who receive a Teacher Effectiveness Measure (TEM) of Needs Development or Ineffective must be placed on a formal PDP that includes specific guidelines and timelines for improvement.
- Documentation can be submitted by teachers to the platform with or without the evaluator’s request. However, teachers are NOT expected to create an electronic portfolio of documentation.
- Documentation should be used to substantiate observations but cannot stand as the only evidence of a practice or performance.
- Teachers should regularly review and sign-off on any information provided in the TLE Electronic Platform by the evaluator.
- Signing-off on information in the TLE Electronic Platform does not mean agreement with the information, but just substantiates the receipt of the information.
- TKES is an evaluative tool with a primary function to serve as a growth model for teacher development and provides quantitative and qualitative feedback for HR decisions.