The Leader Keys Effectiveness System (LKES) materials have been organized into four chapters. Throughout Chapter 1, The Leader Keys Effectiveness System Implementation Handbook, the user will find electronic links (blue) to documents in Chapters 2, 3 and 4, the GaDOE TLE Electronic Platform (https://tle.gadoe.org/ia/render.userLayoutRootNode.uP), and the GaDOE website (www.doe.k12.ga.us).

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**Chapter 2:** Leader Keys Effectiveness System Fact Sheets  
**Chapter 3:** Leader Keys Effectiveness System Research Synthesis  
**Chapter 4:** Leader Keys Effectiveness System Endnotes
Chapter 1

Leader Keys Effectiveness System Implementation Handbook

2013-2014
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Leader Keys Effectiveness System (LKES) introduces language unique to the system. The acronyms and glossary provide further insight about the processes for the three components of LKES.
The contents of this handbook were developed under a grant from the U. S. Department of Education. However, these contents do not necessarily represent the policy of the U. S. Department of Education, and one should not assume endorsement by the Federal Government. References and Endnotes can be found in Chapter 4 of this document.

Acknowledgments

The Georgia Department of Education’s (GaDOE) Leader Keys Effectiveness System (LKES) Implementation Handbook was developed with the thoughtful contributions of the Georgia State Evaluation Steering Committees, each of which focused on one component of the evaluation system. We wish to express our appreciation for their conscientious and insightful efforts.

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Leader Keys Effectiveness System Usage Statement

The LKES Handbook was developed on behalf of the Georgia Department of Education to assist with implementation of Georgia’s Race to the Top (RT3) plan. School systems involved in full implementation of LKES are required to use this handbook.

The materials in this handbook are copyrighted by either the Georgia Department of Education or Dr. James Stronge (© 2011). The materials may not be revised or modified without the express written permission of the applicable copyright holder. Georgia public schools may use these materials without alteration to meet applicable requirements or for educational purposes as long as the materials continue to reflect: "All Rights Reserved."
Georgia’s Race to the Top Overview

The Race to the Top (RT3) 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. In 2010, Georgia applied for and was awarded $400 million to implement its Race to the Top plan, and the State Board of Education has direct accountability for the grant.

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. In 2010, Georgia applied for and was awarded $400 million to implement its Race to the Top plan and the State Board of Education has direct accountability for the grant.

Georgia has partnered with 26 school systems around the state to implement its RT3 plan. 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 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 City, Chatham, Cherokee, Clayton, Dade, DeKalb, Dougherty, Gainesville City, Gwinnett, Hall, Henry, Meriwether, Muscogee, Peach, Pulaski, Rabun, Richmond, Rockdale, Griffin-Spalding, Treutlen, Valdosta City and White. These school districts began full implementation of Teacher Keys and Leader Keys Effectiveness Systems for the 2012-2013 school year.

During the 2012-2013 school year, additional schools and districts throughout the state opted to pilot the Teacher Keys and Leader Keys Effective Systems as well. These districts followed either a full implementation model, mirroring that of the partnering districts, or a modified implementation model in which a designated percentage of teachers and administrators piloted the systems. If a modified implementation model was followed, teachers and principals were selected randomly for inclusion by a computer-generated sample. Data from both the partnering districts and the volunteer districts was collected during the 2012-2013 school year and continues to be analyzed and applied to the appropriate system models. Any reference to pilot or pilot data in this handbook refers to data collected during the 2011-2012 school year from Georgia’s RT3 partners and during the 2012-2013 school year from both the RT3 partners and volunteer districts.

Though research indicates the most important factor in a student’s education is first and foremost the teacher, today’s school leaders are expected to lead their schools with the ultimate goal of increasing student learning while helping staff to grow professionally. The goal of Georgia’s Leader Keys Effectiveness System (LKES) is to provide leaders with meaningful feedback and to support the continuous growth and development of each leader by monitoring, analyzing, and applying pertinent data from multiple sources toward attainment of established Performance Goals. LKES offers clear and precise indicators and resources to leaders throughout the process.

### Primary Purposes of the Leader Keys Effectiveness System (LKES)

As part of the Race to the Top Initiative (RT3) in 2012-13, Georgia conducted a full year implementation of the Leader Keys Effectiveness System (LKES), a common evaluation system that will allow the state to ensure consistency and comparability across districts, based on a common definition of leader effectiveness.

The primary purposes of the LKES are to:

- Optimize student learning and growth.
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools.
- Provide a basis for leadership improvement through productive leader performance appraisal and professional growth.
- Implement a performance evaluation system that promotes collaboration between the leader and evaluator and promotes self-growth, leadership effectiveness, and improvement of overall job performance.
- Focus on student learning as outlined in the Theory of Action I in Figure 1.
The Leader Keys Effectiveness System consists of three components: Leader Assessment on Performance Standards (LAPS), measures of Governance and Leadership, and Student Growth and Academic Achievement.

The Georgia Department of Education has designed the Leader Keys Effectiveness System with multiple components that provide data and feedback regarding leader performance from different sources and perspectives. The evaluation system is designed to provide information that will guide professional growth and development for each leader, as well as to provide information that will be used in the calculation of the annual Leader Effectiveness Measure (LEM). The collection of effectiveness data and feedback to leaders will occur throughout the process. These components are outlined below, but discussed in further detail in the LKES Implementation Handbook.
The components of the LKES Framework, shown in Figure 2, include:

**Leader Assessment on Performance Standards (LAPS):**

This component provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure leader performance related to quality performance standards.

**Governance and Leadership:**

This component consists of climate surveys, student attendance data, and data on retention of effective teachers. The calculations for these three data sources will be used as documentation to inform the LAPS performance rating.

**Student Growth and Academic Achievement:**

This component consists of a Student Growth Percentile measure, which will be determined when all data are compiled and analyzed at the end of each school year, as well as the GaDOE-approved Student Learning Objectives component which utilizes district determined and state approved student achievement growth measures. This component also includes a measure of Achievement Gap reduction for the school.

*Figure 2: Leader Keys Effectiveness System (LKES) Framework*
Leader Keys Effectiveness System (LKES) General Processes

Positions to be Evaluated
The LKES is designed for use with school leaders, both principals and assistant principals, who are full-time or part-time leaders for a given school year. A decision about the implementation plan for a leader who serves in a dual position as both a part-time leader and a part-time teacher will be made by the school district.

Evaluator Credentialing
LKES evaluators were fully trained and credentialed in using the components of LKES, beginning with the 2012-2013 implementation year. The credentialing process provides calibration and further increases the alignment of evaluation ratings. Currently, the only trainers providing full LKES training and leading the credentialing for administrators are members of the Teacher and Leader Effectiveness Division of the GaDOE. Opportunities for becoming a state certified trainer will be available. Further, all administrators who are responsible for evaluating principals or assistant principals must have completed the credentialing process prior to the beginning of the evaluation process.

Credentialing is a process of establishing the qualifications and proficiency of evaluators to utilize the LKES. The credentialing assessment is a minimal competency assessment that measures participants’ understanding of the information and practice provided during training. It includes both recall of specific LKES information and practice of the LKES process. All evaluators must pass the credentialing assessment prior to using the Leader Keys Evaluation System. The expectation is that evaluators continue to familiarize themselves with the LKES process as they work within their districts.

Evaluators of principals and assistant principals may include positions such as School District Superintendents, Area Assistant Superintendents, Regional Assistant Superintendents, Associate Superintendents, Executive Directors, and Principals. Other evaluators may be determined by the district superintendent or designee.

The district-level evaluator should serve as the model of appropriate evaluation practices, may coordinate all evaluation activities for the principal, and may be given ultimate responsibility for all evaluation activities within the district pertaining to the LKES. Following successful credentialing training, evaluators are encouraged to continue to practice in order to strengthen inter-rater reliability based on the LAPS performance standards and rubrics.

School districts have the option to include additional credentialed evaluators outside the school as determined appropriate for that district. The district-level evaluator may also assign multiple evaluators to any leader participating in LKES.
Leader Assessment on Performance Standards (LAPS) Processes

LKES Orientation
The first action that a leader should take in order to gain access to the LKES Orientation video and supporting materials is to electronically select the appropriate evaluator within the GaDOE TLE Electronic Platform. To ensure both leaders and evaluators understand the LKES process, including the expectations of LAPS and the student growth components, an orientation must be provided prior to beginning the LKES process. An orientation video, along with other supporting materials, is accessible on the GaDOE TLE Electronic Platform to assist with the orientation. In addition, leaders can access the LKES Implementation Handbook within the GaDOE TLE Electronic Platform. The orientation session should stress the importance of the process and the evaluator’s clear and relevant feedback.

LAPS Familiarization
Familiarization sessions may be necessary for leaders as a way to increase the understanding of standards and processes. Familiarization is an ongoing process of engaging in different activities aligned to the LKES standards. While Familiarization is an important step within LKES, the TLE Electronic Platform will not require leaders to complete an electronic step called Familiarization. Rather, leaders may progress with Familiarization at an individual pace.

LAPS Self-Assessment
The leader shall complete a self-assessment on the eight LKES LAPS standards as soon as possible following the Orientation. The self-assessment will be completed within the GaDOE TLE Electronic Platform, and it will be available to both the leader and the designated evaluator for review, planning of professional learning, and setting Performance Goals.

LAPS Performance Goal Setting
The first required data source for the LAPS component is Performance Goal Setting. Leaders are required to set two Performance Goals. Evaluators and leaders will determine the focus of the goals. However, leaders are encouraged to consider linking Performance Goals to the School Improvement Plan and to areas for growth as identified in the Self-Assessment. These goals should be created using SMART criteria; that is, they should be specific, measurable, appropriate, realistic, and time-bound.

LAPS Formative Assessment
Evaluators will provide a LAPS formative assessment that includes a rating on each of the eight performance standards during the Mid-Year Conference. The formative assessment rating is based on the totality of evidence and consistency of practice during the formative assessment period. For the LAPS portion of the Leader Keys Effectiveness System, the formative assessment will consist of documentation provided by the leader, as well as the evaluator, commentary, observations, conference notes or relevant records. Evaluators will rate the leader using the Formative Assessment template found on the GaDOE TLE Electronic Platform. Evaluators will offer commentary and provide a formative assessment rating on each of the eight performance standards using the performance appraisal rubrics. The Mid-Year Conference will also occur at this time regarding effective implementation of performance standards and progress made toward
attainment of the two Performance Goals set during the Pre-Evaluation Conference. It is recommended that the formative assessment be completed at or near the mid-year time.

LAPS Summative Assessment
After collecting data from multiple sources throughout the school year, evaluators will provide a summative assessment that includes a rating on each of the eight performance standards during the Summative Conference. Evaluators will use the Summative Assessment template found on the GaDOE TLE Electronic Platform to evaluate performance on each standard using the performance appraisal rubrics. The evaluator is required to review all LAPS supporting documentation found in the multiple data sources provided by the leader and the evaluator, including Performance Goal data as it relates to the indicated performance standard.

In completing a summative assessment and determining a rubric-based rating on each of the eight performance standards, the evaluator shall determine where the totality of evidence and consistency of practice exists for the entire evaluation period. The LAPS summative assessment is based on documentation of practice and process through multiple authentic data sources, including the attainment of two Performance Goals, along with all data related to measures of Governance and Leadership (climate surveys, student attendance, and retention of effective teachers) aligned to the appropriate performance standards. The summative assessment is due to the GaDOE within the TLE Electronic Platform by May 15.

LAPS Required Conferences
Conferencing is an integral part of the LKES process. Ongoing dialogue between the evaluator and leader opens opportunities for rich conversation about leader effectiveness, goal attainment, and the performance standards. Evaluators should ask guiding questions that allow leaders to review and reflect on this work, ensuring a balance between accountability for student growth and academic achievement and professional growth. Effective leaders are those who boost academic achievement for all students, increase the effectiveness of those teachers under their supervision, and consistently take leadership actions necessary to improve outcomes for students. Face-to-face conferencing provides evaluators and leaders with time to develop clear expectations, design appropriate professional growth plans, and address individual Performance Goals and needs. Figure 3 reflects a suggested timeline for LAPS conferences.
## Figure 3: Suggested Timeline for LAPS Conferences

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Focus Materials</th>
<th>Meeting Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August/September</strong></td>
<td><strong>Pre-Evaluation Conference</strong>&lt;br&gt;Orientation (signed off)&lt;br&gt;Self-Assessment&lt;br&gt;Performance Goals&lt;br&gt;Documentation</td>
<td>Leader and evaluator review Self-Assessment and finalize the leader’s two Performance Goals. Platform reference</td>
</tr>
<tr>
<td><strong>December/January</strong></td>
<td><strong>Mid-year Conference</strong>&lt;br&gt;Student Growth and Academic Achievement&lt;br&gt;Performance Goals&lt;br&gt;Formative Assessment&lt;br&gt;Documentation (supplied by Leader or Evaluator)&lt;br&gt;Additional data sources</td>
<td>Leader and evaluator review the Formative Assessment results and ratings, the progress of two Performance Goals and any additional documentation needed prior to the Summative Assessment</td>
</tr>
<tr>
<td><strong>April/May</strong></td>
<td><strong>Summative Conference</strong>&lt;br&gt;School-wide Student Growth and Academic Achievement data&lt;br&gt;Performance Goals data&lt;br&gt;Summative Assessment Documentation (supplied by Leader or Evaluator)&lt;br&gt;Documentation from Governance and Leadership Data (climate surveys, attendance, retention of effective teachers)&lt;br&gt;Observation data (if applicable)&lt;br&gt;Additional data sources</td>
<td>Leader and evaluator review the Summative Assessment results and ratings, all documentation, and attainment of Performance Goals. Ratings will be used to calculate the LEM.</td>
</tr>
</tbody>
</table>
Leader Effectiveness Measure (LEM) Calculations

General Guidelines for Leader Effectiveness Measure (LEM)
Leaders will receive a Leader Effectiveness Measure (LEM) based on documentation and data from the three components of the LKES:

Leader Assessment on Performance Standards (LAPS)
Governance and Leadership
Student Growth and Academic Achievement

As leaders engage in the challenging work of enabling and empowering students to learn, the use of multiple measures for a leader’s performance will provide a more accurate picture of a leader’s professional practice and his/her impact on student growth. The use of performance standards to rate leader performance allows for more precision about professional expectations, identifies leaders in need of improvement, and recognizes performance that is of Proficient or Exemplary quality. In LKES all leaders will receive a Leader Effectiveness Measure (LEM) based on the three components of LKES.

During the 2012-13 full implementation year, the Leader Assessment on Performance Standards (TAPS) component was fully implemented for the purpose of annual evaluation ratings and contract purposes at the district level. The Governance and Leadership component (using data collected through the Climate Surveys and Student Attendance computations) was used as documentation to inform the ratings of the standards within LAPS. LAPS will continue to be fully implemented in 2013-14 and leaders will receive a LAPS score as part of the Leader Effectiveness Measure (LEM).

The Georgia Legislature passed House Bill 244 during the 2012-13 legislative session. The passage of House Bill 244 mandates use of a single state-wide evaluation system for leaders. It further establishes guidance for the implementation of the Leader Keys Effectiveness System across the state of Georgia in 2014-15. The evaluation system will be based on a four-point rubric using the terms Exemplary, Proficient, Needs Development, and Ineffective. The feedback and commentary to leaders ensures support for ongoing improvement of leadership practices.

To ensure that an evaluator has qualifications to perform the duties of administering the Leader Keys Effectiveness System, all evaluators must be trained and credentialed in order to perform any observations or complete any component of the LKES process. All aspects of a leader’s evaluation remain confidential, including individual component scores and results in LKES.

Leaders will receive a LEM score based on documentation and data from the three LKES components as indicated by Figure 2 in the handbook. Throughout the 2011-12 and 2012-13 years, data was collected and analyzed in order to establish an appropriate calculation for this score. GaDOE will continue to analyze data from the 2013 and 2014 implementation years and make revisions, adjustments, or additions as necessary.
Georgia Department of Education
Leader Keys Effectiveness System

GaDOE will also continue to refine its method of combining scores from both Student Learning Objectives (SLOs) and Student Growth Percentiles (SGPs) so that an appropriate balance is determined between the growth measures by taking into account the number of students taught in courses measured by both the SLO and SGP courses. GaDOE staff is currently engaged in analyzing possible scenarios and developing detailed processes for these calculations with technical assistance from external experts.

Implementation of the Leader Keys Effectiveness System will require fidelity to all processes outlined therein as well as fidelity to all processes of the Teachers Keys Effectiveness System. In particular, the calculations of Student Growth and Academic Achievement within LKES are based on the same student assessments that are used to determine student growth within TKES. Thus, it is not possible to fully implement LKES without the simultaneous full implementation of TKES.

Weighting of LKES components in calculating the Leader Effectiveness Measure (LEM) is as follows: LAPS is weighted 30%; SLOs and SGP growth measures are weighted 50%; and Achievement Gap Reduction is weighted 20%. The Leader Effectiveness Measure will be reported as a rating of Exemplary, Proficient, Needs Development, or Ineffective.

The Student Growth and Academic Achievement components of the TKES/LKES (SGPs and SLOs) will be fully implemented in 2013-14. Both measures will be lagging measures, meaning that results will count toward a leader’s rating in the year following their collection. These components were not used for Human Resources contract decisions at the district level during the 2012-13 implementation year except as follows: Student growth data will be calculated into LEM for districts in Cohort I in July 2014 using data from 2012-2013 school year.

The LEM calculation will be a tentative score based on available data and will only be reported for districts in Cohort I. Data will continue to be collected and analyzed on this component and the LEM for all leaders will be calculated and reported in July 2015 for all districts based on available data. Districts, administrators, and leaders will receive the LEM reports when the LEM data is finalized as follows in Figure 4:

**Figure 4: LEM Data Timeline**

<table>
<thead>
<tr>
<th>Component</th>
<th>Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader Assessment on Performance Standards (LAPS) Score</td>
<td>May</td>
</tr>
<tr>
<td>Leadership and Governance Data</td>
<td>May</td>
</tr>
<tr>
<td>Student Growth and Academic Achievement Score/Achievement Gap Reduction</td>
<td>July</td>
</tr>
</tbody>
</table>

The data will be lagging data used to calculate the LEM score for the following school year.
Within the GaDOE TLE Electronic Platform, data reports regarding performance on the components of LKES will be available and updated in an ongoing manner throughout the school year. If a leader does not receive a score on all components of the LKES, the remaining components will be used to inform the LEM.

The following information is designed to assist evaluators in making decisions about the participation of teachers in the TKES. These decisions impact the LKES process because the two systems are based on the same Student Growth and Academic Achievement computations. Therefore, the teaching positions of those teachers who are supervised by those leaders being evaluated with LKES must be considered. The following paragraphs describe scenarios related to leaders and the LEM.

- **Teachers employed for the full school year** will have a Teacher Effectiveness Measure (TEM). Teachers employed and present for at least 65% of instructional days shall be evaluated using at least one Student Growth measure. In some situations, a TEM score may not be utilized for the purpose of annual evaluation ratings. Teachers who take leave for more than half of the minimum time equivalent of 65% of the instructional days will not receive a TEM score. Additionally, contributing professionals, teachers with fewer than 15 students, teachers in a virtual school setting, teachers not having an SGP or SLO course, and long term substitutes will not receive a TEM.

- **Itinerant teachers** who serve students in more than one school will be designated a home school/lead evaluator by the school district. The lead evaluator will complete the *Summative Assessment* and *Summative Conference*. The arrangement will require collaboration among school administrators and school district leaders to make appropriate decisions for the summative assessment.

- **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. GaDOE recommends that teachers employed 90 days or less be evaluated using a Teacher Assessment on Performance Standards TAPS process of one formative cycle which includes a minimum of one formative observation, 2 walkthroughs, a summative assessment, and a summative conference. Student Surveys of Instructional Practice results will be incorporated as documentation for standards 3, 4, 7 and 8 in the formative assessment, if available, and in the summative assessment. 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.

In describing the general guidelines for a Teacher Effectiveness Measure (TEM) calculation, the length of time a student is taught by a teacher for their participation in the TEM calculation is considered. For either student growth measure - Student Growth Percentile (SGP) or Student Learning Objective (SLO) - a student must be enrolled 65% of course instructional days for his or her score to count toward the leader’s score.

Data will be collected during the appropriate window for each component of the TKES for all teachers employed at the time designated for the specific measure. The following student guidelines will be used in calculating the teacher’s TEM score:

- A teacher must have a minimum of 15 student scores for the measure to be calculated in the TEM.
Georgia Department of Education
Leader Keys Effectiveness System

- A Roster Verification 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 will be incorporated into a teacher’s TEM score.
- Utilizing a Roster Verification 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.

Leader Effectiveness Measure (LEM) Research and Annual Reports

There are many reasons for including student academic progress and achievement information as part of the leader evaluation process. Despite evidence that a significant school related factor in a student’s education is the quality of his or her school leader, leader evaluation models frequently ignore the results of student learning. Using student academic progress to inform leader evaluation is realistic because one of the most direct measures of leader quality is student achievement.

Based on this compelling information, the following rules and requirements have been established for the TEM calculation annual reports. These TEM calculations will provide the basis for calculations within TKES/LKES the Student Growth and Academic Achievement component of LKES.

- 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, 9th-Grade Literature/Composition, American Literature/Composition, US History, Economics/Business/Free Enterprise, Mathematics I, Mathematic II, GPS Algebra, Coordinate Algebra, GPS Geometry, and Analytic Geometry. Teachers of these tested courses will be measured through student attainment of growth expectations with the Student Growth Percentile (SGP). 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. The TEM will be reported as a rating of Exemplary, Proficient, Needs Development, or Ineffective.

- Teachers of multiple non-tested subjects will be measured using the 52 GaDOE/District-determined SLOs developed in 2012-13 and district-developed SLOs for the 2013-2014 school year. The TEM will be reported as a rating of Exemplary, Proficient, Needs Development, or Ineffective.

- 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 will be reported as a rating of Exemplary, Proficient, Needs Development, or Ineffective.
Georgia’s Teacher and Leader Effectiveness Electronic Platform for the Teacher and Leader Keys Effectiveness Systems will provide web-based access to multiple components of both systems. 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 implementing or piloting the Teacher or Leader Keys Effectiveness System.
PART I

LEADER ASSESSMENT ON PERFORMANCE STANDARDS (LAPS)
Part I: Leader Assessment on Performance Standards (LAPS)

Leader Assessment on Performance Standards (LAPS) Overview

The Leader Assessment on Performance Standards (LAPS) component of the Leader Keys Effectiveness System (LKES) provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure leader performance related to quality performance standards. LAPS offers a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective practice. At the same time, it provides flexibility by allowing for creativity and individual leader initiative. The overarching goal of LKES is to support the continuous growth and development of each leader by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback. A detailed description of each step within the process is provided in Part I of the LKES Implementation Handbook, including an explanation, suggestions, and useful resources. Electronic links to the TLE Electronic Platform are found within the narrative as appropriate. The term leader will be used interchangeably to mean leader, principal and assistant principal throughout.

Distinguishing Characteristics of the Leader Assessment on Performance Standards

The LAPS component has several distinctive characteristics. It provides:

- A focus on the relationship between professional performance and improved student academic achievement.
- Sample performance indicators for each of the leader performance standards.
- A system for documenting leader performance based on multiple data sources.
- A procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of leaders in the evaluation process.

Foundational Documents of the Leader Assessment on Performance Standards


Georgia Department of Education. (2010). Leader Keys: A leadership evaluation system. Atlanta, GA: Georgia Department of Education


Essential Components of Leader Assessment on Performance Standards (LAPS)

Clearly defined professional responsibilities for leaders constitute the foundation for LAPS. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both leaders and evaluators will reasonably understand their job expectations. LAPS uses a three-tiered approach to define the expectations for leader performance consisting of four domains, eight standards, and multiple performance indicators. Leaders will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 5. The LAPS Standards, Indicators and Performance Appraisal Rubrics Reference Sheets can be found in Appendix III.

Figure 5: Essential Components of the Leader Assessment on Performance Standards

![Diagram of LAPS Standard 1: Instructional Leadership](image)

**SCHOOL LEADERSHIP**

**Standard 1: Instructional Leadership:** The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

The leader:

1.1 Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district’s strategic plan.

1.2 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
<td>The leader does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
</tr>
<tr>
<td>The leader actively and continually employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. (<a href="#">Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.</a>)</td>
<td>The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
<td>The leader inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
<td>The leader does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
</tr>
</tbody>
</table>
The Leader Assessment on Performance Standards component of the LKES, comprised of four domains and eight performance standards, is outlined in Figure 5. Domains describe the major categories under which a leader’s duties and responsibilities are comprised. There are four domains in LAPS: School Leadership, Organizational Leadership, Human Resources Leadership, and Professionalism and Communication.

### Performance Standards

Performance standards refer to the major duties performed by a leader. There are eight performance standards that serve as the basis for the evaluation. Figure 6 shows the four domains and the associated standards that comprise the LAPS components of LKES.

#### Figure 6: LKES Domains and Performance Standards

<table>
<thead>
<tr>
<th>Domain</th>
<th>Performance Standard Name</th>
<th>Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Leadership</strong></td>
<td><strong>1. Instructional Leadership</strong></td>
<td>The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
</tr>
<tr>
<td></td>
<td><strong>2. School Climate</strong></td>
<td>The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
</tr>
<tr>
<td><strong>Organizational Leadership</strong></td>
<td><strong>3. Planning and Assessment</strong></td>
<td>The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.</td>
</tr>
<tr>
<td></td>
<td><strong>4. Organizational Management</strong></td>
<td>The leader fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</td>
</tr>
<tr>
<td><strong>Human Resources Leadership</strong></td>
<td><strong>5. Human Resources Management</strong></td>
<td>The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.</td>
</tr>
<tr>
<td></td>
<td><strong>6. Teacher/Staff Evaluation</strong></td>
<td>The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.</td>
</tr>
<tr>
<td><strong>Professionalism and Communication</strong></td>
<td><strong>7. Professionalism</strong></td>
<td>The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</td>
</tr>
<tr>
<td></td>
<td><strong>8. Communication and Community Relations</strong></td>
<td>The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
</tr>
</tbody>
</table>
Performance Indicators

Performance indicators provide examples of observable, tangible behaviors for each standard. The performance indicators are examples of the types of performance that will occur if a standard is being successfully met. The list of performance indicators is neither exhaustive nor prescriptive and is not intended to be a checklist. Further, leaders are not expected to demonstrate each performance indicator. The LAPS Standards and Indicators can be found in Appendix III. Figure 7 shows the Performance Indicators for Standard 1: Instructional Leadership.

Figure 7: Example of Performance Indicators

<table>
<thead>
<tr>
<th>Performance Standard 1: Instructional Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
</tr>
</tbody>
</table>

Sample Performance Indicators

Examples may include, but are not limited to:

The leader:

1.1 Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district’s strategic plan.

1.2 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.3 Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results.

1.4 Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

1.5 Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom.

1.6 Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time.

1.7 Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.8 Provides the focus for continued learning of all members of the school community.
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Performance Appraisal Rubrics

The performance rubric is a behavioral summary scale that guides evaluators in assessing how well a standard is performed. It states the measure of performance expected of leaders and provides a qualitative description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance appraisal rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. The description provided in the Proficient level of the performance appraisal rubric is the actual performance standard, thus Proficient is the expected level of performance. Leaders who earn an Exemplary rating must meet the requirements for the Proficient level and go beyond. Performance appraisal rubrics are provided to increase reliability among evaluators and to help leaders focus on ways to enhance their practice. Appendix I includes rubrics related to each performance standard. An explanation of each rating level is provided in the Rating Performance section. Figure 8 shows an example of a performance appraisal rubric for Standard 1 (Instructional Leadership) and Figure 9 provides insight into the frequency and the quantitative terms associated with each performance level. The LAPS Rubrics can also be found in Appendix III.

Figure 8: Example of Performance Appraisal Rubric for Standard 1

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
</tr>
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<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
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</table>

The leader actively and continually employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)

The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

The leader inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.

The leader does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.

The specific language in the LAPS rubrics should be used to determine the rating for each standard. Figure 9 gives some general guidance related to specific terms like “Consistently” and “Continually”. There are distinct differences.
### Figure 9: Frequency Terminology

<table>
<thead>
<tr>
<th>FREQUENCY TERMINOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terms Ranked by Degree of Frequency</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Consistently</td>
</tr>
<tr>
<td>Continually</td>
</tr>
</tbody>
</table>
Step 1: LKES Orientation (Including Evaluator Selection)

Explanation
To ensure both leaders and evaluators understand the LAPS process, as well as all of the expectations for leaders, the evaluator will conduct a Leader Keys Effectiveness System orientation session for the leader as soon as feasible. Before beginning the orientation, leaders must log in to the GaDOE TLE Electronic Platform and electronically select the appropriate evaluator. An LKES Orientation video and supporting material is available in the GaDOE TLE Electronic Platform to assist with the orientation. In addition, leaders can access the LKES Handbook under LKES Resources within the GaDOE TLE Electronic Platform. The orientation session should stress the importance of the process and the evaluator’s clear and relevant feedback. Leaders may already be familiar with the basic components of LKES due to their exposure to the Teacher Keys Evaluation System so additional familiarization sessions may not be necessary. Once oriented to LKES, the leader will electronically acknowledge the completion of this step with the GaDOE TLE Electronic Platform.

Suggestions
The TKES/LKES implementation time frame will be similar for both teachers and leaders, so it may be helpful to focus on the differences between the two systems. These differences include different sets of performance standards and different data sources for leaders, such as the use of Performance Goal Setting within the LAPS component. These data sources will be explained in greater detail in the following pages. The evaluator might also make leaders aware of the various resources available to them from the GaDOE. Fact Sheets on each of the leader performance standards, as well as other resources that pertain to both teachers and leaders, such as the LKES Frequently Asked Questions, may be found in the GaDOE TLE Electronic Platform.

Useful Resources
- LKES Orientation Video
- LAPS Standards and Indicators Reference Sheet
- LAPS Standards and Rubrics Reference Sheet
- Fact Sheet 2: Instructional Leadership
- Fact Sheet 3: School Climate
- Fact Sheet 4: Planning and Assessment
- Fact Sheet 5: Organizational Management
- Fact Sheet 6: Human Resources Management
- Fact Sheet 7: Teacher/Staff Evaluation
- Fact Sheet 8: Professionalism
- Fact Sheet 9: Communications and Community Relations
- LKES Frequently Asked Questions
- LKES Professional Learning Opportunity Tab within the GaDOE TLE Electronic Platform
### Georgia Department of Education
**Leader Keys Effectiveness System**

- GaDOE TLE Electronic Platform Quick Reference Guides
- Superintendent’s Guide to LKES
- TKES Implementation Handbook

## TLE Electronic Platform

<table>
<thead>
<tr>
<th>Selection &amp; Orientation</th>
<th>Evaluator Selection</th>
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<tbody>
<tr>
<td></td>
<td>Leader selects supervisor for participation in the evaluation. District Super User provides needed support.</td>
</tr>
</tbody>
</table>

| Orientation             | Leader acknowledges completion of an orientation to the Leader Keys Effectiveness System. |

| Familiarization         | Leader accesses additional professional learning resources for Leader Assessment on Performance Standards. |
Step 2: LAPS Familiarization with the Performance Standards

Explanation
Once leaders have completed the orientation to LKES which includes an initial review of the eight performance standards, further Familiarization with the standards is recommended. While not a required step for sign off within the GaDOE TLE Electronic Platform, Familiarization is an important step within the overall LAPS process. Familiarization is not intended to be a single event; rather, it is included in order to encourage ongoing conversations and activities which clarify expectations while engaging leaders and evaluators in discussions and learning centered on effective leadership practices. It is important that leaders have opportunity to fully understand the performance standards; therefore, Familiarization should continue throughout the LKES process. As soon as feasible following the orientation, evaluators should begin to engage leaders in Familiarization with the Performance Standards.

Suggestions
Users will find many resources in the GaDOE TLE Electronic Platform and on the GaDOE website to support a more comprehensive understanding of the performance standards within the LAPS portion of the Leader Keys Effectiveness System. During the Familiarization session(s), evaluators are strongly encouraged to engage leaders in various activities designed to help them learn more about LAPS. The following activities will also help leaders build a more in-depth understanding of how they will be evaluated and what skills and competencies indicate successful performance. Evaluators may wish to compile the results that leaders create from these activities to produce a content-specific or school-specific listing. Suggested activities include:

- **Look-Fors and Red Flags**: Participants explore the eight performance standards to determine the indicators of successful performance and the warning signs of potential difficulty.
- **Matching Observation and Documentation with Performance Standards**: Participants generate a list of possible ways that observation and documentation can provide evidence of a leader’s proficiency within the eight performance standards.
- **Documentation of Performance**: Participants generate a list of documentation sources that provide evidence of proficiency in each of the eight performance standards.
- **A Clean Room**: Participants explore the creation of rubrics and the distinction between levels within a rubric.
- **What’s in a Rubric**: Participants generate a description of leader performance among the various rating levels for each performance standard.
Useful Resources

- LKES Orientation Video
- LAPS Standards and Indicators Reference Sheet
- LAPS Standards and Rubrics Reference Sheet
- Fact Sheet 2: Instructional Leadership
- Fact Sheet 3: School Climate
- Fact Sheet 4: Planning and Assessment
- Fact Sheet 5: Organizational Management
- Fact Sheet 6: Human Resources Management
- Fact Sheet 7: Teacher/Staff Evaluation
- Fact Sheet 8: Professionalism
- Fact Sheet 9: Communications and Community Relations
- LKES Frequently Asked Questions
- LKES Professional Learning Opportunity Tab within the GaDOE TLE Electronic Platform
- GaDOE TLE Electronic Platform Quick Reference Guides
- TKES Implementation Handbook

TLE Electronic Platform

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<th>Leader selects supervisor for participation in the evaluation. District Super User provides needed support.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Orientation</td>
<td>Leader acknowledges completion of an orientation to the Leader Keys Effectiveness System.</td>
</tr>
<tr>
<td></td>
<td>Familiarization</td>
<td>Leader accesses additional professional learning resources for Leader Assessment on Performance Standards.</td>
</tr>
</tbody>
</table>
**Step 3: LAPS Self-Assessment**

**Explanation**
Understanding one’s own strengths and weaknesses is an important part of developing any leader’s skills and competencies. Leaders will complete the *Self-Assessment*, which is located in the GaDOE TLE Electronic Platform. Leaders will share their findings with their evaluators for the purpose of professional growth planning. The LAPS Self-Assessment should be completed and results shared as soon as feasible upon completion of the Orientation to the Leader Assessment on Performance Standards. The Self-Assessment will be reviewed during the Pre-Evaluation Conference.

**Suggestions**
When completing the Self-Assessment, leaders will reflect on the indicators for each standard. Leaders should then describe areas of strength within the standard as well as areas requiring improvement. These areas for improvement can then be used to plan professional learning.

**Useful Resources**
- LKES Orientation Video
- *Self-Assessment*
- LAPS Standards and Indicators Reference Sheet
- LAPS Standards and Rubrics Reference Sheet
- Fact Sheet 2: Instructional Leadership
- Fact Sheet 3: School Climate
- Fact Sheet 4: Planning and Assessment
- Fact Sheet 5: Organizational Management
- Fact Sheet 6: Human Resources Management
- Fact Sheet 7: Teacher/Staff Evaluation
- Fact Sheet 8: Professionalism
- Fact Sheet 9: Communications and Community Relation
- LKES Frequently Asked Questions
- LKES Professional Learning Opportunity Tab within the GaDOE TLE Electronic Platform
- GaDOE TLE Electronic Platform Quick Reference Guides
- TKES Implementation Handbook

**TLE Electronic Platform**

**Self-Assessment**
Leader reflects on areas of strength and growth related to each standard and completes a Self-Assessment. Leader shares Self-Assessment with evaluator.
Step 4: LAPS Performance Goal Setting

Explanation
A fair and equitable performance evaluation system for an educational professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide a comprehensive and authentic performance portrait of a leader’s work. The Leader Keys Effectiveness System takes into account several data sources. The LAPS process focuses on two data sources in particular: Performance Goal Setting and Documentation of Practice.

The first required data source for the LAPS component is Performance Goal Setting. Leaders are encouraged to collaborate with evaluators throughout the Performance Goal setting process. Leaders are required to set two Performance Goals. Evaluators and leaders will determine the focus of the goals. Leaders are encouraged to consider linking at least one Performance Goal to the School Improvement Plan. Evaluators may also determine Performance Goal(s) for the leader. These goals should be created using SMART criteria; that is, they should be specific, measurable, appropriate, realistic, and time-bound. Figure 10 further describes each SMART acronym element.

Figure 10: SMART Acronym

<table>
<thead>
<tr>
<th>Specific:</th>
<th>The goal is focused on school improvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable:</td>
<td>An appropriate instrument/measure is selected to assess goal attainment.</td>
</tr>
<tr>
<td>Appropriate:</td>
<td>The goal is within the leader’s control to effect change and is a worthwhile focus for the school year.</td>
</tr>
<tr>
<td>Realistic:</td>
<td>The goal is feasible for the leader to attain.</td>
</tr>
<tr>
<td>Time-bound:</td>
<td>The goal is contained within a single school year.</td>
</tr>
</tbody>
</table>

Leaders may use several sources in setting the Performance Goals including the school improvement plan, system priorities, student achievement data, self-assessment areas for growth, or the leader’s professional development goals. Leaders should complete the Performance Goal Setting within the TLE Electronic Platform and submit two Performance Goals to their evaluator. Goals will be finalized during the pre-evaluation conference. Leaders will identify the performance standard(s) to which each of the goals applies, as well as the strategies and documentation that support the attainment of these goals. Multiple data sources should be identified and baseline data may be included in measuring goal attainment.

Suggestions
During the evaluation Performance Goal setting session(s), evaluators are strongly encouraged to engage leaders in various activities designed to help them learn more about Performance Goal setting.

Useful Resources
- [LKES Orientation Video](#)
- [Performance Goal Setting](#)
- [LAPS Standards and Indicators Reference Sheet](#)
LAPS Standards and Rubrics Reference Sheet
Fact Sheet 2: Instructional Leadership
Fact Sheet 3: School Climate
Fact Sheet 4: Planning and Assessment
Fact Sheet 5: Organizational Management
Fact Sheet 6: Human Resources Management
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TLE Electronic Platform

<table>
<thead>
<tr>
<th>Performance Goal Setting</th>
<th>Performance Goal Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leader creates two proposed Performance Goals in preparation for the Pre-Evaluation Conference.</td>
</tr>
</tbody>
</table>

| Pre-Evaluation Conference | An individual conference is required. Evaluator and leader contribute to conference content, including a review of the Self-Assessment, Performance Goal Setting, documentation of performance standards, student growth data or other LKES processes. |
**Step 5: LAPS Pre-Evaluation Conference**

**Explanation**

Conferencing is an integral part of the LKES process. During the conference as well as throughout the school year, the evaluator should ask guiding questions that allow leaders to review and reflect on this work, ensuring a balance between accountability for student growth and academic achievement and professional growth. Effective leaders are those who boost academic achievement for all students, increase the effectiveness of the teachers under their supervision, and consistently take leadership actions necessary to improve outcomes for students. Face-to-face conferencing provides evaluators and leaders time to develop clear expectations, design appropriate professional growth plans and address individual Performance Goals and needs. The pre-evaluation conference will be documented within the GaDOE TLE Electronic Platform.

A **Pre-Evaluation Conference** (beginning of school year) follows the Orientation, Self-Assessment, and the leader’s development of two Performance Goals. It shall occur before the evaluation process continues with the leader. The pre-evaluation conference should be held individually.

At this conference, both Performance Goals will be finalized. The evaluator, along with the leader, will determine appropriate documentation for the standards addressed in the Performance Goals. Evaluators may request and maintain documentation electronically via the GaDOE TLE Electronic Platform.

The performance standards that are not addressed in the Performance Goals will also require documentation. The evaluator, along with the leader, will determine appropriate documentation for these standards during the Pre-Evaluation Conference. Evaluators may request or maintain documentation electronically via the GaDOE TLE Electronic Platform.

Documentation of performance is a required data source for the LAPS component and provides evaluators with information related to specific standards and goal performance. Documentation provides leaders with an opportunity for self-reflection, demonstration of quality work, two-way communication with their evaluators, and frequency of practice. Documentation can confirm a leader’s strengths and/or identify areas for growth.

Sources of data to provide a comprehensive and authentic performance portrait of a leader’s work may include observations, site visits, commentary, conferences, notes, or records. Evaluators will determine whether leaders should submit documentation electronically via GaDOE Electronic Platform, via hard-copy, or both. However, the emphasis should be on the quality of work, not the quantity of materials presented. An **Examples of Documentation Evidence** sheet is provided in Appendix II for the evaluator’s consideration. The sheet provides documentation examples a leader might consider providing to show evidence of proficiency in the eight performance standards.

Leaders are responsible for submitting documentation to the evaluators showing evidence related to each standard for consideration for the formative assessment. The evaluator will review all documentation before the formative assessment.
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In addition to the leader providing documentation as evidence for meeting the performance standards, evaluators may also maintain their own documentation (e.g., evaluator notes or a running record) relative to the leader’s performance. This type of evaluator documentation may come from a variety of sources such as informally observing the leader during meetings, watching his or her interactions with community members, etc. This type of documentation should be considered along with the leader’s documentation when completing the formative assessment.

Suggestions
When thinking about goals or types of documentation to submit, leaders may find it useful to refer to the LAPS Reference Sheet (Appendix II). This tool provides a one-page listing of the performance standards and performance indicators.

Useful Resources
- LKES Orientation Video
- Pre-Evaluation Conference
- LAPS Standards and Indicators Reference Sheet
- LAPS Standards and Rubrics Reference Sheet
- Fact Sheet 2: Instructional Leadership
- Fact Sheet 3: School Climate
- Fact Sheet 4: Planning and Assessment
- Fact Sheet 5: Organizational Management
- Fact Sheet 6: Human Resources Management
- Fact Sheet 7: Teacher/Staff Evaluation
- Fact Sheet 8: Professionalism
- Fact Sheet 9: Communications and Community Relations
- LKES Frequently Asked Questions
- LKES Professional Learning Opportunity
- GaDOE TLE Electronic Platform Quick Reference Guides
- TKES Implementation Handbook

**TLE Electronic Platform**

<table>
<thead>
<tr>
<th><strong>Performance Goal Setting</strong></th>
<th>Leader creates two proposed Performance Goals in preparation for the Pre-Evaluation Conference.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Evaluation Conference</strong></td>
<td>An individual conference is required. Evaluator and leader contribute to conference content, including a review of the Self-Assessment, Performance Goal Setting, documentation of performance standards, student growth data or other LKES processes.</td>
</tr>
</tbody>
</table>
Step 6: LAPS Formative Assessment

Explanation
Evaluators will be required to conduct one formative assessment of each leader. The Formative Assessment allows evaluators to document progress and to provide ongoing feedback to leaders. Areas of strength or areas in need of improvement should be the main emphasis. Evaluators will provide a LAPS formative assessment rating on each of the eight performance standards using a performance appraisal rubric. It is strongly recommended that evaluators provide specific commentary to acknowledge performance strengths, as well as areas for improvement related to the standards. Districts may consider providing additional guidance to evaluators on the use of commentary. Three characteristics of good commentary include: 1.) use of the language of the standards or rubrics, 2.) specificity, and 3.) identification of strengths and suggestions for growth. The formative assessment rating is based on the totality of evidence and consistency of practice during the formative assessment period. For the LAPS portion of the Leader Keys Effectiveness System, the formative assessment will consist of documentation provided by the leader, as well as the evaluator. Evaluators will rate the leader using the Formative Assessment template found in the GaDOE TLE Electronic Platform. Results of the Formative Assessment will be reviewed at the Mid-Year Conference.

Using Multiple Sources of Data for the Assessment of Leaders
The Leader Assessment on Performance Standards (LAPS) includes documentation from multiple data sources (observations, site visits, commentary, conferences, notes, or records as well as evidence gathered through climate surveys, student attendance, and retention of effective teachers) to provide a comprehensive view of a leader’s practice utilizing eight rubric-based performance standards. Thus, multiple data sources are necessary to provide a comprehensive and authentic performance portrait of a leader’s work.

The LAPS process focuses on two data sources in particular: Performance Goal Setting and Documentation of Practice. The LAPS process requires that each leader will establish two Performance Goals and document progress toward or attainment of goals using multiple sources of data. Attainment of, or progress toward, these goals is considered in the overall performance rating for those standards to which they apply. Documentation of Practice provides evaluators with information related to specific standards and goal performance. Documentation provides leaders with an opportunity for self-reflection, demonstration of quality work, two-way communication with evaluators, and shows frequency of practice. Documentation can confirm a leader’s strengths and/or identify areas for growth. These multiple sources of data guide the formative and summative LAPS assessments.

Rating Performance on the Formative Assessment
Leaders will be rated on all eight leader performance standards using a performance appraisal rubric as shown in Figure 8. The rubric is a behavioral summary scale that describes acceptable performance levels for each leader performance standard. The scale states the measure of performance expected of leaders and provides a general description of what a rating entails. Figure 9 explains the four levels of ratings. Proficient is the expected level of performance. Leaders who earn an Exemplary rating must meet the requirements for the Proficient level and
go beyond. Leaders who are rated *Exemplary* on a standard will be considered role models and collaborative leaders. The intent of the language found in the *Exemplary* rating is to encourage a leadership role beyond that which is implied in the nature of the position. An exemplary leader serves as a role model for other leaders.

**Suggestions**
When it is time to conduct the formative assessment, evaluators must rate leaders on all eight performance standards and progress toward Performance Goals. Consequently, as evaluators conduct observations and review documentation, it is important that they keep all eight standards in mind. When conducting observations and site visits, evaluators should focus on the performance standards as well as the established Performance Goals. They may find it useful to consider in advance which data source, either observation and/or documentation, is likely to provide evidence related to a particular standard. If available, evaluators also may find it useful to review the leader-generated listings from the *Look-Fors and Red Flags* activity, and the *Matching Observation and Documentation with Performance Standards* activity if used during Familiarization sessions with the leaders.

Evaluators will use the *Formative Assessment* template in the GaDOE TLE Electronic Platform to record commentary and ratings about performance and documentation. Evaluators will provide a formative assessment rating on each of the eight performance standards using the performance appraisal rubrics.

**Useful Resources**
- LKES Orientation Video
- *Formative Assessment*
- *LAPS Standards and Indicators Reference Sheet*
- *LAPS Standards and Rubrics Reference Sheet*
- Fact Sheet 2: Instructional Leadership
- Fact Sheet 3: School Climate
- Fact Sheet 4: Planning and Assessment
- Fact Sheet 5: Organizational Management
- Fact Sheet 6: Human Resources Management
- Fact Sheet 7: Teacher/Staff Evaluation
- Fact Sheet 8: Professionalism
- Fact Sheet 9: Communications and Community Relations
- LKES Frequently Asked Questions
- LKES Professional Learning Opportunity Tab within the GaDOE TLE Electronic Platform
- GaDOE TLE Electronic Platform Quick Reference Guides
- TKES Implementation Handbook
### Leader Assessment on Performance Standards

<table>
<thead>
<tr>
<th>Documenting Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator and leader upload documentation as evidence of performance of the standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator may collect evidence of performance of the standards through optional observations, site visits, or walkthroughs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator uses multiple sources of data to determine leader’s formative ratings for eight performance standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Year Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>An individual conference is required. Evaluator and leader contribute to conference content, including a review of Performance Goal attainment, documentation and performance for eight standards, student growth data or other LKES processes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Climate Surveys - Certified &amp; Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator and leader review the climate survey data which becomes available after 15 completed surveys.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator and leader review the data on student attendance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Retention of Highly Effective Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator and leader review the data on retention of effective teachers.</td>
</tr>
</tbody>
</table>
Step 7: LAPS Mid-Year Conference

Explanation
Conferencing is an integral part of the LKES process that allows the leader and the evaluator to discuss the leader’s effectiveness toward Performance Goal(s) attainment and the performance standards. During the conference, as well as throughout the school year, the evaluator should ask guiding questions that allow leaders to review and reflect on this work, ensuring a balance between accountability for student growth and academic achievement and professional growth. Effective leaders are those who boost academic achievement for all students, increase the effectiveness of the teachers under their supervision, and consistently take leadership actions necessary to improve outcomes for students. Face-to-face conferencing provides evaluators and leaders time to develop clear expectations, design appropriate professional growth plans and address individual Performance Goals and needs. The mid-year conference will be documented within the GaDOE TLE Electronic Platform.

The Mid-Year Conference is held to review the results of the Formative Assessment, including discussions regarding effective implementation of performance standards, progress toward Performance Goal attainment on both of the leader’s Performance Goals, and school wide Student Growth and Academic Achievement data to date. These discussions should reflect the effectiveness of the selected strategies and supporting documentation. It should be determined if data and evidence collected thus far indicate there is a need for modifications which may be made as needed throughout the process. The conference should be held individually.

Based on feedback from the formative assessment, leaders and evaluators may submit additional documentation prior to the Summative Assessment.

Suggestions
The Mid-Year Conference is required to provide the evaluator and leader opportunity to review the formative assessment and to discuss the leader’s progress on the two Performance Goals.

Useful Resources

- LKES Orientation Video
- Mid-Year Conference
- LAPS Standards and Indicators Reference Sheet
- LAPS Standards and Rubrics Reference Sheet
- Fact Sheet 2: Instructional Leadership
- Fact Sheet 3: School Climate
- Fact Sheet 4: Planning and Assessment
- Fact Sheet 5: Organizational Management
- Fact Sheet 6: Human Resources Management
- Fact Sheet 7: Teacher/Staff Evaluation
- Fact Sheet 8: Professionalism
## TLE Electronic Platform

<table>
<thead>
<tr>
<th>Leader Assessment on Performance Standards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Documenting Performance</strong></td>
<td>Evaluator and leader upload documentation as evidence of performance of the standards.</td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td>Evaluator may collect evidence of performance of the standards through optional observations, site visits, or walkthroughs.</td>
</tr>
<tr>
<td><strong>Formative Assessment</strong></td>
<td>Evaluator uses multiple sources of data to determine leader’s formative ratings for eight performance standards.</td>
</tr>
<tr>
<td><strong>Mid-Year Conference</strong></td>
<td>An individual conference is required. Evaluator and leader contribute to conference content, including a review of Performance Goal attainment, documentation and performance for eight standards, student growth data or other LKES processes.</td>
</tr>
<tr>
<td><strong>Climate Surveys - Certified &amp; Classified</strong></td>
<td>Evaluator and leader review the climate survey data which becomes available after 15 completed surveys.</td>
</tr>
<tr>
<td><strong>Student Attendance</strong></td>
<td>Evaluator and leader review the data on student attendance</td>
</tr>
<tr>
<td><strong>Retention of Highly Effective Teachers</strong></td>
<td>Evaluator and leader review the data on retention of effective teachers.</td>
</tr>
</tbody>
</table>
Step 8: LAPS Summative Assessment

Explanation

The *Summative Assessment* provides judgment on the overall success of the leader toward meeting the performance standards. After collecting data from multiple sources throughout the evaluation process, evaluators will provide a summative assessment rating on each of the eight performance standards. Leaders are responsible for submitting documentation to the evaluators showing evidence related to each standard for consideration in the summative assessment. The evaluator will review all documentation before the summative assessment including the results of the formative assessment, progress toward or attainment of Performance Goals, climate survey results, student attendance data, and information regarding the retention of effective teachers.

In addition to the leader providing documentation as evidence of meeting the performance standards, evaluators may also maintain documentation of the leader’s performance such as evaluator notes or a running record. This type of evaluator documentation may come from a variety of sources such as informally observing the leader during meetings, watching his or her interactions with community members, or visiting the leaders’ school. This type of documentation should be considered along with documentation supplied by the leader when completing the summative assessment.

Suggestions

The *Summative Assessment* provides a review of the overall success of the leader toward meeting the performance standards. Leaders will be rated all eight performance standards using the LAPS Performance Appraisal Rubrics which can be found in Appendix III. A rubric is a behavioral summary scale that describes acceptable performance levels for each performance standard. The scale states the measure of performance expected of leaders and provides a general description of what a rating entails. Proficient is the expected level of performance. Leaders who earn an Exemplary rating must meet the requirements for the Proficient level and continually go beyond the standard. Leaders who are rated Exemplary on a standard will be considered role models and collaborative leaders. The intent of the language found in the Exemplary rating is to encourage a leadership role beyond that which is implied in the nature of the position. An exemplary leader serves as a role model for other leaders.

Evaluators will use the *Summative Assessment* template in the GaDOE TLE Electronic Platform to provide a LAPS summative assessment rating on each of the eight performance standards using a performance appraisal rubric. The survey data must be referenced in the summative assessment commentary. Districts may consider providing additional guidance to evaluators on the use of commentary. Three characteristics of good commentary include: 1.) use of the language of the standards or rubrics, 2.) specificity, and 3.) identification of strengths and suggestions for growth.
The evaluator finalizes the Summative Assessment by rating for each of the eight standards based on the **totality of evidence and consistency of practice**. This evidence is based on progress toward or attainment of the Performance Goals and the documentation of practice and process provided by the leader as well as other relevant evaluator notes or running records. The summative assessment is **not** an average of ratings on each of the eight performance standards; rather, the evaluator should consider the **totality of evidence and the consistency of practice** when determining the summative ratings. The evaluator will consider the overall weight of evidence. As applied to the four-point rating scale, the evaluator should ask, “In which rating category does the **totality of evidence and consistency of practice** fall?”

In many instances, there will be performance evidence that may fit in more than one rating category. In reaching a decision for aggregating the total set of data and making a summative decision for each performance standard, the question to be asked is, “In which rating category does the evidence best fit?” It will be important to consider to which standard(s) the documentation best aligns.

Leaders will receive an overall LAPS score as determined by the individual ratings on each performance standard at the Summative Conference. This computation will occur electronically within the GaDOE TLE Electronic Platform. A summative rating of *Exemplary* computes as 3 points, a summative rating of *Proficient* as 2 points, and a summative rating of *Needs Development* as 1 point. A summative rating of *Ineffective* has no point value. The GaDOE TLE Electronic Platform will add the point value for all eight standards to produce a final summative LAPS score after the evaluator has completed the summative assessment. Figure 11 provides an example.

**Figure 11: Example of Final Summative LAPS score**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Point Value</th>
<th>Number of Standards Rated at that Level</th>
<th>Computation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Exemplary</em></td>
<td>3</td>
<td>1</td>
<td>3 x 1 = 3 pts.</td>
</tr>
<tr>
<td><em>Proficient</em></td>
<td>2</td>
<td>5</td>
<td>2 x 5 = 10 pts.</td>
</tr>
<tr>
<td><em>Needs Development</em></td>
<td>1</td>
<td>1</td>
<td>1 x 1 = 1 pt.</td>
</tr>
<tr>
<td><em>Ineffective</em></td>
<td>0</td>
<td>1</td>
<td>0 x 1 = 0 pts.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Total = 14 pts.</strong></td>
</tr>
</tbody>
</table>

The LAPS summative score will be weighted as 30% of the overall Leader Effectiveness Measure (LEM). Evaluators will provide feedback to leaders on the summative assessment at the Summative Conference. The summative assessment ratings must be entered into the GaDOE TLE Electronic Platform by May 15 of the school year.

**Useful Resources**

- LKES Orientation Video
- Summative Assessment
- LAPS Standards and Indicators Reference Sheet
- LAPS Standards and Rubrics Reference Sheet
### TLE Electronic Platform

**Leader Effectiveness Measure**

<table>
<thead>
<tr>
<th>Summative Assessment</th>
<th>Evaluator uses multiple sources of data to determine leader’s summative ratings for eight performance standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Conference</td>
<td>An individual conference is required. Evaluator and leader contribute to conference content, including a review of the summative assessment ratings, climate survey data, student attendance data, retention of effective teachers, student growth data or other LKES processes.</td>
</tr>
<tr>
<td>Student Growth and Academic Achievement Rating</td>
<td>Leader reviews the summary data for Student Growth Percentile measures, Student Learning Objectives, and Achievement Gap reduction.</td>
</tr>
<tr>
<td>Leader Effectiveness Measure</td>
<td>Leader reviews the Leader Effectiveness Measure.</td>
</tr>
</tbody>
</table>

**Professional Development Plan & Additional Conferences**

<table>
<thead>
<tr>
<th>Professional Development Plan</th>
<th>Evaluator uses a variety of resources to complete a development plan for the leader. Evaluator and leader contribute to conference content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Conferences</td>
<td>Evaluator and leader contribute to conference content including a review of documentation and performance for eight standards, climate survey data, student growth data, or other LKES processes.</td>
</tr>
</tbody>
</table>
Step 9: LAPS Summative Conference

Explanation
The Summative Conference finalizes the annual LKES assessment process. Throughout the assessment process, there should be opportunities for the leader and the evaluator to engage in rich conversation about leader effectiveness, goal attainment, and the performance standards. Evaluators should ask guiding questions that allow leaders to participate in ongoing reviews and reflection on this work, ensuring a balance between accountability for student growth and academic achievement and professional growth with recognition that effective leaders are those who boost academic achievement for all students, increase the effectiveness of their teaching staffs, and consistently take leadership actions necessary to improve outcomes for students. Various types of communication, including face-to-face conferencing, provide evaluators and leaders with time to develop clear expectations, design appropriate professional growth plans, and address individual Performance Goals and needs. The communication and data collection that occurs during the process provide the foundation for the LKES eight standard ratings that will be based on the totality of evidence and consistency of practice and shared during the summative conference. The summative assessment ratings will be documented within the GaDOE Electronic Platform.

A Summative Conference will be held (no later than May 15) to discuss the results of the Summative Assessment, progress toward or attainment of Performance Goals, and school-wide Student Growth and Academic Achievement data. The conference should be held individually. During the Summative Conference, evaluators will discuss performance on the standards and all Performance Goal data used to inform the final summative assessment rating.

Suggestions
The summative conference is required to provide the evaluator and leader opportunity to review the summative assessment and to discuss the leader’s progress on the two Performance Goals. At this time, the evaluator and leader can make plans/next steps for the upcoming year and determine what changes, if any, need to be made on the Performance Goals. A professional development plan may be developed.

Useful Resources
- LKES Orientation Video
- Summative Conference
- LAPS Standards and Indicators Reference Sheet
- LAPS Standards and Rubrics Reference Sheet
- Fact Sheet 2: Instructional Leadership
- Fact Sheet 3: School Climate
- Fact Sheet 4: Planning and Assessment
- Fact Sheet 5: Organizational Management
- Fact Sheet 6: Human Resources Management
- Fact Sheet 7: Teacher/Staff Evaluation
- Fact Sheet 8: Professionalism
Georgia Department of Education
Leader Keys Effectiveness System

- Fact Sheet 9: Communications and Community Relations
- LKES Frequently Asked Questions
- LKES Professional Learning Opportunity Tab within the GaDOE TLE Electronic Platform
- TKES Implementation Handbook

TLE Electronic Platform

<table>
<thead>
<tr>
<th>Leader Effectiveness Measure</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluator uses multiple sources of data to determine leader’s summative ratings for eight performance standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summative Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>An individual conference is required. Evaluator and leader contribute to conference content, including a review of the summative assessment ratings, climate survey data, student attendance data, retention of effective teachers, student growth data or other LKES processes.</td>
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<tr>
<th>Leader Effectiveness Measure</th>
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</thead>
<tbody>
<tr>
<td>Leader reviews the Leader Effectiveness Measure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Plan &amp; Additional Conferences</th>
<th>Professional Development Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluator uses a variety of resources to complete a development plan for the leader. Evaluator and leader contribute to conference content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator and leader contribute to conference content including a review of documentation and performance for eight standards, climate survey data, student growth data, or other LKES processes.</td>
</tr>
</tbody>
</table>
Summary of the LAPS Process

The procedural flow appropriate for implementation of the LAPS portion of the Leader Keys Effectiveness System is depicted in Figure 12.

Figure 12: LAPS Process Flow
**Georgia Department of Education**  
**Leader Keys Effectiveness System**

Figure 13 provides a summary of the steps evaluators should take during the LAPS implementation process, materials they may find useful, and the timeline for completion.

**Figure 13: LAPS Process and Timeline**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Materials Needed</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| Orientation | LAPS orientation session for leaders will be provided in GaDOE TLE Electronic Platform using the LAPS Orientation Video presentation. | **Required**  
LAPS Orientation Video presentation in the GaDOE TLE Electronic Platform  
LKES Implementation Handbook  
**Optional**  
Fact Sheets  
Frequently Asked Questions  
User’s Guides  
PL Resources | Beginning of School Year |
|           | Leaders should have access to the LKES Implementation Handbook in the GaDOE TLE Electronic Platform. | **Required**  
LAPS Orientation Video presentation in the GaDOE TLE Electronic Platform  
LKES Implementation Handbook  
**Optional**  
Fact Sheets  
Frequently Asked Questions  
User’s Guides  
PL Resources | Beginning of School Year |
| Familiarization | Leaders will receive ongoing familiarization through professional learning modules and other resources located in the GaDOE TLE Electronic Platform or from other sources identified by the evaluator. | **Required**  
LKES Implementation Handbook  
**Optional**  
Fact Sheets  
Frequently Asked Questions  
User’s Guides  
PL Resources | Ongoing |
### Self-Assessment

Leaders will complete the Self-Assessment in the GaDOE TLE Electronic Platform to reflect on their areas of strength and growth related to each performance standard.

Leaders must share results of their Self-Assessment with his/her evaluator for the purpose of planning and review of the Performance Goal Setting to inform their selections of their Performance Goals, strategies to attain the goals, and for professional growth.

### Conferences

Evaluators will conduct three required conferences. The first conference is the Pre-Evaluation Conference. This conference should be held at the beginning of the school year (August or September). Evaluators should review expectations, including any required documentation.

Evaluators will conduct the second conference which is the Mid-Year Conference (December or January). It will focus on the school-wide student growth and academic achievement data, progress on performance goals, documentation supplies by the leader or evaluator, and additional observation or data sources. This information will inform the ratings and commentary provided to the leader on the Formative Assessment.

Evaluators will conduct the third conference (Summative Conference). It will focus on school-wide student growth and academic achievement data, performance goals data, documentation supplied by the leader or evaluator, documentation from Governance and Leadership data (climate surveys, attendance, retention of effective teachers), and additional observation or data sources. This information will inform the ratings and commentary provided to the leader on the Summative Assessment. (Deadline for Completion: May 15)
Leaders are encouraged to collaborate with evaluators through the Performance Goal Setting process.

Leaders will complete the Performance Goal Setting in the GaDOE TLE Electronic Platform and must set two Performance Goals.
- Goals should be **Specific**, **Measurable**, **Appropriate**, **Realistic**, and Time- bound (SMART).

Leaders should consider using the School Improvement Plan as a source for at least one Performance Goal as well as for setting a personal professional learning goal.

Performance Goal Setting will be discussed and finalized with the evaluator at the Pre-Evaluation Conference.

Leaders should provide baseline data, if applicable, so that goal achievement may be measured.

Leaders should plan strategies, identify documentation, and create a timeline for achieving their Performance Goals.

Evaluators should review progress toward Performance Goal attainment during the Mid-Year Conference and provide feedback to the leader regarding any recommended improvement or additional documentation that will be required prior to the Summative Assessment.

<table>
<thead>
<tr>
<th>Required</th>
<th>Optional</th>
<th>Beginning of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Goal Setting Template in GaDOE Electronic Platform</td>
<td>Pre-Evaluation Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional Baseline Data</td>
<td></td>
</tr>
</tbody>
</table>
Documentation provides leaders with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with evaluators. Leaders and evaluators will determine the necessary documentation to demonstrate, illustrate, and support eight performance standards.

Documentation, identified as part of the Performance Goal Setting, will be collected and reviewed in monitoring progress toward Performance Goal attainment.

Evaluators must review documentation before formative assessment and again before summative assessment.

Based on formative assessment feedback, leaders are responsible for submitting requested, relevant documentation to their evaluators prior to the summative assessment.

Evaluators may include observation as a source of data to support ratings of the eight performance standards.

Evaluators may collect and maintain documentation related to administrators’ performance. Evaluators may request documentation from the leader.

The evaluator’s documentation should be considered along with the leader’s own documentation when completing formative and summative assessments.

<table>
<thead>
<tr>
<th>Documentation and Multiple Data Sources</th>
<th>Required</th>
<th>Optional</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified documentation to support performance standards and Performance Goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional requested documentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>Required</td>
<td>Optional</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>The evaluator will provide a formative assessment of the leader’s performance on the eight performance standards based on the <strong>totality of evidence and consistency of practice</strong>.</td>
<td>Mid-Year Conference</td>
<td>LAPS Reference Sheets – Standards, Indicators, and Rubrics</td>
<td></td>
</tr>
<tr>
<td>The evaluator will use documentation provided by the administrator as well as other relevant documentation and data collected or maintained by the evaluator.</td>
<td>Formative Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluator will complete the Formative Assessment template in the GaDOE TLE Electronic Platform prior to the Mid-Year Conference. Ratings for all eight performance standards and relevant commentary should be developed using the performance appraisal rubrics.</td>
<td>Performance Goal Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress toward Performance Goal attainment will be included in the formative assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The formative assessment must take place mid-year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative Assessment</td>
<td>Required</td>
<td>Completed by May 15</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summative Conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summative Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance Goal review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data from Governance and Leadership sources (Climate survey, student attendance data, retention of effective teachers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LAPS Reference Sheets-Standards, Indicators, and Rubrics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Leader Effectiveness Measure (LEM)**

Weighting of LKES components in calculating the Leader Effectiveness Measure (LEM) is as follows. The LAPS Component will be weighted 30%, SLOs and SGP growth measures together will be weighted 50%, and the Achievement Gap Reduction will be weighted 20%. The Leader Effectiveness Measure (LEM) will be reported as a rating of Exemplary, Proficient, Needs Development, or Ineffective.
PART II

GOVERNANCE AND LEADERSHIP
Part II: Governance and Leadership

Governance and Leadership Overview

Governance and Leadership is the second component of the Leader Keys Effectiveness System (LKES). Evidence collected within the Governance and Leadership component shall include information from three sources: school climate surveys completed by staff members, student attendance data, and the retention rate of effective teachers. Each of these three types of evidence will provide additional documentation to the evaluator for use in determining ratings within the Leadership Assessment on Performance Standards (LAPS).

School Climate Surveys

Climate surveys will provide perception data to be used by the evaluator as documentation of leader effectiveness. Surveys provide information on staff perception regarding a leader’s performance and ask staff to indicate their perception of the leaders’ performance on standards they have directly experienced. The surveys utilized will be aligned to, and used to inform the ratings of the appropriate performance standards.

An advantage of using a survey design includes the ability to collect perception data and provide feedback directly to the leader for continuous improvement. In LKES, climate surveys will be used as one data source and will provide documentation aligned to specific performance standards. The GaDOE has ongoing technical assistance in determining alignment of survey questions to the performance standards.

Versions of the School Climate Surveys

Four versions of the school climate survey are provided for school leaders. Two different surveys address the performance of the principal with one survey designed for certified staff and the other for classified staff. Two additional versions of the surveys address the performance of the assistant principal with one survey designed for certified staff and the other for classified staff. These different versions are designed to reflect the different interactions between a principal or assistant principal and the teachers or the classified staff. In school sites where there are multiple assistant principals, the principal or designated school administrator will determine the best alignment of staff to assistant principals for survey purposes based on regular working relationships. Figure 14 below provides an example table of specifications for the principal climate surveys. Climate surveys will be administered to all full-time certified staff and full-time classified staff as follows:

- LKES Climate Survey for full-time certified staff (for the principal)
- LKES Climate Survey for full-time classified staff (for the principal)
- LKES Climate Survey for full-time certified staff (for the assistant principal)
- LKES Climate Survey for full-time classified staff (for the assistant principal)
Using a District-Selected Climate Survey

Districts are encouraged to use the climate survey provided within the Leader Keys Effectiveness System; however, they are also offered the option to use approved climate surveys other than the survey provided by the GaDOE. A district wishing to seek approval of an alternative climate survey should submit a written request in advance to the Assistant Superintendent of the Teacher Leader Effectiveness Division.

If approval for an external survey is granted, the following procedure should be followed.

1. Reports from approved external surveys shall be uploaded to the TLE Electronic Platform and aligned to the appropriate standards as documentation for LAPS.
2. The evaluator will load the data as documentation in the notes library of the platform and reference it on the summative assessment.

The following characteristics must be met for another survey option to be approved.

- Surveys are utilized as a performance assessment.
- Surveys have documented reliability and validity using accepted testing measures.
- Surveys are accessible to the public for purchasing.
- Surveys are aligned to the Leader Keys Effectiveness System, LAPS, and ISLLC performance standards.
- Survey reporting is in place at the individual leader, school, district, and state level.
- Survey reports will be appropriate for upload into the TLE Electronic Platform.

Using Climate Survey Data in the Evaluation of School Leaders

Climate survey data will be used as an additional source of documentation of leader effectiveness and may provide information not available through other types of documentation. Climate survey data should be used by the evaluator to inform the LAPS ratings and to provide feedback to the leader for professional growth and development. An example table of specifications for a principal’s climate survey is shown in Figure 14.

<table>
<thead>
<tr>
<th>Leader Performance Standards</th>
<th># of Certified Survey Items</th>
<th># of Classified Survey Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Instructional Leadership</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2 - School Climate</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3 - Planning and Assessment</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>4 - Organizational Management</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5 - Human Resources Management</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>6 - Teacher/Staff Evaluation</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>7 – Professionalism</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>8 - Communication and Community Relations</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Figure 14: Example Table of Specifications for Principal Survey
An example of a survey question is shown in Figure 15. The first question is focused on Standard 1: Instructional Leadership.

**Figure 15: Example Climate Survey Prompts**

<table>
<thead>
<tr>
<th>My principal…</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My principal communicates a clear vision of how effective teaching and learning should take place in this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My principal takes an active role in improving curriculum and instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Administration of the Climate Survey**

The window for survey administration will be open from October through March. School staff will be provided a unique access code for survey security and will be instructed to take the survey independently within the GaDOE TLE Electronic Platform. Survey responses will be anonymous to promote honest feedback, and there will be no option to type in comments. The survey can be accessed using any computer with Internet connectivity. District super-users will monitor the number of surveys completed at each school site. A read-aloud option for classified personnel is provided within the GaDOE TLE Electronic Platform. A district leader will ensure all teachers and staff have the opportunity to complete the survey by following the Climate Survey Protocol located in the GaDOE TLE Electronic Platform.

Evaluators may conduct multiple surveys as needed; however, prior survey data will not be saved in the GaDOE TLE Electronic Platform. It is recommended that an electronic copy be saved or uploaded in the GaDOE TLE Electronic Platform for documentation.

**Minimum Group Size**

To gain valid survey results, a minimum of 15 participants shall complete any one survey for the school leader; data cannot be disaggregated for groups smaller than 15. Additionally, having fewer than 15 respondents compromises the anonymity of the participants. However, if a district decides to implement the surveys for less than 15 participants, the data from the survey may be used for professional learning and growth purposes.

**Climate Survey Results**

The LKES process requires at least one survey administration; however, evaluators may implement multiple surveys if desired. The use of survey data is recommended for the formative assessment if available, and required for the summative assessment. Survey results must be utilized as documentation to support summative assessment ratings.

Climate surveys will be one source of data and documentation of leader effectiveness. Surveys provide information on staff perception regarding a leader’s performance. An advantage of using a survey design includes the ability to collect perception data and provide feedback directly to the leader for continuous
improvement. In LKES, climate surveys will be used as one data source and will provide documentation aligned to specific performance standards. The survey documentation is recommended for use by evaluators to inform the Formative Assessment ratings and required for use to inform the Summative Assessment ratings for the standards. The survey data must be referenced in the Summative Assessment commentary. If the evaluator’s overall summative assessment rating on any of the performance standards differs significantly from the climate survey results, the evaluator is required to provide written justification in the Summative Assessment to explain the lack of alignment between the performance rating on the standard and the survey data.

Multiple surveys could provide valuable data to support a leader’s improved performance. The survey window, open from October to March, provides time for the evaluator to conduct an initial climate survey, provide feedback to the leader to identify strengths and areas for growth, and then to conduct a second survey to check for improvement.

Evaluators may conduct multiple surveys as needed; however, prior survey data will not be saved in the GaDOE TLE Electronic Platform. It is recommended that an electronic copy be saved or uploaded in the GaDOE TLE Electronic Platform for documentation.

At the close of the survey window, leaders and evaluators will automatically receive a final report of survey results in the GaDOE TLE Electronic Platform. A summary of survey results for each standard will be provided. Prior to the closing of the survey window, only evaluators can assess survey data. If multiple surveys have been conducted resulting in survey data that is available prior to the end of March, evaluators should consider providing a copy of these survey results to the leader.

If the use of a district-selected survey is approved by GaDOE, the documentation of that survey data must be uploaded into the notes library within the GaDOE TLE Electronic Platform immediately upon completion of the survey for a given leader. If approval for an external survey is granted, the following procedure should be followed.

1. Reports from approved external surveys shall be uploaded to the GaDOE TLE Electronic Platform and aligned to the appropriate standards as documentation for LAPS.
2. The evaluator will load the data as documentation in the notes library of the platform and reference it on the summative assessment.

The Survey Results Summary will include the number of valid responses for each question, as well as the percentages of rating for each question at each level of the response scale (Strongly Agree, Agree, Disagree, or Strongly Disagree). It will also include a mean and median score and the standard deviation. An example of a Survey Results Summary Sheet for a leader is shown in Figure 16.
An example chart of survey summary results for each standard by mean is shown in Figure 17. It shows a partial survey results table for each standard. Immediately after the survey responses are completed, the principal and assistant principal will have access to the mean score summary report.

When noting the Figure 16 example, if the LAPS 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 on the Summative Assessment 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 teachers and classified staff shall complete the survey for each principal and assistant principal. Teacher data cannot be disaggregated for groups smaller than 15 for confidentiality purposes to protect the anonymity of respondents.
Student Attendance

The GaDOE regularly collects data on student attendance. This data recording will be used as a source of documentation informing Performance Standard 2, School Climate, in LAPS. Attendance impacts achievement of students. The College and Career Readiness Performance Index (CCRPI) includes the “Actual Attendance Rate” for each school and will be used to inform the rating of LKES Standard: School Climate for all individuals evaluated with LKES. The CCRPI report will be available for schools and districts in October of each year, therefore, the attendance rate will be lagging data. The following criteria will be used to define the attendance rate and will guide the evaluator in using this data source as a means to inform the annual summative rating of this standard. The correlation between the rate of attendance and the risk category is as follows:

- 96-100%: No attendance risk
- 90-95%: Low attendance risk
- 85-90%: Moderate attendance risk
- 84-below%: High attendance risk

The scale reflects a range of attendance rates. The evaluator will determine the actual attendance rate associated with a leader’s school through CCRPI. This rate will determine the risk factor that will be used by the evaluator to rate School Climate. The higher the percentage of student attendance, the lower the risk factor. The higher the rate of attendance, the lower the risk of negative impact on student achievement.

Retention of Effective Teachers

The retention of effective teachers will become a data source used as documentation informing Performance Standard 5, Human Resources Management, in LAPS. It will not be implemented as a data source until valid and reliable data is gathered on teacher effectiveness from the Teacher Keys Effectiveness System.
### Leader Assessment on Performance Standards

<table>
<thead>
<tr>
<th>Documenting Performance</th>
<th>Evaluator and leader upload documentation as evidence of performance of the standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Evaluator may collect evidence of performance of the standards through optional observations, site visits, or walkthroughs.</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>Evaluator uses multiple sources of data to determine leader’s formative ratings for eight performance standards.</td>
</tr>
<tr>
<td>Mid-Year Conference</td>
<td>An individual conference is required. Evaluator and leader contribute to conference content, including a review of Performance Goal attainment, documentation and performance for eight standards, student growth data or other LKES processes.</td>
</tr>
<tr>
<td>Climate Surveys - Certified &amp; Classified</td>
<td>Evaluator and leader review the climate survey data which becomes available after 15 completed surveys.</td>
</tr>
<tr>
<td>Student Attendance</td>
<td>Evaluator and leader review the data on student attendance</td>
</tr>
<tr>
<td>Retention of Highly Effective Teachers</td>
<td>Evaluator and leader review the data on retention of effective teachers.</td>
</tr>
</tbody>
</table>
PART III

STUDENT GROWTH AND ACADEMIC ACHIEVEMENT
The third component of the Leaders Keys Effectiveness System is Student Growth and Academic Achievement. For teachers of tested subjects, this component consists of a Student Growth Percentile (SGP) and an Achievement Gap measure. For teachers of non-tested subjects, this component consists of GaDOE approved Student Learning Objectives (SLOs) utilizing district-identified achievement growth measures.

The Theory of Action Part II, as depicted in Figure 18, gives further insight into the role of leaders in student learning and conveying a clear understanding of student growth.

**Figure 18: Theory of Action II**

If leaders have a clear understanding of growth needed for students to become proficient in a year’s time, and if leaders are provided trustworthy data with respect to the academic growth of students, then leaders will have a deeper understanding of the real extent of student learning in the classrooms, schools, and districts and will be able to identify appropriate actions to take as instructional leaders in the schools.

If leaders have a clear understanding of the extent of student learning in the classrooms, schools, and districts, and if leaders communicate trustworthy data with respect to the academic growth of students, then teachers, students, and their parents will have a clearer understanding of growth needed to reach proficiency and beyond.

If leaders, teachers, students, and parents share a clearer understanding of the extent of students learning in the classrooms, schools, and districts, as well as the growth needed to reach proficiency and beyond, then student learning and achievement will increase in Georgia.

**LKES Student Growth Percentiles (SGP)**

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 can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth. Annual calculations of student growth are based on state assessment data (grades...
4-8 CRCT and high school EOCT). These calculations may be considered as indicators of a school leader’s effectiveness and will be included in the LEM.

The SGP summary measure that will be used in calculating the LEM is the median growth percentile for all students in the school. The median is obtained by rank ordering the percentiles for all students in the school and selecting the middle percentile (50% of the group would have a higher percentile and 50% a lower percentile). SGPs can be compared across grade levels and across subject areas, meaning summary measures also can be aggregated across grade levels and content areas.

The Criterion-Referenced Competency Tests (CRCT) in grades 4-8 reading, English/language arts, math, science, and social studies, as well as End of Course Tests (EOCTs) in Biology, Physical Science, 9th Grade Literature/Composition, American Literature/Composition, US History, Economics/Business/Free Enterprise, Mathematics I, Mathematic II, GPS Algebra, Analytic Geometry, Coordinate 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 two years of prior test data as pretest scores (one year is used when two years are not available.) For example, growth percentiles for 5th grade students on the 5th grade CRCT are generated using 3rd and 4th grade CRCT results as priors. If two years of prior test data is not available, at least one immediate prior test score is necessary to model growth. Therefore, students in grades 4-8 will receive growth scores. Students in 3rd grade do not have a prior year CRCT test score to determine a growth score. Courses with EOCTs will also receive growth scores calculated in a similar manner.

Student growth measures from Student Growth Percentiles and Student Learning Objectives will be weighted 50% in calculating the LEM. An appropriate balance between growth measures will be used to determine school wide student growth measures based on multiple courses with Student Growth Percentile measures or school wide student growth measures from a combination of Student Learning Objectives and Student Growth Percentiles.

**LKES Achievement Gap Reduction**

This calculation measures a school’s progress in closing or having small or nonexistent achievement gaps on state tests between a school’s lowest 25% of achievers and the state mean performance. Gap size is calculated by finding the difference in standardized average scores on state tests between the school’s lowest 25% of achievers and the state’s mean performance. The gap change compares the gap size for the prior year to the current year.

**Whom Are We Comparing?**

In this calculation, a focal group will be compared to a reference group. The focal group is a school’s high-need students, which is defined as the lowest 25 percent of students in the score distribution. The reference group is a statewide benchmark, defined as the state’s mean performance. This represents an ambitious, yet attainable goal. Using a statewide benchmark as the
reference group increases the stability of the measure as well as eliminates the ability to improve on the measure by decreasing the achievement of higher achieving students.

**What Are We Comparing?**
This measure will compare $z$ scores, which are standardized scale scores. Using $z$ scores instead of scale scores enables the comparison of scores across grades and subject areas. Both CRCT and EOCT scores will be included. Retests will also be included, with the higher of the main and retest score being utilized in the calculation.

$Z$ scores are calculated using the equation

$$z = \frac{x - \mu}{\sigma}$$

where $x$ is a student’s scale score in a particular grade/subject/EOCT and $\mu$ and $\sigma$ are the state mean and standard deviation, respectively, for that grade/subject/EOCT. $Z$ represents the distance between the student’s score and the state mean in standardized units. Because $z$ scores are standardized units, the scores can be compared across grades and subject areas. $Z$ scores have a mean of 0 and a standard deviation of 1, with 99.7 percent of scores falling between -3 and 3. In order to create comparable and stable comparisons across years, a baseline year will be utilized. The state mean and standard deviations from the baseline year (2012) will be used to calculate $z$ scores for (2011, 2012), and subsequent years. This ensures that the scale score to $z$ score conversions remain the same each year and are unaffected by changes in the overall score distribution. The GaDOE will monitor the data and evaluate whether or not the baseline and target should be re-normed in future years.

**What Are the Groups’ Scores?**
The focal group’s score will be the mean $z$ score of the school’s high-need students (lowest 25 percent of students in the score distribution). This will be calculated for each subject area. Most elementary and middle schools will have five subject areas – reading, ELA, mathematics, science, social studies – corresponding to the components of the CRCT. Most high schools will have four subject areas – ELA, mathematics, science, social studies – corresponding to the subject areas of the EOCTs.

The reference group’s score will be the mean $z$ score for the state, which is 0. This will be the benchmark for all subject areas and for all years. This enables meaningful comparisons of the magnitude of gaps across subject areas. This also ensures the gap measure will detect real changes in the academic achievement of students in the focal group in each school with respect to the statewide target (because the target is not moving). The GaDOE will monitor progress in coming years and evaluate whether or not to increase the target.

**What Is Being Calculated?**
The gap measure includes two components – gap size and gap change. Gap size is defined as the state benchmark (0) minus the mean $z$ score for the school’s high-need students. For this component, negative scores and scores close to 0 are desirable as they represent a focal group performing better than or close to the state mean. Gap change is defined as the gap size for the current year minus the gap size for last year. For this component, negative scores are good as they represent a reduction in the gap from last year to this year.
How Are Points Assigned?

For each subject area, schools receive an Achievement Gap Size Score and an Achievement Gap Change Score as depicted in Figure 19.

**Figure 19: Achievement Gap Size Score and Achievement Gap Change Score**

<table>
<thead>
<tr>
<th>Achievement Gap Size</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 or greater</td>
<td>1</td>
</tr>
<tr>
<td>1.2 – 1.49</td>
<td>2</td>
</tr>
<tr>
<td>0.9 – 1.19</td>
<td>3</td>
</tr>
<tr>
<td>Less than 0.9</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement Gap Change</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.05 or greater</td>
<td>1</td>
</tr>
<tr>
<td>-0.04 – 0.04</td>
<td>2</td>
</tr>
<tr>
<td>-0.15 – -0.05</td>
<td>3</td>
</tr>
<tr>
<td>Less than -0.15</td>
<td>4</td>
</tr>
</tbody>
</table>

The final subject score will be the greater of the two scores. The final overall score will be the average of the subject scores. The final Achievement Gap reduction score is on a scale of 1 to 4. This score will be incorporated into the LEM calculation.

**LKES Student Learning Objectives (SLO)**

Student Learning Objectives 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.

District determined SLOs are course-specific learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. As a measure of teachers’ impact on student learning, SLOs give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.

The primary purpose of SLOs is to improve student achievement at the classroom level. An equally important purpose of SLOs is to provide evidence of each teacher’s instructional impact on student learning. The process of setting and using SLOs requires teachers to use assessments to measure student growth. This allows teachers to plan for student success by ensuring that every minute of instruction is moving students, teachers, and schools toward the common vision of exemplary instruction and high levels of student academic growth. The Student Learning Objectives Operations Manual, which is located in the GaDOE TLE Electronic Platform, has detailed information and forms regarding SLO development. The SLO Timeline is outlined in Figure 20.
**Georgia Department of Education**  
**Leader Keys Effectiveness System**

**Figure 20: Student Learning Objectives (SLO) Timeline**

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Events/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td>• Districts review the end of the year data and analyze the growth targets.</td>
</tr>
<tr>
<td></td>
<td>• Districts begin work on SLOs and SLO measures for 2013-2014 school year.</td>
</tr>
<tr>
<td></td>
<td>• Each SLO submission must include SLO form with statement, <strong>growth targets</strong>, and a Table of Specification and a Criteria Table referencing the pre/post assessments.</td>
</tr>
<tr>
<td>June 3, 2013 through August 2, 2013</td>
<td>• The approval process will begin as soon as SLOs are submitted to the GaDOE.</td>
</tr>
<tr>
<td></td>
<td>• Districts must submit ALL SLOs together – not course by course.</td>
</tr>
<tr>
<td></td>
<td>• All SLOs must be submitted during this window - including 2nd semester courses.</td>
</tr>
<tr>
<td></td>
<td>• If the GaDOE approval process results in revision requests, the revisions must be submitted by August 30, 2013.</td>
</tr>
<tr>
<td>Fall</td>
<td>• Teachers administer the District’s SLO pre-assessment during district-determined pre-assessment window(s). The results are recorded in the GaDOE TLE Electronic Platform.</td>
</tr>
<tr>
<td>Fall (Specific dates determined by district.)</td>
<td>• Teachers complete a spreadsheet with student pre-assessment scores to analyze the class/group data,</td>
</tr>
<tr>
<td></td>
<td>• Teachers complete the Teacher SLO Implementation Plan located in the TLE Electronic Platform and implement the plan’s teaching strategies.</td>
</tr>
<tr>
<td>Mid-Year Conference</td>
<td>• Evaluators meet with teacher to review interim results and to ascertain if students are on track to meet SLO growth targets.</td>
</tr>
<tr>
<td>End-of-course Assessment Window</td>
<td>• Teachers administer post-assessment during district determined post-assessment window.</td>
</tr>
<tr>
<td>Spring (Specific dates determined by the district.)</td>
<td>• Teachers submit class/group data to building level evaluator or district.</td>
</tr>
<tr>
<td>June 14, 2014</td>
<td>• The district submits the data to the GaDOE</td>
</tr>
</tbody>
</table>

**Student Learning Objectives (SLO) Process**

Districts must follow the SLO development process set forth in the GaDOE training materials for TKES, and districts must submit each SLO for GaDOE audit review. Districts will submit SLOs on the District SLO Form. GaDOE will review and request revisions, as necessary. Students’ pre-assessment scores, along with other diagnostic information, will be used by teachers to consider instructional planning and implement strategies. Teachers will complete...
the Teacher SLO instructional planning form within the GaDOE TLE Electronic Platform. After the SLO pre-assessment is administered and Teacher SLO Forms are completed, evaluators (the evaluators are likely leaders who are themselves evaluated using LKES) will meet with teachers to review SLO plans, give approval for implementation, and will monitor progress on SLO implementation throughout the school year. At the end of the instructional period, teachers will administer the SLO post-assessments and data will be compiled into the GaDOE TLE Electronic Platform. The evaluator will review the pre-assessment and post-assessment data with each teacher. An end-of-year rating will be calculated within the electronic platform using the evaluation rubric rating levels outlined below in Figure 21.

**Georgia Department of Education**  
**Leader Keys Effectiveness System**

**Figure 21: Student Learning Objectives (SLO) Evaluation Rubric**

<table>
<thead>
<tr>
<th>Exemplary (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Developing/Needs Improvement (1 pt)</th>
<th>Ineffective (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.</td>
<td>The work of the teacher results in acceptable, measurable, and appropriate student academic growth.</td>
<td>The work of the teacher results in student growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.</td>
<td>The work of the teacher does not result in acceptable student academic growth.</td>
</tr>
<tr>
<td>Fifty percent (50%) or more 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</td>
<td>Eighty percent (80%) or more students met or exceeded the Student Learning Objective and no more than 20% did not meet the Student Learning Objective.</td>
<td>Fifty percent (50%) or more students met or exceeded the Student Learning Objective.</td>
<td>Forty nine percent (49 %) or less of students did not meet the Student Learning Objective.</td>
</tr>
</tbody>
</table>

The aggregate measure of SLO performance for all non-tested courses taught in the school will be used to calculate the LEM. The combined SLO and SGP performance will be weighted as 50% of the LEM for leaders.

**The Leader’s Role in the Student Learning Objectives Process**

For leaders in schools that utilize Student Learning Objects (SLOs), the SLOs will be used to assess student growth in non-tested courses and will contribute performance data to the calculation of the LEM for leaders in schools where these courses are taught. It is important that leaders understand, support, and monitor the SLO process to ensure successful development, implementation, and assessment of SLOs in their school. District leaders, along with school leaders, will monitor the completion of the Teacher SLO Implementation Plans and what documentation or information should be provided for TKES evaluation conferences in which the SLO(s) will be discussed. LKES evaluators will review and discuss the SLO process, as well as SLO attainment data, with leaders at the Mid-year Conference and Summative Evaluation Conference. This SLO implementation, monitoring, and end-of-year rating results will also assist in informing the Leader Effectiveness Measure.

**Evaluating Student Learning Objectives (SLO) Attainment**

SLO results are reported at the student and class/group level. As teachers work with the district designed 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 mid-year conference and summative conference.

District teachers will use their students’ pre-assessment scores, along with other diagnostic information, and complete the Teacher SLO Implementation Plan within the GaDOE TLE Electronic Platform. The Teacher SLO Implementation Plan is required for teachers and used during TKES process to guide conferencing and feedback related to student progress towards attainment of SLO targets.

Individual teachers will implement strategies and monitor progress while making adjustments to the teaching and learning strategies as needed. By the mid-year or mid-course conference, teachers should utilize one or more appropriate formative measures to determine individual student progress toward attainment of the SLOs. Teachers will meet with their evaluators to review student progress during the mid-year conference. 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 SLOs. When the final growth targets have been finalized by the school district, there will be no changes made to the SLO growth targets during the instructional period.

At the end of the instructional period and during the district determined post-administration window, teachers will administer post-assessments and will compile their class/group data. Each teacher is responsible for reporting results of the post-assessment measure as determined by the district and for assessing the students’ growth toward the SLO.

During the required summative conference, the evaluator and teacher will meet to review student data and progress. The TLE Electronic Platform will generate the teacher’s end-of-year rating using an evaluation rubric with the following levels: Exemplary, Proficient, Needs Development, and Ineffective, as referenced previously in Figure 20.

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.

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 50% of the overall Teacher Effectiveness Measure (TEM) score.

During the 2012-2013 pilot/implementation year, a Teacher Effectiveness Measure (TEM) matrix and/or decision tables was used to determine the impact of the SLO performance on the Teacher Effectiveness Measure (TEM) score. GaDOE will continue to analyze the 2012-13 pilot data using the draft matrices and make revisions, adjustments, or additions as necessary.

**Making the SLO Process Meaningful at the School Level**

Once evaluators have a good understanding of the SLO development process, local leaders need to apply that learning at the local school level. The *Student Learning Objectives Manual* located on
the GaDOE TLE Electronic Platform and the SLO website has background information which can be helpful in understanding SLOs. The SLO Teacher Implementation Plan is required for teachers and used during TKES process to guide conferencing and feedback related to student progress towards attainment of SLO targets.

Local evaluators are encouraged to think about the following questions:

- In what ways can I ensure this is meaningful to the teachers and for students in my school?
- How can our leadership team help guide teachers in using their pre-assessment results / SLOs to help improve student achievement and growth?

Consider the following questions. How will you:

- Introduce teachers to the process?
- Incorporate these assessments into your school-wide assessment calendar?
- Help teachers plan for implementation and complete the Teacher SLO Form (or comparable district approved form)?
- Encourage collaboration among teachers as they work to attain SLO results?
- Help guide teachers in using pre-assessment results to inform instruction?
- Check progress throughout the year?
- Ensure completion and collect data?
- Use the end of the year results for reflection?

**Connecting LKES and TKES Student Growth and Academic Achievement**

Effective leadership is a key factor in the efficient measurement of student growth and in the subsequent use of that data to improve instruction and increase student learning. Results from LKES and TKES SGPs and SLO assessments will be used to determine student growth in courses measured with standardized tests and courses measured with student learning objectives. These results will contribute performance data to the calculation of the Teacher Effectiveness Measure and to the Leader Effectiveness Measure.

Included in the next section is Student Growth and Academic Achievement information relevant to the Teacher Keys Effectiveness System (TKES). An overview of the TKES SGP model, TKES Student Learning Objectives (SLO) process with essential components, attainment process as well as the TKES Implementation Timeline are provided for review.

**TKES Student Growth and Academic Achievement Overview**

The second component of the Teacher Keys Effectiveness System is Student Growth and Academic Achievement. For teachers of tested subjects, this component consists of a **Student Growth Percentile (SGP)**. For teachers of non-tested subjects, this component consists of GaDOE approved **Student Learning Objectives (SLOs)** which utilize district-identified achievement growth measures.
The Theory of Action III illustrated in Figure 22 outlines the actions necessary to achieve successful student growth.

**Figure 22: Theory of Action Part III**

If educators have a clear understanding of growth needed for students to become proficient in a year’s time, and

If educators are provided trustworthy data with respect to the academic growth of students, then

Educators will have a deeper understanding of the real extent of student learning in classrooms, schools, districts, and the state.

Also, then, students and their parents will have a clearer understanding of growth needed to reach proficiency and beyond, and

Student learning and achievement will increase in Georgia.

The Student Growth and Academic Achievement Components of The Teacher Keys Effectiveness System (SGPs and SLOs) were fully implemented with the 2012-2013 implementation cohort. The results of these measures have been calculated and analyzed and will contribute to the Teacher Effectiveness Measure (TEM) score calculation for teachers beginning in 2013-14. Results of the Student Growth and Academic Achievement component were calculated for the pilot and implementation year in July of 2013, but those results will be used in TEM scores for 2012-2013 school year.

Because of the differences in scheduling and course assignments, models are in development that will guide how data from both tested and non-tested subjects will contribute to the TEM calculation. 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 (SGP) measure for the tested courses. Teachers who teach a combination of tested and non-tested subjects will use a combined measure which incorporates both SLO and SGP data.
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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 SLO goals across the district.

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**TKES Student Growth Percentile (SGP)**

Student Growth Percentile (SGPs) will be used as the student growth component of the Teacher Effectiveness Measure (TEM) for teachers of tested subjects. 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 can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth. From the 1st to the 99th percentile, growth is possible for all students regardless of previous achievement scores. Annual calculations of student growth are based on state assessment data (grades 4-8 CRCT and high school EOCT).

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). SGPs 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, 9th Grade Literature/Composition, American Literature/Composition, US History, Economics/Business/Free Enterprise, Mathematics I, Mathematics II, GPS Algebra, and GPS Geometry, Analytic Geometry and Coordinate Algebra will be included in the growth model. Other standardized tests which may be implemented to replace current state mandated standardized tests will also be utilized for the student 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.
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The growth model uses two years of prior test data as pretest scores (one year is used when multiple years are not available). For example, growth percentiles for 5th grade students on the 5th grade CRCT are generated using 3rd and 4th grade CRCT results as priors. At least one prior test score is necessary to model growth. Therefore, students in grades 4-8 will receive growth scores. Students in 3rd grade will not have a prior year CRCT score to determine a growth percentile score. Courses with EOCTs will receive growth percentile scores.

The SGP model will provide a wealth of rich information on student, classroom, school, district, and state performance on Criterion-Referenced Competency Tests (CRCT) and End of Course Tests (EOCT) and, eventually, on the common assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC). SGPs are an accurate and fair way to capture the progress students make throughout the course of an academic year. This model provides Georgia with a comprehensive indicator system that can be used at multiple levels (class, school, system, and state).

TKES Student Learning Objectives (SLO)

Student Learning Objectives 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.

SLOs are district-determined, course specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. As a measure of teachers’ impact on student learning, SLOs give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.

The primary purpose of SLOs is to improve student achievement at the classroom level. An equally important purpose of SLOs is to provide evidence of each teacher’s instructional impact on student learning. The process of setting and using SLOs requires teachers to use assessments to measure student growth. This allows teachers to plan for student success by providing diagnostic assessment data for the purpose of instructional design in order to directly impact every minute of instruction in moving students, teachers, and schools toward the common vision of exemplary instruction and high levels of student academic growth. The Student Learning Objectives Guides, which are located on the GaDOE TLE Electronic Platform and the Georgia Department of Education SLO webpage have detailed information and forms regarding SLO development. Three guides are available, one for teachers, one for school leaders, and one for districts.

Student Learning Objectives Process (SLO) Process

Districts must follow the SLO development process set forth in the GaDOE training materials for TKES, and districts must submit each SLO for GaDOE audit review. Districts will submit SLOs on the GaDOE TLE Electronic Platform. GaDOE will review and request revisions, as necessary. Districts may set their own pre-assessment and post-assessment windows, making sure that all data will be compiled within the GaDOE TLE Electronic Platform no later than June 14, 2014. 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. Figure 23 provides a flow chart of the SLO development process.

Figure 23: Student Learning Objectives (SLO) Process


The narrative listed below outlines the Student Learning Objective Process currently being implemented in Georgia.

1. Districts, in collaboration with teachers and school leaders, examine current data and historical data to determine the focus of the SLO for specified course and determine appropriate pre- and post-assessment measures for each course.

2. Prior to the instructional period, district teams develop an SLO based on the needs of students and/or school academic goals as they relate to the specified course. GaDOE audits and approves SLOs. Districts will be notified concerning SLO approval no later than August 16, 2013.

   If extensive modifications to the SLOs are needed, GaDOE personnel will visit districts and provide on-site support for modifications. All revisions and approvals involving modifications will be completed by August 30, 2013. If modifications to the SLO growth targets are needed based on pre-assessment data all revisions and approvals will be completed by September 27, 2013.

3. Using the approved district SLO for the specified course, teachers monitor progress towards the SLO for their respective class(es) and complete the Teacher SLO Implementation Plan located on the GaDOE TLE Electronic Platform. The Teacher SLO Implementation Plan is required for teachers and used during TKES process to guide conferencing and feedback related to student progress towards attainment of SLO targets. Teachers and evaluators discuss the teacher’s SLO and modify implementation plans as necessary.

4. Steps 3 and 4 are part of a recursive process, whereby the teacher continues to monitor student progress toward the given target while teachers and evaluators remain in continuous dialogue regarding student progress toward attainment of Student Learning Objectives.

5. During the required mid-year conference, teachers and their evaluators will meet at the midpoint of the instructional period to review student progress. The purpose of this review is to determine if all students are on track to meet their growth targets or whether instructional
interventions are warranted. This conference should identify the need and type of additional interventions necessary for student success. At this stage, evaluators have the opportunity to add required strategies to the teacher’s SLO plan if appropriate student progress is not evident.

6. During the required summative conference, the evaluator and teacher will meet to review student data and progress.

Essential Student Learning Objectives (SLO) Components

Focus on student learning: SLOs require teachers, principals, and districts to pay close attention to the annual academic progress made by students in non-tested courses. District objectives are determined using baseline data and are written with the expectation that student learning in each classroom will be measured against baseline data.

Alignment with curriculum standards: SLOs must correlate with the Georgia Performance Standards (GPS), Common Core Georgia Performance Standards (CCGPS), and/or other national standards for the courses taught during the school year. The standards selected by the District for the SLO should warrant the year-long or course-long focus of students and teachers. They should be rigorous, measurable, and should deepen and extend knowledge for all students in the class/group/course. Each SLO must specify the exact course, subject, grade level, and set of standards for which it was designed.

Interval of instructional time: The interval of instructional time is the length of time during which the SLO will be completed. Districts will determine the pre- and post-assessment administration windows for each SLO. The majority of SLOs should be written for the entire length of the course being taught. The instructional period, for most teachers, is the full academic year. However, for teachers with courses that span only part of the academic year, the instructional period will be the duration of that course (e.g., a semester). The interval cannot change once approved.

Scope of SLOs: It is a district’s decision as to whether an SLO assessment comprehensively assesses all standards taught for a given course or if it is limited to a prioritized set of standards. If a district chooses a set of prioritized standards, teachers are expected to provide instruction for the entire state-mandated curriculum and not exclude standards not assessed in the SLO.

Measurable objective: A measurable objective is one that quantifies growth in student learning based upon the administration of pre- and post-assessments. Pre-and post-assessment scores are reported for each student in each teacher’s class.

Assessment and measures: An assessment is the instrument used to measure student learning of the objectives chosen. Each SLO must have a pre-assessment and post-assessment measure. Appropriate measures of student learning gains differ substantially based on the learners’ grade level, content area, and achievement level. Therefore, the type and format of assessments will vary based on the standards to be measured. Careful attention must be paid to how progress in relation to a given set of standards can most effectively be measured.

Commerially developed and validated assessments that correlate with the standards selected for a specific subject SLO may be used. [Examples of externally developed assessments include Advanced Placement tests, Lexile Framework for Reading, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), etc.]] Externally developed assessments are selected, procured, and used
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at each district’s discretion. The GaDOE does not recommend any particular assessments nor does the GaDOE endorse any particular product or assessment. If aligned with the SLO’s selected standards, the following measurement tools may be appropriate for assessing student progress:

- Criterion-referenced tests, inventories, and screeners (e.g., Scholastic Reading Inventory, Phonological Awareness Literacy Screening).
- School-adopted interim/common/benchmark assessments (e.g., county benchmark tests based on selected state standards, Career and Technical Education competency assessments, President’s Physical Fitness Test).
- Authentic measures (e.g., learner portfolio, recitation, performance) using district-developed performance scoring rubrics (e.g., writing rubrics) to document the performance.
- Regionally/locally developed common assessments.
- If other measures do not exist, groups of teacher/district representatives with notable content expertise should develop common assessments (test, rubrics, etc.).

All locally/regionally developed common assessments must be locally or regionally constructed, using the GaDOE approved Assessment Development Process, including the Content Alignment Form, Table of Specifications and the Criteria Table. The purpose of these tools is to enable local districts to examine the rigor, alignment and proper construction of items on a given assessment. District/regional assessment teams need to have proficiency in:

- Aligning assessments with course standards using the Content Alignment Form.
- Completing or evaluating an assessment using the Table of Specifications and the Criteria Table.
- Assessing cognitive demand for each standard and assessment item.
- Analyzing the assessment construction characteristics.

SLO Development Resources Available

- Public Domain Assessments (PDAs)
- GaDOE Item Bank Support
- SLO Assessment Development Tools
- The resources listed above are located in Appendix III of the LKES Handbook. Along with other resources designed to support the district in the development of assessments for SLOs.

Additional Student Learning Objectives (SLO) Details

The primary purpose of SLOs is to improve student achievement at the classroom level. An equally important purpose of SLOs is to provide evidence of each teacher’s instructional impact on student learning. The Student Learning Objectives Operations Manual, which is located on the SLO webpage, has detailed information and forms regarding SLO development.

1. SLOs will be utilized for all non-tested subject areas Pre-K through grade 12. This includes:
   a. All subjects in Pre-K through grade 2 (e.g., language arts/reading, mathematics, science, social studies, fine arts, etc.) are non-tested subjects.
   b. All subjects in grade 3 are considered non-tested because there is no prior test score on which to determine Student Growth Percentile (SGP).

2. Teachers will be evaluated by one district SLO for each non-tested subject/course that they teach. SLOs are designed for the course, not individual teachers.
3. SLOs will contribute to the Student Growth and Academic Growth component and the TEM score.

4. If a teacher teaches the same non-tested course multiple periods/sections during the day, all students are included in the same SLO.

5. District leaders will collect and review all SLOs to determine that each SLO is complete, aligned with content standards, and has rigor that is comparable to the standardized measures for tested subjects. Each superintendent or his/her designee will verify that all district SLOs are complete prior to submission to the GaDOE. A copy of pre and post assessment must be maintained at the district level. GaDOE personnel will collect these documents on flash drives during October. If Content Alignment Forms were completed during the development of pre and post assessments, these will also be collected.

6. Districts will submit SLOs on the TLE Electronic Platform. The fields of information required for the electronic submission are organized in the same manner as the SLO District Form. This form should serve as a framework for compiling the needed information. The GaDOE will review and request revisions, as necessary.

7. If necessary, districts may revise growth targets after the collection of pre-assessment data. SLOs utilizing the percentage of potential growth formula should not need to be re-submitted. SLOs utilizing pre-assessment data for setting growth targets with tiers may re-submit if growth targets require adjustments beginning on August 19 through September 13, 2013.

8. Once SLOs are shared with teachers, teachers will use their students’ pre-assessment scores along with other diagnostic information and complete the Teacher SLO Implementation Plan within the GaDOE TLE Electronic Platform. The Teacher SLO Implementation Plan is required for teachers and used during the TKES process to guide conferencing and feedback related to student progress towards attainment of SLO targets. At the end of the instructional period, teachers will administer the SLO post-assessments and data will be compiled into the GaDOE TLE Electronic Platform.

9. Teachers and evaluators will meet mid-year or mid-course for a review to determine if students are on track to achieve SLO learning targets. During the required mid-year conference, teachers and their evaluators will meet at the mid-point of the instructional period to review student progress. The purpose of this review is to determine if all students are on track to meet their growth targets or whether instructional interventions are warranted. This conference should identify the need and type of additional interventions necessary for student success. At this stage, evaluators have the opportunity to add required strategies to the teacher’s SLO plan if appropriate student progress is not evident.

10. During the required Summative Conference, the evaluator and teacher will meet to review the Student Learning Objectives rubric and data, along with other student achievement data, and standards progress.
| Summer | • Districts review the end of the year data and analyze the growth targets.  
• Districts begin work on SLOs and SLO measures for 2013-2014 school year.  
• Each SLO submission must include SLO form with statement, **growth targets**, and a Table of Specification and a Criteria Table referencing the pre/post assessments. |
| June 3, 2013 through August 2, 2013 | • The approval process will begin as soon as SLOs are submitted to the GaDOE.  
• Districts must submit ALL SLOs together – not course by course.  
• All SLOs must be submitted during this window - including 2nd semester courses.  
• If the GaDOE approval process results in revision requests, the revisions must be submitted by August 30, 2013. |
| Fall | • Teachers administer the District’s SLO pre-assessment during district-determined pre-assessment window(s). The results are recorded in the GaDOE TLE Electronic Platform. |
| Fall (Specific dates determined by district.) | • Teachers complete a spreadsheet with student pre-assessment scores to analyze the class/group data,  
• Teachers complete the Teacher SLO Implementation Plan located in the TLE Electronic Platform and implement the plan’s teaching strategies. |
| Mid-Year Conference | • Evaluator(s) meet with teacher to review interim results and to ascertain if students are on track to meet SLO growth targets. |
| End-of-course Assessment Window | • Teachers administer post-assessment during district determined post-assessment window. |
| Spring (Specific dates determined by the district.) | • Teachers submit class/group data to building level evaluator or district. |
| June 14, 2014 | • The district submits the data to the GaDOE |
### Student Growth and Academic Achievement

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<table>
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<tr>
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<td><strong>School-wide Student Learning Objective Data</strong></td>
<td>Leader reviews the Student Learning Objective data.</td>
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<tr>
<td><strong>School-wide Student Growth Percentile Data</strong></td>
<td>Leader reviews the Student Growth Percentile data.</td>
</tr>
<tr>
<td><strong>Achievement Gap Reduction</strong></td>
<td>Leader reviews the Achievement Gap Reduction data.</td>
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PART IV

IMPLEMENTATION PROCEDURES

TKES Program Delivery Models and Accountability

Human Resources Guidelines

Implementation Timelines for Cohorts and Human Resources

GaDOE Teacher Leader Effectiveness (TLE) Electronic Platform Sequence
Part IV: Implementation Procedures

LKES Implementation Procedures Overview

The Leader Keys Effectiveness System is designed to provide a common definition of leader effectiveness throughout the state. Further, LKES is designed for use with school leaders, both principals and assistant principals, who are full-time or part-time leaders for a given school year.

Implementation of the Leader Keys Effectiveness System will require fidelity to all processes outlined therein as well as fidelity to all processes of the Teachers Keys Effectiveness System. In particular, the calculations of Student Growth and Academic Achievement within LKES are based on the same student assessments that are used to determine student growth within TKES. Thus, it is not possible to fully implement LKES without the simultaneous full implementation of TKES.

Within the Teacher Keys Effectiveness System (TKES), a foundation has been established to designate the level of participation of teachers in the three components of TKES. The information below is designed to assist TKES evaluators in making decisions about the participation of teachers in each of the three components of TKES to include: Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and Student Growth and Academic Achievement based on the teacher position and the school or program delivery model. Participation guidelines for the three components of TKES for various delivery models are shown in Figures 25-31. Because the Leader Effectiveness Measure (LEM) draws on data derived from these TKES components, it is relevant to any leader’s evaluation to ensure that there is appropriate participation in TKES by teachers and that procedural compliance for all student growth measures is maintained.

TKES Program Delivery Models and Accountability

A foundation has been established to designate the level of participation of teachers in the three components of TKES. The information below is designed to assist evaluators in making decisions about the participation of teachers in Teacher Assessment on Performance Standards (TAPS) and Surveys, Student Learning Objectives/Student Growth Percentile based on their teaching position and the program delivery models.

Teaching Positions and Program Delivery Models

The delivery model descriptions of the following programs are listed alphabetically in chart form. 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 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 25-31 will indicate the teacher’s participation in the components of the TKES for the following program models.

- Alternative Education Program Models
- Career, Technical and Agricultural Education Program Model
- 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 any 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.

**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. If a student does not meet the 65% enrollment in the instructional period at the alternative school or the home school, but the teacher administers the SLO pre and post-assessment, the data will not be used to inform the TEM of the teacher at the alternative school or the teacher at the home school. To inform the TEM, the teacher must have more than 15 students in the class and be enrolled in the course for 65% of the instructional period in one school.

**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. If the teacher provides direct instruction to the students for 65% of the course and has a class of 15 or more students, the teacher will receive a TEM. If the teacher serves as a facilitator, the teacher is identified as a contributing professional and will not participate in an SLO, therefore, a TEM will not be received.

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

**Figure 25: Alternative Education Delivery Models with Participation Guidelines**

<table>
<thead>
<tr>
<th>Delivery Models for Teachers of Alternative Education Programs with 15 or more Students in the Classroom</th>
<th>TAPS</th>
<th>Survey</th>
<th>SLO/SGP (if SLO developed for course)</th>
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<td>Alternative Schools</td>
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</tr>
<tr>
<td>Community-Based Alternative Education Program (i.e., Performance Learning Centers)</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Credit Recovery Program (Only full time Certified Teacher)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Educational Management Organization</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

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

Career, Technical and Agricultural (CTAE) Program

Career, Technical and Agricultural Education (CTAE): The Career, Technical and Agricultural Education (CTAE) program provides direction in the development of the CTAE high school and middle school curricula, assessment, work-based learning experiences, professional learning, and instructional resources to enhance student achievement. The work-based learning model will involve district decisions based on the structure for the work-based learning course. For example, if the teacher provides direct instruction to students, the components of TKES are applicable.
**Georgia Department of Education**  
**Leader Keys Effectiveness System**

*Figure 26: Career, Technical and Agricultural Education (CTAE) Program Participation Guidelines*

<table>
<thead>
<tr>
<th>Delivery Models for CTAE</th>
<th>TAPS</th>
<th>Survey</th>
<th>SLO/SGP (if SLO developed for Level I course only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Technical</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Agricultural Education</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Work-Based Learning</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

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

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

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

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

English Language Learners (ELL) Delivery Models

**ACCESS:** Districts may choose to use ACCESS to measure student growth in any of the following models in which ACCESS is utilized. The post-assessment score from the previous year may serve as the next year’s pre-assessment score.

**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:
Georgia Department of Education  
Leader Keys Effectiveness System  

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.

Figure 28: English Language Learners (ELL) Delivery Models with Participation Guidelines

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

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.
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 29: Gifted Delivery Models with Participation Guidelines

<table>
<thead>
<tr>
<th>Delivery Models for Teachers of Gifted Program Students</th>
<th>TAPS</th>
<th>Survey</th>
<th>SLO/SGP (if SLO developed for course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Class</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Advanced Content Class</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Cluster Grouping</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Collaborative Teaching</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Mentorship/Internship</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Joint Enrollment/Postsecondary Options</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Other Models Approved by GaDOE</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component
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 30: Remedial Education Program (REP) Delivery Models with Participation Guidelines**

<table>
<thead>
<tr>
<th>Delivery Models for Teachers of Remedial Education Program (REP) Students</th>
<th>TAPS</th>
<th>Survey (if SLO developed for course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augmented</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Parallel Block Scheduling</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Other School Designed Models</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Reduced Class</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

*Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component*
**Georgia Department of Education**  
**Leader Keys Effectiveness System**  
**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 a 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.

**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.

Special Needs Pre-K: Individual needs of the three to four year old students are supported as defined by the student’s IEP. The use of work sampling and the Child Outcomes Summary Form (COSF) is to be used as the SLO measure.

Special Education Programs with ACCESS: Holistic rubrics, collaboratively developed with GaDOE Special Education Department and the TLE Department, will be the only SLO Measure used for a student that is assessed using GAA. For example, if a student is enrolled in Introduction to Art, the only applicable growth measure will be the holistic rubric score. Each rubric contains two or three CCGPS overarching standards encompassing communication, such as Speaking and Listening, which will be applicable to all grade levels (K-12).

Special Education Programs with CRCT-M: Individual needs of the special needs students are supported as defined by the student’s IEP. The CRCT-M is to be used as the SLO measure.

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 31: Special Education Delivery Models with Participation Guidelines**

<table>
<thead>
<tr>
<th>Delivery Models for Teachers of Special Education Students</th>
<th>TAPS</th>
<th>Survey</th>
<th>SLO/SGP (if SLO developed for course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Students and ACCESS</td>
<td>Y</td>
<td>Y</td>
<td>Y ACCESS</td>
</tr>
<tr>
<td>Special Education Students and CRCT-M</td>
<td>Y</td>
<td>Y</td>
<td>Y CRCT-M</td>
</tr>
<tr>
<td>Collaborative Co-Teaching</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Supportive Instruction</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Resource</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Self-Contained</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Special Needs Pre--K</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Hospital Home-Bound</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Home-Based Services</td>
<td>N</td>
<td>N</td>
<td>N IEP Committee Decision</td>
</tr>
</tbody>
</table>
Georgia Department of Education
Leader Keys Effectiveness System

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Y</th>
<th>Y</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Multiple Services</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Residential Setting Programs</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

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

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.

Teaching Positions in a Specialized School/District

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 32-35, which follow, indicate the teacher’s participation in the components of the TKES in the specialized school/district.

- Charter Schools
- International Baccalaureate Schools
- Virtual Schools
- Investing in Education Excellence (IE2) Districts

Charter Schools

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. 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 32: Charter Schools with Participation Guidelines

<table>
<thead>
<tr>
<th>Charter Programs</th>
<th>TAPS</th>
<th>Survey</th>
<th>SLO/SGP (if SLO developed for course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter Systems</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Charter Schools</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component
International Baccalaureate Program: 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.

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.

Two district-developed SLOs may be used during a two year span. One SLO will be implemented for the first year and a different SLO for the second year. The pre-assessment is administered at the beginning of the first year in the course along with a post-assessment at the end of the first year. The post-assessment administered at the end of the first year may also be used as the pre-assessment for the second year. The International Baccalaureate (IB) exam may be used as post assessment at the end of the second year.

Figure 33: International Baccalaureate Schools with Participation Guidelines

<table>
<thead>
<tr>
<th>International Baccalaureate Schools</th>
<th>TAPS</th>
<th>Survey</th>
<th>SLO/SGP (two district-developed SLOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Teachers of Record</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

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

Virtual Schools

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. If the teacher does not provide direct instruction and serves as a facilitator, the teacher is identified as a contributing professional; therefore an SLO/SGP for student growth will not be utilized.

Another program offered across the state is the Georgia Virtual School (GAVS). GAVS 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 GAVS staff members serve in an adjunct capacity. GAVS 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 34: Virtual Schools with Participation Guidelines**

<table>
<thead>
<tr>
<th>Virtual Schools</th>
<th>TAPS</th>
<th>Survey</th>
<th>SLO/SGP (only when teacher provides direct instruction, not as a facilitator, and if SLO developed for course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Virtual Schools</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>System-level online learning</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

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

**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.
Georgia Department of Education
Leader Keys Effectiveness System

Figure 35: IE2 Districts with Participation Guidelines

<table>
<thead>
<tr>
<th>Partnership Contracts</th>
<th>TAPS</th>
<th>Survey</th>
<th>SLO/SGP (if SLO developed for course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IE2 Systems</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

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

Teaching Positions and Specialized Courses

The delivery model descriptions of the following courses are listed alphabetically in chart form. Unique to the following course 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.

- Advanced Placement Courses
- Connection Courses with Rotating Schedules
- Enrichment Courses with Rotating Schedules
- Math/Language Support Courses

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 the teaching position in a specialized course with unique components. Figures 36-39, which follow, indicate the teacher’s participation in the components of the TKES in the specialized courses.

Advanced Placement (AP) Courses

Advanced Placement Courses: District-developed SLOs may be used with Advanced Placement (AP) classes. The district has the option of using the Advanced Placement (AP) Exam as post-assessments if 95% of the class participates in the exam. If student participation numbers don’t support utilizing the Advanced Placement (AP) exam, a post-assessment is required for the SLO.

Figure 36: Advanced Placement (AP) Courses with Participation Guidelines

<table>
<thead>
<tr>
<th>Delivery Models for Advanced Placement (AP) Classes</th>
<th>TAPS</th>
<th>Survey</th>
<th>SLO/SGP (if SLO developed for course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement (AP)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

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

Connection Courses with Rotating Schedules

Connection Courses with Rotating Schedules: Student Learning Objectives (SLOs) are required for the courses with state course numbers in middle school. SLO growth targets should accurately reflect the instructional time assigned to the course. For example, an art teacher provides instruction to a new group of students every nine-weeks of the school year. The growth target should reflect the appropriate amount of instruction provided to the students.
Enrichment Courses with Rotating Schedules

**Enrichment Courses with Rotating Schedules:** Student Learning Objectives (SLOs) are required for the courses with state course numbers. Growth targets in the SLO should accurately reflect the instructional time. For example, an art teacher provides instruction to 2nd grade students twice a month. The growth target should reflect the appropriate amount of instruction provided to the students.

**Figure 38: Enrichment Courses with Rotating Schedules with Participation Guidelines**

<table>
<thead>
<tr>
<th>Delivery Models for Math/Language Support Classes</th>
<th>TAPS</th>
<th>Survey</th>
<th>SLO/SGP (if SLO developed for course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Music</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Family and Consumer Science</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Other</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

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

Math/Language Arts Support Courses

**Math/Language Support Courses:** The teacher of record and support teacher share SLO and/or teacher of record and support teacher share SGP from CRCT and EOCT. For example, Coordinate algebra also has a support course. The SLO for coordinate algebra would also apply to the support teacher. But, if a student is in coordinate algebra and is assigned a support class for trigonometry then the trig support class needs a separate SLO because it is not shared accountability. When the SLO is utilized, the SLO may need to be modified to address focus during support instruction and appropriate remediation skills identified by the district.
### Figure 39: Math/Language Arts Support Courses with Participation Guidelines

<table>
<thead>
<tr>
<th>Delivery Models for Math/Language Support Classes</th>
<th>TAPS</th>
<th>Survey</th>
<th>SLO/SGP (if SLO developed for course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class scheduled in conjunction with specific course</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Class scheduled not in conjunction with specific course but a new course</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

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

Effective Teacher and Principal Induction Programs

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. Georgia’s vision as set forth in the Race to the Top application is “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 graduate from high school, be successful in college and/or professional careers, and be competitive with their peers throughout the United States and the world.” The Effective Teacher and Principal Induction Programs, as noted in Appendix III, paints an inspirational vision of the type of support induction phase principals and induction phase teachers must receive. The GaDOE works closely with districts to provide technical assistance and resources to support effective induction programs. The document of information about the induction phase for teachers and principals in the Resources section is linked to the variety of activities for the teacher and principal induction program.

LKES Teacher Assessment on Performance Standards (TAPS) Processes

At the heart of the induction guidance plan is increasing the overall effectiveness of teachers and leaders. The effectiveness of leaders is a critical factor in increasing student growth and raising student achievement. The following LKES processes will be located in the GaDOE TLE Electronic Platform:

- Pre-Evaluation, Mid-Year and Summative Conferences
- Performance Goal Setting
- Formative Assessment
- Summative Assessment
- Professional Development Plan (PDP)
- Additional Conferences
- Climate Surveys
- Student Attendance

In addition to meeting the LKES standards, it is important for evaluators to be informed about the TKES processes. It is essential for leaders to provide feedback and professional growth opportunities for teachers. The following TKES processes will be located in the GaDOE TLE Electronic Platform:

- Pre-Evaluation, Mid-Year and Summative Conferences
- 4 Walkthroughs
- 2 Formative Observations and Assessments
- Summative Assessment
- Professional Development Plan (PDP)
- Additional Conferences
- Surveys of Instructional Practice
- Climate Surveys
In addition to these processes, The Professional Development Plan and Additional Conferences steps in the GaDOE TLE Electronic Platform may be very helpful to Human Resources leaders in working with contract decisions. Following is further insight into the Professional Development Plan (PDP) and Additional Conferences.

**Professional Development Plan (PDP):** A Professional Development Plan (PDP) is a plan created by the evaluator within the GaDOE TLE Electronic Platform. It may be developed by the evaluator in collaboration with the leader. The PDP provides guidelines and timelines for specific, mandatory professional learning which supports immediate improvement of teacher practice and increased leader effectiveness. In Appendix III, the TKES and LKES Professional Learning Resources document provides a summary of professional development opportunities located in the GaDOE TLE Electronic Platform. The PDP may include any other enhancement opportunity with clear expectations about changes needed in performance to be demonstrated in the classroom and school.

The PDP is an intensive effort toward improvement of the leader’s practice and effectiveness. A PDP may also be used when a leader does not meet the professional duties, responsibilities and ethical expectations required by the leader. The following guidelines will be used in determining the use of a PDP in the three components of the LKES.

If there are major issues with any performance standard, the evaluator, may choose to place a leader on a Professional Development Plan (PDP) at any time during the school year. A Professional Development Plan (PDP) will be required if the Leader Effectiveness Measure (LEM) is in the Needs Development or Ineffective ratings. Leaders beginning the school year on a PDP will be monitored and supported by the district-level administrator/evaluator. The PDP with subsequent expectations and actions will align to the appropriate performance standards. All components of the PDP must be entered into the Professional Development Plan on the GaDOE Electronic Platform. If a leader is placed on a PDP, additional conferences should be scheduled when necessary as follow-up to the PDP and recorded in the GaDOE TLE Electronic Platform in the Additional Conferences step.

**Additional Conferences:** The document template entitled Additional Conferences is a step located in the GaDOE TLE Electronic Platform. It should 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-developed document and uploaded to the electronic platform if it is to be considered part of documentation to support appropriate or inappropriate performance by the leader.

**TKES and LKES Human Resources Evaluation Cycle Timeline:** The TKES and LKES Human Resources Implementation Timeline may be used by the school district to create an evaluation cycle calendar appropriate for the school district’s principals and assistant principals. Dates may be added as appropriate for the school district.

**Leader Effectiveness Measure (LEM):** During the pilot/full implementation year 2012-2013 for Leader Keys Effectiveness System, only the LAPS component for the TKES was used for the purpose of annual evaluation ratings. The Student Growth and Academic Achievement Components of the TKES (SGP and SLOs) were not used for the purpose of annual evaluation.
ratings during the 2012-2013 school year and will not be factored into the TEM for that year. During the 2013-14 implementation year, all TKES components will be utilized to calculate the Leader Effectiveness Measure (LEM).

**LKES Logistical Review**

Districts can 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 2013-2014 school year. Cohort I and II districts entering a full implementation year will use only the LKES evaluation system. Cohort III districts piloting LKES with a percentage of teachers in the district shall use their existing evaluation system parallel to the LKES evaluation system. Utilizing the LKES Implementation Handbook, the TKES and LKES Human Resources Evaluation Cycle Timeline, and the GaDOE TLE Electronic Platform, district leaders should develop plans to assist with Human Resources decisions and other teacher evaluation matters.

**LKES Implementation Timelines**

The following timelines are provided to assist Cohorts I, II, III and the district’s Human Resources in the implementation of Leader Keys Effectiveness System (LKES). District leaders and evaluators may use the information as guidance in creating the district and school calendars for the implementation of LKES. All of the materials are located in the GaDOE TLE Electronic Platform.

Figure 40 provides an overview of the LKES implementation timeline. Figure 41 provides an overview of the Human Resources activities that will support a district’s implementation. Figure 42 provides a sequence chart of the TKES process as it exists in the TLE Electronic Platform, and Figure 42 provides a sequence chart of the LKES process as it exists in the TLE Electronic Platform.
## Figure 40: Leader Keys Effectiveness System (LKES) Implementation Timeline

<table>
<thead>
<tr>
<th>LAPS Process Timeline</th>
<th>Orientation</th>
<th>Self-Assessment</th>
<th>Performance Goal Setting</th>
<th>Pre-Evaluation Conference</th>
<th>Documentation of Practice</th>
<th>Communication Between Leader and Evaluator and Monitoring of Progress Towards Performance Goal Attainment</th>
<th>Formative Assessment</th>
<th>Mid-Year Conference</th>
<th>Continue Documentation of Practice (Including multiple data sources – see Governance and Leadership)</th>
<th>Performance Goal Attainment</th>
<th>Summative Conference</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leaders Assessment on Performance Standards (LAPS)</strong></td>
<td><strong>Beginning of school year</strong></td>
<td><strong>Beginning of school year</strong></td>
<td><strong>Ongoing</strong></td>
<td><strong>Mid-year</strong></td>
<td><strong>Ongoing</strong></td>
<td><strong>Before May 15</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Pre-Evaluation Conference

**Leader**

1. Completes required Orientation in TLE Electronic Platform

**Evaluator**

1. Provides Leader with notification and access to complete LKES Orientation in the TLE Electronic Platform
   
   Verifies Leader’s completion on the TLE Electronic Platform

2. Completes Self-Assessment (All standards) in TLE Electronic Platform
   
   Completes *Proposed* Performance Goals in the TLE Electronic Platform (Selected standards) and submits to Evaluator

2. Provides guidance and direction to support Leader’s completion of Self-Assessment and Performance Goal Setting in the TLE Electronic Platform
   
   Notifies Leader of Pre-Evaluation Conference date
   
   Assures scheduling of Climate Survey

**Conference**

- Evaluator and Leader meet for Pre-Evaluation Conference
  
  - Leader and Evaluator identify the documentation and evidence that will be required for proficient performance in all eight standards
  - Leader proposes to the evaluator two Performance Goals using SMART criteria based on Self-Assessment and multiple sources of data
    
    - Use SMART Goal criteria in writing the Performance Goal statement
    
    - Identify the data used in the creation and design of each Performance Goal
    
    - Develop a Performance Goal attainment plan
    
    - Consider the alignment of at least one Performance Goal to the School Improvement Plan
  - Leader and Evaluator finalize the Performance Goals and identify the documentation that will be required as evidence of meeting Performance Goals, complete the Performance Goal attainment plan, and identify the correlated standards to which the Performance Goal is aligned
  - Leader and Evaluator review the expectations for the administration of the climate survey and the reporting of student attendance data
### Ongoing Documentation of Practice – Observations - Progress Towards Performance Goal Attainment

#### LKES Mid-Year Formative Assessment

<table>
<thead>
<tr>
<th>Leader</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leader and evaluator establish routines to maintain open communication through various means to enable the evaluator to monitor progress and provide necessary support</td>
<td>2. Collects documentation from multiple sources aligned to the standards and Performance Goals that were finalized in Pre-Evaluation Conference. Sources may include evaluator’s own documentation such as notes, running records, etc. Provides Leader with opportunities for input into evaluation</td>
</tr>
<tr>
<td>2. Collects documentation from multiple sources aligned to standards and Performance Goals that were finalized in Pre-Evaluation Conference</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3. Reviews all documentation from multiple sources. Rates each of the 8 standards based on the totality of evidence and consistency of practice and completes the Formative Assessment in the TLE Electronic Platform. Determines progress towards meeting established Performance Goals. Notifies leader of Mid-year Conference Date</td>
</tr>
</tbody>
</table>
| 4. | 4. Evaluator and Leader meet for Mid-year Conference  
  ○ Review performance ratings for all 8 standards  
  ○ Provide specific and meaningful feedback based on current performance  
  ○ Identify areas for improvement and strategies for achieving proficiency in standards and meeting identified Performance Goals  
  ○ Implement Professional Development Plan if appropriate |

#### Ongoing Documentation of Practice using Multiple Sources of Data

### Documentation of Progress Toward or Attainment of Performance Goals

#### LKES Summative Conference

<table>
<thead>
<tr>
<th>Leader</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leader collects documentation aligned to standards and goals identified and finalized in Pre-Evaluation and Mid-Year Conferences and the results from the climate survey(s). Leader submits documentation for review</td>
<td>1. Reviews all documentation to include the formative assessment record, results of climate surveys, student attendance and retention of effective teachers, and Performance Goal attainment</td>
</tr>
</tbody>
</table>
| 2. | 2. Completes a summative rating on each of the 8 standards using the Summative Assessment template in the TLE Electronic Platform.  
  ○ Ratings are based on Totality of Evidence and Consistency of Practice |
| 3. | 3. Evaluator and Leader meet for Summative Conference  
  ○ Evaluator and Leader review performance ratings  
  ○ Evaluator provides Leader with specific and meaningful feedback  
  ○ Evaluator and Leader identify and discuss areas for improvement and strategies for achieving proficiency in standards and progress toward or attainment of Performance Goals  
  ○ Implement a Professional Development Plan if needed |
| 3. | 3. Evaluator submits final Summative Assessment ratings and supporting documentation of practice using the Georgia Department of Education Teacher and Leader Effectiveness Electronic Platform before May 15 or before an identified district deadline. |
## Figure 41: Human Resources TKES and LKES Evaluation Cycle Timeline

### Teacher and Leader Keys Effectiveness Systems Human Resources TKES and LKES Evaluation Cycle Timeline

The GaDOE Electronic Platform contains the materials for the implementation of the Leader Keys Effectiveness System (LKES) and Teacher Keys Effectiveness System (TKES).

<table>
<thead>
<tr>
<th>Month</th>
<th>Task</th>
<th>Materials</th>
</tr>
</thead>
</table>
| **July** | **TKES** | - TKES Training for Credentialing  
- TKES Update Training for Evaluators  
- Districts determine SLO pre-assessment administration timeframe |
| | **LKES** | - Dates determined in the Spring  
- GaDOE- approved SLO Pre-Assessment |
| **August** | **TKES** | - TKES Update Training for Evaluators  
- Evaluators conduct TKES Orientation  
- Teachers administer SLO pre-assessment, record data in preparation  
- Evaluators monitor the entry of SLO Pre-Assessment Data  
- Teachers (TAPS) complete Self-Assessment in preparation for Pre-Evaluation Conference  
- Evaluators begin walkthroughs (frequent brief observations) if TKES Credentialed  
- Principal or designated evaluator develops/monitors Professional Development Plans (PDP) as needed  
- Monitor Monthly TKES Reports |
| | **LKES** | - TKES Update Training  
- TKES Orientation  
- School District Data System  
- TAPS Self-Assessment  
- Evaluators provide TAPS Formative Assessment feedback to teachers within five business days  
- TKES Professional Development Plans  
- TKES Plan Status Report in GaDOE TLE Electronic Platform |
| **LKES** | - Leaders (LAPS) complete Self-Assessment in preparation for Pre-Evaluation Conference  
- Evaluators develop/monitor Professional Development Plans (PDP) as needed  
- Monitor Monthly LKES Reports |
| | **LKES** | - LKES Update Training  
- LAPS Orientation  
- LAPS Self-Assessment  
- LKES Professional Development Plans  
- LKES Plan Status Report in GaDOE TLE Electronic Platform |
<table>
<thead>
<tr>
<th>September TKES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluators provide TKES Familiarization training to teachers as needed</td>
</tr>
<tr>
<td>• Principal and evaluators plan for administration of Surveys of Instructional</td>
</tr>
<tr>
<td>Practice</td>
</tr>
<tr>
<td>• Evaluators monitor the entry of SLO Pre-Assessment Data</td>
</tr>
<tr>
<td>• Evaluators conduct Pre-Evaluation Conference</td>
</tr>
<tr>
<td>• Evaluators conduct announced and/or unannounced observations and walkthroughs</td>
</tr>
<tr>
<td>(frequent brief observations)</td>
</tr>
<tr>
<td>• Principal or designated evaluator develops/monitors Professional Development</td>
</tr>
<tr>
<td>Plans (PDP) as needed</td>
</tr>
<tr>
<td>• Monitor Monthly TKES Reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LKES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluators conduct LKES Orientation</td>
</tr>
<tr>
<td>• Leaders (LAPS) complete Self-Assessment in preparation for Pre-Evaluation</td>
</tr>
<tr>
<td>Conference</td>
</tr>
<tr>
<td>• Evaluators develop/monitor Professional Development Plans (PDP) as needed</td>
</tr>
<tr>
<td>• Monitor Monthly LKES Reports</td>
</tr>
</tbody>
</table>

<p>| |
|                                                                                           |
| • Evaluators provide TKES Familiarization for Teachers using GaDOE TLE Electronic     |
|   Platform Resources                                                                     |
| • GaDOE Survey Protocol in the GaDOE TLE Electronic Platform Resources                 |
| • School District Data System                                                           |
| • Evaluators use the Self-Assessment to discuss strengths and areas for growth along |
|   with any questions about the process.                                                |
| • Evaluators collect documentation and provide TAPS Formative Assessment feedback     |
|   to teachers within five business days                                                |
| • TKES Professional Development Plans                                                  |
| • TKES Plan Status Report on GaDOE TLE Electronic Platform                            |
| • LKES Update Training                                                                 |
| • LAPS Orientation                                                                    |
| • LAPS Self-Assessment                                                                |
| • LKES Professional Development Plans                                                 |
| • LKES Plan Status Report in GaDOE TLE Electronic Platform                            |</p>
<table>
<thead>
<tr>
<th><strong>October</strong> TKES</th>
<th>Evaluators provide TKES Familiarization training to teachers as needed</th>
<th>Evaluators provide TKES Familiarization for Teachers using GaDOE TLE Electronic Platform Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluators conduct announced and/or unannounced observations and walkthroughs (frequent brief observations)</td>
<td>Evaluators collect documentation and provide TAPS Formative Assessment feedback to teachers within five business days</td>
</tr>
<tr>
<td></td>
<td>TKES Student Survey Window</td>
<td>Surveys of Instructional Practice Protocol in the GaDOE TLE Electronic Platform Resources</td>
</tr>
<tr>
<td></td>
<td>Evaluator develops/monitors Professional Development Plans as Needed</td>
<td>TKES Professional Development Plan</td>
</tr>
<tr>
<td></td>
<td>Monitor Monthly TKES Reports</td>
<td>TKES Plan Status Report on GaDOE TLE Electronic Platform</td>
</tr>
<tr>
<td><strong>October</strong> LKES</td>
<td>Evaluators develop/monitor Professional Development Plans (PDP) as needed</td>
<td>LKES Professional Development Plans</td>
</tr>
<tr>
<td></td>
<td>Monitor Monthly LKES Reports</td>
<td>LKES Plan Status Report in GaDOE TLE Electronic Platform</td>
</tr>
<tr>
<td><strong>November</strong> TKES</td>
<td>Evaluators provide TKES Familiarization training to teachers as needed</td>
<td>Evaluators provide TKES Familiarization for Teachers using GaDOE TLE Electronic Platform Resources</td>
</tr>
<tr>
<td></td>
<td>Evaluators conduct announced and/or unannounced observations and walkthroughs (frequent brief observations)</td>
<td>Evaluators collect documentation and provide TAPS Formative Assessment feedback to teachers within five business days</td>
</tr>
<tr>
<td></td>
<td>Principal or designated evaluator develops/monitors Professional Development Plans (PDP) as needed</td>
<td>TKES Professional Development Plan</td>
</tr>
<tr>
<td></td>
<td>TKES Student Survey Window</td>
<td>Surveys of Instructional Practice Protocol in the GaDOE TLE Electronic Platform Resources</td>
</tr>
<tr>
<td></td>
<td>Monitor Monthly TKES Reports</td>
<td>TKES Plan Status Report on GaDOE TLE Electronic Platform</td>
</tr>
<tr>
<td><strong>November</strong> LKES</td>
<td>Evaluators develop/monitor Professional Development Plans (PDP) as needed</td>
<td>LKES Professional Development Plans</td>
</tr>
<tr>
<td></td>
<td>Monitor Monthly LKES Reports</td>
<td>LKES Plan Status Report in GaDOE TLE Electronic Platform</td>
</tr>
</tbody>
</table>
| December TKES | • Evaluators provide TKES Familiarization training to teachers as needed  
  
  • Teachers administer SLO post-assessments for semester courses  
  
  • Principal or designated evaluator develops/monitors Professional Development Plans (PDP) as needed  
  
  • Evaluators conduct announced and/or unannounced observations and walkthroughs (frequent brief observations)  
  
  • Evaluators conduct and record *Mid-Year Conference* (group or individual) with teachers to discuss TAPS Standards and SLO progress and to make revisions to instruction as needed  
  
  • TKES Survey Window Open  
  
  • Monitor Monthly TKES Reports | • Evaluators provide TKES Familiarization for Teachers using GaDOE TLE Electronic Platform Resources  
  
  • GaDOE approved SLO post-assessments  
  
  • *TKES Professional Development Plan*  
  
  • Evaluators collects documentation and provides *TAPS Formative Assessment* feedback to teachers within five business days  
  
  • *SLO Teacher Implementation Plan* and *Pre-Assessment Data*  
  
  • Surveys of Instructional Practice Protocol in the GaDOE TLE Electronic Platform Resources  
  
  • TKES Plan Status Report on GaDOE TLE Electronic Platform |
| LKES | • Evaluators conduct *Mid-Year Conferences*  
  
  • Evaluator develop/monitor Professional Development Plans (PDP) as needed  
  
  • Monitor Monthly LKES Reports | • *Mid-Year Conference*  
  
  • *LKES Professional Development Plans*  
  
  • LKES Plan Status Report in GaDOE TLE Electronic Platform |
| January TKES | • Evaluators provide TKES Familiarization training to teachers as needed  
  
  • Principal or designated evaluator conducts and records *Mid-Year Conference* (group or individual) with teachers to discuss TAPS and SLO progress and to make revisions to instruction as needed | • Evaluators provide TKES Familiarization for Teachers using GaDOE TLE Electronic Platform Resources  
  
  • *SLO Teacher Implementation Plan* and *Pre-Assessment Data*  
  
  • *Mid-Year Conference* |
| **Georgia Department of Education**  
**Leader Keys Effectiveness System** |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal or designated evaluator develops/monitors Professional Development Plans (PDP) as needed</strong></td>
</tr>
<tr>
<td><strong>Evaluators conduct announced and/or unannounced observations and walkthroughs (frequent brief observations)</strong></td>
</tr>
<tr>
<td><strong>TKES Student Survey Window</strong></td>
</tr>
<tr>
<td><strong>Monitor Monthly TKES Reports</strong></td>
</tr>
<tr>
<td><strong>TKES Professional Development Plan</strong></td>
</tr>
<tr>
<td><strong>Evaluators collect documentation and provide TAPS Formative Assessment feedback to teachers within five business days</strong></td>
</tr>
<tr>
<td><strong>Surveys of Instructional Practice Protocol in the GaDOE TLE Electronic Platform Resources</strong></td>
</tr>
<tr>
<td><strong>TKES Plan Status Report on GaDOE TLE Electronic Platform</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LKES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluators conduct Mid-Year Conferences</strong></td>
</tr>
<tr>
<td><strong>Evaluators develop/monitor Professional Development Plans (PDP) as needed</strong></td>
</tr>
<tr>
<td><strong>Monitor Monthly LKES Reports</strong></td>
</tr>
<tr>
<td><strong>Mid-Year Conference</strong></td>
</tr>
<tr>
<td><strong>LKES Professional Development Plans</strong></td>
</tr>
<tr>
<td><strong>LKES Plan Status Report in GaDOE TLE Electronic Platform</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>February TKES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluators provide TKES Familiarization training to teachers as needed</strong></td>
</tr>
<tr>
<td><strong>Evaluators conduct announced and/or unannounced observations and walkthroughs (frequent brief observations)</strong></td>
</tr>
<tr>
<td><strong>Evaluators monitor SLO Data Entry</strong></td>
</tr>
<tr>
<td><strong>Principal or designated evaluator develops/monitors Professional Development Plans (PDP) as needed</strong></td>
</tr>
<tr>
<td><strong>TKES Student Survey Window</strong></td>
</tr>
<tr>
<td><strong>Monitor Monthly TKES Reports</strong></td>
</tr>
<tr>
<td><strong>Evaluators provide TKES Familiarization for Teachers using GaDOE TLE Electronic Platform Resources</strong></td>
</tr>
<tr>
<td><strong>Evaluators collect documentation and provide TKES Formative Assessment feedback to teachers within five business days</strong></td>
</tr>
<tr>
<td><strong>District Data Collection System</strong></td>
</tr>
<tr>
<td><strong>TKES Professional Development Plan</strong></td>
</tr>
<tr>
<td><strong>Surveys of Instructional Practice Protocol in the GaDOE TLE Electronic Platform Resources</strong></td>
</tr>
<tr>
<td><strong>TKES Plan Status Report on the GaDOE TLE Electronic Platform</strong></td>
</tr>
<tr>
<td>LKES</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Evaluator, submit Non-Renewal Information to Human Resources (month and date determined by school district)</td>
</tr>
<tr>
<td>Evaluator, develop/monitor Professional Development Plans (PDP) as needed</td>
</tr>
<tr>
<td>Evaluator, monitor Monthly LKES Reports</td>
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**March**

<table>
<thead>
<tr>
<th>TKES</th>
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<tbody>
<tr>
<td>Evaluator, provide TKES Familiarization training to teachers as needed</td>
</tr>
<tr>
<td>Evaluator, conduct announced and/or unannounced observations and walkthroughs (frequent brief observations)</td>
</tr>
<tr>
<td>Evaluator, conduct and record Summative Conferences (individual) with teachers to discuss TAPS Standards and SLO progress and to make revisions to instruction as needed</td>
</tr>
<tr>
<td>Evaluator, monitor SLO data</td>
</tr>
<tr>
<td>Principal or designated evaluator develops/monitors Professional Development Plans (PDP) as needed</td>
</tr>
<tr>
<td>TKES Student Survey Window</td>
</tr>
<tr>
<td>Evaluator, monitor monthly TKES Reports</td>
</tr>
<tr>
<td>Evaluator, conduct Summative Conference(s) (individual) with teachers to discuss TAPS Standards and SLO progress and to make revisions to instruction as needed</td>
</tr>
<tr>
<td>Evaluator, provide Summative Conference Surveys of Instructional Practice Protocol in the GaDOE TLE Electronic Platform Resources</td>
</tr>
<tr>
<td>Evaluator, monitor SLO data</td>
</tr>
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<td>Principal or designated evaluator develops/monitors Professional Development Plans (PDP) as needed</td>
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<tr>
<td>TKES Student Survey Window</td>
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<tr>
<td>Evaluator, monitor monthly TKES Reports</td>
</tr>
<tr>
<td>LKES</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| ● Evaluators conduct *Summative Conferences* to discuss *Performance Goals Setting* and LKES standards progress | ● Summative Conference  
● Performance Goals Setting  
● Climate Surveys                                                     |
| ● Principals conduct teacher and classified Climate Surveys for school Principal and Assistant Principals (must be completed prior to the *Summative Conference*) | ● *Climate Survey Protocol* in the GaDOE TLE Electronic Platform      |
| ● Evaluators develop/monitor Professional Development Plans (PDP) as needed | ● LKES *Professional Development Plans*                               |
| ● Monitor Monthly LKES Reports                                       | ● LKES Plan Status Report in GaDOE TLE Electronic Platform            |
| **April**                                                            | **TKES**                                                             |
| ● Evaluators provide TKES Familiarization training to teachers as needed | ● Evaluators provide TKES Familiarization for Teachers using GaDOE TLE Electronic Platform Resources |
| ● Evaluators conduct announced and/or unannounced observations and walkthroughs (frequent brief observations) | ● Evaluators provide TKES *Formative Assessment* observation feedback to teachers within five business days |
| ● Evaluators monitor SLO Post-Assessment Data Entry                  | ● School District Data System                                        |
| ● Evaluators conduct and record *Summative Conference* (individual) with teachers to discuss TAPS Standards and SLO progress and to make revisions to instruction as needed | ● *Summative Conference*  
● *Surveys of Instructional Practice*                                  |
| ● Principal or designated evaluator develop/monitor Professional Development Plans (PDP) as needed | ● TKES *Professional Development Plan*                               |
| ● Monitors monthly TKES Reports                                      | ● TKES Plan Status Report on the GaDOE TLE Electronic Platform       |
| **LKES**                                                             | **TKES**                                                             |
| ● Evaluators conduct and record *Summative Conferences* to discuss *Performance Goals Setting* and LKES standards progress | ● Summative Conference  
● Performance Goals Setting  
● Climate Surveys                                                     |
<p>| ● Principals conduct teacher and classified Climate Surveys for school Principal and Assistant Principals (must be completed prior to <em>Summative Conference</em>) | ● <em>Climate Survey Protocol</em> in the GaDOE TLE Electronic Platform      |</p>
<table>
<thead>
<tr>
<th>Georgia Department of Education</th>
<th>Leader Keys Effectiveness System</th>
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<tbody>
<tr>
<td></td>
<td>Evaluators develop/monitor Professional Development Plans (PDP) as needed</td>
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<tr>
<td></td>
<td>Monitor Monthly LKES Reports</td>
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<td></td>
<td>LKES Professional Development Plans</td>
</tr>
<tr>
<td></td>
<td>LKES Plan Status Report in GaDOE TLE Electronic Platform</td>
</tr>
</tbody>
</table>

### May

**TKES**

- Teachers administer SLO post-assessment (date determined by district) and enter the data in the school district’s data collection program
- Teachers compile assessment data and to determine SLO attainment and complete the SLO Teacher Implementation Plan
- SLO attainment data due to GaDOE by May 15
- Principal or designated evaluator conducts individual *Summative Conference* with teachers to discuss TAPS ratings and SLO progress
- Principal Signs-Off on all Teacher *Summative Assessments*
- TKES *Summative Assessment* data to GaDOE by May 15
- Principal or designated evaluator develops/monitors Professional Development Plans (PDP) as needed
- Student Survey Window Closes
- Monitor Monthly TKES Reports

### June

**TKES**

- Submit *Summative Assessment* TAPS rating to the Professional Standards Commission

### LKES

- Evaluator conducts and record *Summative Conferences* to discuss Performance Goals Setting and LKES standard progress
- Evaluator develop/monitor Professional Development Plans (PDP) as needed
- Monitor Monthly LKES Reports

- *Summative Conference*
- *LKES Professional Development Plans*
- *LKES Plan Status Report in GaDOE TLE Electronic Platform*
Georgia’s electronic platform for the Teacher and Leader Keys Effectiveness Systems will provide web-based access to multiple components of both systems. 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 implementing or piloting the Teacher or Leader Keys Effectiveness System.

The electronic platform will include the following:

- Templates for multiple walkthroughs, formative assessments, and the summative assessment for TKES.
- Templates for performance goal attainment, formative and summative assessment for LKES.
- Templates for a variety of types of conferences.
- Ability to upload documentation.
- Professional Development Plan template.
- Multiple surveys of instructional practice (TKES) and climate surveys (LKES).
- Rolling windows for administering surveys October through March.
- Multiple language options and read aloud capabilities within the student surveys.
- Student survey data aligned to TAPS Performance Standards.
- Climate survey data aligned to LAPS Performance Standards.
- SGP data gathered through GaDOE SLDS.
- SLO templates for districts and teachers.
- Professional learning materials, modules, and other opportunities directly linked to the TKES and LKES Performance Standards.
- Data calculated and updated at various times in the school year.

Numerous calculation processes will be implemented for TKES and LKES 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 and LAPS calculations and reports – teacher or leader, school, district, and state level.
- TEM (Teacher Effectiveness Measure) calculations and reports – teacher, school, district, and state levels.
- LEM (Leader Effectiveness Measure) calculations and reports – leader, school, district, and state levels.
- Ongoing school, district, and state level implementation reports at strategic intervals during the school year.

The electronic platform for TKES and LKES will maintain all of the effectiveness system measures—including completion of orientation and self-assessment, TAPS/LAPS formative and summative assessments and documentation, professional development plans, student survey data (TKES), climate survey data (LKES), electronic signatures and date/time stamps for all documents and data submissions, SLO data and performance calculations, student growth percentile measures, and TEM (Teacher Effectiveness Measure) and LEM (Leader Effectiveness Measure) calculations. The GaDOE TLE Electronic Platform will also provide access to videos, links, and other resources that
Georgia Department of Education
Leader Keys Effectiveness System

support the ongoing professional learning needed for continuous improvement of professional practice as measured by the Teacher or Leader Effectiveness Measure.

Figure 42 outlines the GaDOE TLE Electronic Platform Teacher Keys Effectiveness System (TKES) sequence. Figure 43 outlines the GaDOE TLE Electronic Platform Leader Keys Effectiveness System (LKES) sequence.
<table>
<thead>
<tr>
<th>Container</th>
<th>Steps</th>
</tr>
</thead>
</table>
| Orientation & Familiarization | Orientation  
Teacher acknowledges completion of an orientation to the Teacher Keys Effectiveness System.  
Familiarization  
Teacher accesses additional professional learning resources for Teacher Assessment on Performance Standards. |
| Self-Assessment           | Self-Assessment  
Teacher reflects on areas of strength and growth related to each standard and completes a Self-Assessment.  
Teacher shares Self-Assessment with evaluator.  
Pre-Evaluation Conference  
Conference may be conducted with small groups or individuals. Evaluator and teacher contribute to conference content, including a review of the Self-Assessment, student growth data, or other TKES processes. |
| Teacher Assessment on Performance Standards | Documenting Performance  
Evaluator and teacher upload documentation as evidence of performance of the standards.  
Walkthroughs & Formative Assessments  
Evaluator uses multiple sources of data to determine teacher’s formative ratings for ten performance standards.  
Teacher Sign-off on Formative Assessments  
Teacher acknowledges receipt of and provides comments about the formative assessments.  
Surveys of Instructional Practice  
Evaluator and teacher review the survey data which becomes available after 15 completed surveys. |
| Student Growth and Academic Achievement | Teacher Student Learning Objective Data  
Teacher reviews and analyzes the pre-assessment SLO data in order to complete the Teacher SLO Implementation Plan for each course taught for which an SLO is applicable.  
Teacher Student Learning Objective Implementation Plan  
Teacher accesses the District SLO Statement and completes a corresponding Teacher SLO Implementation Plan for each course taught for which an SLO is applicable.  
Mid-Year Conference  
Conference may be conducted with small groups or individuals. Evaluator and teacher contribute to conference content including documentation and performance for ten standards, review of student growth data, Teacher SLO Implementation Plans, and other TKES processes. |
| Teacher Effectiveness Measure | Summative Assessment  
Evaluator uses multiple sources of data to determine teacher’s summative ratings for ten performance standards.  
Summative Conference  
An individual conference is required. Evaluator and teacher acknowledge the summative assessment and contribute to conference content including review of the summative assessment ratings, survey data, student growth data or other TKES processes.  
Principal Summative Sign-off  
The principal signs off that the summative assessment, including results from the Surveys of Instructional Practice, has been shared and finalized with the teacher.  
Student Growth and Academic Achievement Rating  
Teacher reviews the summary data for Student Growth Percentile measures and Student Learning Objective targets.  
Teacher Effectiveness Measure  
The teacher reviews the Teacher Effectiveness Measure. |
| Professional Development Plan & Additional Conferences | Professional Development Plan  
Evaluator uses a variety of resources to complete a development plan for the teacher. Evaluator and teacher contribute to conference content.  
Additional Conferences  
Evaluator and teacher contribute to conference content including a review of documentation and performance for ten standards, survey data, student growth data, or other TKES processes. |
## Georgia Department of Education
### Leader Keys Effectiveness System

**Figure 43: GaDOE TLE Electronic Platform LKES Sequence**

<table>
<thead>
<tr>
<th>Container</th>
<th>Steps</th>
</tr>
</thead>
</table>
| Selection & Orientation | **Evaluator Selection**  
Leader selects supervisor for participation in the evaluation. District Super User provides needed support.  
**Orientation**  
Leader acknowledges completion of an orientation to the Leader Keys Effectiveness System.  
**Familiarization**  
Leader accesses additional professional learning resources for Leader Assessment on Performance Standards. |
| Self-Assessment | **Self-Assessment**  
Leader reflects on areas of strength and growth related to each standard and completes a Self-Assessment. Leader shares Self-Assessment with evaluator. |
| Performance Goal Setting | **Performance Goal Setting**  
Leader creates two proposed Performance Goals in preparation for the Pre-Evaluation Conference.  
**Pre-Evaluation Conference**  
An individual conference is required. Evaluator and leader contribute to conference content, including a review of the Self-Assessment, Performance Goal Setting, documentation of performance standards, student growth data or other LKES processes. |
| Leader Assessment on Performance Standards | **Documenting Performance**  
Evaluator and leader upload documentation as evidence of performance of the standards.  
**Observation**  
Evaluator may collect evidence of performance of the standards through optional observations, site visits, or walkthroughs.  
**Formative Assessment**  
Evaluator uses multiple sources of data to determine leader’s formative ratings for eight performance standards.  
**Mid-Year Conference**  
An individual conference is required. Evaluator and leader contribute to conference content, including a review of Performance Goal attainment, documentation and performance for eight standards, student growth data or other LKES processes.  
**Climate Surveys - Certified & Classified**  
Evaluator and leader review the climate survey data which becomes available after 15 completed surveys.  
**Student Attendance**  
Evaluator and leader review the data on student attendance  
**Retention of Highly Effective Teachers**  
Evaluator and leader review the data on retention of effective teachers. |
| Student Growth and Academic Achievement | **School-wide Student Learning Objective Data**  
Leader reviews the Student Learning Objective data.  
**School-wide Student Growth Percentile Data**  
Leader reviews the Student Growth Percentile data.  
**Achievement Gap Reduction**  
Leader reviews the Achievement Gap Reduction data. |
| Leader Effectiveness Measure | **Summative Assessment**  
Evaluator uses multiple sources of data to determine leader’s summative ratings for eight performance standards.  
**Summative Conference**  
An individual conference is required. Evaluator and leader contribute to conference content, including a review of the summative assessment ratings, climate survey data, student attendance data, retention of effective teachers, student growth data or other LKES processes.  
**Student Growth and Academic Achievement Rating**  
Leader reviews the summary data for Student Growth Percentile measures, Student Learning Objectives, and Achievement Gap reduction.  
**Leader Effectiveness Measure**  
Leader reviews the Leader Effectiveness Measure. |
| Professional Development Plan & Additional Conferences | **Professional Development Plan**  
Evaluator uses a variety of resources to complete a development plan for the leader. Evaluator and leader contribute to conference content.  
**Additional Conferences**  
Evaluator and leader contribute to conference content including a review of documentation and performance for eight standards, climate survey data, student growth data, or other LKES processes. |
Closing

In Georgia, as a Race to the Top state, the development of a comprehensive evaluation system for leaders and teachers with clear approaches to measuring student growth is a priority. To accomplish this result, Georgia has established procedures to accompany the Leader Keys Effectiveness System (LKES). A high level of communication will be an ongoing aspect of the implementation of the LKES procedures as noted in Leader Keys Effectiveness System (TKES) Implementation Handbook, and users should become accustomed to receiving electronic updates within the TLE Electronic Platform.

Designing and implementing a rigorous, transparent leader and teacher evaluation system is the cornerstone for increasing student achievement. Conducting annual evaluations in a continuous improvement format allows school leaders to receive constructive feedback in order to inform ongoing professional development and growth. When teachers and leaders work together to analyze and identify areas of strength and areas for growth, performance and effectiveness will be continually enhanced and refined through the ongoing evaluation cycle. In doing so, the evaluation process supports the ultimate goal of increased student achievement across the state of Georgia.
Appendices

Appendix I
LKES Performance Standards and Rubrics

Appendix II
LKES Evaluation Cycle Templates

Appendix III
LKES Resources

Appendix IV
LKES Support Documents

Appendix V
LKES Implementation Handbook Figures

Appendix VI
LKES Acronyms and Definitions
Appendix I

LAPS Performance Standards and Rubrics

Performance Standard 1: Instructional Leadership
Performance Standard 2: School Climate
Performance Standard 3: Planning and Assessment
Performance Standard 4: Organizational Management
Performance Standard 5: Human Resources Management
Performance Standard 6: Teacher/Staff Evaluation
Performance Standard 7: Professionalism
Performance Standard 8: Communication and Community Relations
Performance Standard 1: Instructional Leadership

The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

The leader:

1.1 Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district’s strategic plan.

1.2 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.3 Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results.

1.4 Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

1.5 Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom.

1.6 Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time.

1.7 Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.8 Provides the focus for continued learning of all members of the school community.

Effective Educational Leader Research

♦ Leaders of high-achieving schools have a clear vision and communicate to all stakeholders that learning is the school’s most important mission.

♦ Leaders of high-achieving schools expect teachers and students to attain the school’s goals, and they are confident that their schools can meet their goals.

♦ Effective leaders understand that they cannot reach instructional goals alone, so they distribute leadership across their schools, which in turn contributes to sustainable improvements within the school organization.

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<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
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<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient…</td>
<td>Proficient is the expected level of performance.</td>
<td>The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
<td>The leader does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
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<tr>
<td>The leader actively and continually employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
<td>The leader inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
<td>The leader does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
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</table>
Performance Standard 2: School Climate
The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The leader:
2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
2.3 Utilizes shared decision-making to build relationships with all stakeholders and maintain positive school morale.
2.4 Maintains a collegial environment and supports the staff through the stages of the change process.
2.5 Develops and/or implements a Safe School plan that manages crisis situations in an effective and timely manner.
2.6 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment, which reflects state, district, and local school rules, policies, and procedures.
2.7 Develops and/or implements best practices in school-wide behavior management that are effective within the school community.
2.8 Communicates behavior management expectations regarding behavior to students, teachers, and parents.

Effective Educational Leader Research
♦ There is a positive relationship between school climate and leadership, which affects overall school effectiveness.\(^v\)
♦ Attempting to change the prevailing culture of a school is one of the more difficult tasks of the school leader.\(^vi\)
♦ Relationship-building and stakeholder involvement are of fundamental importance in establishing and sustaining school success.\(^vii\)

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<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The leader inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</td>
<td>The leader does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</td>
</tr>
<tr>
<td>The leader continually seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader consistently promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
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**Performance Standard 3: Planning and Assessment**

The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

**Sample Performance Indicators**

Examples may include, but are not limited to:

**The leader:**

3.1 Leads the collaborative development of a shared vision for educational improvement and of a plan to attain that vision.

3.2 Implements strategies for the inclusion of staff and stakeholders in various planning processes.

3.3 Supports the district’s mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.

3.4 Works collaboratively to develop and monitor progress toward achieving long- and short-range goals and objectives consistent with the school district’s strategic plan.

3.5 Collaboratively develops, implements, and monitors a school improvement plan that results in increased student learning.

3.6 Collaboratively plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement, and lead to school improvement.

3.7 Uses research-based techniques for gathering and analyzing data from multiple sources to use in making decisions related to the curriculum and school improvement.

3.8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

3.9 Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.

3.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

**Effective Educational Leader Research**

- Effective leaders use multiple forms of data to inform school planning. viii
- An effective leader incorporates stakeholder views in shared decision-making process and is a good listener.ix
- It is important for leaders to engage in open and democratic dialogue with multiple stakeholders. ix
- Good communication is crucial to meeting school goals.xi
- Distributing leadership improves communication about the change process.xii

| Exemplary
In addition to meeting the requirements for Proficient... | Proficient
Proficient is the expected level of performance. | Needs Development | Ineffective |
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<tr>
<td>The leader continually seeks out research on the effective use of assessment data and ensures school personnel are aware of relevant findings and are using data to improve instructional programs. Outcomes of planning and assessment can be linked to improved student performance. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader consistently gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.</td>
<td>The leader inconsistently gathers, analyzes, and uses a limited set of data to inform planning and decision making. Plans and decisions sometimes do not align with established guidelines, policies, and procedures.</td>
<td>The leader fails to gather, analyze, or use data from varied sources to inform planning and decision-making. Plans and decisions do not conform to established guidelines, policies, and procedures.</td>
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**Georgia Department of Education**  
**Leader Keys Effectiveness System**

<table>
<thead>
<tr>
<th>Performance Standard 4: Organizational Management</th>
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| The leader fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.  

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<tr>
<th>Sample Performance Indicators</th>
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| Examples may include, but are not limited to:  

| The leader:  
|------------------------------------------------|  
| 4.1 Demonstrates and communicates a working knowledge and understanding of Georgia public education rules, regulations, and laws, and school district policies and procedures.  
| 4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.  
| 4.3 Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.  
| 4.4 Identifies potential problems and deals with them in a timely, consistent, and effective manner.  
| 4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.  
| 4.6 Reviews fiscal records regularly to ensure accountability for all funds.  
| 4.7 Plans and prepares a fiscally responsible budget to support the school’s mission and goals.  
| 4.8 Follows federal, state, and local policies with regard to finances and school accountability and reporting.  
| 4.9 Shares in management decisions and delegates duties as applicable, resulting in a smoothly operating workplace. |

**Effective Educational Leader Research**

- Maintaining a safe and orderly environment can affect teaching and learning positively and is therefore a fundamental responsibility of school leaders.\(^{xiii}\)
- Effective leaders make creative use of all resources – people, time, and money – to improve teaching and learning.\(^{xiv}\)
- Many administrative and organizational management tasks can be completed more efficiently through effective use of technology, allowing more available time for instructional leadership responsibilities.\(^{xv}\)

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<th>Ineffective</th>
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<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The leader inconsistently supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
<td>The leader inadequately supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
</tr>
<tr>
<td>The leader continually exhibits a highly effective organizational management style by demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader consistently fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</td>
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Performance Standard 5: Human Resources Management

The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

The leader:

5.1 Screens, recommends, and assigns highly qualified staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

5.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

5.3 Provides a mentoring process for all new and relevant instructional personnel and cultivates leadership potential through personal mentoring.

5.4 Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.

5.5 Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.

5.6 Effectively addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-qualified personnel.

5.7 Makes appropriate recommendations relative to personnel transfer, retention, and dismissal in order to maintain a high performing faculty.

5.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

Effective Educational Leader Research

♦ Selecting capable and committed teachers is the core of the leader’s human resources responsibilities. xvi

♦ Effective leaders create a culture in which new teachers are supported and mentored by others in the building and the leaders themselves are critical resources of effective instruction. xvii

♦ Effective leaders provide the time, resources, and structure for meaningful professional development and recognize the teacher leadership within the building. xviii

♦ Teachers leave the teaching profession for a variety of reasons, one of which is the lack of administrative support. xix

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The leader inconsistently selects, inducts, supports, or retains quality instructional and support personnel.</td>
<td>The leader inadequately selects, inducts, supports, or retains quality instructional and support personnel.</td>
</tr>
<tr>
<td>The leader continually demonstrates expertise in the process of selection, induction, support, and retention of instructional personnel resulting in a highly productive staff (e.g. highly satisfied stakeholders, increased student learning, and development of leadership capacity among staff). (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader consistently fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.</td>
<td></td>
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</tr>
</tbody>
</table>
Georgia Department of Education
Leader Keys Effectiveness System

Performance Standard 6: Teacher/Staff Evaluation
The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.

Sample Performance Indicators
Examples may include, but are not limited to:

The leader:
6.1 Has a thorough understanding of the teacher and staff evaluation systems and understands the important role evaluation plays in teacher development.
6.2 Provides support, resources, and remediation for teachers and staff to improve job performance.
6.3 Documents deficiencies and proficiencies and provides timely formal and informal feedback on strengths and weaknesses.
6.4 Evaluates performance of personnel using multiple sources consistent with district policies and maintains accurate evaluation records.
6.5 Makes recommendations related to promotion and retention consistent with established policies and procedures and with student learning as a primary consideration.
6.6 Involves teachers and staff in designing and implementing Professional Development Plans.

Effective Educational Leader Research

- The number of teachers who are incompetent is much larger than then the number who are documented as such, leading to a serious disconnect between reality and the ideal purposes of an evaluation system. xx
- Teacher evaluation systems are integral to teacher improvement and overall school improvement, and improvement in the classroom. xxi
- Teacher evaluation systems are integral to improvement in the classroom. xxi
- Poor implementation and a negative atmosphere in which the evaluation takes place have caused teacher evaluation systems to fail in their purposes of improvement and accountability. xxiii

<table>
<thead>
<tr>
<th>Exemplary</th>
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<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient…</td>
<td>Proficient is the expected level of performance.</td>
<td>The leader fairly evaluates school personnel, but inconsistently follows state and district guidelines. Feedback is not consistent, timely, constructive, or focused on improved student learning.</td>
<td>The leader does not fairly evaluate school personnel or does not follow state or district guidelines. Feedback fails to be either timely, constructive, or focused on improved student learning.</td>
</tr>
<tr>
<td>The leader continually provides teachers and staff with highly effective formative and summative feedback resulting in improved school personnel performance and higher student growth. The leader mentors other leaders in the evaluation process. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader consistently and fairly evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Georgia Department of Education  
**Leader Keys Effectiveness System**  

#### Performance Standard 7: Professionalism  
*The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

#### Sample Performance Indicators  
*Examples may include, but are not limited to:*  

**The leader:**

- 7.1 Models respect, understanding, sensitivity, and appreciation.
- 7.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, state, and federal requirements.
- 7.3 Maintains a professional appearance and demeanor.
- 7.4 Models self-efficacy to staff.
- 7.5 Maintains confidentiality and a positive and forthright attitude.
- 7.6 Provides leadership in sharing ideas and information with staff and other professionals.
- 7.7 Works in a collegial and collaborative manner with other leaders, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school district.
- 7.8 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 7.9 Evaluates the impact professional development has on the staff/school/district improvement and student achievement.
- 7.10 Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.
- 7.11 Remains current with research related to educational issues, trends, and practices.
- 7.12 Maintains a high level of technical and professional knowledge.
- 7.13 Fulfills contractual obligations and assigned duties in a timely manner; participates in other meetings and activities in accordance with district policy.

#### Effective Educational Leader Research  

- Effective leaders are fair and honest, possess a high degree of integrity, and hold themselves to a high standard of ethics.\(^{xxiv}\)
- Effective leaders communicate and model core values through their interactions with students and teachers. Most importantly, they model that they care for and have a genuine concern for children.\(^{xxv}\)
- Leaders who fail to perform their duties with competence and integrity and fail to cultivate relationships have low levels of trust in their schools.\(^{xxvi}\)
- Professional development that focuses on the roles and responsibilities as well as the nuances of context can positively affect a leader’s decision-making.\(^{xxvii}\)

<table>
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<th>Ineffective</th>
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</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The leader inconsistently demonstrates professional standards, engages in continuous professional development, or makes contributions to the profession.</td>
<td>The leader shows disregard for professional standards and ethics, engaging in continuous professional development, or making contributions to the profession.</td>
</tr>
<tr>
<td>The leader continually demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s). (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader consistently fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and making contributions to the profession.</td>
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</table>

Across all levels, leaders are expected to abide by the Code of Ethics  
Performance Standard 8: Communication and Community Relations
The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The leader:
8.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
8.2 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
8.3 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
8.4 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
8.5 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
8.6 Provides a variety of opportunities for parent and family involvement in school activities.
8.7 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

Effective Educational Leader Research
♦ An effective leader incorporates stakeholder views in a shared decision-making process and is a good listener.xxviii
♦ It is important for leaders to engage in open and democratic dialogue with multiple stakeholders.xxx
♦ Good communication is crucial to meeting school goals.xxx
♦ Distributing leadership improves communication about the change process.xxxi

<table>
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<tr>
<td><strong>In addition to meeting the requirements for Proficient...</strong></td>
<td><strong>Proficient is the expected level of performance.</strong></td>
<td><strong>The leader inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.</strong></td>
<td><strong>The leader demonstrates inadequate or detrimental communication or collaboration with stakeholders.</strong></td>
</tr>
<tr>
<td>The leader continually seeks and creates innovative and productive methods to proactively communicate and engage effectively with stakeholders. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader consistently fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
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</tr>
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</table>
Appendix II

LKES Evaluation Cycle Documents and Templates

GaDOE TLE Electronic Platform Quick Reference Guides
  Self-Assessment
  Performance Goal Setting
  Pre-Evaluation Conference
  Formative Assessment
  Mid-Year Conference
  Summative Assessment
  Summative Conference
  Professional Development Plan (PDP)
  Additional Conferences
  GaDOE TLE Electronic Platform Reports
Overview of the LKES Evaluation Cycle Documents and Templates

The following documents and templates are provided in Appendix II and the GaDOE TLE Electronic Platform.

<table>
<thead>
<tr>
<th>LEADER ASSESSMENT ON PERFORMANCE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GaDOE TLE Electronic Platform Quick Reference Guides</strong></td>
</tr>
<tr>
<td><strong>Performance Goal Setting Template</strong></td>
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<tr>
<td><strong>Self-Assessment Template</strong></td>
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<td><strong>Pre-Evaluation Conference Template</strong></td>
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<td><strong>Formative Assessment Template</strong></td>
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<td><strong>Summative Assessment Template</strong></td>
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<td><strong>Summative Conference Template</strong></td>
</tr>
<tr>
<td><strong>Professional Development Plan Template</strong></td>
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<tr>
<td>-------------------------------------------</td>
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<tr>
<td><strong>Additional Conferences Template</strong></td>
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<td><strong>GaDOE TLE Electronic Platform Reports</strong></td>
</tr>
</tbody>
</table>
Appendix III

LKES Resources

LAPS Standards and Indicators Reference Sheet
LAPS Standards and Rubrics Reference Sheet

Examples of Documentation Evidence

Student Learning Objectives Operations Manual
Student Learning Objectives - A Guide for District Leadership
Student Learning Objectives - A Guide for Principals
Student Learning Objectives - The Basics for Classroom Teachers
Student Learning Objectives (SLO) List of Courses with Assessment Support
Student Learning Objectives (SLO) Public Domain Assessments

Effective Teacher and Principal Induction Programs

TKES and LKES Professional Learning Overview
Overview of the Leader Keys Effectiveness System Resources

The following TKES resources are provided in Appendix III and in the GaDOE TLE Electronic Platform.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAPS Standards and Indicators Reference Sheet</td>
<td>The document is a summary of the performance standards and indicators for use by leaders and evaluators throughout the evaluation cycle of observations and assessments. The document is a summary of the performance standards and rubrics for use by leaders and evaluators throughout the evaluation cycle of observations and assessments.</td>
</tr>
<tr>
<td>LAPS Performance Standards Appraisal Rubrics Reference Sheet</td>
<td>Evaluators may request documentation from leaders. The examples in the document will provide ideas that may be helpful when further documentation is needed.</td>
</tr>
<tr>
<td>Examples of Documentation Evidence</td>
<td>The document provides an overview of the SLO processes for districts implementing Student Learning Objectives (SLO).</td>
</tr>
<tr>
<td>Student Learning Objectives Operations Manual</td>
<td>The document provides vital information for the teacher in working with the implementation of Student Learning Objectives (SLO) in the classroom.</td>
</tr>
<tr>
<td>Student Learning Objective “The Basics for Classroom Leaders”</td>
<td>The document provides vital information for the principals in working with the implementation of Student Learning Objectives (SLO) in the school.</td>
</tr>
<tr>
<td>Student Learning Objective “A Guide for Principals”</td>
<td>The document provides vital information for the district leadership in working with the implementation of Student Learning Objectives (SLO) in the school district.</td>
</tr>
<tr>
<td>Student Learning Objectives (SLO) List of Courses with Assessment Support</td>
<td>The document provides a list of courses with assessment support resources for school districts through GaDOE.</td>
</tr>
<tr>
<td><strong>Student Learning Objectives (SLO) Public Domain Assessments</strong></td>
<td>The document provides a list of approximately 50 Public Domain Assessments available to school districts through the GaDOE.</td>
</tr>
<tr>
<td><strong>Effective Leader and Principal Induction Programs</strong></td>
<td>The document provides resources for quality induction programs to support induction phase leader and principal learning, retention, and student growth/achievement.</td>
</tr>
<tr>
<td><strong>TKES and LKES Professional Learning Resources</strong></td>
<td>The document provides information about a variety of professional learning resources located in the GaDOE TLE Electronic Platform. The resources will provide additional guidance in understanding the critical information that assists in mastering the implementation of TKES or LKES.</td>
</tr>
</tbody>
</table>
Georgia Department of Education
Leader Keys Effectiveness System
LAPS Reference Sheet (Standards and Indicators)

1. **Instructional Leadership:** The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

   1.1 Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district’s strategic plan.

   1.2 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

   1.3 Uses student achievement data to determine school effectiveness & directs school staff to actively analyze data for improving results.

   1.4 Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

   1.5 Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom.

   1.6 Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time.

   1.7 Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

   1.8 Provides the focus for continued learning of all members of the school community.

2. **School Climate:** The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

   2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

   2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

   2.3 Utilizes shared decision-making to build relationships with all stakeholders and maintain positive school morale.

   2.4 Maintains a collegial environment and supports the staff through the stages of the change process.

   2.5 Develops and/or implements a Safe School Plan that manages crisis situations in an effective and timely manner.

   2.6 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school rules, policies, and procedures.

   2.7 Develops and/or implements best practices in school-wide behavior management that are effective within the school community.

   2.8 Communicates behavior management expectations regarding behavior to students, teachers, and parents.

3. **Planning and Assessment:** The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

   3.1 Leads the collaborative development of a shared vision for educational improvement and of a plan to attain that vision.

   3.2 Implements strategies for the inclusion of staff and stakeholders in various planning processes.

   3.3 Supports the district’s mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.

   3.4 Works collaboratively to develop and monitor progress toward achieving long- and short-range goals and objectives consistent with the school district’s strategic plan.

   3.5 Collaboratively develops, implements, and monitors a school improvement plan that results in increased student learning.

   3.6 Collaboratively plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement, and leads to school improvement.

   3.7 Uses research-based techniques for gathering and analyzing data from multiple sources to use in making decisions related to the curriculum and school improvement.

   3.8 Monitors and evaluates the use of diagnostic, formative, and summative assessments to provide timely and accurate feedback to students and parents, and to inform instructional practices.

   3.9 Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/distri

   3.10 Assesses plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

4. **Organizational Management:** The leader fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

   4.1 Demonstrates and communicates a working knowledge and understanding of Georgia public education rules, regulations, and laws, and school district policies and procedures.

   4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

   4.3 Monitors & provides supervision efficiently for all physical plant & related activities through an appropriately prioritized process.

   4.4 Identifies potential problems and deals with them in a timely, consistent, and effective manner.

   4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

   4.6 Reviews fiscal records regularly to ensure accountability for all funds.

   4.7 Plans and prepares a fiscally responsible budget to support the school’s mission and goals.

   4.8 Follows federal, state, and local policies with regard to finances and school accountability and reporting.

   4.9 Shares in management decisions and delegates duties as applicable, resulting in a smoothly operating workplace.

Dr. John D. Barge, State School Superintendent
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Georgia Department of Education  
Leader Keys Effectiveness System

5. **Human Resources Management:** The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.

| 5.1 | Screens, recommends, and assigns highly qualified staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements. |
| 5.2 | Supports formal building-level employee induction processes and mentoring procedures to support and assist all new personnel. |
| 5.3 | Provides opportunities for professional growth in leadership and continual improvement for all staff. |
| 5.4 | Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. |
| 5.5 | Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress. |
| 5.6 | Effectively addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-qualified personnel. |
| 5.7 | Makes appropriate recommendations relative to personnel transfer, retention, and dismissal in order to maintain a high performing faculty. |
| 5.8 | Recognizes and supports the achievements of effective teachers and staff and provides them opportunities for increased responsibility. |

6. **Teacher/Staff Evaluation:** The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.

| 6.1 | Has a thorough understanding of the teacher and staff evaluation systems and understands the important role evaluation plays in teacher development. |
| 6.2 | Provides support, resources, and remediation for teachers and staff to improve job performance. |
| 6.3 | Documents deficiencies and proficiencies and provides timely formal and informal feedback on strengths and weaknesses. |
| 6.4 | Evaluates performance of personnel using multiple sources consistent with district policies and maintains accurate evaluations. |
| 6.5 | Makes recommendations related to promotion and retention consistent with established policies and procedures and with student learning as a primary consideration. |
| 6.6 | Involves teachers and staff in designing and implementing best practices based on evaluation results which improve instructional practice leading to increased student achievement. |

7. **Professionalism:** The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

| 7.1 | Models respect, understanding, sensitivity, and appreciation. |
| 7.2 | Works within professional and ethical guidelines to improve student learning and to meet school, district, state, and federal requirements. |
| 7.3 | Maintains a professional appearance and demeanor. |
| 7.4 | Models self-efficacy to staff. |
| 7.5 | Maintains confidentiality and a positive and forthright attitude. |
| 7.6 | Provides leadership in sharing ideas and information with staff and other professionals. |
| 7.7 | Works in a collegial and collaborative manner with other leaders, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school district. |
| 7.8 | Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams). |
| 7.9 | Evaluates the impact professional development has on the staff/school/district improvement and student achievement. |
| 7.10 | Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher. |
| 7.11 | Remains current with research related to educational issues, trends, and practices. |
| 7.12 | Maintains a high level of technical and professional knowledge. |
| 7.13 | Fulfills contractual obligations and assigned duties in a timely manner; participates in other meetings and activities in accordance with district policy. |

8. **Communication and Community Relations:** The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

| 8.1 | Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate. |
| 8.2 | Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources. |
| 8.3 | Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships. |
| 8.4 | Maintains visibility and accessibility to students, parents, staff, and other stakeholders. |
| 8.5 | Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders. |
| 8.6 | Provides a variety of opportunities for parent and family involvement in school activities. |
| 8.7 | Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community. |
# Performance Standard 1: Instructional Leadership

The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

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</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The leader inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
<td>The leader does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
</tr>
<tr>
<td>The leader actively and continually employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
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# Performance Standard 2: School Climate

The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

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<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The leader inconsistently promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
<td>The leader does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</td>
</tr>
<tr>
<td>The leader continually seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader consistently promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
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# Performance Standard 3: Planning and Assessment

The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

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<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The leader inconsistently gathers, analyzes, and uses a limited set of data to inform planning and decision making. Plans and decisions sometimes do not align with established guidelines, policies, and procedures.</td>
<td>The leader fails to gather, analyze, or use data from varied sources to inform planning and decision-making. Plans and decisions do not conform to established guidelines, policies, and procedures.</td>
</tr>
<tr>
<td>The leader continually seeks out research on the effective use of assessment data and ensures school personnel are aware of relevant findings and are using data to improve instructional programs. Outcomes of planning and assessment can be linked to improved student performance. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader consistently gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.</td>
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# Performance Standard 4: Organizational Management

The leader fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

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</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The leader inconsistently supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
<td>The leader inadequately supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
</tr>
<tr>
<td>The leader continually exhibits a highly effective organizational management style by demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader consistently fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</td>
<td></td>
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</table>
Georgia Department of Education
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**Performance Standard 5: Human Resources Management**
The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.

<table>
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<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The leader inconsistently selects, induces, supports, or retains quality instructional and support personnel.</td>
<td>The leader inadequately selects, induces, supports, or retains quality instructional and support personnel.</td>
</tr>
<tr>
<td>The leader continually demonstrates expertise in the process of selection, induction, support, and retention of instructional personnel resulting in a highly productive staff (e.g., highly satisfied stakeholders, increased student learning, and development of leadership capacity among staff). (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader consistently fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Performance Standard 6: Teacher/Staff Evaluation**
The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The leader fairly evaluates school personnel, but inconsistently follows state and district guidelines. Feedback is not consistent, timely, constructive, or focused on improved student learning.</td>
<td>The leader does not fairly evaluate school personnel or does not follow state or district guidelines. Feedback fails to be either timely, constructive, or focused on improved student learning.</td>
</tr>
<tr>
<td>The leader continually provides teachers and staff with highly effective formative and summative feedback resulting in improved school personnel performance and higher student growth. The leader mentors other leaders in the evaluation process. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Performance Standard 7: Professionalism**
The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The leader inconsistently demonstrates professional standards, engages in continuous professional development, or makes contributions to the profession.</td>
<td>The leader shows disregard for professional standards and ethics, engaging in continuous professional development, or making contributions to the profession.</td>
</tr>
<tr>
<td>The leader continually demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s). (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader consistently fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and making contributions to the profession.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Performance Standard 8: Communication and Community Relations:**
The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The leader inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.</td>
<td>The leader demonstrates inadequate or detrimental communication or collaboration with stakeholders.</td>
</tr>
<tr>
<td>The leader continually seeks and creates innovative and productive methods to proactively communicate and engage effectively with stakeholders. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)</td>
<td>The leader consistently fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples of Documentation Evidence (LAPS)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples of Documentation Evidence</th>
</tr>
</thead>
</table>
| 1. Instructional Leadership   | - District goals
- Biennial school improvement plan
- Strategic plan
- District improvement plan
- Vision/Mission/Core belief statements
- Staff evaluation grid
- Leadership/School Improvement Team agendas
- Building leader responsibility chart
- Professional goals
- Master schedule
- Schedules for students in the alternative education program
- Project-specific summaries of a goal
- Ensuring SOA/SOQ compliance
- Program development
- Staff Development Plan
- School committees and members |
| 2. School Climate             | - Monthly discipline report by student
- Monthly discipline report by infraction
- Teacher of the Year recommendation
- Annual Report of Discipline, Crime, and Violence
- Teacher/Staff appreciation
- Principal appreciation
- Surveys of staff
- Student recognition
- Student groups/clubs |
| 3. Planning and Assessment    | - Vision statement
- Long-range goals
- Short-range goals
- School improvement plan
- School assessment results annual comparisons |
| 4. Organizational Management  | - Building schedules
- Leader responsibility chart
- Schedule and course compliance
- Facility use log
- Physical plant and grounds management
- Annual financial audits
- Uncollected debts
- Inventory records
- CTE compliance
- SPED compliance |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples of Documentation Evidence</th>
</tr>
</thead>
</table>
| 5. Human Resources Management    | ● Percentage of highly-qualified staff  
  ● Staff evaluation schedule  
  ● Monthly discipline report by teacher  
  ● Recertification  
  ● Interview protocol  
  ● Improvement plans  
  ● Staff evaluations |
| 6. Teacher/Staff Evaluation      | ● Staff Recognition Program  
  ● Staff evaluation schedules  
  ● Data on teacher/staff ratings  
  ● Performance Improvement Plans  
  ● Documentation on deficient teachers  
  ● Documentation on proficient teachers |
| 7. Professionalism               | ● Staff development activity agendas  
  ● Department/grade level meeting documentation  
  ● Staff surveys  
  ● Professional conference attendance  
  ● Professional organization membership |
| 8. Communication and Community Relations | ● Faculty meeting agendas  
  ● Newsletters  
  ● PAC/PTO/PTA agendas  
  ● Optional parent/community survey  
  ● Web site  
  ● Completion of annual school safety audit  
  ● Safe School’s Committee agendas and minutes of meetings  
  ● School Health Advisory Board agendas and minutes of meetings  
  ● Media communications  
  ● Presentation to civic/community groups |
Student Learning Objectives
As Measures for Educator Effectiveness

Student Learning Objectives Operations Manual

Student Learning Objectives “A Guide for District Leadership”

Student Learning Objectives “A Guide for Principals”

Student Learning Objectives “The Basics for Classroom Teachers”
# List of Courses with Assessment Supports

A summary of the tools and resources available from GaDOE (Yellow indicates courses represented in both the PDAs and item bank.)

<table>
<thead>
<tr>
<th>2012-2013 Public Domain Assessments</th>
<th>2013-2014 Item Bank Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboratively developed assessments were developed for the following “Phase II” courses in the Spring of 2012. If desired, districts may choose to use any of these assessments in their entirety, or may choose items from the assessment to use for their own locally created assessments. All assessments and items should be reviewed carefully by districts to ensure they meet district expectations and needs.</td>
<td>A variety of items (questions, tasks, etc.) were developed by teacher teams for the following courses. Districts may choose to use any of the items as they develop their own assessments to measure SLOs in their district. All items should be reviewed carefully by districts to ensure they meet district expectations and needs.</td>
</tr>
</tbody>
</table>

### Elementary Reading and Math

<table>
<thead>
<tr>
<th>Pre-K Literacy</th>
<th>HS ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K Numeracy</td>
<td>23.0340000: Advanced Composition</td>
</tr>
<tr>
<td>23.0011: Reading / 23.0010000: Language Arts / Gr K</td>
<td>23.0520000: British Literature / Composition</td>
</tr>
<tr>
<td>23.0012: Reading / 23.0020000: Language Arts / Gr 1</td>
<td>23.0620000: Tenth Grade Literature / Composition</td>
</tr>
<tr>
<td>23.0013: Reading / 23.0030000: Language Arts / Gr 2</td>
<td>23.0630000: World Literature / Composition</td>
</tr>
<tr>
<td>23.0014: Reading / 23.0040000: Language Arts / Gr 3</td>
<td>HS Science</td>
</tr>
<tr>
<td>27.0110000: Mathematics / Gr K</td>
<td>40.0510000: Chemistry I</td>
</tr>
<tr>
<td>27.0120000: Mathematics / Gr 1</td>
<td>40.0810000: Physics I</td>
</tr>
<tr>
<td>27.0130000: Mathematics / Gr 2</td>
<td>26.0611000: Environmental Science</td>
</tr>
<tr>
<td>27.0140000: Mathematics / Gr 3</td>
<td>26.0730000: Human Anatomy / Physiology</td>
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<tr>
<td>HS English</td>
<td>40.0930000: Forensic Science</td>
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<tr>
<td>23.0320000: Journalism I</td>
<td>26.0610000: Ecology</td>
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<tr>
<td>23.0330000: Journalism II</td>
<td>23.0340000: Advanced Composition</td>
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<td>23.0520000: British Literature / Composition</td>
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<tr>
<td>23.0620000: Tenth Grade Literature / Composition</td>
<td>27.0830000: Mathematics III - Advanced Algebra / Statistics</td>
</tr>
<tr>
<td>23.0630000: World Literature / Composition</td>
<td>27.0850000: Advanced Mathematical Decision Making</td>
</tr>
<tr>
<td>HS Science</td>
<td>27.0870000: Mathematics of Finance</td>
</tr>
<tr>
<td>26.0130000: Biology II (Grade 9-12)</td>
<td>27.0840000: Mathematics IV - Pre-Calculus - Trigonometry/Statistics</td>
</tr>
<tr>
<td>26.0611000: Environmental Science</td>
<td>HS Social Studies</td>
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<tr>
<td>45.0150000: Psychology</td>
<td>45.0510000: World History</td>
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<tr>
<td>26.0710000: Zoology</td>
<td>40.0510000: Chemistry I</td>
</tr>
<tr>
<td>45.0570000: American Government / Civics</td>
<td>40.0520000: Chemistry II</td>
</tr>
<tr>
<td>26.0730000: Human Anatomy / Physiology</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>45.0711000: World Geography</td>
<td>40.0640000: Earth Systems</td>
</tr>
<tr>
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<td>60.0110000: French I</td>
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<td>40.0520000: Chemistry II</td>
<td>40.0810000: Physics I</td>
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<tr>
<td>40.0640000: Earth Systems</td>
<td>60.0710000: Spanish I</td>
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<td>HS Math</td>
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<td>27.0624: GPS Pre-Calculus</td>
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<td>60.0740000: Spanish IV</td>
<td>61.0410000: Latin I</td>
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<td>27.0840000: Mathematics IV - Pre-Calculus - Trigonometry/Statistics</td>
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<tr>
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<td>45.0150000: Psychology</td>
</tr>
<tr>
<td>Physical Education</td>
<td>36.0010000: Physical Education / Grade K</td>
</tr>
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Georgia Department of Education  
Leader Keys Effectiveness System

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>45.0310000</td>
<td>Sociology</td>
</tr>
<tr>
<td>45.0570000</td>
<td>American Government / Civics</td>
</tr>
<tr>
<td>45.0711000</td>
<td>World Geography</td>
</tr>
<tr>
<td>45.0830000</td>
<td>World History</td>
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<td>HS Foreign Language</td>
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<tr>
<td>60.0110000</td>
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<td>60.0710000</td>
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<td>45.0020000</td>
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<td>45.0030000</td>
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<td>45.0080000</td>
<td>Physical Education / Grade 8</td>
</tr>
<tr>
<td>45.0540000</td>
<td>Weight Training</td>
</tr>
<tr>
<td>45.0210000</td>
<td>Introductory Team Sports</td>
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</table>

Music / Theatre

<table>
<thead>
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<th>Course Title</th>
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<tbody>
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<td>53.0020000</td>
<td>Music, General / Grade 1</td>
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<tr>
<td>53.0050000</td>
<td>Music, General / Grade 4</td>
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<tr>
<td>53.0080000</td>
<td>Music, General / Grade 7</td>
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<tr>
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<td>AP Language and Composition</td>
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<tr>
<td>53.0340000</td>
<td>AP Literature and Composition</td>
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<tr>
<td>53.0350000</td>
<td>AP Calculus AB</td>
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<td>53.0361000</td>
<td>AP Statistics</td>
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<tr>
<td>53.0571000</td>
<td>AP Psychology,</td>
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<tr>
<td>53.0610000</td>
<td>AP Gov/Pol: USA</td>
</tr>
<tr>
<td>53.0620000</td>
<td>AP Gov / Pol: Comparative</td>
</tr>
<tr>
<td>53.0630000</td>
<td>AP Macroeconomics</td>
</tr>
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<td>AP Microeconomics</td>
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<td>53.0650000</td>
<td>AP World History</td>
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<td>53.0660000</td>
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<td>53.0810000</td>
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<td>53.0820000</td>
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<tr>
<td>53.0830000</td>
<td>AP Physics C: Mechanics</td>
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<td>53.0840000</td>
<td>AP Physics C: Electricity and Magnetism</td>
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<td>53.0850000</td>
<td>AP Chemistry</td>
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<tr>
<td>53.0860000</td>
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CTAE

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<td>47.53100</td>
<td>Basic Maintenance and Light Repair</td>
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<tr>
<td>20.52810</td>
<td>Early Childhood Care Education I</td>
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<td>21.42500</td>
<td>Foundations of Engineering and Technology</td>
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<tr>
<td>43.43000</td>
<td>Introduction to Law, Public Safety, Corrections and Security</td>
</tr>
<tr>
<td>08.47400</td>
<td>Marketing Principles</td>
</tr>
<tr>
<td>25.52100</td>
<td>Introduction to Healthcare Science</td>
</tr>
<tr>
<td>07.44130</td>
<td>Introduction to Business and Technology</td>
</tr>
<tr>
<td>10.51810</td>
<td>Audio-Video Technology Film I</td>
</tr>
<tr>
<td>02.47100</td>
<td>Basic Agriculture Science</td>
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<tr>
<td>32.41400</td>
<td>Coordinated Career Academic Education I</td>
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<tr>
<td>20.41610</td>
<td>Foods, Nutrition and Wellness</td>
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<tr>
<td>46.54500</td>
<td>Industry Fundamentals and Occupational Safety</td>
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<tr>
<td>20.53100</td>
<td>Introduction to Culinary Arts</td>
</tr>
<tr>
<td>11.41500</td>
<td>Introduction to Digital Technology</td>
</tr>
</tbody>
</table>

Middle School Business and Computer Science

Note about Advanced Placement: The following AP courses were included as part of Phase II, however the associated Public Domain Assessments are no longer available. Districts are encouraged to utilize as needed the many other resources available to them from released AP exams.

The AP courses that were included during Phase II:

- AP Language and Composition
- AP Literature and Composition
- AP Calculus AB
- AP Statistics
- AP Psychology, USA
- AP Gov / Pol: Comparative
- AP Macroeconomics
- AP Microeconomics
- AP World History
- AP US History
- AP Calculus BC
- AP Statistics
- AP Physics C: Mechanics
- AP Physics C: Electricity and Magnetism
- AP Chemistry
- AP Environmental Science

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<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE DESCRIPTION</th>
<th>MAIN SUBJECT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.0010000</td>
<td>Kindergarten English Language Arts</td>
<td>23. English Language Arts</td>
</tr>
<tr>
<td>23.00111</td>
<td>Kindergarten Reading</td>
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<tr>
<td>27.0110000</td>
<td>Kindergarten Mathematics</td>
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<tr>
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<td>First Grade Math</td>
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<tr>
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<td>First Grade English Language Arts</td>
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<td>23.0030000</td>
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<td>23.0040000</td>
<td>Third Grade English Language Arts</td>
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<td>Journalism I</td>
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<td>Journalism II</td>
<td>23. English Language Arts</td>
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<td>British Literature/Composition</td>
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<td>World Literature/Composition</td>
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<td>Biology II (Grades 9-12)</td>
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<td>Zoology</td>
<td>26. Life Sciences</td>
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<td>Human Anatomy/Physiology</td>
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<td>GPS Pre-Calculus</td>
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<td>27.065</td>
<td>Advanced Algebra and Trigonometry</td>
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<td></td>
<td>Statistics</td>
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<tr>
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<tr>
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</table>
Effective Teacher and Principal Induction Programs

**Overarching Goal for Georgia Districts**

To provide quality induction programs that support induction phase teacher and principal learning, retention, and student growth/achievement.

Effective teacher and principal induction programs support induction phase teacher* and induction phase principal* learning, retention, and student growth/achievement (New Teacher Center). Effective programs have three basic components: 1) comprehensive, consisting of many activities/components and many people; 2) coherent, various components, activities, and people are logically connected to each other; and 3) sustained, continues for many years (Wong, 2001). Collectively, the GaDOE induction guidance domains provide districts an effective teacher and principal induction program model.

Georgia’s vision as set forth in the RT3 application is “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: graduate from high school, be successful in college and/or professional careers, and be competitive with their peers throughout the United States and the world.” At the heart of the RT3 plan is increasing the overall effectiveness of teachers and leaders. Their effectiveness is a critical factor in increasing student growth and raising student achievement. The GaDOE induction guidance paints an inspirational vision of the type of support induction phase principals and induction phase teachers must receive. The GaDOE works closely with districts to provide technical assistance and resources to support effective induction programs. RT3 districts are required to align their induction programs to the GaDOE Teacher and Principal Induction Guidance and all other Georgia districts are encouraged to use this guidance.

The following resources are available at [Teacher and Principal Induction webpage](#).

1. Teacher Induction Guidance
2. Principal Induction Guidance
3. Induction Process Steps to support the Development and Implementation of Effective Induction Programs
4. Teacher Induction Guidance Self-Assessment
5. Principal Induction Guidance Self-Assessment
6. Induction Goal Setting Worksheet
9. Reviewing the Effectiveness of Teacher Induction Programs
10. Reviewing the Effectiveness of Principal Induction Programs

*Induction Phase Principal
The induction phase principal is defined as a principal who has been hired or appointed into a new permanent position in any Georgia school. Principals are considered to be in the “induction phase” until they successfully complete the district induction program. The district induction program will be tiered to provide differentiated support based on the individual’s needs.

*Induction Phase Teacher
The induction phase teacher is defined as any teacher who has been hired into a new permanent position in any Georgia school. Teachers are considered to be “induction phase” until they successfully complete the district induction program. The district induction program will be tiered to provide differentiated support based on the individual’s needs.
The Teacher and Leader Effectiveness (TLE) Division aims to provide professional learning to support teachers and leaders in the successful implementation of the Teacher Keys and Leader Keys Effectiveness Systems (TKES and LKES). All professional learning opportunities are designed to develop knowledge, skills, and behaviors to improve teacher and principal practice and effectiveness leading to increased student achievement. The professional development provided is aligned with the components of TKES and LKES, and fosters ongoing improvements in teaching and student learning.

A variety of the professional learning resources have been developed to guide understanding of critical information that assists in mastering the implementation of LKES. These resources are available for both teachers and leaders and can be found by accessing the GaDOE TLE Electronic Platform under the Professional Learning Opportunities Tab.

Resources include:

**Quick Reference Guides**
Quick Guides are concise, targeted reference tool for many of the topics and concepts related to LKES. Each one page, accessible document focuses on the essential points of a LKES topic. Quick Guides help clarify and guide understanding of critical information associated with LKES.

**Flow Charts**
Flow Charts are graphic representations of step-by-step guidance on LKES implementation. These flow charts can be used as decision-making tools when encountering roadblocks with the Leader Keys Effectiveness System and will also serve as reminders for facilitating the LKES process with efficacy.

**Mini-Modules**
Mini-modules are online, self-directed, professional learning courses designed to enhance the participant's understanding of various concepts of LKES. Each mini-module can be used independently or with a small group in a professional learning community environment. Mini-modules currently feature the online course, a participant's guide, and PowerPoint to support and expand learning options. A facilitator's guide, videos, and research articles will be added to the modules in the near future.

Please log in to the TLE Electronic Platform to access these modules under the Professional Learning Opportunities tab. Here you may enroll and complete each professional learning (PL) mini-module. You can also view additional PL courses and/or view additional PL opportunities. Each module takes approximately one hour to complete. It includes an on-line, self-paced professional learning course, as well as, a PowerPoint, and participant's guide.
Appendix IV

LKES Support Documents

LKES and CCSSO’s Education Leadership Policy Standards Crosswalk

LKES and Leader KeysSM Crosswalk

Ongoing Teacher and Leader Effectiveness Cycle
<table>
<thead>
<tr>
<th>SCHOOL LEADERSHIP</th>
<th>ISLLC Educational Leadership Policy Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Instructional Leadership</strong></td>
<td><strong>Standard 1:</strong> An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</td>
</tr>
<tr>
<td>The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
<td><strong>Standard 2:</strong> An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</td>
</tr>
<tr>
<td><strong>2. School Climate</strong></td>
<td><strong>Standard 2:</strong> An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. <strong>Standard 3:</strong> An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</td>
</tr>
<tr>
<td>The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
<td></td>
</tr>
<tr>
<td><strong>ORGANIZATIONAL LEADERSHIP</strong></td>
<td><strong>Standard 1:</strong> An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</td>
</tr>
<tr>
<td><strong>3. Planning and Assessment</strong></td>
<td><strong>Standard 4:</strong> An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. <strong>Standard 5:</strong> An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</td>
</tr>
<tr>
<td>The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.</td>
<td><strong>Standard 6:</strong> An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</td>
</tr>
<tr>
<td><strong>4. Organizational Management</strong></td>
<td></td>
</tr>
<tr>
<td>The leader fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</td>
<td><strong>Standard 3:</strong> An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</td>
</tr>
<tr>
<td>Leader Keys Evaluation System</td>
<td>ISLLC Educational Leadership Policy Standards</td>
</tr>
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<td>-------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td><strong>HUMAN RESOURCES LEADERSHIP</strong></td>
<td><strong>Standard 3:</strong> An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</td>
</tr>
<tr>
<td>5. Human Resources Management</td>
<td></td>
</tr>
<tr>
<td>The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.</td>
<td></td>
</tr>
<tr>
<td><strong>6. Teacher/Staff Evaluation</strong></td>
<td><strong>Standard 2:</strong> An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. <strong>Standard 5:</strong> An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</td>
</tr>
<tr>
<td>The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.</td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSIONALISM AND COMMUNICATION</strong></td>
<td></td>
</tr>
<tr>
<td>7. Professionalism</td>
<td><strong>Standard 2:</strong> An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. <strong>Standard 5:</strong> An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</td>
</tr>
<tr>
<td>The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</td>
<td></td>
</tr>
<tr>
<td><strong>8. Communication and Community Relations</strong></td>
<td></td>
</tr>
<tr>
<td>The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
<td><strong>Standard 4:</strong> An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. <strong>Standard 6:</strong> An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</td>
</tr>
</tbody>
</table>
### Georgia Department of Education
#### Leader Keys Effectiveness System

## LKES and Leader Keys<sup>SM</sup> Crosswalk

<table>
<thead>
<tr>
<th>Recom. Domain</th>
<th>Recommended Standards</th>
<th>Ldr Key #</th>
<th>Leadership Performance Standards &amp; GLDR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Leadership</strong></td>
<td><strong>1: Instructional Leadership</strong></td>
<td>C-4</td>
<td>Engage instructional staff in collaborative planning for curriculum implementation to ensure agreement on core content and required student performances.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-5</td>
<td>Monitor and evaluate the implementation of a standards-based curriculum.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SBI-1</td>
<td>Engage instructional staff in collaborative work to design, monitor, and revise instruction to ensure that students achieve proficiency on required curriculum standards and district expectations for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-1</td>
<td>Engage instructional staff in the use of assessment data to design and adjust instruction to maximize student learning and achievement.</td>
</tr>
<tr>
<td></td>
<td><strong>2: School Climate</strong></td>
<td>OC-3</td>
<td>Develop and implement processes and structures that support a pervasively academic climate within a culture of high expectations for all students and adults.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OC-5</td>
<td>Develop and implement distributed leadership as part of the process of shared governance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GLDR 18</td>
<td>Organizes a safe, orderly, and engaging learning environment, including facilities, which reflects state, district, and local school rules, policies, and procedures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SBI-5</td>
<td>Lead others in a collaborative process to set high expectations for all learners.</td>
</tr>
<tr>
<td><strong>Organizational Leadership</strong></td>
<td><strong>3: Planning &amp; Assessment</strong></td>
<td>LC-1</td>
<td>Drive and sustain change in a collegial environment focused on a continuous improvement model that supports all students meeting high standards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LC-4</td>
<td>Build buy-in from faculty and staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LC-5</td>
<td>Develop strategies to engage stakeholders in the change process.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-5</td>
<td>Engage instructional staff in the use of formative assessment to provide effective and timely feedback on achievement of curriculum standards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-6</td>
<td>Engage instructional staff in the collaborative analysis of assessment data to plan for continuous improvement for each student, subgroup of students, and the school as a whole.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DA-3</td>
<td>Analyze data from multiple sources to inform a decision about curriculum, assessment, and instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DA-4</td>
<td>Analyze data from multiple sources for comprehensive school and district improvement planning.</td>
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<tr>
<td></td>
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<td>PM&amp; PI-1</td>
<td>Lead the collaborative development or revision of the vision, mission, and values/beliefs that will guide and inform the continuous improvement.</td>
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<tr>
<td></td>
<td></td>
<td>PM&amp; PI-4</td>
<td>Monitor the implementation of the school or district improvement plan and its impact on student achievement using an accountability system.</td>
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</table>

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Dr. John D. Barge, State School Superintendent  
July 22, 2013 ● Page 150 of 231  
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Georgia Department of Education  
Leader Keys Effectiveness System

<table>
<thead>
<tr>
<th>Recom. Domain</th>
<th>Recommended Standards</th>
<th>Ldr. Key #</th>
<th>Leadership Performance Standards &amp; GLDR</th>
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<tr>
<td>Organizational Leadership</td>
<td>3: Planning and Assessment (cont.)</td>
<td>PM&amp; PI-10</td>
<td>Develop and implement high performance teams, such as school and district improvement teams, to improve processes and performance.</td>
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<tr>
<td></td>
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<td>PM&amp; PI-11</td>
<td>Use improvement results to make recommendations for continuation and/or modification of plans and processes.</td>
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<tr>
<td></td>
<td></td>
<td>OC-6</td>
<td>Lead staff to accept collective responsibility for school and district improvement and the learning and achievement of all students.</td>
</tr>
<tr>
<td></td>
<td>MO-1</td>
<td></td>
<td>Work collaboratively to implement fiscal policies that equitably and adequately distribute all available resources to support success of all students.</td>
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<tr>
<td></td>
<td>GLDR 15</td>
<td></td>
<td>Manages operations within the structure of Georgia public education rules, regulations, and laws and the Georgia Code of Ethics for Educators.</td>
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<tr>
<td></td>
<td>RD-8</td>
<td></td>
<td>Identify and analyze conflict and implement strategies for managing conflict.</td>
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<tr>
<td></td>
<td>GLDR 16</td>
<td></td>
<td>Assesses the school/district reporting system to ensure Georgia and federal requirements are met, including the filing of academic progress and maintaining clear, written documentation of legal issues.</td>
</tr>
<tr>
<td>5. Human Resources Management</td>
<td>MO-3</td>
<td></td>
<td>Recruit, select, and hire highly qualified and effective personnel.</td>
</tr>
<tr>
<td></td>
<td>MO-4</td>
<td></td>
<td>Retain effective personnel by ensuring positive working conditions.</td>
</tr>
<tr>
<td></td>
<td>PM&amp; PI-6</td>
<td></td>
<td>Identify and address barriers to leader, faculty, and staff performance.</td>
</tr>
<tr>
<td>Human Resources Leadership</td>
<td>6: Teacher/Staff Evaluation</td>
<td>SBI-3</td>
<td>Use techniques such as observation protocols to document that instructional staff use: 1) Student work that reflects achievement of required curriculum standards; 2) Differentiated instruction to accommodate student learning profiles, special needs, and cultural backgrounds; 3) Strategies to elicit higher-order thinking skills and processes, including critical thinking, creative thinking, and self-regulation; 4) Flexible grouping based on effective diagnosis and formative assessment; 5) Innovative strategies to address individual learning needs.</td>
</tr>
<tr>
<td></td>
<td>PM&amp; PI-7</td>
<td></td>
<td>Provide interventions to address underperformance of leaders, faculty, and staff.</td>
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<tr>
<td></td>
<td>DA-1</td>
<td></td>
<td>Systematically collect and analyze multiple sources of data and use them to: 1) identify improvement needs; 2) determine root causes of performance problems; 3) determine a course of action; 4) monitor progress at frequent and regular intervals; 5) celebrate accomplishments.</td>
</tr>
<tr>
<td>Recomm. Domain</td>
<td>Recommended Standards</td>
<td>Ldr. Key #</td>
<td>Leadership Performance Standards &amp; GLDR</td>
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<tr>
<td>Professionalism and</td>
<td>7: Professionalism</td>
<td>PL-4</td>
<td>Provide and protect time for job-embedded professional learning, such as mentoring, coaching, feedback, study groups, peer observation, and learning teams.</td>
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<td>Communication</td>
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<td>RD-7</td>
<td>Model impartiality, sensitivity to student diversity and to community norms and values, and ethical considerations in interactions with others.</td>
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<tr>
<td></td>
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<td>PL-3</td>
<td>Evaluate the implementation and impact of professional learning on staff practices, continuous school and district improvement, and student learning.</td>
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<td>GLDR 17</td>
<td>Organizes a school/district that reflects leadership decisions based on legal and ethical principles to promote educational equity.</td>
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<td></td>
<td>PL-1</td>
<td>Lead job-embedded professional learning that aligns with school and district improvement goals and supports student achievement.</td>
</tr>
<tr>
<td>8: Communications and</td>
<td></td>
<td>RD-2</td>
<td>Actively engage parents, community, and other stakeholders in decision-making and problem-solving processes to have a positive effect on student learning and to achieve the district vision.</td>
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<tr>
<td>Community Relations</td>
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Ongoing Teacher and Leader Effectiveness Process

**Teacher and Leader Keys Effectiveness Systems**
- Implementation: August - May

**Other Quantitative Measures: Surveys**
- Conduct and Collect: October – April

**Growth Score for Tested Subjects**
- (based on student growth percentiles – CRCT & EOCT)
  - Calculate: June-July

**Growth Score for Non-Tested Subjects**
- (based on student learning objectives)
  - Calculate: May

**TEM/LEM**
- Share with administrators/teachers
  - August
- Modify School Improvement Plan, Develop Performance Growth Plans, Develop Due Process and Professional Development Plans

**Merit Pay Awarded**
- September
  - (Beginning September 2014 for RT3 School Districts)

**Summer Training**
- Comprehensive Evaluation System
  - June-August

**Talent Management Decisions**
- May
  - Determine interventions for teachers and leaders
  - Renewal/Retention or Dismissal

**Professional Development**
- August-April
Appendix V

LKES Implementation Handbook Figures
# Appendix V: LKES Implementation Handbook Figures

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<th>Description</th>
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<td>Example of Performance Indicators</td>
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<td>Example of Final Summative LAPS Score</td>
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Appendix VI

LKES

Acronyms and Glossary
Appendix VI: Acronyms and Glossary

**Acronyms**

- **GaDOE**: Georgia Department of Education
- **LAPS**: Leader Assessment on Performance Standards
- **LDS**: Longitudinal Data System
- **LKES**: Leader Keys Effectiveness System
- **LEM**: Leader Effectiveness Measure
- **PDP**: Professional Development Plan
- **PLP**: Professional Learning Plan
- **RT3**: Race to the Top
- **SGP**: Student Growth Percentile
- **SIP**: School Improvement Plan
- **SLO**: Student Learning Objective
- **TKES**: Teacher Keys Effectiveness System
- **TLE**: Teacher and Leader Effectiveness

**Glossary**

**Achievement Gap**: An achievement gap is the difference in student performance between a focal group and a reference group.

**Credentialing**: A process of establishing the qualifications and proficiency of evaluators to utilize the LKES evaluation systems.

**Documentation** (referring to evidence & artifacts): Documentation is a general term for a collection of information or evidence that can serve as a record of a leader’s practice.

**Domain**: Comprehensive categories which describe the major areas of leaders’ work. There are four domains in LAPS, each of which includes two leader performance standards (duties and responsibilities).

**Focal Group**: The focal group is the interest group. The focal group is schools’ high-need students, which is defined as the lowest 25 percent of students in the score distribution.

**Formative assessment**: The LAPS Formative Assessment is a mid-year rating on all eight leader performance standards. The formative assessment rating is based on the **totality of evidence and consistency of practice**. Evidence may consist of documentation provided by the leader as well as evaluator commentary, documentation, observations, conference notes or relevant records.

**GaDOE TLE Electronic Platform**: Georgia Department of Education Teacher & Leader Effectiveness Electronic Platform

**Higher-level thinking**: Generally, the skills involving application, analysis, evaluation, etc., identified in Bloom’s cognitive taxonomy, are regarded as higher-level thinking.
Georgia Department of Education
Leader Keys Effectiveness System

Hold-harmless: An agreement or contract in which one party agrees to hold the other free from accountability.

LAPS: Leader Assessment on Performance Standards

Leader: For the LKES pilot/full implementation year, the term Leader will be used interchangeably to mean principal and assistant principal.

Leader Effectiveness: Effective leaders possess the knowledge, skills, and dedication that ensure optimal learning opportunities and growth for all students. They strive to close achievement gaps and prepare all students with a readiness for college and career success. Effective leaders build relationships with students, parents, colleagues and staff. Self-reflection, collaboration with colleagues, and modeling of continuous learning and leadership is seen within the school setting and beyond. They communicate high expectations to all stakeholders and meet the performance standards in a manner that is consistent with the school’s mission and goals with a positive impact on student learning and school improvement.

LKES: Leader Keys Effectiveness System

Performance Appraisal Rubric: Performance appraisal rubric is a behavioral summary scale that guides evaluators in assessing how well a standard is performed. The design and intent of a rubric is to make the rating of leaders’ performance efficient and accurate, and to help the evaluator justify to the evaluatees and others the rating that is assigned.

Performance Indicator: Performance indicators provide examples of observable, tangible behaviors for each leader performance standard. They are examples of the type of performance that will occur if a standard is being successfully met.

Performance Portrait: Performance portrait is an expression that refers to an inclusive and thorough representation of a leader’s effectiveness.

Performance Standard: Performance standards are the major duties performed by a leader and serve as the basic unit of analysis in the LAPS component of the Leader Keys Effectiveness System. The leader performance standards are well supported by extant research as the essential elements that constitute leader effectiveness.

Professional Development Plan: A Professional Development Plan (PDP) is a plan mandated by the evaluator. It shall be developed by the evaluator in collaboration other qualified individuals. The PDP provides guidelines and timelines for specific, mandatory professional learning which supports immediate improvement of leader practice and increased leader effectiveness. The PDP is a more intensive effort toward improvement of leader practice and effectiveness. A PDP may also be used when a leader does not meet the professional duties, responsibilities and ethical expectations required by the leader.

Purposeful Sample: A sample that is generated through a non-random method of sampling. Purposeful sampling is often used to select information-rich cases for in-depth study.
Reference Group: The reference group is the target group. The reference group is a statewide benchmark, defined as the state’s mean performance. Using a statewide benchmark as the reference group increases the stability of the measure as well as eliminates the ability to improve on the measure by decreasing the achievement of higher achieving students.

Self-Assessment: Self-assessment is a process by which leaders judge the effectiveness and adequacy of their practice, effects, knowledge, and beliefs for the purpose of performance improvement.

SGP: Student Growth Percentile describes a student’s growth relative to his/her academic peers - other students with similar prior achievement.

SLO: Student Learning Objective SLOs are content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. As a mea

SMART: SMART is a mnemonic used to set goals and/or objectives. The criteria for meeting the goals should be specific, measurable, appropriate, realistic, and time-bound.

Step-Wise Progression: A format of evaluation rubric design that arranges the levels of a rubric to make a qualitative distinction among different levels of performance. The differentiated descriptions of four levels of performance, ranging from ineffective to exemplary, on each of the eight leader standards are marked by a gradual progression as if step by step.

Stratified Random Sample: A method of sampling that involves the division of a population into smaller homogeneous subgroups known as strata. The strata are formed based on members’ shared attributes or characteristics. A random sample is taken from each stratum that may be proportional to the stratum’s size when compared to the total population. These subsets of the random sample are then pooled together. Stratified random sampling is particularly advantageous for a population of diversity.

Summative Assessment: A rating on each of the eight leader performance standards using the totality of evidence and consistency of practice. This evidence is based on achievement of the Performance Goals and the documentation of practice and process provided by the leader as well as other relevant evaluator notes.

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 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.

Totality of Evidence and Consistency of Practice: While using the Summative Assessment template to evaluate performance on each leader standard based on the four-level rating scale, the evaluator is required to synthesize and balance the evidence collected from various data sources to decide which rating level assignment is most accurate and appropriate to represent a leader’s performance on a standard.
**Z – Score:** Z scores are standardized scale scores. Using z scores instead of scale scores enables the comparison of scores across grades and subject areas. Both CRCT and EOCT scores will be included, and Z scores are calculated using the equation

\[ z = \frac{x - \mu}{\sigma} \]

where \( x \) is a student’s scale score in a particular grade/subject/EOCT and \( \mu \) and \( \sigma \) are the state mean and standard deviation, respectively, for that grade/subject/EOCT. \( Z \) represents the distance between the student's score and the state mean in standardized units.
Chapter 2

Leader Keys Effectiveness System Fact Sheets

2013-2014
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*Further support for leaders’ performance and growth can be found in the Teacher Keys Effectiveness System (TKES) Fact Sheets.*
During the 2012-13 school year, as part of the Race to the Top Initiative (RT3), Georgia implemented the Leader Keys Effectiveness System (LKES), a common effectiveness system that will allow the state to ensure consistency and comparability across districts, based on a common definition of leader effectiveness.¹ The Leader Keys Effectiveness System consists of three components which contribute to an overall Leader Effectiveness Measure (LEM): Leader Assessment on Performance Standards (LAPS), Governance and Leadership, and Student Growth and Academic Achievement.

**LEADER ASSESSMENT ON PERFORMANCE STANDARDS (LAPS)**
The LAPS component of LKES provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure leader performance related to quality performance standards. LAPS offers a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective practice. At the same time, it provides flexibility by allowing for creativity and individual leader initiative. The overarching goal of LKES LAPS is to support the continuous growth and development of each leader by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback. For procedural purposes, the reference to leader will be used to include the role of principal and assistant principal throughout the fact sheets.

**Domains, Standards, and Indicators**
LAPS uses a three-tiered approach to define the expectations for leader performance consisting of four domains, eight standards, and multiple sample performance indicators. The four domains and eight performance standards are:

<table>
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<th>SCHOOL LEADERSHIP</th>
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<tr>
<td><strong>1. Instructional Leadership</strong></td>
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<tr>
<td>The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
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<tr>
<td><strong>2. School Climate</strong></td>
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<tr>
<td>The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
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<thead>
<tr>
<th>HUMAN RESOURCES LEADERSHIP</th>
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<tr>
<td><strong>3. Planning and Assessment</strong></td>
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<tr>
<td>The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.</td>
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<table>
<thead>
<tr>
<th>PROFESSIONALISM AND COMMUNICATION</th>
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</thead>
<tbody>
<tr>
<td><strong>4. Organizational Management</strong></td>
</tr>
<tr>
<td>The leader fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</td>
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</table>

| **5. Human Resources Management** |
| The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel. |

| **6. Teacher/Staff Evaluation** |
| The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning. |

| **7. Professionalism** |
| The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession. |

| **8. Communication and Community Relations** |
| The leader fosters the success of all students by communicating and collaborating effectively with stakeholders. |
Performance indicators provide examples of observable, tangible behaviors for each standard. That is, the performance indicators are examples of the types of performance that will occur if a standard is being successfully met. The list of performance indicators is not exhaustive, is not prescriptive and is not intended to be a checklist. Further, all leaders are not expected to demonstrate each performance indicator. An example of performance indicators for Standard 1 (Instructional Leadership) includes:

The leader:

1.1 Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district’s strategic plan.

1.2 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.3 Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results.

Performance Appraisal Rubrics

Leaders will be rated on the performance standards using performance appraisal rubrics. The performance rubric is a behavioral rating scale that guides evaluators in assessing how well a standard is performed. It states the measure of performance expected of leaders and provides a qualitative description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance appraisal rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. The description provided in the Proficient level of the performance appraisal rubric is the actual performance standard, thus Proficient is the expected level of performance. Leaders who earn an Exemplary rating must meet the requirements for the Proficient level and go beyond it. The performance appraisal rubric for Performance Standard 1 (Instructional Leadership) is shown below:

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<thead>
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<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
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<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
<td>The leader inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
<td>The leader does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
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| (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.) |

Documenting Performance

Self-Assessment: As part of the LAPS process, the self-assessment is to be completed by the leader on the GaDOE TLE Electronic Platform. It should be completed prior to the Pre-Evaluation Conference.

Performance Goal Setting: Leaders are responsible for setting two Performance Goals. They are encouraged to consider linking one of the goals to the school improvement plan. These goals should be created using SMART criteria; that is, they should be specific, measurable, appropriate, realistic, and time-bound. Leaders should complete the Performance Goal Setting Form in the GaDOE TLE Electronic Platform and submit it to their
evaluator. The evaluator and leader should review the progress toward the goals. They should reflect on the effectiveness of the strategies selected for achieving the leader’s goals and modify them as needed. Evaluators will use progress toward Performance Goal attainment to inform their Mid-Year Formative Assessment, conference documentation, and annual Summative Assessment rating decisions.

**Documentation of Practice:** The leader is responsible for submitting documentation to the evaluator showing evidence related to each performance standard in the formative assessment and summative assessment as well as the two selected Performance Goals. Leaders may organize the material as they see fit. A sheet, *Examples of LKES Documentation*, is provided in the *LKES Handbook*, but the examples are not required documentation. The emphasis should be on the quality of work, not the quantity of material presented. Based on feedback from the formative assessment, leaders should submit additional documentation to the evaluator prior to the summative assessment. All documentation should be maintained within the GaDOE TLE Electronic Platform.

Evaluators are free to maintain their own documentation (e.g., evaluator commentary, observations, walkthroughs, conference notes, running record) relative to the leader’s performance. This type of evaluator documentation may come from a variety of sources such as informally observing the leader during meetings, watching the leader’s interactions with community members, and so forth. This type of documentation should be considered, along with the documentation provided by the leader, when considering formative and summative assessment ratings.

All documentation will be reviewed by the evaluator. Formative and summative assessment documentation and documentation for Performance Goals should be submitted through the GaDOE TLE Electronic Platform.

**Rating Performance**

**Formative Assessment:** Evaluators should make decisions about ratings on the eight performance standards based on all available evidence. For the LAPS portion of LKES, this will consist of documentation provided by the leader, as well as, relevant documentation collected by the evaluator. Evaluators will use the *Formative Assessment template* to write comments and to provide a formative assessment rating on each of the eight performance standards using the performance appraisal rubrics. Evaluators are required to have a Mid-year Conference with the leader.

**Summative Assessment:** After collecting multiple data throughout the school year, including data from the Climate Surveys and progress toward Performance Goals, evaluators will provide a summative assessment rating on each of the eight performance standards. Evaluators will use the *Summative Assessment template* to evaluate performance on each standard using the performance appraisal rubric. By receiving a rating on each individual standard, the leader will be provided with a profile of his or her performance and effectiveness through the LAPS. Evaluators are required to have a Summative Conference with the leader.

In making judgments for the summative assessment on each of the eight leader performance standards, the evaluator should determine the **totality of evidence and consistency of practice** based on progress toward attainment of the Performance Goals and all documentation of practice. In addition to the eight separate ratings, the leader will receive an overall LAPS score. *Exemplary* ratings are 3 points, *Proficient* ratings are 2 points, and *Needs Development* ratings are 1 point. *Ineffective* ratings have no point value. The LAPS rating will be weighted as 30% of the Leader Effectiveness Measure (LEM).
STUDENT GROWTH AND ACADEMIC ACHIEVEMENT

The second component of the Leader Keys Effectiveness System is Student Growth and Academic Achievement. This component includes three measures of performance.

The first measure is for school-wide data on student growth and performance in tested subjects. This component consists of a Student Growth Percentile (SGP) measure.

The second measure is Achievement Gap Reduction. An achievement gap is the difference in student performance between a focal group and a reference group. The goal of measuring achievement gap reduction is to focus attention on increasing the achievement of the focal group – the schools’ lowest achieving students. An Achievement Gap Reduction would be a decrease in this achievement gap from one year to the next.

The third measure is for teacher performance of non-tested subjects. This component consists of GaDOE approved Student Learning Objectives (SLO) using district-identified achievement growth measures.

The aggregate measure of SLO performance for all non-tested courses taught in the school will be used to calculate the LEM. During the pilot/full implementation year, the combined SLO and SGP performance will be weighted as 50% of the LEM for leaders. The Achievement Gap Reduction will be weighted as 20% of the LEM for leaders.

GOVERNANCE AND LEADERSHIP

Governance and Leadership is the third component of the Leader Keys Effectiveness System. This component consists of measures of student attendance, retention of effective teachers, and climate surveys.

Student Attendance and Retention of Effective Teachers

Student attendance data and data gathered on the leader’s effectiveness in retention of effective teachers will be collected within the GaDOE TLE Electronic Platform. These data are considered indicators of leader effectiveness and will be used to inform the LAPS performance rating.

The GaDOE regularly collects data on student attendance. This data recording will continue to be updated throughout the pilot/full implementation year and will be used as a source of documentation informing Performance Standard 2, School Climate, in LAPS.

The retention of effective teachers will become a data source used as documentation informing Performance Standard 5, Human Resources Management, in LAPS. It will not be implemented as a data source until valid and reliable data is gathered on teacher effectiveness from the Teacher Keys Effectiveness System.

Climate Surveys

The surveys to be included in the Leader Keys Effectiveness System (LKES) process provide teacher and staff perceptions on items they have directly experienced. The surveys include the following:

- Certified Staff Perceptions of the Principal
- Classified Staff Perceptions of the Principal
- Certified Staff Perceptions of the Assistant Principal
- Classified Staff Perceptions of the Assistant Principal

The surveys contain questions that address each of the leader performance standards in the LAPS component of the effectiveness system.

Teachers and staff will take the survey independently using the GaDOE TLE Electronic Platform. The survey will be available in secure conditions outside the presence of the school leader. Survey responses will be anonymous to promote secure, honest
feedback. There will be no option for comments. Survey results will be reported to the evaluator and leader at the end of the survey window as a means of feedback and information on appropriate performance standards. Evaluators may conduct multiple surveys as needed. Survey results will be compiled within the GaDOE TLE Electronic Platform, or uploaded in the document library if a different survey is approved by GaDOE, and must be utilized as documentation so support annual performance ratings of the appropriate LAPS performance standards.

**Leader Effectiveness Measure (LEM)**

The LEM for each leader will be reported as a rating of *Exemplary, Proficient, Needs Development, or Ineffective*. The LEM will be calculated with weighting of the LKES components as follows:

- Leader Assessment on Performance Standards (LAPS) will be weighted 30%. (Climate Surveys, Student Attendance data, and Retention of Effective Teachers data serves as additional documentation for LAPS.)
- Student Growth Percentiles (SGP) and Student Learning Objectives (SLO) will be weighted 50%.
- Achievement Gap Reduction will be weighted 20%.
INSTRUCTIONAL LEADERSHIP

The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that leads to school improvement.

What does instructional leadership mean?
In general terms, instructional leadership is a focus on factors that promote and support teaching and learning. Research indicates that instructional leaders do impact student achievement, though indirectly. Thus, it behooves leaders to prioritize their instructional role as one of critical importance.

Effective instructional leaders focus their efforts on school improvement and student success. They do this in several ways: by creating a vision for the school community, by sharing leadership so that responsibilities are distributed, by leading a learning community, and by monitoring curriculum and instruction.

What does research say about instructional leadership?

Creating a Vision. Effective, forward-thinking leaders understand that creating a vision is at the heart of what they do; a first step that becomes the impetus through which all future decisions, goals, and dreams are funneled. They also understand that if a vision is to reach fruition it must be inspiring enough to be embraced by others within the organization; it must become a shared vision.

Principals of high achieving schools are clear about the school’s vision and goals. A shared vision helps guide all in the school community to the destination—student success and school improvement. From the vision, goals for learning are established. Buy-in to both the vision and the learning goals are important—the savvy leader understands this and seeks commitment from the school community.

Various research studies on high-achieving schools find that principals play an important role in building and sustaining the school’s vision. High-achieving schools have principals who: communicate to all that the school’s most important mission is learning, believe that established school goals are attainable, and expect that both teachers and students can meet established goals.

Sharing Leadership. Effective instructional leaders believe in sharing leadership. Sharing leadership is not to be confused with delegating responsibilities or garnering extra help. Rather, it can be defined broadly as “teachers’ influence over and participation in school-wide decisions.” Effective principals understand the value of collaborative effort in successfully realizing the common vision.

They realize that in order to meet instructional goals, they need buy-in from the staff. By sharing leadership, the principal acknowledges that everyone has important contributions to make. Further, providing opportunities for stakeholders to participate in decision-making about issues affecting them and that they are knowledgeable about, is an affirmation of the integral role they play in goal accomplishment.

Capitalizing on the leadership and instructional strengths of other staff members is smart leadership.

Research indicates that principals who tap the expertise of the school’s teacher leaders are beneficiaries of the following:

- Teacher leaders positively affect change from the classroom when they inquire about school improvement and then participate in answering the question.
As teacher leaders work with principals toward school improvement, they provide valuable insights and ideas. Teacher leaders willingly take on additional tasks and responsibilities that are not required of classroom teachers that benefit the school and other teachers within it.

Principal who develop and tap the expertise of teacher leaders and refocus their emphasis on learning throughout the school improvement effort are more successful than those who do not.

Leading a Learning Community. Learning is a lifelong process. Effective principals take the lead in promoting professional growth and learning for both themselves and their staffs. Two primary functions around which schools are organized include: (1) teaching and learning, and (2) organizing for teaching and learning. Communicating this focus to every stakeholder in the school community is a crucial leader responsibility.

Principals who prioritize student learning are successful. Prioritizing student learning means paying attention to and communicating the importance of curriculum, instruction, and assessment. This is where leaders focus their instructional attention. It also means being visible in and around the school. When staff see leaders out and about, interested in the daily goings-on, they see leaders who are engaged and involved.

In order to promote the practices that lead to effective teaching and mastery learning, leaders not only plan and organize professional development, they also participate in the process. They become learners alongside their staffs. Barth commented that the leader as learner “is critical because there is a striking connection between learning and collegiality.” Effective principals recognize the value of collaborative participation in the learning community as a way to build trust and collective responsibility, and to further the goal of improved student learning.

Monitoring Curriculum and Instruction. Effective principals focus on curriculum and instruction. Monitoring teacher practice helps to identify instructional strengths and weaknesses. Leaders are aware of instructional practices in their school buildings, are knowledgeable about the curriculum standards, and ensure that they are taught. Leaders trust their teachers to effectively implement instruction but visit classrooms regularly to observe the results of that instruction.

In effective schools, leaders are able to judge the effectiveness of teaching and serve as role models for expected behaviors of school staff. The emphasis on teaching and learning means that leaders consciously limit activities that diminish instructional time. They allocate resources based on identified needs which may include: materials, staffing, and staff development. They encourage teacher reflection regarding instructional practices and their impact on student achievement.

Research related to leaders’ roles in monitoring curriculum and instruction indicates the following: (1) both teachers and leaders believe it important that someone is positioned to guide the curriculum and to make decisions about staff development needs, (2) effective leaders ensure continuity in the school instructional program, and (3) leaders must spend time in classrooms to monitor instructional programs, curriculum implementation, and the quality of instructional practices.
# Leader Self-Assessment Checklist

**Performance Standard 1: Instructional Leadership**

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<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
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### Creating a Vision
- Creates a shared vision for the school.
- Establishes learning goals from the vision.
- Communicates that learning is the most important school goal.
- Believes goals are attainable.
- Expects teachers and students to attain goals.

### Sharing Leadership
- Seeks goal attainment through individual and group effort.
- Provides opportunities for stakeholders to participate in decision-making.
- Taps the expertise of the school’s teacher leaders.
- Develops collaborative opportunities among teachers.

### Leading a Learning Community
- Prioritizes student learning.
- Focuses instructional attention on curriculum, instruction, and assessment.
- Promotes and plans professional growth for self and staff.
- Learns alongside and with faculty.

### Monitoring Curriculum and Instruction
- Monitors teacher practice and student learning through regular classroom visits.
- Serves as a role model for expected behaviors of school staff.
- Limits activities that diminish instructional time.
- Ensures continuity in the school instructional program.
Fact Sheet #3 - Performance Standard 2: School Climate

SCHOOL CLIMATE
The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

What does school climate mean?
In general terms, school climate refers to the “social and working relationships of staff and administrators.” When you enter the school’s front office, how does it feel? As you walk down the halls, what behaviors do you notice? What is the energy level of teachers and students in classrooms? Does the school community work as a team? All of these questions relate to school climate. These and many other factors affect the climate in a school.

School climate affects everyone in the school community. Enlisting the support of all stakeholders is an important first step on the road to establishing and maintaining a positive climate. Since school climate influences student outcomes, staff satisfaction, and overall school morale, leaders should identify and implement practices that foster a positive climate.

What does research say about school climate?

The Leader’s Role. School climate and student performance are linked. A positive school climate focused on student learning is correlated to student achievement. Successful schools have a school climate that is significantly more positive than their less successful counterparts. Since leaders play a pivotal role in fostering and sustaining school climate, it behooves them to concentrate effort in this area. To maintain a positive school climate, leaders should:

- Enlist the assistance of school community members (students, parents, staff, and community members) in helping to create a safe and positive learning environment.
- Model respect and high expectations for all community members.
- Share decision-making to maintain high school morale.
- Maintain a current crisis and conflict action plan and implement it as necessary.
- Cultivate a positive learning environment by using knowledge of the school community (social, cultural, leadership, and political dynamics).

The Stakeholder’s Role. Stakeholder involvement in school success is well-documented. Kythreotis and Pashiartis note that positive parent-school relations are one of 10 factors in successful school leadership. Building professional relationships between school leaders and staff is one of the critical leader responsibilities cited by Marzano and colleagues in a meta-analysis of school leadership research. Parent and community outreach is identified by Cotton as an essential trait of effective leaders. Effective leaders build positive relations between the parent and the school, build professional relationships with the staff, and provide outreach to parents and the greater community.

The research surrounding leader and stakeholder involvement in school climate indicates the following:

- Leaders possess the authority, power, and position to impact school climate.
- A positive relationship that exists between school climate and leadership affects overall school effectiveness.
- Fundamentally important to establishing and maintaining school success is the
importance of stakeholder involvement and relationship building.\textsuperscript{15}

Trust. Trust is a precursor to success in any relationship—be it organizational or individual. If members of a school community are distrustful of others’ motives and actions, that community will most certainly fail. Moreover, anxiety, isolation, and estrangement are correlated with the absence of trust.\textsuperscript{16} The effective school leader leads from a position of trust—modeled and fostered daily in the school environment.\textsuperscript{17} Leaders desiring a trustful environment can cultivate one by sharing information, power, and decision-making with teachers.\textsuperscript{18}

Everyone in the organization benefits when trust abounds. Schools with high levels of trust are more open to new ideas, more likely to reach out to the community, and commit to organizational goals.\textsuperscript{19} Teachers demonstrate greater professionalism when leaders evidence trust and when they adopt a professional rather than a bureaucratic orientation.\textsuperscript{20} Students are the recipients of higher levels of teacher trust when trust is a prevailing culture trait within a school faculty.\textsuperscript{21}

Multiple studies indicate that increased collaboration, improved academic productivity, and risk-tolerant climates are positively associated with trust in schools.\textsuperscript{22} As is evidenced by the research base, trust between members of a school community benefits all members.

Shared Leadership. As the role of the principal has evolved from being primarily managerial to both managerial and instructional, duties and responsibilities have increased. In order to meet the demands of the job it is increasingly necessary to share leadership. Paradoxically, when leaders give power away they oftentimes become more powerful.\textsuperscript{23} This enables them to narrow their focus and concentration to factors that contribute directly to school effectiveness.

Shared leadership has been defined as “multiple sources of guidance and direction, following the contours of expertise in an organization, made coherent through a common culture.”\textsuperscript{24} In essence, shared leadership results in the creation of multiple leaders within a school. It affects leaders and stakeholders in different ways.

For the leader, it lightens the load and provides support. For the stakeholder, it highlights the important role that everyone has in guiding and directing the school community toward the vision and goals. When decision-making becomes a team effort, the leader is more fully able to act as diagnostician and facilitator—identifying issues and resources necessary to address the issues.\textsuperscript{25} With this structure, the leader does not relinquish responsibility; rather he/she promotes others, encourages shared decision-making, and builds relationships.\textsuperscript{26} All of this contributes to a positive school climate.

The research surrounding school climate and shared leadership includes these findings:

- In effective schools, leaders distribute administrative tasks and create multiple leaders.\textsuperscript{27}
- Shared leadership has a positive effect on school improvement and reading achievement.\textsuperscript{28}
- Shared leadership has a positive effect on school improvement and math achievement.\textsuperscript{29}
## Leader Self-Assessment Checklist

### Performance Standard 2: School Climate

<table>
<thead>
<tr>
<th>Quality</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
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</table>

### Fostering and Sustaining Climate
- Cultivates a positive environment focused on student learning.
- Models respect and high expectations for all community members.
- Shares decision making to maintain high morale in the school.
- Maintains a current crisis and conflict action plan and implements it as necessary.
- Fosters and sustains a positive school climate by seeking assistance from community members.

### Building Relationships
- Builds professional relationships between school leaders and staff.
- Builds positive relations between parents and the school.
- Provides outreach to parents and the greater community.

### Developing Trust
- Cultivates a trusting environment by sharing information, power, and decision-making with teachers.
- Remains open and amenable to new ideas from all members of the school community.
- Reaches out to the larger community to build and sustain trust.

### Sharing Leadership
- Develops multiple leaders within the school.
- Distributes administrative tasks among school faculty.
- Facilitates shared decision making between staff members.
- Regularly reviews school programs.
Fact Sheet #4 - Performance Standard 3: Planning and Assessment

PLANNING AND ASSESSMENT

The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

What do planning and assessment mean?
In general terms, planning is the “act or process of making or carrying out plans.” Assessment is “the act of making a judgment about something.” Careful planning and thoughtful assessment make realizing the school’s vision and goals attainable.

Effective school leaders realize the important role planning plays in successful daily operations. Likewise, planning is essential if long range goals that reflect the school’s vision are to be met. Leaders make time for both daily planning and long-range planning. When adequate planning occurs, and the outcomes of the planning are disseminated to and supported by appropriate stakeholders, the school runs like a well-oiled machine—both functionally and academically.

What does research say about planning and assessment?
Planning Affects other Key Areas of Responsibility. In a meta-analysis of 70 studies, Waters, Marzano and McNulty found that effective leadership is comprised of 21 key areas of responsibility. Each of these areas is positively correlated to higher levels of student achievement. Many of these 21 areas require planning for fruition. For instance, one of the key areas of responsibility is order. To help maintain order, effective leaders establish a set of standard operating procedures and routines. These procedures do not materialize on their own. They are the result of planning.

The importance of planning in both daily operations and long-range goal attainment cannot be underestimated. Likewise, consider the key area of responsibility that is discipline. To maintain discipline, effective leaders establish procedures that protect teachers “from issues and influences that would detract from their teaching time or focus.” Without planning, creating and implementing these procedures would be impossible. As evidenced, efficient and comprehensive planning is an essential skill of effective leaders.

Using Data in Planning. Making use of student data to improve student outcomes is an important organizational management responsibility of a school leader. Successful schools use assessment data to measure student progress in meeting instructional goals and to drive improvement. Cawelti and Protheroe studied six school districts serving at-risk school populations. They found that students increased performance on state tests after districts started disaggregating data and developing lessons to address learning deficits.

Successful schools, which have increased student achievement, use multiple sources of data and track the progress of individual students over time. This gives them a more complete picture of students as learners, their areas of strength and their areas for growth. Monitoring data on a frequent basis can have a positive impact on student achievement. Reeves asserts that asking these questions about the data is relevant in moving toward vision attainment:

- What percentage of a group of students is proficient now, compared to a year ago?
- What percentage of our students has gained one or more grade levels in reading when we compare their scores today to their scores a year ago?
Of those students who were not proficient a year ago, what percentage are now proficient?

Of those students who were proficient a year ago, what percentage are now advanced?9

School Improvement Planning and Assessment. Effective leaders realize the value of long-range planning.10 In most school systems, this planning is formalized into a process. Often called school improvement planning, it is a collaborative effort of the school improvement team. The use of data to inform instructional planning and collaboration is essential to this planning process.

Once data is analyzed, the school improvement team develops the plan, oversees its implementation, and monitors the implementation. This cycle of continuous improvement is identified as characteristic of successful school leaders.11 Marzano and colleagues identified a correlation between monitoring the effectiveness of school programs and their impact on student learning with student academic achievement. Monitoring student progress, sharing findings, and using those findings for program improvement are also key findings from Cotton's research on effective leaders.12 Additionally, Cotton further elaborated on different ways effective principals use the achievement data. These include:

- Effective principals ensure their teachers track student progress and improvement.
- Effective principals of culturally or socioeconomically diverse schools disaggregate achievement data to determine both academic performance and instructional needs of particular groups.
- Effective principals establish procedures for disseminating the results to parents and community members.
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<thead>
<tr>
<th>Quality</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
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<tbody>
<tr>
<td>Planning for Instruction</td>
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<tr>
<td>Establishes and implements standard operating procedures and routines.</td>
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<tr>
<td>Demonstrates efficient daily planning resulting in smooth school operations.</td>
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<tr>
<td>Develops comprehensive long-range plans focused on goal attainment.</td>
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<tr>
<td>Monitors effectiveness of school programs.</td>
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<tr>
<td>Planning for Learning</td>
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<tr>
<td>Ensures data is disaggregated so that lessons are planned to address learning deficits.</td>
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<tr>
<td>Uses data to inform collaboration efforts to maximize learning.</td>
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<tr>
<td>Uses multiple sources of data to track the progress of individual students over time.</td>
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<tr>
<td>Uses multiple sources of student data to maximize student outcomes.</td>
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<tr>
<td>Assessing for Learning</td>
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<tr>
<td>Uses assessment data to measure student progress in meeting instructional goals.</td>
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<tr>
<td>Uses assessment data to determine instructional needs of particular groups within the school.</td>
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<tr>
<td>Uses assessment data to drive school improvement.</td>
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<tr>
<td>Establishes procedures for disseminating student results to parents and community members.</td>
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ORGANIZATIONAL MANAGEMENT

The leader fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

What does organizational management mean?

In general terms, organizational management pertains to those responsibilities relating to the functioning of the school. These include but are not limited to: (1) coordinating a safe and orderly school environment, daily operations, and facility maintenance; (2) using data in organizational management; (3) seeking and managing fiscal resources; and (4) organizing and managing technology resources.1

What does research say about organizational management?

Organizational management is a primary responsibility of the school leader. A smoothly functioning school requires a leader’s focused time and effort on those factors that keep it running. More than anything else, the school must first be a safe and positive learning environment for all. School leaders are charged to ensure this.2 However, they have other duties and responsibilities.

They use data to inform decisions and to plan strategies for school improvement. School leaders are also responsible for budgetary matters pertaining to the school. And, in more and more schools, technology plays a central role in teaching and learning. Leaders must organize and manage their technology resources. If a school is to function efficiently and effectively, careful thought and committed time must be allocated to each of these areas.

School Safety, Daily Operations, and Facility Maintenance. The effective leader addresses each of these three areas, realizing they can impact a smoothly functioning school. Each is addressed in turn.

School Safety. A school leader prioritizes safety of students and staff above all else. Routines and procedures are created and implemented to ensure a safe, orderly, and positive environment. In their meta-analysis of 69 empirical studies on school leadership, Marzano and colleagues identified order as one of 21 responsibilities of leaders. More specifically, they noted evidenced behaviors to include:

- Established routines regarding orderly school operations, which are understood and followed by staff.
- Established structures, rules, and procedures, provided and reinforced to the staff.
- Established structures, rules, and procedures, provided and reinforced to the students.3

Likewise, Cotton’s research confirms that maintenance of a safe and orderly school environment is a priority of effective principals.4 Cotton found that effective principals have behavior policies that are established with solicited input from staff and students. They set clear expectations for student behavior. Discipline is fairly and consistently enforced. Finally, teachers are granted authority to maintain the established discipline policies. Additionally, Cotton noted that crisis management plans are in place and current, and a trained school crisis management team is on board and ready to handle situations effectively.

Daily Operations and Facility Management. Leaders complete a wide range of tasks on any given day. Some may seem unrelated to
student outcomes. However, Lashway contends that even mundane tasks can affect student outcomes.\(^5\) For instance, heating and cooling problems can certainly affect classrooms and student learning. It behooves the leader to keep the school running efficiently so that maximum learning occurs.

Master schedules, usually an administrative task, can impact student learning outcomes. Thoughtful and careful consideration while scheduling can result in more time for instruction.\(^6\) Scheduling that maximizes blocks of instructional time and decreases wasted time is beneficial to all. Building in co-teaching opportunities benefits both students with special needs and others, as teaching capacity is doubled. More needs can be met when leaders include key personnel in the collaborative creation of a master schedule.\(^7\)

**Seeking and Managing Fiscal Resources.** The school leader is charged with responsible management of resources. This requires a thorough understanding of local school board and state policy.\(^8\) It also requires a cycle of actions to plan and oversee the budget.

Resources include materials—books and equipment—but also included in the definition are opportunities for staff development and professional collaboration.\(^9\) Sometimes managing resources requires creativity to maximize teaching and learning. Research indicates that:

- Effective school leaders use resources creatively to improve teaching and learning.\(^10\)
- Strong organizational managers are effective in allocating budgets and resources.\(^11\)
- Schools showing academic improvement are more likely to have strong organizational managers.\(^12\)

**Organizing and Managing Technology Resources.** As schools increase technology capabilities and applications, leaders are expected to organize and manage those resources effectively. Leaders must concern themselves with technology issues related to instructionally appropriate allocation, equity, sustainability, and training. To facilitate student learning and staff productivity, technology must be accessible and in working order. In addition, smart school leaders hire technology staff who fully understand how best to capitalize on and exploit technology use for teaching and learning.

In a case study of 14 schools implementing technology use in both reading and math, schools that achieved learning gains with technology were characterized in this way:\(^13\)

- Schools provided support for implementation.
- Instructional vision between leaders and teachers concerning how best to implement software use was consistent.
- Principal support included scheduling access to equipment and collaborative planning time for teachers to co-learn about the technology.
- Teachers collaborated and supported one another on the use of the technology.
<table>
<thead>
<tr>
<th>Leader Self-Assessment Checklist</th>
<th>Performance Standard 4: Organizational Management</th>
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<tbody>
<tr>
<td>Quality</td>
<td>Exemplary Proficient Needs Development Ineffective</td>
</tr>
<tr>
<td><strong>School Safety</strong></td>
<td>Prioritizes safety of students and staff above all else.</td>
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<tr>
<td></td>
<td>Creates and implements routines and procedures to ensure a safe, orderly, and positive environment.</td>
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<td></td>
<td>Sets clear expectations for student behavior.</td>
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<td></td>
<td>Enforces discipline fairly and consistently.</td>
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<td></td>
<td>Grants teachers the authority to maintain the established discipline policies.</td>
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<td></td>
<td>Maintains a current crisis management plan.</td>
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<td></td>
<td>Ensures a trained school crisis management team is on board and prepared.</td>
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<tr>
<td><strong>Daily Operations and Facility Maintenance</strong></td>
<td>Develops a master schedule that maximizes blocks of instructional time.</td>
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<tr>
<td></td>
<td>Includes key personnel in the collaborative creation of a master schedule.</td>
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<td></td>
<td>Ensures the efficiency of school operations and routine maintenance.</td>
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<tr>
<td><strong>Seeking and Managing Fiscal Resources</strong></td>
<td>Understands local and state school board fiscal policies.</td>
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<td>Reviews previous budgets.</td>
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<td>Creates an annual budget.</td>
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<td>Manages and allocates resources responsibly by setting expense priorities.</td>
</tr>
<tr>
<td><strong>Organizing and Managing Technology Resources</strong></td>
<td>Ensures technology training is provided to teachers.</td>
</tr>
<tr>
<td></td>
<td>Ensures technology is accessible and in working order for students and staff.</td>
</tr>
<tr>
<td></td>
<td>Ensures instructionally appropriate allocation, equity, and sustainability of technology.</td>
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</tbody>
</table>
HUMAN RESOURCES MANAGEMENT

The leader fosters effective human resources management through selection, induction, support, and retention of quality instructional and support personnel.

What does human resources management mean?

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 staff."¹

What does research say about human resources management?

Effective leaders understand that one of their most important responsibilities is the selection, induction, support, evaluation, and retention of quality instructional and staff personnel.² They also understand that supporting, affirming, and finding opportunities for teachers and staff to grow professionally affects the bottom line, student achievement.³ Targeting the right people to the right position is critical, and effective leaders take this responsibility seriously.⁴

As stated by Horng and Loeb, "school leaders can have a tremendous effect on student learning through the teachers they hire, how they assign those teachers to classrooms, how they retain teachers, and how they create opportunities for teachers to improve."⁵

A study by Beteille, Kalogrides, and Loeb found that:

- Teachers who work in more effective schools improve more rapidly than do those in less effective ones.⁶

Selection. Taking the time to make careful personnel selection decisions pays dividends later on. The principal's impact on school effectiveness may be indirect, but selecting quality teachers has a direct effect on student outcomes. Equally important is the careful selection of support staff. Portin and colleagues note that principals in their study talked about the impact of support staff on the climate of the school.⁷

A study of 90/90/90 school principals is illustrative. These schools are composed of a student body of at least 90% minority, 90% receive free or reduced lunch, and the passing rate on standardized achievement tests is 90% or better. One of the factors cited in beating the odds is their “mindful allocation of staffing resources.”⁸ Setting schools up for success means leaders staff their schools with quality instructional and staff personnel. Such is the case at these schools.

Additional findings from various research studies indicate:

- Leaders trained in research-based hiring practices are more likely to use those practices in teacher interviews and selection. Practices include: multiple interviewers, prepared questions, and scoring rubrics.⁹

- Effective leaders understand the school district's hiring system and use this knowledge to acquire the best qualified people for the positions they seek to fill.¹⁰
Induction and Support. Quality induction programs positively impact teacher retention. Induction is the process of systematically training and supporting new teachers, beginning before the first day of school and continuing through the first two or three years of teaching. Principals have an important role to play in fostering and sustaining these programs. With high teacher turnover rates showing no signs of abatement, the savvy principal provides as much systematic training and support to teachers as is needed throughout induction. Wong outlines overarching objectives of induction programs. These objectives include: (1) easing the transition into teaching, (2) improving classroom management and instruction, (3) promoting the district's culture, and (4) increasing teacher retention rate.

In a review of 15 research studies on induction programs, Ingersoll and Strong identified several interesting findings:

- Beginning teachers who participate in induction have higher satisfaction, commitment, or retention than those who do not participate.
- Beginning teachers who participate in induction have more on-task students and viable lesson plans than those who do not participate.
- Beginning teachers who participate in induction are more likely to use effective student questioning practices and are more likely to adjust classroom activities to meet students’ interests than those who do not participate.
- Beginning teachers who participate in induction are more likely to maintain a positive classroom atmosphere and demonstrate successful classroom management than those who do not participate.

Beginning teachers who participate in induction have students with higher test scores or demonstrate greater gains on academic achievement tests than those who do not participate.

There are practices that leaders can adopt that reduce new teacher turnover rates. Smith and Ingersoll culled data from the Schools and Staffing Survey (SASS), administered by the National Center for Education Statistics. The statistics included all beginning teachers in the United States during the 1999-2000 academic year. Several factors appeared to affect turnover and retention rates.

Researchers found that matching mentors and mentees by teaching specialty—subject or grade level—appeared to reduce turnover rate. Establishing a common planning time for collaboration was effective in reducing turnover. Finally, being part of an external network of teachers also reduced turnover. It behooves leaders to keep these ideas in mind as they work to induct and support new teachers. Providing a culture of support where new teachers are supported by all staff can reduce new teacher attrition.

Evaluation. The research on this topic is addressed in the fact sheet titled, “Teacher/Staff Evaluation.”

Retention. Approximately one-third of new teachers leave teaching during their first three years of teaching. Within five years, one-half of new teachers leave the field. Providing an induction program and support for new teachers helps to reduce that rate and keeps new teachers in the classroom. Leaders can impact teacher loss in their schools. Supporting a systematic induction program is beneficial and a win-win strategy for all involved.

Marshall and Klotz identify specific actions principals can take to support new teachers. The first three goals focus on the school and
Mentors, supported by leaders, help new teachers to: (1) become familiar with the school's culture, traditions, and rituals; (2) learn more about the community's goals for education; and (3) gain insight into district and school policies and procedures. Instructionally, leaders support new teachers by: (1) assisting with instructional issues, such as helping new teachers learn to adjust delivery based on student need; (2) helping new teachers build more skill in challenging students to think on a higher level and providing higher-level learning experiences; and (3) assisting and supporting new teachers as they develop the necessary skills needed to collect, analyze, and apply data instructionally to increase student learning.

Leaders also support new teachers by: (1) encouraging and helping them to integrate new technologies to enhance instruction; (2) supporting and encouraging ongoing collaborative efforts within and among grade levels and subject areas; and (3) educating and supporting new teachers so that their instruction is aligned with state and national standards thereby ensuring students are taught what will be tested.
<table>
<thead>
<tr>
<th>Leader Self-Assessment Checklist</th>
<th>Performance Standard 5: Human Resources Management</th>
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<tbody>
<tr>
<td>Quality</td>
<td>Exemplary</td>
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<tr>
<td>Selection</td>
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<tr>
<td>Understands the school district’s hiring plans and uses them to the school’s advantage.</td>
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<tr>
<td>Selects competent and capable teachers/support staff.</td>
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<tr>
<td>Uses research-based hiring practices to include: multiple interviewers, prepared questions, and scoring rubrics.</td>
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<tr>
<td>Induction and Support</td>
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<tr>
<td>Fosters and sustains the induction program.</td>
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<tr>
<td>Matches mentors and mentees by teaching specialty – subject or grade level – where practical.</td>
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<tr>
<td>Identifies new teachers’ strengths and weaknesses.</td>
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<tr>
<td>Provides systematic training and support to teachers throughout induction.</td>
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<tr>
<td>Provides a culture of support where new teachers are supported by all staff.</td>
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<tr>
<td>Retention</td>
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<tr>
<td>Supports innovation and risk-taking.</td>
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<td>Works to retain quality staff.</td>
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<td>Ensures working conditions are positive.</td>
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<tr>
<td>Supports and encourages ongoing collaborative efforts.</td>
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Fact Sheet #7 - Performance Standard 6: Teacher/Staff Evaluation

TEACHER/STAFF EVALUATION

The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.

What does teacher/staff evaluation mean?

In general terms, teacher/staff evaluation is “the ability to judge and evaluate teacher (staff - added) effectiveness.”

What does research say about teacher/staff evaluation?

The two major purposes of teacher/staff evaluation are professional growth and performance accountability. Though viewed by some as mutually exclusive, Stronge argues that:

there is room in evaluation systems for both accountability and performance improvement purposes. Indeed, evaluation systems that reflect both accountability and personal growth dimensions are not only desirable, but also necessary for evaluation to productively serve the needs of individuals and the community at large.

The National Education Policy Center advocates an evaluation system that targets both continual improvement of the teaching staff and timely dismissal of teachers who cannot or will not improve.” An effective system meets both of these objectives.

Leaders and teachers committed to teacher evaluation is a third quality characteristic that can improve a teacher evaluation process. When leaders are committed to the teacher evaluation system and prioritize their commitment, the evaluation process becomes a vehicle for teacher growth and improvement. Everyone benefits from this commitment.

Since effective teachers impact student achievement, a teacher evaluation system that improves teacher effectiveness can serve as a tool for increasing student achievement. Leaders can demonstrate this priority by setting aside time and focusing attention on the evaluative process and by allocating resources that support the evaluation system and teacher improvement practices.

Finally, leaders should ensure their evaluative practices are technically sound. This means leaders participate in training to build knowledge and understanding of the teacher/staff evaluation system. They commit to the process.

Research related to these quality characteristics is summarized:
Teachers/staff who participate more fully in the evaluation conference are more satisfied with both the conference and the leader than those who participate less.  

More trustworthy relationships are built by leaders who balance caring and high expectations than relationships characterized by high caring and low expectations or low caring and high expectations. Balance is key. 

Teacher involvement at every level of the evaluation process is a requirement for an effective evaluation system. 

Documentation. Multiple data sources inform understanding in every context. Teacher/staff evaluation is no different. Using multiple data sources or measurement tools increases information about teacher/staff effectiveness and thus provides a more fully rounded picture of teacher/staff levels of competency. Moreover, the use of different measurement tools can offset weaknesses found in others. Evaluation tools that are used without proper training can impact the validity of an evaluation. 

Teacher observation is the measurement tool used most often by leaders during the teacher evaluation process. A study of measurement tools by Goe, Bell, and Little identified both strengths and weaknesses. Observations are feasible and can provide useful information. However, observations provide limited information because of the narrow focus on instructional delivery and classroom management. The whole of teachers’ work—e.g., instructional planning, student assessment, professional development—is left unexamined. The National Education Policy Center advocates multiple measures to include: classroom observation, instructional artifacts, portfolios, teacher self-reports, student surveys, and value-added assessment. Though each has strengths and weaknesses, when combined, they can provide a holistic view of teacher/staff performance. This, in turn, provides the leader with both quantitative and qualitative data to fully inform the evaluation product. 

District Guidelines. Effective school leaders understand the district guidelines of the personnel evaluation system. The following are research findings related to evaluation: 

School leaders affect student learning primarily by hiring and supporting high-quality teachers and staff. Effective leaders hire, support, and retain good teachers while removing less-effective teachers. School leaders’ abilities in performing evaluation affect the ability to remove teachers due to incompetence. Remediating or removing low-performing teachers is the responsibility of the school leader. Effective leaders continue to document deficiencies while working to help struggling teachers so that they have the necessary documentation should dismissal become necessary.
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<th>Quality</th>
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<th>Needs Development</th>
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| Communication | Fosters mutual trust between the evaluator and the teacher being evaluated. |
|              | Encourages two-way communications where both parties share ideas and interpretations. |
|              | Focuses on growth and accountability. |
|              | Participates in both formal and informal conferences. |
| Documentation | Uses multiple data sources to document standards. |
|              | Conducts walkthroughs and formative observations. |
|              | Offers feedback following observations. |
|              | Uses evaluation as a means to remediate or remove low-performing or unsatisfactory teachers. |
| Legal Considerations | Adheres to district guidelines regarding teacher evaluation. |
|                      | Documents adherence to designated standards. |
|                      | Maintains objectivity during the evaluation process. |
|                      | Describes existing deficiencies clearly. |
|                      | Offers remediation actions for identified deficiencies. |
Fact Sheet #8 - Performance Standard 7: Professionalism

Professionalism

The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

What does professionalism mean?

In general terms, professionalism is defined as “the conduct, aims, or qualities that characterize or mark a profession or a professional person.”

What does research say about professionalism?

School leaders set the standard for professionalism in the school building and the community. This includes demonstrating professional standards and engaging in ethical behavior. As role models for teachers and staff, they engage in continuous professional development and contribute to the profession.

Wurtzel outlines tenets of professionalism and applies them to teachers. They are equally appropriate in describing principal professionalism. A professional:

- owes his/her primary duty to their clients;
- is accountable to the profession for results;
- has a duty to improve his/her own practice;
- has a duty to improve common or collective practice in the profession;
- adheres to a body of specialized knowledge, agreed-upon standards of practice, and specific protocols for performance; and
- is expected to exercise professional judgment.

Professional Standards. The school leader has numerous duties and responsibilities; they continue to increase and change rapidly. The job has become increasingly complex. Compounding this complexity are the national, state and local accrediting and governing bodies that have each established their own performance standards and guiding principles. The result is multiple standards which can confuse or even contradict one another.

Leading performance standards for the principalship (school leaders) should support and complement the multi-faceted role of school leaders. The Leader Assessment on Performance Standards and the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Standards are complementary. Moreover, the Leader Assessment on Performance Standards and Council of Chief State School Officers standards are also complementary. When school leaders adhere to and demonstrate the professional standards set forth in the Georgia Leader Keys Effectiveness System, they can be assured that they are practicing professionalism and acting as role models to the school and larger community.

Ethical Behavior. School leaders serve as role models, providing the moral purpose for their schools. Moral purpose can be defined as “social responsibility to others and the environment.” In an educational environment, the school leader has a responsibility to students, staff, and the larger school community. First and foremost is the responsibility to behave ethically.

A survey of 180 K-12 educators found a correlation between effective leadership and ethical decision making. Survey respondents ranked honesty and integrity as the most important characteristics educators value in leaders. Effective principals are fair and honest, have integrity, and expect to demonstrate ethical behavior. They share
their ethical beliefs with faculty, staff, parents, and students.⁸

*Professional Development.* To hone skills and continue to evolve in the highly skilled profession of school principalship requires continuous professional development. In a study that focused on why good principals stay in the profession, professional development was key.⁹ These principals viewed and described themselves as life-long learners.

When comparing effective professional development programs with those that are less so, LaPointe and Davis found that effective principals attended more professional development and found the sessions to be more helpful. They were also more likely to attend professional development along with their teachers, and were almost twice as likely to make visits to other schools. These principals were also more likely to participate in development networks with other principals, to mentor other principals, and to be willing to observe and critique fellow principals.¹⁰

Research findings about principal professional development includes:

- Effective principals recognize the importance of professional development.¹¹
- Effective principals participate in a variety of professional development activities. These include attending conferences, networking with others, mentoring other principals, and observing other principals.¹²
- Research-based professional development programs providing what principals need to be successful are now available.¹³
# Leader Self-Assessment Checklist

**Performance Standard 7: Professionalism**

<table>
<thead>
<tr>
<th>Quality</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
</tr>
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<tbody>
<tr>
<td>Professional Standards</td>
<td>Adheres to and demonstrates the professional standards set forth in the Georgia Leader Keys Effectiveness System.</td>
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<tr>
<td>Ethical Behavior</td>
<td>Serves as a role model for ethical behavior.</td>
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<tr>
<td></td>
<td>Shares ethical beliefs with faculty, staff, parents, and students.</td>
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<td></td>
<td>Carries out duties with competence and integrity.</td>
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<tr>
<td>Professional Development</td>
<td>Views professional development as ongoing and continuous.</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Participates in a variety of professional development opportunities.</td>
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<tr>
<td></td>
<td>Networks with other principals to provide support.</td>
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<tr>
<td></td>
<td>Willingly participates in peer observations.</td>
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<tr>
<td></td>
<td>Visits other schools.</td>
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COMMUNICATION AND COMMUNITY RELATIONS

The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

What does communication and community relations mean?
In general terms, communication and community relations “consists of staff members’ personal relations with colleagues, students, parents, and the larger community.”

What does research say about communication and community relations?
Communicating clearly and establishing strong relations with the community are critical school leader responsibilities. Increasingly, leaders find themselves not only responsible to faculty, staff and students but also responsible to parents, policy makers, and the larger community. Effective leaders unite these various stakeholders into a cohesive group moving toward the same quality goal - educating children and raising student performance.

One of the ways they do this is through relationship building and effective communications. Effective leaders understand they do not act in a vacuum; they realize the importance of bringing stakeholders into the mix in a collaborative decision-making model. Moreover, they reach out to stakeholders on a continual basis.

Effective Communication. Effective school leaders foster communication with, and between all school constituents on an ongoing basis. They realize they do not have all the answers. They are good listeners and value the opportunity to hear alternate views on topics.

Today's technologies offer an array of communication possibilities and opportunities. Porterfield and Carnes advocate the use of both traditional and new media to open the lines of communication to build parent and community trust. They offer five suggestions for improving communications:

1. Make communications planning a top priority.
   Communication planning should be a consideration whenever new programs are designed, test dates changed, or rules revised. Questions leaders should ask themselves are: (a) Who should know about these changes? and (b) How do we assure they know? The answers to these questions ensure that all the affected parties are identified and a plan for communicating changes is in place. In other words, the authors advocate school leaders, “get out ahead of the story, put your frame around it, and plan ahead.”

2. Leave the office and network with others.
   Networking builds relationships by increasing mutual understanding. It can include being available to news agencies, attending committee meetings of special groups (e.g. special education and gifted education), breakfasting with PTA officers, and meeting with faculty liaison groups. This demonstrates that the leader values these groups and is anxious to listen to their viewpoints and issues of concern.

3. Be aware of the different audiences served.
   School leaders serve varied constituencies. They have different interests and concerns. Do not lump all parents into one category; they are not monolithic. Ensure that employees are the first to hear of changes, they hear the whole story, and they understand fully the ramifications. Then enlist...
their support to market the changes to parents and community members.

(4) Invite naysayers to work with you.

Look for those who find fault. Enlist them in efforts to realize the vision. Listen to their arguments and try to appreciate their views. When critics are invited in and become familiar with the school environment, relationships are built and new understandings are often forged. This is a way to become a team rather than adversaries.

(5) Be strategic with available technology.

Become familiar with how the school community receives its information. Parents under 50 oftentimes get news from online sources rather than printed newspapers. Survey parents to find out and then focus communication efforts in these areas.

Communicating with Families. It behooves all school leaders to involve parents in the school community. Principals who reach out to involve parents and community members are more successful than others. These principals articulate the school vision to parents.

In a series of focus groups and a nationally representative survey of 1,006 parents of current and recent high school students from urban, suburban, and rural communities, Bridgeland et al. note that among other findings: (1) high-performing schools do a better job of communicating with parents, (2) high-performing schools are more likely to be perceived as encouraging parental involvement, (3) parents of students in low-performing schools are much less likely than their peers to talk with their children’s teachers, and (4) high-performing schools are more likely than low-performing schools to notify and engage parents if their child is having performance issues at school.

A review of existing literature on parental involvement found that some types of involvement benefit the school directly:

- telling parents that their involvement and support greatly enhances their children’s school progress;
- fostering parent involvement from the time that students first enter school;
- teaching parents that they are role models for reading behavior;
- developing parent programs that are focused on instruction;
- working to engage parents of disadvantaged students; and,
- emphasizing that parents are partners of the school and that the school values their involvement.

Communicating with the Larger Community. School leaders serve as advocates of their schools. As such, it is their responsibility to “communicate a positive image of their school.” Support from mass media sources is important; therefore, leaders should develop positive relationships with various media outlets. According to a study by Brookings Institution, Americans want news coverage of their public schools. This means school leaders must “learn how to navigate the new digital ecosystem.” Some of the suggestions include: developing relationships with journalists, creating in-house news networks focusing on positive school outcomes, and connecting local stories to national studies and trends. Reaching out to the media strengthens school vision and develops relationships undergirded by shared purpose and mutual support.

Schools are part of a larger community network. Their effectiveness is in part influenced by these other agencies. School leaders can garner resources, enlist support, and form relationships that are mutually beneficial. Forming partnerships can assist in
furthering the school vision to the larger community and can directly benefit students and teachers.

In a study of partnering benefits, two Ontario secondary schools heavily involved in community partnerships served as the sample. Conclusions drawn about partnering benefits include: (a) educators met the needs of their students and programs that could not be addressed in the school; (b) partnering provided material, financial, and social support; (c) principals obtained district resources unavailable to other schools; and (d) the schools’ reputations within the communities were raised. Partnering with outside agencies can benefit students, teachers, programs, and participating agencies.14
## Leader Self-Assessment Checklist

**Performance Standard 8: Communications and Community Relations**

<table>
<thead>
<tr>
<th>Quality</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
</tr>
</thead>
</table>

| **Effective Communication**                  |           |            |                   |             |
| Ensures two-way, open communications with faculty and staff. |           |            |                   |             |
| Listens to suggestions of faculty and staff. |           |            |                   |             |
| Adopts suggestions of faculty and staff, when appropriate. |           |            |                   |             |
| Makes communication planning a top priority. |           |            |                   |             |

| **Communications with Parents and Families** |           |            |                   |             |
| Emphasizes the partnership between parents and the school community. |           |            |                   |             |
| Involves parents in the school community. |           |            |                   |             |
| Develops parent programs focused on instruction. |           |            |                   |             |
| Works to engage parents of disadvantaged students who may not be active participants. |           |            |                   |             |
| Uses both traditional and new media to open the lines of communication to build parent trust. |           |            |                   |             |

| **Communication with Larger Community**      |           |            |                   |             |
| Establishes relationships with the larger community that are mutually beneficial. |           |            |                   |             |
| Uses both traditional and new media to open the lines of communication to build community trust. |           |            |                   |             |
| Builds a positive relationship with the media. |           |            |                   |             |
Chapter 3
Leader Keys Effectiveness System
Research Synthesis

2013-2014
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   Communicating with families
   Communicating with the larger community
Introduction

Synthesis on Extant Research Related to Georgia Leader Assessment on Performance Standards

The school leader’s role has evolved over the past two decades. In addition to primarily management responsibilities of the past, today’s leaders are expected to lead their school with the ultimate goal of increasing student learning while helping staff to grow professionally. What was once largely a managerial role has evolved to reflect the necessity of both management and leadership roles. Though the responsibilities are large, effective leaders can and do address, prioritize, balance, and carry out these responsibilities.

Leader performance standards—or Leader Assessment on Performance Standards (LAPS) are a common set of standards that reflect the qualities of effective leaders. The purpose of these standards is to specify performance expectations in each of the eight performance areas. The ultimate goal is to support leader growth and development. By monitoring, analyzing, and identifying areas of strength and areas for growth within these comprehensive standards, leaders and their supervisors can be assured that leader performance is continually enhanced and refined. In other words, leadership development is an ongoing and valued aspect of the Georgia Leader Keys Evaluation System.

LAPS address the what and the how of each standard—what the standard is, and how it is evidenced. This report supplies the why by providing an empirical review of the relevant research related to each of the eight Georgia Leader Assessment on Performance Standards developed by the Georgia Department of Education.

An Overview of the Extant Research Related to Each Leader Performance Standard

Performance Standard 1: Instructional Leadership

The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that leads to school improvement.

What does instructional leadership mean?
In general terms, instructional leadership is a focus on factors that promote and support teaching and learning. More than ever, with the advent of stringent state and national learning standards, leaders must concentrate on components that lead to student success and school improvement. Research indicates that instructional leaders do impact student achievement, though indirectly. Thus, it behooves leaders to prioritize their instructional role as one of critical importance.

What does research say about instructional leadership as it relates to school principals?
Effective instructional leaders focus their efforts on school improvement and student success. They do this in several ways. Creating a vision for the school community is a necessary first step. Sharing leadership so that responsibilities are distributed goes far in creating a cohesive team that
has a stake in success as the outcome. Leading a learning community helps to ensure the leader demonstrates the importance of continual staff growth and development. Finally, effective leaders monitor curriculum and instruction.

**Creating a Vision.** Effective, forward-thinking leaders understand that creating a vision is at the heart of what they do; a first step that becomes the impetus through which all future decisions, goals, and dreams are funneled. They also understand that if a vision is to reach fruition it must be inspiring enough to be embraced by others within the organization: it must become a shared vision.

Principals of high achieving schools are clear about the school’s vision and goals. A shared vision helps guide all in the school community to the destination—student success and school improvement. From the vision, goals for learning are established. Buy-in to both the vision and the learning goals are important—the savvy leader understands this and seeks commitment from the school community. An example may help to illustrate the importance of shared vision.

Providence-St. Mel is a high achieving K-12 school serving urban, African American students. Located on Chicago’s west side, 100% of its graduating students have been accepted to 4-year colleges for the past 25 years. One of the findings noted by researchers is that administrators “worked hard to create a common vision of the school, one that definitely plays out in every classroom.” Teachers embrace the vision and the learning goals believing that these are instrumental to the success enjoyed by their students.

Various research studies on high-achieving schools find that principals play an important role in building and sustaining the school’s vision:

- High-achieving schools have principals who communicate to all that the school’s most important mission is learning.
- High-achieving schools have principals who believe that established school goals are attainable.
- High-achieving schools have principals who expect that both teachers and students can meet established goals.

**Sharing Leadership.** Sharing leadership is not to be confused with delegating responsibilities or garnering extra help. Rather, it can be defined broadly “as teachers’ influence over and participation
Effective principals understand the value of collaborative effort in successfully realizing the common vision. They realize that in order to meet instructional goals, they need buy-in from the staff. By sharing leadership, the principal acknowledges that everyone has important contributions to make. Further, providing opportunities for stakeholders to participate in decision making about issues affecting them and that they are knowledgeable about, is an affirmation of the integral role they play in goal accomplishment. Capitalizing on the leadership and instructional strengths of other staff members is smart leadership.

Strong leadership is necessary for turnaround in struggling schools. Leaders chart a direction and influence others to stay the course to meet organizational goals. Principals who help develop teacher leaders are strengthening their school's instructional program.

Research indicates that principals who tap the expertise of the school’s teacher leaders are beneficiaries of the following:

- Teacher leaders positively affect change from the classroom when they inquire about school improvement and then participate in answering the question.
- As teacher leaders work with principals toward school improvement, they provide valuable insights and ideas.
- Teacher leaders willingly take on additional tasks and responsibilities that aren’t required of classroom teachers that benefit the school and other teachers within it.
- Principals who develop and tap the expertise of teacher leaders and refocus their emphasis on learning throughout the school improvement effort are more successful than those who do not.

Leading a Learning Community. Learning is a lifelong process. Effective principals take the lead in promoting professional growth and learning for both themselves and their staffs. Two primary functions around which schools are organized include: (1) teaching and learning, and (2) organizing for teaching and learning. Communicating this focus to every stakeholder in the school community is a crucial leader responsibility.

Principals who prioritize student learning are successful. Prioritizing student learning means paying attention to and communicating the importance of curriculum, instruction, and assessment. This is where leaders focus their instructional attention. It also means being visible in and around the school. When staff see leaders out and about, interested in the daily goings-on, they see leaders who are engaged and involved.

In order to promote the practices that lead to effective teaching and mastery learning, leaders not only plan and organize professional development, they also participate in the process. They become learners alongside their staffs. Barth commented that the leader as learner “is critical because there is a striking connection between learning and collegiality.” Effective principals recognize the value of collaborative participation in the learning community as a way to build trust, collective responsibility, and to further the goal of improved student learning.

Leaders realize that keeping abreast of and informing staff about current research and practice is critical to school success. They emphasize and communicate that schools are learning communities and they provide both formal and informal opportunities for collaborative learning.
Research regarding effective principals and their role in leading the learning community includes the following:

- Effective principals participate in learning alongside their staff.\(^{cciv}\)
- Effective principals ensure learning opportunities are afforded to all members of their staff.\(^{ccv}\)
- Principals of successful schools provide meaningful staff development.\(^{ccvi}\)

**Monitoring Curriculum and Instruction.** Effective principals focus on curriculum and instruction. Monitoring teacher practice helps to identify instructional strengths and weaknesses. Leaders are aware of instructional practices in their school buildings, are knowledgeable about the curriculum standards, and ensure that they are taught.\(^{ccvii}\) Leaders trust their teachers to effectively implement instruction but visit classrooms regularly to observe the results of that instruction.\(^{ccviii}\)

In effective schools, leaders are able to judge the effectiveness of teaching and serve as role models for expected behaviors of school staff.\(^{ccix}\) The emphasis on teaching and learning means that leaders consciously limit activities that diminish instructional time.\(^{ccx}\) They allocate resources based on identified need which may include: materials, staffing, and staff development.\(^{ccxi}\) They encourage teacher reflection regarding instructional practices and their impact on student achievement.\(^{ccxii}\)

Research related to leaders’ roles in monitoring curriculum and instruction indicates the following:

- Both teachers and leaders believe it important that someone is positioned to guide the curriculum and to make decisions about staff development needs.\(^{ccxiii}\)
- Effective leaders ensure continuity in the school instructional program.\(^{ccxiv}\)
- Leaders must spend time in classrooms to monitor instructional programs, curriculum implementation, and the quality of instructional practices.\(^{ccxv}\)
Performance Standard 2: School Climate

The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

What does school climate mean?
In general terms, school climate “is the relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perception of behavior in schools.” More simply put, school climate “refers to the social and working relationships of staff and administrators.” When you enter the school’s front office, how does it feel? As you walk down the halls, what behaviors do you notice? What is the energy level of teachers and students in classrooms? Does the school community work as a team? All of these questions relate to school climate. These and many other factors affect the climate in a school.

What does research say about school climate as it relates to school principals?
School climate affects everyone in the school community. Enlisting the support of all stakeholders is an important first step on the road to establishing and maintaining a positive climate. Since school climate influences student outcomes, staff satisfaction, and overall school morale, leaders should identify and implement practices that foster a positive climate.

Figure 2. School Climate Responsibilities

The Leader’s Role. School climate and student performance are linked. A positive school climate focused on student learning is correlated to student achievement. Successful schools have a school climate that is significantly more positive than their less successful counterparts. Since leaders play a pivotal role in fostering and sustaining school climate, it behooves them to concentrate effort in this area. To maintain a positive school climate, leaders should:

- Enlist the assistance of school community members (students, parents, staff, and community members) in helping to create a safe and positive learning environment.
- Model respect and high expectations for all community members.
- Share decision-making to maintain high school morale.
- Maintain a current crisis and conflict action plan and implement it as necessary.
- Cultivate a positive learning environment by using knowledge of the school community (social, cultural, leadership, and political dynamics).
Georgia Department of Education  
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The Stakeholder’s Role. Stakeholder involvement in school success is well-documented. Kythreotis and Pashiartis note that positive parent-school relations are one of 10 factors in successful school leadership. Building professional relationships between school leaders and staff is one of the critical leader responsibilities cited by Marzano and colleagues in a meta-analysis of school leadership research. Parent and community outreach is identified by Cotton as an essential trait of effective leaders. Effective leaders build positive relations between the parent and the school, form professional relationships with the staff, and provide outreach to parents and the greater community.

When applied to school leaders, the adage “no man is an island” is most apropos. Shared decision-making and collaboration strengthen rather than dilute leadership capacity in a school community. Creating a positive and safe learning environment is a job for all—students, parents, staff, and central office personnel. Relationships matter. Time taken to build relationships paves the way for productive gatherings that move forward in the right direction. As stakeholders work to reach consensus around school norms and expectations, the savvy leader ensures all voices are heard. Importantly, within this collaborative effort, is the need to focus on and never lose sight of the vision and school goals. It is the responsibility of the leader to maintain the focus and the forward momentum.

The research surrounding leader and stakeholder involvement in school climate indicates the following:

- Leaders possess the authority, power, and position to impact school climate.
- A positive relationship that exists between school climate and leadership affects overall school effectiveness.
- Fundamentally important to establishing and maintaining school success is the importance of stakeholder involvement and relationship building.

Trust. Trust is a precursor to success in any relationship—be it organizational or individual. If members of a school community are distrustful of others’ motives and actions, that community will most certainly fail. Moreover, anxiety, isolation, and estrangement are correlated with the absence of trust. The effective school leader leads from a position of trust—modeled and fostered daily in the school environment. Leaders desiring a trustful environment can cultivate one by sharing information, power, and decision-making with teachers.

Everyone in the organization benefits when trust abounds. Schools with high levels of trust are more open to new ideas, more likely to reach out to the community, and commit to organizational goals. Teachers demonstrate greater professionalism when leaders evidence trust and when they adopt a professional rather than a bureaucratic orientation. Students are the recipients of higher levels of teacher trust when trust is a prevailing culture trait within a school faculty. Multiple studies indicate that increased collaboration, improved academic productivity, and risk-tolerant climates are positively associated with trust in schools. As is evidenced by the research base, trust between members of a school community benefits all members.

There are many facets of trust. Some of these include: benevolence, competence, honesty, openness, and reliability. Leaders can demonstrate these qualities and inspire trust in others in many ways. Just a few of these include:

- Making the time to listen to others.
Asking others for input from members of the school community.

Making decisions that foster student safety and achievement.

Being visible and participating in school activities.

Supporting staff as both professionals and individuals.

**Shared Leadership.** As the role of the principal has evolved from being primarily managerial to both managerial and instructional, duties and responsibilities have increased. In order to meet the demands of the job it is increasingly necessary to share leadership. Paradoxically, when leaders give power away they oftentimes become more powerful. This enables them to narrow their focus and concentration to factors that contribute directly to school effectiveness.

Shared leadership has been defined as “multiple sources of guidance and direction, following the contours of expertise in an organization, made coherent through a common culture.” In essence, shared leadership results in the creation of multiple leaders within a school. It affects leaders and stakeholders in different ways. For the leader, it lightens the load and provides support. For the stakeholder, it highlights the important role that everyone has in guiding and directing the school community toward the vision and goals. When decision making becomes a team effort, the leader is more fully able to act as diagnostician and facilitator—identifying issues and resources necessary to address the issues. With this structure, the leader does not relinquish responsibility, rather he/she promotes others, encourages shared decision making and builds relationships. All of this contributes to a positive school climate.

The research surrounding school climate and shared leadership includes these findings:

- In effective schools, leaders distribute administrative tasks and create multiple leaders.
- Shared leadership has a positive effect on school improvement and reading achievement.
- Shared leadership has a positive effect on school improvement and math achievement.
Performance Standard 3: Planning and Assessment

The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

What do planning and assessment mean?
In general terms, planning is the “act or process of making or carrying out plans.” Assessment is “the act of making a judgment about something.” Careful planning and thoughtful assessment make realizing the school’s vision and goals attainable.

What does research say about planning and assessment as it relates to school principals?
Effective school leaders realize the important role planning plays in successful daily operations. Likewise, planning is essential if long range goals that reflect the school’s vision are to be met. Leaders make time for both: daily planning and long range planning. When adequate planning occurs, and the outcomes of the planning are disseminated to and supported by appropriate stakeholders, the school runs like a well-oiled machine—both functionally and academically.

Figure 3. Planning and Assessment Responsibilities

Planning Affects other Key Areas of Responsibility. In a meta-analysis of 70 studies, Waters, Marzano and McNulty found that effective leadership is comprised of 21 key areas of responsibility. Each of these areas is positively correlated to higher levels of student achievement. Many of these 21 areas require planning for fruition. For instance, one of the key areas of responsibility is order. To help maintain order, effective leaders establish a set of standard operating procedures and routines. These procedures do not materialize on their own. They are the result of planning.

The importance of planning in both daily operations and long range goal attainment cannot be underestimated. Likewise, consider the key area of responsibility that is discipline. To maintain discipline, effective leaders establish procedures that protect teachers “from issues and influences that would detract from their teaching time or focus.” Without planning, creating and implementing these procedures would be impossible. As evidenced, efficient and comprehensive planning is an essential skill of effective leaders.
Using Data in Planning. Making use of student data to improve student outcomes is an important organizational management responsibility of a school leader. Successful schools use assessment data to measure student progress in meeting instructional goals and to drive improvement. Cawelti and Protheroe studied six school districts serving at-risk school populations. They found that students increased performance on state tests after districts started disaggregating data and developing lessons to address learning deficits.

Successful schools, which have increased student achievement, use multiple sources of data and track the progress of individual students over time. This gives them a more complete picture of students as learners, their areas of strength and their areas for growth. Monitoring data on a frequent basis can have a positive impact on student achievement. Reeves asserts that asking these questions about the data is relevant in moving toward vision attainment:

- What percentage of a group of students is proficient now, compared to a year ago?
- What percentage of our students has gained one or more grade levels in reading when we compare their scores today to their scores a year ago?
- Of those students who were not proficient a year ago, what percentage are now proficient?
- Of those students who were proficient a year ago, what percentage are now advanced?

School Improvement Planning and Assessment. Effective leaders realize the value of long range planning. In most school systems, this planning is formalized into a process. Often called school improvement planning, it is a collaborative effort of the school improvement team. The use of data to inform instructional planning and collaboration is essential to this planning process.

Once data is analyzed, the school improvement team develops the plan, oversees its implementation, and monitors said implementation. This cycle of continuous improvement is identified as characteristic of successful school leaders. Marzano and colleagues identified a correlation between monitoring the effectiveness of school programs and their impact on student learning with student academic achievement. Monitoring student progress, sharing findings, and using those findings for program improvement are also key findings from Cotton's research on effective leaders. Additionally, Cotton further elaborated on different ways effective principals use the achievement data. These include:

- Effective principals ensure their teachers track student progress and improvement.
- Effective principals of culturally or socioeconomically diverse schools disaggregate achievement data to determine both academic performance and instructional needs of particular groups.
- Effective principals establish procedures for disseminating the results to parents and community members.
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Performance Standard 4: Organizational Management

The leader fosters the success of all students by supporting, managing, and overseeing the school’s/department’s organization, operation, and use of resources.

What does organizational management mean?
In general terms, organizational management pertains to those responsibilities relating to the functioning of the school. These include but are not limited to: (1) coordinating a safe and orderly school environment, daily operations, and facility maintenance, (2) using data in organization management, (3) seeking and managing fiscal resources, and (4) organizing and managing technology resources.

What does research say about organizational management as it relates to school principals?
Organizational management is a primary responsibility of the school leader. A smoothly functioning school requires a leader's focused time and effort on those factors that keep it running so. More than anything else, the school must first be a safe and positive learning environment for all. School leaders are charged to ensure this. However, they have other duties and responsibilities. They use data to inform decisions and to plan strategies for school improvement. School leaders are also responsible for budgetary matters pertaining to the school. And, in more and more schools, technology plays a central role in teaching and learning. Leaders must organize and manage their technology resources. If a school is to function efficiently and effectively careful thought and committed time must be allocated to each of these areas.

Figure 4. Organizational Management Responsibilities

School Safety, Daily Operations, and Facility Maintenance. The effective leader addresses each of these three areas realizing they can impact a smoothly functioning school. Each is addressed in turn.

School Safety. A school leader prioritizes safety of students and staff above all else. Routines and procedures are created and implemented to ensure a safe, orderly, and positive environment. In their meta-analysis of 69 empirical studies on school leadership, Marzano and colleagues identified order as one of 21 responsibilities of leaders. More specifically, they noted evidenced behaviors to include:

- Established routines regarding orderly school operations, which are understood and followed by staff.
- Established structures, rules, and procedures, provided and reinforced to the staff.
Likewise, Cotton’s research confirms that maintenance of a safe and orderly school environment is a priority of effective principals. Cotton found that effective principals have behavior policies that are established with solicited input from staff and students. They set clear expectations for student behavior. Discipline is fairly and consistently enforced. Finally, teachers are granted authority to maintain the established discipline policies. Additionally, Cotton noted that crisis management plans are in place and current, and a trained school crisis management team is on board and ready to handle situations effectively.

**Daily Operations and Facility Management.** Leaders complete a wide range of tasks on any given day. Some may seem unrelated to student outcomes. However, Lashway contends that even mundane tasks can affect student outcomes. For instance, heating and cooling problems can certainly affect classrooms and student learning. It behooves the leader to keep the school running efficiently so that maximum learning occurs.

Master schedules, usually an administrative task, can impact student learning outcomes. Thoughtful and careful consideration while scheduling can result in more time for instruction. Scheduling that maximizes blocks of instructional time and decreases “wasted time” is beneficial to all. Building in co-teaching opportunities benefits both students with special needs and others as teaching capacity is doubled. More needs can be met when leaders include key personnel in the collaborative creation of a master schedule.

**Seeking and Managing Fiscal Resources.** The school leader is charged with responsible management of resources. This requires a thorough understanding of local school board and state policy. It also requires a cycle of actions to plan and oversee the budget. Resources include materials—books and equipment—but also included in the definition are opportunities for staff development and professional collaboration. Sometimes managing resources requires creativity to maximize teaching and learning. Research indicates that:

- Effective school leaders use resources creatively to improve teaching and learning.
- Strong organizational managers are effective in allocating budgets and resources.
- Schools showing academic improvement are more likely to have strong organizational managers.

**Organizing and Managing Technology Resources.** As schools increase technology capabilities and applications, leaders are expected to organize and manage those resources effectively. Leaders must concern themselves with technology issues related to: instructionally appropriate allocation, equity, sustainability, and training. To facilitate student learning and staff productivity, technology must be accessible and in working order. In addition, smart school leaders hire technology staff who fully understand how best to capitalize on and exploit technology use for teaching and learning.

In a case study of 14 schools implementing technology use in both reading and math, schools that achieved learning gains with technology were characterized in this way:

- Schools provided support for implementation.
- Instructional vision between leaders and teachers concerning how best to implement software use was consistent.
- Principal support included scheduling access to equipment and collaborative planning time for teachers to co-learn about the technology.
- Teachers collaborated and supported one another on the use of the technology.
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Performance Standard 5: Human Resources Management

The leader fosters effective human resources management through the selection, induction, support, evaluation, and retention of quality instructional and support personnel.

What does human resources management mean?
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 staff."

What does research say about human resources management as it relates to school principals?
Effective leaders understand that one of their most important responsibilities is the selection, induction, support, evaluation, and retention of quality instructional and staff personnel. They also understand that supporting, affirming, and finding opportunities for teachers and staff to grow professionally affects the bottom line, student achievement. Targeting the right people to the right position is critical, and effective leaders take this responsibility seriously. As stated by Horng and Loeb, "school leaders can have a tremendous effect on student learning through the teachers they hire, how they assign those teachers to classrooms, how they retain teachers, and how they create opportunities for teachers to improve."

Figure 5. Human Resources Management Responsibilities

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<th>Human Resources Management</th>
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<td>Selection</td>
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A study by Beteille, Kalogrides, and Loeb found that:
- School leaders’ organizational management practices—particularly, in the area of personnel management—appear to play a critical role in improving schools.
- Effective schools retain higher-quality teachers and remove lower-quality teachers.
- Teachers who work in more effective schools improve more rapidly than do those in less effective ones.

Selection. Taking the time to make careful personnel selection decisions pays dividends later on. The principal’s impact on school effectiveness may be indirect but selecting quality teachers has a direct effect on student outcomes. Equally important is the careful selection of support staff. Portin and colleagues note that principals in their study talked about the impact of support staff on the climate of the school.
A study of 90/90/90 school principals is illustrative. These schools are composed of a student body of at least 90% minority, 90% receive free or reduced lunch, and the passing rate on standardized achievement tests is 90% or better. One of the factors cited in beating the odds is their “mindful allocation of staffing resources.” Setting schools up for success means leaders staff their schools with quality instructional and staff personnel. Such is the case at these schools.

Additional findings from various research studies indicate:

- Leaders trained in research-based hiring practices are more likely to use those practices in teacher interviews and selection. Practices include: multiple interviewers, prepared questions, and scoring rubrics.
- Effective leaders understand the school district's hiring system and use this knowledge to acquire the best qualified people for the positions they seek to fill.

**Induction and Support.** Quality induction programs positively impact teacher retention. “Induction is the process of systematically training and supporting new teachers, beginning before the first day of school and continuing through the first two or three years of teaching.” Principals have an important role to play in fostering and sustaining these programs. With high teacher turnover rates showing no signs of abatement, the savvy principal provides as much systematic training and support to teachers as is needed throughout induction. Wong outlines overarching objectives of induction programs. These objectives include: (1) easing the transition into teaching, (2) improving classroom management and instruction, (3) promoting the district’s culture, and (4) increasing teacher retention rate.

In a review of 15 research studies on induction programs, Ingersoll and Strong identified several interesting findings:

- Beginning teachers who participate in induction have higher satisfaction, commitment, or retention than those who do not participate.
- Beginning teachers who participate in induction have more on-task students and viable lesson plans than those who do not participate.
- Beginning teachers who participate in induction are more likely to use effective student questioning practices and are more likely to adjust classroom activities to meet students’ interests than those who do not participate.
- Beginning teachers who participate in induction are more likely to maintain a positive classroom atmosphere and demonstrate successful classroom management than those who do not participate.
- Beginning teachers who participate in induction have students with higher test scores or demonstrate greater gains on academic achievement tests than those who do not participate.

There are practices that leaders can adopt that reduce new teacher turnover rates. Smith and Ingersoll culled data from the Schools and Staffing Survey (SASS), administered by the National Center for Education Statistics. The statistics included all beginning teachers in the United States during the 1999-2000 academic year. Several factors appeared to affect turnover and retention rates. Researchers found that matching mentors and mentees by teaching specialty—subject or grade level—appeared to reduce turnover rate. Establishing a common planning time for collaboration was effective in reducing turnover. Finally, being part of an external network of teachers also reduced turnover. It behooves leaders to keep these ideas in mind as they work to induct and support
new teachers. Providing a culture of support where new teachers are supported by all staff can reduce new teacher attrition.\footnote{ccxciii}

**Evaluation.** The research on this topic is addressed in the section titled, “Teacher/Staff Evaluation.”

**Retention.** Approximately one-third of new teachers leave teaching during their first three years of teaching.\footnote{ccxciv} Within five years, one-half of new teachers leave the field. Providing an induction program and support for new teachers helps to reduce that rate and keeps new teachers in the classroom.\footnote{ccxcv} Leaders can impact teacher loss in their schools. Supporting a systematic induction program is beneficial and a win-win strategy for all involved.

Marshall and Klotz identify specific actions principals can take to support new teachers.\footnote{ccxcvi} The first three goals focus on the school and the district. Mentors, supported by leaders, help new teachers to:

- Become familiar with the school's culture, traditions, and rituals.
- Learn more about the community's goals for education.
- Gain insight into district and school policies and procedures.

Instructionally, leaders support new teachers by:

- Assisting with instructional issues, such as helping new teachers learn to adjust delivery based on student need.
- Helping new teachers build more skill in challenging students to think on a higher level and providing higher level learning experiences.
- Assisting and supporting new teachers as they develop the necessary skills needed to collect, analyze, and apply data instructionally to increase student learning.

Leaders also support new teachers by:

- Encouraging and helping them to integrate new technologies to enhance instruction.
- Supporting and encouraging ongoing collaborative efforts within and among grade levels and subject areas.
- Educating and supporting new teachers so that their instruction is aligned with state and national standards thereby insuring students are taught what will be tested.
Performance Standard 6: Teacher/Staff Evaluation

The leader fairly and consistently evaluates school personnel in accordance with district guidelines and provides them with timely and constructive feedback focused on improved student learning.

What does teacher/staff evaluation mean?
In general terms, teacher/staff evaluation is “the ability to judge and evaluate teacher (staff - added) effectiveness.”

What does research say about teacher/staff evaluation as it relates to school principals?
The two major purposes of teacher/staff evaluation are professional growth and performance accountability. Though viewed by some as mutually exclusive, Stronge argues that:

There is room in evaluation systems for both accountability and performance improvement purposes. Indeed, evaluation systems that reflect both accountability and personal growth dimensions are not only desirable but also necessary for evaluation to productively serve the needs of individuals and the community at large.

The National Education Policy Center advocates an evaluation system that “targets both continual improvement of the teaching staff and timely dismissal of teachers who cannot or will not improve.” An effective system meets both of these objectives.

**Figure 6. Teacher/Staff Evaluation Responsibilities**

Good Practices. If teacher evaluation is to benefit teachers, leaders must consider ways to improve the evaluation process so that it is marked by quality characteristics. These characteristics include: positive climate, clear communications, teachers/staff and leaders committed to the evaluation, and practices that are technically sound. One of these characteristics is a positive climate. A positive climate is one characterized by mutual trust. “Evaluation conducted in an environment that fosters mutual trust between evaluator (representing the institution) and evaluatees holds the greatest potential for benefiting both parties.” A second characteristic is clear communication between teachers and leaders during the evaluative process. Two-way communications where both parties are encouraged and able to share ideas and interpretations fosters mutual understanding. Leaders and teachers committed to teacher evaluation is a third quality characteristic that can improve a
teacher evaluation process. When leaders are committed to the teacher evaluation system and prioritize their commitment, the evaluation process becomes a vehicle for teacher growth and improvement. Since effective teachers impact student achievement, a teacher evaluation system that improves teacher effectiveness can serve as a tool for increasing student achievement. Leaders can demonstrate this priority by setting aside time and focusing attention on the evaluative process and by allocating resources that support the evaluation system and teacher improvement practices. Finally, leaders should ensure their evaluative practices are technically sound. This means leaders participate in training to build knowledge and understanding of the teacher/staff evaluation system.

Research related to these quality characteristics is summarized:

- Teachers/staff who participate more fully in the evaluation conference are more satisfied with both the conference and the leader than those who participate less.
- More trustworthy relationships are built by leaders who balance caring and high expectations than relationships characterized by high caring and low expectations or low caring and high expectations. Balance is key.
- Teacher involvement at every level of the evaluation process is a requirement for an effective evaluation system.

Documentation. Multiple data sources inform understanding in every context. Teacher/staff evaluation is no different. Using multiple data sources or measurement tools increases information about teacher/staff effectiveness and thus provides a more fully rounded picture of teacher/staff levels of competency. Moreover, the use of different measurement tools can offset weaknesses found in others. Evaluation tools that are used without proper training can impact the validity of an evaluation.

Teacher observation is the measurement tool used most often by leaders during the teacher evaluation process. A study of measurement tools by Goe, Bell, and Little identified both strengths and weaknesses. Observations are feasible and can provide useful information. However, observations provide limited information because of the narrow focus on instructional delivery and classroom management. The whole of teachers’ work—e.g., instructional planning, student assessment, professional development—is left unexamined. The National Education Policy Center advocates multiple measures to include: classroom observation, instructional artifacts, portfolios, teacher self-reports, student surveys, and value-added assessment. Though each has strengths and weaknesses, when combined, they can provide a holistic view of teacher/staff performance. This, in turn, provides the leader with both quantitative and qualitative data to fully inform the evaluation product.

District Guidelines. Effective school leaders understand the district guidelines of the personnel evaluation system. The following are research findings related to evaluation:

- School leaders affect student learning primarily by hiring and supporting high-quality teachers and staff.
- Effective leaders hire, support, and retain good teachers while removing less-effective teachers.
- School leaders’ abilities in performing evaluation affect the ability to remove teachers due to incompetence.
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- Remediating or removing low-performing teachers is the responsibility of the school leader.\textsuperscript{cccxiii}

- Effective leaders continue to document deficiencies while working to help struggling teachers so that they have the necessary documentation should dismissal become necessary.\textsuperscript{cccxiv}
Performance Standard 7: Professionalism

The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

What does professionalism mean?
In general terms, professionalism is defined as “the conduct, aims, or qualities that characterize or mark a profession or a professional person.”

What does research say about professionalism as it relates to school principals?
School leaders set the standard for professionalism in the school building and the community. This includes demonstrating professional standards and engaging in ethical behavior. As role models for teachers and staff, they engage in continuous professional development and contribute to the profession.

Wurtzel outlines tenets of professionalism and applies them to teachers. They are equally appropriate in describing principal professionalism. A professional:
- Owes her primary duty to her clients.
- Is accountable to that profession for results.
- Has a duty to improve her own practice.
- Has a duty to improve common or collective practice in the profession.
- Adheres to a body of specialized knowledge, agreed-upon standards of practice, and specific protocols for performance.
- Is expected to exercise professional judgment.

![Figure 7. Professionalism Responsibilities](image)

**Professional Standards.** The school leader has numerous duties and responsibilities; they continue to increase and change rapidly. The job has become increasingly complex. Compounding this complexity are the national, state and local accrediting and governing bodies that have each established their own performance standards and guiding principles. The result is multiple standards which can confuse or even contradict one another.

Leading performance standards for the principalship (school leaders) should support and complement the multi-faceted role of school leaders. The LAPS and the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Standards are complementary. Moreover, the LAPS and Council of Chief State School Officers standards are also complementary. When school leaders
adhere to and demonstrate the professional standards set forth in the Georgia Leader Keys Evaluation System they can be assured that they are practicing professionalism and acting as role models to the school and larger community.

**Ethical Behavior.** School leaders serve as role models, providing the moral purpose for their schools. Moral purpose can be defined as “social responsibility to others and the environment.” In an educational environment, the school leader has a responsibility to students, staff, and the larger school community. First and foremost is the responsibility to behave ethically.

A survey of 180 K-12 educators found a correlation between effective leadership and ethical decision making. Survey respondents ranked honesty and integrity as the most important characteristics educators value in leaders. Effective principals are fair and honest, have integrity, and expect to demonstrate ethical behavior. They share their ethical beliefs with faculty, staff, parents, and students.

**Professional Development.** To hone skills and continue to evolve in a highly skilled profession that is school principalship requires continuous professional development. In a study that focused on why good principals stay in the profession, professional development was key. These principals viewed and described themselves as life-long learners.

A study of 39 elementary schools whose principals participated in professional development found that: (1) the more professional development principals received, the more they were actively involved in the professional development of their teachers, (2) those teachers who received more professional development taught lessons that were of higher instructional quality, and (3) those schools where instructional quality was higher had higher levels of academic achievement.

When comparing effective professional development programs with those that are less so, LaPointe and Davis found that effective principals attended more professional development and found the sessions to be more helpful. They were also more likely to attend professional development along with their teachers, and were almost twice as likely to make visits to other schools. These principals were also more likely to participate in development networks with other principals, to mentor other principals, and to be willing to observe and critique fellow principals.

Research findings about principal professional development include:

- Effective principals recognize the importance of professional development.
- Effective principals participate in a variety of professional development activities. These include: attending conferences, networking with others, mentoring other principals, and observing other principals.
- Research-based professional development programs providing what principals need to be successful are now available.
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Performance Standard 8: Communication and Community Relations

The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

What does communication and community relations mean?
In general terms, communication and community relations “consists of staff members’ personal relations with colleagues, students, parents, and the larger community.”

What does research say about teacher/staff evaluation as it relates to school principals?
Communicating clearly and establishing strong relations with the community are critical school leader responsibilities. Increasingly, leaders find themselves not only responsible to faculty, staff and students, but also responsible to parents, policy makers, and the larger community. Effective leaders unite these various stakeholders into a cohesive group moving toward the same quality goal: educating children and raising student performance. One of the ways they do this is through relationship building and effective communications. Effective leaders understand they do not act in a vacuum; they realize the importance of bringing stakeholders into the mix in a collaborative decision-making model. Moreover, they reach out to stakeholders on a continual basis.

Figure 8. Communication and Community Relations Responsibilities

Communication and Community Relations

Effective Communication  Communicating with Families  Communicating with the Larger Community

Effective Communication. Effective school leaders foster communication with and between all school constituents on an ongoing basis. They realize they do not have all the answers. They are good listeners and value the opportunity to hear alternate views on topics.

Today’s technologies offer an array of communication possibilities and opportunities. Porterfield and Carnes advocate the use of both traditional and new media to open the lines of communication to build parent and community trust. They offer five suggestions for improving communications:

1. Make communications planning a top priority.

Communication planning should be a consideration whenever new programs are designed, test dates changed, or rules revised. Questions leaders should ask themselves are: (a) Who should know about these changes? and (b) How do we assure they know? The answers to these questions ensure that all the affected parties are identified and a plan for
(2) Leave the office and network with others.
Networking builds relationships by increasing mutual understanding. It can include: being available to news agencies, attending committee meetings of special groups (e.g. special education and gifted education), breakfasting with PTA officers, and meeting with faculty liaison groups. This demonstrates that the leader values these groups and is anxious to listen to their viewpoints and issues of concern.

(3) Be aware of the different audiences served.
School leaders serve varied constituencies. They have different interests and concerns. Do not lump all parents into one category; they are not monolithic. Ensure that employees are the first to hear of changes, that they hear the whole story, and they understand fully the ramifications. Then enlist their support to market the changes to parents and community members.

(4) Invite naysayers to work with you.
Look for those who find fault. Enlist them in efforts to realize the vision. Listen to their arguments and try to appreciate their views. When critics are invited in and become familiar with the school environment, relationships are built and new understanding is often forged. This is a way to become a team rather than adversaries.

(5) Be strategic with available technology.
Become familiar with how the school community receives its information. Parents under 50 oftentimes get news from online sources rather than printed newspapers. Survey parents to find out and then focus communication efforts in these areas.

Communicating with Families. It behooves all school leaders to involve parents in the school community. Principals who reach out to involve parents and community members are more successful than others. These principals articulate the school vision to parents.

In a series of focus groups and a nationally representative survey of 1,006 parents of current and recent high school students from urban, suburban, and rural communities, Bridgeland et al. note that among other findings: (1) high-performing schools do a better job of communicating with parents, (2) high-performing schools are more likely to be perceived as encouraging parental involvement, (3) parents of students in low-performing schools are much less likely than their peers to talk with their children’s teachers, and (4) high-performing schools are more likely than low-performing schools to notify and engage parents if their child is having performance issues at school.

A review of existing literature on parental involvement found that some types of involvement benefit the school directly:
- Telling parents that their involvement and support greatly enhances their children's school progress.
- Fostering parent involvement from the time that students first enter school.
- Teaching parents that they are role models for reading behavior.
- Developing parent programs that are focused on instruction.
Working to engage parents of disadvantaged students.

Emphasizing that parents are partners of the school and that the school values their involvement.\textsuperscript{cccxxxvii}

\textbf{Communicating with the Larger Community.} School leaders serve as advocates of their schools. As such, it is their responsibility to “communicate a positive image of their school.” Support from mass media sources is important; therefore, leaders should develop positive relationships with various media outlets. According to a study by Brooking Institution, Americans want news coverage of their public schools. This means school leaders must “learn how to navigate the new digital new ecosystem.”\textsuperscript{cccxxxix} Some of the suggestions include: developing relationships with journalists, creating in-house news networks focusing on positive school outcomes, and connecting local stories to national studies and trends. Reaching out to the media strengthens school vision and develops relationships undergirded by shared purpose and mutual support.\textsuperscript{cccxl}

Schools are part of a larger community network. Their effectiveness is in part influenced by these other agencies. School leaders can garner resources, enlist support, and form relationships that are mutually beneficial. Forming partnerships can assist in furthering the school vision to the larger community and can directly benefit students and teachers. In a study of partnering benefits, two Ontario secondary schools heavily involved in community partnerships served as the sample. Conclusions drawn about partnering benefits include: educators met the needs of their students and programs that could not be addressed in the school; partnering provided material, financial, and social support; principals obtained district resources unavailable to other schools; and the schools’ reputations within the communities were raised. Partnering with outside agencies can benefit students, teachers, programs, and participating agencies.\textsuperscript{cccxli}
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