



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

Teacher Keys Effectiveness System Handbook



Georgia Department of Education
Teacher Keys Effectiveness System
Handbook

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Acknowledgments

The Georgia Department of Education's (GaDOE) Teacher Keys Effectiveness System (TKES) 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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Teacher Keys Effectiveness System Usage Statement

The TKES 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 the pilot/full year implementation are required to use this handbook.

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Introduction to the Teacher Keys Effectiveness System

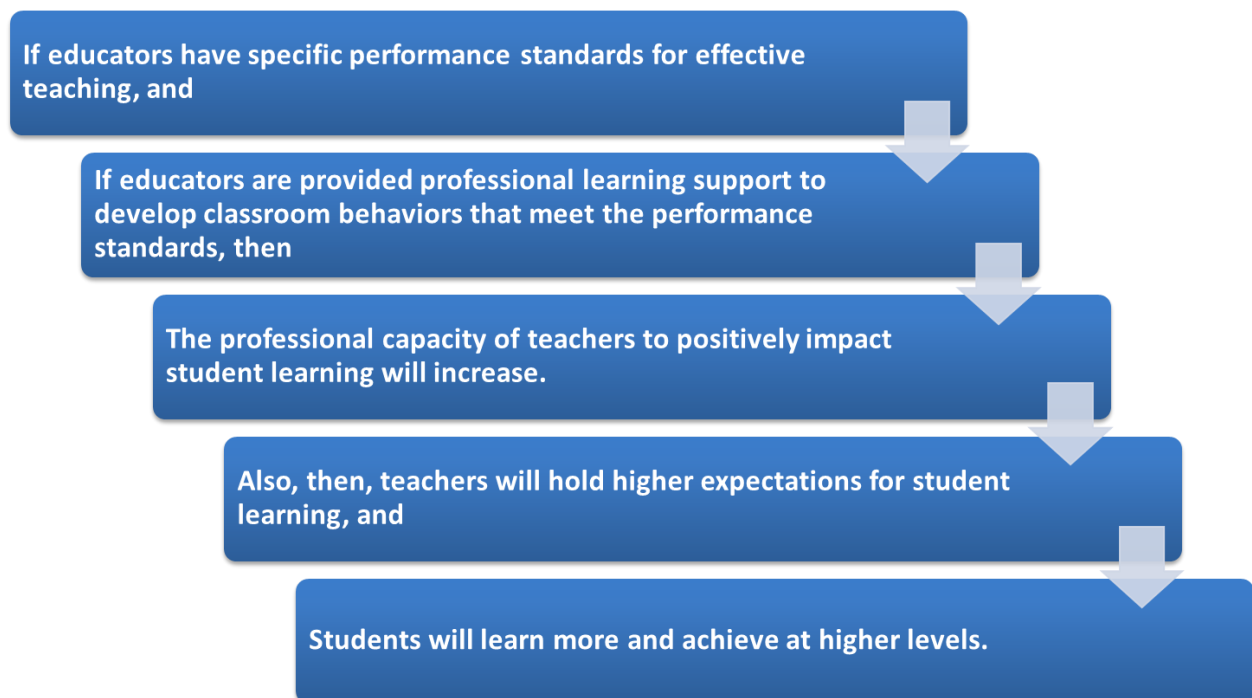
As part of the Race to the Top Initiative (RT3) in 2012-13, Georgia will conduct a pilot/full year implementation of the Teacher Keys Effectiveness System (TKES), a common evaluation system that will allow the state to ensure consistency and comparability across districts, based on a common definition of teacher effectiveness¹.

Primary Purpose of the Teacher Keys Effectiveness System/Theory of Action

The primary purpose of TKES is to:

- Optimize student learning and growth.
- Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness.
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools.
- Provide a basis for instructional improvement through productive teacher performance appraisal and professional growth.
- Implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.
- Focus on student learning as outlined in Figure 1.

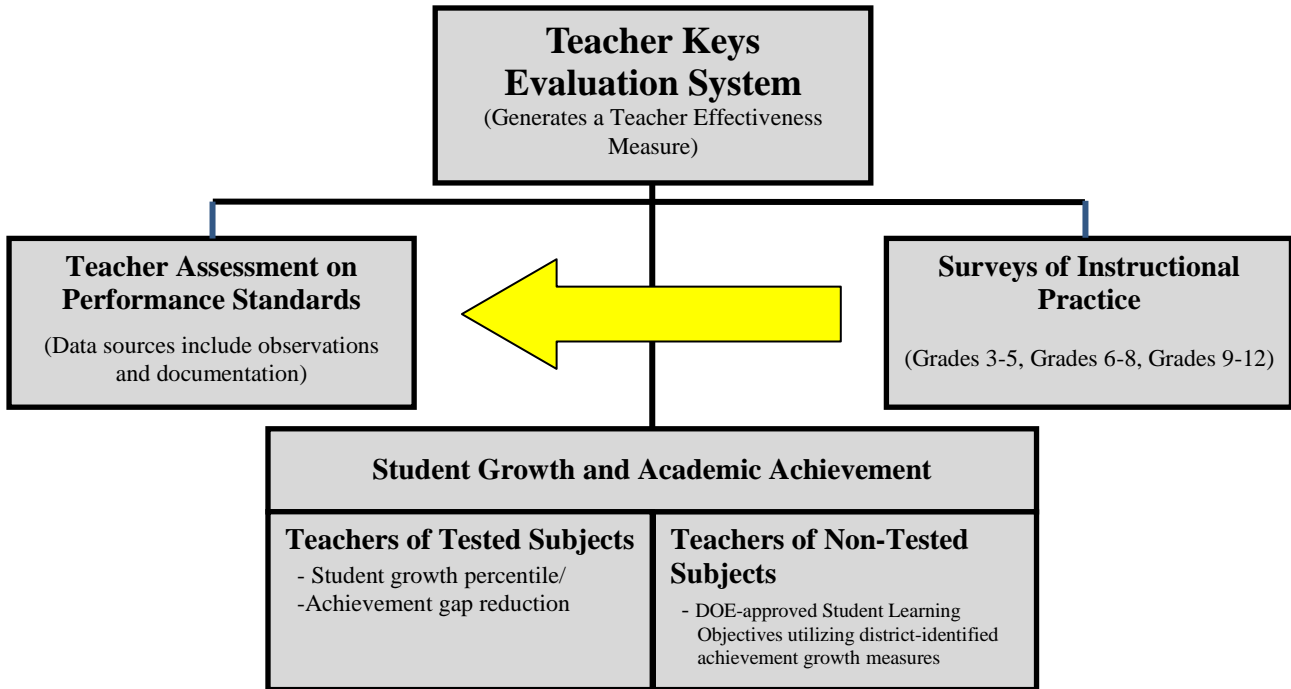
Figure 1: Theory of Action



As shown in Figure 2, the Teacher Keys Effectiveness System (TKES) consists of three components which contribute to an overall Teacher Effectiveness Measure (TEM): Teacher Assessment on Performance Standards (TAPS), Student Growth and Academic Achievement, and Surveys of Instructional Practice.

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Figure 2: Components of the Teacher Keys Effectiveness System



The amount each component contributes to the overall TEM score depends on whether a teacher is in a tested subject/grade or in non-tested subject/grade. A definite formula for the contribution of each component will be determined at the completion of the pilot and review of the data.

1) Teacher Assessment on Performance Standards (TAPS): TAPS provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to quality performance standards.

2) Student Growth and Academic Achievement:

- For teachers of tested subjects, this component consists of a student growth percentile/value-added measure.
- For teachers of non-tested subjects, this component consists of GaDOE-approved Student Learning Objectives utilizing district achievement growth measures.

3) Surveys of Instructional Practice:

- Student survey results will inform the rating of standards 3, 4, 7, and 8 at the Formative and Summative Level.
- Student survey results will impact the TEM score.

*These three components are discussed in further detail in Parts I through III of the TKES Handbook. Documents referenced may also be found on the GaDOE SharePoint at rt3georgia.com.

PART I

**TEACHER
ASSESSMENT
ON
PERFORMANCE
STANDARDS**

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PART I: Teacher Assessment on Performance Standards

The Teacher Assessment on Performance Standards (TAPS) component of the Teacher Keys Effectiveness System provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to quality performance standards. TAPS offers a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility by allowing for creativity and individual teacher initiative. The overarching goal of TKES is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback. The [GaDOE TLE Electronic Platform](#) will be used for the collection and management of data for the TAPS processes.

Distinguishing Characteristics of the Teacher Assessment on Performance Standards

The TAPS component has several distinctive characteristics. It provides:

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

Foundational Documents of the Teacher Assessment on Performance Standards:

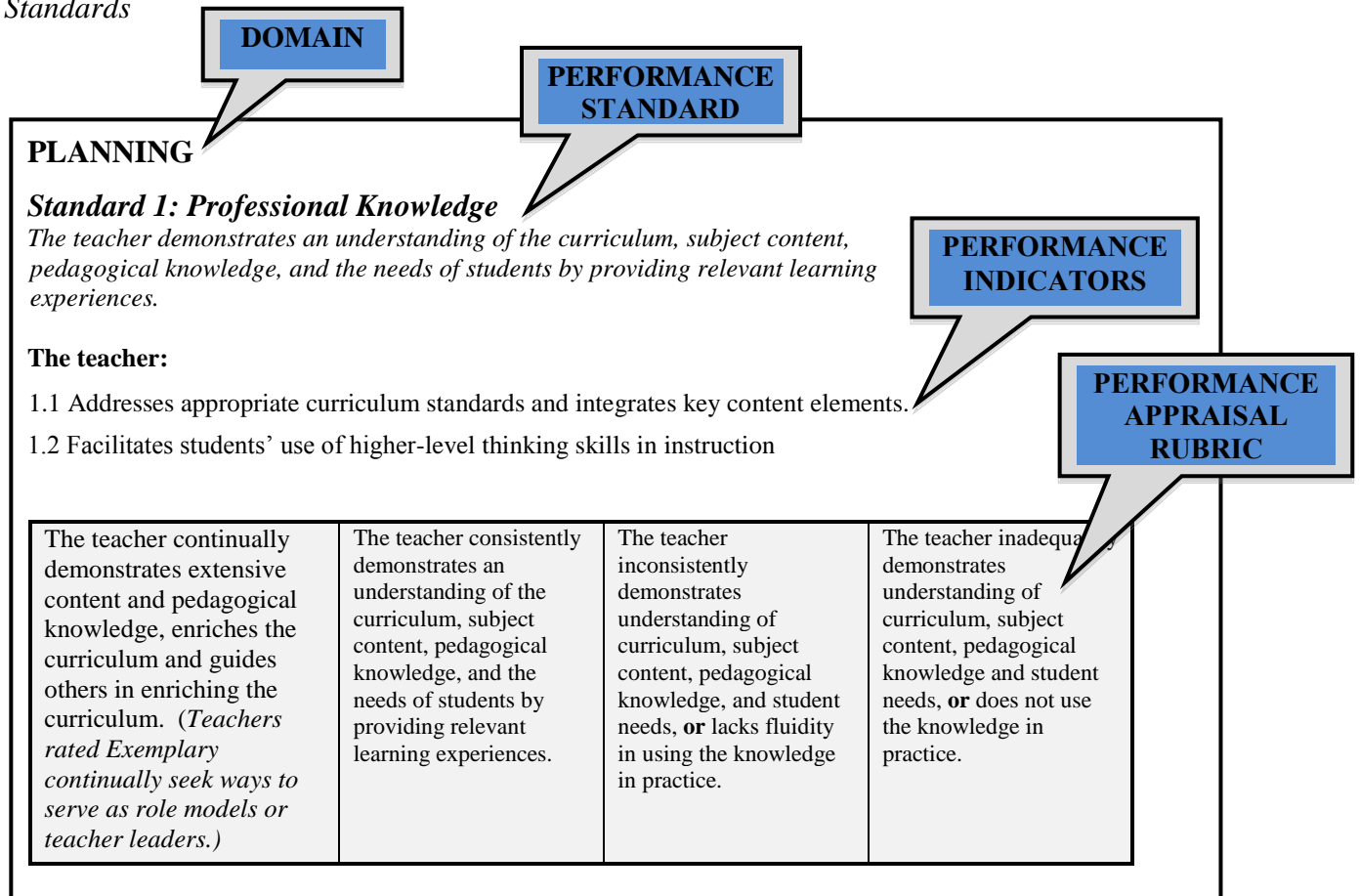
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Essential Components of the Teacher Assessment on Performance Standards

Clearly defined professional responsibilities for teachers constitute the foundation for TAPS. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (e.g., principal or assistant principal) will fully understand their job expectations. TAPS uses a three-tiered approach to define the expectations for teacher performance consisting of 5 domains, 10 standards, and multiple performance indicators. Teachers will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 3.

Figure 3: Relationship between Essential Parts of the Teacher Assessment on Performance Standards



Domains

Domains describe the major categories under which a teacher’s duties and responsibilities are comprised. There are five domains in TAPS: Planning, Instructional Delivery, Assessment of and for Learning, Learning Environment, and Professionalism and Communication.

Performance Standards

Performance standards refer to the major duties performed by a teacher. There are ten performance standards that serve as the basis of the evaluation. Figure 4 shows the five domains and their associated standards that are included in TAPS.

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Figure 4: Domains and Performance Standards

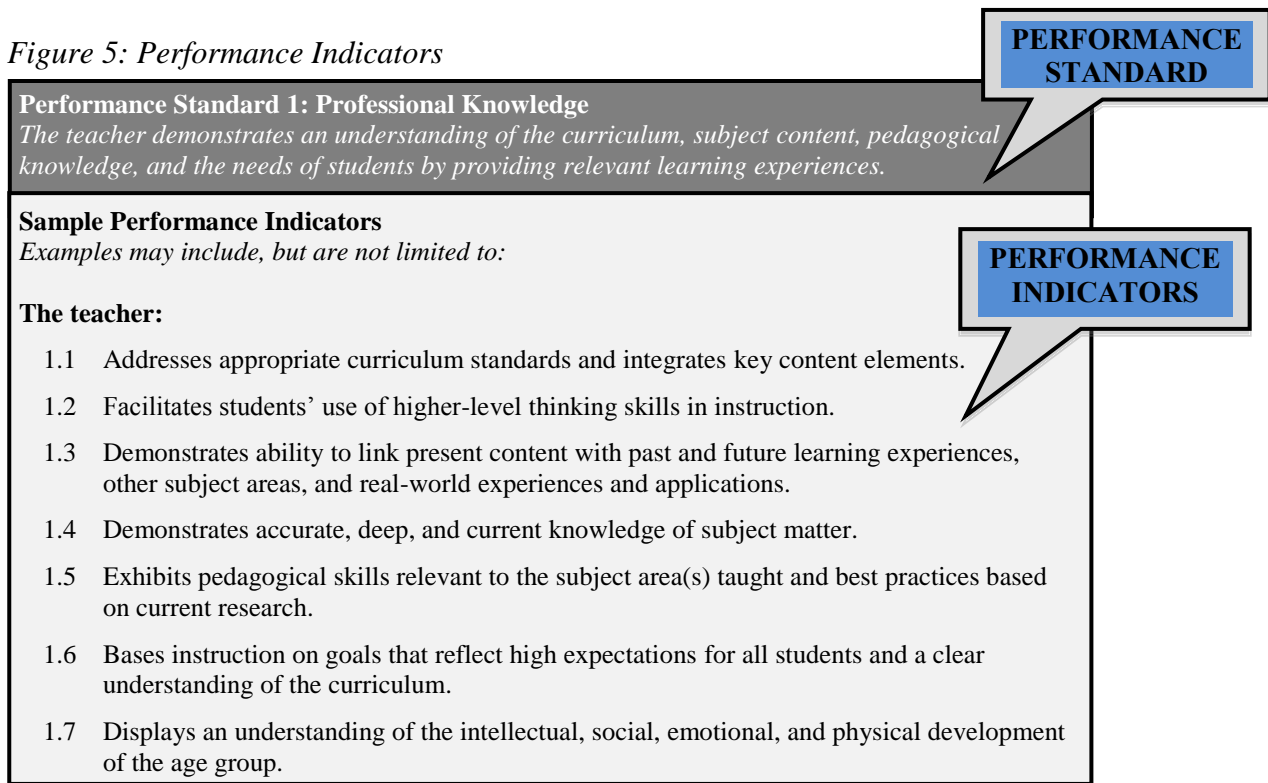
PLANNING
<p>1. Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p>
<p>2. Instructional Planning The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p>
INSTRUCTIONAL DELIVERY
<p>3. Instructional Strategies The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</p>
<p>4. Differentiated Instruction The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>
ASSESSMENT OF AND FOR LEARNING
<p>5. Assessment Strategies The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>
<p>6. Assessment Uses The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</p>
LEARNING ENVIRONMENT
<p>7. Positive Learning Environment The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>
<p>8. Academically Challenging Environment The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>
PROFESSIONALISM AND COMMUNICATION
<p>9. Professionalism The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</p>
<p>10. Communication The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>

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Performance Indicators

Performance indicators provide examples of observable, tangible behaviors for each standard as noted in Appendix 1. That is, the performance indicators are **examples** of the types of performance that may occur if a standard is being successfully met. The list of performance indicators is **not** exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Further, **all teachers are not expected to demonstrate each performance indicator**. Using Standard 1 (Professional Knowledge) as an example, a set of teacher performance indicators is provided in Figure 5.

Figure 5: Performance Indicators



The performance indicators are provided to help teachers and their evaluators clarify job expectations. ***Ratings are made at the performance standard level, NOT at the performance indicator level.***

Performance 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 teachers 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.** Teachers who earn an

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Exemplary rating must meet the requirements for the *Proficient* level and go beyond it. Performance appraisal rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. [Appendix 1](#) includes rubrics related to each performance standard. An explanation of each rating level is provided in the *Assessment* section. Figure 6 shows an example of a performance appraisal rubric for Standard 1 (Professional Knowledge).

Figure 6: Performance Appraisal Rubric for Standard 1

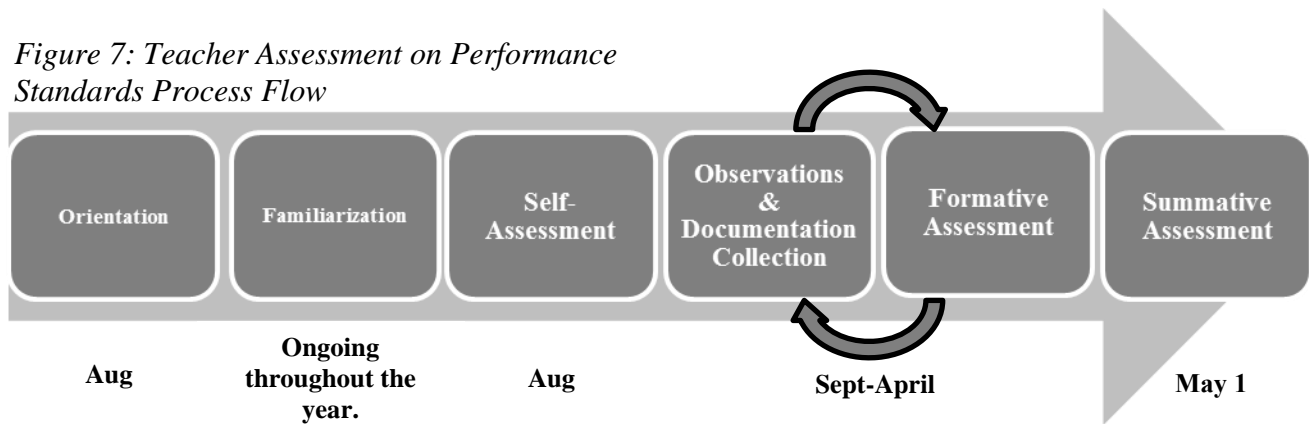
Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum and guides others in enriching the curriculum. <i>(Teachers rated Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

Responsibilities of Site Administrators

The term *site administrator* will be used for principals/supervisors. A site administrator may designate an administrator to collect information on employee job performance. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the teachers.

The process by which participating school districts will implement the TAPS portion of the Teacher Keys Effectiveness System is depicted in Figure 7.

Figure 7: Teacher Assessment on Performance Standards Process Flow



A detailed description of each step, including an explanation, suggestions, and useful resources, is provided on the following pages.

Step 1: Orientation to the Teacher Assessment on Performance Standards

Explanation

To ensure both teachers and evaluators have a clear understanding of the expectations, building administrators will conduct a [Teacher Assessment on Performance Standards \(TAPS\) orientation](#). This orientation should be scheduled as soon as possible once school begins or within the first month of hiring a new teacher. During the orientation, administrators should stress that TAPS is only one portion of the Teacher Keys Effectiveness System for evaluating both teachers of tested and of non-tested subjects. Teachers of tested subjects (grades 4-8 and high school EOCTs) are considered to be those who teach subjects with state standardized tests, and teachers of non-tested subjects teach subjects without state standardized tests.

Suggestions

A PowerPoint presentation and video is available to assist with the TAPS orientation. In addition, administrators will be provided with an electronic version of the *TKES Handbook* to distribute to all teachers. There are helpful resources in the GaDOE SharePoint to assist administrators in developing an orientation that is informative and engaging for the teachers.

In addition, the GaDOE has created a *Race to the Top Frequently Asked Questions* document that is beneficial to share with teachers. Administrators are encouraged to make teachers aware of the various resources available from the GaDOE, such as fact sheets on each of the performance standards, samples of completed forms, and an annotated bibliography.

Useful Resources from GaDOE SharePoint

- *TAPS Orientation* PowerPoint Presentation
- *TAPS Orientation* Video
- *Electronic TKES Handbook*
- *TKES Handbook Scavenger Hunt* Activity
- *RT3 Frequently Asked Questions*
- Fact Sheet 1: TKES Pilot
- Fact Sheet 2: Why Evaluate?
- Fact Sheet 3-10: Performance Standards (Individual)
- Annotated Bibliography

Step 2: Familiarization with Evaluation under the Teacher Assessment on Performance Standards

Explanation

Once teachers are initially exposed to the TAPS portion of the Teacher Keys Effectiveness System, it is important that they be provided with an opportunity to become more familiar with exactly how they will be evaluated. As soon as feasible following the orientation, administrators should meet with teachers to continue their [TAPS familiarization process](#).

Suggestions

During the evaluation familiarization session(s), administrators are strongly encouraged to engage the teachers in various activities designed to help teachers learn more about TAPS. The Georgia Department of Education will provide evaluators with a PowerPoint presentation on rating teacher performance that explains the formative and summative evaluation processes, forms, and use of performance rubrics, along with other engaging activities. Additionally, videos on proficient performance for each of the ten standards will be available on the GaDOE TLE Electronic Platform. The following activities will also help teachers 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 lists teachers create from these activities to produce a content-specific, grade-specific, or school-specific listing. Suggested activities include:

- *Look Fors and Red Flags*: Participants explore the ten 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 teacher's proficiency within the ten performance standards.
- *Documentation of Performance*: Participants generate a list of documentation that provides evidence of proficiency in each of the ten 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 teacher performance among the various rating levels for each performance standard.

Useful Resources on the GaDOE SharePoint

- *TAPS Rating Teacher Performance PowerPoint Presentation*
- *TAPS Proficient Performance Videos*
- *Look-Fors and Red Flags Activity*
- *Matching Observation and Documentation with Performance Standards Activity*
- *Documentation of Performance Activity*
- *A Clean Room Activity*
- *What's in a Rubric Activity*
- *Fact Sheet 19: Performance Rubrics in Evaluation*

Step 3: Self-Assessment

Explanation

Understanding one's own strengths and weaknesses is an important part of developing a teacher's instructional skills and competencies. By reflecting on areas where a teacher might be able to assist peers or areas where he or she needs additional development, a teacher is better able to focus professional learning. Further explanation of the teacher self-assessment process can be found in the TKES Implementation Procedures.

Suggestions

Teachers will be required to complete a self-assessment to reflect on areas of strength and growth specifically related to each performance standard. The self-assessment results may be used as a source of information for developing an individualized plan for professional growth using a district developed document.

Useful Resources on the GaDOE SharePoint

- [*Self-Assessment Form*](#)

Step 4: Documenting Performance

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 teacher’s work. The Teacher Keys Effectiveness System takes into account several data sources. The TAPS focuses on two data sources, in particular - observation and documentation.

Observations

Classroom observations provide key information on the performance standards. Credentialed evaluators are required to conduct **two** formative observations. These observations may be announced or unannounced and must be at least 30 minutes in duration. In addition, a minimum of four walkthroughs/frequent brief observations consisting of at least 10 minutes each should be conducted for each teacher. Additional observations may be conducted at the building administrator’s discretion. All observation feedback will be recorded using the GaDOE TLE Electronic Platform.

To assist evaluators, a [TAPS Reference Sheet](#) that lists the performance standards and sample performance indicators is provided in Appendix 2. Evaluators should keep in mind that the indicators are merely examples of the behaviors teachers might display if they are proficient in the standards. **The indicators are not to be used as a checklist.** Evaluators are required to keep their observation notes pertaining to various standards on the *Formative Assessment Report Form*, making sure to annotate (check box) that the comments pertain to the observation. When it is time to make summative ratings of performance, evaluators should not assign ratings to the ten standards based solely on the observations.

Evaluators will conduct a pre-evaluation conference, mid-year conference and summative evaluation conference for all teachers evaluated by the TKES. The evaluator is also responsible for providing timely feedback to the teacher regarding the *Formative Assessment Report Form* through the GaDOE TLE Electronic Platform. Although feedback is required, a formal conference after each formative observation is optional.

Documentation

Documentation of teacher practice and process is the second required data source for TAPS. It provides evaluators with information related to performance standards. Evaluators may request documentation from a teacher when a standard is not observed during an announced or unannounced observation. The request will also provide the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an evaluator.

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An additional source of documentation to inform ratings of standards 3, 4, 7, and 8 will be the results from the student surveys of instructional practice. Results will inform both the formative and summative ratings

The site administrator will determine whether teachers should provide documentation in hard-copy, electronic form, or both. The emphasis should be on the need to document a standard when it was not observed during an observation and the quality of the documentation. The [Examples of Documentation Evidence](#) form, noted in Appendix 2, provides examples of the types of material an evaluator might consider requesting to show evidence of proficiency in any of the ten performance standards. Documentation is not required for all ten standards.

The teacher is responsible for submitting requested documentation in a timely manner to the evaluator for consideration in the formative assessment, either prior to or after the actual classroom observation, and prior to the completion of the *Formative Assessment Report Form* by the evaluator. Evaluators will make notes pertaining to the documentation on the *Formative Assessment Report Form*, making sure to annotate (check box) that the comments pertain to the documentation.

Suggestions

When it comes time to conduct the formative and summative assessments, evaluators must rate teachers on all ten performance standards. Consequently, as evaluators conduct observations and review documentation, it is important that they keep all ten standards in mind. When conducting walkthroughs, evaluators should focus on a limited number of performance standards and/or indicators. They may find it useful to annotate the *TAPS Reference Sheet* as to which data source (observation and/or documentation) is likely to provide evidence related to a particular standard. Evaluators also may find it useful to review the teacher-generated listings from the *Look Fors and Red Flags* activity, and the *Matching Observation and Documentation with Performance Standards* activity used during the Orientation and Familiarization sessions with the teachers.

Useful Resources on the GaDOE SharePoint

- *TAPS Reference Sheet*
- *Formative Assessment Report Form*
- *Examples of Documentation Evidence Form*
- Fact Sheet 14: Observation
- Fact Sheet 15: Documentation

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Step 5: Rating Performance

Explanation

To assist with data collection for TAPS, evaluators will be required to provide two formative assessment ratings, four walkthroughs/frequent brief observations for a minimum of ten minutes during the school year, as well as, a summative rating for teachers evaluated using the TKES. On all of these types of assessments, teacher ratings, comments, and documentation are tied directly to one of the [ten performance appraisal rubrics](#). The rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. The scale states the measure of performance expected of teachers and provides a general description of what a rating entails. Teachers are expected to perform at the *Proficient* level. Figure 8 explains the four levels of ratings.

Figure 8: Rating Levels

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

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The specific language in the TAPS rubrics should be used to help determine the rating for each standard. It is important to remember Figure 9 gives some general guidance related to specific terms like “Consistently” and “Continually”. There are distinct differences. When thinking about Professional Knowledge, a teacher who continually demonstrates professional knowledge would do this in every class every day. Continually demonstrating assessment uses might be at intervals that exceed every day and every class. In this situation, the evaluator must look at how the teacher uses assessments and determine if the regularity is appropriate. Figure 9 helps clarify the frequency terminology that is used throughout the TAPS rubrics.

Figure 9: Frequency Terminology

Terms ranked by degree of frequency	Definition	Example
Consistently	Occurs at regular intervals	Every Week <i>(Regular intervals will vary depending on the standard and the task.)</i>
Continually	Occurs with high frequency, appropriately, and over time	Every Day, Every Class <i>(Frequency will vary depending on the standard and the task.)</i>

Formative Assessment

Evaluators make decisions about performance on the ten performance standards based on all available evidence using formal and informal observations, as well as, anecdotal evidence that may be collected during team meetings, examination of student work, conferences, etc. For the TAPS portion of the Teacher Keys Effectiveness System (TKES), this will consist of observation and documentation. Evaluators will use the [*Formative Assessment Report Form*](#) to write comments during the observation and subsequent documentation reviews. Using this information, they will then provide a formative assessment rating on each of the ten performance standards using the performance appraisal rubrics.

Evaluators are required to conduct two formative assessments (announced and unannounced) for teachers evaluated by the TKES. Throughout the TKES evaluation process cycle, conferencing with the teacher at the following designated times is required and important to the feedback process.

1. A Pre-Evaluation Conference (August/September) is a follow-up to the Orientation and the beginning of the Familiarization process, as well as, a review of the self-assessment. It shall occur before the observations begin with the teacher. The pre-evaluation conference can be held individually or in a small group setting (e.g. grade level, content groups).
2. The Mid-Year (December/January) Conference shall focus on Student Learning Objective (SLO) data and performance standards feedback. The mid-year conference can be held individually or in a small group setting (e.g. grade level, content groups).

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3. A Summative Evaluation Conference (April/May) will be held to provide written and oral feedback to the teacher regarding the Summative Assessment Report. TAPS, student achievement data trends, and student perception surveys shall be included in the post-conference discussion.

The GaDOE TLE Electronic Platform will have a [Documentation of Conference for the Record](#) and a [Professional Development Plan \(PDP\)](#) document to assist evaluators in providing growth and development opportunities for teachers. These documents are located in Appendix 2 for evaluators to use during the evaluation cycle. Additionally, an Evaluation Cycle calendar is provided for school districts and the local schools.

Summative Assessment

After collecting information throughout the evaluation process, evaluators will provide a summative assessment of a teacher’s performance. Evaluators will use the [Summative Assessment Report Form](#) to evaluate performance on each standard using the four-category rating scale. By receiving a rating on each individual standard, the teacher is provided with a diagnostic profile of his or her performance for the evaluation cycle.

In making judgments for the summative assessment on each of the ten teacher performance standards, the evaluator should determine where the **“totality of the evidence and most consistent practice”** exists, based on observations, documentation of practice and process provided by the teacher, and Surveys of Instructional Practice. **“Totality of the evidence and most consistent practice”** as used here is intended to mean the overall weight of evidence. In other words, as applied to the four-point rating scale, the evaluator should ask, “In which rating category does the totality of the evidence fall?” In many instances, there will be performance evidence that may fit in more than one category. To reach a decision for aggregating the total set of data to reach a summative decision, the evaluator should ask “In which rating category does the evidence best fit?”

In addition to the ten separate ratings, the teachers will receive an overall TAPS point score. *Exemplary* ratings are worth 3 points, *Proficient* ratings are worth 2 points, and *Needs Development* ratings are worth 1 point. *Ineffective* ratings have no point value. Through the GaDOE TLE Electronic Platform, evaluators will receive a point value for all ten standards which will produce a final TAPS score. Figure 10 provides an example.

Figure 10: Example of Summative Rating

Rating	Point Value	Number of Standards Rated at that Level	Computation
<i>Exemplary</i>	3	2	$3 \times 2 = 6$ pts
<i>Proficient</i>	2	6	$2 \times 6 = 12$ pt
<i>Developing/Needs Improvement</i>	1	1	$1 \times 1 = 1$ pt
<i>Ineffective</i>	0	1	$0 \times 1 = 0$ pts
			Total = 19 pts

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This score (19 points) then will be appropriately scaled so that it counts for a specified percentage of the overall Teacher Effectiveness Measure (TEM) score. Evaluators will provide feedback to teachers on the summative assessment at a summative evaluation conference. The summative assessment must be completed by May 15, 2013.

Suggestions

The site administrator has the ultimate responsibility for ensuring that the TAPS component of the TKES is executed faithfully and effectively in the school. However, for TAPS to be meaningful, it must provide teachers with relevant and timely feedback. To help with time constraints, administrators, other than the site administrator, such as assistant principals, may be designated by the district to assist as evaluators. The site administrator should remain informed of the assessment process and is responsible for the summative evaluation of the teachers.

Useful Resources on the GaDOE SharePoint

- *Formative Assessment Report Form*
- *Summative Assessment Report Form*
- Fact Sheet 20: Using Teacher Evaluation to Improve Performance
- Fact Sheet 21: Evaluation Conferences
- Samples of Completed Forms during the training

Step 6: Teacher Effectiveness Measure (TEM) Calculations

General Guidelines for Teacher Effectiveness Measure (TEM) Score

Teachers will receive a TEM score based on documentation and data from the three components of the TKES as indicated by [Figure 2](#) on page 6 of this document. Throughout the 2012-2013 implementation year, the GaDOE will continue to analyze the 2012 pilot data using the draft matrices and make revisions, adjustments, or additions to them as necessary.

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

The Student Growth and Academic Achievement Components of the TKES (SGP and SLO) will be fully implemented, but will not be used for the purpose of annual evaluation ratings at the district level, in 2012-2013. These components will be a “hold harmless rating” during the 2012-13 school year at the district level for contract purposes; however, the results will be calculated into the TEM scores in July 2013.

Teachers employed for the full school year, or for a minimum time equivalent to 65% of the instructional days, shall be evaluated using all components of the TKES. Data will be collected during the appropriate window of each component of the TKES for all teachers employed at the time designated for the specific measure. In some situations, when a teacher may be employed for the full school year, a TEM score may not be calculated. [Contributing Professionals](#) will not receive a TEM score.

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.

Another consideration for the TEM score calculation is the length of time a student is taught by the teacher. The student guidelines will be used in the teacher’s TEM score calculation. GaDOE will continue to research the appropriate minimum amount of time a student should be enrolled in a course in order to be included in a teacher’s performance measures for the purpose of determining annual evaluation ratings. Data from the 2012-2013 implementation year will also be used to inform a final decision on this requirement.

A foundation has been established to designate the level of participation of teachers in the three components of TKES as noted in the TKES Implementation Process. The information is designed to assist evaluators in making decisions about the participation of teachers in the TKES, TAPS, Surveys, and Student Learning Objectives/Student Growth Percentile, based on their teaching position and the program delivery model used with students.

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Summary of TAPS Process

Figure 11 provides a summary of the steps, useful materials and timeline that administrators should take during the TAPS component of TKES.

Figure 11: Summary of the Teacher Assessment on Performance Standards Process

Step	Description	Materials Needed	Timeline
1: Orientation	<ul style="list-style-type: none"> Building administrators conduct a TAPS orientation session for classroom teachers using the <i>TAPS Orientation</i> PowerPoint Presentation. During this session, all teachers should receive the electronic <i>TKES Handbook</i>. To help teachers become familiar with the contents of the electronic <i>TKES Handbook</i>, administrators may use activities received during the TKES training. Administrators should make teachers aware of the resources available on the GaDOE website and may also want to make additional reference materials (e.g. fact sheets, FAQs) available to teachers. 	<p><u>Required</u></p> <ul style="list-style-type: none"> <i>TAPS Orientation</i> PowerPoint Presentation <i>TKES Handbook</i> <hr/> <p><u>Optional</u></p> <ul style="list-style-type: none"> <i>TKES Handbook Scavenger Hunt Activity</i> Fact Sheets <i>RT3 Frequently Asked Questions</i> 	August 2012
2: Self-Assessment	<ul style="list-style-type: none"> Teachers will complete a required self-assessment to reflect on their areas of strength and growth related to each standard. Although a <i>Professional Development Plan (PDP)</i> is not a required component of the TAPS self-assessment, teachers should be encouraged to use the results of their self-assessment to inform their strategies for professional growth. 	<p><u>Required</u></p> <ul style="list-style-type: none"> <i>Self-Assessment Form</i> 	August 2012
3: Familiarization	<ul style="list-style-type: none"> Building administrators conduct familiarization session(s) on TAPS to answer questions and to help teachers understand what administrators will be looking for in the evaluation. Administrators present the <i>TAPS Rating Teacher Performance</i> PowerPoint Presentation to describe the formative and summative evaluation process and use of performance rubrics. Administrators may consider doing activities such as <i>Look Fors and Red Flags</i>, <i>Matching Observation and Documentation with Performance Standards</i>, <i>Evidence of Performance</i>, <i>A Clean Room</i>, and/or <i>What's in a Rubric</i> to help teachers develop a greater understanding of how they will be evaluated. Administrators may provide time for ongoing familiarization sessions to allow time for these activities. 	<p><u>Required</u></p> <ul style="list-style-type: none"> <i>TAPS Rating Teacher Performance</i> PowerPoint Presentation <hr/> <p><u>Optional</u></p> <ul style="list-style-type: none"> <i>Look-Fors and Red Flags Activity</i> <i>Matching Observation and Documentation with Performance Standards Activity</i> <i>Documentation of Performance Activity</i> <i>A Clean Room Activity</i> <i>What's in a Rubric Activity</i> 	September 2012 to October 2012

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Step	Description	Materials Needed	Timeline	
4: Documenting Performance	Teacher's performance related to the standards will be evaluated through a combination of observations and documentation.			
	Observations	<ul style="list-style-type: none"> • To help collect data for the TAPS, evaluators will be required to conduct two formal observations (one announced or unannounced and a minimum of four walkthrough visits during the school year. • Each formal observation will be a minimum of 30 minutes and walkthroughs/frequent brief observations will be a minimum of 10 minutes. • Evaluators may find it useful to use the <i>TAPS Reference Sheet</i> as a resource for the types of behaviors that may indicate a teacher is meeting the standard. • Evaluators will provide feedback to the teacher concerning the evidence related to each standard using the <i>Formative Assessment Report Form</i> through the Electronic platform. A formative conference is optional. • Evaluators will be required to conduct a pre-observation, mid-year and post-observation conference. These conferences may not always coincide with the formal observations. • Evaluators should use a combination of observation and documentation to determine teacher ratings on the ten performance standards. 	<p><u>Required</u></p> <ul style="list-style-type: none"> • <i>Formative Assessment Report Form</i> <hr style="width: 20%; margin: 5px auto;"/> <p><u>Optional</u></p> <ul style="list-style-type: none"> • <i>TAPS Reference Sheet</i> 	August 2012 to April 2013
Step	Description	Materials Needed	Timeline	
5: Rating Performance	Formative Assessment	<ul style="list-style-type: none"> • To collect data, evaluators will be required to fill out two <u><i>Formative Assessment Report Forms</i></u>. • Evaluators should use a combination of observation and documentation to determine teacher ratings on each of the ten performance standards. • Evaluators are responsible for providing formative feedback by appropriate means through the Electronic platform. A formative conference is optional. 	<p><u>Required</u></p> <ul style="list-style-type: none"> • <i>Formative Assessment Report Form</i> 	May 1, 2013
	Summative Assessment	<ul style="list-style-type: none"> • Evaluators will use data collected via observation and documentation to determine summative ratings for teachers. • Evaluators should use a combination of observation and documentation to determine teacher ratings on each of the ten performance standards on the <i>Summative Assessment Report Form</i>. • Evaluators should strive to provide a comprehensive and authentic “performance portrait” of the teacher’s work. The Electronic platform will give a TAPS score for the teacher which will count as part of the Teacher Effectiveness Measure (TEM). 	<p><u>Required</u></p> <ul style="list-style-type: none"> • <i>Summative Assessment Report Form</i> 	May 1, 2013

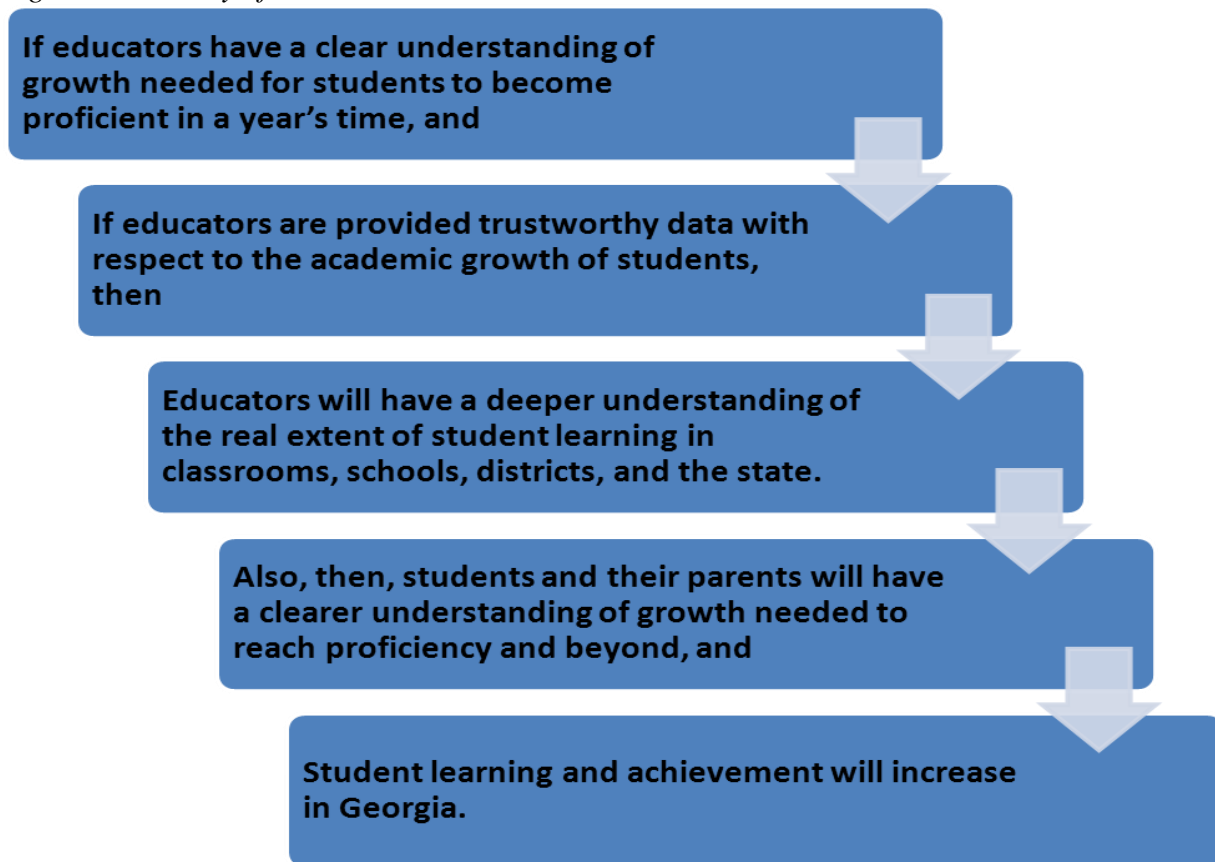
PART II

**STUDENT GROWTH
AND
ACADEMIC
ACHIEVEMENT**

PART II: Student Growth and Academic Achievement

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) 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. This Theory of Action illustrated in Figure 12 formulates the actions necessary to achieve successful student growth.

Figure 12: Theory of Action Part II



Student Growth Percentile: Student Growth Percentiles (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 is generated for each student which describes his or her “rank” on current achievement relative to other students with similar score histories. A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth.

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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, Mathematic II, GPS Algebra, and GPS Geometry will be included in the growth model. As Georgia transitions to the implementation of common assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC), the new assessments will be utilized in the growth model.

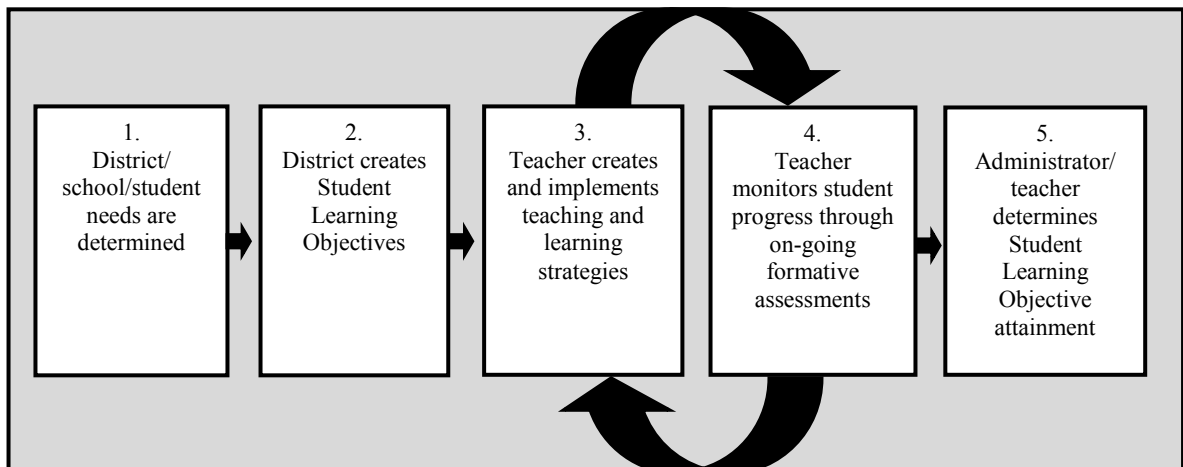
The growth model uses multiple years of prior test data as pretest scores (one year is used when multiple years are not available). For example, growth percentiles for 5th grade students on the 5th grade CRCT are generated using 3rd and 4th grade CRCT results as priors. At least one prior test score 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 test score to determine a growth score. Courses with EOCTs will receive growth scores. During the full implementation year, SGP performance will be weighted at 50% of the TEM for teachers of tested subjects.

Student Learning Objectives: District-determined SLOs are content 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 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 on SharePoint has detailed information and forms regarding SLO development.

Overview of SLO Process

Figure 13: Overview of Student Learning Objective Process



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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.
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. The [District SLO form](#) is completed and submitted to the GaDOE for review and approval by the specified date.
3. Using the approved district SLO for the specified course, teachers apply the SLO for their particular class(es) and complete the district-designated teacher SLO form which specifies how the teacher will implement the SLO with his/her class(es). Teachers and evaluators meet to discuss the teacher's SLO form/plan. (The GaDOE provides a [Teacher SLO form](#). However, districts may choose to design and utilize their own form or method of reporting.)
4. Steps 3 and 4 are part of a recursive process, whereby the teacher continues to monitor student progress toward the given target.
5. 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.
6. At the end of the instructional period, the evaluator and teacher meet to review student data and progress. The evaluator scores the teacher's progress on the SLO Evaluation Rubric and submits the data to the GaDOE.

Essential SLO Components

Focus on student learning: By focusing on student learning, SLOs help teachers, principals, and districts pay close attention to the annual academic progress made by students (particularly those in non-tested subjects and grade levels). District-determined objectives are set using baseline data and are written with the expectation that student learning in each classroom will be measured against baseline data. Only those topics that clearly state expectations for student learning growth are to be included in objective setting. A teacher's professional growth objectives are not to be included.

Aligned 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 course taught to students. The standards selected by the District for the SLO should warrant the year-long or course-long focus of the students and teachers. They should be rigorous, measureable, 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 instruction is the length of time during which the SLO will be completed. Districts should 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. However, the nature of specific courses may require that the pre-assessment not be given at the very first of the instructional period but should be administered a short time

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into the instructional period. For example, in a beginning band class, students may need to learn to position and use their instruments before the progress on music standards can be pre-assessed. For the majority of teachers, the instructional period 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 decision as to whether the SLO comprehensively addresses all standards taught in each course or if it addresses a prioritized set of standards. If a district chooses a set of prioritized standards, teachers are expected to address the entire curriculum and not exclude standards not assessed in the SLO.

Measureable objective: A measureable objective is one that quantifies growth in student learning, typically based upon the results of 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 ability 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.

Commercially developed and validated assessments that correlate with the standards selected for each 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 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.

Note: It is recommended that teacher-developed tests be considered as the last option only when other measures do not exist. If other measures do not exist, groups of teacher/district representatives with notable content expertise may develop common assessments (test, rubrics, etc.).

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Beginning with Phase II SLOs, all locally/regionally developed common assessments must be locally or regionally reviewed utilizing the SLO Table of Specifications and the SLO Assessment Criteria Table, as developed by the GaDOE. The purpose of these tools is to enable local districts to examine the validity, reliability, and proper construction of items of a given assessment. The GaDOE recommends that assessments are developed by GaDOE-trained assessment teams. District/regional assessment teams need to have proficiency in:

- Aligning assessments with course standards using the Aligning Curriculum and Assessment work tool.
- Completing or evaluating an assessment using the SLO Table of Specifications and the SLO Assessment Criteria Table.
- Assessing cognitive demand for each standard and assessment item.
- Assessing the validity and reliability of the assessment items and assessment as a whole.
- Assessing the assessment construction characteristics.

Public domain assessments for Phase II SLOs: All Phase II SLOs have been placed on SharePoint public domain assessments. These assessments have been developed by local/regional teams that have been trained by the GaDOE Teacher and Leader Effectiveness staff. Districts have the option to adopt public domain assessments or to customize public domain SLOs and SLO assessments. Customized SLOs must be submitted to the GaDOE for approval.

Specific SLO Details

The *Student Learning Objectives Operations Manual* is located on the SharePoint site. It provides detailed guidance on the SLO Assessment Cycle of which the tools listed above are described in greater detail.

1. Eventually SLOs will be written 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).
 - c. By August 1, 2012, district and public domain (collaboratively developed SLOs) will have been completed for 52 State courses. RT3 district teachers, priority schools and SIG schools teachers who teach any of these 52 subjects will be required to utilize the district SLOs. Only pilot teachers in new districts will be required to utilize the SLOs for the courses that they teach.
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. Teachers who teach both tested and non-tested subjects will be evaluated by SLOs for their non-tested subjects and by the SGP measure for their tested subjects.

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4. If a teacher teaches the same course multiple periods/sections during the day, all students are included in the same SLO.
5. Prior to submission of district SLOs, appropriate district leaders should collect, review, and verify that each SLO is complete, aligns with content standards, and provides rigor that is comparable to the standardized measures for tested subjects. Each superintendent or his/her designee should approve and sign all SLOs prior to submission to the GaDOE. Beginning with Phase II, locally developed pre- and post-assessments should also be submitted with all SLOs.
6. Districts must submit each SLO on the District SLO Form for GaDOE approval before local teachers begin implementation of their SLO plans. A separate District SLO Form should be completed for each district course. SLO Forms should be submitted to the SLO Program Manager at a location to be determined.
7. Once SLOs are approved by the GaDOE, districts/evaluators will communicate their SLOs to teachers for the courses they teach. Teachers will administer the appropriate pre-assessment and complete the Teacher SLO form. (The GaDOE has provided a suggested Teacher SLO Form, but districts may either design their own or utilize other goal-setting or action planning form.)
8. 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. At the end of the SLO period, teachers and evaluators will meet once again to review the results of the teacher's SLO(s). Evaluators will assign a rating using the SLO Evaluation Rubric and submit student and teacher data to the GaDOE by May 15. SLO results are reported at the student and class/group, school, and district level.

Evaluating SLO Attainment

At the end of the instructional period, teachers will administer the post-assessments and will compile their class/group data. Each teacher is responsible for assessing the students' growth toward the SLO. They must submit their completed *Student Learning Objective Teacher Form* to their evaluator. Evaluators will review the pre-assessment and post-assessment data presented by the teacher to make a determination as to whether the SLO was met. They will assign an end-of-year rating using an evaluation rubric with the following levels: *Exemplary*, *Proficient*, *Needs Development*, and *Ineffective*, as shown in Figure 14.

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Figure 14: Student Learning Objective Evaluation Rubric

Exemplary (3 pts)	Proficient (2 pts)	Needs Development (1 pt)	Ineffective (0 pts)
<p>The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.</p> <p>Greater than 50% of students exceeded the Student Learning Objective, at least 40% met the Student Learning Objective, and no more than 10% did not meet the Student Learning Objective.</p>	<p>The work of the teacher results in acceptable, measurable, and appropriate student academic growth.</p> <p>Greater than 80% of students met or exceeded the Student Learning Objective and no more than 20% did not meet the Student Learning Objective.</p>	<p>The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.</p> <p>Greater than 50% of students met or exceeded the Student Learning Objective.</p>	<p>The work of the teacher does not result in acceptable student academic growth.</p> <p>Fewer than 50% of students met or exceeded the Student Learning Objective.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments:</i></p>			

Local district SLO data should be submitted to the GaDOE by May 15.

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Timeline for Student Learning Objectives**

Figure 15: Student Learning Objectives Timeline

Summer	<ul style="list-style-type: none"> The district considers needs of students, demands of grade-level standards and baseline data, and creates SLOs, including pre- and post-assessments Districts may examine public domain SLOs and SLO assessments and adopt them, customize them, or decide not to utilize them. Customized SLOs must also be submitted to the GaDOE.
August 1	<ul style="list-style-type: none"> The district submits SLOs to the GaDOE for review and approval.
Fall	<ul style="list-style-type: none"> Teachers use District SLOs to administer 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.)	<ul style="list-style-type: none"> Teachers complete a spreadsheet with student pre-assessment scores, analyze the class/group data, complete the District or the GaDOE Teacher Form, and implement teaching strategies. Teachers meet with their evaluators to finalize their SLO plan.
Mid-course or mid-year	<ul style="list-style-type: none"> Evaluators 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	<ul style="list-style-type: none"> Teachers administer post-assessment during District determined post assessment window.
District determines date	<ul style="list-style-type: none"> Teachers submit class/group data to building level evaluator.
May 15	<ul style="list-style-type: none"> Evaluator completes SLO Evaluation Rubric and submits SLO information to the GaDOE TLE Electronic Platform.

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 SharePoint site has background information which can be helpful in understanding SLOs. District leaders and school leaders need to determine the format of the Teacher SLO form and what documentation or information should be provided for the teacher-evaluation conferences in which the SLO will be discussed. (See suggested Teacher Form located in *Student Learning Objectives Manual* on SharePoint.)

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?

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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?

Guidance for Completing the District SLO Form

1. Selected Standards

Determine which standards are worthy of the students' and teachers' focus for the given instructional period (typically a school year or semester). List the standard reference number and a brief description of the standard in Section 1.

With the input and guidance of content experts and teachers, districts will write SLOs around year-long, semester-long, or course period content, concepts, and/or skills which are worthy of the teachers' and students' focus. It is up to the district as to whether all standards are covered or if overarching standards are selected to determine teacher effectiveness.

2. Pre and Post SLO Assessment Measures

A brief description of the pre- and post-SLO assessment measures should be provided in Section 2 regardless of whether a locally/regionally developed assessment or a commercially procured assessment is used for the SLO.

Teachers will use the district selected/approved pre- and post-assessments to obtain a pre-assessment measure and a post-assessment measure for each student in the course. If districts choose to use commercial assessments instead of locally/regionally developed assessments, those assessments should be used according to the manufacturers' or designers' requirements for administration and use. In addition, the districts should respect the designers' guidance or requirements provided to maintain fidelity of use. (See section titled "Assessments Used to Measure Student Growth.")

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3. Baseline Data or Historical Data/Trends

A brief description of the data, the data analysis, and implications for the SLO growth targets should be summarized and added to Section 3. Baseline data, previous data or data trends are the linchpin of the SLO since it provides the basis for the SLO growth targets and tiers. Before writing SLO growth targets, districts should analyze their assessment data from the selected SLO subjects. These data may include any of the following:

- Formative assessments based on the SLO's standards
- Benchmark tests which focus on SLO's standards
- Unit tests from course that assess SLO's standards
- Grades from SLO course's performance-based tasks
- Student transiency rate for school system (High? Low?)
- Pass/Fail Rate for SLO course for last two years
- Percentage of students receiving As, Bs, Cs, Ds, and Fs in course
- Attendance rate for school (All classes and SLO course)
- Teacher surveys detailing student growth predictions
- Any formal or informal tests or course assignments with pre- and post-results (growth data)
- Tutoring and remediation services provided for course
- Percentage of students in SLO course with IEPs, in gifted classes, etc.
- Acceleration methods for SLO course
- State-mandated standardized tests based on SLO's standards (EOCT, CRCT, GHSGT, etc.)
- Perception survey data from stakeholders related to SLO course
- Any other data that links classroom practices to student achievement

4. SLO Statement

SLOs should be written as SMART objectives: Specific, Measureable, Appropriate, Realistic, and Time-bound. SLOs should be clearly written so that a novice reader, as well as the subject-area teacher, understands exactly **what, how, and when** student growth in the given subject will be measured. The language of the assessments should be reflected in the SLO. For example, if the assessment results are reported by performance level or a score on a 100-point test, that language should be included in the SLO.

SLOs should be written so that local school evaluators can successfully use the *Student Learning Objective Evaluation Rubric* to determine if the teachers' students met the SLO. This rubric is located in this Handbook provided to all trainers, evaluators, and teachers evaluated using TKES. SLOs are written for all students in the class; therefore, the SLO should specifically state 100% of students or "all students." In order to ensure that all students perform well in terms of growth, SLOs may employ target tiers.

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Growth targets must be specified and incorporated into the SLO in Section 4. After examining the past history of student progress, appropriate growth targets should be determined. Growth targets describe how students will grow in their learning in the selected content over the interval, as measured by the pre-assessment(s) and post-assessment(s). Expected growth is the amount students are expected to grow over the course of the instructional period. Traditionally, a year's growth is expected for a full school year. 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.

When there is a wide range of student performance at the beginning of a course, districts may consider building in targeted tiers of growth within SLOs. Based on student pre-assessment levels, targets of growth may be varied by groups of scores. Setting one growth goal is permissible; however, expecting all students in the district to meet the same level of growth may not be realistic especially if there is high variability in initial student performance levels. Therefore, target tiers may be used to determine expected growth based on the variability of skills and knowledge students have upon beginning the course subject. For example, students whose reading levels have been determined to be significantly below grade level may have different growth targets from students who are reading on or above grade level. Districts are reminded that SLOs should also address the highest performers in the district population.

Guides for SLO Development

Guide 1 - Tiered Targets

From _____ (date) _____ to _____ (date) _____, 100% of _____ (student group) _____ will improve their _____ (skill/content area) _____ as measured by the _____ (**assessment measure) _____. Students will increase from their pre-assessment scores to these post-assessment scores on the _____ (**assessment measure) _____ as follows:

- Students scoring [pre-assessment level (grade, score, range, or rubric level)] will increase to [post-assessment level (grade, score, range, or rubric level)] *;
- Students scoring [pre-assessment level (grade, score, range, or rubric level)] will increase to [post-assessment level (grade, score, range, or rubric level)] *;
- Students scoring [pre-assessment level (grade, score, range, or rubric level)] will increase to [post-assessment level (grade, score, range, or rubric level)] *;
- Students scoring [pre-assessment level (grade, score, range, or rubric level)] will maintain or increase by [points (numerical, percentage, level)] or higher. Level 4 students who are at or within [points (numerical, percentage, level)] of the ceiling will increase _____ (can consider a growth target involving another task or concept or one addressing a more challenging concept)_____.

***Note:** For tiers 1-3, students scoring at the ceiling or within [points (numerical, percentage, level)] of the ceiling must increase at least [points (numerical, percentage, level)] to demonstrate measurable progress.

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Example

From August 15, 2012 to April 15, 2013, 100% of 10th Grade World Literature students will improve their understanding of literature as measured by the District 10th Grade World Literature SLO Pre-Assessment. Students will increase from their pre-assessment scores to their post-assessment scores on the District 10th Grade World Literature SLO Post-Assessment as follows:

- Students scoring at Level 1 (0 - 25%) will increase to Level 2 (26% - 49%)*.
- Students scoring at Level 2 (26% - 49%) will increase to Level 3 (50% - 74%)*.
- Students scoring at Level 3 (50% - 74%) will increase to Level 4 (75% - 100%)*.
- Students scoring at Level 4 (75% - 100%) will maintain and increase by 10 percentage points or higher, if applicable. Level 4 students who are at or within 10 percentage points of the ceiling will increase their rubric scores by one (1) point on all four (4) constructed responses.

*Note: For tiers 1-3, students scoring at the ceiling or within 10 percentage points of the ceiling must increase at least 10 percentage points to demonstrate measurable progress.

Guides for SLO Development

Guide 2- Uniform Growth Target

From _____ (date) to _____ (date), 100% of _____ (student group) will improve their _____ (skill/content area) as measured by the _____ (assessment measure). Students will demonstrate progress by increasing their pre-assessment score/level on the _____ (name of post-assessment) by a minimum of _____ (quantity of increase of numerical points, percentage increase, or rubric level).

Guide 3- Individualized Growth Target

All _____ (student group) enrolled in _____ (class/subject) will demonstrate measureable growth from their pretest score to their posttest score as measured by the _____ (assessment measure) and the following criteria:

- Minimum expectation for individual student growth on a 100-point test is based on the formula which requires students to grow by at least ½ of what would be required to improve to 100.
- Pre-assessment score + (100 – pre-assessment score) / 2 = Post-assessment Target Score (±2)

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5. Strategies for Attaining SLO

Local districts may choose whether to use Section 5. It is a district's and/or local evaluator's decision as to whether strategies are required or recommended. Districts may recommend or require specific research-based strategies which teachers may/must use to attain the SLO. Specific guidance that includes the frequency of strategy use can be very helpful for struggling or novice teachers.

6. Mid-year Review

A description of the mid-year or mid-term review should be added to Section 6. A mid-year or mid-term review of student progress toward growth targets is required. The purpose of this review is for teachers to examine and share student progress with their evaluator. It is important to determine if students are on track to achieve growth targets and whether instructional adjustments or interventions are needed. The district may determine the format of the mid-year or mid-term review, may recommend/suggest specific mid-year or mid-term actions, or may leave this decision up to the school evaluator and/or teacher.

PART III

**SURVEYS
OF
INSTRUCTIONAL
PRACTICE**

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PART III: Surveys of Instructional Practice

Another measure of the Teacher Keys Effectiveness System consists of student surveys of instructional practice. Surveys are an important data collection tool used to gather client (in this instance, student) data from individuals regarding the clients' perceptions of teacher performance. Among the advantages of using a survey design include the rapid turnaround in data collection, the limited cost in gathering the data, and the ability to infer perceptions of a larger population from smaller groups of individuals. In the Teacher Keys Effectiveness System, surveys will be used as a measure of teacher effectiveness and documentation to support four of the [TAPS standards](#). These four standards: Standard 3- Instructional Strategies, Standard 4- Differentiated Instruction, Standard 7- Positive Learning Environment, & Standard 8- Academically Challenging Environment reflect the direct experience of students in classrooms.

Multiple data sources enable the evaluator to obtain a more accurate picture of performance and assist the teacher in increasing student success. These data sources do not stand-alone but are complementary to each other and should be integrated into the process of evaluation to provide a richer portrait of teacher performance. The flaws of one data source are often the strengths of another, and by combining multiple methods, evaluators can make more solid judgments regarding teacher performance and make decisions that are supported by multiple types of data. Student surveys may help the teacher set goals for continuous improvement (*i.e.*, for formative evaluation) — in other words, to provide feedback directly to the teacher for professional growth and development. Student surveys also may be used to provide information to evaluators that may not be accurately obtained during observation or through other types of documentation.

The surveys ask students to report on items they have directly experienced. Three different versions of the student survey (grades 3-5, 6-8, and 9-12) will be provided. The versions are designed to reflect developmental differences in students' ability to provide useful feedback regarding their teacher. All surveys are to be completed anonymously to promote honest feedback.

In addition, all surveys are examined to ensure they are written at an appropriate readability level using the Flesch-Kincaid Readability Scale. Figure 16 summarizes the results of this analysis.

Figure 16: Flesch-Kincaid Readability Levels of Surveys (TKES survey readability levels for the 2012-2013 implementation will be updated once the redesign and development of the survey items are complete.)

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

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An example of a survey question is shown in Figure 17.

Figure 17: Sample Survey Prompts

	Strongly Agree	Agree	Disagree	Strongly Disagree
My teacher uses different ways to teach and help me learn.	4	3	2	1
My teacher sets high learning standards for the class.	4	3	2	1

Survey Sample

Teachers who teach self-contained classes (*e.g.*, elementary teachers, special education teachers) will have all the students in their class surveyed. For departmentalized teachers (*e.g.*, middle and high school teachers, elementary PE and music teachers), designated classes of students will be surveyed. The local school site administrator will determine the selection of the classes. *Note:* There is a possibility that students may be selected to complete surveys on more than one teacher. Teachers of Pre-Kindergarten through Second Grade will not administer surveys to their students.

Administration of the Survey

Classroom teachers will not be involved in administering the survey to their own students; rather, a certified specialist (*e.g.*, library media specialist, instructional technology specialist) will administer the survey in a common media center or computer lab, if at all possible. If a common media center or computer lab is not available, the survey administrator will need to identify a location where the survey can be administered to small groups of students based on the available computers. The survey should be administered in secure conditions outside the presence of the teacher. All appropriate accommodations will be made for students with disabilities, based on Individualized Education Plans (IEP), and the survey will be read to any students not proficient enough to understand the survey questions.

All surveys will be administered using the GaDOE TLE Electronic Platform. The surveys will be accessed through a web-based portal. There will be no option for students to type in comments.

Students are able to comprehend at a higher level when listening to the survey questions read aloud. Therefore, it is considered appropriate for the readability of 3-5 surveys to be written at a slightly higher readability level. All students in Grades 3-5 will have the surveys read aloud. Survey items for **all** students will have read aloud capability within the electronic platform.

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

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special education students, if sampled for participation in the surveys, may or may not participate, with needed accommodations, as determined to be appropriate by the IEP committee. Surveys will be read to Visually Impaired students. A secure protocol for entering the student responses from a Braille survey into the electronic platform is provided for educators. Auditory devices may also be utilized. The use of a toggle switch within the electronic platform will allow the survey to be read through headphones for any students requiring the accommodation. Additionally, the electronic platform will provide translation into other languages through use of a drop box allowing the selection from a list of multiple languages will be available.

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

Surveys will be administered in the following manner.

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

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Survey Results

Survey results will be compiled with the GaDOE TLE Electronic Platform and must be utilized as documentation to support annual performance ratings. A summary of results for each question will be provided to individual teachers. The Survey Results Summary Sheet will include:

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

Figure 18: Survey Results Summary Sheet (Sample for Grade 7 teacher)

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

Evaluators and teachers will be provided with a summary chart for each standard by mean score. Figure 19 shows a partial Survey Results table for each standard by mean.

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Figure 19: Survey Results for Each Standard by Mean

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

Survey data will provide documentation for Standards 3, 4, 7, and 8. The documentation should be used to inform formative and summative assessment ratings for those standards. The GaDOE will compute the overall mean score for each teacher.

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APPENDIX I

**PERFORMANCE
STANDARDS**

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Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 1.1 Addresses appropriate curriculum standards and integrates key content elements.
- 1.2 Implements students' use of higher-level thinking skills in instruction.
- 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- 1.4 Demonstrates accurate, deep, and current knowledge of subject matter.
- 1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research.
- 1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.
- 1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Facilitates planning units in advance to make intra- and interdisciplinary connections.²
- ◆ Plans for the context of the lesson to help students relate, organize, and retain knowledge as a part of their long-term memory.³
- ◆ Identifies instructional objectives and activities⁴ to promote students' cognitive and developmental growth.⁵

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

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Performance Standard 2: Instructional Planning

The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 2.1 Analyzes and uses student learning data to inform planning.
- 2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).
- 2.3 Plans instruction effectively for content mastery, pacing, and transitions.
- 2.4 Plans for instruction to meet the needs of all students.
- 2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.
- 2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Constructs a blueprint of how to address the curriculum during the instructional time.⁶
- ◆ Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.⁷

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

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Performance Standard 3: Instructional Strategies

The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 3.1 Engages students in active learning and maintains interest.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Reinforces learning goals consistently throughout the lesson.
- 3.4 Uses a variety of research-based instructional strategies and resources.
- 3.5 Effectively uses appropriate instructional technology to enhance student learning.
- 3.6 Communicates and presents material clearly, and checks for understanding.
- 3.7 Develops higher-order thinking through questioning and problem-solving activities.
- 3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Stays involved with the lesson at all stages.⁸
- ◆ Uses a variety of instructional strategies.⁹
- ◆ Uses research-based strategies to make instruction student-centered.¹⁰
- ◆ Involves students in cooperative learning to enhance higher-order thinking skills.¹¹
- ◆ Uses students' prior knowledge to facilitate student learning.¹²
- ◆ Possesses strong communication skills,¹³ offering clear explanations and directions.¹⁴

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	The teacher does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.

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Performance Standard 4: Differentiated Instruction

The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Sample Performance Indicators

Examples may include but are not limited to:

The teacher:

- 4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- 4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.
- 4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.
- 4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.
- 4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.
- 4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.¹⁵
- ◆ Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.¹⁶

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
The teacher continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	The teacher inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher does not challenge students by providing appropriate content or by developing skills which address individual learning differences.

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Performance Standard 5: Assessment Strategies

The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 5.1 Aligns student assessment with the established curriculum and benchmarks.
- 5.2 Involves students in setting learning goals and monitoring their own progress.
- 5.3 Varies and modifies assessments to determine individual student needs and progress.
- 5.4 Identifies and uses formal and informal assessments for diagnostic, formative, and summative purposes.
- 5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.
- 5.6. Uses assessment techniques that are appropriate for the developmental level of students.
- 5.7 Collaborates with others to develop common assessments, when appropriate.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Offers regular, timely, and specific feedback¹⁷ and reinforcement.¹⁸
- ◆ Gives homework and offers feedback on the homework.¹⁹
- ◆ Uses open-ended performance assignments.²⁰

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.

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Performance Standard 6: Assessment Uses

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
- 6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
- 6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
- 6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.
- 6.5 Shares accurate results of student progress with students, parents, and key school personnel.
- 6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.
- 6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.²¹
- ◆ Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.²²

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
The teacher continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

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Performance Standard 7: Positive Learning Environment

The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 7.1 Responds to disruptions in a timely, appropriate manner.
- 7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
- 7.3 Models caring, fairness, respect, and enthusiasm for learning.
- 7.4 Promotes a climate of trust and teamwork within the classroom.
- 7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.
- 7.6 Actively listens and pays attention to students' needs and responses.
- 7.7 Creates a warm, attractive, inviting, and supportive classroom environment.
- 7.8 Arranges the classroom materials and resources to facilitate group and individual activities.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Cares about students as individuals and makes them feel valued.²³
- ◆ Acknowledges his or her perspective and is open to hearing their students' worldviews.²⁴
- ◆ Is culturally competent.²⁵
- ◆ Seeks to know about the cultures and communities from which students come.²⁶

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
The teacher continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher-inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

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Performance Standard 8: Academically Challenging Environment

The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 8.1 Maximizes instructional time.
- 8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.
- 8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
- 8.4 Provides transitions that minimize loss of instructional time.
- 8.5 Communicates high, but reasonable, expectations for student learning.
- 8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
- 8.7 Encourages students to explore new ideas and take academic risks.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Adapts teaching to address student learning styles.²⁷
- ◆ Implement good classroom management with an ultimate purpose of establishing and maintaining an environment conducive to instruction and learning.²⁸
- ◆ Conveys high expectations to students.²⁹

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

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Performance Standard 9: Professionalism

The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- 9.2 Maintains professional demeanor and behavior (*e.g.*, appearance, punctuality and attendance).
- 9.3 Respects and maintains confidentiality.
- 9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- 9.5 Participates in ongoing professional growth activities based on identified areas for improvement (*e.g.*, mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
- 9.6 Demonstrates flexibility in adapting to school change.
- 9.7 Engages in activities outside the classroom intended for school and student enhancement.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Recognizes levels of involvement, ranging from networking to collaboration.³⁰
- ◆ Encourages linking professional growth goals to professional development opportunities.³¹
- ◆ Encourages cognizance of the legal issues associated with educational records, and respects and maintains confidentiality.³²

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
The teacher continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher inconsistently supports the school's mission or seldom participates in professional growth opportunities.	The teacher shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.

Across all levels, teachers are expected to abide by the Code of Ethics

(<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

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Performance Standard 10: Communication

The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
- 10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
- 10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
- 10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- 10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
- 10.6 Adheres to school and district policies regarding communication of student information.
- 10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
- 10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
- 10.9 Uses modes of communication that are appropriate for a given situation.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Recognizes the levels of involvement, ranging from networking to collaboration.³³
- ◆ Uses multiple forms of communication between school and home.³⁴
- ◆ Acknowledges his or her perspective and is open to hearing their students' worldviews.³⁵
- ◆ Is culturally competent.³⁶
- ◆ Seeks to know about the cultures and communities from which students come.³⁷

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
The teacher continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher inconsistently communicates with students, parents or guardians, district and school personnel or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

APPENDIX 2

FORMS AND TOOLS

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**Overview of the Teacher Keys Effectiveness System
Forms and Tools**

The following forms and tools are provided in the Appendix:

TEACHER ASSESSMENT ON PERFORMANCE STANDARDS	
Self-Assessment Form	Teachers will complete a self-assessment at the beginning of the school year to assess their current levels of performance on each performance standard. Professional learning needs will be identified.
TAPS Reference Sheet	A summary of the performance standards and indicators for use by teachers and evaluators throughout the evaluation cycle of observations.
Examples of Documentation Evidence	Evaluators may request documentation from teachers when a standard is not observed during an announced or unannounced observation. The examples in the form will provide ideas that may be helpful when needing further documentation.
Formative Assessment Report Form	The required form is to be used by evaluators to record evidence for each standard from observations and documentation provided by teachers. From these two sources, evaluators will complete ratings on each standard. Evaluators will be required to complete <u>two</u> <i>Formative Assessment Report</i> Forms from September – April.
Summative Assessment Report Form	The required form is to be used by evaluators to provide teachers with summative ratings on each of the performance standards and the overall TAPS score. Evaluators will be required to complete the <i>Summative Assessment Report</i> Form by May 15, 2013.
Documentation of Conference for the Record	The optional form can be used to record the oral counsel that occurs between an evaluator and evaluatee. Counsel is provided as a result of TKES performance standards' feedback to the teacher.
Professional Development Plan	The form provides guidelines and timelines for specific, mandatory professional learning which supports immediate improvement of teacher practice and increased teacher effectiveness.
STUDENT LEARNING OBJECTIVES	
District Student Learning Objective (SLO) Form	The required form assists districts in setting a Student Learning Objective which results in measurable learner progress. A separate District SLO form should be completed for each SLO. Districts must submit the form to the GaDOE by August 1.
Teacher Student Learning Objective (SLO) Form	This is a required form to assist teachers in meeting the Student Learning Objective set by their district, but districts may modify the form to meet the requirements of their district SLOs.



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Self-Assessment

Teacher: _____ **School:** _____
Grade/Subject: _____ **Date** _____

Directions: This is a required form teachers will use to do a self-assessment of their performance related to each standard. The indicators are examples of what successful performance of that standard may entail, but they should not be viewed as a comprehensive checklist of behaviors.

Planning	Rating	Comments	
1. Professional Knowledge	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	Strengths:	
		Areas for Growth:	
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

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Planning	Rating	Comments
2. Instructional Planning	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	Strengths:
		Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

Instructional Delivery	Rating	Comments
3. Instructional Strategies	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	Strengths:
		Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	The teacher does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.

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Instructional Delivery	Rating	Comments
4. Differentiated Instruction	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	Strengths:
		Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	The teacher inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher does not challenge students by providing appropriate content or by developing skills which address individual learning-differences.

Assessment of and for Learning	Rating	Comments
5. Assessment Strategies	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	Strengths:
		Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.

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Assessment of and For Learning	Rating	Comments
6. Assessment Uses	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	Strengths:
		Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

Learning Environment	Rating	Comments
7. Positive Learning Environment	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	Strengths:
		Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher-inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

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Learning Environment	Rating	Comments
8. Academically Challenging Environment	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	Strengths:
		Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

Professionalism and Communication	Rating	Comments
9. Professionalism	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	Strengths:
		Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher inconsistently supports the school's mission or seldom participates in professional growth opportunities.	The teacher shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.

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Professionalism and Communication	Rating	Comments
10. Communication	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	Strengths:
		Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher inconsistently communicates with students, parents or guardians, district and school personnel or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

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Examples of Documentation Evidence

Evaluators may request documentation from teachers when a standard is not observed during an announced or unannounced observation. The examples below will provide ideas that may be helpful when needing further documentation. **This is not a comprehensive list of examples and should not be used as a checklist.** Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the teacher’s practice and process.

Standards	Examples of Documentation
1. Professional Knowledge	<ul style="list-style-type: none"> • Summary of a plan for integrating instruction • Class profile • Annotated list of instructional activities for a unit • Annotated photographs of teacher-made displays used in instruction • Annotated samples or photographs of instructional materials created by the teacher • Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures)
2. Instructional Planning	<ul style="list-style-type: none"> • Course Syllabus • Lesson Plan • Intervention Plan • Team/Department Meeting Minutes • Substitute Lesson Plan
3. Instructional Strategies	<ul style="list-style-type: none"> • Samples of handouts/presentation visuals • Technology samples on disk • Video of teacher using various instructional strategies
4. Differentiated Instruction	<ul style="list-style-type: none"> • Summary of consultation with appropriate staff members regarding special needs of individual students • Samples of extension or remediation activities • Video or annotated photographs of class working on differentiated activities • Video of teacher instructing various groups at different levels of challenge
5. Assessment Strategies	<ul style="list-style-type: none"> • Copy of teacher-made tests and other assessment measures • Copy of scoring rubric used for a student project • Summary explaining grading procedures
6. Assessment Uses	<ul style="list-style-type: none"> • Brief report describing your record-keeping system and how it is used to monitor student academic progress • Photocopies or photographs of student work with written comments • Samples of educational reports, progress reports, or letters prepared for parents or students
7. Positive Learning Environment	<ul style="list-style-type: none"> • List of classroom rules with a brief explanation of the procedures used to develop and reinforce them • Diagram of the classroom with identifying comments • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures

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8. Academically Challenging Environment	<ul style="list-style-type: none"> • Samples of materials used to challenge students • Samples of materials used to encourage creative and critical thinking • Video of lesson with students problem-solving challenging problems
9. Professionalism	<ul style="list-style-type: none"> • Documentation of presentations given • Certificates or other documentation from professional development activities completed (<i>e.g.</i>, workshops, conferences, official transcripts from courses, etc.) • Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc. • Reflection on personal goals
10. Communication	<ul style="list-style-type: none"> • Samples of communication with students explaining expectations • Parent communication log • Sample of email concerning student progress • Sample of introductory letter to parents/guardians • Sample of communication with peers



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Teacher Assessment on Performance Standards Reference Performance Standards and SAMPLE Performance Indicators*

(*Performance indicators are not inclusive and should not be used as a checklist.)

<p>1. Professional Knowledge: <i>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i></p> <p>1.1 Addresses appropriate curriculum standards and integrates key content elements.</p> <p>1.2 Facilitates students' use of higher-level thinking skills in instruction.</p> <p>1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</p> <p>1.4 Demonstrates accurate, deep, and current knowledge of subject matter.</p> <p>1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.</p> <p>1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.</p> <p>1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.</p>
<p>2. Instructional Planning: <i>The teacher plans using, state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</i></p> <p>2.1 Analyzes and uses student learning data to inform planning.</p> <p>2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).</p> <p>2.3 Plans instruction effectively for content mastery, pacing, and transitions.</p> <p>2.4 Plans for differentiated instruction.</p> <p>2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.</p> <p>2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.</p>
<p>3. Instructional Strategies: <i>The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</i></p> <p>3.1 Engages students in active learning and maintains interest.</p> <p>3.2 Builds upon students' existing knowledge and skills.</p> <p>3.3 Reinforces learning goals consistently throughout the lesson.</p> <p>3.4 Uses a variety of research-based instructional strategies and resources.</p> <p>3.5 Effectively uses appropriate instructional technology to enhance student learning.</p> <p>3.6 Communicates and presents material clearly, and checks for understanding.</p> <p>3.7 Develops higher-order thinking through questioning and problem-solving activities.</p> <p>3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.</p>
<p>4. Differentiated Instruction: <i>The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</i></p> <p>4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.</p> <p>4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.</p> <p>4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.</p> <p>4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.</p> <p>4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.</p> <p>4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.</p>
<p>5. Assessment Strategies: <i>The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</i></p> <p>5.1 Aligns student assessment with the established curriculum and benchmarks.</p> <p>5.2 Involves students in setting learning goals and monitoring their own progress.</p> <p>5.3 Varies and modifies assessments to determine individual student needs and progress.</p> <p>5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.</p> <p>5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.</p> <p>5.6 Uses assessment techniques that are appropriate for the developmental level of students.</p> <p>5.7 Collaborates with others to develop common assessments, when appropriate.</p>

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<p>6. Assessment Uses: <i>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i></p> <p>6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.</p> <p>6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.</p> <p>6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.</p> <p>6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.</p> <p>6.5 Shares accurate results of student progress with students, parents, and key school personnel.</p> <p>6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.</p> <p>6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.</p>
<p>7. Positive Learning Environment: <i>The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</i></p> <p>7.1 Responds to disruptions in a timely, appropriate manner.</p> <p>7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.</p> <p>7.3 Models caring, fairness, respect, and enthusiasm for learning.</p> <p>7.4 Promotes a climate of trust and teamwork within the classroom.</p> <p>7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.</p> <p>7.6 Actively listens and pays attention to students' needs and responses.</p> <p>7.7 Creates a warm, attractive, inviting, and supportive classroom environment.</p> <p>7.8 Arranges the classroom materials and resources to facilitate group and individual activities.</p>
<p>8. Academically Challenging Environment: <i>The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</i></p> <p>8.1 Maximizes instructional time.</p> <p>8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.</p> <p>8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.</p> <p>8.4 Provides transitions that minimize loss of instructional time.</p> <p>8.5 Communicates high, but reasonable, expectations for student learning.</p> <p>8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.</p> <p>8.7 Encourages students to explore new ideas and take academic risks.</p>
<p>9. Professionalism: <i>The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</i></p> <p>9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.</p> <p>9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).</p> <p>9.3 Respects and maintains confidentiality.</p> <p>9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.</p> <p>9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.</p> <p>9.6 Demonstrates flexibility in adapting to school change.</p> <p>9.7 Engages in activities outside the classroom intended for school and student enhancement.</p>
<p>10. Communication: <i>The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</i></p> <p>10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.</p> <p>10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.</p> <p>10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.</p> <p>10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.</p> <p>10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.</p> <p>10.6 Adheres to school and district policies regarding communication of student information.</p> <p>10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.</p> <p>10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).</p> <p>10.9 Uses modes of communication that are appropriate for a given situation.</p>



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 "Making Education Work for All Georgians"

Georgia Department of Education Teacher Keys Effectiveness System Handbook Formative Assessment

Teacher: _____ School: _____

Grade/Subject: _____ Date _____ Assessment: # 1 #2

Directions: Use this form during observations and documentation reviews to comment on evidence of the teacher meeting the standard. Teachers are not expected to demonstrate each standard during a single observation. Based on the observation and documentation provided, evaluators should check the box of the applicable rating to indicate whether they used observation, documentation, or both to inform their rating decision.

Planning	Rating	Specific Comments	
1. Professional Knowledge	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

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Planning	Rating	Specific Comments	
2. Instructional Planning	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

Instructional Delivery	Rating	Specific Comments	
3. Instructional Strategies	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	The teacher does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.

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Instructional Delivery	Rating	Specific Comments	
4. Differentiated Instruction	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	The teacher inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher does not challenge students by providing appropriate content or by developing skills which address individual learning-differences.

Assessment of and for Learning	Rating	Specific Comments	
5. Assessment Strategies	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.

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Assessment of and For Learning	Rating	Specific Comments
6. Assessment Uses	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

Learning Environment	Rating	Specific Comments
7. Positive Learning Environment	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher-inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

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Learning Environment	Rating	Specific Comments	
8. Academically Challenging Environment	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

Professionalism and Communication	Rating	Specific Comments	
9. Professionalism	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher inconsistently supports the school's mission or seldom participates in professional growth opportunities.	The teacher shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.

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Professionalism and Communication	Rating	Specific Comments	
10. Communication	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher inconsistently communicates with students, parents or guardians, district and school personnel or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

Commendations:

Areas Noted for Improvement:

Teacher's Signature/Date

Evaluator's Signature/Date



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

Georgia Department of Education Teacher Keys Effectiveness System Handbook Walkthrough

Teacher: _____ **School:** _____

Grade/Subject: _____ **Date** _____ **Walkthrough #** _____

Directions: Use this form during the walkthrough observation to comment on evidence of the teacher meeting the selected standards. Teachers are not expected to demonstrate each standard during a single walkthrough. Selected standards will be rated based on the observable evidence.

Planning	Rating	Specific Comments	
1. Professional Knowledge	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

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Planning	Rating	Specific Comments	
2. Instructional Planning	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

Instructional Delivery	Rating	Specific Comments	
3. Instructional Strategies	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	The teacher does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.

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Instructional Delivery	Rating	Specific Comments	
4. Differentiated Instruction	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	The teacher inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher does not challenge students by providing appropriate content or by developing skills which address individual learning-differences.

Assessment of and for Learning	Rating	Specific Comments	
5. Assessment Strategies	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.

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Assessment of and For Learning	Rating	Specific Comments
6. Assessment Uses	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

Learning Environment	Rating	Specific Comments
7. Positive Learning Environment	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher-inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

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Learning Environment	Rating	Specific Comments	
8. Academically Challenging Environment	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

Professionalism and Communication	Rating	Specific Comments	
9. Professionalism	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher inconsistently supports the school's mission or seldom participates in professional growth opportunities.	The teacher shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.

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Professionalism and Communication	Rating	Specific Comments	
10. Communication	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher inconsistently communicates with students, parents or guardians, district and school personnel or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

Commendations:

Areas Noted for Improvement:

Teacher's Signature/Date

Evaluator's Signature/Date



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

Georgia Department of Education Teacher Keys Effectiveness System Handbook

Summative Assessment

Teacher: _____ **School:** _____

Grade/Subject: _____ **School Year:** _____ - _____

***Directions:** Evaluators should use this form at the end of the year to provide teachers with a summative assessment of performance. For each standard, rate how well the teacher met the performance standard based the totality of evidence and consistency of practice. The TAPS score will be used as part of a teacher's overall Teacher Keys Effectiveness Measure.*

Planning	Rating	Specific Comments	
1. Professional Knowledge	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

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Planning	Rating	Specific Comments	
2. Instructional Planning	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

Instructional Delivery	Rating	Specific Comments	
3. Instructional Strategies	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	The teacher does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.

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Instructional Delivery	Rating	Specific Comments	
4. Differentiated Instruction	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	The teacher inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher does not challenge students by providing appropriate content or by developing skills which address individual learning-differences.

Assessment of and for Learning	Rating	Specific Comments	
5. Assessment Strategies	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.

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Assessment of and For Learning	Rating	Specific Comments
6. Assessment Uses	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

Learning Environment	Rating	Specific Comments
7. Positive Learning Environment	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher-inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

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Learning Environment	Rating	Specific Comments	
8. Academically Challenging Environment	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

Professionalism and Communication	Rating	Specific Comments	
9. Professionalism	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher inconsistently supports the school's mission or seldom participates in professional growth opportunities.	The teacher shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.

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Professionalism and Communication	Rating	Specific Comments	
10. Communication	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher inconsistently communicates with students, parents or guardians, district and school personnel or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

Commendations:

Areas Noted for Improvement:

Teacher's Signature/Date

Evaluator's Signature/Date

Georgia Department of Education
 Teacher Keys Effectiveness System
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**Teacher Keys Effectiveness System
 Professional Development Plan (PDP)**

Teacher	Grade/Subject	School/District
Evaluator	Beginning Date	Projected End Date
	Performance Standard(s) for Improvement	
	Actions and Expectations	
Actions	Timeline	Support/Resources Professional Learning
	Data for Consideration	
	Review Dates	
Date	Results	Next Review Date
Teacher's Signature		Date
Evaluator's Signature		Date

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Final Results

The teacher has achieved the Performance Standard(s) improvement measures.



Check

The teacher has not achieved the Performance Standard(s) improvement measures.



Check

Comments/Next Steps

Large empty rectangular area for entering comments or next steps.

Teacher's Signature

Date

Evaluator's Signature

Date

**Georgia Department of Education
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**Teacher Keys Effectiveness System
Process Timeline for Evaluators and Teachers**

Month/Date	Task	Materials Needed and/or Follow Up
July	<ul style="list-style-type: none"> GaDOE trains the district TKES trainers 	
August	<ul style="list-style-type: none"> Evaluators conduct TKES Orientation Districts determine SLO pre-assessment administration timeframe Teachers administer SLO pre-assessment, record data in preparation for pre-observation conference Teachers complete TAPS Self-Assessment in preparation for pre-observation conference Principal or designated evaluator develops/monitors Performance Development Plans (PDP) as needed. 	<ul style="list-style-type: none"> TKES training materials GaDOE approved SLO pre-assessment
August/September	<ul style="list-style-type: none"> Principal or designated evaluator conducts pre-evaluation conference with teachers 	<ul style="list-style-type: none"> Record conference results on GaDOE TLE Electronic Platform
September	<ul style="list-style-type: none"> Evaluators conduct TAPS and SLO (when applicable) pre-conference with teacher Principal or designated evaluator develops/monitors Performance Development Plans (PDP) as needed. Evaluators conduct announced and unannounced observations and walkthroughs/frequent brief observations 	<ul style="list-style-type: none"> TAPS Self-Assessment Previous year student performance data SLO teacher form Evaluators provide TKES Formative Assessment observation feedback to teachers within five school days.
September/October	<ul style="list-style-type: none"> Principal or designee plans for administration of Student Surveys using GaDOE Protocol 	<ul style="list-style-type: none"> GaDOE Survey Protocol
October	<ul style="list-style-type: none"> Evaluators conduct observations and walkthroughs/frequent brief observations Evaluators monitor SLO data Evaluators provide TKES Familiarization training to teachers as needed. TKES Student Survey window opens 	<ul style="list-style-type: none"> Evaluators provide TKES Formative Assessment observation feedback to teachers within five school days. TKES Familiarization training materials GaDOE Student Survey Protocol

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	<ul style="list-style-type: none"> Principal or designated evaluator develops/monitors Performance Development Plans (PDP) as needed. 	
November	<ul style="list-style-type: none"> Evaluators conduct announced and unannounced observations and walkthroughs/frequent brief observations Principal or designated evaluator develops/monitors Performance Development Plans (PDP) as needed. TKES Student Survey window opens 	<ul style="list-style-type: none"> Evaluators provide TKES Formative Assessment observation feedback to teachers within five school days. GaDOE Student Survey Protocol
December	<ul style="list-style-type: none"> Teachers administer SLO post-assessments for semester courses. Principal or designated evaluator develops/monitors Professional Development Plans (PDP) as needed. <p>Evaluators conduct announced and unannounced observations and walkthroughs/frequent brief observations</p> <ul style="list-style-type: none"> Teachers record SLO post-assessment data into TNL Evaluators monitor SLO data 	<ul style="list-style-type: none"> GaDOE approved SLO post-assessments. Evaluators provide feedback to teachers within five school days. SLO post-assessment data
December/ January	<ul style="list-style-type: none"> Evaluators meet with teachers to discuss SLO progress to date. Revisions to instruction made as needed. Principal or designated evaluator conducts mid-year evaluation conference with teachers 	<ul style="list-style-type: none"> SLO student performance data to date Record conference results on GaDOE TLE Electronic Platform
January	<ul style="list-style-type: none"> Evaluators provide TKES Familiarization training to teachers as needed. Principal or designated evaluator develops/monitors Professional Development Plans (PDP) as needed. Evaluators conduct announced and unannounced observations and walkthroughs/frequent brief observations. 	<ul style="list-style-type: none"> Evaluators provide feedback to teachers within five school days. Evaluators provide feedback to teachers within five school days.

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February	<ul style="list-style-type: none"> • Evaluators conduct announced and unannounced observations and walkthroughs/frequent brief observations • Evaluators monitor SLO data • Principal or designated evaluator develops/monitors Professional Development Plans (PDP) as needed. 	<ul style="list-style-type: none"> • Evaluators provide feedback to teachers within five school days.
March	<ul style="list-style-type: none"> • Evaluators conduct observations and walkthroughs/frequent brief observations • Evaluators monitor SLO data • Principal or designated evaluator develops/monitors Professional Development Plans (PDP) as needed. 	<ul style="list-style-type: none"> • Evaluators provide feedback to teachers within five school days.
April	<ul style="list-style-type: none"> • Evaluators conduct observations and walkthroughs/frequent brief observations • Evaluators monitor SLO data • Principal or designated evaluator develops/monitors Professional Development Plans (PDP) as needed. 	<ul style="list-style-type: none"> • Evaluators provide feedback to teachers within five school days.
April/May	<ul style="list-style-type: none"> • Teachers administer SLO post-assessment—administration (date determined by district) • Teachers compile assessment data to determine SLO attainment and inform instructional planning. • Principal or designated evaluator develops/monitors Professional Development Plans (PDP) as needed. • SLO attainment data due to GaDOE by May 15th • Student Survey window closes 	
May	<ul style="list-style-type: none"> • Evaluators conclude TAPS Summative Evaluation Conference • TKES Summative Assessment data to GaDOE by May 15 • Principal or designee evaluator develops/monitors Professional Development Plan (PDP) based on teacher performance as needed. 	<ul style="list-style-type: none"> • SLO attainment data • Student Survey data • TKES PDP forms



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District Student Learning Objectives Form (Required)

SLO GENERAL INFORMATION	
A. District Name	
B. State Funded Course Number	
C. State Funded Course Title	
D. Grade(s)	
E. Pre-Assessment	<input type="checkbox"/> Commercially Developed <input type="checkbox"/> Locally/Regionally Developed
F. Pre-Assessment Window	Within the first 10 days of when a student enters the course.
G. Post-Assessment	<input type="checkbox"/> Commercially Developed <input type="checkbox"/> Locally/Regionally Developed
H. Post-Test Window	
I. Collaboratively Developed	
J. Developed by GADOE Trained Assessment Team	<input type="checkbox"/> Yes <input type="checkbox"/> No



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	SLO CONTEXT AND STATEMENT
1. Selected Standards	
2. Pre- and Post-Assessment Indicate level of proficiency.	
3. Baseline Data or Historical Data/Trends	
4. SLO Statement	
5. Strategies for Attaining Objective	<input type="checkbox"/> Required
	<input type="checkbox"/> Recommended
6. Mid-year Review	



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Teacher Student Learning Objective (SLO) Form

Directions: This suggested form is a tool to assist teachers in meeting the student learning objective set by their district. (See district SLO for this course.) A separate SLO form is needed for each course SLO.

Teacher _____ Course Title _____ Course Number _____		
Grade ____ Date(s) of pre assessment _____ Date(s) of post assessment _____		
T1. Setting (Describe class population and any special circumstances)		
T2. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data)		
T3. Classroom Baseline Data (Results of pre assessment)	<input type="checkbox"/> <i>Data attached</i>	
T4. Means for Attaining Objective (Strategies used to accomplish the objective)		
Strategy	Evidence	Target Date
T5. Mid-year or Mid-course Review		
T6. End-of-year Results		

Appropriate Data Received

Teacher's Signature _____

Date _____

Evaluator's Signature _____

Date _____

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Survey Administration Checklist

Note: A checklist similar to the example below can assist districts/schools in planning for an effective survey administration.

Before
<ul style="list-style-type: none"><input type="checkbox"/> Analyze the protocol documents/TKES procedures<input type="checkbox"/> Identify the teachers<input type="checkbox"/> Create student rosters including access codes<input type="checkbox"/> Prepare the survey schedule<input type="checkbox"/> Arrange for accommodations for students<input type="checkbox"/> Identify survey administrators and proctors
During
<ul style="list-style-type: none"><input type="checkbox"/> Administer using certified personnel<input type="checkbox"/> Read from published scripts<input type="checkbox"/> Ensure uniform survey administration<input type="checkbox"/> Protect integrity and security<input type="checkbox"/> Report irregularities
After
<ul style="list-style-type: none"><input type="checkbox"/> Review the data reports<input type="checkbox"/> Use results to inform the formative/summative assessment ratings on Standards 3, 4, 7, and 8.<input type="checkbox"/> Address survey results through commentary in the formative/summative assessment report<input type="checkbox"/> Conduct conference with the teacher<input type="checkbox"/> Plan for continuous improvement

APPENDIX 3

Glossary

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Glossary

Academic Peers: Students with similar prior academic achievement (i.e., those with similar history scores).

Academic risks: Student behavior to reach beyond their comfort zone to expand their learning. Risk-taking may be in a form in which students select tasks with a possibility of failure but value the feedback elicited from error-making.

Authentic learning: Authentic learning is a teaching method that allows students to explore, discuss, and meaningfully develop concepts and skills in the authentic contexts of students' real life.

Contributing professionals: Contributing professionals are credentialed with teaching or service certificates or are licensed therapists who are not directly involved in providing instruction for students.

Diagnostic assessment: Assessments, often applied in a pre-assessment time frame, that are administered prior to or during instruction to ascertain each student's strengths, weaknesses, knowledge, and skills, and to permit teachers to remediate, enrich, accelerate, or differentiate the instruction to meet each student's readiness for new learning.

Differentiated instruction: Differentiated instruction is a general term for an approach to teaching that responds to the range of student needs, abilities, and preferences in the classroom, and attempts to account for those differences in instructional planning and delivery, as well as in the content, process, product, and learning environment.

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 teacher's practice.

Domain: Comprehensive categories which describe the major areas of teachers' work. There are five domains in TAPS, each of which includes two teacher performance standards.

Electronic platform: Georgia's statewide longitudinal data system (SLDS) enhances the ability of Georgia educators to effectively manage, use, and analyze education data to support instruction. The vendor-based electronic platform for TKES will provide web-based access to multiple TKES component measures. This platform will communicate with Georgia's SLDS to pull data for student records, student course schedules, and roster verification. Other data may also be pulled from the system. The electronic platform will be provide school districts and schools (SIG, Priority, etc.) with the resources necessary for implementing or piloting the TKES beginning with the 2012-2013 school year.

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Formal assessment: The collection of student learning data using standardized tests or procedures under controlled conditions. These tests or other assessment tools have a history of application and have statistics which support educational conclusions, such as “the student is below or above average for her age/grade.” Formal assessments can also refer to assessments for a grade, as opposed to an informal assessment where a teacher is simply surveying the students to see if they understand a concept.

Formative assessment: Assessments that are administered to regularly/continuously study and document the progress made by learners toward instructional goals and objectives. Formative assessment is integral to the instructional process. Use of formative assessment allows teachers to target lessons to the areas in which students need to improve, and focus less on areas in which they already have demonstrated mastery.

Growth Percentile: A growth prediction generated for each student which describes his rank on current achievement relative to other students with similar score histories.

Growth Projection: A student growth projection describes where on the assessment scale a student may score on the next assessment for all possible levels of growth (1st-99th percentile).

Growth Target: A student growth target describes the level of growth a student must demonstrate to reach or exceed proficiency in three years or by the last tested grade, whichever comes first.

Higher-level thinking: Generally, the skills involving application, analysis, evaluation, etc., identified in Webb’s Depth of Knowledge and a Bloom’s Cognitive Taxonomy are regarded as higher-level thinking.

Informal assessment: Appraisal of student learning by causal/purposeful observation or by other non-standardized procedures.

Inter-rater Reliability: The consistency with which two or more scorers apply the rating or grading criteria of an assessment thereby resulting in stable assessment results among students; it is not influenced by factors that are not the intended criteria of learning. Training, education and monitoring skills enhance inter-rater reliability.

Metacognitive strategies: Strategies for thinking about thinking. They refer to higher-order thinking that involves a high level of awareness of one’s own knowledge and ability to understand, monitor, and modify thinking processes involved in learning.

Pedagogical knowledge/skills: The information and skills about instructional methods and strategies that are gathered from research and experience of accomplished teachers intended to help optimize the connections between teaching and learning.

Peer coaching: Peer coaching is a professional development approach which joins teachers together in an interactive and collaborative learning community. As applied to education, peer coaching often is used for teachers to help one another improve their pedagogical skills and competencies, instructional and assessment practices, and other attributes of teacher effectiveness.

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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 teachers' performance efficient and accurate, and to help the evaluator justify to the evaluatees and others the rating that is assigned.

Professional Development Plan: A Professional Development Plans (PDP) focuses on increasing the teachers' ability to improve student achievement in specified area. The PDP provides guidelines and timelines for specific, mandatory professional learning which supports immediate improvement of teacher practice and effectiveness. A Performance Development may also be used when a teacher does not meet the professional duties, responsibilities and ethical expectation required by the teacher.

Performance indicator: Performance indicators provide examples of observable, tangible behaviors for each teacher 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 a rhetorical expression to refer to a faithful and thorough representation of a teacher's effectiveness.

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

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.

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

SGP: Student Growth Percentile is a component of the Student Growth and Academic achievement section of the TKES framework. SGP is used to calculate student growth for teachers of tested subjects.

SLO: Student Learning Objective is a component of the Student Growth and Academic Achievement section of the TKES framework. SLOs are used to measure growth for teachers of non-tested subjects.

SLDS: Statewide Longitudinal Data System

SMART Criteria: A critical way to self-assess a learning objective's feasibility and value with regards to learning and learning outcomes. The acronym stands for *Specific, Measurable, Appropriate, Realistic, and Time-bound*.

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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 ten teacher 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: Assessment that summarizes the development of learners at a particular time, usually at the end of a unit, semester or a school year. Summative assessment can be used for judging success or attainment in such diverse areas as teacher performance or student attainment of curricular standards.

TAPS: Teacher Assessment on Performance Standards

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

Teachers of tested subjects: Teachers of tested subjects are considered to be those who teach subjects with state standardized tests, in particular those who will have state-generated value-added or growth scores available.

TEM: Teacher Effectiveness Measure

TKES: Teacher Keys Effectiveness System

Walkthroughs/Frequent Brief Observations: Informal classroom observations of a minimum of 10 minutes used to provide additional information on teacher performance.

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