

**Georgia Department of Education
Teacher Keys Evaluation System Trainer Manual**



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

Teacher Keys Evaluation System Handbook

Pilot January-May 2012

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Teacher Keys Evaluation System Trainer Manual
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Acknowledgments

The Georgia Department of Education's (GaDOE) Teacher Keys Evaluation 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 Evaluation 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 program are required to use this handbook.

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Introduction to the Teacher Keys Evaluation System

During January through May 2012, as part of the Race to the Top Initiative (RT3), Georgia will pilot the Teacher Keys Evaluation 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 Evaluation System

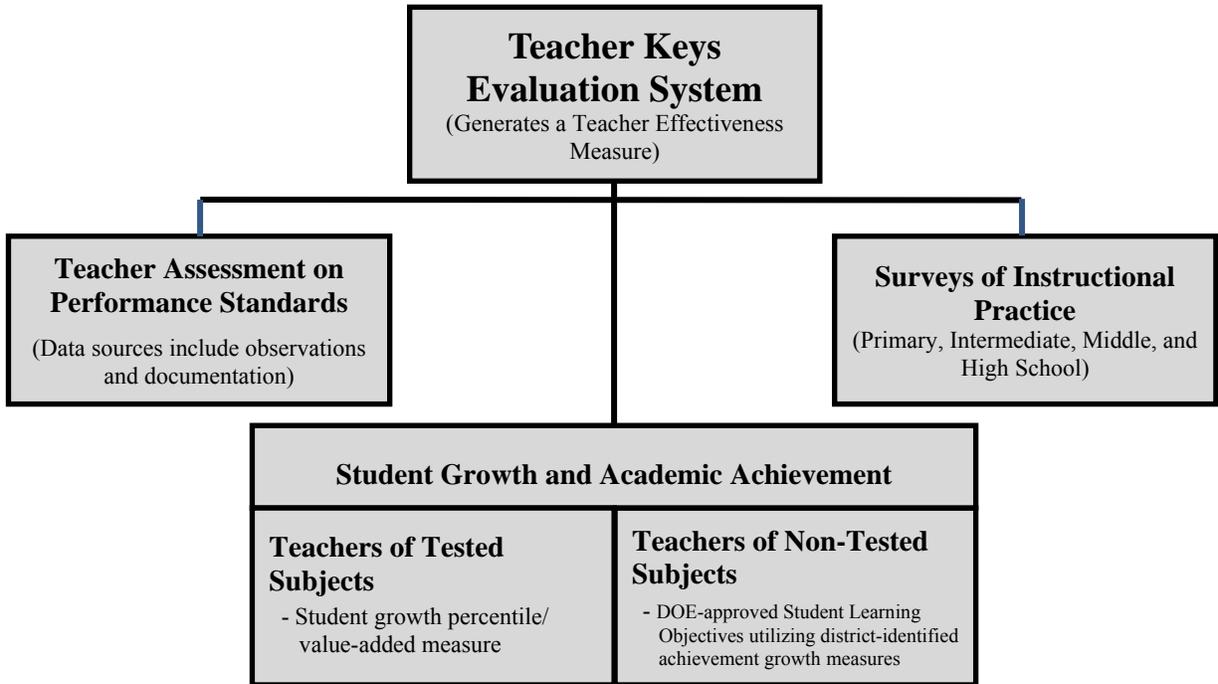
The primary purpose of TKES is to:

- 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; and
- 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.

As shown in Figure 1, the Teacher Keys Evaluation System 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 1: Components of the Teacher Keys Evaluation 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.

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 surveys will also contribute to both tested and non-tested K-12 teachers' TEM score.

These three components are discussed in further detail in Parts 1 through 3 of this handbook.

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 Evaluation 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.

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; and
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process.

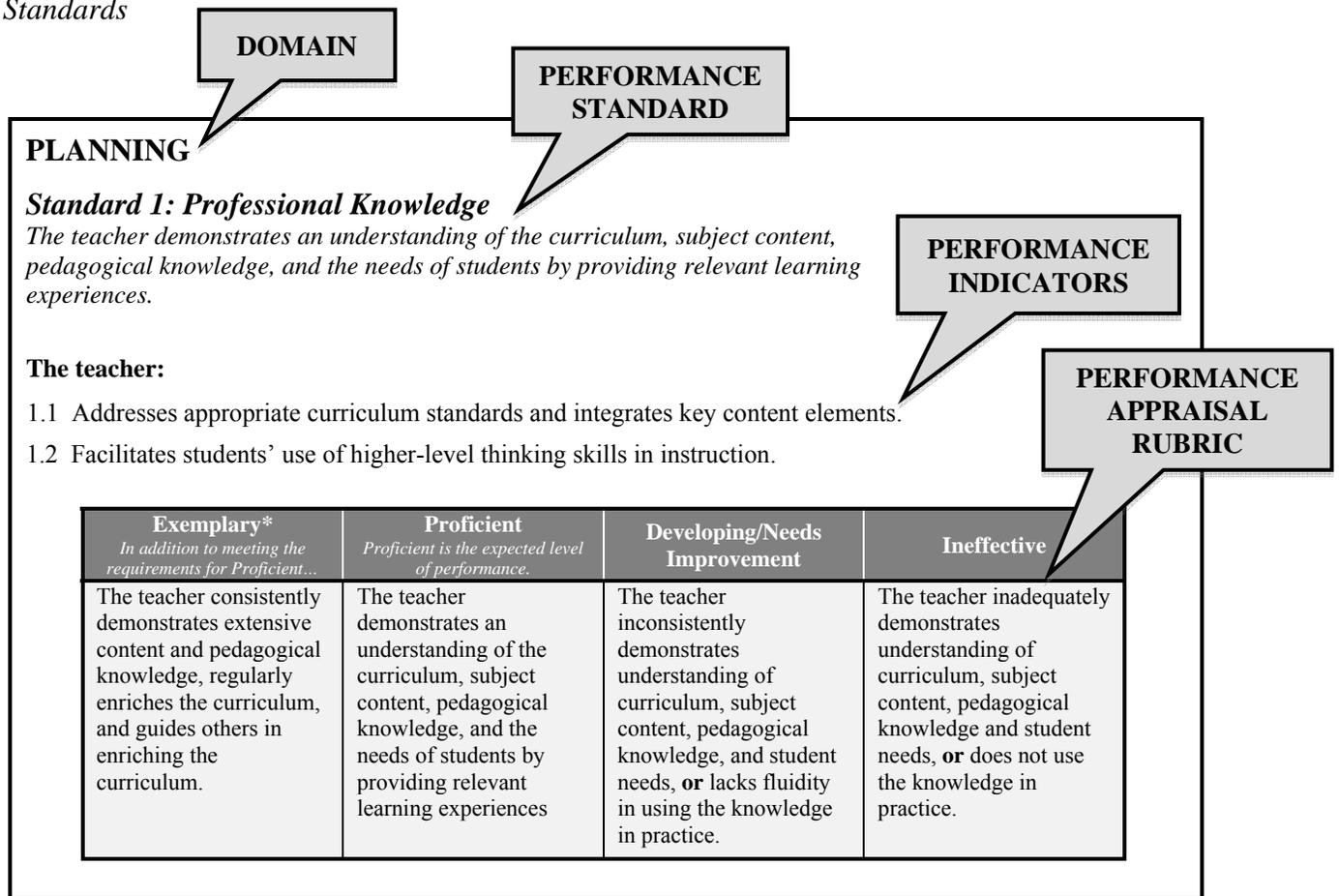
Foundational Documents of the Teacher Assessment on Performance Standards:

- Georgia Department of Education. (2010). *CLASS KeysSM: Classroom Analysis of State Standards: The Georgia Teacher Evaluation System*. Atlanta, GA: Author.
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- Stronge, J. H., & Tonneson, V. C. (2011). *CLASS KeysSM Teacher Evaluation System recommendations for improvement*. Atlanta, GA: Georgia Department of Education.
- Stronge, J. H., & Xu, X. (2011). *State Evaluation Steering Committee focus group report*. Atlanta, GA: Georgia Department of Education.
- Stronge, J. H., & Xu, X. (2011). *Research synthesis of Georgia teacher evaluation standards*. Atlanta, GA: Georgia Department of Education.

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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 reasonably 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 2.

Figure 2: 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.

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Performance Standards

Performance standards refer to the major duties performed by a teacher. There are 10 performance standards that serve as the basis of the evaluation. Figure 3 shows the five domains and their associated standards that are included in TAPS.

Figure 3: Domains and Performance Standards

DOMAIN	PERFORMANCE STANDARD NAME	PERFORMANCE STANDARD
PLANNING		
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.
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.
INSTRUCTIONAL DELIVERY		
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 promote key skills.
4. Differentiated Instruction		The teacher challenges students by providing appropriate content and developing skills which address individual learning differences.
ASSESSMENT OF AND FOR LEARNING		
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.
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.
LEARNING ENVIRONMENT		
7. Positive Learning Environment		The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
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.
PROFESSIONALISM AND COMMUNICATION		
9. Professionalism		The teacher demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.
10. Communication		The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

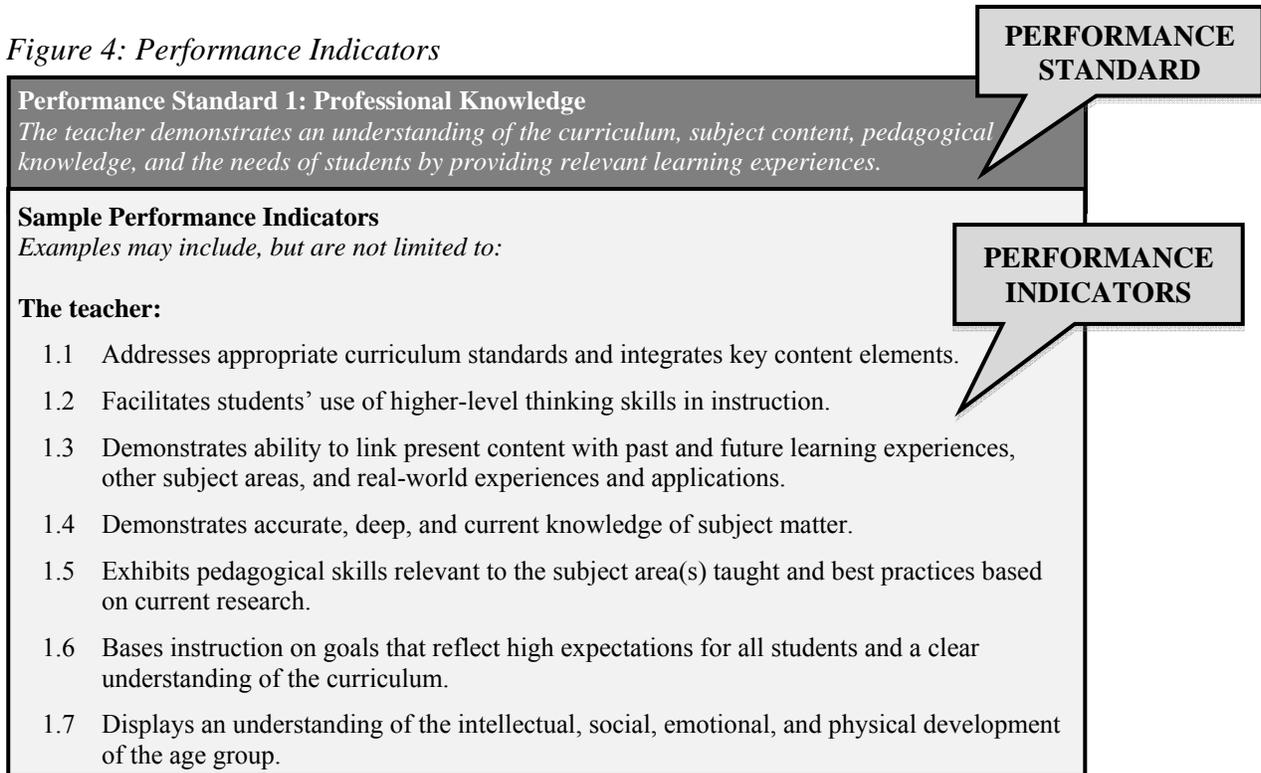
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Performance Indicators

Performance indicators provide examples of observable, tangible behaviors for each standard (see Appendix 1). That is, the performance indicators are **examples** of the types of performance that will occur if a standard is being successfully met. **The list of performance indicators is not exhaustive, is not 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 the Figure 4.

Figure 4: Performance Indicators



The performance indicators are provided to help teachers and their evaluators clarify job expectations. As mentioned, all performance indicators may not be applicable to a particular teaching assignment.

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**

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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 *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 5 shows an example of a performance appraisal rubric for Standard 1 (Professional Knowledge).

Figure 5: Performance Appraisal Rubric

Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher consistently demonstrates extensive content and pedagogical knowledge, and regularly enriches the curriculum.	The teacher 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, or inadequately addresses the needs of students.

** Teachers rated as Exemplary frequently serve as role models or teacher leaders.*

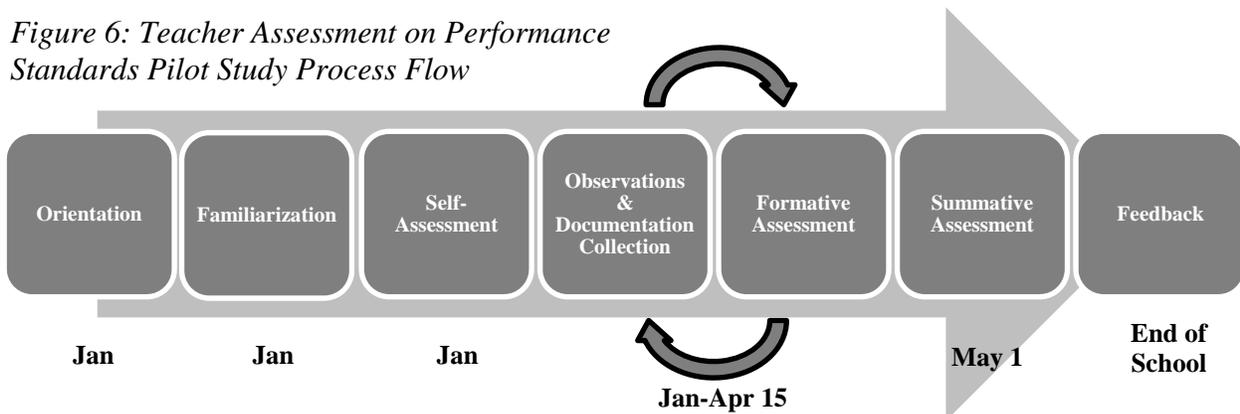
Responsibilities of Site Administrators

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.

Process for Building-level Implementation of the Teacher Assessment on Performance Standards Pilot Study

The process by which participating school districts will implement the TAPS portion of the Teacher Keys Evaluation System during the pilot study is depicted in Figure 6.

Figure 6: Teacher Assessment on Performance Standards Pilot Study Process Flow



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

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Step 1: Orientation to the Teacher
Assessment on Performance Standards

Explanation

To ensure both teachers and evaluators understand how the 2012 pilot study will be conducted and the expectations for teachers, building administrators will conduct a Teacher Assessment on Performance Standards orientation session as soon as feasible in January 2012. During this session, administrators should stress that TAPS is only one portion of the Teacher Keys Evaluation System for evaluating both teachers of tested and of non-tested subjects. Teachers of tested subjects are considered to be those who teach subjects with state standardized tests, and teachers of non-tested subjects teach subjects without state standardized tests. A PowerPoint presentation will be made available to assist with the orientation. In addition, administrators will be provided with an electronic copy of the *TKES Handbook* to distribute to all teachers. During the orientation session, administrators should stress the importance of the pilot study and how the teachers have a direct means to impact future evaluation by providing clear and relevant feedback.

Suggestions

During this orientation session, it is highly encouraged to have the teachers participate in the *Scavenger Hunt* activity as this will help them become familiar with the location of various key pieces of information within their *TKES Handbook*. In addition, the GaDOE has created a Race to the Top *Frequently Asked Questions* document that is beneficial to share with teachers. Administrators should also make teachers aware of the various resources available to them from the GaDOE, such as fact sheets on each of the performance standards, samples of completed forms, and an annotated bibliography. Administrators might also suggest that teachers keep track of things they TAPS as the semester progresses so that they can provide accurate feedback at the end of the year.

Useful Resources

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

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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 Evaluation System, it is important that they be provided with an opportunity to become more familiar with exactly how they will be evaluated. Prior to the end of January, 2012, and as soon as feasible following the orientation, administrators should meet with teachers to continue their TAPS familiarization process. Administrators will be provided with a PowerPoint presentation on rating teacher performance that explains the formative and summative evaluation processes, forms, and use of performance rubrics.

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, that are available from the Georgia Department of Education. These activities will help teachers build a more in-depth understanding of how they will be evaluated and what skills and competencies indicate successful performance. Administrators 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

- *TAPS Rating Teacher Performance* PowerPoint Presentation
- *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

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Step 3: Self-Assessment (Optional)

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. During the TAPS pilot, self-assessment is an optional activity. Teachers who choose to conduct a self-assessment should do so by the end of January, 2012. A sample *Self-Assessment Form* is provided in Appendix 2 of this handbook; however, teachers are free to use any form that meets their needs.

Suggestions

Teachers should be encouraged to conduct a self-assessment and to reflect on areas of strength and growth specifically related to each performance standard. Although a *Professional Growth Plan* is not a required component of the TAPS pilot, teachers should be encouraged to use the results of their self-assessment to help guide their own professional growth.

Useful Resources

- *Self-Assessment Form*

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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 Evaluation System takes into account several data sources. The TAPS pilot study focuses on two data sources, in particular - observation and documentation.

Observations

Classroom observations provide key information on several of the performance standards, although it is unlikely that an evaluator will see all 10 performance standards demonstrated during a single observation. To assist with data collection for the pilot study, evaluators are required to conduct **two** formal observations of all teachers participating in the study. One observation will be announced and one will be unannounced. Both observations must take place between January, 2012, and April 15, 2012, and must be at least 30 minutes in duration. Additional observations may be conducted at the building administrator’s discretion.

To assist evaluators, a *TAPS Reference Sheet* that lists the teacher standards and sample 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.** For the pilot study, there is no separate observation form. Rather, 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.

Due to the pilot study’s time constraints, evaluators will not be required to conduct a pre-observation conference or a post-observation conference; however, the evaluator is responsible for providing timely feedback to the teacher by an appropriate means.

Documentation

Documentation of teacher practice and process is the second required data source for the TAPS pilot study. Documentation provides evaluators with information related to specific standards that they likely would not receive in an observation and provides the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an evaluator.

Site administrators should determine whether teachers should provide documentation in hard-copy, electronic form, or both. For example, they may specify the documentation should be in a three-ring binder or placed into an electronic folder. Within that binder or folder, teachers may

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organize the material in any way they see fit; however, the emphasis should be on the quality of work, not the quantity of materials presented. A sample *Documentation Cover Sheet* is provided in Appendix 2. This sheet is designed to help a teacher organize documents. Also, the sheet provides examples of the types of material a teacher might consider providing to show evidence of proficiency in the 10 teacher standards.

The teacher is responsible for submitting documentation to the evaluator for consideration in the formative assessment, either prior to or after the actual classroom observation. Specifically, if any of the ten standards was not observed during the period of the formative assessment, teachers will be responsible for submitting documentation to show evidence of meeting the standard.

Both formative assessments must be completed by April 15, 2012. 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. Evaluators should not assign ratings to the ten standards based solely on the documentation.

Suggestions

When it comes time to conduct the formative and summative assessments, evaluators must rate teachers on all 10 performance standards. Consequently, as evaluators conduct observations and review documentation, it is important that they keep all ten standards in mind. 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, *Matching Observation and Documentation with Performance Standards* activity, and *Documentation of Performance* activity to become familiar with the teachers' perceptions of what successful practice would look like.

Useful Resources

- *TAPS Reference Sheet*
- *Formative Assessment Report Form*
- *Documentation Cover Sheet*
- Fact Sheet 14: Observation
- Fact Sheet 15: Documentation

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Step 5: Rating Performance

Explanation

To assist with data collection for the TAPS pilot study, evaluators will be required to provide two formative assessment ratings as well as a summative rating on each teacher. On both of these types of assessments, teachers will be rated on all 10 performance standards using a performance appraisal rubric. 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 7 explains the four levels of ratings.

Figure 7: Rating Levels

Cat.	Description	Definition
Exemplary	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently 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.	Exceptional performance: <ul style="list-style-type: none"> • sustains high performance over a period of time • empowers students and consistently exhibits behaviors that have a strong positive impact on student learning and the school climate • may 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.	Effective performance: <ul style="list-style-type: none"> • consistently meets the requirements contained in the job description as expressed in the evaluation criteria • engages students and exhibits behaviors that have a positive impact on student learning and the school climate • demonstrates willingness to learn and apply new skills
Developing/ Needs Improvement	The teacher often performs below the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results 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 (i.e., developing) or the teacher’s performance is lacking in a particular area (i.e., needs improvement).	Below acceptable performance: <ul style="list-style-type: none"> • requires support in meeting the standards • results in less than expected quality of student learning • leads to areas for teacher professional growth being jointly identified and planned between the teacher and evaluator
Ineffective	The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in minimal student learning gains.	Ineffective performance: <ul style="list-style-type: none"> • does not meet the requirements contained in the job description as expressed in the evaluation criteria • results in minimal student learning • may contribute to a recommendation for the employee not being considered for continued employment

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Formative Assessment

Evaluators make decisions about performance on the 10 performance standards based on all available evidence. For the TAPS portion of the Teacher Keys Evaluation System, this will consist of observation and documentation provided by the teacher. 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 10 performance standards using the performance appraisal rubrics.

To help provide data for the TAPS pilot study, evaluators are required to conduct two formative assessments of participating teachers. Evaluators are not required to have a conference with the participating teacher, but for a formative assessment to inform a teacher's practice, the evaluator must ensure the teacher receives feedback in some appropriate manner. Both formative assessments must be completed by April 15, 2012.

Summative Assessment

After collecting information throughout the Winter/Spring, 2012, time period, 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 10 teacher performance standards, the evaluator should determine where the “**preponderance of evidence**” exists, based on observations and the documentation of practice and process provided by the teacher. Preponderance of evidence 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 preponderance of evidence fall?” In many instances, there will be performance evidence that may fit in more than one category. The practice to apply in reaching a decision for aggregating the total set of data and making a summative decision, the question to be asked is, “In which rating category does the evidence best fit?”

In addition to the 10 separate ratings, the teachers will receive an overall TAPS point score. For the pilot study, *Exemplary* ratings are worth 3 points, *Proficient* ratings are worth 2 points, and *Developing/Needs Improvement* ratings are worth 1 point. *Ineffective* ratings have no point value. Evaluators will add the point value for all 10 standards to produce a final score. Figure 8 provides an example.

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Figure 8: 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

This score (19 points) then will be appropriately scaled so that it counts for a specified amount of the overall Teacher Keys Evaluation System. Evaluators will provide feedback to teachers on the summative assessment at a summative evaluation conference. The summative assessment must be completed by May 1.

Suggestions

The site administrator has the ultimate responsibility for ensuring that the TAPS pilot study 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 site administrator to supervise, monitor, and assist with data collection, including observations. The site administrator should remain informed of the assessment process and is responsible for the summative evaluation of the teachers.

Useful Resources

- *Formative Assessment Report Form*
- *Summative Assessment Report Form*
- Fact Sheet 20: Using Teacher Evaluation to Improve Performance
- Fact Sheet 21: Evaluation Conferences
- *Conferencing Skills and Prompts* Tip Sheet
- Samples of filled out forms

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Step 6: Pilot Study Feedback

Explanation

Between May 1, 2012, and the end of school, a stratified random sample of district-level administrators, principals, and teachers involved in the TAPS pilot study will be asked to participate in an on-line survey regarding the TAPS portion of the Teacher Keys Evaluation System. In addition, a purposeful sample of teachers and principals will be asked to participate in focus groups to discuss what worked and what could be improved during the TAPS pilot study so that modifications may be made prior to full implementation of the Teacher Keys Evaluation System.

Suggestions

Evaluators should keep a running log of things that worked well or did not work well during the TAPS pilot study. A sample form is provided in Appendix 2. Comments should address procedures, forms, standards and indicators, rubrics, observations, documentation, assessments, time constraints, or any other aspect of TAPS that needs to be modified.

Useful Resources

- *Pilot Study Survey Form*

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Summary of Pilot Process

Figure 9 provides a summary of the steps administrators should take during the TAPS pilot study, materials they may find useful, and the timeline for completion.

Figure 9: Summary of the Teacher Assessment on Performance Standards Pilot 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 a copy of the <i>TKES Handbook</i>. To help teachers become familiar with the contents of the <i>Handbook</i>, administrators may want to consider doing the <i>Scavenger Hunt</i> activity. Administrators should make teachers aware of the resources available on the GaDOE website and may also want to consider handing out additional reference material (e.g. fact sheets, FAQs). 	<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</i> activity Fact Sheets <i>RT3 Frequently Asked Questions</i> 	Jan 2012
2: Familiarization	<ul style="list-style-type: none"> Building administrators conduct follow-up training 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 want to 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 want to consider having more than one familiarization session 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</i> activity <i>Matching Observation and Documentation with Performance Standards</i> activity <i>Documentation of Performance</i> activity <i>A Clean Room</i> activity <i>What's in a Rubric</i> activity 	Jan 2012
3: Self-Assessment (Optional)	<ul style="list-style-type: none"> Teachers conduct an optional self-assessment to reflect on their areas of strength and growth related to each standard. The self-assessment is highly encouraged, but not required. A sample self-assessment form is provided in the <i>TKES Handbook</i>, but teachers are free to use any form that meets their needs. Although a <i>Professional Growth Plan</i> is not a required component of the TAPS pilot, teachers should be encouraged to use the results of their self-assessment to inform their strategies for professional growth. 	<p><u>Optional</u></p> <ul style="list-style-type: none"> <i>Self-Assessment Form</i> 	Jan 2012

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Step	Description	Materials Needed	Timeline
4: Documenting Performance	<p>Teacher’s performance related to the standards will be evaluated through a combination of observations and documentation.</p>		
	<p style="text-align: center;">Observations</p> <ul style="list-style-type: none"> • To help collect data for the TAPS pilot, evaluators will be required to conduct two formal observations. • One observation will be announced and one will be unannounced. • Each observation will be a minimum of 30 minutes. • Evaluators may find it useful to use the <i>TAPS Reference Sheet</i> to remind them of the types of behaviors that may indicate a teacher is meeting the standard. • Evaluators will not be required to conduct a pre-observation or post-observation conference, but they are responsible for providing feedback to teachers by appropriate means. • Evaluators will make notes concerning the evidence related to each standard using the <i>Formative Assessment Report Form</i>. • Evaluators do NOT make ratings based solely on the observation. 	<p><u>Required</u></p> <ul style="list-style-type: none"> • <i>Formative Assessment Report Form</i> <hr/> <p><u>Optional</u></p> <ul style="list-style-type: none"> • <i>TAPS Reference Sheet</i> 	<p>Feb – Apr 15, 2012</p> <p>Both observations must be complete by April 15.</p>
	<p style="text-align: center;">Documentation</p> <ul style="list-style-type: none"> • Documentation provides administrators with information related to specific standards that they likely would not receive in an observation. • Documentation provides the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an administrator. • Sample items that may relate to each performance standard are provided on the sample <i>Documentation Cover Sheet</i> in the <i>TKES Handbook</i>. • Administrators need to determine whether they want documentation to be submitted in hard-copy or electronically. • Teachers are responsible for providing their evaluators with applicable documentation for each formative assessment. • The emphasis is on the quality of work, not the quantity of materials presented. • Evaluators comment on the documentation related to each standard using the <i>Formative Assessment Report Form</i>. • Evaluators do NOT make ratings based solely on the documentation. 	<p><u>Required</u></p> <ul style="list-style-type: none"> • <i>Formative Assessment Report Form</i> <hr/> <p><u>Optional</u></p> <ul style="list-style-type: none"> • <i>TAPS Reference Sheet</i> 	<p>Feb – Apr 15, 2012</p> <p>Both documentation collections must be complete by April 15.</p>

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Step	Description		Materials Needed	Timeline
5: Rating Performance	Formative Assessment	<ul style="list-style-type: none"> • To help collect data for the TAPS pilot, evaluators will be required to fill out two <i>Formative Assessment Reports</i>. • 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. 	<p><u>Required</u></p> <ul style="list-style-type: none"> • <i>Formative Assessment Report Form</i> 	<p>April 15, 2012</p> <p>Both formative assessments must be completed by this date.</p>
	Summative Assessment	<ul style="list-style-type: none"> • Evaluators will use data collected via observation and documentation to determine summative ratings for teachers. • Evaluators will use the <i>Summative Assessment Report Form</i> to provide ratings on each of the ten performance standards. • Evaluators should strive to provide a comprehensive and authentic “performance portrait” of the teacher’s work. • Based on the point value assigned to each rating, evaluators will compute an overall TAPS score which will count as part of the Teacher Effectiveness Measure. 	<p><u>Required</u></p> <ul style="list-style-type: none"> • <i>Summative Assessment Report Form</i> 	<p>May 1, 2012</p>
6: Pilot Study Feedback	<ul style="list-style-type: none"> • District-level administrators, principals, and teachers will be asked to fill out an on-line survey of the TAPS pilot study. • A purposeful sample of teachers and principals will participate in focus groups to identify TAPS strengths and modifications that need to be made prior to full implementation. 		<p><u>Required</u></p> <ul style="list-style-type: none"> • <i>Pilot Study Survey</i> 	<p>By end of school</p>

PART II

**STUDENT
GROWTH
AND
ACADEMIC
ACHIEVEMENT**

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PART II: Student Growth and Academic Achievement

The second component of the Teacher Keys Evaluation System is Student Growth and Academic Achievement. For teachers of tested subjects, this component consists of a student growth percentile/value-added measure 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.

District-determined SLOs are content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. The SLO process is being developed and piloted in Georgia as a means of strengthening the state's ability to recognize and value every teacher's impact on student learning, particularly those who teach outside of state-tested grades and subject areas. As a measure of teachers' impact on student learning, SLOs will give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.

Core Components of Student Learning Objectives

- **Focused on student learning**
By focusing on student learning, objectives 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), or other national standards for the course being taught. Each SLO must specify the exact course, subject, grade level, and set of standards. In addition, SLOs provide an instructional focus for the teacher(s). While teachers are expected to address the entire curriculum, the SLO helps teachers prioritize the academic focus for their students.
- **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.
- **Assessments 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. For the purposes of the pilot, districts may utilize pre-assessments administered in the fall of 2011 or may administer pre-assessments in January 2012. In addition, districts may utilize mid-year assessments as their initial pre-assessment data point.

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Appropriate measures of student learning gains differ substantially based on the learners' grade level, content area, and ability level. When possible, externally developed and validated assessments that correlate with the grade level and subject being taught should be used for these purposes. (Examples of externally-developed assessments include Advanced Placement tests, Lexile Framework for Reading, Dynamic Indicators of Basic Early Literacy Skills, or DIBELS, etc.)

The following measurement tools are appropriate for assessing student progress:

- Criterion-referenced tests, inventories, and screeners (e.g., state standards tests, Advanced Placement tests, Scholastic Reading Inventory, Phonological Awareness Literacy Screening),
 - School-adopted interim/common/benchmark assessments (e.g., county benchmark tests based on 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,
 - 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, it is best practice for a group of teacher/district representatives with notable content expertise to develop a common assessment (test, rubrics, etc.). District standardization of assessments and administration of assessments contribute to the validity and reliability of the assessments.
- **Expected gain or growth**
Learning expectations describe how students will grow in their learning of the selected content over the interval, as measured by the pre-assessment(s) and post-assessment(s). The expected growth for students must reflect the learning that would occur over the entire duration of the course. Expectations must be rigorous and attainable. Expected growth is the amount students are expected to grow over the course of the instructional period.
 - **Interval of Instructional Time**
The interval of instruction is the length of time during which the SLO will be completed. In order to be approved, all SLOs must be written for the entire length of the course being taught. 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. For the purposes of the pilot, the duration from January through May is acceptable.

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Developing Student Learning Objectives

1. The district assesses the needs of students by studying relevant data. While district student needs/data should be examined, individual school data are also important considerations in developing district SLOs. District/school trend data may also be examined.
2. Based on the district/school data and needs assessment, district representatives should determine appropriate state and national standards that will provide the basis for SLO development. Alignment of the SLO to standards is not only required but fosters increased validity and reliability. District-selected standards should warrant the year-long or course-long focus of the students and teachers and should be rigorous, measurable, and deepen and extend knowledge for all students in the class/group/course.
3. Knowledgeable district representatives and content experts should develop SLOs for each non-tested course/class. (For pilot purposes, only one SLO per non-tested course/subject is required.) SLOs should describe observable behavior and/or measurable results that would occur when an objective is achieved. The acronym SMART (Figure 10) is a critical way to self-assess an objective's feasibility and worth.

Figure 10: SMART Acronym for Developing Student Learning Objectives

S pecific:	The objective is focused, for example, by content standards; by learners' needs.
M easurable:	An appropriate instrument/measure is selected to assess the objective.
A ppropriate:	The objective is within the teacher's control to effect change and is a worthwhile focus for the students' academic year.
R ealistic:	The objective is feasible for the teacher.
T ime limited:	The objective is contained within a single school year.

Figure 11 contains samples of the objectives that districts may develop. They are intended to serve as models for how objectives may be written.

Figure 11: Sample Student Learning Objectives

<p>First Grade Reading Sample Student Learning Objective: At the end of the year, all first grade students will read on or above grade level as measured by the Developmental Reading Assessment (DRA). All first grade students will improve from the pre-assessment levels as follows: Students scoring at levels 1-7 will improve by a minimum of 4 levels, and students scoring at 8+ will reach or exceed level 18.</p> <p>Middle School Chorus Sample Student Learning Objective: Using the district four-level rubric for sight-singing composition and sight-singing performance, all students will demonstrate an increase of 1 or more levels from the common pre-assessment to the common post-assessment.</p>

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Figure 11 (cont.)

High School American Government Sample Student Learning Objective:
100% of high school students enrolled in American Government will demonstrate measureable improvement from their pre-assessment score to their post-assessment score as determined by 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 a 100.
- Pre-assessment score + (100 – pre-assessment score) /2 = Target for post-assessment

Example using 40 on a pre-assessment: $40 + (100-40)/2$
 $40 + (60)/2$
 $40 + 30$
70 is the target for post-assessment

SLOs should be constructed so that the end-of-the-year results can be properly assessed by the SLO Evaluation Rubric (Figure 13).

Assessments should be selected and/or developed based on their appropriateness for the grade and content standards. Assessments may include written assessments, performance assessments, or work products and to the greatest extent possible should be comparable between teachers, schools, and/or districts.

4. Districts must submit each SLO for GaDOE approval before local teachers begin implementation of their SLO plans. A separate District SLO Form should be completed for each district SLO and should be submitted to the GaDOE before but no later than December 1, 2011. SLO Forms should be submitted to Susan White at SLO@doe.k12.ga.us.

GaDOE evaluators will review the objectives and rate their level as *Exemplary*, *Proficient*, *Emerging*, or *Unsatisfactory* using the SLO setting rubric in Figure 12. The purpose of the rubric is to provide criteria by which the district may or may not move forward through the SLO process. Objectives written at the *Emerging* or *Unsatisfactory* levels must be rewritten until they are judged to be at the *Proficient* level or above.

Figure 12: Student Learning Objective Setting Rubric

Level of Performance			
Exemplary	Proficient	Emerging	Unsatisfactory
Student Learning Objective is rigorous, attainable and reflects extraordinary growth beyond expectations during the course or school year	Student Learning Objective is rigorous, attainable and reflects acceptable growth during the course or school year	Not Applicable CANNOT MOVE FORWARD	Not Applicable CANNOT MOVE FORWARD
		Student Learning Objective is related to identified student needs, but S.M.A.R.T. process needs refining	Student Learning Objective is unrelated to identified student needs

Adapted from Goal Setting Rubric developed by Dr. Keith Everson, Gwinnett County Schools, GA

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5. Within the first few weeks of the pilot period, teachers administer a pre-assessment to all students they teach. The purpose of these assessments is to measure student learning on the selected standards from the beginning of the interval of instruction to the end of the instructional period.

Using the district developed SLOs, teachers will use their students' pre-assessment scores, along with other diagnostic information, and complete the suggested Teacher SLO Form (see Appendix). If districts choose to use another form or format, all components of the Teacher SLO Form should be included.

After the Teacher SLO Forms are completed, teachers should meet with their local evaluators to review SLO plans and obtain approval for implementation. Before approving the plan, principals should review and assess the plan's rigor and appropriateness. This review/approval process should be completed by January 15, 2012.

6. The next part of the process is recursive in that individual teachers create and implement strategies and monitor progress, making adjustments to the teaching and learning strategies, as required. Typically a mid-year or mid-course review should be conducted but this process is not required for the pilot.

At the end of the instructional period, teachers will administer the post-assessments and will compile their class/group data. By April 1, 2012, each teacher is responsible for assessing the students' growth toward the SLO, and by April 15, they must submit their completed *Student Learning Objective 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*, *Developing/Needs Improvement*, and *Ineffective* as shown in Figure 13.

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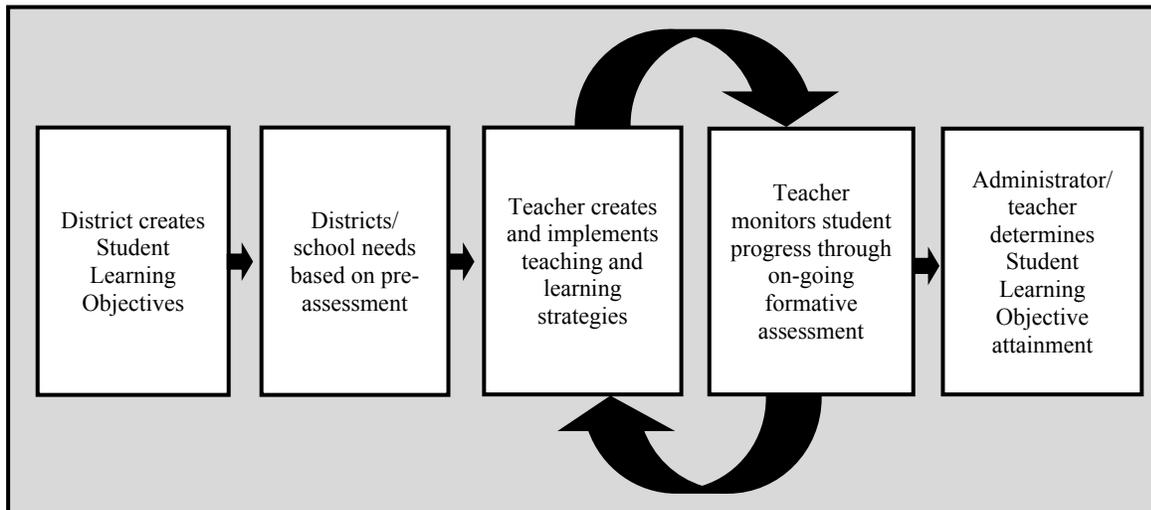
Figure 13: Student Learning Objective Evaluation Rubric

Exemplary (3 pts)	Proficient (2 pts)	Developing/Needs Improvement (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 exceed the Student Learning Objective.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments:</i></p>			

The Student Learning Objective score then will be scaled so that it counts for a specific amount of the overall Teacher Effectiveness Measure.

The Student Learning Objectives process is shown in Figure 14.

Figure 14: Student Learning Objectives Process²



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Evaluating Student Learning Objectives

SLO Pilot Requirements

1. SLOs should be written for all non-tested subject areas Pre-K through grade 12. For clarification this includes:
 - a. All subjects in Pre-K through 2rd grade (e.g. ELA/Reading, Mathematics, Science, Social Studies, fine arts, etc.) are non-tested subjects
 - b. All subjects in 3rd grade are considered non-tested because there is no prior test score on which to determine value-added/growth.
 - c. High school subjects with EOCTs may be required to have SLOs, pending the technical decisions that will be made for the value-added/growth measure.
2. Teachers will be evaluated by one district SLO for each non-tested subject/course that they teach.
3. Teachers who teach both tested and non-tested subjects will be evaluated by SLOs for their non-tested subjects and by the value added/growth measure for their tested subjects.
4. SLOs should be designed and written so that individual student growth between the pre-assessment and the post-assessment can be determined.
5. SLO results are reported at the student and class/group level. As teachers work with the district-designated SLOs, they should maintain a spreadsheet of each student's pre-assessment score and post-assessment score, as well as any other data needed to ascertain attainment of the SLO.
6. Districts will submit SLOs on the District SLO Form for the GaDOE approval before but no later than December 1, 2012. A separate form should be used for each SLO.
7. Prior to submission of district SLOs, appropriate district leaders should collect, review, and verify that each SLO is complete, aligned with content standards, and has rigor that is comparable to the standardized measures for tested subjects. Superintendents or his/her designee should sign all SLOs prior to submission to the GaDOE.
8. SLOs must be scored as Exemplary or Proficient on the SLO Setting Rubric by the GaDOE in order to be approved for district use (located in Appendix). SLOs not scored at the appropriate level will be returned for revision.

Timeline for Student Learning Objectives

Normally, the districts would create a Student Learning Objective at the beginning of the academic year. The timeline in Figure 15 describes the truncated deadlines for the pilot.

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Figure 15: Student Learning Objectives Timeline

October 2011	<ul style="list-style-type: none"> • The district completes Assessment of Student Needs based on previous year's results and other baseline data and information
October 2011	<ul style="list-style-type: none"> • The district considers needs of students, demands of grade level standards, and baseline data and create SLOs, including pre- and post-assessments
October – December 1, 2011	<ul style="list-style-type: none"> • The district submits SLOs to the GaDOE for review and approval
January 2012	<ul style="list-style-type: none"> • Teachers use District SLO to administer Pre-Assessment or the decision is made to utilize Pre-assessments administered in the fall of 2011
January 15, 2012	<ul style="list-style-type: none"> • Teachers complete a spreadsheet with student pre-assessment scores, analyze the class/group data, complete the Teacher Section of the District SLO Form, and implement teaching strategies. Teachers meet with their evaluators to finalize their SLO plan.
January – April 2012	<ul style="list-style-type: none"> • Teachers implement teaching strategies and monitor student progress toward attainment of SLO.
April 1, 2012	<ul style="list-style-type: none"> • Teachers administer Post-assessment.
April 15, 2012	<ul style="list-style-type: none"> • Teachers submit class/group data to building level evaluator. Evaluator completes SLO Evaluation Rubric and submits SLO information (TBD) to the GaDOE.
May 2012	<ul style="list-style-type: none"> • GaDOE calculates TEM using all components of the TKES.

PART III

**SURVEYS
OF
INSTRUCTIONAL
PRACTICE**

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PART III: Surveys of Instructional Practice

The third component of the Teacher Keys Evaluation 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 Evaluation System, surveys will be used as a measure of teacher effectiveness.

Student surveys provide information about their perceptions of how a teacher is performing. One of the benefits of using student surveys is that the collected information 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 to be included in the pilot program ask students to report on items that they have directly experienced. Four different versions of the student survey (grades K-2, 3-5, 6-8, and 9-12) will be provided. These different versions were 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.

Although the results of the survey will be factored directly into the Teacher Effectiveness Measure, each survey contains questions that address each of the teacher performance standards in the TAPS component of the evaluation system. The table of specifications in Figure 16 illustrates the alignment between the survey items and performance standards.

Figure 16: Table of Specifications

Teacher Performance Standards	Grade K-2 Student Survey Item #	Grade 3-5 Student Survey Item #	Grade 6-8 Student Survey Item #	Grade 9-12 Student Survey Item #
1-Professional Knowledge	1	1	1, 2	1, 2
2-Instructional Planning	2	2	3, 4	3, 4
3-Instructional Strategies	3, 4	3, 4	5, 6	5, 6
4-Differentiated Instruction	5, 6	5	7, 8	7, 8
5-Assessment Strategies	7	6, 7	9, 10	9, 10
6-Assessment Uses	8, 9	8, 9	11, 12	11, 12
7-Positive Learning Environment	10, 11, 12	10, 11, 12	13, 14, 15	13, 14
8-Academically Challenging Environment	13	13	16, 17	15, 16
9-Professionalism	14	14	18	17, 18
10-Communication	15	8, 15	9, 19, 20	19, 20

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In addition, all surveys were examined to ensure they were written at an appropriate readability level using the Flesch-Kincaid Readability Scale. Figure 17 summarizes the results of this analysis.

Figure 17: Flesch-Kincaid Readability Levels of Surveys

Grade	Flesch-Kincaid Readability Level
K-2	2.3*
3-5	4.3
6-8	5.2
9-12	8.4

* Students are able to comprehend at a higher level when listening to the survey read aloud. Therefore, it is considered appropriate for the readability of K-2 survey to be written at a slightly higher readability level.

An example of a survey question from each level of survey is shown in Figure 18.

Figure 18: Sample Survey Prompts

Grades	Prompt	Response Scale				
K-2		Yes	Some- times	No		
	My teacher knows a lot about what she is teaching.					
3-5		Yes	Some- times	No		
	My teacher knows a lot about what is taught.					
6-8		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
	My teacher knows a lot about what is taught.					
9-12		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
	My teacher has deep knowledge about the subject he/she teaches.					

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Survey Sample

Surveys will only be administered to students of teachers involved in the pilot study. 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), rather than focusing on a specific course or class, a random sample of students from across all of the teacher's classes will be selected. In this way, the students selected will represent a cross-section of the teachers' entire student population. *Note:* There is a possibility that students may be randomly selected to complete surveys on more than one teacher. Teachers of PreK will not be able to have surveys that count in the Teacher Effectiveness Measure.

Administration of the Survey

Site administrators should select a two week period between February 1 and March 15 during which to administer the surveys. 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 Individualize Education Programs (IEPs), 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 electronic platform. The surveys will be accessed through a web-based portal. There will be no option for students to type in comments.

Survey Results

Survey results will be analyzed by the GaDOE and reported to the building principal and teacher as an element of the Teacher Effectiveness Measure at the time of the overall performance review. Additionally, a summary of results for each question will be provided to individual teachers. This Survey Results Summary Sheet will include the number of students with valid responses (those who selected a rating other than *Not Applicable*) for each question, as well as the number of responses for each question that were rated at each level of the response scale (*Yes, Sometimes, No* for Grades K-5; *Strongly Agree, Agree, Disagree, Strongly Disagree* for Grades 6-12). It will also include the mean, the median, and the standard deviation compared to all other teachers at that grade level band (K-2, 3-5, 6-8, and 9-12) involved in the pilot study. A partial Survey Results Summary Sheet for a teacher in grade 7 is shown in Figure 19.

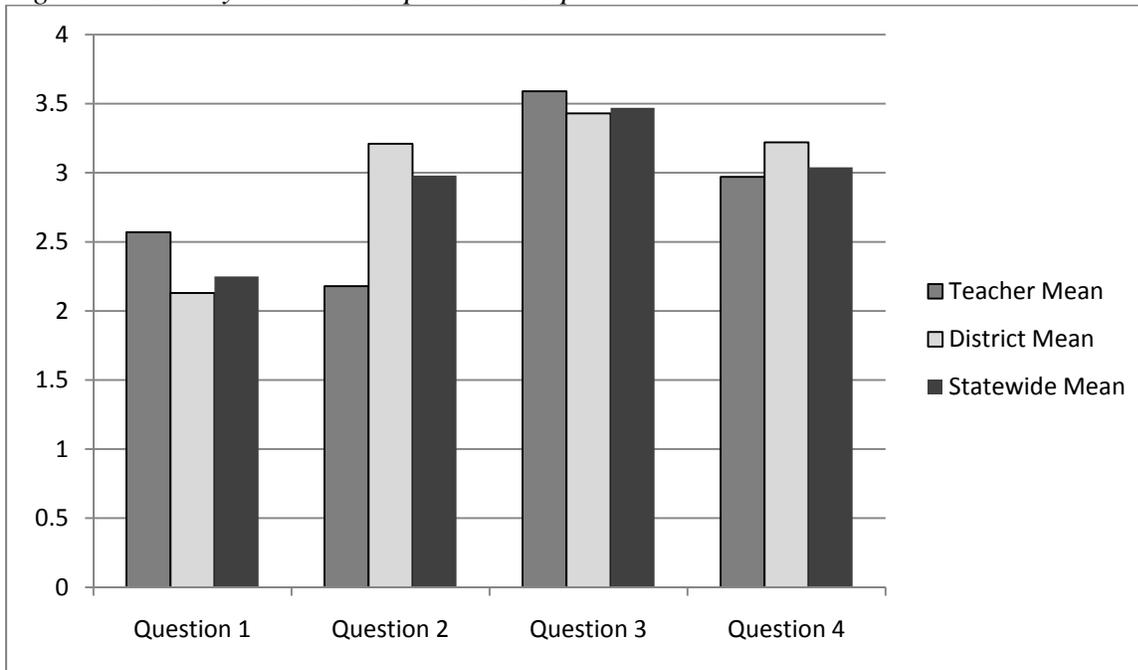
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Figure 19: Survey Results Summary Sheet (Sample for Grade 7 teacher)

Survey Results Summary								
Question	Number of Valid Responses	Number of Ratings				Mean	Median	Standard Deviation
		Strongly Agree (4 pts)	Agree (3 pts)	Disagree (2 pts)	Strongly Disagree (1 pt)			
My teacher knows a lot about what is taught.	30	1	15	14	0	2.57	3	0.57
My teacher uses a variety of teaching practices during class.	28	0	7	19	2	2.18	2	0.55

Additionally, teachers will be provided with a bar graph for each question, comparing their mean score to the mean scores of all teachers from that grade level/subject in the district and in the statewide pilot. Figure 20 shows a partial Survey Results Comparison Graph for a teacher in grade 7.

Figure 20: Survey Results Comparison Graph



To calculate the point value for the Teacher Effectiveness Measure, the GaDOE will compute the overall mean score for each teacher and assign a rating of *Exemplary*, *Proficient*, *Developing/Needs Improvement*, or *Ineffective*.

APPENDIX 1

PERFORMANCE STANDARDS



Georgia Department of Education Teacher Keys Evaluation System Trainer Manual

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

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 Facilitates 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.³
- ◆ Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.⁴
- ◆ Identifies instructional objectives and activities⁵ to promote students' cognitive and developmental growth.⁶

Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	The teacher 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.

* Teachers rated as Exemplary frequently serve as role models or teacher leaders.

**Georgia Department of Education
Teacher Keys Evaluation System Trainer Manual**

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 differentiated instruction.
- 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.⁷
- ◆ Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.⁸

Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher actively seeks and uses multiple data sources and alternative resources, and regularly differentiates plans and modifies instruction to meet the needs of all students.	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.	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.

** Teachers rated as Exemplary frequently serve as role models or teacher leaders.*

**Georgia Department of Education
Teacher Keys Evaluation System Trainer Manual**

Performance Standard 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 promote key 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.⁹
- ◆ Uses a variety of instructional strategies.¹⁰
- ◆ Uses research-based strategies to make instruction student-centered.¹¹
- ◆ Involves students in cooperative learning to enhance higher-order thinking skills.¹²
- ◆ Uses students' prior knowledge to facilitate student learning.¹³
- ◆ Possesses strong communication skills,¹⁴ offering clear explanations and directions.¹⁵

Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher optimizes students' opportunity to learn by engaging students in higher-order thinking and by identifying and effectively implementing the most appropriate research-based 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 promote 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 promoting 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 promote key skills.

** Teachers rated as Exemplary frequently serve as role models or teacher leaders.*

**Georgia Department of Education
Teacher Keys Evaluation System Trainer Manual**

Performance Standard 4: Differentiated Instruction

The teacher challenges students 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.¹⁶
- ◆ Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.¹⁷

Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher optimizes students' opportunities to learn by engaging them in critical and creative thinking and challenging activities tailored to address individual learning needs.	The teacher challenges students 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.

** Teachers rated as Exemplary frequently serve as role models or teacher leaders.*

**Georgia Department of Education
Teacher Keys Evaluation System Trainer Manual**

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 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 feedback¹⁸ and reinforcement.¹⁹
- ◆ Gives homework and offers feedback on the homework.²⁰
- ◆ Uses open-ended performance assignments.²¹

Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher consistently demonstrates expertise in choosing a variety of assessments, leads others in the process of developing assessments, and-teaches learners how to monitor and reflect on their own academic progress.	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.	The teacher chooses a limited selection 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.

** Teachers rated as Exemplary frequently serve as role models or teacher leaders.*

**Georgia Department of Education
Teacher Keys Evaluation System Trainer Manual**

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.²²
- ◆ 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.²³

Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher consistently demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions.	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.	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.

** Teachers rated as Exemplary frequently serve as role models or teacher leaders.*

**Georgia Department of Education
Teacher Keys Evaluation System Trainer Manual**

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.²⁴
- ◆ Acknowledges his or her perspective and is open to hearing their students' worldviews.²⁵
- ◆ Is culturally competent.²⁶
- ◆ Seeks to know about the cultures and communities from which students come.²⁷

Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher creates a dynamic and vibrant environment where students feel physically, intellectually, and emotionally safe, and are encouraged to take ownership of their own learning behavior.	The teacher 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.

** Teachers rated as Exemplary frequently serve as role models or teacher leaders.*

**Georgia Department of Education
Teacher Keys Evaluation System Trainer Manual**

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.²⁸
- ◆ Implement good classroom management with an ultimate purpose of establishing and maintaining an environment conducive to instruction and learning.²⁹
- ◆ Conveys high expectations to students.³⁰

Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher creates an academic learning environment where students are regularly encouraged to tackle challenging material and take academic risks.	The teacher 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.

** Teachers rated as Exemplary frequently serve as role models or teacher leaders.*

**Georgia Department of Education
Teacher Keys Evaluation System Trainer Manual**

Performance Standard 9: Professionalism

The teacher demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, 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.³¹
- ◆ Encourages linking professional growth goals to professional development opportunities.³²
- ◆ Encourages cognizance of the legal issues associated with educational records, and respects and maintains confidentiality.³³

Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	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.	The teacher demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, 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.

** Teachers rated as Exemplary frequently serve as role models or teacher leaders*

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

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

**Georgia Department of Education
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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.³⁴
- ◆ Uses multiple forms of communication between school and home.³⁵
- ◆ Acknowledges his or her perspective and is open to hearing their students' worldviews.³⁶
- ◆ Is culturally competent.³⁷
- ◆ Seeks to know about the cultures and communities from which students come.³⁸

Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher uses optimal communication techniques in a given situation to proactively inform, network, and collaborate with others to enhance student learning.	The teacher communicates effectively 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.

** Teachers rated as Exemplary frequently serve as role models or teacher leaders.*

APPENDIX 2

FORMS AND TOOLS

**Georgia Department of Education
Teacher Keys Evaluation System Trainer Manual**

Quick Overview of the Teacher Keys Evaluation System Forms and Tools

The following forms and tools are provided in this appendix:

TEACHER ASSESSMENT ON PERFORMANCE STANDARDS	
Self-Assessment Form	This is an optional form (for the pilot) teachers may choose to use when doing a self- assessment.
Documentation Cover Sheet	This is an optional form teachers may choose to use to help organize the documentation they plan to submit to their evaluator.
TAPS Reference Sheet	This sheet is provided so that teachers and evaluators have a quick reference sheet of the performance standards and indicators.
Formative Assessment Report Form	This is a required form evaluators will use to record evidence related to each standard from observations and from the documentation teachers provide. From these two sources, evaluators will fill out ratings on each standard. For the TKES pilot, evaluators will be required to complete <u>two</u> <i>Formative Assessment Report</i> Forms by April 15, 2012.
Summative Assessment Report Form	This is a required form evaluators will use to provide teachers with a summative rating on each of the performance standards, as well as an overall score. For the TKES pilot, evaluators will be required to complete the <i>Summative Assessment Report</i> Form by May 1, 2012.
STUDENT LEARNING OBJECTIVES	
District Student Learning Objective (SLO) Form	This is a required form to assist districts in setting a Student Learning Objective that 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 December 1.
Teacher Student Learning Objective (SLO) Form	This is an optional form to assist teachers in meeting the Student Learning Objective set by their district.
PILOT STUDY	
TKES Pilot Study Feedback Form	This is an optional form to help pilot participants organize their comments and suggestions for improving TKES. Feedback regarding the pilot will be collected through an electronic survey during May 2012.



Georgia Department of Education Teacher Keys Evaluation System Trainer Manual

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

Self-Assessment Form (Optional for 2012 Pilot)

Directions: This is an optional form (for the 2012 pilot) that teachers may 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 checklist of behaviors.

DATE: _____

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.

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

Strengths:

Areas for Growth:

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.

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

Strengths:

Areas for Growth:

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 promote key skills.

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

Strengths:

Areas for Growth:

4. Differentiated Instruction

The teacher challenges students by providing appropriate content and developing skills which address individual learning differences.

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

Strengths:

Areas for Growth:

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.

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

Strengths:

Areas for Growth:

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.

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

Strengths:

Areas for Growth:

7. Positive Learning Environment

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

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

Strengths:

Areas for Growth:

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.

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

Strengths:

Areas for Growth:

9. Professionalism

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

- Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- Respects and maintains confidentiality.
- Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- 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.
- Demonstrates flexibility in adapting to school change.
- Engages in activities outside the classroom intended for school and student enhancement.

Strengths:

Areas for Growth:

10. Communication

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

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

Strengths:

Areas for Growth:

Additional Comments:



**Georgia Department of Education
Teacher Keys Evaluation System Trainer Manual**

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

Documentation Cover Sheet

Directions: List the items you plan to submit as documentation of meeting each performance standard to supplement evidence gathered during formal and informal observations. This form is optional. Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the teacher's practice and process for the evaluator.

Teacher: _____ **Subject:** _____ **School Year:** _____

Standards	Examples of Documentation	Documentation Included
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 	

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Standard	Examples of Evidence	Evidence Included
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 	
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"> • Résumé • Documentation of presentations given • Certificates or other documentation from professional development activities completed (e.g., 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 Sheet: Performance Standards and 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> <ul style="list-style-type: none">1.1 Addresses appropriate curriculum standards and integrates key content elements.1.2 Facilitates 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 practice 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.
<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> <ul style="list-style-type: none">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 differentiated instruction.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.
<p>3. Instructional Strategies: <i>The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.</i></p> <ul style="list-style-type: none">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.
<p>4. Differentiated Instruction: <i>The teacher challenges students by providing appropriate content and developing skills which address individual learning differences.</i></p> <ul style="list-style-type: none">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.
<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> <ul style="list-style-type: none">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 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.

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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.*

- 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.

7. Positive Learning Environment: *The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.*

- 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.

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.*

- 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.

9. Professionalism: *The teacher demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.*

- 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.

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

- 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.

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Performance Standard 2: Instructional Planning

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher actively seeks and uses multiple data sources and alternative resources, and regularly differentiates plans and modifies instruction to meet the needs of all students.	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.	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			
<input type="checkbox"/> <i>Observation</i> <input type="checkbox"/> <i>Documentation</i>			

Performance Standard 3: Instructional Strategies

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher optimizes students' opportunity to learn by engaging students in higher-order thinking and by identifying and effectively implementing the most appropriate research-based 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 promote 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 promoting 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 promote key skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			
<input type="checkbox"/> <i>Observation</i> <input type="checkbox"/> <i>Documentation</i>			

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Performance Standard 4: Differentiated Instruction

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher optimizes students' opportunities to learn by engaging them in critical and creative thinking and challenging activities tailored to address individual learning needs.	The teacher challenges students 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			
<input type="checkbox"/> <i>Observation</i>		<input type="checkbox"/> <i>Documentation</i>	

Performance Standard 5: Assessment Strategies

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher consistently demonstrates expertise in choosing a variety of assessments, leads others in the process of developing assessments, and-teaches learners how to monitor and reflect on their own academic progress.	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.	The teacher chooses a limited selection 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			
<input type="checkbox"/> <i>Observation</i>		<input type="checkbox"/> <i>Documentation</i>	

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Performance Standard 6: Assessment Uses

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher consistently demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions.	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.	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			
<input type="checkbox"/> <i>Observation</i>		<input type="checkbox"/> <i>Documentation</i>	

Performance Standard 7: Positive Learning Environment

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher creates a dynamic and vibrant environment where students feel physically, intellectually, and emotionally safe, and are encouraged to take ownership of their own learning behavior.	The teacher 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			
<input type="checkbox"/> <i>Observation</i>		<input type="checkbox"/> <i>Documentation</i>	

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Performance Standard 8: Academically Challenging Environment

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher creates an academic learning environment where students are regularly encouraged to tackle challenging material and take academic risks.	The teacher 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			
<input type="checkbox"/> <i>Observation</i> <input type="checkbox"/> <i>Documentation</i>			

Performance Standard 9: Professionalism

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	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.	The teacher demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			
<input type="checkbox"/> <i>Observation</i> <input type="checkbox"/> <i>Documentation</i>			

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Performance Standard 10: Communication

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher uses optimal communication techniques in a given situation to proactively inform, network, and collaborate with others to enhance student learning.	The teacher communicates effectively 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			
<input type="checkbox"/> <i>Observation</i> <input type="checkbox"/> <i>Documentation</i>			

Commendations:

Areas Noted for Improvement:

Teacher's Signature/Date

Evaluator's Signature/Date



Georgia Department of Education Teacher Keys Evaluation System Trainer Manual

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

Summative Assessment Report

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, check the box that best represents how well the teacher met the performance standard using a preponderance of evidence. Compute the total TAPS score at the end of the form by adding the scores received on each standard (Exemplary = 3 pts; Proficient = 2 pts; Developing/Needs Improvement = 1 pt; Ineffective = 0 pts). This TAPS score will be used as part of a teacher's overall Teacher Keys Evaluation System score.

Performance Standard 1: Professional Knowledge

Exemplary (3 pts) <i>In addition to meeting the requirements for Proficient...</i>	Proficient (2 pts) <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement (1 pt)	Ineffective (0 pts)
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	The teacher 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

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Performance Standard 2: Instructional Planning

Exemplary (3 pts) <i>In addition to meeting the requirements for Proficient...</i>	Proficient (2 pts) <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement (1 pt)	Ineffective (0 pts)
The teacher actively seeks and uses multiple data sources and alternative resources, and regularly differentiates plans and modifies instruction to meet the needs of all students.	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.	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 3: Instructional Strategies

Exemplary (3 pts) <i>In addition to meeting the requirements for Proficient...</i>	Proficient (2 pts) <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement (1 pt)	Ineffective (0 pts)
The teacher optimizes students' opportunity to learn by engaging students in higher-order thinking and by identifying and effectively implementing the most appropriate research-based 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 promote 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 promoting 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 promote key skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

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Performance Standard 4: Differentiated Instruction

Exemplary (3 pts) <i>In addition to meeting the requirements for Proficient...</i>	Proficient (2 pts) <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement (1 pt)	Ineffective (0 pts)
The teacher optimizes students' opportunities to learn by engaging them in critical and creative thinking and challenging activities tailored to address individual learning needs.	The teacher challenges students 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 5: Assessment Strategies

Exemplary (3 pts) <i>In addition to meeting the requirements for Proficient...</i>	Proficient (2 pts) <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement (1 pt)	Ineffective (0 pts)
The teacher consistently demonstrates expertise in choosing a variety of assessments, leads others in the process of developing assessments, and-teaches learners how to monitor and reflect on their own academic progress.	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.	The teacher chooses a limited selection 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

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Performance Standard 6: Assessment Uses

Exemplary (3 pts) <i>In addition to meeting the requirements for Proficient...</i>	Proficient (2 pts) <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement (1 pt)	Ineffective (0 pts)
The teacher consistently demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions.	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.	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 7: Positive Learning Environment

Exemplary (3 pts) <i>In addition to meeting the requirements for Proficient...</i>	Proficient (2 pts) <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement (1 pt)	Ineffective (0 pts)
The teacher creates a dynamic and vibrant environment where students feel physically, intellectually, and emotionally safe, and are encouraged to take ownership of their own learning behavior.	The teacher 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

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Performance Standard 8: Academically Challenging Environment

Exemplary (3 pts) <i>In addition to meeting the requirements for Proficient...</i>	Proficient (2 pts) <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement (1 pt)	Ineffective (0 pts)
The teacher creates an academic learning environment where students are regularly encouraged to tackle challenging material and take academic risks.	The teacher 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 9: Professionalism

Exemplary (3 pts) <i>In addition to meeting the requirements for Proficient...</i>	Proficient (2 pts) <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement (1 pt)	Ineffective (0 pts)
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.	The teacher demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

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Performance Standard 10: Communication

Exemplary (3 pts) <i>In addition to meeting the requirements for Proficient...</i>	Proficient (2 pts) <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement (1 pt)	Ineffective (0 pts)
The teacher uses optimal communication techniques in a given situation to proactively inform, network, and collaborate with others to enhance student learning.	The teacher communicates effectively 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Commendations:

Areas Noted for Improvement:

Rating	Point Value	# of Standards Rated at that Level	Computation
Exemplary	3		3 x ____ =
Proficient	2		2 x ____ =
Developing/Needs Improvement	1		1 x ____ =
Ineffective	0		0 x ____ =
Add the four numbers in the computation column to get the total score. This is the final TAPS score for teachers of tested subjects. Multiply the total score by 2 to calculate the final TAPS score for teachers of non-tested subjects.			TOTAL =

Final TAPS Score

Teacher's Signature/Date

Evaluator's Signature/Date



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

District Student Learning Objectives Form (*Required*)

District Name: _____ **Subject:** _____ **Grade:** _____

Directions: This form is a tool to assist districts in setting a student learning objective that results in measurable learner progress. Districts must complete Sections I-V. A separate District SLO form should be completed for each SLO.

Initial District SLO Submission to Georgia Department of Education – December 1 2011

<p><i>I. Aligned Standards</i> <i>(GPS, CCGPS, district/national content standards)</i></p>	
<p><i>II. Assessment or Measure for Pre-assessment and for Post-assessment</i></p>	
<p><i>III. Baseline Data</i> <i>(What is shown by the current data, if available)</i></p>	<p align="center"><input type="checkbox"/> <i>Data attached</i></p>
<p><i>IV. SLO Statement</i> <i>(Describe what you want learners/program to accomplish)</i></p> <p><i>*Use the Student Learning Objective Setting Rubric on p. 2 to evaluate objective.</i></p>	
<p><i>V. Mid-Year Review (NA for Pilot)</i></p>	
<p><i>VI. Means for Attaining Objective</i> <i>(Strategies used to accomplish the objective. This is optional for districts. Districts may want to suggest research-based strategies that will help teachers reach their targets.)</i></p>	

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***Student Learning Objective Setting Rubric**

Level of Performance			
Exemplary	Proficient	Emerging	Unsatisfactory
Student Learning Objective is rigorous, attainable and reflects extraordinary growth beyond expectations during the course or school year	Student Learning Objective is rigorous, attainable and reflects acceptable growth during the course or school year	Not Applicable CANNOT MOVE FORWARD	Not Applicable CANNOT MOVE FORWARD
		Student Learning Objective is related to identified student needs, but S.M.A.R.T. process needs refining	Student Learning Objective is unrelated to identified student needs

Adapted from Goal Setting Rubric developed by Dr. Keith Everson, Gwinnett County Schools, GA

Superintendent's Signature _____ *Date* _____



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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.*

Teacher _____ Subject _____ Grade _____		
TI. Setting <i>(Describe the population and special learning circumstances)</i>		
III. Content/Subject/Field Area <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i>		
IIII. Classroom Baseline Data <i>(What is shown by the current data)</i>		
<input type="checkbox"/> <i>Data attached</i>		
TIV. Means for Attaining Objective <i>(Strategies used to accomplish the objective)</i>		
Strategy	Evidence	Target Date

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<i>TV. End of Year Review</i>	
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Appropriate Data Received

Strategies used and data provided demonstrate appropriate Student Growth *Yes* *No*

Student Learning Objective Evaluation Rubric

Exemplary (3 pts)	Proficient (2 pts)	Developing/Needs Improvement (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>			

Final Student Learning Objective Score

Teacher's Signature _____

Date _____

Evaluator's Signature _____

Date _____



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**Teacher Keys Evaluation System
Pilot Study Feedback Form**

Thank you for participating in the Teacher Keys Evaluation System Pilot Study!
Your feedback is very important in helping us to improve TKES prior to statewide implementation. Please rate the following questions and answer the comments at the end.

Overall, TKES was:	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	NA
Easy to understand						
Easy to implement						
Efficient to implement						
Effective						
Inclusive of my work						
The Teacher Performance Standards:	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	NA
Were worded in a way I could understand						
Covered all aspects of effective teaching						
Contained indicators that were representative of the standard						
The Performance Appraisal Rubrics:	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	NA
Were worded in a way I could understand						
Definitively reflected the different performance levels						
The Student Learning Objective Process:	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	NA
Provided a way for me to truly show student progress						
Used an evaluation rubric that made sense						
Considered the students I teach						
Allowed for my input or that of my representative peers						
Should count toward my TEM score						

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The Surveys of Instructional Practice:	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	NA
Contained appropriate statements						
Covered the aspects of my job on which I value student feedback						
The TKES Forms:	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	NA
Were easy to understand						
Were easy to use						
Provided adequate space for feedback						
Included instructions I could understand						

What worked well?

What could be improved and how could we improve it?

What additional training or resources would be helpful?

APPENDIX 3

GLOSSARY

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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.

Considerably surpass (as in the description of exemplary when a person "considerably surpasses" the standard): Expression used to describe a teacher whose achievement or performance is notably and substantially above the established standard.

Consistently surpass (as in the description of exemplary when a person "consistently surpasses" the standard): Expression used to describe a teacher who is unchanging in her/his level of achievement or performance that exceeds the established standard over the period of time of the evaluation.

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 (duties and responsibilities).

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.

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Higher-level thinking: Generally, the skills involving application, analysis, evaluation, etc., identified in 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.

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.

Teachers of non-tested subjects: teachers in subject areas and grade levels where state standardized tests are not administered.

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.

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.

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 Evaluation System. The teacher performance standards are well supported by extant research as the essential elements that constitute teacher effectiveness.

Preponderance of evidence: While using the *Summative Assessment Report* form to evaluate performance on each teacher standard based on the four-level rating scale, the evaluator is required to synthesize and balance the evidence collected from various data sources to decide which rating level assignment is most accurate and appropriate to represent a teacher's performance on a standard. Borrowed from legal practice, the concept of preponderance of

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evidence entails making judgments based on the full body of evidence to be applied to a given decision.

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.

SLO: Student Learning Objective

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 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

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 Evaluation System

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