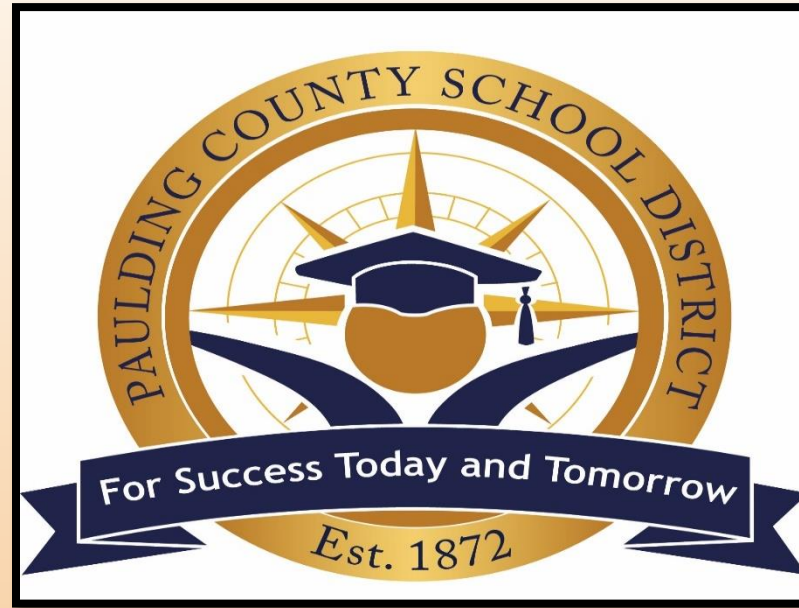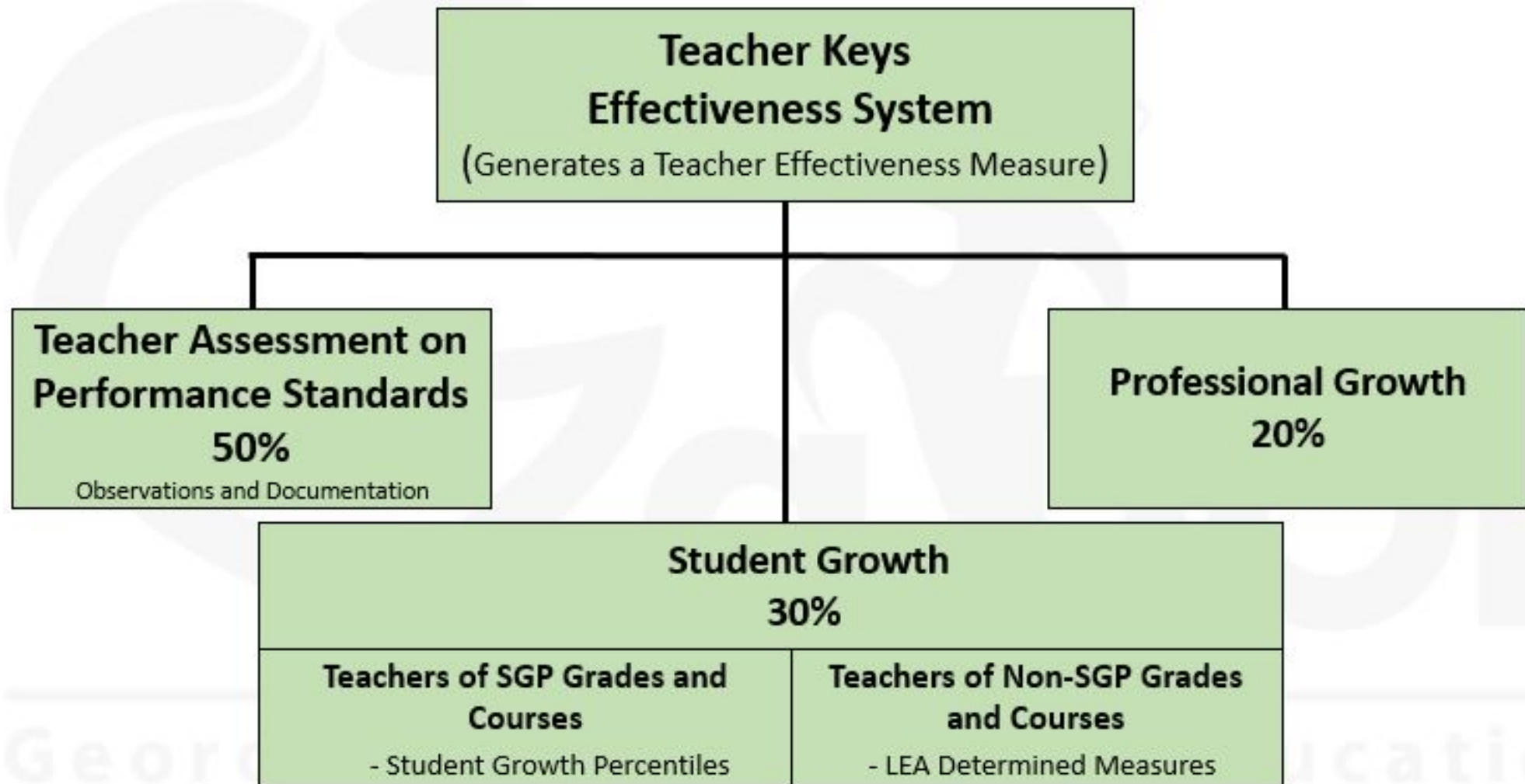# TKES

AN OVERVIEW– ASHLEY ANDERSON

# What is TKES?

TKES = Teacher Keys Effectiveness System

The Teacher Keys Effectiveness System is a

common evaluation system that will allow the state to

ensure consistency and comparability across Local

Education Agencies (also called LEAs), based on a

common definition of teacher effectiveness. It is a system based on identifying

consistency of practice and examining a totality of evidence.

# TLSD Platform

The TKES process is documented and housed in an electronic platform through Infinite Campus inside of SLDS. This allows the process to be monitored at the school, district and state levels.

Additionally, for certificate renewal teachers must also have either a Professional Learning Goal (PLG) or Professional Learning Plan (PLP) that will be monitored by the PSC. Most new teachers will require a plan, but if you are uncertain, please check with your local school's administrative team.

# Teacher Assessment on Performance Standards (TAPS) = 5 Domains

TAPS Domains:

Planning

Instructional Delivery

Assessment of and for Learning

Learning Environment

Professionalism and Communication

# TAPS - Standards

Planning
- Professional Knowledge
- Instructional Planning

Instructional Delivery
- Instructional Strategies
- Differentiated Instruction

Assessment of and for Learning
- Assessment Strategies
- Assessment Uses

Learning Environment
- Positive Learning Environment
- Academically Challenging Environment

Professionalism and Communication
- Professionalism
- Communication

# TAPS Main Components



**DOMAIN**

**PERFORMANCE STANDARD**

**PERFORMANCE INDICATORS**

**PERFORMANCE APPRAISAL RUBRIC**

## Instructional Delivery

### Performance Standard 3: Instructional Strategies

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The teacher:**

- Engages students in active learning and maintains interest.
- Builds upon students' existing knowledge and skills.
- Reinforces learning goals consistently throughout the lesson.

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

# 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.*

**Professional Knowledge**, is related to how well teachers *understand the subject content*, how best to *teach the material*, and *how the material connects to other areas of the curriculum*, as well as the teacher's *understanding of the needs of the students* in their classes.

# 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.*

**Instructional Planning**, the second Standard, relates to whether teachers are *using the prescribed curricula and Standards to plan lessons*, whether they *use data to inform their planning*, and whether their *planning addresses the strategies and resources necessary to meet the different needs of their students.*

# Standard 3

**Instructional Strategies**

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

**Instructional Strategies**, looks at *what types of instructional strategies teachers use*. Do they use the same strategy for all students every day, or *do they modify strategies to engage the students in active learning*?

# Standard 4

**Differentiated Instruction**

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

**Differentiated Instruction**, addresses whether the *teacher takes individual learning differences into consideration when instructing*.

# 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.

**Assessment Strategies,** focuses on the types strategies *teachers use* and whether they *are appropriate both for the content and the students in the class*.

# 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.*

**Assessment Uses,** standard examines the *various ways that teachers utilize assessments. Are teachers gathering, analyzing, and using the data to inform instruction*? Do they *use data to measure student progress and provide feedback to both students and parents?*

# 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.*

**Positive Learning Environment**, focuses on whether the *teacher provides a safe, secure environment where all students are respected and where rules and routines are in place* to ensure the *classroom is conducive to learning.*

# 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.*

**Academically Challenging Environment**, relates to the *intellectual challenge provided to the students*. Are there *high expectations for all* students? Are *students encouraged to take intellectual risks?*

# Standard 9

**Professionalism**

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

**Professionalism**, is related to a *teacher's professional ethics and demeanor*, as well as *his or her willingness to participate in opportunities to develop professionally.*

# 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.*

**Communication**, is related to *how well teachers communicate with students, parents, and other members of the school community.*

# Rating Performance

## Totality of Evidence and Consistency of Practice

### Performance Standard 1: Professional Knowledge

| Level IV | Level III | Level II | Level I |
|---|---|---|---|
| *In addition to meeting the requirements for Level III* | *Level III is the expected level of performance.* | | |
| The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. *(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)* | The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice. | The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice. |

# TAPS Flow Process



| Orientation | Formative Assessment Process<br>*Observation • Documentation* | Summative Performance Evaluation |
|---|---|---|
| Self-Assessment | Mid-Year Conference | Summative Conference |
| Pre-Evaluation Conference | | |

**Familiarization** →

| July-August | September-April<br>*Mid-year Conference: December-January* | April-May |
|---|---|---|

# TAPS Documentation

Two 30 minute formative observations (all ten standards rated)

Four 10 minute walkthroughs (2 – 4 standards rated)

*an evaluator can always stay longer or complete additional walkthroughs and formatives

This documentation is housed and communicated through the TLSD platform and must be completed before the summative assessment.

[PCSD teachers with 3+ years of experience in the state of Georgia and who score proficient or exemplary on the previous year's evaluation will receive fewer observations]

# Additional Documentation at Evaluators Request

Evaluators may ask for additional documentation to be uploaded into the TLSD platform or be provided for evaluative review. This is entirely up to your administrative team and these are local decisions.
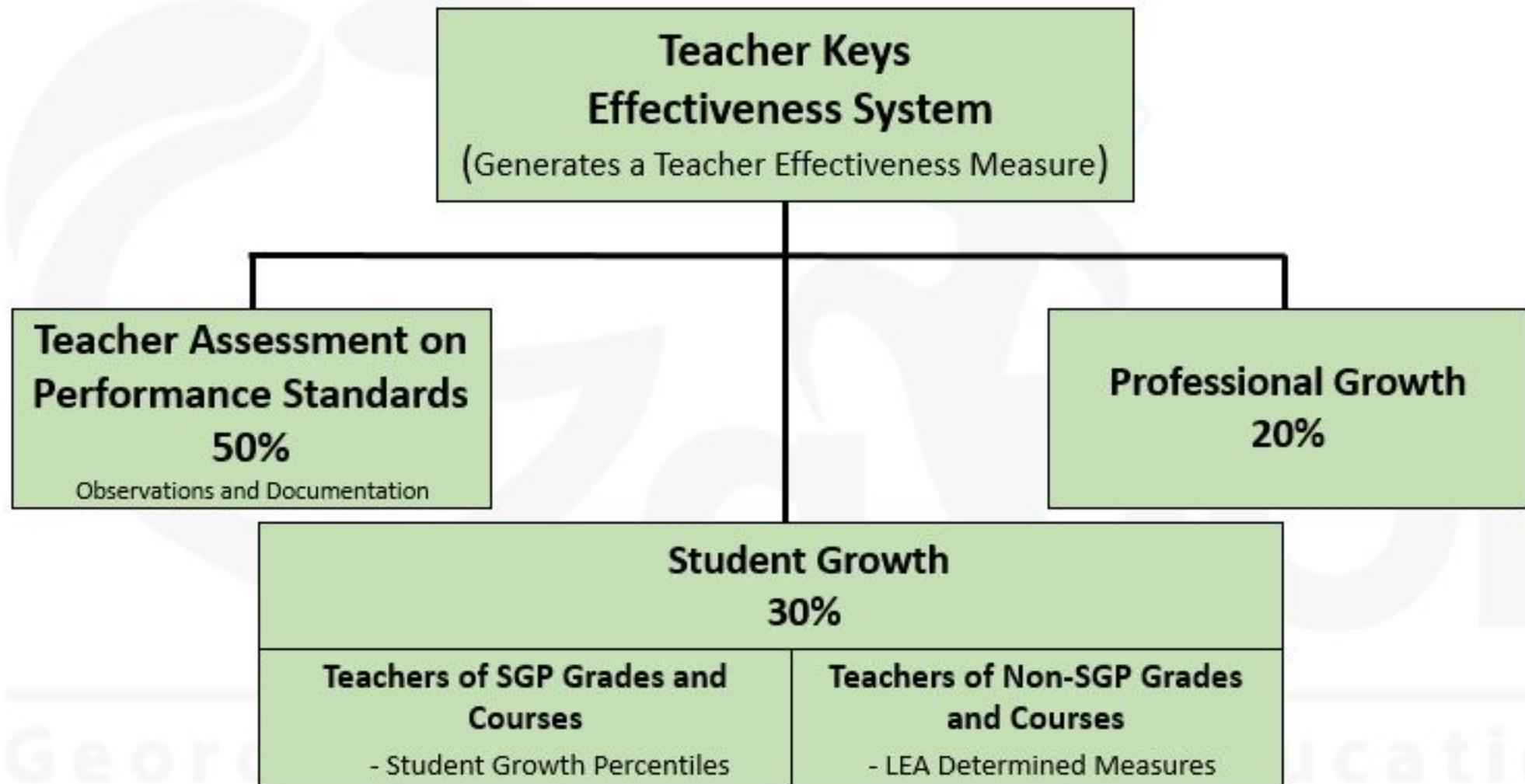
Examples:

*Lesson Plans*

*Assessments*

*Data Sheets used for Differentiation*

*Communication Logs*

*Professional Learning*

*Emails*

# Professional Growth

MEASURED BY PROGRESS TOWARD GOAL OR ATTAINMENT OF PROFESSIONAL GROWTH GOALS AND PLANS.

THESE GOALS AND PLANS ARE DETERMINED BY THE TEACHER AND THE LEADER TOGETHER.

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FOR ADDITIONAL INFORMATION, YOU MAY REFER TO THE GAPSC ADOPTED RULE 505-2-36 WHICH WENT INTO EFFECT JULY 1, 2017.

# Student Growth – 30%

SGPs (Student Growth Percentiles)

Teachers are either SGP teachers or Non-SGP Courses

o Courses Milestones tested (4th – 12th grade)

o This process started in 2016-17 ELA and Math only

o Students compared to academically similar peers (two years of data used when available)

o 30% growth = building level shared SGP (same data used for building leaders)

PSCD is not using this for high stakes decisions at this time. First official TEM score was projected for this year. However, due to COVID 19 we do not have GMAS scores.

# Student Growth –

Non-SGP teachers may use the school growth score . PCSD uses a shared school mean.

This is provided by the state each year.

# Roster Verifications

Completed twice a year – November and April (Your EAC will get with you on this. There is nothing for you to worry about this. It is just a way of documenting that the students on your roster are the students you teach.)

Data linkage between teacher and students

*Student schedules are critical to growth data being reported accurately to the state

| TAPS Rating | Level IV | Professional Growth Rating | Level III | Student Growth Rating | Level II |
|---|---|---|---|---|---|
| TAPS Weight | 50% | Professional Growth Weight | 20% | Student Growth Weight | 30% |
| Calculations | 4 x 0.5 | Calculations | 3 x 0.2 | Calculations | 2 x 0.3 |
| Results | 2.0 | Results | 0.6 | Results | 0.6 |
| Sum of Component Parts | | 2.0 + 0.6+ 0.6 | | | |
| TEM Determination | | | 3.2 | | Proficient |

| TEM Rating | Sum of Component Parts |
|---|---|
| Exemplary | $\geq 3.5$ |
| Proficient | $\geq 2.5$ and $<3.5$ |
| Needs Development | $\geq 1.5$ and $<2.5$ |
| Ineffective | $<1.5$ |

# Paulding County School District (PCSD)

What do you need to know about our school system and TKES?

# PCSD has great folks to help!

## 33 Evaluation and Assessment Coordinators (EACs)

## Incredible administrators and teachers

# EACs

EACs are administrators dedicated to the TKES process. They do not handle discipline or athletics. They support teachers.

Responsibilities include but are not limited to:

TKES familiarization

Evaluations and academic coaching

TLSD Platform support

Data analysis and utilization

Professional Learning (including PLCs, mentoring, coaching)

Title IIA

# Multiple Evaluators

Principals

Assistant Principals

EACs

District office staff

# The Principal Decides

o Which administrators evaluate whom

o Which standards are the focus for walkthroughs

o Whether classroom observations and walkthroughs are announced or unannounced

o Whether additional observations will be conducted

# Questions?

Start with your administrative team, most notably your EAC

Feel free to ask questions to: Ashley Anderson, Director of Curriculum Services

aanderson@Paulding.k12.ga.us

Ex: 10183

www.gadoe.org