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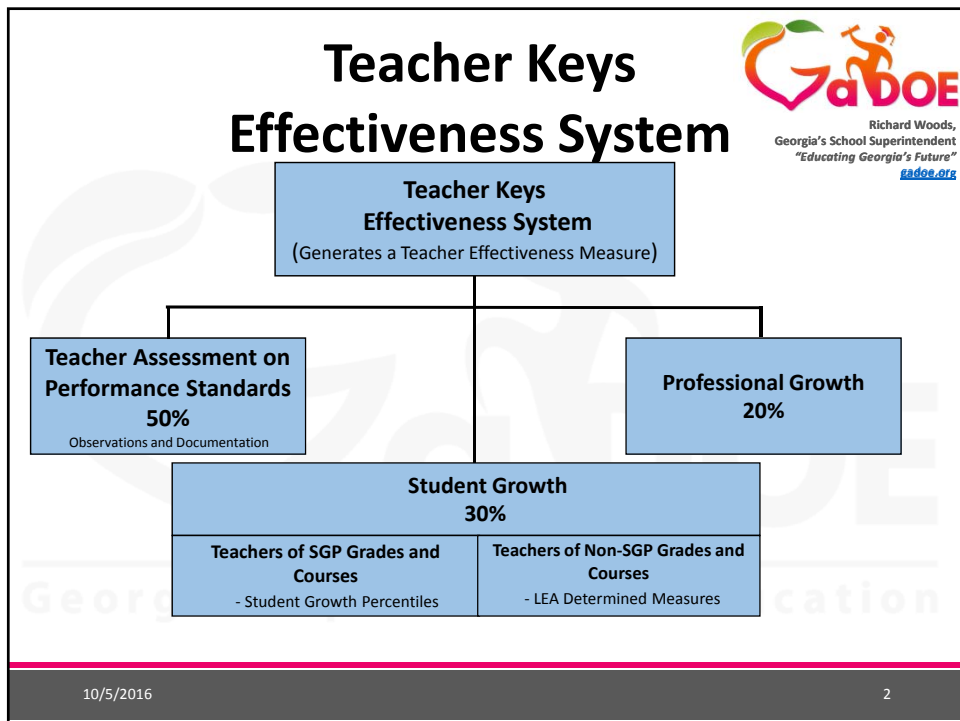
Teacher Keys Effectiveness System and SB 364 Overview

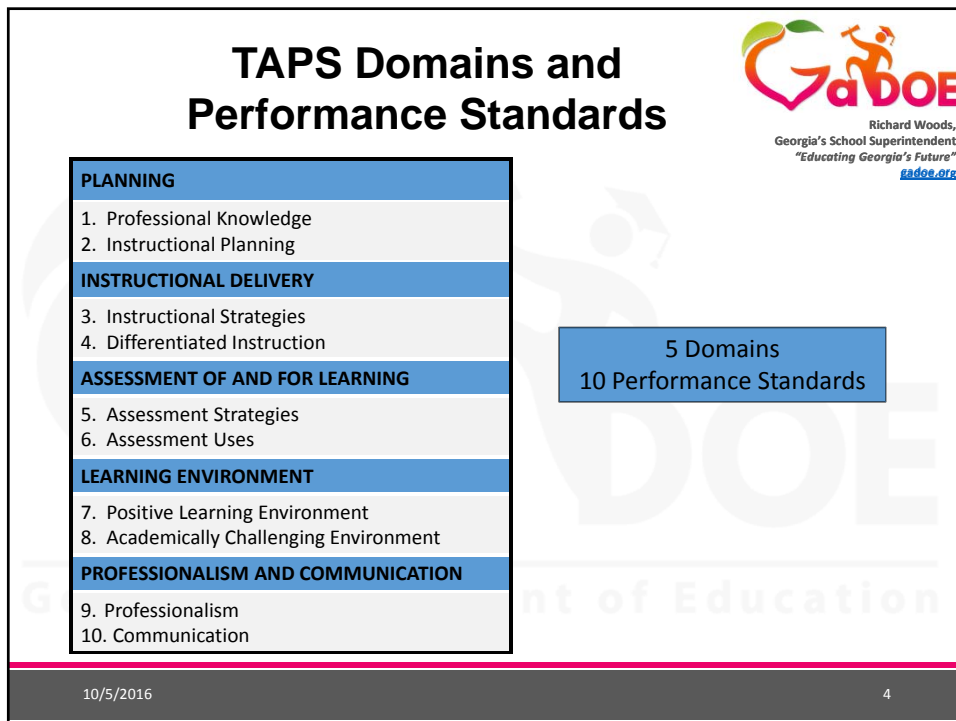
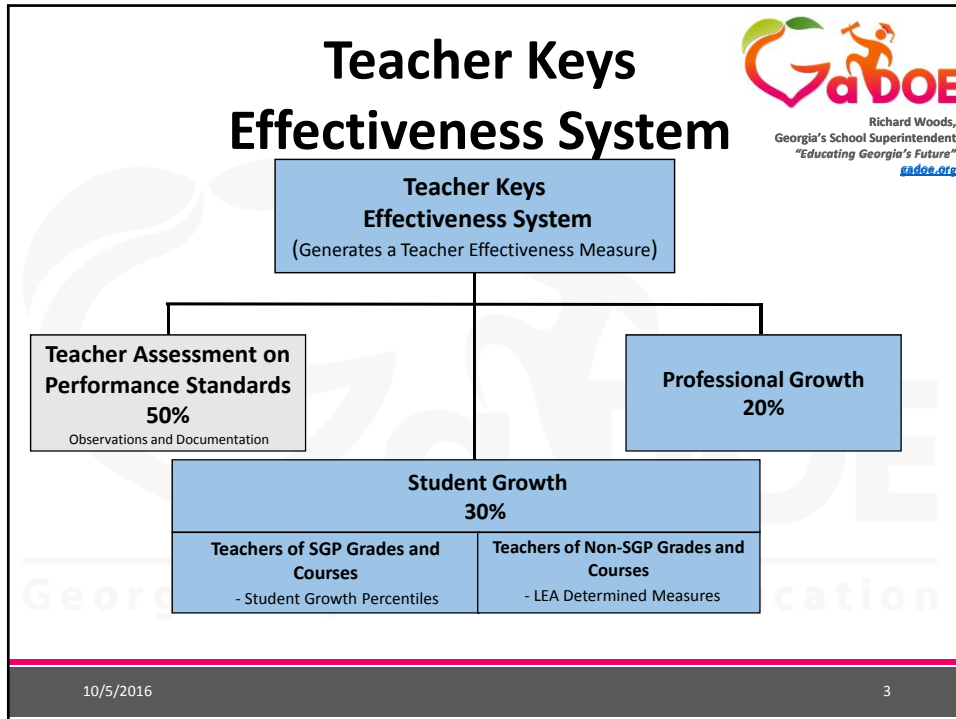


GATFACS Winter
Conference
January 26-28, 2017
Atlanta, Georgia

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TAPS Process: Full vs Flexible

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Full Formative Process

- Orientation
- Self-Assessment
- Three Conferences (Pre-Evaluation, Mid-year, and Summative)
- Two Formative Assessments – Consisting of four Walk-throughs, two Formative Observations, and documentation
- Summative Assessment

Flexible Process

- Orientation
- Self-Assessment
- Three Conferences (Pre-Evaluation, Mid-year, and Summative)
- Two Observations, at a minimum, as defined by the district
- Summative Assessment

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Full TAPS Formative Process


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Required for all educators who fall into one of these categories:

- Induction Teachers (three or less years of experience will participate in the full TAPS Formative Process)
- Teaching out-of-field (non-renewable certificate)
- New position (change of certification)
- Out of the profession for a period of time (more than one year)
- Moving into the state
- Evaluation performance of Needs Development or Ineffective on previous year's TAPS Summative Assessment

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Flexible TAPS Process

- Teachers with more than three years of experience and earning a Level III or Level IV on the TAPS Summative may participate in a Flexible TAPS Process.
- This requirement will consist, at a minimum, of two observations as defined by the district.

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Another Change....

Evaluators now have **10** working days to provide feedback after a classroom observation.

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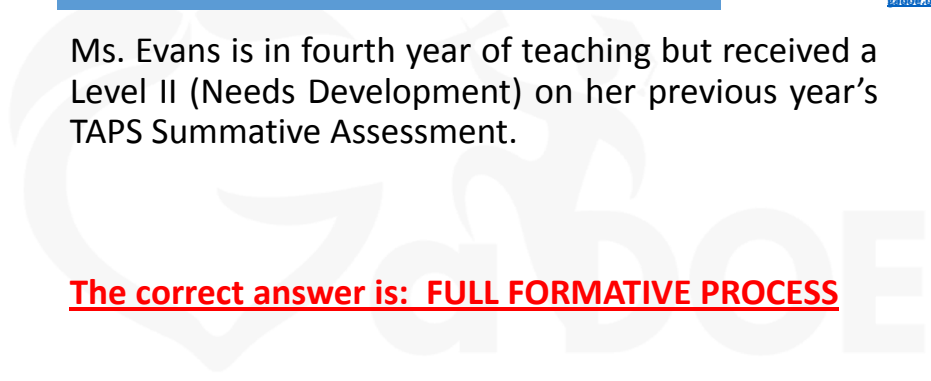
Full or Flexible Activity?



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Ms. Evans is in fourth year of teaching but received a Level II (Needs Development) on her previous year's TAPS Summative Assessment.

The correct answer is: FULL FORMATIVE PROCESS


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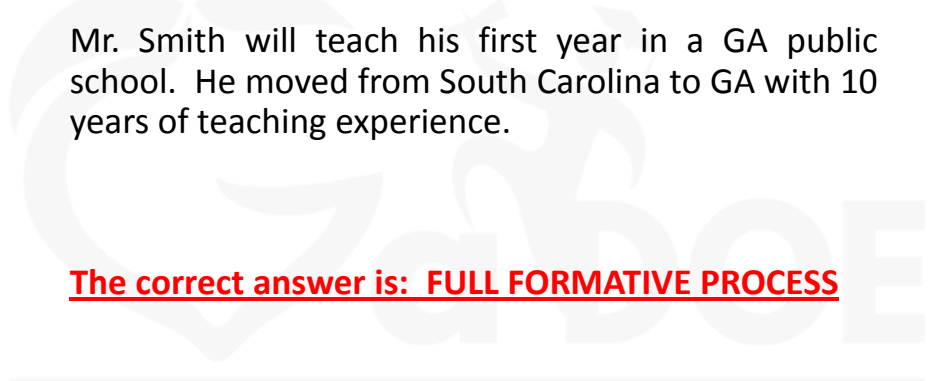
Full or Flexible Activity?



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Mr. Smith will teach his first year in a GA public school. He moved from South Carolina to GA with 10 years of teaching experience.

The correct answer is: FULL FORMATIVE PROCESS


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Full or Flexible Activity?



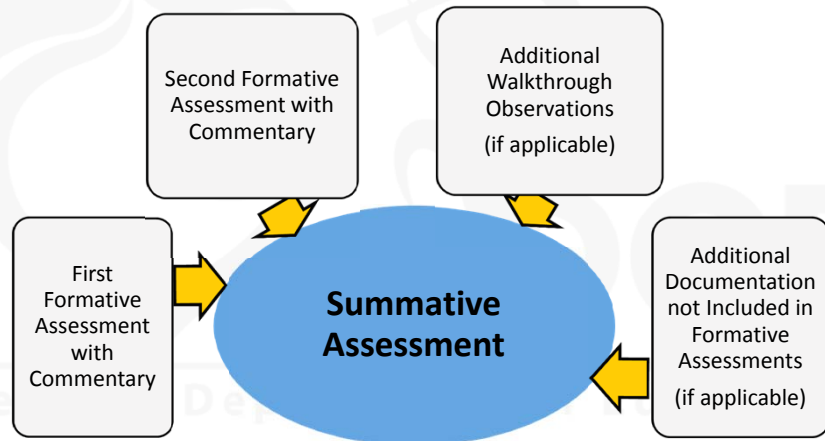
Ms. Jones will begin her seventh year in a GA public school. She transferred from one GA school district to another and received a Level III (Proficient) on her previous year's TAPS Summative Assessment.

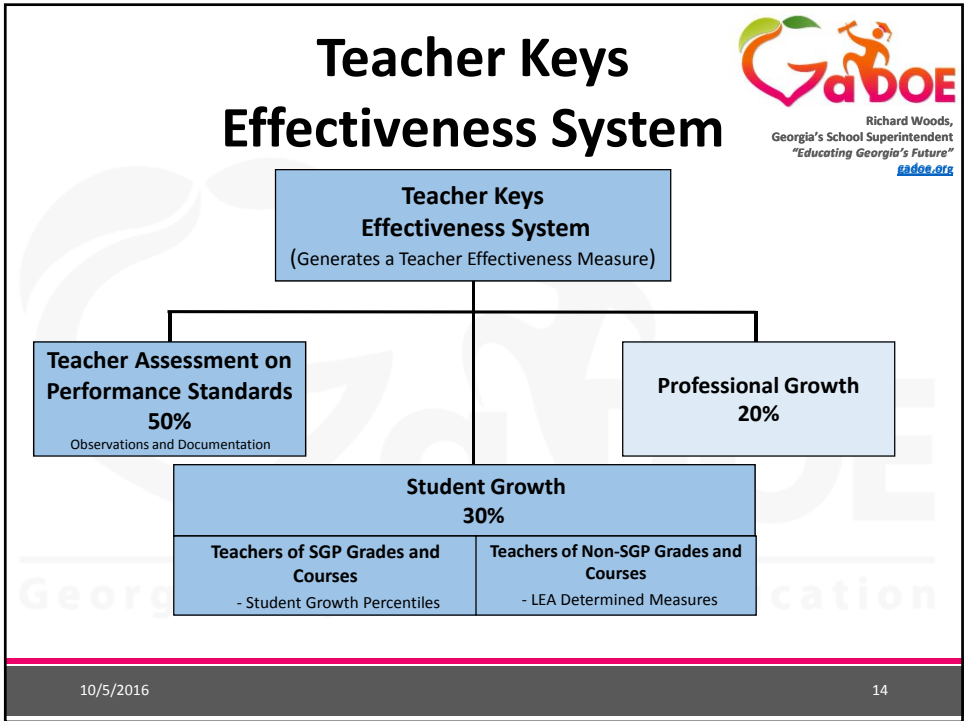
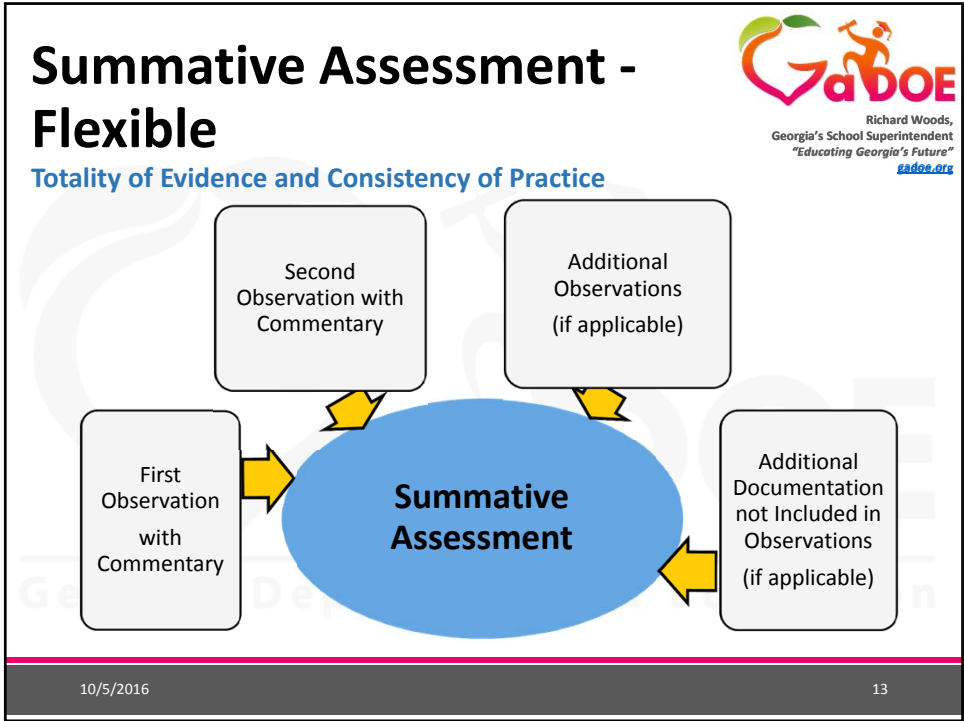
The correct answer is: FLEXIBLE PROCESS

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Summative Assessment - Full

Totality of Evidence and Consistency of Practice





Professional Growth Component



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- New component beginning 2016-17 school year
- Measured by progress toward or attainment of goals
- May extend beyond a single year
- Can address a variety of areas
- TEM will not be utilized in high stakes decisions until school year 2019-2020.

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Professional Growth Ratings




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- Districts will be responsible for determining how Professional Growth will be evaluated.
- Professional Growth rating level will be assigned as Level I, Level II, Level III or Level IV. Districts must determine criteria for each rating
- The Professional Growth rating will be indicated in the TLE Electronic Platform by the evaluator for each teacher.

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Sample TKES Professional Growth Rubric




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Level IV	Level III	Level II	Level I
The teacher leader continually applies the knowledge and/or skills in classroom practice and provides evidence that the professional growth experience has been extended to lead others in acquisition and application of the knowledge and skills.	The teacher provides evidence that classroom practice has been changed. The knowledge and/or skills is (are) applied in the classroom on a consistent basis.	The teacher provides evidence of use of knowledge and/or skills acquired through the professional growth activity in classroom practice.	The teacher participates in a professional growth activity. Sign in sheets verify attendance.

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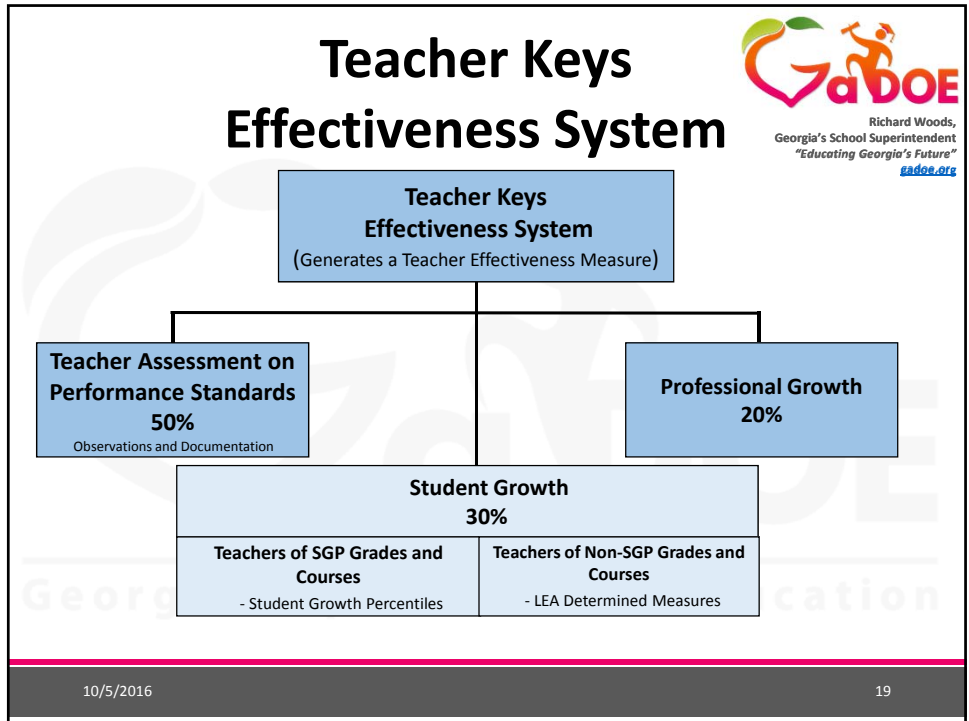
How to write a Professional Learning Goal: Guiding Questions




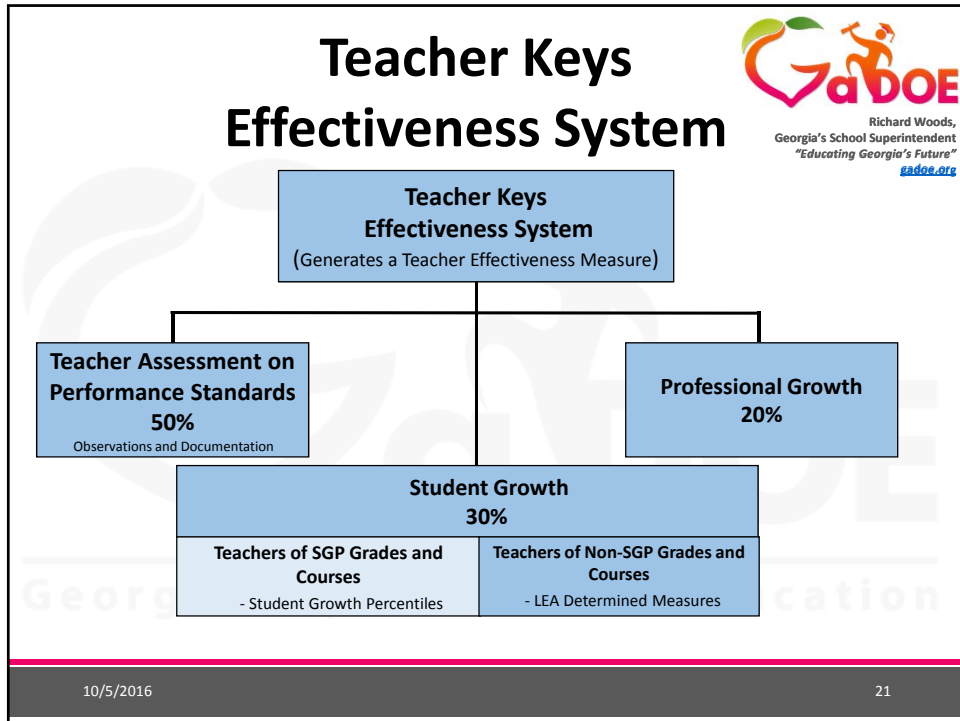
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- ✓ What do I want to learn? In what area do I want to improve?
- ✓ What kind of training and professional learning will I need?
- ✓ How will it affect teaching and learning in my classroom?
- ✓ How will I know I improved in this area? What evidence will I have?

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- # Student Growth
- 
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- During 2016-2017 school year, all teachers must have one student growth measure.
 - Districts will be responsible for determining how student growth for non-SGP grades and courses will be evaluated.
 - TEM will not be utilized in high stakes decisions until school year 2019-2020.
 - The Student Growth rating will be indicated in the TLE Electronic Platform by the evaluator for each teacher.
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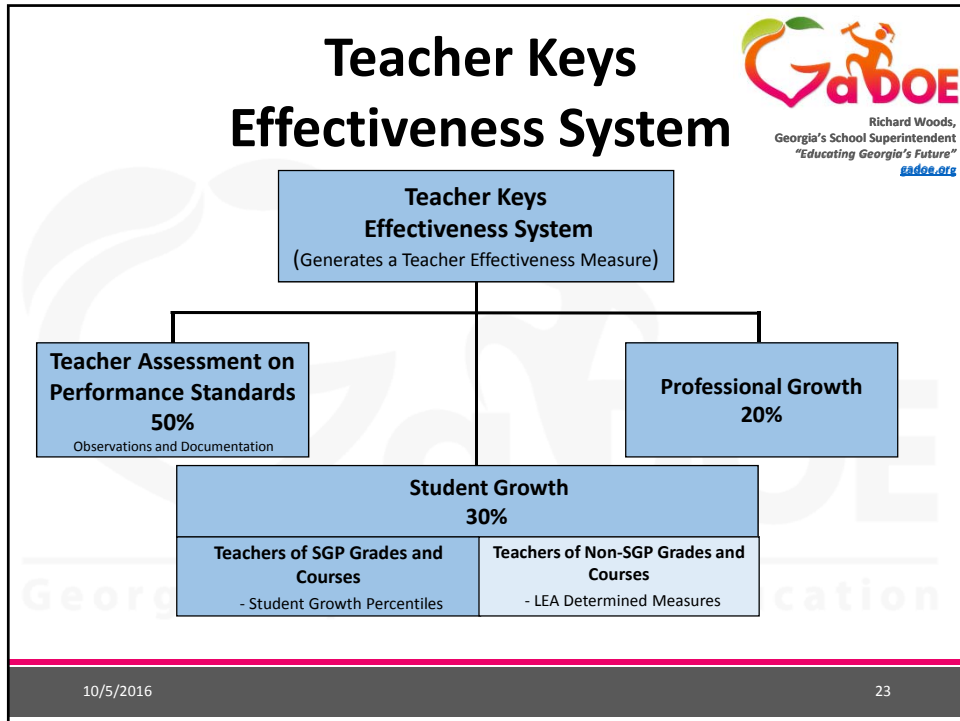


SGP Grades and Courses


- Teachers in SGP grades and courses must utilize the SGPs derived from the Milestones data.
- SGPs are generated from ELA/Reading and Math Georgia Milestones only.
- Social Studies and Science courses will no longer generate SGPs because of calculation requirement of two prior years of data.
- Student growth rating level will be assigned as Level I, Level II, Level III or Level IV.


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LEA Determined Measures



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LEAs/districts have several options for determining student growth for teachers of non-SGP grades and courses.

- School or District Mean Growth Percentile
- Student Learning Objectives or another similar pre to post measure
- Additional measures identified or developed and implemented by the LEA

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Option 1: School or District Mean Growth Percentile



- SGPs capture the progress students make throughout the course of an academic year and provide a comprehensive indicator system that can be used at multiple levels (class, school, and district).
- The school mean growth percentile (MGP) constitutes the grand mean of SGP performance for SGP grades and courses taught in the school.
- The district mean growth percentile (MGP) constitutes the grand mean of SGP performance for SGP grades and courses taught in the district.
- Student growth rating level will be assigned as Level I, Level II, Level III or Level IV.

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District and School Mean Growth Percentile Rubric



MGP Growth Rating Levels	MGP Score Range
Level I	MGP <35
Level II	MGP ≥ 35 and ≤ 45
Level III	MGP >45 and ≤ 60
Level IV	MGP >60

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Option 2: Student Learning Objectives/Pre to Post Measure



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- SLOs/pre to post measures are course specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards.
- Utilizing SLOs/pre to post measures requires teachers to use specific assessments to measure student growth using two data points.
- These assessments enable measurement of the teacher's direct impact on students in the course.
- Student growth rating level will be assigned as Level I, Level II, Level III or Level IV.

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Option 3: Additional Measures Identified or Developed and Implemented by the LEA




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- LEAs may utilize additional measures to demonstrate student growth.
- These may include commercial products, formative assessments, computer adaptive assessments, portfolios, project based assessments, final examinations, etc.
- Utilization of assessments must enable measurement of student growth.
- Student growth rating level will be assigned as Level I, Level II, Level III or Level IV.

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Please complete the survey at the link below. Thank you for allowing me the opportunity to serve you. It was my pleasure.

<https://www.surveymonkey.com/r/S3DW3HG>

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