Teacher Keys Effectiveness System

Forsyth County Schools Orientation

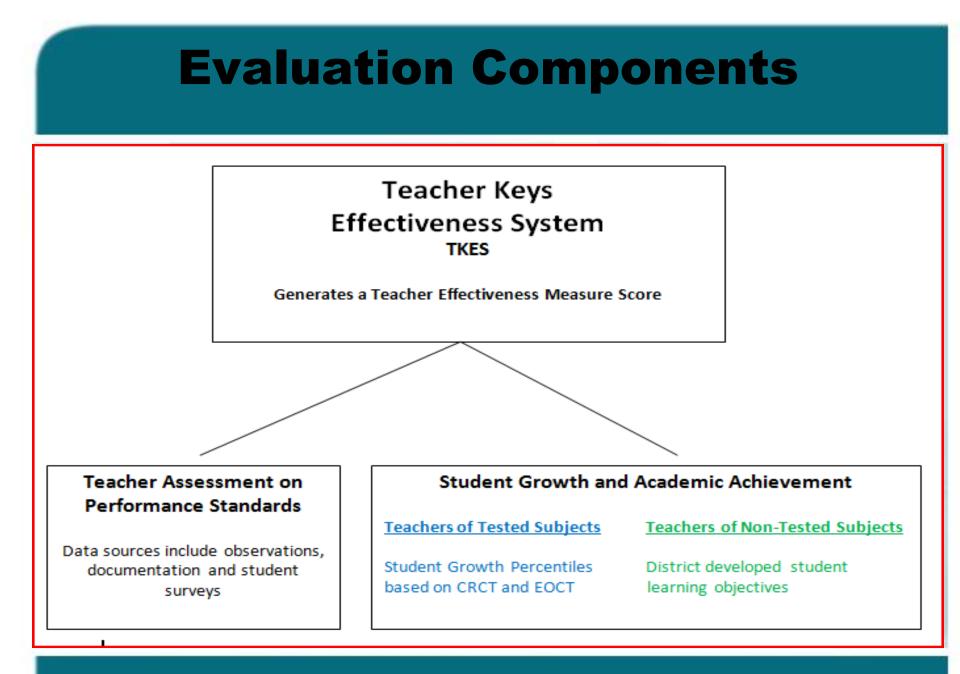May 2013

Purpose of TKES

- Increase achievement for all students

- Identify areas of strength and growth for teachers

- Individualize professional growth based on specific results or needs

Evaluation Components

Teacher Keys Effectiveness System
TKES

Generates a Teacher Effectiveness Measure Score

Teacher Assessment on Performance Standards

Data sources include observations, documentation and student surveys

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Student Growth and Academic Achievement

Teachers of Tested Subjects

Student Growth Percentiles based on CRCT and EOCT

Teachers of Non-Tested Subjects

District developed student learning objectives

Domains and Standards

TEACHER ASSESSMENT ON PERFORMANCE STANDARDS
PLANNING
1. Professional Knowledge 2. Instructional Planning
INSTRUCTIONAL DELIVERY
3. Instructional Strategies 4. Differentiated Instruction
ASSESSMENT OF AND FOR LEARNING
5. Assessment Strategies 6. Assessment Uses
LEARNING ENVIRONMENT
7. Positive Learning Environment 8. Academically Challenging Environment
PROFESSIONALISM AND COMMUNICATION
9. Professionalism 10. Communication

Performance Standards

1: Professional Knowledge

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

Performance Standards

3: Instructional Strategies

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 knowledge and skills.

4: Differentiated Instruction

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

Performance Standards

5: Assessment Strategies

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

6: Assessment Uses

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

Performance Standards

7: Positive Learning Environment

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

8: Academically Challenging Environment

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

Performance Standards

9: Professionalism

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

10: Communication

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

Performance Rubric

Standard 1: Professional Knowledge

Exemplary* _In addition to meeting the requirements for Proficient…_	Proficient _Proficient is the expected level of performance._	Needs Development	Ineffective
The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum and guides others in enriching the curriculum. (_Teachers rated Exemplary 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, content, pedagogical knowledge, and student needs, **or** lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, content, pedagogical knowledge and student needs, **or** does not use the knowledge in practice.

Student Growth and Academic Achievement

Tested Subjects	Non-Tested Subjects
CRCT (4th-8th) **EOCT (9th – 12th)** Calculations of student growth based on state assessment data comparing students with a similar score history Describes student growth relative to other students with a similar academic history	**Student Learning Objectives** Calculations of student growth based on district-determined student objectives in subjects that are not part of the state assessment program Describes student growth in learning selected content as measured by local pre and post assessments

Evaluation Cycle Summary

- **Orientation:** All teachers will receive an orientation to begin the process

- **Self-Assessment:** Each teacher will complete a self-assessment of the performance standards

- **Pre-Evaluation Conference:** Each teacher and evaluator will discuss the self-assessment and relevant data

Evaluation Cycle Summary

- **Brief Observations (Walkthroughs):** Each teacher will have at least two brief observations before the first formative observation

- **Formative 1:** Each teacher will have at least one 30 minute observation before the end of December

Evaluation Cycle Summary

- **Mid-Year Conference:** Each teacher will meet with an evaluator mid-year to review progress and plan for increased effectiveness

- **Brief Observations (Walkthroughs):** Each teacher will have at least two brief observations before the second formative assessment

Evaluation Cycle Summary

- **Formative 2:** Each teacher will have at least one 30 minute observation between January and April
- **Summative Evaluation:** All prior data will be considered on the summative evaluation form
- **Post-Conference:** Each teacher will meet with an evaluator to review all information and plan for continued growth

TKES Strengths

- The Teacher Keys Effectiveness System uses numerous data sources to engage teachers and continually provide feedback

Small Steps...

- As with anything new, the evaluation process will become more comfortable once you attend training, review the handbook and practice using the rubrics to rate teacher performance.

Increase Effectiveness Through Feedback

- According to James Stronge, "A well designed and implemented evaluation system is essential in the delivery of effective educational programs and in school improvement."