Forsyth County Schools

Teacher Keys Effectiveness System

TKES Handbook

May 2013

Contents

Appendices

Introduction – Teacher Keys Effectiveness System

The Teacher Keys Effectiveness System is designed with multiple components that provide teacher performance feedback from different data sources and perspectives. The evaluation system is designed to provide information that will guide professional growth and development for each teacher, as well as provide information that will be used in the calculation of the annual Teacher Effectiveness Measure. The collection of educator effectiveness data and feedback to educators will occur throughout the process.

Primary Purpose of the Teacher Keys Effectiveness System

The primary purposes of the Teacher Keys Effectiveness System are to:

- Increase student achievement for all students;
- Identify areas of strength and growth for each teacher;
- Individualize professional growth based on specific needs

Teacher Keys Effectiveness System Process

During the first full implementation year, teachers will be evaluated using the full Teacher Keys Effectiveness System process. In subsequent years, teachers who obtain specified Teacher Effectiveness Measure scores will be evaluated using an adjusted process cycle, requiring fewer formative observations using the Teacher Assessment on Performance Standards.

After the first full year of implementation the following teachers will be continue to be evaluated using the full Teacher Keys Effectiveness System process cycle:

- All beginning teachers in years one, two, and three,
- All teachers new to the district,
- All teachers who did not meet the specified Teacher Effectiveness Measure score in the previous school year,
- Any teacher, regardless of years of experience or years in the district, who is on a professional development plan (PDP) due to demonstrated ineffectiveness or need for improvement.

Positions to be Evaluated

The Teacher Keys Effectiveness System is designed for use with teachers, grades PreK through 12, who are full-time or part-time for the entire school year. The teachers must be providing direct instruction to students – Teachers of Record. Teachers should be working a complete year to be included in this new evaluation system.

Evaluators

Evaluators should be fully trained and certified, beginning with the first full implementation year, in using the components of the Teacher Keys Effectiveness System. The certification process will provide calibration and further increase the alignment of evaluation ratings.

Evaluators may include members of the school and/or district leadership teams who have been appropriately trained and certified as evaluators in the Teacher Keys Effectiveness System. The principal may assign different evaluators to any teachers participating in Teacher Keys Effectiveness System.

Teacher Orientation and Familiarization

All teachers must receive an orientation regarding the requirements of the Teacher Keys Effectiveness System **prior** to the beginning of the evaluation cycle.

Teacher Self-Assessment

Teachers must complete a self-assessment on the ten performance standards prior to the pre-evaluation conference. The self-assessment will be available for the teacher and the school evaluator to review and plan professional learning.

Components of the Teacher Keys Effectiveness System

As shown in Figure 1, the Teacher Keys Effectiveness System consists of two components which contribute to an overall Teacher Effectiveness Measure: Teacher Assessment on Performance Standards and Student Growth and Academic Achievement. The amount each component contributes to the overall Teacher Effectiveness Measure score depends upon whether a teacher is assigned to a tested subject/grade or a non-tested subject/grade. The components include:

Teacher Assessment on Performance Standards:

> Observations, including frequent, brief observations, documentation of a teacher's practice and student perception surveys will inform multiple formative assessments and one summative assessment each year.

Student Growth and Academic Achievement:

a. *Student Growth Percentile Measures***:** Annual calculations of student growth based on state assessment data (4th-8th grade CRCT and high school EOCT) which are indicators of teacher effectiveness.

b. *Student Learning Objectives Measures:* Annual calculations of student growth based on district-determined student growth goals in subjects that are not assessed using state assessments.

Figure 1: Teacher Keys Effectiveness System Framework

Teacher Keys Effectiveness System
TKES

Generates a Teacher Effectiveness Measure Score

Teacher Assessment on Performance Standards

Data sources include observations, documentation and student surveys

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

The Teacher Assessment on Performance Standards

The Teacher Assessment on Performance Standards component of the Teacher Keys Effectiveness System is comprised of five domains and ten performance standards as outlined in Figure 2. The Teacher Assessment on Performance Standards provides evaluators with a qualitative, rubric-based evaluation method by which they can measure teacher performance related to quality performance standards. The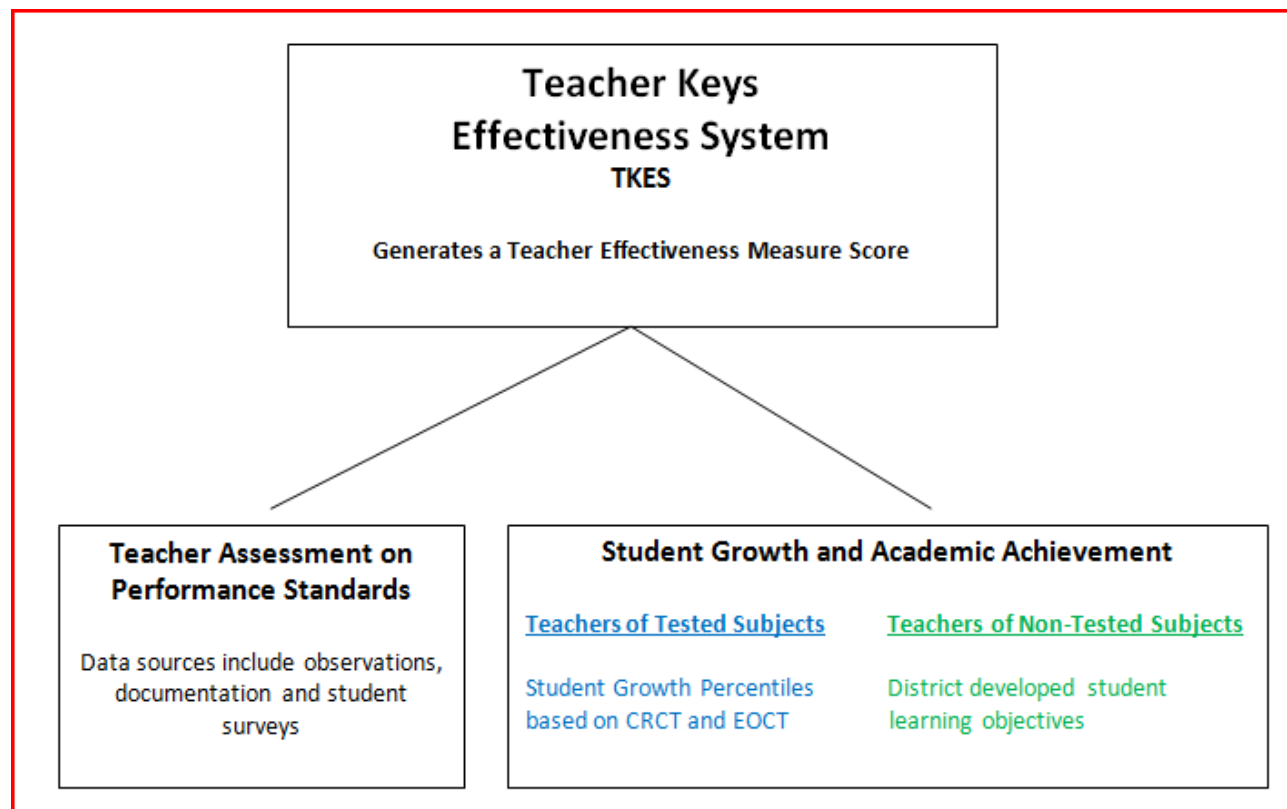 Teacher Assessment on Performance Standards includes observation, documentation of a teacher's practice, and student perception surveys. Ten standards-based performance rubrics guide the rating of multiple formative assessments and one summative assessment during the school year.

Figure 2: Teacher Assessment on Performance Standards 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

Teacher Assessment on Performance Standards Performance Rating

Evaluators will rate teacher performance using a minimum of two formal observations and frequent, brief observations, and a summative rating on each teacher. For both the formative and summative assessments, teachers will be rated on all ten performance standards using a performance appraisal rubric. There must be documented evidence of each performance standard to inform the summative assessment at the end of the evaluation cycle. The rubric rating describes each performance standard. The scale states the measure of performance expected of teachers and provides a general description of what the rating entails. Figure 3 provides criteria for each of the performance rubric ratings.

Figure 3: Teacher Assessment on Performance Standards Rating Definitions

Rating Category	Description	Definition
Exemplary	The teacher performing at this level maintains performance, accomplishments, and behaviors that continually and considerably surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student learning gains.	Exemplary performance: • continually meets the standards • empowers students and exhibits continuous behaviors that have a strong positive impact on student learning and the school climate • acquires and implements new knowledge and skills and continually seeks ways to serve as a role model to others
Proficient	The teacher meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student learning gains.	Proficient performance: • consistently meets the standards • engages students and exhibits consistent behaviors that have a positive impact on student learning and the school climate • demonstrates willingness to learn and apply new skills
Needs Development	The teacher inconsistently performs at the established performance standard or in a manner that is inconsistent with the school's mission and goals and may result in below average student learning gains. The teacher may be starting to exhibit desirable traits related to the standard, but due to a variety of reasons, has not yet reached the full level of proficiency expected or the teacher's performance is lacking in a particular area.	Needs Development performance: • requires frequent support in meeting the standards • results in less than expected quality of student learning • needs guidance in identifying and planning the teacher's professional growth
Ineffective	The teacher continually performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student learning gains.	Ineffective performance: • does not meet the standards • results in minimal student learning • may contribute to a recommendation for the employee not being considered for continued employment

Figure 4 provides clarity on the applied use of the terms "consistently" and "continuously" from the performance rubrics.

Figure 4: Frequency Terminology

FREQUENCY TERMINOLOGY		
Terms ranked by degree of frequency	**Definition**	**Example**
Consistently	Occurs at regular intervals	Every week *(Regular intervals will vary depending on the standard and task)*
Continually	Occurs with high frequency, appropriately and over time	Every day, every class *(Frequency will vary depending on the standard and the task.)*

Proficient is the expected level of performance. Teachers who earn an *Exemplary* rating must meet the requirements for the *Proficient* level and exceed the standard continually. Teachers who are rated *Exemplary* on a standard will be considered model teachers who may provide building and/or district leadership in performance on that standard.

Teacher Assessment on Performance Standards:

Observations

Teachers will be observed using the Teacher Assessment on Performance Standards rubrics to determine formative ratings on the ten performance standards. Each teacher will be observed at least two times for a minimum of 30 minutes per observation. Written feedback is to be provided on the Formative Assessment Report Form for the teacher within five school days as a follow-up to the observation.

Frequent, brief observations (walkthroughs) will also be used to inform the Teacher Assessment on Performance Standards. Brief observations are generally 5-10 minutes in length and include specific feedback on only a few standards observed. At least four brief observations are required and should be distributed throughout the school year.

At the end of the evaluation cycle for the school year, the evaluator will complete a Summative Assessment Report for the teacher that is based on the totality of the two Formative Assessment Reports, brief observation data and any other applicable data sources.

Conferencing

Throughout the Teacher Keys Effectiveness System cycle, conferencing with the teacher at the following designated times is required and important to the feedback process.

1. A Pre-Evaluation Conference (August/September) shall occur before the observations begin with the teacher. This is a follow-up to the Orientation and an opportunity to review the self-assessment.

2. A Mid-Year (December/January) Conference should focus performance standards feedback and Student Learning Objectives data.

3. A Post-Evaluation Conference (May) will be held to provide written and oral feedback to the teacher regarding the Summative Assessment Report. Teacher Assessment on Performance Standards and student achievement data trends should be included in the post-conference discussion.

Teacher Assessment on Performance Standards:

Documentation

The teacher and the evaluator may submit documentation relative to the performance standards. Documents may be uploaded within the electronic platform as needed to support the ratings and/or commentary. Upon request from the administrator, the teacher is responsible for submitting documentation to the evaluator for consideration in the formative assessment, either prior to or following the actual classroom observation. Specifically, if any of the ten standards was not observed during the period of the formative assessment, the teacher will be responsible for submitting requested documentation to the evaluator. The documentation shall provide evidence of the teacher's level of performance on the standard. Documentation evidence may be collected from the weeks preceding the beginning of the school year up until the completion of the summative assessment. Documentation may be requested by the evaluator at any time and is not necessarily associated with a formal observation.

Documentation of data from the Student Perception Surveys is required for standards 3, 4, 7 and 8. This documentation should be used by evaluators to inform formative and summative assessment ratings for those standards. The use of survey data is recommended for the formative assessment and required for the summative assessment. Significant discrepancies between evaluator ratings and student perception survey results must be explained in the performance standards comments.

Neither specific documents nor a specific amount of documentation are required. All documentation relative to a classroom observation must be finalized within five school days following the classroom observation. Evaluators may upload additional documentation of a teacher's performance relative to the Teacher Keys Effectiveness System standards, as needed, at any time during the year. The documentation should accurately reflect and support the evaluator's rating of the teacher on the formative and summative assessment.

Teacher Assessment on Performance Standards:

Summative Assessment

The evaluator will provide each teacher with a summative evaluation on the Teacher Assessment on Performance Standards that is based on a **totality** of the evidence and **most consistent** practice during the evaluation period. In completing a summative assessment on each of the ten teacher performance standards, the evaluator will determine where the totality of evidence and most consistent practice exists, based on observations and the documentation of practice and process.

Evaluators will provide feedback to teachers on the summative assessment at the summative evaluation conference.

The summative evaluation on the Teacher Assessment on Performance Standards will be scored as follows. *Exemplary* ratings earn 3 points, *Proficient* ratings earn 2 points, and *Needs Development* ratings earn 1 point. *Ineffective* ratings have no point value. The summative assessment is **not** an average of ratings on the standards during formative observations. Figure 5 provides an example.

Figure 5: Example of Summative Rating

Rating	Point Value	Number of Standards Rated at that Level	Computation	Summative Rating
Exemplary	3	2	3 x 2 = 6 pts	25-30 pts.
Proficient	2	6	2 x 6 = 12 pt	17-24 pts.
Needs Development	1	1	1 x 1 = 1 pt	6-16 pts.
Ineffective	0	1	0 x 1 = 0 pts	0-5 pts.
			Total = 19 pts	

The implementation process for the Teacher Assessment on Performance Standards portion of the Teacher Keys Effectiveness System is depicted in Figure 6.

Figure 6: Teacher Assessment on Performance Standards Annual Process
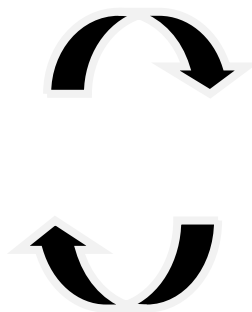
* Documentation includes data from student perception surveys.

Teacher Assessment on Performance Standards:

Student Perception Surveys

In the Teacher Keys Effectiveness System, student surveys are used as a data source to inform performance standards 3, 4, 7 and 8. Student surveys provide information about the learning environment the teacher creates for students. A benefit of using student surveys is that the collected information may help the teacher set goals for continuous improvement. Surveys 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 obtained during observation or through other types of documentation. To gain valid survey results, a minimum of fifteen (15) students shall complete the survey for their teacher of record.

The surveys ask students to report on items they have directly experienced. Three different versions of the student survey (grades 3-5, 6-8, and 9-12) will be provided. 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. Students will be provided with anonymous sign-in credentials for the surveys.

Students will complete the surveys online while under the supervision of a professional with a valid teaching certificate, service certificate, or leadership certificate. Consistent with state testing requirements, paraprofessionals may <u>not</u> administer the student surveys unless they also have a current valid teaching certificate. The survey administration will follow scripted protocols similar to the state testing protocols. The survey will be administered in secure conditions outside the presence of the teacher of record.

Students are able to comprehend at a higher level when listening to the survey questions read aloud. Therefore, it is considered appropriate for the readability of 3-5 surveys to be written at a slightly higher readability level. Survey items for all students in grades 3-5 will be read aloud as the surveys are administered. All appropriate accommodations will be made for students with disabilities and English Language Learners, based on Individual Education Plans or language instruction education plans (extended time, read aloud, dual language dictionaries, etc.). Severe/Profound special education students, if sampled for participation in the surveys, may or may not participate, with needed accommodations, as determined to be appropriate by the student's IEP. Surveys will be read to visually impaired students. Auditory devices may also be utilized.

From October to April, an open survey window will be available for schools to select a time frame that does not interfere with testing or other uses of computer labs, etc. The multiple survey options will accommodate courses taught only during first semester, only during second semester, all year, or for shorter segments within the school year. Surveys may also be administered multiple times during the year at the evaluator's discretion.

Surveys will be administered in the following manner.

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

The table of specifications in Figure 7 illustrates the alignment between the survey items and the performance standards.

Figure 7: Table of Specifications for Student Perception Surveys

Teacher Performance Standards	Grade 3-5 Student Survey Item #	Grade 6-8 Student Survey Item #	Grade 9-12 Student Survey Item #
3-Instructional Strategies	3, 4	5, 6	5, 6
4-Differentiated Instruction	5	7, 8	7, 8
7-Positive Learning Environment	10, 11, 12	13, 14, 15	13, 14
8-Academically Challenging Environment	13	16, 17	15, 16

Documentation of data from the Student Perception Surveys is required for standards 3, 4, 7 and 8. This documentation should be used by evaluators to inform formative and summative assessment ratings for those standards. Prior to the closing of the survey window on April 30, but as soon as the administration of the survey for a particular teacher is complete, the evaluator should access the survey data report and provide a copy to the teacher. Teachers will receive a final report at the close of the survey.

A summary of results for each question will be provided to individual teachers. The survey results summary will include:

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

A partial survey results summary for a teacher in Grade 7 is shown in Figure 8.

Figure 8: Survey Results Summary (Sample for Grade 7 teacher)

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

Additionally, teachers will be provided with a summary chart for each standard by mean score. Figure 9 shows a partial survey results table for each standard by mean.

Figure 9: Survey Results for Each Standard by Mean

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

Teacher Keys Effectiveness System Component: Student Growth and Academic Achievement

This Teacher Keys Effectiveness System consists of a student growth percentile/value added measure for teachers of tested subjects. For teachers of non-tested subjects, this component consists of Student Learning Objectives utilizing district-identified achievement growth measures. District-determined Student Learning Objectives are content-specific objectives which are measureable, focused on growth, and aligned to the curriculum standards.

Student Learning Objectives

Student Learning Objectives are used to assess student growth in non-tested subjects and contribute performance data to the calculation of the Teacher Effectiveness Measure for teachers of those subjects. After all Student Learning Objectives are phased in, teachers will be evaluated using one district-determined Student Learning Objectives for each non-tested course they teach. Teachers of students whose learning progress is evaluated using the GAA or the CRCT-M will also implement Student Learning Objectives.

Student Learning Objectives Process

Learning expectations describe how students will grow in their learning of the selected content over the instructional 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.

Teachers will use pre-assessment scores, along with other diagnostic information to develop an implementation plan. Student Learning Objectives results are reported at the student and class/group level. As teachers work with the district-designated Student Learning Objectives, they should maintain each student's pre-assessment score and post-assessment score, as well as any other data needed to ascertain attainment of the Student Learning Objectives for the summative evaluation.

At the mid-year or mid-course point, teachers shall meet with their evaluators to review student progress. The teacher and evaluator will discuss whether adjustments to classroom instruction, etc., should be made to increase the probability of students achieving or exceeding the target levels of growth as determined in the Student Learning Objectives. A Professional Development Plan may be developed at this time if the evaluator determines it is needed to provide guidance and support for the teacher. Note that no changes can be made to the Student Learning Objectives during the instructional period, only the implementation plan.

At the end of the instructional period, teachers will administer the post-assessments and will compile their class/group data. By April 15, each teacher is responsible for assessing the students' growth toward the Student Learning Objectives. By May 1st, teachers must submit to their evaluator their pre-assessment, post-assessment, and growth results for each student.

Students must be enrolled in a course for at least 65% of the instructional period, and have both a pre and post assessment score in order for the student's data to be included in the Student Learning Objectives measures. Students who enroll after the pre-assessment administration must be given an opportunity to take the pre-assessment if they will be enrolled at least 65% of the instructional period for that course.

Evaluators will review the pre-assessment and post-assessment data presented by each teacher to make a determination as to whether the Student Learning Objectives were met. The evaluator will assign an end-of-year rating using the evaluation rubric with the following levels: *Exemplary, Proficient, Needs Development* and *Ineffective* as shown in Figure 10.

Figure 10: Student Learning Objectives Evaluation Rubric (Normal mathematical rules for rounding should apply so that >.5 rounds up.)

Exemplary	Proficient	Needs Development	Ineffective
The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. Greater than 50% of students exceeded the Student Learning Objectives, at least 40% met the Student Learning Objectives, and no more than 10% did not meet the Student Learning Objectives.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. Greater than 80% of students met or exceeded the Student Learning Objectives and no more than 20% did not meet the Student Learning Objectives.	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. Greater than 50% of students met or exceeded the Student Learning Objectives.	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objectives.
☐	☐	☐	☐

Comments:

Figure 11 outlines the Student Learning Objectives process.

Figure 11: Student Learning Objectives Process
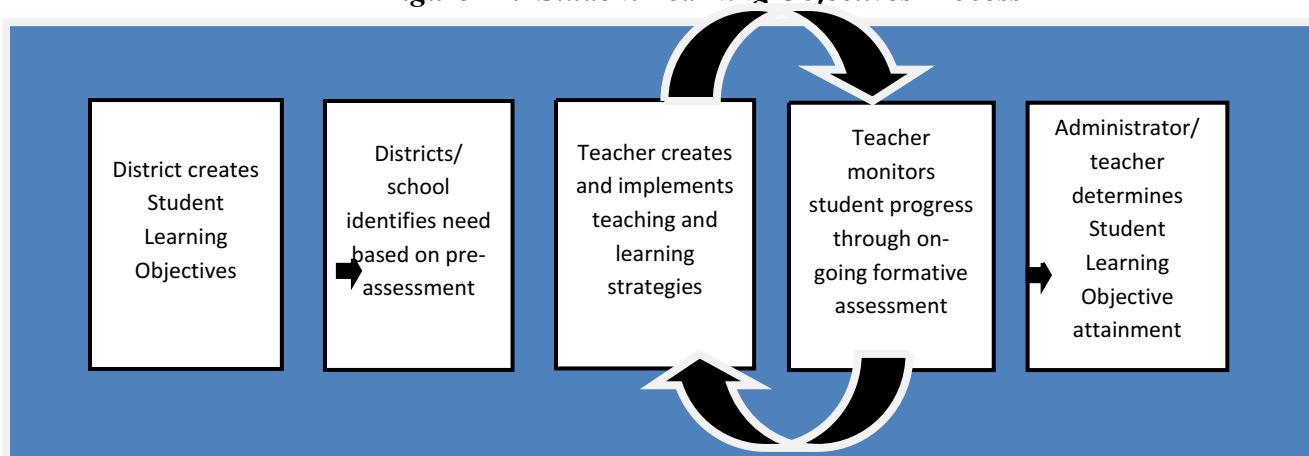
Stronge, J. H. & Grant, L. H. (2009). Adapted from *Student achievement goal setting: Using data to improve teaching and learning.* Larchmont, NY: Eye on Education.

Student Learning Objectives Assessment Measures

District-determined Student Learning Objectives are content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. Appropriate measures of student learning gains differ substantially based on the learner's grade level, content area, and ability level. The Student Learning Objectives will be weighted for inclusion in the overall Teacher Effectiveness Measure. Figure 12 provides an example of Student Learning Objectives attainment and teacher rating.

Figure 12: Student Learning Objectives Attainment Summary & Teacher Rating

Student Learning Objectives Attainment Summary and Teacher Rating					
Number of Students Tested	Percentage of Students Exceeding Criteria	Percentage of Students Meeting Criteria	Percentage of Student Who Did Not Meet Criteria	Percentage of Students Meeting & Exceeding Criteria	Teacher Rating
50	42%	39%	19%	81%	Proficient

Teacher Keys Effectiveness System Component:

Student Growth Percentiles

Student Growth Percentiles are used to assess student growth in tested subjects and contribute performance data to the calculation of the Teacher Effectiveness Measure for teachers of those subjects. Student Growth Percentiles describe a student's growth relative to his/ her academic peers-other students with similar prior achievement (i.e., those with similar history of scores). A growth percentile is generated for each student and describes his or her "rank" on current achievement relative to other students with similar score histories. A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth.

There are multiple ways of summarizing Student Growth Percentiles for groups of students (such as a classroom or a school). Most commonly, a group's Student Growth Percentile is the median growth percentile for each student in the group. The median is obtained by rank ordering the percentiles for all students in the group and selecting the middle percentile (50% of the group would have a higher percentile and 50% a lower percentile). Additionally, the percentage of students performing at or above the specific level of growth (for example 60th percentile growth) can be reported. Growth can be compared across grade levels and across subject areas, meaning summary measures also can be aggregated across grade levels and content areas.

Student Growth Percentiles do not require a vertical or developmental scale (a continuous scale spanning multiple grades in the same content area) in order to describe student growth. This growth model does not calculate how many scale score points a student improved from year to year. Rather, this growth model describes growth in terms of how a student performed this year relative to other students who have a similar academic history.

The Criterion-Referenced Competency Tests (CRCT) in grades 4-8 Reading, English/Language Arts, Math, Science and Social Studies and End of Course Tests, (EOCTs) in Biology, Physical Science, 9th Grade Literature/Composition, American Literature/Composition, US History, Economics/Business/Free Enterprise, Mathematics I, Mathematic II, GPS Algebra, and GPS Geometry are included in the Student Growth Percentile calculation. As Georgia transitions to the implementation of common assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC), the new assessments will be utilized in the growth model.

The growth model uses multiple years of prior test data as pretest scores (one year is used when multiple years are not available.) For example, growth percentiles for 5th grade students on the 5th grade CRCT are generated using 3rd and 4th grade CRCT results as priors. Because at least one prior test score is necessary to measure growth, grades 4-8 and courses with EOCTs will receive growth scores.

Teacher Effectiveness Measure Calculations

General Guidelines for the Teacher Effectiveness Measure Score

Teachers will receive a Teacher Effectiveness Measure score based on the two components of the Teacher Keys Effectiveness System. If a teacher does not receive a score on each component of the Teacher Keys Effectiveness System, the remaining component will be weighted accordingly.

> Teachers employed for the full school year shall be evaluated using both components of the Teacher Keys Effectiveness System. Data will be collected during the appropriate window of each component of the Teacher Keys Effectiveness System for all teachers employed at the time designated for each specific measure. Teachers, who are not employed for a full year will be evaluated as determined by the district.

In some situations, calculating a Teacher Effectiveness Measure score using all components may not be appropriate. These may include:

- Teachers hired mid-year may receive feedback on the Performance Standards but may not have adequate time for Student Learning Objectives and /or the Student Growth Percentiles components of the Teacher Keys Effectiveness System.
- Teachers who take leave for a specified period of time of more than half of the school year.
- Some special education and itinerant teachers with assignments that prevent the use of all components

Another consideration for the Teacher Effectiveness Measure score calculation is the length of time a student is taught by the teacher. The following student guidelines will be used in the calculation of the Teacher Effectiveness Measure score:

- The growth scores of students who are enrolled for at least 65% of the course are incorporated into a teacher's Teacher Effectiveness Measure score.
- Transient students' attendance will be monitored for inclusion according to the Teacher Effectiveness Measure score guidelines given above.

Electronic Platform for Teacher Keys Effectiveness System

The Teacher Keys Effectiveness System is managed through an electronic platform which will maintain all of the evaluation system measures- including completion of orientation, familiarization, and self-assessment; Teacher Assessment on Performance Standards formative and summative documents; professional growth and development plans; student survey data; electronic signatures and date/time stamps maintained for all documents and data submissions; Student Learning Objectives data calculations; student growth percentile measures; and Teacher Effectiveness Measure calculations.

Human Resources Guidelines

Professional Development Plan (PDP)

The purpose of a PDP is to focus on increasing the teacher's ability to improve student achievement in a specified area or areas.

A Professional Development Plan (PDP) is a plan mandated by the evaluator. It may be developed by the evaluator in collaboration with the teacher, coaches, mentors, or other qualified individuals. The PDP provides guidelines and timelines for specific, mandatory professional learning which supports immediate improvement of teacher practice and increased teacher effectiveness. The PDP is a more intensive effort toward improvement of teacher practice and effectiveness. A PDP may

also be used when a teacher does not meet the professional duties, responsibilities and ethical expectations required for the teacher.

Teachers beginning the school year on a Professional Development Plan (PDP) will be monitored and supported by the building-level administrator/evaluator. The PDP and subsequent expectations and actions will align to the appropriate Teacher Assessment on Performance Standards. All components of the PDP should be entered into the electronic platform. If appropriate, other forms of documentation may be used.

Administrators/evaluators shall supervise and provide guidance to the teacher as outlined in the PDP. Unsatisfactory performance on a Professional Development Plan may lead to non-renewal or termination.

Teachers who receive a Teacher Effectiveness Measure score of *Needs Development* or *Ineffective* **must** be placed on a Professional Development Plan that includes specific guidelines and timelines for improvement in the area(s) rated below *Proficient*.

Performance Standard 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.

Sample Performance Indicators
Examples may include, but are not limited to:

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

Contemporary Effective Teacher Research
Contemporary research has found that an effective teacher:
- Facilitates planning units in advance to make intra- and interdisciplinary connections.
- Plans for the context of the lesson to help students relate, organize, and retain knowledge as a part of their long-term memory.
- Identifies instructional objectives and activities to promote students' cognitive and developmental growth.

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	The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, **or**

enriching the curriculum. *(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	the needs of students by providing relevant learning experiences.	student needs, **or** lacks fluidity in using the knowledge in practice.	does not use the knowledge in practice.

Performance Standard 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.

Sample Performance Indicators
Examples may include, but are not limited to:

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

Contemporary Effective Teacher Research
Contemporary research has found that an effective teacher:
- Constructs a blueprint of how to address the curriculum during the instructional time.
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual	The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data	The teacher inconsistently uses state and local school district curricula and standards, **or** inconsistently uses effective strategies,	The teacher does not plan, or plans without adequately using state and local school district curricula and standards, **or** without using

student needs and interests in order to promote student accountability and engagement. *(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	to address the differentiated needs of all students.	resources, **or** data in planning to meet the needs of all students.	effective strategies, resources, **or** data to meet the needs of all students.

Performance Standard 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.

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.
- Uses a variety of instructional strategies.
- Uses research-based strategies to make instruction student-centered.
- Involves students in cooperative learning to enhance higher-order thinking skills.
- Uses students' prior knowledge to facilitate student learning.
- Possesses strong communication skills, offering clear explanations and directions.

Exemplary *In addition to meeting the*	Proficient *Proficient is the expected level of*	Needs Development	Ineffective

requirements for Proficient…	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 as Exemplary continually seek ways to serve as role models or 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.

Performance Standard 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.

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.
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The teacher continually facilitates each student's opportunities to learn by engaging him/her in critical	The teacher consistently challenges and supports each student's learning by providing appropriate content	The teacher inconsistently challenges students by providing appropriate content **or** by developing skills which address	The teacher does not challenge students by providing appropriate content **or** by developing skills which address

and creative thinking and challenging activities tailored to address individual learning needs and interests. (*Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.*)	and developing skills which address individual learning differences.	individual learning differences.	individual learning differences.

Performance Standard 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

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

5.1 Aligns student assessment with the established curriculum and benchmarks.

5.2 Involves students in setting learning goals and monitoring their own progress.

5.3 Varies and modifies assessments to determine individual student needs and progress.

5.4 Identifies and uses formal and informal assessments for diagnostic, formative, and summative purposes.

5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.

5.6 Uses assessment techniques that are appropriate for the developmental level of students.

5.7 Collaborates with others to develop common assessments, when appropriate.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:
- Offers regular, timely, and specific feedback and reinforcement.
- Gives homework and offers feedback on the homework.
- Uses open-ended performance assignments.

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective

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

Performance Standard 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.

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.
- 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.

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

Performance Standard 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.

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

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

rated as Exemplary continually seek ways to serve as role models or teacher leaders.)		31	encourages respect for all.

Performance Standard 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.

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

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

ways to serve as role models or teacher leaders.)			

Performance Standard 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.

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.
- Encourages linking professional growth goals to professional development opportunities.
- Encourages cognizance of the legal issues associated with educational records, and respects and maintains confidentiality.

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective

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

Across all levels, teachers are expected to abide by the Code of Ethics
(http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).

Performance Standard 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.

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.
- Uses multiple forms of communication between school and home.
- Acknowledges his or her perspective and is open to hearing their students' worldviews.
- Is culturally competent.
- Seeks to know about the cultures and communities from which students come.