



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

## **2012 PILOT Teacher Keys Evaluation System Frequently Asked Questions**

The Frequently Asked Questions and responses below are provided as a summary response to the numerous questions regarding the Teacher Keys Evaluation System being piloted in Georgia's RT3 districts. The information provided is subject to change as the business rules for the full implementation of the Teacher Keys Evaluation System are developed. Frequent updates will also be made to the information. Readers are strongly encouraged to contact the Teacher and Leader Effectiveness Division in the Georgia Department of Education if further explanation is needed.

### **Acronyms:**

**GaDOE** – Georgia Department of Education  
**IEP** – Individual Education Plan  
**JAD** – Joint Application Development  
**TKES** – Teacher Keys Evaluation System  
**LAPS** – Leader Assessment on Performance Standards  
**LDS** – Longitudinal Data System  
**LKES** – Leader Keys Evaluation System  
**PDP** – Professional Development Plan  
**PGP** – Professional Growth Plan  
**PLP** – Professional Learning Plan  
**SGP** – Student Growth Percentile  
**SLO** – Student Learning Objective  
**TAPS** – Teacher Assessment on Performance Standards  
**TEM** – Teacher Effectiveness Measure

### **Teachers Keys Evaluation System Pilot (TKES)**

- 1. Will teachers on extended leave from January through May 2012 be included in the pilot?**  
Teachers who are on extended leave during the pilot period may be excluded by the district from the sample for the pilot by the district during the sample verification process.
- 2. Will transient students be included in the data for calculation of measures at the end of the pilot?**  
The business rules for the pilot will be finalized and published as early as possible in 2012. The final calculations will be finalized in the end of the 2012 pilot and will be consistent across all components of the evaluation system.
- 3. What weight will each component of TKES have in the calculation of the TEM?**  
The weights of all components will be finalized in 2012. The weights as submitted in Georgia's RT3 application will be adjusted, if appropriate, only through amendments submitted to the U.S. Department of Education.

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### 4. How will teachers in a co-taught class or special education teachers be addressed?

Co-teachers are jointly responsible for the student results (SGP and SLO) of all students in the class. Special education teacher effectiveness will be determined in the same manner as all non-special education teachers.

### 5. Which teachers will be evaluated using the Teacher Keys Evaluation System?

TKES will be used to evaluate teachers in positions that are designated as “teachers of record.” The teacher of record is an individual (or individuals in the case of co-teaching assignments) who have been assigned responsibility for a student’s learning in a subject/course. Students can have more than one teacher of record in a specific subject/course. The teacher of record is not necessarily the teacher who assigns the course grade. Teachers of record **will include** the following teachers.

- K-12 academic content teachers (including world language teachers)
- K-12 art, music, physical education teachers
- PreK teachers
- Early Intervention Program (EIP) teachers
- Remedial Education Program (REP) teachers
- Gifted program teachers
- Special education teachers
- Co-teachers
- CTAE teachers
- ESOL teachers
- Teachers in performance learning centers
- Teachers in blended learning programs
- Instructional Coaches / Instructional Lead Teachers / Academic Coaches who **do** have responsibility for direct instruction

### 6. Which teachers will not be evaluated using the Teacher Keys Evaluation System?

TKES will not be used to evaluate teachers who are considered “contributing professionals.” The “contributing professional” is an individual who has been assigned the responsibility to provide additional student services that support and increase a student’s learning. These individuals include those in the positions listed below.

- Guidance Counselors
- Media Specialists
- School Social Workers
- Special Education Coordinators / Case Managers who do **not** provide direct instruction
- Speech Language Pathologists
- In-school Suspension Teachers
- Graduation Coaches
- Instructional Coaches / Instructional Lead Teachers / Academic Coaches who do **not** have responsibility for direct instruction
- Instructional Technology Specialists

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- Behavior Specialists
- Psychologists
- Occupational Therapists
- Physical Therapists
- Mobility Training Specialists
- Interpreters (sign language and other language)
- Translators
- Behavior Interventionists
- Teachers on Special Assignment who do **not** have responsibility for direct instruction
- Paraprofessionals, even if they also have a valid teaching certificate

**7. How will the TKES be used with teachers in alternative schools and other instructional situations where students are seen or present for a relatively short amount of time as compared to a full semester or a full school year?**

The business rules for the pilot will be finalized and published as early as possible in 2012. The requirements for a student to be included in the data used to calculate a teacher's performance measures will be finalized in the end of the 2012 pilot and will be consistent across all components of the evaluation system.

**8. How will the TKES be reviewed to ensure all legal requirements are met?**

The process and legal concerns are currently under review by the GaDOE Legal Department. In addition, the Department of Education plans to engage expert technical assistance which will provide close review by external legal experts who have extensive experience with Human Resources work in school districts.

**9. When will districts know which teachers are selected for the pilot? How will this be communicated? How will teachers be notified of their selection for the pilot?**

Districts were notified regarding the teacher sample for the pilot in mid-to-late October. This information will be sent via secure email within the GaDOE portal to the RT3 Contact. Samples were verified by the district and returned to the DOE. Upon approval, the districts notified principals of teachers in the sample. Principals will provide this information to their teachers.

**10. How will the pilot data be collected for TAPS and other components of the Teacher Keys Evaluation System?**

The GaDOE electronic platform for TKES will provide web-based access to the evaluation process guides, templates, and support materials. The electronic platform will be available to the RT3 districts during the pilot with limited functionality that will allow collection of the data needed for pilot evaluation and validation. However, additional functionality and linkages with the student LDS system will be developed as quickly as possible and built out over the next few years. Beginning with the first full implementation year, 2012-2013, GaDOE's electronic platform will provide a data warehouse for all observation records, documentation to supplement and support those observations, student survey and growth data, and other relevant information. An electronic record will be maintained of all components of the evaluation system, including orientation, familiarization, self-assessment, TAPS formative and summative documents, student surveys, SLO data and evaluation, student growth percentile data and calculations, and TEM calculations. Electronic signatures and date/time stamps will be maintained for

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all documents and data submissions that are elements of the evaluation system. Electronic templates for optional Professional Learning Plans, suggested Professional Growth Plans, and mandatory Professional Development Plans will be available to evaluators within this platform. Eventually the GaDOE electronic platform will also provide access to links and other resources that support the on-going professional learning needed for continuous improvement of professional practice as measured by the TEM.

### **11. When will the revised TKES process be communicated to systems for the full implementation year 2012-2013? What will it look like?**

Training for the 2012-13 TKES will be provided during the summer of 2012. The changes in the training will be determined at the conclusion of the pilot. Every effort will be made to make revised materials and training accessible for all districts as soon as possible following analysis and evaluation of the pilot data and process. The proposed training dates for the 2012-2013 implementation year are given below. These dates should be considered tentative until further notice is provided by GaDOE.

- July 16-20, 2012: TKES Training of trainers for GaDOE field staff and RT3 district trainers
- July 31-August 24, 2012: GaDOE field staff will be training in RT3 districts and SIG schools on TKES.
- August 27-31, 2012: TKES Training of trainers for GaDOE field staff and new districts (not RT3)
- September 4, 2012 until completed: GaDOE field staff will be training in new districts on TKES.
- September 27-28, 2012: LKES training of trainers for GaDOE field staff and all district trainers
- October 2012: LKES field staff will be training in RT3 districts, new districts, and SIG schools
- January 2013: TKES and LKES one-day summative evaluation training for GaDOE field staff and district trainers.

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## **Teacher Assessment on Performance Standards (TAPS)**

- 1. What will be recommended for year-round schools that start in July in terms of the full (not pilot) implementation? 100%? Waivers? How about charter schools?**

For the pilot, year round schools will participate in the pilot regardless of their schedules. For the 2012-2013 full implementation year, modifications will be made if necessary to accommodate non-traditional schools (e.g., year-round, charter).

- 2. Should evaluators use first person when writing comments on formative observation review form?**  
This is a local district decision.

- 3. Are there resources for principals to capture additional documentation of professionalism not provided by the teacher? (e.g., tracking tardies).**

The district and school leadership should clarify what is considered acceptable documentation. The documentation can be in a wide range of formats such as copies of an email, a sign in sheet, or agendas. GaDOE is developing a supplemental template for such documentation that can be used by evaluators. The template will be available in the SharePoint site within the first two weeks of January.

- 4. How will evaluators distinguish between “Proficient” and “Exemplary” performance?**

The distinction will be made in the training of the evaluators. The training will emphasize that a teacher may receive an “exemplary” rating on a standard if he or she meets the requirements for a “proficient” rating and frequently serves as a role model or teacher leader. Teachers rated as “exemplary” on a standard should meet the requirements for the “proficient” and go beyond. They should be able to serve as teacher leaders or mentors in that standard.

- 5. How is acceptable documentation defined?**

Based on the training received by the evaluators, the district and school leadership should clarify what is considered acceptable documentation. The documentation should accurately reflect and support the evaluator’s rating of the teacher.

- 6. How will the evaluator know if this is the first or second formative observation?**

The number of the observation will be captured in the electronic platform.

- 7. How long does a teacher have to submit additional documentation after the observation?**

A reasonable time limit of five school days for submission and review of additional documentation and for completion of the formative or summative assessment by the evaluator will be set in the electronic platform. The training for RT3 districts in the use of the electronic platform for TAPS will take place at the end of January 2012.

- 8. Is the GTDRI or GTDR still in effect?**

GTDRI is not part of the TKES but remains a part of GTEP. The GTDR is part of CLASS Keys but is not a part of TKES. GaDOE is developing a supplemental template for such documentation that can be used by evaluators. The template will be available in the SharePoint site within the first two weeks of January. Creation of additional resources is up to each district and is based on the guidance of their HR department. GaDOE will provide any support requested by the districts and will develop additional templates if needed.

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**9. How will calibration on the rubrics be achieved at start of the process?**

During the evaluator training for the pilot, there will be a focus on calibration of ratings. There will be follow up in district trainings and through the coaching process with principals designed to increase inter-rater reliability. District sessions are encouraged for review of classroom videos and discussion regarding ratings/judgments of practice based on the rubric. GaDOE evaluation specialists will facilitate such sessions as the request of their required districts. GaDOE will also provide to the districts, within the SharePoint site, short videos that can be used for this purpose.

For the full implementation year, a certification process will be developed and implemented for evaluators. This certification process will provide calibration and further increase the alignment of evaluator ratings.

**10. Is the Documentation Cover Sheet required for teachers to use in providing their documentation?**

No. The documentation cover sheet is optional for the 2011-2012 pilot of the Teacher Keys Evaluation System. The use of the form will be a district level decision for the pilot.

**11. What if teachers attempt to remedy deficiencies in classroom observation by submitting documentation?**

Some teachers may attempt to do this, but building principals should help teachers understand that the purpose of the documentation is to support what was not observed during specific formative assessments. Documentation is not intended to change a rating. Within the electronic platform, there will be a well-defined window for submission of documentation before and after classroom observations take place. The evaluator will have an opportunity to review and comment on documentation that is submitted by the teacher.

**12. How will the collection of documentation be handled?**

All supporting documentation will be uploaded in the electronic platform during full implementation years. During the 2012 pilot, supporting documentation may need to be kept filed in hard copy by the evaluator. Districts may require specific documents if desired.

**13. Will there be a time limit in which teachers are required to sign the observation form?**

Yes, there will be a time limit built into the electronic platform.

**14. Will the self-assessment form be provided to districts in an online format?**

The self-assessment may be available in the pilot, depending on the development process. The self-assessment will definitely be available electronically for the 2012-2013 implementation year. At that time, the school principals and district designees will be able to access school and district data from the self-assessments within the electronic platform.

**15. When will teachers be trained on how to provide documentation if required and uploaded through the electronic platform?**

Training on the electronic platform will be provided for evaluators in January 2012. District and school personnel will be able to guide teachers adequately, but an Elluminate session will also be provided for the purpose of teacher training.

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### **16. Who is facilitating the teacher orientation?**

Teacher orientation is the responsibility of the building principal with support of district personnel. The district may decide to have all orientation provided by a single individual. GaDOE will provide a scripted PowerPoint and a video resource to support the delivery of the orientation through the SharePoint site.

### **17. When will the orientation video be available?**

The orientation video is will be available to districts early in January 2012. It will be posted in the SharePoint site as quickly as possible. It will also be available through the district's GaDOE Teacher Evaluation Specialist.

### **18. Will teachers in co-taught classes be observed and provided with formative assessments during the same thirty-minute observation?**

No. Each observation will serve for one specific teacher. It will be important for evaluators to plan observations so that the teacher to be observed is leading the instruction, rather than supporting the instruction, during the observation.

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## **Student Learning Objectives (SLOs)**

**1. What are the tested and non-tested subjects?**

The tested subjects are 4<sup>th</sup>-8<sup>th</sup> grade reading, language arts, math, science, and social studies, as well as the high school courses that have End of Course Tests (biology, physical science, 9<sup>th</sup> grade literature/composition, 11<sup>th</sup> grade literature/composition, US history, economics/business/free enterprise, Math I, Math II, GPS algebra, GPS geometry). All other subjects are non-tested subjects where student growth will be assessed using a Student Learning Objective. Students who are assessed using GAA and CRCT-M assessments will have growth measures consisting of SLOs at the appropriate time in the phase-in plan.

**2. What will be the schedule for rolling out the SLOs?**

During the 2012 pilot, each district was asked to select ten non-tested subjects and develop SLOs. Therefore, SLOs are being piloted in a variety of non-tested subjects across grades PreK-12. Some districts chose to pilot more than ten SLOs. The development, submission for approval, and implementation of additional SLOs beyond the minimum requirement, during both the pilot and the first full implementation year of 2012-2013, will be a district decision.

During the 2012-2013 school year, the following is the proposed list of subjects that will have SLOs developed and implemented. See Appendix A for the same list complete with course numbers. Early in 2012 GaDOE will develop model SLOs and guidance for each of these subjects. In addition, GaDOE will develop and provide assessment development training to support the districts with the development of high quality SLOs and growth goals.

- PreK literacy and numeracy
- K, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade reading, language arts, and mathematics
- Select high school core academic courses not tested using EOCTs (English/language arts, mathematics, science, social studies, and foreign language courses)

Districts are encouraged, and will be supported to the greatest extent possible, to work on SLOs in other non-tested subjects as their capacity allows. During the 2013-2014 school year, remaining non-tested subjects will have SLOs developed and implemented.

**3. How will districts and teachers assess Pre-K students?**

Pre-K teachers will utilize SLOs. An appropriate assessment to measure growth for Pre-K students will be selected by the district, just as with all other SLOs in the pilot.

**4. What about departmentalized elementary teachers (and the use of SLOs)?**

If teachers teach a non-tested subject, SLOs will be utilized for the courses they teach.

**5. Is it permissible to state a SLO in terms of a percentage increase across the board?**

SLOs should be written to measure student growth over the course of the instructional period rather than a percentage increase. GaDOE has worked closely with districts in preparation for the pilot to ensure appropriate goals and growth targets are set for the SLOs. For the 2012-2013 and 2013-2014, GaDOE will provide multiple models and detailed guidance for the non-tested subjects to be rolled out each year.



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**6. What is an appropriate growth target for SLOs?**

Rigorous growth targets are determined by the local districts and are based on the district's historical data in that course and on the current baseline data obtained by the pre-assessment.

**7. How does one determine level on the evaluation rubric if there are multiple SLOs for the same teacher?**

This will be determined as GaDOE develops the specific business rules for the Teacher Keys Evaluation System and the calculation of a TEM score.

**8. How should rounding on SLO performance rubric be handled?**

Normal mathematical rules for rounding should apply ( $\geq .5$  rounds up).

**9. How will SLOs be shared among districts?**

SLOs for the pilot will be shared with districts in January, within the SharePoint site, and within the GaDOE electronic platform beginning with the 2012-2013 full implementation year. Pilot SLOs will be organized by course number in the document that will be posted within SharePoint. Brief descriptions of the assessments being used by RT3 districts with pilot SLOs will also be posted.

**10. Will an electronic document be made available for SLOs?**

A Word template will be provided to districts in the SharePoint. Electronic templates for required SLO documents and data will be provided within the GaDOE electronic platform for the conclusion of the pilot and for 2012-2013 year.

**11. Will there be comparability between SLOs for non-tested subjects and the student growth percentiles for tested subjects?**

This will be determined as GaDOE develops the specific business rules for the Teacher Keys Evaluation System and the calculation of a TEM score. We already know from the pilot that the quality of assessments used for the pre- and post-measures of student growth will be a key in establishing this comparability. GaDOE will be providing training to districts on the identification and development of quality assessments for SLOs prior to the 2012-2013 full implementation year. At the conclusion of the pilot, we will study the results from tested and non-tested growth measures (SGPs and SLOs) to determine comparability between the two measures.

**12. Will an Excel worksheet be developed to determine the teacher's level of performance on the SLO performance evaluation rubric?**

A standard spreadsheet including formulas for statewide use is not feasible due to the variety of measures used within the SLOs. However, a standard, required spreadsheet will be provided for GaDOE for the necessary student data (district, school, student name, GTID, demographic subgroups, pre-assessment score, post-assessment score, Met/Did Not Meet SLO target, etc.). Most of this data will be extracted directly from the district's student information system or the GaDOE LDS system.

**13. Will GaDOE provide quality exemplars of SLOs?**

GaDOE has worked closely with districts in preparation for the pilot to ensure appropriate goals are set for the SLOs. For the 2012-2013 and 2013-2014 implementation years, GaDOE will provide multiple models and detailed guidance for the non-tested subjects to be rolled out each year.

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### **14. What is the timeline for approval from GaDOE?**

Approval or feedback regarding needed revisions was provided to the districts no later than January 2, 2012, for December 1, 2011, submissions for the 2012 pilot. Later SLO submissions were reviewed and approved or provided with feedback as quickly as possible when they were submitted.

For the full implementation years, beginning with 2012-2013, SLOs must be submitted to GaDOE for review and approval no later than July 1. GaDOE will provide approval or feedback regarding needed revisions to the districts no later than August 1.

### **15. What is the date for completion of SLOs?**

April 1 is a pacing deadline. All information regarding SLO measures and teacher performance evaluation must be submitted to the GaDOE within the electronic platform by May 1, which is a non-negotiable deadline.

### **16. What about SLOs for middle school science and social studies since the courses are not the same? (Earth, life, physical, etc.)**

SLOs will not be required for middle school science, social studies, mathematics, language arts, or reading. Student growth in these subjects will be measured using student growth percentiles based on CRCT performance.

### **17. How are we going to be able to accomplish these within the timeframe?**

Districts were given the opportunity to complete only ten SLOs within the 2012 pilot, with the option to work with additional SLOs if desired. Districts were encouraged to select subjects for the SLO pilot that had strong existing assessments. GaDOE will continue to provide extensive support to districts as we pilot the quality of the process and prepare for additional non-tested subjects to be phased in during 2012-2013 and 2013-2014.

### **18. If a teacher is teacher of record for both tested and non-tested courses, will both SGP and SLO measures apply to the calculation of that teacher's TEM score?**

Yes. Teacher effectiveness measure (TEM) calculations will incorporate data from all components of the evaluation system that apply to each individual teacher.

## **Student Measures in Tested Subjects – Student Growth Percentiles**

**1. What are Student Growth Percentiles?**

Student Growth Percentiles (SGPs) is a growth model that describes a student's growth relative to his or her academic peers – other students statewide with similar prior achievement.

**2. What are academic peers?**

Academic peers are students statewide with similar prior academic achievement (academic history). In other words, they are students that had similar scores on prior state assessments.

**3. What is prior academic achievement (“priors”)?**

Priors are the historical assessment scores being used to model growth. SGPs typically use two years of prior test data (one year is used when two years are not available). For example, growth percentiles for an eighth-grade student who just took the 8th-grade CRCT would have his or her 7th- and 6th-grade CRCT scores as priors.

**4. Is a vertical or developmental scale required to model growth?**

A vertical or developmental scale is a continuous scale spanning multiple grades in the same content area. SGPs do not require a vertical assessment scale in order to describe student growth. This growth model is not specifying 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.

**5. How can you calculate a growth measure without a pretest score?**

The growth model uses two years of prior test data as pretest scores (one year is used when two 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.

**6. Is it fair to compare the growth rates of students in a class when some may have entered the classroom at vastly different achievement levels?**

An SGP describes a student's growth relative to other students in the state with similar prior achievement. Therefore each student's growth percentile takes into account his or her prior achievement or “starting point.” This makes the SGP a fair method of comparing the growth of different students.

**7. What is the reporting scale?**

A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth.

**8. What are the SGP summary measures?**

There are multiple ways of summarizing SGPs for groups of students. Most commonly, a group's SGP 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 demonstrating at or above a specified level of growth (for example, 60th percentile growth) can be reported. Finally, the growth percentile range can be divided into intervals (e.g., 1 – 25, 26 – 50, 51 – 75, 76 – 99) and the percentage of

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students demonstrating growth in each interval 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.

### **9. Which assessments will be included in the growth model?**

The CRCT (grades 3-8 reading, language arts, math, science, and social studies) and EOCTs (Biology, Physical Science, 9th-Grade Literature/Composition, 11th-Grade Literature/Composition, US History, Economics/Business/Free Enterprise, Math I, Math II, GPS Algebra, and GPS Geometry) will be included in the growth model. As Georgia transitions to the implementation of PARCC assessments, the new assessments will be utilized in the growth model.

### **10. How many years of prior data will be used?**

As a general rule, two or more years of prior data will be used. However, growth percentiles for 4th-grade students will use one prior (3rd-grade CRCT). Additionally, students that only have one prior (such as those that moved to Georgia from out of state) will use the one prior.

### **11. What priors will be used for EOCTs?**

Typical course patterns will be used (for example, Math 1 – Math 2) and will be supplemented with others. A full set of business rules will be developed as soon as possible.

### **12. What grades will receive a growth score?**

Because at least one prior test score is necessary to model growth, grades 4-8 and courses with EOCTs will receive growth scores.

### **13. Why is the 3rd grade considered a non-tested subject when there is a 3rd grade CRCT?**

At least one year of prior data is required to generate a growth percentile. Even though 3rd-grade students participate in the CRCT, they will not have previous CRCT data to use in order to generate a growth percentile.

### **14. How does the model account for retests (such as summer retests or EOCT repeats)?**

This will be determined as GaDOE develops the specific business rules for the Teacher Keys Evaluation System and the calculation of a TEM score.

### **15. If a student just moved into the state this year, will the student receive a growth percentile?**

No. At least one year of prior CRCT or EOCT data is required to generate a growth percentile. This student will, however, receive a growth projection based on other students who scored similarly on this year's state assessments.

### **16. If the growth model is normative, how do we compare results from year to year?**

A baseline will be used as a reference point so change in overall growth can be observed from year to year. Without using a baseline, the median SGP for the state would be 50 every year – half of students would be below 50 and half would be above 50. Establishing the baseline for comparison allows the state to observe change in overall educational effectiveness over time. The baseline will be an average of multiple years of data in order to allow for a more stable comparison.

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**17. If the growth model is normative, how do we know if a student's growth is enough to put that student on track to reach or exceed proficiency?**

SGPs analyze historical student assessment data to model how students performed on earlier assessments, how they performed on later assessments, and what level of growth they demonstrated in between. This information is used to create growth projections for each student. The growth projection tells us, based on where students are now, how much they need to grow to reach or exceed proficiency in the future.

**18. Does the model have floor or ceiling effects?**

Floor and ceiling effects refer to the inability to adequately define or distinguish really low and really high student growth. SGPs do not have floor or ceiling effects. This model gives all students the ability to demonstrate all levels of growth.

**19. How will a teacher's total growth score be calculated if there are multiple tested subjects for the same teacher?**

This will be determined as specific business rules for the Teacher Keys Evaluation System and the calculation of a TEM score are developed.

**20. How will SGP data factor into the TEM score?**

This will be determined as specific business rules for the Teacher Keys Evaluation System and the calculation of a TEM score are developed.

**21. If a teacher is teacher of record for both tested and non-tested courses, will both SGP and SLO measures apply to the calculation of that teacher's TEM score?**

Yes. Teacher effectiveness measure (TEM) calculations will incorporate data from all components of the evaluation system that apply to each individual teacher.

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## **Surveys of Instructional Practice**

**1. Is there a minimum class size for surveying students?**

No. There is not a minimum class size for surveying students. However, student data cannot be disaggregated for groups smaller than ten to avoid identifying a student respondent.

Teachers who teach self-contained classes (e.g., elementary teachers, special education teachers) will have all the students in their class surveyed. For departmentalized teachers (e.g., middle and high school teachers, elementary PE and music teachers), rather than focusing on a specific course or class, a random sample of students from across all of the teacher's classes will be selected by GaDOE. In this way, the students selected will represent a cross-section of the teachers' entire student population. The student survey sample size for each teacher will vary and will be reported with the survey data. There is a possibility that students may be randomly selected to complete surveys on more than one teacher, but no student will be sampled to respond to surveys on more than two teachers in any given survey administration period.

**2. How will students with disabilities participate in the surveys?**

All appropriate accommodations will be provided for students with disabilities, based on Individual Education Plans (IEPs). The survey items for all students K-5 will be read aloud as the surveys are administered. All appropriate accommodations will be provided for students as required by IEPs or language instruction education plans (extended time, read aloud, dual language dictionaries, etc.). The surveys will be translated into Braille and made available in hard copy. A secure protocol for entering the student responses from a Braille survey into the GaDOE electronic platform will be provided. 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 a team including the teacher, a school administrator, and the parent.

**3. Will parents be notified of students participating in the surveys?**

It will be a district decision whether or not to notify parents of the students participating in the surveys.

**4. Will Braille and large print versions of the surveys be provided?**

Every effort will be made to provide Braille versions of the survey during the pilot if at all possible. Braille versions of the surveys will be provided for the 2012-2013 full implementation year. The surveys will be translated into Braille and made available in hard copy. A secure protocol for entering the student responses from a Braille survey into the GaDOE electronic platform will be provided. Large print versions of all surveys will be available within the electronic platform for the pilot and all following administrations.

**5. How will the surveys be administered to students using the electronic submission?**

Students will complete the surveys online within the GaDOE electronic platform while under the supervision of a professional with a valid teaching certificate, service certificate, or leadership certificate. Paraprofessionals may not administer the student surveys unless they also have a current valid teaching certificate. The administration will follow scripted protocols for administration similar to the state testing protocols. The survey will be administered in secure conditions outside the presence of the teacher.

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**6. Who may administer the survey?**

Students will complete the surveys online within the GaDOE electronic platform while under the supervision of a professional with a valid teaching certificate, service certificate, or leadership certificate. Paraprofessionals may not administer the student surveys unless they also have a current valid teaching certificate. The administration will follow scripted protocols for administration similar to the state testing protocols. The survey will be administered in secure conditions outside the presence of the teacher.

**7. Is the survey timed?**

No. The surveys are brief and will not take an extended amount of time. The number of questions ranges from 10-20 depending on the age of the students being surveyed. There are only short answer responses on a Likert-type scale.

**8. Will protocols be provided to ensure consistency in the administration of the student surveys?**

The administration will follow scripted protocols for administration similar to the state testing protocols.

**9. Will there be training for certified specialists to administer the student surveys?**

GaDOE evaluation specialists will provide support to the RT3 districts for the survey administration. Training will be provided through an Illuminate session.

**10. What assurance do we have that servers hosting the survey application will not fail?**

The GaDOE will take all precautions to minimize the likelihood of server issues. District technology staff should work to minimize network/connectivity issues.

**11. Will GaDOE provide results of the student surveys to districts? Will the results be categorized by standard?**

Scores and reports will be available within the GaDOE electronic platform. The JAD will consider and make recommendations with respect to the types of reports that will be most useful to the districts and to the state.

**12. Can the field study from last spring be used to inform logistics for this survey administration?**

Yes. The logistics of the 2011 field study surveys are being reviewed to inform the survey administration for the 2011-2012 pilot.

**13. Will results of the student surveys be published to the public?**

The GaDOE may publish to the public the results but only as a state aggregate, not district by district.

**14. How large is the random sample of high school students?**

The business rules are being established to determine how large the random sample will be of high school students. For departmentalized teachers (e.g., middle and high school teachers, elementary PE and music teachers), rather than focusing on a specific course or class, a random sample of students from across all of the teacher's classes will be selected by GaDOE. In this way, the students selected will represent a cross-section of the teachers' entire student population. The student survey sample size for each teacher will vary and will be reported with the survey data. There is a possibility that students may be randomly selected to complete surveys on more than one teacher, but GaDOE will work with districts and schools to limit the number of surveys any individual student is asked to complete to one or two.

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## Appendix A

**Proposed Subjects for Student Learning Objective Development and Implementation 2012-2013**

<b>COURSE NUMBER</b>	<b>COURSE_DESC</b>	<b>MAIN_SUBJECT_AREA</b>	<b>GRADE_LEVEL</b>
	Literacy/PreK		PreK
	Numeracy/PreK		PreK
23.0010000	Language Arts/Grade K	23. English Language Arts	KK
23.0011	Reading/Grade K	23. English Language Arts	KK
23.0012	Reading/Grade 1	23. English Language Arts	01
23.0013	Reading/Grade 2	23. English Language Arts	02
23.0014	Reading/Grade 3	23. English Language Arts	03
23.0020000	Language Arts/Grade 1	23. English Language Arts	01
23.0030000	Language Arts/Grade 2	23. English Language Arts	02
23.0040000	Language Arts/Grade 3	23. English Language Arts	03
27.0110000	Mathematics/Grade K	27. Mathematics	KK
27.0120000	Mathematics/Grade 1	27. Mathematics	01
27.0130000	Mathematics/Grade 2	27. Mathematics	02
27.0140000	Mathematics/Grade 3	27. Mathematics	03



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<b>COURSE NUMBER</b>	<b>COURSE_DESC</b>	<b>MAIN_SUBJECT_AREA</b>
23.0320000	Journalism I	23. English Language Arts
23.0330000	Journalism II	23. English Language Arts
23.0340000	Advanced Composition	23. English Language Arts
23.0430000	Advanced Placement Language/Composition	23. English Language Arts
23.0520000	British Literature/Composition	23. English Language Arts
23.0530000	Advanced Placement English Language and Composition/American Literature	23. English Language Arts
23.0620000	Tenth Grade Literature/and Composition	23. English Language Arts
23.0630000	World Literature/Composition	23. English Language Arts
26.0130000	Biology II (Grades 9-12)	26. Life Sciences
26.0611000	Environmental Science	26. Life Sciences
26.0710000	Zoology	26. Life Sciences
26.0730000	Human Anatomy/Physiology	26. Life Sciences
27.0610000	Algebra I	27. Mathematics
27.0624	GPS Pre-Calculus	27. Mathematics
27.0640000	Algebra II	27. Mathematics
27.065	Advanced Algebra and Trigonometry	27. Mathematics
27.0661000	Algebra III	27. Mathematics
27.0710000	Calculus	27. Mathematics
27.0830000	Mathematics III-Advanced Algebra / Statistics	27. Mathematics
27.0840000	Mathematics IV-Pre-Calculus - Trigonometry/Statistics	27. Mathematics
40.0510000	Chemistry I	40. Physical Sciences

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40.0520000	Chemistry II	40. Physical Sciences
40.0640000	Earth Systems	40. Physical Sciences
40.0810000	Physics I	40. Physical Sciences
40.0820000	Physics II	40. Physical Sciences
45.0150000	Psychology	45. Social Sciences
45.0160000	Advanced Placement Psychology	45. Social Sciences
45.0310000	Sociology	45. Social Sciences
45.0520000	Advanced Placement Government/Politics: United States	45. Social Sciences
45.0530000	Advanced Placement Government/Politics: Comparative	45. Social Sciences
45.0570000	American Government/Civics	45. Social Sciences
45.0620000	Advanced Placement Macroeconomics	45. Social Sciences
45.0630000	Advanced Placement Microeconomics	45. Social Sciences
45.0711000	World Geography	45. Social Sciences
45.0811000	Advanced Placement World History	45. Social Sciences
45.0820000	Advanced Placement United States History	45. Social Sciences
45.0830000	World History	45. Social Sciences
60.0110000	French I	60. Romance Languages
60.0710000	Spanish I	60. Romance Languages