

RT3 Update:
Great Teachers and Leaders
Teacher and Leader Evaluation
Systems

September 13, 2011



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Setting the Stage

“The journey of a thousand miles begins with one step.”

Lao Tzu

“Great teachers and outstanding principals strive to help every student unlock their potential and develop the habits of mind that will serve them for a lifetime. They believe that every student has a gift—even when students doubt themselves.”

Arne Duncan



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Update

- Status of steering committee work
 - Evaluation Steering Committee
 - Other Measures Committee
 - Value Added/Growth Committee
- Integration of components into a comprehensive, aligned evaluation system for teachers and leaders



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Update

- Cohesive, common-sense approach focusing on continuity and alignment
- Emphasis on this being an integrated system, not a list of disjointed measures and components
- Cleaner organization and terminology



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TEACHER KEYS LEADER KEYS EVALUATION SYSTEMS

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TEACHER KEYS EVALUATION SYSTEM

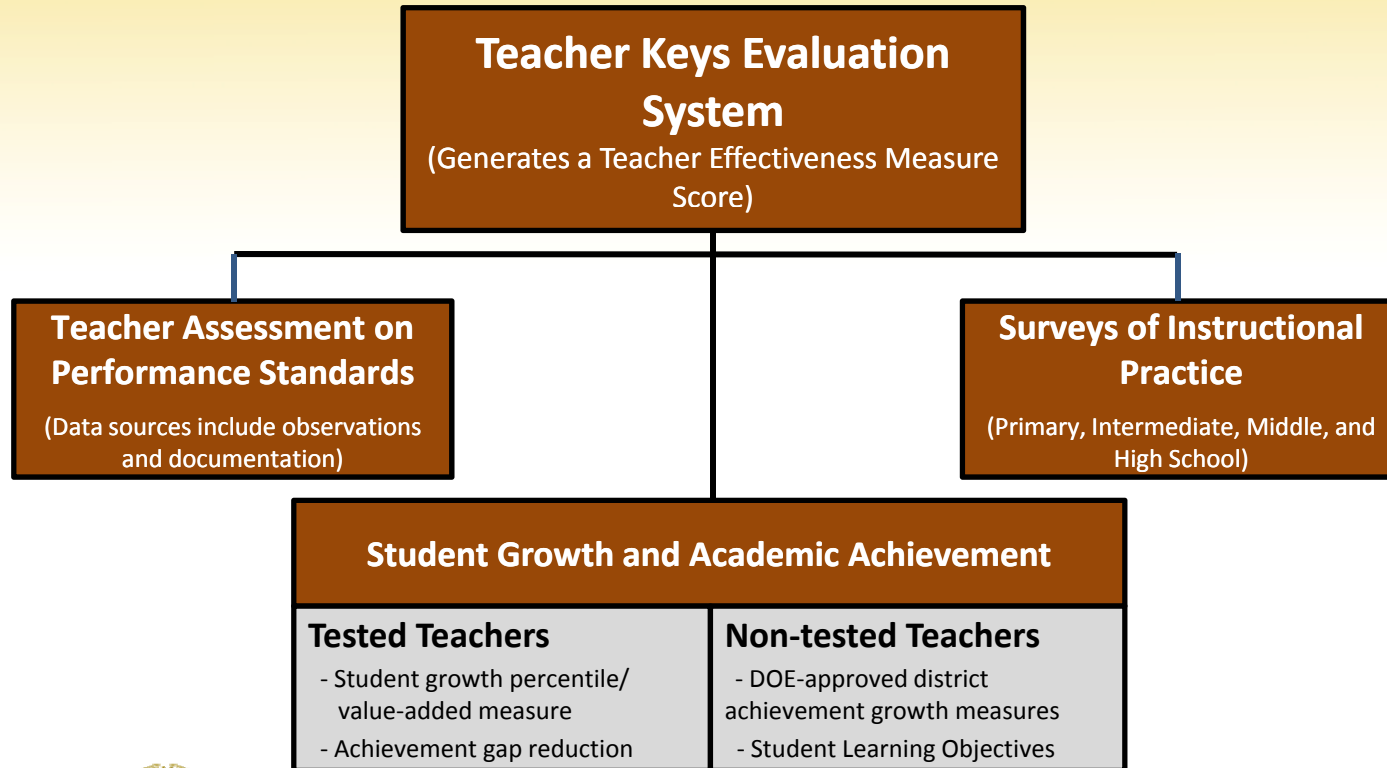


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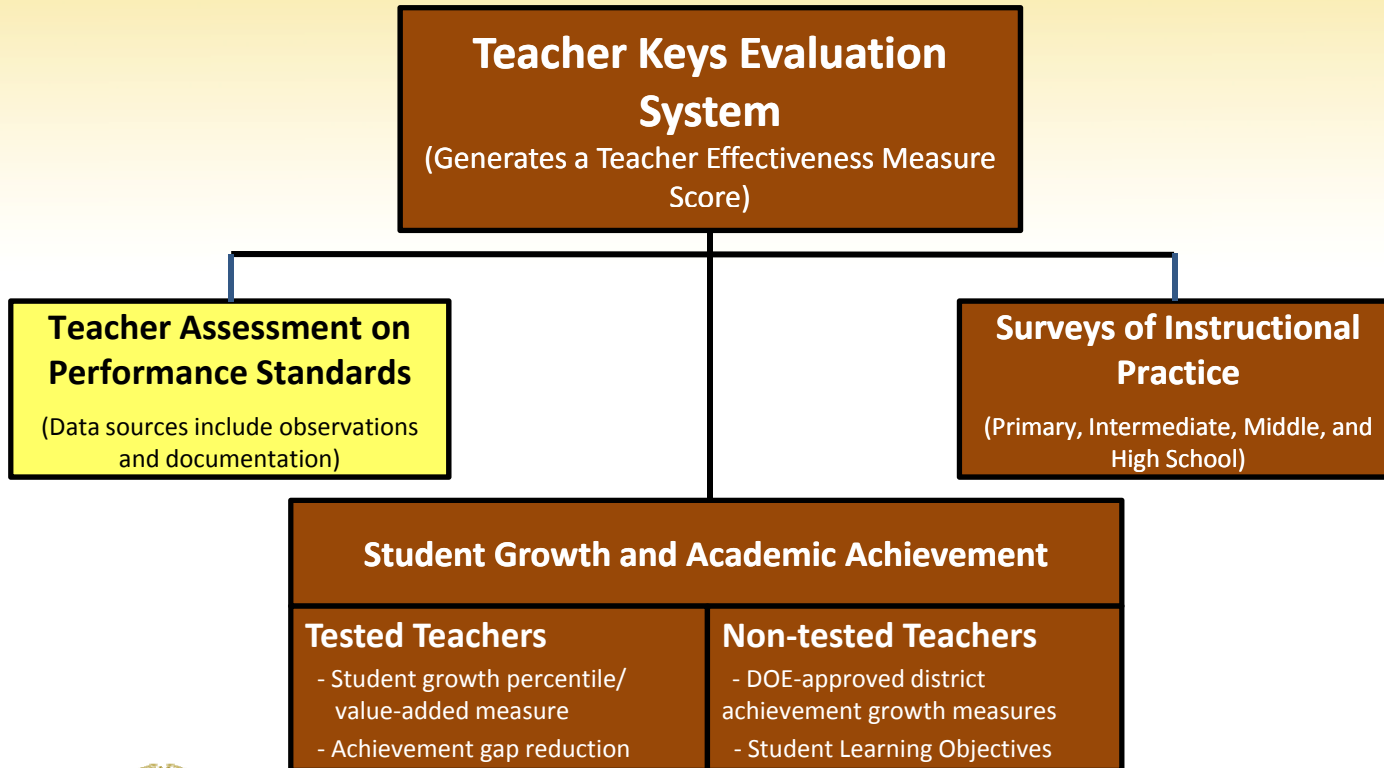
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Teacher Keys Evaluation System



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Teacher Keys Evaluation System



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Old CLASS Keys Main Components

ASSESSMENT - The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.				
Assessment of Student Learning Teacher Standard 1: The teacher uses a variety of effective and balanced assessment techniques which are systematically implemented.				
AL 1.1 The teacher uses diagnostic assessment strategies to identify individual and class strengths, misconceptions, and areas of weaknesses in order to inform planning.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not use diagnostic assessment data to determine student or class strengths and weaknesses or to plan for instruction. The teacher does not identify class strengths or weaknesses.	The teacher uses some diagnostic strategies to identify student strengths and weaknesses and prior knowledge to guide planning for instruction; however, diagnostic strategies are not used for unit planning.	The teacher uses a variety of diagnostic assessment strategies to identify individual and class strengths, misconceptions, and areas of weakness. Diagnostic strategies are used for unit planning.	The teacher makes diagnostic assessment a systematic component of all instructional units. The teacher uses a variety of formal and informal types of assessment to inform planning and teaching.

STRAND

STANDARD

ELEMENT

CONTINUUM OF IMPROVEMENT RUBRIC



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DOMAIN

TAPS Main Components

PLANNING

PERFORMANCE STANDARD

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

PERFORMANCE INDICATORS

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 Facilitates 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 real-world experiences and applications.

PERFORMANCE APPRAISAL RUBRIC

Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

Old CLASS Keys Strands and Standards

5 Strands
28 Standards
+ GTDR

Student Achievement

- Academic Achievement Progress on GPS Standards
- Academic Achievement Progress on Non-GPS Standards

- Plans with Deep Knowledge of Content and Delivery
- Demonstrates a Clear Understanding of the Curriculum
- Plans Interdisciplinary Instruction with Real-World Connections

Curriculum and Planning

- Uses the Curriculum to Plan Instruction and Assessment
- Uses an Organizing Framework to Plan Instruction
- Plans Assessment to Measure Mastery of the Curriculum

Assessment of Student Learning

- Uses Diagnostic Assessment Strategies
- Uses Formative Assessment Strategies
- Uses Summative Assessment Strategies
- Uses Data to Design Interventions

- Demonstrates Research-Based Strategies
- Engages Higher-Order Thinking Skills
- Uses Appropriate Differentiation
- Uses Flexible Grouping Practices

Standards-Based Instruction

- Uses Accessible Technology
- Demonstrates High Expectations
- Communicates Learning Expectations
- Provides Effective Feedback

- Maintains a Positive Learning Environment
- Maximizes Instructional Time
- Fosters a Sense of Community and Belonging
- Helps Students Take Responsibility for Behavior and Learning

Professionalism

- Establishes Relationships with Families and Community
- Grows Professionally through Job-Embedded Learning
- Enhances Knowledge and Skills through Professional Learning
- Actively Supports the School Improvement Plan

TAPS Keys Domains and 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

5 Domains
10 Standards

Teacher Performance Standard 1

Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.



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Teacher Performance Standard 2

Instructional Planning

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



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Teacher Performance Standard 3

Instructional Strategies

The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.



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Teacher Performance Standard 4

Differentiated Instruction

The teacher challenges students by providing appropriate content and developing skills which address individual learning differences.



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Teacher Performance Standard 5

Assessment Strategies

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



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Teacher Performance Standard 6

Assessment Uses

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



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Teacher Performance Standard 7

Positive Learning Environment

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



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Teacher Performance Standard 8

Academically Challenging Environment

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



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Teacher Performance Standard 9

Professionalism

The teacher demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.



Teacher Performance Standard 10

Communication

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



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TAPS Data Sources

•Observations

- ❖ Two formal observations
- ❖ One announced / one unannounced
- ❖ At least 30 minutes in duration
- ❖ Evaluator writes notes on *Formative Assessment Report Form*
- ❖ Observations completed between January – April 1

•Documentation

- ❖ Site administrator determines format
- ❖ *Documentation Cover Sheet* is optional
 - ❖ Evaluator writes notes on *Formative Assessment Report Form*
- ❖ Documentation reviewed two times prior to April 1

Formative Assessment Form (Abbreviated)

Performance Standard 1: Professional Knowledge

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Specific Comments:</i></p> <input type="checkbox"/> <i>Observation</i> <input type="checkbox"/> <i>Documentation</i>			



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Optional Documentation Cover Sheet (Abbreviated)

Directions: List the items you plan to submit as documentation of meeting each performance standard. This form is optional.

Teacher: _____ **Subject:** _____ **School Year:** _____

Standards	Examples of Documentation	Documentation Included
1. Professional Knowledge	<ul style="list-style-type: none"> • Summary of a plan for integrating instruction • Class profile • Annotated list of instructional activities for a unit • Annotated photographs of teacher-made displays used in instruction • Annotated samples or photographs of instructional materials created by the teacher • Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures) 	
2. Instructional Planning	<ul style="list-style-type: none"> • Course Syllabus • Lesson Plan • Intervention Plan • Team/Department Meeting Minutes • Substitute Lesson Plan 	
3. Instructional Strategies	<ul style="list-style-type: none"> • Samples of handouts/presentation visuals • Technology samples on disk • Video of teacher using various instructional strategies 	
4. Differentiated Instruction	<ul style="list-style-type: none"> • Summary of consultation with appropriate staff members regarding special needs of individual students • Samples of extension or remediation activities • Video or annotated photographs of class working on differentiated activities • Video of teacher instructing various groups at different levels of challenge 	



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Optional Self Assessment Form

(Abbreviated)

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

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

Strengths:

Areas for Growth:



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Rating Performance

Performance Standard 1: Professional Knowledge

Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.



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Summative Assessment

Performance Standard 1: Professional Knowledge

Exemplary (3 pts) <i>In addition to meeting the requirements for Proficient...</i>	Proficient (2 pts) <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement (1 pt)	Ineffective (0 pts)
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.
<input type="checkbox"/> Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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TAPS Teacher Effectiveness Measure Score

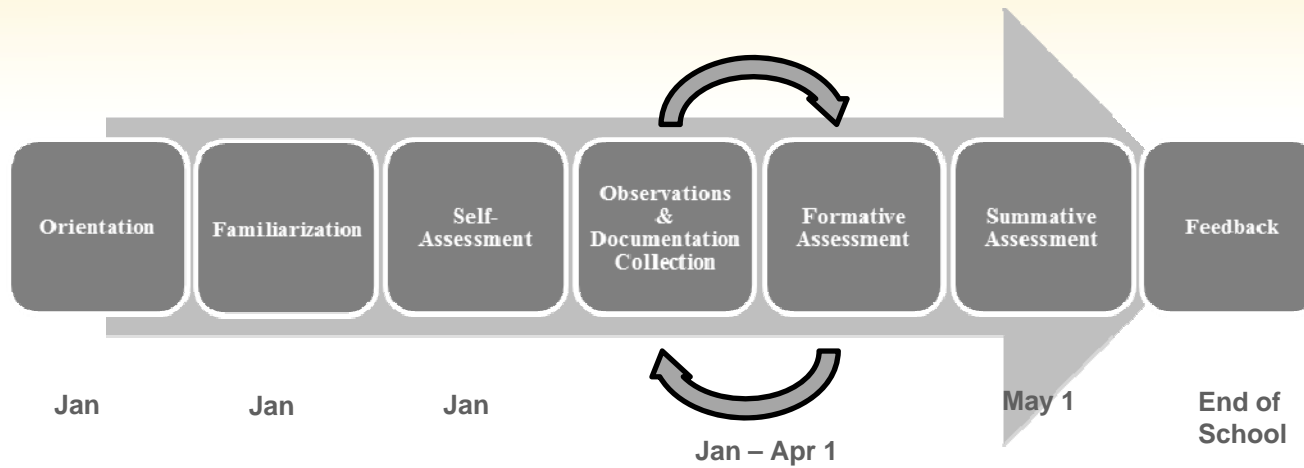
Rating	Point Value	# of Standards Rated at that Level	Computation
Exemplary	3		3 x ____ =
Proficient	2		2 x ____ =
Developing/Needs Improvement	1		1 x ____ =
Ineffective	0		0 x ____ =
Add the four numbers in the computation column to get the total score. This is the final TAPS score for tested teachers. Multiply the total score by 2 to calculate the final TAPS score for non-tested teachers.			TOTAL =

Final TAPS Score



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TAPS Pilot Study Process Flow

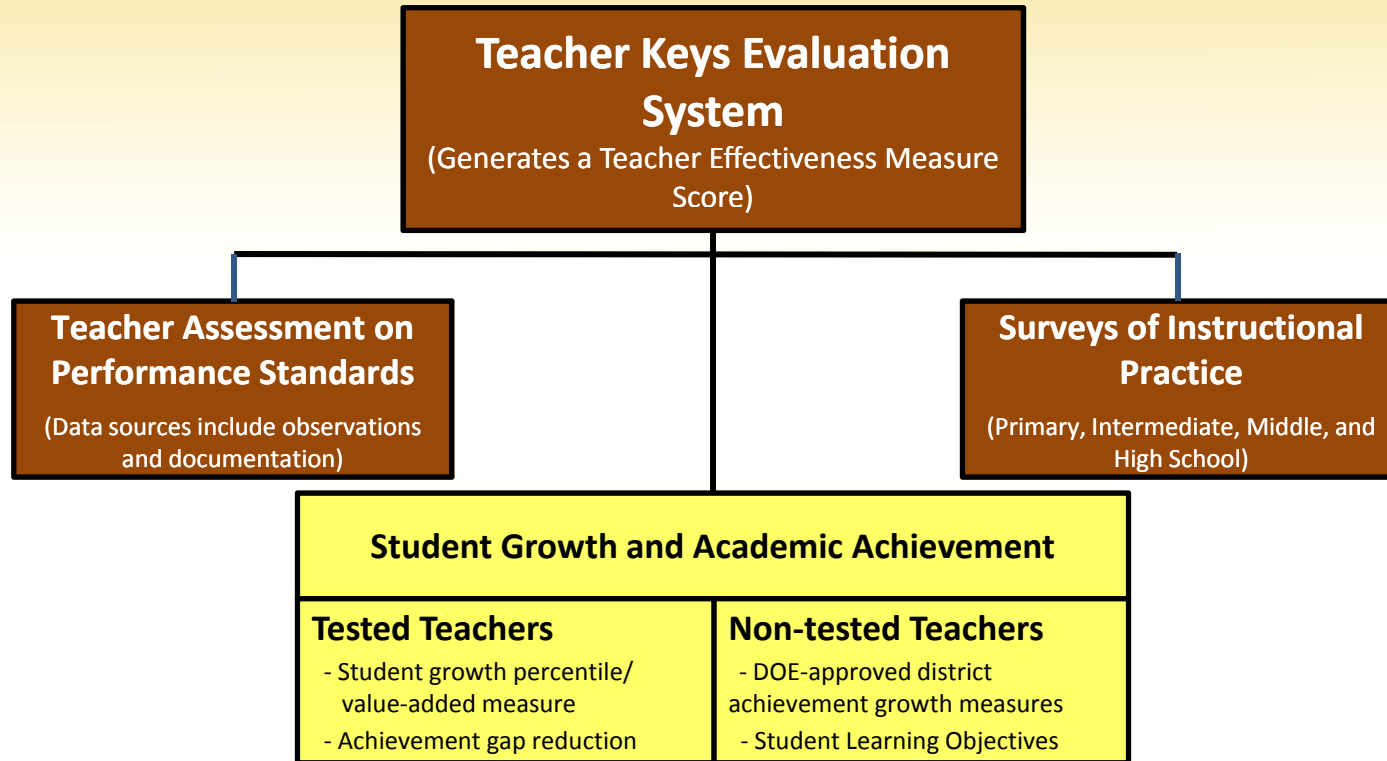


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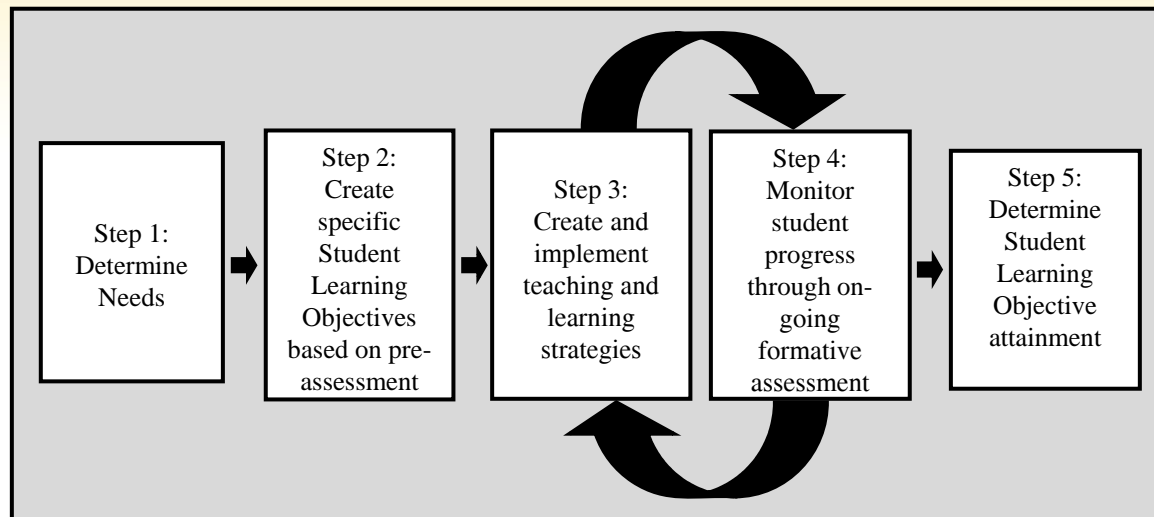
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Student Growth and Academic Achievement



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Student Learning Objective Setting Rubric

Level of Performance			
Exemplary	Proficient	Emerging	Unsatisfactory
Student Learning Objective is rigorous, attainable and reflects extraordinary growth beyond expectations during the course or school year	Student Learning Objective is rigorous, attainable and reflects acceptable growth during the course or school year	Not Applicable CANNOT MOVE FORWARD	Not Applicable CANNOT MOVE FORWARD
		Student Learning Objective is related to identified student needs, but S.M.A.R.T. process needs refining	Student Learning Objective is unrelated to identified student needs

Adapted from Goal Setting Rubric developed by Dr. Keith Everson, Gwinnett County Schools, GA

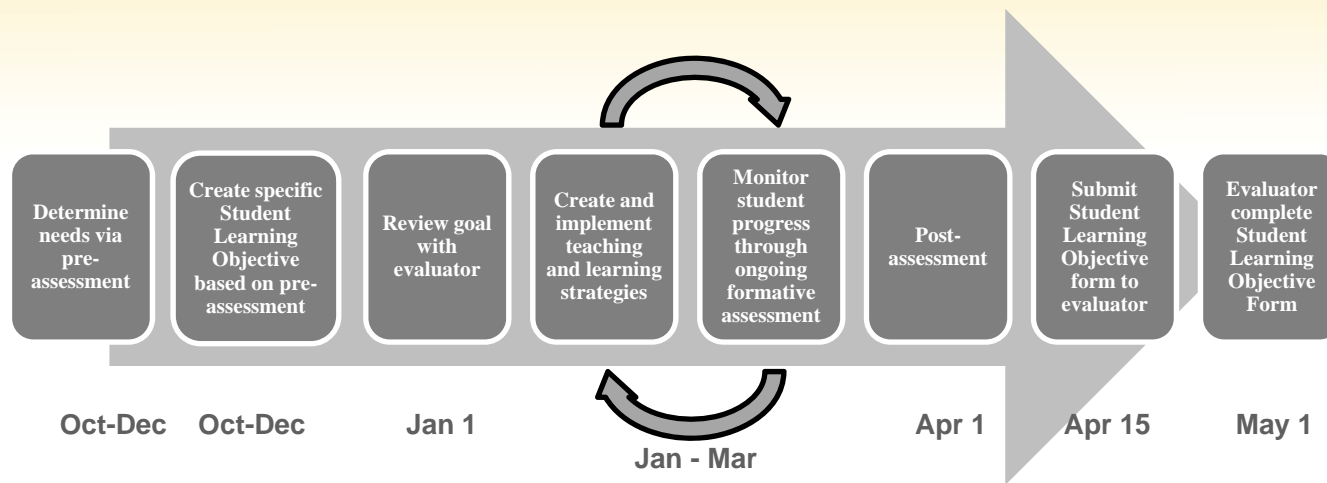


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Student Learning Objective Evaluation Rubric

Exemplary (3 pts)	Proficient (2 pts)	Developing/Needs Improvement (1 pt)	Ineffective (0 pts)
<p>The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.</p> <p><i>Student Learning Objective Mastery:</i> Greater than 50% of students exceeded the SLO, at least 40% met the SLO, and no more than 10% did not meet the SLO.</p>	<p>The work of the teacher results in acceptable, measurable, and appropriate student academic growth.</p> <p><i>Student Learning Objective Mastery:</i> Greater than 80% of students met or exceeded the SLO.</p>	<p>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.</p> <p><i>Student Learning Objective Mastery:</i> Greater than 50% of students met or exceeded the SLO.</p>	<p>The work of the teacher does not result in acceptable student academic growth.</p> <p><i>Student Learning Objective Mastery:</i> Fifty percent or fewer ($\leq 50\%$) of students met or exceeded the SLO.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments:</i></p>			

Student Learning Objective Process Flow

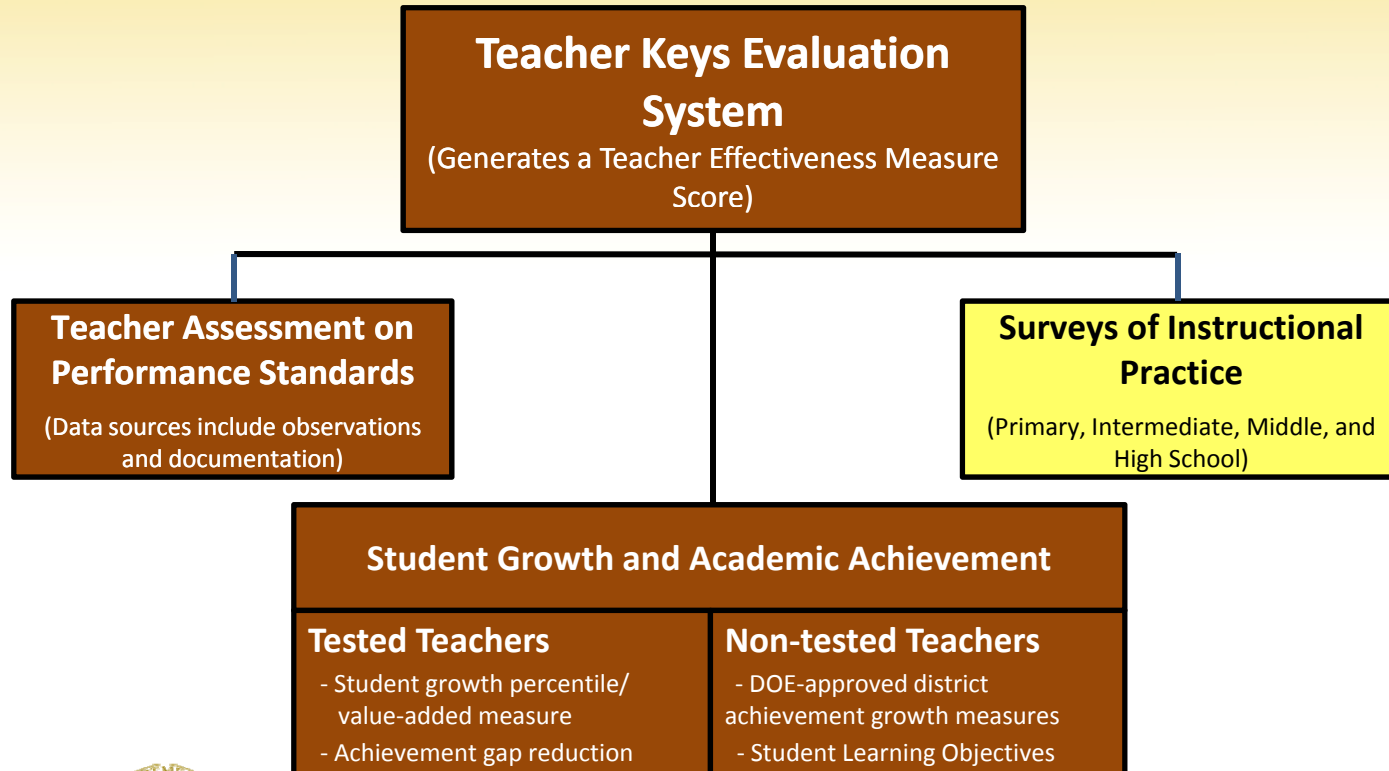


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Surveys of Instructional Practice

- Four developmentally different surveys
 - ❖ K-2 (read aloud in groups of 10 students); 3-5; 6-8; 9-12
 - ❖ Reviewed for content validity and readability (Flesch-Kincaid Readability Scale)
- Survey questions aligned with TAPS standards
- Schools select two week period between Feb 1 and March 15 to administer
- Administered by certified specialist using GaDOE electronic platform
- Surveys are anonymous; no comments
- Surveys will provide points toward TEM score

Survey Examples

	Yes	Sometimes	No
1. My teacher knows a lot about what she is teaching.			
2. My teacher is ready to teach every day.			

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. My teacher has deep knowledge about the subject he/she teaches.					
2. My teacher uses a variety of teaching strategies during class.					
3. My teacher creates well-organized and well-developed lessons.					



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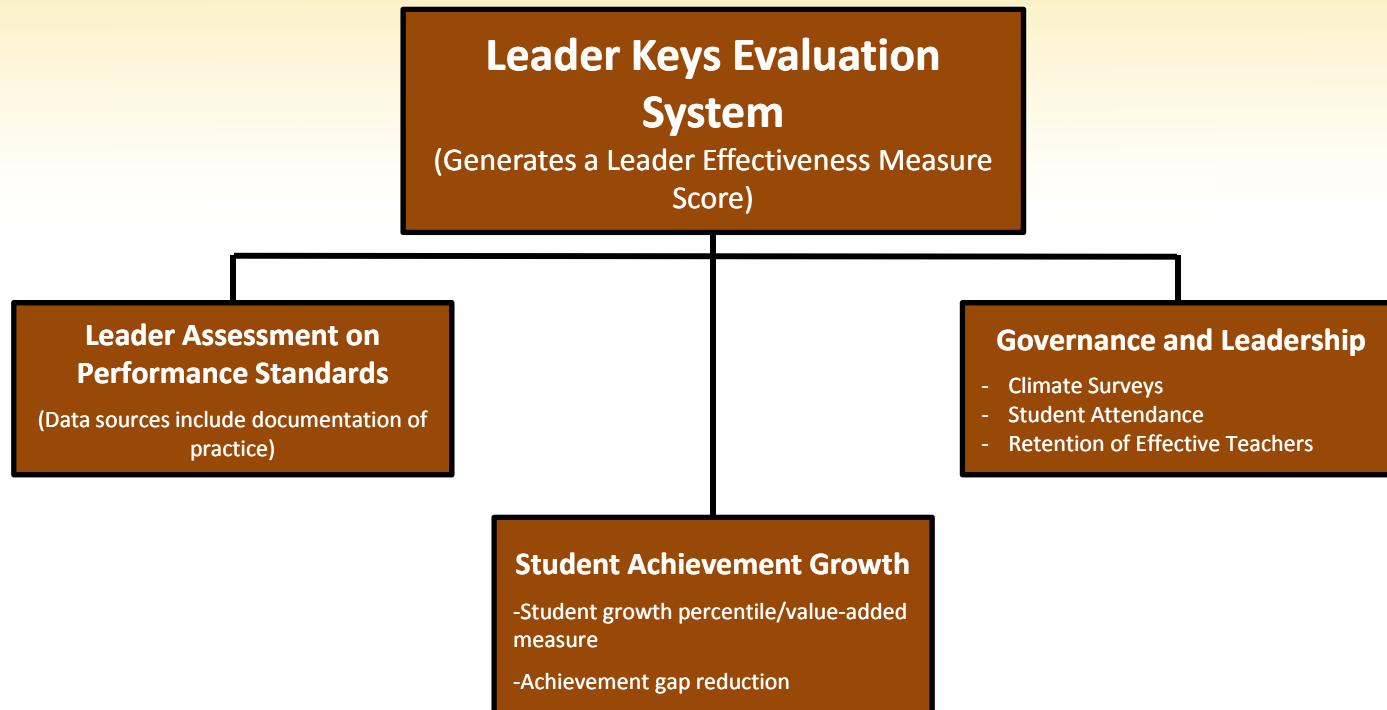


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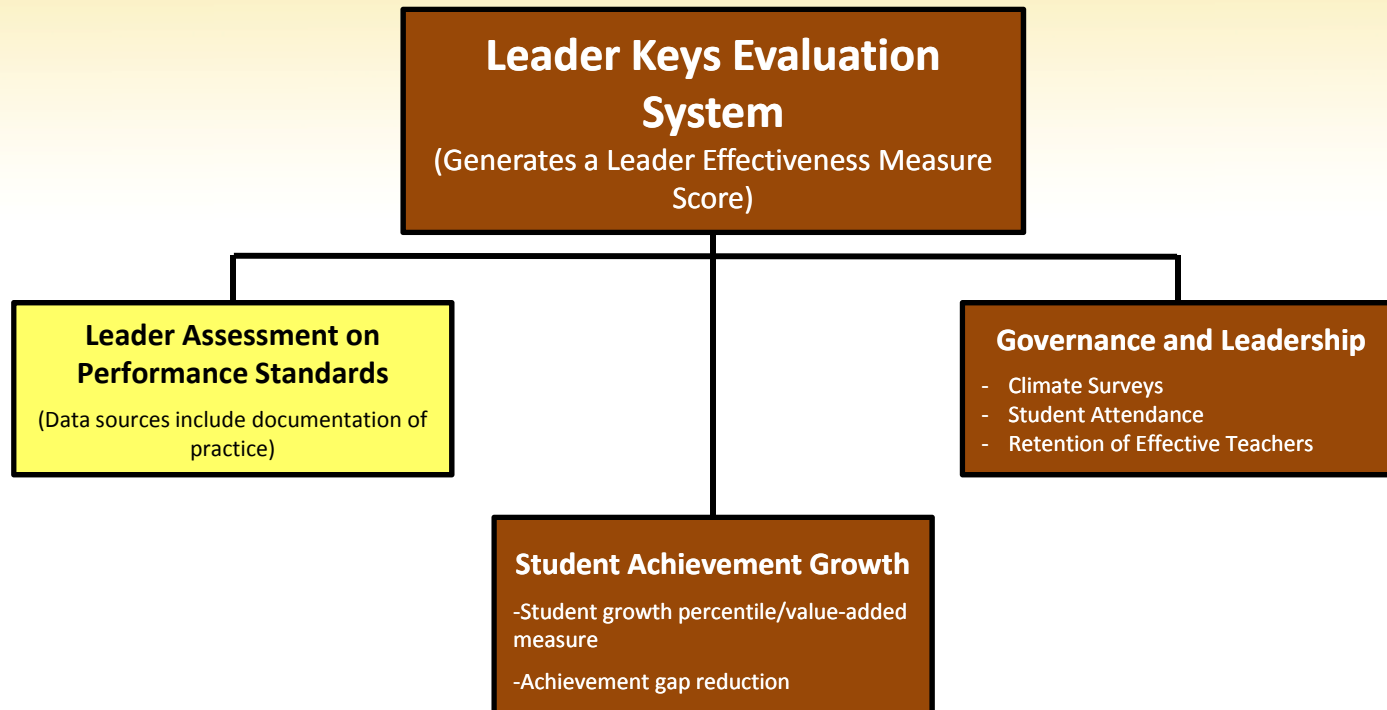
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Old Leader Keys Domains and Standards

10 DOMAINS	STANDARDS
Curriculum	6
Assessment	6
Standards-Based Instruction	6
Data Analysis	5
Organizational Culture	6
Professional Learning & Development	5
Performance Management & Process Improvement	13
Managing Operations	5
Leading Change	5
Relationship Development	9
TOTAL: 10 domains	66 standards *

* Plus six additional standards as part of the Georgia Leader Duties & Responsibilities

LAPS Domains and Standards

SCHOOL LEADERSHIP

1. Instructional Leadership
2. School Climate

ORGANIZATIONAL LEADERSHIP

3. Planning and Assessment
4. Organizational Management

HUMAN RESOURCES LEADERSHIP

5. Human Resources Management
6. Teacher/Staff Evaluation

PROFESSIONALISM AND COMMUNICATION

7. Professionalism
8. Communication

4 Domains
8 Standards



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Leader Performance Standard 1

Instructional Leadership

The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.



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Leader Performance Standard 2

School Climate

The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.



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Leader Performance Standard 3

Planning and Assessment

The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.



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Leader Performance Standard 4

Organizational Management

The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.



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Leader Performance Standard 5

Human Resources Management

The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.



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Leader Performance Standard 6

Teacher/Staff Evaluation

The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.



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Leader Performance Standard 7

Professionalism

The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.



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Leader Performance Standard 8

Communication and Community Relations

The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

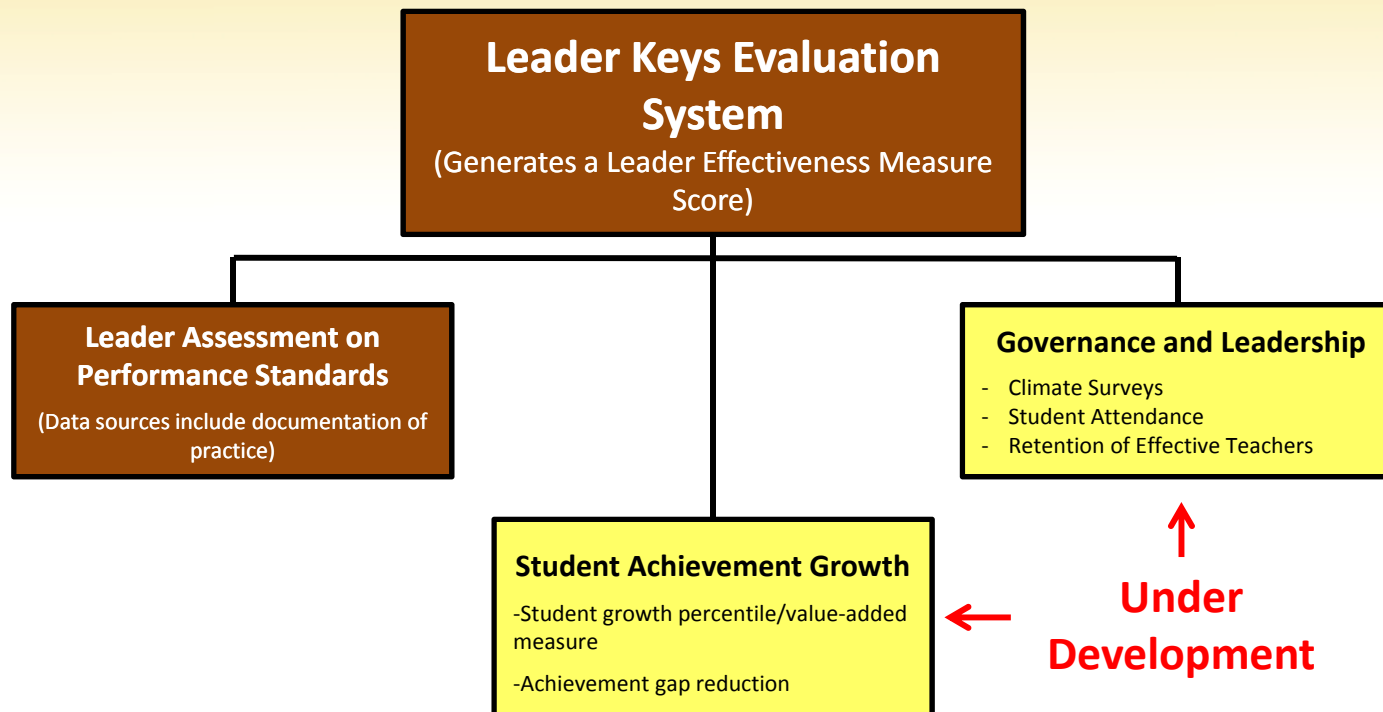


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QUESTIONS?



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