



Georgia Department of Education Teacher Keys Effectiveness System

TEACHER ASSESSMENT OF PERFORMANCE STANDARD 1: Professional Knowledge

Teacher Quick Guide

WHY IS PROFESSIONAL KNOWLEDGE A NECESSARY COMPONENT OF AN EFFECTIVE CLASSROOM?

Research is consistent in defining effective teachers as those who have a deep professional understanding of their content areas, curriculum, and students. Professional knowledge is critical to providing students relevant learning experiences at an appropriate depth of knowledge.

Adequate knowledge of content and subject matter is a prerequisite for ALL teachers; however, successful classroom

Teachers who lack subject-matter knowledge usually lack confidence in the classroom, which in turn, has significant impact on their planning and teaching.

instruction is a much more complex activity. Effective teachers have a complete understanding of their content as well as an understanding of other related content areas and how those interact in the real world. These educators also have a firm grasp on pedagogy, the strategies necessary to effectively teach

students, and curriculum, the state-mandated expectations and standards for a course.

When teachers have a deep understanding of the subject being taught, they are more likely to ask higher order questions, encourage students to explore further explanations learning topics, engage students at a deeper level, and have a student centered classroom. Most importantly, effective teaching does not simply reside in the amount and/or quality of knowledge that the teacher possesses, but rather in how the teacher can translate that knowledge into student learning. In order to impact student learning, teachers must utilize a strong and ongoing understanding of the required curriculum, be able to assess how well students have learned the curriculum, and know how to effectively reteach to ensure mastery for all students. Content expertise without the inherent understanding of how to relay that knowledge to the learner will result in ineffective classrooms.

Professional knowledge requires one to combine subject matter expertise, pedagogical knowledge, and an understanding of students and their learning processes, all for the purposes of increasing student achievement. One of these factors without the other will not offer the impact needed to improve learning outcomes.

KEY ELEMENTS OF PROFESSIONAL KNOWLEDGE:

Professional Knowledge that is essential to being an effective teacher encompasses the following factors:

Subject Matter Knowledge:

What content do I teach?

- Maintain an accurate, deep, and current knowledge of the subject matter.
- On-going knowledge is enhanced through professional development, furthering education courses, reading current journals and research, and participating in professional organizations.

Pedagogical Knowledge:

How do I teach it?

- Use relevant instructional strategies to enhance student achievement.
- Collaborate with other effective teachers to design research based classroom strategies to increase student understanding and achievement.

Curricular Knowledge:

What do I teach?

- Address appropriate curriculum standards and have a full understanding of expectations for student learning.
- Base instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.

Learner Knowledge:

To whom do I teach?

- Acquire an understanding of the development of the age group you teach.
- Utilize a variety of data to ensure understanding of the types of students you instruct as well as their depth of understanding.
- Be keenly aware of what cultural, environmental, and social issues may impact the learning of your students.



Georgia Department of Education Teacher Keys Effectiveness System

TEACHER ASSESSMENT OF PERFORMANCE STANDARD 2: INSTRUCTIONAL PLANNING

Teacher Quick Guide

WHY IS INSTRUCTIONAL PLANNING ESSENTIAL TO STUDENT ACHIEVEMENT?

Teaching begins before the teacher steps into the classroom. Prior to each lesson or unit, effective teachers identify what students need to know, understand, and do, using the curriculum standards. Effective teachers collaboratively determine how mastery of the standards will be assessed, prior to planning the lessons. Teachers then collaboratively plan content of instruction, select teaching materials, design learning activities, decide on pacing, and identify learning opportunities for students.

Effective instructional planning requires teachers to have a deep understanding of the curriculum, as well as student learning data to inform planning.

There are three key questions that need to be considered when planning: (1) What should be taught?, (2) How should it be taught?, and (3) How should learning be assessed?

What should be taught? A curriculum where the standards are deeply understood and utilized by

all teachers within the school is to be taught. Factual knowledge or surface level learning is no longer acceptable. Effective teachers teach the curriculum at a level of depth that allows students to apply, synthesize, and analyze their learning.

How should it be taught? Best practices outlined in an instructional framework should be the guide for lessons and units. Instructional frameworks may incorporate different components, but most include (1) clear learning objectives, (2) teaching / modeling / demonstrating, (3) guided practice, and (4) checking for understanding.

How should learning be assessed? Learning should be assessed frequently and in multiple ways, including; checks for understanding throughout the instruction; planned formative assessments; performance assessments; and summative assessments. Effective teachers are seldom surprised by their students' performance, because they have used assessments to measure and monitor student learning during instruction.

Planning is preparation for action. Without prior thought and planning, ongoing review, adjustment as the plan unfolds in practice, and reflection on what worked, what didn't, and how to improve, teachers seldom improve practice.

EFFECTIVE PLANNING BEHAVIORS:

- Construct a blueprint of how to address the curriculum during the instructional time.
- Collaborate with one or more teachers while planning, rather than planning lessons alone.
- Facilitate the planning of units in advance to make intra- and interdisciplinary connections.
- Use student assessment data to plan what goals and objectives to address.
- Plan for the context of the lesson to help students relate, organize, and make knowledge become a part of students' long-term memory.
- Sequence material to promote student's cognitive and developmental growth.
- Use knowledge of available resources to determine what instructional materials or resources need to be acquired or developed.
- Plan instruction using a variety of instructional methods.
- Take into account students' strengths and weaknesses as well as their interest level.
- Frequently, incorporate reading and writing into the content areas.
- Use textbooks as a resource, not as the curriculum.
- Incorporates a variety of authentic literature sources to support the instruction.
- Plan differentiated instruction based on student needs identified by using assessment data.
- Predict student misconceptions and identify where students will have difficulty with the curriculum.
- Plan a blend of whole-group, small-group, and individualized instruction.
- Plan for student-centered lessons, rather than teacher-centered instruction.



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TEACHER ASSESSMENT OF PERFORMANCE STANDARD 3: Instructional Strategies

Teacher Quick Guide

HOW DO INSTRUCTIONAL STRATEGIES IMPACT A CLASSROOM?

The greatest factor that impacts a teacher's effectiveness may lie in his/her ability to use varying and engaging strategies to deliver knowledge and skills to the students in their classroom. Instructional strategies are the various ways in which a teacher delivers instruction to students in order to achieve learning goals and positively impact student achievement. In planning for instruction, teachers should first identify learning goals and develop the assessment measures to be used. By focusing first on what students should learn and how it will be assessed, teachers

The primary difference between effective and ineffective teachers does not lie in the amount of knowledge they have about content, the type of certificate held, the highest degree earned, or the years they have been teaching. Rather, the difference lies more fundamentally in the manner in which they deliver their knowledge and skills while interacting with the students in their classrooms.

can then select instructional strategies that engage students and assist in reaching the identified learning goals.

The goal of an instructional strategy is to enable learning, motivate students, and engage them in learning and mastering the curriculum. There is no one best strategy that a teacher should

choose, but rather varying instructional strategies will assist students in maintaining interest, interacting with content, and eventually achieving learning goals. Effective teachers develop and utilize a range of research based strategies to help reach their learners who have varying backgrounds, abilities, and interests. Teachers can easily access a variety of resources for their toolbox of instructional strategies via collaboration with colleagues, internet searches, professional journals, books, and many other quick finds.

Teachers who are models of using effective and varying strategies in the classroom typically have a more student centered classroom where learners are actively engaged in building upon existing knowledge. In these classrooms, time is used efficiently; information is communicated clearly and consistently reinforced with differing instructional strategies. Effective teachers also utilize questioning on behalf of both the teacher and student as key components in daily instruction. Asking higher order, clarifying questions, utilizing wait time, and using student answers to drive further instruction have a significant effect on daily student learning. Effective teachers use the information they receive during questioning to accommodate students and differentiate their teaching strategies so that all students are involved in meaningful, standards-based learning.

Effective teachers promote student learning by using research-based instructional strategies relevant to the content to engage in active learning and to facilitate the students' acquisition of key knowledge and skills.

KEY ELEMENTS OF EFFECTIVE INSTRUCTIONAL DELIVERY INCLUDE:

Differentiating:

- Use multiple instructional materials, activities, strategies, and assessment techniques to meet students' needs and maximize the learning of all.

Varying Strategies:

- Implement a variety of classroom techniques and strategies that enhance student motivation and decrease discipline problems.

Cognitive Challenge:

- Provide in-depth explanations of academic content and cover higher-order concepts and skills thoroughly.

Student Engagement:

- Be supportive and persistent in keeping students on task and encouraging them to actively integrate new information with prior learning.

Recognizing patterns of student learning and adjust:

- Recognize the schema or pattern in student learning, make inferences about the situation (such as identifying the difficulties the students are having), and promptly adjust the materials, learning activities, and assessment techniques to maximize student learning.

Questioning:

- Use multiples levels (particularly higher cognitive levels) of questioning to stimulate student thinking and monitor student learning.

Relevance:

- Ensure the learning process and the outcomes of learning have authentic relevance with students' life.

TEACHER ASSESSMENT OF PERFORMANCE STANDARD 4: DIFFERENTIATED INSTRUCTION

Teacher Quick Guide

WHY IS DIFFERENTIATED INSTRUCTION NECESSARY FOR AN EFFECTIVE CLASSROOM?

Effective teachers understand that students learn in a variety of ways and at a variety of rates, and they accommodate for student differences by adapting their strategies to meet learners' needs. Differentiation to maximize learning is the cornerstone of effective teaching, because it recognizes that "one lesson, one activity does not fit all". Differentiated instruction is a way of teaching; it's not a program or textbook. It requires teachers to know their students so they can provide each one with experiences and tasks that will improve their learning. It is through differentiated instruction that each student is ensured the opportunity to learn at the depth, complexity, and pace most suited for him or her.

Successful differentiated instruction requires basic structures be in place. Teachers that effectively differentiate instruction have a strong content knowledge and have identified what students need to know, understand, and do to master the

No two students enter a classroom with identical abilities, experiences, and needs. Learning styles, language proficiency, background knowledge, and readiness to learn vary widely within a single class group; thus we can't teach them all the same way!

standards. They consistently use a variety of data to identify student-learning needs and to drive instruction. Effective teachers also have established an efficient classroom management system with consistent rituals and routines, so students know what is expected of them in various classroom settings. Instructional planning, including well-organized materials and resources that can be accessed easily for smooth transitions between activities, is a critical component of quality differentiation.

Differentiated instruction doesn't happen automatically. It takes time, effort, planning, and practice; thus requiring determined, motivated teachers. Rather than be overwhelmed by the amount of information, strategies, and options associated with differentiated instruction, teachers need to remember to "start small" by using one or two methods that fit best with what is already being done in the classroom. As teachers become comfortable and successful with one strategy, they should expand to include a new instructional method.

EFFECTIVE DIFFERENTIATED INSTRUCTION:

Differentiation is essential to enable ALL students to achieve their optimal levels of learning. Teachers can differentiate content, process, and product, and learning environment.

Differentiating Content:

- Re-teach an idea or skill in small group to struggling learners.
- Extend, enrich, or accelerate the thinking or skills of advanced learners.
- Offer multiple modes of learning for students. Expose them to the content through their learning style preferences.
- Provide students with choice in the complexity of content so they can select learning tasks that match their level of understanding.
- Present content in incremental steps to scaffold learning.
- Include tiered learning assignments.

Differentiated Process:

- Offer varied instructional strategies and activities for students.
- Monitor and pace instruction based on data that identifies the individual needs of students.
- Use a variety of grouping strategies and instructional techniques (individual, small group, whole group).

Differentiated Product:

- Use kinesthetic, hands-on learning opportunities that encourage students to produce their own product assignment.
- Allow students to work alone or in small groups on projects and performance tasks.
- Give students choices or menus with a variety of product options.

Differentiated Learning Environment:

- Create an environment where student differences are respected.
- Involve students in identifying learning options, creating rubrics, and determining product menus.



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Georgia Department of Education Teacher Keys Effectiveness System

TEACHER ASSESSMENT OF PERFORMANCE STANDARD 5: Assessment Strategies

Teacher Quick Guide

WHY DO EFFECTIVE TEACHERS USE A VARIETY OF ASSESSMENT STRATEGIES?

Effective teachers do more than merely test students and measure achievement; they understand and maximize various assessments to increase student achievement. Assessment involves gathering and interpreting information about a student's performance to determine mastery toward defined learning objectives or standards.

Assessment is not instruction, but it can influence teaching, learning, and support achievement. It can serve as a roadmap of sorts, allowing teachers and students to chart a course toward achievement. Effective assessment is an integrated component

of any instructional program.

Assessment is often divided into the categories of formative and summative. While many programs are limited to summative assessment, formative assessment has a larger role in affecting student performance at the classroom level. Summative assessment measures what students have learned at the conclusion of an event and is typically associated with grading and report cards. Formative assessment has the greatest impact on student achievement because it (1) is an ongoing assessment that guides instruction; (2) defines learning

Black and Wiliam (1998) reviewed 250 articles and chapters on formative assessment research and found that research has provided quantitative evidence that formative assessment is directly linked to learning gains and that the gains are, in fact, "significant and often substantial"

objectives and assessment criteria; (3) actively involves students; (4) allows students to self-assess; (5) is based on the belief that all students can improve; and (6) emphasizes improvement of learning, rather than letter grades.

The practice of assessing student learning is essential for effective instruction and student achievement. High quality assessments provide teachers with information regarding the extent to which students have attained the intended learning outcomes, and it informs teachers' instructional decision making about what and how to teach. The goals of assessment are to provide teachers with evidence of student learning and to assist teachers in making informed decisions on revising instruction and advancing student learning.

USING ASSESSMENTS EFFECTIVELY

Assessments are more likely to have a positive influence on student learning when they:

- Align with the framework of learning targets and instruction.
- Produce an accurate representation of student learning.
- Are accompanied with frequent informative feedback, rather than infrequent judgmental feedback.
- Involve students deeply in classroom review and monitoring.
- Communicate results in a timely, effective way.
- Document learning results through proper record keeping.

Types of Assessments:

- Diagnostic assessment, pre-assessment.
 - It is given prior to instruction.
 - Identifies each student's strengths, weaknesses, knowledge, and skills.
 - Allows teachers to plan instruction to meet the needs of each student's readiness for new learning.
 - Guides remediation, acceleration, or differentiation.
- Formative assessment, assessment FOR learning.
 - Is integral to the instructional process and is on-going throughout effective instruction.
 - Helps teachers to adjust and modify their teaching practices to reflect the needs of their students.
 - Uses assessment to give students and teachers feedback on student ability levels and performance prior to and during instruction.
- Summative assessment, assessment OF learning.
 - Can occur at the end of a chapter, unit, semester, or school year.
 - Determines student attainment of the standards in a specific subject area.
 - Usually associated with a grade or final score.

TEACHER ASSESSMENT OF PERFORMANCE STANDARD 6: Assessment Uses

Teacher Quick Guide

HOW DO EFFECTIVE TEACHERS USE ASSESSMENT DATA TO IMPROVE INSTRUCTION?

The practice of assessing and documenting student growth is essential for successful teaching and learning. All assessments should have a purpose in the learning process, in fact, giving assessments without using the data to make adjustments or informing practice is useless. Assessments range from annual, high-stakes, standardized tests to daily formative assessments. However, the assessments best suited to guide improvements in student learning are the daily and weekly observations, such as exit cards, quizzes, tests, writing assignments, and other assessments that teachers administer on a regular basis in their classrooms. Results are immediate and easy to analyze at the individual student level.

Effective teachers use the assessment results to measure student learning, continuously evaluate their teaching, and make

Teachers who develop useful assessments and use the assessment data to provide corrective instruction along with giving students second chances to demonstrate success can improve their instruction and help students learn.

Guskey, 2003

informed instructional decisions. Assessment data must be used to identify students needing alternative or corrective instruction, which involves extending and strengthening learning for struggling students and providing enrichment activities for students mastering the standards. Alternative or corrective instruction is not just re-teaching; it presents concepts in new ways, offers different learning experiences, and allows for deeper, more challenging, opportunities for application.

Along with using assessment data to identify opportunities for corrective teaching, effective teachers also use assessment data to provide feedback for growth and additional opportunities to demonstrate learning. Timely feedback—given as soon as possible after the assessment occurs—can influence the next steps in the learning process. Useful feedback reinforces what students were expected to learn, identifies what was learned well, and describes what needs to be learned better. Giving students feedback is beneficial only if you allow students to apply the feedback through revising their work. Effective teachers understand that students' revised work and corrective-learning experiences must be followed with a second chance or additional assessment to demonstrate mastery.

USING ASSESSMENT DATA TO IMPROVE STUDENT LEARNING: WHAT CAN DATA TELL US?

Teacher Benefits:

- Leads to ongoing changes in instruction that increases student learning and satisfaction.
- Gives teachers evidence of student learning throughout the course; not just at the end of a grading period
- Helps identify what was taught well and what needs to be worked on.
- Provides baseline data about student knowledge and skills.
- Improves individual teaching.
- Provides positive re-enforcement.
- Improves courses and assessments overtime.
- Allows for item analysis of questions to determine "trouble spots" for re-teaching or ineffective test questions.
- Collecting evidence of students' learning provides teachers with the day-to-day data on student growth.
- Identifies flexible groups of students and students in need of additional or different forms of instruction.

Student Benefits:

- Increases students' ability to self-assess.
- Creates a positive effect in the classroom, because students feel teachers really care about their learning.
- Saves time because students know what they have learned and still need to learn.
- Aligns the assessment with what is taught. No "surprises" on the test!
- Allows a student to see the value of a course, because they can see their own growth from the beginning to the end.
- Provides students with important feedback for improvement.



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TEACHER ASSESSMENT OF PERFORMANCE STANDARD 7: POSITIVE LEARNING ENVIRONMENT

Teacher Quick Guide

HOW CAN A POSITIVE LEARNING ENVIRONMENT ENHANCE STUDENT ACHIEVEMENT?

An effective teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. All of these components are part of a positive learning environment consisting of a classroom management/structure and climate that support academic achievement.

Classroom management is based on good discipline, effective routines, smooth transitions, and ownership of the environment. Effective teachers implement good classroom management to establish order, engage students, and elicit student cooperation, all for the purpose of creating an efficient learning environment.

Another aspect of classroom management is the structure of the classroom involves physically orienting the classroom, preparing and organizing the materials, and framing lessons in a logical, coherent manner.

A classroom with quality management and structure helps a student to feel safe.

Another aspect of feeling safe comes from a positive classroom climate where risk-taking is welcome, engagement is the norm, and authentic conversations occur. The classroom climate is the shared perceptions of the learners, which can range from warm and welcoming to cold and indifferent. Teachers who make the effort to engage in positive interactions with students, who use authentic conversation to learn about their students, and who establish a classroom based on mutual respect have a tremendous impact on student success. Characteristics of a nurturing, healthy learning environment for students include: (1) psychological safety, (2) a positive self-image, (3) feelings of belonging, (4) purposeful behavior, and (5) a sense of personal competence.

"Academic success for students begins with a trusting and mutually respectful relationship between student and teacher, extends to classroom order, and culminates in a safe and supportive school climate."

Cornell, D. G., & Mayer, M. J. (2010). Why do school order and safety matter? *Educational Research*, Vol. 39, No. 1.

AN EFFECTIVE LEARNING ENVIRONMENT:

A positive learning environment depends on classroom management / structure and a climate for student success.

- Classroom Management / Structure can be described as:
 - ✓ Identifying and communicating desirable behavior
 - ✓ Consistently applying rules and procedures
 - ✓ Monitoring student behavior
 - ✓ Taking preventive rather than reactive management actions
 - ✓ Pacing class activities and transitioning between tasks smoothly
 - ✓ Maximizing instructional time
 - ✓ Keeping students on task
 - ✓ Making learning meaningful
- Classroom Climate for Student Success includes:
 - ✓ Cooperation among teachers and students
 - ✓ Common interests and values
 - ✓ Pursuit of common goals
 - ✓ A clear academic focus
 - ✓ Well-organized and well-planned lessons
 - ✓ Explicit learning objectives
 - ✓ Appropriate instructional pace
 - ✓ Being respectful, supportive, and productive
 - ✓ Modeling by teachers
 - ✓ Classroom talk practiced by students

Teachers who establish classrooms that are caring, supportive, safe, challenging, and academically robust help define a positive learning environment.

- Physical Arrangement of the Classroom – Functional floor plans with teacher and student work areas and optimal use of furniture and materials.
- Discipline and Routines – Classroom rules and procedures are established early in the school year.
- Organization of Learning Activities – Classroom activities are academic with smooth transitions.
- Engagement of Students – Effective questioning and challenging, but interesting, activities keep students engaged and accountable.
- Maximizing Instructional Time – Disruptions are at a minimum and the most is made of every instructional minute.
- Communication of High Expectations – High expectations are set for all students and support is provided to achieve the expectations.
- Care and Respect – Learning environment reflects a rapport based on trustworthiness, fairness, caring, respect, and enthusiasm.



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Georgia Department of Education Teacher Keys Effectiveness System

TEACHER ASSESSMENT OF PERFORMANCE STANDARD 8: Academically Challenging Environment Teacher Quick Guide

HOW DOES AN ACADEMICALLY CHALLENGING CLASSROOM IMPACT STUDENT ACHIEVEMENT?

Learning can be viewed as a cognitive development process in which individuals actively construct systems of meaning and understanding of reality through their interactions and experiences with their environments. In the cognitive development process, a quality learning environment is crucial to students' learning and effective teachers create conditions that permit students to explore new ideas and take academic risks in their learning.

Classroom learning environments are associated with students' academic behaviors and academic achievement. Academically challenging classrooms provide learning activities that have a rigorous instructional focus with clear and well-structured procedural rules, together with opportunities for active participation and engagement. Holding high performance expectations has an important

"Students typically don't exceed their own expectation, particularly with regard to academic work. But students will go beyond what they think they can do under certain conditions, one of which is that their teachers expect, challenge, and support them to do so."

Kuh, G. (Change; 2003; Vol. 35, No. 2)

impact on teachers' instructional practices and is often reflected in the degree of teachers' expectations for student performance. Teacher perceptions and expectations are expressed through the goals teachers and assist students in setting. The beliefs that teachers have about their students and their ability to learn can positively or

negatively impact their actual learning. Student perceptions of teachers' expectations are especially important to the academic engagement. Students are more engaged with their learning when they receive high expectations and believe that being in school will enable them to do something positive in their lives.

There are different ways that teacher expectations influence student achievement. Effective teachers create academically challenging classrooms by maximizing instructional time, protecting instruction from disruption, orchestrating smooth transitions, assuming responsibility for student learning, setting high (but reasonable) expectations for all students, and supporting students in achieving them. They use effective questioning, critical thinking, challenging tasks, and interesting activities to increase student engagement and accountability in the learning process.

ACADEMICALLY CHALLENGING CLASSROOM:

Attributes of an Academically Challenging Classroom:

- Active engagement
 - Students are directly involved in actions that support intentional learning
- Authenticity and relevance
 - Students see the relationship between the curriculum and their lives
- Collaboration and community
 - Noncompetitive social interaction of students with others about the content
- Learner Autonomy
 - Student has some degree of control over methods of learning
- Multiple Perspective
 - Experiences allow students to see the same information in different ways
- Self-regulation and metacognitive awareness
 - Students are involved in identifying strategies to increase their learning and take responsibility for their own learning
- Transformation
 - Students are expected to use insights gained to reorganize, synthesize, or transform information into new forms
- Productivity
 - Students are expected to do something with the knowledge acquired

Strategies to establish and maintain an Academically Challenging Classroom:

- Establish clear academic focus for each lesson
- Provide explicit learning objectives
- Create meaningful learning lessons and experiences
- Monitor student behavior. Take preventive rather than reactive management actions.
- Build cooperation among yourself and your students
- Determine the appropriate level of task difficulty for students



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Georgia Department of Education Teacher Keys Effectiveness System

TEACHER ASSESSMENT OF PERFORMANCE STANDARD 9: PROFESSIONALISM

Teacher Quick Guide

WHAT ELEMENTS, CHARACTERISTICS, AND DISPOSITIONS ARE ASSOCIATED WITH THE PROFESSIONALISM OF TEACHERS?

Teachers are responsible for the education and well being of their students, and they serve as an influential role model in children's lives. Teacher professionalism encompasses the key characteristics of professional competence, performance, and conduct. Competence refers to the teacher's knowledge of their subject area, as well as their understanding of teaching methods. Performance refers to instructional strategies and the ability to communicate the curriculum to students. Professional conduct includes behavior, language, personal appearance, as well as attitude and dispositions.

Highly effective teachers identify the following five characteristics possessed by exceptional teachers: (1) flexible, adaptable, will search for what works, (2) excellent management skills, organized, (3) caring, compassionate, (4) love working with children, love children, and (5) believe all children can learn at high levels, high expectations.

Dispositions are guided by our beliefs and attitudes. They are the values, commitments, and professional ethics that influence our behaviors toward students, families, colleagues and communities. They affect our student's learning, motivation, and development and guide our professional growth.

Professional conduct includes a number of components that are necessary to effectively do the job. Examples include: being on time, demonstrating professional writing and verbal skills, being prepared to teach, dressing appropriately, having classroom materials prepared and organized, and maintaining confidentiality; just to name a few.

Individual schools, districts, and state agencies set their own standards for teacher professionalism. These policies include the Georgia Code of Ethics for Educators, school and district attendance policies, dress codes, and behavior standards. Teachers should review and understand any professional policies that apply to them and/or their position.

ESSENTIAL ELEMENTS OF PROFESSIONALISM:

Professionalism for educators encompasses various components that influence student learning.

- **Professional standards and ethics:**
 - ✓ Adhere to legal and ethical guidelines
 - ✓ Follow standards defined for the profession
 - ✓ Model professional demeanor and positive interaction with others
 - ✓ Respect the diversity of ethnicity, race, gender, and special needs
- **Continuous self-reflection and professional development:**
 - ✓ Act as reflective practitioner
 - ✓ Acquire and refine professional knowledge and skill
 - ✓ Engage in ongoing professional growth
 - ✓ Act, as appropriate, as risk taker, stepping out of the comfort zone
 - ✓ Embrace practices of a life-long learner
- **Contributions to the profession:**
 - ✓ Perform as a role model for other educators
 - ✓ Serve on school, district, regional, and state educational committees, work groups, etc.
 - ✓ Participate in professional associations
 - ✓ Contribute to the development of the profession

The teachers' ethical and personal qualities of empathy, care, respect, fairness, motivation, perseverance, and a strong belief that they can make a difference in a student's life are dispositions associated with professionalism.

- **Caring** – Good teachers are often described as warm, friendly, and caring. When students perceive their teachers care about them, they respond by putting forth greater effort and being committed to learning.
- **Enthusiasm and motivation** – Teachers who display enthusiasm and energy in the classroom increase student interest and motivation to learn, and students exhibit higher rates of on-task behavior.
- **Efficacy** – Teachers having high self-efficacy set higher goals, invest more effort, and persist in getting their students to learn.
- **Professional Growth**: Effective teachers invest in their own education. They continuously practice self-reflection and self-evaluation as a way to improve practice and seek out professional learning that will help them grow as a teacher.
- **Contributing to the Profession**: Effective teachers are willing to share their ideas and assist other teachers. They are informal leaders, not afraid to take risks, and contribute to the positive change in the profession.



Georgia Department of Education Teacher Keys Effectiveness System

Teacher Assessment of Performance Standard 10 – Communication

Teacher Quick Guide

HOW DOES EFFECTIVE COMMUNICATION IMPACT STUDENT ACHIEVEMENT?

Effective communication is the cornerstone of education and the very core of successful teaching. Communication is the ability to convey information with others through a common exchange of ideas, messages, or thoughts. It comes in many forms including, but not limited to, speech, writing, facial expressions, gestures, and signs.

Teaching requires efficient communication with students, colleagues, parents, and other stakeholders, as well as being advocates for our learners. Effective and open communication

promotes an awareness of the interests and needs of others, and it can help teachers have a presence in the classroom that motivates students and facilitates

learning. It is through effective communication that teachers establish rapport with their students and facilitate openness and acceptance. The communication skills of a teacher also play an important role in the collaboration with colleagues and other school personnel. Communicating with our professional peers allows us to reach beyond the walls of the classroom to solicit collaboration and support from school colleagues on behalf of our students by sharing best practices and seeking advice and suggestions. Effective communication can also lead to partnerships with parents and other community members, gaining cooperation from families and other stakeholders.

Communicating effectively involves a variety of verbal and written methods (i.e., in person, phone, newsletter, email, website, etc.). While technologies present new opportunities for communicating and can make communication easier and more convenient; stakeholders generally value the opportunity for personal contact and conversation.

**“Effective communication
between instructors and
students is essential for
quality instruction”**

Notzer, N., & Abramovitz, R.
(Clinical Teacher; June 2010;
Vol. 7, No. 2)

WAYS TO COMMUNICATE:

With Students:

- Be an active listener.
- Provide clear explanations and directions.
- Recognize positive efforts.
- Listen and acknowledge student suggestions.
- Hold student led parent-teacher conferences.

With Parents/Guardians:

- Involve parents in student homework and projects.
- Maintain a website with important information (i.e., homework, projects, notes, conference night, etc.).
- Email parents about major assignments with tips (i.e., upcoming test with standards to review).
- Collaborate with parents in the creation of education plans.
- Provide specific ways parents can volunteer and/or contribute to their child's learning achievement.

With District/School Personnel:

- Share best practices with teachers and seek advice and suggestions.
- Collaborate with colleagues to create inter-disciplinary lessons for students.
- Attend a board meeting and highlight the achievements of your students.

With Other Stakeholders:

- Invite community business members to speak to your students.
- Attend a city council meeting and/or the city's business association and share various achievements of your school.



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Surveys of Instructional Practice Teacher Quick Guide

USING STUDENT SURVEYS FOR CLASSROOM IMPROVEMENT: HOW WILL IT IMPACT MY TEACHING?

Students are the customers of the teacher and have direct knowledge of the day-to-day activities in the classroom. Research by Stronge and Ostrander (2006) found students' ratings were the best predictor of student achievement, thus demonstrating that students provide valid feedback on teacher performance. As a result, student perceptions should be critical information for teacher improvement. Surveys of Instructional Practice will be utilized by evaluators to inform Teacher Assessment on Performance Standards (TAPS) ratings, but, more importantly, the data should be referenced by the teacher to help improve daily classroom instruction.

Teachers should carefully consider and review the data collected for the four TAPS that are referenced in the surveys:

Standard 3- Instructional Strategies; Standard 4- Differentiated Instruction; Standard 7- Positive Learning Environment; and Standard 8- Academically Challenging Learning Environment. After careful analysis of the survey data, the related TAPS, and the TAPS

rubric, teachers should develop goals and strategies for improvement in daily classroom instruction.

Survey data should be analyzed by the individual teacher and the school leader, and should be discussed with the teacher during conferencing. The data serves as a tool to help teachers continuously improve and set independent learning goals for themselves and their instructional practice. Additional resources for professional development regarding the four standards surveyed are found within the electronic platform and will be available as a required or recommended resource for your teachers.

THE PURPOSE OF A STUDENT PERCEPTION SURVEY IS TO PROVIDE TEACHERS AND ADMINISTRATORS WITH MEANINGFUL FEEDBACK ABOUT HOW THEIR PRACTICE IMPACTS STUDENT LEARNING AND TO INCORPORATE STUDENT VOICE AND EXPERIENCE INTO EFFORTS TO IMPROVE LEARNING IN ALL CLASSROOMS AND SCHOOLS ACROSS THE STATE OF GEORGIA

HOW TO USE STUDENT PERCEPTION DATA:

Ways to review data:

- Analyze perception data to look for patterns of strengths and weaknesses.
- Compare student perception data with observation data (walkthroughs, formative, summative) and look for trends between the data.
- Compare student perception data with the teacher's Self-Assessment. Look for similarities and differences between the data

How to use the data once it has been reviewed:

- Review the rubrics and descriptors that align with the four standards and consider where you see yourself as a teacher. How does that align with student perception?
- Use as a reference to identify instructional strategies your students perceive as going well in your classroom and what learning activities you may want to improve in the future.
- Set S.M.A.R.T. (Specific, Measureable, Attainable, Relevant, Time-Bound) goals that align with these four standards and that can improve daily classroom instruction.



Georgia Department of Education Teacher Keys Effectiveness System

STUDENT GROWTH PERCENTILES

Teacher Quick Guide

USING STUDENT GROWTH PERCENTILES TO IMPROVE STUDENT ACHIEVEMENT

One way to assess a teacher's effectiveness is to compare his or her students' academic growth with the growth of other academically similar students. In cases where standardized tests are administered, the Georgia Student Growth Model (GSGM), also referred to as Student Growth Percentiles, or SGPs, provides a way of making this comparison. SGPs describe a student's growth relative to other students statewide with similar prior academic achievement (students who have a similar score history).

SGPs describe growth in terms of percentiles and capture the progress students make throughout the course of an instructional period. Growth percentiles range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth. Students at all levels of achievement have the potential to demonstrate the full range of growth from the 1st to 99th percentile. Students with the necessary test scores will receive a growth percentile, which describes his or her "rank" on current achievement relative to other students statewide with similar score histories. An SGP not only shows how an individual student is progressing from year to year, but the data can be aggregated to show how groups of students, schools, districts, and the state are progressing.

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. SGPs measure how a student progresses under a teacher's tutelage and demonstrate how a student grew in a given course, not passing or failing relative to standardized test scores. **All** students have potential for growth at all levels throughout a course and this model will enable us to measure that academic progress based on a very robust data set from the entire state.

The Georgia Student Growth Model (GSGM) is being implemented for instructional improvement, accountability, and educator effectiveness. The GSGM will provide a wealth of rich information on student, school, district, and state performance on Criterion-Referenced Competency Tests (CRCTs) and End of Course Tests (EOCTs). This model will seamlessly translate to future standardized testing because the reference will continue to be past performance at an achievement point relative to current performance. In addition to providing student-level diagnostic information and improving teaching and learning, the GSGM will serve as one of multiple indicators of educator effectiveness with the Teacher Keys Effectiveness System (TKES) and the Leader Keys Effectiveness System (LKES).

SGPs and TKES:

Providing information to enhance our understanding of student achievement, SGPs will work in conjunction with other components of the TKES.

The Teacher's Score:

- Called the median growth percentile (MGP) is the middle SGP for all of his or her students in a given course.
- Provides an indicator of how well the teacher's students performed relative to students who have a similar score history.
- Obtained by rank ordering the percentiles for all students in the group and selecting the middle percentile.
- Growth percentiles can range from 1 to 99.
- Two previous years of data will be used for comparison where it is available.
- Student Growth Percentiles will be produced for CRCT reading, ELA, math, science, and social studies (grades 4-8).
- EOCTs (Physical Science, Biology, 9th Grade Literature/Composition, 11th Grade Literature/Composition, US History, Economics/Free Enterprise, Mathematics I, Mathematics II, GPS Algebra and GPS Geometry) will have Student Growth Percentiles (SGP). CCGPS Coordinate Algebra and CCGPS Analytic Geometry will be included in the future.

How to access SGP results:

Educators can access growth model results via the GSGM Visualization Tool, which is available in the Statewide Longitudinal Data System (SLDS). Because it contains student-level information, it is secure and only accessible to educators. Public access to growth model results will be available through the College and Career Readiness Performance Index (CCRPI).

Georgia Department of Education Teacher Keys Effectiveness System

TKES – Clarifying the TAPS Process

Teacher Quick Guide

HOW DOES UNDERSTANDING THE TAPS PROCESS INFLUENCE TEACHER SUCCESS?

The Teacher Assessment on Performance Standards (TAPS) component of Teacher Keys Effectiveness System (TKES) includes observation and documentation of a teacher's practice and utilizes ten standards-based performance rubrics to guide multiple walkthroughs and formative assessments and one summative assessment during the school year. *Walkthroughs* are more frequent, brief observations that focus on a limited number of TAPS standards. The *formative assessments* are comprised of: (1) collection of formative data during the 30-minute classroom observations, (2) appropriate documentation of classroom practice gathered from the teacher, from conferencing, or created by the evaluator, (3) walkthroughs and frequent brief observations, and (4) student perception data, if available.

Summative assessments should be based on a "totality of evidence and consistency of practice" for the evaluation period. "Totality of evidence and consistency of practice" refers to the predominant practice and performance of a teacher and would be obvious in the collection of observation and written data.

The data is to be viewed as "whole", not as individual pieces or parts. "Giving someone the benefit of doubt," contradicts the statement "totality of evidence and consistency of practice".

Documentation from both the teacher and the evaluator may be submitted into the TLE Electronic Platform and documentation may also be requested by the evaluator to support the rating and/or provide evidence of a teacher's level of performance on the standard. Documentation of data from the Surveys of Instructional Practice on Standards 3, 4, 7, and 8 should also be used to inform formative assessments, if available, and must inform summative ratings.

Revisiting Differences and Connections Across Some TAPS Standards:

Standard 1, Professional Knowledge, expects teachers to know the curriculum, the subject, how to teach effectively (pedagogy), and the needs of the students. Knowing some, but not all, of these aspects does not meet the standard.

Standard 5, Assessment Strategies, focuses on the teacher's decisions about assessments. How you **plan** for and **give** to students. (Are the assessments aligned to the curriculum? Does the assessment reflect the instruction? Is the assessment appropriate for students? Is grading focused on mastery of the standards or is it a "got-you"?)

Standard 6, Assessment Uses, looks at how assessment results are used. (Do assessment results lead to flexible groups, differentiated instruction, changes in what and how you teach?)

Standard 4, Differentiation, can only occur if other standards are proficient. To differentiate, teachers must know their student's needs (#1) and assessment provides that information (#5). Using the assessment data (#6), to plan (#2) for differentiation strategies (#3) in order to meet the needs of all learners (#8) allows teachers to provide differentiated instruction in an environment focused on maximizing learning (#7).

REMINDERS FOR TEACHERS ABOUT TKES:

- All teachers **must** receive an orientation to TKES, prior to beginning the evaluation cycle. This is a required step in the TLE Electronic Platform.
- Teachers should complete a self-assessment on the TLE Electronic Platform.
- The TAPS rubric, **not the indicators**, should guide all classroom observations, commentary, and conferences.
- Indicators provided with each standard in TAPS are samples only and should not guide the work or be used as exemplars.
- A minimum of 4 walkthroughs, 2 formative assessments, and 1 summative assessment are **required** for each teacher. Evaluators are encouraged to do additional observations.
- Practices and performances aligned to the rubric must be observed during the formative cycle and cannot be based on documentation evidence alone.
- Teachers should receive feedback from the evaluator within five school days after a walkthrough, formative or summative assessment.
- **Proficient** is the expected level (target) of performance.
- Teachers who earn an Exemplary rating must meet the requirement of the proficient level **AND** continually exceed the performance standard.
- Three conferences are required with each teacher during the year (Pre-Evaluation, Mid-Year, and Summative).
- Teachers who receive a Teacher Effectiveness Measure (TEM) of Needs Development or Ineffective **must** be placed on a formal PDP that includes specific guidelines and timelines for improvement.
- Documentation can be submitted by teachers to the platform with or without the evaluator's request. However, teachers are **NOT** expected to create an electronic portfolio of documentation.
- Documentation should be used to substantiate observations but **cannot stand as the only evidence of a practice or performance**.
- Teachers should regularly review and sign-off on any information provided in the TLE Electronic Platform by the evaluator.
- Signing-off on information in the TLE Electronic Platform does not mean agreement with the information, but just substantiates the receipt of the information.
- TKES is an evaluative tool with a primary function to serve as a growth model for teacher development and provides quantitative and qualitative feedback for HR decisions.



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

Georgia Department of Education Teacher Keys Effectiveness System

SELF-ASSESSMENT

Teacher Quick Guide

USING SELF-ASSESSMENT TO IMPROVE TEACHING PRACTICES

An essential component of developing as an effective teacher is taking the time to reflect and evaluate one's own practice. Self-assessment is the process by which teachers rate the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement. It is a personal reflection about one's professional practice, identifying strengths and areas of improvement without input from others. When teachers take the time to think about what worked, what did not work, and the changes they might make to be more successful, they are more inclined to improve their practice.

The Teacher Assessment on Performance Standards (TAPS) Self-Assessment is designed to be used by teachers to evaluate their effectiveness on all ten standards. It serves as a self-initiated formative evaluation where teachers develop awareness, reflect on, and improve their performance on each standard. The self-assessment also provides opportunities to clarify performance expectations and guide conference discussions about goal-setting and professional development.

"Engaging in self-assessment is a beneficial process that allows professionals an opportunity to identify the teaching practices that are working and make adjustments to practices that are not as effective"

-Inclusive Schools Network

The self-assessment will be conducted within the TLE Electronic Platform. This instrument is designed for teachers to evaluate one's own abilities and to serve as an aid in the goal setting process through reflection on one's performance on the TAPS. Prior to beginning the self-assessment, teachers should have complete understanding of the standards; thus allowing teachers to compare their classroom practices to effective instructional practice and analyze their strengths and areas of improvement. The self-assessment will be available to both teacher and school evaluator for review. This information should be discussed during the pre-evaluation conference and used to develop goals and professional learning for individual teachers for the school year.

SELF-ASSESSMENT:

Self-assessment is a critical component of the evaluation process and helps teachers identify their own strengths and areas of improvement.

When completing the self-assessment:

- Provide yourself adequate time to complete the self-assessment.
- Read and completely comprehend all standards prior to rating yourself.
- Reflect on your own teaching practices.
- Identify current practice(s) that you believe will represent each standard.
- Review classroom goals and objectives.
- Consider students' feedback on classroom activities.
- Analyze instructional effectiveness using various student data and student academic progress.
- Include feedback on strengths and areas of growth for each standard.

Benefits of a self-assessment:

- Permits teachers to be an active participant in their own evaluation.
- Gives teachers input and control about their professional growth.
- Allows teachers to reflect on their own expectations, norms, beliefs, and practices.
- Requires teachers to become more accountable for demonstrating their own competencies.
- Increases teachers' commitment to goal setting/achievement.
- Helps teachers become more self-aware, enabling them to take a more objective look at their practices.