



**TKES – Teacher Keys Effectiveness System  
FY21 Implementation Guide and Timeline**

**Part I: Teacher Assessment on Performance Standards (TAPS) – 50%**

**Full Formative Assessment Process**

The full Formative Assessment Process shall be completed on the following groups of educators:

- Induction (3 or less years of teaching experience),
- Teaching out-of-field (non-renewable certificate),
- New position,
- Out of the profession for longer than one year,
- Moving into the state, and
- Evaluation performance of Needs Development or Ineffective.

<b>Full Formative Plan Teachers</b>	<b>Due Date</b>
<b>Orientation, Self-Assessments and Pre-Evaluation Conference</b> ( <i>individual or in groups</i> )	August 31, 2020
<b>PSC Professional Learning Goals or Plans</b>	August 31, 2020
<b>Observation #: 1<sup>st</sup> Walkthrough</b> ( <i>see *Note</i> )	October 5, 2020
<b>Observation #: 2<sup>nd</sup> Walkthrough</b>	November 2, 2020
<b>Observation #: 1<sup>st</sup> Formative Evaluation</b>	December 14, 2020
<b>Mid-Year Conference</b> ( <i>individual or in groups</i> ) and <b>Teacher Assurance</b>	January 19, 2021
<b>Mid-Year PSC PL Goals/Plans Progress</b>	January 19, 2021
<b>Observation #: 3<sup>rd</sup> Walkthrough</b>	February 1, 2021
<b>Observation #: 4<sup>th</sup> Walkthrough</b>	March 1, 2021
<b>Observation #: 2<sup>nd</sup> Formative Evaluation</b>	April 5, 2021
<b>Summative Assessment and Component Rating</b>	May 3, 2021
<b>End of Year PSC Requirements and PSC PL Goals/Plans Reflection</b>	May 3, 2021
<b>Summative Conference</b>	May 10, 2021

**Flexible Formative Assessment Process (for veteran, proficient and exemplary teachers)**

The Flexible Process in the BCSD shall consist of **one walkthrough and one formative** per teacher for the year. An optional 2<sup>nd</sup> Walkthrough before Summative Assessment is recommended.

<b>Flexible Plan Due Dates</b>	<b>Due Date</b>
<b>Orientation, Self-Assessments and Pre-Evaluation Conference</b> ( <i>individual or in groups</i> )	August 31, 2020
<b>PSC Professional Learning Goals or Plans</b>	August 31, 2020
<b>Observation #: 1<sup>st</sup> Walkthrough</b> ( <i>see *Note</i> )	October 5, 2020
<b>Observation #: 1<sup>st</sup> Formative Evaluation</b>	December 14, 2020
<b>Mid-Year Conference</b> ( <i>individual or in groups</i> ) and <b>Teacher Assurance</b>	January 19, 2021
<b>Mid-Year PSC PL Goals/Plans Progress</b>	January 19, 2021
<b>Observation #: 2<sup>nd</sup> Walkthrough</b> ( <i>optional</i> )	
<b>Summative Assessment and Component Rating</b>	May 3, 2021
<b>End of Year PSC Requirements and PSC PL Goals/Plans Reflection</b>	May 3, 2021
<b>Summative Conference</b>	May 10, 2021

**\*Note:** When entering Observations, always start with Observation 1 and complete in order from #2 thru #6 based on plan type. Evaluators have 10 days after the observation to Share and Finalize the Observation. Observations are not considered COMPLETE until they have been Shared and Finalized.

## Part II: Professional Growth - 20%

Professional Growth shall be measured by progress toward or attainment of Professional Learning Goals (PLGs) or Professional Learning Plans (PLPs). PLGs/PLPs may extend beyond a single school year.

Both PLGs and PLPs should address the following:

- Weaknesses identified through the TAPS process,
- Teacher’s individual professional goals,
- School or Districts Continuous Improvement Goals, or
- Any District or school identified need.

The following educators are required to develop PLPs:

- Educators who hold Induction level or non-renewable certificates,
- Educators who have less than one (1) year of educator experience in Georgia,
- Educators who have received a summative rating of needs development or ineffective the previous year, or
- Educators that the principal feels would benefit from the PLP.

The following rubric should be used to determine the Professional Growth rating which will be recorded in the TLE platform.

Level IV	Level III	Level II	Level I
The teacher leader continually applies the knowledge and/or skills in classroom practice and provides evidence that the professional growth experience has been extended to lead others in acquisition and application of the knowledge and skills. The teacher successfully progressed or met his/her PLGs.	<p>The teacher provides evidence that classroom practice has been changed. The knowledge and/or skills is/are applied in the classroom on a consistent basis.</p> <p>The teacher has made great progress or successfully attained or completed his/her PLGs or PLP.</p>	<p>The teacher provides evidence of use of knowledge and/or skills acquired through the professional growth activity in classroom practice.</p> <p>The teacher made some progress toward attainment or completion of his/her PLGs or PLP.</p>	<p>The teacher participates in a professional growth activity. Sign-in sheets or electronic log-in to verify attendance.</p> <p>The teacher failed to make adequate progress towards attainment or completion of his/her PLGs or PLP.</p>

## Part III: Student Growth – 30%

Student Growth Percentiles (SGP) will be generated for ELA and Math only. The SGP for teachers of these courses will be determined by the scores of the students that they teach. The SGP for teachers of Non-SGP grades and courses will be determined by the District’s Mean Growth Percentile (MGP) which is derived from grades 4-8 ELA/Reading and Math EOG milestones and EOCs in ELA and Math.

\*GADOE has received approval from the USDOE to waive testing and accountability requirements for FY2019-2020. The Student Growth component, which would have been based on the 2019-2020 data, will not be rated in the TKES/LKES platform for FY2020-2021.