

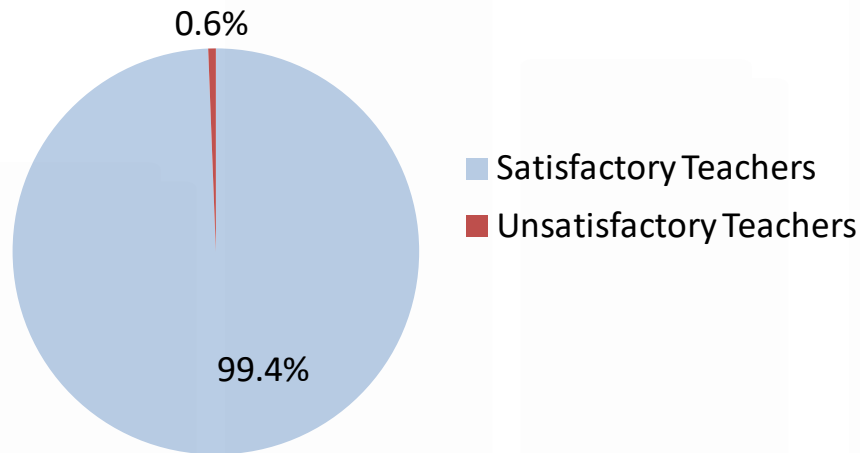


Gwinnett Teacher Effectiveness
System Training

Agenda

- **Rationale/Purpose**
- **Overview of Gwinnett Teacher Effectiveness System (GTES)**
- **Introduction to Teacher Assessment on Performance Standards (TAPS)**
- **Introduction to Student Growth Academic Achievement**
- **Q & A session**

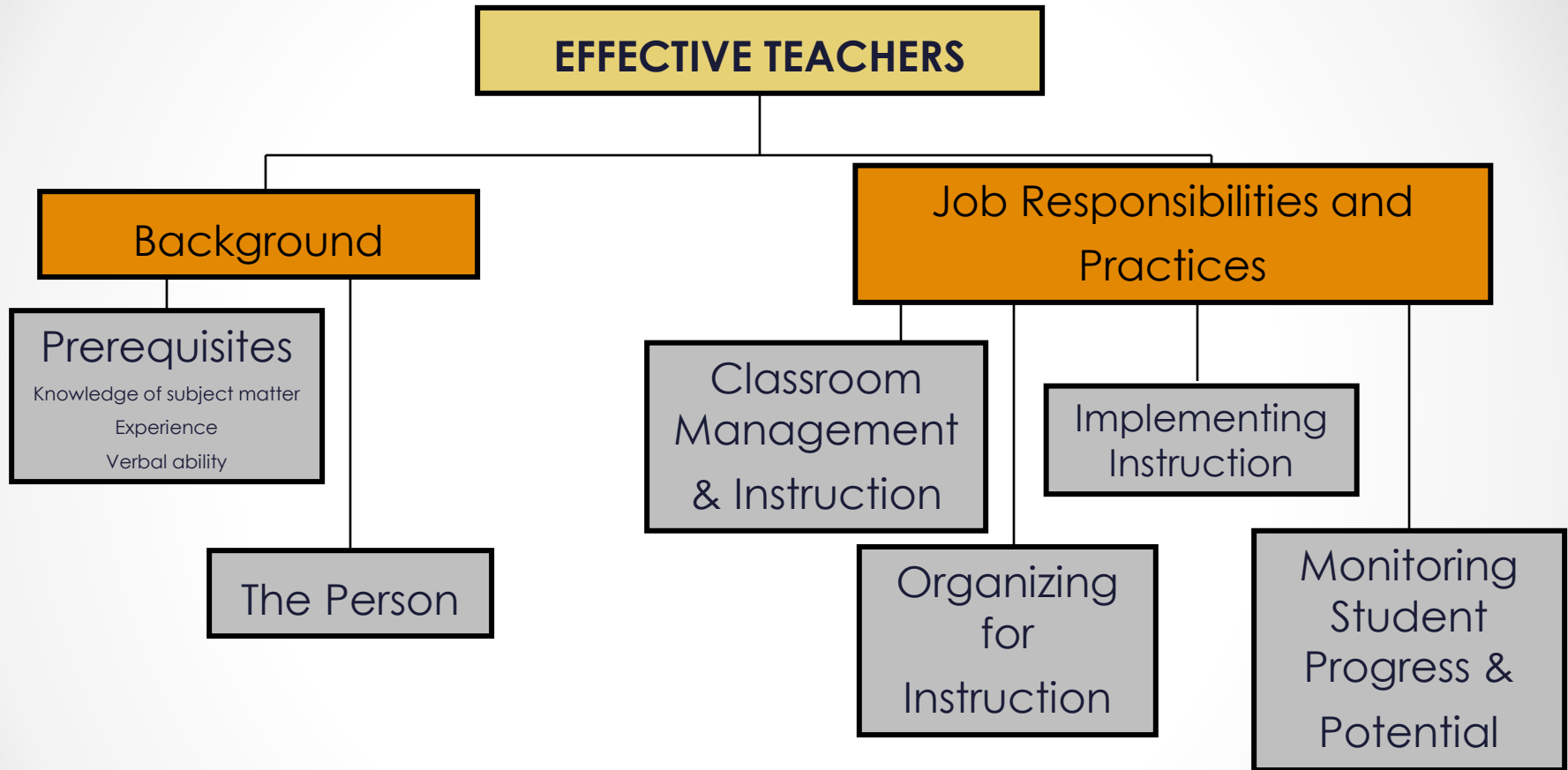
Why is GCPS changing its personnel evaluation system?



In 2008-09, approximately 11,700 teachers were rated satisfactory, while only about 70 received an unsatisfactory rating.

These results provide little useful information about the variation in the effectiveness of our teaching staff.

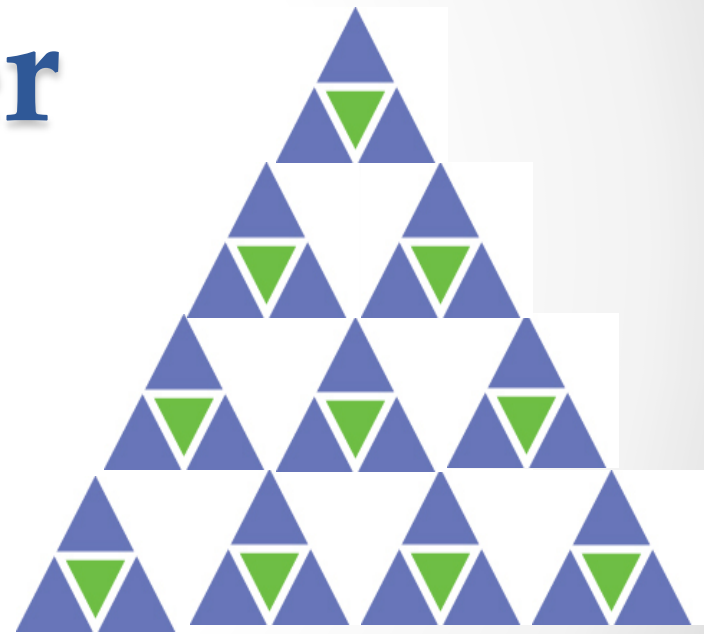
Qualities of Effective Teachers Model



Source: Stronge, Qualities of Effective Teachers, ASCD, 2007

Diagram used with the Permission of Linda Hutchinson, Doctoral Student, The College of William and Mary

Overview of Gwinnett Teacher Effectiveness System



Gwinnett Teacher Effectiveness System

Teacher Effectiveness System

(Generates a Teacher Effectiveness Measure Score)

Teacher Assessment on Performance Standards

(Data sources include observations, documentation, and student perception surveys)

Student Growth and Academic Achievement

Teachers of Tested Subjects Student growth percentile

Teachers of Non-Tested Subjects

DOE approved district Student Performance Goals

GTES Evaluation Cycle:

Planning Phase

Implementation Phase

Evaluation Phase

Orientation

Self-Assessment

Pre-Evaluation Conference

Formative Observations and Documentation

Mid-Year Conference

Summative Assessment

Summative Evaluation Conference

Annual Evaluation Summary



Gwinnett Effectiveness Initiative

TEACHER

**Introduction to Teacher
Assessment on Performance
Standards**

TAPS Main Components

PLANNING

PERFORMANCE STANDARD

Performance Standard 1: Professional Knowledge

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

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, subject areas, and 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>	Needs Development	Ineffective
The teacher continually demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	The teacher consistently 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.

TAPS 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

TAPS Data Sources

- Observations
 - ❖ Four brief observations
 - ❖ A minimum of 10 minutes
 - ❖ Two formative observations
 - ❖ A minimum of 30 minutes in duration
 - ❖ All information collected electronically
- Documentation
 - ❖ Captured electronically
 - ❖ Reviewed along with formative observations
 - ❖ Submitted by teachers and evaluators



Performance Rubrics

Performance Rubrics

Professional Knowledge

Exemplary	Proficient	Needs Development	Ineffective
<p>The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i></p>	<p>The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p>	<p>The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.</p>	<p>The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.</p>



Rating Scale

“Totality of the evidence and most consistent practice.”

Observations

Brief Observations

- **Four during the year**
- **Minimum of 10 minutes each**
- Rate and comment only on the standards you observe
- Specific requirements for Brief Observations will be shared at a later date

Formative Assessments

- **Two during the year**
- **Minimum of 30 minutes each**
- One announced and one unannounced
- Standards that are observed will be rated on the rubric
- **May request additional documentation to support ratings**
- **Comments can include areas for strength and growth for each standard**