



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

Georgia Department of Education Teacher Keys Effectiveness System

Summative Assessment

Teacher: _____ **School:** _____

Grade/Subject: _____ **School Year:** _____ - _____

Directions: Evaluators should use this form at the end of the year to provide teachers with a summative assessment of performance. For each standard, rate how well the teacher met the performance standard based the totality of evidence and consistency of practice. The TAPS score will be used as part of a teacher's overall Teacher Keys Effectiveness Measure.

Planning	Rating	Specific Comments	
1. Professional Knowledge	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
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>	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.

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Planning	Rating	Specific Comments
2. Instructional Planning	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

Instructional Delivery	Rating	Specific Comments
3. Instructional Strategies	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	The teacher does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.

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Instructional Delivery	Rating	Specific Comments
4. Differentiated Instruction	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	The teacher inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher does not challenge students by providing appropriate content or by developing skills which address individual learning-differences.

Assessment of and for Learning	Rating	Specific Comments
5. Assessment Strategies	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.

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Assessment of and For Learning	Rating	Specific Comments
6. Assessment Uses	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently 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.	The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

Learning Environment	Rating	Specific Comments
7. Positive Learning Environment	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The teacher continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher-inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

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Learning Environment	Rating	Specific Comments	
8. Academically Challenging Environment	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

Professionalism and Communication	Rating	Specific Comments	
9. Professionalism	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher inconsistently supports the school's mission or seldom participates in professional growth opportunities.	The teacher shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.

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Professionalism and Communication	Rating	Specific Comments	
10. Communication	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Development <input type="checkbox"/> Ineffective		
Exemplary	Proficient	Needs Development	Ineffective
The teacher continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>	The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher inconsistently communicates with students, parents or guardians, district and school personnel or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

Comments:

Teacher's Signature/Date

Evaluator's Signature/Date