TKES/LKES and GaLEADS: Educator Evaluation Systems in 2025-2026
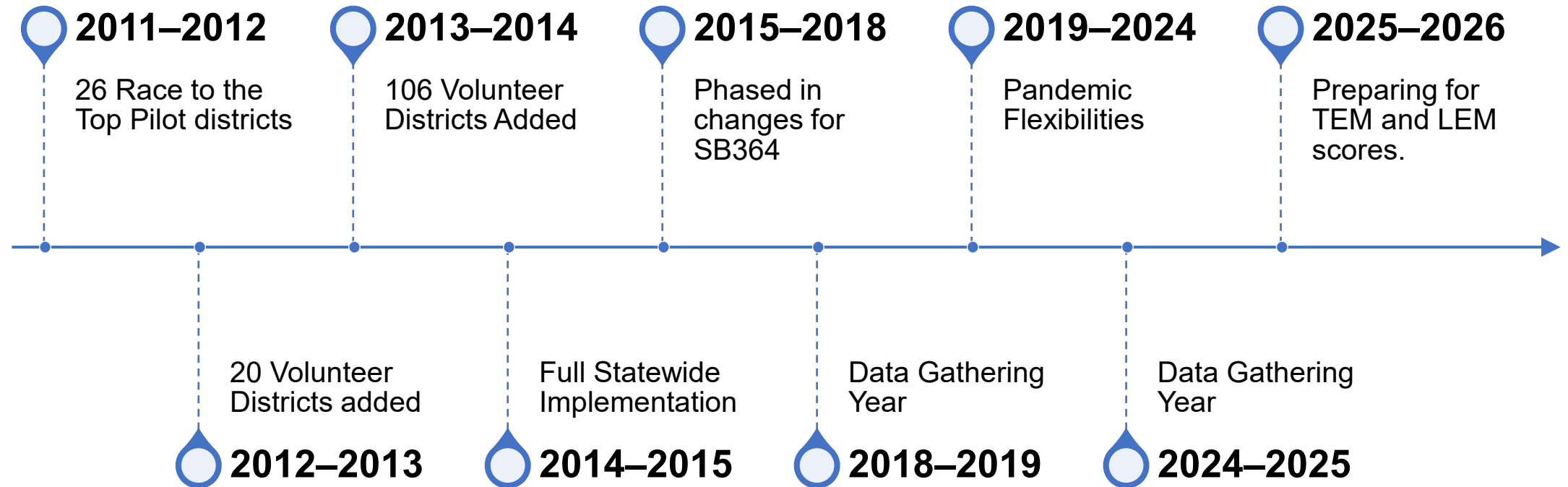
GADA

May 15, 2025

Goals for this session

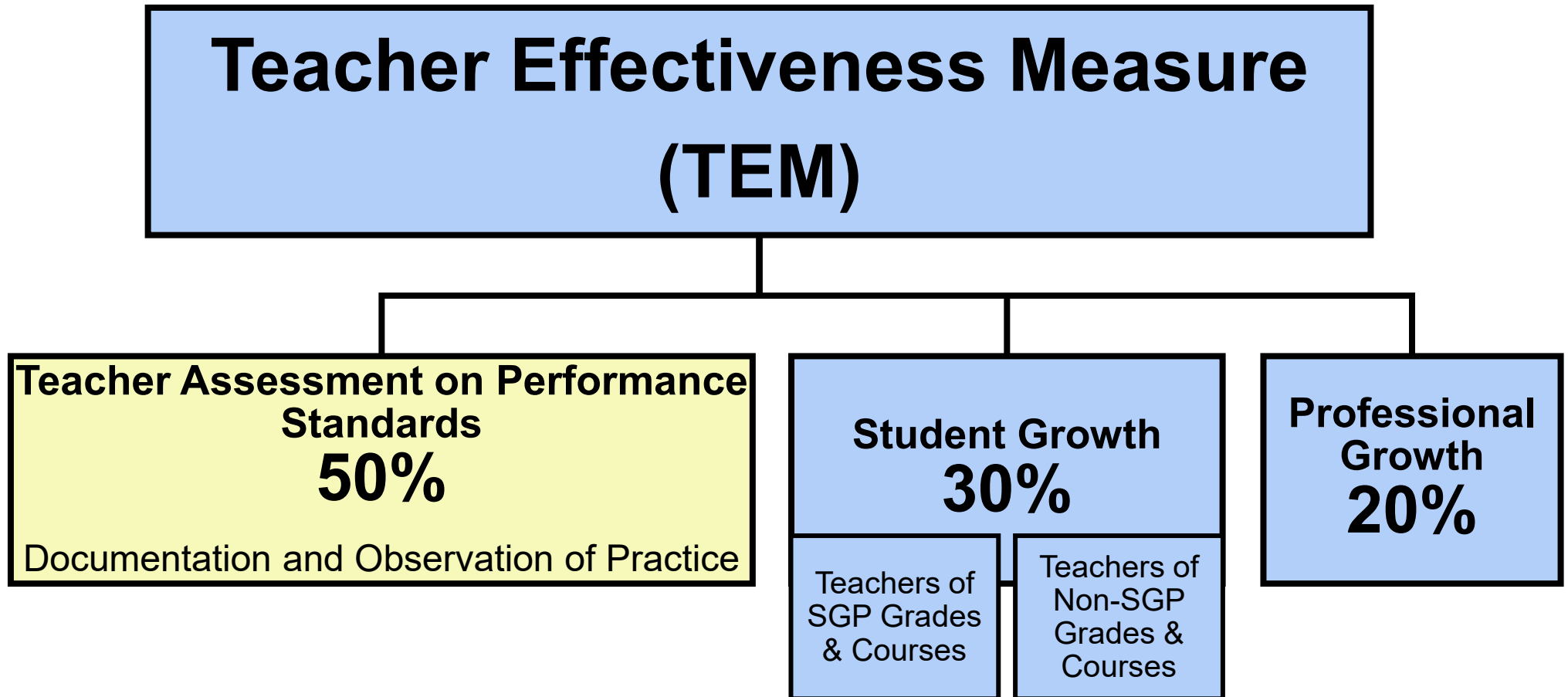|	
Provide	Provide the purpose and history of Teacher Keys and Leader Keys
Explain	Explain how GaLEADS is being implemented across the state
Discuss	Discuss Teacher and Leader Evaluation Systems in 2025-2026

History of TKES and LKES

2011–2012
26 Race to the Top Pilot districts

2013–2014
106 Volunteer Districts Added

2015–2018
Phased in changes for SB364

2019–2024
Pandemic Flexibilities

2025–2026
Preparing for TEM and LEM scores.

20 Volunteer Districts added
2012–2013

Full Statewide Implementation
2014–2015

Data Gathering Year
2018–2019

Data Gathering Year
2024–2025

TKES 2025-2026

Component	2025-2026	2026-2027
Credentialing:	Required	Required
TKES Orientation:	Required	Required
Self-Assessment:	Required	Required
Conferences:	3 Required (Pre-Evaluation, Midyear, Summative)	3 Required (Pre-Evaluation, Midyear, Summative)
Use of TLSD Platform:	Required	Required
Observations (Flex and Full):	Full - 4 walkthroughs, 2 Formative observations Flexible Process: - Minimum of 2 observations	Full - 4 walkthroughs, 2 Formative observations Flexible Process: - Minimum of 2 observations
Summative Assessment:	Required	Required
Annual Goals or Plans:	Required	Required
Professional Growth Rating:	Required	Required
Student Growth Rating:	SGPs will be collected for teachers of SGP courses/grades. The LEA will determine, capture, and maintain growth measures for non-SGP courses/grades. LEAs will define its student growth rubric.	SGPs **(prior year-lagging data)** **will be reported** within the TKES platform in 2026-2027. Non-SGP **(prior year-lagging data)** data **will be reported** within the TKES platform in 2026-2027.
TEM Score Generated:	No	**Yes**

TKES Components

Teacher Effectiveness Measure (TEM)

Teacher Assessment on Performance Standards
50%

Documentation and Observation of Practice

Student Growth
30%

Teachers of SGP Grades & Courses

Teachers of Non-SGP Grades & Courses

Professional Growth
20%

TAPS Performance Standard Ratings

Each of the ten Performance Standards
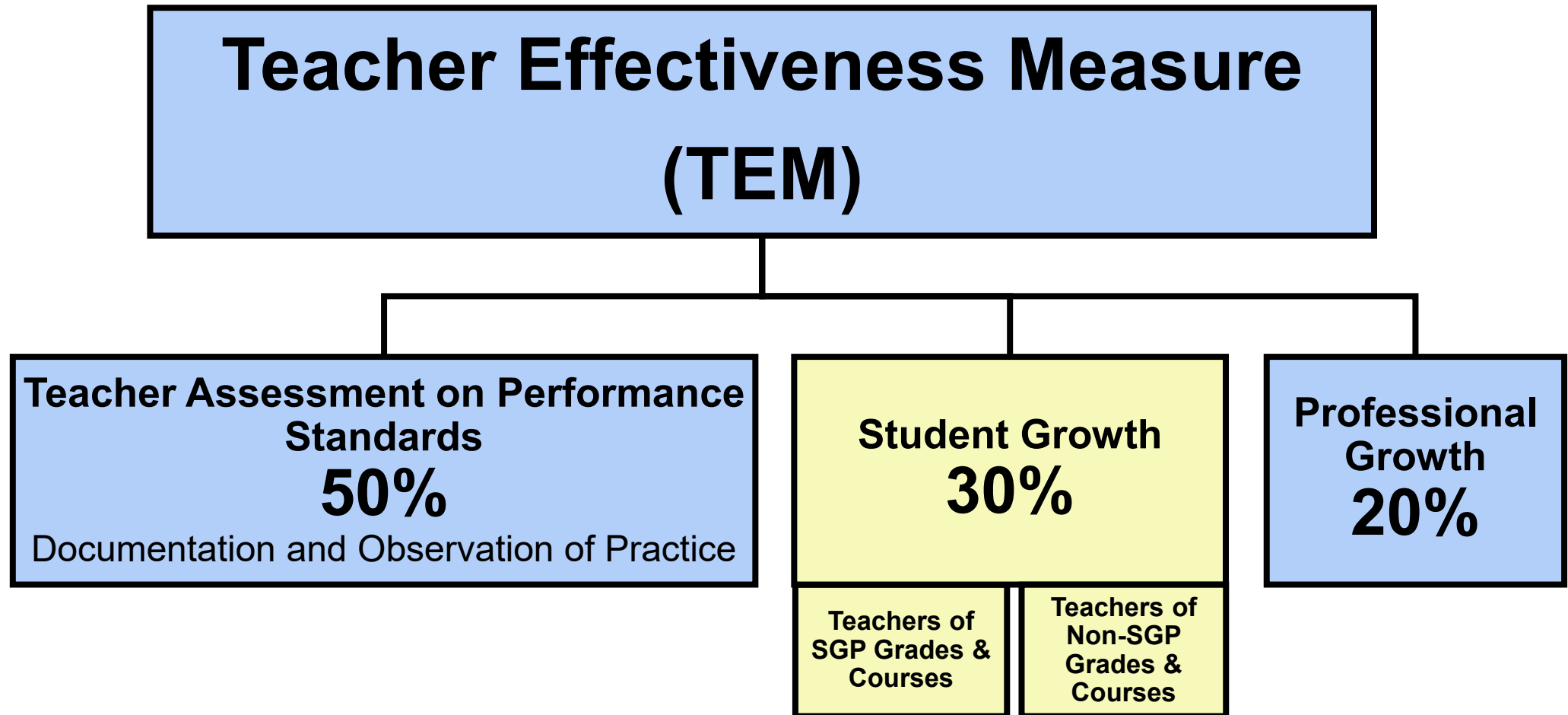will be rated using the following scale.

Performance Standard Rating	Point Value
Level IV	3
Level III	2
Level II	1
Level I	0

TAPS Overall Ratings

An overall TAPS rating is calculated by adding the point values for each of the ten Performance Standards and comparing the sum to the following score ranges to determine a final rating.

TAPS Rating	TAPS Score Range
Level IV	27-30
Level III	17-26
Level II	7-16
Level I	0-6

TKES Components

Teacher Effectiveness Measure (TEM)

Teacher Assessment on Performance Standards
50%
Documentation and Observation of Practice

Student Growth
30%

Teachers of SGP Grades & Courses

Teachers of Non-SGP Grades & Courses

Professional Growth
20%

SGP Grades and Courses

Elementary Grades and Courses
Grades 4 & 5
English Language Arts & Mathematics

Middle School Grades and Courses
Grades 6, 7, & 8
English Language Arts and Mathematics

High School Mathematics
Algebra: Concepts and Connections
Enhanced Algebra: Concepts and Connections

High School English Language Arts
American Literature and Composition

Student Growth Percentiles

- A student growth percentile (SGP) describes a student's growth relative to academic peers
  - Academic peers are other students statewide with a similar score history.
  - This ensures a student's starting point is considered when measuring his or her growth.
- Growth percentiles range from 1 to 99
  - Low (1-34), Typical (35-65), and High (66-99)
  - Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth.
  - Uses two years of prior scores, when available. Retest data is not included.
- All students, regardless of their achievement level, have the opportunity to demonstrate all levels of growth.

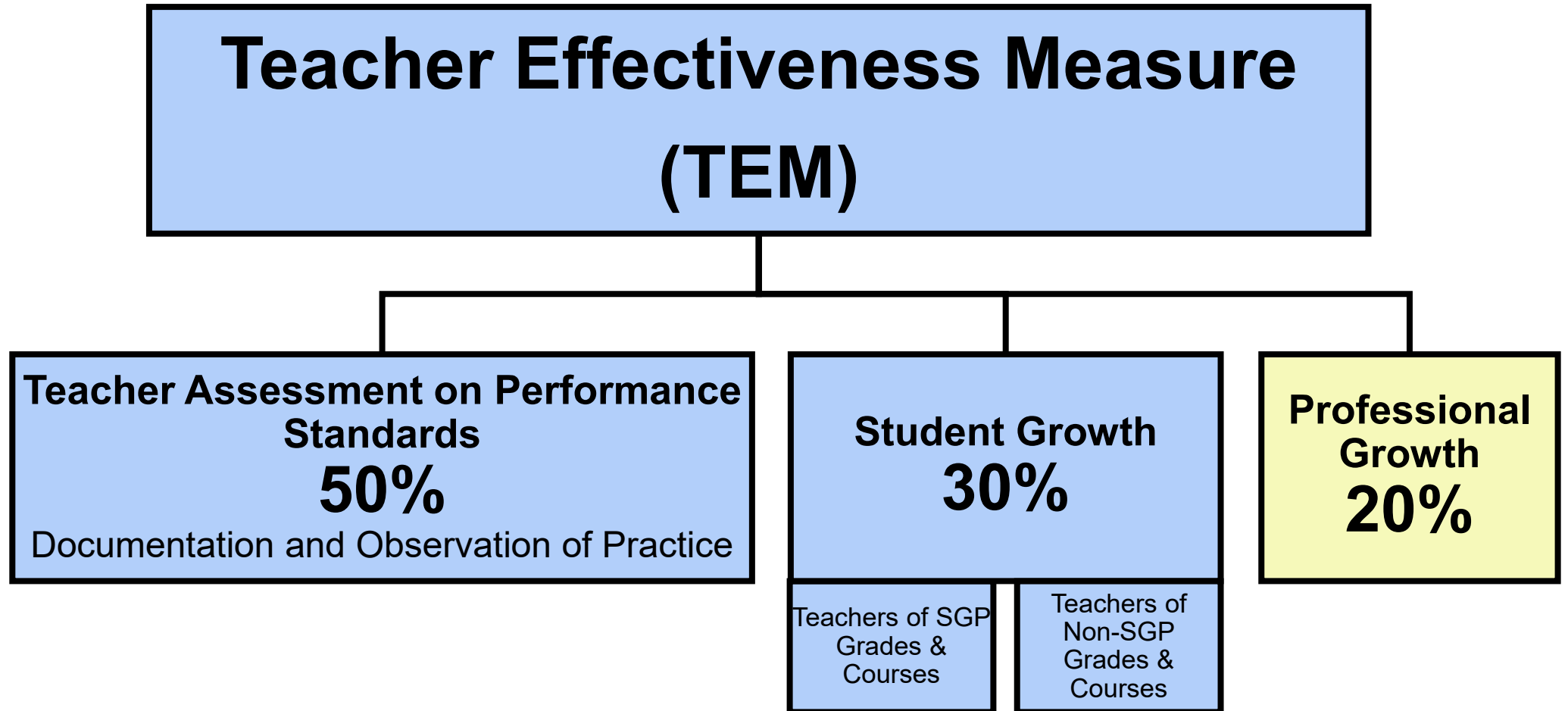*Richard Woods, Georgia's School Superintendent* | Georgia Department of Education | *Preparing ALL Students for Life*

Student Growth
SGP Rating Levels

Mean Growth Percentile Rating Levels	Mean Growth Percentile Score Range
Level IV	> 65
Level III	> 40 AND <=65
Level II	>= 30 AND <=40
Level I	< 30

Non-SGP Courses & Grades

LEA Determined Measures

- For teachers of non-SGP grades and courses, this component is comprised of:
  - a) a measure identified or developed and implemented by the LEA (e.g., pre- to post- measure)
  - b) the School Mean Growth Percentile
  - c) the District Mean Growth Percentile

- A minimum of one growth measure per teacher is required.

- For Teachers of Non-SGP Grades and Courses, LEAs must determine the criteria for rating this component using a four-level rubric.

TKES Components

Teacher Effectiveness Measure (TEM)

Teacher Assessment on Performance Standards
50%
Documentation and Observation of Practice

Student Growth
30%

Teachers of SGP Grades & Courses

Teachers of Non-SGP Grades & Courses

Professional Growth
20%

Professional Growth

LEAs must determine the criteria for rating this component and a rubric for rating growth at a Level IV, III, II or I.

It is highly recommended this component mirror the expectation of the GaPSC recertification requirements.

Professional Growth Goals may extend beyond a single school year. This component should be rated based on progress toward attainment of the goal(s) and/or completion of the plan.

This rating should be recorded in the TLSD Electronic Platform Component Rating at the end of the year by the evaluator.
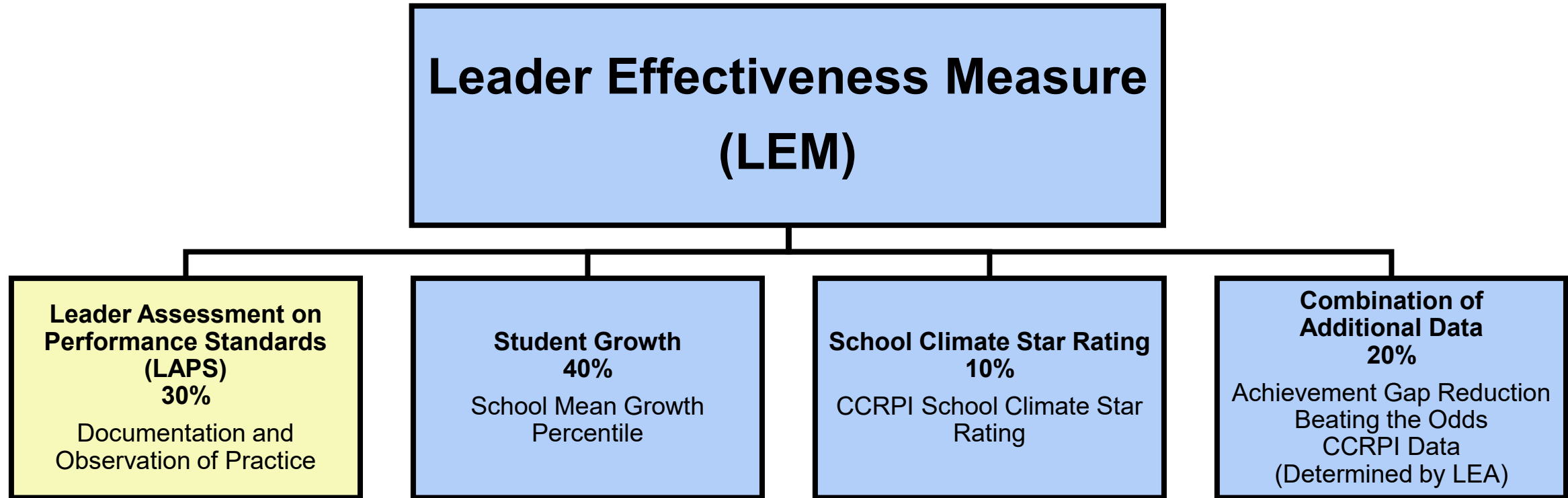
Calculation of TEM

Component	Weight %	Equation
Overall TAPS	50%	# x (.5)
Student Growth	30%	# x (.3)
Professional Growth	20%	# x (.2)

Combination of Component Ratings	Teacher Effectiveness Measure (TEM)
≥3.5	Exemplary
≥2.5 - < 3.5	Proficient
≥1.5 - < 2.5	Needs Development
<1.5	Ineffective

LKES 2025-2026

Component	2025-2026	2026-2027
Credentialing:	Required	Required
LKES Orientation:	Required	Required
Self-Assessment:	Required	Required
Conferences:	3 Required (Pre-Evaluation, Midyear, Summative)	3 Required (Pre-Evaluation, Midyear, Summative)
Use of TLSD Platform:	Required	Required
Summative Assessment:	Required	Required
Annual Goals or Plans:	Required	Required
Student Growth Rating:	MGPs **will be reported** with in the LKES platform in 2025-2026 (for informational purposes, only).	MGPs will be reported within the LKES platform in 2026-2027
School Climate Star Rating:	**Required**	Required
Combination of Additional Data:	**LEAs should finalize the rubric for rating to include Achievement Gap Reduction, Beating the Odds, and/or CCRPI Data.**	**Combination of Additional Data rating will be reported within the LKES platform in 2026-2027.**
LEM Score Generated:	**No**	**Yes**

Leader Keys Effectiveness System – (LKES)

Leader Effectiveness Measure (LEM)

Leader Assessment on Performance Standards (LAPS) 30%

Documentation and Observation of Practice

Student Growth 40%

School Mean Growth Percentile

School Climate Star Rating 10%

CCRPI School Climate Star Rating

Combination of Additional Data 20%

Achievement Gap Reduction Beating the Odds CCRPI Data (Determined by LEA)

LAPS Performance Standard Rating

Each of the eight Performance Standards will be rated using the following scale.

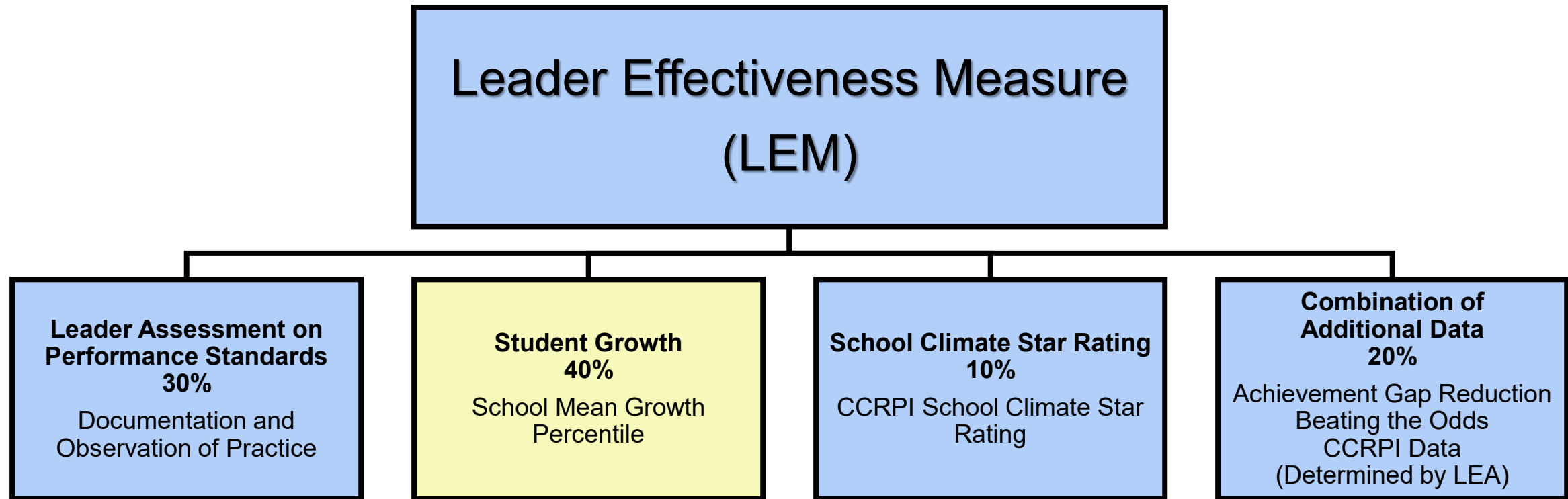| Performance Standard Rating	Point Value
Level IV	3
Level III	2
Level II	1
Level I	0

LAPS Overall Rating

An overall LAPS rating is calculated by adding the point values for each of the eight Performance Standards and comparing the sum to the following score ranges to determine a final rating.

LAPS Rating	LAPS Score Range
Level IV	22-24
Level III	14-21
Level II	6-13
Level I	0-5

Leader Keys Effectiveness System – (LKES)

```
                    ┌─────────────────────────────────────┐
                    │   Leader Effectiveness Measure       │
                    │              (LEM)                   │
                    └─────────────────────────────────────┘
```

Leader Assessment on Performance Standards 30%	Student Growth 40%	School Climate Star Rating 10%	Combination of Additional Data 20%
Documentation and Observation of Practice	School Mean Growth Percentile	CCRPI School Climate Star Rating	Achievement Gap Reduction Beating the Odds CCRPI Data (Determined by LEA)

GaDOE
Georgia Department of Education

Student Growth
SGP Rating Levels

Mean Growth Percentile Rating Levels	Mean Growth Percentile Score Range
Level IV	> 60
Level III	> 45 AND <=60
Level II	>= 35 AND <=45
Level I	< 35

Leader Keys Effectiveness System – (LKES)

```
                    Leader Effectiveness Measure
                              (LEM)
```

Leader Assessment on Performance Standards 30%	Student Growth 40%	School Climate Star Rating 10%	Combination of Additional Data 20%
Documentation and Observation of Practice	School Mean Growth Percentile	CCRPI School Climate Star Rating	Achievement Gap Reduction Beating the Odds CCRPI Data (Determined by LEA)
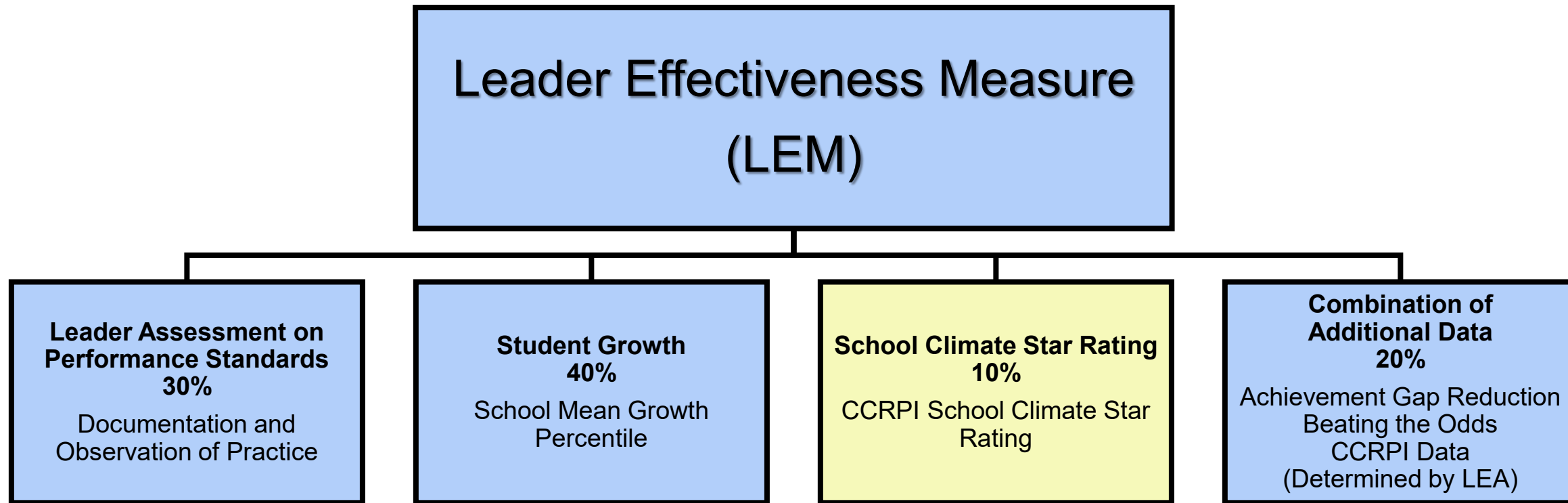
CCRPI School Climate Star Rating

The CCRPI School Climate Star Rating shows how well a school is fostering an atmosphere where students feel welcomed, safe, and respected.

Points are awarded for each of the four dimensions: Perception of School Climate (Survey), Student Discipline, Safe and Substance Free Learning Environment, and Attendance.

The CCRPI School Climate Star Rating is a lagging measure on a leader's component rating.

CCRPI School Climate
Star Rating Rubric

The rubric below will be used to determine the rating level for this component.

Level IV	Level III	Level II	Level I
The school earned 4 or 5 Stars in the CCRPI School Climate Star Rating.	The school earned 3 Stars in the CCRPI School Climate Star Rating.	The school earned 2 Stars in the CCRPI School Climate Star Rating.	The school earned 1 Star in the CCRPI School Climate Star Rating.

Leader Keys Effectiveness System – (LKES)

Leader Effectiveness Measure (LEM)

Leader Assessment on Performance Standards 30%
Documentation and Observation of Practice

Student Growth 40%
School Mean Growth Percentile

School Climate Star Rating 10%
CCRPI School Climate Star Rating

Combination of Additional Data 20%
Achievement Gap Reduction
Beating the Odds
CCRPI Data
(Determined by LEA)

25

Richard Woods, Georgia's School Superintendent | **Georgia Department of Education** | *Preparing ALL Students for Life*

25

GaDOE
Georgia Department of Education

Combination of Additional Data

- LEA determine rating criteria, and which subcomponents will be used by LEA/schools or grade-levels within the LEA.

- Use a minimum of two "subcomponents".

- LEAs must determine specific criteria/rubrics, as well as individual weights for Achievement Gap Reduction, Beat the Odds, and College and Career Readiness Performance Index data <u>prior to</u> rating this LKES component. Rating criteria may be modified, as needed, annually.

- Use lagging results/data.

- Create rubrics (district determined) after reviewing data from previous years
  - ➢ Achievement Gap and CCRPI Data (CCRPI Scoring By Component)
    - http://www.gadoe.org/CCRPI/Pages/default.aspx
  - ➢ Beat the Odds Data
    - https://gosa.georgia.gov/beating-odds-analysis

- Rate the component in the TLSD Electronic Platform.

Calculation of LEM

Component	Weight	Equation
LAPS Rating	30%	# x (.3)
Student Growth	40%	# x (.4)
School Climate/Star Rating	10%	# x (.1)
Combination of Add. Data	20%	# x (.2)

Combination of Component Ratings	Leader Effectiveness Measure (LEM)
≥3.5	Exemplary
≥2.5 - < 3.5	Proficient
≥1.5 - < 2.5	Needs Development
<1.5	Ineffective

History of GaLEADS

2022-2023

Original 12 GaLEADS Pilot Districts Announced. (Nov. '22)

2024–2025

Cohort A Implement Elevate for Teachers and Accelerate for Leaders

Cohort B Implements Elevate

Cohort C Announced

12 Pilot Districts (Cohort A) Implement Elevate for Teachers

Cohort B – 5 Additional Districts Announced

2023-2024

Cohorts A and B Will Implement Elevate and Accelerate

Cohort C Will Implement Elevate

2025–2026

GEORGIA LEADS

Leader and Educator Acceleration and Development System

GaDOE
Georgia Department of Education

GaLEADS Cohort A Pilot Districts
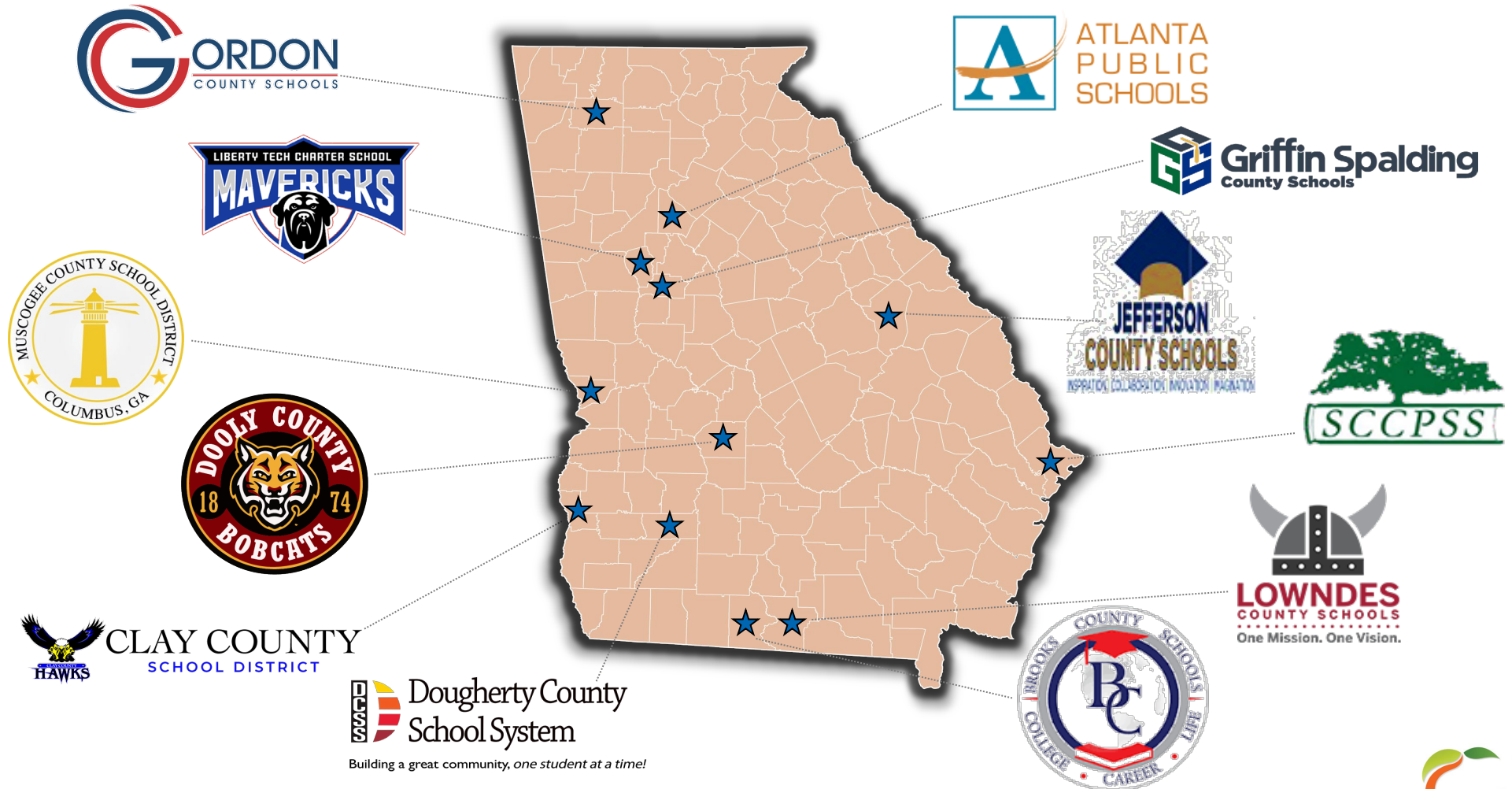
GaLEADS Cohort B Pilot Districts
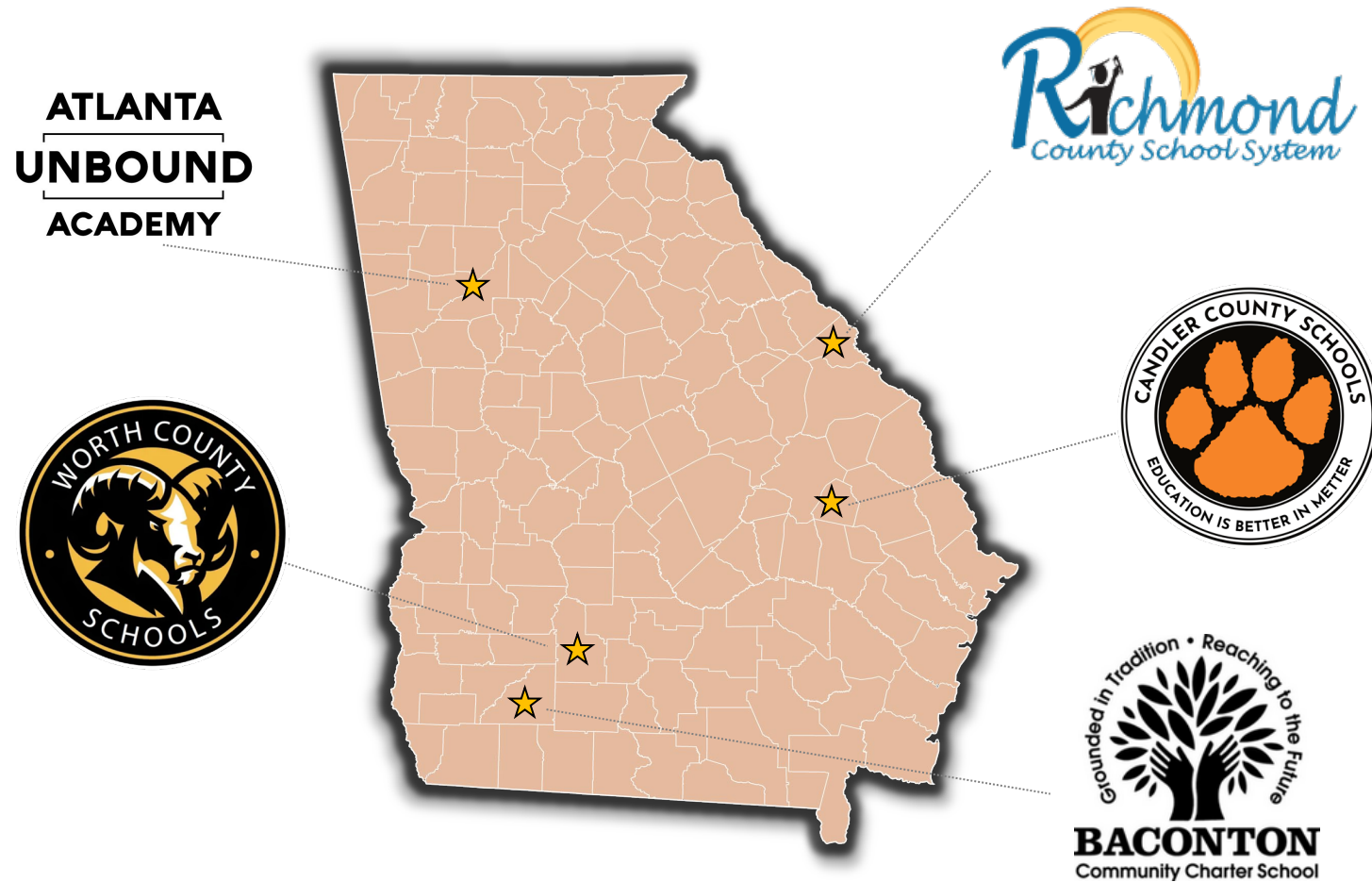
GaLEADS Cohort C Pilot Districts
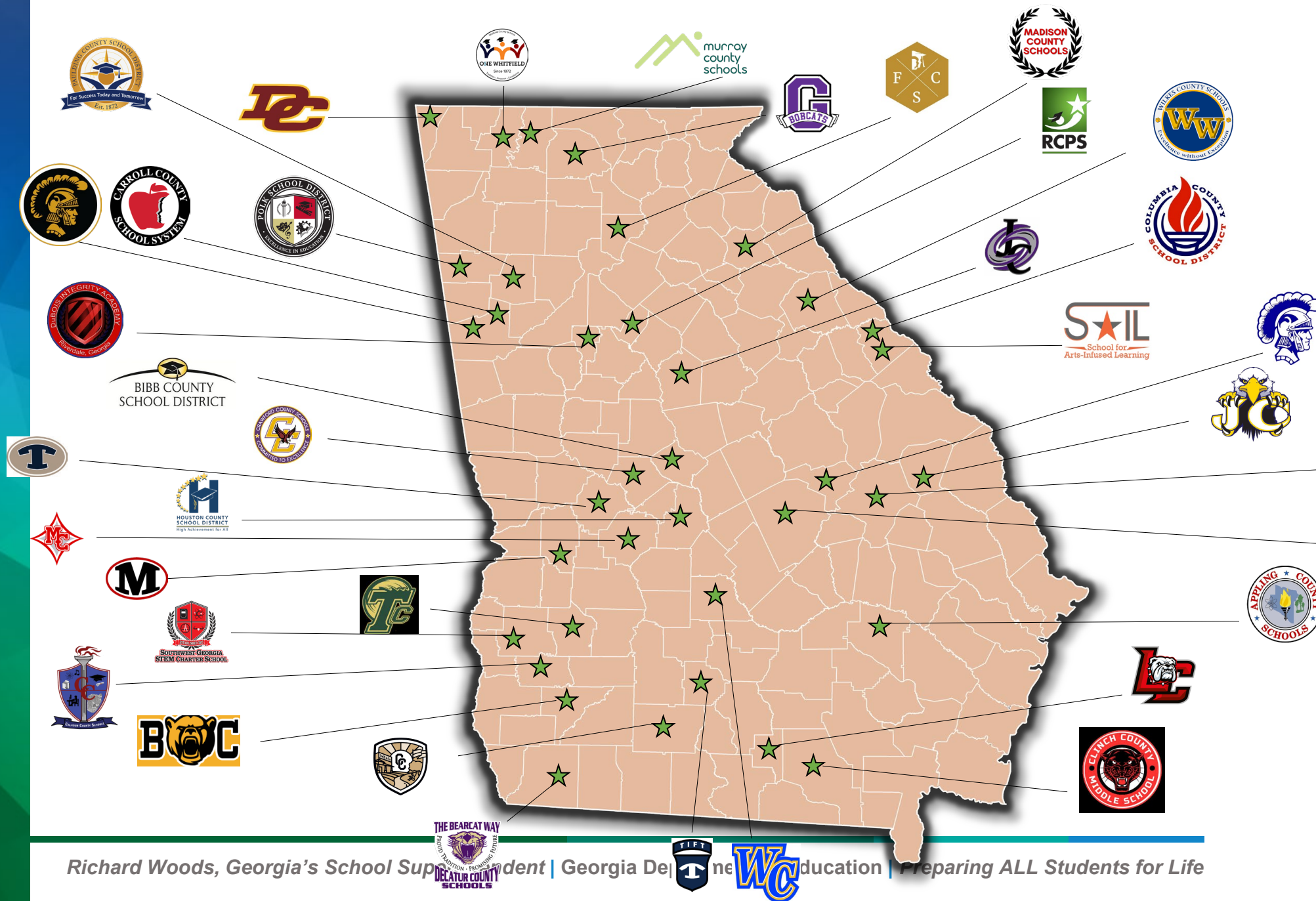
ELEVATE: Built on a Strong Foundation

Teacher Assessment of Performance Standards (TAPS)

PLANNING:
- Professional Knowledge
- Instructional Planning

INSTRUCTIONAL DELIVERY:
- Instructional Strategies
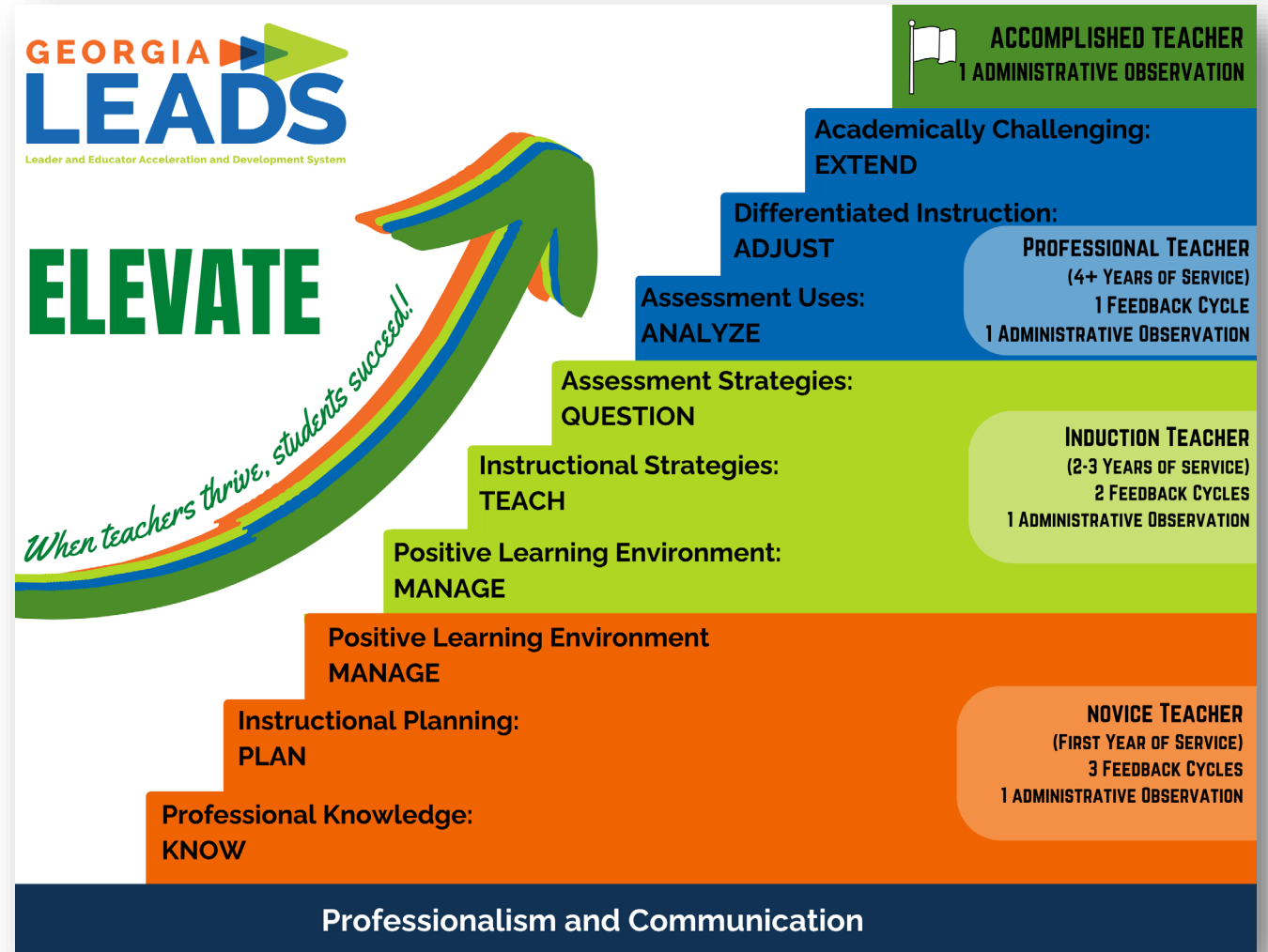- Differentiated Instruction

ASSESSMENT OF AND FOR LEARNING:
- Assessment Strategies
- Assessment Uses

LEARNING ENVIRONMENT:
- Positive Learning Environment
- Academically Challenging

PROFESSIONALISM & COMMUNICATION:
- Professionalism
- Communication

GEORGIA LEADS
Leader and Educator Acceleration and Development System

ELEVATE

When teachers thrive, students succeed!

ACCOMPLISHED TEACHER
1 ADMINISTRATIVE OBSERVATION

Academically Challenging: EXTEND

Differentiated Instruction: ADJUST

Assessment Uses: ANALYZE

PROFESSIONAL TEACHER
(4+ YEARS OF SERVICE)
1 FEEDBACK CYCLE
1 ADMINISTRATIVE OBSERVATION

Assessment Strategies: QUESTION

Instructional Strategies: TEACH

INDUCTION TEACHER
(2-3 YEARS OF SERVICE)
2 FEEDBACK CYCLES
1 ADMINISTRATIVE OBSERVATION

Positive Learning Environment: MANAGE

Positive Learning Environment MANAGE

Instructional Planning: PLAN

NOVICE TEACHER
(FIRST YEAR OF SERVICE)
3 FEEDBACK CYCLES
1 ADMINISTRATIVE OBSERVATION

Professional Knowledge: KNOW

Professionalism and Communication

The ELEVATE Observation

Novice Teacher and Student Performance Indicators			
ACTION KNOW — **TTPS 1. Professional Knowledge (PK):** The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing engaging learning experiences.			
Key Teacher Performance Indicators	**Key Student Performance Indicators**	**Key Teacher Performance Indicators**	**Key Student Performance Indicators**
T1.1 The teacher knows and understands Georgia Approved Standards appropriate to content area/grade.	S1.1 Students are engaged in standards-based lessons and ask questions to clarify misconceptions and/or extend learning.	T1.2 The teacher demonstrates familiarity with the individual developmental and learning needs, interests, and backgrounds of students.	S1.2 Students show interest and enthusiasm for the topics being taught.
Evidence to Consider	*Evidence to Consider*	*Evidence to Consider*	*Evidence to Consider*
The teacher: T1.1a Demonstrates an understanding of content and related standards by explaining content in several ways to help students understand. T1.1b Answers students' questions correctly and/or guides them to research answers. T1.1c Uses academic vocabulary in instruction, lesson plans, and classroom environment. Other artifacts related to the indicator. ❑ Observed ❑ Not Observed	The students: S1.1a Engage in learning activities designed to promote understanding of the standard or concept. S1.1b Use academic vocabulary during discussions and when collaborating in the classroom. S1.1c Ask content related questions to clarify understanding. Other artifacts related to the indicator. ❑ Observed ❑ Not Observed	The teacher: T1.2a Interacts with students in a personalized manner. T1.2b Adjusts instruction as needed to keep students engaged in the lesson. T1.2c Bases instructional decisions on the typical developmental milestones for students at various ages and stages of learning. Other artifacts related to the indicator. ❑ Observed ❑ Not Observed	The students: S1.2a Maintain focused attention on the teacher, instructional materials, and learning tasks. S1.2b Persist in completing tasks and demonstrate effort in applying new concepts or skills. S1.2c Connect newly acquired knowledge or skills to personal goals or real-life contexts. Other artifacts related to the indicator. ❑ Observed ❑ Not Observed
Specific, Actionable Feedback for Instruction	*Specific, Actionable Feedback for Instruction*	*Specific, Actionable Feedback for Instruction*	*Specific, Actionable Feedback for Instruction*
Choose **ONE** action step if indicator above is *not observed*: ❑ Study unfamiliar concepts and/or utilize a folder of all standards, content pacing guides, and instructional frameworks to guide instruction. ❑ Identify standards and academic focus in the lesson plan and share learning expectations with students. **(IS)** ❑ Interact with students often to identify and clarify any misconceptions within the content. **(PLE, IS, AS)** ❑ Model use of key academic vocabulary from standard/content throughout lesson. **(IS, ACE)** ❑ Explicitly teach key academic vocabulary. **(IS, ACE)** ❑ Other	Choose **ONE** action step if indicator above is *not observed*: ❑ Connect the learning activity to the attainment of the standard. **(IS, ACE)** ❑ Guide students to make connections to other disciplines and real-world experiences. **(IS, AS)** ❑ Ask students to define and use key academic vocabulary in each lesson. **(ACE)** ❑ Prompt students to ask and/or answer questions throughout the lesson **(AS)** ❑ Other	Choose **ONE** action step if indicator above is *not observed*: ❑ Use the positive, personal experiences of students when creating examples, word problems, questions, etc. **(IS, DI)** ❑ Administer an interest survey to students for use throughout the year. **(DI)** ❑ Alternate activities that require listening, verbalizing, and doing frequently the lesson. **(IS, AS, DI)** ❑ Review permanent records, Individualized Education Plans (IEP), 504 Plans, MTSS records, and other important documents to deepen understanding of student needs. **(DI)** ❑ Other	Choose **ONE** action step if indicator above is *not observed*: ❑ Use the interests and/or experiences of students to create meaningful learning tasks or lessons. **(IS, DI)** ❑ Create challenging lessons with scaffolds and other instructional supports for all students to access grade level and beyond material. **(IS, DI, ACE)** ❑ Break down complex concepts into manageable steps and offer guidance as students progress. **(IS, DI)** ❑ Collaborate with families, counselors, special educators to support readiness for learning and acquisition of individualized learning goals. **(IS, DI)** ❑ Other
Additional Resources and Guidance			
Standard 1: Professional Knowledge Debrief Guiding Questions ➤ How do you get to know your students and how they learn best? ➤ How well do you feel you know and understand the content you are responsible for teaching? ➤ How do you stay current with developments and changes within your subject area? ➤ How do you teach and encourage the use of academic vocabulary in lessons? ➤ Describe a recent lesson that you adjusted to provide additional support or extended learning to students. ➤ How do you incorporate technology and/or real-world examples and applications into your teaching to make the content more engaging and relevant for students?		**Extended Leading and Learning Opportunities:** *(when all indicators are observed)* ❑ Collaborate with teachers from different grade levels to discuss how state standards progress across grade bands. ❑ Encourage students to identify prefixes, suffixes, root words to deepen understanding of academic vocabulary. ❑ Collaborate with teachers, such as special education, gifted, EL (English Learners) teachers, to discuss strategies to meet the needs of diverse learners. ❑ Implement one new interactive technology tool to monitor learning, engage the learner, or enhance the lesson. ❑ Actively contribute to collaborative learning team meetings using PLC (Professional Learning Communities) framework questions. ❑ Other	

ELEVATE Feedback Cycle

Step 1
Observe:
(15-minute minimum)
Teachers and Students

Analyze:
Evidence and Artifacts

Provide Feedback:
Specific, Actionable

Step 2
Debrief:
(Within 10 days of observation)

Guided reflection and bite-sized feedback

Resources and support for application

(Optional)Step 3:
Follow-up Observation
(May be requested by observer or teacher)

Component 2: Student Growth, Achievement, and Development

Teacher Growth Measure + **School Growth Measure** + **State Growth Measure** (Lagging Summative Data: SGP from the prior year's state test administration will be applied) = **Component 2 30%**

Component 3: Professional Growth and Advancement

Competency-Based Professional Learning + **Other Professional Advancement Options** = **Component 3 20%**

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | *Preparing ALL Students for Life*

GaDOE
Georgia Department of Education

GaLEADS for Leaders: ACCELERATE

Strategic Leadership

Leading for Learning

ACCELERATE Growth for All Leaders

Operational Leadership

Leading for Positive Culture

Behind every thriving teacher is an exceptional leader!

Variation of Leader Roles

ACCELERATE: Growth for ALL Georgia Leaders

School Administrators

School Support Leaders

District Leaders

ACCELERATE Model Overview

ACCELERATE

- **Strategic Leadership**
- **Operational Leadership**
- **Leading for Positive Culture**
- **Leading for Learning**

8 Standards and 1 Foundational Standard

Five-Tiered Continuum for Growth
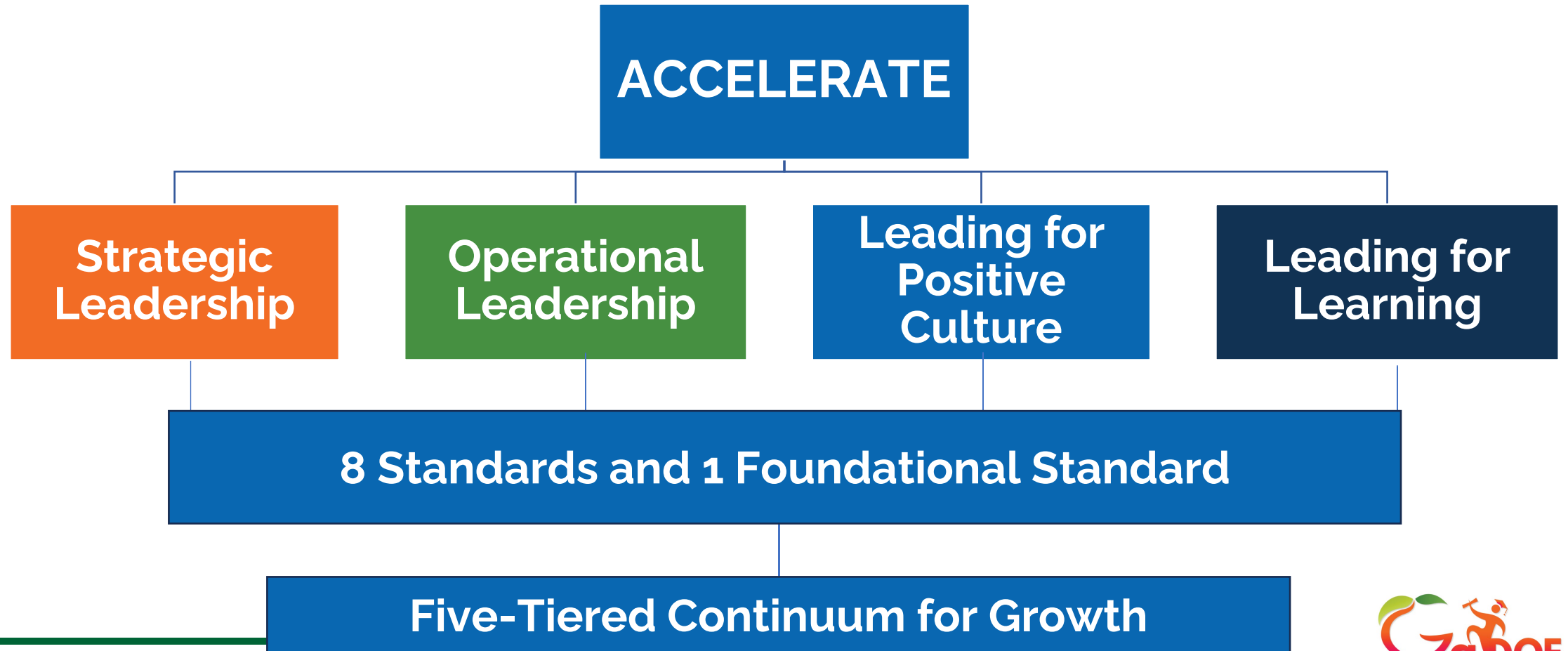
ACCELERATE
Continuum for Growth

Approaching Conventional	Conventional	Collaborative	Innovative	Synergistic

GaDOE
Georgia Department of Education

GaLEADS for Leaders Overview

Contact Us

Dr. Rodney Green, Director
Educator Support and Development
rodney.green@doe.k12.ga.us

Dustin Allen, Program Manager
Educator Systems Team
Educator Support and Development Division
dustin.allen@doe.k12.ga.us

Michele Sherman, Program Manager
Educator Support Team
Educator Support and Development Division
michele.sherman@doe.k12.ga.us