

## **INTRODUCTION**

The Georgia Teacher Evaluation Program (GTEP) was developed in response to the Quality Basic Education (QBE) Act. The QBE Act requires that all personnel employed by local units of administration (LUA) shall have their performance evaluated annually by appropriately trained evaluators. Certified professional personnel who have deficiencies and other needs shall have professional development plans designed to mitigate such deficiencies and other needs as may have been identified during the evaluation process. (O.C.G.A. § 20-2-210)

The information contained in this manual is intended to provide all teachers and administrators in Georgia with a description of the evaluation instruments and a summary of procedures for the GTEP. The instruments and procedures are described further in a training program for evaluators and in an orientation session for teachers. This manual includes three major sections: (a) procedures for GTEP Implementation, (b) the Georgia Teacher Observation Instrument (GTOI), and (c) the Georgia Teacher Duties and Responsibilities Instrument (GTDR).

## **PHILOSOPHY AND PURPOSES**

Teacher evaluation is an integral component in the process of improving teaching and learning. An effective evaluation program results when teachers are treated as professionals and evaluators are successful in using evaluations to reinforce effective practices and to improve teaching.

The purposes of the annual performance evaluation are:

1. to identify and reinforce effective teaching practices;
2. to identify areas where development can improve instructional effectiveness; and
3. to identify teachers who do not meet the minimum standards so that appropriate action can be taken.

## PROCEDURES FOR GTEP IMPLEMENTATION EVALUATION

### INSTRUMENTS

The Georgia Teacher Evaluation Program (GTEP) includes the use of two instruments—the Georgia Teacher Observation Instrument (GTOI) and the Georgia Teacher Duties and Responsibilities Instrument (GTDRI). These two instruments shall be used for the annual evaluation of teaching personnel employed for 120 days or more, who are employed at least half-time, and are required to have a teaching certificate.

Exceptions to this rule include the following:

1. The local unit of administration (LUA) will determine which evaluation program is appropriate for teaching personnel who are required to have a teaching certificate but who are serving in **multiple roles**, such as teacher-leadership, teacher-counselor, etc. Only one evaluation program will be used for each individual. The individual will receive an orientation to the appropriate program.
2. **Special groups of teachers**, such as hospital/homebound, in-school suspension, and migrant teachers, **who do not hold regular classroom teaching roles** will be evaluated using the applicable portions of the GTDRI and appropriate additional criteria as specified by the local unit of administration. The teacher must receive a written statement of the criteria and an orientation to them prior to their use in the evaluation of the teacher.
3. Teachers who are employees any portion of the year must, at a minimum, be evaluated with the GTDRI. The local unit of administration will determine whether the GTOI will be used with **teachers employed fewer than 120 days** and with those teachers who are employed **less than half-time**. The local unit of administration will decide the appropriate number of observations if the number of days taught is less than 120. Teachers must receive an orientation to the GTEP process and a statement of the criteria on which they will be evaluated.

All teachers evaluated using any portion of the Georgia Teacher Evaluation Program must receive a copy of this GTEP: Evaluation Manual and must receive an Annual Evaluation Summary Report according to the guidelines in this manual.

## **REQUIREMENTS FOR TRAINING**

Evaluation activities must be conducted by trained evaluators. A trained GTEP evaluator is defined as an individual who has attended all state-approved, required GTEP training sessions including conferencing and Professional Development Plan (PDP) training segments, a school-based practice activity, any required update training, and has met state-adopted evaluator proficiency requirements.

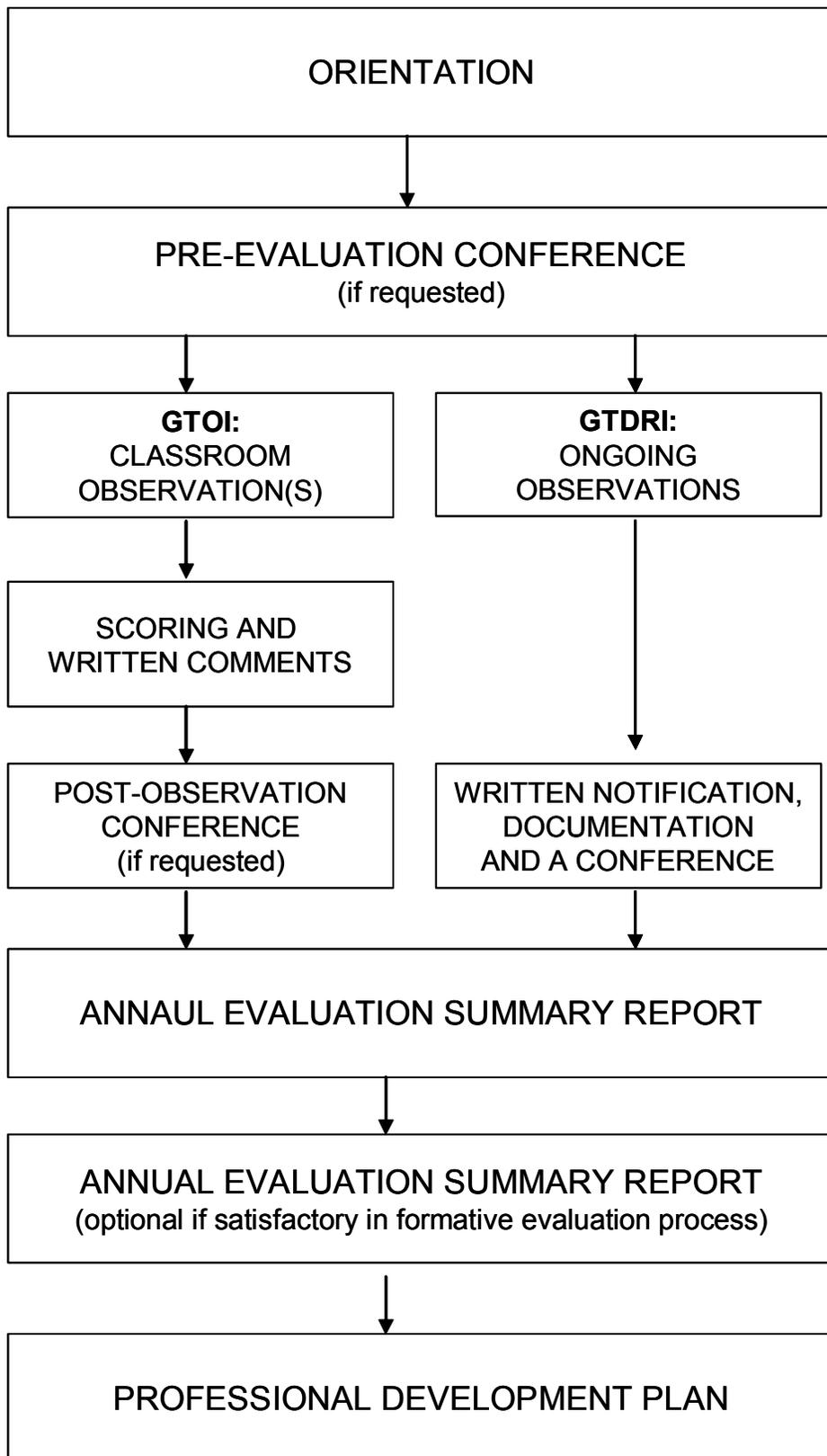
## **RESPONSIBILITY FOR EVALUATION**

The school principal is responsible for the management of all teacher evaluation activities. The principal must review and sign the Annual Evaluation Summary Report on each teacher. The principal must conduct a minimum of **10** GTOI classroom observations annually unless this number is higher than the total number of observations required in a school. Priority for these observations should be for teachers in their first year at the school and for teachers believed to be at-risk of receiving an unsatisfactory annual evaluation report.

In the event the principal is unable to conduct evaluation activities for reasons such as illness, late employment, or not yet meeting training requirements, the local unit of administration must designate a trained evaluator to perform these activities. If an evaluator leaves during the year, previous evaluation records that have been produced by that individual remain in effect.

Teacher evaluations may be conducted only by system-level and school-based administrators, system-level instructional supervisory personnel, and school-based instructional leadership staff. Local system personnel may be assigned GTEP evaluation responsibilities only for periods when such persons do not have regularly scheduled, direct student instructional responsibilities.

# GEORGIA TEACHER EVALUATION PROCESS



## GEORGIA TEACHER EVALUATION PROCESS

There are eight basic steps in the Georgia Teacher Evaluation Process. See the diagram on page 4 for an overview of this process.

### Step 1 - ORIENTATION (Required for New Teachers)

All teaching personnel must receive an orientation to the Georgia Teacher Evaluation Program prior to their initial evaluation observation. During the orientation session the teachers must be provided a copy of this GTEP: Evaluation Manual. An overview of the GTEP procedures, the content and terminology in the GTOI and GTDRI, and information about the supplementary GTEP orientation materials will be discussed. These orientation materials are to be in every school in a convenient location for teachers. All teachers must have access to the supplementary materials including an Orientation Guide, transparencies, and an accompanying videotape of sample effective teaching practices.

For teachers who have previously received a GTEP orientation, an update on any changes in procedures and content of the GTEP shall be conducted.

### Step 2 - PRE-EVALUATION CONFERENCE (Required if Requested)

A pre-evaluation conference is not required as a routine procedure, but one must be conducted at the request of either the teacher or the evaluator. This conference is designed to provide an opportunity for **(a)** further clarification of the GTEP content, evaluation procedures, or scoring criteria; (b) sharing of background information concerning the students and/or classes which may be observed; (c) sharing of other information which may have an impact on the teacher's evaluation; and (d) review of the past year's Professional Development Plan, if appropriate.

### Step 3 - OBSERVATIONS

Teachers must be notified of the evaluation process and guidelines under which they will be evaluated.

#### Annual Evaluation Requirements

The teacher evaluation program in Georgia consists of classroom observations for scoring the Georgia Teacher Observation Instrument (GTOI) and ongoing school-wide observations for scoring the Georgia Teacher Duties and Responsibilities Instrument (GTDRI). The items on the GTDRI describe expectations for teachers in addition to the teaching tasks outlined in the GTOI. Evaluation of the performance of these duties and responsibilities is based on school-wide observations throughout the year and is handled by exception.

**DIAGRAM OF STANDARD EVALUATION PROCESS**

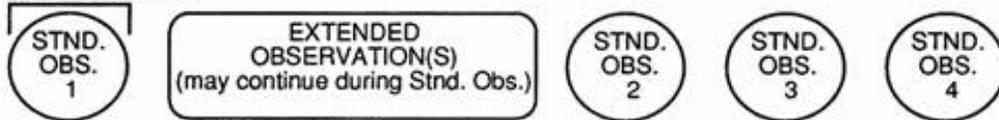


**DIAGRAM OF FORMATIVE EVALUATION PROCESS**

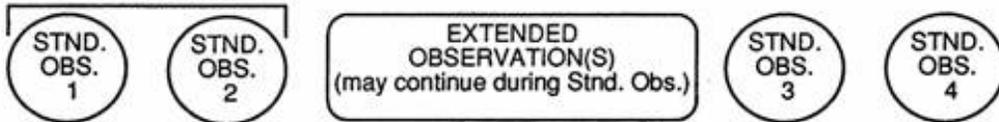


**DIAGRAMS OF REQUIRED EXTENDED PHASE**

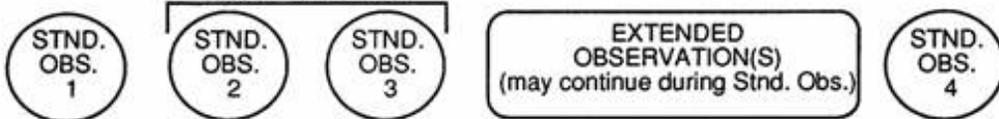
5 or more NIs



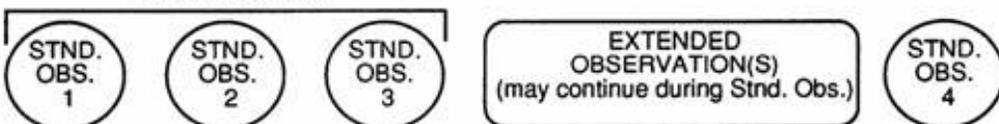
5 or more NIs



5 or more NIs



5 or more NIs



## Standard Evaluation Process

The standard evaluation process for the evaluation of classroom teaching with the GTOI requires a minimum of 3 unannounced classroom observations of at least 20 minutes each. Results of each observation are recorded on the GTOI Observation Record: Standard Form designated for the Standard Process and returned to the teacher within 5 working days. (A copy of the Standard Process-GTOI Observation Record: Standard Form is contained in the Appendix, page 73.)

The standard evaluation process shall be used to evaluate the following groups of teachers:

- (1) Teachers with fewer than three years of teaching experience.
- (2) Teachers with three or more years of teaching experience who are newly employed with an LUA.
- (3) Teachers not in categories (1) or (2) whose previous year's performance was unsatisfactory under the standard evaluation process.
- (4) Teachers eligible for the formative evaluation process who are placed into the standard evaluation process as determined by the principal.
- (5) Teachers with three or more years of experience who are not newly employed with the LUA and who have a satisfactory Overall Evaluation Summary rating following two years in the formative process.

The LUA will determine the observation time lines for all teachers with the following exception. Teachers employed at the beginning of the school year who are new to a system or who have less than three years of teaching experience must have their first observation prior to November 15.

To the extent possible, standard observations should be distributed to provide for a sample of teaching behaviors at the beginning, middle, and end of lessons, at different times of the day, on different days of the week, and over a number of months. Standard observations for a given teacher must not occur prior to the teacher's receiving a Standard Process-GTOI Observation Record: Standard Form for a previous observation and an opportunity to request and have a conference.

Teachers in the standard evaluation process will be evaluated on the GTDRI according to guidelines in this GTEP: Evaluation Manual.

## **Formative Evaluation Process**

The formative evaluation process shall consist of a minimum of 1 unannounced classroom observation of at least 20 minutes. The results of this observation are recorded on the GTOI Observation Record: Standard Form designated for the Formative Process and returned to the teacher within 10 working days. (A copy of the Formative Process-GTOI Observation Record: Standard Form is contained in the Appendix, page 75.) This observation is formative in nature and is used for diagnostic purposes only; therefore, it must not be used when determining the overall annual evaluation rating.

The following group of teachers shall be eligible to be evaluated with the two-year formative evaluation process.

Teachers with three or more years of teaching experience who are not newly employed with the LUA and whose most recent overall GTEP rating was satisfactory under the standard evaluation process.

Following two years of satisfactory performance in the formative evaluation process, teachers are placed in the standard evaluation process according to guidelines.

Teachers eligible for or currently in the formative evaluation process may be placed into the standard evaluation process as determined by the principal. The decision to place a teacher into the standard evaluation process should be based on performance during the unannounced GTOI observation of at least 20 minutes or other evidence as determined by the principal. Standard evaluation process guidelines must be followed for these teachers.

The GTOI observation conducted while in the formative evaluation process cannot serve as one of the 3 standard observations required in the standard evaluation process.

Teachers in the formative evaluation process will be evaluated on the GTDRI according to guidelines in this GTEP: Evaluation Manual.

## **Observation Guidelines**

For teachers in either the standard or formative evaluation process, it is both impossible and undesirable to write rules for every evaluation situation. In order to be effective, evaluators must use a common sense approach to evaluation. Observations for evaluation using the GTOI should take place during teaching situations which provide appropriate opportunities for interaction of either a student-focused or teacher-focused nature. In cases where the students are engaged in appropriate noninteractive learning activities, such as silent reading, independent writing, or listening to a story, evaluators should not score the lesson with the GTOI. Evaluators should not score exams, videotapes, films, guest speakers, or similar classroom activities. Evaluators are encouraged to use professional discretion in the selection of observation times.

## Extended Phase

The extended phase is required in the standard evaluation process when a teacher has accumulated 5 or more **Needs Improvement (NI)** scores and has not participated in the extended phase during the current school year.

The extended phase begins with a required conference to plan for the extended phase observation. The conference is followed by an announced, full class/lesson observation. The results of this observation are recorded on the GTOI Observation Record: Extended Form and returned to the teacher within Li working days. (A copy of the GTOI Observation Record: Extended Form is contained in the Appendix, page 77.)

A conference to discuss the results must be held after this observation. The scores from the extended observation are used for diagnostic purposes only and must not be used to determine any rating on the Annual Evaluation Summary Report.

If all of the scores from the extended observation are satisfactory, standard observations are resumed. If the scores indicate improvement is needed, assistance should be planned and provided promptly. If necessary, the plan for assistance should be formulated as a Professional Development Plan and implemented immediately.

After a reasonable amount of time, standard observations must resume until a total of 4 standard observations are accumulated. The extended phase may continue during the time that standard observations have been resumed. For teachers who have entered the extended phase, the annual evaluation results will be based on the best 3 of 4 standard observations. (See the diagram of the GTOI observations on page 6.)

Extended observations can be used with teachers in either the standard evaluation process or the formative evaluation process for diagnostic purposes. Extended observations are an option any time a teacher or an evaluator wishes to collect information about teaching skills from announced full lesson/class observations. Announced extended observations are an important diagnostic tool and are encouraged for use at any time but may not be used as part of the Annual Evaluation Summary Report. Extended observations are recommended when an evaluator or teacher wants more detailed information about the teacher's instructional skills as they relate to the dimensions on the observation instrument.

## Step 4 - GTOI: SCORING AND WRITTEN COMMENTS GTDRI: NOTIFICATION AND DOCUMENTATION

### GTOI: Scoring and Written Comments

Classroom observations are scored for each dimension and comments must be written for each of the three teaching tasks on the GTOI observation records. These comments should address the program purposes of identifying and reinforcing effective teaching practices and identifying areas where development can improve instructional effectiveness. The dimensions on the GTOI are **scored Satisfactory (S)** or **Needs Improvement (NI)** with one exception. Building for Transfer (Task I: Dimension C) may be scored **Not Applicable (NA)** during Student-Focused Content Development. Content Development (Task I: Dimension B) may be scored, by observing either teacher-focused interactions or student-focused interactions or both.

All teachers shall receive a copy of each GTEP observation record within 5 working days of the observation. A conference to discuss each observation shall occur if requested by either the teacher or the evaluator within 1\_Q working days of receiving the results and shall be held within 10 , working days of this request. Any written comments submitted by the teacher within 1\_Q working days of receiving the results or within j\_Q working days of the conference shall be attached to the observation record or Annual Evaluation Summary Report.

### GTDR: Notification and Documentation

Items in the Georgia Teacher Duties and Responsibilities Instrument (GTDR) are scored by exception. All items shall be scored as **satisfactory** on the annual evaluation summary unless prior to the annual evaluation summary the teacher has:

- been notified in writing;
- received written documentation on each incident serving as the basis for the unsatisfactory annual evaluation summary; and
- had a conference concerning the unsatisfactory performance.

An **unsatisfactory** annual evaluation summary for the GTDR can occur if both of the following conditions have been met:

- (1) The employee has failed to perform a duty or responsibility which is a part of the employee's job description under O.C.G.A. § 20-2-211 (d) and local board of education policies; or committed an act prohibited under local board of education or State Board of Education rules or where the employee had received written notification that the act was prohibited prior to committing the act which is the subject of the GTDR written notification.

(2) The employee has had opportunity of remediation activities, has failed to remediate the conduct which was the subject of the GTDRI deficiency and has received notification of the subsequent deficiency. For purposes of this rule, remediation shall be deemed to have occurred if the employee has continuously performed in an appropriate manner the duty or responsibility previously identified as deficient for the remainder of the annual evaluation cycle. The annual evaluation cycle is from the date of completion of the annual evaluation summary for one year to the date of completion of the following year's annual evaluation summary.

A copy of an optional form which could be used for notification and documentation is contained in the Appendix on page 81.

## **Step 5 - POST-OBSERVATION/NOTIFICATION CONFERENCE Post-Observation**

### **Conference**

A post-observation conference to discuss the results of a GTOI observation is required if requested by either the teacher or the evaluator. Formal and informal conferences to discuss instruction are encouraged. A post-observation conference is required, after each extended phase observation.

### **Notification Conference**

A notification conference is required anytime a teacher receives written notification and documentation for each new incident on the GTDRI. The purpose of the conference is to:

- explain the deficient area;
- discuss the subject of concern;
- clarify action(s) required; and
- discuss the time frame for corrections.

## **Step 6 - ANNUAL EVALUATION SUMMARY REPORT (Required)**

The Annual Evaluation Summary Report provides an Overall Evaluation Summary as well as summary information on areas of strength, areas for improvement, and areas for professional development. The following rules and procedures are used for completion of the Annual Evaluation Summary Report. (The letters and numbers in the following instructions correspond to the labeled example of an Annual Evaluation Summary Report on page 12.)



## STANDARD PROCESS

### A. Evaluation Summary

#### Georgia Teacher Observation Instrument

A(1) If the teacher has fewer than 5 NIs across 3 standard observations, **Satisfactory** is marked in the GTOI column. If the teacher has participated in the extended phase and has 5 or more NIs on the best 3 of 4 standard observations, **Unsatisfactory** is marked in the GTOI column.

#### Georgia Teacher Duties and Responsibilities Instrument A(2) Mark **Satisfactory** on the

Annual Evaluation Summary Report if:

- the teacher's performance was consistently acceptable;  
or
- the teacher's unsatisfactory performance was remediated and performance was acceptable;  
or
- the teacher had not received written notification, documentation, and a conference for each new incident serving as the basis for the unsatisfactory performance.

Mark **Unsatisfactory** on the Annual Evaluation Summary Report if both of the following conditions have been met:

- (1) the teacher has failed to perform a duty or responsibility which is part of the employee's job description and local board of education policies;  
or  
the teacher committed an act prohibited under local board of education or State Board of Education rules;  
or  
the teacher had received written notification that the act was prohibited prior to committing the act which is the subject of the GTDRI written notification;  
**and**
- (2) the teacher has had an opportunity for remediation, has failed to remediate the conduct which was the subject of the GTDRI deficiency and has received notification of the subsequent deficiency.

#### Overall Evaluation Summary

A(3) If the teacher received a **Satisfactory** Evaluation Summary on both the GTOI and the GTDRI, a score of **Satisfactory** is marked for the Overall Evaluation Summary. If the teacher received an **Unsatisfactory** Evaluation Summary for either the GTOI or the GTDRI, an **Unsatisfactory** is marked for the Overall Evaluation Summary.



## FORMATIVE PROCESS

### A. Evaluation Summary

#### Georgia Teacher Observation Instrument

A(1) If the teacher is in the Formative Process, **Not Applicable (Formative Only)** is marked in the GTOI column. In the formative process, only one GTOI observation is required and is not sufficient to make an annual evaluation summary decision.

#### Georgia Teacher Duties and Responsibilities Instrument A(2) Mark Satisfactory

on the Annual Evaluation Summary Report if:

- the teacher's performance was consistently acceptable;
- or
- the teacher's unsatisfactory performance was remediated and performance was acceptable;
- or
- the teacher had not received written notification, documentation, and a conference for each new incident serving as the basis for the unsatisfactory performance.

**Mark Unsatisfactory** on the Annual Evaluation Summary Report if both of the following conditions have been met:

the teacher has failed to perform a duty or responsibility which is part of the employee's job description and local board of (1) education policies;

or

the teacher committed an act prohibited under local board of education or State Board of Education rules;

or

the teacher had received written notification that the act was prohibited prior to committing the act which is the subject of the GTDRI written notification;

**and**

- (2) the teacher has had an opportunity for remediation, has failed to remediate the conduct which was the subject of the GTDRI deficiency and has received notification of the subsequent deficiency.

Refer to pages 10 and 11 or page 65 for the GTDRI section of the Administrative Procedures Act (APA) Rule 160-3-1 -.11.



## Overall Evaluation Summary

A(3) If the teacher received a **Satisfactory** Evaluation Summary on the GTDRI, a score of **Satisfactory** is marked for the Overall Evaluation Summary. If the teacher received an **Unsatisfactory** Evaluation Summary on the GTDRI, a score of **Unsatisfactory** is marked for the Overall Evaluation Summary.

### B. GTOI Dimensions for a Required Professional Development Plan (PDP)

If the teacher has all NIs in any dimension across 3 standard observations, that dimension must be marked, thereby indicating that a PDP is required in that area. If the teacher has 1 or 2 NIs in any dimension across 3 standard observations, the evaluator may mark that dimension with the decision based upon its significance to the teacher and students. In cases where dimensions have only 1 or 2 NIs, the decision about which dimensions to mark should be made with the teacher. However, the administrator makes the final decision. If the teacher's evaluation summary for the GTOI is overall **Unsatisfactory**, one or more dimensions must be identified as areas for a required PDP even if only 1 or 2 NIs were received in any dimension.

### C. GTDRI Areas for a Required Professional Development Plan (PDP)

If a teacher's evaluation summary for the GTDRI is overall **Unsatisfactory**, the evaluator will identify the area(s) of deficiency by using the numbers and letters of the item(s) on the GTDRI. This coded identification indicates that a PDP is required in that area. If a teacher's evaluation summary for the GTDRI is overall **Satisfactory** and the teacher has received notification, documentation, and a conference for a deficiency on the GTDRI, the evaluator may identify that area for a required PDP.

### D. Summary Comments for the GTOI and the GTDRI

For teachers in the **standard evaluation process**, at least one comment must be written for each evaluation instrument. If the teacher has a required PDP, a specific comment must be written which addresses the area(s) in which the teacher needs improvement.

For teachers in the **formative evaluation process**, at least one comment must be written for the GTDRI. If the teacher has a required PDP, a specific comment must be written which addresses the area(s) in which the teacher needs improvement.

### E. Signature Section

The form must be signed and dated by the primary evaluator, the teacher, and the principal. If additional documentation or comments are attached, the teacher should initial and date the appropriate space.



**CONFIDENTIAL**

**PROFESSIONAL DEVELOPMENT PLAN**

ANNUAL EVALUATION PROGRAM:                    O GLEI                    O GTOI                    D GTDRI                    -0 Other \_\_\_\_\_

Evaluatee: \_\_\_\_\_

School: \_\_\_\_\_ System, RESA, or Psychoeducational Center: Check one

of the following: ]Optional Plan for Enhancement

A                    DOptional Plan for Specific Needs Development

0 Required Plan for Specific Needs Development

Specific Objectives for Improvement:

Activities and Time Line:

Criteria for Measurement of Progress:

Record of Participation in Recommended Activities:

Record of Performance on Specified Criteria:

S (RES)

Evaluatee's signature acknowledges receipt of

EVALUATOR: \_\_\_\_\_

DATE: \_\_\_\_\_

form, not necessarily concurrence. Written comments may be provided below and/or evaluators copy. Initial and date

EVALUATEE: \_\_\_\_\_

DATE: \_\_\_\_\_

here if comments are

Evaluatee's comments: \_\_\_\_\_

Revised 93/94

## Step 7 - ANNUAL EVALUATION CONFERENCE

For teachers in the **standard evaluation process**, an Annual Evaluation Conference must be conducted with each teacher at which time a summary of the results on the GTOI and GTDRI is presented.

For teachers in the **formative evaluation process**, an Annual Evaluation Conference is required if the teacher's performance was determined **Unsatisfactory** on the GTDRI. At this conference the results of the Annual Evaluation Summary Report shall be presented. Teachers in the standard and formative evaluation processes must be provided with **2** copy of the completed Annual Evaluation Summary Report.

Any written statements concerning the annual evaluation summary which are submitted by the teacher within 1 working days of the Annual Evaluation Conference or within 1Q working days of receiving the Annual Evaluation Summary Report must be attached to the summary report.

The Annual Evaluation Conference is designed to provide an opportunity:

- (1) to communicate the overall evaluation results for the school year;
- (2) to review specific areas of strength and areas identified for improvement; and
- (3) for the teacher and the primary evaluator to sign, date, and receive copies of the Annual Evaluation Summary Report.

The principal will also review and sign the Annual Evaluation Summary Report. This conference may also be used as the time for discussing the content of a Professional Development Plan.

## Step 8 - PROFESSIONAL DEVELOPMENT PLAN

Professional Development Plans (PDP) are encouraged for all teachers. The PDP is part of continuing staff development for the benefit of the individual teacher. At a minimum, teachers whose Overall Evaluation Summary results are **Unsatisfactory** or who demonstrate other needs according to criteria on page 15, sections B. and C. and who are offered a subsequent contract must have a PDP. In addition to these requirements, principals have the authority to require PDPs as needed throughout the year.

For teachers whose performance is **Unsatisfactory**, measurement of progress on the PDP is required as part of the next year's annual evaluation. The plan includes specific objectives for improvement, activities and a time line for meeting these objectives, criteria for measurement of progress toward meeting the objectives, a record of participation in recommended activities, and a record of performance on specified criteria. (A copy of the Professional Development Plan is contained in the Appendix, page 83.)

The following rules and procedures are used for completion of a Professional Development Plan. (The letters in the following instructions correspond to the labeled example of a PDP on page 16.)

**A. Professional Development Plan Categories**

OPTIONAL PLAN FOR ENHANCEMENT is checked if the Overall Evaluation Summary score is **Satisfactory** and no dimensions on the GTOI are marked for a required PDP on the Annual Evaluation Summary Report.

OPTIONAL PLAN FOR SPECIFIC NEEDS DEVELOPMENT is checked if the Overall Evaluation Summary score is **Satisfactory** and a dimension on the GTOI or an area on the GTDRI which is not marked for a required PDP is selected for improvement.

REQUIRED PLAN FOR SPECIFIC NEEDS DEVELOPMENT is checked if a dimension on the GTOI or a deficient area on the GTDRI is marked for a required PDP on the Annual Evaluation Summary Report.

**B. Specific Objectives for Improvement**

Specific objectives for improvement should address deficiencies, needs, or areas identified for enhancement.

**C. Activities and Time Line**

Activities for meeting the objectives and a time line for participating in the activities should be described.

**D. Criteria for Measurement of Progress**

Specific criteria for measurement of progress on the PDP should be described. Measurement of progress involves keeping a record of successful completion of activities and determining whether or not the teacher's performance has improved in the targeted areas. "Improvement in targeted areas" means previously marked areas have been judged to show improvement. The evaluator makes this judgment. For teachers who have received a required plan for specific needs development, progress toward completion of the PDP shall be evaluated during the next evaluation cycle if the individual is employed in the same school system.

**E. Record of Participation in Recommended Activities and Record of Performance on Specified Criteria**

Comments, such as notes about participation in activities and progress checks with the teacher, are written in this section.

**F. Signature Section**

The form must be signed and dated by the evaluator and the evaluatee. If additional documentation or comments are attached, the teacher should initial and date the appropriate space.

## RECORDS

Observation records, required PDPs, Annual Evaluation Summary Reports, and any documentation related to the GTDRI, including teacher comments attached to any of these records, shall be maintained as part of the evaluatee's personnel evaluation file and shall be confidential. The length of time that records are kept is governed by the Records Retention Act.

### STATE SALARY INCREMENTS (APA Rule 160-3-1-.11, Effective: July 1, 1993)

Discretionary state salary increments above the minimum salary base shall be determined by individual experience and length of satisfactory service. Advancement to the next step on the state salary schedule shall be recorded on the Certified Personnel Information (CPI) report to the state.

- (1) Individuals at a step requiring **one year of credited service** shall move to the next step on the state salary schedule if creditable experience requirements have been met, except as follows. **An individual receiving two consecutive unsatisfactory annual evaluations shall remain at his or her current step until he or she receives a satisfactory annual evaluation.** Upon receipt of a satisfactory annual evaluation, an individual shall be placed on the state salary schedule on the step where that individual would have been placed if the years of unsatisfactory evaluations had not been received.
- (2) Individuals at a step requiring **two years of credited service** shall be entitled to move to the next step on the state salary schedule if creditable experience requirements have been met and if the individual received a satisfactory annual evaluation in at least one of the two years on that step. **If both years of service, on the same step, are unsatisfactory the individual shall remain at that step until a satisfactory annual evaluation is received.** Upon receipt of a satisfactory annual evaluation, that individual shall be placed on the state salary schedule on the step where that individual would have been placed if the years of unsatisfactory evaluations had not been received.

## CONFIDENTIALITY

All aspects of the evaluation process and results are confidential and are to be shared only with appropriate personnel. Within the same school district, official evaluation records, documentation, and attachments may be transferred. However, they must not be transferred to other school districts, organizations, or individuals without written permission of the teacher. Administrators have the option of using appropriate school employees to assist in the preparation of forms and records; however, administrators must provide them with clear instructions regarding confidentiality and control of records.

## COMPLAINTS

Guidelines for contract nonrenewal or termination during the contract term are governed by the Fair Dismissal Law (O.C.G.A. § 20-2-940 through § 20-2-947). For example, an official notice of nonrenewal given to a tenured teacher must include a copy of this law. Further, any use of the results of the Georgia Teacher Evaluation Program as part of contract decisions should be in compliance with this law.

In cases where the action taken is not applicable under the Fair Dismissal Law and the teacher disagrees with the evaluation procedures or results, complaints may be registered in the following manner:

- (1) All teachers shall receive a copy of each GTEP observation record within 5 working days of the observation. A conference to discuss each observation shall occur if requested by either the teacher or the evaluator within 1\_Q working days of receiving the results and shall be held within . Q, working days of this request. Any written comments submitted by the teacher within 10 working days of receiving the results or within 10 working days of the conference shall be attached to the observation record or Annual Evaluation Summary Report.
- (2) In cases where observations are conducted by evaluators other than the principal and the complaint concerns an alleged violation of GTEP procedures and is not resolved in the conference with the evaluator, the teacher shall be permitted to *request a conference with the principal within 1\_Q\_Q working days of the conference with the evaluator. Any requested conference shall be held.*
- (3) Teachers who wish to continue to pursue alleged violations of the GTEP procedures shall follow the appropriate procedures established by the local unit of administration. In cases where there are no identified established procedures, teachers shall pursue the issue directly with the local superintendent or designee. The request for review shall be filed within 10 working days of the occurrence or receipt of the observation record or Annual Evaluation Summary Report and shall include the reasons for the complaint and copies of all supporting documentation. Within 20 working days of receiving the request for review, the superintendent or designee shall consider the request and provide a written decision. Local decisions are not appealable to the Georgia Board of Education.

## **SYNOPSIS OF RELIABILITY, VALIDITY, AND RELATED ISSUES**

Establishing the credibility of an evaluation program is an essential part of program development and implementation. Credibility issues involve the evaluation process, content of the evaluation instruments, and the outcomes of the evaluation. These issues translate to equity, validity, and reliability. Equity considerations include issues such as fairness and consistency in the evaluation process. Validity questions involve establishing what is being evaluated and documenting the significance for its intended use. Reliability issues include interobserver differences, internal consistency of the evaluation instruments, stability of scores, and dependability of summative evaluation decisions.

### **Equity Issues**

Equity has been a major concern throughout the development and implementation of GTEP. Prior to implementation, the GTEP Steering Committee, the Bias Review Committee, and participants (teachers and evaluators) in the pilot and field tests provided information for use in the development and modification of the instruments, evaluation process, and the evaluator training program. Systematic feedback from these groups in the form of questionnaires, interviews, demographic information and evaluation documentation, debriefing sessions, and other means of formal and informal communication helped establish guidelines for matters such as the number and length of observations which should be required for annual evaluation of teachers, teaching situations that are appropriate for annual evaluation of teachers, and the design of the training program that is required for all evaluators. Surveys were used to solicit feedback from teachers and evaluators regarding adherence to GTEP guidelines and procedures and attitudes towards GTEP and various components of the assessment process. During the field test and the first year of implementation, external evaluators also conducted school visits to gather information and obtain feedback about GTEP from teachers and administrators. Widespread involvement of practitioners has contributed to a fair program which is reflected in the credibility and acceptance of the evaluation instruments, process, and training program.

### **Validity Information**

The initial development of the GTOI was based on a review of teacher effectiveness research. The GTOI dimension statements and effective practices were drawn from well-documented research in this area. (Pertinent research is summarized for each dimension in the GTOI section of this manual.) The initial GTDRI was developed from a review of teacher duties/responsibilities as described in teacher evaluation instruments used in Georgia and other states. Teachers and administrators on the GTEP Steering Committee, members of the Bias Review Committee, and the thousands of participants in the pilot and field tests provided information that was used in the development and revision of the evaluation instruments and procedures.

Information for the initial content validation of the 1986 pilot draft of the evaluation instrument was gathered during a job analysis survey of Georgia teachers. Revisions in the Georgia Teacher Evaluation Program based upon data from this study, and pilot test information, resulted in the field-test edition of GTEP. During the pilot test years (1986-87 and 1987-88), numerous surveys were conducted which addressed participants' attitudes toward and experiences with the teacher evaluation program.

During the 1988-89 statewide field test, affirmations of the validity of the **GTOI** dimension statements were obtained from Georgia teachers through surveys administered at critical points throughout the year. Each of these surveys included items related to program validity (e.g., whether or not a specific GTOI dimension or GTDRI duty/responsibility is routinely performed and important for effective teaching; whether or not **GTOI** dimensions and/or GTDRI statements should be a component of the annual teacher evaluation process, etc.). Responses to items related to the validity of the **GTOI** were strongly supportive and those related to the validity of the GTDRI statements were generally positive.

Program evaluation of the first year of GTEP implementation (1989-90) included an orientation survey, in-depth surveys, and an end-of-year survey. Validity-related questions on these surveys included, among others, whether or not 1) the GTDRI duties/responsibilities are representative of job requirements, 2) the GTOI dimension behaviors are routinely performed, 3) the GTOI dimensions and GTDRI statements should be required as part of the annual evaluation process, 4) the two instruments together address the most important teaching behaviors that should be assessed for annual evaluation, and 5) GTEP is a fair and reasonable program for annual evaluation. Approximately 95,000 surveys were returned; analyses of these surveys indicated strong validity-related support for GTEP.

During the 1990-91 school year, a limited validation study was conducted to augment the 1988-89 statewide field test validation study. Every GTOI dimension and **GTDRI** statement received positive support from the total group of survey respondents. Additionally, a teacher summary survey that contained, in part, validity-related items, was sent to approximately 400 teachers sampled from throughout the state. More than three-fourths of the respondents agreed that GTOI and GTDRI are appropriate as components of annual teacher evaluation, the GTOI and GTDRI together address the most important teaching behaviors that should be assessed, and GTEP is a fair and reasonable annual evaluation program.

The GTEP evaluation cycle of formative and standard observations was implemented in 1991-92. A sample of more than 1,000 teachers from throughout the state were mailed the GTEP Summary Survey; 72% of the surveys were completed and returned. Approximately 85% of the respondents agreed that evaluation using the GTOI and GTDRI is appropriate. Approximately three-fourths of the respondents felt that the **GTOI** and GTDRI together address the most important teaching behaviors that should be addressed for annual teacher evaluation and that GTEP is a fair and reasonable annual teacher evaluation program.

### **Reliability Information**

The most common reliability concerns, consistency among evaluators and instrument interpretation, are checked at two points during evaluator training. Instrument interpretation is checked as part of an evaluator's proficiency requirements through the use of written tests (using descriptions of teaching situations) and scoring agreement (using videotapes of teaching situations). Trainees, in a group with a trainer, also participate in a field-based training activity that requires the evaluation of a classroom lesson.

Evidence for the reliability of the GTOI has been investigated, beginning with the 1987-88 extended pilot test. Studies have examined both interobserver agreement in scoring decisions among evaluators observing the same behavior, as well as the generalizability of GTOI scores across evaluators, dimensions, and occasions. Interobserver agreement was reasonably high in studies conducted during the 1988-89 field test. Generalizability coefficients, limited by the lack of variance in GTOI scores due to the generally high performance levels of teachers, are moderate. Dependability results indicate the probability of an error in scoring resulting in a false denial is relatively low.

The Georgia Department of Education continues to monitor program equity, validity, credibility, and reliability through the use of surveys, analyses of the evaluator training program, and analyses of teacher evaluation forms.

For the results of data analyses and additional information regarding GTEP, refer to *Georgia Teacher Evaluation Program: Tabular Results of 1991-92 Program Evaluation Activities, 1992*; *Georgia Teacher Evaluation Program: Results of 1990-91 Program Evaluation Activities, 1992*; *Georgia Teacher Evaluation Program: Results of 1989-90 Program Evaluation Activities (Vols. 1 - 2 ), 1991*; *Georgia Teacher Evaluation Program: Results of the 1988-89 Statewide Field Test (Vols. 1 - 2), 1991*; *Georgia Teacher Evaluation Program: Evaluation of the 1988-89 Field Test Training Program, 1990*; *Georgia Teacher Evaluation Program: Validity Evidence for the 1988-89 GTEP Instruments, 1990*; *Implementation of the 1987-88 Georgia Teacher Evaluation Program in Twenty Pilot Districts, ' 1989*; *Georgia Teacher Evaluation Instrument: Evaluation of 1987-1988 Training Sessions, 1988*; *Georgia Teacher Evaluation Instrument: Summary Report of the 1986-1987 Implementation, 1987*; and *Georgia Teacher Evaluation Program: Technical Manual (1986-90), 1991*.