

**Georgia Teacher Evaluation  
Program  
Resource Manual**

**RESA Statewide Network  
2003**

Teacher evaluation is a critical component of education reform initiatives. The goal of education reform and of teacher evaluation in Georgia is to improve student learning and achievement. To accomplish these goals, it is imperative that teachers provide quality instruction so that improved student achievement is demonstrated.

There are seven areas of teacher evaluation specified in the Official Code of Georgia Section 20-2-210. This part of the code reads as follows:

(b) Annual teacher evaluations shall at a minimum take into consideration the following:

1. The role of the teacher in meeting the school's student achievement goals including the academic gains of students assigned to the teacher
2. Observations of the teacher by the principal and assistant principals during the delivery of instruction and at other times as appropriate
3. Participation in professional development opportunities and the application of concepts learned to classroom and to school activities
4. Communication and interpersonal skills as they relate to interaction with students, parents, other teachers, administrators, and other school personnel
5. Timeliness and attendance for assigned responsibilities
6. Adherence to school and local system procedures and rules
7. Personal conduct while in performance of school duties

The state has left the responsibility of conceptualizing and implementing a teacher evaluation system that meets the requirements of the Code Section 20-2-210 to the local unit of administration (LUA). Most LUAs in Georgia continue to evaluate teachers with the Georgia Teacher Evaluation Program (GTEP). The GTEP adequately provides a process for meeting most of the requirements of Georgia Code Section 20-2-210. The GTEP instrument, however, does not adequately provide evidence for two new aspects of teacher evaluation required by the law, (b) 1 and 3. These criteria require other types of procedures and documentation.

There are two goals in developing the **GTEP Resource Manual**:

1. To correlate the seven areas of teacher evaluation required in the Georgia Code Section 20-2-210 as closely as possible with the Georgia Teacher Evaluation Program process
2. To update the Georgia Teacher Observation Instrument (GTOI) to include newer research based “sample effective practices” and to align the Georgia Teacher Duties and Responsibilities Instrument (GTDRI) with the state requirements.

The **GTEP Resource Manual** is intended to be a supplement to the GTEP Evaluation Manual for those LUAs who continue to use the Georgia Teacher Evaluation Program. Because its intent is not to provide a substitute for the GTEP Evaluation Manual, it in no way alters the *Procedures for GTEP Implementation* found in that manual.

A copy of the **GTEP Resource Manual** and an orientation to it must be provided to all new teachers to a system **as well as those teachers who have already received an orientation to the GTEP Evaluation Manual**.

The orientation should make clear to teachers that the Procedures for GTEP Implementation found in the GTEP Evaluation Manual have not changed.

The orientation session should include:

- (1) The 2 goals of the **GTEP Resource Manual**
- (2) The Five Step Process for meeting the law’s requirement regarding student achievement gains and teacher participation in professional development activities
- (3) Familiarity with the forms and Scoring Rubric that will be used in the Five Step Process
- (4) Activities to familiarize them with the additional sample effective practices and guiding questions added to the GTOI and the language added to the GTDRI, section I.A.

There are two purposes for this training session:

1. To prepare administrators/evaluators to implement a process for meeting the (b)1 and 3 requirements of Georgia Code Section 20-2-210
2. To enable administrators/evaluators to recognize and encourage the use of research based instructional strategies not included in the GTOI

In the traditional evaluation system in which the administrator collects evidence of teaching skill through classroom observation and evaluation, the teacher's role is essentially passive. Research shows that professional development is enhanced when teachers are active participants in the evaluation process. The following five step process for meeting the requirements of (b) 1 and 3 reflects research based best practices in teacher evaluation and requires that teachers take an active role in the evaluation process. While the administrator is still the last word in the evaluation, the teacher is involved in self-assessment, collection of evidence, and reflection.

**Requirement 1: The role of the teacher in meeting the school's student achievement goals, including the academic gains of students assigned to the teacher**

**Requirement 3: Participation in professional development opportunities and the application of concepts learned to classroom and school activities**

### **Five Step Process**

#### **1. Conduct Pre-Evaluation Conference (August-September)**

At the beginning of the school year, the administrator/evaluator will conduct conferences with individual teachers, grade level or content area/departamental teams for the purpose of analyzing student data and establishing student achievement goal/s. School wide and system level academic goals should be considered as the teacher or team develop achievement related objective/s for students assigned to that teacher or team. Goal/s should be specific, attainable, and measurable.

**(see p. 9 Appendix A: Evidence of Student Learning )**

After the teacher/team has selected student achievement goals, the teacher/ grade level or content area/departmental team shall plan for the professional development activities in which he/they will participate that relate to the achievement goals established for the year.

## **2. Complete Student Achievement Implementation Plan Form and Professional Growth Plan Form (August-September)**

When student achievement goal/s have been selected, each teacher shall complete **Student Achievement Implementation Plan Form** (see **Appendix B, p. 10**). *Sample* Student Implementation Plan Forms are provided (see **Appendices C, D, E, F, G pp. 11-15**).

At the same time, each teacher shall complete the **Professional Growth Plan Form** (see **Appendix H, p. 16**). *Sample* Professional Growth Plans are provided (see **Appendices: I, J, K, pp. 17-19**).

Both forms should be signed and retained in the school evaluation file with each teacher receiving copies.

**Step 2 should be completed no later than September 30.**

## **3. Implement and Monitor the Plans (September-March)**

Teachers implement strategies for achieving the student achievement goal/s established and begin collecting evidence and documentation of progress towards meeting the goal/s.

Teachers implement the professional growth plan activities and begin collecting evidence and documentation of progress towards meeting the goal/s of the plan. (see **Appendix L, p. 20 for examples of evidence and documentation**)

Administrator/Evaluator monitors implementation of plans.

- 4. Conduct the Annual Evaluation Conference (Prior to April 1)**  
**Prior to April 1**, the administrator/evaluator will review progress toward the goals with each teacher/team referring to **Teacher’s Formative Assessment Summary Form, Student Achievement Goal** (see **Appendix M, p. 21**) and to **Teacher’s Formative Assessment Summary, Professional Development Goal** (see **Appendix N, p. 22**).

Each teacher is responsible for recording progress toward the student achievement goal/s and the professional growth plan on the summary forms. Each summary form should be signed and retained in the school evaluation file with each teacher receiving a copy.

- 5. Complete the Summary Report (Prior to April 1)**

Based on the information recorded on the **Teacher’s Formative Assessment Summary, Student Achievement Goal** and the **Teacher’s Formative Assessment Summary, Professional Development Goal**, the administrator/evaluator will determine the teacher’s level of performance according to the **Scoring Rubric** (see **Appendix O, p. 23**). This score will be recorded on the **Summary Report: Requirements (b) 1 and (b) 3** (see **Appendix P, p. 24**).

The **Summary Report, Appendix P**, should be signed and retained in the school evaluation file with each teacher receiving a copy.

## **Scoring Process**

**A score of Unsatisfactory on either requirement (b) 1 or (b) 3 will not affect a teacher's annual summary evaluation score for the GTOI or GTDRI for the current school year.**

**However, if a teacher receives a score of Unsatisfactory on either requirement (b) 1 or (b) 3, a Professional Development Plan is required. The resulting Professional Development Plan will become a part of the GTDRI and the following year's GTEP Annual Summary Report. (The administrator may require a Professional Development Plan for a basic rating).**

# Appendix

(b) 1: The role of the teacher in meeting the school's student achievement goals, including the academic gains of students assigned to the teacher.

The evaluation system now requires that teachers provide evidence of their impact on student learning and progress.

**Establishing Goals**

Teachers should use available assessment data in establishing goals. Examples of sources of data are unit tests, student portfolios, student products and performances, surveys, IEPs, school or district assessments, state and national assessments. Teachers may consider trends revealed by assessment data concerning the impact of their instructional methods and strategies on previous students or achievement level of their students for the current year when establishing student achievement goals.

**Documentation Options**

Standardized tests provide only one indication of student learning. The Reform Act requires that the academic gains of students be determined from a wide range of student assessments. Assessments may include, but are not limited to, the following options:

- District assessments
- Performances
- Pre-test and post-test results on teacher-made tests
- Products
- Standardized tests
- State assessments
- Student work over time (portfolios)

Teacher: _____	Grade/Subject: _____
School: _____	System: _____

Goal/s:

How is/are goal/s linked to school-wide and/or system-wide goal/s?

How will attainment of the goal/s be measured?

Describe the methods/strategies/activities that will be used to accomplish the goal/s?

What resources or support will be needed to reach the goal/s?

Teacher's signature: _____
Administrator signature: _____ Date: _____

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
School: \_\_\_\_\_ System: \_\_\_\_\_

Goal/s:  
80% of students will increase their instructional reading level by one year as measured by the QRI-II.

How are goal/s linked to school-wide and/or system-wide goals?  
The school-wide goal is to develop and improve reading comprehension skills.

How will attainment of the goal/s be measured?  
Results of QRI administered in fall and spring

Describe the methods/strategies/activities that will be used to accomplish goal/s?  
1) The daily schedule will include two hours of direct reading instruction.  
2) Students will be placed in flexible groups for guided reading.  
3) Reading instruction will be integrated throughout the curriculum.  
4) Students will receive direct instruction in the comprehension strategies of effective readers.

What resources or support will be needed to reach the goal/s?  
Provide copies of the following:  
Strategies That Work – Stephanie Harvey  
QRI-II Manual  
On Solid Ground – Sharon Taberski

Teacher’s signature \_\_\_\_\_  
Administrator signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
School: \_\_\_\_\_ System: \_\_\_\_\_

Goal/s:  
70% of students will increase their ability to use a variety of problem-solving strategies in math.

How are goal/s linked to school-wide and/or system-wide goal/s?  
Improved skills in problem solving have been identified as a school-wide need and is evident in the performance of my students.

How will attainment of goal/s be measured?  
1) Analyze student portfolios and document number of students who demonstrated an increase in use of a variety of problem-solving strategies  
2) Student self-assessments of progress

Describe the methods/strategies/activities that will be used to accomplish goal/s?  
1) Pre-assess students' current use of problem-solving strategies and conduct formative assessment throughout the year.  
2) Collect problems appropriate for my students that require a variety of strategies.  
3) Teach students a variety of problem-solving strategies.  
4) Incorporate problem-solving activities into daily lesson plans.  
5) Students will keep a math portfolio of problems and strategies.

What resources or support will be needed to reach goal/s?  
Attend GCTM conference at Rock Eagle in October.  
Locating focus issues on problem solving in Mathematics Teaching in the Middle School.  
Purchase of NCTM's Principles and Standards for School Mathematics.

Teacher's signature: \_\_\_\_\_  
Administrator signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
School: \_\_\_\_\_ System: \_\_\_\_\_

Goal/s:  
80% of students assessed will demonstrate increased information gathering skills.

How are goal/s linked to school-wide and/or system-wide goal/s?  
In past years, students have consistently requested assistance in locating resources for completing classroom assignments and projects. (individual teacher goal)

How will attainment of the goal/s be measured?  
Pre-assessment/post-assessment of students’ information gathering skills at defined points in the research process

Describe the methods/strategies/activities that will be used to accomplish goal/s?  
  
1) Develop and administer an assessment to evaluate students’ progress of information gathering skills.  
2) Develop a library reference guide for students to refer to.  
3) Conduct training sessions for students to use the guide.

What resources or support will be needed to reach goal/s?  
Collaborative planning time with grade level teachers

Teacher’s signature: \_\_\_\_\_  
Administrator signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
School: \_\_\_\_\_ System: \_\_\_\_\_

Goal/s:

There will be a 5% increase in the number of students who meet the criteria to receive the Presidential Physical Fitness Award.

How are goal/s linked to school-wide and/or system-wide goal/s?

The Presidential Physical Fitness Award has been obtained by less than 15% of students in the two previous years.

How will attainment of the goal/s be measured?

By the number of students who meet the criteria for the Presidential Physical Fitness Awards

Describe the methods/strategies/activities that will be used to accomplish goal/s?

- 1) During the first semester, administer the Presidential Physical Fitness Test and identify students who do not meet the criteria for the award.
- 2) Design appropriate activities to help students use the fitness test results to establish personal goals and develop a plan to increase performance in deficit areas.
- 3) Provide opportunities for students to engage in vigorous activity and skill development according to their plan throughout the year.
- 4) Schedule multiple opportunities for students to take the different areas of the Presidential Physical Fitness Test.
- 5) Write an article for the school newsletter to inform parents about the Presidential Physical Fitness Award, the skills tested, suggested activities to help students develop the strength and endurance skills to meet the criteria for the award, and a schedule of opportunities to take the test.

What resources or support will be needed to reach the goal/s?

Installing additional pull-up bars so more students can work on developing upper body strength during each class  
Notification of deadline for getting article to the office for publication in the December newsletter.

Teacher's signature: \_\_\_\_\_  
Administrator signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
School: \_\_\_\_\_ System: \_\_\_\_\_

Goal/s:  
80% of students will meet the expectations of competent performance on a performance assessment of PC basics

How are goal/s linked to school-wide and/or system-wide goals?  
The school goal is that students will be proficient in the use of technology.

How will attainment of the goal/s be measured?  
Students will complete the assessment task attached and be scored according to the assessment criteria identified on the rubric.

Describe the methods/strategies/activities that will be used to accomplish the goal/s?  
1) Pre-assess students' current levels of performance on PC basics.  
2) Provide opportunities for students to practice the skills in which they are deficient.  
3) Utilize skills that will be assessed in completing authentic content area tasks.

What resources or support will be needed to reach the goal/s?  
Attend technology conference.

Teacher's signature: \_\_\_\_\_  
Administrator signature: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Teacher: _____	Grade/Subject: _____
School: _____	System: _____

Professional Development Goal:

Describe how this will improve student achievement.

Describe the methods/strategies/activities that will be used to accomplish this goal.

What evidence will be collected to support application of concepts learned to classroom practice?

What resources or support will be needed to reach this goal?

Teacher's signature: _____	
Administrator signature: _____	Date: _____

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
School: \_\_\_\_\_ System: \_\_\_\_\_

Professional Development Goal:  
To increase the use of flexible grouping for guided reading instruction

Describe how this will improve student achievement.  
Students will receive instruction based on their stages in reading development.  
Specific areas of student need can be targeted through small group instruction.

Describe the methods/strategies/activities that will be used to accomplish this goal.  
1) Read On Solid Ground: Strategies for Teaching Reading by Sharon Taberski (Heinemann) and discuss in grade level study group.  
2) Observe teachers who use flexible grouping for reading instruction.  
3) Develop my understanding of characteristics and needs of students at each stage of reading development through professional reading.  
4) Incorporate flexible grouping into reading instruction and assess impact on student achievement. Share student work in grade level study group.

What evidence will be collected to support application of concepts learned to classroom practice?  
Guided reading planning sheets will document objectives and instructional strategies for multiple flexible groups.

What resources/support will be needed to reach this goal?  
Release time to observe other classroom teachers

Teacher's signature: \_\_\_\_\_  
Administrator signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
 School: \_\_\_\_\_ System: \_\_\_\_\_

Professional Development Goal:

To increase my skills in teaching problem solving.

Describe how this will improve student achievement.

I have not felt very comfortable in teaching some problem solving strategies. I need to develop more confidence in my ability to adequately teach problem solving. As I increase my skills and knowledge, I will incorporate more problem-solving activities into my lessons. More exposure to problem-solving strategies will help my students develop better problem-solving skills.

Describe the methods/strategies/activities that will be used to accomplish this goal.

- 1) Grade level study groups will study problem solving using resources such as the NCTM's Principles and Standards for School Mathematics
- 2) Attend the GCTM conference and focus my time on sessions dealing with problem-solving or attend the RESA course: Teaching Problem-Solving Strategies.
- 3) Work with grade level group to develop and teach lesson plans using problem solving strategies.
- 4) Have students keep a problem-solving portfolio. The students and I will evaluate the increase in their ability to solve problems.
- 5) Develop a rubric to help students evaluate their use of effective problem-solving strategies.
- 6) Share portfolios of student work at grade level study groups.

What evidence will be collected to support application of concepts learned to classroom practice?

- 1) The problem-solving resource notebook and a log I will keep of the dates the materials were used in my lessons.
- 2) The student problem-solving portfolios and their reflections on their ability to solve problems.

What resources or support will be needed to reach this goal?

- 1) Purchase of NCTM's Principles and Standards for School Mathematics
- 2) Registration fee for GCTM conference or RESA workshop
- 3) Institutional membership in NCTM so we will receive the magazine which is appropriate for our school.

Teacher's signature: \_\_\_\_\_  
 Administrator signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
 School: \_\_\_\_\_ System: \_\_\_\_\_

Professional Development Goal:

To increase my use of available technology to enhance classroom instruction

Describe how this will improve student achievement.

The ability to produce effective Power Point or other software presentation programs tend to improve student engagement and achievement. There are many wonderful teacher resources on the Internet ranging from assistance on lesson plans to up-to-date and motivating information to extend student learning.

Describe the methods/strategies/activities that will be used to accomplish this goal

- 1) Learn how to develop Power Point presentation by attending local system staff development training
- 2) Learn how to more effectively incorporate Internet resources into lesson plans by attending local system staff development training
- 3) Become more familiar with the resources provided by Georgia Learning Connections website
- 4) Develop a minimum of two Power Point presentations and assess their effect on student engagement and retention of information presented
- 5) Plan a minimum of three lessons that incorporate Internet resources and assess their effect on student engagement and retention of information presented. Work with peer coach to evaluate lessons.

What evidence will be collected to support application of concepts learned to classroom practice?

- Lesson plans that include Internet resources
- Power Point presentations
- Teacher assessment and reflection on the positive effects of using available technology
- Student products produced using Internet resources

What resources or support will be needed to reach this goal?

- Approval and registration fee for local system staff development training

Teacher’s signature \_\_\_\_\_  
 Administrator signature: \_\_\_\_\_ Date: \_\_\_\_\_

In providing evidence and documentation of the application of the concepts learned through the professional growth plan to classroom and school activities, teachers can create a portfolio of carefully selected examples of both student & teacher work that illustrate key features of a teacher's practice such as:

- Lesson plans
- Video tapes
- Reflection logs
- Peer coach's reflection logs
- Data related to professional development goals
- Samples of student work that relate to professional development activities

**Teacher's Formative Assessment Summary: Student Achievement Goal**

Teacher: _____	Grade/Subject: _____
School: _____	System: _____

Goal/s:
Was the goal/s achieved?
What evidence and documentation do you have to support this?
What strategies were used to work towards the goal/s?

Teacher's signature: _____	
Administrator signature: _____	Date: _____

**Teacher's Formative Assessment Summary: Professional Development Goal**

Teacher: _____	Grade/Subject: _____
School: _____	System: _____

Professional Development Goal:

How did you achieve this goal?

What evidence and documentation do you have to support this?

How did the attainment of this goal improve student achievement?

Teacher's signature: _____	
Administrator signature: _____	Date: _____

**Scoring Rubric**

Requirement	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
(b) 1: Meeting School Student Achievement Goals and Academic Gains of Students	There is no quantifiable evidence that student learning has increased.	There is quantifiable evidence that student learning has increased, but may be less than the established goal for student academic gain from pre- to post - assessment on the measurement instrument identified in the implementation plan.	There is quantifiable evidence that student learning has increased by the established goal for student academic gain from pre - to post - assessment on the measurement instrument identified in the implementation plan, and there is supporting evidence of increase on another measurement instrument.	There is quantifiable evidence that student learning has increased more than the established goal for student academic gain from pre - to post - assessment on multiple measurement instruments.
(b) 3: Professional Development Participation and Application	Teacher does not participate in professional development activities, even when activities are clearly needed for the improvement of teaching.	Teacher participates in professional development activities when participation is convenient, required or needed for recertification. Teacher's application of concepts learned is limited.	Teacher actively participates in professional development activities seeking out opportunities to enhance knowledge and skills; evidence exists that the teacher applies what has been learned to the classroom.	Teacher actively pursues professional development and applies the gained knowledge and skills to promote student learning; teacher makes substantial contributions to the profession through such activities as conducting action research, mentoring new teachers, and assuming training roles.

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
School: \_\_\_\_\_ System: \_\_\_\_\_

**Requirement (b) 1**  
The role of the teacher in meeting the school's student achievement goals, including academic gains of students assigned to the teacher.

**Check the Level of Performance assigned to Requirement (b) 1**  
Unsatisfactory  Basic  Proficient  Distinguished

**Requirement (b) 3**  
Participation in professional development opportunities and the application of concepts learned to classroom and school activities.

**Check the Level of Performance assigned to Requirement (b) 3**  
Unsatisfactory  Basic  Proficient  Distinguished

**If a PDP is required, please check the appropriate Area / Areas.**

**Requirement (b) 1**                       **Requirement (b) 3**

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**1 copy - Teacher**

**1 copy - Evaluator**

**1 copy - School Personnel File**

**CONFIDENTIAL**  
**PROFESSIONAL DEVELOPMENT PLAN FOR REQUIREMENTS**  
b (1) AND/OR b (3)

ANNUAL EVALUATION PROGRAM:      b (1)                       b (3)

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

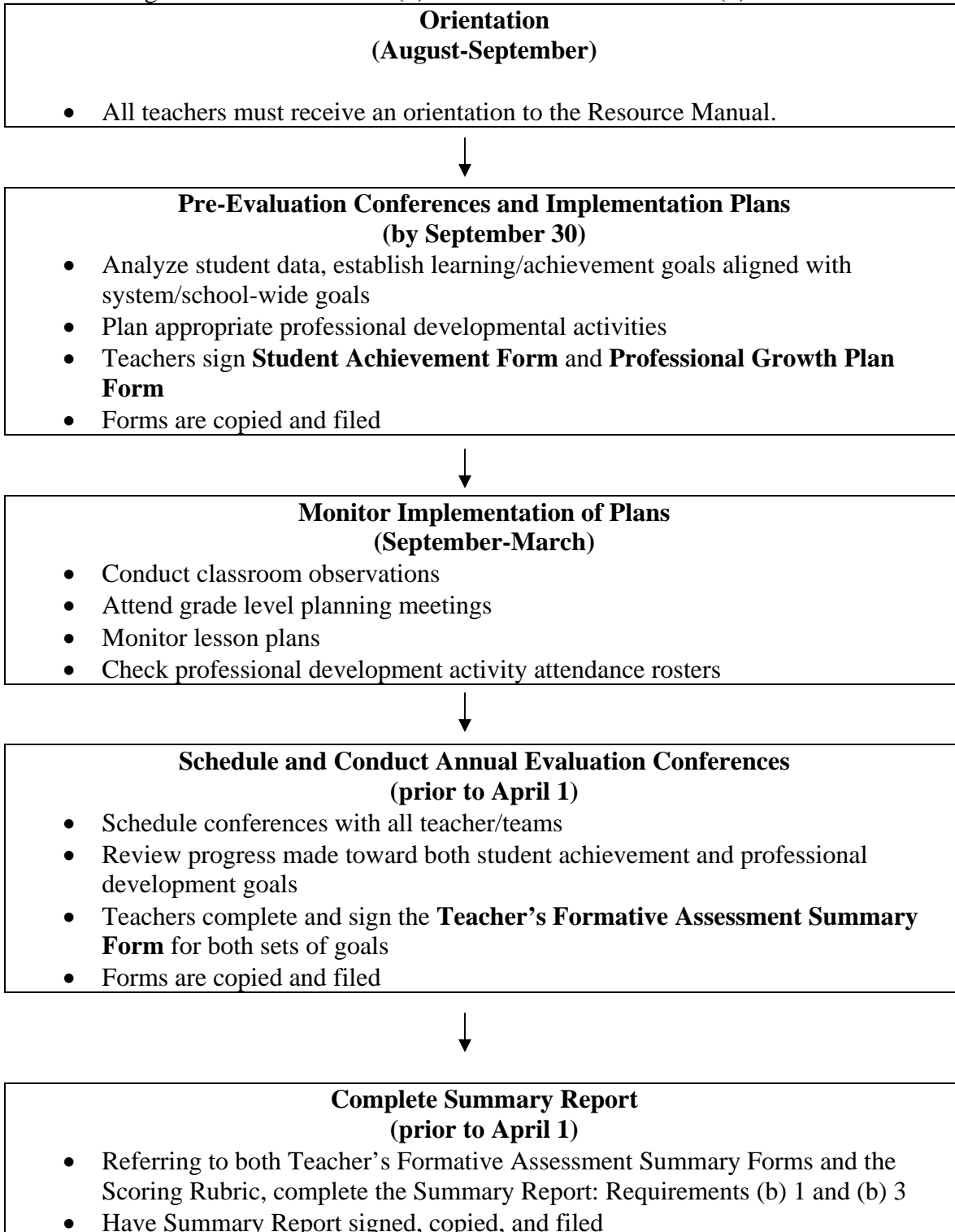
School: \_\_\_\_\_ System, RESA, or Psychoeducational Center: \_\_\_\_\_

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:	
(Signatures) EVALUATOR: _____ DATE: _____ EVALUATEE: _____ DATE: _____ Evaluatee's comments: _____ _____	Evaluatee's signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided below and/or attached to the evaluator's copy. Initial and date here if comments are attached.

- \_\_\_ 1. Conduct Orientation for all teachers new to the Resource Manual. (**August-September**)
- \_\_\_ 2. Schedule Pre-Evaluation Conference with each teacher or grade level/content area/departmental team. (**August-September**)
- \_\_\_ 3. Conduct Pre-Evaluation Conferences. (**by September 30**)
  - \_\_\_(a) Analyze student test data to establish learning/achievement goals for the student learning/achievement goal/s and the professional growth goal/s with each teacher or team.
  - \_\_\_(b) Align learning/achievement goals with the system/school-wide goals.
  - \_\_\_(c) Have each teacher complete and sign a **Student Achievement Implementation Plan Form (Appendix B)**.
  - \_\_\_(d) Collaboratively plan appropriate professional developmental activity that relates to the learning/achievement goals established with each teacher or team.
  - \_\_\_(e) Have each teacher complete and sign a **Professional Growth Plan Form (Appendix H)**.
  - \_\_\_(f) File signed forms and give teachers a copy.
- \_\_\_ 4. Monitor implementation of plans. (**September-March**)  
(classroom observations, attend grade level planning meetings, lesson plans, professional development attendance rosters, etc.)
- \_\_\_ 5. Schedule Annual Evaluation Conferences with each teacher or grade level/content area/departmental team. (**Prior to April 1**)
- \_\_\_ 6. Conduct Annual Evaluation Conferences. (**Prior to April 1**)
  - \_\_\_(a) Review progress made toward signed forms and give teachers a copy.
  - \_\_\_(b) Have each teacher complete and sign a copy of **Teacher's Formative Assessment Summary Form, Student Achievement Goal (Appendix M)** and **Teacher's Formative Assessment Summary, Professional Development Goal (Appendix N)**.
  - \_\_\_(c) File signed forms and give teachers a copy.
- \_\_\_ 7. Complete Summary Report. (**Prior to April 1**)
  - \_\_\_(a) Referring to both **Teacher's Formative Assessment Summary Forms (Appendix M & N)** and the **Scoring Rubric (Appendix O)**, complete the **Summary Report: Requirements (b) 1 and 3 (Appendix P)**.
  - \_\_\_(b) Have teachers sign the Summary Report.
  - \_\_\_(c) Collaboratively develop a **Professional Development Plan** with any teacher receiving an **Unsatisfactory** on either (b) 1 or (b) 3.
  - \_\_\_(d) File signed forms and give teachers a copy.

Documenting Student Achievement (b) 1 and Professional Growth (b) 3



## **Requirement 2: Observations of the teacher by the principal and assistant principals during the delivery of instruction and at other times as appropriate**

The second requirement of Georgia Code Annotated 20-1-210 is addressed by utilizing the Georgia Teacher Observation Instrument (GTOI) of the Georgia Teacher Evaluation Program (GTEP).

The GTEP Resource Manual may be substituted for the GTOI and GTDRI sections of the GTEP Evaluation Manual.

### **Georgia Teacher Observation Instrument (GTOI)**

The Georgia Teacher Observation Instrument (GTOI) is organized into three broad areas of teaching performance called teaching tasks. Each task is described by a set of measurable components referred to as dimensions. These dimensions are the decision-making unit of the systematic evaluation of teaching performance. Some of the dimensions have been divided into sub dimensions that provide for a more detailed description of teaching behaviors.

### **Sample Effective Practices**

Additional components of the GTOI are the sample effective practices. The sample effective practices are examples of specific behaviors associated with successful performance of a dimension or sub dimension.

The Georgia Teacher Evaluation Program was developed using the latest research on effective teaching practices and knowledge of how students learn. The information used to develop the instrument is still valid and reflects aspects of quality instruction. Fortunately, researchers have continued to study effective practices and new findings are published regularly. These additional components of effective practice identified by research that promote student engagement and maximize student learning have been added to the appropriate Task and Dimension of the GTOI. Providing additional lists of what administrators/evaluators might see and hear in classroom observations will help teachers and administrators share a common understanding of current best practice. Evaluators are encouraged to remember that these sample effective practices provide evidence of each dimension and are **not intended to be all-inclusive or to be scored individually.**

## **Guiding Questions**

As an additional resource, guiding questions are included for each dimension to help administrators and teachers in implementing the most effective teaching practices. The questions help teachers as they plan instruction and reflect on their practice. They are valuable tools for teachers who engage in peer collaboration and coaching. They provide administrators with a focus for conferencing with teachers and in the development of Professional Development Plans.

# **Georgia Teacher Observation Instrument**

## **TEACHING TASK I: PROVIDES INSTRUCTION**

### **Dimension A: Instructional Level**

**The amount and organization of the lesson content are appropriate for the students based on their abilities and the complexity and difficulty of the material.**

### **Sample Effective Practices From GTEP:**

- Organizes the content into blocks or steps suitable for the abilities of the students and the complexity and difficulty of the material (e.g., small bits of information for low ability students or for difficult material)
- Ensures that learners have necessary skills and information before moving on to more difficult content
- Intersperses practice opportunities in lessons involving difficult content
- Provides moderately difficult tasks that are within reach of most students
- Varies the difficulty level of activities and questions to provide for student success
- Continues teacher-guided practice until most students are capable of mastering the content

### **Additional Sample Effective Practices:**

- Uses essential questions to communicate expected learning
- Pre-assess to determine student's readiness and/or prior knowledge through activating strategies &/or other informal assessments
- Uses acceleration/preview strategies to build connections to new content
- Differentiates instruction/assignments
- Uses distributed practice and summarizing

### **Guiding Questions:**

- Exactly what do you expect the students to learn?
- How do you assess what the students already know?
- What essential content needs to be previewed?
- How can you differentiate instruction for students with different abilities and styles of learning?
- What instructional strategies will be most effective in teaching the concepts or objectives?
- Is guided practice imbedded in the lesson at appropriate levels to support all students and distributed across the instruction?

## **TEACHING TASK I: PROVIDES INSTRUCTION**

### **Dimension B: Content Development**

**Content is developed through appropriate teacher- focused or student focused activities.**

### **Subdimension B1: Teacher-Focused Content Development**

**Content is explained, discussed, or reviewed in an appropriate sequence through techniques such as using definitions, examples, demonstrations, and modeling or through teacher-guided group activities.**

### **Sample Effective Practices From GTEP:**

- Uses definitions to explain terms that are unfamiliar to students
- Provides initial examples that are clear and appropriate to the learning
- Provides simple examples first and then moves to more complex and difficult examples
- Uses aids that support instruction
- Provides demonstrations to show the steps of a process
- Presents content in a logical sequence such as moving from easy to difficult or from concrete to abstract
- Models learning by describing thought processes associated with the physical demonstration
- Models higher-level thinking by verbalizing the processes of application, analysis, synthesis, and evaluation
- Directs discussions and other interactive learning activities by asking focused questions and maintaining the focus on the learning
- Conducts reviews which are stimulating and purposeful
- Conducts teacher-guided group practice on new information or skills

### **Additional Sample Effective Practices:**

- Uses Essential Question/s to maintain focus on learning objective/s
- Facilitates discussions that involve student to student interaction rather than predominantly teacher to student
- Conducts distributed practice and summarizing/review
- Engages students in collaborative activities
- Uses aids that support instruction such as graphic organizers and mnemonic devices

### **Guiding Questions (Task I, Subdimension B1):**

- What concrete models/examples can you provide of the concept?
- What are the key steps and proper sequence for this learning activity?
- What related learning needs to be reviewed?
- How can you assess student understanding throughout the lesson presentation?
- What questions might you ask during instruction to assess student learning?
- How do you encourage students to comment on one another's answers?
- Around what content will you model higher-level thinking processes?
- How will you distribute practice and summarizing?
- When will students collaborate?

## **TEACHING TASK I: PROVIDES INSTRUCTION**

### **Dimension B: Content Development**

**Content is developed through appropriate teacher-focused or student-focused activities.**

### **Subdimension B2: Student-Focused Content Development**

**Student-focused activities provide appropriate opportunities for students to practice or extend previous content or to generate new content.**

### **Sample Effective Practices From GTEP:**

- Provides activities that require students to think through or manipulate content in order to internalize concepts and processes
- Uses materials that support instruction
- Provides an opportunity for students to process content through activities such as skits, simulation, and hands-on experiences
- Structures activities which involve learners in developing the content
- Provides periodic review/summarizing and distributed practice on key objectives
- Structures cooperative group learning activities in which students facilitate each others' achievements through activities such as helping, sharing, and tutoring
- Provides student-focused activities in which most students maintain a high success rate
- Provides assistance to individual students or small groups

### **Additional Sample Effective Practices:**

- Differentiates activities to address the various readiness levels, learning styles, and interests of diverse learners
- Uses instructional strategies such as tiered lessons, learning centers, task cards, and work stations that support differentiation
- Uses graphic organizers to support instruction
- Uses activities that engage students in discovery learning
- Engages students in activities that promote critical thinking skills/processes
- Assesses student learning through authentic assessment tasks and scoring rubrics

### **Guiding Questions (Task I, Subdimension B2):**

- What grouping structure best supports the objectives of this lesson?
- How do the student-focused activities provide opportunities for students to:
  - a) generate new content?
  - b) practice skills?
  - c) apply knowledge and skills in a new context?
- Are activities and materials designed to ensure success for diverse learners?
- Do the activities engage students in thinking critically about the content?
- Are the activities meaningful and strongly linked to instructional objectives?
- What authentic tasks will most effectively gather evidence of student learning?

## **TEACHING TASK I: PROVIDES INSTRUCTION**

### **Dimension C: Building for Transfer**

**Lesson includes initial focus, content emphasis or linking, and summaries which build for transfer of learning.**

**Subdimension C1: Initial activity focuses students' attention on lesson objectives and the learning context.**

### **Sample Effective Practices From GTEP:**

- Communicates learning objectives to students
- Provides a context for objectives with techniques such as:
  1. presenting an overview or outline of how content fits together
  2. reviewing previous related work
  3. describing the purpose, rationale, or relevance of what is to be learned
- Captures student attention through active involvement

### **Additional Sample Effective Practices:**

- Communicates high expectations to students
- Uses essential questions to communicate expected learning
- Uses acceleration/preview strategies to build connections to new content and to stimulate interest in content
- Uses activating strategies to activate prior knowledge and to stimulate interest in content

### **Guiding Questions:**

- How can you communicate the learning objectives to your students in a way that will generate interest and engagement?
- Which strategies would best enable your students to focus on and become involved with the learning objectives?
- What context would best communicate the relevance of the learning objectives?
- How will you communicate your high expectations and the support you offer for them?

## **TEACHING TASK I: PROVIDES INSTRUCTION**

### **Dimension C: Building for Transfer**

**Lesson includes initial focus, content emphasis or linking, and summaries which build for transfer of learning.**

### **Subdimension C2: Content Emphasis**

**Content is made easy to learn and remember by emphasizing major features, critical attributes, or other distinguishing parts of the learning.**

### **Sample Effective Practices From GTEP:**

- Uses techniques to stress the important or difficult areas of a topic
- Emphasizes the major features or critical attributes that distinguish the learning

**\*\*OR\*\***

### **Subdimension C2: Content Linking**

**Content is made easy to learn and remember by linking it to relevant life experiences, to prior or future learning, or through associations.**

### **Sample Effective Practices From GTEP:**

- Points out similarities to strengthen the learning and differences to avoid confusion
- Uses content to interpret common life experiences
- Uses familiar events or phenomena to make content easy to learn and remember
- Connects new ideas, skills, and concepts to previous or to future learning
- Uses associations such as mnemonic devices to link content

### **Additional Sample Effective Practices:**

- Uses graphic organizers when appropriate to stress the important or difficult areas of a topic
- Uses effective instructional strategies to emphasize the major features or critical attributes of the learning
- Uses interdisciplinary instruction
- Identifies broad concepts and designs instruction that leads to deep understanding

### **Guiding Questions (Task I, Subdimension C2):**

- How would the use of graphic organizers enhance retention of the content?
- Which instructional strategies will most effectively point out the critical attributes and major features of the learning?
- How might you integrate the learning with another discipline to reinforce the learning of both?
- How might you relate the learning to familiar events and interests of your students?
- How might you use analogies to promote understanding of the content?
- What techniques could you employ to facilitate memorization?
- To what previous and future learning can you relate this learning?

## **TEACHING TASK I: PROVIDES INSTRUCTION**

### **Dimension C: Building for Transfer**

**Lesson includes initial focus, content emphasis or linking, and summaries which build for transfer of learning.**

### **Subdimension C3: Summaries**

**Learning is reinforced with appropriate summaries.**

### **Sample Effective Practices From GTEP:**

- Reemphasizes important details of the lesson and lesson objectives
- Involves students in summarizing or reviewing the lesson
- Summarizing or reviews periodically during the lesson to provide continuity
- Summarizes or lets students summarize at the end of the lesson to reinforce learning

### **Additional Sample Effective Practices:**

- Uses a variety of summarizing strategies to engage students

### **Guiding Questions:**

- Where in the lesson should you stop to summarize?
- What techniques could you use to engage your students in summarizing the lesson?
- What are the key points and essential understandings you need to reinforce through summarizing?

## **TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS**

### **Dimension A: Promoting Engagement**

**Instructional engagement is promoted through stimulating presentations, active participation, or techniques which promote overt or covert involvement.**

### **Sample Effective Practices From GTEP:**

- Gains attention of all students before beginning instruction
- Observes students for initial engagement after making assignments
- Stimulates interest in the topic by providing vivid or novel examples or by varying presentation and activities
- Varies the types of responses generated
- Divides opportunities for student participation without excessive or prolonged interactions with individuals
- Stimulates covert involvement of students with techniques such as:
  1. directing students to think of an example
  2. asking students to recall an experience
  3. asking students to prepare to respond
  4. providing a stimulus for students to be attentive during student interactions or presentations
- Creates an expectation of being called on by eliciting responses from volunteers and non-volunteers and by asking questions before calling upon specific students
- Promotes relevant thinking by pausing after questions to allow students to formulate responses or to form mental images
- Promotes relevant thinking by pausing after students' responses or contributions to allow for extensions of student ideas
- Raises student level of concern by using techniques such as emphasizing the importance of an instructional task, calling on non-volunteers, or using physical proximity
- Generates overt responses with techniques such as:
  1. asking students to respond on scratch paper
  2. having students take notes
  3. directing students to tell another student
  4. asking students to respond as a group
  5. asking for signal responses
  6. involving students in discussion, skits, simulations, hands-on experiences, and cooperative group learning experiences

### **Additional Sample Effective Practices (Task II, Subdimension A):**

- Stimulates interest by using essential questions, acceleration/preview strategies, and activating strategies
- Allows students to collaborate
- Allows students to choose from a variety of learning tasks
- Incorporates open ended and multiple answer questions in lesson
- Plans activities that represent authentic and/or relevant applications of what is being taught
- Plans activities that require cognitive engagement
- Plans lessons that help students make connections within and between content areas
- Provides computer assisted instructional activities
- Holds students accountable for completing assignments, turning in work, and participating in classroom discussions
- Stimulates student interest by asking higher order questions that involve speculation, prediction, problem solving, or debating
- Uses the strategy of “scaffolding and fading” to support students not ready to succeed on their own, then withdrawal of the support as students become more skilled or knowledgeable
- Provides organizers for thinking and structured note taking
- Creates an environment of respect and rapport that encourages divergent thinking

### **Guiding Questions:**

- Are students challenged and inspired particularly at the start of a difficult lesson?
- Is the lesson paced at an appropriate rate to maximize student engagement?
- How do you display interest and enthusiasm in the lesson?
- Do you connect lessons to topics of personal relevance to students?
- How do you take note of learning style differences among students and use learning strategies and materials that are appropriate to different styles?
- Are high expectations for student products established and enforced?
- Are a variety of strategies used to stimulate interest in what is being taught?
- Is available technology used to stimulate interest in the lesson?
- Is student choice and initiative an integral part of the lesson?
- Are tasks and activities relevant to student interest or based on authentic application?
- What organizers could help students organize their thinking and note taking?
- Does the classroom environment encourage students to express their answers and ideas?

## **TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS**

### **Dimension B: Monitoring Progress**

**Progress, understanding, and bases of misunderstanding are assessed by interpreting relevant student responses, contributions, performances, or products.**

### **Sample Effective Practices From GTEP:**

- Interprets students' facial expressions and other nonverbal behaviors to determine if further cues or explanations are needed
- Asks questions which are understood by students and are relevant to the objectives
- Checks for factual knowledge and comprehension
- Assesses students' abilities to apply, analyze, synthesize, and evaluate
- Checks understanding of all group members by using techniques such as signal responses and questions directed to individuals and non-volunteers
- Asks students to explain answers and clarifies both correct and incorrect responses
- Moves among students to check progress and understanding during individual or group work
- Interprets relevant observable behavior during written, verbal, and physical activities

### **Additional Sample Effective Practices**

- Uses multiple assessment techniques including observations, conversation, interviews, and authentic tasks with rubrics
- Uses summarizing activities to assess learning
- Goes beyond "right or wrong" analysis of responses to analyze student thinking
- Uses assessment results in planning for individuals and groups of students
- Adjusts/differentiates instruction based on student progress toward the objectives
- Re-teaches content when students do not master objectives in initial presentation
- Involves students in collaborative peer assessment activities

### **Guiding Questions:**

- Are assessment tasks closely aligned with instructional goals and activities?
- What evidence will indicate student understanding?
- What assessment techniques will provide evidence of student learning?
- What does the student's response tell me about his thinking/understanding?
- Based on assessment results how might you adjust/differentiate instruction for individuals and groups of students?
- How might students collaborate during assessments of learning?

## **TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS**

### **Dimension C: Responding to Student Performance**

**Students are provided reinforcement for adequate performances when appropriate and specific feedback or correctives for inadequate performances.**

### **Subdimension C1: Responding to Adequate Performances**

**Students are provided content-related reinforcement on performances which are adequate and information on why they are adequate when appropriate.**

### **Sample Effective Practices From GTEP:**

- Assists students in self-evaluating their performances
- Provides specific content-related feedback when:
  1. responses are tentative or hesitant
  2. learning is new
  3. learning is complex
- Provides feedback on adequate performances by using techniques such as paraphrasing, applying, or extending student responses, and connecting the student's response to the content
- Provides responses, suggestions, and reactions to inform students of progress in activities such as discussions, skits, simulations, hands-on experiences, and cooperative group learning activities

### **Additional Sample Effective Practices:**

- Uses rubrics to clearly communicate assessment criteria to students
- Encourages student use of rubrics to self-assess their performance
- Provides specific feedback on all significant work
- Feedback is provided through written comments, student-teacher conferences, as well as through non-verbal expressions and gestures
- Feedback is provided in a timely manner
- Makes use of peer evaluation techniques as a means of providing feedback to students
- Models respect and rapport in giving feedback

### **Guiding Questions (Task II, Subdimension C1):**

- How will you enable your students to self-evaluate their performance?
- How can you reinforce student learning by your response to correct answers and adequate performance?
- What specific feedback will improve student performance?
- What format of feedback would be best for this performance?
- How can you model respect and rapport through the feedback you give?

## **TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS**

### **Dimension C: Responding to Student Performance**

**Students are provided reinforcement for adequate performances when appropriate and specific feedback or correctives for inadequate performances.**

### **Subdimension C2: Responding to Inadequate Performances**

**Students with poor performances or incorrect responses are given specific content-related feedback or correctives such as prompts or cues.**

**OR**

**No inadequate performances occur.**

### **Sample Effective Practices From GTEP:**

- Provides specific feedback about poor performances or incorrect responses and information about why the performances were inadequate
- Takes corrective actions during learning activities by using techniques such as:
  1. providing hints or other cues
  2. using different words or examples
  3. creating smaller steps
  4. suggesting means for improvement
  5. using alternative materials
  6. reteaching—individuals or large groups
  7. providing students with opportunities to give correct responses after they have been incorrect
- Appropriately ignores irrelevant or inadequate responses during situations when correction would interfere with the learning

### **Additional Sample Effective Practices:**

- Analyzes student responses to determine source of error
- Differentiates instruction based on student need
- Uses rubrics to clearly communicate assessment criteria to students
- Feedback is specific and provided on all significant work
- Uses instructional strategies such as probing, redirection, and reinforcement to improve the quality of student responses
- Models respect and rapport in giving feedback

### **Guiding Questions (Task II, Subdimension C2):**

- What does the student response indicate as the source of error?
- What flexible instructional groups might be formed to provide specific instruction based on student need?
- How might you use rubrics to communicate specific assessment criteria to students?
- How can you model respect and rapport through the feedback you give?

## **TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS**

### **Dimension D: Supporting Students**

**Support for students is conveyed by using techniques such as providing encouragement, lowering concern levels, dignifying academic responses, and by using language free of sarcasm, ridicule, and humiliating references.**

### **Sample Effective Practices From GTEP:**

- Creates a feeling tone which is conducive to learning
- Lowers level of concern by offering encouragement and low-risk opportunities for participation
- Dignifies inadequate responses with techniques such as providing prompts, rephrasing questions, and pointing out portions of performances which are adequate
- Acknowledges or comments on student responses or performances
- Encourages positive student interactions by promoting and modeling behaviors such as listening, accepting, and cooperating

### **Additional Sample Effective Practices:**

- Integrates respect of others in curriculum and interactions
- Pays attention to student interests, problems, and accomplishments in social interactions both in and out of the classroom
- Communicates interest and caring to students both verbally and through nonverbal means such as giving undivided attention, maintaining eye contact, smiling and nodding
- Uses humor, as appropriate, to diffuse stress and build affinity with students
- Monitors own beliefs and behaviors to make certain that high expectations are communicated to all students regardless of gender, socioeconomic status, race, or other personal characteristics

### **Guiding Questions:**

- Do you communicate interest and caring to students both verbally and through such nonverbal means as giving undivided attention, maintaining eye contact, smiling and nodding?
- Do you pay attention to student interests, problems, and accomplishments in social interactions both in and out of the classroom?
- Are student mistakes corrected in a manner free from sarcasm and put-downs?
- Does the learning environment encourage risk-taking?
- Are students encouraged to treat others with respect through your modeling of expected behavior?
- Does your modeling of expected behavior encourage students to treat others with respect?

## **TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT**

### **Dimension A: Use of Time**

**Use of instructional time is optimized by techniques such as providing clear directions and using efficient methods for transitions, materials distribution, other routine matters and by techniques such as focusing on objectives and providing sufficient instructional activities.**

### **Subdimension A1: Non-instructional Tasks**

**Instructional time is maximized by techniques such as providing clear and complete directions and using efficient methods for transitions, materials distribution, and other routine matters.**

### **Sample Effective Practices From GTEP:**

- Obtains student attention before providing directions
- Provides clear, concise, and complete procedural directions
- Checks for understanding of directions when appropriate
- Conducts efficient transitions
- Uses efficient methods for routine matters such as checking attendance and distributing and collecting materials

### **Additional Sample Effective Practices:**

- Students are informed of the sequence of activities for the day
- Procedures are clearly established for regrouping of students
- Students assume responsibility for the efficient operation of the classroom
- Safe and orderly physical setting provides for smooth transitions

### **Guiding Questions:**

- How will you check attendance and gather other routine information without using instructional time?
- How will you organize student materials and where will you store them?
- How will you involve your students in taking responsibility for smooth transitions?
- What techniques will you use to gain the attention of all your students before giving new instructions?
- How will you involve your students in establishing classroom procedures for handling routine matters?

## **TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT**

### **Dimension A: Use of Time**

**Use of instructional time is optimized by techniques such as providing clear directions and using efficient methods for transitions, materials distribution, other routine matters and by techniques such as focusing on objectives and providing sufficient instructional activities.**

### **Subdimension A2: Instructional Time**

**Use of instructional time is optimized by techniques such as focusing on objectives and providing sufficient instructional activities.**

### **Sample Effective Practices From GTEP:**

- Begins lesson promptly
- Avoids unnecessary delays in instruction, digressions from objectives, and interruptions of learning activities
- Provides instructional activities to optimize learning time while students wait for instruction to begin, for other students to finish, or for the period to end

### **Additional Sample Effective Practices:**

- Uses peer tutoring and peer evaluation groups
- Uses appropriate pacing to facilitate optimal learning
- Differentiates instruction so that all students are meaningfully engaged
- Has assignments, activities, materials and supplies ready for students
- Uses Essential Question/s to focus students on learning objectives

### **Guiding Questions:**

- How can you establish an academic orientation in your classroom?
- How can you keep the learning environment relatively free of disruptions?
- How will you prevent digressions from the learning objective and “bird walking”?
- What strategies will you use to keep students focused on learning during times of transitions, routines, or while other students finish their work?
- What pacing of the material is appropriate for your students?
- How can you provide time for your students to process and reflect on the learning that has occurred?

## **TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT**

### **Dimension B: Physical Setting**

**The physical setting allows the students to observe the focus of instruction, to work without disruption, to obtain materials, and to move about easily; and it allows the teacher to monitor the students and to move among them.**

### **Sample Effective Practices From GTEP:**

- Plans the instructional environment so that students can easily see presentations
- Plans the instructional environment so that students can be seen and monitored
- Arranges materials in an orderly and readily accessible manner
- Arranges the environment for necessary group or independent work, movement, or other lesson activity
- Maintains a functional arrangement of furniture and materials around high traffic areas such as pencil sharpener, bookshelves, or materials center
- Establishes efficient patterns for student movement in the classroom

### **Additional Sample Effective Practices:**

- Classroom reflects latest research on brain-compatible physical environments
- The classroom is safe
- Physical environment is supportive of instructional goals

### **Guiding Questions:**

- How can you make your classroom environment more brain-compatible?
- How can you arrange the classroom to enhance learning?
- Are you aware of and prepared to implement the school safety plan?

## **TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT**

### **Dimension C: Appropriate Behavior**

**Appropriate behavior is maintained by monitoring the behavior of the entire class, providing feedback, and intervening when necessary.**

### **Subdimension C1: Monitoring Behavior**

**Appropriate behavior is maintained through techniques such as monitoring the behavior of the entire class, establishing clear and consistent expectations, and providing positive feedback when appropriate.**

### **Sample Effective Practices From GTEP:**

- Facilitates classroom monitoring with techniques such as having students clear their desks of unnecessary materials, having groups begin seatwork together, and not allowing students to congregate around the teacher while waiting for assistance
- Observes the entire class and scans the class frequently
- Divides attention among students without prolonged interactions with individuals
- Establishes and maintains rules and procedures which describe expectations regarding behavior
- Provides positive feedback on behavior when appropriate

### **Additional Sample Effective Practices:**

- Involves students when appropriate in developing standards of conduct
- Devotes adequate time to teaching and clarifying rules and procedures
- Monitors without interrupting instruction
- Maintains awareness of the entire class when working with individuals or small groups and takes necessary action to keep all students on task
- Periodically reviews classroom routines and revises them as necessary
- Maintains an environment of respect and rapport when providing feedback about behavior

### **Guiding Questions:**

- How were class rules and procedures established?
- Are the rules and procedures clearly defined with age appropriate vocabulary?
- How much time was devoted to teaching class rules and procedures?
- How do you communicate high expectations for student behavior?
- What methods do you use to communicate positive feedback concerning appropriate behavior?

## **TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT**

### **Dimension C: Appropriate Behavior**

**Appropriate behavior is maintained by monitoring the behavior of the entire class, providing feedback, and intervening when necessary.**

### **Subdimension C2: Intervening**

**Appropriate behavior is maintained by providing appropriate feedback or interventions when learners are off-task or disruptive.**

**OR**

**Behavior is appropriate.**

### **Sample Effective Practices From GTEP:**

- Detects inappropriate behavior early and intervenes when it is likely to cause further disruption
- Uses low profile interventions such as proximity control, eye contact, signals, and stating a rule or mentioning a student's name to redirect him/her
- Prompts student, if necessary, to make sure that appropriate behavior begins after redirection
- Provides feedback only to students causing the problem to avoid interrupting all students for minor problems
- Deals with disruptions appropriately (e.g., making a calm reasonable request of students to comply with rules or procedures, avoiding arguments or power struggles, using appropriate consequences or counseling, and referring students to a resource person)

### **Additional Sample Effective Practices:**

- Focuses on students' inappropriate behavior when taking disciplinary action – not on their personalities or histories
- Handles most disciplinary matters in the classroom, keeping referrals to administrators to a minimum
- Maintains an environment of respect and rapport when providing feedback about behavior

### **Guiding Questions (Task III, Subdimension C2):**

- What techniques do you use most frequently to redirect off-task or misbehaving students?
- How do you protect the students' personal dignity when required to address an infraction of a rule?
- What methods do you use to teach and reinforce positive, prosocial behaviors and skills to students who have a history of behavior problems?
- How do you help students see the relationship between consequences and inappropriate behavior?
- Do students perceive that rules are fairly and equitably enforced?
- How do you maintain a professional and calm manner when dealing with recurring disruptions?

# **Georgia Teacher Duties and Responsibilities Instrument**

## **Georgia Teacher Duties and Responsibilities Instrument (GTDRI)**

The standard **GTDRI** process should be followed as outlined in the **GTEP Evaluation Manual**. Although Georgia Code, Sections 20-2-210, requirements (b) 4 through 7, are adequately met by the **Georgia Teacher's Duties and Responsibilities Instrument (GTDRI)**, it is recommended that the language of the **GTDRI: section I.A** be supplemented for clarification as found on the following page of this manual. The additional language found in **I.A 1-5** more clearly aligns the instrument with the code.

## GEORGIA TEACHER DUTIES AND RESPONSIBILITIES INSTRUMENT

- I. Teacher Duties and Responsibilities
  - A. Follows professional practices consistent with school and system policies in working with students, students' records, parents, and colleagues
    1. Interacts in a professional manner with students, parents, staff, and school leaders
      - Acts in a confidential, ethical, and legal manner
      - Advocates for students
      - Strives to develop respect with students, parent, staff, and school leaders
      - Listens to various points of view
      - Shows courtesy, integrity, and follow-through
      - Demonstrates good listening skills
      - Communicates effectively with families, students, and colleagues
    2. Is available to students and parents for conferences according to system policies
    3. Facilitates home school communication by such means as holding conferences, telephoning, and sending written communications
      - Uses clear, concise language in written and verbal communication
    4. Maintains confidentiality of students and students' records
    5. Works cooperatively with school administrators, special support personnel, colleagues, and parents
      - Participates actively in implementation of school and district projects
      - Demonstrates an understanding of the community and parent role in the education of a child
  - B. Complies with school, system, and state administrative regulations and board of education policies
    1. Conducts assigned classes at the times scheduled
    2. Enforces regulations concerning student conduct and discipline
    3. Is punctual
    4. Provides adequate information, plans, and materials for substitute teacher
    5. Maintains accurate, complete, and appropriate records and files reports promptly
    6. Attends and participates in faculty meetings and other assigned meetings and activities according to school policy
    7. Complies with conditions as stated in contract
  - C. Demonstrates professional practices in teaching
    1. Models correct use of language, oral and written
    2. Demonstrates accurate and up-to-date knowledge of content
    3. Implements designated curriculum
    4. Maintains lesson plans as required by school policy
    5. Assigns reasonable tasks and homework to students

- D. Acts in a professional manner and assumes responsibility for the total school program, its safety and good order
  - 1. Takes precautions to protect records, equipment, materials, and facilities
  - 2. Assumes responsibility for supervising students in out-of-class settings

II. Duties and Responsibilities, Prescribed by Local School and System (Optional)

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

III. Professional Development Plan

In cases where a Professional Development Plan is required for specific needs development, progress relative to completing the annual Professional Development Plan shall be one of the assessments during the annual evaluation process. The ultimate evaluation of successful completion of a Professional Development Plan is significant improvement in targeted areas as measured by the next year's annual evaluation.