

# Cobb County School District

## Guidelines for Classroom Teacher Performance Assessment

### Performance Assessment Evaluators

1. As instructional leader, the Principal should serve as the model of exemplary evaluation practices. The Principal should evaluate a representative proportion of the faculty, giving special consideration to the evaluation of teachers with limited or no experience.
2. At the beginning of the school year, the Principal must appoint all evaluators in writing and ensure teachers know who their evaluators are. Evaluatees do not have to “approve” of their evaluator, but they do have to be informed.
3. In limited instances, high school department chairpersons may be appointed evaluators if, in the Principal’s opinion, they are better able to evaluate individual teacher performance. All evaluators must receive District performance assessment training. Mentors cannot evaluate their mentees.
4. Only evaluators who have participated in District performance assessment training may evaluate employees.

### Faculty Orientation

1. The Principal must ensure that the entire faculty receives a performance assessment orientation conducted by a trained evaluator at the beginning of each school year.
2. A faculty performance assessment presentation will be provided by the Evaluation Systems office to assist the local school with the orientation process.

### Classroom Observations

1. Evaluators are encouraged to conduct pre-observation conferences with their evaluatees prior to the classroom observation. If an evaluatee requests a pre-observation conference, it must be held. Pre-observation conferences are not recorded on Section IV of the Annual Report.
2. Evaluators will observe teachers in the classroom at least once during the school year using the CCSD Classroom Observation Form; if only one observation is planned for an evaluatee, it should be announced. **Performance assessment observations must occur prior to April 1<sup>st</sup> (OCGA 20-2-210).**
3. Teachers with three years or less teaching experience will be observed at least twice during the school year, the second of which may be an unannounced observation. All formal classroom observation date(s) will be entered on the Teacher Performance Report form, Section IV.
4. There is no minimum time for observations; however, the amount of time spent in the classroom should never be so brief that it could be the focus of an appeal.

### Observation Feedback Conferences

1. Following each observation, the evaluator will provide formal feedback to the teacher on what was observed. Private feedback conferences between the evaluator and teacher should occur within 10 school days of the observation.
2. The dates of the feedback conference will be entered on the Teacher Performance Report Form, Section IV. **Feedback conferences must occur prior to April 1<sup>st</sup> (OCGA 20-2-210).**

### Teacher Performance Report

1. All teachers will be evaluated at least annually using the CCSD Teacher Performance Report Form. Any teacher who works for thirty or more days in a school year must have an annual evaluation. This includes limited contract teachers and any teacher who may resign or be terminated prior to March 31. Reports may be handwritten or typed.
2. Narrative comments are required for each Performance Factor in Section III. The comments should specifically relate to the Performance Factor and should correlate to the assigned rating.
3. Evaluators will use the Teacher Performance Report Rubric to assess whether the teacher earns “Exemplary”, “Proficient”, or “Needs Improvement” ratings on each the five Performance Factors.
4. An “Exemplary” is required in **Instruction** for an overall “Exemplary” rating. At least three “Exemplary” ratings are required for an overall “Exemplary” rating; at least three “Needs Improvement” ratings are required for an overall “Unsatisfactory” rating.

# Cobb County School District

## Guidelines for Teacher Performance Assessment

### Teacher Performance Report (cont'd)

5. Primary sources of information used to assess overall teacher performance will be the classroom observation(s), feedback conference(s), and the Classroom Teacher Performance Rubric. Other evidence (required or requested) such as non-classroom observations, other conferences, etc. may also be considered by the evaluator.
6. Reports must be completed, signed, and dated by the evaluator. Principals (if Principal is not the evaluator) will review and sign all Teacher Performance Reports. Principals will take into consideration their personal observations of the teacher during the delivery of instruction and at other times, as appropriate, when reviewing and signing the Teacher Performance Report. Principals, remember, your "Reviewer" signature on an annual report is an indication that you are assuring that information recorded on the evaluation form is complete and accurate and that you are fully supportive of the information contained therein, including the ratings assigned.

### Annual Evaluation Conferences

1. Annual performance report results must be shared with the teacher in a private annual evaluation conference. **The annual evaluation conference must occur prior to April 1<sup>st</sup> (OCGA 20-2-210).**
2. If teacher refuses, or is unavailable, to sign the report in Section V, Principal should so note with a brief comment such as "Teacher chose not to sign". Evaluator, Principal, and teachers should personally date his/her signature when the signature is recorded.
3. The original completed report is sent to CCSD Human Resources for the teacher's District personnel folder. Copies of the completed report go to the teacher, evaluator, and school file.

### Appeal Process

1. Performance ratings are not grievable under Cobb County Board of Education Policy GAE or O.C.G.A. 20-2-210. Teachers wishing to appeal a report or claim a procedural violation should complete a Performance Assessment Appeal form, detailing the facts that support the appeal criteria to their Principal within 10 working days of coming aware of the condition causing the appeal or claim of procedural violation.
2. The Principal must evaluate the facts and provide a written response to the teacher making the appeal or claim within 20 working days of receipt of the statement. The Principal will provide a copy of the original appeal correspondence, and his/her reply, to CCSD Human Resources at the same time.
3. In response to an appeal or procedural violation claim, if the Principal finds evidence of a procedural violation or becomes aware of new information that could materially affect the ratings in the original performance report, the Principal may void the original report and direct the original evaluator, or a new evaluator, to complete a replacement performance report. The CCSD Chief Human Resources Officer, in conjunction with the Area Assistant Superintendent and Director of Evaluation Systems, will decide appeals not resolved between the Principal and the appellant.

# Cobb County School District Classroom Teacher Observation Form

*(Used by Evaluator during classroom observation to document behaviors and conditions, and provide feedback to the Teacher.)*

## I. IDENTIFICATION

Teacher's Name \_\_\_\_\_ School \_\_\_\_\_  
*(Last Name First M.I.)*

Evaluator's Name \_\_\_\_\_ Date Observed \_\_\_\_\_  
*(Enter on Performance Report, Sec IV)*

Class Observed: Grade \_\_\_\_\_ Subject \_\_\_\_\_

Observation was (circle one):      Announced      Unannounced      Start Time \_\_\_\_\_      End Time \_\_\_\_\_

## II. OBSERVATIONS

*(Write "Yes", "No" or "N/A" for Not Applicable alongside each observed behavior. Use last two lines for local school requirements, if any.)*

**Evidence observed that the teacher was teaching the appropriate grade level and content area Standard?  YES  NO**

_____ Lesson objectives clear and understood	_____ Positive student / teacher interaction
_____ Students on task and actively engaged	_____ Student-centered activities evident
_____ Time on task maximized	_____ Teacher provides assistance to students
_____ Appropriate student behavior	_____ Appropriate responses to student questions
_____ Appropriate behavior intervention, if needed	_____ Teacher knowledge of subject matter
_____ Effective student / teacher communication	_____ Students intellectually challenged
_____ Organized, clean, and safe classroom	_____ Teacher displays flexibility and creativity
_____ Monitoring and feedback for student progress	_____ Recognizes individual student differences
_____ Effective use of technology	_____ Effective use of materials and resources
_____ Assessment matched to learning	_____

## III. COMMENTS

*(Provide additional, specific observations, feedback and / or suggestions for improvement.)*

## IV. SIGNATURE

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Position \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

*(Receipt acknowledged. Signature does not indicate agreement or disagreement.)*

# Cobb County School District Performance Rubric for Classroom Teachers

## I. *Planning and Preparation* Performance Factor

*(To be used by Evaluator when completing the Teacher Performance Report, Section III.) The Example Behaviors are provided as examples of general performance for the Standard; they are not provided as a checklist nor is 100% performance of the Example Behaviors required. Demonstration of the preponderance of the "Proficient" or "Exemplary" Example Behaviors for a Standard supports the designated rating. An "Exemplary" in Performance Factor III, **Instruction**, is required for an overall "Exemplary" rating.)*

Standard	"Proficient" Example Behaviors	"Exemplary" Example Behaviors
<p><b>Lessons are planned which will achieve desired instructional goals and individual student learning objectives that are based on appropriate grade level and content area standards.</b></p>	<ul style="list-style-type: none"> <li>▪ Demonstrates current and accurate knowledge of appropriate grade level and content subject matter in curriculum.</li> <li>• Uses resources such as INFORM to identify individual student strengths and weaknesses.</li> <li>• Uses resources such as PICASSO to identify appropriate grade level curriculum and effective practices.</li> <li>• Uses materials which support curriculum and individual student needs.</li> <li>• Aligns student's assessment plans with instructional goals based on appropriate grade level and content area standards.</li> <li>• Develops and maintains lesson plans per local school guidelines.</li> <li>• Reflects instructional differentiation as indicated by student performance data in lesson planning.</li> <li>• Collaborates with other teachers or similar subject areas.</li> <li>• Utilizes technology to support lesson planning.</li> <li>• Utilizes PICASSO to access curriculum standards.</li> <li>• Reflects SIP goals in lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates comprehensive knowledge of all aspects of students' backgrounds, skills, and interests and uses this knowledge to plan for individual student learning.</li> <li>• Initiates collaboration with other teachers of similar subject areas to share instructional goals and activities planned to facilitate the achievement of instructional goals by students.</li> <li>• Obtains materials and resources from non-standard, innovative sources; anticipates students' needs; resources reflect a high correlation with curriculum; shares these resources with other teachers.</li> <li>• Plans on effective/innovative use of technology in classroom instruction; shares/demonstrates effective use with other teachers.</li> <li>• Consistently integrates SIP Goals into subject area planning.</li> <li>• Coordinates with teachers of similar subject areas in other schools and in different grades/levels to ensure instructional plans support vertical integration.</li> <li>• Assists new teachers with planning activities.</li> <li>• Uploads model lesson plans to PICASSO for district-wide access.</li> <li>• Recognized by leadership team and peers as model instructional planner.</li> </ul>

# Cobb County School District Performance Rubric for Classroom Teachers

## II. *Classroom Environment* Performance Factor

*(To be used by Evaluator when completing the Teacher Performance Report, Section III.) The Example Behaviors are provided as examples of general performance for the Standard; they are not provided as a checklist nor is 100% performance of the Example Behaviors required. Demonstration of the preponderance of the "Proficient" or "Exemplary" Example Behaviors for a Standard supports the designated rating. An "Exemplary" in Performance Factor III, **Instruction**, is required for an overall "Exemplary" rating.)*

Standard	"Proficient" Example Behaviors	"Exemplary" Example Behaviors
<b>Clear behavior and learning expectations are set and communicated to students and parents.</b>	<ul style="list-style-type: none"> <li>• Establishes, implements, and maintains a behavior management plan in compliance to school and District policies and procedures.</li> <li>• Provides close supervision of students.</li> <li>• Develops effective and efficient classroom routines and procedures.</li> <li>• Demonstrates effective management of student behaviors.</li> <li>• Responds appropriately to stressful and/or disciplinary situations in the classroom.</li> <li>• Communicates behavior management plan to students and parents.</li> <li>• Makes referrals to school administration and/or guidance department when appropriate.</li> <li>• Distributes accurate and complete curriculum syllabi to students and parents in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates entirely appropriate and effective management of student behavior in the classroom.</li> <li>• Communicates instructional goals, high expectations, and examples of acceptable student work frequently and clearly to students and parents.</li> <li>• Communicates SIP goals to students and parents.</li> <li>• Classroom environment reflects evidence of students' attention to achievement of SIP goals.</li> </ul>
<b>Respect is displayed and modeled towards students and others.</b>	<ul style="list-style-type: none"> <li>• Organizes classroom to ensure a safe academic and physical environment.</li> <li>• Takes all reasonable measures to protect students' health and safety.</li> <li>• Communicates with students and others without sarcasm.</li> <li>• Seeks to ensure timely transfer of information between school and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates evidence of student participation in setting expectations and monitoring behavior.</li> <li>• Handles routines within the classroom smoothly with students assuming responsibility for efficient operation, such as, collecting materials, distributing books, etc.</li> <li>• Organizes tasks for group work with students assuming responsibility for productivity.</li> </ul>

# Cobb County School District Performance Rubric for Classroom Teachers

## III. *Instruction* Performance Factor

*(To be used by Evaluator when completing the Teacher Performance Report, Section III.) The Example Behaviors are provided as examples of general performance for the Standard; they are not provided as a checklist nor is 100% performance of the Example Behaviors required. Demonstration of the preponderance of the "Proficient" or "Exemplary" Example Behaviors for a Standard supports the designated rating. An "Exemplary" in Performance Factor III, **Instruction**, is required for an overall "Exemplary" rating.)*

Standard	"Proficient" Example Behaviors	"Exemplary" Example Behaviors
<p><b>Appropriate grade level and content area instructional strategies and techniques that promote individual student learning are used.</b></p>	<ul style="list-style-type: none"> <li>• Challenges students with appropriate grade level instructional content</li> <li>• Maximizes use of instructional time to increase student learning.</li> <li>• Instructional delivery displays flexibility, creativity and promotes student engagement.</li> <li>• Provides appropriate grade level learning opportunities for individual student differences.</li> <li>• Uses technology resources, such as a teacher's laptop, to facilitate delivery of instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently differentiates instruction to challenge high achievers and remediate students performing below grade level.</li> <li>• Delivers instruction which fosters the development of higher-order thinking/reasoning skills.</li> <li>• Delivers instruction which continuously reinforces mastery of essential standards.</li> <li>• Demonstrates seamless integration of technology into instruction on a regular basis.</li> <li>• Develops assessment instruments that are varied in format and incorporate questions that require higher-order thinking skills.</li> <li>• Reviews achievement data relative to the mastery of essential skills with individual students.</li> </ul>
<p><b>Evidence of individual student academic gains in a variety of assessments, including standardized assessments, is demonstrated.</b></p>	<ul style="list-style-type: none"> <li>• Provides a variety of assessments to measure individual student performance on appropriate grade level and content area standards.</li> <li>• Provides on-going and timely feedback to encourage individual student progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans for and uses multiple student assessments that are fully aligned with the instructional goals, with clear assessment criteria and standards</li> <li>• Uses multiple student assessments that are not only understood by students but also show evidence of student participation in their development</li> <li>• Provides student assessment data which documents individual student gains on state, local, teacher-made curriculum-based assessments, and/or standardized assessments</li> <li>• Provides student assessment data which documents individual student gains relating to one or more SIP goals.</li> </ul>

# Cobb County School District Performance Rubric for Classroom Teachers

## IV. *Administrative Responsibilities* Performance Factor

*(To be used by Evaluator when completing the Teacher Performance Report, Section III.) The Example Behaviors are provided as examples of general performance for the Standard; they are not provided as a checklist nor is 100% performance of the Example Behaviors required. Demonstration of the preponderance of the "Proficient" or "Exemplary" Example Behaviors for a Standard supports the designated rating. An "Exemplary" in Performance Factor III, **Instruction**, is required for an overall "Exemplary" rating.)*

Standard	"Proficient" Example Behaviors	"Exemplary" Example Behaviors
<p><b>All student records, tests, and assessment materials are handled and submitted according to District guidelines.</b></p>	<ul style="list-style-type: none"> <li>• Maintains accurate student records.</li> <li>• Secures, administers and accounts for all tests and other assessment materials.</li> <li>• Submits required grades, reports and other materials complete and on time.</li> <li>• Accounts for student attendance and punctuality.</li> <li>• Promotes the responsible use of materials and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans field trips/major activities for grade levels.</li> <li>• Initiates, implements, and follows through with various non-classroom activities which impact the entire school and support the SIP, mission statement, and beliefs.</li> <li>• Demonstrates exceptional expertise in use of School Max, PICASSO, INFORM, and other instructional support tools.</li> <li>• Remains current in all administrative requirements.</li> <li>• Consistently stays ahead of workload, planning, reports, etc.</li> </ul>
<p><b>Communication with parents is conducted in a professional manner and appropriate frequency.</b></p>	<ul style="list-style-type: none"> <li>• Schedules parents for conferences per school guidelines.</li> <li>• Conducts parent conferences with professionalism.</li> <li>• Informs students and parents when academic performance deteriorates significantly or when a student is in danger of failing.</li> <li>• Schedules parent conferences according to school guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates frequent formal and informal communication with parents.</li> <li>• Consistently provides multiple venues for communication with parents regarding student's academic progress.</li> <li>• Uses available technologies to facilitate communication.</li> </ul>

# Cobb County School District Performance Rubric for Classroom Teachers

## V. Professional Qualities Performance Factor

*(To be used by Evaluator when completing the Teacher Performance Report, Section III.) The Example Behaviors are provided as examples of general performance for the Standard; they are not provided as a checklist nor is 100% performance of the Example Behaviors required. Demonstration of the preponderance of the "Proficient" or "Exemplary" Example Behaviors for a Standard supports the designated rating. An "Exemplary" in Performance Factor III, **Instruction**, is required for an overall "Exemplary" rating.)*

Standard	"Proficient" Example Behaviors	"Exemplary" Example Behaviors
<b>Ethical and professional behaviors are routinely demonstrated.</b>	<ul style="list-style-type: none"> <li>• Complies with State of Georgia Code of Ethics for Educators.</li> <li>• Demonstrates effective listening, writing and speaking skills in a variety of settings.</li> <li>• Assists and mentors less experienced teachers</li> <li>• Shares best practices with others.</li> <li>• Accepts personal responsibility.</li> <li>• Displays loyalty to school, district and profession.</li> <li>• Avoids behaviors which detract from staff morale.</li> <li>• Models professional demeanor in challenging situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently at work on time.</li> <li>• Seldom requires substitute teacher; almost never absent on Mondays, Fridays, and Critical Days.</li> <li>• Documents, shares, and presents successful classroom management tips and techniques to other teachers needing help in classroom management; cited by principal as role model for others to observe for Best Practices.</li> <li>• Energizes other teachers to use technology in new and creative ways; innovator; presenter; technology champion.</li> <li>• Recognized by staff and peers alike as one of the finest instructional leaders in the school.</li> <li>• Reputation for excellence goes beyond classroom to entire school and extends to other schools in cluster</li> <li>• Attains National Board Certification.</li> </ul>
<b>Adherence to school and District policies and procedures is evident.</b>	<ul style="list-style-type: none"> <li>• Has minimal tardiness to, or absences from, work.</li> <li>• Prepares adequately for responsibilities to be assumed when absent.</li> <li>• Supports the school's student achievement goals and the School Improvement Plan.</li> <li>• Fosters teamwork and a cooperative working environment with co-workers and staff.</li> <li>• Pursues appropriate professional development to enhance knowledge and improve skills.</li> <li>• Meets State certification and accreditation standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses influence with others to promote collegiality and a positive culture for learning.</li> <li>• Initiates activities and programs that address specific school-wide concerns.</li> <li>• Demonstrates knowledge and understanding of school goals, assumes a leadership role in working toward their achievement, and exceeds SIP goals for student achievement.</li> <li>• Makes substantial contribution to profession by conducting action research, mentoring, or assuming training roles.</li> <li>• Demonstrates rigorous self-discipline; never quits on tough problems; has student achievement as clear priority and acts accordingly.</li> <li>• Always displays positive attitude toward everyone: students, staff, administration, parents.</li> <li>• Speaks highly and professionally about peers, staff, and leadership team; actively discourages negativity, gossip, and rumor.</li> <li>• Sought out by colleagues having difficulty.</li> </ul>





# Cobb County School District

## Teacher Annual Performance Evaluation

*(Use this form to evaluate Teacher performance. Refer to the Teacher Performance Rubric and Teacher Performance Report Instructions for guidance on how to complete this form.)*

### I. IDENTIFICATION

Name \_\_\_\_\_ SSN \_\_\_\_\_ Location \_\_\_\_\_  
*(Last Name First M.I.)*

Period of Report: From \_\_\_\_\_ To \_\_\_\_\_

Reason for Report: Annual \_\_\_\_\_ Departure \_\_\_\_\_ Directed \_\_\_\_\_  
*(Circle One)*

Years Teaching  
 This School \_\_\_\_\_  
 Other School(s)  
 In CCSD \_\_\_\_\_  
 Outside CCSD \_\_\_\_\_  
**Total Years Teaching** \_\_\_\_\_

### II. JOB DESCRIPTION

Teaching Responsibilities

Significant Additional Duties and Responsibilities

### III. PERFORMANCE FACTORS *(All factors require written comments addressing how the teacher demonstrated performance of the related standards.)*

**Needs Improvement    Proficient    Exemplary**

#### 1. Planning and Preparation

*(Lessons are planned which will achieve desired instructional goals and individual student learning objectives that are based on appropriate grade level and content area standards.)*

                                          

#### 2. Classroom Environment

*(Clear behavior and learning expectations are set and communicated to students and parents. Respect is displayed and modeled towards students and others.)*

                                          

#### 3. Instruction

*(Instructional strategies and techniques that promote individual student learning of appropriate grade level standards are used. Evidence of individual student academic gains in a variety of assignments, including standardized assessments, is demonstrated. An "Exemplary" in Instruction is required for an overall "Exemplary" rating.)*

Needs Improvement   Proficient   Exemplary

**4. Administrative Responsibilities**

    

*(All student records, tests, and assessment materials are handled and submitted according to District guidelines. Communication with parents is conducted in a professional manner and appropriate frequency.)*

**5. Professional Qualities**

    

*(Ethical and professional behaviors are routinely demonstrated. Adherence to school and District policies and procedures is evident.)*

**IV. OVERALL PERFORMANCE RATING** *(Required. Three "Needs Improvement" ratings in Section III require an overall "Unsatisfactory." At least three "Exemplary" and no "Needs Improvement" ratings are required for an overall "Exemplary". Additionally, an "Exemplary" in Instruction is required for an overall "Exemplary" rating.)*

**Unsatisfactory**

**Proficient**

**Exemplary**

Date(s) of Classroom Observation(s): \_\_\_\_\_

Dates(s) of Feedback / Conference(s): \_\_\_\_\_

**V. SIGNATURES** *(Required)*

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

Position \_\_\_\_\_

Principal (If not Evaluator) \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

*(Receipt acknowledged. Signature does not indicate agreement or disagreement.)*

**VI. TEACHER'S COMMENTS** *(Optional. Principal must receive Comments, if provided, within 10 school days of receipt date above.)*

# Cobb County School District

## Teacher Performance Report – Instructions

### I. IDENTIFICATION

**Name, SSN, Location:** Self-Explanatory. Be sure to put Last Name first.

**Period of Report:**

**From:** Date supervision began this School Year. Normally, the first day of school for teachers employed from the beginning of the school year. For teachers that arrive anytime after the first day, enter the date they begin teaching.

**To:** For Annual reports enter March 31<sup>st</sup>; all others, last day of supervision. All reports must cover at least 30 calendar days.

**Reason for Report:**

Annual: Report which closes out March 31.

Departure: Supervisor or Teacher departs before March 31.

Directed: Report is directed by Principal or CCSD Human Resources.

**Years Teaching:** Enter whole number (.5 and above, round up) years teacher has taught as of the "From" date above, at this school, within CCSD and total.

### II. JOB DESCRIPTION

**Teaching Responsibilities:** Indicate grade level(s) and subject area(s) taught. Specify if teacher teaches any special classes, such as Honors, Special Education, Remedial, Gifted, etc. Also state if teacher team teaches or shares class responsibilities with another teacher or paraprofessional.

**Additional Duties & Responsibilities:** List significant additional duties and responsibilities over and above primary teaching responsibilities.

### III. PERFORMANCE FACTORS

1. Using the Teacher Performance Report Rubric, rate the teacher by placing an "X" in the "Exemplary", "Proficient", or "Needs Improvement" block for each Performance Factor.
2. Compare each teacher to the Teacher Performance Rubric, rather than to another teacher. Base rating on classroom observation, evidence reviewed (if required or requested), non-classroom observation, etc. throughout the reporting period.
3. Comments supporting each of the assigned ratings are required.

### IV. OVERALL PERFORMANCE RATING

1. Place an "X" in the appropriate block. At least three "Exemplary" ratings and no "Needs Improvement" ratings are required for an "Exemplary" overall, including an "Exemplary" in Instruction. At least three "Needs Improvement" ratings are required for an "Unsatisfactory" overall.
2. List date(s) for formal Classroom Observation(s) and Feedback Conference(s). Do not record pre-observation or annual conference dates in this section.

### V. SIGNATURES

1. Evaluator and principal (if principal is not the evaluator) sign and date form; the date must be the date of the actual signature. Enter current position title of evaluator.
2. Evaluator provides completed form to teacher, in a private annual conference, for teacher to review, sign and date. If teacher refuses to sign, so note with a comment such as "Teacher chose not to sign".

### VI. TEACHER'S COMMENTS

Teacher may write comments in the space provided. Use a plain sheet of paper if additional space is necessary, and attach to report. While teacher comments are optional, they must be received by the principal within 10 school days of the day the teacher received the report.

**Report may be typed or hand-written. Original report is sent to CCSD Human Resources and filed in teacher's District Personnel Folder. Teacher, evaluator and school personnel file each receive a copy of the completed report.**

# Cobb County School District Professional Development Plan

(Use this form to address specific deficiencies in employee performance. Refer to the Professional Development Plan Instructions for guidance on how to complete this form.)

## I. IDENTIFICATION

Name \_\_\_\_\_ SSN \_\_\_\_\_ Location \_\_\_\_\_  
*(Last Name First M.I.)*

Position / Job Title \_\_\_\_\_

If PDP is on a Teacher or Administrator, is the employee tenured? Yes \_\_\_\_\_ No \_\_\_\_\_ N/A

Dates employee was hired: In this position \_\_\_\_\_ In CCSD \_\_\_\_\_  
*(mm/dd/yyyy) (mm/dd/yyyy)*

Date PDP Begins: \_\_\_\_\_ Date PDP Ends: \_\_\_\_\_  
*(mm/dd/yyyy) (mm/dd/yyyy)*

## II. SPECIFIC OBJECTIVES FOR PERFORMANCE IMPROVEMENT

- 1.
  - 2.
  - 3.
- etc.

## III. ACTIVITIES TO COMPLETE DURING PDP | TIMELINE / FREQUENCY / DUE DATE(S)

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**IV ROLES AND RESPONSIBILITIES**

Employee

Principal and/or Supervisor



**V. CRITERIA FOR MEASURING PROGRESS**

**VI. SIGNATURES** *(At beginning of PDP period)*

Employee \_\_\_\_\_

Date \_\_\_\_\_

Principal or Supervisor \_\_\_\_\_

Date \_\_\_\_\_

**VII. IMPROVEMENT OBJECTIVES STATUS AT END OF PDP PERIOD** *(Circle one and explain)*

1. Met Not Met Comments:

2. Met Not Met Comments:

3. Met Not Met Comments:

etc.

**VIII. STATUS OF OVERALL PDP AT END OF PDP PERIOD AND FUTURE ACTION(S) NEEDED, IF ANY**

**IX. SIGNATURES** *(At conclusion of PDP period)*

Employee \_\_\_\_\_

Date \_\_\_\_\_

Principal or Supervisor \_\_\_\_\_

Date \_\_\_\_\_

# Cobb County School District

## Professional Development Plan – Instructions

If an employee's performance or behavior is less than satisfactory, the principal or supervisor should consider placing the employee on a Professional Development Plan to address specific deficiencies. The purpose of the plan is to help the employee achieve satisfactory performance or behavior using a structured approach within a specific timeframe. The supervisor and employee should establish specific objectives for improvement which are supported by various activities over a specified time period. Roles and responsibilities of both the supervisor and employee should be identified so that both individuals work together for success. Finally, criteria describing incremental steps towards the goal(s) help measure improvement or lack of progress.

### I. IDENTIFICATION

**Name, SSN, Location, Position / Job Title:** Self-Explanatory.

**Tenure:** This section applies only to certified employees. See Classified Performance Improvement Plan (PIP) for classified employees.

Teachers are normally tenured if they have accepted their 4<sup>th</sup> consecutive contract from the same Board of Education (BOE), or have transferred to CCSD from another Georgia district where they were tenured and have since accepted their 2<sup>nd</sup> consecutive contract from the CCSD.

Administrators are normally tenured under certain rare conditions, and only if they were hired as an administrator by CCSD before April 7, 1995.

If you have any questions about an individual's tenure status, please contact the Professional Conduct and Ethics Office of Human Resources.

**Dates employee was hired:**

Important information to put current performance or behavior issues into context.

**Date PDP Begins and Ends:**

Start and end dates should be established and agreed upon by the principal/supervisor and employee before the PDP takes effect. PDPs should last long enough to allow for remediation. Actual PDP length will vary on a case-by-case basis.

### II. SPECIFIC OBJECTIVES FOR PERFORMANCE IMPROVEMENT

Identify several specific objectives that describe a successful outcome for the PDP. Describe specific behaviors, capabilities, knowledge, skills, etc. that must be acquired and consistently demonstrated to reflect genuine changes in performance and/or behavior. Be specific, but also be realistic. Your goal should be successful performance or behavior that meets District standards required of other employees in similar positions. Similarly, your goal may be to eliminate specific unsatisfactory or substandard performance or behavior.

### III. ACTIVITIES TO COMPLETE DURING PDP

List several specific activities the employee should do to improve his/her job performance or modify his/her behavior. For example, attending additional training, observing a model employee's performance in his/her field, providing evidence of timely attendance, lesson plans, parent communications, research, taking advantage of offered assistance, etc. are specific steps that can be required by the supervisor/principal to bring about changes in behavior or improve performance. Periodic progress meetings between the employee and supervisor/principal are strongly encouraged.

Each activity listed on the left side of the block should have a corresponding time measure on the right. For example, specify daily or weekly review of lesson plans, completing a particular task on a weekly basis or by a particular time of day, or having a project, document, or product completed and delivered by a specific date.

#### **IV. ROLES AND RESPONSIBILITIES**

Determine who should be responsible for what. Both the employee under the PDP and the supervisor/principal should share responsibilities for reaching a successful outcome. Responsibilities for each should be separate and distinct. For example, it would be the employee's responsibility to comply with the provisions of the PDP, to take advantage of any and all assistance and suggestions made by the supervisor/principal within the context of the PDP, and to make a genuine attempt to address and correct the substandard performance or behavior issues.

The supervisor/principal, on the other hand, should be responsible for creating the opportunities to allow the employee to improve, to make available additional training, resources, etc. required to assist the employee during the PDP. Failure to provide access to assistance, or direct assistance, can make it difficult for the employee to improve. Failure to take advantage of assistance provided is the employee's fault.

#### **V. CRITERIA FOR MEASURING PROGRESS**

Specify how the supervisor/principal will measure progress under the PDP. For example, indicate how often follow-up meetings between the supervisor/principal and employee will occur to discuss progress. Determine a benchmark starting point for performance or behavior at the beginning of the PDP and what performance or behavior will look like in a successfully completed PDP. This could take the form of specific standards from the PAI for teachers, or other performance standards for other fields.

#### **VI. SIGNATURES *(At beginning of PDP period)***

Once the above sections of the form are completed, the employee and supervisor/principal will date and sign. This occurs on or just before the "PDP Begins" date in Section I. The supervisor/principal keeps the original of the PDP form and gives a copy to the employee.

At the beginning of the PDP, the supervisor/principal should then forward a copy of the signed PDP to the Professional Conduct and Ethics Office of Human Resources. PCE will track the progress and completion of submitted PDPs.

#### **VII. IMPROVEMENT OBJECTIVES STATUS AT END OF PDP PERIOD**

Within 5 work days after the "Date PDP Ends" date in Section I, the supervisor/principal completes this section by circling the appropriate rating for each of the objectives listed in Section II. Each objective should be evaluated as being "Met" or "Not Met", and Comments provided for each. If there are four objectives in Section II, there must be four ratings in this section.

#### **VIII. STATUS OF OVERALL PDP AT END OF PDP PERIOD AND FUTURE ACTION(S) NEEDED, IF ANY**

Supervisor/principal completes this section by summarizing progress of employee towards meeting the PDP goals and recommends any additional training, reflection, or experience needed to sustain improvements.

#### **IX. SIGNATURES *(At conclusion of PDP period)***

Self explanatory. Supervisor/principal provides copy to employee and sends original to the Professional Conduct and Ethics Office of Human Resources. Human Resources will include a copy of the completed PDP in the employee's record.