

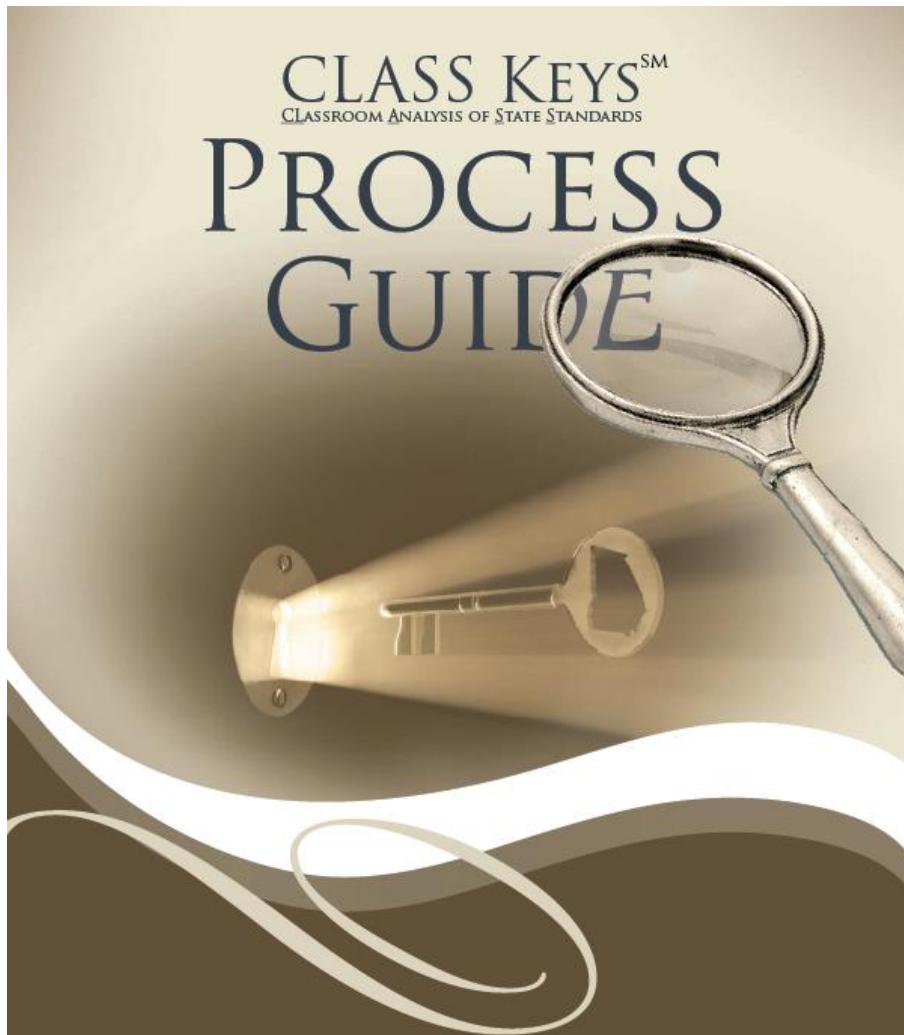


Georgia Department of Education

CLASS KeysSM

Process Guide

Georgia's Teacher Evaluation System



School Improvement

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Acknowledgements

The Georgia Department of Education would like to thank the Advisory Team, Development Team, and Implementation Team for their commitment and contributions to the CLASS KeysSM Teacher Evaluation System.

CLASS KeysSM Teacher Evaluation System Usage Statement

The CLASS KeysSM Teacher Evaluation System is a copyrighted work developed by the Georgia Department of Education on behalf of the State of Georgia. It was created to assist school districts and other educational agencies in reforming teacher evaluations. Therefore, all school systems and educational agencies are encouraged to use the CLASS KeysSM.

However, if you desire to use the CLASS KeysSM Teacher Evaluation System mark, you must implement the Georgia Department of Education's CLASS KeysSM Teacher Evaluation System in its entirety.

Alternatively, you can use portions of the CLASS KeysSM Teacher Evaluation System, but alter it in form and substance. If you elect this option, then Georgia Department of Education requests that on every altered page, you include the phrase "Adapted from CLASS KeysSM Teacher Evaluation System, © 2008 by the Georgia Department of Education."

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Introduction to the CLASS KeysSM Teacher Evaluation System

Effective teacher evaluation is a key component of educational reform and school improvement. With CLASS KeysSM, Georgia teachers have an evaluation system that serves a twofold purpose: improvement and accountability. CLASS KeysSM is both a formative and summative tool that identifies a teacher's level of performance across five strands of teacher quality. The five strands are: Curriculum and Planning, Standards-Based Instruction, Assessment of Student Learning, Professionalism, and Student Achievement. These five strands have been further developed and defined into performance standards and elements with rubrics that have accompanying examples of evidence and artifacts. Additionally, the Georgia Teacher Duties and Responsibilities (GTDR) component is included in the evaluation system and provides ongoing positive and corrective feedback.

The CLASS KeysSM Teacher Evaluation System:

- Evaluates teacher performance using qualitative rubrics.
- Provides support and resources for instructional improvement and standards-based practices.
- Factors the academic achievement gains of students into the teacher's Annual Evaluation in accordance with Georgia law.
- Engages teachers in the evaluation process and their own professional growth.
- Supports the achievement of school and district improvement goals.
- Allows evaluators to give teachers more detailed feedback, using the language of the elements.
- Allows evaluators to use an array of evidence from multiple sources over time to review teacher performance inside and outside of the classroom.

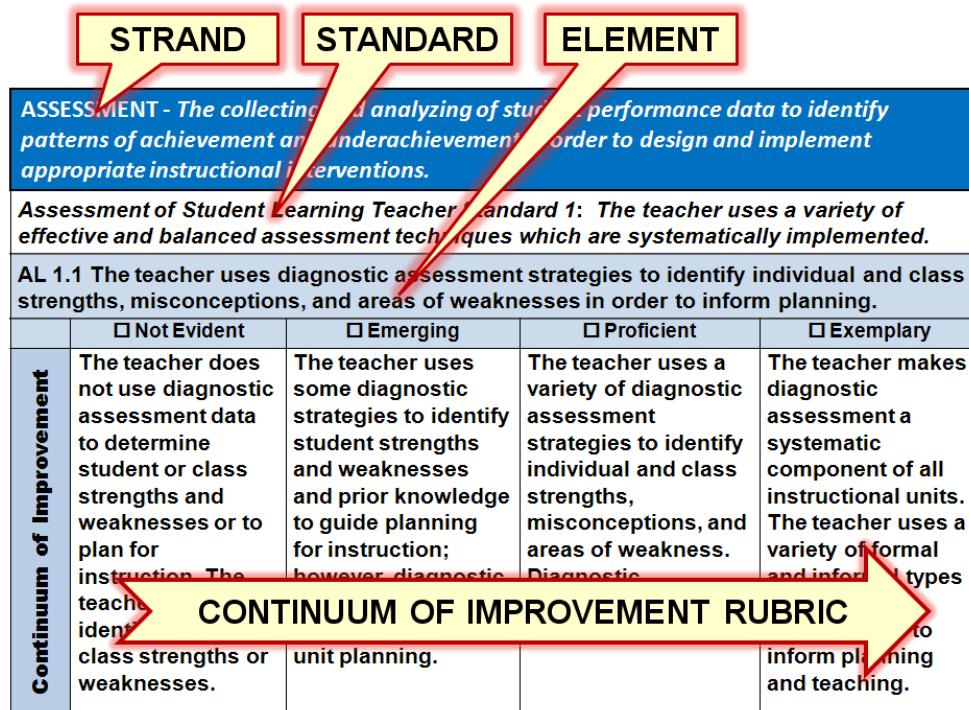
Foundational Documents of the CLASS KeysSM Teacher Evaluation System:

- The School Keys
- The Standards-Based Classroom Rubric from the Implementation Resource
- The Georgia Framework for Teaching
- The Georgia Teacher Duties and Responsibilities Instrument (GTDRI) from the Georgia Teacher Evaluation Program (GTEP)

School Keys, CLASS KeysSM, and Leader Keys share many of the same performance elements or standards. These three tools share common terminology, common definitions, and an overall common language.

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The graphic below shows how strands, standards, and elements appear in CLASS KeysSM. Teachers are assessed using a Continuum of Improvement rubric with four performance levels: *Not Evident*, *Emerging*, *Proficient*, and *Exemplary*.



Examples of Evidence

The Examples of Evidence are organized by Teacher Evidence, Observation, Conference, and Student Evidence.

Examples of Evidence	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Teacher Evidence Lesson plans and units: <ul style="list-style-type: none"> • Do not include <i>diagnostic assessments</i> in plans. Observation: <ul style="list-style-type: none"> • Does not use informal or formal <i>diagnostic assessments</i> at the beginning of lesson or unit. Conference: <ul style="list-style-type: none"> • Cannot describe how a unit or lesson was planned based on diagnostic data. Student Evidence <ul style="list-style-type: none"> • Cannot recall the teacher using diagnostic assessment strategies. 	Teacher Evidence Lesson plans or units: <ul style="list-style-type: none"> • Include <i>diagnostic assessments</i> at the beginning of some instructional units. Observation: <ul style="list-style-type: none"> • Uses at least one formal or informal <i>diagnostic assessment</i> at the beginning of a lesson or unit. Conference: <ul style="list-style-type: none"> • Understands the need to differentiate to address the needs of students, but is not certain how to plan for a differentiated lesson. Student Evidence <ul style="list-style-type: none"> • Gives limited examples of how the teacher assesses prior knowledge. 	Teacher Evidence Lesson plans or units: <ul style="list-style-type: none"> • Use a variety of diagnostic activities at the beginning of most lessons and units. Observation: <ul style="list-style-type: none"> • Differentiates the lesson to address the needs of students. Conference: <ul style="list-style-type: none"> • Describes how a unit or lesson was adapted based on diagnostic assessment data. Student Evidence <ul style="list-style-type: none"> • Gives a variety of examples of how the teacher assesses prior knowledge at the beginning of most units/courses, etc. 	Teacher Evidence Lesson plans or units: <ul style="list-style-type: none"> • Use a variety of diagnostic assessment strategies in all instructional planning. Observation: <ul style="list-style-type: none"> • Involves students in deciding how instruction will be differentiated based on diagnostic data results. Conference: <ul style="list-style-type: none"> • Explains the different forms of assessments used, why diagnostic work is not graded, and how it is used. Student Evidence <ul style="list-style-type: none"> • Expects diagnostic assessments to be used at the beginning point of instruction. 	

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Key Points:

- The examples of evidence listed are not all inclusive.
- The list of examples of evidence is not meant to be a checklist. A teacher does not have to demonstrate all of the evidence in a column to be scored at that level.
- The teacher's level of performance on each element is scored according to the level where the preponderance of evidence lies.
- Evaluators and teachers can add additional evidence of expectations as appropriate.

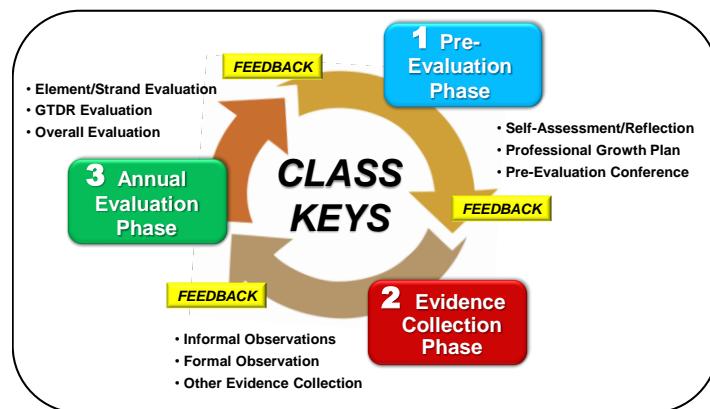
Data Sources:

The Data Sources section is another example of how CLASS KeysSM clarifies expectations and performance on the elements. As with the examples of evidence, these artifacts are some of the possible examples. The Conference Discussion Topics and Discussion Prompts are useful resources to engage teachers in discussions and clarify expectations regarding the elements.

Data Sources	<p>Artifacts: Lesson plans and/or curriculum units which evidence planned use of diagnostic tools, pre-assessment activities, activating strategies, and planning for developing differentiated instruction based on pre-assessment data.</p> <p>Conference Discussion Topics: The teacher can explain how diagnostic data are used to inform instruction.</p> <p>Discussion Prompts:</p> <ul style="list-style-type: none">• Discuss how you are using assessment data to inform your lesson or unit plans.• Describe how you are differentiating based on diagnostic data.• What is your process for analyzing and interpreting diagnostic data that you collect on students?
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Three Phases of the CLASS KeysSM Teacher Evaluation System



In **Phase 1**, teachers begin by self-assessing their current level of performance using the Continuum of Improvement rubrics. After reflecting upon their areas of strength and areas for growth, they develop a draft of their Professional Growth Plan (PGP). At the Pre-Evaluation Conference, the PGP is reviewed and approved by the evaluator. Student achievement targets are set, and expectations are clarified regarding the elements and the duties and responsibilities.

In **Phase 2**, evaluators collect evidence by conducting short, unannounced classroom observations to assess a few of the elements. Later, evaluators conduct a longer, announced classroom observation to assess as many elements as possible. Evaluators will also collect evidence from other sources. This additional evidence may be obtained during conferences, meetings, planning and professional learning sessions, and examination of student and teacher products.

In **Phase 3**, the teacher's annual performance is scored on each of the elements by reviewing all of the evidence collected during the year. The teacher's performance level for each element is assessed using the Continuum of Improvement rubrics. Points are then awarded based on the performance level of each element: NE=0, EM=1, PR=2, EX=3. The element points are aggregated or totaled by strands. A Strand Scoring Scale is then used to determine the scoring for the first four strands: Curriculum and Planning, Standards-Based Instruction, Assessment of Learning, and Professionalism. For the Student Achievement elements and strand, the scoring is based on the teacher's actual impact upon student achievement compared to goals set earlier in the year in Phase 1: Pre-Evaluation. The teacher's performance on the Georgia Teacher Duties and Responsibilities (GTDR) is also reviewed. If the teacher's overall performance is Satisfactory on the GTDR, and all five of the strands are scored at the *Emerging* level or higher, the teacher receives an overall score of Satisfactory for the Annual Evaluation. If the teacher's overall performance is Unsatisfactory, a Professional Development Plan (PDP) is required.

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Self-Assessment and Reflection

Useful resources for this section:

- Self-Assessment and Reflection form
- Example of Self-Assessment and Reflection form
- CLASS KeysSM Module 3: Self-Assessment and Reflection

Self-Assessment and Reflection is the first step in the Pre-Evaluation Phase of the CLASS KeysSM process. This initial activity is critical because it provides teachers an opportunity to be actively involved in the assessment process and to identify their own professional learning needs regarding the criteria upon which they will be evaluated. Self-assessing allows teachers to benchmark their current performance level and also view the performance expectations for each element from *Emerging* to *Proficient* to *Exemplary*. It also deepens their understanding of the CLASS KeysSM elements, rubrics, evidence, and artifacts. The self-assessment results are used by the teacher to develop a draft of a Professional Growth Plan (PGP).

How teachers, working independently, complete the Self-Assessment and Reflection:

1. Using the CLASS KeysSM, teachers carefully read the Continuum of Improvement rubrics, examples of evidence, and artifacts for each element.
2. Teachers use the definitions in the Element Descriptors for any terms that are not clearly understood.
3. Teachers use the Self-Assessment and Reflection form to mark the performance level (*Not Evident, Emerging, Proficient, or Exemplary*) that reflects their perception of their current skill level for each element.
4. Teachers should highlight examples of evidence to support the performance level selected. Other evidence may be added to support their selections.
5. Using the back of the form, teachers reflect upon the self-assessment results for all twenty-six elements. This reflection should be done within the context of:
 - a. the needs of their students,
 - b. current school and district initiatives, and
 - c. the individual professional needs of the teacher.
6. Using the back of the Self-Assessment and Reflection form, teachers reflect on elements of greatest strength and elements where growth is needed.

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Key Points:

- Teachers will need approximately 90 – 120 minutes to complete the Self-Assessment and Reflection.
- Teachers should remember the importance of an accurate and honest self-assessment.
- The results may be used to guide the school's professional learning for the upcoming year.
- The self-assessment results are not used to determine a teacher's Annual Evaluation.
- Ideally, the Self-Assessment and Reflection should be done during the summer or just prior to the start of the school year, but it may be completed any time during the year.

School and district leaders may request that teachers submit an unsigned copy of page one of the Self-Assessment and Reflection form so that school-wide results can be reviewed and analyzed. This information, when combined with data such as student achievement results, can be useful for planning professional learning and school improvement initiatives.

A copy of the Self-Assessment and Reflection form and a completed example can be found in the appendix of this guide.

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Professional Growth Plan (PGP)

Useful resources for this section:

- Professional Growth Plan form
- Example of Professional Growth Plan
- CLASS KeysSM Module 4: Professional Growth Plan

The second step in the Pre-Evaluation Phase of the CLASS KeysSM process is the development of the Professional Growth Plan. The PGP is the vehicle for customizing teacher professional learning for the purpose of improving teacher practice and student learning. The PGP provides an opportunity for teachers and/or teams to collaboratively advance teacher performance along the Continuum of Improvement rubrics found in the CLASS KeysSM. The PGP is primarily a teacher responsibility with support from evaluators.

A copy of the PGP form and a completed example can be found in the appendix of this guide.

Preparation for Writing the PGP

The PGP is introduced early in the year and discussed at the Pre-Evaluation Conference.

In preparation, the teacher identifies one to three elements that will result in improved teacher practice and improved student learning. The teacher selects CLASS KeysSM elements based on self-assessment results, student achievement needs, and the school/district improvement plans or initiatives. It is suggested that the teacher selects one to three elements in order to provide clear focus. It is important not to create unrealistic expectations by selecting too many elements. The evaluator may assist with selection of elements for the PGP by assigning elements to individual teachers or collectively to teacher groups, and approves the final selection of elements for the PGP.

Writing the PGP

After reviewing the self-assessment results, student achievement needs, and the school/district improvement plans, the teacher completes an individual PGP form, even when working with a collaborative team to develop a common plan. The teacher records the elements selected for the PGP by writing the identifying abbreviation, numbers, and the text of the element.

After selecting the elements, the teacher identifies learning strategies to study and implement. The teacher reviews the evidence found in the *Proficient* and *Exemplary* columns for the targeted elements of CLASS KeysSM. Effectively implementing these specific strategies from this resource or other resources will raise teacher performance to these levels. Teams of teachers may select common strategies for use in collaborative plans. The strategies describe what the teacher(s) will do differently from current practice. This is the “Expected Impact” on teacher practice.

The teacher reflects on resources available within the school, district, or community that may be used to support the PGP. There may be experts in residence whose skills may be used for support of the PGP. Job-embedded professional learning through the use of collaborative teams has proven to be an effective means of improving instructional practice.

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The teacher reviews the student evidence found in the *Proficient* and *Exemplary* columns in the CLASS KeysSM for the selected elements. After reviewing the artifacts and other data sources for appropriate examples of student performance, the teacher may select evidence of student learning from these or other sources and record the “Expected Impact on Teacher Practice and Student Learning” on the PGP form.

The teacher submits a draft of the PGP to the evaluator for approval at the Pre-Evaluation Conference. The evaluator reviews, approves (or suggests revisions), and provides a signed copy of the approved PGP to the teacher.

Monitoring the PGP

The teacher monitors and records progress on the PGP form at a minimum of quarterly updates. The teacher should be prepared to discuss progress on the PGP with the evaluator at any time.

The evaluator monitors the PGP at least twice a year. Appropriate times for discussion with the teacher include the conference following the formal observation and the Annual Evaluation Conference. The evaluator may gather evidence of progress on the PGP through other sources, such as observations, collaborative team meetings, conferences, or examination of student work or teacher products.

Review of the PGP at the Annual Evaluation Conference

The teacher reviews actual progress made on implementation of the elements versus expected progress. Elements included in the current year may be carried into the subsequent year if needed.

The evaluator shares relevant information about district or school initiatives that are the focus of professional learning for the coming year. The evaluator works collaboratively with the teacher to identify the elements that would support these initiatives.

If a school/district has another growth plan form, it may be used in lieu of the PGP with the understanding that CLASS KeysSM elements should be identified on the local form.

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Pre-Evaluation Conference

Useful resources for this section:

- Pre-Evaluation Conference Form for CLASS KeysSM
- Example of Pre-Evaluation Conference Form for CLASS KeysSM
- Professional Growth Plan form
- Formative Analysis for CLASS KeysSM form
- Georgia Teacher Duties and Responsibilities form
- CLASS KeysSM Module 5: Pre-Evaluation Conference

The Pre-Evaluation Conference is the final step in the Pre-Evaluation Phase. The Pre-Evaluation Conference requires preparation. The evaluator sets dates and times to meet with individual teachers or groups of teachers, such as content-area teams or grade level teams. The teacher brings the CLASS KeysSM, the Formative Analysis for CLASS KeysSM form and the GTDR form to the conference. The teacher also submits a draft of the PGP at this conference. During the Pre-Evaluation Conference, the evaluator and the teacher(s) review the expectations of the CLASS KeysSM evaluation process. This is a transparent process in which the evaluator and teacher share responsibility. A copy of the Pre-Evaluation Conference form and a completed example can be found in the appendix of this guide.

Step 1: Review Elements and Evidence using the Formative Analysis for CLASS KeysSM form

The Evaluator:

- Explains that teachers are evaluated on ALL of the elements using multiple data sources collected during the school year.
- Clarifies with teachers the types of evidence that are acceptable, including that which is non-negotiable, such as evidence that supports the school's current professional learning or the school improvement plan.
- Discusses evidence for any elements that might not easily be observed during a classroom observation.
- Explains to teachers that the evidence in the CLASS KeysSM is not meant to be all-inclusive, nor is it meant to be a checklist. In a particular school or situation, there may be other evidence that is appropriate to consider. This conference is the time to discuss that evidence.
- Emphasizes that teachers share responsibility for providing evidence of their performance on the elements, particularly during the formal observation process.
- Emphasizes the intent of evidence collection is not to accumulate voluminous files or portfolios of information but to document quality examples of teacher and student performance that illustrate the teacher's best practices.

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Step 2: Review Teacher Duties and Responsibilities using the GTDR form

The Evaluator:

- Explains that teachers are evaluated on all of the items on the GTDR. If there are any GTDR items that are not applicable (NA) for a particular teacher, these should be documented at this conference.
- Informs teachers of any items that have been added locally by the school or district.
- Explains that all items must be satisfactory at the time of the Annual Evaluation.
- Explains that evaluators may provide positive or corrective feedback using the GTDR form at any time throughout the year.
- Clarifies that notification of unsatisfactory performance on any item during the year requires a conference and may result in the need for a Professional Development Plan for Improvement.
- Emphasizes that an unresolved unsatisfactory score on any GTDR item at the time of the Annual Evaluation results in an Unsatisfactory GTDR for the year and an Unsatisfactory Annual Evaluation.

Step 3: Review and Approve the PGP

The Teacher:

- Submits the PGP draft for approval.
- Monitors and records progress on the plan at least quarterly, but is prepared to discuss progress at any time the evaluator requests.

The Evaluator:

- May approve the PGP at the conference or may accept the PGP to review and approve after the Pre-Evaluation Conference.
- Keeps an approved, signed copy and returns a signed copy to the teacher.
- Discusses progress with the teacher at least twice during the year. The conference following the formal observation and the Annual Evaluation Conference are suggested times.

Step 4: Determine the Student Achievement Goals

Georgia law requires that teachers be evaluated in part on academic achievement of their students:

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 [O.C.G.A. § 20-2-210 (b)(1)].

Current Georgia law, in part, allows for various ways of measuring student achievement:

In making a determination of the academic gains of the students assigned to a teacher, evaluators should make every effort to have available and to utilize the results of a wide range of student achievement assessments, including those utilized by the teacher, set by the local board of education, or required under this article [O.C.G.A. § 20-2-210 (c)].

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In CLASS KeysSM, the Student Achievement Strand addresses this mandate. Discussion between district administrators and evaluators concerning student achievement measures and goals should take place prior to the evaluator meeting with teachers. The measures used to assess the impact of teachers on student achievement should be identified at the district level. Districts should choose a variety of measures to accommodate all grade levels and content areas. No single method of assessing student achievement will meet the needs of every school district. Each district must make decisions on how best to assess student achievement for the purpose of evaluating teachers.

The evaluator identifies the appropriate element(s) for the teacher: SA1.1 (GPS content) and/or SA1.2 (non-GPS content). Selection of the assessment tool(s) is a district responsibility. The use of multiple assessment measures is encouraged. Determining the student achievement goal(s) is a teacher/evaluator responsibility. Analysis of the previous year's student data should be completed prior to setting goals for the current year. Goals may be individualized or common to a group of teachers. Varied content areas may require a variety of goals to be set within the school. Pre-assessment, interim, and post-assessment data are recorded on the Pre-Evaluation Conference form as data becomes available.

Formal and Informal Observations

Useful resources for this section:

- Formative Analysis for CLASS KeysSM form
- Example of Informal Observation Formative Analysis for CLASS KeysSM
- Example of Formal Observation Formative Analysis for CLASS KeysSM
- Formal Observation Planning for CLASS KeysSM form
- Example of Formal Observation Planning for CLASS KeysSM form
- CLASS KeysSM Module 6: Informal Observations
- CLASS KeysSM Module 7: Formal Observations

In many ways, the three phases of the CLASS KeysSM process represent the three types of assessment: Diagnostic (Phase 1), Formative (Phase 2), and Summative (Phase 3). During Phase 2: Evidence Collection, evaluators collect evidence from observations, meetings, conferences, artifacts, and examination of teacher and student products. Observations are an important component of evidence collection. Observations provide evaluators with a means for giving teachers specific feedback, and observations are factored into the Annual Evaluation.

In the CLASS KeysSM process, there are two types of observations, informal and formal. Each professionally-certified classroom teacher will have at least two informal observations prior to the Annual Evaluation. Each professionally-certified classroom teacher will have at least one formal observation prior to the Annual Evaluation. O.C.G.A. § 20-2-210 (b)(2)] requires observations during delivery of instruction and at other times as appropriate. Observations shall be conducted by appropriately-trained evaluators.

The Formative Analysis for CLASS KeysSM form is used for both informal and formal observations. The form is used to provide specific feedback to teachers regarding classroom observations. The evaluator will complete the information at the top of the form including the type of observation, informal or formal. The evaluator should view different lesson segments (beginning [B], middle [M], and end [E]) during the year. Twenty-six (26) elements are listed on the form. The two elements of the Student Achievement Strand are not listed on the form because they are evaluated only at the Annual Evaluation.

Elements on the Formative Analysis for CLASS KeysSM form are scored using the Continuum of Improvement rubrics found in CLASS KeysSM. There are four performance levels: *Not Evident*, *Emerging*, *Proficient*, and *Exemplary*. The levels are used to describe the teacher's performance on specific elements.

A *Not Evident* score indicates that there is an absence of evidence required by the element or that there is evidence of behaviors considered to be unacceptable for the element.

An *Emerging* score indicates that the teacher is working toward the *Proficient* level for the element. The teacher has shown some positive attributes but may also have some deficits. This teacher may benefit from coaching and clearer expectations.

A *Proficient* score indicates that the teacher is meeting the target or expectations for the element. Consistency of practice is the key consideration at this level. A *Proficient* score on all CLASS KeysSM elements is the target over time.

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The fourth level of performance is *Exemplary* which is defined as performance that exceeds expectations for the element. Some examples include leadership among peers, a model for others on this element, and student involvement in the learning process.

The back of the form is used for written feedback. When an element is scored as *Not Evident*, the evaluator is required to provide specific, written feedback. The teacher should sign and return the form to the evaluator. The teacher may then add or attach comments if desired.

A copy of the Formative Analysis for CLASS KeysSM form and completed examples can be found in the appendix of this guide.

Informal Observations

- Informal observations are unannounced and are 5 – 15 minutes in length.
- Informal observations focus on a limited number of elements that can be observed during a short period of time.
- Teachers receive feedback on the Formative Analysis for CLASS KeysSM form within five working days of the observation. The form may be sent to the teacher electronically, placed in the teacher's mailbox, or discussed at a face-to-face conference.
- Conferences regarding observations may be requested by the evaluator or teacher as needed.
- Two informal observations are required prior to the Annual Evaluation Conference.

The district may increase the number of informal observations beyond the two required for specific teachers or groups of teachers according to need or preference.

Formal Observations

- Formal observations are announced.
- Formal observations are 30 – 50 minutes in length.
- Formal observations are focused on more elements than informal observations.
- The three components of the formal observation process are preparation, observation, and feedback.

All professionally-certified classroom teachers will have at least one formal observation prior to the Annual Evaluation Conference.

The district may increase the number of formal observations required for specific teachers or groups of teachers according to need or preference.

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Preparation for the Formal Observation

It is the evaluator's responsibility to schedule the formal observation. The teacher or the evaluator may request a conference prior to the observation, but a conference is not required. Conferences are encouraged for teachers with one to three years experience, teachers who are new to the district or state, and teachers who need additional support.

The evaluator can use the Formal Observation Planning for CLASS KeysSM form to request documents to review prior to the formal observation. These artifacts should showcase the teacher's lesson. This is the teacher's opportunity to demonstrate performance of the elements. Answers to the questions on the form can provide the evaluator with additional information prior to the observation to ensure clarity of understanding. The questions on the form may be answered in various ways including highlighted within the documents, labeled in the lesson plans, discussed at conference(s), or recorded on the form. The intent is to consider what the evaluator needs to know prior to the lesson in order to effectively provide specific feedback to the teacher.

Formal Observation

The evaluator observes a lesson for approximately 30 – 50 minutes. The evaluator assesses as many of the elements as possible. Some elements may be assessed based on additional evidence gathered through lesson plans, assessments, conferences, etc. The evaluator uses the Continuum of Improvement rubrics to score the elements observed. The Formative Analysis for CLASS KeysSM form is used to score elements and provide feedback to the teacher.

Feedback on the Formal Observation

The Post-Observation Conference is required for the formal observation. This conference is the evaluator's opportunity to give written and oral feedback to the teacher. The evaluator schedules the Post-Observation Conference following the formal observation. The completed Formative Analysis for CLASS KeysSM form serves as the primary focus of the conference to discuss the results of the observation. The teacher may provide additional artifacts and evidence if appropriate.

The teacher should provide a short summary of progress on the Professional Growth Plan. If necessary, the PGP may be updated at this time. The evaluator may also give positive or corrective feedback on the GTDR. At the end of the conference, the teacher signs the Formative Analysis for CLASS KeysSM form. The teacher receives a copy and may submit additional written comments to the evaluator if desired.

Other Evidence Collection

Besides feedback on classroom observations, evaluators may provide feedback on elements based on evidence from meetings, conferences, artifacts, and examination of student and teacher products. If the Formative Analysis form is used to provide feedback to teachers for evidence collected outside the classroom instructional setting, [O] should be marked at the top of the form.

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Georgia Teacher Duties and Responsibilities (GTDR)

Useful resources for this section:

- Georgia Teacher Duties and Responsibilities (GTDR) form
- Examples of Georgia Teacher Duties and Responsibilities (GTDR)
- CLASS KeysSM Module 8: Georgia Teacher Duties and Responsibilities (GTDR)

The items listed on the GTDR are non-negotiable professional behaviors for teachers and the GTDR form serves as the document of notification between the evaluator and the teacher. The GTDR form may be used throughout the year to provide corrective or positive feedback to the teacher. Unsatisfactory performance on GTDR item(s) can be documented at any time during the year using the GTDR form.

The GTDR expectations are clarified during the Pre-Evaluation Conference and any additional duties and responsibilities that are added locally are discussed. In the spring, the GTDR is scored summatively and impacts the Annual Evaluation. The GTDR is assessed on an ongoing basis rather than by exception (when a need arises). The performance levels on the GTDR form are Satisfactory, Unsatisfactory, and Not Applicable.

Key Items:

- Item 10 - The Code of Ethics for Educators (October 15, 2009) can be downloaded from <http://www.gapsc.com>.
- Item 18 - Any additional duties or responsibilities can be added locally.
- Item 18 can also be used to require teachers to work toward the *Proficient* level for specific elements on the Continuum of Improvement rubric.

Steps in the Process:

- The GTDR form serves as the document of notification between the evaluator and the teacher. The evaluator uses the form to provide specific feedback regarding professional behavior, duties, and responsibilities. This feedback and notification should be provided in a timely manner.
- The GTDR form can be used to provide positive feedback to a teacher in order to recognize exemplary performance.
- The GTDR form can be used to provide corrective feedback. When corrective feedback is given, the teacher must contact the evaluator as soon as possible to schedule a conference to discuss any unsatisfactory performance. If determination is made that a PDP is required, the evaluator begins development of the PDP during this conference.
- For the Annual Evaluation, all GTDR items are reviewed and scored. Any unsatisfactory GTDR performance, not resolved prior to the Annual Evaluation Conference, will result in an Unsatisfactory GTDR and an Unsatisfactory Annual Evaluation.
- If a teacher receives an Unsatisfactory Annual Evaluation, a PDP is required to address the specific issue(s). If a PDP does not exist, one will be developed following the Annual Evaluation Conference. If a PDP already exists, it will be reviewed and may be revised during or after the Annual Evaluation Conference.

A copy of the GTDR form and completed examples can be found in the appendix of this guide.

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Annual Evaluation

Useful resources for this section:

- Annual Evaluation Form
- Example of Annual Evaluation
- Georgia Teacher Duties and Responsibilities Form
- Example of the Georgia Teacher Duties and Responsibilities Summary
- CLASS KeysSM Module 9: Annual Evaluation
- CLASS KeysSM

The Annual Evaluation of all professionally-certified classroom teachers is required each year by O.C.G.A. § 20-2-210 and occurs in the third phase of the CLASS KeysSM process. The Annual Evaluation is the summative assessment of a teacher's performance for the school year, Satisfactory or Unsatisfactory, and takes into consideration the teacher's performance on the CLASS KeysSM strands and performance on the GTDR. The Annual Evaluation is to be completed by the date determined by state guidelines for each school year.

Shown below is the summary page of the example of the Annual Evaluation found in the appendix. Displayed is the scoring of the five strands, followed by the Strand Summary Scoring, the summary scoring of the GTDR, and the overall Annual Evaluation score. A copy of the Annual Evaluation form and a completed example can be found in the appendix of this guide.

CLASS Keys SM Strand Summary	Performance Level
Curriculum and Planning	Proficient
Standards-Based Instruction	Emerging
Assessment of Student Learning	Emerging
Professionalism	Emerging
Student Achievement	Emerging
Strand Summary Scoring	Satisfactory
CLASS Keys SM comments (Required for any "Not Evident" Strand):	
Georgia Teacher Duties and Responsibilities Summary	Satisfactory
GTDR comments (Required for any Unsatisfactory Item):	
OVERALL ANNUAL EVALUATION	Satisfactory

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A key event in the Annual Evaluation is the Annual Evaluation Conference. Prior to the conference, the evaluator:

- Analyzes all data collected in formal and informal observations.
- Analyzes additional evidence collected from other sources such as conferences, teacher meetings, planning sessions, professional learning experiences, anecdotal records, the examination of student work, teacher products, and other artifacts.
- Identifies and requests any additional evidence or information from the teacher that is needed to complete the Annual Evaluation.
- Evaluates the teacher's impact on student achievement.
- Assesses the performance level of each element and strand on a draft of the Annual Evaluation form.
- Evaluates the teacher's overall performance on the GTDR.
- Schedules the Annual Evaluation Conference with the teacher to review performance.

During the Annual Evaluation Conference, the evaluator:

- Discusses the teacher's performance on elements and strands.
- Discusses the teacher's impact on student achievement and discusses any addendum items that are needed to complete the assessment of the Student Achievement strand.
- Discusses the teacher's performance on the GTDR.
- Requests and reviews additional evidence as needed.
- Discusses the status of the PGP and next steps for professional growth.
- Clarifies the expectations and conclusions reached in the conference.

During the Annual Evaluation Conference, the teacher:

- Provides an updated PGP with checkpoints and actual results data completed.
- Provides an updated Professional Development Plan for Improvement, if applicable.
- Provides any additional evidence that may be appropriate.
- Participates in the discussion of evidence and the next steps for professional growth.

Element Scoring

For the four strands, Curriculum and Planning, Standards-Based Instruction, Assessment of Student Learning, and Professionalism, a teacher's Annual Evaluation is based on an array of evidence collected during the year for each of the 26 elements. The evaluator reviews the evidence and scores each element based on the preponderance of evidence. The scoring of each element should not be viewed as an averaging of all evidence collected, but rather a summative evaluation that compares the teacher's performance to the expectations detailed in the Continuum of Improvement rubrics. The element scoring answers the question: During the year, how well has the teacher demonstrated the performance required by the element?

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The following performance levels are used for the element scoring:

Not Evident (NE) *Emerging* (EM) *Proficient* (PR) *Exemplary* (EX)

The expectation in the CLASS KeysSM Teacher Evaluation System is that teachers, over time, will work to become *Proficient* on all elements.

For the Annual Evaluation, points are awarded for each element as follows:

NE = 0 EM = 1 PR = 2 EX = 3.

The points for the elements are totaled or aggregated within each strand, and a strand score is determined for the four strands using the Strand Scoring Scales shown below.

Strand Scoring Scales

Curriculum and Planning		Standards-Based Instruction	
15-18	Exemplary	20-24	Exemplary
9-14	Proficient	12-19	Proficient
3-8	Emerging	4-11	Emerging
0-2	Not Evident	0-3	Not Evident

Assessment of Learning		Professionalism	
10-12	Exemplary	20-24	Exemplary
6-9	Proficient	12-19	Proficient
2-5	Emerging	4-11	Emerging
0-1	Not Evident	0-3	Not Evident

These Strand Scoring Scales are used only at the time of the Annual Evaluation. For a Satisfactory Annual Evaluation, ALL strands must be scored *Emerging* or higher.

Annual Scoring for the Student Achievement Strand

The Student Achievement strand is only scored at the time of the Annual Evaluation, but monitoring can be done at intervals during the year. Student Achievement assessment measures and targets were set with district and school leader input during the Pre-Evaluation Phase of the CLASS KeysSM process. The use of multiple assessment measures is strongly encouraged to determine the teacher's impact on the academic progress of assigned students.

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If a teacher is assigned only classes which use a GPS curriculum, SA 1.1 is the only element scored. The element score becomes the strand score and must be at least at the *Emerging* level for a Satisfactory Annual Evaluation.

When a teacher is assigned only classes which use a non-GPS curriculum, SA 1.2 is the only element scored. The element score becomes the strand score and must be at least at the *Emerging* level for a Satisfactory Annual Evaluation.

When a teacher is assigned some classes which use a GPS curriculum and some classes which use a non-GPS curriculum, both elements are scored. In this instance, both elements must be scored at least at the *Emerging* level for a Satisfactory Annual Evaluation. (If one element is scored at the *Not Evident* level, the teacher receives an Unsatisfactory Annual Evaluation.)

When a teacher is scored at different performance levels on SA 1.1 and SA 1.2 and both scores are *Emerging* or higher, the teacher will receive the higher of the two scores for the Student Achievement strand score.

For the Student Achievement elements, the Continuum of Improvement rubric is used to score Elements SA 1.1 or SA 1.2. (See below.)

- If student achievement does not improve or decreases, the element is scored *Not Evident*.
- If student achievement improves but does not meet the target set at the Pre-Evaluation Conference, the element is scored *Emerging*.
- If the student achievement target is met, the element is scored *Proficient*.
- If the student achievement target is exceeded, the element is scored *Exemplary*.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	No quantifiable evidence exists that student achievement has increased, based on pre- and post-assessments using measures identified by the school district.	Quantifiable evidence exists that student achievement has increased, but has not met the established benchmark identified by the school district.	Quantifiable evidence exists that student achievement has met the benchmark based on pre- and post-assessments using measures identified by the school district.	Quantifiable evidence exists that student achievement has exceeded the benchmarks based on multiple measures of student learning including pre-and post-measures identified by the school district and also includes data from multiple measures of student learning.

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Annual Scoring of the GTDR

Using the GTDR form, the evaluator can provide corrective and positive feedback on an ongoing and timely basis throughout the year. Prior to the Annual Evaluation Conference, the evaluator reviews the teacher's performance on all GTDR items. Performance is scored as Satisfactory, Unsatisfactory, or Not Applicable on all items. If the teacher's performance is Satisfactory on all items, the overall GTDR score is Satisfactory. Any item that was scored earlier as Unsatisfactory and has not been resolved will result in an Unsatisfactory GTDR and an Unsatisfactory Annual Evaluation. A Professional Development Plan is then designed to provide support for the teacher's unresolved duty or responsibility.

Overall Scoring for the Annual Evaluation

Performance levels are scored for each of the five CLASS KeysSM strands, followed by a Strand Summary Scoring. The GTDR Summary is scored next. Both the Strand Summary Scoring and the GTDR Summary must be scored Satisfactory for the teacher to receive a Satisfactory Overall Annual Evaluation score.

After the Annual Evaluation Conference, the evaluator:

- Examines all evidence and finalizes the Annual Evaluation.
- Provides a signed copy of the Annual Evaluation to the teacher within five working days.
- Secures signatures on the completed Annual Evaluation form.
- Attaches any written response from the teacher to the Annual Evaluation form.
- Schedules a follow-up conference, if necessary or requested by the teacher.
- Follows district protocol for submission of documents to Human Resources.

After the Annual Conference, the teacher:

- Provides any additional information requested during the Annual Evaluation Conference within three working days of the Annual Evaluation Conference.
- Signs, dates, and returns the Annual Evaluation within five working days of receipt, acknowledging receipt of the document, not necessarily agreement with the scoring and comments.
- May request a follow-up conference with the evaluator and/or principal if necessary.
- May submit a written response concerning the Annual Evaluation to the evaluator within ten working days of receipt of the Annual Evaluation.

For an Unsatisfactory Annual Evaluation, a teacher must meet with the evaluator to begin development of a Professional Development Plan to address issues with the CLASS KeysSM element(s) and/or GTDR item(s).

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Professional Development Plan for Improvement

Useful resources for this section:

- Professional Development Plan for Improvement for CLASS KeysSM form
- Example of Professional Development Plan for Improvement
- CLASS KeysSM Module 10: Professional Development Plan for Improvement

Georgia law states: “Certificated professional personnel who have deficiencies and other needs shall have professional development plans designed to mitigate such deficiencies and other needs as may have been identified during the evaluation process.” The Professional Development Plan for Improvement for CLASS KeysSM satisfies this requirement. In addition, GTDR Item 16 addresses the use of the PDP.

The PDP provides intense support and a specific plan to assist teachers in resolving any CLASS KeysSM element(s) and/or GTDR item(s) that need significant improvement. The PDP may be developed by the evaluator and teacher at any time during the year with district input as needed. The evaluator should follow district policies regarding the PDP process.

The Professional Development Plan for Improvement contains:

- Documentation of areas of concern on CLASS KeysSM elements and/or GTDR items.
- Specific actions, expectations, and timelines for improvement.
- Documentation of the monitoring and disposition.

A copy of the PDP form and an example can be found in the appendix of this guide.

Steps for Developing the PDP for Improvement

After an area of concern is identified, the evaluator and teacher meet to review the Professional Growth Plan and discuss the deficiency. The Professional Growth Plan may cover the deficiency, but modifications of the teacher learning strategies are necessary. If the Professional Growth Plan does not address the deficiency, a Professional Development Plan is developed and implemented. The Professional Development Plan takes precedence over a teacher’s Professional Growth Plan. If a teacher has a documented deficiency on the GTDR at any time during the year, a conference takes place to determine if a Professional Development Plan is required.

If the deficiency is not resolved in the time provided, additional revisions to the Professional Development Plan will be required. If the deficiency is successfully resolved, the Professional Development Plan is considered complete.

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Section 2 of the Professional Development Plan addresses actions and expectations. This section will be developed by the evaluator and teacher to address the identified deficiency.

The evaluator and the teacher will develop the monitoring plan with checkpoints for updates on the teacher's progress. Section 3 of the Professional Development Plan provides documentation for two updates with actual results; however, additional updates may be needed. The Professional Development Plan is considered complete when both the teacher and evaluator agree that the areas of concern have been successfully addressed. Copies should be signed and maintained by the evaluator and the teacher according to district policies.

Additional revisions to the Professional Development Plan will be required for any deficiency not successfully resolved. A Professional Development Plan that has not been resolved can impact employment. At the end of the evaluation cycle, any unresolved deficiencies will carry over to the next school year.

At the Annual Evaluation Conference, any CLASS KeysSM strand rating of *Not Evident* will necessitate the development of a PDP directly related to the identified elements.

At the Annual Evaluation Conference, an Unsatisfactory on the GTDR will necessitate the development of a PDP directly related to the identified GTDR item(s).

If a teacher is currently on a PDP from a different teacher evaluation system, the PDP will continue under the CLASS KeysSM Teacher Evaluation System.

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Evaluation System Rules and Requirements

The CLASS KeysSM Teacher Evaluation System is used for the Annual Evaluation of professionally-certified classroom teachers employed for 120 days or more, who are employed at least half-time.

Exceptions to this requirement include the following considerations.

- The school district will determine which evaluation program is appropriate for personnel who are required to have a teaching certificate, but who are serving in multiple roles such as teacher-leadership, teacher-counselor, and others. Only one evaluation system will be used for each individual. The individual will receive an orientation to the appropriate program.
- Special groups of teachers, such as hospital/homebound, in-school suspension, and migrant teachers, who do not hold regular classroom teaching roles will be evaluated using the applicable portions of the GTDR and appropriate additional criteria as specified by the local school district. The teacher must receive a written statement and an orientation for the criteria prior to the evaluation of the teacher.
- Teachers who are employed for any portion of the year will be evaluated on the GTDR items.

The local district will determine whether CLASS KeysSM Teacher Evaluation System will be used with teachers employed fewer than 120 days and with those teachers who are employed less than half-time. The local school district will determine the appropriate number of observations and other criteria if the number of days taught is less than 120.

Responsibility for Evaluation

The school principal is responsible for the management of all teacher evaluation activities. The principal must review and sign the Annual Evaluation of each teacher. Individual teachers must receive a minimum of one formal observation and a minimum of two informal observations. The number of observations for teachers may be increased. The evaluator will also analyze other data sources to determine a teacher's performance.

Requirement for Evaluator Training

Evaluation activities must be conducted by appropriately-trained evaluators designated by the local school district superintendent. A CLASS KeysSM evaluator is defined as an individual who has attended state-approved, required training sessions, and any required update training.

Orientation

All teachers evaluated using any portion of the CLASS KeysSM Teacher Evaluation System must receive an orientation to the strands, elements, and rubrics and an overview of the CLASS KeysSM process with a clear explanation of how the Annual Evaluation is scored. This orientation is the responsibility of the district and is required for all new evaluatees prior to the Pre-Evaluation Conference.

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Records and Confidentiality

Documentation from the CLASS KeysSM Teacher Evaluation System, including the Pre-Evaluation Conference form, evaluator feedback on classroom observations and other evidence collection, the Annual Evaluation, Professional Development Plans for Improvement, and any documentation related to the GTDR, including teacher comments attached to any of these records shall be maintained as part of the teacher's personnel file and shall be considered confidential. The length of time that records are kept is governed by the Records Retention Act.

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

Complaints

Guidelines for contract nonrenewal or termination during the contract term are governed by the Fair Dismissal Law. See O.C.G.A. §§ 20-2-940 through 20-2-947 for additional information. Any use of the results of the Georgia CLASS KeysSM Teacher Evaluation System as part of contract decisions should be in compliance with this law.

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

- All teachers shall receive a copy of the feedback for all formal and informal observations within five working days of the observation. A conference to discuss each observation shall occur if it is required or if it is requested by the teacher or the evaluator within ten working days of receiving the results and shall be held within ten working days of this request. Any written comments submitted by the teacher within ten working days of receiving the results or within ten working days of the conference shall be attached to the observation record or CLASS KeysSM Annual Evaluation form.
- In cases where observations are conducted by evaluators other than the principal and the complaint concerns an alleged violation of CLASS KeysSM procedures and is not resolved in the conference with the evaluator, the teacher shall be permitted to request a conference with the principal within ten working days of the conference with the evaluator. Any requested conference shall be held.
- Teachers who wish to continue to pursue alleged violations of the CLASS KeysSM procedures shall follow the appropriate procedures established by the local district. In cases where there are no identified established procedures, teachers shall pursue the issue directly with the local superintendent or designee. The request for review shall be filed within ten working days of the occurrence or receipt of the observation record or CLASS KeysSM Annual Evaluation form and shall include the reasons for the complaint and copies of all supporting documentation. Within twenty working days of receiving the request for review, the superintendent or designee shall consider the request and provide a written decision. Local decisions are not appealable to the Georgia Board of Education.

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Equity Issues

Equity has been a focus throughout the development and implementation of CLASS KeysSM. Widespread involvement of practitioners has contributed to a fair program which is reflected in the credibility and acceptance of the evaluation system, process, and training program. Systematic feedback from outside organizations, Education Support and Improvement and Standards Instruction and Assessment personnel in the Georgia Department of Education, and participants involved in the field study and actual implementation of CLASS KeysSM was used to establish guidelines for matters such as the number and length of observations required, other appropriate situations where evidence could be collected, and the design of the required training program for evaluators regarding adherence to CLASS KeysSM guidelines and procedures.

Foundations in Policy

The Georgia Department of Education developed the School Keys as a set of standards designed to unlock excellence within schools, leading to improved student achievement. The foundation documents of the CLASS KeysSM Teacher Evaluation System are the School Keys, the Standards-Based Classroom Rubric in the Implementation Resource, the Georgia Framework for Teaching, and the Georgia Teacher Duties and Responsibilities Instrument (GTDRI) from the Georgia Teacher Evaluation Program (GTEP).

Foundations in Research and Practice

The grounding of the teacher evaluation system in appropriate and current research on teaching, learning, assessment, and personnel evaluation was considered essential in the development of the overall construct validity. The development process included a literature review of current leaders in the fields of school personnel evaluation, teaching, learning, and assessment. A *Goals and Roles Evaluation Model* used in current research on teacher evaluation was selected as a framework for the CLASS KeysSM components (Stronge and Tucker, 2003). The *Personnel Evaluation Standards for Educators* (2nd ed., 2006) was also used to guide the development of the system. Consultation with external experts, Charlotte Danielson and Pamela Tucker, provided insight into current trends in school personnel evaluation and validated the processes planned for Georgia's evaluation system.

The involvement of scholars and practitioners in the development of content and processes was also considered to be of considerable importance to establish construct validity. A development team made up of University of Georgia professionals, education consultants, Georgia Department of Education staff, and current and former educators was formed to design the new teacher evaluation system. The purpose of the evaluation system is to promote professional growth for teachers, enhance learning for all students, and promote school improvement initiatives. With consideration for these purposes, the development team engaged in a collaborative process to develop and revise the standards and elements for the CLASS KeysSM.

An advisory panel composed of representatives from professional organizations, districts, RESAs, and various departments of the Georgia Department of Education has provided the development team with valuable guidance related to the design of the teacher evaluation system. In addition, the Teacher and Principal Advisory groups to the state superintendent reviewed the evaluation system materials at various stages throughout the development process.

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School stakeholder participation was obtained during the spring of 2008 through a small pilot test of one component of the evaluation system, the teacher-completed Self-Assessment and Reflection activity. The pilot was conducted in three schools: a high school, a middle school, and an elementary school. The group of participants included all grade levels, content areas, and a wide variety of experience levels. The purpose of the pilot test was to obtain teachers' perspectives on elements of propriety, utility, and feasibility of components of the CLASS KeysSM forms developed to support the evaluation system. It focused on the use of the tools to guide professional growth toward evaluation. Results collected through written feedback and a one-hour focus group at each school informed revisions and helped to identify common themes across the schools that needed attention, as well as specific areas of concern by school level. In all cases, it was agreed that the elements captured all aspects of a teacher's job. Recommendations for improvements to the various forms were incorporated as well.

In 2010, an additional validity study is being conducted. The Evaluation Center at the University of West Georgia, in partnership with Mid-continent Research for Educational and Learning (McREL), is currently conducting a validity study on the CLASS KeysSM Teacher Evaluation System. The study will encompass a range of qualitative and quantitative methodologies to investigate the validity of the Continuum of Improvement rubrics and to conduct a large scale factor analyses.

Reliability Information

The most common reliability concerns among evaluators and instrument interpretation were tested in 2009. Instrument interpretation is assessed as part of an evaluator's proficiency requirements through the use of written tests (using description of teaching situations) and scoring agreement (using videotapes of teaching situation). Descriptive and statistical tests using real data from the evaluator training were used to address inter-rater reliability issues with the data from evaluators using the system to assess the same behavior and supporting documents. Generalizability and dependability issues of CLASS KeysSM assessment results across evaluators, elements and occasions were investigated with larger samples of teachers during the field study and implementation years of the CLASS KeysSM Teacher Evaluation System.

In collaboration with the Georgia Department of Education, faculty members in the Dewar College of Education at Valdosta State University have completed a first pilot inter observer reliability study of the CLASS KeysSM teacher observation instrument. A first step was to collect four fifty-minute, digital recordings of teachers delivering instruction to students. In gathering these recordings, a concerted effort was made to secure recordings that represented the diversity of instructional settings and content areas in Georgia schools since the CLASS KeysSM instrument was designed to be used in all classroom settings in the state. The teachers included in the digital recordings represented a range of years of experience in the classroom (current student teacher to a teacher with more than 10 years of experience). During the summer of 2009, the digital recordings of the four classrooms were posted on a secure WebCT vista site. Participants (Georgia administrators and Teacher/Leader Quality Specialists) were sent an individual e-mail that contained the instructions for accessing the videos. Volunteer administrators were assigned two of the four videos; the five Georgia Department of Education Teacher/Leader Quality Specialists were asked to rate all four videos. The site was designed so that each reviewer was able to access each recording only once. Originally, a two-week window was established for the videos to be reviewed, the protocol completed, and the results either e-mailed or faxed to staff at Valdosta State University.

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The returned ratings have been analyzed in multiple ways: absolute reliability (percentage of absolute agreement for each item; for each dyad and across all observations); adjacent value reliability (percentage of agreement +/- 1 rating level for each item; for each dyad and across all observations); and reliability by result use (percentage of agreement based on rating of 0, 1-2, or 3 for each item; for each dyad and across all observations). Overall reliability data across all teachers, all times, and all raters was computed to yield a single measure of overall reliability. In all cases, it was agreed the overall percentage exceeded the cut-off percentage generally recommended for reliability measures for this type of instrument, making the reliability of CLASS KeysSM very desirable. Recommendations for improvements to the assessment tool were offered and have been incorporated.

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Georgia Code - Education - Title 20, Section 20-2-210

Last modified May 3, 2006

- (a) All personnel employed by local units of administration, including school superintendents, shall have their performance evaluated annually by appropriately-trained evaluators. All such performance evaluation records shall be part of the personnel evaluation file and shall be confidential. In the case of local school superintendents, such evaluations shall be performed by the local board of education. Certificated professional personnel who have deficiencies and other needs shall have professional development plans designed to mitigate such deficiencies and other needs as may have been identified during the evaluation process. Progress relative to completing the annual professional development plan shall be assessed during the Annual Evaluation process. The state board shall develop a model Annual Evaluation instrument for each classification of professional personnel certificated by the Professional Standards Commission. The local units of administration are authorized to use the models developed by the State Board of Education.
- (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 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 school system procedures and rules; and
 - (7) Personal conduct while in performance of school duties.
- (c) In making a determination of the academic gains of the students assigned to a teacher, evaluators should make every effort to have available and to utilize the results of a wide range of student achievement assessments, including those utilized by the teacher, set by the local board of education, or required under this article. It is recognized that in some instances a determination of the academic gains of the students assigned to a teacher is dependent upon student assessments which have not yet been administered at the time of the Annual Evaluation or, if they have been administered, the results are not yet available at the time of the Annual Evaluation. In such instances, the annual teacher evaluation shall be performed on the basis of information available at the time and shall be considered as the Annual Evaluation for the purposes of this article. As results of student assessments subsequently become available, an addendum to the Annual Evaluation shall be completed and become part of the teacher's cumulative evaluative record which may be used in a teacher's subsequent Annual Evaluations.

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Quick Overview of CLASS KeysSM Forms

Self-Assessment and Reflection

Form used by teachers for Self-Assessment and Reflection.

Professional Growth Plan

Form used by teachers to design a PGP to address professional needs.

Pre-Evaluation Conference Form

Form used by teachers and evaluators to guide the four-point agenda of the Pre-Evaluation Conference.

Formative Analysis for CLASS KeysSM

Form used by evaluators to score and provide feedback to teachers regarding performance on elements after formal and informal classroom observations. Form may be used to provide feedback on evidence collection other than classroom observations.

Formal Observation Planning for CLASS KeysSM

Form used by teachers and evaluators in preparation for a formal observation.

Georgia Teacher Duties and Responsibilities

Form used by evaluators to document and provide corrective or positive feedback on the non-negotiable teacher duties and responsibilities.

Annual Evaluation

Form used by evaluators to summatively score elements, strands, duties and responsibilities and provide feedback to teachers on overall annual performance.

Professional Development Plan for Improvement

Form used by evaluators and teachers to design a plan of intense support to assist teachers in resolving CLASS KeysSM element(s) and/or GTDR item(s) that need improvement.



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Self-Assessment and Reflection for CLASS KeysSM

Teacher:	Date:
Grade/Content:	
School:	District:

Mark your performance for each element based on the CLASS KeysSM rubrics and evidence.

CLASS KeysSM Elements	NE	EM	PR	EX
CP 1.1 Plans with deep knowledge of content and delivery techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 1.2 Demonstrates clear understanding of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 1.3 Plans interdisciplinary instruction with real-world connections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 2.1 Uses the required curriculum to plan instruction and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 2.2 Uses an organizing framework to plan instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 2.3 Plans assessment to measure mastery of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.1 Demonstrates research-based practices for student engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.2 Engages students in higher-order thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.3 Uses appropriate differentiation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.4 Uses flexible grouping based on assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.5 Uses accessible technology to enhance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 2.1 Demonstrates high expectations with students playing roles in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 2.2 Clearly communicates the learning expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 2.3 Provides effective feedback/commentary on student performances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 1.1 Uses diagnostic assessment strategies to inform planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 1.2 Uses formative assessment strategies to adjust instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 2.1 Uses data to design appropriate, timely interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 1.1 Maintains a positive learning environment through rules and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 1.2 Maximizes instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 1.3 Fosters a sense of community and belonging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 1.4 Helps students take responsibility for behavior and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 2.1 Establishes relationships with families and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 3.1 Grows professionally through job-embedded learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 3.2 Enhances knowledge and skills through professional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 4.1 Actively supports the school improvement plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(NE = Not Evident EM = Emerging PR = Proficient EX = Exemplary)

**Georgia Department of Education
Self-Assessment and Reflection for CLASS KeysSM**

Based on your self-assessment, reflect on your most significant strengths (1-3 Elements).

Elements of Strength

Based on your self-assessment, reflect on your greatest areas of need (1-3 Elements).

Elements for Growth



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Example of Self-Assessment and Reflection for CLASS KeysSM

Teacher: Drew Maxwell	Date: Fall 2010			
Grade/Content: 10th / Math II				
School: Piedmont High	District: Piedmont Schools			
Mark your performance for each element based on the CLASS KeysSM rubrics and evidence.				
CLASS KeysSM Elements	NE	EM	PR	EX
CP 1.1 Plans with deep knowledge of content and delivery techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CP 1.2 Demonstrates clear understanding of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CP 1.3 Plans interdisciplinary instruction with real-world connections.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 2.1 Uses the required curriculum to plan instruction and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CP 2.2 Uses an organizing framework to plan instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CP 2.3 Plans assessment to measure mastery of the curriculum.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.1 Demonstrates research-based practices for student engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SBI 1.2 Engages students in higher-order thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SBI 1.3 Uses appropriate differentiation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.4 Uses flexible grouping based on assessment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.5 Uses accessible technology to enhance learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 2.1 Demonstrates high expectations with students playing roles in learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 2.2 Clearly communicates the learning expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SBI 2.3 Provides effective feedback/commentary on student performances.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AL 1.1 Uses diagnostic assessment strategies to inform planning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 1.2 Uses formative assessment strategies to adjust instruction.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AL 2.1 Uses data to design appropriate, timely interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 1.1 Maintains a positive learning environment through rules and procedures.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 1.2 Maximizes instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P 1.3 Fosters a sense of community and belonging.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P 1.4 Helps students take responsibility for behavior and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P 2.1 Establishes relationships with families and the community.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 3.1 Grows professionally through job-embedded learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 3.2 Enhances knowledge and skills through professional learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 4.1 Actively supports the school improvement plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(NE = Not Evident EM = Emerging PR = Proficient EX = Exemplary)

Georgia Department of Education
Example of Self-Assessment and Reflection for CLASS KeysSM

Based on your self-assessment, reflect on your most significant strengths (1-3 Elements).

Elements of Strength

CP 2.2 Organizing Framework

My daily lessons nearly always contain an opening, a work session, and a closing.

I could model this element for teachers during peer observations.

P 1.2 Maximizing Instructional Time

None of my class time is wasted at the beginning, end, or during transitions.

I could coach beginning teachers on this element during orientation.

Based on your self-assessment, reflect on your greatest areas of need (1-3 Elements).

Elements for Growth

SBI 1.5 Accessible Technology

My technology skills are minimal; therefore, I am not comfortable using technology in my classroom.

AL 1.1 Diagnostic Assessment Strategies

I have little or no experience designing and using diagnostic assessments.

P 3.1 Job-Embedded Professional Learning

Most teachers at my school plan separately, and most professional learning is done at workshops off site.



Georgia Department of Education
Professional Growth Plan (PGP) for CLASS KeysSM

Teacher:	Grade/Content:	School/District:
Evaluator:	School Year:	Date:
<p>The Professional Growth Plan identifies elements relevant to improved teacher practice and student learning.</p> <p>The PGP may be developed individually, in groups, or with assistance from the evaluator.</p>		
CLASS KeysSM Element 1		
Teacher learning strategies:		
Expected impact on teacher practice and/or student learning or behavior:		
Checkpoints and actual results:		
CLASS KeysSM Element 2		
Teacher learning strategies:		
Expected impact on teacher practice and/or student learning or behavior:		
Checkpoints and actual results:		

**Georgia Department of Education
Professional Growth Plan (PGP) for CLASS KeysSM**

CLASS KeysSM Element 3

Teacher learning strategies:

Expected impact on teacher practice and/or student learning or behavior:

Checkpoints and actual results:

Teacher Signature/Date submitted for approval:

Evaluator Signature of Approval/Date:

Ongoing and Annual Evaluation Comments

Teacher Comments:

Evaluator Comments:

Teacher Signature/Date:

Evaluator Signature/Date:



Georgia Department of Education
Example of Professional Growth Plan for CLASS KeysSM

Teacher: John Rite	Grade/Content: 4 th Grade Reading	School/District: Key Elementary, Piedmont Schools						
Evaluator: Sue Hamel	School Year: 2010-2011	Date: 9-9-10						
<p>The Professional Growth Plan identifies elements relevant to improved teacher practice and student learning. The PGP may be developed individually, in groups, or with assistance from the evaluator.</p>								
CLASS KeysSM Element 1: SBI 1.4 The teacher uses flexible grouping practices based on diagnostic and formative assessment. p. 35								
<p>Teacher learning strategies:</p> <ol style="list-style-type: none">1. Define <u>flexible grouping</u> through collaborative team discussion.2. Observe peer teachers who use effective <u>flexible grouping</u> based on student need.3. Analyze student diagnostic assessment data to determine the greatest areas of need.4. Design and implement small group instruction to address identified area(s) of need.								
<p>Expected impact on teacher practice and/or student learning or behavior:</p> <ol style="list-style-type: none">1. Teacher will use diagnostic and formative assessment and other tools to determine student understanding and adapt grouping accordingly.2. Students will participate in small group instruction based on academic need when appropriate. (lesson plans, observations)3. Students will provide feedback to the teacher about how they learn best, when they are confused, and what help they need. (observation)4. Students will explain to observers the purpose of their small group instruction. (observation)5. Fifty percent of students will have increased growth when instructed in a specific targeted needs group as measured by pre and post assessments.								
<p>Checkpoints and actual results:</p> <table><tr><td><u>9/30/10</u></td><td>1. Common definition of flexible grouping adopted at collaborative team meeting (9-9-10). 2. Peer observations completed and discussed (9-16-10, 9-23-10). 3. Pre-assessment data for math unit analyzed with team (9/30/10).</td></tr><tr><td><u>11/30/10</u></td><td>4. Instruction designed and implemented in small groups for specific math needs (Oct. 5, 7, 12, 14, 19, 21, 26, 28). 5. Post-assessment data recorded in data notebook reflected 25% of students made improvement since pre-assessment. 6. Repeated strategies 2, 3, and 4. Instruction Nov. 2, 4, 9, 11, 16, 18. Post assessment data: 38% of students improved.</td></tr><tr><td><u>2/15/11</u></td><td>7. Collaborative team work – shared small group instructional strategies for upcoming math unit concepts (Jan. 6). 8. Implemented shared strategies during small group instruction (Feb. 22, 24, Mar. 1, 3, 8, 10, 15, 17) 9. Post assessment data: 55% of students showed improvement.</td></tr></table>			<u>9/30/10</u>	1. Common definition of flexible grouping adopted at collaborative team meeting (9-9-10). 2. Peer observations completed and discussed (9-16-10, 9-23-10). 3. Pre-assessment data for math unit analyzed with team (9/30/10).	<u>11/30/10</u>	4. Instruction designed and implemented in small groups for specific math needs (Oct. 5, 7, 12, 14, 19, 21, 26, 28). 5. Post-assessment data recorded in data notebook reflected 25% of students made improvement since pre-assessment. 6. Repeated strategies 2, 3, and 4. Instruction Nov. 2, 4, 9, 11, 16, 18. Post assessment data: 38% of students improved.	<u>2/15/11</u>	7. Collaborative team work – shared small group instructional strategies for upcoming math unit concepts (Jan. 6). 8. Implemented shared strategies during small group instruction (Feb. 22, 24, Mar. 1, 3, 8, 10, 15, 17) 9. Post assessment data: 55% of students showed improvement.
<u>9/30/10</u>	1. Common definition of flexible grouping adopted at collaborative team meeting (9-9-10). 2. Peer observations completed and discussed (9-16-10, 9-23-10). 3. Pre-assessment data for math unit analyzed with team (9/30/10).							
<u>11/30/10</u>	4. Instruction designed and implemented in small groups for specific math needs (Oct. 5, 7, 12, 14, 19, 21, 26, 28). 5. Post-assessment data recorded in data notebook reflected 25% of students made improvement since pre-assessment. 6. Repeated strategies 2, 3, and 4. Instruction Nov. 2, 4, 9, 11, 16, 18. Post assessment data: 38% of students improved.							
<u>2/15/11</u>	7. Collaborative team work – shared small group instructional strategies for upcoming math unit concepts (Jan. 6). 8. Implemented shared strategies during small group instruction (Feb. 22, 24, Mar. 1, 3, 8, 10, 15, 17) 9. Post assessment data: 55% of students showed improvement.							

Georgia Department of Education
Example of Professional Growth Plan (PGP) for CLASS KeysSM

CLASS KeysSM Element 2	
Teacher learning strategies:	
Expected impact on teacher practice and/or student learning or behavior:	
Checkpoints and actual results:	
CLASS KeysSM Element 3	
Teacher learning strategies:	
Expected impact on teacher practice and/or student learning or behavior:	
Checkpoints and actual results:	
Teacher Signature/Date submitted for approval: 9/9/2010	
Evaluator Signature of Approval/Date: Sue Hamel	
Ongoing and Annual Evaluation Comments	
Teacher Comments:	
Evaluator Comments:	
Teacher Signature/Date: John Rite April 1, 2011	Evaluator Signature/Date: Sue Hamel April 1, 2011



Georgia Department of Education
Pre-Evaluation Conference Form for CLASS KeysSM

Teacher:	Evaluator:	
School:	District:	
Grade/Content Area:	School Year:	Pre-Evaluation Conference Date:

The Pre-Evaluation Conference sets the expectations for the annual evaluation. This conference may be conducted individually or with teams/groups of teachers. Each teacher is required to have a signed Pre-Evaluation Conference form.

Expectations of the Evaluation Process

<input type="checkbox"/> Review Elements and Evidence	<input type="checkbox"/> Review Teacher Duties and Responsibilities
The teacher is evaluated on all elements using multiple data sources collected during the school year. The elements and evidence are reviewed using the Formative Analysis for CLASS Keys SM form. Data sources for these elements are discussed by the teacher and the evaluator during the Pre-Evaluation Conference.	The teacher is evaluated on the Georgia Teacher Duties and Responsibilities (GTDR) throughout the year. Additional items may be added at the district and/or school level prior to or during the Pre-Evaluation Conference. The evaluator and the teacher review the duties and responsibilities using the Georgia Teacher Duties and Responsibilities form.
<input type="checkbox"/> Review Professional Growth Plan	<input type="checkbox"/> Set the Student Achievement Goal(s)
The teacher submits a draft of the Professional Growth Plan (PGP) that focuses on selected CLASS Keys SM elements. The evaluator reviews and approves the PGP during or shortly after the Pre-Evaluation Conference.	The evaluator and teacher select the appropriate Student Achievement element(s) and write goal(s) for measuring teacher impact on student achievement.

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Georgia Department of Education
Pre-Evaluation Conference Form for CLASS KeysSM

Student Achievement				
SELECT the appropriate element(s) SA 1.1 and/or SA 1.2 for this strand.				
Student Achievement Teacher Standard 1: The teacher has a positive impact on student learning and academic achievement.				
<input type="checkbox"/> SA 1.1 Students taught by the teacher demonstrate Georgia Performance Standards (GPS) related academic achievement progress on measures of student learning including state-mandated achievement tests or other measures as determined by the school district (e.g., teacher-developed assessments, department or district common assessments, benchmark tests, student work samples, portfolios, etc.).				
<input type="checkbox"/> SA 1.2 Students taught by the teacher of content areas not addressed by the Georgia Performance Standards (GPS) demonstrate academic achievement progress on measures of student learning as determined by the school district (e.g., teacher-developed assessments, department or district common assessments, benchmark tests, student work samples, portfolios, etc.).				
Goal(s) for measuring the teacher's impact on the student learning and academic achievement.				
Assessment tool(s) used to measure student achievement progress	Date/Pre-Assessment Results	Date/Interim Assessment Results (optional)	Date/Post-Assessment Results	Evidence of Student Achievement
Comments:				



Georgia Department of Education
Example of Pre-Evaluation Conference Form for CLASS KeysSM

Teacher: Michael Johnson	Evaluator: Jerome Parton	
School: Valley Elementary School	District: Piedmont	
Grade/Content Area: 3rd Grade Reading	School Year: 2010-11	Pre-Evaluation Conference Date: September 3, 2010

The Pre-Evaluation Conference sets the expectations for the annual evaluation. This conference may be conducted individually or with teams/groups of teachers. Each teacher is required to have a signed Pre-Evaluation Conference form.

Expectations of the Evaluation Process

<input checked="" type="checkbox"/> Review Elements and Evidence	<input checked="" type="checkbox"/> Review Teacher Duties and Responsibilities
The teacher is evaluated on all elements using multiple data sources collected during the school year. The elements and evidence are reviewed using the Formative Analysis for CLASS Keys SM form. Data sources for these elements are discussed by the teacher and the evaluator during the Pre-Evaluation Conference.	The teacher is evaluated on the Georgia Teacher Duties and Responsibilities (GTDR) throughout the year. Additional items may be added at the district and/or school level prior to or during the Pre-Evaluation Conference. The evaluator and the teacher review the duties and responsibilities using the Georgia Teacher Duties and Responsibilities form.
<input checked="" type="checkbox"/> Review Professional Growth Plan	<input checked="" type="checkbox"/> Set the Student Achievement Goal(s)
The teacher prepares a draft of the Professional Growth Plan (PGP) that focuses on selected CLASS Keys SM elements. The evaluator reviews and approves the PGP during or shortly after the Pre-Evaluation Conference.	The evaluator and teacher select the appropriate Student Achievement element(s) and write goal(s) for measuring teacher impact on student achievement.

Teacher Signature: Michael Johnson

Date: September 3, 2010

Evaluator Signature: Jerome Parton

Date: September 3, 2010

Georgia Department of Education
Example of Pre-Evaluation Conference Form for CLASS KeysSM

Student Achievement				
<p>SELECT the appropriate element(s) SA 1.1 and/or SA 1.2 for this strand.</p>				
<p>Student Achievement Teacher Standard 1: The teacher has a positive impact on student learning and academic achievement.</p>				
<p><input checked="" type="checkbox"/> SA 1.1 Students taught by the teacher demonstrate Georgia Performance Standards (GPS) related academic achievement progress on measures of student learning including state-mandated achievement tests or other measures as determined by the school district (e.g., teacher-developed assessments, department or district common assessments, benchmark tests, student work samples, portfolios, etc.).</p>				
<p><input type="checkbox"/> SA 1.2 Students taught by the teacher of content areas not addressed by the Georgia Performance Standards (GPS) demonstrate academic achievement progress on measures of student learning as determined by the school district (e.g., teacher-developed assessments, department or district common assessments, benchmark tests, student work samples, portfolios, etc.).</p>				
<p>Goal(s) for measuring the teacher's impact on the student learning and academic achievement.</p>				
<p style="margin-left: 20px;">1. To increase the percentage of students reading on or above grade level by 15% as measured by local measures.</p>				
<p style="margin-left: 20px;">2. To increase the percentage of students who score at the MEETS and EXCEEDS levels on the Reading CRCT by 10%.</p>				
Assessment tool(s) used to measure student achievement progress	Date/Pre-Assessment Results	Date/Interim Assessment Results (optional)	Date/Post-Assessment Results	Evidence of Student Achievement
XYZ Reading Assessment	<u>August 2010</u> 52% of students are reading on or above grade level.	<u>January 2011</u> 65% of students are reading on or above grade level.	<u>March 2011</u> 75% of students are reading on or above grade level.	23% percent increase in students reading on or above grade level.
District Benchmark	<u>September 2010</u> 55% of students met or exceeded standard in reading.	<u>December 2010</u> 65% of students met or exceeded standard in reading.	<u>March 2011</u> 70% of students met or exceeded standard in reading.	15% percent increase in students who met or exceeded standard in reading.
CRCT	<u>May 2010</u> 60% of these students scored at the MEETS and EXCEEDS levels last year.		<u>May 2011</u> 72% of these students scored at the MEETS and EXCEEDS levels.	12% percent increase in students who scored at the MEETS and EXCEEDS levels.



Georgia Department of Education
Formative Analysis for CLASS KeysSM

Teacher:	School/District:			
Grade/Content:	Evaluator:			
Observation Date:	Evaluator Signature:			
Formal <input type="checkbox"/> Informal <input type="checkbox"/>	Time In:	B	M	E
CLASS KeysSM Elements				
CP 1.1 Plans with deep knowledge of content and delivery techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 1.2 Demonstrates clear understanding of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 1.3 Plans interdisciplinary instruction with real-world connections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 2.1 Uses the required curriculum to plan instruction and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 2.2 Uses an organizing framework to plan instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 2.3 Plans assessment to measure mastery of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.1 Demonstrates research-based practices for student engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.2 Engages students in higher-order thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.3 Uses appropriate differentiation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.4 Uses flexible grouping based on assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.5 Uses accessible technology to enhance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 2.1 Demonstrates high expectations with students playing roles in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 2.2 Clearly communicates the learning expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 2.3 Provides effective feedback/commentary on student performances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 1.1 Uses diagnostic assessment strategies to inform planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 1.2 Uses formative assessment strategies to adjust instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 2.1 Uses data to design appropriate, timely interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 1.1 Maintains a positive learning environment through rules and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 1.2 Maximizes instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 1.3 Fosters a sense of community and belonging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 1.4 Helps students take responsibility for behavior and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 2.1 Establishes relationships with families and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 3.1 Grows professionally through job-embedded learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 3.2 Enhances knowledge and skills through professional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 4.1 Actively supports the school improvement plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(NE = Not Evident EM = Emerging PR = Proficient EX = Exemplary)

Teacher Signature: _____ **Date:** _____

Georgia Department of Education

Formative Analysis for CLASS KeysSM

Evidence may be collected during classroom observations, conferences, meetings, examination of artifacts, etc. Any element scored at the “Not Evident” level must be addressed through specific feedback on teacher performance. Specific feedback on any other level of performance is encouraged, but not required.

CLASS Keys SM Elements	Feedback



Georgia Department of Education
Example of Informal Observation
Formative Analysis for CLASS KeysSM

Teacher: Jerome Smithwick	School/District: Piedmont Middle/Piedmont County			
Grade/Content: 7 th / Social Studies	Evaluator: Dr. Phaedra Jackson			
Observation Date: January 30, 2011	Evaluator Signature: Dr. Phaedra Jackson			
Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/>	Time In: 9:05 AM	M	Time Out: 9:15 AM	
CLASS Keys SM Elements		NE	EM	PR
CP 1.1 Plans with deep knowledge of content and delivery techniques.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 1.2 Demonstrates clear understanding of the curriculum.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 1.3 Plans interdisciplinary instruction with real-world connections.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 2.1 Uses the required curriculum to plan instruction and assessment.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 2.2 Uses an organizing framework to plan instruction.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 2.3 Plans assessment to measure mastery of the curriculum.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.1 Demonstrates research-based practices for student engagement.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.2 Engages students in higher-order thinking skills.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.3 Uses appropriate differentiation.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.4 Uses flexible grouping based on assessment.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.5 Uses accessible technology to enhance learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SBI 2.1 Demonstrates high expectations with students playing roles in learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 2.2 Clearly communicates the learning expectations.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 2.3 Provides effective feedback/commentary on student performances.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 1.1 Uses diagnostic assessment strategies to inform planning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 1.2 Uses formative assessment strategies to adjust instruction.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 2.1 Uses data to design appropriate, timely interventions.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 1.1 Maintains a positive learning environment through rules and procedures.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 1.2 Maximizes instructional time.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 1.3 Fosters a sense of community and belonging.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 1.4 Helps students take responsibility for behavior and learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 2.1 Establishes relationships with families and the community.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 3.1 Grows professionally through job-embedded learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 3.2 Enhances knowledge and skills through professional learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 4.1 Actively supports the school improvement plan.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(NE = Not Evident EM = Emerging PR = Proficient EX = Exemplary)

Teacher Signature: Jerry Smithwick Date: January 31, 2011

Georgia Department of Education
Example of Informal Observation
Formative Analysis for CLASS KeysSM

Evidence may be collected during classroom observations, conferences, meetings, examination of artifacts, etc. Any element scored at the “Not Evident” level must be addressed through specific feedback on teacher performance. Specific feedback on any other level of performance is encouraged, but not required.

CLASS Keys SM Elements	Feedback
SBI 1.5	The teams of students at the computers were very engaged in online research and development of their presentations. The team that was working at the interactive whiteboard demonstrated advanced skills as they performed a practice run for their upcoming presentation.
AL 1.2	You quickly conducted a formative check of your students' understanding of the concepts from the previous day's lesson using the Student Response System (clickers). It would have been a good use of time to explain the two items missed by 12 of your students.



Georgia Department of Education
Example of Formal Observation
Formative Analysis for CLASS KeysSM

Teacher: <u>Sara McCoy</u>	School/District: <u>Piedmont Middle / Piedmont County</u>			
Grade/Content: <u>6th ELA</u>	Evaluator: <u>Dr. Phaedra Jackson</u>			
Observation Date: <u>January 26, 2011</u>	Evaluator Signature: <u>Dr. Phaedra Jackson</u>			
Formal <input checked="" type="checkbox"/> Informal <input type="checkbox"/>	Time In: <u>10:15 AM</u>	<u>B</u> <u>M</u>	Time Out: <u>10:50 AM</u>	
CLASS KeysSM Elements				
CP 1.1 Plans with deep knowledge of content and delivery techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 1.2 Demonstrates clear understanding of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CP 1.3 Plans interdisciplinary instruction with real-world connections.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CP 2.1 Uses the required curriculum to plan instruction and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP 2.2 Uses an organizing framework to plan instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CP 2.3 Plans assessment to measure mastery of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.1 Demonstrates research-based practices for student engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SBI 1.2 Engages students in higher-order thinking skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.3 Uses appropriate differentiation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.4 Uses flexible grouping based on assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 1.5 Uses accessible technology to enhance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 2.1 Demonstrates high expectations with students playing roles in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 2.2 Clearly communicates the learning expectations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SBI 2.3 Provides effective feedback/commentary on student performances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 1.1 Uses diagnostic assessment strategies to inform planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 1.2 Uses formative assessment strategies to adjust instruction.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AL 2.1 Uses data to design appropriate, timely interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 1.1 Maintains a positive learning environment through rules and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P 1.2 Maximizes instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P 1.3 Fosters a sense of community and belonging.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P 1.4 Helps students take responsibility for behavior and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 2.1 Establishes relationships with families and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 3.1 Grows professionally through job-embedded learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 3.2 Enhances knowledge and skills through professional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 4.1 Actively supports the school improvement plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(NE = Not Evident EM = Emerging PR = Proficient EX = Exemplary)

Teacher Signature: Sara McCoy

Date: January 27, 2011

Georgia Department of Education
Example of Formal Observation
Formative Analysis for CLASS KeysSM

Evidence may be collected during classroom observations, conferences, meetings, examination of artifacts, etc. Any element scored at the “Not Evident” level must be addressed through specific feedback on teacher performance. Specific feedback on any other level of performance is encouraged, but not required.

CLASS Keys SM Elements	Feedback
CP 1.3	You effectively used science content knowledge as the foundation for expository writing. The students drew upon what they had learned in science class to supply supporting details on the three types of rocks. Students made a connection between the types of rocks and a type of food (e.g., sedimentary rocks are like lasagna). This was a good use of similes.
SBI 1.2	Many of the questions asked were lower order requiring simple recall of information. Asking “HOW” and “WHY” can encourage students to use higher-order thinking skills. Providing opportunities for students to elaborate on their answers will also encourage deeper thinking.
SBI 2.2	In the opening, the learning expectations were communicated with an essential question that used the language of the standards. Referencing the standard and elements during the lesson might have helped students more clearly see the connection between the activity and the GPS elements.
AL 1.2	You used formative assessment to guide adjustments of whole-class instruction. When asking questions, you might ask students to give you a signal such as “thumbs up” instead of only relying on large group responses. Using physical signals will help you to more closely monitor and evaluate student responses.



Georgia Department of Education
Formal Observation Planning for CLASS KeysSM

This form assists the evaluator and teacher in preparation for a formal observation.	
Teacher:	School/District:
Evaluator:	Date/Time of Observation:
Pre-Observation conferences are optional. If a conference is requested, check the appropriate box.	
<input type="checkbox"/> Evaluator-requested conference	<input type="checkbox"/> Teacher-requested conference
Date and time of conference:	
The following <u>checked</u> documents should be submitted one week prior to the observation:	
<input type="checkbox"/> lesson or unit plans	<input type="checkbox"/> assessments
<input type="checkbox"/> relevant student data/information	<input type="checkbox"/> other:
Date Submitted:	

Responses to any of the following questions should be completed if not readily answered in the above documents.

- 1. What do you want the students to know, understand, and be able to do by the end of the lesson?**

- 2. What assessment strategies will you use to monitor student learning?**

- 3. What will you do differently if the students do not understand or already understand the concepts?**

- 4. If students are grouped for instruction, how will the grouping be determined?**

- 5. On which specific elements should the evaluator focus during the observation?**

- 6. Are there any specific issues related to this lesson, classroom, or students that could impact instruction?**



Georgia Department of Education
Example of
Formal Observation Planning for CLASS KeysSM

<p>This form assists the evaluator and teacher in preparation for a formal observation.</p>	
Teacher: Sara McCoy	School/District: Piedmont Middle/Piedmont County
Evaluator: Dr. Phaedra Jackson	Date/Time of Observation: 1/26/11 at 10:15 AM
<p>Pre-Observation conferences are optional. If a conference is requested, check the appropriate box.</p> <p><input type="checkbox"/> Evaluator-requested conference <input checked="" type="checkbox"/> Teacher-requested conference</p>	
<p>Date and time of conference: January 19, 2011 at 4:00 PM</p>	
<p>The following <u>checked</u> documents should be submitted one week prior to the observation:</p> <p><input checked="" type="checkbox"/> lesson or unit plans <input checked="" type="checkbox"/> assessments <input type="checkbox"/> relevant student data/information <input checked="" type="checkbox"/> other: Seating Chart</p>	
<p>Date Submitted: January 19, 2011</p>	

Responses to any of the following questions should be completed if not readily answered in the above documents.

1. What do you want the students to know, understand, and be able to do by the end of the lesson?

I want my students to be able to write a paragraph with supporting details.

2. What assessment strategies will you use to monitor student learning?

Questioning will be used during the lesson to monitor student learning.

3. What will you do differently if the students do not understand or already understand the concepts?

The special education teacher and I will form flexible groups based on observations and previous writing skills. We will meet with the groups during the next day's lesson.

4. If students are grouped for instruction, how will the grouping be determined?

We will have three groups: students who typically struggle to get started, students who need help editing, and students who will need help improving the vocabulary in their paragraphs.

5. On which specific elements should the evaluator focus during the observation?

Please be sure to listen to questioning strategies to determine if I am using higher-order thinking skills.

6. Are there any specific issues related to this lesson, classroom, or students that could impact instruction?

The thermostat is not working properly and students often complain about the temperature.



Georgia Department of Education
Georgia Teacher Duties and Responsibilities (GTDR)

Teacher:	School/District:			
Evaluator:				
Evaluator Signature:		Date		
This form is used for corrective or positive feedback anytime during the year.				
Georgia Teacher Duties and Responsibilities		S	U	NA
1. Models correct language, oral and written.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provides adequate information, plans, and materials for substitute teacher.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Enforces regulations concerning student conduct and discipline.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assumes responsibility for supervising students in out-of-class settings on campus or while away from the building on school-related activities.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Follows district and/or school prescribed assessment strategies and procedures.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintains accurate records to document student performance.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assumes responsibility for the safety and good order of the total school program.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Maintains confidentiality of students and records.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Maintains accurate, complete, and appropriate records and submits reports as required.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrates ethical behavior as outlined in the Code of Ethics for Educators.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Works cooperatively with school/district leaders, support personnel, colleagues, and families.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Attends and participates in faculty meetings, other assigned meetings, and activities according to school/district policy.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Reports to work as assigned.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Interacts in a professional manner with students, family members, staff, and school/district leaders.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Complies with conditions as stated in the teacher's contract.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Resolves deficiencies through a Professional Development Plan for Improvement.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Implements a Professional Growth Plan (PGP).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Additional duties or responsibilities added locally:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(S = Satisfactory

U = Unsatisfactory

NA = Not Applicable)

**Georgia Department of Education
Georgia Teacher Duties and Responsibilities (GTDR)**

The evaluator is required to provide additional comments for all duties or responsibilities that are marked “Unsatisfactory.”

Upon receiving this notification, the teacher must contact the evaluator as soon as possible to schedule a conference to discuss any unsatisfactory performance.

At the time of the Annual Evaluation, any unresolved GTDR item will result in an Unsatisfactory Annual Evaluation.

GTDR Item	Feedback

Teacher Signature: _____ **Date:** _____

(Signature acknowledges receipt of this form, not necessarily concurrence.)



Georgia Department of Education
Example of Positive Feedback for
Georgia Teacher Duties and Responsibilities (GTDR)

Teacher: Tom McNish	School/District: Piedmont Elementary/Piedmont		
Evaluator: Dr. Ruth Maddox, Principal			
Evaluator Signature: Ruth Maddox		Date: 1/29/11	
This form is used for corrective or positive feedback anytime during the year.			
Georgia Teacher Duties and Responsibilities	S	U	NA
1. Models correct language, oral and written.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provides adequate information, plans, and materials for substitute teacher.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Enforces regulations concerning student conduct and discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assumes responsibility for supervising students in out-of-class settings on campus or while away from the building on school-related activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Follows district and/or school prescribed assessment strategies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintains accurate records to document student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assumes responsibility for the safety and good order of the total school program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Maintains confidentiality of students and records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Maintains accurate, complete, and appropriate records and submits reports as required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrates ethical behavior as outlined in the Code of Ethics for Educators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Works cooperatively with school/district leaders, support personnel, colleagues, and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Attends and participates in faculty meetings, other assigned meetings, and activities according to school/district policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Reports to work as assigned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Interacts in a professional manner with students, family members, staff, and school/district leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Complies with conditions as stated in the teacher's contract.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Resolves deficiencies through a Professional Development Plan for Improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Implements a Professional Growth Plan (PGP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Additional duties or responsibilities added locally:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(S = Satisfactory

U = Unsatisfactory

NA = Not Applicable)

**Georgia Department of Education
Example of Positive Feedback for
Georgia Teacher Duties and Responsibilities (GTDR)**

The evaluator is required to provide additional feedback for all duties or responsibilities that are marked “Unsatisfactory.”

Upon receiving this notification, the teacher must contact the evaluator as soon as possible to schedule a conference to discuss any unsatisfactory performance.

On the Annual Evaluation, any unresolved GTDR item will result in an Unsatisfactory Annual Evaluation. (See Module 9: Annual Evaluation.)

GTDR Items	Feedback
2. Teachers will provide adequate information, plans, and materials for substitute teacher.	Your emergency plans are accessible and up to date. Thank you for sharing your plans with your grade level and ensuring all plans are prepared to maximize student learning in the event of teacher absence. Your extra effort is appreciated! (1/29/11)
4. Assumes responsibility for supervising students in out-of-class setting on campus and while away from the building on school-related activities.	I have received emails complimenting your students on their behavior during last week's field trip. Also, the bus driver came by to share how well-behaved your students were on the bus. Thank you for ensuring that Piedmont ES is represented well in the community. (1/29/11)

Teacher Signature: Tom McNish

Date: 1/30/11

(Teacher signature only acknowledges receipt of this form.)



Georgia Department of Education
Example of Corrective Feedback for
Georgia Teacher Duties and Responsibilities (GTDR)

Teacher: Cindy Bentmire	School/District: Piedmont Elementary/Piedmont		
Evaluator: Dr. Ruth Maddox, Principal			
Evaluator Signature: <i>Ruth Maddox</i>		Date: 1/29/11	
This form is used for corrective or positive feedback anytime during the year.			
Georgia Teacher Duties and Responsibilities		S	U
1. Models correct language, oral and written.		<input type="checkbox"/>	<input type="checkbox"/>
2. Provides adequate information, plans, and materials for substitute teacher.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Enforces regulations concerning student conduct and discipline.		<input type="checkbox"/>	<input type="checkbox"/>
4. Assumes responsibility for supervising students in out-of-class settings on campus or while away from the building on school-related activities.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Follows district and/or school prescribed assessment strategies and procedures.		<input type="checkbox"/>	<input type="checkbox"/>
6. Maintains accurate records to document student performance.		<input type="checkbox"/>	<input type="checkbox"/>
7. Assumes responsibility for the safety and good order of the total school program.		<input type="checkbox"/>	<input type="checkbox"/>
8. Maintains confidentiality of students and records.		<input type="checkbox"/>	<input type="checkbox"/>
9. Maintains accurate, complete, and appropriate records and submits reports as required.		<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrates ethical behavior as outlined in the Code of Ethics for Educators.		<input type="checkbox"/>	<input type="checkbox"/>
11. Works cooperatively with school/district leaders, support personnel, colleagues, and families.		<input type="checkbox"/>	<input type="checkbox"/>
12. Attends and participates in faculty meetings, other assigned meetings, and activities according to school/district policy.		<input type="checkbox"/>	<input type="checkbox"/>
13. Reports to work as assigned.		<input type="checkbox"/>	<input type="checkbox"/>
14. Interacts in a professional manner with students, family members, staff, and school/district leaders.		<input type="checkbox"/>	<input type="checkbox"/>
15. Complies with conditions as stated in the teacher's contract.		<input type="checkbox"/>	<input type="checkbox"/>
16. Resolves deficiencies through a Professional Development Plan for Improvement.		<input type="checkbox"/>	<input type="checkbox"/>
17. Implements a Professional Growth Plan (PGP).		<input type="checkbox"/>	<input type="checkbox"/>
18. Additional duties or responsibilities added locally:		<input type="checkbox"/>	<input type="checkbox"/>

(S = Satisfactory

U = Unsatisfactory

NA = Not Applicable)

**Georgia Department of Education
Example of Corrective Feedback for
Georgia Teacher Duties and Responsibilities (GTDR)**

The evaluator is required to provide additional feedback for all duties or responsibilities that are marked “Unsatisfactory.”

Upon receiving this notification, the teacher must contact the evaluator as soon as possible to schedule a conference to discuss any unsatisfactory performance.

On the Annual Evaluation, any unresolved GTDR item will result in an Unsatisfactory Annual Evaluation. (See Module 9: The Annual Evaluation.)

GTDR Items	Feedback
2. Teachers will provide adequate information, plans, and materials for substitute teacher.	During your recent absence, emergency plans were not up to date. Therefore, class time could not be maximized to provide optimal student learning. Please submit a copy of up to date lesson plans to your grade chair by 02/02/11 to be used in the event of future absences. (1/29/11)
4. Assumes responsibility for supervising students in out-of-class setting on campus and while away from the building on school-related activities.	Recently, I received several phone calls expressing concerns regarding Piedmont ES students' behavior during last week's field trip. Additionally, the bus driver came by to share that he had to stop the bus twice to ask students to sit down and lower their voices. Please submit field trip procedures and review with students by 02/08/11. Additionally, these procedures should be reviewed prior to the next scheduled field trip. (1/29/11)

Teacher Signature: Cindy Bentmire

Date: **1/30/11**

(Teacher signature only acknowledges receipt of this form.)



Georgia Department of Education
Example of Annual Summary for
Georgia Teacher Duties and Responsibilities (GTDR)

Teacher: Norman Longfellow	School/District: Piedmont Middle School/Piedmont		
Evaluator: Julia Stillwell, Principal			
Evaluator Signature: <i>Julia Stillwell</i>	Date: 3/21/11		
This form is used for corrective or positive feedback anytime during the year.			
Georgia Teacher Duties and Responsibilities	S	U	NA
1. Models correct language, oral and written.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provides adequate information, plans, and materials for substitute teacher.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Enforces regulations concerning student conduct and discipline.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assumes responsibility for supervising students in out-of-class settings on campus or while away from the building on school-related activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Follows district and/or school prescribed assessment strategies and procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintains accurate records to document student performance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assumes responsibility for the safety and good order of the total school program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Maintains confidentiality of students and records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Maintains accurate, complete, and appropriate records and submits reports as required.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrates ethical behavior as outlined in the Code of Ethics for Educators.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Works cooperatively with school/district leaders, support personnel, colleagues, and families.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Attends and participates in faculty meetings, other assigned meetings, and activities according to school/district policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Reports to work as assigned.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Interacts in a professional manner with students, family members, staff, and school/district leaders.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Complies with conditions as stated in the teacher's contract.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Resolves deficiencies through a Professional Development Plan for Improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17. Implements a Professional Growth Plan (PGP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Additional duties or responsibilities added locally:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(S = Satisfactory

U = Unsatisfactory

NA = Not Applicable)

**Georgia Department of Education
Example of Annual Summary for
Georgia Teacher Duties and Responsibilities (GTDR)**

The evaluator is required to provide additional comments for all duties or responsibilities that are marked “Unsatisfactory.”

Upon receiving this notification, the teacher must contact the evaluator as soon as possible to schedule a conference to discuss any unsatisfactory performance.

On the Annual Evaluation, any unresolved GTDR item will result in an Unsatisfactory Annual Evaluation. (See Module 9: The Annual Evaluation.)

GTDR Item	Comments
17. Implements Professional Growth Plan	<p>Your Professional Growth Plan was specifically designed to address the growth of two important elements: SBI 1.5 (Use of Technology) and AL 1.2 (Formative Assessment).</p> <p>Both formal and informal observations revealed that significant progress has been made on these two elements this year.</p> <p>Thank you for sharing your plan with others on your team. Perhaps you could lead the PGP orientation for our new hires in the fall.</p>

Teacher Signature: Norman Longfellow

Date: 3/21/11

(Signature acknowledges receipt of this form, not necessarily concurrence.)



Georgia Department of Education
Annual Evaluation for CLASS KeysSM

School Year

Teacher/Content:	School:
Evaluator:	District:
CLASS KeysSM Strand Summary	
Curriculum and Planning	
Standards-Based Instruction	
Assessment of Student Learning	
Professionalism	
Student Achievement	
Strand Summary Scoring	
CLASS Keys SM comments (Required for any "Not Evident" Strand):	
Georgia Teacher Duties and Responsibilities Performance	
GTDR comments (Required for any Unsatisfactory Item):	
OVERALL ANNUAL EVALUATION	
Satisfactory = Emerging or higher on all CLASS Keys SM Strands and Satisfactory on All GTDR Items	
Unsatisfactory = Not Evident on any CLASS Keys SM Strand or Unsatisfactory on any GTDR Item	
Sign and return copy to principal's office. Signature acknowledges receipt of this Annual Evaluation for CLASS Keys SM , not necessarily concurrence. Additional comments may be attached.	
Evaluator Signature:	Date:
Teacher Signature:	Date:
Principal Signature:	Date:
Teacher Comments:	Initial below if additional comments are attached.

Georgia Department of Education
Annual Evaluation for CLASS KeysSM

Curriculum and Planning Strand	NE = 0	EM = 1	PR = 2	EX = 3
CP 1.1 Plans with deep knowledge of content and delivery techniques.				Strand Performance Key:
CP 1.2 Demonstrates clear understanding of the curriculum.				15 - 18 = Exemplary
CP 1.3 Plans interdisciplinary instruction with real-world connections.				9 - 14 = Proficient
CP 2.1 Uses the required curriculum to plan instruction and assessment.				3 - 8 = Emerging
CP 2.2 Uses an organizing framework to plan instruction.				0 - 2 = Not Evident
CP 2.3 Plans assessment to measure mastery of the curriculum.				
Curriculum and Planning Strand TOTAL				
Strand Performance Level				

Standards-Based Instruction Strand	NE = 0	EM = 1	PR = 2	EX = 3
SBI 1.1 Demonstrates research-based practices for student engagement.				Strand Performance Key:
SBI 1.2 Engages students in higher-order thinking skills.				20 - 24 = Exemplary
SBI 1.3 Uses appropriate differentiation.				12 - 19 = Proficient
SBI 1.4 Uses flexible grouping based on assessment.				4 - 11 = Emerging
SBI 1.5 Uses accessible technology to enhance learning.				0 - 3 = Not Evident
SBI 2.1 Demonstrates high expectations with students playing roles in learning.				
SBI 2.2 Communicates clearly the learning expectations.				
SBI 2.3 Provides effective feedback/commentary on student performances.				
Standards-Based Instruction Strand TOTAL				
Strand Performance Level				

Georgia Department of Education
Annual Evaluation for CLASS KeysSM

Assessment of Student Learning Strand	NE = 0	EM = 1	PR = 2	EX = 3
AL 1.1 Uses diagnostic assessment strategies to inform planning.				Strand Performance Key:
AL 1.2 Uses formative assessment strategies to adjust instruction.				10 - 12 = Exemplary
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.				6 - 9 = Proficient
AL 2.1 Uses data to design appropriate, timely interventions.				2 - 5 = Emerging
Assessment of Student Learning Strand TOTAL				0 - 1 = Not Evident
Strand Performance Level				

Professionalism Strand	NE = 0	EM = 1	PR = 2	EX = 3
P 1.1 Maintains a positive learning environment through rules and procedures.				Strand Performance Key:
P 1.2 Maximizes instructional time.				20 - 24 = Exemplary
P 1.3 Fosters a sense of community and belonging.				12 - 19 = Proficient
P 1.4 Helps students take responsibility for behavior and learning.				4 - 11 = Emerging
P 2.1 Establishes relationships with families and the community.				0 - 3 = Not Evident
P 3.1 Grows professionally through job-embedded learning.				
P 3.2 Enhances knowledge and skills through professional learning.				
P 4.1 Actively supports the school improvement plan.				
Professionalism Strand TOTAL				
Strand Performance Level				

Student Achievement Strand	
SA 1.1 Impact on Student Achievement (GPS Curriculum).	
SA 1.2 Impact on Student Achievement (Non-GPS Curriculum).	
If both elements apply, both must be scored Emerging or higher.	
Strand Performance Level	



Georgia Department of Education
Example of Annual Evaluation for CLASS KeysSM

2010-2011
School Year

Teacher/Content: Phillip Davis - 9th Grade - Language Arts	School: Piedmont High School
Evaluator: Dr. Mary Mahoney, Principal	District: Piedmont Schools
CLASS Keys SM Strand Summary	Performance Level
Curriculum and Planning	Proficient
Standards-Based Instruction	Emerging
Assessment of Student Learning	Emerging
Professionalism	Emerging
Student Achievement	Emerging
Strand Summary Scoring	SATISFACTORY
CLASS Keys SM comments (Required for any "Not Evident" Strand):	
Georgia Teacher Duties and Responsibilities Performance	SATISFACTORY
GTDR comments (Required for any Unsatisfactory Item):	
OVERALL ANNUAL EVALUATION	SATISFACTORY
Satisfactory = Emerging or higher on all CLASS Keys SM Strands and Satisfactory on All GTDR Items	
Unsatisfactory = Not Evident on any CLASS Keys SM Strand or Unsatisfactory on any GTDR Item	
Sign and return copy to principal's office. Signature acknowledges receipt of this Annual Evaluation for CLASS Keys SM , not necessarily concurrence. Additional comments may be attached.	
Evaluator Signature: <i>Dr. Mary Mahoney</i>	Date: 3/10/2011
Teacher Signature: <i>Phillip Davis</i>	Date: 3/11/2011
Principal Signature: <i>Dr. Mary Mahoney</i>	Date: 3/10/2011
Teacher Comments:	Initial below if additional comments are attached.

Georgia Department of Education
Example of Annual Evaluation for CLASS KeysSM

Curriculum and Planning Strand	NE = 0	EM = 1	PR = 2	EX = 3
CP 1.1 Plans with deep knowledge of content and delivery techniques.	PR	2	Strand Performance Key:	
CP 1.2 Demonstrates clear understanding of the curriculum.	PR	2	15 - 18 = Exemplary	
CP 1.3 Plans interdisciplinary instruction with real-world connections.	NE	0	9 - 14 = Proficient	
CP 2.1 Uses the required curriculum to plan instruction and assessment.	PR	2	3 - 8 = Emerging	
CP 2.2 Uses an organizing framework to plan instruction.	PR	2	0 - 2 = Not Evident	
CP 2.3 Plans assessment to measure mastery of the curriculum.	EM	1		
Curriculum and Planning Strand TOTAL		9		
Strand Performance Level			Proficient	

Standards-Based Instruction Strand	NE = 0	EM = 1	PR = 2	EX = 3
SBI 1.1 Demonstrates research-based practices for student engagement.	EM	1	Strand Performance Key:	
SBI 1.2 Engages students in higher-order thinking skills.	EM	1	20 - 24 = Exemplary	
SBI 1.3 Uses appropriate differentiation.	EM	1	12 - 19 = Proficient	
SBI 1.4 Uses flexible grouping based on assessment.	EM	1	4 - 11 = Emerging	
SBI 1.5 Uses accessible technology to enhance learning.	NE	0	0 - 3 = Not Evident	
SBI 2.1 Demonstrates high expectations with students playing roles in learning.	PR	2		
SBI 2.2 Communicates clearly the learning expectations.	PR	2		
SBI 2.3 Provides effective feedback/commentary on student performances.	PR	2		
Standards-Based Instruction Strand TOTAL		10		
Strand Performance Level			Emerging	

Georgia Department of Education
Example of Annual Evaluation for CLASS KeysSM

Assessment of Student Learning Strand	NE = 0	EM = 1	PR = 2	EX = 3
AL 1.1 Uses diagnostic assessment strategies to inform planning.	EM	1	Strand Performance Key:	
AL 1.2 Uses formative assessment strategies to adjust instruction.	EM	1	10 - 12 = Exemplary	
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.	PR	2	6 - 9 = Proficient	
AL 2.1 Uses data to design appropriate, timely interventions.	EM	1	2 - 5 = Emerging	
Assessment of Student Learning Strand TOTAL	5		0 - 1 = Not Evident	
	Strand Performance Level		Emerging	

Professionalism Strand	NE = 0	EM = 1	PR = 2	EX = 3
P 1.1 Maintains a positive learning environment through rules and procedures.	PR	2	Strand Performance Key:	
P 1.2 Maximizes instructional time.	EX	3	20 - 24 = Exemplary	
P 1.3 Fosters a sense of community and belonging.	PR	2	12 - 19 = Proficient	
P 1.4 Helps students take responsibility for behavior and learning.	NE	0	4 - 11 = Emerging	
P 2.1 Establishes relationships with families and the community.	NE	0	0 - 3 = Not Evident	
P 3.1 Grows professionally through job-embedded learning.	EM	1		
P 3.2 Enhances knowledge and skills through professional learning.	EM	1		
P 4.1 Actively supports the school improvement plan.	NE	0		
Professionalism Strand TOTAL	9			
	Strand Performance Level		Emerging	

Student Achievement Strand				
SA 1.1 Impact on Student Achievement (GPS Curriculum).	EM	Emerging or higher required		
SA 1.2 Impact on Student Achievement (Non-GPS Curriculum).		Emerging or higher required		
If both elements apply, both must be scored Emerging or higher.				
	Strand Performance Level		Emerging	



Georgia Department of Education
Professional Development Plan (PDP) for Improvement for CLASS KeysSM

Teacher:	Grade/Content:	School/District:
Evaluator:	Date Plan Developed:	Projected End Date:

Section 1 – Identified Area(s) for Improvement

Identify the specific CLASS KeysSM element(s) and/or Georgia Teacher Duties and Responsibilities (GTDR) in need of immediate improvement.

Section 2 – Actions and Expectations

Actions	Timeline	Support/Resources	Expected Results
Teacher Signature:			Date:
Evaluator Signature:			Date:

Georgia Department of Education
Professional Development Plan for Improvement for CLASS KeysSM

Section 3 – Monitoring and Disposition of the Professional Development Plan for Improvement		
	Date	Actual Results
Checkpoint 1		
Checkpoint 2		
Final Disposition and Comments:		
<input type="checkbox"/> The teacher has resolved the identified performance issue(s) in the Professional Development Plan for Improvement.		
<input type="checkbox"/> The teacher <u>has not resolved</u> the identified performance issue(s) in the Professional Development Plan for Improvement. (Comments required if selected.)		
Teacher Signature:		Date:
Evaluator Signature:		Date:



Georgia Department of Education
Example of Professional Development Plan for Improvement for CLASS KeysSM

Teacher: Cindy Bentmire	Grade/Content: Math/Science	School/District: Piedmont Elementary Piedmont Schools
Evaluator: Dr. Ruth Maddox	Date Plan Developed: February 1, 2011	Projected End Date: April 10, 2011

Section 1 – Identified Area(s) for Improvement

Identify the specific CLASS KeysSM element(s) and/or Georgia Teacher Duties and Responsibilities (GTDR) in need of immediate improvement.

SBI 2.2 The teacher effectively communicates learning expectations using both language of the standards and strategies that reflect a standards-based classroom.

Section 2 – Actions and Expectations

Actions	Timeline	Support/Resources	Expected Results
Teacher will complete <u>three (3)</u> peer observations in assigned classrooms.	Feb. 2- March 19, 2011	Implementation Resource Peer Observation Protocol, page 184; Release time	Complete observations and identify strategies that reflect a standards-based classroom.
Teacher will engage in collegial dialogue/reflection with mentor.	Feb. 22-29, 2011	Collaborative time	Teacher will begin communicating learning expectations using language of the standards in classroom.
Teacher will be observed by mentor.	March 22- 29, 2011	N/A	Mentor will give teacher feedback to provide improvement on SBI 2.2.

Teacher Signature: <i>Cindy Bentmire</i>	Date: February 1, 2011
Evaluator Signature: <i>Ruth Maddox</i>	Date: February 1, 2011

Georgia Department of Education
Example of Professional Development Plan for Improvement for CLASS KeysSM

Section 3 – Monitoring and Disposition of the Professional Development Plan for Improvement		
	Date	Actual Results
Checkpoint 1	April 6, 2011	Evaluator observed teacher using the language of the standards to communicate learning expectations for students.
Checkpoint 2	April 13, 2011	Evaluator observed teacher modeling for students how to compare their work to the benchmark work to identify their next steps.
Final Disposition and Comments:		
<input checked="" type="checkbox"/> The teacher has resolved the identified performance issue(s) in the Professional Development Plan for Improvement.		
<input type="checkbox"/> The teacher <u>has not resolved</u> the identified performance issue(s) in the Professional Development Plan for Improvement. (Comments required if selected.)		
Teacher Signature: <i>Cindy Bentmire</i>		Date: April 20, 2011
Evaluator Signature: <i>Ruth Maddox</i>		Date: April 20, 2011