

Cobb Keys Classroom Teacher Evaluation System Guidelines and Instructions

Performance Assessment Evaluators

1. At the beginning of the school year, the Principal must appoint all evaluators in writing and ensure teachers know who their evaluators are. Evaluatees do not have to “approve” of their evaluators, but they do have to be informed
2. As instructional leader, the Principal should serve as the model of exemplary evaluation practices. The Principal should evaluate a representative portion of the faculty, giving special consideration to the evaluation of teachers with limited or no experience, or teachers with previously identified performance deficiencies.
3. The Principal must ensure that all individuals who are assigned to perform any facet of the performance evaluation process are formally trained by the Evaluation Systems Office (HR) before they begin any evaluative functions.
4. In limited instances, high school department chairpersons may be appointed evaluators if, in the Principal’s opinion, they are better able to evaluate individual teacher performance.

Classroom Teacher Orientation

1. The Principal must ensure that all classroom teachers participate in the Cobb Keys Classroom Teacher Evaluation System Orientation. The Orientation will be delivered by a trained evaluator at the local school (PASS, EMWeb, and Bb). An optional PowerPoint will be provided by HR for faculty orientation.
2. Classroom Teachers who are hired after the school year begins must be provided with the Orientation, as well, regardless of the time of year when he/she begins employment.
3. Documentation shall be maintained at the local school to confirm all classroom teachers’ participation in the Orientation process.

Evaluating Certified Staff Who Are Not Classroom Teachers

1. Specific certified positions will not be evaluated with the Cobb Keys System as the Cobb Key Teacher Standards do not correspond to the responsibilities of those positions. These positions and their evaluation instruments are as follows:
 - a. School Counselor – School Counselor PAI, revised
 - b. Media Specialist – Media Specialist PAI, revised
 - c. School Social Worker – School Social Worker PAI, revised
 - d. Speech Language Pathologists – Speech Language Pathologists PAI, revised
 - e. ISS Teacher – Job Description/Alternate Annual Summary Form
 - f. Literacy/Math Coaches - Job Description/Alternate Annual Summary Form

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Classroom Observations/Observation Feedback Conferences

1. Evaluators are encouraged to provide a pre-observation conference for their evaluatees prior to conducting classroom observations; this opportunity may be in a group environment. If an evaluatee requests an individual pre-observation conference, the individual pre-observation conference must be provided.
2. The analysis and assessment of instructional lesson planning is an integral component of the Cobb Keys Evaluation System. Prior to, during, and/or after the observation process, a teacher's lesson plans will be reviewed (see Curriculum and Planning Standard and Elements). Local schools will determine the expectations regarding the preparation and accessibility of lesson plans.
3. Evaluators will observe classroom teachers at least once during the school year; if only one observation is planned for an evaluatee, it should be announced. **Performance assessment observations must occur prior to April 1st (OCGA 20-2-210).**
4. Teachers with three years or less teaching experience will be observed at least twice during the school year, the second of which may be an unannounced observation. All formal classroom observation date(s) will be entered on the Teacher Performance Report form, Section IV.
5. At the discretion of the evaluator, any classroom teacher may have additional, unannounced observations conducted. **Any teacher demonstrating deficiencies during the year should have additional, unannounced observations.**
6. During the observation process, performance will be assessed in four Standard areas: Curriculum and Planning; Standards-Based Instruction; Assessment of Student Learning; and Instructional Environment. Four to six supporting Standard Elements will be marked with a Yes, No, or NA response. Commentary should be recorded for each Element receiving a "No" response. The CLASS Keys Classroom Teacher Performance Report Rubric with Examples of Evidence will provide insight into the Standards and Elements.
7. Following each observation, the evaluator will provide formal feedback to the teacher on what was observed in a private feedback conference; observation forms may not be given to the teacher for signature w/out the preceding feedback conference. The feedback conference should occur within 10 school days of the observation. **Feedback conferences may not be combined with the annual evaluation conference and must occur prior to April 1st (OCGA 20-2-210).**
8. Each observation must last for **at least thirty minutes**; the evaluator must document the observation on the computerized Classroom Observation form.

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Annual Performance Report/Annual Evaluation Conference

1. Classroom teachers will be evaluated at least annually using the Cobb Keys Annual Teacher Performance Report Form. Any teacher who is employed for thirty or more calendar days in a school year must have an annual evaluation. This includes limited contract teachers and any teacher who may resign or be terminated prior to March 31. Annual reports should be completed on the computerized form.
2. Evaluators will review the Performance Standards and Standard Elements (See Observation Form and Performance Report Rubric with Examples of Evidence) to assess whether the teacher earns a "Not Evident", "Emerging", or "Proficient" rating on each of the eighteen Performance Standards Elements (Section II, A-D).
 - a. Not Evident: Not easy to see; not obvious
 - b. Emerging: Evolving; showing new or improved development
 - c. Proficient: Highly competent; skilled; adept; an expert
3. Personalized commentary is required for each Performance Standard. The commentary should specifically relate to the ratings assigned to the Performance Factor Standard Elements and should support the assigned rating. Exemplary performance should be acknowledged with unique commentary, clearly identifying behaviors that distinguish the teacher's performance.
4. Teacher performance on twelve Professional Duties and Responsibilities is recorded in Section II, E (page 2). Select the appropriate box for each of the descriptors. Commentary is required to address any "Needs Improvement" or "Unsatisfactory" ratings assigned to any Duties/Responsibilities.
5. The Duties/Responsibilities Summary Rating of "Needs Improvement", "Satisfactory" or "Unsatisfactory" is assigned based upon the legend on the Annual Report Form.
 - a. Satisfactory (S) – no more than 2 "N's" and no "U's"
 - b. Needs Improvement (N) – 3 "N's" or one "U"
 - c. Unsatisfactory (U) - More than 3 "N's" or 2 or more "U's"
6. Targeted PDPs should be implemented for teachers earning overall "Needs Improvement" or "Unsatisfactory" in Section II, E.
7. The Overall Performance Rating of "Unsatisfactory", "Emerging", or "Proficient" is assigned based upon the legend in Section III of the Annual Report Form.
 - a. Proficient – 13 or more "Proficient" Element ratings and a "Satisfactory" Summary Rating on Professional Duties and Responsibilities
 - b. Emerging – Fewer than 13 "Proficient" Standards ratings (no more than 3 "Not Evident") and "Satisfactory" or "Needs Improvement" Summary Rating on Duties/Responsibilities.
 - c. Unsatisfactory – 4 or more "Not Evident" Standards ratings OR "Unsatisfactory" Summary Rating on Duties/Responsibilities.
8. Teachers earning an Overall Performance Rating of "Unsatisfactory" must be placed on a PDP to support remediation of performance deficiencies.

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9. The date(s) of all observation(s) and feedback conference(s) are entered in Section III below the Overall Performance Rating. Pre-observation conferences and other types of conferences that occur throughout the year, including the Annual Conference, are not recorded in this section of the Annual Report.
10. Primary sources of information used to assess overall teacher performance will be the lesson plans, classroom observation(s), feedback conference(s), the Classroom Teacher Performance Rubric with Examples of Evidence. Other evidence (required or requested) such as non-classroom observations, other conferences, etc., may also be considered by the evaluator.
11. Reports must be completed, signed, and dated by the evaluator. Principals (if Principal is not the evaluator) will review and sign all Teacher Performance Reports. Principals will take into consideration their personal observations of the teacher during the delivery of instruction and at other times, as appropriate, when reviewing and signing the Teacher Performance Report.
12. A Principal's signature as "Reviewer" on an annual report is an affirmation that he/she has reviewed the information recorded on the evaluation form and that it is complete and accurate. It is further indicative of the Principal's support of the content contained therein, including all ratings assigned and commentary recorded.

Annual Evaluation Conferences

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

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Appeal Process

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