

# Cobb County School District

## Professional Development Plan – Instructions

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

### I. IDENTIFICATION

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

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

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

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

If you have any questions about an individual's tenure status, please contact the Employee Relations Office of Human Resources.

**Dates employee was hired:**

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

**Date PDP Begins and Ends:**

Start and end dates should be established and agreed upon by the principal/supervisor and employee before the PDP takes effect. PDPs should last long enough to allow for remediation. Actual PDP length will vary on a case-by-case basis. A PDP will normally be in effect for 6-8 weeks and in most cases should last at least 4 weeks.

**Previous written warning:**

Except in rare cases, an employee should receive at least one written warning prior to being placed on a PDP. Such a warning may take the form of a letter of concern, letter of direction, an annual evaluation, or written feedback from a formal classroom observation.

### II. SPECIFIC OBJECTIVES FOR PERFORMANCE IMPROVEMENT

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

### III. ACTIVITIES TO COMPLETE DURING PDP

List several specific activities the employee should do to improve his/her job performance or modify his/her behavior. For example, regular classroom observations, attending additional training, observing

a model employee's performance in his/her field, providing evidence of timely attendance, lesson plans, parent communications, research, taking advantage of offered assistance, etc. are specific steps that can be required by the supervisor/principal to bring about changes in behavior or improve performance. Periodic progress meetings between the employee and supervisor/principal are strongly encouraged weekly.

Each objective should correspond with an activity. Include a timeline, frequency, or due date as necessary. For example, specify daily or weekly review of lesson plans, completing a particular task on a weekly basis or by a particular time of day, or having a project, document, or product completed and delivered by a specific date. At the end of the PDP, use the check box to indicate if the activity was Met/Not Met. Use the comment section as necessary as well.

#### **IV. STATUS OF OVERALL PDP AT END OF PDP PERIOD AND FUTURE ACTION(S) NEEDED**

Use the check boxes to indicate if you will extend the PDP and indicate the new end date or end the PDP by indicating if the PDP was successful or unsuccessful and note the date of completion.

#### **V. SIGNATURES *(At beginning and end of PDP period)***

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

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

# Performance Assessment Timelines for All Employees 2011-12 School Year

August 2011	September 2011 - February 2012		March 2012	April - June 2012
<p style="text-align: center;"><b>CLASS Keys Evaluator Training July and August 2011</b></p> <p style="text-align: center;">Dates are pending.</p>	<p style="text-align: center;"><b>Early First Semester</b></p> <p style="text-align: center;"><b>Observations &amp; Feedback Conferences</b> Schedule/conduct pre-observation conferences, classroom observations, &amp; feedback conferences. Feedback conferences must occur within 10 school days of the observation. <u>If two observations are required, the first one must be done first semester.</u></p>		<p style="text-align: center;"><b><u>MARCH 30th COMPLETION DEADLINE for Certified Evaluations!</u></b></p>	<p style="text-align: center;"><b><u>CERTIFIED EVALUATIONS DUE DATE TO HR: April 20!</u></b></p> <p style="text-align: center;">All Observation Forms and Annual Certified Performance Reports (teachers and paraprofessionals) are due to HR on <u>April 20</u>. Send originals to HR via County Mail. Retain copies for school file and evaluator.</p>
<p style="text-align: center;"><b>July 1 - August 31</b></p> <p style="text-align: center;"><b>Job Descriptions and Evaluation Orientations for All!</b></p> <p style="text-align: center;">Provide up-to-date job descriptions to all employees; see Rule GBO.</p> <p style="text-align: center;">Ensure each certified staff knows his/her assigned evaluator.</p> <p style="text-align: center;">Provide evaluation orientations for <u>all</u> certified and classified employees.</p> <p style="text-align: center;">Contact Jan Holley if you have questions regarding the correct evaluation document for any employee.</p>	<p style="text-align: center;"><b>Everyone Gets Evaluated!</b></p> <p style="text-align: center;">Remember – ALL employees who work in your building for a minimum of 30 work days must have a written annual evaluation. This <u>includes</u> limited contract teachers and employees on leave. <u>Excluded</u> employees include subs, supply teachers, and some temporary employees.</p>		<p style="text-align: center;"><b>The OCGA §20-2-210 states, “The evaluator shall be required to complete such annual evaluation for each certified person <u>prior to April 1</u> of each year. The superintendent of each local school system shall be responsible for ensuring compliance with this Code section.”</b></p> <p style="text-align: center;"><b><u>ALL Annual Reports &amp; Annual Conferences with Certified Staff, Teachers &amp; Parapros must be completed <u>no later than March 30<sup>th</sup></u>.</u></b></p>	<p style="text-align: center;"><b><u>JUNE 29<sup>th</sup> COMPLETION DEADLINE for Classified Evaluations!</u></b></p> <p style="text-align: center;">Administrative Rule GCO requires that classified employees have their annual evaluation conferences no later than <u>Friday, June 29, 2012</u>.</p> <p style="text-align: center;"><b><u>CLASSIFIED EVALUATIONS DUE DATE TO HR: July 12th</u></b></p> <p style="text-align: center;">The original of <u>all</u> classified evaluations will be sent to Human Resources for filing in the employee’s personnel file by <u>July 12</u>. Retain copies for the evaluator and school file.</p>
	<p style="text-align: center;"><b>Pacing Is the Key!</b></p> <p style="text-align: center;"><u>Pace yourself so that you complete all certified Observations and Feedback Conferences by the end of February.</u></p> <p style="text-align: center;">This allows sufficient time for quality completion of the Annual Reports and conducting Annual Conferences before the end of March.</p>	<p style="text-align: center;"><b>Late Arrivals Early Departures</b></p> <p style="text-align: center;">Ensure that any staff member who arrives after the year is underway is assigned an evaluator and receives his/her job description and an evaluation orientation.</p> <p style="text-align: center;">If an employee resigns, is terminated, or goes on extended leave before the year ends, do the evaluation at that time and send the original to the Human Resources Evaluation Systems office.</p>		

# Cobb County School District

## Cobb Keys Classroom Teacher Annual Performance Evaluation

### I. IDENTIFICATION

Teacher:

SS#:

Location:

School Year:

### II. PERFORMANCE STANDARDS *All Standards require individualized comments addressing the performance level of the related elements.*

**A. Curriculum and Planning** – *The teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and GPS or State-approved curriculum implementation by appropriately planning for what students are expected to know, understand, and be able to do (see Performance Rubric).*

**Not Evident    Emerging    Proficient**




Commentary:

**B. Standards-Based Instruction** – *The teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning as defined by GPS or State-approved curriculum (see Performance Rubric).*

**Not Evident    Emerging    Proficient**




Commentary:

**C. Assessment of Student Learning** – *The teacher consistently uses a balanced variety of assessment techniques that are systematically implemented, resulting in appropriate interventions that foster continuous improvement for all (see Performance Rubric).*

**Not Evident    Emerging    Proficient**




Commentary:

**D. Instructional Environment** – *The teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning (see Performance Rubric).*

**Not Evident    Emerging    Proficient**




Commentary:

# Cobb County School District

## Cobb Keys Classroom Teacher Annual Performance Evaluation

**E. PROFESSIONAL DUTIES AND RESPONSIBILITIES:** Select **S** if performance is "Satisfactory"; **N** if "Needs Improvement"; **U** if "Unsatisfactory".

<input type="checkbox"/> U <input type="checkbox"/> N <input type="checkbox"/> S	1. Reports to work as assigned
<input type="checkbox"/> U <input type="checkbox"/> N <input type="checkbox"/> S	2. Provides adequate information, plans, and materials for substitute teachers
<input type="checkbox"/> U <input type="checkbox"/> N <input type="checkbox"/> S	3. Enforces school procedures concerning student conduct and discipline
<input type="checkbox"/> U <input type="checkbox"/> N <input type="checkbox"/> S	4. Maintains accurate grades to document student performance
<input type="checkbox"/> U <input type="checkbox"/> N <input type="checkbox"/> S	5. Maintains confidentiality regarding student and records information
<input type="checkbox"/> U <input type="checkbox"/> N <input type="checkbox"/> S	6. Assumes responsibility for professional growth
<input type="checkbox"/> U <input type="checkbox"/> N <input type="checkbox"/> S	7. Maintains accurate and complete records and submits as required and on-time.
<input type="checkbox"/> U <input type="checkbox"/> N <input type="checkbox"/> S	8. Demonstrates ethical behavior as outlined in the PSC Code of Ethics.
<input type="checkbox"/> U <input type="checkbox"/> N <input type="checkbox"/> S	9. Interacts in a respectful, civil, and professional manner with students, families, staff, and school leaders.
<input type="checkbox"/> U <input type="checkbox"/> N <input type="checkbox"/> S	10. Attends and participates in faculty meetings and other assigned meetings/activities
<input type="checkbox"/> U <input type="checkbox"/> N <input type="checkbox"/> S	11. Models correct language, oral and written
<input type="checkbox"/> U <input type="checkbox"/> N <input type="checkbox"/> S	12. Actively supports the School Improvement Plan

**Commentary** (Required to address all "N" or "U" ratings):

**Duties and Responsibility - Summary Rating:** Check one.

- UNSATISFACTORY (More than 3 "N's" OR 2 or more "U's") PDP Required**  
 **NEEDS IMPROVEMENT (3 "N's" OR one "U") PDP Required**  
 **SATISFACTORY (No more than 2 "N's" AND no "U's")**

### III. OVERALL PERFORMANCE RATING:

**1) Unsatisfactory** = 2 or more "Not Evident" Standards Ratings or "Unsatisfactory" Summary Rating on Duties and Responsibilities.  
**2) Emerging** = Fewer than 4 "Proficient" Standards Ratings (no more than 1 "Not Evident") and "Satisfactory" or "Needs Improvement" Summary Rating on Duties/Responsibilities. **3) Proficient** = 4 "Proficient" Standards Ratings and a "Satisfactory" Summary Rating on Professional Duties and Responsibilities.

**Unsatisfactory**

**Emerging**

**Proficient**

Date(s) of Classroom Observation(s):

Date(s) of Feedback Conference(s):

### IV. SIGNATURES *(Required)*

Evaluator \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

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

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

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

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