

Gwinnett Teacher Effectiveness System

Frequently Asked Questions

General Questions

Why is Gwinnett County Public Schools implementing a new evaluation system for teachers?

Gwinnett's previous teacher evaluation system, GTEP, was based primarily on observations and rated teacher performance as either Satisfactory or Unsatisfactory. This system did not adequately identify teacher strengths and areas for growth. In a partnership with the Georgia Department of Education, GCPS will now have an evaluation system based on multiple measures that will identify areas of strength and growth. It will also help individualize professional development based on specific needs.

Who will be evaluated using the Gwinnett Teacher Effectiveness System?

All teachers, full and part time, who provide direct instruction to students – Teachers of Record. The GTES does not apply to teacher support positions, such as media specialists and counselors. These teachers will continue to be evaluated with the current evaluation instrument until a new performance based system is developed for those positions.

How does the Gwinnett Teacher Effectiveness System apply to teachers of special needs students and English language learners?

The Teacher Assessment on Performance Standards, the observation component, will apply like all other teachers of record. The Georgia Department of Education continues to develop guidelines for these teachers relative to Student Growth and Academic Achievement. Teachers will have the answers to these questions prior to this component being used for their evaluation.

Who evaluates teachers using the Gwinnett Teacher Effectiveness System?

Only trained, credentialed evaluators may evaluate teachers. Evaluators must demonstrate a clear understanding of the evaluation process, the performance standards and rubrics, and be able to rate performance with accuracy. Principals and assistant principals are responsible for

evaluating teacher performance, but some teacher leaders may participate in the data collection process.

How are evaluators trained?

Evaluators are trained by completing either online training modules or face to face training. Both training models include inter-rater reliability training, assuring that all evaluators follow the same process and can rate performance accurately. All evaluators must pass a credentialing assessment before they can participate in the evaluation process.

Are conferences included in the Gwinnett Teacher Effectiveness System?

Yes. Three conferences are required during the evaluation cycle. A pre-evaluation will occur prior to the evaluation cycle. A mid-year conference will take place to discuss progress, and a final evaluation conference will occur to review and discuss final evaluation ratings and future expectations. Following each observation, evaluators will provide specific feedback to teachers relative to each standard observed.

What is the format for collecting evaluation data?

The Gwinnet Teacher Effectiveness System is managed through the Go.Gwinnett Portal within the Professional Development and Evaluation application. Teachers and evaluators will use this application to enter data and communicate performance.

Which schools are included in the Gwinnett Teacher Effectiveness System?

All GCPS schools will participate in the Gwinnett Teacher Effectiveness System beginning with the 2013-2014 school year.

Planning Phase Questions

Is there an orientation to the Gwinnett Teacher Effectiveness System?

Yes. All employees must receive an orientation prior to being evaluated. The orientation to the Gwinnett Teacher Effectiveness System is available electronically in a link provided in the Professional Development and Evaluation (PD&E) application. Teachers must verify that they have received the orientation within this application.

How will the teacher self-assessment be used?

Teachers will complete a self-assessment on the 10 performance standards each year. The ratings and comments will be used as a discussion item during the pre-evaluation conference, and may be used to determine professional learning opportunities. The self-assessment is a required part of the process but is not used by evaluators to rate teacher performance.

Implementation Phase Questions

What are the components of the Gwinnett Teacher Effectiveness System?

The Gwinnett Teacher Effectiveness System includes two main components: Teacher Assessment on Performance Standards and Student Growth and Academic Achievement.

How can I learn more about the 10 teacher performance standards?

Appendix I of the Gwinnett Teacher Effectiveness System Handbook includes a detailed description of each performance standard, as well as the rubrics and sample performance indicators for each standard. This handbook is located in the HR Employee Evaluation database as well as within the Professional Development and Evaluation tab in the Go.Gwinnett Portal. In addition, seven teacher training sessions are offered from March through July.

How are teachers rated on the 10 performance standards?

Trained evaluators collect specific evidence for each performance standard. Evidence may include observations, documentation and student perception surveys. Evaluators then determine the quality of the evidence based on rating rubrics for each standard. All evidence and ratings are shared and discussed with teachers throughout the evaluation cycle. Ratings range from Exemplary, Proficient, Needs Development to Ineffective.

Is there any way to determine if the documentation falls in the proficient or exemplary range?

The evaluator will examine documentation from multiple sources, including formative observations, brief observations, student perception surveys and conference summaries, as well as documentation provided by the teacher. Evaluators will use the Performance Standard rubrics to determine the quality of the evidence for that standard. Totality of evidence and consistency of practice will determine the performance level.

What documentation is needed to move a rating from Proficient to Exemplary?

Ratings are assigned based on the quality of evidence observed, not quantity. One example of high quality documentation may not be enough to change a rating. Notice the language of the rubrics to determine the differences between ratings. Evaluators should comment on the quality of evidence provided.

How many times will a teacher be observed in this system?

Evaluators will observe teacher performance throughout the school year. There are a minimum of two, 30 minute observations and four brief observations of at least ten minutes each.

Does the same administrator need to do all observations for the same teacher?

No. Principals will decide how to assign evaluators to teachers at their school.

What happens if the documentation is excellent, but the observation is poor?

Performance on the standards is based on the totality of evidence and most consistent practice. Evaluator comments should reflect the quality of the evidence collected.

Will students be evaluating teachers?

No. Students in grades 3-12 will complete perception surveys for their teachers. These surveys are aligned to Instructional Strategies, Differentiated Instruction, Positive Learning Environment and Academically Challenging Environment. Questions are designed to assess the learning environment teachers create for their students. Evaluators will use the survey results to help inform ratings on the aligned standards.

Evaluation Phase

Does the Gwinnett Teacher Effectiveness System include a Professional Development (PDP) process?

The Gwinnett Teacher Effectiveness System is designed to identify areas of strength and growth. Once areas for growth are identified, a PDP may be developed to help improve performance.

What is the Teacher Effectiveness Measure (TEM)?

The Teacher Effectiveness Measure is a final score based on the Teacher Assessment on Performance Standards and Student Growth and Academic Achievement.

Student Growth and Academic Achievement

What are Student Performance Goals?

Student Performance Goals are district developed student achievement goals used to measure student growth for teachers in non state tested subjects. Growth is measured by subtracting the results of a pre-assessment from a post-assessment. A rubric is then used to rate the growth, ranging from Ineffective to Exemplary.

What are Student Growth Percentiles?

Student Growth Percentiles are a means of measuring growth in student achievement for teachers of state tested subjects (grades 4-8 CRCT and high school EOCT). A more specific explanation of Student Growth Percentiles is provided in the Gwinnett Teacher Effectiveness System orientation.