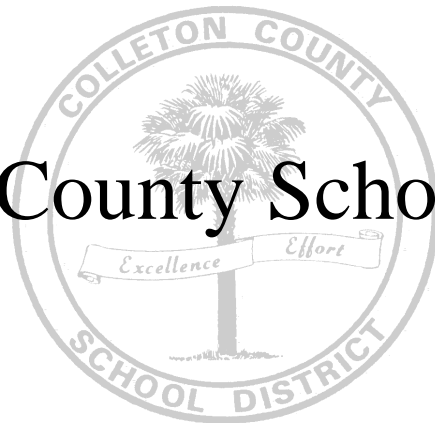


Colleton County School District



GBE

Goals Based Evaluation Program
(for Continuing Contract Teachers)



ADEPT Goals Based Evaluation (GBE) Requirements

(Professional Development Plan for Continuing Contract Teachers)

South Carolina Guidelines for GBE

The following ADEPT requirements for informal goals-based evaluation (GBE) apply to all classroom-based teachers as well as to all special-area educators (i.e., library media specialists, school guidance counselors, and speech-language therapists).

The primary purpose of the GBE is to promote continuous, self-directed professional development. Through the GBE process, experienced, successful educators are encouraged to stretch themselves professionally by engaging in meaningful learning experiences and by seeking to make significant contributions to the profession. The primary role of supervisors is to facilitate, not to control, the GBE process.

- Continuing-contract educators must be evaluated on a continuous basis (i.e., *every year*). The evaluation may be formal or informal (i.e., goals-based), at the discretion of the local school district.
- Continuing-contract educators who are being recommended for formal evaluation the upcoming school year must be notified in writing no later than April 15 of the current school year. The written notification must include the reason(s) that a formal evaluation is recommended and must ensure that the educator has access (via an electronic link, an inserted or attached hard copy, or the like) to a description of the formal evaluation process.
- Continuing-contract educators who are new to the district must be notified in writing at the time of their hiring if they are to receive a formal evaluation.
- Educators employed under continuing contracts who do *not* receive written notification must participate in the GBE process.
- Educators who are pursuing or who hold certification from the National Board for Professional Teaching Standards are *not* exempt from evaluation requirements. However, an educator who is pursuing National Board certification (NBC) may be allowed to develop a GBE goal around the NBC process, at the discretion of the local school district. Once the educator completes the NBC process, he or she must develop and pursue one or more new GBE goals during the remainder of the five-year cycle, regardless of whether the educator has been successful in achieving National Board certification.
- Educators employed under annual contracts who have successfully completed the formal evaluation process during a previous annual-contract year are eligible to participate in GBE, at the discretion of their respective school districts. This provision applies primarily to Program for Alternative Certification of Educators (PACE) teachers, career and technology education (CATE) teachers, and international teachers.

GBE Cycle

Each educator's goals-based evaluation cycle will cover a maximum five-year period. The intent is to coordinate the GBE cycle with the validity period of the educator's professional certificate (issued by the SDE). During the phase-in period of these GBE guidelines, some educators will be expected to have shorter GBE cycles and, as a result, proportionately fewer goals, until they enter a new five-year certificate validity period.

GBE/ Professional Growth Goals

Each educator participating in the GBE process must establish one or more long-term professional growth and development goals. Normally, more than one goal will be needed to meet the following requirements:

- Each goal must be aligned with one or more of the ADEPT Performance Standards (APSs).
- Each goal must be stated in terms of change or improvement over time.
- At least one goal must be stated in terms of the teacher’s influence on students (e.g., improved behavior, improved attitude, increased achievement).
- If performance weaknesses in terms of the APSs have been identified, one or more goals must address these weaknesses.
- One or more goals must be supportive of any objectives in the district strategic plan and/or in the school renewal plan that apply to the particular educator.
- The educator must pursue one or more goals *each year* of the five-year GBE cycle. If all goals are completed early, the educator must develop one or more new goals to cover the remaining year(s) of the cycle. However, the educator may be required to work toward no more than three goals during any one year.

PROFESSIONAL GROWTH AND DEVELOPMENT PLANS

Goal Setting Process: Reflection, Pre-development Conference

- Prior to beginning the evaluation cycle, the educator must reflect upon his or her professional strengths, weaknesses, and interests and use these insights as a basis for drafting a professional growth and development plan. Educators are encouraged to work collaboratively with other educators whenever possible to support one another in developing and implementing mutually relevant goals.
- After completing the draft of his or her professional growth and development plan, the educator must meet with his or her supervisor to discuss the proposed goal(s) and make modifications, as necessary, to ensure that all requirements are met (see the “GBE Goals” section, immediately above). For each goal, the educator and supervisor must agree upon
 - the timeline—that is, the beginning and ending dates—for the goal;
 - the appropriateness of the GBE goal for the certificate renewal processes (subject to school district policy);
 - the types of evidence required to verify annual progress and overall goal accomplishment; and
 - the level of performance required to determine satisfactory annual progress and overall goal accomplishment.

Planning conference

- During the planning meeting, the supervisor should review with the educator the factors that will result in a recommendation for formal evaluation. These factors must relate specifically to one or more of the ADEPT Performance Standards.
- The professional growth and development plan becomes effective upon the signature of both the educator and his or her supervisor. This should be completed by the 30th day of the school year. This plan may serve as the basis for the educator’s certificate renewal activities, at the discretion of the school district.

Changes in the educator's professional performance, work-related responsibilities, and/or professional aspirations, as well as advancements in the profession itself, may be expected. Therefore, the professional growth and development plan is to be viewed as a dynamic document that should be amended at any time deemed necessary and appropriate. Amendments to the plan must be made in writing and must be signed by both the educator and supervisor.

YEARLY GBE REVIEWS

Monitoring Procedures, Success criteria, and Supportive Evidence

- The educator must prepare the agreed-upon evidence of his or her progress toward meeting each goal that was targeted for the year and must submit the evidence to the appropriate supervisor prior to April 15 of that year.
- The supervisor must review the evidence, prepare a written evaluation summary and recommendations, and meet with the educator for an annual review of performance and progress prior to April 15 of each school year. At this meeting the supervisor and educator will review the evidence for the targeted goal(s) and discuss the recommendations:
 - If GBE is to be continued the following year, the targeted goal(s) must be identified. Amendments to the educator's GBE plan, including the goals, may be proposed by either the educator or the supervisor and should be discussed and agreed upon at this time.
 - If performance weaknesses are identified but formal evaluation is not recommended, goals must be developed or amended to address these weaknesses. However, no more than three goals can be required for any one year.
 - If performance weaknesses are identified and formal evaluation is being recommended, the teacher must be notified in writing on or before April 15. The written notification must include a clear reason that relates to weaknesses in one or more of the ADEPT Performance Standards.

PROGRAM FEEDBACK AND IMPROVEMENT

- School districts must obtain feedback on an annual basis from participating educators and supervisors regarding the design and implementation of the GBE process.
- School districts must analyze this feedback and use the results to continuously improve the GBE process.

Review and Appeals

Goal Setting and the Establishment of Success Criteria

- If a teacher and principal cannot reach consensus on goal setting, the goal may be transferred to the Assistant Superintendent in charge of Evaluation who will provide assistance in reaching consensus.
- The teacher and principal may mutually decide to set a different goal with which consensus can be met.

Summary of Professional Growth and Goal Attainment

If a teacher and principal (or designee) cannot agree on the summary results, the following steps are to be followed:

1. The teacher/principal notifies the Assistant Superintendent in charge of evaluation in writing within ten days of the final conference if consensus is not reached on the summary results.
2. The Assistant Superintendent in charge of Evaluation will attempt to resolve the impasse within ten days of the request.
3. The teacher may appeal the evaluation decision to the Superintendent if consensus has not been reached.
4. The teacher may appeal the evaluation decision to the Colleton County School Board if still not satisfied.

Colleton County School District
Research and Development Goals Based Evaluation

Professional Growth and Development Plan

School Year: 20__ - 20__

Teacher: _____ School: _____

Pre-Goal Setting Conference Date: _____

GOAL SETTING CRITERIA Check all that apply.

This professional growth and development goal is:

- aligned with one or more ADEPT Performance Standards (APSs).
- stated in terms of change or improvement over time
- stated in terms of the teacher's influence on students
- supports the district's strategic plan and/or school's renewal plan
- addresses an identified performance weakness in terms of the APSs (also attach the assistance goal form(s) for the APS that will be addressed (maximum of three).

Duration of Goal:

Anticipated beginning date: _____ Anticipated completion date: _____

Goal:

Types of evidence/strategies required to verify annual progress/overall goal accomplishment

Level of performance required to determine satisfactory progress/goal accomplishment

Certificate Renewal

Activities related to this goal:

- may apply toward this educator's certificate renewal *if* approved by the district
- may not apply toward this educator's certificate renewal.

The above plan was jointly prepared and agreed upon by the following individuals: [please sign]

Educator: _____ Date: _____

Supervisor: _____ Date: _____

MID-YEAR CONFERENCE SUMMARY

Four horizontal lines for notes.

Supervisor's Initials: _____ Date: _____ Teacher's Initials: _____ Date: _____

FINAL REVIEW

• **Evaluation summary:** (to be completed by the supervisor on the basis of the evidence presented by the educator)

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.

Comments to substantiate above comment:

• **Overall recommendation:** (to be completed by the supervisor with input from the educator)

- Continue* the above goal.
- Develop/pursue a *new* goal because
 - the above goal has been met.
 - the above goal is no longer appropriate for this educator.
 - one or more new priorities have been established for this educator.

Reason for above recommendation:

The signatures below verify that the educator has received a written and oral explanation of the above evaluation summary and recommendations:

Educator: _____ Date: _____
Supervisor: _____ Date: _____

Competence-Building Professional Growth and Development Plan For Classroom-Based Teachers

Type of Plan Induction Diagnostic Assistance Formal Evaluation GBE

Teacher _____ Grade(s)/Subject(s) _____

District _____ School _____

Mentor (*optional for formal evaluation and GBE*) _____

Supervisor(s) _____

Assistance Activities	Date	Teacher's Initials	Supervisor's Initials
• Initial conference to develop PGD plan			
• Beginning date for implementing plan			
• Interim review/conference			
• Ending date for implementing plan			
• Final review/conference			

Area(s) To Be Addressed	
Planning	<input type="checkbox"/> APS 1 Long-Range Planning <input type="checkbox"/> APS 2 Short-Range Planning of Instruction <input type="checkbox"/> APS 3 Planning, Development, and Use of Assessments
Instruction	<input type="checkbox"/> APS 4 Establishing and Maintaining High Expectations for Learners <input type="checkbox"/> APS 5 Using Instructional Strategies to Facilitate Learning <input type="checkbox"/> APS 6 Providing Content for Learners <input type="checkbox"/> APS 7 Monitoring and Enhancing Learning
Classroom Environment	<input type="checkbox"/> APS 8 Maintaining an Environment that Promotes Learning <input type="checkbox"/> APS 9 Managing the Classroom
Professionalism	<input type="checkbox"/> APS 10 Fulfilling Professional Responsibilities
Other	<input type="checkbox"/> Orientation to the School Setting and the ADEPT System <i>(primarily for teachers from out of state or from nonpublic-school settings)</i> <input type="checkbox"/> <i>(Describe)</i>

The signatures below verify that the teacher has received written and oral explanations of the preliminary and final performance reviews.

Teacher _____ Date: _____

Supervisor: _____ Date: _____