

House Bill 1061

By: Representatives Dickson of the 6th, Coleman of the 97th, Dudgeon of the 25th, Nix of the 69th, Clark of the 101st, and others

A BILL TO BE ENTITLED
AN ACT

1 To amend Code Section 20-2-210 of the Official Code of Georgia Annotated, relating to
2 annual performance evaluations, so as to provide for the composition of factors in annual
3 evaluations for teachers of record, assistant principals, and principals; to provide for
4 recommended practices for classroom and school observations for purposes of annual
5 evaluations; to provide for related matters; to repeal conflicting laws; and for other purposes.

6 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

7 **SECTION 1.**

8 Code Section 20-2-210 of the Official Code of Georgia Annotated, relating to annual
9 performance evaluations, is amended by revising subsection (b) as follows:

10 "(b)(1) No later than the 2014-2015 school year, each local school system and all charter
11 schools shall implement an evaluation system as adopted and defined by the State Board
12 of Education for elementary and secondary school teachers of record, assistant principals,
13 and principals. The evaluation system shall be developed by the department in
14 consultation with stakeholders, such as teachers and principals. The evaluation system
15 shall use multiple measures, prioritizing growth in student achievement; provided,
16 however, that growth in student achievement shall not include the test scores of any
17 student who has not been in attendance for a specific course for at least 90 percent of the
18 instructional days for such course. For teachers of record, the annual evaluation shall be
19 based on 50 percent classroom observations, 30 percent student growth, and 20 percent
20 professional growth. For assistant principals and principals, the annual evaluation shall
21 be based on 30 percent school observation, 40 percent student growth, and 30 percent
22 professional growth. Professional growth for teachers of record with a rating level of
23 'Exemplary' pursuant to paragraph (3) of this subsection may include, but not be limited
24 to, agreeing to mentor another teacher or group of teachers, serving as an evaluator in his
25 or her subject area, or serving in other professional development roles. For purposes of

26 the evaluation system established pursuant to this subsection, the state board shall define
27 and designate teachers of record, assistant principals, and principals.

28 (2) Teachers of record, assistant principals, and principals shall be evaluated using
29 multiple, rigorous, and transparent measures. Beginning with the 2014-2015 school year,
30 teachers of record, assistant principals, and principals shall be given written notice in
31 advance of the school year of the evaluation measures and any specific indicators that
32 will be used to evaluate them. Evaluation measures shall include the following elements:

33 (A) For teachers of record who teach courses that are subject to annual state
34 assessments aligned with state standards and the principals and assistant principals of
35 elementary or secondary schools that are subject to such assessments, growth in student
36 achievement on such assessments shall count for at least ~~50~~ 30 percent of the
37 evaluation, using the student growth and academic achievement measures identified in
38 the evaluation system;

39 (B) For teachers of record who teach courses not subject to annual state assessments,
40 growth in student achievement shall be assessed through measures of student
41 achievement growth developed at the school system level and approved by the
42 Department of Education. When sufficient data becomes available from the department
43 to calculate student achievement growth measures, such measures of student
44 achievement growth shall count for at least ~~50~~ 30 percent of the evaluation, using
45 student growth and academic achievement measures developed by the school system
46 in a process approved by the State Board of Education;

47 (C) For teachers of record, the annual evaluation shall also include multiple additional
48 measures that shall be correlated with impacts on student achievement results. These
49 measures shall include multiple classroom observations each year by appropriately
50 trained and credentialed evaluators, using clear, consistent observation rubrics, and
51 supplemented by other measures aligned with student achievement, including student
52 perception data and documentation of practice. The number of classroom observations
53 for teachers of record shall be in the discretion of the local school system; provided,
54 however, that it is recommended that for teachers of record with a rating level of
55 'Exemplary' or 'Proficient' pursuant to paragraph (3) of this subsection from the
56 previous school year, three classroom observations should be conducted during the
57 school year, and for any other teacher of record, six classroom observations should be
58 conducted during the school year; and

59 (D) For assistant principals and principals, the annual evaluation shall also include
60 multiple additional measures that shall be aligned with impacts on student achievement
61 results. These measures shall include multiple school observations each year by
62 appropriately trained and credentialed evaluators. The number of school observations

63 for assistant principals and principals shall be in the discretion of the local school
 64 system; provided, however, that it is recommended that for assistant principals and
 65 principals with a rating level of 'Exemplary' or 'Proficient' pursuant to paragraph (3) of
 66 this subsection from the previous school year, three school observations should be
 67 conducted during the school year, and for any other assistant principal and principal,
 68 six school observations should be conducted during the school year. When sufficient
 69 data becomes available from the department to calculate performance measures, these
 70 measures shall also include the principal's ability to attract and retain highly effective
 71 teachers, effectively manage the school, and establish a positive climate for learning,
 72 and other measures aligned with student achievement for students in all subgroups.

73 (3) The evaluation system adopted by the State Board of Education shall give every
 74 teacher of record, assistant principal, and principal one of four rating levels that are
 75 designated as 'Exemplary,' 'Proficient,' 'Needs Development,' or 'Ineffective,' as further
 76 defined by the State Board of Education. A rating of 'Ineffective' shall constitute
 77 evidence of incompetency as provided by paragraph (1) of subsection (a) of Code Section
 78 20-2-940.

79 (4) All teachers of record, assistant principals, and principals shall have a pre-evaluation
 80 conference, midyear evaluation conference, and a summative evaluation conference, in
 81 accordance with state board rules. All teachers of record, assistant principals, and
 82 principals shall be notified of and have access to the results of the annual summative
 83 performance evaluation and any formative observations conducted throughout the school
 84 year pursuant to this subsection within five working days of such evaluation or
 85 observations. A teacher of record, assistant principal, or principal, or an evaluator of any
 86 such individuals, may request a conference within ten working days of notice of results
 87 of a formative observation and such conference shall be provided within ten working
 88 days of the request. Conferences shall include the individual being evaluated, his or her
 89 supervisor, and the evaluator, unless otherwise agreed upon.

90 (5) In order to ensure proper implementation of the evaluation system developed
 91 pursuant to this Code section, the Department of Education shall:

92 (A) Establish processes and requirements to determine the teacher of record for
 93 purposes of assigning student achievement scores to a teacher in evaluating the
 94 teacher's performance;

95 (B) Establish processes for roster verification and student teacher linkages in order to
 96 assign the student's achievement scores to the teacher for the purposes of evaluating the
 97 teacher's performance;

98 (C) Establish minimum training and credentialing requirements for evaluators of
 99 teachers and principals; and

100 (D) Provide data systems to support the professional growth of teachers and leaders
101 and facilitate human capital management."

102 **SECTION 2.**

103 All laws and parts of laws in conflict with this Act are repealed.