

GEORGIA TEACHER DUTIES AND RESPONSIBILITIES INSTRUMENT

The purpose of the Georgia Teacher Duties and Responsibilities Instrument (GTDMI) is to describe the expectations for teachers in addition to the teaching tasks outlined in the GTOI. Evaluation of the performance of these duties and responsibilities will be based on school-wide observations of teachers throughout the school year.

Items in the GTDMI are scored by exception. All items shall be scored as satisfactory on the annual evaluation summary unless prior to the annual evaluation summary the teacher has:

- been notified in writing;
- received written documentation on each incident serving as the basis for the unsatisfactory annual evaluation summary; and
- had a conference concerning the unsatisfactory performance.

An unsatisfactory annual evaluation summary for the GTDMI can occur if both of the following conditions have been met:

- (1) The employee has failed to perform a duty or responsibility which is a part of the employee's job description under O.C.G.A. § 20-2-211 (d) and local board of education policies; or committed an act prohibited under local board of education or State Board of Education rules or where the employee had received written notification that the act was prohibited prior to committing the act which is the subject of the GTDMI written notification.
- (2) The employee has had opportunity of remediation activities, has failed to remediate the conduct which was the subject of the GTDMI deficiency and has received notification of the subsequent deficiency. For purposes of this rule, remediation shall be deemed to have occurred if the employee has continuously performed in an appropriate manner the duty or responsibility previously identified as deficient for the remainder of the annual evaluation cycle. The annual evaluation cycle is from the date of completion of the annual evaluation summary for one year to the date of completion of the following year's annual evaluation summary.

A copy of an optional form which could be used for notification and documentation is contained in the Appendix.

A notification conference is required anytime a teacher receives written notification and documentation for each new incident on the GTDMI. The purpose of the conference is to:

- explain the deficient area;
- discuss the subject of concern;
- clarify action(s) required; and
- discuss the time frame for correction.

Teachers in the **standard evaluation process** will receive a **Satisfactory** Overall Evaluation Summary on the Annual Evaluation Summary Report if they have a satisfactory score on both the GTOI and the GTDRI. If unsatisfactory on either GTOI or GTDRI, then an **Unsatisfactory** Overall Evaluation Summary score is given.

Teachers in the **formative evaluation process** will receive a **Satisfactory** Overall Evaluation Summary on the Annual Evaluation Summary Report if they have a satisfactory score on the GTDRI. If unsatisfactory on the GTDRI, then an **Unsatisfactory** Overall on the Evaluation Summary score is given.

Georgia Teacher Duties and Responsibilities Instrument (GTDRI)

The standard **GTDRI** process should be followed as outlined in the **GTEP Evaluation Manual**. Although Georgia Code, Sections 20-2-210, requirements (b) 4 through 7, are adequately met by the **Georgia Teacher's Duties and Responsibilities Instrument (GTDRI)**, it is recommended that the language of the **GTDRI: section I.A** be supplemented for clarification as found on the following page of this manual. The additional language found in **I.A 1-5** more clearly aligns the instrument with the code.

GEORGIA TEACHER DUTIES AND RESPONSIBILITIES INSTRUMENT

- I. Teacher Duties and Responsibilities
 - A. Follows professional practices consistent with school and system policies in working with students, students' records, parents, and colleagues
 1. Interacts in a professional manner with students, parents, staff, and school leaders
 - Acts in a confidential, ethical, and legal manner
 - Advocates for students
 - Strives to develop respect with students, parent, staff, and school leaders
 - Listens to various points of view
 - Shows courtesy, integrity, and follow-through
 - Demonstrates good listening skills
 - Communicates effectively with families, students, and colleagues
 2. Is available to students and parents for conferences according to system policies
 3. Facilitates home school communication by such means as holding conferences, telephoning, and sending written communications
 - Uses clear, concise language in written and verbal communication
 4. Maintains confidentiality of students and students' records
 5. Works cooperatively with school administrators, special support personnel, colleagues, and parents
 - Participates actively in implementation of school and district projects
 - Demonstrates an understanding of the community and parent role in the education of a child
 - B. Complies with school, system, and state administrative regulations and board of education policies
 1. Conducts assigned classes at the times scheduled
 2. Enforces regulations concerning student conduct and discipline
 3. Is punctual
 4. Provides adequate information, plans, and materials for substitute teacher
 5. Maintains accurate, complete, and appropriate records and files reports promptly
 6. Attends and participates in faculty meetings and other assigned meetings and activities according to school policy
 7. Complies with conditions as stated in contract
 - C. Demonstrates professional practices in teaching
 1. Models correct use of language, oral and written
 2. Demonstrates accurate and up-to-date knowledge of content
 3. Implements designated curriculum
 4. Maintains lesson plans as required by school policy
 5. Assigns reasonable tasks and homework to students

- D. Acts in a professional manner and assumes responsibility for the total school program, its safety and good order
 - 1. Takes precautions to protect records, equipment, materials, and facilities
 - 2. Assumes responsibility for supervising students in out-of-class settings

II. Duties and Responsibilities, Prescribed by Local School and System (Optional)

A. _____

B. _____

C. _____

III. Professional Development Plan

In cases where a Professional Development Plan is required for specific needs development, progress relative to completing the annual Professional Development Plan shall be one of the assessments during the annual evaluation process. The ultimate evaluation of successful completion of a Professional Development Plan is significant improvement in targeted areas as measured by the next year's annual evaluation.