



**ADEPT**



# **Revised Goals- Based Evaluation (GBE-R)**

[www.scteachers.org](http://www.scteachers.org)

## The *revised* GBE model (GBE-R) is intended to . . .

- ❑ relate professional development to certificate renewal,
- ❑ make professional development more effective and meaningful, and
- ❑ establish explicit criteria and procedures for moving continuing-contract teachers from GBE to formal evaluation.

## GBE Cycles

### Current GBE

- Educators were on a three-year GBE cycle.

### Revised GBE

- Educators are on a five-year GBE cycle, consistent with their certificate validity period.

## PGD Plans

### Current GBE

- Educators' professional growth and development plans applied only to GBE.

### Revised GBE

- Educators' professional growth and development plans can apply to both GBE and certificate renewal.

## PGD Plans

### Current GBE

- Educators rarely modified their professional growth and development plans.

### Revised GBE

- Educators may modify their PGD plans at any time. Most common reasons:
  - New job setting
  - New job responsibilities
  - New interests
  - New programs

## Number of Goals

### Current GBE

- Minimum number of goals required: Three during the three-year period
- Maximum number of goals that can be required at one time: None

### Revised GBE

- Minimum number of goals required: One or more during the five-year period
- Maximum number of goals that can be required at one time: Three

## Goal Content

### Current GBE

- Required educators to develop goals in
  - the subject area,
  - instruction, technology, or assessment, and
  - professional service

### Revised GBE

- There are no pre-specified goal areas, *except* when performance weaknesses have been identified and documented over time.

# What are goals?

- ❑ Goals are desired end-points; activities and strategies are the means to those ends.
- ❑ Enrolling in a course is NOT a goal. It is an activity. The goal has to do with what should be gained by completing the course (e.g., more knowledge, greater skill).

## GBE applies to all

- classroom-based teachers,
- special area educators (i.e., library media specialists, school guidance counselors, and speech-language therapists),
- educators who are participating in the TERI plan, and
- educators who hold National Board Certification.

## What are the two types of GBE-R?

- ❑ They are called **Research & Development (R & D) GBE** and **Competence-Building GBE**.
- ❑ All educators who pass SAFE-T should be placed initially in R & D GBE.

When should competence-building GBE begin?

For educators who are eligible for GBE, the competence-building GBE process should begin as soon as an administrator has identified and documented performance weaknesses over time.

*Do **not** wait until the end of the year!*

## Difference in Purposes

### Competence-Building GBE

- ❑ Allows administrators and educators to target specific weaknesses (as opposed to a full formal evaluation that encompasses all APSs).

### Research & Development GBE

- ❑ Allows educators to engage in inquiry and continual professional development within the context of the performance standards.

**GBE**

**ADEPT**

**Research &  
Development GBE**

## The R&D GBE Process

**Step 1:** The educator forms a research question, either independently or in collaboration with colleagues.

### **Examples of research questions:**

- Does my new strategy for teaching reading improve students' reading comprehension?
- What types of mentoring assistance do beginning teachers find most helpful?
- What can we as teachers do to increase parent involvement?

## The R&D GBE Process

**Step 2:** The educator transforms the research question into one or more goals.

**Q: What are the criteria for setting goals?**

**A: There are five:**

- All goals must relate to one or more APSs.
- All goals must be stated in terms of the educator's change or improvement over time.
- At least one goal must be stated in terms of the educator's influence on students.

**Q: What are the criteria for setting goals?**

**A: There are five:**

- At least one goal must support any applicable school or district initiative.
- Goals should focus primarily on the higher-level cognitive processes of the Revised Bloom's Taxonomy (i.e, Analyze, Evaluate, and Create).

**GBE**

**ADEPT**

# Vignette 1

**Q:** What do R&D goals look like?

**A:** R&D goals that focus on *evaluating* might be worded as follows:

- ◆ To determine the impact of (X) on (Y).

**Q:** What do R&D goals look like?

**A:** R&D goals that focus on *creating* might be worded like this:

- ◆ To develop (X) to enhance (Y).

**Q:** What do R&D goals look like?

**A:** In both of the preceding examples

- ◆ (X) might be an instructional strategy, a mentoring strategy, or a strategy for communicating with parents, or the like. There are countless possibilities.

**Q:** What do R&D goals look like?

**A:** In both of the preceding examples

- ◆ (Y) might be student achievement, beginning teacher performance or satisfaction, or parent participation in school activities. Again, there are countless possibilities.

## The R&D GBE Process

**Step 3:** The educator meets with the GBE supervisor to develop the PGD plan. The supervisor may be

- a school- or district-level administrator,
- a department chair or lead teacher,
- a curriculum specialist, or
- any educator who holds a similar position, at the discretion of the school district.

## The R&D GBE Process

The PGD plan is based on answers to the following questions:

- Which goals—and how many—does the educator plan to address during the five-year period?
- When does the educator plan to begin and end each goal? (Multi-year goals are encouraged.)
- What types of evidence will the educator present annually to the supervisor to verify progress?
- How will everyone know when the goal has been accomplished?

**GBE**

**ADEPT**

# **Vignette 2**

## The R&D GBE Process

**Step 4:** The educator begins working on the goal(s), either independently or collaboratively. Typically, the educator will:

- learn more about the goal and ways in which others have pursued the goal.
- determine the types of data needed and how the data will be collected.
- carry out a study and systematically collect, analyze, and interpret the data.
- disseminate the results (e.g., via presentations, articles, Web sites, newsletters, e-mail).

## The R&D GBE Process

**Step 5:** The educator meets at least annually with the GBE supervisor prior to April 15<sup>th</sup> to discuss progress toward meeting the goal(s).

Note. An optional template for R & D GBE is available on the Web at <http://www.scteachers.org>.

**GBE**

**ADEPT**



**Competence-  
Building GBE**

## Competence-Building GBE . . .

- involves teaching **competence**.
- is intended to help improve teaching **performance**.

# Competence-Building GBE . . .

- ❑ is NOT intended to address conduct problems. Conduct problems should be addressed through Improvement Plans, not through GBE. Examples of conduct problems (see **Standards of Conduct for South Carolina Educators**) include, but are not limited to,
  - persistent neglect of duty
  - willful violation of rules and regulations,
  - gross immorality,
  - dishonesty.

## Litmus Test

- ❑ If the identified performance weaknesses fall exclusively into APS 10 (Fulfilling Professional Responsibilities), there is a possibility that the problem may be related to conduct rather than to competence. If that is the case, you should develop an Improvement Plan rather than relying on Competence-Building GBE.

# GBE

# ADEPT

## PROFESSIONAL CONDUCT

Good

Bad

TEACHING  
COMPETENCE

Good

Bad

R&D GBE	IP + R&D GBE
C-B GBE	IP + C-B GBE

## During Competence-Building GBE the Supervisor must. . .

- bring the specific performance weakness(es) to the attention of the educator,
- establish goals to ameliorate the weakness(es),
- ensure that reasonable efforts are made to assist the educator, and
- allow reasonable time for improvement<sub>33</sub>

**GBE**

**ADEPT**

# Vignette 3

## **What about competence-building goals?**

- Goals must address ongoing performance weaknesses that have been identified and documented.
- Goals must relate to one or more APSs.
- An educator cannot be required to work on more than three goals at one time.
- Goals focus primarily on the first three levels of the Revised Bloom's Taxonomy (i.e., Remember, Understand, and Apply).

## **What about supervisors?**

- The supervisor must be a school- or district-level administrator.
- This administrator plays a major role in developing and monitoring the educator's professional growth and development (PGD) plan.

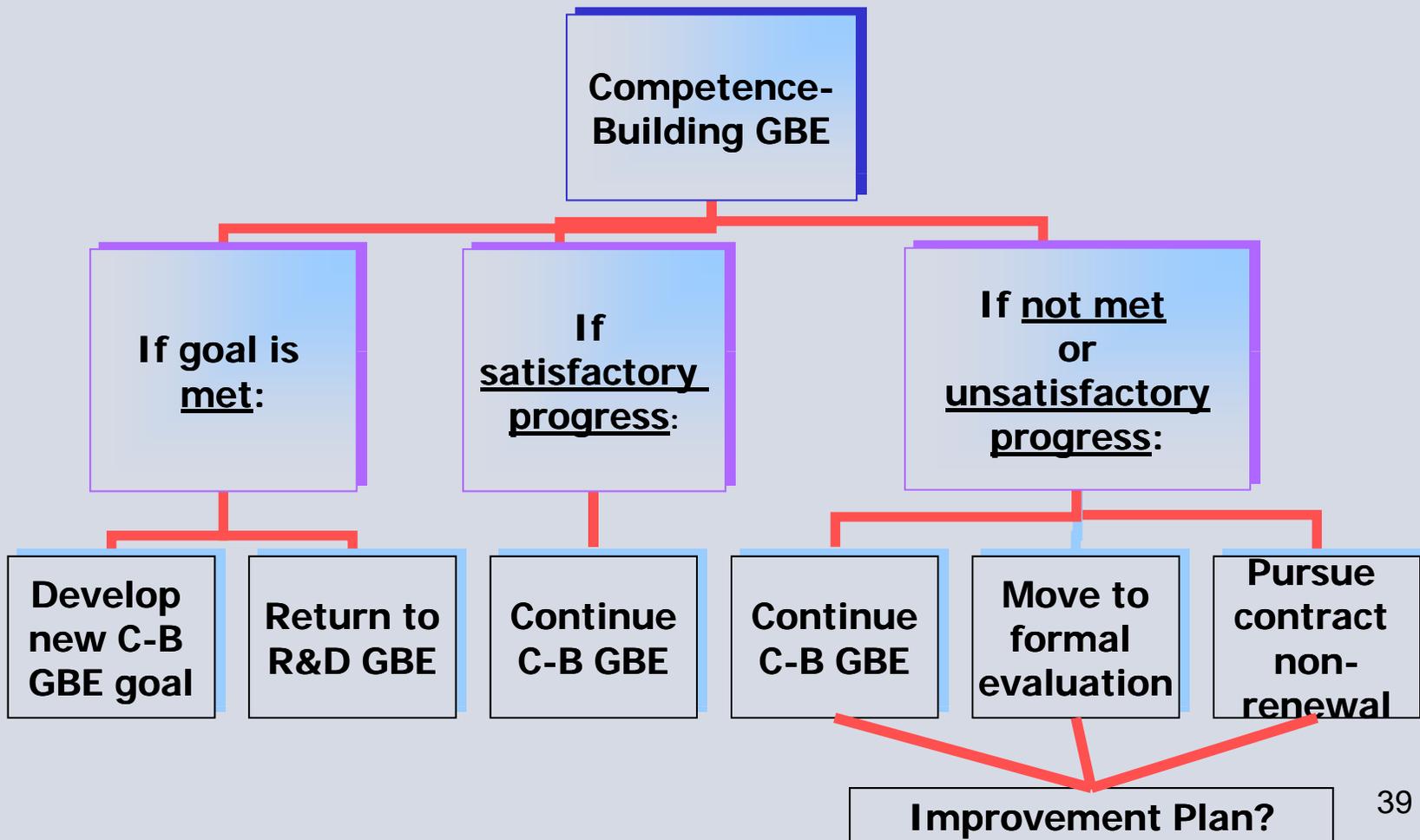
# Competence-Building GBE Strategies. . .

- are included in the PGD plan.
- are sets of activities that are likely to be useful or helpful in achieving the goal.
- are likely to involve some activities that may be used for certificate renewal.
- are NOT to be confused with accomplishing the goal.

# About the PGD Plan

- ❑ The PGD plan is typically monitored at least twice annually, with the last monitoring occurring before April 15<sup>th</sup>.
- ❑ Optional templates for Competence-Building PGD plans are available on the Web at <http://www.scteachers.org>.

## Possible Outcomes



**Q:** Where can I find all of the requirements for GBE-R?

**A:** The requirements for the revised GBE model are located in the ADEPT System Guidelines that were approved by the State Board of Education on June 14, 2006. These Guidelines are available online at [http://www.scteachers.org/adept/evalpdf/adept\\_guidelines.pdf](http://www.scteachers.org/adept/evalpdf/adept_guidelines.pdf).