



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

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2018-2019

Prince George's County Educators Association (PGCEA)  
Bargaining Unit 1 Members Evaluation Handbook  
6<sup>th</sup> Edition

THIS HANDBOOK SUPERSEDES AND CANCELS ALL PREVIOUS HANDBOOKS PUBLISHED BEFORE JULY 2018

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Developing Employee Effectiveness to Improve Student Achievement



# Foreword

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Prince George's County Public Schools uses Charlotte Danielson's Framework for Teaching (FfT) and the Standards for Excellence (SFE) to evaluate and encourage reflection on professional practice. This handbook is a resource that will guide teachers and teacher/specialists through the evaluation process.

The book is divided into 6 sections. In Chapter 1, the FfT and SFE evaluation guidelines are explained. Teachers who are evaluated using FfT should refer to Chapters 2 and 3 for the evaluation model and process. The SFE evaluation model and process can be found in Chapters 4 and 5. The final section of the book contains the COMAR Regulations and FfT and SFE Categories of Teachers.

The digital copy of the handbook will be distributed to all Prince George's County Public Schools' teachers and teacher/specialists via email and can also be found on the [PGCPS Staff Portal](#). Contact the Office of Employee Performance and Evaluation (OEPE) at [teacher.evaluation@pgcps.org](mailto:teacher.evaluation@pgcps.org) if you have additional questions or concerns.



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## Teacher Evaluation Guidelines

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The information in this section is intended to provide guidance and support for the evaluation process. Refer to the charts included in this section to determine the required evaluation activities for Framework for Teaching (FfT) and Standards for Excellence (SFE). It is strongly recommended that a Prince George's County Public Schools issued device is used while completing evaluation activities. If you need additional information, please contact the Office of Employee Performance and Evaluation (OEPE) at [teacher.evaluation@pgcps.org](mailto:teacher.evaluation@pgcps.org).

# Evaluation Models

## Framework for Teaching (FfT)

Teachers are notified of their evaluation status at the beginning of each school year. Teachers who provide direct instruction to students will be evaluated using Danielson's Framework for Teaching (FfT). Teachers who are on-cycle will be observed using the FfT observation tool found in the electronic platform, *MyPPS* used to capture teacher evaluation data. Teachers evaluated using FfT are responsible for Student Growth; and therefore, must create two (2) Student Learning Objectives (SLOs). They must also provide documentation to support activities in Danielson's FfT 4E – Growing and Developing Professionally. Teachers' professional practice will be rated Unsatisfactory, Basic, Proficient, or Distinguished. An overall rating of Ineffective, Effective, or Highly Effective will be calculated based on professional practice and student growth measures.

Tenured teachers will be observed one year within a three (3) year cycle for professional practice and will be off-cycle for two (2) years. Non-tenured teachers will be observed each year until they reach tenured status. All teachers are evaluated and will receive a final evaluation report by the negotiated deadline annually.

## Standards for Excellence (SFE)

Teacher/specialists are notified of their evaluation status at the beginning of each school year. Depending on their classification, those who do not provide direct instruction to students will be evaluated using the Standards for Excellence (SFE) evaluation tool. Teacher/specialists who are on-cycle will be observed using the SFE observation tool found in the electronic platform, *MyPPS* used to capture evaluation data. Student Growth Measures and 4E-Growing and Developing Professionally will not be part of their evaluation. The SFE evaluation tool is based on professional practice only. Teachers'/Specialists' practice will be rated Unsatisfactory, Basic, Proficient, or Distinguished and an overall rating of Ineffective, Effective, or Highly Effective will be calculated based on the average score of the indicators.

Tenured teacher/specialists will be observed one year within a three (3) year cycle for professional practice and will be off-cycle for two (2) years. Non-tenured teacher/specialists will be observed each year until they have reached tenured status. All teacher/specialists are evaluated and will receive a final evaluation report by the communicated deadline annually.



# Teacher Evaluation Activities – FfT

Required FfT Teacher Evaluation Activities						
Track Name	GOAL SETTING	SLOs	FORMAL OBSERVATIONS	INFORMAL OBSERVATIONS	4E	SELF-ASSESSMENT
FIRST YEAR FfT	Yes	Yes	2	Yes	Yes	Yes
FfT HIRED AFTER OCT. 6	Yes	No	2	Yes	Yes	Yes
FfT NON-TENURED	Yes	Yes	2	Yes	Yes	Yes
FfT RETIRE/REHIRE	Yes	Yes	2	Yes	Yes	Yes
FIRST YEAR FfT 1-YR *TE	Yes	Yes	2	Yes	Yes	Yes
JROTC	Yes	Yes	2	Yes	Yes	Yes
FfT TENURED ON-CYCLE	Yes	Yes	2	Yes	Yes	Yes
FfT TENURED OFF-CYCLE	Yes	Yes	0	Yes	No	Yes
*TE = TENURE ELIGIBLE						

## Teacher Evaluation Activities - SFE

Required SFE Teacher Evaluation Activities					
Track Name	GOAL SETTING	FORMAL OBSERVATIONS	INFORMAL OBSERVATIONS	SELF-ASSESSMENT	FINAL EVALUATION
FIRST YEAR SFE	Yes	2	Yes	Yes	Yes
SFE HIRED AFTER DEC. 1	Yes	2	Yes	Yes	Yes
SFE NON-TENURED	Yes	2	Yes	Yes	Yes
RETIRE/REHIRED	Yes	2	Yes	Yes	Yes
FIRST YEAR SFE 1-YR *TE	Yes	2	Yes	Yes	Yes
JROTC	Yes	2	Yes	Yes	Yes
SFE TENURED ON-CYCLE	Yes	2	Yes	Yes	Yes
SFE TENURED OFF-CYCLE	Yes	0	Yes	Yes	Yes
*TE = TENURE ELIGIBLE					

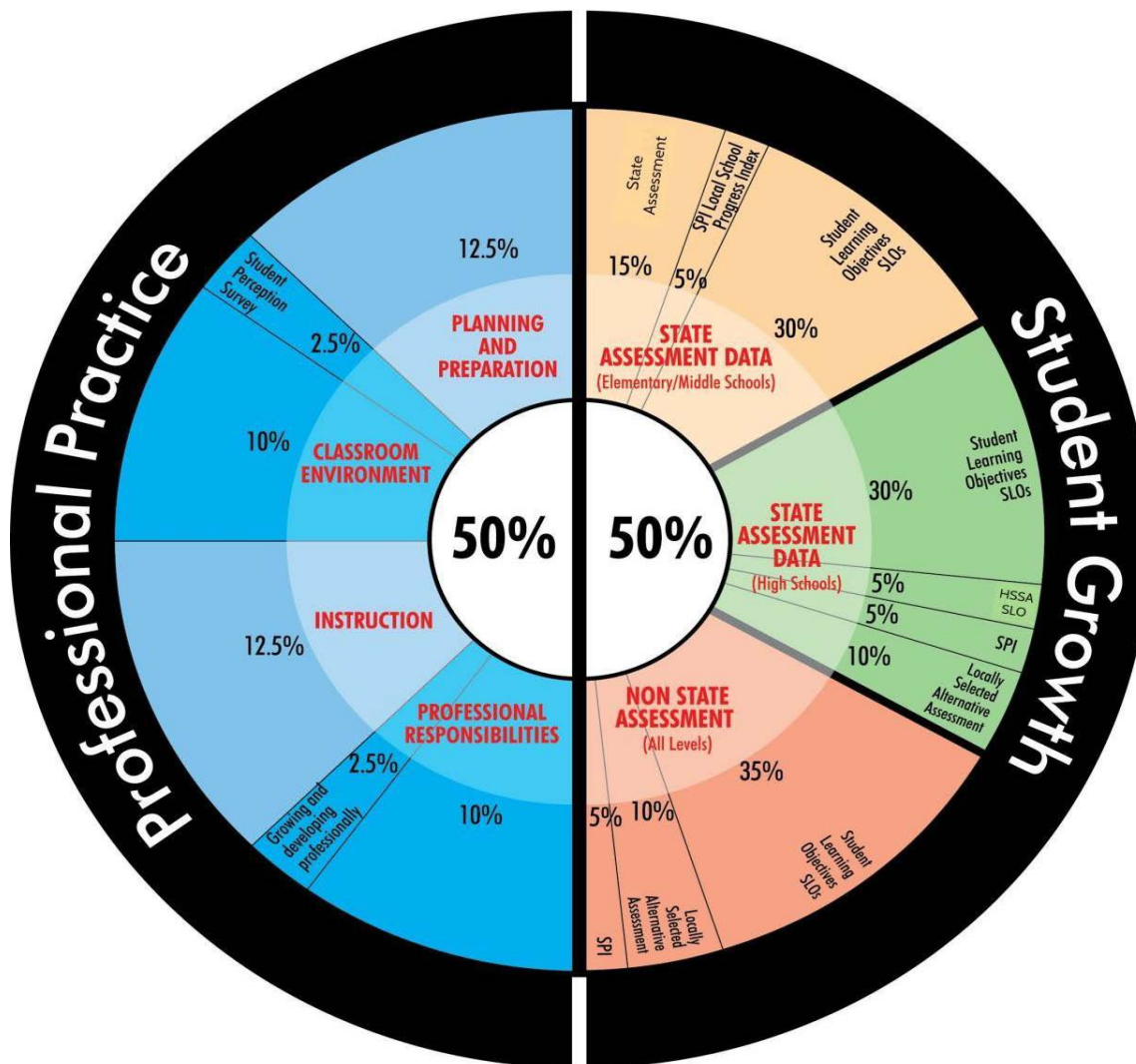
# Framework for Teaching (FfT)

## Teacher Evaluation Model

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The Framework for Teaching (FfT) evaluation model and calculations are detailed in this chapter.

# Framework for Teaching Evaluation Model



All FfT teachers are evaluated annually on professional practice and student growth measures. Professional Practice (50%) is determined through collecting evidence during observations, using Danielson’s Framework for Teaching (FfT), which is comprised of 4 Domains: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities. Student Growth (50%) is determined by collecting progress data from various student performance indicators. Student growth measures include SLOs, Locally Selected Assessments, State Assessments, and the Local School Progress Index. Teacher tenure status, teaching schedule, and observation cycle dictate the components of the evaluation.

## Teacher Evaluation Calculations

### Professional Practice (50%)

50% of a teacher’s evaluation is based on professional practice and is divided into four components based on Danielson’s Framework for Teaching: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

45% of the professional practice score is based on Framework for Teaching (FfT) observations. A teacher receives one score for each of the aforementioned domains during every formal observation. The average component score from observations will be used to calculate the final Professional Practice score.

2.5% of the professional practice score is derived from the Student Perception Survey. This survey is developed by Panorama, an outside vendor, and is administered for on-cycle teachers who are assigned the FfT Evaluation tool. Students are randomly selected from each teacher’s assigned class rosters.

2.5% of the professional practice score is based on FfT Component 4E, Growing and Developing Professionally. During the final evaluation period, school based administrators will rate on-cycle FfT teachers’ 4E evidence as Unsatisfactory, Basic, Proficient, or Distinguished based on the FfT rubric.

The teacher evaluation system includes the following professional practice areas shown in Table 1.

Professional Practice		
	Domain	Percentage
Professional Practice The Danielson Framework for Teaching (FfT) 50%	Planning and Preparation	12.5%
	The Classroom Environment	10.5%
	Instruction	12.5%
	Professional Responsibilities (4a & 4c)	10.5%
	Student Perception Survey	2.5%
	Growing and Developing Professionally	2.5%

### Student Growth (50%)

50% of a teacher’s evaluation is comprised of student growth measures. A teacher’s student growth score is calculated based on the category in which the teacher falls. There are three (3) categories.

- **Category One (1) Calculations:**

This category applies to teachers who taught 4th -8th grade Reading/Language Arts and/or Math during the previous school year. Teachers who fall into Category 1 will receive a student growth measure score based on three (3) measures: Student Learning Objectives, State Assessments, and School Progress Index (SPI).

- **Student Learning Objectives (30%)** – Teachers will be responsible for creating two (2) Student Learning Objectives (SLOs). Each SLO will be worth 15 points.
- **State Assessment (15%)** – Teachers who fall into Category 1 must have taught a state assessed Reading/Language Arts course and/or state assessed Math course to 4th-8th grade students during the previous year. Only the scores of students who have State Assessment data for the two consecutive years prior to the current evaluation cycle will be included.
- **Local School Performance Index (5%)** – This is derived from the district’s average State Assessment growth over the past three (3) years.

Student Growth Category One (1) Calculations		
	Measure	Percentage
Elementary & Middle School 4-8 <sup>th</sup> Grade State Assessments Classroom (Reading/English Language Arts and Mathematics)	State Assessment	15%
	Student Learning Objectives	30%
	Local School Progress Index	5%

- **Category Two (2) Calculations:**

This category applies to teachers who taught High School State Assessment courses (Algebra I, Algebra II, Biology, English 10, English 11, and Government) during the previous school year. Teachers who fall into Category two (2) will receive a student growth measure score based on three (3) measures: Student Learning Objectives, Local School Progress Index and Locally Selected Assessments.

- **Student Learning Objectives (30%)** – Teachers will be responsible for creating two Student Learning Objectives (SLOs). Each teacher created SLO will be worth 15 points.
- **HSSA Student Learning Objective (5%)** – Teachers in this category will also be responsible for attaining a third district-created and content-specific SLO focused on HSSA. The district-level HSSA SLO is worth 5%.
- **Local School Performance Index (5%)** – This is derived from the district’s average State Assessment growth over the past three (3) years.
- **Locally Selected Assessments (10%)** –The Locally Selected Assessment will be based on available systemic reading assessments from the previous school year. A “default” score will be applied to other grades and is still under consideration.

Student Growth Category Two (2) Calculations		
	Measure	Percentage
High School HSSA Teachers	2 Student Learning Objectives	30%
	1 District created HSSA Student Learning Objective (HSSA teachers only)	5%
All High School Teachers	Local School Progress Index	5%
All High School Teachers	Locally Selected Assessments	10%

- **Category Three (3) Calculations:**

This category applies to teachers with student growth measures (Elementary School, Middle School and High School) who do not fall into Category 1 or Category 2.

- **Student Learning Objectives (35%)** – Teachers will be responsible for creating two Student Learning Objectives (SLOs). Each teacher created SLO will be worth 17.5 points.
- **Local School Performance Index (5%)** – This is derived from the district’s average State Assessment growth over the past three (3) years.
- **Locally Selected Assessments (10%)** –The Locally Selected Assessment will be based on available systemic reading assessments from the previous year. A “default” score will be applied to other grades and is still under consideration.

<b>Student Growth Category Three (3) Calculations</b>		
	<b>Measure</b>	<b>Percentage</b>
Non-State Assessments Teachers of courses who do not administer state assessments (All Levels)	Student Learning Objectives	35%
	Locally Selected Assessment	10%
	Local School Progress Index	5%

## Overall Evaluation Rating

The overall evaluation is the accumulation of all evaluation components as prescribed in the evaluation calculation. An educator may earn an evaluation rating of Ineffective, Effective or Highly Effective based on the calculations. All employees will receive a final evaluation rating at the end of each year.

## Final Evaluation Inquiries

In the event that discrepancies occur in the final evaluation calculations, teachers should contact their administrator and present supporting documentation. Notification for individual and or circumstantial extended leave must be reported annually to the Office of Employee Performance and Evaluation. If the administrator is unable to provide a resolution, the teacher may submit a letter to the Chief of Human Resources Officer. The letter should be placed in the teacher/specialist personnel folder and copies should be distributed to the Instructional Director or Principal, as appropriate.

Additionally, teachers may submit a Data Verification Request form to request review of the data outcomes presented in the final evaluation report if the teacher feels there are errors that adversely affect the final evaluation calculations.

Data Verification Process		
Timeline/Date	Data Verification Action	Person/Office Responsible
May	Data Verification Request forms available via Staff Portal	Staff Portal/ Teacher/Employee
May/June	<p>Employees should submit an electronic Google Data Verification Form along with supporting documentation from an <u>official</u> source to <a href="mailto:teacher.evaluation@pgcps.org">teacher.evaluation@pgcps.org</a> by June 30.</p> <p>Supporting Documents requirements:</p> <ul style="list-style-type: none"> <li>a. Official Source, such as Performance Matters</li> <li>b. Single PDF of all documents</li> <li>c. Should not require interpretation by OEPE reviewers.</li> </ul>	Teacher/Employee
June/September	OEPE reviews submissions	OEPE
September 30	OEPE notifies employees of outcomes	OEPE/Teacher/Employee

Issues that are not addressed through the data verification process include, but are not limited to: correcting data entry user errors; correcting pre- or post-assessment errors; appealing the evaluation under 6-202 or 4-205 of the Education Article. If teachers receive an Ineffective final evaluation report after June 10th, a grievance must be forwarded, by the teacher, to the Employee and Labor Relations Office (ELRO) for resolution.



## Framework for Teaching (FfT) Evaluation Process

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This chapter details the evaluation process for teachers who are evaluated using the Framework for Teaching (FfT).

# Evaluation Activities

## Self-Assessment

Teachers will self-assess their practice and identify areas of growth annually. Teachers' Self-Assessment should be based on teachers' experiences in the classroom and reflections of their performance. It is suggested that teachers look at the component and consider their instructional practices *before* looking at the rubric alignment. The Self-Assessment activity must be completed in the electronic platform, MyPPS.

## Goal Setting

The observation process is grounded in principles that align with the *Framework for Teaching (FtT)* Domains of Professional Practice. Goals should be developed in relation to areas of growth identified from the teacher completed self-assessment and previous observation feedback.

## Professional Practice Cycles “On/Off-Cycle”

All teachers who are evaluated using FtT are required to be evaluated on student growth annually. The tenure status as of **October 6th** will be used to determine which teachers will be on-cycle or off-cycle for professional practice.

**Probationary /non-tenured teachers** are on-cycle for professional practice and student growth until they receive tenure. More than one qualified person must observe non-tenured teachers each year.

**Tenured teachers who received an overall rating of Ineffective for the previous school year** are placed on-cycle for the current year and will be evaluated on professional practice and student growth. They are on cycle.

**Tenured teachers who received an overall rating of Effective or Highly Effective for the previous school year** will follow a three year evaluation cycle for professional practice.\*\* Teachers are evaluated annually and are responsible for student growth measures. When off-cycle, the previous year's professional practice scores will be used for the annual evaluation.

\*\*Example (If and only if your prior year's evaluation rating was effective or highly effective)

Year 1	Year 2	Year 3	Year 4
On-Cycle	Off-Cycle	Off-Cycle	On-Cycle

Formal observations are required for teachers who are on-cycle. The formal observation must be completed by the observer then reviewed by the teacher and observer. The evaluation cycle status will remain the same if there is a change in assignments (e.g. position, grade, school).

## Observations

### Formal Classroom Observations

Formal classroom observations are conducted as part of the evaluation process for teachers who are on-cycle. Observation requirements are separate from evaluation requirements.

Listed below are distinctions related to classroom observations:

- FfT will be used for the formal classroom observations of all classroom-based teachers. Observations must be performed by personnel eligible for and certified by the district in FfT.
- Observers may only observe one teacher at a time while in a classroom setting. Observers may only observe teachers in a setting that is part of their normal instructional duty, which excludes observing while a teacher is covering for another teacher's class or when students from other classes have been placed in their classrooms on a temporary basis.
- Observations shall not occur the day before or the day after holidays that are non-duty days included in the PGCPs calendar, such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three (3) days or approved absences greater than three (3) days.

All teachers, who are on cycle, will have a minimum of two formal observations. Observations can occur in two ways, Announced and Unannounced:

1. **Announced** - teachers are informed by the observer prior to the actual formal observation taking place or;
2. **Unannounced** - an observer conducts a formal observation without prior notification. Both observation protocols are designed to provide meaningful feedback to teachers in respect to their teaching practices. Please refer to the FfT Observation Process in the PGCEA Negotiated Agreement for additional information on announced and unannounced observations.

The PGCEA Negotiated Agreement states that at least one formal observation is to be announced to the teacher at least two days in advance. Informal observations or walkthroughs can occur at any time and are instrumental in determining the success of school-wide instructional initiatives. Teachers must receive timely written feedback after an informal observation occurs.

Formal observation notes shall be shared with the teacher within 7 business days of the formal observation. The teacher shall acknowledge receipt of the completed formal observation in the electronic platform, MyPPS. An observation shall provide specific guidance in areas needing improvement and supports, as well as a reasonable timeline, of no less than 15 workdays of the formal observation, to demonstrate improvement in areas marked unsatisfactory.

Informal observation notes should not be included as evidence within the formal observation. Claims and evidence of observed instruction that substantiates the observed behavior(s) in a classroom observation are included in the evaluation report.

A teacher is not entitled to union representation at an observation or evaluation conference, as such conference is not disciplinary in nature; it is at the principal's discretion to permit such attendance.

Adherence to observation timelines is essential to support effective teaching practices. There must be at least 15 workdays between a post-observation conference and the next formal observation in order to allow teachers time to implement recommendations or respond to feedback provided by the administrator during the previous observation.

An evaluation report that deems a teacher ineffective shall include at least one formal observation by a qualified individual other than the immediate supervisor (in addition to those done by the immediate supervisor). All observations must be conducted by an observer who is FfT certified.

The component level ratings will be assigned points as follows: Unsatisfactory = 1, Basic = 2, Proficient = 3 and Distinguished = 4. The points for the components will be averaged to determine the final evaluation score.

## **Informal Observations**

Informal observations using the Look-Fors that are based on Framework for Teaching (FfT) or any other “informal observation tool” may be used with any teacher regardless of whether or not he/she is on-cycle for evaluation this year.

Informal observations are unannounced observations conducted by observers to provide feedback on professional practice. These observations can be reflective of school wide initiatives and identified areas for professional development. Lesson plans may be requested.

Informal observations are conducted using the PGCPs documents that can be found in the electronic platform, MyPPS and the Curriculum and Instruction website.

If evidence that supports basic or unsatisfactory performance ratings is observed during an informal observation, the administrator has the option to follow the process to place the off-cycle teacher, on-cycle.

## **Student Perception Survey**

The Student Perception Survey provides feedback to teachers regarding Domain 2, Classroom Environment, and constitutes 2.5 points of the 50 points of the professional practice score. This survey is developed by Panorama, an outside vendor, and is administered to randomly selected students in each teacher’s class. The survey will be administered across the schools, grades, classrooms and content. The survey is part of the Bill and Melinda Gates Foundation’s (Gates) Measure of Effective Teaching. The data results from the student perception survey will be included as a professional practice measure.

## **Domain 4 – Professional Responsibilities**

### **Component 4a: Reflecting on Teaching**

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning— whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning. – Charlotte Danielson

Component 4A is part of the observation process. Teachers are responsible for completing this activity in the electronic platform, MyPPS for each FfT formal observation.

## **Component 4C: Communicating with Families**

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages. – *Charlotte Danielson*

Component 4C is part of the observation process. Teachers are responsible for completing this activity in the electronic platform, MyPPS for each FfT formal observation.

## **Component 4E: Growing and Developing Professionally**

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson studies provide opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom through active participation in professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession – *Charlotte Danielson*.

Component 4E evidence is cumulative and is scored by the communicated deadline. Teachers are responsible for collecting and uploading the evidence into the electronic platform, MyPPS. Teachers have the ability to upload evidence beginning at the start of the school year up to the communicated deadline.

## **Student Growth Overview**

Student growth measures will comprise 50% of a teacher's evaluation. A teacher's student growth score is based on the category into which they fall. There are three (3) categories. Category 1 is teachers who taught 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language Arts courses during the previous year. Category 2 is teachers who taught High School State Assessment courses (Algebra I, Biology, Government, or English 10) during the previous year. Category 3 is teachers at all levels (elementary, middle and high school) who did not teach courses with state assessments during the previous year.

### **State Assessments**

State Assessments constitute 20 percentage points of the student growth measure for teachers who taught students in the state assessed areas in the prior school year. The state assessed areas are: Algebra I, Algebra II, English 10, English 11, Biology, and Government.

## High School State Assessment (HSSA)

The [Maryland High School State Assessments \(HSSA\)](#) are tests that measure school and individual student progress toward [Maryland's High School Core Learning Goals](#). Passing the (HSSA) is a graduation requirement beginning with the graduating class of 2009. One SLO correlated to HSSA will be included in the evaluation for high school administrators and high school teachers of the state assessed areas.

## Local School Progress Index (SPI)

The PGCPs Testing Office will compute the Local School Progress Index. A maximum of 5 points is assigned to this measure for the evaluation. It is based on the following:

1. For schools Grades K-8: The difference of two (2) years' rolling averages is computed. Reading and Mathematics State Assessment scores are used. For example:  $(SY16+SY15)/2 - (SY14+SY13)/2$ . If a school changes grades over the years involved, only data for the consistent grades are used.
2. For schools Grades 9-12: The difference of two (2) preceding years is computed. The sum of grade 10 students passing Algebra I, grade 11 students passing three (3) tests, and grade 12 students passing all four (4) tests is used for the numerator.

## Locally Selected Assessment

The Locally Selected Assessment comprises a maximum of 10 percentage points of the 50% Student Growth component of the annual teacher evaluation. This element will be applied to all teachers for whom no State Assessment data is available. For SY 2019, the Locally Selected Assessment will be based on available systemic reading assessments from the previous year. A default value will be applied to the metric for staff in grades with no identified assessment.

## Student Learning Objectives (SLOs)

SLOs are a meaningful approach to measuring student learning because they enable teachers to determine the focus of instruction and how student learning will be measured. SLOs are designed for teachers to "formally" monitor what they are already doing in the classroom on a daily basis.

Teachers typically develop two SLOs at the beginning of the interval of instruction (unit, quarter or semester) and identify the targeted amount of growth their students will make during this interval, with guidance from the Content Supervisor and building administrator if needed. These growth targets are set by reviewing previous performance data, identifying trends in student performance, selecting the key content and standards that students should know by the end of instruction, and choosing appropriate assessments that measure that content and student growth.

The SLO process mirrors the instructional cycle that teachers are engaged in every day, which promotes monitoring and tracking student acquisition of knowledge. In the course of an instructional cycle, teachers determine what students already know about the content that is to be taught by reviewing items such as previous performance data, formative assessments, and student surveys. Based on analysis of the data, the teacher pinpoints key areas and plans lessons to move students toward mastery of the concept. It is with this understanding that teachers have the unique opportunity to customize their own SLOs tied directly to the teaching and learning happening in their individual classrooms. SLOs should address the most important content and skills students are expected to learn during the interval of instruction. Growth targets should be measurable and rigorous, but also attainable for the interval of instruction.

Teachers who are evaluated using the FFT model will develop, implement, and monitor two SLOs.

Detailed support for developing high quality SLOs, and a walkthrough document with step-by-step directions can be found in the SLO Handbook that can be found in the electronic platform, *MyPPS* on the Resources Tab.

Questions relating to the instructional aspect of SLOs, including appropriate growth targets for specific content area assessments, should be directed to the Office of Curriculum and Instruction.

The teacher will make the adjustments to the SLO based on the feedback from the Office of Curriculum and Instruction.

### **High School Teacher SLOs**

High school teachers, who are evaluated using the FfT model, will develop two SLOs. A third district SLO for high school teachers who taught students who took a state assessment, Biology, English 10, English 11, Algebra I, Algebra II, and Government (HSSA), in the previous year, will be crafted by the district. The HSSA data will be factored into the following year's evaluation.

## **Interim/End of Year Teacher Evaluation**

If a teacher (tenured or non-tenured) has performance issues, he or she should have both an interim and a final evaluation. Interim evaluations should be completed if performance issues are noted for tenured or non-tenured teachers in accordance with the published timelines. Interim evaluations are not required if performance issues arise after published submission dates. One observation is required to issue a non-tenured teacher an ineffective interim. One observation is required to issue a tenured teacher an ineffective interim. More than one interim evaluation report may be given if the evidence supports such action.

A “Needs Improvement” Interim Evaluation will be generated if a non-tenured teacher is observed at least two (2) times and an average rating of all evaluation components is 2.0 - 2.5. A “Needs Improvement” Interim Evaluation will be generated if a tenured teacher is observed once and an average rating of all evaluation components is 2.0 - 2.5.

An “Ineffective” Interim Evaluation will be generated if a non-tenured teacher is observed at least two (2) times and an average rating of all evaluation components is less than 2.0. An Ineffective Interim Evaluation will be generated if a tenured teacher is observed once and an average rating of all evaluation components is less than 2.0.

An overall ineffective annual evaluation must include at least one observation by an individual, other than the immediate supervisor, who is FfT certified.

A teacher is not entitled to union representation at an evaluation conference, as such conference is not disciplinary in nature; it is at the principal’s discretion to permit such attendance.

The written evaluation report must be shared with the teacher. If the teacher is on leave when the evaluation is completed, the evaluation report must be sent to the teacher’s home via first class mail and certified mail requiring the signature of the teacher and a return receipt.

### **Deadlines:**

Overall Ineffective Evaluation – June 10<sup>th</sup>

Overall Effective or Highly Effective Evaluation – Last duty day for teachers

## Placing an “Off-cycle” Teacher “On-cycle”

Any tenured teacher who is identified as having performance issues may be placed “On-Cycle” by the principal. The use of an intervention plan is required in such cases. The plan is developed jointly and provides the teacher with a minimum of 30 days to improve. The principal must provide proper notification in writing to the teacher, their Instructional Director and the Office of Employee Performance and Evaluation (OEPE). The Instructional Director must approve the teacher being placed On-Cycle and notify the Office of Employee Performance and Evaluation (OEPE) via email to [teacher.evaluation@pgcps.org](mailto:teacher.evaluation@pgcps.org) and include the teacher’s name, EIN and school name. Once notification is received, the Office of Employee Performance and Evaluation (OEPE) will send a confirmation to the principal, the teacher, and the Instructional Director with a copy to PGCEA and the Office of Employee and Labor Relations.

A decision to place a teacher on-cycle for the school year must be made by the last business day of February, annually.

In any year, a principal may determine or a tenured teacher may request that the evaluation be based on a new review of professional practice along with student growth. Teachers who want to be on-cycle in order to increase their professional practice rating must provide student performance data to support the request. The request must be submitted to the principal by the third Friday in September. If the principal denies the request, the teacher may submit an appeal to the Instructional Director for a final decision by the third Friday in October. In either case, the Instructional Director will provide notification to the OEPE, who will change the evaluation status in Oracle and provide notifications to the teacher, principal, Instructional Director and PGCEA. Notification to OEPE must be made via email **by the Instructional Director** to [teacher.evaluation@pgcps.org](mailto:teacher.evaluation@pgcps.org) and include the teacher’s name, EIN, principal’s name and school name.

Principals will review and finalize their teacher evaluation rosters in Oracle. Evaluation cycle status will be communicated to teachers directly by the supervisor at the beginning of the school year or whenever the teacher begins service. OEPE will follow up with an official notification prior to the end of the first quarter.



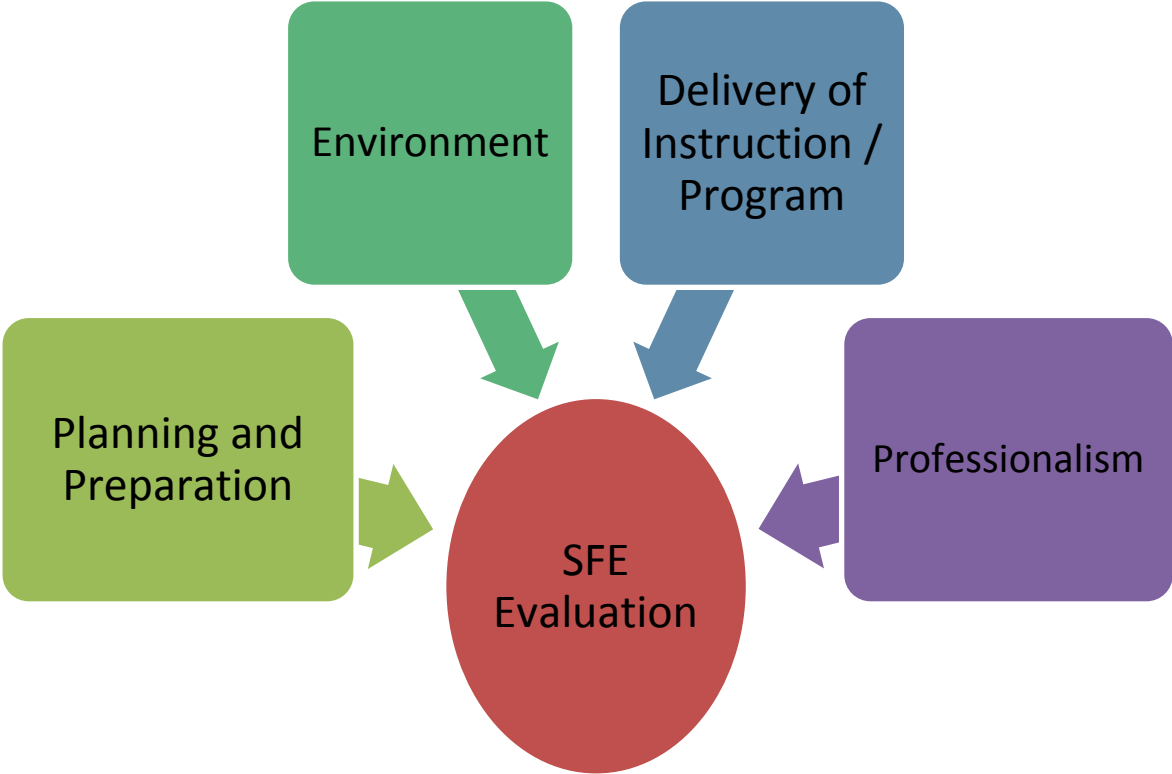
## Standards for Excellence (SFE) Evaluation Model

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Certain teacher/specialists, depending on their classification or job responsibilities, who do not provide direct instruction to students, are evaluated using the Standards for Excellence (SFE) evaluation tool. This chapter outlines the SFE evaluation process and the final evaluation calculations.

# Standards for Excellence (SFE) Evaluation Model

The SFE Evaluation is comprised of four Professional Practice components. Each component is weighed equally in the final evaluation. Teacher/ Specialists are not responsible for Student Growth and therefore are not required to create Student Learning Objectives (SLOs).



# **Standards for Excellence (SFE)**

## **Final Evaluation Calculations**

Evaluators will complete the SFE Final Evaluation form in the electronic platform, *MyPPS*. Each indicator will be assigned a score based on the following ratings:

- o Unsatisfactory = 1
- o Basic = 2
- o Proficient = 3
- o Distinguished = 4

A final evaluation rating is calculated based on the average of the scores for each indicator. A rating of Ineffective, Effective, or Highly Effective is based on the following criteria:

- o Ineffective - less than 2.0
- o Effective - 2.0 – less than 3.5
- o Highly Effective – equal to or greater than 3.5

## **Final Evaluation Inquiries**

In the event that discrepancies occur in the final evaluation or during an observation, teacher/specialists should contact their authorized supervisor and present documentation to support their position. If the authorized supervisor is unable to provide a resolution, the teacher/specialist may submit a letter to the Chief of Human Resources Officer. The letter should be placed in the teacher/specialist's personnel folder with copies to the Instructional Director or authorized supervisor, as appropriate.

## Standards for Excellence (SFE) Evaluation Process

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This chapter details the evaluation process for teacher/specialists who are evaluated using the Standards for Excellence (SFE).

# Evaluation Activities

## Self-Assessment

Teacher/specialists will self-assess their practice and identify areas of growth annually. Teacher/specialists should use the Self-Assessment Form to complete an independent self-assessment. The Self-Assessment activity must be completed in the electronic platform, MyPPS. It is suggested that teachers/specialists look at the standard and consider their instructional practices as an educator *before* looking at the rubric alignment. Self-assessments will be based on experiences and reflections.

## Goal Setting

Goals should be developed related to areas of growth teacher/specialists have identified from their self-assessment and feedback from past observations.

## Professional Practice Cycles “On/Off-Cycle”

Teacher/Specialists who are evaluated using SFE will receive a final evaluation report annually. The tenure status, as of October 6th, will be used to determine which teacher/specialists are on or off-cycle.

**Probationary / non-tenured teacher/specialists** are on-cycle for professional practice until they receive tenure. More than one qualified person must observe non-tenured teacher/specialists each year.

**Tenured teachers/specialists who received an overall rating of Ineffective for the previous school year** are on-cycle for professional practice and must be observed by more than one qualified person.

**Tenured teachers/specialists who received an overall rating of Effective or Highly Effective for the previous school year** will follow a 3-year evaluation cycle for professional practice.\*\*

\*\*Example (If and only if your prior year’s evaluation rating was effective or highly effective)

Year 1	Year 2	Year 3	Year 4
On-Cycle	Off-Cycle	Off-Cycle	On-Cycle

A tenured teacher/specialist, who starts the year as off-cycle for professional practice, may be placed on-cycle during the year if performance issues arise. An intervention plan is required to place an off-cycle teacher/specialist on-cycle. An intervention plan addresses areas of concern and is jointly developed by the teacher/specialist and authorized supervisor. The teacher/specialist must be given a minimum of 30 days to improve prior to formal action being taken to place the teacher/specialist on-cycle.

Formal observations are required for teacher/specialists who are on-cycle. A formal observation must be completed by authorized personnel and reviewed by the teacher/specialist and authorized supervisor. Teacher/specialists will maintain their evaluation cycle status if they change assignments.

## Observations

### Formal Observations

Formal observations are conducted as a part of the evaluation process for teacher/specialists who are on-cycle. Observation requirements are separate from evaluation requirements.

Listed below are distinctions related to observations:

- All teacher/specialists will use the SFE evaluation model for the formal observations. Observations must be performed by qualified personnel.
- Observers may only observe one teacher/specialist at a time. Observers may only observe teacher/specialists in a setting that is part of their normal duty.
- Observations shall not occur the day before or the day after holidays that are non-duty days included in the PGCPs calendar, such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three (3) days or approved absences greater than three (3) days.

Teacher/specialists, who are on cycle, will have a minimum of two formal observations. Observations can occur in two ways:

1. **Announced** - teacher/specialists are informed by their administrator prior to the actual formal observation taking place or;
2. **Unannounced** - an administrator conducts a formal observation without prior notification. Both observation protocols are designed to provide meaningful feedback to teacher/specialists. Please refer to the SFE Observation Process and PGCEA Negotiated Agreement for additional information on announced and unannounced observations.

The PGCEA Negotiated Agreement states that at least one formal observation is to be announced to the teacher/specialist at least two days in advance. Informal observations or walkthroughs can occur at any time and are instrumental in determining the success of school-wide instructional initiatives. Teacher/Specialist must receive timely written feedback after an informal observation occurs.

A formal observation will be shared with the teacher/specialist within 5 business days of the formal observation. The teacher/specialist will acknowledge receipt of the report in the electronic platform, MyPPS. The formal observation will provide the teacher/specialist with specific guidance and supports for areas needing improvement. The teacher/specialist will also be provided a reasonable timeline, of no less than 15 workdays, to demonstrate improvement in identified areas of concern.

Data and evidence collected are used to substantiate claims in the evaluation report. A teacher/specialist is not entitled to union representation at an observation or evaluation conference, as such conference is not disciplinary in nature; it is at the authorized supervisor's discretion to permit such attendance.

Adherence to observation timelines is essential to the support of effective professional practices. There must be at least 15 workdays between a post-observation conference and the next formal observation in order to allow teacher/specialists time to implement recommendations or respond to feedback provided by the authorized supervisor during the previous observation.

An evaluation report that deems a teacher/specialist ineffective shall include at least one formal observation by a qualified individual other than the immediate authorized supervisor (in addition to those done by the immediate authorized supervisor). All observations must be completed by qualified personnel.

## **Informal Observations**

Informal observations are unannounced observations conducted by observers to provide feedback on professional practice. These observations can be reflective of systemic initiatives, services provided and

identified areas for professional development. Lesson plans/service agendas may be requested.

If observed evidence supports basic or unsatisfactory performance ratings during an informal observation, the authorized supervisor has the option to follow the process to place the off-cycle teacher/specialist on-cycle.

## **Interim Teacher/Specialist Evaluation**

If a teacher/specialist (tenured or non-tenured) has performance issues, he or she should have both an interim and a final evaluation. Interim evaluations should be completed in accordance with the published timeline for non-tenured and tenured teacher/specialists. Interim evaluations are not required if performance issues arise after the published submission dates. For both non-tenured and tenured teachers, one observation is required to issue an ineffective interim. More than one interim evaluation report may be given if the evidence supports such action. Supervisors must generate the SFE interim evaluation in the electronic platform, *MyPPS*.

Interim Evaluation Ratings

- “Needs Improvement” Interim Rating - an average of all evaluation components is 2.0 - 2.5
- “Ineffective” Interim Rating - an average of all evaluation components is less than 2.0.

## **End of Year Teacher/Specialist Evaluation**

Evaluation Ratings:

- “Highly Effective” Rating - an average of all evaluation components is 3.5 - 4.0
- “Effective” Rating - an average of all evaluation components is 2.5 to less than 3.5
- “Ineffective” Rating - an average of all evaluation components is less than 2.5

If an annual evaluation is rated ineffective, it must include at least one observation by an individual, other than the immediate supervisor.

A teacher/specialist is not entitled to union representation at an evaluation conference, as such conference is not disciplinary in nature; it is at the principal’s discretion to permit such attendance.

The completed evaluation report must be shared with the teacher/specialist. If the teacher/specialist is on leave when the evaluation is completed, the evaluation report must be sent to the teacher’s/specialist’s home via first class mail and certified mail requiring the signature of the teacher and a return receipt.

Deadlines to Receive Final Evaluation Reports:

Overall Ineffective Rating – June 10<sup>th</sup>

Overall Effective or Highly Effective Rating – Last duty day for teacher/specialist

## **Placing an “Off-cycle” Teacher/Specialist “On-Cycle”**

Any tenured teacher/specialist who is identified as having performance issues mid-year may be placed “on-cycle” by the authorized supervisor. The use of an intervention plan is required in such cases. The teacher/specialist and authorized supervisor jointly develop the plan. The teacher/specialist must be

given a minimum of 30 days to improve. The authorized supervisor must provide proper notification in writing to the teacher/specialist, their Instructional Director and the Office of Employee Performance and Evaluation (OEPE). The Instructional Director must approve the teacher/specialists being placed on-cycle and notify the Office of Employee Performance of the teacher/specialist's name, EIN and school name. Once notification has been received, the Office of Employee Performance and Evaluation (OEPE) will send out a confirmation to the authorized supervisor, the teacher/specialist, and the Instructional Director with a copy to PGCEA and the Employee and Labor Relations Office.

A decision to place a teacher/specialist on-cycle for the school year must be made by the last business day of February, annually.

In any year, the authorized supervisor may determine or a tenured teacher/specialist may request that the evaluation be based on a new review of professional practice. Teacher/specialists have the option to place themselves on cycle. The request must be submitted to the authorized supervisor by the third Friday in the September. If the authorized supervisor denies the request, the teacher/specialist may submit an appeal to the Instructional Director for a final decision by the third Friday in October. In either case, the Instructional Director will provide notification to OEPE who will change the evaluation status in Oracle and provide notifications to the teacher/specialist, authorized supervisor, Instructional Director and PGCEA. Notification to OEPE must be made via email by the Instructional Director to [teacher.evaluation@pgcps.org](mailto:teacher.evaluation@pgcps.org) and include the teacher's/specialist's name, EIN, authorized supervisor's name and school name.

Authorized supervisors will review their evaluation rosters in Oracle. Evaluation cycle status will be communicated to teacher/specialists by the supervisor at the beginning of the school year or whenever the teacher/specialist begins service. OEPE will follow up with an official notification prior to the end of the first quarter.



# Appendix

## RESOURCES

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The appendix is divided into two sections; Section One: Categories of teachers who are evaluated using FfT and Section Two: Categories of teachers who are evaluated using SFE. COMAR Regulations are provided within the appendix. All evaluation activities must be completed in the electronic platform, *MyPPS*.

# Categories of Teachers - FfT

**REGULAR CONTRACT TEACHERS:** (self-renewing contract)

**PROBATIONARY /NON-TENURED TEACHERS:** Teachers evaluated using FfT have a 3-year probationary period starting from the date-of-hire before being considered for tenure. They are required to be on-cycle for professional practice for their annual evaluation until they become tenured. Teachers evaluated using FfT are also on-cycle for student growth measures and must complete two (2) SLOs annually. FfT teachers are required to have a minimum of two formal observations, an interim and final evaluation annually. Written reports will be provided at each formal evaluation and at the interim and final evaluations.

**TENURED TEACHERS:** Tenured teachers are certificated, have three (3) consecutive years and one day of service, and have received satisfactory evaluations. Tenured teachers will be evaluated on professional practice based on a 3-year cycle if they have a prior year's overall rating of Satisfactory, Effective or Highly Effective. They will be on-cycle for professional practice, one (1) year, then off- cycle for professional practice for the next two (2) years. ***Teachers evaluated using FfT are on-cycle for student growth every year, and therefore must develop two (2) Student Learning Objectives (SLOs).*** Tenured teachers, on-cycle for professional practice, will have a minimum of two formal observations. ***In the years that the teacher is off-cycle for professional practice, the prior year's professional practice scores will be used for the annual evaluation.***

**PROVISIONAL CONTRACT TEACHERS** (Fixed term contract for one (1) year, subject to annual renewal): Conditionally certificated teachers and resident teacher certificate holders are required to be on-cycle for professional practice and Student Growth Measures for their annual evaluation until they become tenured. They are required to have a minimum of two (2) formal observations annually. They are also required to have an interim and final evaluation annually. At each formal observation, a written observation report will be provided. At evaluation, an evaluation report will be provided.

**RETIRE-REHIRE TEACHERS:** Retire-Rehire teachers are classified as temporary employees and are identified as non-tenured. Retire-Rehire teachers are on-cycle for Professional Practice and Student Growth annually. Evaluators must conduct a minimum of two (2) formal observations and may conduct informal observations as part of the evaluation process.

**1-YEAR TENURE ELIGIBLE TEACHERS:** *1-year* Tenure eligible credit is given to teachers who have received Tenure in another Maryland LEA (Local Education Agencies), provide a letter to confirm their Tenure and have received an 'Effective' Final Evaluation at the conclusion of their first year at PGCPS. ***1-year Tenure eligibility credit must be verified by the Human Resources Staffing department.***

# FfT Observation Procedures by Teacher Category

## FfT Observation Procedures for the following Teachers

- Non-tenured Teachers With or Without Performance Issues
- Tenured Teachers With Performance Issues
- Provisional Contract Teachers With Or Without Performance Issues
- Retire/Rehire Teachers With or Without Performance Issues
- JROTC Teachers With or Without Performance Issues

- Administrators provide teachers with a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.
- Goal Setting Conferences must be held prior to the first formal announced or unannounced observation.
- All non-tenured and tenured teachers with performance issues are observed a minimum of two (2) times a year using the FfT observation tool.
- Observations are performed by personnel certified, by the district, in FfT.
- Observers may only observe one teacher at a time in a classroom setting.
- Observers may only observe teachers in a setting that is part of their normal instructional duty, which excludes observing while a teacher is covering another teachers' class or when students from other classes have been placed in a teacher's classroom on a temporary basis.
- Observations shall not occur the day before or the day after holidays that are non-duty days identified in the PGCPs Calendar, such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three (3) days, or approved absences greater than three (3) days.
- There must be a minimum of fifteen (15) workdays between a post-observation conference completed in the electronic platform, MyPPS and the next formal observation.

### STEP 1: GOAL SETTING CONFERENCE

- The teacher develops two (2) professional practice goals using the Teacher Goal Setting Activity located in MyPPS. ***First year teachers have one goal; to learn the Framework for Teaching (FfT) and become familiar with the Evaluation Process.***
- The teacher indicates the domain(s) and component(s) for professional growth and explains how she/he will improve and measure/document growth.
- The teacher completes and submits the goal setting form in the electronic platform, MyPPS, prior to the goal setting conference.
- The administrator reviews the self-assessment completed by the teacher the previous year, the goal setting form, the prior year's summative evaluation and prior year's observations during the goal setting conference for teachers who have two or more years of service in PGCPs.
- Administrator and teacher agree upon two (2) professional practice goals during a conference held annually by September 30th.

### STEP 2: FIRST FORMAL OBSERVATION

- First Formal Observation (including pre and post conference) may begin after the goal setting conference.
- First year teachers' First Formal Observation must be announced.
- Pre-Observation Conference:
  - The teacher provides the lesson plan to the administrator by uploading the plan into evaluation platform 24-48 hours prior to the Pre-Observation Conference.
  - The administrator reviews and rates the lesson plan.
  - The administrator may use the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - The observation focus is on the 15 essential components.
  - Teacher submits Domain 4 artifacts; 4A (Reflecting on Teaching) lesson reflection form and Component 4C

(Communicating with Families) evidence within two workdays (48 hours) of the formal observation, in the electronic platform, MyPPS.

- o Administrator must complete and share the draft of the Domain 2 and 3 Observation Notes that include cited evidence and the ratings of evidence at the component level within seven (7) workdays of the formal observation
- Post Observation Conference:
  - o The conference is held within ten (10) workdays after the formal observation.
  - o Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion. Teacher may bring the following supporting artifacts to the post conference:
    - Supporting evidence for Domains 2 and 3
    - Evidence that demonstrates competency for the components not observed for Domain 1
    - Evidence that demonstrates competency in the components not observed for Domain 4
  - o Administrator completes and shares the final Observation Summary Report (including ratings) within five (5) workdays of the post-observation conference.

**Note: Observations are not complete until they are finalized in the evaluation platform.**

**STEP 3: INTERIM (MID-YEAR) EVALUATION**

- The interim evaluation conference can occur between December and the last workday of February for the current school year.

**STEP 4: SECOND FORMAL OBSERVATION**

- The next formal observation can occur after a minimum of 15 workdays after the post observation conference of the previous observation.
- Second Formal Observation (including pre and post conference) should be completed by the communicated deadline.
- Pre-Observation Conference:
  - o The teacher provides the lesson plan to the administrator by uploading the plan into evaluation platform 24-48 hours prior to the Pre-Observation Conference.
  - o The administrator reviews and rates the lesson plan.
  - o The administrator may use the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
  - o Observation lasts at least 30 minutes.
  - o The observation focus is on the 15 essential components.
  - o Teacher submits Domain 4 artifacts; 4A (Reflecting on Teaching) lesson reflection form and Component 4C (Communicating with Families) evidence within two workdays (48 hours) of the formal observation, in the electronic platform, MyPPS.
  - o Administrator must complete and share the draft of the Domain 2 and 3 Observation Notes that include cited evidence and the ratings of evidence at the component level within seven (7) workdays of the formal observation
- Post Observation Conference :
  - o The conference is held within ten (10) workdays after the formal observation.
  - o Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion. Teacher may bring the following supporting artifacts to the post conference:
    - Supporting evidence for Domains 2 and 3
    - Evidence that demonstrates competency for the components not observed for Domain 1
    - Evidence that demonstrates competency in the components not observed for Domain 4
  - o Administrator completes and shares the final Observation Summary Report (including ratings) within five (5) workdays of the post-observation conference.

**Note: Observations are not complete until they are finalized in the evaluation platform.**

**STEP 5: THIRD FORMAL OBSERVATION REQUIRED FOR TEACHERS WITH PERFORMANCE CONCERNS; THIRD FORMAL OBSERVATION OPTIONAL FOR TEACHERS WITH NO PERFORMANCE CONCERNS**

- The next formal observation can occur after a minimum of 15 workdays after the post observation conference of the previous observation.

- Pre-Observation Conference:
  - The teacher provides the lesson plan to the administrator by uploading the plan into evaluation platform 24-48 hours prior to the Pre-Observation Conference.
  - The administrator reviews and rates the lesson plan.
  - The administrator may use the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - The observation focus is on the 15 essential components.
  - Teacher submits Domain 4 artifacts; 4A (Reflecting on Teaching) lesson reflection form and Component 4C (Communicating with Families) evidence within two workdays (48 hours) of the formal observation, in MyPPS.
  - Administrator must complete and share the draft of the Domain 2 and 3 Observation Notes that include cited evidence and the ratings of evidence at the component level within seven (7) workdays of the formal observation
- Post Observation Conference:
  - The conference is held within ten (10) workdays after the formal observation.
  - Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion. Teacher may bring the following supporting artifacts to the post conference:
    - Supporting evidence for Domains 2 and 3
    - Evidence that demonstrates competency for the components not observed for Domain 1
    - Evidence that demonstrates competency in the components not observed for Domain 4
  - Administrator completes and shares the final Observation Summary Report (including ratings) within five (5) workdays of the post-observation conference.

**Note: Observations are not complete until they are finalized in the evaluation platform.**

**STEP 6: FOURTH FORMAL OBSERVATION REQUIRED FOR TEACHERS WITH PERFORMANCE CONCERNS; FOURTH FORMAL OBSERVATION OPTIONAL FOR TEACHERS WITH NO PERFORMANCE CONCERNS**

- Recommended completion date for the fourth formal observation is March – April 15, annually.
- The next formal observation can occur after a minimum of 15 workdays after the post observation conference of the previous observation.
- Pre-observation conference:
  - The teacher provides the lesson plan to the administrator by uploading the plan into evaluation platform 24-48 hours prior to the Pre-Observation Conference.
  - The administrator reviews and rates the lesson plan.
  - The administrator may use the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - The observation focus is on the 15 essential components.
  - Teacher submits Domain 4 artifacts; 4A (Reflecting on Teaching) lesson reflection form and Component 4C (Communicating with Families) evidence within two workdays (48 hours) of the formal observation, in the electronic platform, MyPPS.
  - Administrator must complete and share the draft of the Domain 2 and 3 Observation Notes that include cited evidence and the ratings of evidence at the component level within seven (7) workdays of the formal observation.
- Post Observation Conference:
  - The conference is held within ten (10) workdays after the formal observation.
  - Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion. Teacher may bring the following supporting artifacts to the post conference:
    - Supporting evidence for Domains 2 and 3
    - Evidence that demonstrates competency for the components not observed for Domain 1
    - Evidence that demonstrates competency in the components not observed for Domain 4
  - Administrator completes and shares the final Observation Summary Report (including ratings) within five (5) workdays of the post-observation conference.

**Note: Observations are not complete until they are finalized in the evaluation platform.**

**STEP 7: SELF-ASSESSMENT**

- Teacher will complete a self-assessment focused on 15 components of the Danielson Framework for Teaching (FfT) in *MyPPS*.
- The self-assessment is informed by teachers' experiences in the classroom and reflection on professional practice.
- The self-assessment must be completed prior to the final evaluation conference, at the end of each school year.

# FfT Observation Procedures for On-Cycle Tenured Teachers – Without Performance Issues

- All on-cycle tenured teachers are observed a minimum of two (2) times a year using the FfT observation tool.
  - Administrators provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.
- Observations are performed by personnel eligible for and certified by the district in FfT.
- Observers may only observe one teacher at a time in a classroom setting.
- Observers may only observe teachers in a setting that is part of their normal instructional duty, which excludes observing while a teacher is covering another teachers' class or when students from other classes have been placed in a teacher's classroom on a temporary basis.
- Observations shall not occur the day before or the day after holidays that are non-duty days such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three (3) days or approved absences greater than three (3) days.

## STEP 1: GOAL SETTING CONFERENCE

- Teacher develops two (2) professional practice goals using the Teacher Goal Setting Form.
- Teacher indicates the domain(s) and component(s) for professional growth and explain how she/he will improve and measure/document growth.
- Teacher completes and submits the goal setting form in the electronic platform, MyPPS prior to the goal setting conference.
- The administrator reviews the self-assessment completed by the teacher the previous year, the goal setting form, the prior year's summative evaluation and prior year's observations during the goal setting conference for teachers who have two or more years of service in PGCPs.
- The goal setting and pre-observation conferences for the first formal observation may be held as one face-to-face meeting. If the pre-observation conference is held as a separate meeting, it should be scheduled at the end of the goal setting conference.

## STEP 2: FIRST FORMAL OBSERVATION

- First Formal Observation (including pre and post conference) may begin after the goal setting conference.
- Pre-Observation Conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the Pre-Observation Conference.
  - The administrator reviews and rates the lesson plan.
  - The administrator may use the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - The observation focus is on the 15 essential components.
  - Teacher submits the Domain 4 artifacts (lesson reflection form and Component 4C evidence) within two workdays (48 hours) of the formal observation in the electronic platform, MyPPS.
  - Administrator completes and shares the draft of the electronic platform, MyPPS Formal Observation Summary Report Form (includes cited evidence and the ratings of evidence at the component level for the 15 essential components) in the electronic platform, MyPPS, within seven (7) workdays of receiving the Domain 4 artifacts.
- Post Observation Conference:
  - The conference is held within ten (10) workdays after the formal observation.
  - Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion.
  - Teacher may bring supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
    - Supporting evidence for Domains 2 and 3.
    - Evidence that demonstrates competency for the components not observed for Domain 1.
    - Evidence that demonstrates competency in the components not observed for Domain 4.
  - The final MyPPS Observation Summary Report Form will be available within five (5) workdays of the post-observation conference.

**Note: Observations are not complete until they are finalized in the evaluation platform.**

**STEP 3: SECOND FORMAL OBSERVATION**

- The next formal observation can occur 15 workdays after the post observation conference of the previous observation.
- Second Formal Observation (including pre and post conference) should be completed by the end of the observation timeline.
- Pre-Observation Conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the Pre-Observation Conference.
  - The administrator reviews and rates the lesson plan.
  - The administrator may use the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
  - Observation lasts a least 30 minutes.
  - The observation focus is on the 15 essential components.
  - Teacher submits the Domain 4 artifacts (lesson reflection form and Component 4C evidence) within two workdays (48 hours) of the formal observation in the electronic platform, *MyPPS*.
  - Administrator completes and shares the draft of the electronic platform, *MyPPS* Formal Observation Summary Report Form (includes cited evidence and the ratings of evidence at the component level for the 15 essential components) in the electronic platform, *MyPPS*, within seven (7) workdays of receiving the Domain 4 artifacts.
- Post Observation Conference:
  - The conference is held within ten (10) workdays after the formal observation.
  - Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion.
  - Teacher may bring supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
    - Supporting evidence for Domains 2 and 3
    - Evidence that demonstrates competency for the components not observed for Domain 1
    - Evidence that demonstrates competency in the components not observed for Domain 4.
  - The final *MyPPS* Observation Summary Report Form will be available within five (5) workdays of the post-observation conference.

**Note: Observations are not complete until they are finalized in the evaluation platform.**

**STEP 4: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE**

- The administrator provides the Final Evaluation form for teachers.
- The administrator and teacher will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference is held by the last teacher duty day.
- The following topics may be reviewed:
  - The teacher's self-assessment of growth in professional practice with the 16 essential components.
  - The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals.
  - A review of the marked Domain Ratings from the four (4) formal observations to determine growth and practice.
  - A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
- Discussion and Debrief:
  - Goals and growth in the identified components of practice.
  - The extent to which the stated goals were achieved.
  - Opportunities needed for further growth in the identified components.
  - Supports needed to facilitate teacher growth.

**STEP 5: SELF-ASSESSMENT**

- Teacher will complete a self-assessment focused on 16 components of the Danielson Framework for Teaching (FFT) in the electronic platform, *MyPPS*.
- The self-assessment is informed by teachers' experiences in the classroom and reflection on their practice.
- The self-assessment must be completed by the final evaluation conference at the end of the school year.



# FfT Procedures for Off-Cycle Tenured Teachers

- Administrators provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.
- Off-Cycle teachers are not formally observed.
- Informal observations may occur at any time.

## STEP 1: GOAL SETTING CONFERENCE

- The teacher develops two (2) professional practice goals using the Teacher Goal Setting Form.
- The teacher indicates the domain(s) and component(s) for professional growth and explains how she/he will improve and measure/document growth.
- The teacher completes and submits the goal setting form in the electronic platform, MyPPS prior to the goal setting conference.
- The administrator reviews the self-assessment completed by the teacher the previous year, the goal setting form, the prior year's summative evaluation and prior year's observations during the goal setting conference for teachers who have two or more years of service in PGCPs.
- Administrator and teacher agree upon two (2) professional practice goals during a conference held annually by September 30th.
- The administrator and teacher agree on the conference format.

## STEP 2: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE

- The administrator provides the Final Evaluation form for teachers.
- The administrator and teacher will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference is held by the last teacher duty day.
- The following topics may be reviewed:
  - The teacher's self-assessment of growth in professional practice with the 16 essential components.
  - The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals.
  - A review of the marked Domain Ratings from the two (2) formal observations to determine growth and practice.
  - A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
- Discussion and Debrief:
  - Goals and growth in the identified components of practice.
  - The extent to which the stated goals were achieved.
  - Opportunities needed for further growth in the identified components.
  - Supports needed to facilitate teacher growth.

## STEP 3: SELF-ASSESSMENT

- Teacher will complete a self-assessment focused on 16 components of the Danielson Framework for Teaching (FfT) in MyPPS.
  - The self-assessment is informed by teachers' experiences in the classroom and reflection on their practice.
  - The self-assessment must be completed before the final evaluation conference at the end of the school year.

# Categories of Teacher/Specialists

**REGULAR CONTRACT TEACHERS:** (self-renewing contract)

**PROBATIONARY / NON-TENURED TEACHER/SPECIALISTS:** Teacher/Specialists have a 3-year probationary period starting from the date-of-hire before being considered for tenure. They are required to be on-cycle for professional practice for their annual evaluation until they become tenured. First year teacher/specialists are required to have a minimum of two formal observations annually. Teacher/Specialists in their second and third year of service are required to have a minimum of two formal observations annually. They are required to have an interim evaluation, if the authorized supervisor notes performance issues. They are required to have a final evaluation annually. At each formal observation, a written observation report will be provided.

**TENURED TEACHER/SPECIALISTS:** Tenured teacher/specialists are certificated and have three (3) consecutive years and one (1) day of service and have received satisfactory evaluations. Tenured teacher/specialists will be evaluated on professional practice based on a 3-year cycle if they have a prior year's overall rating of Effective, Highly Effective, or Ineffective. They will be on-cycle for a full evaluation for one (1) year, then off cycle for professional practice for the next two (2) years, if the prior year's evaluation rating is Effective or Highly Effective. Tenured teacher/specialists on-cycle for professional practice will have a minimum of two (2) formal observations. Teacher/Specialists who are off -cycle and have only the Standards for Excellence (SFE) evaluation for the previous year will be considered Effective if the Standards for Excellence (SFE) evaluation was Satisfactory and Ineffective if the Standards for Excellence (SFE) evaluation was Unsatisfactory.

**TENURED/NON-TENURED TEACHER/SPECIALISTS:** are evaluated on Professional Practice using the Standards for Excellence (SFE) evaluation instrument. Teacher/specialists who are off cycle and have only the Standards for Excellence (SFE) for the previous year will be evaluated annually.

**PROVISIONAL CONTRACT TEACHER/SPECIALISTS** (Fixed term contract for one (1) year, subject to annual renewal): Conditionally certificated teachers and resident teacher/specialist certificate holders are required to be on-cycle for professional practice for their annual evaluation until they become tenured. They are required to have a minimum of two (2) formal observations annually. They are also required to have an interim and final evaluation annually. At each formal observation, a written observation report will be provided. At evaluation, an evaluation report will be provided.

**RETIRE-REHIRE TEACHERS:** Retire-Rehire teacher/specialists are classified as temporary employees and will be identified as non-tenured. Therefore, all Retire-Rehire teacher/specialists are required to be on-cycle annually. Observers must conduct a minimum of two (2) formal observations and may conduct informal observations as part of the evaluation process.

**1-YEAR TENURE ELIGIBLE TEACHERS:** 1-year Tenure eligible credit is given to teachers who have received Tenure in another Maryland LEA (Local Education Agencies), provide a letter to confirm their Tenure and have received an 'Effective' Final Evaluation at the conclusion of their first year at PGcps. ***1-year Tenure eligibility credit must be verified by the Human Resources Staffing department.***

# SFE Observation Procedures by Teacher Category

## SFE Observation Procedures for the following Teacher/ Specialists

- Non-tenured Teacher/Specialists With or Without Performance Issues
- Tenured Teacher/Specialists With Performance Issues
- Provisional Contract Teacher/Specialists With Or Without Performance Issues
- Retire/Rehire Teacher/Specialists With or Without Performance Issues

- All non-tenured teacher/specialists will be observed a minimum of two (2) times a year using the Standards for Excellence (SFE) observation tool.
- First year teachers' First Formal Observation must be announced.
- Authorized supervisor provide teacher/specialists with a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher/specialist begins his/her service.
- Observers may only observe one teacher /specialist at a time in an instructional setting or within their service area.
- Observers may only observe teachers in a setting that is part of their normal instructional duty or service area.
- Observations shall not occur the day before or the day after holidays that are non-duty days such as Thanksgiving, Winter Break, Spring Break, and emergency closings greater than three (3) days or approved absences greater than three (3) days.

### STEP 1: GOAL SETTING CONFERENCE

- Teacher/Specialist will develop two (2) professional practice goals using the Standards for Excellence (SFE) Goal Setting Form.
- Teacher/Specialist will determine the indicators for growth and explain how she/he will improve and measure/document growth.
- Teacher/Specialist will submit the goal setting form in the electronic platform, MyPPS prior to the goal setting conference.
- The authorized supervisor will review the self-assessment, goal setting form, prior year's summative evaluation and prior year's observations during the goal setting conference for teacher/specialist who has two or more years of service in PGCPs.
- Authorized supervisor and teacher/specialist will agree upon two (2) professional practice goals during a conference held annually by September 30th.

### STEP 2: FIRST FORMAL OBSERVATION

- First formal observation (including pre and post conference) may begin one (1) week after the goal setting conference.
- Pre-Observation Conference:
  - The teacher/specialist provides the observer with the lesson/agenda/service plan for the visit 24 – 48 hours prior to the pre-observation conference using the electronic platform, MyPPS. The observer views the lesson/agenda/service plan.
  - The observer facilitates the pre-observation conference.
- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - Focus will be on the Standards for Excellence (SFE) evaluation tool.
  - Observer completes the draft of the MyPPS Formal Observation Summary Report Form (includes cited evidence) in MyPPS, within five (5) workdays of the observation.
- Post-Observation Conference:
  - The conference will be held within seven (7) workdays of the observation.
  - Observer facilitates the Post-Observation Conference.
  - Teacher/Specialist brings supporting artifacts to the post conference or upload supporting evidence in MyPPS. Teacher/specialists may provide additional artifacts as follows:
    - Supporting evidence for Standard 2 Learning Climate and Standard 3 Instruction.
    - Demonstrate for Standard 1 Planning and Preparation.
    - Demonstrate competency in Standard 4 Professionalism.

- Observer provides the teacher/specialist with a final copy of the MyPPS Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.
- The observer and teacher/specialist will decide on the conference format for 2nd and 3rd year teacher/specialists. A face-to-face discussion is required for 1st year teacher/specialist.

**STEP 3: INTERIM (MID-YEAR) EVALUATION**

- The interim evaluation is recommended to be completed between January and March of the current school year.
- Interim / mid-year reviews are to be completed using *MyPPS*.

**STEP 4: SECOND FORMAL OBSERVATION**

- The next formal observation can occur after a minimum of 15 workdays after the post observation conference of the previous observation.
- Second formal observation (including pre and/or post conference) must be completed prior to the communicated deadline annually.
- Pre-Observation Conference:
  - The teacher/specialist provides the administrator with the lesson/service plan 24 -48 hours prior to the pre-observation conference. The administrator views the lesson/service plan.
  - The observer facilitates the Pre-Observation Conference.
  - The observation is scheduled to occur any workday within a five (5) workday window following the pre-observation conference.
- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - Focus will be on the Standards for Excellence (SFE) evaluation tool.
  - Observer completes the draft of the *MyPPS* Formal Observation Summary Report Form (includes cited evidence) in *MyPPS*, within five (5) workdays of the observation.
- Post-Observation Conference:
  - The conference will be held within seven (7) workdays of the observation.
  - Observer facilitates the Post-Observation Conference.
  - Teacher/Specialist brings supporting artifacts to the post conference or upload supporting evidence in *MyPPS*. Teacher/specialists may provide additional artifacts as follows:
    - Supporting evidence for Standard 2 Learning Climate and Standard 3 Instruction.
    - Demonstrate for Standard 1 Planning and Preparation.
    - Demonstrate competency in Standard 4 Professionalism.
  - Observer provides the teacher/specialist with a final copy of the *MyPPS* Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.

**STEP 5: THIRD FORMAL OBSERVATION (FOR TEACHERS WITH PERFORMANCE CONCERNS)**

- The next formal observation can occur after a minimum of 15 workdays after the post observation conference of the previous observation.
- Third formal observation (including pre and post conference) is recommended to be completed in February or March of the current school year.
- Pre-Observation Conference:
  - The teacher/specialist provides the observer with the lesson/service plan 24 -48 hours prior to the pre-observation conference. The observer views the lesson/service plan.
  - The observer facilitates the Pre-Observation Conference.
  - The observation is scheduled to occur any workday within a five (5) workday window following the pre-observation conference.
- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - Focus will be on the Standards for Excellence (SFE) evaluation tool.
  - Observer completes the draft of the *MyPPS* Formal Observation Summary Report Form (includes cited evidence) in *MyPPS*, within five (5) workdays of the observation.
- Post-Observation Conference:
  - The conference will be held within seven (7) workdays of the observation.
  - Observer facilitates the Post-Observation Conference.
  - Teacher/Specialist brings supporting artifacts to the post conference or upload supporting evidence in *MyPPS*. Teacher/specialists may provide additional artifacts as follows:

- Supporting evidence for Standard 2 Learning Climate and Standard 3 Instruction.
- Evidence that demonstrates Standard 1 Planning and Preparation.
- Evidence that demonstrates competency in Standard 4 Professionalism.
- Observer provides the teacher/specialist with a final copy of the MyPPS Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.

**STEP 6: FOURTH FORMAL OBSERVATION (FOR TEACHERS WITH PERFORMANCE CONCERNS)**

- The next formal observation can occur after a minimum of 15 workdays after the post observation conference of the previous observation.
- The fourth formal observation must be completed prior to the communicated deadline annually.
- Pre-Observation Conference:
  - The teacher/specialist provides the administrator with the lesson/service plan 24 -48 hours prior to the pre-observation conference. The administrator views the lesson/service plan.
  - The observer facilitates the Pre-Observation Conference.
  - The observation is scheduled to occur any workday within a five (5) workday window following the pre-observation conference.
- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - Focus will be on the Standards for Excellence (SFE) evaluation tool.
  - Observer completes the draft of the MyPPS Formal Observation Summary Report Form (includes cited evidence) in MyPPS, within five (5) workdays of the observation.
- Post-Observation Conference:
  - The conference will be held within seven (7) workdays of the observation.
  - Observer facilitates the Post-Observation Conference.
  - Teacher/Specialist brings supporting artifacts to the post conference or upload supporting evidence in MyPPS. Teacher/specialists may provide additional artifacts as follows:
    - Supporting evidence for Standard 2 Learning Climate and Standard 3 Instruction.
    - Evidence that demonstrates Standard 1 Planning and Preparation.
    - Evidence that demonstrates competency in Standard 4 Professionalism.
  - Observer provides the teacher/specialist with a final copy of the MyPPS Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.

**STEP 7: SELF-ASSESSMENT**

- Teacher/specialists will complete a self-assessment using the Standards for Excellence (SFE) evaluation tool.
- The self-assessment is informed by teachers'/specialists' experiences and a reflection on their practice.
- The self-assessment must be completed by the final evaluation conference at the end of the school year.

**STEP 8: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE**

- The authorized supervisor provides the teacher/specialist with the SFE Final Evaluation Report.
- The authorized supervisor and teacher/specialist will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference will be held by the teacher/specialist's last duty day.
- The following topics may be reviewed:
  - The teacher/specialist's self-assessment and his/her self-reflection of growth in practice with the Standards for Excellence (SFE) evaluation tool.
  - The goals developed by the teacher/specialist and any evidence collected which demonstrates growth and attainment of the goals.
  - A review of the marked Standards for Excellence (SFE) observation form from the formal observations to determine growth and practice.
  - A review of the informal classroom/service observations and other evaluation inputs.
- Discussion and debrief:
  - Review the teacher/specialists/specialists' goals and growth in the identified standards of practice.
  - Were the goals achieved and to what extent?
  - What opportunities are needed for further growth in these standards?
  - What additional supports does the teacher/specialist perceive are needed to support growth?
- Authorized supervisor provides the teacher/specialist with a copy of the final evaluation.

# SFE Observation Procedures for On-Cycle Tenured Teacher/Specialists – No Performance Issues

- On-Cycle tenured teacher/specialists will be observed a minimum of two (2) times a year using the Standards for Excellence (SFE) observation tool.
- Authorized supervisors provide teacher/specialists a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher/specialist begins his/her service.
- Observers may only observe one teacher/specialist at a time in an instructional setting or within their service area.
- Observers may only observe teacher/specialists in a setting that is part of their normal instructional duty or service area.
- Observations shall not occur the day before or the day after holidays that are non-duty days such as Thanksgiving, Winter Break, Spring Break, and emergency closings greater than three (3) days or approved absences greater than three (3) days.

## STEP 1: GOAL SETTING CONFERENCE

- Teacher/Specialist will develop two (2) professional practice goals using the Standards for Excellence (SFE) Goal Setting Form.
- Teacher/Specialist will determine the indicators for growth and explain how she/he will improve and measure/document growth.
- Teacher/Specialist will submit the goal setting form in *MyPPS* prior to the goal setting conference.
- The authorized supervisor will review the self-assessment, goal setting form, prior year's summative evaluation and prior year's observations during the goal setting conference for teacher/specialist who has two or more years of service in PGCPs.
- Authorized supervisor and teacher/specialist will agree upon two (2) professional practice goals during a conference held annually by September 30.

## STEP 2: FIRST FORMAL OBSERVATION

- First formal observation (including pre and post conference) may begin one (1) week after the goal setting conference.
- Pre-Observation Conference:
  - The teacher/specialist provides the authorized supervisor with the lesson/agenda/service plan for the visit 24 – 48 hours prior to the pre-observation conference. The authorized supervisor views the lesson/agenda/service plan.
  - The observer facilitates the pre-observation conference.
- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - Focus will be on the Standards for Excellence (SFE) evaluation tool.
  - Observer completes the draft of the *MyPPS* Formal Observation Summary Report Form (includes cited evidence) in *MyPPS*, within five (5) workdays of the observation.
- Post-Observation Conference:
  - The conference will be held within seven (7) workdays of the observation.
  - Observer facilitates the Post-Observation Conference.
  - Teacher/Specialist brings supporting artifacts to the post conference or upload supporting evidence in *MyPPS*. Teacher/specialist may provide additional artifacts as follows:
    - Supporting evidence for [standards] Learning Climate and Instruction.
    - Evidence that demonstrates competency for the standards not observed for Standard 1 Planning and Preparation.
    - Evidence that demonstrates competency in the standards not observed for standard Professionalism.
  - Observer provides the teacher/specialist with a final copy of the *MyPPS* Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.

## STEP 3: SECOND FORMAL OBSERVATION

- The next formal observation (including pre and/or post conference) can occur after a minimum of 15 workdays after the post observation conference of the previous observation.

- o The teacher/specialist provides the authorized supervisor with the lesson/agenda/service plan for the visit 24 – 48 hours prior to the pre-observation conference. The authorized supervisor views the lesson/agenda/service plan.
- o The observer facilitates the pre-observation conference.
- Classroom Observation:
  - o Observation lasts at least 30 minutes.
  - o Focus will be on the Standards for Excellence (SFE) evaluation tool.
  - o Observer completes the draft of the *MyPPS* Formal Observation Summary Report Form (includes cited evidence) in *MyPPS*, within five (5) workdays of the observation.
- Post-Observation Conference:
  - o The conference will be held within seven (7) workdays of the observation.
  - o Observer facilitates the Post-Observation Conference.
  - o Teacher/Specialist brings supporting artifacts to the post conference or upload supporting evidence in *MyPPS*. Teacher/specialist may provide additional artifacts as follows:
    - Supporting evidence for [standards] Learning Climate and Instruction.
    - Evidence that demonstrates competency for the standards not observed for Standard 1 Planning and Preparation.
    - Evidence that demonstrates competency in the standards not observed for standard Professionalism.
  - o Observer provides the teacher/specialist with a final copy of the *MyPPS* Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.

**STEP 4: SELF-ASSESSMENT**

- Teacher/specialist will complete a self-assessment focused on the indicators within the evaluation tool in the electronic platform, *MyPPS*.
- The self-assessment is informed by teachers’/specialists’ experiences in the classroom and reflection on their practice.
- The self-assessment must be completed by the final evaluation conference at the end of the school year.

**STEP 5: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE**

- The authorized supervisor should complete the Final Evaluation form for teacher/specialist receiving a Final Evaluation.
- The authorized supervisor and teacher/specialist will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference will be held by the last teacher/specialist duty day.
- The following topics may be reviewed:
  - o The teacher’s/specialist’s self-assessment and their self-reflection of growth in practice with the Standards for Excellence (SFE) evaluation tool.
  - o The goals developed by the teacher/specialist and any evidence collected which demonstrates growth and attainment of the goals.
  - o A review of the marked Standards for Excellence (SFE) observation form from the formal observations to determine growth and practice.
  - o A review of the informal classroom/service observations and other evaluation inputs.
- Discussion and debrief:
  - o Review the teacher/specialists goals and growth in the identified standards of practice.
    - Were the goals achieved and to what extent?
    - What opportunities are needed for further growth in these standards?
    - What additional supports does the teacher/specialist perceive are needed to support growth?
- Authorized supervisor provides the teacher/specialist with a copy of the final evaluation.

# SFE Observation Procedures for Off-Cycle Tenured Teacher/Specialists

- Authorized supervisors should provide teacher/specialist a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher/specialist begins his/her service.

## **STEP 1: GOAL SETTING CONFERENCE**

- Teacher/Specialist will develop two (2) professional practice goals using the Standards for Excellence (SFE) Goal Setting Form.
- Teacher/Specialist will determine the indicators for growth and explain how she/he will improve and measure/document growth.
- Teacher/Specialist will submit the goal setting form in the electronic platform, MyPPS prior to the goal setting conference.
- The authorized supervisor will review the self-assessment, goal setting form, prior year's summative evaluation and prior year's observations during the goal setting conference for teacher/specialist who has two or more years of service in PGCPs.
- Authorized supervisor and teacher/specialist will agree upon two (2) professional practice goals during a conference held annually by September 30th.

## **STEP 2: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE**

- The authorized supervisor should complete the Final Evaluation form for teacher/specialist receiving a Final Evaluation.
- The authorized supervisor and teacher/specialist will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference will be held by the last teacher/specialist duty day.
- Authorized supervisor provides the teacher/specialist with a copy of the final evaluation
- The following topics may be reviewed:
  - The teacher's/specialist's self-assessment and their self-reflection of growth in practice with the Standards for Excellence (SFE) evaluation tool.
  - The goals developed by the teacher/specialist and any evidence collected which demonstrates growth and attainment of the goals.
  - A review of the marked Standards for Excellence (SFE) observation form from the four (4) formal observations to determine growth and practice.
  - A review of the informal classroom/service observations and other evaluation inputs.
- Discussion and debrief:
  - Review the teacher/specialist's goals and growth in the identified standards of practice.
    - Were the goals achieved and to what extent?
    - What opportunities are needed for further growth in these standards?
    - What additional supports does the teacher/specialist perceive are needed to support growth?

## **STEP 3: SELF-ASSESSMENT**

- Teacher/Specialists will complete a self-assessment using the Standards for Excellence (SFE) evaluation tool.
- The self-assessment is informed by teachers'/specialists' experiences and a reflection on their practice.
- The self-assessment must be completed by the final evaluation conference at the end of the school year.



# COMAR Regulations

## 13A.07.09.02

### .02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) “Evaluation” means an appraisal of professional performance for a school year based on written criteria and procedures that result in a written evaluation report.

(2) “Principal” means an individual who serves in the position as a principal and who is certificated under COMAR 13A.12.04.04 or certificated as a resident principal under COMAR 13A.12.04.05.

(3) “State assessments” means the tests in mathematics and English/language arts developed or adopted by the Department that are aligned with the Maryland College and Career Ready standards and measure a student’s skills and knowledge as set forth in the content standards for those subjects.

(4) “Student growth” means student progress assessed by multiple measures and from a clearly articulated baseline to one or more points in time.

(5) Teacher.

(a) “Teacher” means any individual certificated under COMAR 13A.12.02 as a teacher and who delivers instruction and is responsible for a student’s or group of students’ academic progress in a Pre-K—12 public school setting, subject to local school system interpretation.

(b) “Teacher” may include an individual certificated by the Maryland State Department of Education (MSDE) under COMAR 13A.12.03 if the individual delivers instruction and is responsible for a group of students’ academic progress in a Pre-K—12 public school setting, subject to local school system interpretation.

## 13A.07.09.04

### .04 Local Education Agency Evaluation System.

A. An evaluation system for teachers and principals developed by a local education agency in mutual agreement with the exclusive employee representatives shall include performance evaluation criteria, at a minimum, based on multiple measures, and on the general standards set forth in §§B and C of this regulation.

B. General Standards: Teacher Evaluation System.

(1) An evaluation system shall be based on standards, such as the INTASC Model Core Teaching Standards or other Department-approved or nationally recognized standards for teaching, and those standards shall be explained to teachers and communicated to the school community. The selected standards shall be used to evaluate the teacher’s professional practice and student growth.

(2) A teacher’s evaluation shall include at least five components:

(a) Planning and preparation;

(b) Classroom environment;

(c) Instruction;

(d) Professional responsibility; and

(e) Student growth.

(3) An evaluation system shall provide, at a minimum, for an overall rating of highly effective, effective, or ineffective.

(4) Classroom observations shall play a role in the evaluation system, at a minimum, in the following ways:

(a) Classroom observations of teachers' professional practice shall be conducted by certificated individuals who have completed training that includes identification of teaching behaviors that result in student growth and the use of the selected standards in the observation;

(b) An evaluation of a teacher's professional practice, including planning and preparation, classroom environment, and instruction shall be based on at least two observations during the school year;

(c) An evaluation report that evaluates a teacher as ineffective shall include at least one observation by an individual other than the immediate supervisor;

(d) An observation, announced or unannounced, shall be conducted with full knowledge of the teacher;

(e) A written observation report shall be shared with the teacher and a copy provided to the teacher within a reasonable period of time;

(f) A teacher shall sign the observation report to acknowledge receipt;

(g) An observation shall provide for written comments and reactions by the teacher being observed, which shall be attached to the observation report; and

(h) An observation shall provide specific guidance in areas needing improvement and supports as well a reasonable timeline to demonstrate improvement in areas marked as ineffective.

(5) Claims and evidence of observed instruction that substantiate the observed behavior or behaviors in a classroom observation shall be a part of the teacher's evaluation and may be identified by either the teacher or the evaluator or both and may include:

(a) Student work;

(b) Teacher-developed initiatives;

(c) Portfolios;

(d) Projects;

(e) Student test data;

(f) Artifacts; and

(g) Other statements.

(6) A local education agency's evaluation system shall include rigor, which shall be demonstrated, in part, by:

(a) The establishment of student growth as a significant component of the evaluation;

(b) For the school years 2014—2015 and 2015—2016, the use of student learning objectives (SLOs) informed by the data resulting from the State assessments, which shall be represented on a teacher's evaluation; and

(c) The Department shall review and approve mutually agreed-on evaluation systems to ensure compliance with the minimum general standards.

(7) The Department's approval of an agreed-on evaluation system after the 2015—2016 school year will be based, in part, on the Department's analysis of the evaluation data obtained in the 2014—2015 and 2015—2016 school years, including an analysis of the use of State assessment data as a direct measure of student growth.

(8) The evaluation system shall provide focused professional development, resources, and a mentoring component for teachers who are evaluated as ineffective and for all non-tenured teachers.

(9) Until school year 2016—2017, student growth data based on or derived from State assessments may not be used to make personnel decisions.

C. General Standards: Principal Evaluation System. A principal's evaluation system shall be based on:

(1) The outcomes contained in the Maryland Instructional Leadership Framework, February 2005, and in the Interstate Leadership Licensure Consortium; and

(2) The standards set forth in §B(3), (6)(a)—(b), and (9) of this regulation.

## **13A.07.09.06**

### **.06 Evaluation Cycle.**

A. Tenured Teachers. On the 3-year evaluation cycle, tenured teachers shall be evaluated once annually in the following ways:

(1) In the first year of the evaluation cycle conducted under these regulations, tenured teachers shall be evaluated on both professional practice and student growth;

(2) If in the first year of the evaluation cycle a tenured teacher is determined to be highly effective or effective, then in the second year of the evaluation cycle the tenured teacher shall be evaluated using the professional practice rating from the previous year and the student growth based on the most recent available data;

(3) If in the second year of the evaluation cycle a tenured teacher is determined to be highly effective or effective, then in the third year of the evaluation cycle the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data;

(4) At the beginning of the fourth year, the evaluation cycle shall begin again as described in §A(1)—(3) of this regulation; and

(5) In any year, a principal may determine or a tenured teacher may request that the evaluation be based on a new review of professional practice along with student growth.

B. non-tenured Teachers and Teachers Rated as Ineffective. All non-tenured teachers and all teachers rated as ineffective shall be evaluated annually on student growth and professional practice.

C. Principals. Every principal shall be evaluated at least once annually based on all of the components set forth in Regulations .04 and .05 of this chapter

### **13A.07.09.07**

#### **.07 Personnel Requirements.**

A. Instructional personnel shall obtain and maintain a valid Maryland Educator Certificate in accordance with COMAR 13A.12.01 and 13A.12.02.

B. Residential Facility School and Juvenile Services Educational Program administrators shall obtain and maintain a valid Maryland Educator Certificate in accordance with COMAR 13A.12.01 and 13A.12.04.

C. Teacher Evaluation.

(1) Teachers will be evaluated in accordance with the established State Performance and Evaluation Program set forth in COMAR 17.04.03.21.

(2) Evaluations will meet the requirements for Evaluation of Professional Certified Personnel set forth in COMAR 13A.07.04.02 and 13A.07.04.03.

### **13A.07.09.08**

#### **.08 Appeal of an Evaluation.**

A. In the event of an overall rating of ineffective, the local school system shall, at a minimum, provide the teacher or principal with an opportunity to appeal in accordance with Education Article, §4-205(c)(4), Annotated Code of Maryland.

B. If an observation report is a component of an ineffective evaluation, the observation report may be appealed along with the ineffective evaluation.

C. The burden of proof is on the individual appealing an overall rating of ineffective to show that the rating was arbitrary, unreasonable, illegal, or not in compliance with the adopted evaluation system of the local school system.

**Specialists positions listed in COMAR 13A.12.03** which include: guidance counselors, media specialists, pupil personnel workers, reading specialists, reading teachers, psychometrist, school psychologist, therapists (occupational therapists, physical therapists, speech-language pathologists, or audiologists), school social workers, and gifted and talented education specialists **are NOT included in this regulation.** The only exception would be if the individual delivers instruction, and is responsible for a group of students' academic progress in a Pre-K-12 public school setting, subject to local school system interpretation.

