



Unit I

Evaluation Handbook

2022 - 2023

**Prince George's County Public Schools
Division of Human Resources**

This handbook may be subject to change

Acknowledgements

Board of Education

Juanita D. Miller, Ed.D.
Chair

Sonya Williams
Vice Chair, District 9

David Murray
District 1

Joshua Thomas
District 2

Pamela Boozer-Strother
District 3

Shayla Adams-Stafford
District 4

Zipporah Miller, Ed.D.
District 5 Appointed

TBD
District 6

Kenneth Harris, II
District 7

Madeline LaSalle Frazier, LCSW, Ed.S.
District 8 Appointed

TBD
Member-At-Large

Curtis Valentine, M.P.P.
Member-At-Large, Appointed

Judy Mickens-Murray
Member-At-Large, Appointed

Alvaro Ceron-Ruiz
Student Board Member

Prince George's County Public Schools

Monica Goldson, Ed.D.
Chief Executive Officer

Kristi Murphy Baldwin, Ed.D.
Chief Human Resource Officer

Prince George's County Public Schools Vision

A culturally responsive district developing distinguished learners, leaders, voices of social justice, and advocates for humanity for the world of today, tomorrow, and beyond.

Prince George's County Public Schools Mission

Provide a transformative educational experience anchored by excellence in equity – developing 21st century competencies and enabling each student's unique brilliance to flourish in order to build empowered communities and a more inclusive and just world.

Core Values

Our core values articulate our key beliefs about students, learning, stakeholder responsibility, and the elements necessary to achieve equity and excellence in education:

- Students are our priority and all students can achieve at high academic levels.
- Families, students and educators share the responsibility for student success.
- High expectations inspire high performance.
- All staff share the responsibility for a safe and supportive school environment contributing to excellence in education.
- The support of everyone in our community is essential to the success of our schools and students, and this success enriches our community.
- Continuous improvement in teaching, leadership and accountability is the key to our destiny.



Unit I

Evaluation Handbook

2022 - 2023

Table of Contents

- Introduction-----6
- Professional Growth System Elements-----8
 - Growth Conferences-----8
 - Beginning-of-Year Conference-----8
 - Mid-Year Conference-----9
 - End-of-Year Conference-----9
 - Observations-----10
 - Formal Observations-----10
 - Informal Observations-----10
 - On-Cycle and Off-Cycle-----11
- Professional Growth Documentation Process-----11
 - Growth Plan-----12
 - Interim Evaluation-----12
 - Changing 'Off-Cycle' Status to 'On-Cycle'-----12
- Observation and Evaluation Inquiries-----13
 - Grievance Process-----13
- Evaluation Models-----14
 - Framework for Teaching (FFT) Evaluation Model-----14
 - FFT Evaluation Activities-----14
 - FFT Professional Practice Measures-----15
 - Growth Conferences-----15
 - Formal Classroom Observations-----16
 - FFT Components for Scoring-----17
 - Growing and Developing Professionally-----18
 - Professionalism-----18
 - FFT Student Growth Measures-----18
 - FFT Overall Final Evaluation Scoring-----19
 - Standards for Excellence (SFE) Evaluation Model-----20
 - SFE Evaluation Activities-----21
 - Growth Conferences-----21
 - Formal Observations-----22
 - SFE Overall Final Evaluation Scoring-----23

Definition of Terms-----	24
Appendices-----	26
Appendix A: Conference Scoring Rubrics-----	26
A1: 2022-2023 Unit I Educator Evaluation FFT Conference Rubrics-----	26
A2: 2022-2023 Unit I Educator Evaluation SFE Conference Rubrics-----	26
Appendix B: Professionalism Rubric-----	26
Appendix C: Student Growth Measures Assessment Guide-----	26
Appendix D: Non-Disclosure Agreement-----	26
Resources-----	26
General-----	26
SY 2022-2023 Unit I Educator Evaluation Timeline-----	26
Online Instruction Observation Look For-----	26
Framework for Teaching Evaluation Instrument-----	26

Introduction

Prince George's County Public Schools (PGCPS) recognizes the importance and complexity of teaching in a large district, one which values continuous improvement and shared accountability for student achievement. The art and science of teaching is nurtured in a system that provides constant feedback, analysis, and refinement of the quality of teaching.

PGCPS is committed to implementing an evaluation model for Educators that facilitates continuous improvement and thereby positively impacts student achievement. As part of the commitment and dedication to provide a quality education to all students, PGCPS and the Office of Employee Performance (OEP) provide all employees with an evaluation system that promotes professional growth, enhances job performance through professional learning, and is evidence-based to reflect the true work of the Educator.

Educators are classified into two categories based on the model used for evaluation purposes:

1. Charlotte Danielson's Framework for Teaching (FFT)
2. Standards for Excellence (SFE)

Both FFT and SFE focus on Educator effectiveness in support of student achievement and encourage reflection on adult practice. Further detail for each category of the Educator evaluation will be presented later in this handbook.

Successful teaching practices are nurtured in a school and in a district culture that values constant feedback, analysis, and refinement of the quality of teaching. Educator capacity is enhanced when Educators are given the opportunity to participate in analyzing data in order to draw conclusions that link instruction and student learning.

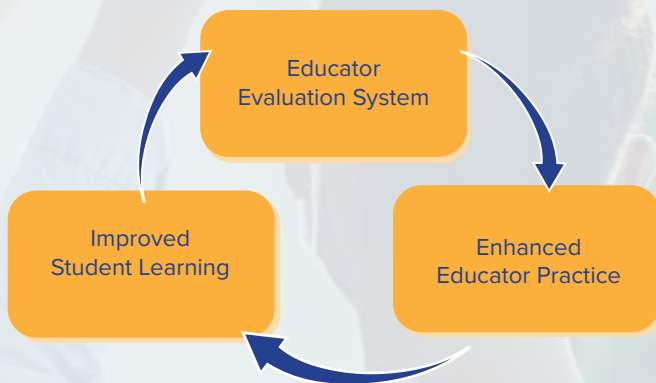
The Beginning-of-Year, Mid-Year, and End-of-Year Conferences are the focal point for professional growth and development for all Educators in PGCPS.

Each conference provides an opportunity for Educators and Supervisors to engage in collaborative dialogue to promote reflection and to allow Educators to develop and attain new goals.

Evaluation procedures are established for all Unit I Educators. The objective of the evaluation is to promote open and candid, two-way communication between Educators and their Supervisors. The evaluation system

ensures that performance will be fairly appraised in relation to work requirements and that the Educator and Supervisor relationship will be strengthened by the development of a work environment that provides for recognition of individual achievement.

In addition, regular communication between the Educator and Supervisor enables the Educator to be kept advised of work requirements and provides a fair opportunity to meet these requirements. The formal evaluation process is an opportunity for the Educator to reflect on progress made and potential areas for future professional growth. Thus, evaluation is seen as a tool for continuous improvement.



This handbook is a resource that will guide Educators through the evaluation process. This handbook can also be found on the Prince George's County Public Schools Staff Portal in the Office of Employee Performance community.

Professional Growth System Elements For FFT and SFE Educators

Growth Conferences

Successful performance evaluations involve both quantitative and qualitative measures. Quantitative measures and specific feedback provide accountability for performance. Qualitative measures allow for dialogue about activities that are important, but may be less tangible.

The PGCPS evaluation process is designed to support Educators' professional growth and development. The process revolves around three yearly conferences: (1) Beginning-of-Year, (2) Mid-Year, and (3) End-of-Year Final Evaluation Conference. At each of the three conferences, Educators and Supervisors have an opportunity to engage in collaborative dialogue about the Educator's professional growth and student or program growth.

The qualitative reflection and dialogue are at the heart of each of the three conferences.

Scoring will occur at each conference using the Conference Scoring Rubric (Appendix A).

Beginning-of-Year Conference

The Beginning-of-Year Conference for Unit I Educators is held **no later than October 26th** and must be held during the work day. For Educators who are hired after the start of the school year, the Beginning-of-Year Conference must be held within 30 days of hire.

During the Beginning-of-Year Conference, Supervisors and Educators discuss past and present performance, areas of strength and improvement, and professional learning opportunities that support the Educator's continued learning and professional growth.

For FFT Educators, the Beginning-of-Year Conference includes discussion of the academic or program goals that the Educator intends to use as the Student Growth Measure (SGM). More information about SGM will be detailed in the section of the handbook for FFT Educators.

For SFE Educators, while there are no specific Student Growth Measures calculated for the Final Evaluation score, the Beginning-of-Year Conference will include collaborative dialogue related to Academic and Program Growth goals. The dialogue is guided by the Conference Scoring Rubric (Appendix A) but not scored.

Late Hires and Returns from Extended Leave

- If hired October 1st-November 1st, the Beginning-of-Year Conference will be held and must occur within 30 days of hire. If an Educator returns from extended leave between October 1st-November 1st, a Beginning-of-Year Conference must be held.
- If hired after November 1st, there will only be two conferences held.
 - The Beginning-of-Year Conference will occur during the Mid-Year Conference window

and will replace the Mid-Year Conference.

- The End-of-Year Conference is the second conference that will be held.

Mid-Year Conference

The Mid-Year Conference for Unit I Educators is held **December 1st-February 3rd** and must be held during a work day. For Educators who are hired after **November 1st**, only two conferences will be held (Refer to the Beginning-of-Year Conference section of this handbook under Late Hires).

The Mid-Year Conference is an opportunity for Educators and Supervisors to review goals that were set at the beginning of the year and engage in reflective dialogue that focuses on progress monitoring. The Supervisor will provide feedback and coaching for growth, and engage in discussion about what resources are needed to support success in attaining the goals.

If there are performance concerns, the Mid-Year Conference may include notice of those concerns through an Interim Evaluation, which may result in a Growth Plan. However, an Interim Evaluation or Growth Plan may be issued at a later date if performance concerns arise after the Mid-Year Conference.

End-of-Year Conference

The End-of-Year Conference for Unit I Educators who are receiving an “Ineffective” rating must be held **by June 10th**. For Educators who are receiving an “Effective” or “Highly Effective” rating, the End-of-Year Conference must be held **on or before the last published duty day**.

During the End-of-Year Conference, the Educator reflects on goals set at the beginning of the year, and provides evidence of attainment of the goals. The Supervisor discusses the following with the Educator:

- Formal and Informal Observations
- Professional Growth
- Student Growth Measure attainment (FFT Educators)
- Data collected by the Appraisee
- Final Evaluation Report

For Itinerant Educators, the Supervisor who holds the End-of-Year Conference, and provides a Final Evaluation rating, must solicit and incorporate feedback from all other Supervisors of that Educator.

Observations

Observations provide meaningful and direct feedback to Educators about instructional practices. There are two methods of conducting observations, formally and informally.

Formal Observations

Formal Observations are required during the On-Cycle year, and there are required specifications for those Formal Observations. Observation requirements are separate from evaluation requirements. Formal Observations reflect one data point in the overall evaluation. Listed below are general statements related to both FFT and SFE observations:

- Observations must be performed by qualified personnel.
- Observers must collect evidence for a **minimum** of thirty (30) minutes, uninterrupted.
- Formal Observations can occur in two ways, Announced and Unannounced:
 - **Announced** - Educators are informed by the Observer prior to the actual Formal Observation taking place.
 - **Unannounced** - The Observer conducts a Formal Observation without prior notice.
- For Unit I Educators, the first Formal Observation will be announced at least three (3) duty days before the observation. Any subsequent Formal Observations may be unannounced.
- All Formal Observations must include a Post-Observation conference.
- Post-Conferences must be held within seven (7) duty days after the Formal Observation. Conferences may be delayed, by documented mutual

agreement, due to extenuating circumstances.

- There must be at least fifteen (15) workdays between a Post-Observation Conference and the next Formal Observation to allow Educators time to implement recommendations or respond to feedback provided by the Observer during the previous observation.
- An Educator is not entitled to union representation at an observation or evaluation conference. Formal Post-Observation Conferences are not disciplinary in nature, therefore it is at the Principal's discretion to permit such representation.

Adherence to observation timelines is essential to support effective teaching practices. Additional information specific to the FFT and SFE models is contained in the respective sections of this handbook.

Informal Observations

Informal Observations, or Walk-Throughs, are instrumental in determining the success of school-wide instructional initiatives. They can occur at any time and there is no required length of time or format for Informal Observations. Educators must receive written feedback within seven (7) days of an Informal Observation. 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 Educator regardless of whether he/she is On-Cycle or Off-Cycle for the current school year.

Informal Observations can be announced or unannounced and 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.

If evidence that supports basic or unsatisfactory performance ratings is observed during an Informal Observation, the Supervisor has the option to follow the process to place an Off-Cycle Educator On-Cycle.

On-Cycle and Off-Cycle

All Educators are evaluated annually, regardless of On-Cycle or Off-Cycle status.

The tenure status will be used to determine which Educators will be On-Cycle or Off-Cycle. See definitions on pages 24-25 of this handbook for information on tenured and non-tenured/probationary status.

- **On-Cycle:** a **minimum** of two (2) Formal Observations are required within the current school year
- **Off-Cycle:** Formal Observations are not required within the current school year
- **Informal Observations** may be conducted by the Observer during On- or Off-Cycle years

Probationary/non-tenured Educators are On-Cycle for Professional Practice until they receive tenure. Tenured Educators 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. Educators who were not formally observed during their On-Cycle year, will be placed On-Cycle in the current year.

Tenured Educators who received an overall rating of Effective or Highly Effective for the previous school year will follow a three-year evaluation cycle.

The table below shows the observation status cycle for Tenured and Non-Tenured Educators (contingent upon an Effective or Highly Effective evaluation rating in the previous year):

	Year	Year	Year	Year-
Tenured	On-Cycle	Off-Cycle	Off-Cycle	On-Cycle
Non - Tenured	All Non-Tenured Educators remain On-Cycle until they meet the requirements to earn tenure status.			

Educators will maintain their observation status if they change assignments.

A Tenured Educator who starts the year as Off-Cycle for Professional Practice can be placed On-Cycle during the year if performance concerns arise.

Professional Growth Documentation Process

Growth Plan and Interim Evaluation

Purpose

As a means to support an employee's performance growth, there are two processes in PGCPs that allow for notification, documentation, and support of an Appraisee's professional growth and development. Those documents are a Growth Plan and Interim Evaluation. Although they are two distinct actions, both should be developed during a collaborative conversation between the Appraisee and the Appraiser to ensure an Appraisee understands both the areas of improvement and the actions for improving adult practice.

Growth Plan

The Growth Plan identifies growth areas to be addressed that could result in an Ineffective Final Evaluation rating. The plan is developed collaboratively between the Appraisee and Appraiser. The Appraisee must implement the strategies outlined to improve the cited areas of growth. The Appraiser must monitor, provide ongoing feedback, and provide consistent updates to the Growth Plan. Growth Plans must be developed, shared, signed, and updated by all Appraisers and Appraisees in the appropriate platform.

The Appraisee must be allowed 45 work days to improve in the identified areas of growth. The development and implementation of the Growth Plan may occur at any time during the current evaluation year, except for the first ten work days of the new evaluation year. The Growth Plan must conclude at the end of the evaluation year. A new Growth Plan may be developed collaboratively between the Appraisee and Appraiser with the same goals after the first ten work days if the same growth areas persist. Failure to meet the expectations of the Growth Plan in the current evaluation year may result in, but is not limited to, an extension of the Growth Plan, a negative evaluation rating, and/or adverse personnel action up to termination. If targeted growth is not achieved and the Appraisee is in jeopardy of an Ineffective Final Evaluation rating, an Interim Evaluation must be generated (see Interim Evaluation).

Interim Evaluation

The Interim Evaluation is required as notification to Appraisees in jeopardy of receiving an Ineffective Final Evaluation rating. An Appraiser can generate an Interim Evaluation when it becomes apparent that the Appraisee is in jeopardy of an Ineffective

Final Evaluation rating. An Interim Evaluation requires an Interim Evaluation Conference with the Appraisee, and a Growth Plan must be developed and implemented.

The Interim Evaluation Conference is not the same as the Mid-Year Conference. However, the Appraiser may opt to combine both conferences. In this case, the Appraisee must be made aware of the decision to combine the Interim Evaluation and Mid-Year Conferences.

If an Appraisee is not allowed 45 work days to improve the targeted growth areas cited on an Interim Evaluation, the Final Evaluation rating must be Effective.

Changing 'Off-Cycle' Status to 'On-Cycle'

If there are growth areas identified during an Off-Cycle year, a request to place an Educator On-Cycle for the school year must be made by the last **business day of February**, annually.

A Growth Plan is required to place an Off-Cycle Educator On-Cycle (See Growth Plan section). The Educator must be given a minimum of 45 days to improve prior to formal action being taken to place the Educator On-Cycle.

Steps for Placing an Educator On-Cycle

1. Supervisor completes Informal Observation(s). Evidence cites area(s) of growth.
2. Supervisor develops a Growth Plan in collaboration with the Educator, focused on the area(s) of growth.
3. Supervisor completes additional Informal Observations to track progress.
4. Supervisor monitors and documents progress towards meeting expectations



Evaluation Models

Framework for Teaching (FFT) Evaluation Model

All FFT Educators are evaluated annually on Professional Practice and Student Growth Measures. Professional Practice (70 points) is determined through collecting evidence during Formal Observations, using Danielson’s Framework for Teaching (FFT), which includes the four Domains: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities. Student Growth (30 points) is determined by a combination of quantitative assessment and qualitative reflection.

A Note About JROTC:

The Junior Reserve Officer Training Corps (JROTC) in Prince George’s County Public Schools (PGCPS) consists of programs from the Army, Navy, and Air Force. In several instances, there are additional evaluation components outside of the PGCPS evaluation process; consult with the Department of Career and Technical Education (CTE) office.

FFT Evaluation Activities

The Professional Practice component associated with the FFT Evaluation model consists of several activities (see the chart), some of which are scored and rated. Depending on the evaluation cycle for a particular year, Educators will be required to participate in the activities. All evaluation activities are to be completed in the electronic

platform. Any activity not completed or completed with inaccuracies may negatively impact the overall evaluation score.

FFT Professional Practice Evaluation Activities		
Evaluation Activity	On-Cycle	Off-Cycle
Beginning-of-Year Conference	Yes	Yes
Formal Observations	Yes	No
Informal Observations	Yes	Yes
Mid-Year Conference	Yes	Yes
*Growing and Developing Professionally	Yes	Yes
Professionalism	Yes	Yes
End-of-Year Conference	Yes	Yes

*Growing and Developing Professionally is included in all three (3) conferences and consists of growth in content knowledge, response to feedback, and service to the profession.

FFT Professional Practice Measures

Seventy (70) points of an Educator's evaluation are based on Professional Practice.

The FFT Educator Evaluation model includes the following Professional Practice areas:

- Fifty (50) points of the Professional Practice score are based on Framework for Teaching (FFT) observations. Evidence is collected for Components within Danielson's Framework for Teaching Domains (See Appendix for FFT Evaluation Tool, p. 26). The Educator receives one score for each of the Components during every Formal Observation. The average Component score from observations will be used to calculate the final Professional Practice score.
- Fifteen (15) points of the Professional Practice score are based on developing, monitoring and attaining the growth goals for the Growing and Developing Professionally component. This is scored at the 3 conferences using the Conference Scoring Rubric (Appendix A).
- Five (5) points of the Professional Practice score are based on the Professionalism Rubric. During the Final Evaluation period, school-based Supervisors will rate FFT Educators' professionalism based on the Professionalism Rubric (Appendix B).

Growth Conferences

At the Beginning-of-Year Conference, Supervisors and Educators review previous and current performance, areas of strength and growth and professional learning opportunities to support the Educator's development.

During the Mid-Year Conference, Supervisors and Educators review goals that were set at the beginning of the year and engage in dialogue that focuses on progress monitoring. The Supervisor will provide feedback and coaching and discuss what resources are needed to support success in achieving the Professional Practice goal.

The End-of-Year Conference provides an opportunity for the Educator to reflect on Professional Practice, and provide evidence of attainment or progress towards meeting the Professional Practice goals. The Supervisor will review observations of practice, the Student Growth Measure achievement, and the Final Evaluation Report.



Formal Classroom Observations

In addition to the general information outlined earlier in this handbook, the following pertains to the observation process for FFT Educators. Formal classroom observations are conducted as part of the evaluation process for Educators who are On-Cycle or who are moved from Off-Cycle to On-Cycle (see pg. 12). The scores for each component are used in the calculation of the Final Evaluation Report. The requirements for FFT Formal Observations are as follows:

1. A Formal Observation must occur for a **minimum** of 30 minutes, uninterrupted.
2. Formal Observations can occur in two ways, Announced and Unannounced:
 - **Announced** - Observer informs Educators prior to the actual Formal Observation taking place.
 - **Unannounced** - Observer conducts a Formal Observation without prior notification.
 - Both observation protocols are designed to provide meaningful feedback to Educators with respect to their teaching practices.
3. For Unit I Educators, the first Formal Observation will be announced at least three (3) duty days before the observation. Any subsequent Formal Observations may be unannounced.
4. A Pre-Observation Conference is required for each Announced Formal Observation.
5. All Formal Observations must include a Post-Observation Conference.
6. The Observer will share Formal Observation notes with the Educator prior to the Post-Observation Conference.
7. Post-Observation Conferences will be held within seven (7) duty days after the Formal Observation. Conferences may be delayed, by documented mutual agreement, due to extenuating circumstances.
8. Formal Observations can be conducted by the Principal/Supervisor, Assistant Principal, and other school or district observers. The Observer must be a PGCPs employed Administrator certified in the PGCPs Evaluation System.
9. Observers may only observe one Educator at a time while in a classroom setting. Observers may only observe Educators in a setting that is part of their normal instructional duty, which excludes observing while an Educator is covering for another unit member or when students from other classes/caseloads have been assigned temporarily.
10. Observations shall not occur the day before or the day after a holiday. Non-duty days include Thanksgiving, Winter Break, Spring Break, emergency closings greater than three (3) days, and approved absences greater than three (3) days. Refer to the district calendar for holidays. Additionally, Formal Observations shall not occur on delayed opening or scheduled early release days.
11. All Educators who are On-Cycle will have a **minimum** of two (2) Formal Observations.
12. If an Educator is on leave the day of a scheduled observation, the Formal Observation will occur upon return.
13. Formal Observation notes shall be shared with the Educator within seven (7) workdays of the Formal Observation.
14. The Educator shall acknowledge receipt of the completed Formal Observation using the electronic signature process in the electronic platform. Failure to sign the Formal Observation does not negate the observation and does not signify that the

Educator agrees with the observation.


15. There must be at least fifteen (15) workdays between a Post-Observation Conference and the subsequent Formal Observation to allow Educators time to implement recommendations or respond to feedback provided by the Observer during the previous observation.

16. An Educator is not entitled to union representation at an observation or evaluation conference. Formal Post-Observation Conferences are not disciplinary in nature; therefore, it is at the Principal's/Supervisor's discretion to permit such attendance.

The Component level ratings will be assigned points as follows: Unsatisfactory = 1, Basic = 2, Proficient = 3 and Distinguished = 4. Points for the Components will be averaged to determine the observation score for the Professional Practice measure on the Final Evaluation Report.

FFT Components for Scoring

All FFT Components can be observed and feedback provided. The following FFT Components are scored and used towards Final Evaluation calculations (See chart).

 FFT Formal Observation Components for Scoring	
Domain 1: Planning and Preparation 1c: Setting Instructional Outcomes 1e: Designing Student Assessment	Domain 2: The Classroom Environment 2b: Culture for Learning 2c: Managing Classroom Procedures 2e: Managing Physical Space
Domain 3: Instruction 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction	Domain 4: Professional Responsibilities Note: 4a, Reflecting on Teaching, will be required as part of the Post-Observation Conference, but will not be scored.

notes

Growing and Developing Professionally

During the Beginning-of-Year Conference, Mid-Year Conference, and End-of-Year Conference, an Educator’s engagement in professional growth will be discussed and scored. The collaborative discussion during these conferences will be based on the Conference Scoring Rubric for each of the three (3) conferences.

Professionalism

During the Final Evaluation period annually, school-based Supervisors will rate On-Cycle and Off-Cycle FFT Educators’ professionalism based on the Professionalism Rubric (see Appendix B). The rubric consists of five (5) indicators, each of which is scored based on levels of performance (e.g., Unsatisfactory, Basic, Proficient, or Distinguished).



The score for Professionalism is based on the average of the indicators for a maximum of five (5) points.

FFT Student Growth Measures

Student Growth Measures (SGMs) comprise 30 points of the overall evaluation for Unit I Educators. SGMs will be discussed at the Beginning-of-Year, Mid-Year, and End-of-Year Conferences and included in each conference’s scoring. An Educator’s Student Growth score consists of the following two categories:

- **Quantitative Measure** (5 points)
 - Educators will be responsible for providing targeted student growth documentation during the Beginning-of-Year, Mid-Year, and End-of-Year Conferences. Educators can choose from an array of measures to demonstrate student growth over time. The Student Growth Measures Assessment Guide (Appendix C) in this handbook provides a list of possible student growth measurement tools and assessments to be used, with guidance from the building Supervisor if needed. Assessment information will be entered into the online platform. The quantitative measure will be scored with the Student Growth Measures Quantitative Rubric (within the Conference rubric in Appendix A) during the End-of-Year-Conference.
- **Qualitative Measure** (25 points)
 - Educators will be responsible for providing in-depth discussion and reflection during the Beginning-of-Year, Mid-Year, and End-of-Year Conferences. Scoring of the qualitative measure by the Supervisor will occur at all three (3)

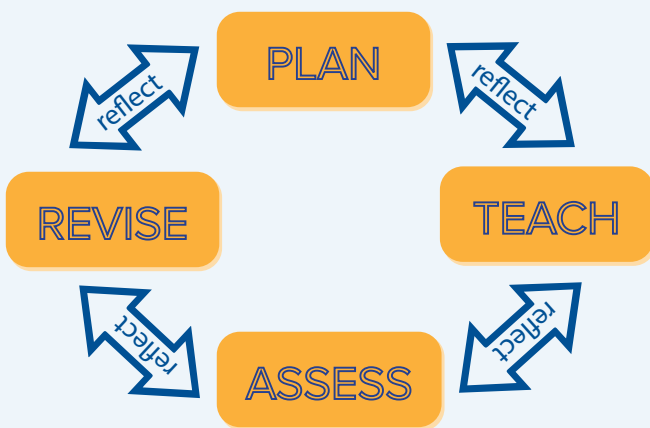
conferences using the Student Growth Measures Qualitative Rubric (Appendix A).

The SGM process mirrors the instructional cycle that Educators are engaged in daily. Educators determine what students already know about the content to be taught by reviewing items such as previous performance data, formative assessments, and student surveys to determine instructional goals. This will be the focus for discussion at the Beginning-of-Year Conference.

The SGM should address the most essential content, and skills students are expected to learn during the instructional interval. Growth targets should be measurable and rigorous but also attainable for the interval of instruction. Monitoring progress and adjusting instructional strategies will be the guiding topics for discussing SGM at the Mid-Year Conference.

Attainment of targeted growth will be discussed at the End-of-Year Conference. Educators will share data that demonstrate student performance, and will engage in a collaborative discussion about what contributed to, or hindered, student success.

Instructional Cycle Chart



FFT Overall Final Evaluation Scoring

FFT Evaluation Scoring		
	Measure	Total Points SY22-23
PROFESSIONAL PRACTICE MEASURES 70 POINTS	Planning and Preparation	10
	Classroom Environment	20
	Instruction	20
	Growing and Developing Professionally	15
	Professionalism	5
	STUDENT GROWTH MEASURES 30 POINTS	Quantitative
	Qualitative	25
TOTAL		100

The overall evaluation score is determined by calculating the total points earned from the Professional Practice (PP) and Student Growth Measures combined. All FFT On-Cycle Educators' Final Evaluation score will be based on the current year's Professional Practice and Student Growth Measures scores.

The Final Evaluation calculation for FFT Off-Cycle Educators is based on the previous On-Cycle year's Formal Observation scores for Domain 1, Domain 2, Domain 3, 4a - Lesson Reflection (if applicable), and 4e - Growing and Developing Professionally (if applicable). The Professionalism score will be based on the Supervisor's rating annually.

Student Growth Measures are calculated annually for all Educators assigned the FFT evaluation.

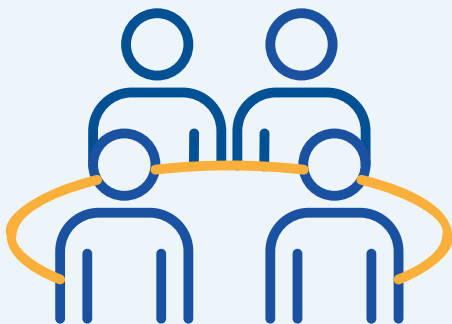
The overall score is then used to determine the overall rating of Highly Effective, Effective, or Ineffective based on the calculations. All Unit I Educators will receive a Final Evaluation rating at the end of each year. Below are the score ranges for each Final Evaluation rating:

Ineffective: ≤ 56 points
Effective: $> 56 - < 85$ points
Highly Effective: ≥ 85 points

Default Scores

Default scores may be applied under specified conditions to ensure that Educators are not penalized for missing data through no fault of their own. Default scores are determined for each case independently or can be applied systemically. The values for default scores are revisited annually and are calculated based on current and historical data. The intent of applying a default score is to ensure that missing data are not the cause of an “Ineffective” overall Final Evaluation rating.

Standards for Excellence (SFE) Evaluation Model



Educators who do not provide direct instruction to students on a regular basis are evaluated using the Standards for Excellence (SFE) evaluation tool. All SFE Educators are evaluated annually based on the following professional standards:



The Standards for Excellence tool is a performance-based evaluation system used for continuous improvement of performance and accountability supporting Educators’ growth. Each standard is weighted equally in the Final Evaluation. Educators will be scored Unsatisfactory, Basic, Proficient, or Distinguished. An overall rating of Ineffective, Effective, or Highly Effective will be calculated based on the average score of the Final Evaluation indicators. The comprehensive evaluation informs professional learning and guides and supports career decisions.

SFE Evaluation Activities

Unit I Educators are notified of their evaluation status at the beginning of each school year. Educators who are On-Cycle will be observed using the SFE observation tool found in the electronic platform. Evidence will be collected during a Formal Observation in the electronic platform.

The SFE model consists of several activities, some of which are scored and rated. Depending on the evaluation cycle for a particular year, Educators will be required to participate in the activities. All activities are to be completed in the electronic platform. Any activity not completed or completed with inaccuracies may negatively impact the overall evaluation score.

Standards for Excellence Evaluation Activities		
Evaluation Activity	On-Cycle	Off-Cycle
Beginning-of-Year Conference	Yes	Yes
Mid-Year Conference	Yes	Yes
End-of-Year Conference	Yes	Yes
Formal Observations	Yes	No

Growth Conferences

For SFE Educators, the Beginning-of-Year, Mid-Year, and End-of-Year Conference Rubrics will be used during the collaborative conversations for reflection and professional growth only. The rubrics will not be used as part of the evaluation scoring.

At the Beginning-of-Year Conference, Supervisors and Educators review previous and current performance, areas of strength and growth and professional learning opportunities to support the Educator’s development.

During the Mid-Year Conference, Supervisors and Educators review goals that were set at the beginning of the year and engage in dialogue that focuses on progress monitoring. The Supervisor will provide feedback and coaching and discuss what resources are needed to support success in achieving the goals.

The End-of-Year Conference provides an opportunity for the Educator to reflect on Professional Practice, and provide evidence of attainment or progress towards meeting the Professional Practice goals. The Supervisor will review observations of practice, Academic or Program Growth goals, and the Final Evaluation Report.

Student Growth is not calculated as a measure of the SFE evaluation. SFE Educators are not directly responsible for Student Growth and are not required to develop Student Growth Measures but will be responsible for discussing Academic or Program Growth goals.

Formal Observations

Formal Observations are conducted as a part of the SFE evaluation process for Educators who are On-Cycle. Observation requirements are separate from evaluation requirements. Observations must be performed by qualified personnel.

The requirements for Formal Observations are as follows:

1. A Formal Observation must occur for a **minimum** of 30 minutes, uninterrupted.
2. Formal Observations can occur in two ways, Announced and Unannounced:
 - **Announced** - Observer informs Educators prior to the actual Formal Observation taking place.
 - **Unannounced** - Observer conducts a Formal Observation without prior notification.
 - Both observation protocols are designed to provide meaningful feedback to Educators with respect to their teaching practices.
3. For Unit I Educators, the first Formal Observation will be announced at least three (3) duty days before the observation. Any subsequent Formal Observations may be unannounced.
4. A Pre-Observation Conference is required for each Announced Formal Observation.
5. All Formal Observations must include a Post-Observation Conference.
6. The Observer will share Formal Observation notes with the Educator prior to the Post-Observation Conference.
7. Post-Observation Conferences must be held within seven (7) duty days after the Formal Observation. Conferences may be delayed, by documented mutual agreement, due to extenuating circumstances.
8. Formal Observations can be conducted by the Principal/Supervisor, Assistant Principal, and other school or district observers. The Observer must be a PGCPS employed Administrator certified in the PGCPS Evaluation System.
9. Observers may only observe one Educator at a time while in a classroom setting. Observers may only observe Educators in a setting that is part of their normal instructional duty, which excludes observing while an Educator is covering for another unit member or when students from other classes/caseloads have been assigned temporarily.
10. Observations shall not occur the day before or the day after a holiday. Non-duty days include Thanksgiving, Winter Break, Spring Break, emergency closings greater than three (3) days, and approved absences greater than three (3) days. Refer to the district calendar for holidays. Additionally, Formal Observations shall not occur on delayed opening or scheduled early release days.
11. All Educators who are On-Cycle will have a **minimum** of two (2) Formal Observations.
12. If an Educator is on leave the day of a scheduled observation, the Formal Observation will occur upon return.
13. Formal Observation notes shall be shared with the Educator within seven (7) workdays days of the Formal Observation.
14. The Educator shall acknowledge receipt of the completed Formal Observation using the electronic signature process in the electronic platform. Failure to sign the Formal Observation does not negate the observation and does not signify that the Educator agrees with the observation.
15. There must be at least fifteen (15) workdays between a Post-Observation Conference and the subsequent Formal Observation.

Definition of Terms

Appraiser:

The individual(s) responsible for conducting and scoring the evaluation tasks of the Appraisee.

Appraisee:

The individual(s) being observed or evaluated the Appraiser.

Educator:

All 10-, 11-, and 12-month Unit I certificated professional employees of PGCPs, except those identified as administrative and supervisory.

Framework for Teaching (FFT):

The Framework for Teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The Framework for Teaching identifies those aspects of an Educator's responsibilities that have been documented as promoting improved student learning.

Components:

In the Framework for Teaching (FFT) model, twenty-two components are clustered into the four domains. The Components of Professional Practice constitute a comprehensive framework reflecting the many different aspects of teaching. Although the components are distinct, they are related to one another. All Components are affected by the reflection on practice that accompanies a unit or lesson.

Domains:

In the Framework for Teaching (FFT) model, Danielson divides the complex activity of teaching into four (4) Domains of teaching responsibility: (1) Planning and Preparation, (2) The Classroom Environment, (3) Instruction, and (4) Professional Responsibilities.

Framework for Teaching (FFT) Educators:

Educators with students assigned for direct instruction on a regular basis; FFT Educators will be observed using Danielson's Framework for Teaching and evaluated on Student Growth Measures (SGMs).

Goal Setting:

The process of identifying areas of growth, developing an action plan, and establishing measurable targets and timeframes that support continued learning and professional growth.

Growth Plan:

A plan of action designed by an Administrator/Supervisor in collaboration with the Educator or Specialist to support the improvement of overall performance concerns. The Growth Plan will be used as both a means of communicating and documenting growth that is needed, as well as documenting the growth needed to support an Off-Cycle change to On-Cycle.

Interim Evaluation:

A report generated after the first Formal Observation that narrates the Educators'/Specialists' progress towards meeting performance standards or outcomes of the core responsibilities of the position; Appraisers can use the report to provide additional feedback to Educators/Specialists between annual evaluations.

Non-Tenured/Probationary:

An Educator in Prince George's County Public Schools who is in their first, second, or third year of service regardless of prior experience in another school district.

Off-Cycle:

Educators who are Off-Cycle are not formally observed throughout the year; Informal Observations may be conducted. Scores from the most recent On-Cycle year's observations will be used in the Off-Cycle year evaluation.

On-Cycle:

Educators who are On-Cycle are formally observed throughout the year; Informal Observations may be conducted as well.

Professional Practice:

An Educator's/Specialist's classroom approaches, pedagogical techniques, management of resources, knowledge of content, and learners during the curriculum delivery process.

Standards for Excellence (SFE) Educators:

Educators with no direct instruction on a regular basis (e.g., Counselors, Media Specialists, Instructional Lead Teachers); Specialists will be evaluated using the Standards for Excellence evaluation model.

Student Growth Measures (SGMs):

Multiple measures of student academic achievement directly related to an Educator or an Administrator.

Supervisor:

The individual(s) to whom the Unit I members are administratively responsible.

Tenure:

Tenure is granted three years from the date of hire in Prince George's County Public Schools to Educators with a Standard Professional or Advanced Professional certificate who have earned an overall year-end evaluation of "Effective" or "Highly Effective" in the last year and if Maryland State Department of Education (MSDE) requirements for Standard or Advanced Professional Certification have been met.

Appendices

Appendix A: Conference Scoring Rubric
(page 7)

A1:SY 2022-2023 [Unit I Educator
Evaluation FFT Conference Rubrics](#)

A2:SY 2022-2023 [Unit I Educator
Evaluation SFE Conference Rubric](#)

Appendix B: [Professionalism Rubric](#)

Appendix C: [Student Growth Measures
Assessment Guide](#)

Appendix D: [Non-Disclosure Agreement](#)

Resources

General

[SY 2022-2023 Unit I Educator Evaluation
Timeline](#)

[Online Instruction Observation Look For
Unit I Educator](#)

Framework for Teaching (FFT)

[Framework for Teaching Evaluation Instrument](#)

