A Guide to City Schools'

TEACHER EFFECTIVENESS EVALUATION

Understanding and Using the District's New Evaluation for Teachers

Fall 2013

BALTIMORE CITY
PUBLIC SCHOOLS

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OVERVIEW

Baltimore City Public Schools is committed to ensuring excellent teaching and learning for every student, in every classroom, in every school. A lot goes into making this happen. But it is teachers who create classrooms that are full of energy and enthusiasm for learning. And effective teachers are professionals who plan, teach and then reflect and adjust their teaching to develop students' skills and abilities—and inspire students to reach high and achieve their potential.

Implementing a new evaluation for teachers that is clear, fair and rigorous is one of the many things City Schools is doing to attract, support and recognize effective teachers and, by extension, ensure a well-rounded and rich educational experience for every student.

The district's new evaluation for teachers, the Teacher Effectiveness Evaluation, is the product of more than two years of work, marked by ongoing collaboration among many stakeholders. Although led by staff in the district's Achievement and Accountability Office, the work has drawn on the expertise of other offices, including Academics, Human Capital and School Support Networks. Throughout, City Schools also partnered closely with the Baltimore Teachers Union,

and district leaders and staff met regularly with BTU leadership to review and discuss the evaluation components. District and union leaders—along with a broad cross-section of teachers, school leaders and district office staff—were represented in the numerous groups whose work was either directly about developing the teacher evaluation or intersected with the evaluation. The primary voice of teachers and school leaders was captured through the Educator Support and Evaluation Committee, an advisory group of 20 teachers and school leaders appointed by both the BTU and the district. This work and collaboration culminated with a negotiated agreement between City Schools and the BTU in summer 2013 that lays out what the evaluation will entail as it rolls out for 2013–14.

THE TEACHER EFFECTIVENESS EVALUATION FOR 2013-14 — AT A GLANCE

City Schools' Teacher Effectiveness Evaluation measures teacher effectiveness in two areas: professional practice and student and school growth. Each of these areas accounts for 50 percent of a teacher's overall effectiveness rating, and nearly every classroom teacher will experience distinct measures within each of these areas. The exact combination depends on the grades and subjects teachers teach.

PROFESSIONAL PRACTICE
- Classroom observations
- Professional expectations measure

STUDENT AND SCHOOL GROWTH
- Student growth measure
  - ◆ Individual student measure *or*
  - ◆ All-student measure
- School performance measure

THE TEACHER EFFECTIVENESS EVALUATION—MOVING FORWARD

A COMPLETE EFFECTIVENESS SYSTEM: EVALUATION + SUPPORT

City Schools' Instructional Framework is embedded in the Teacher Effectiveness Evaluation. Now, the district is working to develop professional development opportunities that align to the evaluation, so that teachers experience it both as an affirmation of effective instruction and as a tool to improve their practice. There will be numerous opportunities throughout 2013–14 for teachers and school leaders to provide feedback on the new evaluation and inform the development of the professional learning piece, so that what the district ultimately creates is a comprehensive process for strengthening, supporting and measuring teacher effectiveness.

STATE AND NATIONAL CONTEXT

The development of City Schools' Teacher Effectiveness Evaluation has, in turn, been affected by developments at the state and national levels, which may ultimately affect the makeup of the evaluation for 2013–14. Because City Schools and districts across the state and country are transitioning to new common standards in English language arts and mathematics, and to new curricula and assessments aligned to those standards, the U.S. Department of Education has said that certain states may apply for a waiver that allows local school districts to delay full implementation of their new teacher evaluations until 2014–15.

Waivers likely will not be granted until mid- to late fall, so if Maryland receives one, some components of the evaluation and their weighting for 2013–14 may change mid-year. City Schools will keep teachers apprised of these developments, but they will in no way affect the spirit in which the district has approached this new evaluation and its potential for strengthening teaching and learning over the long term. City Schools and the BTU are committed to creating the fairest, most responsive evaluation possible, one that ties directly to the supports and opportunities teachers, as professionals, need as they strengthen and hone their practice. Regardless of what happens at state and federal levels, that won't change for Baltimore City teachers.

AN ONGOING EFFORT

During the course of developing the Teacher Effectiveness Evaluation, City Schools has considered—and even piloted and field-tested—evaluation components that are not part of the new evaluation in 2013–14. In some cases, it was clear from the field test and ensuing feedback from teachers and from the Maryland State Department of Education that these components needed more honing; in others, it was determined by City Schools and the BTU that the components should be removed from the evaluation. Because of this, the district will continue to work on and field-test some components during 2013–14 and continue to collaborate with the union, with the goal of creating the strongest possible set of evaluative measures.

Teacher Effectiveness Evaluation

OVERALL STRUCTURE

Because effective teaching is multidimensional, City Schools' Teacher Effectiveness Evaluation provides a detailed picture of a teacher's practice, through multiple measures.

The Teacher Effectiveness Evaluation measures teacher effectiveness in two areas: professional practice and student and school growth. Each of these areas accounts for 50 percent of a teacher's overall effectiveness rating, and nearly every classroom teacher will experience distinct measures within each of these areas. The exact measures depend on the grades and subjects teachers teach. (Certain school-based staff members who are classified as teachers but do not work primarily in delivering instruction—for example, school counselors and social workers—will be evaluated in 2013–14 using the Performance Based Evaluation System, or PBES, that has been used in prior years.)

PROFESSIONAL PRACTICE
- Classroom observations
- Professional expectations measure

STUDENT AND SCHOOL GROWTH
- Student growth measure
  - ◆ Individual student measure (for teachers in grades/subjects where standardized tests are administered) *or*
  - ◆ All-student measure (for teachers in nontested grades/subjects)
- School performance measure

Each of these components will generate a rating, and these individual ratings will be compiled into a single, overall effectiveness rating: highly effective, effective, developing or not effective.

INDIVIDUAL COMPONENTS

PROFESSIONAL PRACTICE
Half of the Teacher Effectiveness Evaluation considers a teacher's professional practice, through classroom observations and a professional expectations measure.

CLASSROOM OBSERVATIONS
*(35 percent of a teacher's overall effectiveness rating)*
One of the components for measuring the effectiveness of teachers' professional practice is classroom observation of teachers by school leaders and other qualified observers, using City Schools' Instructional Framework. Developed over many months with input from hundreds of City Schools' teachers, the framework defines what effective teaching looks like. Specifically in the evaluation, it guides and focuses the classroom observations, in order to generate evidence that can in turn be used to inform teachers' efforts to improve their practice.

The Instructional Framework is divided into three domains—Plan, Teach, and Reflect & Adjust—and within these domains are 20 key actions. For each domain there is an accompanying rubric that observers must use to measure how teachers are doing in each of the three areas.

During the course of the school year, each teacher will experience at least two formal classroom observations and multiple ongoing, informal classroom observations.

- **Formal classroom observations**: Formal observations provide an opportunity for school leaders and other qualified observers to observe teacher performance and provide information that
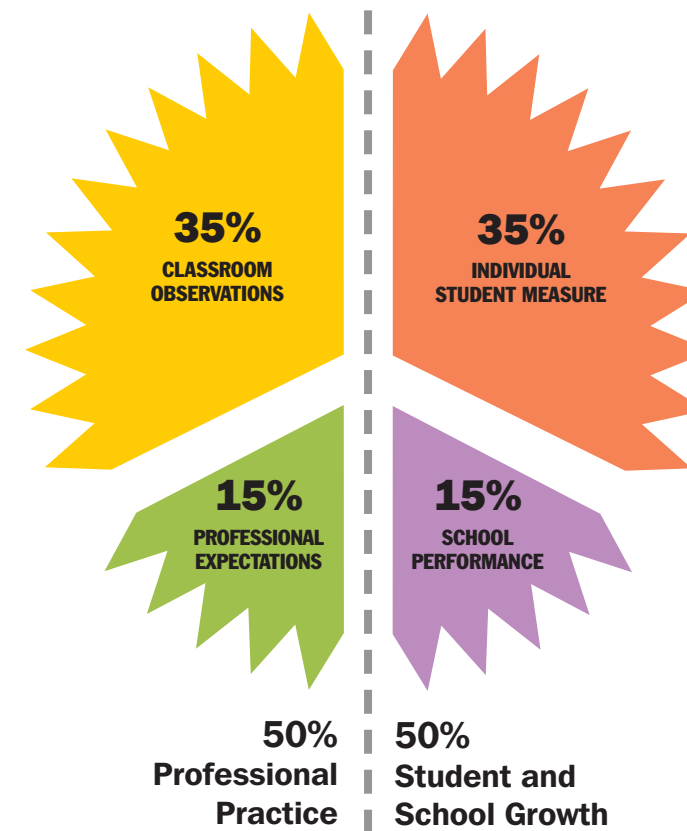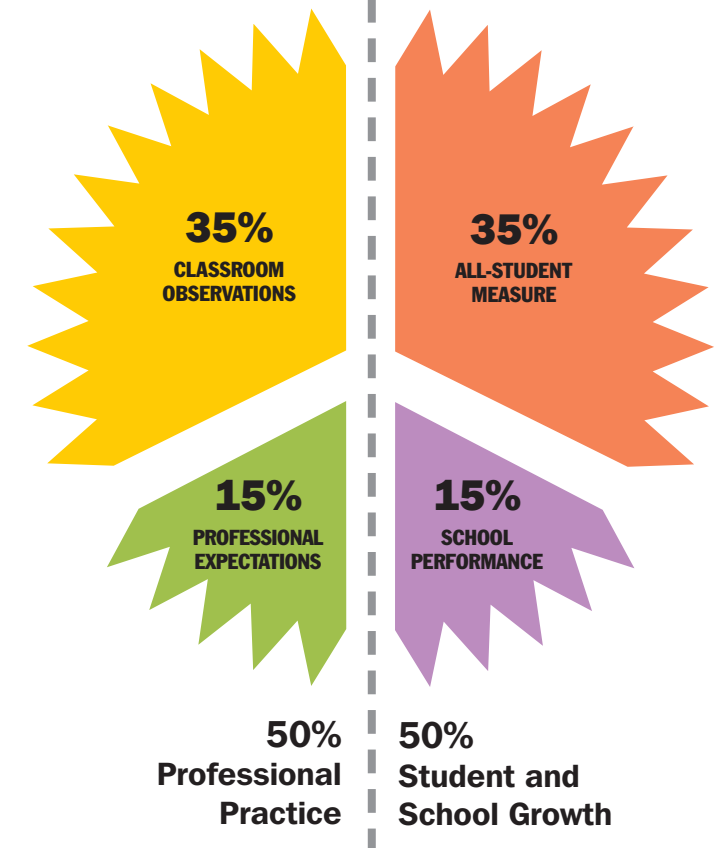
helps measure a teacher's effectiveness; they also allow teachers to demonstrate their practice, receive feedback and show how they are working to improve their practice. On at least two occasions during the year (the first before December 2 and the second between December 2 and April 1), teachers will be observed for a full lesson; following each observation, they will receive feedback on the degree to which they are achieving the key actions within the different domains of the Instructional Framework. In 2013–14, only the key actions in the Teach domain of the Instructional Framework will be used during formal classroom observations, while the key actions from all three domains should be used to guide daily classroom instruction.

All formal observations must be preceded by a pre-observation conference between the teacher and observer to determine the content of the

lesson that will be observed and the date, time and duration of the observation. Observers also must schedule a post-observation conference to review the evidence collected during the observation and provide the teacher with concrete, actionable feedback on her or his professional practice. Finally, observers should ensure that data from the observation, including evidence statements and key action ratings, are recorded in City Schools' Online Performance Management System (OPMS). Observers should enter observation data and hold the post-conference with the teacher within 10 days of the observation.

- **Informal classroom observations**: Informal observations are regular, ongoing opportunities to check in on teachers' professional practice and the steps they are taking to apply the feedback they receive during their formal observations to improve their practice. Informal

For teachers who teach tested grades and subjects

35% CLASSROOM OBSERVATIONS	35% INDIVIDUAL STUDENT MEASURE
15% PROFESSIONAL EXPECTATIONS	15% SCHOOL PERFORMANCE
50% Professional Practice	50% Student and School Growth

For teachers who teach nontested grades and subjects

35% CLASSROOM OBSERVATIONS	35% ALL-STUDENT MEASURE
15% PROFESSIONAL EXPECTATIONS	15% SCHOOL PERFORMANCE
50% Professional Practice	50% Student and School Growth

observations may vary in format from "walk-throughs" to extended observations around an area that has been identified for growth. Like formal observations, they should serve a developmental purpose.

The observers: To ensure that school leaders (principals and assistant principals) are fully prepared to conduct classroom observations of teachers—and to conduct them in a way that is consistent and fair across subjects, grades and schools—they have participated in extensive professional development over the past two years.

Under state law, a qualified observer must hold the Administrator I or Administrator II endorsement, granted by the Maryland State Department of Education. For formal observations, City Schools also requires qualified observers to go through a certification process in which they view various videos of classroom teaching practice and rate the teachers on their use of the Instructional Framework and accompanying rubric. They then have to pass an assessment demonstrating that they accurately used the framework and rubric to rate teachers in the videotaped samples. For informal observations, there are no formal requirements for observers, though the district prefers that observers know the Instructional Framework and rubric.

For formal observations, observers must be qualified and certified. City Schools recommends that, whenever possible, teachers receive their two formal observations from two different qualified, certified observers. Having observations conducted by different observers significantly increases validity and reliability of observation as a measure of effectiveness. In schools with only one observer, school leaders can consult their Executive Director and fellow school leaders for assistance with collaborative evaluations. *Note that year-end ratings of "not effective" must include two observations by two different qualified, certified observers.*

PROFESSIONAL EXPECTATIONS MEASURE
(15 percent of a teacher's overall effectiveness rating)
This measure considers the degree to which teachers meet a set of standard professional expectations and skills—outside their immediate roles as instructors.

- **Meeting standard skills:** Teachers are measured on the communication, job knowledge, professionalism and teamwork they bring to their work. Each of these four skill areas is measured through five indicators (detailed at City Schools Inside, **www.baltimorecityschools.org/cityschoolsinside**), each worth four points—for a maximum score of 20.
- **Meeting standard expectations:** Teachers are measured on the degree to which they meet expectations for attendance, on-time arrival, compliance with school and district policies and ensuring testing integrity. Each of these expectations has a maximum score of five.

Results on these two sets of individual skills and expectations add up to teachers' cumulative score on the professional expectations measure.

Student and School Growth
Half of the Teacher Effectiveness Evaluation measures both the contributions teachers make to student growth and to the performance of a school, based on student growth and the degree to which the school's learning environment supports student growth.

STUDENT GROWTH MEASURE
(35 percent of a teacher's overall effectiveness rating)
Depending on the grades and subjects teachers teach, they will receive an individual student measure or an all-student measure of student growth.

Student growth measures rely on standardized test scores, and due to the timing of the state's release of test results, these data lag by a year; for example, an evaluation during the 2013–14 school year will include student growth information from the preceding, 2012–13 school year. Additionally, these mea-

sures control for factors that affect student achievement but are outside of a teacher's control, such as socioeconomic status, student mobility and special education status.

Generally, student growth measures attempt to quantify how much students grow in a given year and to isolate the impact their teachers have on that growth. They take into account where a student starts at the beginning of the year using prior achievement, attendance or other data, and control for external factors that affect student achievement (including prior achievement; absences; movement from school to school; repetition of or skipping grades; English language learner status; socioeconomic status; special education status; and percentage of students in

the school receiving special education services and average special education service hours per student). City Schools' student growth measures predict how teachers' students will score at the end of the year, based on average growth for City Schools' students with similar characteristics and past test scores. City Schools then compares students' predicted scores to their actual scores. The difference between the predictions and where students actually end up is the student growth estimate.

To make sure it is accurately pairing teachers with students, City Schools conducts roster validation, a process that allows teachers to confirm class rosters each year and the amount of time each student spent in their classroom.

To calculate a teacher's student growth measure, City Schools first creates individual student growth estimates for each of the teacher's students.
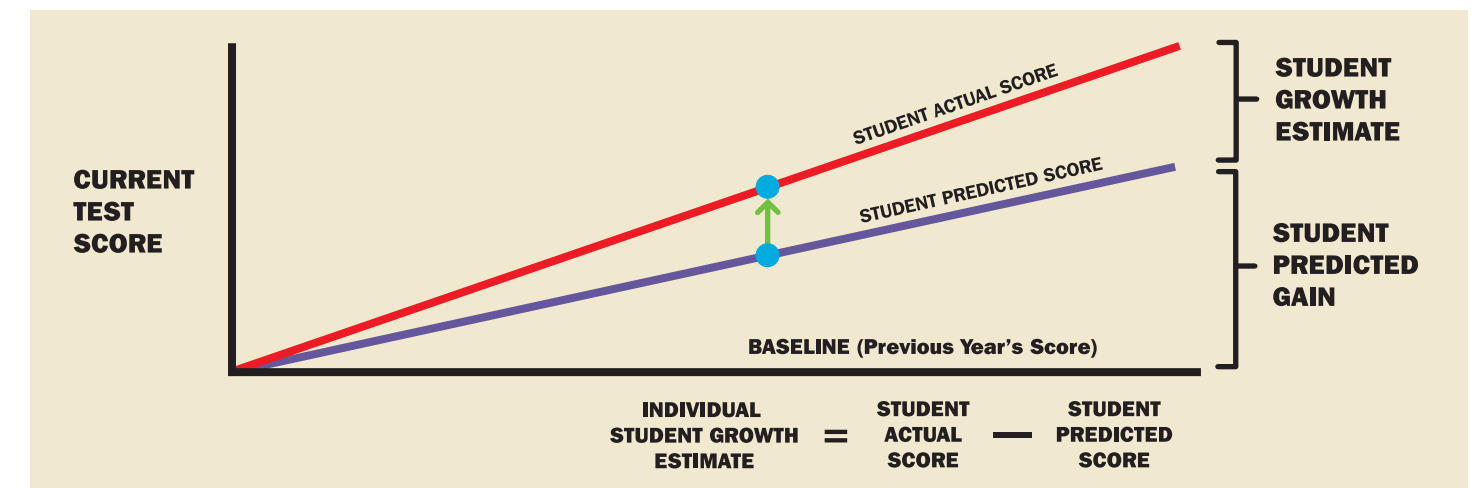
Then the individual student growth estimates are added, to create a total student growth measure for the teacher.
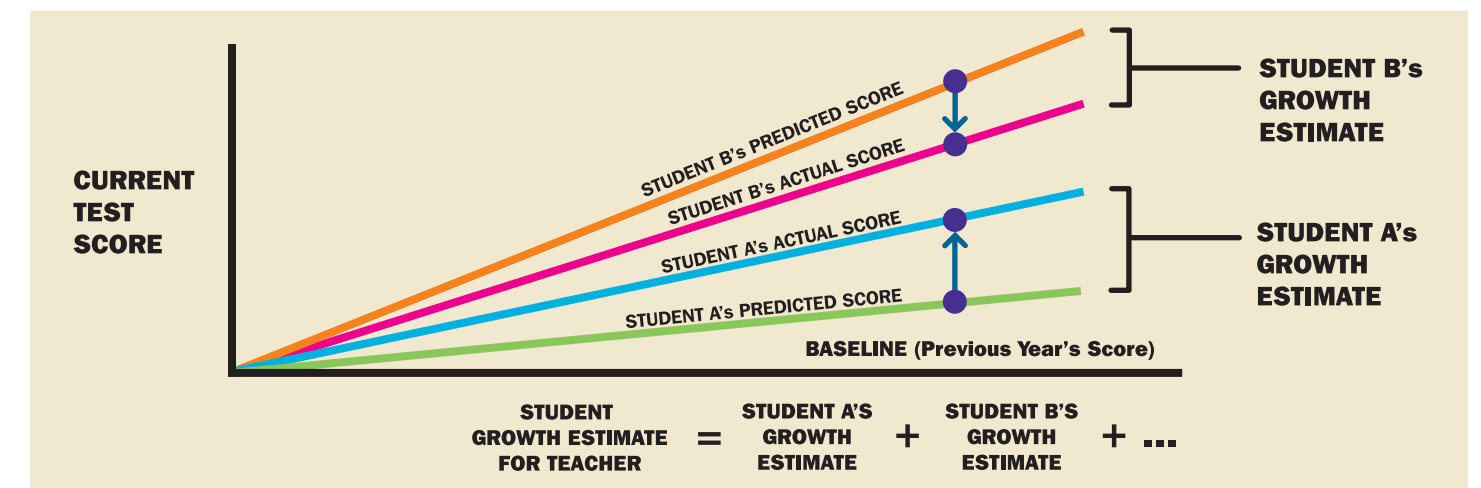
- *Individual student measure:* In 2013–14, teachers who teach subjects and grades for which standardized tests are administered—currently the Stanford 10, Maryland School Assessment (MSA) and High School Assessment (HSA)—will receive individual student growth measures based on the academic growth of their students.

- *All-student measure:* In 2013–14, teachers who teach subjects and grades for which there are no standardized assessments—currently fine arts, pre-k to 1st grade, physical education/health, world and classical languages, English for speakers of other languages, high school electives, etc.—will receive all-student growth measures based on the academic growth of all students in their school. The all-student growth measure is created by adding all the student growth estimates for students in a school. All teachers in nontested subjects and grades at a school will receive the same schoolwide student growth measure.

For teachers who teach both tested and nontested classes, City Schools will determine whether they have sufficient tested students (a minimum of 10) to generate an individual student growth measure. If not, these teachers will receive schoolwide growth measures.

In 2014–15, the district plans to replace the all-student measure with student learning objectives (SLOs) as a measure of student growth for teachers in nontested grades and subjects. This tool measures learning in a way customized to each teacher's particular students. Teachers will participate in a no-stakes pilot of SLOs in 2013–14. For more information, visit City Schools Inside at **www.baltimorecityschools.org/cityschoolsinside**.

SCHOOL PERFORMANCE MEASURE

(15 percent of a teacher's overall effectiveness rating)
Because City Schools maintains that all educators are responsible for certain student outcomes, the Teacher Effectiveness Evaluation includes an aggregate measure of effectiveness, the school performance measure.

The school performance measure consists of multiple quantitative indicators that reflect a whole school's performance in terms of student growth and the extent to which the school's learning environment is conducive to student growth. This measure includes four categories that are equally weighted: progress, growth (elementary and middle schools only), college and career readiness (high schools only) and learning environment. Several of these categories are also considered by the Maryland State Department of Education in calculating its annual School Progress Index.

- *Progress:* This measures a school's annual progress toward its own Annual Measurable Objectives (AMOs), state-established performance targets that assess the progress of student subgroups, schools and school districts in Maryland. For elementary and middle schools, the performance target includes the percentage of students who score proficient or advanced on the MSAs in reading, math and science. For high schools, the target includes the percentage of students who score proficient or advanced on the HSA assessments in algebra/data analysis, English and biology.

- *Growth:* For elementary and middle schools only, this measures student growth with a matrix that breaks down the basic, proficient and advanced MSA categories of student performance into 10 categories: Basic 1 to 4, Proficient 1 to 4, and Advanced 1 and 2. While it uses MSA scoring categories, the matrix includes a more granular measure of student progress within those categories.

The growth matrix awards points based on the degree of progress a student makes, on a scale from 0 to 100. For example, consider a student who scored in the Basic 4 category on the reading MSA in 2011–12. If the the student moved up to the Proficient 1 category in 2012–13, the matrix would award 70 points; conversely, if the student moved down to Basic 3, the matrix would award 0 points. (The complete student growth matrix can be reviewed at City Schools Inside, **www.baltimorecityschools.org/cityschoolsinside**.) For the school performance measure, individual student progress scores are aggregated and averaged for a schoolwide measure. For example, three students with 45, 60 and 90 points would give the school an average of 65.

- *College and career readiness:* For high schools only, this measures a school's progress toward its AMOs for graduation rate and college and career readiness. College and career readiness is defined as the percentage of students who meet certain criteria in their Advanced Placement or International Baccalaureate exam performance, SAT/ACT participation, college enrollment or Career and Technology Education concentration.

- *Learning environment:* This measures stakeholder satisfaction and engagement at a school (through results from City Schools' annual school survey for parents, students and teachers), attendance and chronic absence rates, the two-year cohort retention rate and the four-year dropout rate.

COMPOSITE RATINGS

With City Schools' Teacher Effectiveness Evaluation, nearly every teacher receives a score in each of the areas of effectiveness being measured: the professional practice measures and the student and school growth measures. (Exceptions include first-year teachers for whom no prior-year data are available to calculate student growth measures. For these teachers, only professional practice measures will be used in the 2013–14 evaluation.) These individual ratings are converted as necessary to a 100-point scale, weighted and combined to yield a single overall composite rating. To generate this rating, City Schools follows a four-step process, as illustrated on the next page.

Sample scores for one teacher

Effectiveness Measure	Teacher's Raw Score	Explanation
Classroom observations	3	This is the average of the teacher's final observation ratings from two formal observations, on a scale of 1 to 4.
Professional expectations	80	This teacher's professional expectations score is on a 100-point scale.
Student growth	85	This teacher's student growth measure estimate is in the 85th percentile, so her score is 85 out of 100.
School performance	60	The school performance score for this teacher's school is on a 100-point scale.

STEP 1: Convert scores to a 100-point scale

Evaluation Measure	Score	Multiplier	Scaled Score	Explanation
Classroom observations	3	25 $3 \times 25 = 75$	75	Because of the 1 to 4 scale of the Instructional Framework and rubric, a multiplier of 25 is used to place the score on a 100-point scale.
Professional expectations	80	Already on a 100-point scale	80	This teacher's professional expectations score is already on a 100-point scale.
Student growth	85	Already on a 100-point scale	85	This teacher's student growth estimate is in the 85th percentile, so her score is 85 out of 100.
School performance	60	Already on a 100-point scale	60	The school performance score of this teacher's school is already on a 100-point scale.

STEP 2: Multiply the scaled score for each measure by its weight to create the weighted score, rounded to the nearest hundredth

Evaluation Measure	Scaled Score	Weight (in %)	Weighted Score
Classroom observations	75 $75 \times .35 = 26.25$	35	26.25
Professional expectations	80 $80 \times .15 = 12$	15	12
Student growth	85 $85 \times .35 = 29.75$	35	29.75
School performance	60 $60 \times .15 = 9$	15	9

STEP 3: Add the weighted scores together to yield an overall weighted score

Evaluation Measure	Weighted Score
Classroom Observations	26.25 +
Professional Expectations	12 +
Student Growth	29.75 +
School Performance	9 =
Overall Weighted Score	77

STEP 4: Assign teachers a final rating based on their overall weighted score

Final Effectiveness Rating	Overall Score Range
Highly Effective	80 and above
Effective *77 falls in this range*	60 – 79
Developing	45 – 59
Not Effective	Below 45

Teacher Effectiveness Evaluation—What It Means for Teachers

ACHIEVEMENT UNITS

Under the current contract between City Schools and the BTU, teachers are awarded Achievement Units (AUs) based on the results of their annual performance evaluation. As teachers earn more AUs, they advance along their career pathway and earn salary increases.

Teachers will continue to receive AUs for their effectiveness ratings, but the number has been adjusted because of the new rating scale. The district and union agreed to the following formula for awarding AUs, based on teachers' year-end effectiveness rating.

Final (year-end) Effectiveness Rating	No. of AUs Awarded
Highly Effective	12
Effective	9
Developing	3
Not Effective	0

Additionally, teachers will continue to receive AUs through other means, such as professional development and contributions to student learning and to their colleagues, school and the district.

PROFESSIONAL DEVELOPMENT

The Teacher Effectiveness Evaluation is designed to improve the professional practices of City Schools teachers. During the 2013–14 school year, teachers will receive feedback based on the evaluation measures, and will have significant opportunities for school-based and systemic professional development. These include AU-bearing professional development on the key actions of the Teach domain of the Instructional Framework, videos of best practices, exemplar lessons and other resources.

PERFORMANCE IMPROVEMENT PLAN

City Schools' Performance Improvement Plan (PIP) is designed to help employees and supervisors determine areas for improvement and document the improvement process. An evaluating supervisor can place an employee on a PIP at any time when an area for improvement is noted. While the PIP should reflect consensus between the employee and supervisor, in cases where significant disagreement arises, the decision of the supervisor carries.

APPEALS

If a teacher receives an overall effectiveness rating of not effective, City Schools must, at a minimum, offer that teacher (if he or she is certificated) a meaningful appeal process in accordance with Education Article, § 4-205(c)(4), Annotated Code of Maryland. The burden of proof is on the teacher appealing the rating.

Key Dates and Milestones

Milestone and Date	Purpose	Description
Review of evaluation process *Completed*	■ Provide general information to teacher about the evaluation process	With the teacher, the evaluator… ■ Reviews steps of the evaluation process ■ Discusses the evaluation components ■ Explains possible evaluation outcomes ■ Reviews student achievement data
Initial planning conference *By October 15*	■ Identify baseline data to be used to measure student growth ■ Review teacher's Individual Development Plan, the state-mandated plan required of all teachers that describes continued professional growth and/or remediation in areas identified for improvement ■ Review teacher's Performance Improvement Plan, if required	The evaluator and teacher discuss… ■ Student and school growth measures ■ The teacher's plans to address students' strengths and weaknesses ■ Instructional strategies or support to increase student achievement ■ Artifacts the teacher will maintain and share at future evaluation conferences ■ Professional development opportunities ■ Teacher certification status
Formal observation 1 *By December 2*	■ Observe teacher's professional practices ■ Analyze evidence from the observation ■ Provide teacher with actionable feedback	The evaluator and teacher discuss… ■ Lesson/activity to be observed and estimated time of the observation ■ The observation, student work, assessments and other data ■ Evidence collected during the classroom observation
Mid-year review *By January 15*	■ Check-in at the midpoint of the year	The evaluator and teacher review and discuss… ■ Student achievement data, student work, student progress and any other significant issues ■ Key actions within the Instructional Framework ■ The professional expectations measure
Formal observation 2 *By April 1*	■ Observe teacher's professional practices ■ Analyze evidence from the observation ■ Provide teacher with actionable feedback	The evaluator and teacher discuss… ■ Lesson/activity to be observed and estimated time of the observation ■ The observation, student work, assessments and other data ■ Evidence collected during the classroom observation
Professional expectations *By April 1*	■ Determine whether the teacher meets standard skills and expectations	The evaluator… ■ Submits the professional expectations forms ■ Reviews results with the teacher
Roster validation *April, May*	■ Enable teachers to ensure that student growth measures are accurately attributed	The teacher… ■ Completes the established roster validation process
Year-end evaluation *By May 1 for teachers rated "not effective" based on all components; by one week before the last day of work for all others*	■ Assign an overall effectiveness rating to the teacher ■ Identify areas of strength and areas for improvement	The evaluator… ■ Uses data from multiple observations to determine a rating for each key action of the Instructional Framework ■ Discusses the professional expectations report with the teacher ■ Discusses the overall effectiveness rating with the teacher

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