Baltimore County Public Schools (BCPS)

Comprehensive Teacher, Related Service Provider, and Resource Personnel Professional Growth and Performance Assessment System Guide

Comprehensive Teacher, Related Service Provider, and Resource Personnel
Professional Growth
and
Performance Assessment System Guide

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Section 1 - General Information

Section 1.A – BCPS Purpose

As stated in *The Compass: Our Pathway to Excellence* the purpose of BCPS is to increase achievement for all students while preparing a variety of pathways to prepare students for career and college, in a safe, orderly, and caring environment for students and staff.

Section 1.B – BCPS Areas of Focus/*The Compass: Our Pathway to Excellence*

BCPS is dedicated to providing high-quality and appropriate supports in every classroom, promoting positive school climate and morale, and properly staffing schools to close the achievement gaps. *The Compass: Our Pathway to Excellence* is a strategic plan to establish key initiatives and strategies to be implemented over the next eight years. The five priorities in *The Compass: Our Pathway to Excellence* are:

- Learning, Accountability, and Results
- Safe and Supportive Environment
- High-Performing Workforce and Alignment of Human Capital
- Community Engagement and Partnerships
- Operational Excellence

Section 1.C - Introduction

The Board of Education (Board) of Baltimore County Public Schools (BCPS) is committed to providing its students with the best possible learning environment. The Board recognizes that teachers play a crucial role in attaining this goal. Successful teachers are those who boost academic achievement for all students, improve their teaching craft and consistently work toward improving the outcomes of their students. The Board recognizes that effective teaching is vital to the success of our students. Therefore, a comprehensive teacher professional growth and performance assessment system is critically important to guarantee accountability in achieving the desired outcome of improved student performance.

The teacher evaluation system consists of a qualitative component, which contributes 70% of the teacher's evaluation and a quantitative component which contributes the remaining 30%. More detailed information about the two parts of the system is contained within this guidebook. It is extremely important to note that the core of the teacher evaluation system is professional development. Targeted professional development is provided based on needs identified in the evaluation. Professional development and assistance is intended for all teachers since the evaluation model is based on the premise that all teachers can continue to improve.

This document, Comprehensive Teacher Professional Growth and Performance Assessment System Guide, was created to be used as a reference and to provide guidelines for both teachers and principals regarding the BCPS teacher evaluation system and will continue to be reviewed and revised for continuous improvement. The Teacher Effectiveness Steering Committee and other key stakeholders will continue to provide revisions as we continue to learn from the full implementation of the Teacher Evaluation in the state of Maryland and BCPS. The garnering of pertinent information on the teacher evaluation system will be on-going and will be shared with staff and key stakeholders through multiple methods of communication, such as leadership development meetings and bulletin announcements.

Section 1.D – Glossary of Terms

This document uses the following conventions:

• *Annual Evaluation* – A yearly evaluation of a teacher that includes observations and student growth measure standards.

• *Appraisal Team* – The teacher's appraisal team is comprised of the principal and assistant principal as qualified observers. Department Chairs, Team Leaders, Professional Development Teachers and Department of Academics Resource Teachers are not and may not function as qualified observers. Department chairs, Team Leaders, Professional Development Teachers, and Department of Academics Resource Teachers may support the appraisal team as content area specialists, may model instructional strategies, the implementation of curriculum in the classroom, conduct peer observations, and engage teachers in reflective discussions and data driven dialogue for the purpose of providing effective coaching. Verbal and/or written coaching feedback shall not be directly used in the formal evaluation process.

• *Assistance Plan* – A plan mutually developed by the teacher and members of the appraisal team to provide support.

• *Assistance Process* –A mandatory process defined by the district for providing support to teachers rated as ineffective. The process may be applied on a voluntary basis to teachers rated as developing. The process to build teacher capacity will begin with a thorough needs assessment with teacher and principal input, followed by the development of an individualized plan of support, ongoing coaching and support; resulting in a review of teacher performance and growth.

• *Decision-Making Process* – The process by which a Local Education Agency (LEA) utilizes the data, both qualitative and quantitative, for determining a teacher's level of performance and targeted professional development.

• *Evaluator* – The principal, other appropriate administrator, or supervisor who completes the evaluation for a member of the teacher bargaining unit.

• *Performance Standards* – Levels of teacher performance resulting in a final rating of ineffective, developing (for non-tenured probationary teachers in their first two years), effective, or highly effective on the individual's evaluation.

• *Principal* – 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.

• *Professional Development* – Trainings and/or offerings to teachers that are research-based, high quality, timely, and relevant.

• *Qualitative Measures* – Observable measures and evidence, accounting for 70% of a teacher's evaluation, which are aligned to the BCPS Framework for Teaching and include: planning and preparation, classroom environment, instruction, and professional responsibilities.

• *Quantitative Measures* – Data specific measures, accounting for 30% of a teacher's evaluation, which result from students' performance on approved State or LEA multiple measures of student performance.

• *State Assessments* – State assessments as required by state or federal laws and/or regulations.

• *Student Growth Measures* – Student progress assessed by multiple measures and from a clearly articulated baseline to one or more points in time.

• *Student Learning Outcomes (SLOs)* – A specific, data-based academic goal that a teacher sets for an identified group of students during a specific interval of instruction.

• *Teacher of Record* – An 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 and the assignment of grades in a Pre-K- 12 public school setting.

• *Teacher Effectiveness Steering Committee* – A committee comprised of teachers, collective bargaining unit representatives, principals, administrators, Department of Staff Relations and Employee Performance Management representatives, Department of Organizational Development and Leadership representatives, and Division of Curriculum and Instruction staff to develop the Comprehensive Teacher Professional Growth and Performance Assessment System.

• *Weighting* – The percentage the district assigns to each of the measures. Qualitative measures account for 70% of the total evaluation. Quantitative measures account for the other 30% of the evaluation.

Section 1.E – *The Compass: Our Pathway to Excellence* – Priority Areas

Priority Area 1: Learning, Accountability, and Results: Increase achievement for all students while preparing a variety of pathways to prepare students for career and college.

Priority Area 2: Safe and Supportive Environment: Provide a safe, orderly, and caring environment for students and staff.

Priority Area 3: High-Performing Workforce and Alignment of Human Capital: Recruit and retain a qualified, highly effective, and diverse workforce, and create a systemwide professional development plan to improve work performance.

Priority Area 4: Community Engagement and Partnerships: Communicate, engage, and partner with our families and communities.

Priority Area 5: Operational Excellence: Ensure resources are aligned to our system priorities and are distributed efficiently, effectively, and equitably.

Section 1.F - Philosophy on Teacher Performance Assessment

The Board requires the evaluation of employee job performance. Employee evaluation is an important function of administrators, managers, and supervisors. These evaluations are integral in ensuring that BCPS meets its organizational mission and effectively manages its workforce toward continuous improvement and appropriate professional development.

Section 1.G - Performance Standards in BCPS

BCPS uses the standards set forth in the BCPS Framework for Teaching as a structure for the evaluation of teachers. Teacher Evaluation Rubric: Perform (tedk12.com) .

Section 2 - Background and the Evaluation Cycle

Section 2.A – Underlying Concepts

BCPS' Employee Evaluation System is based on adopted rigorous teaching standards. The Employee Evaluation System contains both qualitative and quantitative measures to meet system goals, fulfill system beliefs, and align with state mandates.

What is the basis for the evaluation system?
The entire system is based on the following:
- The use of multiple sources of evidence to evaluate teaching in addition to direct classroom instruction.
- An emphasis on teacher self-assessment, reflection, collegial support, and professional growth.
- A role for teacher autonomy in the evaluation process, as defined in a Teacher Development Plan (TDP), combined with adherence to accepted measurement principles in the evaluation processes for accountability purposes.
- The use of multi-year evaluation cycles, with different procedures for teachers in different phases of the cycle.
- A fair, valid, and transparent use of student growth measures as one portion of the overall evaluation program; and
- An annual evaluation of all teachers consistent with COMAR 13A (.07) (4.1).

Qualitative Measures
BCPS adopted and adapted Charlotte Danielson's Framework for Teaching as outlined in Danielson's book, *Enhancing Professional Practice: A Framework for Teaching,* for the qualitative portion of the comprehensive teacher evaluation system. It is the shared belief of both teachers and administrators that the key component to this system is the ability for teachers to take an active role in their own success in being an effective teacher and being provided a variety of ongoing professional development opportunities. In addition, this system provides many opportunities for teachers to receive feedback on the various domains used to measure effectiveness through both formative and summative processes. Clear standards and continuing communication between teachers and administrators are critical and embedded in this system.

The qualitative portion of the assessment system is designed around four key domains researched and shared by Charlotte Danielson. Danielson's domains include Domain 1- Planning and Preparation, Domain 2- Classroom Environment, Domain 3- Instruction, and Domain 4- Professional Responsibilities. Danielson's work has proven that when teachers perform at a high level in all four domains and continually work to grow in these areas, then student achievement will be enhanced. In Maryland, school systems are also expected to use multiple measures of student growth as part of the overall teacher evaluation.

The performance process must emphasize the desirability of optimal instruction for students, the need for continuous professional growth of the teacher and the mutual responsibility for an open and collaborative relationship between evaluators and teachers. A climate of sincerity and trust is

attained in the performance process through shared responsibility, clear communication, shared knowledge of expectations and frequent interaction between the appraiser and the teacher.

Quantitative Measures
Student Learning Outcomes (SLOs) will be developed and utilized for the quantitative portion of the teacher evaluation system. Teachers will be required to develop student learning outcomes, implement instruction, and conduct ongoing assessment of student growth throughout the interval(s) of instruction. Refer to Section 4 of this manual regarding SLOs.

It is critical to ensure flexibility and individuality within the area of quantitative measures. This is to be done in conjunction with professional practice adhering to the overall goal for teachers to make continuous improvement and be provided appropriate professional development in order to improve student achievement.

Through a comprehensive and mutually developed evaluation system, teachers and administrators have the flexibility to build upon each teacher's and student's strengths while enhancing areas of need to improve student achievement.

The system promotes and recognizes professional growth, student achievement and collaboration among professionals. The system also creates a common language and clear standards of professional practice that will be applied consistently in all schools. It is designed to align with and complement current professional growth practices and expectations.

The observation and evaluation system provides teachers:
- Opportunities to become reflective and self-directed professionals through measures including the Teacher Self-Assessment/Teacher Development Plan.
- Collaboration in the observation/evaluation process through measures including pre- and post-observation reflection conferences.
- A sense of ownership and pride of accomplishment in professional performance and growth through measures including the autonomous development of SLOs.
- A structure of effective teaching that is valued by the teacher, the administrator and the Board of Education through measures including observation and evaluation conferences.

Section 2.B - The BCPS Framework for Teaching

BCPS' observation and evaluation system will be based on Enhancing Professional Practice: A Framework for Teaching, written by Charlotte Danielson. Each domain and component are described in greater detail in the official Framework for Teaching Qualitative Evaluation Rubric document. The components are described in terms of teacher and student behaviors and interactions.

In both an observation and an evaluation, the evaluator will identify and record evidence of teacher practice. Refer to the table below to identify examples of evidence supporting each of the domains.

Domain 1: Planning and Preparation	Examples of Evidence for Domain 1
6 Components: 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating knowledge of students 1c. Selecting instructional goals 1d. Demonstrating knowledge of resources 1e. Designing coherent instruction 1f. Assessing student learning	✓ Accuracy of classroom explanations and answers to student questions ✓ Lesson plans and/or unit plans ✓ Interest surveys; parent surveys; learning style or Multiple Intelligence Survey for use in planning instruction ✓ Formative/summative assessments ✓ Examples of resources to use for unit/lesson ✓ Disaggregated results on formative, classroom, curricula-based, district, or other assessments for use in planning instruction ✓ Alignment of instructional outcomes, assessments, and activities ✓ Description of strategies to teach students with diverse needs

Domain 2: Classroom Environment	Examples of Evidence for Domain 2
5 Components: 2a. Creating an environment of respect and rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Organization of physical space	✓ Teacher-student and student-student interactions ✓ Procedures for the management of transitions, instructional materials, instructional groups, and non-instructional processes ✓ Expectations for effort and quality of work ✓ Time on task ✓ Expectations for student behavior ✓ Seating arrangements and use of space ✓ Data on Behavioral Intervention Plans ✓ Student behavior data (frequency counts, time stamps/duration, etc.) ✓ Teacher response (incorporation of school's positive behavior plan, frequency counts and outcomes, etc.)

Domain 3: Instruction	Examples of Evidence for Domain 3
5 Components: 3a. Communicating clearly and accurately 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Providing feedback to students 3e. Demonstrating flexibility and responsiveness	✓ Examples of materials used during instruction and modalities ✓ Student work samples; photos of student-generated work ✓ Examples of verbal and written feedback to students during instruction ✓ Copies of assessments used during instructional period ✓ Scoring guides used to assess student work ✓ Video and audio of small and large group instruction ✓ Examples of teacher and student questions/levels of questions ✓ Wait time between questions ✓ Student participation data (frequency counts) ✓ Time stamps to document lesson pacing ✓ Formative, summative, or classroom assessment results
Domain 4: Professional Responsibilities	**Examples of Evidence for Domain 4**
6 Components: 4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism	✓ Post-observation conversations and/or reflection forms ✓ Gradebook/Attendance records ✓ Special education and/or team documentation ✓ Phone logs, letters to parents, parent survey, back-to-school night handouts ✓ Documents sent home to families ✓ Samples of e-mail communication ✓ Newsletter that provides information about the instructional program ✓ Documents that demonstrate that parents are encouraged to actively assist in their child's education ✓ Logs of professional activities; goals for improvement of practice ✓ Copies of conference programs attended and/or documentation used as a presenter ✓ Graduate/CPD course documents ✓ Attendance at staff meetings, professional learning opportunities, and committee activities

Section 2.C - Ensuring Rigor & Fairness: Principal & Assistant Principal Training

BCPS recognizes principals and teachers must understand the assessment model and process to make sure that it is not only implemented rigorously but fairly.

Principals and assistant principals are required to complete professional development to ensure comprehension of the BCPS Framework for Teaching domains and student growth measures.

Evaluation feedback is monitored by executive directors to ensure fairness and accuracy in the application of the evaluation components.

Section 2.D - Overview of the Evaluation Cycle

The overall goal of the performance assessment system is to increase the skill level of teachers to improve achievement for all students. The system is based upon a combination of both qualitative data points and quantitative data points. Principals and teachers will meet at the beginning of each year and on an ongoing basis to establish relevant individual goals in each area.

Each tenured teacher will take part in a multi-year evaluation cycle comprised of two formative years and one summative year. The overall rating during the formative years carries over from the previous summative year rating.

In the formative evaluation years, emphasis is placed on professional growth as determined jointly between the teacher and the teacher's administrator. Feedback should be ongoing throughout the two-year formative cycle and the teacher is primarily responsible for documenting efforts towards goals identified in the Teacher Professional Development Plan. Throughout the formative years, narrative end-of-year feedback will reflect student progress, if available, on selected SLOs along with feedback on established qualitative goals.

During the summative evaluation year, all documentation accumulated during the three-year evaluation cycle shall be included in determining the summative evaluation rating. The summative evaluation will incorporate both qualitative and quantitative feedback and will be rated appropriately. Multiple measures of growth identified in the individual teacher's SLOs throughout the three-year cycle will be incorporated in the summative evaluation.

Throughout the evaluation cycle, administrators will collect evidence through informal and formal observation and conferencing with each teacher about the four BCPS Framework for Teaching domains and their components. At the same time, teachers will document their own progress towards meeting performance standards. Both sets of documentation will help the teacher and their administrator to determine a teacher's overall level of performance.

In the qualitative area, a set of identified teaching components with performance levels are delineated for each of the BCPS Framework for Teaching domains. The domains and components outlined in this document are applicable to both tenured and non-tenured probationary teachers.

In the quantitative area, teachers along with their administrators will develop appropriate SLOs for the subject(s) and grade(s) taught. All teachers of record, both full-time and part-time, will be responsible for 2 SLOs in each year of the evaluation cycle. The SLOs do not have to be the same as the principal's SLOs; however, the SLOs should support and align with the School Performance Plan. The SLOs should be selected based on the teacher's subject area/grade level taught.

The summative evaluation year for tenured teachers and the third year of non-tenured probationary teachers will end in a rating of either *highly effective*, *effective*, or *ineffective*.

The summative evaluation for first- and second-year non-tenured probationary teachers will end in a rating of either *highly effective, effective, developing, or ineffective.*

The summative evaluation for non-tenured probationary teachers who have transferred from another Maryland jurisdiction, in which they held tenure, will end in a rating of *highly effective, effective, developing, or ineffective.* If rated *developing* and recommended for renewal the teacher will have the probationary period extended for an additional year. In that additional year, teachers will end in a rating of *highly effective, effective, or ineffective*.

Highly Effective and Effective Tenured Teachers

Tenured teachers rated *highly effective or effective* will have a three-year evaluation cycle which shall include two formative evaluation years and a summative evaluation year.

Non-tenured Probationary Teachers

Non-tenured probationary teachers serve a three-year probationary period beginning with their first year of employment. Throughout this three-year probationary period, non-tenured probationary teachers will receive summative evaluations each year until they achieve tenure. Non-tenured probationary teachers may be rated *developing* during the first two years of their three probationary years. A non-tenured probationary teacher must be rated at least *effective* during the third year in order to remain a teacher in Baltimore County. Once achieving tenure, teachers will enter the three-year evaluation cycle described above starting with the first of their two formative years.

Ineffective Tenured Teachers

Tenured teachers who are evaluated as *ineffective* during their summative year will enter a second subsequent summative year. A teacher must achieve a rating of *highly effective or effective* during that subsequent year.

Section 2.E – Evaluation Rating Definitions

The effectiveness rating scale will be used as the teaching standard for the Teacher Evaluation Guidelines. Each portion of the teacher's evaluation will be rated using the appropriate BCPS occupational group rubric. Therefore, the qualitative professional practice portion and the quantitative student growth measure portion will be rated using a specific rubric designed for each. The teacher's level of performance, defined below, will be determined by incorporating the Four Point Scale.

Highly Effective: The highly effective rating for teachers is the highest level a teacher can attain in the teacher evaluation system. A teacher may have some areas in which a highly effective rating is attained, while still not achieving an overall rating of highly effective. By its very nature this is a difficult rating to achieve and maintain.

Effective: The effective rating for teachers is the next highest level at which a teacher can be rated. However, a teacher may have some areas in which a highly effective rating is attained, while still achieving an overall rating of effective.

Developing: The developing rating is reserved for first and second year non-tenured probationary teachers. This rating is designed to help those teachers who have not fully achieved the effective level but who show promise in achieving an effective rating. While still considered effective, developing teachers are designated to need additional support to assist them as they move towards e*ffective* or *highly effective*. It is possible to have some domains of the evaluation in which a teacher earns an effective rating, while still achieving an overall rating of developing.

Note: The developing rating was created to assist non-tenured probationary teachers. A non-tenured probationary teacher must move to an effective rating by the last year of the three-year probationary period.

Ineffective: The ineffective rating is the lowest level that a teacher can be rated. A teacher may have some areas in which an effective or developing rating is attained, while still achieving an overall rating of ineffective. A tenured teacher must be rated at least effective the following year to remain a teacher in Baltimore County.

Section 2.F - Appeal Process

In accordance with Education Article, §4-205(c) (4), Annotated Code of Maryland, teachers who disagree with their assigned rating may appeal to the Superintendent or their designee. If an observation report is a component of an evaluation being appealed, the observation report may be appealed along with the evaluation.

The burden of proof rests with the teacher appealing the overall rating. The teacher must show that the rating was arbitrary, unreasonable, illegal, or not in compliance with the BCPS teacher evaluation system.

Section 2.G – Individualized Teacher Assistance Plan

When evaluators are working with teachers who need to improve their teaching performance, it is essential that assistance and support are offered. Support will be provided through the collaborative development of an Individualized Teacher Assistance Plan for the teacher.

The Individualized Teacher Assistance Plan should convey to the teacher what assistance the evaluator or appraisal team will provide and what the teacher's responsibilities are in the process. The assistance plan should be written with identified measurable objectives related to two (2) or three (3) critical areas of deficiency within the context of the Framework for Teaching domains and components. Individualized Teacher Assistance Plan: Perform (tedk12.com)

Section 3 – Qualitative Measures - Professional Practice (70%)

The qualitative measures comprise 70% of the teacher's evaluation. Teachers are evaluated on each of the four domains in the BCPS Framework for Teaching as discussed in Section 2.B of this guidebook. Domain 1 is comprised of 10%, Domain 2 is comprised of 20%, Domain 3 is comprised of 30%, and Domain 4 is comprised of 10%.

Section 3.A- Teacher Self-Assessment & Professional Development Plan (TDP) – TDPs are not required for SY 2023 - 2024

Beginning in July 2023, the Teacher Self-Assessment and Professional Development Plan were combined into a single document in the Perform Employee Evaluation System.

The Teacher Self-Assessment section of the form provides teachers the opportunity to reflect on their performance and assess themselves against the BCPS Framework for Teaching. As the first part of the Teacher Professional Development Plan, the Teacher Self-Assessment is designed to assist teachers in establishing their professional development goals for the year.

The system recognizes the value in collaborative goal setting between teachers and administrators. TDPs are part of the evaluation process and are included in the Perform Employee Evaluation System. Teachers are to select two (2) goals aligned to the Framework for Teaching for their TDP. Principals should consider these goals when conducting conversations with teachers about professional practice.

The evaluators and teachers will collaboratively agree on these goals and the steps/actions that are needed to attain these goals. This allows teachers and evaluators to define success and the process by which these goals will be accomplished. The plan will encourage teachers to set timelines and identify resources needed to achieve their goals, knowing that some goals may possibly take multiple years to achieve. Teachers and the evaluators may meet mid-year to discuss progress vis-à-vis their TDP.

Section 3.B- Teacher Self-Assessment & TDP Process – TDPs are not required for SY 2023 - 2024

The following steps are necessary to complete this process:

Step 1: Teachers complete the Teacher Self-Assessment section independently, prior to their initial conference. For each component across the four domains, teachers should indicate the rating they feel most accurately reflects their current level of performance by clicking the radio button in the appropriate column. The ratings are *Ineffective (I)*, *Developing (D), Effective (E), and Highly Effective (HE),*
Step 2: Teachers and evaluators should meet to discuss the self-assessment and the draft of the TDP. During this meeting, teachers and evaluators review and discuss the teachers' self-assessment. Notes about the areas that teachers need to address should be recorded on the form. The outcomes of their conferences will be reflected in the goals that the teachers will focus on in their TDPs.

Step 3: Submission, Administrator Approval & Employee Signature. The following steps are required to finalize the Teacher Self-Assessment & Professional Development Plan in the Perform Employee Evaluation System. 1. Teacher saves and submits the TDP form into digital workflow. 2. Evaluator approves the TDP form and adds optional comments. 3. Teacher digitally signs the TDP form.

Completing all 3 steps provides the Division of Human Resources with a record that both parties have discussed and agreed upon the goals for professional growth.

Section 3.C - Teacher Professional Development Plan Log

Throughout the evaluation cycle, teachers may use the Teacher Professional Development Plan Log to document various activities that help to support the one or two professional goals upon which they have decided to focus.

Section 3.D – Probationary Teacher Evaluation Cycle At-A-Glance
Three Year Evaluation Cycle: Probationary Teachers rated Developing, Effective and Highly Effective

Probationary Year 1		Probationary Year 2		Probationary Year 3	
Teacher completes Teacher Development Plan (TDP). (N/A in SY 2023 – 2024)	Teacher determines 2 Student Learning Outcomes (SLOs) which support the school progress plan goals.	Teacher updates Teacher Development Plan (TDP). (N/A in SY 2023 – 2024)	Teacher determines 2 Student Learning Outcomes (SLOs) which support the school progress plan goals.	Teacher updates Teacher Development Plan (TDP). (N/A in SY 2023 – 2024)	Teacher determines 2 Student Learning Outcomes (SLOs) which support the school progress plan goals.
Teacher and evaluator meet to discuss and confirm TDP and SLOs.		Teacher and evaluator meet to discuss and confirm TDP and SLOs.		Teacher and evaluator meet to discuss and confirm TDP and SLOs.	
Throughout the year, teacher works towards TDP and SLOs. Documentation is maintained on progress for both.		Throughout the year, teacher works towards TDP and SLOs. Documentation is maintained on progress for both.		Throughout the year, teacher works towards TDP and SLOs. Documentation is maintained on progress for both.	
A minimum of four formal classroom observations will occur and a mid-year review with teacher and evaluator to revise TDP/SLO growth targets, if needed.		A minimum of two formal classroom observations will occur and a mid-year review with teacher and evaluator to revise SLO growth targets, if needed.		At least two formal classroom observations will occur and a mid-year review with teacher and evaluator to revise SLO growth targets, if needed.	
A summative evaluation report, with an overall rating will be provided by the evaluator including qualitative and quantitative progress during the evaluation cycle, at least 4 days prior to the last duty day of the school year for teachers.		A summative evaluation report, with an overall rating will be provided by the evaluator including qualitative and quantitative progress during the evaluation cycle, at least 4 days prior to the last duty day of the school year for teachers.		A summative evaluation report, with an overall rating will be provided by the evaluator including qualitative and quantitative progress during the evaluation cycle, at least 4 days prior to the last duty day of the school year for teachers.	

Section 3.E – Tenured Teacher Evaluation Cycle At-A-Glance
Three Year Evaluation Cycle: Tenured Teachers rated Highly Effective and Effective

| Formative Year 1		Formative Year 2		Summative Year 3	
Teacher completes Teacher Development Plan (TDP). (N/A in SY 2023 – 2024)	Teacher determines 2 Student Learning Outcomes (SLOs) which support the school progress plan goals.	Teacher updates Teacher Development Plan (TDP). (N/A in SY 2023 – 2024)	Teacher determines 2 Student Learning Outcomes (SLOs) which support the school progress plan goals.	Teacher updates Teacher Development Plan (TDP). (N/A in SY 2023 – 2024)	Teacher determines 2 Student Learning Outcomes (SLOs) which support the school progress plan goals.
Teacher and evaluator meet to discuss and confirm TDP and SLOs.		Teacher and evaluator meet to discuss and confirm TDP and SLOs.		Teacher and evaluator meet to discuss and confirm TDP and SLOs.	
Throughout the year, teacher works towards TDP and SLOs. Documentation is maintained on progress for both.		Throughout the year, teacher works towards TDP and SLOs. Documentation is maintained on progress for both.		Throughout the year, teacher works towards TDP and SLOs. Documentation is maintained on progress for both.	
A minimum of one informal classroom observation will occur for teachers completing SLOs (2 informal observations for teachers not required to complete SLOs) and a mid-year review with teacher and evaluator to revise TDP/SLO growth targets, if needed.		A minimum of one informal classroom observation will occur for teachers completing SLOs (2 informal observations for teachers not required to complete SLOs) and a mid-year review with teacher and evaluator to revise TDP/SLO growth targets, if needed.		At least two formal classroom observations will occur and a mid-year review with teacher and evaluator to revise TDP/SLO growth targets, if needed. One of these observations may be a mutually agreed upon alternative observation.	
A narrative evaluation report will be provided by the evaluator including qualitative and quantitative progress, at least 4 days prior to the last duty day of the school year for teachers.		A narrative evaluation report will be provided by the evaluator including qualitative and quantitative progress, at least 4 days prior to the last duty day of the school year for teachers.		A summative evaluation report, with an overall rating will be provided by the evaluator including qualitative and quantitative progress during the evaluation cycle, at least 4 days prior to the last duty day of the school year for teachers.	

Section 3.F - Formal Teacher Observation

The formal observation process provides feedback to teachers on Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, and Domain 3: Instruction. Domain 1 evidence can be examined and discussed during the pre-observation conference and can be commented on during implementation of the lesson. The components of Domains 2 and 3 are observable during the formal observation. The formal observation process is an opportunity for the evaluator to provide the teacher with individualized, job-embedded professional development.

Figure 1
The Teacher Observation Cycle consists of 3 stages:

1. **Pre-Observation Conference**
2. **Classroom Observation**
3. **Post-Observation Conference**
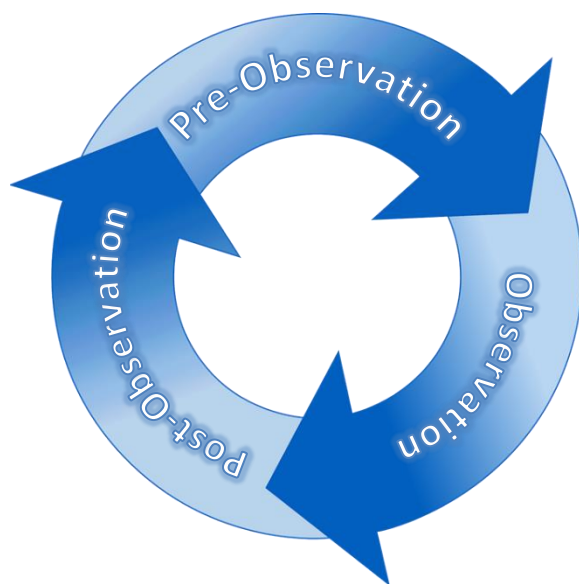
Pre-Observation Conference

Teachers should prepare a lesson plan and come prepared to discuss the questions from the *Pre-Observation Conference Form.* Pre-Observation Conference Form: Perform (tedk12.com).

Post-Observation Conference

The teacher may prepare and submit any appropriate student work samples from the lesson to the observer and be prepared to discuss and reflect on the questions from the Post-Observation Conference Form: Perform (tedk12.com)

The observer discusses the student work samples, the evidence collected during the lesson, and the ratings assigned to the lesson. **As opposed to evaluation ratings, observations shall be rated** *highly effective, effective, developing***, or** *ineffective* **for both non-tenured probationary and**

tenured teachers. The observer should offer commendations and recommendations for improvement as appropriate. After the discussion of work samples and evidence is complete, the observer should identify the final rating for the lesson and prepare the corresponding *Observation Tool* for signatures.

- [Teacher Summative Observation Form: Perform (tedk12.com)](#)

Section 3.G - Qualitative Summative Evaluation Tools

The evaluator completes the Qualitative Summative Evaluation Tool using the Teacher Evaluation Rubric. This is completed once every three years for tenured teachers and yearly for non-tenured probationary teachers. The summative evaluation must be completed four duty days prior to the last duty day of the school year for teachers.

The goal of the overall evaluation is to support the teacher's professional development and to strive for continual improvement. The evaluator should inform the teacher of strengths and weaknesses, commend good performance, and suggest areas of needed improvement. In addition, the evaluation should record the teacher's contributions to the school, the students' performance and growth, and contributions to the professional learning community.

The evaluator will review all observations held within the recent school year and any additional artifacts submitted as part of the teacher's evaluation cycle. The final evaluation may be based on the feedback of the appraisal team.

Upon completion of the qualitative summative evaluation, the teacher will be rated on each domain (see Section 2.B). Evaluators should review the definitions and descriptions for each of the performance ratings prior to completing the qualitative summative evaluation. The Teacher Evaluation rubric for rating teachers can be found in the Perform Employee Evaluation System. [Teacher Evaluation Rubric: Perform (tedk12.com)](#)

The evaluator will list evidence or examples on the evaluation tool to support the assigned rating. If the teacher scores *"D" (developing/non-tenured probationary year 1 and year 2 teachers only) or "I" (ineffective),* the evaluator must list or attach evidence and/or an explanation to support the rating.

At the summative conference, participants will discuss the contents of the evaluation, the assigned ratings, and all supplemental documentation. This conference enables the teacher to point out pertinent aspects of the teacher's work and is an opportunity for the teacher's work to be acknowledged. If the teacher has areas for needed improvement (regardless of the final rating), comments relating to the areas needing improvement must be included within the evaluation form and discussed during the conference.

- [Probationary 1 Non-Tenured Evaluation with SLO: Perform (tedk12.com)](#)
- [Probationary 2 Non-Tenured Evaluation with SLO: Perform (tedk12.com)](#)
- [Probationary 3+ Evaluation with SLO: Perform (tedk12.com)](#)
- [Summative Tenured Evaluation with SLO: Perform (tedk12.com)](#)

- [Probationary 1 Non-Tenured Evaluation without SLO: Perform (tedk12.com)](tedk12.com)
- [Probationary 2 Non-Tenured Evaluation without SLO: Perform (tedk12.com)](tedk12.com)
- [Probationary 3+ Evaluation without SLO: Perform (tedk12.com)](tedk12.com)
- [Summative Tenured Evaluation without SLO: Perform (tedk12.com)](tedk12.com)

Section 3.H – Qualitative Formative Evaluation

Tenured teachers in formative years one or two will receive evaluation feedback through the Employee Evaluation System. Formative evaluations will not be assigned an evaluation rating. The evaluations are narrative in nature and will provide feedback on the teacher's professional development in each of the four domains.

- [Formative 1 Tenured Evaluation with SLOs: Perform (tedk12.com)](tedk12.com)
- [Formative 2 Tenured Evaluation with SLOs: Perform (tedk12.com)](tedk12.com)
- [Formative 1 Tenured Evaluation without SLOs: Perform (tedk12.com)](tedk12.com)
- [Formative 2 Tenured Evaluation without SLOs: Perform (tedk12.com)](tedk12.com)

Section 4 – Quantitative Assessment: Student Learning Outcomes (30%)

Section 4.A - Quantitative Assessment: Measures of Student Growth

The quantitative portion of the teacher evaluation measures student growth and accounts for 30% of a teacher's overall rating. BCPS recognizes that effective teachers are the system's greatest assets. It understands no single measure can accurately capture the complexity of teaching practice. The use of *multiple* measures of student growth, therefore, is fundamental to ensure a more rigorous, fair, and balanced assessment of a teacher's impact on student performance. Multiple measures of student growth:

- **Strengthen teacher evaluation** by providing valuable information about student performance that can lead to improved teaching and learning;

- **Contribute to professional growth** by providing insight into the teacher's contribution to student learning, particularly in non-tested subjects and grades; and

- **Set the stage for improved teaching and learning** by providing more complete evidence about students' learning growth and more comprehensive views of students' strengths and areas that need improvement.

Section 4.B - Student Learning Outcomes (SLOs)

BCPS uses SLOs as its student growth measure. SLOs represent 30% of the quantitative score for Teachers of Record. SLOs are specific, academic goals that a teacher sets for an identified group

of students for a specific interval of instruction. Teachers' SLOs must be approved by the last duty day in October. SLOs must be assessed by the last duty day in February. The development, implementation, and evaluation of SLOs are described in this section.

- [MAP-CBA-PBA SLO October Form: Perform (tedk12.com)](#)
- [MAP-CBA-PBA SLO February Form: Perform (tedk12.com)](#)
- [SLO #1 Beginning of Year CONTENT (Oct.) Form](#)
- [SLO #1 End CONTENT (Feb.) Form](#)
- [SLO Approval Rubric: Perform (tedk12.com)](#)

Section 4.B.1 – Who is Required to Write SLOs?

Employees must meet three criteria to be required to write SLOs.
1. Employee must be a **teacher of record**. A teacher of record is defined as:
     - providing instruction
     - reporting attendance in Schoology/FOCUS
     - submitting end of marking period grades in Schoology/FOCUS.
2. Employee must have a **minimum of 10 students** to conduct an SLO. Students who do not meet the 80% attendance threshold during the interval of instruction may be removed from the SLO at the request of the employee.
3. Employee SLOs must be approved by the last duty day in October. **If the employee is hired after the last duty day in October, they are not required to complete SLOs in their first year**.

If an employee meets all 3 criteria, they are required to complete 2 SLOs regardless of their FTE status. This means that a .1, .3 or .5 part-time employee is required to complete 2 SLOs just like a .6, .8, or 1.0 FTE full-time employee.
Resource teachers and special educators who do not meet all three of the criteria described above are **not required** to, but may choose to, complete SLOs.

Section 4.B.2 - Why SLOs?

SLOs offer a unique opportunity to embed instructional improvement in a comprehensive evaluation system designed to increase rigor and raise student achievement by promoting growth in professional practice. SLOs can be established to measure individual, group, or school performance.

SLOs must be specific and measurable, based on prior student achievement data, and aligned to state standards as well as any school and district priorities. SLOs should represent the most important learning during an interval of instruction. SLOs are developed by teachers in collaboration with their principals at the beginning of the school year and tracked throughout the instructional interval. SLOs may reflect goals a teacher has for students based upon past

performance, new learning outcomes, or SLOs may reflect a school wide goal that the principal has established as part of the School Progress Plan (SPP).

Using SLOs as part of the BCPS model offers the following advantages:

(1) The SLO process is reflective in nature and promotes critical conversations about analyzing student data to develop and track targeted learning goals.

(2) SLOs can be used with all content areas and can address teachers' unique classroom environments.

(3) SLOs can be established to measure individual, group, or school performance.

(4) SLOs have a clearly defined connection to classroom practice.

(5) Teachers and principals work collaboratively to determine the way their practice and the performance of their students will be evaluated.

(6) SLOs allow for the use of multiple measures of assessing student progress toward meeting learning goals.

Section 4.B.3 - Establishing SLOs

As teachers identify the critical skills that will be addressed in the SLO, they should consider the most current available student achievement data. Teachers should also consider how current performance data relates to existing state standards, content standards, curricular frameworks, and Maryland's Common Core State Standards. School-level goals should align to the SPP.

Currently, there are two types of SLO forms teachers can choose to complete. The first type, MAP-CBA-PBA, is to be used for statements of outcome which will be measured using MAP (Measures of Academic Progress), CBA (Curriculum-Based Assessments), or PBA (Performance-Based Assessments). All three of these assessments are designed by Central Office Staff and do not require modification or revision by teachers. The second type, Content SLO, is to be used by teachers who are not using the aforementioned assessment measures to monitor progress and design responsive instruction.

It is essential for teachers and administrators to understand that the intent of SLOs is to provide evidence of how the teacher uses formative assessment data to design responsive instruction for students and monitor their progress. SLOs should always begin with using data to identify a need in students and developing a statement of outcome and instruction based on that need. The assessment should be a way to measure the value added to student learning, and not replace the identified skills or standards identified in the statement of outcome.

A rigorous and high-quality SLO includes several key elements outlined in Figure 2 below.

Figure 2
Key Elements of High-Quality SLOs

Key Element	Description
Statement of Outcome	***Specify the student outcome and note whether it is a mastery or progress outcome.*** This is a long-term academic goal for students. It should be specific and measurable, based on prior student learning data, and aligned to the curriculum and state or national standards. It should represent the most important learning during the interval of instruction. A mastery outcome requires students to demonstrate a specific level of skill or content knowledge. A progress outcome requires students to make a certain amount of progress towards a clear benchmark of performance.
Rationale	***Why select this outcome?*** Explicit rationale for expected student target should be provided, including how and why the target is appropriate and rigorous. The best available student assessment data should be used to demonstrate attainment of the target. Connections to the Common Core State Standards should be provided.
Student Population	***Which students are being addressed?*** All students in an identified class must be included in the SLO process. Only principals may approve exclusions.
Interval of Instruction	***What is the instructional period covered?*** Identify a clear timeline within which identified students will reach an academic goal.
Targets & Evidence	***What is the baseline? How much will each student grow on the selected measurement?*** Requires teachers and principals to understand assessment data, identify baseline student performance, and set realistic and rigorous expectations for expected gain or growth.
Rationale for Targets	***How was this target chosen?*** It must be determined that this is rigorous and based on observable data.
Administration & Scoring	***How will learning be measured?*** A valid and reliable assessment used to measure student progress toward the goal.

Section 4.B.4 – Implementing SLOs

SLOs are established between the teacher and evaluator at the beginning of the school year after data have been reviewed. Teachers are rated based upon the percentage of students that meet or exceed the target of the SLO. The rating process and evidence for meeting the targets is decided upon between the teacher and principal in the conference when the SLOs are established. A brief description of the process for using SLOs follows. The steps are outlined in a linear fashion, but the critical focus on data review, rigor, collaboration, refining instruction, and professional growth is present throughout the process.

STEP 1 - Data Review: The teacher analyzes current and historical student data focusing on the school level, including performance by grade level, content area, and student population.

STEP 2 - SLO Development: The teacher identifies two (2) SLOs for an appropriate instructional interval. The SLOs are aligned to Maryland's Common Core State Standards (MCCSS) and curricular frameworks, other recognized standards or curricular outcomes, and School Progress Plans.

STEP 3 - Review and Approval: The teacher submits SLOs to the principal/assistant principal for review prior to the last duty day in October. The principal/assistant principal provides feedback based on the SLO approval rubric (see above). SLOs are approved by the last duty day in October. This collaborative process allows a teacher the opportunity to submit SLOs, receive feedback from the principal/assistant principal, and refine the SLOs as needed to ensure SLOs are appropriate, rigorous, and include all the necessary components.

STEP 4 – Optional Mid-Interval Conference: Midway through the instructional interval, the teacher may request a conference to discuss student progress towards the SLO. The teacher should bring data to this conference to discuss the possibility of amending the SLO target. If the principal deems it appropriate to make changes to the SLO, the principal will approve the change and comment on the EOY SLO form that changes were approved and the date of the approved changes.

STEP 5 - Final SLO Review: Evaluators conduct final reviews of the teachers' progress toward meeting the SLOs as part of the annual evaluation. This must occur by the last duty day in February.

STEP 6 - Calculation of SLO Results: SLOs are assessed, and ratings are assigned automatically by the Perform Employee Evaluation System according to the scoring ranges on the following page.

Content SLO Scoring Ranges						Teacher Evaluation Score	
Anticipated Percentage of Students Meeting Growth Target	100%	95%	90%	85%	80%		
Percentage of Students Meeting Growth Target at the End of the Instructional Interval	90-100%	86-100%	81-100%	77-100%	72-100%	Raw Score 15/15 4 points	Highly Effective
	70-89%	67-85%	63-80%	60-76%	56-71%	Raw Score 11/15 3 points	Effective
	60-69%	57-66%	54-62%	51-59%	48-55%	Raw Score 7/15 2 points	Developing
	<60%	<57%	<54%	<51%	<48%	Raw Score 3/15 1 point	Ineffective
	No data submitted					Raw Score 0/15 0 points	Ineffective

MAP-CBA-PBA SLO Scoring Ranges						Teacher Evaluation Score	
Anticipated Percentage of Students Meeting Growth Target	100%	95%	90%	85%	80%		
Percentage of Students Meeting Growth Target at the End of the Instructional Interval	80-100%	76-100%	72-100%	68-100%	64-100%	Raw Score 15/15 4 points	Highly Effective
	60-79%	57-75%	54-71%	51-67%	48-63%	Raw Score 11/15 3 points	Effective
	50-59%	48-56%	45-53%	43-50%	40-47%	Raw Score 7/15 2 points	Developing
	40-49%	38-47%	36-44%	34-42%	32-39%	Raw Score 3/15 1 point	Ineffective
	<40%	<38%	<36%	<34%	<32%	Raw Score 0/15 0 points	Ineffective
	No data submitted	No data submitted	No data submitted	No data submitted	No data submitted	Raw Score 0/15 0 points	Ineffective

4.C - Quantitative Formative Evaluation

Tenured teachers in formative years one or two will receive evaluation feedback on SLOs in the form of growth statements. (e.g., percentage of the students who met or exceeded the target on SLO #1.)

SLO Calendar

SLOs approved by the last duty day in **October**.

Mid-interval conference to revise growth targets (usually in **December**).

Post-assessment data submitted by the last duty day in **February**.

Section 5 - Determining Overall Effectiveness Rating

A teacher's overall effectiveness rating is comprised of measures of effective professional practice and measures of student growth (quantitative contributing to 30% and qualitative contributing to 70% of the overall rating). Four overall effectiveness ratings apply to all BCPS teachers:

- **Highly Effective**
- **Effective**
- **Developing (Non-tenured Probationary Teachers in Year 1 or Year 2)**
- **Ineffective**

Each teacher receives performance feedback based on the BCPS Framework for Teaching. The overall score is calculated and then converted to an overall rating.

Section 5.A - Determining the Qualitative Rating

- ✓ **Step 1:** Each teacher receives feedback on their performance in the form of a rating based on the BCPS Framework for Teaching. The evaluator reviews teacher-provided evidence and uses a scoring rubric/guide.
- ✓ **Step 2:** Calculate the cumulative score for all 4 Domains.
- ✓ **Step 3:** Convert the cumulative score to the qualitative rating using the conversion scale in Figures 3 or 4 depending on tenure status.

Figure 3
Four Point Teacher Evaluation Scale

Qualitative 70%					
Weight	Domain	Highly Effective	Effective	Developing	Ineffective
10%	Planning and Preparation	4	3	2	1
20%	Classroom Environment	4	3	2	1
30%	Instruction	4	3	2	1
10%	Professional Responsibilities	4	3	2	1

Quantitative 30%		
SLO Performance (15% each)	Rating	Points
90% - 100% of Target Met	Highly Effective	4
70% - 89% of Target Met	Effective	3
60% - 69% of Target Met	Developing	2
Less Than 60% of Target Met	Ineffective	1

Final Evaluation Scoring Ranges				
Teacher Tenure Level	Highly Effective	Effective	Developing	Ineffective
Probationary Non-Tenured Year 1 and 2	3.60 – 4.00	2.50 – 3.59	2.00 – 2.49	0.00 – 1.99
Probationary Non-Tenured Year 3 and Tenured	3.60 – 4.00	2.50 – 3.59		0.00 – 2.49

Section 5.B - Evaluating and Scoring SLOs

At the end-of-year conference, the teacher provides evidence to the evaluator demonstrating the degree of attainment of the student growth targets. Based on the evidence presented, the evaluator will verify the extent to which each SLO was met.

The Perform Employee Evaluation System will score each individual objective and assign a rating of *Highly Effective* (4 points), *Effective* (3 points), *Developing* (2 points; first- or second-year non-tenured probationary teachers only) *or Ineffective* (0-1 point).

Section 5.C– Final Rating

The overall effectiveness rating for teachers is determined by combining the scores from the qualitative (BCPS Framework for Teaching) with the student growth measure scores from the quantitative categories.

A formal conference is scheduled by the principal to discuss the summative evaluation. The teacher will receive the summative evaluation in the Perform Employee Evaluation System and may print a copy to obtain for personal records. This evaluation should reflect the quality of performance

based on the evidence collected by both the teacher and evaluator. The final ratings and narrative should reflect a summary of the discussions between the teacher and principal.

The teacher will receive the evaluation in an electronic format at least four days prior to the last duty day of the school year. The teacher will have three duty days to review the document and sign to acknowledge receipt. A teacher has the right to enter a response in the teacher comments box and/or upload evidence.

Comprehensive Teacher, Related Service Provider, and Resource Personnel Professional Growth and Performance Assessment System Guide

Table of Contents

Part II: Resource Teacher Evaluation

BCPS has developed a consulting teacher (CT), staff development teacher (SDT), and resource teacher (RT) evaluation process for employees classified as resource teachers. Resource teachers are members of the Maryland State Department of Education (MSDE) Staff Development Teacher Trainer Mentor (12) occupational group. Resource teachers are evaluated annually with a rating and do not participate in a "Formative" evaluation cycle. The following BCPS title codes are members of the resource teacher group. Consulting Teacher, Staff Development Teacher, Resource Teacher, Resource Teacher-Elem, Resource Teacher-Middle, Resource Teacher-High, IEP Facilitator, Lead Teacher, and Teacher - Academic Engagement.

MSDE defines the work of this group as plans, coordinates, and implements instructional in-service training activities that help individuals identify future career options and improve skills necessary to achieve them; provides instruction, learning experiences and/or professional development activities to teachers during a particular time or in a given discipline.

Glossary of Terms

This document uses the following conventions:

• *Annual Evaluation* – A yearly evaluation of a resource teacher that includes observational data.

• *Appraisal Team* – Resource teachers' appraisal teams are job-specific and comprised of the following members:
  o Resource Teacher (school-based): principal and assistant principal
  o Resource Teacher (Central Office-based): central office supervisor
  o Staff Development Teacher (school-based): principal and assistant principal
  o Staff Development Teacher (Central Office-based): central office supervisor
  o Consulting Teacher: PAR Principal and PAR Program Supervisor

• *Decision-Making Process* – The process by which a Local Education Agency (LEA) utilizes qualitative data for determining a resource teacher's level of performance and targeted professional development.

• *Evaluator* – The principal, other appropriate administrator, or supervisor who completes the evaluation for a member of the teacher bargaining unit.

• *Performance Standards* – Levels of resource teacher performance resulting in a final rating of ineffective, developing (for non-tenured probationary resource teachers in their first two years and tenured transfers from other LEAs), effective, or highly effective on the individual's evaluation.

• *Principal* – 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.

• *Professional Development* – Trainings and/or offerings to resource teachers that are research-based, high quality, timely, and relevant.

• *Qualitative Measures* – Observable measures and evidence, accounting for 100% of a resource teacher's evaluation, which are aligned to the resource teachers' job-specific rubric.

Section 1 - Background and the Evaluation Cycle

Section 1.A – Underlying Concepts

BCPS' Employee Evaluation System is based on adopted rigorous teaching standards. The Employee Evaluation System for resource teachers consists of qualitative measures to meet system goals, fulfill system beliefs, and align with state mandates.

What is the basis for the evaluation system?
The entire system is based on the following:
- The use of multiple sources of evidence to evaluate performance.
- An emphasis on resource teacher self-assessment, reflection, collegial support, and professional growth.
- A role for resource teacher autonomy in the evaluation process, as defined in a Resource Teacher Development Plan (TDP), combined with adherence to accepted measurement principles in the evaluation processes for accountability purposes.
- An annual evaluation of all resource teachers consistent with COMAR 13A (.07) (4.1).

Qualitative Measures
BCPS adopted and adapted Charlotte Danielson's Framework for Teaching as outlined in Danielson's book, *Enhancing Professional Practice: A Framework for Teaching,* for the resource teacher evaluation process. It is the shared belief of both resource teachers and administrators that the key component to this system is the ability for resource teachers to take an active role in their own success in being an effective resource teacher and being provided a variety of ongoing professional development opportunities. In addition, this system provides many opportunities for resource teachers to receive feedback on the four domains used to measure effectiveness through the summative evaluation process. Clear standards and continuing communication between resource teachers and administrators are critical and embedded in this system.

The qualitative portion of the resource teacher assessment system is designed around four domains. These domains include Domain 1- Planning and Preparation, Domain 2- The Environment, Domain 3-Delivery of Services, and Domain 4- Professional Responsibilities.

The evaluation process emphasizes the need for continuous professional growth for the resource teacher and the mutual responsibility for an open and collaborative relationship between evaluators and resource teachers. A climate of sincerity and trust is attained in the performance process through shared responsibility, clear communication, shared knowledge of expectations and frequent interaction between the appraiser and the resource teacher.

Quantitative Measures
Resource teachers are not required to write Student Learning Outcomes (SLOs) as they are not classified as teachers of record.

Section 1.B - The BCPS Framework for Resource Teachers

BCPS' observation and evaluation process for resource teachers is based on a modified version of the Framework for Teaching. Job specific rubrics are linked below.

In both an observation and an evaluation, the evaluator will identify and record evidence of teacher practice.

- Consulting Teacher (CT) Rubric: TalentEd Perform (tedk12.com)
- Resource Teacher Rubric: TalentEd Perform (tedk12.com)
- Staff Development Teacher (SDT) Rubric: TalentEd Perform (tedk12.com)

Section 1.C - Ensuring Rigor & Fairness: Principal & Assistant Principal Training

BCPS recognizes principals and resource teachers must understand the assessment model and process to make sure that it is not only implemented rigorously but fairly.

Evaluation feedback is monitored by executive directors to ensure fairness and accuracy in the application of the evaluation components.

Section 1.D - Overview of the Evaluation Cycle

Resource teachers do not participate in a multi-year evaluation cycle as they are "Summative" each year with rating. The probationary, non-tenured, resource teacher appraisal process consists of 4 observations, 2 per semester, a mid-year, and an end of year evaluation with rating. The tenured, summative resource teacher appraisal process consists of 2 observations, 1 per semester, and an end of year evaluation with rating.

Feedback should be ongoing as the resource teacher is primarily responsible for documenting efforts towards goals identified in the Resource Teacher Professional Development Plan.

All documentation accumulated during the annual evaluation cycle shall be included in determining the summative evaluation rating.
Throughout the annual evaluation cycle, administrators will collect evidence through informal and formal observation and conferencing with each resource teacher about the four BCPS Framework for Resource Teachers domains and their components. At the same time, resource teachers will document their own progress towards meeting performance standards. Both sets of documentation will help the teacher and their administrator to determine a resource teacher's overall level of performance.

The summative evaluation year for tenured resource teachers and the third year of non-tenured probationary resource teachers will end with a rating of either *highly effective*, *effective*, or *ineffective*.

The summative evaluation for non-tenured probationary resource teachers who have transferred from another Maryland jurisdiction, in which they held tenure, will end in a rating of *highly effective, effective, developing, or ineffective.* If rated *developing* and recommended for renewal the resource teacher will have the probationary period extended for an additional year. In that additional year, resource teachers will end in a rating of *highly effective, effective, or ineffective*.

Ineffective Tenured Resource Teachers

Ineffective tenured resource teachers may be administratively transferred to another position in the TABCO bargaining unit.

Section 1.E – Evaluation Rating Definitions

The resource teacher's level of performance, defined below, will be determined by incorporating the Four Point Scale.

Highly Effective: The highly effective rating for resource teachers is the highest level a teacher can attain in the teacher evaluation system. A resource teacher may have some areas in which a highly effective rating is attained, while still not achieving an overall rating of highly effective. By its very nature this is a difficult rating to achieve and maintain.

Effective: The effective rating for resource teachers is the next highest level at which a resource teacher can be rated. However, a resource teacher may have some areas in which a highly effective rating is attained, while still achieving an overall rating of effective.

Developing: The developing rating is reserved for resource teachers who have transferred from another Maryland jurisdiction, in which they held tenure with no break in service. If rated *developing* and recommended for renewal the resource teacher will have the probationary period extended for an additional year. In that additional year, resource teachers will end in a rating of *highly effective, effective, or ineffective*.

Ineffective: The ineffective rating is the lowest level that a resource teacher can be rated. A resource teacher may have some areas in which an effective or developing rating is attained, while still achieving an overall rating of ineffective. A tenured resource teacher must be rated at least effective the following year to remain a teacher in Baltimore County.

Section 1.F - Appeal Process

In accordance with Education Article, §4-205(c) (4), Annotated Code of Maryland, resource teachers who disagree with their assigned rating may appeal to the Superintendent or their designee. If an observation report is a component of an evaluation being appealed, the observation report may be appealed along with the evaluation.

The burden of proof rests with the resource teacher appealing the overall rating. The resource teacher must show that the rating was arbitrary, unreasonable, illegal, or not in compliance with the BCPS teacher evaluation system.

Section 2 – Qualitative Measures - Professional Practice (100%)

The qualitative measures comprise 100% of the resource teacher's evaluation. Each of the 4 domains are equal to 25% of the evaluation.

Section 2.A- Resource Teacher Self-Assessment & Professional Development Plan (TDP) – TDPs Not Required SY 23-24

Beginning July 2023, the Resource Teacher Self-Assessments and Professional Development Plans were combined into a single document in the Perform Employee Evaluation System.

The Teacher Self-Assessment section of the form provides resource teachers the opportunity to reflect on their performance and assess themselves against their job-specific rubric. As the first part of the Resource Teacher Professional Development Plan, the Self-Assessment is designed to assist resource teachers in establishing their professional development goals for the year.

The system recognizes the value in collaborative goal setting between resource teachers and administrators. TDPs are part of the evaluation process and are included in the Perform Employee Evaluation System. Resource teachers are to select two (2) goals aligned to their job-specific rubric for their TDP. Principals should consider these goals when conducting conversations with resource teachers about professional practice.

The evaluators and resource teachers will collaboratively agree on these goals and the steps/actions that are needed to attain these goals. This allows resource teachers and evaluators to define success and the process by which these goals will be accomplished. The plan will encourage resource teachers to set timelines and identify resources needed to achieve their goals, knowing that some goals may possibly take multiple years to achieve. Resource teachers and the evaluators may meet mid-year to discuss progress vis-à-vis their TDP.

Section 2.B- Resource Teacher Self-Assessment & TDP Process - TDPs Not Required SY 23-24

The following steps are necessary to complete this process:

Step 1: Resource teachers complete the Resource Teacher Self-Assessment section independently, prior to their initial conference. For each component across the four domains, resource teachers should indicate the rating they feel most accurately reflects their current level of performance by clicking the radio button in the appropriate column. The ratings are *Ineffective (I), Developing (D), Effective (E), and Highly Effective (HE),*

Step 2: Resource teachers and evaluators should meet to discuss the self-assessment and the draft of the TDP. During this meeting, resource teachers and evaluators review and discuss the self-assessment. Notes about the areas that resource teachers need to address should be recorded on the form. The outcomes of their conferences will be reflected in the goals that the teachers will focus on in their TDPs.

Step 3: Submission, Administrator Approval & Employee Signature. The following steps are required to finalize the Resource Teacher Self-Assessment & Professional Development Plan in the Perform Employee Evaluation System. 1. Resource teacher saves and submits the TDP form into digital workflow. 2. Evaluator approves the TDP form and adds optional comments. 3. Resource teacher digitally signs the TDP form.

Completing all 3 steps provides the Division of Human Resources with a record that both parties have discussed and agreed upon the goals for professional growth.

Section 2.C – Resource Teacher Professional Development Plan Log

Throughout the evaluation cycle, resource teachers may use the Teacher Professional Development Plan (TDP) Log to document various activities that help to support the one or two professional goals upon which they have decided to focus.

Section 2.D - Tenured Resource Teacher Evaluation Cycle At-A-Glance

Annual Evaluation Cycle: Tenured Resource Teachers rated Highly Effective and Effective

| Summative Year |
| --- |
| Resource teacher creates Teacher Development Plan (TDP). (N/A SY 23-24)
Staff Development teacher creates Teacher Development Plan (TDP) (N/A SY 23-24)
Consulting teacher creates Professional Development Plan (PDP)(Pre-Assessment) (N/A SY 23-24)
Consulting teacher creates Professional Development Plan (PDP) (Post-Assessment) (N/A SY 23-24) |
| Teacher and evaluator meet to discuss, review, and/or approve TDP or PDP plans. (N/A SY 23-24) |
| Throughout the year, resource teacher works towards TDP or PDP. Documentation is maintained on progress. (N/A SY 23-24) |
| At least two observations will occur and a mid-year review with resource teacher and evaluator to confirm and adjust TDP or PDP, if needed. One of these observations may be a mutually agreed upon alternative observation. |
| A summative evaluation report, with an overall rating will be provided by the evaluator including qualitative progress during the evaluation cycle, at least 4 days prior to the last duty day of the school year for teachers. |

Section 2.E - Formal Resource Teacher Observation

The formal observation process provides feedback to resource teachers on Domain 1: Planning and Preparation, Domain 2: The Environment, and Domain 3: Delivery of Services. Domain 1 evidence can be examined and discussed during the pre-observation conference and can be commented on during implementation of the observation. The components of Domains 2 and 3 are observable during the formal observation. The formal observation process is an opportunity for the evaluator to provide the resource teacher with individualized, job-embedded professional development.

Figure 1
The Resource Teacher Observation Cycle consists of 3 stages:
1. Pre-Observation Conference
2. Observation
3. Post-Observation Conference
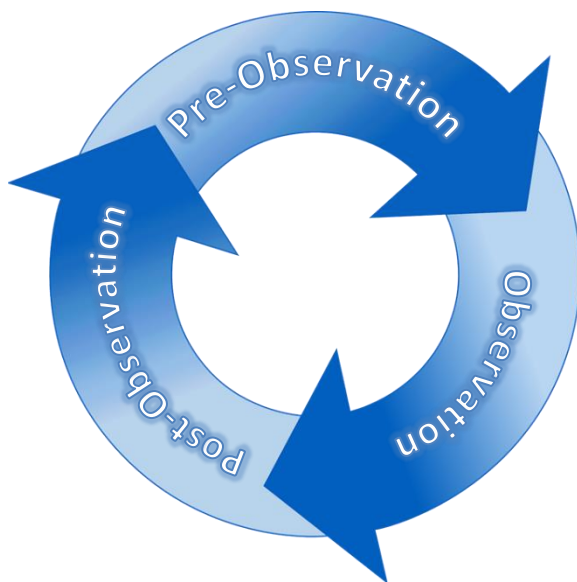
Pre-Observation Conference

When appropriate to the observable event, resource teachers should be prepared to discuss the questions from the Resource *Teacher Evaluation Pre-Conference Planning Tool.* [Teacher Pre-Observation Conference Form: Perform (tedk12.com)](tedk12.com)

Post-Observation Conference

When appropriate to the observable event, the resource teacher may prepare and submit any appropriate materials from the observation/activity to the observer and be prepared to discuss and reflect on the questions from the [Post-Observation Conference Tool: Perform (tedk12.com)](tedk12.com)

The observer discusses the materials, the evidence collected during the lesson, and the ratings assigned to the lesson. **As opposed to evaluation ratings, observations shall be rated *highly effective, effective, developing*, or *ineffective* for both non-tenured probationary and tenured resource teachers.** The observer should offer commendations and recommendations for improvement as appropriate. After the discussion of work samples and evidence is complete, the observer should identify the final rating for the lesson and prepare the corresponding *Observation Tool* for signatures.

- Consulting Teacher Summative Observation Tool: TalentEd Perform (tedk12.com)
- Resource Teacher Summative Observation Tool: TalentEd Perform (tedk12.com)
- Staff Development Teacher Observation Tool: TalentEd Perform (tedk12.com)

Section 2.F - Qualitative Summative Evaluation Tools

The evaluator completes the appropriate Qualitative Summative Evaluation Tool using the appropriate evaluation rubric based on the resource teacher's title code. This is completed yearly for non-tenured probationary and summative tenured resource teachers. The summative evaluation must be completed four duty days prior to the last duty day of the school year for resource teachers.

- Consulting Teacher Probationary 3+ Evaluation Tool: TalentEd Perform (tedk12.com)
- Consulting Teacher Summative Evaluation Tool: TalentEd Perform (tedk12.com)
- Resource Teacher Probationary 1 Evaluation Tool: TalentEd Perform (tedk12.com)
- Resource Teacher Probationary 2 Evaluation Tool: TalentEd Perform (tedk12.com)
- Resource Teacher Probationary 3+ Evaluation Tool: TalentEd Perform (tedk12.com)
- Resource Teacher Summative Evaluation Tool: TalentEd Perform (tedk12.com)
- Staff Development Teacher Probationary 3+ Evaluation Tool: TalentEd: Perform (tedk12.com)
- Staff Development Teacher Summative Evaluation Tool: TalentEd: Perform (tedk12.com)

The goal of the overall evaluation is to support the resource teacher's professional development and to strive for continual improvement. The evaluator should inform the resource teacher of strengths and weaknesses, commend effective performance, and suggest areas of needed improvement. In addition, the evaluation should include data related to Domain 4 (Professional Responsibilities).

The evaluator will review all observations held within the recent school year and any additional artifacts submitted as part of the resource teacher's annual evaluation cycle. The final evaluation may be based on the feedback of the appraisal team.

Upon completion of the qualitative summative evaluation, the resource teacher will be rated on each domain. Evaluators should review the definitions and descriptions for each of the performance ratings prior to completing the summative evaluation. Appropriate resource teacher rubrics, listed below, can be found in the Perform Employee Evaluation System.

- Consulting Teacher (CT) Rubric: TalentEd Perform (tedk12.com)
- Resource Teacher Rubric: TalentEd Perform (tedk12.com)

The evaluator will list evidence or examples on the evaluation tool to support the assigned rating. If the resource teacher scores *"D" (developing/non-tenured probationary year 1 and year 2 and tenured, transfer-resource teachers from other LEAs within Maryland only) or "I" (ineffective),* the evaluator must list or attach evidence and/or an explanation to support the rating.

At the summative conference, participants will discuss the contents of the evaluation, the assigned ratings, and all supplemental documentation. This conference enables the resource teacher to point out pertinent aspects of their work and is an opportunity for the resource teacher's work to be acknowledged. If the resource teacher has areas for needed improvement (regardless of the final rating), comments relating to the areas needing improvement must be included within the evaluation form and discussed during the conference.

Section 3 - Determining Overall Effectiveness Rating

A resource teacher's overall effectiveness rating is comprised entirely of measures of effective professional practice (qualitative evidence contributing to 100% of the overall rating). Four overall effectiveness ratings apply to all BCPS resource teachers:

- **Highly Effective**
- **Effective**
- **Developing (Non-tenured Probationary Teachers in Year 1, Year 2 or tenured, transfer resource teachers from another LEA within Maryland)**
- **Ineffective**

Each resource teacher receives performance feedback based on the BCPS Framework for Resource Teachers. The overall score is calculated and then converted to an overall rating.

Section 3.A - Determining the Qualitative Rating

- ✓ **Step 1:** Each resource teacher receives feedback on their performance in the form of a rating based on their job-specific rubric. The evaluator reviews resource teacher-provided evidence and uses a scoring rubric/guide.
- ✓ **Step 2:** Calculate the cumulative score for each of the 4 Domains.
- ✓ **Step 3:** The Perform Employee Evaluation System will automatically calculate the overall score and rating based on the information entered in Step 2.

<div align="center">

Figure 3
Four Point Teacher Evaluation Scale

</div>

Qualitative 100%					
Weight	**Domain**	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
25%	Planning and Preparation	4	3	2	1
25%	The Environment	4	3	2	1
25%	Delivery of Services	4	3	2	1
25%	Professional Responsibilities	4	3	2	1

Final Evaluation Scoring Ranges				
Teacher Tenure Level	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
Probationary Non-Tenured Year 1 and 2	3.60 – 4.00	2.50 – 3.59	2.00 – 2.49	0.00 – 1.99
Probationary Non-Tenured Year 3 and Tenured	3.60 – 4.00	2.50 – 3.59		0.00 – 2.49

Section 3.B– Final Rating

The overall effectiveness rating for resource teachers is the same as the qualitative rating.

A formal conference is scheduled by the principal to discuss the summative evaluation. The resource teacher will receive the summative evaluation in the Perform Employee Evaluation System and may print a copy to obtain for personal records. This evaluation should reflect the quality of performance based on the evidence collected by both the resource teacher and evaluator. The final ratings and narrative should reflect a summary of the discussions between the resource teacher and principal.

The resource teacher will receive the evaluation in an electronic format at least four days prior to the last duty day of the school year. The resource teacher will have three duty days to review the document and sign to acknowledge receipt. A resource teacher has the right to enter a response in the teacher comments box and/or upload evidence.