

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

2017-2018

Evaluation Handbook

Prince George's County Educators' Association (PGCEA) Bargaining

Unit 1 Members

5th Edition

THIS HANDBOOK SUPERSEDES AND CANCELS ALL PREVIOUS HANDBOOKS PUBLISHED BEFORE JULY 2017

Developing Employee Effectiveness to Improve Student Achievement

Foreword

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

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

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

Table of Contents

Foreword	3
Teacher Evaluation Guidelines	9
Evaluation Models	10
Framework for Teaching (FfT)	10
Standards for Excellence (SFE)	10
Teacher Evaluation Activities - FfT	11
Teacher Evaluation Activities - SFE	13
Framework for Teaching (FfT) Teacher Evaluation Model	15
Framework for Teaching Evaluation Model	16
Teacher Evaluation Calculations	17
Professional Practice (50%)	17
Student Growth (50%)	18
Overall Evaluation Rating	21
Final Evaluation Inquiries	21
Framework for Teaching (FfT) Evaluation Process	23
Evaluation Activities	24
Self-Assessment	24
Goal Setting	24
Professional Practice Cycles “On/Off-Cycle”	24
Observations	25
Formal Classroom Observations	25
Informal Observations	26
Student Perception Survey	26
Domain 4 – Professional Responsibilities	27
Component 4C: Communicating with Families	27
Student Growth Overview	28
State Assessments	28
High School State Assessment (HSSA)	28
Local School Progress Index (LSPI)	28
Locally Selected Assessment	29

Student Learning Objectives (SLOs)	29
Interim/End of Year Teacher Evaluation	30
Placing an “Off-cycle” Teacher “On-cycle”	31
Nontenured Teachers Recommendation for Non-Renewal	Error! Bookmark not defined.
Standards for Excellence (SFE) Evaluation Guidelines	33
Standards for Excellence (SFE) Evaluation Model	34
Standards for Excellence (SFE) Final Evaluation Calculations	35
Final Evaluation Inquiries	35
Standards for Excellence (SFE) Evaluation Process	37
Evaluation Activities	38
Self-Assessment	38
Goal Setting	38
Professional Practice Cycles “On/Off-Cycle”	38
Observations	39
Formal Observations	39
Informal Observations	40
Interim/End of Year Teacher/Specialist Evaluation	40
Placing an “Off-cycle” Teacher/Specialist “On-Cycle”	41
Nontenured Teachers Recommendation for Non-Renewal	42
Standards for Excellence (SFE) Final Evaluation	43
Rating Options	43
Rating Standards	43
Overall Rating	43
RESOURCES	44
Section One - FfT Resources	45
COMAR Regulations	46
Categories of Teachers - FfT	47
FfT Observation Procedures by Teacher Category	48
Self-Assessment & Goal Setting Document Based On <i>Framework for Teaching (FfT)</i>	56
Self-Assessment Procedures	56
Goal-Setting Procedures	57

FfT Self-Assessment Worksheet	58
Individual Professional Growth Goals - Goal Setting Worksheet	73
Goal Setting Conference Agenda and Meeting Notes	74
FfT Domain 4 - Professional Responsibilities Component 4E	75
Component 4E: Growing and Developing Professionally	75
Teacher SLO Worksheet	77
Lesson Reflection Form	80
Growing and Developing Professionally	81
Evidence Collection Form	81
Teacher Evaluation (Example)	82
Section Two - SFE Resources	85
COMAR Regulations	86
Categories of Teacher/Specialists	87
SFE Observation Procedures by Teacher Category	91
Standards for Excellence (SFE) Professional Practice Goal Setting Worksheet	99
Standards for Excellence (SFE) Self-Assessment Form	100
Standards for Excellence (SFE) Final Evaluation Form	103
Standards for Excellence (SFE) Evaluation Tool	105

Teacher Evaluation Guidelines

The information in this section is intended to provide guidance and support for the evaluation process. Refer to the charts included in this section to determine the required evaluation activities for Framework for Teaching (FfT) and Standards for Excellence (SFE). If you need additional information, please contact the Office of Employee Performance and Evaluation (OEPE) at teacher.evaluation@pgcps.org.

Evaluation Models

Framework for Teaching (FfT)

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

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

Standards for Excellence (SFE)

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

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

Teacher Evaluation Activities – FfT

Required FfT Teacher Evaluation Activities						
Track Name	GOAL SETTING	SLOs	FORMAL OBSERVATIONS	INFORMAL OBSERVATIONS	4E	SELF-ASSESSMENT
FIRST YEAR FfT	Yes	Yes	4	Yes	Yes	Yes
FIRST YEAR JROTC FfT	Yes	Yes	4	Yes	Yes	Yes
FIRST YEAR FfT RETIRE/REHIRED	Yes	Yes	4	Yes	Yes	Yes
FIRST YEAR FfT 1-YR *TE	Yes	Yes	4	Yes	Yes	Yes
FfT HIRED AFTER OCT. 6	Yes	No	4	Yes	Yes	Yes
JROTC FfT HIRED AFTER OCT. 6	Yes	No	4	Yes	Yes	Yes
FfT RETIRE/REHIRED AFTER OCT. 6	Yes	No	4	Yes	Yes	Yes
FfT HIRED AFTER OCT. 6 1-YR *TE	Yes	No	4	Yes	Yes	Yes
FfT HIRED AFTER DEC. 1	Yes	No	2	Yes	Yes	Yes
JROTC FfT HIRED AFTER DEC. 1	Yes	No	2	Yes	Yes	Yes
FfT RETIRE/REHIRED AFTER DEC. 1	Yes	No	2	Yes	Yes	Yes
FfT HIRED AFTER DEC. 1 1-YR *TE	Yes	No	2	Yes	Yes	Yes
*TE = TENURE ELIGIBLE						
FfT HIRED AFTER MAR. 31	Yes	No	2	Yes	No	Yes

JROTC fFt HIRED AFTER MAR. 31	Yes	No	2	Yes	No	Yes
Fft RETIRE/REHIRED AFTER MAR. 31	Yes	No	2	Yes	No	Yes
Fft HIRED AFTER MAR. 31 1-YR *TE	Yes	No	2	Yes	No	Yes
Fft RETIRE/REHIRE	Yes	Yes	4	Yes	Yes	Yes
Fft NONTENURED	Yes	Yes	2	Yes	Yes	Yes
Fft TENURED ON-CYCLE	Yes	Yes	2	Yes	Yes	Yes
Fft JROTC ON-CYCLE	Yes	Yes	2	Yes	Yes	Yes
Fft TENURED OFF-CYCLE	Yes	Yes	0	Yes	No	Yes
Fft JROTC OFF-CYCLE	Yes	Yes	0	Yes	No	Yes
*TE = TENURE ELIGIBLE						

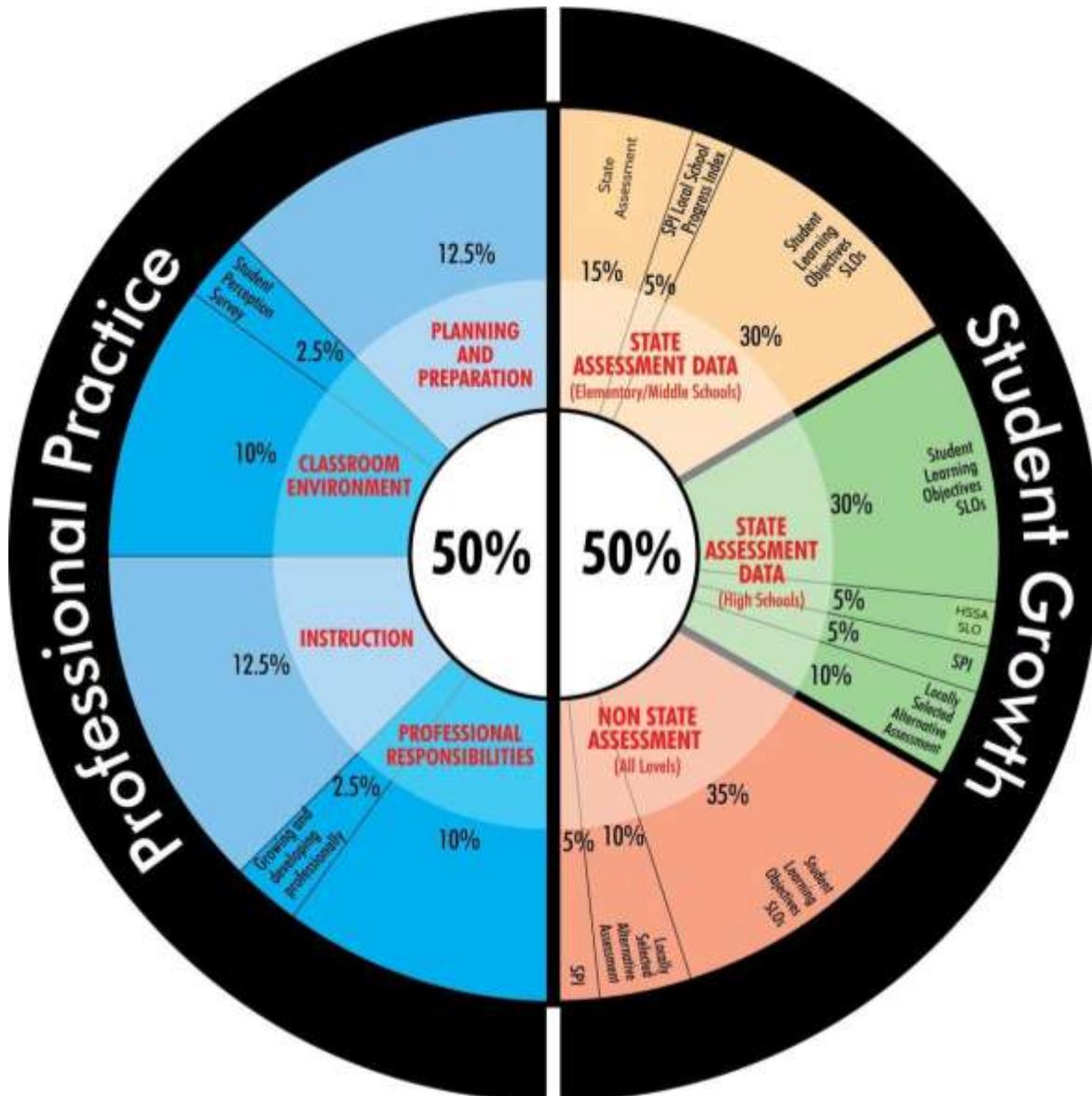
Teacher Evaluation Activities - SFE

Required SFE Teacher Evaluation Activities					
Track Name	GOAL SETTING	FORMAL OBSERVATIONS	INFORMAL OBSERVATIONS	SELF-ASSESSMENT	FINAL EVALUATION
FIRST YEAR SFE	Yes	4	Yes	Yes	Yes
FIRST YEAR SFE RETIRE/REHIRED	Yes	4	Yes	Yes	Yes
FIRST YEAR SFE 1-YR *TE	Yes	4	Yes	Yes	Yes
SFE HIRED AFTER DEC. 1	Yes	2	Yes	Yes	Yes
SFE RETIRE/REHIRED AFTER DEC. 1	Yes	2	Yes	Yes	Yes
SFE HIRED AFTER DEC 1 1-YR *TE	Yes	2	Yes	Yes	Yes
SFE HIRED AFTER MAR. 31	Yes	2	Yes	Yes	Yes
SFE RETIRE/REHIRED AFTER MAR. 31	Yes	2	Yes	Yes	Yes
SFE HIRED AFTER MAR. 31 1-YR *TE	Yes	2	Yes	Yes	Yes
SFE RETIRE/REHIRE	Yes	4	Yes	Yes	Yes
SFE NONTENURED	Yes	2	Yes	Yes	Yes
SFE TENURED ON-CYCLE	Yes	2	Yes	Yes	Yes
SFE TENURED OFF-CYCLE	Yes	0	Yes	Yes	Yes
*TE = TENURE ELIGIBLE					

Framework for Teaching (FfT) Teacher Evaluation Model

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

Framework for Teaching Evaluation Model



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

Teacher Evaluation Calculations

Professional Practice (50%)

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

45% of the professional practice score is based on Framework for Teaching (FFT) observations. A teacher receives four domain scores during each observation: one for planning and preparation, one for classroom environment, one for instruction and one for professional responsibilities. The final observation score will use the average component scores from the observations conducted throughout the year. All four domains must be used in the calculation.

The Student Perception Survey is worth 2.5% of the professional practice score. This survey is developed by Panorama (an outside vendor) and is administered to randomly selected students across each teacher’s class. The survey will be administered for on-cycle teachers who are also evaluated on student growth. Teacher results will be used to create a distribution of scores. Each teacher’s individual score will be based on where they fall in the distribution. Teachers at the high end of the distribution will receive 2.5 points, teachers in the middle will receive 1.5 points and teachers at the bottom will receive 0.5 points.

Component 4E, Growing and Developing Professionally is worth 2.5% of the professional practice score. At the final evaluation period, principals will rate all On-Cycle FFT teachers’ 4E evidence Unsatisfactory, Basic, Proficient, or Distinguished based on the FFT rubric.

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

TABLE 1		
	Domain	Percentage
Professional Practice The Danielson Framework for Teaching (FFT) 50%	Planning and Preparation	12.5%
	The Classroom Environment	10.5%
	Instruction	12.5%
	Professional Responsibilities (4a & 4c)	10.5%
	Student Perception Survey	2.5%
	Growing and Developing Professionally	2.5%

Student Growth (50%)

Student growth measures will comprise 50% of a teacher’s evaluation. A teacher’s student growth score is based on the category into which he/she falls. There are three (3) categories. Category 1 is teachers who taught 4th-8th grade Reading/ Language Arts courses the previous year. Category 2 is teachers who taught High School State Assessment courses (Algebra I, Biology, English 10, and Government) the previous year and the third category is teachers at all levels (Elementary, Middle and High School) who did not teach courses with state assessments the previous year.

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

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

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

TABLE 2 – Category One (1) Calculations		
	Measure	Percentage
Elementary & Middle School 4-8 th Grade State Assessments Classroom (Reading/English Language Arts and Mathematics)	State Assessment	15%
	Student Learning Objectives	30%
	Local School Progress Index	5%

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

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

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

TABLE 3 – Category Two (2) Calculations		
	Measure	Percentage
High School HSSA Teachers	2 Student Learning Objectives	30%
	1 District created HSSA Student Learning Objective (HSSA teachers only)	5%
All High School Teachers	Local School Progress Index	5%
All High School Teachers	Locally Selected Assessments	10%

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

This category applies to teachers with student growth measures (Elementary, Middle School and High School) who do not fall into the first two categories.

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

TABLE 4 – Category Three (3) Calculations		
	Measure	Percentage
Non State Assessments Teachers of courses who do not administer state assessments (All Levels)	Student Learning Objectives	35%
	Locally Selected Assessment	10%
	Local School Progress Index	5%

Overall Evaluation Rating

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

Final Evaluation Inquiries

In the event that discrepancies occur in the final evaluation calculations, teachers should contact their administrator and present supporting documentation. If the administrator is unable to provide a resolution, the teacher may submit a letter to the Chief Human Resources Officer. The letter should be placed in the teacher/specialist personnel folder with copies to the Instructional Director or Principal, as appropriate.

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

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

Issues that are not addressed through the data verification process include, but are not limited to: correcting data entry user errors; correcting pre- or post-assessment errors; appealing the evaluation under 6-202 or 4-205 of the Education Article. If teachers receive an 'Ineffective' final evaluation report after June 1, a grievance must be forwarded, by the teacher, to the Employee and Labor Relations Office (ELRO) for resolution.

Framework for Teaching (FfT) Evaluation Process

This chapter details the evaluation process for teachers who are evaluated using the Framework for Teaching (FfT). Sample forms, templates, and worksheets to assist teachers with documenting and reflecting on professional practice are located in the resources section of this handbook.

Evaluation Activities

Self-Assessment

Teachers will self-assess their practice and identify areas of growth annually. Teachers should use the Self-Assessment Form to complete an independent self-assessment. A copy of the Self-Assessment Form can be found in the resource section of this handbook however, the activity must be completed in MyPPS. Teachers may want to look at the standard and consider their instructional practices *before* looking at the rubric alignment. Self-assessments should be informed by teachers' experiences in the classroom and their reflections.

Goal Setting

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

Professional Practice Cycles “On/Off-Cycle”

While all teachers who are evaluated using FfT are required to be evaluated on student growth annually, the tenure status as of **September 30, 2017**, will be used to determine which teachers will be on-cycle or off-cycle for professional practice.

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

Tenured teachers with a prior year's overall rating of Ineffective are evaluated on professional practice and student growth. They are on-cycle.

Tenured teachers with a prior year's overall rating of Effective or Highly Effective will follow a 3-year evaluation cycle for professional practice. However, they are off-cycle; they are evaluated annually and are responsible for student growth measures.

In the years that the teacher is off-cycle for professional practice, the prior year's professional practice scores will be used for the annual evaluation. A tenured teacher, who starts the year as off-cycle for professional practice, may be placed on-cycle during the year if performance issues arise. An intervention plan is required to place an off-cycle teacher on-cycle. An intervention plan addresses areas of concern and is jointly developed by the teacher and principal. The teacher must be given a minimum of 30 days to improve prior to formal action being taken to place the teacher on-cycle.

Formal observations are required for teachers who are on-cycle. The formal observation must be completed by the administrator then reviewed by the teacher and administrator.

The evaluation cycle status will remain the same if there is a change in assignments (eg. position, grade).

Observations

Formal Classroom Observations

Formal classroom observations are conducted as part of the evaluation process for teachers who are on-cycle for an annual evaluation in the area of professional practice. Observation requirements are separate from evaluation requirements. Listed below are distinctions related to classroom observations:

FfT will be used for the formal classroom observations of all classroom-based teachers. Observations must be performed by personnel eligible for and certified by the district in FfT.

Observers may only observe one teacher at a time in a classroom setting. Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.

Observations shall not occur the day before or the day after holidays that are non-duty days included in the PGCPs calendar, such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three (3) days or approved absences greater than three (3) days.

The minimum number of formal observations is based on tenure status. Tenured teachers will have a minimum of two formal observations. All other teachers must have a minimum of four formal observations.

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

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

A formal observation shall be shared with the teacher within 5 business days of the observer receiving the teacher's lesson reflection and Component 4C Communicating with Families evidence. The teacher shall acknowledge receipt of the completed formal observation in the evaluation platform. An observation shall provide specific guidance in areas needing improvement and supports, as well as a reasonable timeline, of no less than 15 workdays, to demonstrate improvement in areas marked unsatisfactory.

Claims and evidence of observed instruction that substantiates the observed behavior(s) in a classroom observation and/or evaluation are included in the evaluation report. Informal observations using the Look-Fors that are based on Framework for Teaching (FFT) or any other “informal observation tool” may be used with any teacher regardless of whether or not he/she is on-cycle for evaluation this year.

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

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

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

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

Informal Observations

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

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

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

Student Perception Survey

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

Domain 4 – Professional Responsibilities

Component 4a: Reflecting on Teaching

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

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

Component 4C: Communicating with Families

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

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

Component 4E: Growing and Developing Professionally

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage

students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson studies provide opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom through active participation in professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession – Charlotte Danielson. Component 4E evidence is scored at the end of the school year. Teachers are responsible for collecting and uploading the evidence into MyPPS.

Student Growth Overview

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

State Assessments

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

High School State Assessment (HSSA)

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

Local School Progress Index (LSPI)

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

1. For schools Grades K-8: The difference of two (2) years’ rolling averages is computed. Reading and Mathematics State Assessment scores are used. For example: $-(SY13+SY12)/2 - (SY12+SY11)/2$. If a school changes grades over the years involved, only data for the consistent grades are used.
2. For schools Grades 9-12: The difference of two (2) preceding years is computed. The sum of grade 10 students passing Algebra I, grade 11 students passing three (3) tests, and grade 12 students passing all four (4) tests is used for the numerator.

Locally Selected Assessment

The Locally Selected Assessment comprises a maximum of 10 percentage points of the 50% Student Growth component of the annual teacher evaluation. This element will be applied to all teachers for whom no State Assessment data is available. For the roll-out in SY 2014, a default value was applied to all teachers. For SY 2017, the Locally Selected Assessment will be based on available systemic reading assessments from the previous year. A default value will be applied to the metric for staff in grades with no identified assessment.

Student Learning Objectives (SLOs)

SLOs are a meaningful approach to measuring student learning because they enable teachers to determine the focus of instruction and how student learning will be measured. SLOs are not an “additional” task, but are SLOs are designed for teachers to “formally” monitor what they are already doing in the classroom on a daily basis.

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

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

Teachers who are evaluated using the FfT model will develop, implement, and monitor two SLOs. Detailed support for developing high quality SLOs, and a walkthrough document with step-by-step directions can be found in the SLO Handbook that can be found in *MyPPS* on the Resources Tab.

Questions about the validity and quality of SLOs should be directed to the Office of Curriculum and Instruction. The teacher will make the adjustments to the SLO based on the feedback from the Office of Curriculum and Instruction.

High School Teacher SLOs

High school teachers, who are evaluated using the FfT model, will develop two SLOs. A third district SLO for high school teachers who taught students who took a state assessment, Biology, English 10, English

11, Algebra I, Algebra II, and Government (HSSA), in the previous year, will be crafted by the district. The HSSA data will be factored into the following year's evaluation.

Interim/End of Year Teacher Evaluation

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

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

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

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

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

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

Deadlines:

Overall Ineffective Evaluation – June 1st

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

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

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

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

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

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

Nontenured Teachers Recommendation for Non-Renewal

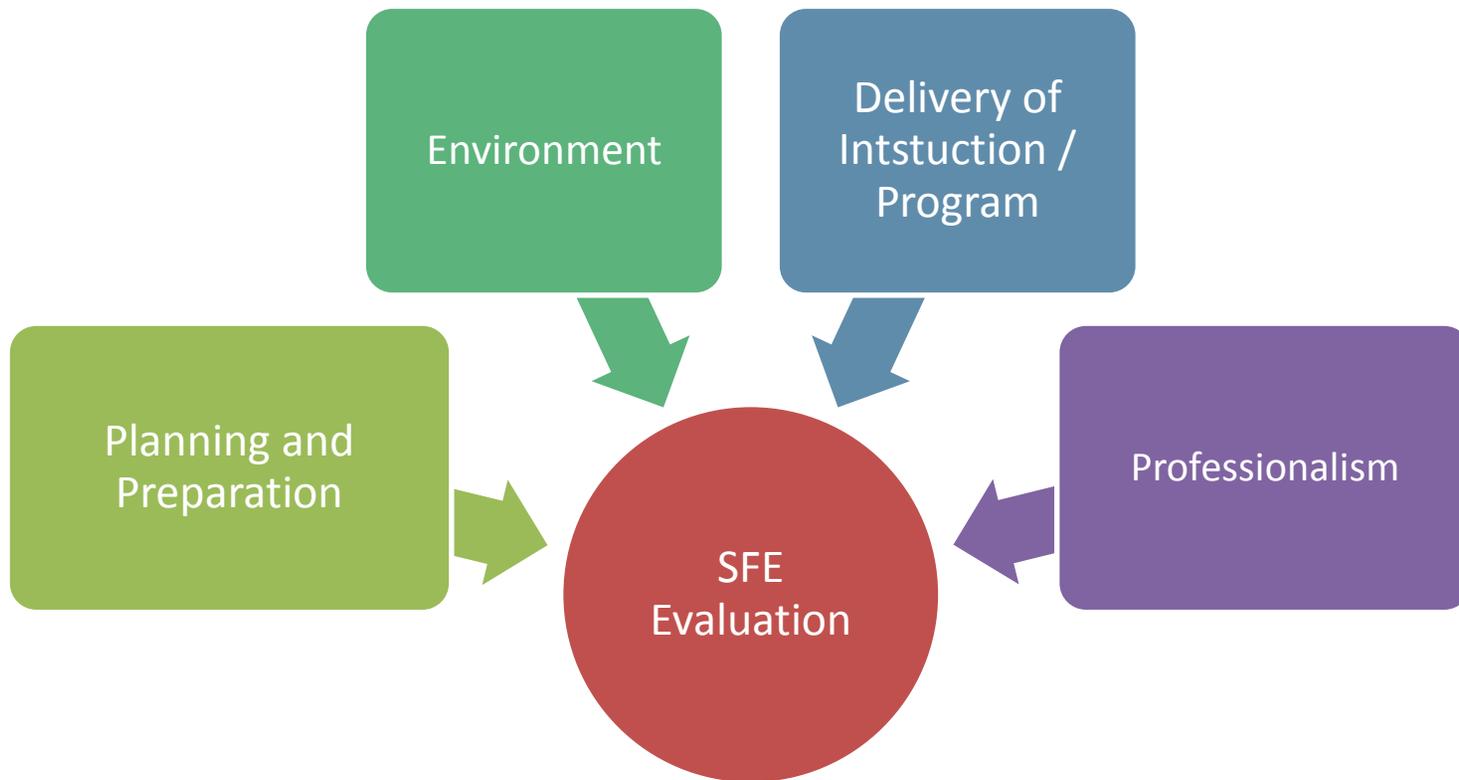
Recommendations for non-renewal must be submitted by the administrator to the Area Office by the communicated deadline and ultimately received by Employee and Labor Relations Office by the communicated deadline. For nontenured teachers hired on/after January 1st, non-renewal notification is required no later than 60 days prior to the 1st, 2nd or 3rd anniversary date or June 15th of a given year. More than one qualified person must observe all nontenured teachers each year – i.e. all four observations can’t be by the same person.

Standards for Excellence (SFE) Evaluation Model

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

Standards for Excellence (SFE) Evaluation Model

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



Standards for Excellence (SFE) Final Evaluation Calculations

Evaluators will complete the SFE Final Evaluation form in *MyPPS*. Each of the 20 standards will be assigned a score based on the following ratings:

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

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

- o Ineffective - less than 2.0
- o Effective - 2.0 - 3.5
- o Highly Effective - greater than 3.5

Final Evaluation Inquiries

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

Standards for Excellence (SFE) Evaluation Process

This chapter details the evaluation process for teacher/specialists who are evaluated using the Standards for Excellence (SFE). Sample forms, templates, and worksheets to assist with documenting and reflecting on professional practice are located in the resources section of this handbook.

Evaluation Activities

Self-Assessment

Teacher/specialists will self-assess their practice and identify areas of growth annually. Teacher/specialists should use the Self-Assessment Form to complete an independent self-assessment. A copy of the Self-Assessment Form can be found in the resource section of this handbook however, the activity must be completed in MyPPS. Teacher/specialists may want to look at the standard and consider their instructional practices as an educator *before* looking at the rubric alignment. Self-assessments will be informed by experiences and reflections.

Goal Setting

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

Professional Practice Cycles “On/Off-Cycle”

Teacher/Specialists who are evaluated using SFE will receive a final evaluation report annually. The tenure status as of September 30, 2017, will be used to determine which teacher/specialists are on or off-cycle.

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

Tenured teacher/specialists with a prior year’s overall rating of Ineffective are on- cycle for professional practice and must be observed by more than one qualified person.

Tenured teacher/specialists with a prior year’s overall rating of Effective or Highly Effective will follow a 3-year evaluation cycle for professional practice.

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

Formal observations are required for teacher/specialists who are on-cycle. A formal observation must be completed by the administrator and reviewed by the teacher/specialist and administrator.

Teacher/specialists will maintain their evaluation cycle status if they change school assignments.

Observations

Formal Observations

Formal observations are conducted as a part of the evaluation process for teacher/specialists who are on-cycle for an annual evaluation in the area of professional practice. Observation requirements are separate from evaluation requirements. Listed below are distinctions related to observations:

All teacher/specialists will use SFE evaluation model for the formal observations. Observations must be performed by qualified personnel.

Observers may only observe one teacher/specialist at a time. Observers may only observe teacher/specialists in a setting that is part of their normal duty.

Observations shall not occur the day before or the day after holidays that are non-duty days included in the PGCPs calendar, such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three (3) days or approved absences greater than three (3) days.

The minimum number of formal observations is based on tenure status. Tenured teacher/specialists will have a minimum of two formal observations. All other teacher/specialists must have a minimum of four formal observations.

Observations can occur in two ways:

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

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

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

Claims and evidence of observed instruction that substantiates the observed behavior(s) and/or evaluation are included in the evaluation report. Informal observations using the Look-Fors that are based on SFE or any other “informal observation tool” may be used with any teacher/specialist regardless of whether or not he/she is on-cycle for evaluation.

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

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

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

Informal Observations

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

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

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

Interim/End of Year Teacher/Specialist Evaluation

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

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

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

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

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

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

Deadlines:

Overall Ineffective Evaluation – June 1st

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

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

Any tenured teacher/specialist who is identified as having performance issues mid-year may be placed “on-cycle” by the principal. The use of an intervention plan is required in such cases. The teacher/specialist and administrator jointly develop the plan. The teacher must be given a minimum of 30 days to improve. The principal must provide proper notification in writing to the teacher/specialist, their Instructional Director and the Office of Employee Performance and Evaluation (OEPE). The Instructional Director must approve the teacher/specialists being placed on-cycle and notify the Office of Employee Performance and Evaluation (OEPE) via email to teacher.evaluation@pgcps.org and include the teacher’s name, EIN and school name. Once notification has been received, the Office of Employee Performance and Evaluation (OEPE) will send out a confirmation to the principal, the teacher/specialist, and the Instructional Director with a copy to PGCEA and the Employee and Labor Relations Office.

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

In any year, a principal may determine or a tenured teacher/specialist may request that the evaluation be based on a new review of professional practice. Teacher/specialists who want to be on-cycle in order to increase their professional practice rating must provide student performance data to support the request. The request must be submitted to the principal by the third Friday in the September. If the principal denies the request, the teacher/specialist may submit an appeal to the Instructional Director for a final decision by the third Friday in October. In either case, the Instructional Director will provide notification to OEPE who will change the evaluation status in Oracle and provide notifications to the teacher/specialist, principal,

Instructional Director and PGCEA. Notification to OEPE must be made via email **by the Instructional Director** to teacher.evaluation@pgcps.org and include the teacher's/specialist's name, EIN, principal's name and school name.

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

Nontenured Teachers Recommendation for Non-Renewal

Recommendations for non-renewal must be submitted by the administrator to the Area Office by the communicated deadline and ultimately received by the Employee and Labor Relations Office by the communicated deadline. For nontenured teachers hired on/after January 1st, non-renewal notification is required no later than 60 days prior to the 1st, 2nd or 3rd anniversary date or June 15th of a given year. More than one qualified person must observe all nontenured teachers /specialists each year.

Standards for Excellence (SFE) Final Evaluation

Rating Options

An evaluation system can only be fair and effective when there is common agreement and understanding between the principal and the teacher/specialist as to the criteria for each of the rating options. The following descriptive explanation of each of the rating options is provided to ensure a common understanding of each:

Distinguished: The teacher/specialist has exceeded expectations in the tasks referenced in the rated standards.

Proficient: Performance is consistently adequate and acceptable. A proficient rating indicates that the teacher/specialist has effectively executed the tasks referenced in the rating standard.

Basic: Performance is adequate and acceptable. A basic rating indicates that the teacher/specialist has executed the tasks referenced in the rating standard.

Unsatisfactory: Fails to correct weaknesses; or deficiencies are such a serious nature that they result in inadequate or unacceptable performance.

Rating Standards

The rating standards listed within the Final Evaluation Form are designed to reflect the characteristics of effective teaching/service.

Overall Rating

Calculations can be found in the previous chapter.

RESOURCES

This section includes sample forms, templates, and worksheets to assist teachers and teacher specialists with documenting and reflecting on professional practice. The appendix is divided into two sections; Section One: Resources to support teachers who are evaluated using FfT and Section Two: teachers who are evaluated using SFE. Please remember that, for the most part, hard copies are not required. Information must be entered in *MyPPS*.

Section One - FfT Resources

- **COMAR Regulations**
- **Categories of Teachers**
- **Observation Procedures by Teacher Category**
- **Worksheets**
 - *FfT Self-Assessment Worksheet*
 - *FfT Goal Setting Worksheet*
 - *Goal Setting Conference Worksheet*
 - *SLO Worksheet*
 - *Lesson Reflection Worksheet*
 - *Growing and Developing Professionally (4E) Evidence Collection Worksheet*
 - *Sample Teacher Final Evaluation*

COMAR Regulations

It should be noted that Teachers and Principals are defined in the regulation and in this Guidebook as follows:

Teachers: Any individual certificated by MDSE as defined in COMAR 13A.12.02. as a teacher who delivers instruction and is responsible for a student or group of students academic progress in a Pre-K-12 public school setting, subject to local system interpretation.

COMAR Section 13A.12.02. includes certification in early childhood (pre-kindergarten-Grade 3), certification in elementary education (Grades 1-6), Certification in middle school education (Grades 4-9), Certification in general secondary academic areas (Grades 7-12), Data Processing (Business) (Grades 7-12), Family and consumer sciences (Grades 7-12), Family and consumer sciences/career technology education (Grades 7-12), Health occupations education (Grades 7- 12), Marketing education- teacher-coordinator (Grades 7-12), Social Studies (Grades 7-12), Technology education (Grades 7-12), Trades and Industry (Grades 7-12), Work-based learning coordinator (Grades 7-12), Other academic subjects (Grades 7-12), Certification in specialty areas (Prekindergarten – Grade 12), English for speakers of other languages (ESOL) (Prekindergarten – Grade 12), Certification in special education, hearing impaired, severely and profoundly disabled, and visually impaired, Certification in American Sign Language (Prekindergarten- Grade 12); Mathematics Instructional Leader (Prekindergarten- Grade 6); Mathematics Instructional Leader (Grades 4-9); and, Specialized Professional Areas.

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

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

Categories of Teachers - FfT

REGULAR CONTRACT TEACHERS: (self-renewing contract)

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

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

PROVISIONAL CONTRACT TEACHERS (Fixed term contract for one (1) year, subject to annual renewal): Conditionally certificated teachers and resident teacher certificate holders are required to be on-cycle for professional practice and Student Growth Measures for their annual evaluation until they become tenured. They are required to have a minimum of four (4) formal observations annually. They are also required to have an interim and final evaluation annually. At each formal observation, a written observation report will be provided. At evaluation, an evaluation report will be provided.

RETIRE-REHIRE TEACHERS: Retire-Rehire teachers are classified as temporary employees and are identified as nontenured. Retire -Rehire teachers are on-cycle for Professional Practice and Student Growth annually. Evaluators must conduct a minimum of four (4) formal observations and may conduct informal observations as part of the evaluation process.

FfT Observation Procedures by Teacher Category

FfT Observation Procedures for the following Teachers

- Nontenured Teachers With or Without Performance Issues
- Tenured Teachers With Performance Issues
- Provisional Contract Teachers With Or Without Performance Issues
- Retire/Rehire Teachers With or Without Performance Issues

- Administrators provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.
- Goal Setting Conferences must be held prior to the first formal announced or unannounced observation.
- All nontenured and tenured teachers with performance issues are observed a minimum of four (4) times a year using the FfT observation tool.
- Observations are performed by personnel certified, by the district, in FfT.
- Observers may only observe one teacher at a time in a classroom setting.
- Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher, when children from other classes have been placed in their classrooms on a temporary basis, and field trips.
- Observations shall not occur the day before or the day after holidays that are non-duty days identified in the PGCPs Calendar, such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three (3) days, or approved absences greater than three (3) days.
- There must be a minimum of fifteen (15) workdays between a post-observation conference completed in MyPPS and the next formal observation.

STEP 1: GOAL SETTING CONFERENCE

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

STEP 2: FIRST FORMAL OBSERVATION

- First Formal Observation (including pre and post conference) may begin after the goal setting conference.
- Pre-Observation Conference:
 - The teacher provides the administrator with the lesson plan for the visit 24-48 hours prior to the Pre-Observation Conference.

- o The administrator reviews and rates the lesson plan.
- o The administrator may use the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
 - o Observation lasts at least 30 minutes.
 - o The observation focus is on the 16 essential components.
 - o Teacher submits Domain 4 artifacts; 4A (Reflecting on Teaching) lesson reflection form and Component 4C (Communicating with Families) evidence within two workdays (48 hours) of the formal observation, in MyPPS.
 - o Administrator must complete and share the draft of the MyPPS Domain 2 and 3 Observation Notes that include cited evidence and the ratings of evidence at the component level within five (5) workdays of the teacher completing Component 4A and 4C activities in MyPPS.
- Post Observation Conference
 - o The conference is held within five (5) workdays of receiving the teacher's reflection and Component 4C evidence.
 - o Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion.
 - Teacher may bring the following supporting artifacts to the post conference:
 - Supporting evidence for Domains 2 and 3
 - Evidence that demonstrates competency for the components not observed for Domain 1
 - Evidence that demonstrates competency in the components not observed for Domain 4
 - o Administrator completes and shares the final MyPPS Observation Summary Report (including ratings) within five (5) workdays of the post-observation conference.
 - o The administrator and teacher decide on the conference format for 2nd and 3rd year teachers. A face-to-face discussion is required for 1st year teachers.

STEP 3: SECOND FORMAL OBSERVATION

- The next formal observation can occur after a minimum of 15 workdays after the post observation conference of the previous observation.
- Second Formal Observation (including pre and post conference) should be completed by the end of the first semester.
- Pre-Observation Conference:
 - o The teacher provides the administrator with the lesson plan for the visit 24-48 hours prior to the Pre-Observation Conference.
 - o The administrator reviews and rates the lesson plan.
 - o The administrator may use the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
 - o The observation is scheduled to occur any workday within a five (5) workday window following the pre-observation conference.
- Classroom Observation:
 - o Observation lasts at least 30 minutes.
 - o The observation focus is on the 16 essential components.
 - o Teacher submits Domain 4 artifacts; 4A (Reflecting on Teaching) lesson reflection form and Component 4C (Communicating with Families) evidence within two workdays (48 hours) of the formal observation, in MyPPS.
 - o Administrator must complete and share the draft of the MyPPS Domain 2 and 3 Observation Notes that include cited evidence and the ratings of evidence at the component level within five (5) workdays of the teacher completing Component 4A and 4C activities in MyPPS.
- Post Observation Conference
 - o The conference is held within five (5) workdays of receiving the teacher's reflection and Component 4C evidence.

- Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion.
 - Teacher may bring the following supporting artifacts to the post conference:
 - Supporting evidence for Domains 2 and 3
 - Evidence that demonstrates competency for the components not observed for Domain 1
 - Evidence that demonstrates competency in the components not observed for Domain 4
- Administrator completes and shares the final *MyPPS* Observation Summary Report (include ratings) within five (5) workdays of the post-observation conference.
- The administrator and teacher decide on the conference format for 2nd and 3rd year teachers. A face-to-face discussion is required for 1st year teachers.

STEP 4: INTERIM (MID-YEAR) EVALUATION

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

STEP 5: THIRD FORMAL OBSERVATION

- The next formal observation can occur after a minimum of 15 workdays after the post observation conference of the previous observation.
- Pre-Observation Conference:
 - The teacher provides the administrator with the lesson plan for the visit 24-48 hours prior to the Pre-Observation Conference.
 - The administrator reviews and rates the lesson plan.
 - The administrator may use the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
 - The observation is scheduled to occur any workday within a five (5) workday window following the pre-observation conference.
- Classroom Observation:
 - Observation lasts at least 30 minutes.
 - The observation focus is on the 16 essential components.
 - Teacher submits the Domain 4 artifacts; lesson reflection form and Component 4C evidence within two workdays (48 hours) of the formal observation in *MyPPS*.
 - Administrator completes and shares the draft of the *MyPPS* Formal Observation Summary Report Form (includes cited evidence and the ratings of evidence at the component level for the 16 essential components) in *MyPPS*, within five (5) workdays of receiving the Domain 4 artifacts.
- Post Observation Conference:
 - The conference is held within five (5) workdays of receiving the teacher's reflection and Component 4C evidence.
 - Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion.
 - Teacher may bring supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
 - Supporting evidence for Domains 2 and 3
 - Demonstrate competency for the components not observed for Domain 1
 - Demonstrate competency in the components not observed for Domain 4
 - The final *MyPPS* Observation Summary Report Form will be available within five (5) workdays of the post-observation conference.
- The administrator and teacher decide on the conference format for 2nd and 3rd year teachers. A face-to-face discussion is required for 1st year teachers.

STEP 6: FOURTH FORMAL OBSERVATION

- Recommended completion date for the fourth formal observation is March – April 15, annually.
- The next formal observation can occur after a minimum of 15 workdays after the post observation conference of the previous observation.
- Pre-observation conference:
 - The teacher provides the administrator with the lesson plan for the visit prior to the Pre-Observation Conference.
 - The administrator reviews and rates the lesson plan.
 - The administrator may use the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
 - The observation is scheduled to occur any workday within a five (5) workday window following the Pre-Observation Conference.
- Classroom Observation:
 - Observation lasts at least 30 minutes.
 - The observation focus is on the 16 essential components.
 - Teacher submits Domain 4 artifacts; 4A (Reflecting on Teaching) lesson reflection form and Component 4C (Communicating with Families) evidence within two workdays (48 hours) of the formal observation, in *MyPPS*.
 - Administrator completes and shares the draft of the *MyPPS* Formal Observation Summary Report Form (includes cited evidence and the ratings of evidence at the component level for the 16 essential components) in *MyPPS*, within five (5) workdays of receiving the Domain 4 artifacts.
- Post Observation Conference:
 - The conference is held within five (5) workdays of receiving the teacher’s reflection and Component 4C evidence
 - Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion.
 - Teacher may bring supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
 - Supporting evidence for Domains 2 and 3
 - Evidence that demonstrates competency for the components not observed for Domain 1
 - Evidence that demonstrate competency in the components not observed for Domain 4
 - The final *MyPPS* Observation Summary Report Form will be available within five (5) workdays of the post-observation conference.
- The administrator and teacher decide on the conference format for 2nd and 3rd year teachers. A face-to-face discussion is required for 1st year teachers.

STEP 7: SELF-ASSESSMENT

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

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

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

STEP 1: GOAL SETTING CONFERENCE

- The teacher develops two (2) professional practice goals using the Teacher Goal Setting Form.
- The teacher indicates the domain(s) and component(s) for professional growth and explain how she/he will improve and measure/document growth.
- The teacher completes and submits the goal setting form in MyPPS prior to the goal setting conference.
- The administrator reviews the self-assessment, the goal setting form, the prior year's summative evaluation and prior year's observations during the goal setting conference for teachers who have two or more years of service in PGCPs.
- Administrator and teacher agree upon two (2) professional practice goals during a conference held annually by September 30.
- The goal setting and pre-observation conferences for the first formal observation may be held as one face-to-face meeting. If the pre-observation conference is held as a separate meeting, it should be scheduled at the end of the goal setting conference.

STEP 2: FIRST FORMAL OBSERVATION

- First Formal Observation (including pre and post conference) may begin after the goal setting conference.
- Pre-Observation Conference:
 - The teacher provides the administrator with the lesson plan for the visit prior to the Pre-Observation Conference.
 - The administrator reviews and rates the lesson plan.
 - The administrator may use the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
 - Observation lasts at least 30 minutes.
 - The observation focus is on the 16 essential components.
 - Teacher submits the Domain 4 artifacts (lesson reflection form and Component 4C evidence) within two workdays (48 hours) of the formal observation in the electronic platform.

- Administrator completes and shares the draft of the *MyPPS* Formal Observation Summary Report Form (includes cited evidence and the ratings of evidence at the component level for the 16 essential components) in *MyPPS*, within five (5) workdays of receiving the Domain 4 artifacts.
- Post Observation Conference:
 - The conference is held within five (5) workdays of receiving the teacher’s reflection and Component 4C evidence.
 - Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion.
 - Teacher may bring supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
 - Supporting evidence for Domains 2 and 3
 - Evidence that demonstrates competency for the components not observed for Domain 1
 - Evidence that demonstrates competency in the components not observed for Domain 4.
 - The final *MyPPS* Observation Summary Report Form will be available within five (5) workdays of the post-observation conference.
- The administrator and teacher decide on the conference format for 2nd and 3rd year teachers. A face-to-face discussion is required for 1st year teachers.

STEP 3: SECOND FORMAL OBSERVATION

- The next formal observation can occur 15 workdays after the post observation conference of the previous observation.
- Second Formal Observation (including pre and post conference) should be completed by the end of the first semester.
- Pre-Observation Conference:
 - The teacher provides the administrator with the lesson plan for the visit prior to the Pre-Observation Conference. The administrator reviews and rates the lesson plan.
 - The administrator may use the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
 - The observation is scheduled to occur any workday within a five (5) workday window following the pre-observation conference.
 - The administrator reviews and rates the lesson plan.
- Classroom Observation:
 - Observation lasts at least 30 minutes.
 - The observation focus is on the 16 essential components.
 - Teacher submits the Domain 4 artifacts; lesson reflection form and Component 4C evidence within two workdays (48 hours) of the formal observation in the electronic platform.
 - Administrator completes and shares the draft of the *MyPPS* Formal Observation Summary Report Form (includes cited evidence and the ratings of evidence at the component level for the 16 essential components) in *MyPPS*, within five (5) workdays of receiving the Domain 4 artifacts.
- Post Observation Conference:
 - The conference is held within five (5) workdays of receiving the teacher’s reflection and Component 4C evidence
 - Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion.
 - Teacher may bring supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
 - Supporting evidence for Domains 2 and 3
 - Demonstrate competency for the components not observed for Domain 1
 - Demonstrate competency in the components not observed for Domain 4.
 - The final *MyPPS* Observation Summary Report Form will be available within five (5) workdays of the post-observation conference.
 - The administrator and teacher decide on the conference format for 2nd and 3rd year teachers. A face-to-face discussion is required for 1st year teachers.

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

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

STEP 5: SELF-ASSESSMENT

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

FfT Procedures for Off-Cycle Tenured Teachers

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

STEP 1: GOAL SETTING CONFERENCE

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

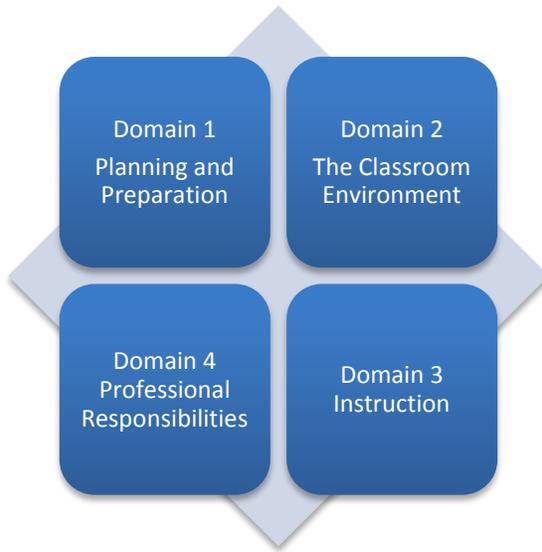
STEP 2: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE

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

STEP 3: SELF-ASSESSMENT

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

Self-Assessment & Goal Setting Document Based On *Framework for Teaching (FtT)*



The observation process is grounded in principles that align with the *Framework for Teaching (FtT)* Domains of Professional Practice. Goals will be developed related to areas of growth teachers have identified from their self-assessment and feedback from past observations. This document includes all of the forms needed to complete this process and the observation process.

Self-Assessment and Goal Setting: Teachers will self-assess their practice and identify professional goals, using the forms below.

Self-Assessment Procedures

Teachers should use the Self-Assessment Form to complete an independent self-assessment. A copy of the Self-Assessment Form can be found in the resource section of this handbook however, the activity must be completed in *MyPPS*. Teachers may want to look at the standard and consider their instructional practices as an educator *before* looking at the rubric alignment. Self-assessments will be informed by teachers' experiences in the classroom and their reflections. Teacher should:

1. Read each component for each domain in the Self-Assessment Form.
2. Capture evidence, in written form of what you do as the teacher professional in relationship to this component, and write this in the box below each component.
3. Read the levels of performance (Unsatisfactory, Basic, Proficient, and Distinguished) for the components for which you are gathering evidence.
4. Select the level of performance aligned to the evidence written.

Note: Components 2a, 2c, 2e, 3a, and 3e were added as part of professional growth. Evidence will be collected but will not be used for evaluation purposes.

Goal-Setting Procedures

Goals are developed for improving professional practice throughout the school year. Teachers will identify areas of professional practice for professional growth within the 16 components. Teachers are required to develop two professional practice goals to address within a school. Note, NEW TEACHERS will have one goal; Learning FfT and the evaluation process. Teachers should adhere to the following when setting goals for professional practice:

1. Create professional growth goals based on the results of the self-assessment and previous observation data.
2. Develop goals that are attainable and measurable.
3. Discuss options for professional growth related to the selected components with supervising administrator.
4. Develop a professional growth plan, which will be submitted to the administrator.
5. Schedule an additional meeting with supervising administrator to clarify any aspect of the professional growth plan.

At the conclusion of the conference, the pre-conference for the first formal observation will be scheduled. Note that the Goal Setting and Pre-Observation Conferences may occur at the same time.

Teacher Name: _____

School: _____

EIN: _____

Date: _____

FfT Self-Assessment Worksheet

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. <input type="checkbox"/>	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration. <input type="checkbox"/>	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination. <input type="checkbox"/>	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. <input type="checkbox"/>
<i>Evidence:</i>				

Component	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. <input type="checkbox"/>	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. <input type="checkbox"/>	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. <input type="checkbox"/>	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs. <input type="checkbox"/>
<i>Evidence:</i>				

<p>1f: Designing student assessment</p>	<p>Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Evidence:</i></p>				

Teacher
Name:

School:

EIN:

Date
:

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>2a: Creating and environment of respect and rapport</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students' exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Evidence:</i></p>				

<p>2b: Establishing a culture for learning</p>	<p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><i>Evidence:</i></p>				

<p>2c: Managing classroom procedures</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteer and paraprofessionals have clearly defined tasks.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><i>Evidence:</i></p>				

<p>2d: Managing student behavior</p>	<p>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects student dignity.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p> <p style="text-align: right;"><input type="checkbox"/></p>
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Evidence:

<p>2e: Organizing physical space</p>	<p>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><i>Evidence:</i></p>				

Teacher Name: _____

School: _____

EIN: _____

Date _____

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused</p>	<p>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic</p>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	vocabulary. <input type="checkbox"/>
<i>Evidence:</i>				
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. <input type="checkbox"/>	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful. <input type="checkbox"/>	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. <input type="checkbox"/>	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. <input type="checkbox"/>
<i>Evidence:</i>				
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as

	little intellectual engagement. The lesson has no structure or is poorly paced. <input type="checkbox"/>	The lesson has a recognizable structure but is not fully maintained. <input type="checkbox"/>		needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. <input type="checkbox"/>
<i>Evidence:</i>				
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				

<p>3e: Demonstrating flexibility and responsiveness</p>	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Evidence:</i></p>				

Teacher

Name: _____

School: _____

EIN: _____

Date: _____

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved. <input type="checkbox"/>	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved. <input type="checkbox"/>	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement. <input type="checkbox"/>	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills. <input type="checkbox"/>

Evidence:

<p>4c: Communicating with Families</p>	<p>Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.</p>	<p>Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.</p>
<p><i>Evidence:</i></p>				

4e: Growing and Developing Professionally	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession In addition, teacher seeks out feedback from supervisors and colleagues.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				

Individual Professional Growth Goals - Goal Setting Worksheet

(This document is to be used for planning purposes only. Information will be entered into MyPPS)

Teacher's Name _____ EIN: _____

Grade/Subject Taught: _____ Date: _____

Supervising Administrator: _____

Goal-setting process

- Use the *Framework for Teaching (FfT)* Descriptors of Practice, Component Level to complete a self-assessment of your teaching practice.
- Review the data and feedback provided from previous observations.
- Identify areas of practice for professional growth within the 16 components that you and your administrator have agreed to as areas of focus. It is required that teachers select two goals to address in a school year.
- Complete this form to indicate the domain(s) and component(s) selected for growth, and provide information describing how you will improve in the selected areas, and how you will measure / document growth.
- Attach this form, when completed, to the Descriptors of Practice, Component Level form.
- Use this form to refine goals and to develop professional growth plans.

Goal: During a teacher's first year, "Learning *The Framework for Teaching* and the Evaluation System" as their professional growth goal.

Domain: _____ Component(s) _____ Element(s) _____

Rationale for selecting this goal:

Steps to achieve the goal:

Method(s)/procedure(s) for gathering evidence:

How will you measure progress?

Goal Setting Conference Agenda and Meeting Notes

Teacher's Name: _____ EIN: _____

Grade Level/Subject: _____ School: _____

Administrator: _____ Date: _____

Goal-setting process

- Use the *Framework for Teaching (FfT)* Descriptors of Practice, Component Level to complete a self-assessment of your teaching practice.
- Review the data and feedback provided from previous observations.
- Identify areas of practice for professional growth within the 16 components that you and your administrator have agreed to as areas of focus. It is required that teachers select two goals to address in a school year.

Review Self-Assessment

Notes:

Review the 16 Essential Components for the evaluation

- Based on the teacher's self-assessment, how will the teacher address the 16 Essential Components in their practice in the classroom?
- Administrator and teacher will agree upon the teacher's goals based upon the data from the self-assessment for the teacher's professional growth.
- It is required that the teacher select no more than two goals to address during the school year. Goals selected must be measurable to document professional growth.

Notes:

Goal(s) Established:

1.

2.

Schedule date/time for the Pre-Observation Conference if the teacher is on-cycle

Pre-Observation Date:

Time:

Signature of Teacher

Date

Signature of Administrator

Date

FfT Domain 4 - Professional Responsibilities Component 4E

Component 4E: Growing and Developing Professionally

WHAT DOES 4E LOOK LIKE FOR TEACHERS?

Enhancement of Content Knowledge and Pedagogical Skill	Receptivity to Feedback from Colleagues	Service to the Profession
<ul style="list-style-type: none"> ● Joint Planning ● Book Study Groups ● Lesson study ● Participation in Professional Organizations ● Readings – Books and Articles ● Peer Classroom observations with a focus ● Participates in district level professional development, local or regional conferences or takes classes ● Growth in use of Technology ● Participates in Content-related webinars ● Seeks and participates in continued professional development opportunities ● Designs assessments and checks results, adjusting instruction according to research based- practices 	<ul style="list-style-type: none"> ● Actively seeks colleagues or supervisors to observe in classrooms for the purpose of providing feedback on progress ● Actively seeks feedback from colleagues or supervisors for assistance in planning lessons, activities and assessments ● Utilizes observation feedback from supervisors ● Utilizes learning walk feedback from supervisors and colleagues ● Utilizes collaborative planning feedback from supervisors and colleagues ● Utilizes data utilization feedback from supervisors and colleagues ● Utilizes SLO feedback from supervisors 	<ul style="list-style-type: none"> ● Participates actively in assisting other educators ● Provides professional development for school site and/or district level initiatives ● Takes an active role on school and/or district level committees ● Writing articles for professional publication ● Supervising student teachers ● Mentoring new teachers ● Participating in a project with a professor at a local university ● Takes an active leadership role in the school and/or professional organizations in order to contribute to the profession

Possible 4E Examples *:

Enhancement of Content Knowledge and Pedagogical Skill	Receptivity to Feedback from Colleagues	Service to the Profession
<ul style="list-style-type: none"> ● Collaborative, content or grade level planning where each teacher has an active part in developing the content ● Individual or Group book study with timelines, feedback and evidence of use in the profession ● Collaborative lesson development where participants view the lesson being implemented in a classroom for the purpose of refining it for implementation (Lesson Study) ● Log of Readings – magazine, books, research ● Visiting classrooms to enhance instructional skills (Documentation of learning and use required) ● Frequent attendance in courses, workshops and webinars ● Participation in professional education organizations ● Attendance in technology courses to enhance lesson content and delivery 	<ul style="list-style-type: none"> ● Notes provided by supervisors or colleagues during: observations, collaborative planning, learning walks, lesson planning, activities, projects, assessments ● Artifacts reflecting: changes in lesson plan content and/or classroom instructional strategies based on feedback from supervisors or colleagues in the areas of observations, collaborative planning, learning walks, lesson and assessment planning 	<ul style="list-style-type: none"> ● Documentation of support provided to colleagues and/ or student teachers ● Agendas from meetings showing participation ● Documentation from mentoring meetings ● Documentation of participation on committees and/or professional organizations ● Published articles ● Project(s) developed ● Designed assessments used in content or grade level classroom instruction ● Active participation in professional organizations

Teacher SLO Worksheet



Teacher SLO Worksheet 2017-2018

Teacher SLOs are developed in MyPPS, the online platform for Prince George's County Public Schools. Go to <https://staff.pgcps.org>, and from the Applications Menu (or Quicklinks) select MyPPS (My Professional Performance System) from the drop-down menu.

This SLO Worksheet can be used to record your data in hard copy, but cannot be used to submit your SLOs.

Data Review

Identify the two Historical/Trend Data Points reviewed and provide a brief description of students' performance.

Historical/Trend Data Point 1:

- Name of data point:
- How students performed:

Historical/Trend Data Point 2:

- Name of data point:
- How students performed:

SLO Informed by State Assessment: ____ Yes ____ No

NOTE: Select 'yes' if any State Assessment was used as part of the Data Review (PARCC, HSA, MSA, MSAA, MISA, or any other State Assessment), regardless of content or grade you teach.

Teacher Information

Teacher Name:

School:

Subject Area/Course for this SLO:

Grade Level(s) for this SLO:

- Infants/Toddlers Preschool 3-year-olds Preschool 4-year-olds Head Start PreK
 K 1 2 3 4 5 6 7 8 9 10 11 12
-

SLO Information

Name of SLO Pre-Assessment:

The number of students I teach in this subject area/course:

The number of students selected for this SLO:

Exception Criterion: ____ Yes ____ No

NOTE: Select 'yes' only if you provide direct instruction to fewer than 10 students.

SLO Pre-Assessment Baseline Data

- # of items on assessment
- Maximum possible score on assessment
- Summary of how pre-assessment baseline data informed selection of students for SLO

Student Selection

This is an activity in MyPPS, used to choose which students to include in the SLO.

Manage SLO Roster

This activity is used to enter the pre-assessment scores and target scores.

Include Student in SLO	Student Last Name	Student First Name	Pre-Test Name	Course ID	Course Name	Section ID	Teacher Last Name	Teacher First Name	School	Pre-Test Score	Target Score

SLO Statement

SLO Statement and Target Setting Approach (Select one approach and complete the SLO statement.)

A link to descriptions/examples of the Target Setting Approaches can be found in the Resources tab in MyPPS.)

NOTE: If you choose Percent (Static) as your Target Setting Approach, percentage points must be used (not percent). *****ALL ENTRIES WILL BE CALCULATED AS PERCENTAGE POINTS!**

Correct: Growth from 14% to 20% is a gain of 6 percentage points

Incorrect: Growth from 14% to 20% is a gain of 6%.

_____ **Percent (Static) – Common Growth**

SLO Statement: __ students will increase their scores by at least __ percentage points, as shown on the roster, from the (specific name of pre-assessment used) to the (specific name of post-assessment used)

_____ **Percent (Static) – Banded**

SLO Statement: __ students will increase their scores by at least __ percentage points in Group A and __ percentage points in Group B, as shown on the roster, from the (specific name of pre-assessment used) to the (specific name of post-assessment used).

_____ **Percent (Static) – Individualized**

SLO Statement: Each of the __ students will increase his or her score to the identified growth target in percentage points, as shown on the roster, from the (specific name of pre-assessment used) to the (specific name of post-assessment used)

_____ **Points Improvement – Common Growth**

SLO Statement: __ students will increase their scores by at least __ points or levels, as shown on the roster, from the (specific name of pre-assessment used) to the (specific name of post-assessment used)

_____ **Points Improvement – Banded**

SLO Statement: __ students will increase their scores by at least __ points or levels in Group A and __ points or levels in Group B, as shown on the roster, from the (specific name of pre-assessment used) to the (specific name of post-assessment used)

_____ **Points Improvement – Individualized**

SLO Statement: Each of the __ students will increase his or her score to the identified growth target in points or levels, as shown on the roster, from the (specific name of pre-assessment used) to the (specific name of post-assessment used)

_____ **Mastery**

SLO Statement: __ students will increase their scores to a mastery level of __, from the (specific name of pre-assessment used) to the (specific name of post-assessment used)

Instructional Interval (semester and quarter intervals do not require dates)

___ Semester 1

___ Quarter 1

___ Quarter 2

___ Unit: Start date _____ End date _____

Instructional Components

Aligned Standards

Describe the Maryland College and Career-Ready Standards or industry standards to which this SLO aligns. List 2-3 standards/indicators, including the essential knowledge and skills:

Aligned Standard 1:

Aligned Standard 2:

Aligned Standard 3 (optional):

Instructional Strategies

List 2-4 effective instructional strategies, a brief description of how each practice will be used in the classroom and demonstrates evidence of effectiveness in reaching the growth target.

Instructional Strategy 1:

- Name of the instructional strategy:
- How it will be used:
- Justification of effectiveness:

Instructional Strategy 2:

- Name of the instructional strategy:
- How it will be used:
- Justification of effectiveness:

Instructional Strategy 3 and 4 (optional):

- Name of the instructional strategy:
- How it will be used:
- Justification of effectiveness:

Evidence of Student Growth

List formative assessments (monitoring tools), how often they will be used, and how they will inform instruction.

Monitoring Tool 1:

- Name of monitoring tool:
- How often it will be used:
- How this will inform instruction:

Monitoring Tool 2:

- Name of monitoring tool:
- How often it will be used:
- How this will inform instruction:

Monitoring Tool 3 and 4 (optional):

- Name of monitoring tool:
- How often it will be used:
- How this will inform instruction:

Lesson Reflection Form

TEACHER

Teacher

Name: _____ Enter teacher full name EIN: _____ Enter EIN Date: _____ Enter today's date

Date of _____ School _____

Observation: _____ Enter observation date : _____ Enter school name

This document is provided to assist teachers in preparing for your post-observation conference. It provides you with an opportunity to document your reflection (Domain 4) and will help to shape your discussion with your administrator.

As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning) [Accuracy]

Enter notes on 4a and 3c

Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning? (1c: Selecting Instructional Goals)

Enter notes on 1c

How did the instructional strategies you chose support student learning? How do you know? (1e: Designing Coherent Instruction)

Enter notes on 1e.

What have you done to promote a culture for learning in your classroom? (2b: Culture for Learning)

Enter notes on 2b

Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how and for what reason? [Use in Future Teaching]

Enter notes

If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? (4a: Reflecting on Teaching) [Use in Future Teaching]

Enter notes on 4a

Are there other thoughts about the lesson that would like to share? Please add any additional comments.

Enter additional comments

Growing and Developing Professionally Evidence Collection Form

Name: _____ School: _____

Content Area: _____ EIN: _____

GROWING AND DEVELOPING PROFESSIONALLY – MY PROFESSIONAL GROWTH ACTIVITIES

READINGS

Titles: Educational Books, Magazine and Articles	Content Area	Date Completed

*** Evidence of instructional use must be provided

PROFESSIONAL DEVELOPMENT (IN—HOUSE, SCHOOL, DISTRICT LEVEL, STATE OR NATIONAL)

Professional Development (workshops, conferences, activities, leadership roles, mentoring, committees, planning, webinars)	Location of Activities	Date Completed

*** Evidence of attendance or participation must be provided for professional development listed

Credit Course Title	Location of Coursework	Dates	College Credits

COURSEWORK

***Evidence of completion of coursework must be provide

Teacher's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

Prince George's County Public Schools

Teacher Evaluation (Example)

Name: **Bloggs, Joseph A.**

EIN: **12345**

Job: **94.Elementary Classroom Teacher.Instructional.11**

Position: **13410.Classroom Teacher.Formula**

School Year: **2015-2016**

School: **Red Brick Elementary School**

School Level: **Elementary School**

Evaluation Type: **Final**

Overall Score
Highly Effective
95.0

Professional Practice Score

49.0

Student Growth Measures Score

46.0

Professional Practice 50%

Item		Actual Calculated Score	Max Score
FfT Observations	Domain 1: Planning and Preparation	12.0	12.5
	Domain 2: Classroom Environment	10.0	10
	Domain 3: Instruction	12.0	12.5
	Domain 4: Professional Responsibilities	10.0	10
Student Perception Survey		2.5	2.5
Professional Responsibilities		2.5	2.5

Professional Practice Score

49.0

Student Growth 50%

Item	Actual Calculated Score	Max Score
Local School Progress Index	4.0	5
Student Learning Objective 1	17.0	17.5
Student Learning Objective 2	15.5	17.5
Student Learning Objective (HSSA)	n/a	n/a
Locally Selected Assessments	9.5	10

Student Growth Measures Score

46.0

Section Two - SFE Resources

- **COMAR Regulations**
- **Categories of Teachers**
- **Teacher Specialist Positions**
- **Observation Procedures by Teacher Specialist Category**
- **Worksheets**
 - *Goal Setting Worksheet*
 - *SFE Self-Assessment Worksheet*
 - *SFE Final Evaluation Worksheet*
 - *SFE Evaluation Tool (Rubric)*

COMAR Regulations

It should be noted that Teachers and Principals are defined in the regulation and in this Guidebook as follows:

Teachers - Any individual certificated by MDSE as defined in COMAR 13A.12.02. as a teacher who delivers instruction and is responsible for a student or group of students academic progress in a Pre-K-12 public school setting, subject to local system interpretation.

COMAR Section 13A.12.02. includes certification in early childhood (pre-kindergarten-Grade 3), certification in elementary education (Grades 1-6), Certification in middle school education (Grades 4-9), Certification in general secondary academic areas (Grades 7-12), Data Processing (Business) (Grades 7-12), Family and consumer sciences (Grades 7-12), Family and consumer sciences/career technology education (Grades 7-12), Health occupations education (Grades 7- 12), Marketing education- teacher-coordinator (Grades 7-12), Social Studies (Grades 7-12), Technology education (Grades 7-12), Trades and Industry (Grades 7-12), Work-based learning coordinator (Grades 7-12), Other academic subjects (Grades 7-12), Certification in specialty areas (Prekindergarten – Grade 12), English for speakers of other languages (ESOL) (Prekindergarten – Grade 12), Certification in special education, hearing impaired, severely and profoundly disabled, and visually impaired, Certification in American Sign Language (Prekindergarten- Grade 12); Mathematics Instructional Leader (Prekindergarten- Grade 6); Mathematics Instructional Leader (Grades 4-9); and, Specialized Professional Areas.

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

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

Categories of Teacher/Specialists

REGULAR CONTRACT TEACHERS: (self-renewing contract)

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

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

TENURED/NONTENURED TEACHER/SPECIALISTS: are evaluated on Professional Practice using the Standards for Excellence (SFE) evaluation instrument. Teacher/specialists off cycle who have only the Standards for Excellence (SFE) for the previous year will be considered Effective if the Standards for Excellence evaluation was Effective and Ineffective if the Standards for Excellence (SFE) evaluation was Ineffective.

PROVISIONAL CONTRACT TEACHER/SPECIALISTS (Fixed term contract for one (1) year, subject to annual renewal): Conditionally certificated teachers and resident teacher/specialist certificate holders are required to be on-cycle for professional practice and student growth measures for their annual evaluation until they become tenured. They are required to have a minimum of four (4) formal observations annually. They are also required to have an interim and final evaluation annually. At each formal observation, a written observation report will be provided. At evaluation, an evaluation report will be provided.

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

SFE Teacher Specialist Positions

The Teacher Specialists listed below do not have direct responsibility for student growth and are therefore evaluated using the Standards for Excellence (SFE) and are not required to create Student Learning Objectives (SLOs). **This list is subject to change and is not meant to be exhaustive.** Please log into MyPPS, at the beginning of the school year to view evaluation status.

Academic Test Coordinator	Data Literacy Coach	Instructional Specialist - Literacy
Alternative Learning Teacher	Data Management Tech Analyst- SPED	Instructional Specialist - Math
Academic Resource Teacher - SPED	Diagnostician	Instructional Specialist - Media Arts
Adaptive Equipment Resource Teacher	Dual Language Teacher Specialist- SPED	Instructional Specialist - Reading
Assistive Technology Teacher	Early Childhood Case Technician	Instructional Specialist - Secondary School Reform
Assistive Technology Specialist	Early Childhood Family Service Worker	Instructional Specialist - Student Support Services
Assistive Technology Teacher	Elem Reading Specialist	Instructional Specialist, Academy of Health Sciences
Athletic Director (full time based on SBB)	Elem School Guidance Counselor	Instructional Specialist, Alternative Programs
Audiologist	Elementary Guidance Counselor	Instructional Specialist, Assistive Technology
Autism Coordinator	Elementary Media Specialist	Instructional Specialist, Audiology
Behavior Intervention Specialist	Elementary Reading Specialist	Instructional Specialist, Autism
Behavior Specialist	ESOL Mentor Teacher	Instructional Specialist, Choice Option Program
Behavioral Specialist	ESOL Testing Coach	Instructional Specialist, Counselor
Career Academy Coordinator	ESY Community Specialist	Instructional Specialist, Digital Learning
Career Center Coordinator	Extended School Year Community Specialist- SPED	Instructional Specialist, Foreign Language
Case Manager - Homeless Education	Gifted and Talented Education Specialist	Instructional Specialist, Guidance
Case Manager Coordinator, Homeless Education	Guidance Counselor	Instructional Specialist, Interscholastic Athletics
Case Manager, Homeless Education	Guidance Counselor, IB	Instructional Specialist, ITV
Case Manager, Homeless Education Program	Guidance Counselor, Magnet Program	Instructional Specialist, Magnet Program
Circle Peer Teacher Coach	Guidance Counselor, MYP	Instructional Specialist, Math 6-12
Classroom Teacher, CIRT	Guidance Counselor, Title 1	Instructional Specialist, Math 6-8
Community Referenced Instruction (CRI) Specialist	Guidance Counselor, Title One	Instructional Specialist, Math Gr 9-12
Coordinated Early Intervening Services (CEIS) Program Coordinator and Resource Teacher – SPED	Hearing Interpreter	Instructional Specialist, Non-Public
Coordinated Early Intervening Services (CEIS) Alternative Learning Teacher - SPED	Hearing Interpreter I	Instructional Specialist, Peer Assistance Review
Coordinated Early Intervening Services (CEIS) Resource Teacher - SPED	Hearing Interpreter II	Instructional Specialist, Pre-Kindergarten
Coordinator - Montessori Program	Hearing Teacher	Instructional Specialist, Reading First
Crisis Intervention Resource Teacher - SPED	Home and Hospital Teacher	Instructional Specialist, Science K-5
Crisis Intervention Teacher- SPED	Home School Community Specialist	Instructional Specialist, Secondary Math
Crisis Outreach Counselor	Home Visitor	Instructional Specialist, Secondary Reading
Data Coach	In School Suspension Teacher	Instructional Specialist, SES
Data Coach and Testing Coordinator	Instructional Coach	Instructional Specialist, SLP
	Instructional Lead Teacher	Instructional Specialist, STEM
	Instructional Specialist - Environmental Literacy	Instructional Specialist, TAG, Secondary
	Instructional Specialist - ES Math Special Education	Instructional Specialist, Title II Coordinator
	Instructional Specialist - Fine Arts Dance Theatre	Instructional Specialist, Transition Program

SFE Teacher Specialist Positions

The Teacher Specialists listed below do not have direct responsibility for student growth and are therefore evaluated using the Standards for Excellence (SFE) and are not required to create Student Learning Objectives (SLOs). **This list is subject to change and is not meant to be exhaustive.** Please log into MyPPS, at the beginning of the school year to view evaluation status.

Instructional Specialist/Home Schooling	Outdoor Education Specialist	Program Coordinator - Engineering and Science Academy
Instructional Specialist-Regional Program	Outreach Caseworker - International High School	Program Coordinator - ESOL
Instructional Specialist-Special Education – Parent Engagement	Outreach Teacher	Program Coordinator - French Full Immersion
Internship Coordinator	Parent Center Teachers and Liaison- SPED	Program Coordinator - Head start
Intervention Resource Teacher	Peer Assistance Review Program Liaison	Program Coordinator - International Baccalaureate
Intervention Resource Specialist	Peer Assistance Review Consulting Teacher	Program Coordinator - IT High Program (12 month position)
International Baccalaureate (IB) Coordinator – Primary Years	Peer Mediation Specialist	Program Coordinator - Online Programs
International Baccalaureate (IB) Coordinator – Middle Years	Peer Mediation Teacher	Program Coordinator - Outdoor Education Programs
International Student Specialist	Peer Mediator	Program Coordinator - School Improvement (Grant 1003G)
Itinerant Teachers of the Deaf- SPED	Performing Arts Specialist	Program Coordinator - Science
ISIS Coach	Performing Arts Technician	Program Coordinator - Spanish Dual – Language Immersion
ISIS ESOL Specialist	Physical Therapist	Program Coordinator - Spanish Full Immersion
ISIS Math Coach	Physical Therapy Assistant	Program Coordinator - Spanish Immersion
ISIS Reading Coach	Planetarium Operator	Program Coordinator -STEM
ISIS Science Specialist	Planetarium Teacher	Program Coordinator -STEM CMIT
ISIS Social Studies Coach	Positive Behavioral Intervention and Support Coordinator	Program Coordinator -Talented and Gifted (TAG) Center
ISIS Testing Coordinator	Professional School Counselor	Program Coordinator -Title I
Itinerant Teacher	Professional School Counselor – Alternative Education	Program Coordinator - Visual and Performing Art Psychologist
Literacy Coach	Professional School Counselor - International High School	Psychologist/Counselor
Literacy Coach, Early Reading First	Professional School Counselor - ISCO	Psychometrist
Math Coach	Program Coordinator	Pupil Personnel Worker
Math Instructional Coach	Program Coordinator - Academy of Homeland Security and Military Science	Pupil Personnel Worker, Homeless Education
Math Specialist	Program Coordinator - CMIT	Pupil Personnel Worker, Transition Worker
Mathematics Literacy Coach - 11 month	Program Coordinator - Aerospace Engineering and Aviation Technology	Reading Academy
Media Specialist	Program Coordinator - Bio Tech	Reading Academy Teacher, Challenge
Mediation Teacher	Program Coordinator - Biomedical	Reading Coach
Mentor Teacher	Program Coordinator - Business and Finance Academy	Reading Coach, Reading First
Motor Development Teacher	Program Coordinator - Career Academy Programs	Reading Coach, Trainer
Non-Public Specialist - SPED	Program Coordinator - Chinese Partial Immersion	Reading First Project Coordinator
Non-Public Professional School Counselors - SPED	Program Coordinator - Creative and Performing Arts	Reading Recovery Teacher, Title 1
Occupational Therapist		
Orientation and Mobility Instructor		

SFE Teacher Specialist Positions

The Teacher Specialists listed below do not have direct responsibility for student growth and are therefore evaluated using the Standards for Excellence (SFE) and are not required to create Student Learning Objectives (SLOs). **This list is subject to change and is not meant to be exhaustive.** Please log into MyPPS, at the beginning of the school year to view evaluation status.

Reading Recovery Teacher	TAG Magnet School Coordinator
Reading Recovery Teacher Trainer	TAG Magnet Teacher
Reading Recovery Teacher, Title I	TAG Regional Instructional Specialist - Focus
Reading Recovery Teacher, Title I	TAG Specialist
Reading Recovery, Title I	Talent Development Specialist, Instruction
Reading Resource Teacher	Teacher Coordinator
Reading Resource Teacher, Title I, Split Cost	Teacher Coordinator, Architecture and Design
Reading Resource Teacher, Title I	Teacher Coordinator - Construction Trades, Maintenance, Construction Design Management and Student Built House Project
Reading Specialist	Teacher Coordinator, Experiential Learning and Career Development
Regional Technology Coordinator	Teacher Coordinator, Gear Up
Reimbursable Employee	Teacher Coordinator, Health & Bio Sciences
RELA Coach	Teacher Coordinator, IBDP
RELA Instructional Specialist, High School	Teacher Coordinator, Military Sciences
Resource Teacher (Kindergarten, and Non-Public)-SPED	Teacher Coordinator, MYP
Response to Intervention (RTI) Resource Teacher (CEIS)	Teacher Coordinator, Tran & Tech
School Psychologist	Teacher Facilitator, Title 1
School Psychologist- SPED	Teacher on Assignment
School Psychologist - 11 month	Teacher Trainer
School Psychologist - 12 month	Teacher, Comp Ed
School Psychologist Coordinator	Teacher, Technology Support
School Social Worker	Technical Academy Program Coordinator
Social Worker- SPED	Technology Coordinator
Special Education Chairperson- SPED	Testing Coordinator
Special Education IRT Teacher	Testing Resource Teacher, Title One
Special Education Psych/Counselor	Therapists- SPED
Special Education Psychologist Counselor	TIF Data Technician
Special Education Psychologist/Counselor	TIF Grant Liaison
Special Education School Psychologist	Vision and Hearing Technician
Special Education Specialist	Vision Teacher
Special Education Teacher Coordinator- SPED	
Special Project Psych/Counselor	
Speech Therapist	
Substance Abuse Counselor	
TAG Magnet Coordinator	

SFE Observation Procedures by Teacher Category

SFE Observation Procedures for the following Teacher/ Specialists

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

- All nontenured teacher/specialists will be observed a minimum of four (4) times a year using the Standards for Excellence (SFE) observation tool.
- Administrators provide teacher/specialists a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher/specialist begins his/her service.
- Observers may only observe one teacher /specialist at a time in a instructional setting.
- Observers may only observe teachers in a setting that is part of their normal instructional duty.
- Observations shall not occur the day before or the day after holidays that are non-duty days such as Thanksgiving, Winter Break, Spring Break, and emergency closings greater than three (3) days or approved absences greater than three (3) days.

STEP 1: GOAL SETTING CONFERENCE

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

STEP 2: FIRST FORMAL OBSERVATION

- First formal observation (including pre and post conference) may begin one (1) week after the goal setting conference.
- Pre-Observation Conference:
 - The teacher/specialist provides the administrator with the lesson/agenda/service plan for the visit 24 – 48 hours prior to the pre-observation conference. The administrator views the lesson/agenda/service plan.
 - The administrator facilitates the pre-observation conference.
- Classroom Observation:
 - Observation lasts at least 30 minutes.
 - Focus will be on the Standards for Excellence (SFE) evaluation tool.
 - Administrator completes the draft of the *MyPPS* Formal Observation Summary Report Form (includes cited evidence) in *MyPPS*, within five (5) workdays of the observation.
- Post-Observation Conference:
 - The conference will be held within five (5) workdays of teacher/specialist receiving the rough draft of the Formal Observation Form.
 - Administrator facilitates the Post-Observation Conference.

- Teacher/Specialist brings supporting artifacts to the post conference. Teacher/specialists may provide additional artifacts as follows:
 - Supporting evidence for Standard 2 Learning Climate and Standard 3 Instruction.
 - Demonstrate for Standard 1 Planning and Preparation.
 - Demonstrate competency in Standard 4 Professionalism.
- Administrator provides the teacher/specialist with a final copy of the *MyPPS* Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.
- The administrator and teacher/specialist will decide on the conference format for 2nd and 3rd year teacher/specialists. A face-to-face discussion is required for 1st year teacher/specialist.

STEP 3: SECOND FORMAL OBSERVATION

- The next formal observation can occur after a minimum of 15 workdays after the post observation conference of the previous observation.
- Second formal observation (including pre and post conference) is recommended to be completed by the end of the first semester.
- Pre-Observation Conference:
 - The teacher/specialist provides the administrator with the lesson/service plan 24 -48 hours prior to the pre-observation conference. The administrator views the lesson/service plan.
 - The administrator facilitates the Pre-Observation Conference.
 - The observation is scheduled to occur any workday within a five (5) workday window following the pre-observation conference.
- Classroom Observation:
 - Observation lasts at least 30 minutes.
 - Focus will be on the Standards for Excellence (SFE) evaluation tool.
 - Administrator completes and shares the draft of the *MyPPS* Formal Observation Summary Report Form (includes cited evidence) in *MyPPS*, within five (5) workdays of the observation.
- Post-Observation Conference:
 - The conference will be held within five (5) workdays of teacher/specialist receiving the rough draft of the Formal Observation Form.
 - Administrator facilitates the Post-Observation Conference.
 - Teacher/Specialist brings supporting artifacts to the post conference. Teacher/specialists may provide additional artifacts as follows:
 - Supporting evidence for Standard 2 Learning Climate and Standard 3 Instruction.
 - Demonstrate for Standard 1 Planning and Preparation.
 - Demonstrate competency in Standard 4 Professionalism.
 - Administrator provides the teacher/specialist with a final copy of the *MyPPS* Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.
- The administrator and teacher/specialist will decide on the conference format for 2nd and 3rd year teacher/specialists. A face-to-face discussion is required for 1st year teacher/specialist.

STEP 4: INTERIM (MID-YEAR) EVALUATION

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

STEP 5: THIRD FORMAL OBSERVATION

- The next formal observation can occur after a minimum of 15 workdays after the post observation conference of the previous observation.
- Third formal observation (including pre and post conference) is recommended to be completed in February or March of the current school year.
- Pre-Observation Conference:

- The teacher/specialist provides the administrator with the lesson/service plan 24 -48 hours prior to the pre-observation conference. The administrator views the lesson/service plan.
- The administrator facilitates the Pre-Observation Conference.
- The observation is scheduled to occur any workday within a five (5) workday window following the pre-observation conference.
- Classroom Observation:
 - Observation lasts at least 30 minutes.
 - Focus will be on the Standards for Excellence (SFE) evaluation tool.
 - Administrator completes the draft of the *MyPPS* Formal Observation Summary Report Form (includes cited evidence) in *MyPPS*, within five (5) workdays of the observation.
- Post-Observation Conference:
 - The conference will be held within five (5) workdays of teacher/specialist receiving the rough draft of the Formal Observation Form.
 - Administrator facilitates the Post-Observation Conference.
 - Teacher/Specialist brings supporting artifacts to the post conference. Teacher/specialists may provide additional artifacts as follows:
 - Supporting evidence for Standard 2 Learning Climate and Standard 3 Instruction.
 - Demonstrate for Standard 1 Planning and Preparation.
 - Demonstrate competency in Standard 4 Professionalism.
 - Administrator provides the teacher/specialist with a final copy of the *MyPPS* Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.
- The administrator and teacher/specialist will decide on the conference format for 2nd and 3rd year teacher/specialists. A face-to-face discussion is required for 1st year teacher/specialist.

STEP 6: FOURTH FORMAL OBSERVATION

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

- The administrator and teacher/specialist will decide on the conference format for 2nd and 3rd year teacher/specialists. A face-to-face discussion is required for 1st year teacher/specialist.

STEP 7: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE

- The administrator provides the teacher/specialist with the SFE Final Evaluation Report.
- The administrator and teacher/specialist will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference will be held by the last teacher/specialist duty day.
- The following topics may be reviewed:
 - The teacher/specialist's 2 self-assessments and their self-reflection of growth in practice with the Standards for Excellence (SFE) evaluation tool.
 - The goals developed by the teacher/specialist and any evidence collected which demonstrates growth and attainment of the goals.
 - A review of the marked Standards for Excellence (SFE) observation form from the four (4) formal observations to determine growth and practice.
 - A review of the informal classroom/service observations and other evaluation inputs.
- Discussion and debrief:
 - Review the teacher/specialists/specialists' goals and growth in the identified standards of practice.
 - Were the goals achieved and to what extent?
 - What opportunities are needed for further growth in these standards?
 - What additional supports does the teacher/specialist perceive are needed to support growth?
- Administrator provides the teacher/specialist with a copy of the final evaluation.

STEP 8: SELF-ASSESSMENT

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

SFE Observation Procedures for

On-Cycle Tenured Teacher/Specialists – No Performance Issues

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

STEP 1: GOAL SETTING CONFERENCE

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

STEP 2: FIRST FORMAL OBSERVATION

- First formal observation (including pre and post conference) may begin one (1) week after the goal setting conference.
- Pre-Observation Conference:
 - The teacher/specialist provides the administrator with the lesson/agenda/service plan for the visit 24 – 48 hours prior to the pre-observation conference. The administrator views the lesson/agenda/service plan.
 - The administrator facilitates the pre-observation conference.
- Classroom Observation:
 - Observation lasts at least 30 minutes.
 - Focus will be on the Standards for Excellence (SFE) evaluation tool.
 - Administrator provides the teacher/specialist with a rough draft of the Formal Observation Form, with cited evidence, within five (5) workdays of the observation.
- Post-Observation Conference:
 - The conference will be held within five (5) workdays of teacher/specialist receiving the rough draft of the Formal Observation Form.
 - Administrator facilitates the Post-Observation Conference.
 - Teacher/Specialist brings supporting artifacts to the post conference. Teacher/specialist may provide additional artifacts as follows:
 - Supporting evidence for [standards] Learning Climate and Instruction.

- Demonstrate competency for the standards not observed for standard 1 Planning and Preparation.
 - Demonstrate competency in the standards not observed for standard Professionalism.
- Administrator provides the teacher/specialist with a final copy of the *MyPPS* Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.
- The administrator and teacher/specialist will decide on the conference format for 2nd and 3rd year teacher/specialists. A face-to-face discussion is required for 1st year teacher/specialists.

STEP 3: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE

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

STEP 4: SELF-ASSESSMENT

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

SFE Observation Procedures for Off-Cycle Tenured Teacher/Specialists

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

STEP 1: GOAL SETTING CONFERENCE

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

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

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

STEP 3: SELF-ASSESSMENT

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

Standards for Excellence (SFE) Professional Practice Goal Setting Worksheet

Teacher/Specialist's Name: _____ EIN: _____

Grade/Subject/Service: _____ Date _____

Supervising Administrator _____

Goal –Setting Procedures: Goals are developed for improving professional practice throughout the school year. Specialists will identify areas of practice for professional growth within the areas of: planning and preparation, environment, instruction/service and professional practice. It is recommended that specialists select two goals to address within a school year with the approval of your administrator.

1. Professional growth goals should be created based on the results of a self-assessment and previous evaluation/observation/service data. Specialists are encouraged to develop goals that are attainable and measureable.
2. The specialist and supervising administrator will discuss options for professional growth related to their assignment, prior evaluation, observation and/or service data.
3. At the conclusion of the goal setting conference, the pre-conference for the first formal observation will be scheduled. If the specialist is providing a service, your administrator will observe the implementation of the service provided (workshop, staff meeting, professional development, service to an individual student or group of students, etc.).

Goal 1:

Goal 2:

Rationale for selecting these goals:

Steps to achieve the goal:

Method(s)/procedure(s) for gathering evidence:

How will you measure progress?

Signature of Teacher/Specialist:

Date:

Signature of Administrator:

Date:

Standards for Excellence (SFE) Self-Assessment Form

Rating Options

An evaluation system can only be fair and effective when there is common agreement and understanding between the principal and the teacher as to the criteria for each of the rating options. The following descriptive explanation of each of the rating options is provided to ensure a common understanding of each:

Distinguished: The teacher has exceeded expectations in the tasks referenced in the rated standards.

Proficient: Performance is consistently adequate and acceptable. A proficient rating indicates that the teacher has effectively executed the tasks referenced in the rating standard.

Basic: Performance is adequate and acceptable. A basic rating indicates that the teacher has executed the tasks referenced in the rating standard.

Unsatisfactory: Fails to correct weaknesses; or deficiencies are such a serious nature that they result in inadequate or unacceptable performance.

Rating Standards

The rating standards listed reflect the characteristics of effective teaching/service as defined in the teacher edition of *Standards for Excellence (SFE) in Teaching* published by the Prince George's County Public Schools.

Comments

The "Comments" section may be used to record any information the teacher determines is appropriate to the self-assessment. It may also be used to list extra duty contributions.

Standards for Excellence (SFE) Self-Assessment Form

Teacher's Name	Employee Identification Number
Name of School	School Year
Most Recent Date of Hire	Assignment

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	RATING STANDARDS
I. Effective Teaching Preparation				
A. Planning and Preparation				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implements lessons which provide for instruction of students/staff at appropriate achievement levels, and reflects an appropriate sequencing of instruction, based on approved curricular objectives.
EVIDENCE:				
B. Learning Climate				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Creates a classroom climate that is warm and inviting. Promotes the development of positive self-concept for all students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Involves students/staff at all instructional levels in each lesson and encourages and receives inquiries, ideas and opinions that relate to those lessons from the students involved.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Presents lessons in such a way as to encourage students/staff to employ higher order critical thinking skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Demonstrates fairness and consistency in the handling of student discipline.
EVIDENCE:				

UNSATIS-FACTORY	BASIC	PROFICIENT	DISTINGUISHED	RATING STANDARDS
C. Instruction				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Demonstrates knowledge of subject matter and transmits that knowledge in an interesting manner using a variety of techniques and/or materials to accomplish the objectives of instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Maximizes the use of time for instructional purposes, with all students/staff being involved in meaningful learning activities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Uses a wide range of assessment information (including but not limited to observations by the teacher, SRI's, unit tests, etc.) to regularly adjust student instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Makes clear the purpose and/or practical importance of the lesson and how the content of the homework assignment relates to that lesson.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Provides prompt and appropriate feedback on work completed by students/staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Demonstrates a keen understanding of the needs, concerns, abilities and interest of each student/staff in such a manner that leads to the delivery of needed instructional or other resources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Performs so that there is observable satisfactory growth in students/staff.
EVIDENCE:				
II. Professionalism				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Uses current curricular and instructional practices, which relate to effective education.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Actively participates in program improvement activities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Works cooperatively as an effective team member to achieve school goals and objectives.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Demonstrates accuracy in record keeping and promptness in meeting deadlines.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Demonstrates punctuality at post of duty.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Follows established school policies and procedures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. Demonstrates effective oral and written communication skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H. Relates without difficulty to staff members and parents.
EVIDENCE:				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	OVERALL RATING

Standards for Excellence (SFE) Final Evaluation Form

Teacher's Name	Employee Identification Number
Name of School	School Year
Most Recent Date of Hire	Assignment

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	RATING STANDARDS
I. Effective Teaching Preparation				
A. Planning and Preparation				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implements lessons which provide for instruction of students/staff at appropriate achievement levels, and reflects an appropriate sequencing of instruction, based on approved curricular objectives.
EVIDENCE:				
B. Learning Climate				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Creates a classroom climate that is warm and inviting. Promotes the development of positive self-concept for all students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Involves students/staff at all instructional levels in each lesson and encourages and receives inquiries, ideas and opinions that relate to those lessons from the students involved.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Presents lessons in such a way as to encourage students/staff to employ higher order critical thinking skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Demonstrates fairness and consistency in the handling of student discipline.
EVIDENCE:				

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	RATING STANDARDS
C. Instructions				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Demonstrates knowledge of subject matter and transmits that knowledge in an interesting manner using a variety of techniques and/or materials to accomplish the objectives of instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Maximizes the use of time for instructional purposes, with all students/staff being involved in meaningful learning activities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Uses a wide range of assessment information (including but not limited to observations by the teacher, SRI's, unit tests, etc.) to regularly adjust student instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Makes clear the purpose and/or practical importance of the lesson and how the content of the homework assignment relates to that lesson.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Provides prompt and appropriate feedback on work completed by students/staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Demonstrates a keen understanding of the needs, concerns, abilities and interest of each student/staff in such a manner that leads to the delivery of needed instructional or other resources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Performs so that there is observable satisfactory growth in students/staff.
EVIDENCE:				
II. Professionalism				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I. Uses current curricular and instructional practices which relate to effective education.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	J. Actively participates in program improvement activities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	K. Works cooperatively as an effective team member to achieve school goals and objectives.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. Demonstrates accuracy in record keeping and promptness in meeting deadlines.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M. Demonstrates punctuality at post of duty.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N. Follows established school policies and procedures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	O. Demonstrates effective oral and written communication skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P. Relates without difficulty to staff members and parents.
EVIDENCE:				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	OVERALL RATING

Standards for Excellence (SFE) Evaluation Tool

Rating Elements

I. Effective Teaching Preparation

A. Planning and Preparation

Develops plans, which provide for instruction of staff/students at appropriate achievement levels, and reflects an appropriate level of sequencing of instruction, based on approved curricular standards.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Develops or contributes to the development of plans that are not timely and/or not tailored to the needs of individual staff/students; or, plans do not include appropriate supports or measurable outcomes that would enable staff/students to meet the goals and objectives of the plan.</p>	<p>Develops or contributes to the timely development of plans that respond to some but not all relevant individual staff/student needs, and/or plans that lack sufficient measurable outcomes or supports that enable staff/students to meet all goals and objectives of the plan.</p>	<p>Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to all relevant individual staff/student needs, and include supports that enable staff/students to meet the goals or objectives of the plan.</p>	<p>Develops or contributes to the timely development of comprehensive, well-structured plans with measurable outcomes that respond to all relevant individual staff/student needs, are coordinated with other plans relevant to those staff/students, and include supports that enable staff/students to meet all goals or objective of the plan. Is able to model this element.</p>

B. Learning Climate

1. Creates a collaborative climate that is warm and inviting. Promotes the development of positive self-concept for all.

Unsatisfactory	Basic	Proficient	Distinguished
Establishes an environment in which staff/students demonstrate limited respect for individual differences.	Establishes an environment in which staff/students generally demonstrate respect for individual differences.	Consistently uses strategies and practices that are likely to enable staff/students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Establishes an environment in which staff/students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this element.

B. Learning Climate

- 2. Involves staff/students at all instructional levels in each lesson presentation and encourages and receives inquiries, ideas and opinions that relate to those lessons from the staff/students involved.**

Unsatisfactory	Basic	Proficient	Distinguished
<p>Makes little effort to teach interpersonal, group, and communication skills or facilitate staff/student work in groups, or such attempts are ineffective.</p>	<p>Teaches some interpersonal, group, and communication skills and provides some opportunities for staff/students to work in groups.</p>	<p>Develops staff/students' interpersonal, group, and communication skills and provides opportunities for staff/students to learn in groups with diverse colleagues/peers.</p>	<p>Teaches and reinforces interpersonal group, and communication skills so that staff/students seek out their colleagues/peers as resources. Is able to model this practice.</p>

B. Learning Climate

3. Presents lessons/presentations in such a way as to encourage staff/students to employ critical thinking skills.

Unsatisfactory	Basic	Proficient	Distinguished
Uses instructional and/or support practices that leave most staff/students uninvolved and/or passive	Uses instructional and/or support practices that motivate and engage some staff/students but leave other uninvolved and/or passive.	Consistently uses instructional and/or support practices that are likely to motivate and engage most staff/students during the lesson, activity, or session.	Consistently uses instructional and support practices that typically motivate and engage most staff/students during the lesson, activity, or session and during independent work. Is able to model this element.

B. Learning Climate

4. Demonstrates fairness and consistency in the handling of staff/student concerns.

Unsatisfactory	Basic	Proficient	Distinguished
Minimizes or ignores concerns and/or responds in inappropriate ways.	Anticipates and responds appropriately to some concerns or misunderstandings but ignores and/or minimizes others.	Anticipates and responds appropriately to concerns or misunderstandings arising from differences in backgrounds, languages, and identities.	Anticipates and responds appropriately to concerns or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead staff/students to be able to do the same independently. Is able to model this element.

C. Instruction

- 1. Demonstrates knowledge of subject matter and transmits that knowledge in an interesting manner using a variety of techniques and/or materials to accomplish the objectives of instruction.**

Unsatisfactory	Basic	Proficient	Distinguished
<p>Demonstrates limited professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research. Rarely engages staff/students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or support practices.</p>	<p>Demonstrates factual knowledge of the professional content and delivery and sometimes applies it to engage staff/students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or support practices.</p>	<p>Demonstrates sound knowledge and understanding of professional content and delivery by consistently engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable staff/students to acquire knowledge and skills.</p>	<p>Demonstrates mastery of professional content and its delivery by engaging all staff/students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or support practices, that enable students to synthesize knowledge and skills. Is able to model this element.</p>

C. Instruction

2. Maximizes the use of time for professional purposes, with all staff/students being involved in meaningful learning activities.

Unsatisfactory	Basic	Proficient	Distinguished
<p>rely uses time for professional purposes such as making few adjustments to practice by identifying/and or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments. Provides little or no feedback on staff/student growth or progress except through minimally required reporting or provides inappropriate feedback that does not support staff/student growth.</p>	<p>May use time for professional purposes including organizing and analyzing assessment results but only occasionally adjusts practice and identifies and/or implements appropriate differentiated interventions, supports, and programs for staff/students. Only occasionally shares with administrators/colleagues conclusions about staff/student progress and/or seeks feedback from them that will support staff/student learning and/or development.</p>	<p>Consistently uses time for professional purposes including organizing and analyzing results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify/implement appropriate interventions, supports, and programs for staff/students. Regularly shares with appropriate administrators/colleagues conclusions about staff/student progress and seeks feedback from them about practices that will support improved staff/student learning and/or development.</p>	<p>Consistently maximizes the use time for professional purposes including organizing and analyzing results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify/implement appropriate interventions, supports, and programs for individual and groups of staff/students.. Regularly shares with appropriate administrators/colleagues conclusions about staff/student progress and seeks feedback from them about practices that will support improved staff/student learning and/or development. Is able to model this element.</p>

C. Instruction

- 3. Uses a wide range of assessment information (including but not limited to observations, SRIs, unit tests, etc.) to regular support staff/students.**

Unsatisfactory	Basic	Proficient	Distinguished
<p>Administers assessments and/or collects only the data required by the school/office and/or measures only point-in-time staff/student achievement or development.</p>	<p>May design and administer assessments and/or collect some data to measure staff/student learning, growth, or development, but uses a limited range of methods.</p>	<p>Designs and administers assessments and/or collects data to measure staff/student learning, growth, and/or development through a variety of methods, including informal and formal assessments and interim assessments where applicable.</p>	<p>Uses an integrated, comprehensive assessment system, including informal and formal assessment methods and interim assessments where applicable, to measure staff/student learning, growth and development. Is able to model this element.</p>

C. Instruction

- 4. Makes clear the purpose and/or practical importance of the activity/presentation and how the content of the activity/presentation relates to the given objective.**

Unsatisfactory	Basic	Proficient	Distinguished
<p>Does not make clear the purpose and/or practical importance of the activity/presentation and how the content of the activity/presentation relates to the given objective.</p>	<p>May communicate the purpose and/or practical importance of the activity/presentation and how the content of the activity/presentation relates to the given objective, but does so inconsistently or ineffectively.</p>	<p>Clearly and effectively communicates the purpose and/or practical importance of the activity/presentation and how the content of the activity/presentation relates to the given objective.</p>	<p>Clearly and effectively communicates the purpose and/or practical importance of the activity/presentation and how the content of the activity/presentation relates to the given objective so that most stakeholders are able to describe and take ownership of meeting the objective.</p>

C. Instruction

5. Provides prompt and appropriate feedback on work completed by staff/students.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Rarely, if ever, provides feedback to staff/students on ways to support learning and development.</p>	<p>Occasionally provides feedback to staff/students on ways to support learning and development.</p>	<p>Regularly provides feedback to create, share, and/or identify strategies for supporting learning and development.</p>	<p>Regularly provides feedback to share and/or identify strategies for supporting learning and development, successfully encourages staff/students to use at least one of these strategies, and seeks out evidence of their impact. Is able to model this element.</p>

C. Instruction

- 6. Demonstrates a keen understanding of the needs, concerns, abilities and interest of each staff/student in such a manner that leads to the delivery of needed instructional or other resources.**

Unsatisfactory	Basic	Proficient	Distinguished
<p>Rarely adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all staff/students for whom the educator has responsibility.</p>	<p>Occasionally adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all staff/students for whom the educator has responsibility.</p>	<p>Consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all staff/students for whom the educator has responsibility, including, English learners and staff/students with disabilities.</p>	<p>Individually and with colleagues, consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all staff/students for whom the educator has responsibility, including English learners and staff/students with disabilities. Is able to model this element.</p>

C. Instruction

7. Performs so that there is observable satisfactory growth in staff/students.

Unsatisfactory	Basic	Proficient	Distinguished
Participates passively in the goal-setting process, does not meet goals, and/or proposes goals that are vague or easy to reach.	Proposes and meets one goal that is vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student data.	Proposes and meets challenging, measurable professional practice, team, and staff/student learning goals that are based on thorough self-assessment and analysis of staff/student data.	Individually and with colleagues builds capacity to propose, monitor and meet challenging, measurable goals based on thorough self-assessment and analysis of staff/student data. Is able to model this element.

II. Professionalism

A. Uses current curricular and instructional/support practices, which relate to effective education.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Regularly provides inappropriate advice; does not provide advice and expertise to other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.</p>	<p>Provides advice and expertise to support other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for staff/students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.</p>	<p>Regularly provides appropriate advice and expertise that is customized to support colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for staff/students for whom responsibility is shared.</p>	<p>Utilizes a variety of means to regularly provide advice and expertise that is customized to support colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for staff/students. Is able to model this element.</p>

II. Professionalism

B. Actively participates in program improvement activities.

Unsatisfactory	Basic	Proficient	Distinguished
Participates in few, if any, program improvement and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required program improvement and learning activities and/or inconsistently or inappropriately applies new learning to improve practice.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, program improvement activities, and other resources to gain expertise and/or assume different instructional and leadership responsibilities.	Consistently seeks out program improvement and learning opportunities that improve practice and build expertise of self/staff in instruction, academic support, and leadership. Is able to model this element.

II. Professionalism

C. Works cooperatively as an effective team member to achieve school/program goals and objectives.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on staff/student performance and/or development.</p>	<p>Does not consistently collaborate with colleagues in ways that support productive team effort.</p>	<p>Consistently and effectively collaborates with colleagues through shared planning and/or informal conversations in such work as: analyzing staff/student performance and development and planning appropriate interventions at the classroom or school level.</p>	<p>Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing staff/student performance and development and planning appropriate, comprehensive interventions at the classroom or school level. Is able to model this element.</p>

II. Professionalism

D. Demonstrates accuracy in record keeping and promptness in meeting deadlines.

Unsatisfactory	Basic	Proficient	Distinguished
Frequently misses or does not meet deadlines, makes errors in records, and/or misses paperwork deadlines.	Occasionally misses or does not meet deadlines, completes work late, and/or makes error in records.	Consistently fulfills professional responsibilities; is consistently reliable and punctual with paperwork and assignments, and maintains accurate records.	Consistently fulfills all professional responsibilities to high standards; maintains accurate records beyond what is required and often submits work prior to deadlines.

II. Professionalism

E. Demonstrates punctuality at post of duty.

Unsatisfactory	Basic	Proficient	Distinguished
Frequently does not report and/or reports late to post of duty.	Occasionally does not report or reports late to post of duty.	Consistently demonstrates punctuality in reporting to post of duty.	Consistently demonstrates punctuality in reporting to post of duty, often reporting early. Is able to model this element.

II. Professionalism

F. Follows established school/program policies and procedures.

Unsatisfactory	Basic	Proficient	Distinguished
Rarely follows established school/office policies and procedures.	Within and beyond the classroom/office, inconsistently follows established school/office policies and procedures.	Within and beyond the classroom/office, consistently follows established school/office policies and procedures.	Within and beyond the classroom/office, consistently follows established school/office policies and procedures. Is able to model this element.

II. Professionalism

G. Demonstrates effective oral and written communication skills.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Rarely communicates with colleagues except through required reports; rarely solicits or responds promptly to communications from colleagues, staff and/or students. Makes few attempts to respond to different cultural norms and/or responds disrespectfully.</p>	<p>Relies primarily on sharing general information and announcements with colleagues, parents and/or students through one-way media and usually responds promptly to communications from colleagues. May communicate respectfully and make efforts to take into account differing language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.</p>	<p>Regularly uses two-way oral and written communication skills with colleagues; responds promptly and carefully to communications from colleagues, parents and/or students. Always communicates respectfully and demonstrates understanding and sensitivity to differing language, culture, and values.</p>	<p>Always uses two-way oral and written communication skills that support frequent, proactive and personalized communication with colleagues, parents, and/or students. Always communicates respectfully and demonstrates understanding and appreciation of differing language, culture, and values. Is able to model this element.</p>

II. Professionalism

H. Relates without difficulty to staff members, students and/or parents.

Unsatisfactory	Basic	Proficient	Distinguished
Rarely relates without difficulty to staff members, students and/or parents.	Sometimes relates without difficulty to staff members, students and/or parents.	Consistently relates without difficulty to staff members, students and/or parents.	Always relates without difficulty to staff members, students and/or parents.