

<http://www1.pgcps.org/employeeperformance/>

Employee Performance

Introduction

The Office of Employee Performance directly supports the school system's commitment to ensure that every student is taught by a highly effective teacher in every class, every year. The primary role of the office is to develop, implement and coordinate the school system's evaluations for all employee groups.

Our mission is to provide all employees with comprehensive evaluations to inform their professional development and to guide and support career decisions. The initial work focus has been on the system-wide expansion of the Charlotte Danielson *Framework for Teaching* –based observation evaluation system, initially piloted in the system's pay for performance (FIRST) schools. The new evaluation system is based on continual improvement of teaching practice and the value a highly effective teacher adds to student growth and achievement.

The Office of Employee Performance's current focus is on developing highly effective teachers. Read on to learn more about the FIRST (Financial Incentive Rewards for Supervisors & Teachers) program, expansion of the Framework for Teaching observations and Prince George's County's participation in the MSDE pilots for educator effectiveness this year.

[FIRST - Financial Incentive Rewards for Supervisors & Teachers](#)

The FIRST (Financial Incentive Rewards for Supervisors & Teachers) program provides financial rewards for teachers and administrators who work hard to staff schools and subject areas, who assist students in meeting achievement standards in tested areas, participate in professional development and utilize a rigorous research-based evaluation process. Teacher participants can earn up to \$10,000 and administrators can earn up to \$12,000 in incentive pay per year.

Interested in participating? Click here to go to the [FIRST](#) website to learn more and register. The participation deadline for 2011-2012 is **September 16, 2011**.

[Framework for Teaching and Teacher Evaluation System Redesign](#)

PGCPS is committed to ensuring that every student has a highly effective teacher in every classroom. To support this goal, we are expanding the use of the research-based classroom observation approach by Charlotte Danielson, known as the Framework for Teaching (FFT). In the 2011-2012 school year, at least 25% of all teachers in each school must be observed using FFT. For more information about the process and resources on FFT, [click here](#).

And while the Framework for Teaching will be an integral part of the teacher evaluation system going forward, there is additional work underway to develop a comprehensive, fair and functional system for the district to assess the effectiveness of our teachers. Our effort will enable:

- Our most effective teachers to be identified, recognized and strategically placed in front of students with the greatest needs

- Struggling teachers to be developed into effective teachers
- Ineffective teachers to be removed from classrooms when necessary
- All teachers to follow a path of continuous improvement

This work is being developed in partnership with our teacher and supervisor unions -- Prince George's County Educators Association (PGCEA) & Association of Supervisory and Administrative School Personnel (ASASP) -- via a number of project teams which have been tasked with designing and implementing a new systemic approach to evaluation.

This teacher evaluation system redesign is being funded in part by the Gates Foundation through its "Empowering Effective Teachers" grant. Prince George's County Public Schools was selected by the Bill and Melinda Gates Foundation as one of ten (10) school systems nationwide to compete for the "deep dive" teacher effectiveness initiative funds and was awarded \$2.5M to support the teacher evaluation work. You can learn more about the work to define highly effective teaching for Prince George's County Public Schools and steps towards improving educator effectiveness by [clicking here](#).

You can also learn more about local, state and national efforts to enhance teacher effectiveness by clicking here:

[Maryland's Race to the Top Submission](#)

[Gates Foundation Empowering Effective Teachers](#)

MSDE Educator Effectiveness Pilots

PGCPS is one of seven school districts in the state of Maryland participating in pilots for new approaches to teacher and principal evaluations. As a result of the Education Reform Act, passed by the Maryland Legislature in 2010, teacher and principal evaluations will be linked, in part, to student achievement. The state's efforts will occur in three phases:

- 1) Year One (2011-2012): Seven districts, including PGCPS, will pilot teacher and principal evaluations including student achievement measures.
- 2) Year Two (2012-2013): Expansion of the pilot to all districts
- 3) Year Three (2013-2014): Full implementation of the new process

<http://www1.pgcps.org/employeeperformance/index.aspx?id=148496>

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Framework For Teaching

- FFT must be used as observation method/tool for 25% of all teaching staff in school
- MSDE requirements will determine most of the teachers with whom FFT will be used. However a random selection tool is in development to select any additional teachers that may need to be observed to meet the 25% requirement
- FFT can be used for any teacher, regardless of performance concerns in the past
- FFT cannot be combined with traditional observation tools – once an observation tool is

determined, it should be used all year

- If a principal must select some “off cycle” teachers to get to their 25% minimum, they do not have to evaluate those teachers; they will just observe them. However, principals have the discretion to then carry through with a full evaluation if there are identified performance concerns
- Teacher Evaluation, In General
- Not all teachers must be observed/evaluated every year (see Observation/Evaluation Matrix); however, all teachers should conduct a self-assessment and goal setting each year as sound professional practice
- Under COMAR, all “on cycle” tenured teachers must be observed twice per year
- All observations must be conducted with full knowledge of teachers, but need only be “announced” in certain situations
- Interim evaluations should be given if performance problems are noted in the appropriate timeframe; however, they are not required if problems arise later in the year
- More than one interim evaluation may be given if the evidence supports such action
- 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
- If a teacher is performing unsatisfactorily in a discrete area, a principal is not required, but may, rate that teacher as unsatisfactory overall; it will depend on the facts of the case
- If a teacher is out on leave for a portion of the year (such as after an interim evaluation), making additional observations impossible to conduct, a principal may still rate the teacher at the end of the year based on collected evidence prior to the leave period
- While it has been typical that a teacher will not be recommended for dismissal until after two years of unsatisfactory performance, this is not required by law, and the timeframe may be shorter if circumstances warrant it

Notes:

- “On-cycle” means that a teacher will be evaluated that year; “off-cycle” means that a tenured teacher has an APC and the principal has determined they will not be evaluated that year. The principal has discretion to determine when to evaluate a tenured teacher with an APC in the required cycle.
- The evaluation requirements are as per the matrix, but the observation requirements from the Superintendent (both with respect to the tool to use and the numbers of teachers to be observed) are potentially more expansive than the matrix: i.e., principals must, at a minimum, formally observe at least 25% of the total teaching staff even if that percentage isn’t due for a formal evaluation under the matrix - and they must use the FFT observation tool for the observations of at least 25% of the total teaching staff, using the standard observation tool for the rest if they choose. If the MSBE requirements result in more than 25% of the staff having to be evaluated, and the principal decides not to use FFT observations for everyone, a random selection will be used to select which teachers it will be used with.

MSDE Pilot

Evaluation Components <http://www1.pgcps.org/msdepilot/index.aspx?id=147027>

The MSDE Pilot evaluation system utilizes multiple measures to assess the effectiveness of educators. Teachers will be evaluated on their professional practice as well as their students' growth. Each pilot participant will be given a summative rating, which is comprised of 50% professional practice measures and 50% student growth measures.

We will use the Charlotte Danielson Framework for Teaching (FFT) to evaluate professional practice. PGcps has spent the last couple of years creating capacity to use FFT effectively. Principals and other supervisors have undergone extensive in-service opportunities to learn about, practice and acquire certification in using FFT in the teacher observation process.

Furthermore, teachers and supervisors have been using FFT as the classroom observation protocol in the FIRST (Financial Incentive Rewards for Supervisors and Teachers) program for over four years. To learn more about how PGcps is using FFT, [click here](#).

Since one of the purposes of the pilot is to learn about linking student growth measures to teacher evaluation, we will be using a variety of assessments to determine and validate student achievement. The assessments that will be included are MSA, HSA, SRI, FAS and others that were developed by PGcps teachers and specialists. We have also contracted to use a computer-adaptive assessment to measure student growth. It is our expectation that PGcps will provide important and useful information about using FFT and student growth measures in the teacher evaluation process.

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FFT Observation Process

TENURED TEACHERS WITH NO PERFORMANCE ISSUES (ON-CYCLE)

FFT Observation Procedures 2011-12

*All "SPC" certificated teachers and "APC" certificated teachers who are due for evaluation and do not have performance issues**

**Note: "APC" certificated teachers must be evaluated 2 times of the 5 year APC certificate period. One of these two evaluations must be in the first year of that 5 year APC certificate period.*

Step 1: First Self Assessment

- Teachers will complete a self-assessment using **only the 8 Essential Components** of the Danielson Framework for Teaching (FFT). [Click here](#) for the Self Assessment Form.
- Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; with the exception of first year participants whose goals should be to become familiar with the 8 essential components.
- The self assessment must be completed by September 30th and prior to the goal setting conference.

Step 2: Goal Setting Conference

- The teacher will develop professional growth goals using the Teacher Goal Setting Form. [Click here](#) for the Goal Setting Form.
- The teacher will indicate the domain(s) and component(s) for growth and explain how s/he will improve and measure/document growth.
- The teacher brings the goal setting form and the self-assessment form to the goal setting conference.
- The administrator (observer) will review the self assessment, the goal setting form, the prior year's final evaluation and prior year's observations with the teacher during the goal setting conference.
- Administrator and teacher agree upon a minimum of 2 measurable goals for the year
- 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 is to be held as a separate meeting, it should be scheduled at the end of the goal setting conference.

Step 3: First Formal Observation (Completed by the end of the 1st Semester)

- Pre-observation conference:

- The teacher provides the administrator with the lesson plan for the visit prior to the observation.
- The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- Classroom Observation:
 - Observation lasts at least 30 minutes
 - Focus will be on the 8 essential components
 - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
 - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation form.
 - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
 - 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 such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
 - The conference will be held within 5 work days of receiving the teacher's reflection.
 - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
 - Teacher may provide additional artifacts as follows:
 - May present supporting evidence for domains 2 and 3
 - May demonstrate competency for the components not observed for domain 1
 - Should demonstrate competency in the components not observed for domain 4.
 - Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference. Administrator also submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org).

Step 4: Second Formal Observation (Completed during the 2nd semester)

- Pre-observation conference:
 - The teacher provides the administrator with the lesson plan for the visit prior to the observation.
 - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- Classroom Observation:
 - Observation lasts at least 30 minutes
 - Focus will be on the 8 essential components
 - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
 - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
 - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills

to evaluate.

- 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 such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
 - The conference will be held within 5 work days of receiving the teacher's reflection.
 - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
 - Teacher may provide additional artifacts as follows:
 - May present supporting evidence for domains 2 and 3
 - May demonstrate competency for the components not observed for domain 1
 - Should demonstrate competency in the components not observed for domain 4.
 - Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference. Administrator also submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org).

Step 5: Second Self Assessment

- Teachers will complete a self-assessment using ***only*** the 8 Essential Components of the Danielson Framework for Teaching (FFT). [Click here](#) for the Self Assessment Form.
- The self-assessment is shared with the administrator during the end-of-year evaluation conference to reflect upon the selected goals and professional growth during the year.

Step 6: Final Evaluation (Summative/End-of-Year) Conference

- The administrator should complete the Final Evaluation form for teachers receiving a Final Evaluation. [Click here](#) for the Final Evaluation Form.
- The administrator and teacher will establish a date and time for the Final Evaluation Conference.
- The conference will be held by the last duty day for teachers.
- The following topics may be reviewed:
 - The teacher's 2 self-assessments and their self-reflection of growth in practice with the 8 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 Descriptors of Practice from the 2 formal observations to determine growth and practice.
 - A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
- Discussion and debrief:
 - Review the teachers' goals, evidence, and growth in the identified components of practice.
 - Were the goals achieved and to what extent?
 - What opportunities are needed for further growth in these components?
 - What additional supports does the teacher perceive are needed to support growth?
- Administrator provides the teacher with a copy of the final evaluation and submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org).

Note on Informal Observations

- Conducted using the PGCPs Instructional “Look Fors” at anytime. The Look Fors can be accessed/downloaded here [Elementary Reading/ English Language Arts](#) [Middle School Reading/ English Language Arts \(Grades 6-8\)](#) [High School Reading & Language Arts](#) [Mathematics](#) [Science K-8](#) [Science- High School](#) [Social Studies](#) [World Languages](#)

If the administrator sees evidence that would support basic or unsatisfactory performance ratings during an informal observation, he/she should refer to the “Teacher Observation and Evaluation Matrix,” for next steps.

TENURED TEACHERS WITH PERFORMANCE ISSUES (ON-CYCLE)

FFT Observation Procedures 2011-12

*All "SPC" certificated teachers and "APC" certificated teachers who are due for evaluation and have performance issues**

**Note: "APC" certificated teachers must be evaluated 2 times of the 5 year APC certificate period. One of these two evaluations must be in the first year of that 5 year APC certificate period.*

Step 1: First Self Assessment

- Teachers will complete a self-assessment using **only the 8 Essential Components** of the Danielson Framework for Teaching (FFT). [Click here](#) for the Self Assessment Form.
- Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; with the exception of first year participants whose goals should be to become familiar with the 8 essential components.
- The self assessment must be completed by September 30th and prior to the goal setting conference.

Step 2: Goal Setting Conference

- Administrator and teacher agree upon a minimum of 2 measurable goals for the year
- The teacher will develop professional growth goals using the Teacher Goal Setting Form. [Click here](#) for the Goal Setting Form.
- The teacher will indicate the domain(s) and component(s) for growth and explain how s/he will improve and measure/document growth.
- The teacher brings the goal setting form and the self-assessment form to the goal setting conference.
- The administrator (observer) will review the self assessment, the goal setting form, the prior year's final evaluation and prior year's observations with the teacher during the goal setting conference.
- 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 is to be held as a separate meeting, it should be scheduled at the end of the goal setting conference.

Step 3: First Formal Observation (Completed by the end of the 1st Semester)

- Pre-observation conference:
 - The teacher provides the administrator with the lesson plan for the visit prior to the observation.
 - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- Classroom Observation:
 - Observation lasts at least 30 minutes
 - Focus will be on the 8 essential components
 - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
 - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
 - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
 - 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 such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
 - The conference will be held within 5 work days of receiving the teacher's reflection.
 - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
 - Teacher may provide additional artifacts as follows:
 - May present supporting evidence for domains 2 and 3
 - May demonstrate competency for the components not observed for domain 1
 - Should demonstrate competency in the components not observed for domain 4.
 - Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference. Administrator also submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org).

Step 4: Second Formal Observation (Completed by the end of the 1st semester)

- Pre-observation conference:
 - The teacher provides the administrator with the lesson plan for the visit prior to the observation.
 - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- Classroom Observation:
 - Observation lasts at least 30 minutes
 - Focus will be on the 8 essential components
 - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
 - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
 - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
 - 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 such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
 - The conference will be held within 5 work days of receiving the teacher's reflection.
 - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
 - Teacher may provide additional artifacts as follows:
 - May present supporting evidence for domains 2 and 3
 - May demonstrate competency for the components not observed for domain 1
 - Should demonstrate competency in the components not observed for domain 4.

Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference. Administrator also submits an electronic copy to the Office of

Employee Performance (employee.performance@pgcps.org).

Step 5: Interim (Mid-year) Evaluation (Completed by the end of the 1st semester)

- Interim / mid year reviews are to be completed using the Interim Evaluation Form. [Click here](#) for the Interim Evaluation Form.

Step 6: Third Formal Observation (Completed in February or March)

- Pre-observation conference:
 - The teacher provides the administrator with the lesson plan for the visit prior to the observation.
 - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- Classroom Observation:
 - Observation lasts at least 30 minutes
 - Focus will be on the 8 essential components
 - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
 - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
 - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
 - 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 such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
 - The conference will be held within 5 work days of receiving the teacher's reflection.
 - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
 - Teacher may provide additional artifacts as follows:
 - May present supporting evidence for domains 2 and 3
 - May demonstrate competency for the components not observed for domain 1
 - Should demonstrate competency in the components not observed for domain 4.
 - Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference. Administrator also submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org).

Step 7: Fourth Formal Observation (Completed in April or May)

- Pre-observation conference:
 - The teacher provides the administrator with the lesson plan for the visit prior to the observation.
 - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- Classroom Observation:
 - Observation lasts at least 30 minutes
 - Focus will be on the 8 essential components
 - Teacher completes the lesson reflection form within two work days of the observation and submits it

to the administrator. [Click here](#) for the Lesson Reflection Form.

- Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
- Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
- 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 such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
 - The conference will be held within 5 work days of receiving the teacher's reflection.
 - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
 - Teacher may provide additional artifacts as follows:
 - May present supporting evidence for domains 2 and 3
 - May demonstrate competency for the components not observed for domain 1
 - Should demonstrate competency in the components not observed for domain 4.

Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference. Administrator also submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org).

Step 8: Second Self Assessment

- Teachers will complete a self-assessment using **only** the 8 Essential Components of the Danielson Framework for Teaching (FFT). [Click here](#) for the Self Assessment Form.
- The self-assessment is shared with the administrator during the end-of-year evaluation conference to reflect upon the selected goals and professional growth during the year.

Step 9: Final Evaluation (Summative/End-of-Year) Conference

- The administrator should complete the Final Evaluation form for teachers receiving a Final Evaluation. [Click here](#) for the Final Evaluation Form.
- The administrator and teacher will establish a date and time for the Final Evaluation Conference.
- The conference will be held by the last duty day for teachers. **Unsatisfactory evaluations must be given to the teacher on or before June 1st and must include at least one observation by someone other than the employee's immediate supervisor.**
- The following topics may be reviewed:
 - The teacher's 2 self-assessments and their self-reflection of growth in practice with the 8 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 Descriptors of Practice from the 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:

- Review the teachers' goals, evidence, and growth in the identified components of practice.
- Were the goals achieved and to what extent?
- What opportunities are needed for further growth in these components?
- What additional supports does the teacher perceive are needed to support growth?
- Administrator provides the teacher with a copy of the final evaluation and submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org).

Note on Informal Observations

Conducted using the PGCPS Instructional "Look Fors" at anytime. The Look Fors can be accessed/downloaded here

[Elementary Reading/ English Language Arts](#) [Middle School Reading/ English Language Arts \(Grades 6-8\)](#) [High School Reading & Language Arts](#) [Mathematics](#) [Science K-8](#) [Science- High School](#)
[Social Studies](#)
[World Languages](#)

TENURED TEACHERS (OFF-CYCLE)

FFT Observation Procedures 2011-12

“APC” certificated teachers who are not scheduled for evaluation

Step 1: Self Assessment

- Teachers will complete 1 self-assessment using **only the Danielson 8 Essential Components** of the Danielson Framework for Teaching (FFT). [Click here](#) for the Self Assessment Form.
- Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; with the exception of first year participants whose goals should be to become familiar with the 8 essential components.
- The self assessment must be completed by September 30th and prior to the goal setting conference.

Step 2: Goal Setting Conference

- The teacher will develop professional growth goals using the Teacher Goal Setting Form. [Click here](#) for the Goal Setting Form.
- The teacher will indicate the domain(s) and component(s) for growth and explain how s/he will improve and measure/document growth.
- The administrator will review the self assessment, the goal setting form, the prior year’s final evaluation and prior year’s observations with the teacher during the goal setting conference.
- The administrator and teacher will agree on the conference format.
- The conference must be completed by September 30th.

Step 3: Goal Review Conference (Optional)

- The conference will be held between January and June.
- The administrator and teacher will establish a date and time for the Goal Review Conference.
- The following topics may be reviewed:
 - The teacher’s 1 self-assessment and their self-reflection of growth in practice with the Danielson 8 essential components.
 - The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals.
 - A review of any informal classroom observations and other evaluation inputs (such as student achievement data).
- Discussion and debrief:
 - Review the teachers’ goals, evidence, and growth in the identified components of practice.
 - Were the goals achieved and to what extent?
 - What opportunities are needed for further growth in these components?
 - What additional supports does the teacher perceive are needed to support growth?

Note on Informal Observations

- Conducted using the PGCPs Instructional “Look Fors” at anytime. The Look Fors can be accessed/downloaded here [Elementary Reading/ English Language Arts](#) [Middle School Reading/ English Language Arts \(Grades 6-8\)](#) [High School Reading & Language Arts](#) [Mathematics](#) [Science K-8](#) [Science- High School](#) [Social Studies](#) [World Languages](#)

If the administrator sees evidence that would support basic or unsatisfactory performance ratings during an informal observation, he/she should refer to the “Teacher Observation and Evaluation Matrix,” for next steps to place them on the on-cycle evaluation process.

NON-TENURED TEACHERS WITH NO PERFORMANCE ISSUES
FFT Observation Procedures 2011-12
<i>Non-tenured teachers including provisional contract teachers holding a conditional or resident teacher certificate</i>
All non-tenured teachers will be observed a minimum of four times a year using the full version of FFT observation tool.
<p><u>Step 1: First Self Assessment</u></p> <ul style="list-style-type: none"> • Teachers will complete a self assessment focused on only the 8 Essential Components of the Danielson Framework for Teaching (FFT). Click here for the Self Assessment Form. • Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; with the exception of first year participants whose goals should be to become familiar with the 8 essential components. • The self assessment and the goal setting form (see step 2) must be completed by September 15th and prior to the goal setting conference.
<p><u>Step 2: Goal Setting Conference</u></p> <ul style="list-style-type: none"> • The teacher will develop professional growth goals using the Teacher Goal Setting Form. Click here for the Goal Setting Form. • The teacher will indicate the domain(s) and component(s) for growth and explain how s/he will improve and measure/document growth. • Teacher brings the goal setting form and the self-assessment form to the goal setting conference. • If the teacher is not a 1st year teacher, 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. • Administrator and teacher agree upon 2 measurable goals for the year. • The conference will be held face-to-face by September 15th and at least 2 weeks prior to the first formal observation. • The administrator schedules the pre-conference for the first formal observation at the end of the conference.
<p><u>Step 3: First Formal Observation</u></p> <ul style="list-style-type: none"> • First formal observation (including pre and post conference) can take place no earlier than at least one week after the goal setting conference. • Pre-observation conference: <ul style="list-style-type: none"> ○ The teacher provides the administrator with the lesson plan for the visit prior to the observation. ○ The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. Click here for the Pre-Observation Conference Agenda and Meeting Notes Form. • Classroom Observation: <ul style="list-style-type: none"> ○ Observation lasts at least 30 minutes ○ Focus will be on the 8 essential components ○ Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. Click here for the Lesson Reflection Form. ○ Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. Click here for the Formal Observation Form.

- Post-observation conference:
 - The conference will be held within 5 work days of receiving the teacher’s reflection.
 - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
 - Teacher may provide additional artifacts as follows:
 - May present supporting evidence for [domains] 2 and 3
 - May demonstrate competency for the components not observed for domain 1
 - Should demonstrate competency in the components not observed for domain 4.
 - Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference. Administrator also submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org).
- Post-observation conference:
 - Held 5 days after the administrator receives the reflection.
 - The administrator and teacher will decide on the conference format for 2nd and 3rd year teachers. A face-to-face discussion is required for 1st year teachers.

Step 4: Second Formal Observation

- Pre-observation conference:
 - The pre-conference will be held at least 2 weeks prior to the second formal observation.
 - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
 - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
 - The teacher provides the administrator with the lesson plan prior to the observation.
- Classroom Observation:
 - Observation lasts at least 30 minutes
 - Focus will be on the 8 essential components
 - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
 - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
- Post-observation conference:
 - The conference will be held within 5 work days of receiving the teacher’s reflection.
 - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
 - Teacher may provide additional artifacts as follows:
 - May present supporting evidence for [domains] 2 and 3
 - May demonstrate competency for the components not observed for domain 1
 - Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference. Administrator also submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org) along with an electronic copy of the final observation.

Step 5: : Interim (Mid-year) Evaluation (Completed by the end of the 1st semester)

- Interim / mid year reviews are to be completed using the Interim Evaluation Form. [Click here](#) for the Interim Evaluation Form.

Step 6: Third Formal Observation (Completed in February or March)

- Pre-observation conference:
 - The pre-conference will be held at least 2 weeks prior to the third formal observation
 - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
 - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
 - The teacher provides the administrator with the lesson plan prior to the observation.
- Classroom Observation:
 - Observation lasts at least 30 minutes
 - Focus will be on the 8 essential components
 - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
 - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
 - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
 - 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 such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
 - The conference will be held within 5 work days of receiving the teacher's reflection.
 - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
 - Teacher may provide additional artifacts as follows:
 - May present supporting evidence for domains 2 and 3
 - May demonstrate competency for the components not observed for domain 1
 - Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference. Administrator also submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org).

Step 7: Fourth Formal Observation (Completed in April or May)

- Pre-observation conference:
 - The pre-conference will be held at least 2 weeks prior to the fourth formal observation
 - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.

- The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
- The teacher provides the administrator with the lesson plan prior to the observation.
- Classroom Observation:
 - Observation lasts at least 30 minutes
 - Focus will be on the 8 essential components
 - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
 - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
 - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
 - 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 such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
 - The conference will be held within 5 work days of receiving the teacher's reflection.
 - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
 - Teacher may provide additional artifacts as follows:
 - May present supporting evidence for domains 2 and 3
 - May demonstrate competency for the components not observed for domain 1
 - Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference. Administrator also submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org).

Step 8: Second Self Assessment (Completed in time for the Final Evaluation Conference)

- Teachers will complete a self-assessment using only the 8 Essential Components of the Danielson Framework for Teaching (FFT). [Click here](#) for the Self Assessment Form.
- Shared with the administrator during the end-of-year evaluation conference to reflect upon the selected goals and professional growth during the year.

Step 9: Final Evaluation (Summative/End-of-Year) Conference

- The administrator should complete the Final Evaluation form for teachers receiving a Final Evaluation. [Click here](#) for the Final Evaluation Form.
- The administrator and teacher will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference will be held by the last teacher duty day
- The following topics may be reviewed:
 - The teacher's 2 self-assessments and their self-reflection of growth in practice with the 8 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 Descriptors of Practice from the 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:
 - Review the teachers' goals and growth in the identified components of practice.
 - Were the goals achieved and to what extent?
 - What opportunities are needed for further growth in these components?
 - What additional supports does the teacher perceive are needed to support growth?
- Administrator provides the teacher with a copy of the final evaluation and submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org).

NOTES FOR NON-TENURED TEACHERS

- All non-tenured teachers must be observed each year by more than one qualified person – i.e. all four observations can't be by the same person.

NON-TENURED TEACHERS WITH PERFORMANCE ISSUES

FFT Observation Procedures 2011-12

Non-tenured teachers including provisional contract teachers holding a conditional or resident teacher certificate

All non-tenured teachers will be observed a minimum of four times a year using the full version of FFT observation tool.

Step 1: First Self Assessment

- Teachers will complete a self assessment focused on **only the 8 Essential Components** of the Danielson Framework for Teaching (FFT). [Click here](#) for the Self Assessment Form.
- Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; with the exception of first year participants whose goals should be to become familiar with the 8 essential components.
- The self assessment and the goal setting form (see step 2) must be completed by September 15th and prior to the goal setting conference.

Step 2: Goal Setting Conference

- The teacher will develop professional growth goals using the Teacher Goal Setting Form. [Click here](#) for the Goal Setting Form.
- The teacher will indicate the domain(s) and component(s) for growth and explain how s/he will improve and measure/document growth.
- Teacher brings the goal setting form and the self-assessment form to the goal setting conference.
- If the teacher is not a 1st year teacher, 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.
- Administrator and teacher agree upon 2 measurable goals for the year.
- The conference will be held face-to-face by September 15th and at least 2 weeks prior to the first formal observation.
- The administrator schedules the pre-conference for the first formal observation at the end of the conference.

Step 3: First Formal Observation

- First formal observation (including pre and post conference) can take place no earlier than at least one week after the goal setting conference.
- Pre-observation conference:
 - The teacher provides the administrator with the lesson plan for the visit prior to the observation.
 - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- Classroom Observation:
 - Observation lasts at least 30 minutes
 - Focus will be on the 8 essential components
 - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
 - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.

- Post-observation conference:
 - The conference will be held within 5 work days of receiving the teacher’s reflection.
 - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
 - Teacher may provide additional artifacts as follows:
 - May present supporting evidence for [domains] 2 and 3
 - May demonstrate competency for the components not observed for domain 1
 - Should demonstrate competency in the components not observed for domain 4.
 - Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference. Administrator also submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org).
- Post-observation conference:
 - Held 5 days after the administrator receives the reflection.
 - The administrator and teacher will decide on the conference format for 2nd and 3rd year teachers. A face-to-face discussion is required for 1st year teachers.

Step 4: Second Formal Observation (Completed by November 30th)

- Pre-observation conference:
 - The pre-conference will be held at least 2 weeks prior to the second formal observation.
 - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
 - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
 - The teacher provides the administrator with the lesson plan prior to the observation.
- Classroom Observation:
 - Observation lasts at least 30 minutes
 - Focus will be on the 8 essential components
 - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
 - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
- Post-observation conference:
 - The conference will be held within 5 work days of receiving the teacher’s reflection.
 - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
 - Teacher may provide additional artifacts as follows:
 - May present supporting evidence for [domains] 2 and 3
 - May demonstrate competency for the components not observed for domain 1
 - Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference. Administrator also submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org) along with an electronic copy of the final observation.

Step 5: : Interim (Mid-year) Evaluation (Completed by November 30th)

- Interim / mid year reviews are to be completed using the Interim Evaluation Form. [Click here](#) for the Interim Evaluation Form.

Step 6: Third Formal Observation (Completed by Mid-January)

- Pre-observation conference:
 - The pre-conference will be held at least 2 weeks prior to the third formal observation
 - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
 - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
 - The teacher provides the administrator with the lesson plan prior to the observation.
- Classroom Observation:
 - Observation lasts at least 30 minutes
 - Focus will be on the 8 essential components
 - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
 - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
 - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
 - 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 such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
 - The conference will be held within 5 work days of receiving the teacher's reflection.
 - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
 - Teacher may provide additional artifacts as follows:
 - May present supporting evidence for domains 2 and 3
 - May demonstrate competency for the components not observed for domain 1
 - Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference. Administrator also submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org).

Step 7: Fourth Formal Observation (Completed by February 28th)

- Pre-observation conference:
 - The pre-conference will be held at least 2 weeks prior to the fourth formal observation
 - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda Meeting Notes and Form.

- The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
- The teacher provides the administrator with the lesson plan prior to the observation.
- Classroom Observation:
 - Observation lasts at least 30 minutes
 - Focus will be on the 8 essential components
 - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
 - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
 - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
 - 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 such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
 - The conference will be held within 5 work days of receiving the teacher's reflection.
 - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
 - Teacher may provide additional artifacts as follows:
 - May present supporting evidence for domains 2 and 3
 - May demonstrate competency for the components not observed for domain 1
 - Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference. Administrator also submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org).

Step 8: Second Self Assessment (Completed by February 28th)

- Teachers will complete a self-assessment using only the 8 Essential Components of the Danielson Framework for Teaching (FFT). [Click here](#) for the Self Assessment Form.
- Shared with the administrator during the end-of-year evaluation conference to reflect upon the selected goals and professional growth during the year.

Step 9: Final Evaluation (Summative/End-of-Year) Conference (Completed by February 28th)

- The administrator should complete the Final Evaluation form for teachers receiving a Final Evaluation. [Click here](#) for the Final Evaluation Form.
- The administrator and teacher will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference will be held by the last teacher duty day
- The following topics may be reviewed:
 - The teacher's 2 self-assessments and their self-reflection of growth in practice with the 8 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 Descriptors of Practice from the 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:
 - Review the teachers' goals and growth in the identified components of practice.
 - Were the goals achieved and to what extent?
 - What opportunities are needed for further growth in these components?
 - What additional supports does the teacher perceive are needed to support growth?
- Administrator provides the teacher with a copy of the final evaluation and submits an electronic copy to the Office of Employee Performance (employee.performance@pgcps.org).

NOTES FOR NON-TENURED TEACHERS

- Recommendations for non-renewal must be submitted by the principal to the Employee & Labor Relations Office by March 1st.
- For non-tenured 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. Please refer to the "Teacher Observation and Evaluation Matrix," for any questions related to this process.
- All non-tenured teachers must be observed each year by more than one qualified person – i.e. all four observations can't be by the same person.

Observation Evaluation Matrix (1).pdf - Adobe Reader

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TEACHER OBSERVATION AND EVALUATION MATRIX
August 2011

	Provide copy of observation and evaluation forms to employee ⁽¹⁾	First Self Assessment ⁽⁴⁾	Goal Setting Conference ⁽⁵⁾	1 st Observation (including Pre and Post Conference) ⁽⁶⁾	2 nd Observation (including Pre and Post Conference)	Interim/ Mid-Year Evaluation ⁽⁸⁾	3 rd Observation (including Pre and Post Conference)	4 th Observation (including Pre and Post Conference)	Second Self Assessment and Final Evaluation/ Conference
Non tenured Teachers with no performance issues and Provisional Contract Teachers with or without performance issues	Beginning of school term or whenever teacher begins service	By September 15 and prior to Goal Setting Conference	By September 15	Must begin at least 1 week after Goal Setting Conference	Prior to the end of the first semester	By the end of the first semester	February – March	April – May	By the last duty day for teachers (But June 1 for any unsat final evals)
Non tenured Teachers with performance issues ⁽²⁾	Beginning of school term or whenever teacher begins service	By September 15 and prior to Goal Setting Conference	By September 15	Must begin at least 1 week after Goal Setting Conference ⁽⁷⁾	Prior to November 30	By November 30	Mid-January	Prior to February 28	February 28 ⁽⁹⁾⁽¹⁰⁾
On-Cycle Tenured Teachers with no performance issues	Beginning of school term or whenever teacher begins service	By September 30 and prior to Goal Setting Conference	By September 30	As soon as possible after Goal Setting Conference	Any time during second semester	N/A	N/A	N/A	By the last duty day for teachers
On-Cycle Tenured Teachers with performance issues ⁽²⁾⁽³⁾	Beginning of school term or whenever teacher begins service	By September 30 and prior to Goal Setting Conference	By September 30	As soon as possible after Goal Setting Conference ⁽⁷⁾	Prior to the end of the first semester	By the end of the first semester	February – March	April – May	Unsatisfactory evaluations must be given to teacher on or before June 1 ⁽¹⁰⁾
Off-Cycle Tenured Teachers	Beginning of school term or whenever teacher begins service	By September 30 and prior to Goal Setting Conference	By September 30	N/A ⁽¹¹⁾	N/A	N/A	N/A	N/A	N/A

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PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
Upper Marlboro, Maryland 20772

Final Teacher Evaluation

Teacher's Name _____ Employee Identification Number _____

Name of School _____ School Year _____

Most Recent Date of Hire _____ Assignment _____

Satisfactory	Unsatisfactory	RATING ELEMENTS
I. Effective Teaching Preparation		
A. Planning and Preparation		
		Implements lessons which provide for instruction of students at appropriate achievement levels, and reflects an appropriate sequencing of instruction, based on approved curricular objectives.
B. Learning Climate		
		1. Creates a classroom climate that is warm and inviting. Promotes the development of positive self concept for all students.
		2. Involves students at all instructional levels in each lesson and encourages and receives inquiries, ideas and opinions that relate to those lessons from the students involved.
		3. Presents lessons in such a way as to encourage students to employ higher order critical thinking skills.
		4. Demonstrates fairness and consistency in the handling of student discipline.
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.
		2. Maximizes the use of time for instructional purposes, with all students being involved in meaningful learning activities.
		3. Uses a wide range of assessment information (including but not limited to observations by the teacher, CRT, etc.) to regularly adjust student instruction.
		4. Makes clear the purpose and/or practical importance of the lesson and how the content of the homework assignment relates to that lesson.
		5. Provides prompt and appropriate feedback on work completed by students.
		6. Demonstrates a keen understanding of the needs, concerns, abilities and interest of each student in such a manner that leads to the delivery of needed instructional or other resources.
		7. Performs so that there is observable satisfactory growth in children.

Teacher's Name _____ Employee Identification Number _____ School Year _____

Satisfactory	Unsatisfactory	RATING ELEMENTS
II. Professionalism		
		A. Uses current curricular and instructional practices which relate to effective education.
		B. Actively participates in program improvement activities.
		C. Works cooperatively as an effective team member to achieve school goals and objectives.
		D. Demonstrates accuracy in record keeping and promptness in meeting deadlines.
		E. Demonstrates punctuality at post of duty.
		F. Follows established school policies and procedures.
		G. Demonstrates effective oral and written communication skills.
		H. Relates without difficulty to staff members and parents.
Achieved	Not Achieved	III. Achievement Outcome
		Shows significant and demonstrable progress on the part of students as defined by the goals developed by the principal and/or designated administrators and the teacher.
SATISFACTORY	UN-SATISFACTORY	IV. Overall Rating

Comments: _____

- Reassign Transfer: Teacher's Request Principal's Request

 Principal's Signature Date

 Second Administrator's Signature
 (Required for Non-Tenured Teachers) Date

I have received a copy of this Evaluation:

 Teacher's Signature Date

IF I DO NOT AGREE WITH THIS EVALUATION, I UNDERSTAND THAT I MAY SUBMIT A LETTER TO THE CHIEF OF HUMAN RESOURCES TO BE PLACED IN MY PERSONNEL FOLDER WITH COPIES TO THE CHIEF EDUCATIONAL