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Administrative Regulation


1. Purpose

The teacher supervision and evaluation process assists in developing, supporting, and recognizing quality staff. In addition to encouraging the professional learning and growth of teachers, the supervision and evaluation process must provide a quality assurance measure of the learning and teaching process. Teaching is a means to student learning. Teacher supervision and evaluation is a process for monitoring student learning and achievement. The Maryland Education Reform Act of 2010 requires that all local education agencies (LEA) implement a teacher evaluation system based on professional practice and student growth. On March 27, 2012, the Maryland State Board of Education approved specific COMAR requirements and regulations for teacher evaluation. Those regulations provide the framework upon which the Carroll County Public Schools (CCPS) teacher evaluation system is based.

2. Scope

The Maryland State Department of Education (MSDE) has determined that the professional practice component to teacher evaluation must fall into four (4) categories or domains: planning and preparation, classroom environment, instruction, and professional responsibilities. The CCPS framework for teaching is framed by these four domains and provides clear expectations for professional practice. Student growth measures will also be a determining factor in rating the performance of most teacher evaluations. Student growth ratings are based on student learning objectives (SLOs).

These regulations have been designed to assist with the supervision and evaluation of all instructional staff that fall under the Carroll County Education Association (CCEA) bargaining unit. The decisions and choices made to design this process were made in partnership with CCEA. COMAR requires that the evaluation for all teachers of record be based on professional practice and student growth. Non-teachers of record will be evaluated based only on professional practice. They are not held accountable for student growth at this time. The CCPS framework for teaching has been tailored for those who have job responsibilities that vary from those of the traditional classroom teacher. While separate performance criteria exist for the various groups because of the unique job duties and functions of each, the frequency of evaluation and procedures remain the same for all.

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3. Procedure

Teacher evaluation consists of two primary components: professional practice and student growth. Professional practice applies to all teachers. Both professional practice and student growth, as measured by SLOs, apply only to teachers of record. Data related to professional practice are primarily collected through formal and informal classroom observations conducted by the principal, supervisor, and/or their designee. Observations relate to the analysis of a single instructional segment. Observations are formative in nature and are designed to give teachers timely and specific feedback to help affirm effective teaching practices and offer suggestions for professional growth. Therefore, observers will rate each of the indicators listed on the observation document based on the performance levels described in the indicator rubric and then assign an overall rating of effectiveness to the lesson.


Evaluations are summative in nature and represent an appraisal of all pieces of information collected over a specific course of time. Included in the evaluation are all observations in that time period as well as other pertinent information related to the standards being assessed. For professional practice, evaluators will rate each indicator in each domain based on the four performance levels provided in the rubric. Each domain indicator will be rated based on the four (4) levels of performance in the indicator rubric (distinguished, proficient, basic, unsatisfactory). The overall score for each domain will be used to calculate the overall effectiveness of the teacher, which will fall into one of three (3) categories: highly effective, effective, or ineffective. Student growth is rated based on targets which vary depending on the SLO. The SLO rating will also fall into one of three (3) categories: highly effective, effective, or ineffective. The ratings for professional practice and student growth will be combined annually into one overall performance measure for each teacher of record.

Evaluation of Tenured Teachers

All tenured teachers of record are evaluated annually by personnel certified by the State Department of Education and designated by the superintendent. The performance rating for professional practice is determined every three (3) years for all tenured teachers and is based on the four domains outlined in the CCPS framework for teaching. This performance rating is carried over each year during the three (3) year cycle and combined with an annual student growth rating for teachers of record.

In any year, a principal or a tenured teacher may request that the evaluation be based on a new review of professional practice.

Teachers who are not designated as teacher of record will be evaluated every three (3) years based on professional practice.

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Principals and supervisors will collaboratively write the professional practice component to the evaluation and schedule the evaluation conference. Principals assure that teachers' evaluations are completed as required by existing contractual obligations and established rules, procedures, and school law.

Timetables for Tenured Teachers

Evaluations of tenured teachers shall be completed by June 1. However, a tenured teacher can be evaluated based on professional practice at any time during the year.

Teachers with Second-Class Certificate

In the event that a tenured teacher's overall performance is ineffective, the principal and supervisor may recommend that the superintendent place the individual on a second-class certificate. This serves as notification that a recommendation for dismissal will be made unless the teacher establishes and maintains a level of overall performance at the effective level. Such individuals are evaluated on the same schedule as a non-tenured teacher, their salary is frozen, and they are denied any increments on the salary schedule. A teacher may be returned to first-class status upon the recommendation of the principal and supervisor.

Evaluation of Non-Tenured Teachers


Non-tenured teachers are formally evaluated at least once per year during the first three (3) years of their employment. Each evaluation includes a conference with the school administrator and the supervisor responsible for the teacher's area of certification. The evaluation for non-tenured teachers of record shall include both professional practice and student growth ratings. Professional practice ratings will be based on observation data collected during the current school year.

Observation of Non-Tenured Teachers

Teachers who have not achieved tenure status are observed at least four (4) times during the school year by more than one person as determined by the superintendent and certified by the State Department of Education. Formal observations are primarily the responsibility of the supervisor and the principal. Non-tenured teachers are observed at least twice each semester. The supervisor and principal will formally observe non-tenured teachers at least once during the first semester and once during the second semester. In addition, supervisors and school administrators will conduct multiple informal walkthrough visits. Within five (5) duty days subsequent to each observation, the observer confers with the teacher to share and discuss the observation report.

Timetable for Non-Tenured Teachers

Non-tenured teachers shall be evaluated by April 15. However, a non-tenured teacher can be evaluated based on professional practice at any time during the year. Individuals hired after January 1 shall be evaluated no later than June 1.


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Variations

1. *Teachers tenured elsewhere in the state of Maryland* – teachers who have achieved tenure in a local school system within Maryland and are then employed by Carroll County will be considered tenured after one year of probationary employment with Carroll County. If there has been a break in service of more than a year prior to the hire date with Carroll County, the three year tenure guidelines will apply.
2. *Teachers transferring* – tenured teachers who transfer from one school to another within Carroll County will be evaluated at the end of the first year in the new school based on professional practice and student growth. Exception: when a new school is opened, tenured teachers will be observed and evaluated based on their current cycle.
3. *Teachers returning to service* – teachers on a leave of absence from the CCPS system for a period of one year or less return to the same evaluation schedule that was in force at the time their leave was granted. Teachers returning from a leave of more than one (1) year are evaluated based on professional practice and student growth the year they return.
4. *Teachers serving less than a full year* – new teachers who begin employment in the middle of the school year are eligible to move to a tenured status one (1) day following the third anniversary date of employment. Consequently, they are evaluated for each of their first six semesters with CCPS.
5. *Non-tenured teachers rated as ineffective* – a mentor shall be assigned to any non-tenured teacher who received an overall ineffective rating when evaluated. They will be expected to meet regularly with their mentor until they can meet the expected criteria or until a decision for non-renewal is made.
6. *Tenured teachers rated as ineffective* – tenured teachers who receive an overall ineffective rating on an evaluation are to be evaluated again the following year. Goals and an action plan should be written to address areas of deficiency.
7. *Teachers holding second-class certificates* – teachers who have been placed on a second-class certificate are evaluated on the same schedule and frequency as a non-tenured teacher.

Evaluation Forms

At the time of the annual evaluation conference, the principal presents a completed evaluation report (professional practice and student growth) that represents all data applicable to the teacher at that time. All components of the evaluation are rated as highly effective, effective, or ineffective. Comments related to professional practice are an important part of the document because of the added detail they convey

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about strengths and weaknesses. They are to be specific and provide the basis for the professional assessment made.

The overall rating of effectiveness on teacher evaluations shall be based on the sum of the quality points earned on each of the four domains and student growth measures when applicable. This helps to ensure greater consistency and reliability in determining the overall teacher performance level. Each domain under professional practice carries equal weight (17.5%), while SLOs are weighted at 15% each.

The evaluators check the recommendation to re-employ or do not re-employ on the end-of-the-year evaluation for both tenured and non-tenured teachers. In the event that the principal and supervisor cannot reconcile a disagreement concerning re-employment, the matter is referred to the appropriate instructional directors for disposition.

Ratings


Ratings for each component of the evaluation are weighted based on their percentage of the total number of points possible. An actual score for each component is converted to points, which are totaled for the overall effectiveness rating. The maximum number of points possible when both professional practice and student growth are combined is ten (10); professional practice is weighted at seven (7) points, while student growth is weighted at three (3) points. Non-teachers of record are only evaluated on professional practice; therefore, their total possible point value is seven (7).

Document Storage

All observations, professional practice, and student growth forms are completed electronically in the Human Resources Center on the CCPS web portal. Each teacher will have electronic access to all of their observations, professional practices, and student growths. Teachers are required to "accept" the observation, professional practice, and student growth. Acceptance of the document does not necessarily indicate agreement. Comments can be added to the document by the teacher and will become part of the permanent record.

Appeal

Controversies or disputes involving teacher evaluations may be appealed to the Superintendent of Schools under section 4-2058 of the Public School Laws of Maryland. A hearing is held by the superintendent or a designee, at which time involved parties have the opportunity to present pertinent information. A written decision is made based upon these facts. Should the teacher not be satisfied with the resolution of the matter at that time, the decision may be appealed within thirty (30) duty days to the local Board of Education. A subsequent appeal of that decision may be made to the State Board of Education.

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Additional Forms

In addition to the professional practice and student growth forms, there are four other optional forms which may be used to support an evaluation. All of these are applicable to the evaluation of both teachers and non-teachers of record. These forms relate to the establishment and assessment of goals, the formal commendation for outstanding accomplishments, and the sharing of specific deficiencies which seriously compromise teacher effectiveness. These forms are not stored in the human resources system and must be kept on file at the school and in the teacher's personnel file, if applicable.

Goal Forms

In addition to rating a teacher on the specified competencies, an opportunity exists to set goals for personal or programmatic improvement.

Goals are mutually agreed upon by the teacher, principal, and the supervisor and recorded on the goal form. Personal growth goals are for further development of already existing satisfactory skills or for skills needing improvement. Should there be a special project or individual need diagnosed by the administrator and/or supervisor, a particular goal or goals are introduced and prescribed. In the event that goals cannot be mutually agreed upon by all parties involved, the appropriate instructional directors assist in establishing a reasonable and workable plan.

Success in reaching goals is a consideration in the evaluation. The teacher is rated on a scale which indicates the extent to which the goal has been accomplished.


Commendation

Frequently a teacher's contributions are so noteworthy that they compel formal recognition. This is accomplished by using the commendation form on which the accomplishments or areas of excellence are noted. This subsequently is attached to the evaluation and becomes a part of the individual's personnel file. Because this form is reserved for noteworthy accomplishments, its very use conveys outstanding achievement.

Specific Deficiencies Form

At times it becomes necessary to identify deficits of major concern in teaching performance. The specific deficiency form is used for this purpose. Its use conveys a sense of urgency to address the deficiencies noted. When it becomes necessary to present this information to a teacher, the principal and supervisor share suggested actions that may be undertaken to improve the deficiencies noted. These specific deficiencies may be used in lieu of goals or may be modified into goal statements to be addressed by the teacher prior to the next evaluation.

Because of the seriousness of the specific deficiencies shared with an individual, it is expected that the areas identified will be a priority for the teacher and will be

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adequately addressed at the time of the next evaluation. Failure to do so could result in a recommendation for either a second-class certificate or dismissal.

Criteria for Evaluation of Professional Practice

All evaluations of professional practice are based upon the conclusions reached by more than one observer. They are based on observations of the teacher's performance and other reasonable criteria established by the CCPS framework for teaching and the Board of Education. Typically, the greatest, but not exclusive, basis for the evaluation of professional practice is derived from formal and informal classroom observations. Observations provide opportunities to collect data related specifically to domains I, II, and III of the CCPS framework for teaching. The CCPS framework for teaching provides the performance indicators established for both the classroom observation and evaluation of professional practice.


The written evaluation report of professional practice is prepared by the evaluators and shared with the teacher at the time of the conference. The evaluation document is presented in a digital format and can be revised if all parties concur. When the document is published, the teacher shall "accept" the document which provides a digital signature. The document is stored in the human resources system as part of the teacher's permanent record. The electronic signature indicates only that the teacher has formally reviewed the document. The teacher can add comments to the document which will be stored with the evaluation.

Observation of Teachers

Classroom observations are powerful professional development opportunities. Tenured teachers are observed by their supervisor and school administrator(s). All observations of teacher performance are conducted openly and with full knowledge of the teacher, but may be either formal or informal in nature. When they do occur, informal observations, such as a walkthrough visit, are generally of shorter duration and not always accompanied by written comments; however, verbal or written feedback should be provided. All formal observations are not always accompanied by written comments. However, when any indicator is rated as basic or unsatisfactory, written comments must be made. Within five (5) duty days of any formal observation, a conference is held and a copy of the observation form is given to the teacher. When the document is published, the teacher shall "accept" the document, which provides a digital signature. The document is stored in the human resources system as part of the teacher's permanent record. The electronic signature indicates only that the teacher has formally reviewed the document. The teacher can add comments to the document which will be stored with the evaluation.

Formal Observation Forms

Much of the documentation for professional practice evaluation ratings for domains I, II, and III of the CCPS framework for teaching are based upon data gathered during formal observations. Consequently, a standard observation form is used to document data collected during the observation. The domains and their

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corresponding indicators included in the observation are drawn directly from the first three domains of the framework and align to the evaluation instrument so that there is a direct correlation between observations and evaluation. Data for domain IV is not generally observable during a classroom lesson.

On the observation form, all indicators are assessed, and an overall rating of the lesson is assigned based on the indicator ratings. The overall effectiveness ratings for the observation are the same as those used for each indicator (distinguished, proficient, basic, and unsatisfactory). Determining the overall rating is based on the observer's general assessment of the lesson. Comments are included for those indicators where basic or unsatisfactory performance is demonstrated. Suggestions of alternate strategies to promote professional growth are encouraged at all times. Comments are also made where performance has been distinguished.

Observation Record


Every observation is to be accompanied by a classroom observation record data sheet. This provides a vehicle for the observer to collect data during the lesson observed. There are three classroom observation record sheets that the observer may choose to use depending upon the nature of the individual lesson being observed. The observer may also use a form of his/her design provided the form documents lesson objectives, the organization of instructional learning time, teacher and student interactions, wait time, teacher traffic, and student on-task behavior. These data are provided to the teacher following the observation and should show evidence to support the evaluation summary. The data are not stored in the human resources system with the observation form.

Informal Observation Forms (Walkthrough)

Data related to curriculum alignment and implementation, student learning, and instructional practice can be effectively collected during brief informal classroom visits usually referred to as a walkthrough. Walkthrough data can be used to determine professional development needs, implementation of school or system-based initiatives, or to monitor student progress. A walkthrough visit that shows a potential problem should be followed up by a formal observation. A feedback form for walkthrough visits can be used. The form is to be used with great flexibility. Following a walkthrough visit, a copy of the feedback form is given to the teacher, the principal, and the supervisor.

Domain IV – Professional Responsibility

Formal and informal data used to assess indicators in domain IV are not likely observable during a standard classroom observation. The indicators in domain IV include a wide range of professional responsibilities, from professional growth, to contributions to the school and profession in general. The domain also relates to interactions with families of students and the community in general. Often, the behaviors assessed in this domain represent the "behind the scenes" aspects of the teacher's general responsibilities. Teachers have many varied opportunities to

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demonstrate the behaviors in domain IV and should be able to provide the principal with evidence related to the descriptors in the rubric. It is likely that principals and supervisors will also have supporting data for this domain that can be used to complete this component of the evaluation. The principal is likely to have the greatest insight into teacher performance related to domain IV and should take primary responsibility for completing this portion of the evaluation document.

CRITERIA FOR EVALUATION OF Student Growth

The fundamental responsibility for any teacher is to promote student learning. CCPS curricula are standards-based, which gives each teacher the flexibility to tailor instruction to meet the needs of their students while aligning to the standards. Student learning is measured based on the grade and content standards taught. Teachers of record are held accountable through the evaluation process for the learning of attributed students. COMAR requires the teacher's annual evaluation be based on multiple measures of student growth or mastery. SLOs are used to yield ratings of highly effective, effective, or ineffective. The rating applied to the SLO is determined by the teacher and principal during the SLO planning and approval process.

4. Definitions

Attributed Students

Attributed students are defined as those students assigned to a teacher who are present to learn. There are many factors that can interfere with student learning; some are within the teacher's control, while others are not. For that reason, attribution factors are not specifically defined. The teacher and principal are responsible for identifying those students whose assessment scores will be included in the teacher's evaluation. Documentation shall be provided for any student not attributed to the assigned teacher's student growth data. When attendance is used to determine attribution, a 90% attendance rate should be used as the benchmark.

Teacher of Record

Teacher of record is defined by MSDE as "any individual certificated under COMAR 13a.12.02 as a teacher and who delivers instruction and is responsible for a student or group of students' academic progress in a PreK-12 public school settings subject to local school system interpretation."