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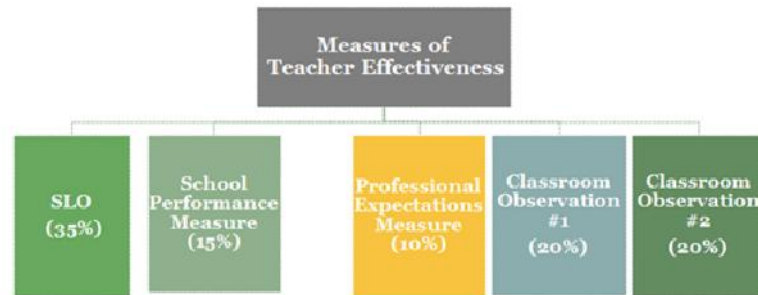
Components of the 2017-18 Teacher Effectiveness Evaluation

The Teacher Effectiveness Evaluation represents the culmination of over five years of collaboration between teachers, school leaders, district office staff, and the [Baltimore Teachers Union](#) (BTU). Teaching is a complex endeavor and your evaluation should reflect this complexity and include multiple measures. Additionally, your evaluation should also include how you will be supported in your continuing growth as professionals (in addition to [professional development](#) and [resources](#)). Those BTU employees with classroom [teacher job titles](#) are evaluated using this effectiveness framework.

The 2017-18 Teacher Effectiveness Evaluation will maintain the model that teachers and supervisors have experienced since 2014-15. This allows for greater continuity and the opportunity to focus on teacher development and authentic conversations about performance.

Components within the 2017-18 Teacher Effectiveness Evaluation fall into two categories:

- Professional Practice
- Student Growth



Please note that you are responsible for reading, understanding and complying with the provisions outlined on City Schools' websites and other internal communications channels.

Professional practice

Component: Classroom observations using the Instructional Framework (Each observation is worth 20 percent of the overall evaluation)

Developed over many months with input from hundreds of teachers, the district's [Instructional Framework](#) defines what effective teaching looks like. The indicators outlined in the [rubric](#) for the Teach domain are used to guide observations for this component of the evaluation. [Read more...](#)

Component: Professional expectations measure (10 percent of overall evaluation)

This measure considers a teacher's professional practice and gauges a teacher's responsibilities as a professional, outside of his or her instructional role. [Read more...](#)

Student growth

Component: Student learning objectives (SLOs) measure (35 percent of overall evaluation)

Student learning objectives (SLOs) are specific, measurable academic goals for a particular group of students, in an academic year, created by teachers in collaboration with their school leaders. The goals must be anchored on available student data. Teacher's scores are based upon the degree to which the goals were attained, as evidenced by student academic performance, within the specified SLO timeframe. [Read more...](#)

Component: School performance measure (15 percent of overall evaluation)

Because entire school communities are responsible for certain student outcomes, the 2017-18 Teacher Effectiveness Evaluation will include an aggregate schoolwide measure. [Read more...](#)



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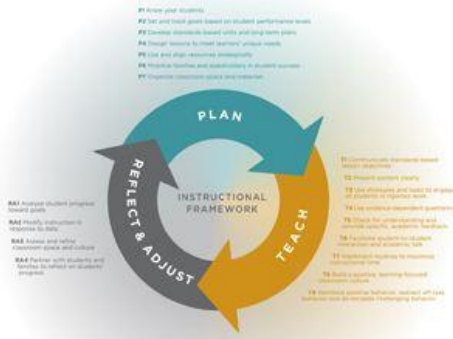
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Classroom Observations

Classroom observations, along with [Professional Expectations](#), are another tool providing evidence of a teacher's strengths and areas for development. When done frequently and purposefully, and when coupled with discussion that includes actionable feedback, formal and informal observations are integral to improving instructional practice.

Developed over many months with input from hundreds of teachers, the district's [Instructional Framework](#) defines what effective teaching looks like and guides the district's efforts to develop and offer high-quality professional development opportunities.

The total weight of the formal observation component is 40% (e.g., if two formal observations, then each worth 20%), and there must be a minimum of two observations to support an annual evaluation. Each of the formal observations is considered a separate evaluation measure.



At a glance

- Teachers are observed on the nine key actions of the framework's "Teach" component
- Teachers receive at least two formal observations and frequent informal observations during the school year
- Formal observations are completed by qualified observers
- Each formal observation is considered a separate evaluation measure



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The Professional Expectations Measure

The Professional Expectations measure, along with classroom observations, is one of the evaluation components for 2017-18 that consider a teacher's professional practice. It gauges a teacher's responsibilities as a professional, outside of her or his instructional role. Specifically, this component considers the extent to which a teacher meets district expectations for compliance with district and school policies, in addition to the extent to which a teacher meets standard skills within several professional competencies.

The Professional Expectations task was first implemented for the 2013-14 Teacher Effectiveness Evaluations, and in 2014-15 City Schools worked with BTU and a broad range of stakeholders to revise the form and develop a rubric.

Based on feedback from teachers on which items were most meaningful, the professional expectations measure includes 16 indicators that are grouped into the following four competencies: communication, professionalism, professional practice, and district expectations. Each indicator is rated on a scale from 1-4 points.

Learn more about the professional Expectations measure with [this form and rubric](#).

At a glance

- The Professional Expectations measure will account for 10% of the overall 2017-18 Teacher Effectiveness Evaluation
- This measure includes 16 indicators that are grouped into the following four competencies: Communication, Professionalism, Professional Practice, and District Expectations



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School Performance Measure

The information below reflects SY 2016-17 SPM, and was updated May 2017

The School Performance Measure (SPM) reflects City Schools’ values, including the cultivation of a nurturing learning environment for student growth. Collectively, a school’s teachers and school leadership play an instrumental role in affecting school climate, and the measure serves as a component of the 2016-17 teacher and school leader evaluation systems.

SPM reflects a whole school’s year-long performance. Data are lagged, reflecting the previous school year, because data are not yet available for the current school year. In 2016-17 SPM, all schools receive a score in learning environment. High schools receive additional indicators of college and career readiness. No schools receive achievement data as a result of the transition to PARCC.

	Learning Environment	Achievement	Student Growth OR College and Career Readiness (CCR)
ES/MS Indicators*	<ul style="list-style-type: none"> • Parent Survey Rating • Student Survey Rating • Attendance Rate • Chronic Absence Rate 	<i>Not applicable</i>	<i>Not applicable</i>
HS Indicators*	<ul style="list-style-type: none"> • Parent Survey Rating • Student Survey Rating • Attendance Rate • Chronic Absence Rate • Dropout Rate (4-year) 	<i>Not applicable</i>	<ul style="list-style-type: none"> • 50%: CCR Success (PARCC, SAT/ACT, AP/IB, Accuplacer, CTE, or dual enrollment) • 25%: CCR Participation (SAT/ACT, AP/IB, CTE, or dual enrollment) • 25%: Graduation Rate (5-year)

At a glance

- o The school performance measure will account for 15% of the overall 2016-17 Teacher Effectiveness Evaluation
- o The measure is based on data from the 2015-16 school year
- o All teachers at the same school in the 2015-16 school year will receive the same score
- o Teachers who served more than one school in 2015-16 will receive a prorated score
- o Teachers who are missing SPM will have other components of the evaluation reweighted

Normed Indicators: Schools are scored relative to one another

In the past, schools were scored based on how they performed relative to all other schools in their grade band. Teachers and principals provided feedback, recommending that we consider school characteristics when calculating SPM and comparing schools to each other. As a result, in 2016-17, each school is scored relative to their unique group of **four nearest neighbor schools**. Nearest neighbors are the schools within each school’s grade band with the most similar student characteristics in terms of:

- o Percentage of students with direct certification*
- o Percentage of students with disabilities
- o Percentage of English learners

In addition, selective schools with entrance criteria constitute their own grade band for school comparisons. In circumstances where one school is missing data for a particular indicator, nearest neighbor groups may change slightly.

For details on indicator calculations and other improvements to the 2016-17 SPM, please click here to open our [narrated presentation](#). (Note: This is a Windows Media/Audio file.) We also have an [updated 2016-17 FAQ](#) for your reference.

Please visit the [School Profiles page](#) to find more details regarding your attendance, chronic absence, and dropout rate data. For more information on your school survey ratings, please visit the [School Survey](#) page.

School Performance Measure: Based on your school assignment

For 2016-17 teacher evaluations, all teachers are given an SPM score based on where they were assigned in the 2015-16 school year. If a teacher was assigned to multiple schools or if a teacher changed schools during the year, he or she receives

a prorated score that incorporates data from the schools to which he or she was assigned in 2015-16.

Teachers new to City Schools in the 2016-17 school year, those on leave for 2015-16, and teachers in district office or alternative schools or programs for 2015-16, will not have SPM as an evaluation component. As a result, the other [components of the evaluation are reweighted](#).

** As a proxy for economic disadvantage, City Schools uses the proportion of students receiving direct services, including Temporary Assistance for Needy Families (TANF) and the Supplemental Nutrition Assistance program (SNAP), as well as homeless students, students in foster care, and students eligible for Medicaid.*



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Student Learning Objectives

Student learning objectives (SLOs) are specific, measurable academic goals, for a particular group of students in an academic year and created by teachers in collaboration with their school leaders. SLOs can be used to measure student growth for teachers both in tested and non-tested grades. The 2017-18 Teacher Effectiveness Evaluation will include one SLO worth 35% of the total evaluation.

School-based SLO Ambassadors

As a way to help teachers with the SLO process throughout the 2017-18 school year, SLO Ambassadors are nominated for their school. SLO Ambassadors will serve as SLO experts and will guide teachers through the SLO process serving in a non-evaluative role.

How can SLOs support effective teaching?

The process of setting data-informed student goals and monitoring progress against those goals is considered to be a best practice for teachers. SLOs promote these strong practices across schools and our district. Additional benefits include:

- o **SLOs promote reflective and collaborative teaching practice.** Rich discussions about student learning that occur during and after SLO development and this practice may positively impact instruction. These discussions happen between teachers and their evaluators and among teachers, who work together based on grade-level, content area, or even interest in a certain area for professional development.
- o **Teachers perceive SLOs as relevant and empowering.** The SLO process allows principals and teachers to influence how teachers are evaluated and design learning objectives that are customized to the context of each teacher's course and students.
- o **SLOs promote aligned curriculum, assessment and standards.** The SLO process typically requires teachers and principals to identify the standards of focus and to map out how assessment(s) will measure progress against those standards. In designing an SLO, a teacher must consider how his or her curriculum and instructional strategies will help students meet the standards.
- o **SLOs are adaptable to any teacher.** Teachers of all grades and subjects can demonstrate their impact on student learning with SLOs because SLOs do not rely solely on standardized assessments.

*****Without an approved exemption, teachers must have an approved SLO Learning Target and submit their student data in the appropriate electronic system. Failure to do so results in a score of "25" on the SLO component of their SY 2017-18 evaluation.***

At a glance

- o The 2017-18 Teacher Effectiveness Evaluation includes one SLO worth 35% of the total evaluation**
- o SLOs are academic goals for student learning, customized to a teacher's particular students.
- o SLOs are designed to support instruction



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Key Dates and Milestones

This chart outlines the year at a glance for teachers evaluated in the Teacher Effectiveness Evaluation. For your reference, you may [download a PDF copy here](#).

Deadline*	Action item	What to expect
September 30	Review of Evaluation Process	Your supervisor will provide general information to you about the evaluation process, including: <ul style="list-style-type: none"> Review the steps of the evaluation process Discuss the evaluation components
October 16	Initial Planning Conference and Individual Development Plan (IDP)	<ul style="list-style-type: none"> You will come with your IDP; You will review your goals, performance information, and student data; and You will discuss an action plan and supports for a successful year.
October 27** <i>System available beginning of October</i>	Submit Student Learning Objective (SLO) and scoring plan	<ul style="list-style-type: none"> Your school's SLO Ambassador will provide information on what is expected and there will be example SLOs available for your review; and There will be opportunities for collaboration and targeted suggestions for support and development.
November 17 UPDATED: 8:00am, November 27 <i>System available beginning of October</i>	SLO approval window closes	<ul style="list-style-type: none"> Prior to this date you will receive feedback from your evaluator about your SLO and possible changes
December 1 <i>System available beginning of October</i>	1st Formal Observation	<ul style="list-style-type: none"> There will be a pre- and post- conference to discuss your lesson/activity to be observed, the observation, and our performance You will have prior knowledge of when the observation will take place and who will conduct it; and There will be opportunities for constructive feedback and targeted suggestions for support and development.
January 16	Mid-Year Performance Review <ul style="list-style-type: none"> Mid-Year Performance Review Check-List (Word) Mid-Year Performance Review Check-List (PDF) 	<ul style="list-style-type: none"> You will review progress towards your IDP goal; You will review SLO progress and any supports / instructional strategies needed; and You will have an opportunity for self-reflection with the Professional Expectations task.
March 23 <i>System available beginning of February</i>	Submit SLO student data for scoring verification	<ul style="list-style-type: none"> You will have the opportunity to review your students' progress and reflect on the impact of your instructional practice.
April 3 <i>System available beginning of January</i>	2nd Formal Observation	<ul style="list-style-type: none"> There will be a pre- and post- conference to discuss your lesson/activity to be observed, the observation, and our performance You will have prior knowledge of when the observation will take place and who will conduct it; and There will be opportunities for constructive feedback and targeted suggestions for support and development.
April 3 <i>System available beginning of January</i>	Professional Expectations	<ul style="list-style-type: none"> You will receive constructive feedback and targeted suggestions for support and development; and You will have the opportunity to provide feedback on this measure and share examples of your professional contributions, if applicable.
April 13	SLO Final Scoring window	<ul style="list-style-type: none"> By this date, your evaluator will review your student data as attached in TSS and use the SLO scoring rubric based on your

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<i>System available beginning of February</i>	closes	students' progress
May 1	Annual Evaluation	<ul style="list-style-type: none"> Teachers rated "Ineffective," based on all components, are notified
One week before the last day of school	Annual Evaluation	<ul style="list-style-type: none"> You will have the opportunity to review performance data gathered across the year

Please note that you are responsible for reading, understanding and complying with the provisions outlined on City Schools' websites and other internal communications channels.

* If any date falls on a weekend, holiday or other day that is not a work day, the due date is the next day. The chart above reflects this policy.

****Without an approved exemption, teachers must have an approved SLO Learning Target and submit their student data in the appropriate electronic system. Failure to do so results in a score of "25" (out of 100 possible points) on the SLO component of their SY 2017-18 evaluation.**

For more detail on your classroom observation scores, visit the Employee Performance Management section of the Employee Self-Service portal on the district website.



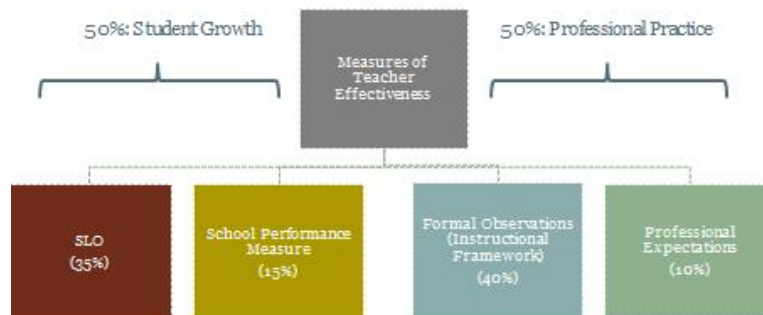
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Calculating Evaluation Ratings

For most teachers, the 2017-18 Teacher Effectiveness Evaluation end of year rating will be determined by a composite score made up of individual scores from components in each of the two categories of effectiveness being measured. When performance data is available for all components in the Teacher Effectiveness Evaluation, the "professional practice" and "student growth" components each account for 50-percent of a teacher's overall evaluation and include the following weighted measures:



Each individual rating (raw score) is converted to a 100-point scale, weighted and combined to yield a single overall composite rating. This overall annual evaluation rating is based on where a teacher's Teacher Effectiveness Composite Score is within the annual evaluation score ranges. For the 2017-18 school year, the Teacher Effectiveness Evaluation annual evaluation score ranges remain consistent with the score ranges since the 2014-15 school year. Specifically:

Final effectiveness rating	Overall score range
Highly effective	86 and above
Effective	70 to 85
Developing	55 to 69
Ineffective	54 and below

City Schools will be using the following rating calculations for the 2017-18 Teacher Effectiveness Evaluation. To generate this rating, City Schools follows a four-step process that you can see in the following example:

(For more information on calculating your annual evaluation, please review this [1-page overview guide](#)).

Note: As has been the practice since the 2014-15 school year, annual evaluations for teachers with missing performance data from one or more evaluation components will be [reweighted](#).

Example scores for one teacher

Effectiveness measure	Teacher's raw score	Explanation
Classroom observations	3.25	The average of a teacher's formal observations (from either two or three formal observations) from the 2017-18 school year on a scale of 1 to 4.
Professional expectations	54	The professional expectations task is rated on a 64-point scale that includes 16 indicators grouped into four competencies: communication, professionalism, professional practice, and district expectations. This form was revised in the 2014-15 school year with input from a range of stakeholders, including a teacher focus group. Each indicator is rated on a scale from 1-4 points.
Student Learning Objectives	77	Student Learning Objectives are specific, measurable academic goals for a particular group of students in an academic year created by teachers in collaboration with their school leaders. Completed SLOs are scored on a scale of 54 to 100.
School Performance Measure	46.78	The teacher's school performance measure (SPM) consists of multiple quantitative indicators that reflect a whole school's year-long performance in terms of student growth and the extent to which the school's learning environment is conducive to student growth. This measure is scored on a 100-point scale.

Step 1: Compare apples-to-apples: Determine the scaled score

Effectiveness measure	Score	Scale of raw scores	Scaled score (100 point scale)	Explanation
Classroom observations	3.25	4	81.25 (3.25 x 25)	Because the Instructional Framework is on a 4-point scale, a multiplier of 25 is used to place the score on a 100-point scale
Professional expectations	54	64	84.375 (54 ÷ 64 x 100)	The teacher's Professional Expectations score is on a 64-point scale (<i>i.e., like grading assignments; 54/64</i>)
Student Learning Objectives	77	100	77	The teacher's Student Learning Objective score is already on a 100-point scale
School Performance Measure	46.78	100	46.78	The teacher's School Performance Measure score is already on a 100-point scale

Step 2: Multiply the scaled score for each measure by its weight to create the weighted score

Effectiveness measure	Scaled score	Weight (in %)	Weighted score
Classroom observations	81.25	40	32.5 (81.25 x .40)
Professional expectations	84.375	10	8.4375 (84.375 x .10)
Student Learning Objectives	77	35	26.95 (77 x .35)
School Performance Measure	46.78	15	7.017 (46.78 x .15)

Step 3: Add together the weighted scores to yield an overall weighted score. This is the Teacher Effectiveness Composite Score.

Effectiveness measure	Weighted score
Classroom observations	32.5
Professional expectations	8.4375
Student Learning Objectives	26.95
School Performance Measure	7.017
Overall weighted score	74.905
Overall weighted score (rounded)	75

Step 4: Final annual evaluation rating is based on this Teacher Effectiveness Composite Score.

Final effectiveness rating	Overall score range
Highly effective	86 and above
Effective	70 to 85
Developing	55 to 69
Ineffective	54 and below

The teacher in this example would receive an **Effective** annual evaluation rating based on the rounded overall weighted score of 75.



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[Individual development plan](#)

As part of their professional development and growth, employees write a new Individual Development Plan (IDP) – or refine a previous IDP whose goals were not fully achieved – on a yearly basis, with input from their supervisor. Using the IDP, teachers create focused, achievable plans with specific goals and definitive activities that are aligned with achieving their goal.

The IDP is a road map for an employee’s professional development, and should take into consideration how to address areas of growth identified in their evaluation and performance from the previous year and how to help them reach their career goals.

Professional development

The Teacher Effectiveness Evaluation is designed to improve the professional practices of City Schools’ teachers. During the 2017-18 school year, teachers will receive feedback, based on the evaluation measures, and will have opportunities for school-based and systemic professional development.

With your feedback, program and training sessions are continually being developed, so check back often for the latest professional [development support](#).

Achievement units

Under the 2013-2016 [contract](#) between City Schools and the Baltimore Teachers Union, teachers earn Achievement Units (AUs) in a variety of ways. One area in which a teacher can earn AUs is based on the results of their annual evaluation. As teachers earn more AUs, they advance along their career pathway and earn salary increases. The district and union agreed to the following formula for awarding AUs, based on teachers’ year-end effectiveness rating.

Annual Evaluation Effectiveness Rating	No. of AUs Awarded
Highly effective	12
Effective	9
Developing	3
Ineffective	0

Teacher movement on the salary scale is more self-directed as teachers can receive AUs through multiple means, such as their engagement in professional development and their contributions to student learning, their colleagues, school, and the district.

Performance Improvement Plan

City Schools’ performance improvement plan (PIP) is designed to help employees and supervisors determine areas for improvement and document the improvement and support process. Both the employee and evaluating supervisor can initiate a PIP at any time when an area for growth is noted. While the PIP should reflect consensus between the employee and supervisor, in cases where significant disagreement arises, the decision of the supervisor carries.

Appeals

If a teacher receives an overall effectiveness rating of Ineffective, City Schools must, at a minimum, offer that teacher (if he or she is certificated) a meaningful appeal process in accordance with Education Article, § 4-205(c)(4), Annotated Code of Maryland. The burden of proof is on the teacher appealing the rating.