PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Teacher Evaluation Handbook *2nd Edition*

THIS HANDBOOK SUPERCEDES AND CANCELS ALL PREVIOUS HANDBOOKS PUBLISHED

Developing Employee Effectiveness to Improve Student Achievement

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Chapter 1

Introduction

The Teacher Evaluation Overview

Prince George's County Public Schools (PGCPS) is committed to implementing the new teacher evaluation model in order to facilitate continuous improvement and thereby improve student achievement.

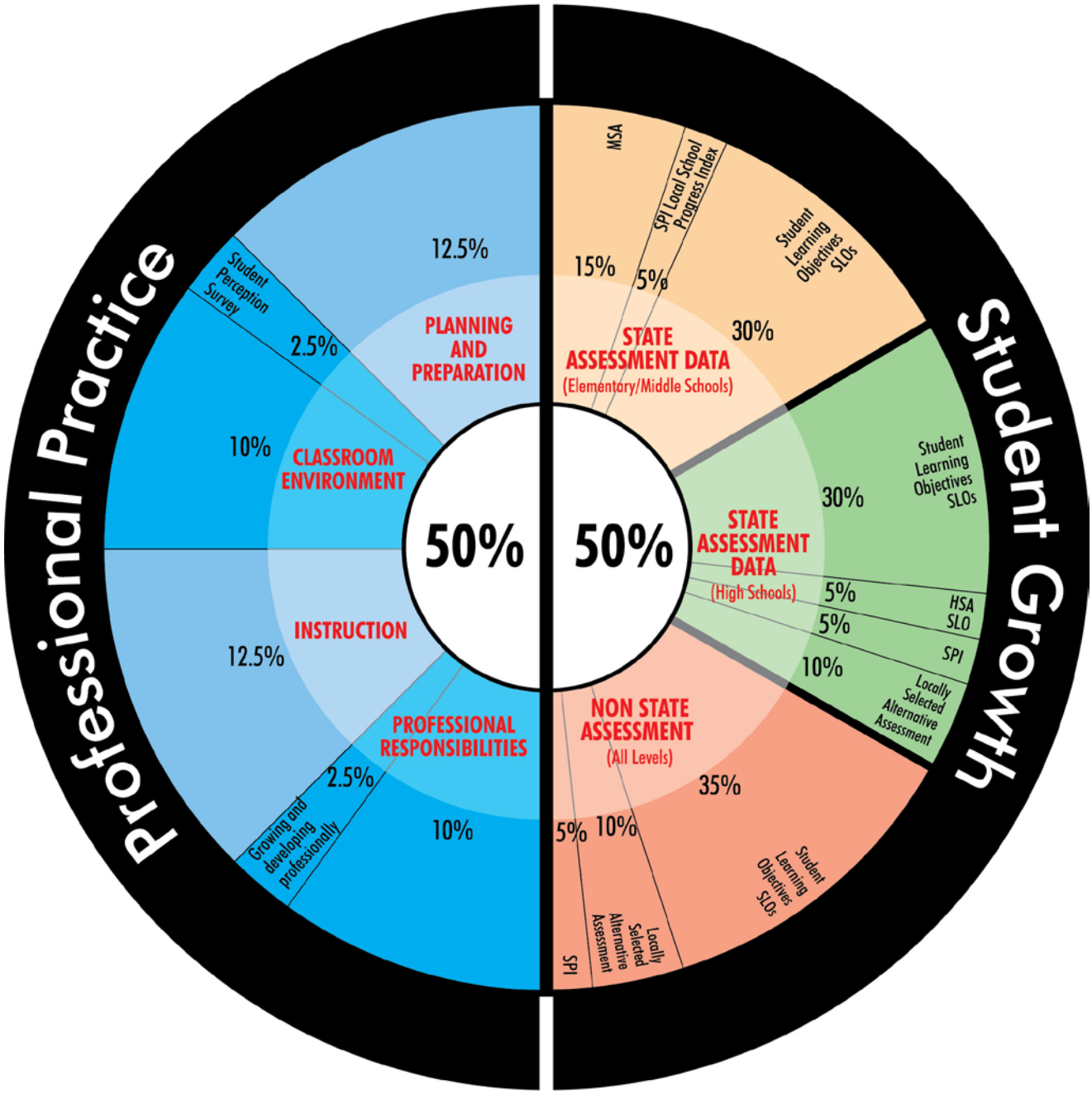
In 2007, Prince George's County Public Schools (PGCPS) was awarded a 17.1 million dollar Teacher Incentive Fund grant funded by the U.S. Department of Education. The FIRST (**F**inancial **I**ncentives **R**ewards for **S**upervisors and **T**eachers) program provided financial rewards for teachers and administrators who – (1) worked in hard-to-staff school and subject areas, (2) assisted students in meeting achievement standards in tested areas, (3) participated in professional development, and (4) underwent a rigorous evaluation system. The goals of the FIRST program were:

- to increase student achievement by increasing teacher and administrator effectiveness
- to achieve this through professional development, and
- to increase the number of effective teachers working with the students in high need schools.

Since then, Prince George's County Public Schools' (PGCPS) teachers and administrators worked together to understand and enhance the way we measure effectiveness. The state of Maryland committed to including student growth measures as a part of evaluation as a condition of receiving funding from Race to the Top Grant. When school districts were given the option to design their own evaluation system in accordance with the state's guidelines, Prince George's County opted to construct its own evaluation tool for teachers.

As the district continues to utilize the Danielson Framework for Teaching model as the teaching and learning framework for PGCPS, staff members will see increasing amounts of professional development and instructional resources aligned to Framework for Teaching (FfT). The Office of Employee Performance and Evaluation encourages you to familiarize yourself with the new templates and to begin using them as soon as possible.

TEACHER EVALUATION MODEL



Chapter

2

Teacher Professional Practices

50% of a Teacher's Evaluation

Professional practice will comprise 50% of a classroom teacher's evaluation. In order to comply with federal and state mandates, all school districts in the state of Maryland have been required to reform their teacher evaluation systems to include both professional practice and student growth measures. Each district was given the option of either developing its own appraisal system within certain state mandated guidelines or choosing the states evaluation model. PGCPS opted to create its own teacher evaluation appraisal system. Teacher evaluation is central to the work in PGCPS as a way to build teacher capacity and thereby improve student achievement.

The PGCPS evaluation process assesses professional practice using the Charlotte Danielson Framework for Teaching (FfT) observation tool, a student perception survey and a Growing and Developing Professionally rating (see Table 1 below).

The below table illustrates the percentages of each component of the professional practice rating. The teacher evaluation system includes the following professional practices areas shown in Table 1.

TABLE 1

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

STUDENT GROWTH MEASURES

50% of a Teacher's Evaluation

Student growth will be determined based on the courses and grade levels a teacher teaches. For the 50% of the evaluation that measures student growth, there are three models. Models are differentiated by school level and by whether or not teachers are in a state tested or non-tested content area.

Tables 2 through 4 shows student growth measures with the corresponding percentages.

TABLE 2

	Measure	Percentage
Elementary & Middle 4-8th State Assessments Classroom (Reading/English Language Arts and Mathematics)	State Assessment	15% State Assessments 5% Local SPI
	Student Learning Objectives	30%

TABLE 3

	Measure	Percentage
High School Non High School Assessment (HSA) Teachers	2 Student Learning Objectives	35%
High School HSA Teachers	2 Student Learning Objectives 1 District created H.S.A. Student Learning Objective (H.S.A. teachers only)	30% 5%
All High School Teachers	Local School Progress Index	5%
All High School Teachers	Alternative locally selected assessments	10%

TABLE 4

	Measure	Percentage
Non State Assessments Teachers of courses that do not administer state assessments (All Levels)	Student Learning Objectives	35%
	Alternative locally selected assessment	10%
	Local School Progress Index	5%

*More information on Student Learning Objectives can be found at the SLO website.
Information on Local SPI can be found on page 19.
More information on alternatively selected local assessments can be found on page 19.
More information on H.S.A. will be found on page 19.

Specialist Teacher Evaluation Guidelines for Student Growth

The following specialists are not required to use student growth measures unless the specialist delivers instruction and is responsible for a group of students' academic progress in a Pre-K-12 public school setting. These specialists will be evaluated only on professional practice using the Standards for Excellence observation tool as appropriate for their assignment. They will follow the same on/off-cycle guidelines as classroom based teachers. Since they are not using student growth measures, they will continue to use the Standards for Excellence interim and final evaluation tools. The points of contacts for the various positions are noted below:

SPECIALIST	OFFICE
Professional School Counselors	Elizabeth Faison- Student Services
Media Specialists	Shari Blohm – Media Specialist
Pupil Personnel Workers	Jacqueline Naves – Student Services
Instructional Lead Teachers	Stephanie Foster, Judith Russ, Simone McQuaige
Reading Specialists	Altramez Simone McQuaige
Reading Teachers	Altramez Simone McQuaige
Psychometrist	Florence Foreman
School Psychologist	Florence Foreman - Department of Special Education
Therapists (occupational therapists, physical therapists, speech-language pathologists, or audiologists)	Scott Geist - Department of Special Education
School social workers	Diane Powell
Gifted and Talented Education Specialists	Theresa Jackson
Crisis Intervention Resource Teachers	Assigned Principals & Teresa O'Connor - Department of Special Education
Coordinated Early Intervening Services Intervention Resource Teachers	Teresa O'Connor - Department of Special Education
Coordinated Early Intervening Services Program Coordinators	Teresa O'Connor- Department of Special Education
Coordinated Early Intervening Services Math Resource Teachers	Teresa O'Connor - Department of Special Education
Coordinated Early Intervening Services Reading Resource Teacher	Teresa O'Connor - Department of Special Education
Non-Public Program Specialist	Belinda Gantt - Department of Special Education
Non-Public Professional School Counselors	Belinda Gantt - Department of Special Education
Extended School Year Community Specialist	Mary Bell - Department of Special Education

SPECIAL EDUCATION EVALUATION RESOURCE DOCUMENTS

ADMINISTRATIVE/ ASSOCIATION OF SUPERVISORY AND ADMINISTRATIVE SCHOOL PERSONNEL (ASASP)	STUDENT LEARNING OBJECTIVES (SLOs)	EVALUATION	TOOL
Compliance Specialist	No	Yes	Administrator and Supervisory Personnel Performance Appraisal Record
Compliance Instructional Assistants	No	Yes	Administrator and Supervisory Personnel Performance Appraisal Record
Special Education Instructional Specialists (SEIS)	No	Yes	Administrator and Supervisory Personnel Performance Appraisal Record
Data Management/Technology Analysts	No	Yes	Administrator and Supervisory Personnel Performance Appraisal Record
Program Coordinators (Emotional Disability Transition, CSEP and Regional)	No	Yes	Administrator and Supervisory Personnel Performance Appraisal Record

TEACHERS/ PRINCE GEORGE'S COUNTY EDUCATORS' ASSOCIATION (PGCEA)	SLOs			EVALUATION			TOOL		
Academic Resource Teachers	ES	MS	HS	ES	MS	HS	ES	MS	HS
	N/A	Yes	Yes	N/A	Yes	Yes	N/A	FfT	FfT
Coordinated Early Intervening Services (CEIS) Program Coordinators and Resource Teachers	No			Yes			Standards for Excellence (SFE)		
Coordinated Early Intervening Services (CEIS) Alternative Learning Teachers	No			Yes			Standards for Excellence (SFE)		
Coordinated Early Intervening Services (CEIS) Resource Teachers	No			Yes			Standards for Excellence (SFE)		
Crisis Intervention Teachers (CIRTS)	No			Yes			Standards for Excellence (SFE)		

Early Childhood Center (ECC) Teachers	Yes			Yes			Framework for Teaching (FfT)		
Intervention Resource Teachers (Journeys, Read 180, Voyager, etc.)	No			Yes			Standards for Excellence (SFE)		
Regional Teachers	Yes			Yes			Framework for Teaching (FfT)		
Academic Resource Teachers	ES	MS	HS	ES	MS	HS	ES	MS	HS
Special Education Chairpersons	Yes	No	No	Yes	No	No	FfT	SOF	SOF
Special Education Co-Teachers/Resource Teachers	Yes			Yes			Framework for Teaching (FfT)		
Special Education Intensive Resource Teachers	Yes			Yes			Framework for Teaching (FfT)		
Special Education Teachers in Special Programs (Autism, Community Referenced Instruction, Deaf Hard Of Hearing and Emotional Disability Transition)	Yes			Yes			Framework for Teaching (FfT)		
Special Education Teacher Coordinators	No			Yes			Standards for Excellence		
SUPPORT PROGRAMS & RELATED SERVICES STAFF	**SLOs**			**EVALUATION**			**TOOL**		
Adapted Physical Education Teachers	Yes			Yes			Framework for Teaching (FfT)		
Dual Language Assessment Teachers	No			Yes			Standards for Excellence (SFE)		
Itinerant Teachers of the Deaf	No			Yes			Standards for Excellence (SFE)		
Therapists (Occupational therapists, physical therapists, speech-language pathologists, or audiologists)	No			Yes			Standards for Excellence (SFE)		
Vision & Orientation Mobility Teachers	Yes			Yes			Framework for Teaching (FfT)		
CENTRAL OFFICE STAFF (PGCEA)	**SLOs**			**EVALUATION**			**TOOL**		
Data Management Tech Analysts	No			Yes			Standards for Excellence (SFE)		
Parent Center Teachers and Liaison	No			Yes			Standards for Excellence (SFE)		

Resource Teachers (Universal Design for Learning, Kindergarten and Non-Public)	No	Yes	Standards for Excellence (SFE)
Non-Public Specialists and Guidance Counselors	No	Yes	Standards for Excellence (SFE)
School Psychologists	No	Yes	Standards for Excellence (SFE)
Social Workers	No	Yes	Standards for Excellence (SFE)

Chapter

3

Teacher Evaluation Guidelines

These guidelines are intended to highlight important considerations for implementing the teacher evaluation process . The detailed step-by-step process for using Framework for Teaching is in this handbook.

If you have questions, please contact the Office of Employee Performance and Evaluation at teacher.evaluation@pgcps.org.

- COMAR Regulations
- Basic Terminology
- Categories of Teachers
- Teacher Evaluation Cycles
- Placing an “Off-Cycle” Teacher “On-Cycle” Mid-Year
- Standards for Excellence (SFE)
- Goal Setting/Self-Assessment and End of Year Review
- Student Perception Survey
- Growing and Developing Professionally (4E)
- Student Growth Overview
- Student Learning Objectives (SLO
- Other Growth Measures
- Interim/End of Year Teacher Evaluation
- Overall Evaluation Rating
- Evaluation Timeline

COMAR REGULATIONS

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

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

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

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

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

The proposed regulation, in draft form and available for public comment, is below.

Teachers in specialist positions should refer to the "Specialist Teacher Evaluation Guidelines for " section of this document (See page. 5).

BASIC TERMINOLOGY

Evaluation vs. Observation: "Evaluation" means an appraisal of professional performance over a period of time based on written criteria and procedures that result in a written evaluation report. "Observation" means a classroom observation of a teacher's professional practice on a specific date conducted by certificated individuals who have completed training related to the identification of teaching behaviors that result in student growth. Formal observations are conducted as a part of the evaluation process for teachers "on-cycle" for an annual evaluation. The minimum number of formal observations is determined by the tenure status of the teacher. All

"on cycle" tenured teachers must be observed formally twice a year; non-tenured teachers must be observed four times.

CATEGORIES OF TEACHERS

REGULAR CONTRACT TEACHERS: (self-renewing contract)

PROBATIONARY / NON-TENURED TEACHER: Teachers have a 3-year probationary period starting from the date-of-hire before being considered for tenure. They are required to be on-cycle for professional practice and student growth measures for their annual evaluation until they become tenured. They are required to have a minimum of four formal observations annually. They are also required to have an interim and final evaluation annually. At each formal observation, a written observation report will be provided.
At evaluation, an evaluation report will be provided.

TENURED TEACHERS: Tenured teachers are certificated and have three consecutive years and one day of service and have received satisfactory evaluations. Tenured teachers will be evaluated on professional practice based on a 3-year cycle if they have a prior year's overall rating of Satisfactory, Effective or Highly Effective. They will be on-cycle for a full evaluation, professional practice and student growth, one year, then off cycle for professional practice for the next two years. All teachers are on-cycle for student growth every year. Tenured teacher's on-cycle for professional practice will have a minimum of two formal observations. In the years that the teacher is off-cycle for professional practice, the prior year's professional practice scores will be used for the annual evaluation. Teachers off cycle who have only the Standards for Excellence for the previous year will be considered Effective if the Standards for Excellence was satisfactory and Ineffective if the Standards for Excellence were unsatisfactory.

TENURED / NON-TENURED TEACHERS (Evaluated using Standards for Excellence (SFE): These teachers do not meet the COMAR requirement to be evaluated using Student Growth Measures. The Professional Practice observation type used is the Standards for Excellence (SFE) evaluation instrument. Teachers off cycle who have only the Standards for Excellence for the previous year will be considered Effective if the Standards for Excellence was satisfactory and Ineffective if the Standards for Excellence were unsatisfactory.

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

RETIRE-REHIRE TEACHERS
Retire-Rehire teachers are classified as temporary employees and will be identified as non-tenured. Therefore, all Retire -Rehire teachers are required to be on-cycle for professional practice and student growth annually.

Evaluators must conduct a minimum of 2 formal observations and may conduct informal observations as part of the evaluation process.

TEACHER EVALUATION CYCLES

Tenured teachers are on a 3 year cycle for professional practice. Teachers will be evaluated for one year within the 3 year cycle and off cycle for two years. Non-tenured teachers will be evaluated each year until reaching tenured status on the first day of the fourth year.

PROFESSIONAL PRACTICE CYCLES (On/Off Cycle)

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

- Probationary / Non-tenured teachers are required to be on-cycle for professional practice until they receive tenure.

  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.

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

- Tenured teachers with a prior year's overall rating of Satisfactory, Effective or Highly Effective will follow a 3-year evaluation cycle for professional practice.

Approximately 1/3 of these teachers will be evaluated in the area of professional practice each year from school year 2013-14 to 2015-16 (i.e. they are on-cycle for professional practice).

In the years that the teacher is off-cycle for professional practice, the prior year's professional practice scores will be used for the annual evaluation. Note, that a tenured teacher, who starts the year as off-cycle for professional practice, may be placed on-cycle during the year if performance issues arise. (See "Placing an Off-cycle Teacher On-cycle Mid-Year"). The use of an intervention plan is required as the next step in such cases. The intervention plan would be jointly developed between the teacher and principal to address the areas of concern with a minimum of 30 days to improve prior to formal action being taken to place a teacher on cycle.

If a teacher is "on-cycle," he/she is required to have formal observations. At each formal observation, a written observation report will be provided.

Teachers will maintain their on-cycle or off-cycle status if they change school assignments mid-year. Tenured teachers who have an APC certificate will be placed on-cycle by business rules based on the certification date.

PLACING AN "OFF-CYCLE" TEACHER "ON-CYCLE" MID-YEAR

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

Absent very unusual circumstances, a decision to place a teacher "on-cycle" for the school year should be made by the last business day of February, annually.

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

Principals will have to review and finalize their teacher evaluation rosters in Oracle. Evaluation cycle status will be communicated to teachers directly by the Office of Employee Performance and Evaluation in early August.

STANDARDS FOR EXCELLENCE (SFE)

Teachers are notified of their evaluation status at the beginning of each school year and certain teachers, depending on their classification or job responsibilities, who do not provide direct instruction to students, will be evaluated using the Standards for Excellence (SFE) evaluation tool. Teachers who are on-cycle will be observed using the SFE observation tool found in Teachscape. Student Growth Measures and "Growing Professionally" will not be a part of their evaluation but all other components will be included. All SFE teachers will be evaluated using the SFE evaluation tool which can be found on page 35. Teachers will be rated either "Unsatisfactory", "Basic", "Proficient", or "Distinguished" in twenty components and an overall rating of either "Ineffective", "Effective", or "Highly Effective" will be calculated.

Professional Practice Overview

GOAL SETTING/SELF-ASSESSMENT AND END OF YEAR REVIEW

All teachers will participate in self-assessment, goal setting and an end-of-year goal review conference each year as sound professional practice. The self-assessment tool and goal setting process are based on Framework for Teaching (FFT) so all teachers should familiarize themselves with FFT in order to complete this process. Teachers Off-Cycle will not have formal classroom observations. Off-Cycle teachers evaluation will include a satisfactory equivalent value for the professional practice portion plus the student growth measures. The satisfactory equivalent value for Off-Cycle teachers will be the mean of the professional practice scores for all the teachers who are On-Cycle in the prior year

FORMAL CLASSROOM OBSERVATIONS

Formal classroom observations are conducted as a part of the evaluation process for teachers "On-Cycle" for an annual evaluation in the area of professional practice. Observation requirements are separate from evaluation requirements. There are a few distinctions related to classroom observations:

All classroom-based teachers will use FFT for the formal classroom observations. 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.

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

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

The PGCEA Negotiated Agreement states that at least one formal observation is to be announced to the teacher at least two days in advance. Informal observations or walkthroughs, however, can occur at any time as these

are, also, instrumental in determining the success of school-wide instructional initiatives as well as to provide timely and consistent feedback to individual teachers.

A written observation report shall be shared with the teacher and a copy provided within 10 business days. The certificated teacher shall sign the observation report to acknowledge receipt. An observation shall provide specific guidance in areas needing improvement and supports as well as a reasonable timeline (of no less than 3 weeks) to demonstrate improvement in areas marked as ineffective.

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

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

Observation timelines are essential to adhere to in order to support effective teaching practices. No less than three (3) weeks required between a post-observation conference and the next formal observations in order to allow teachers time to implement any recommendations or respond to any feedback provided by the administrator from a previous observation.

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

The element level ratings will be assigned points as follows: Unsatisfactory = 1, Basic = 2, Proficient = 3 and Distinguished =4. The points for the elements will be averaged by component to determine the component score. The highest component scores of all the formal observations will be used to determine the point values for the evaluation calculations. Note- the teachers who are participating in the component pilot will use those ratings to determine the point values for the evaluation calculations.

STUDENT PERCEPTION SURVEY

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

GROWING AND DEVELOPING PROFESSIONALLY (4E)

Growing and Developing Professionally (4e) includes but is not limited to enhancing content knowledge, learning and collaborating with colleagues and service to the profession. This component will not be rated as a part of the formal observation process. It will be rated separately and used as a data point for the interim and final evaluation.

STUDENT GROWTH OVERVIEW

Student growth measures will comprise 50% of a teacher's evaluation. A teacher's student growth score is based on the category into which they fall. There are three categories. Category 1 is teachers who taught 4^{th}-8^{th} grade Reading/Language Arts courses the previous year. Category 2 is teachers who taught High School Assessment courses (Algebra, Biology and/or English) the previous year, and the third category is teachers at all levels (elementary, middle and high school) who did not teach courses with state assessments the previous year.

STUDENT LEARNING OBJECTIVES (SLO)

An SLO is a specific and measurable long-term goal for a group of students that represents the most important learning during an interval of instruction. Student Learning Objectives (SLOs) allow educators to focus and align instruction with district and school goals. SLOs should be based on both current and available prior student data, and must be aligned to the Common Core state standards and school priorities. Setting rigorous and ambitious learning goals, combined with purposeful use of data through both formative and summative assessments, leads to higher academic student achievement.

All PGCPS teachers will develop, implement and monitor two SLOs. If a principal rejects a teacher's SLO, the principal will contact Curriculum and Instruction and request that the content specialist review and give feedback to the teacher. The teacher will make the adjustments to the SLO based on the feedback from Curriculum and Instruction.

HIGH SCHOOL TEACHERS

High school teachers will be responsible for drafting and attaining two SLO's. A third district SLO for high school teachers responsible for Biology, English and Algebra HSA courses have been drafted by Curriculum and Instruction this year, however that SLO will be factored into next year's evaluation. Last year's data will be used for school year 2015.

SLOs provide teachers and school-based administrators the opportunity to now influence the content in their rating. Writing, monitoring, and evaluating SLOs make the evaluation process more dynamic, which can greatly benefit the professional growth of the educator.

The SLO development framework provides teachers and school leaders the opportunity to meet and collaboratively plan to make diagnostic/prescriptive instructional decisions in order to enhance achievement for every child. Through this process, educators focus on the alignment of essential standards, highly effective instructional strategies, and assessments.

When SLOs are set as a team, the process can lead to differentiated professional development that supports ongoing capacity building for teachers and results in increased achievement for students. Formalizing the SLO reinforces the practice of self-reflection and implementation of effective pedagogical practices.

OTHER GROWTH MEASURES

STATE ASSESSMENTS

The State Assessment is a test of reading and math achievement that meets the testing requirements of the federal No Child Left Behind Act. The State Assessment scores show how well students learned the reading and mathematics skills in the State Curriculum. State Assessment is 20% of student growth for teachers in the state assessed areas.

HIGH SCHOOL ASSESSMENT (HSA)

The Maryland High School Assessments (HSA) are tests that measure school and individual student progress toward Maryland's High School Core Learning Goals. Passing the HSA is a graduation requirement beginning with the graduating class of 2009. One SLO correlated to H.S.A will be included in the evaluation for high school administrators and high school teachers of the state assessed areas (See page 16).

LOCAL SCHOOL PROGRESS INDEX (SPI)

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

1. For schools Grades K-8: The difference of two (2) years' rolling averages is computed. State Assessment Reading and Mathematics scores only are used. For example:- ((SY13+SY12)/2 - (SY12+SY11)/2). If a school changes grades over the years involved, only data for the consistent grades are used.

2. For schools Grades 9-12: The difference for two (2) preceding years is computed. The sum of grade 10 students passing Algebra1, grade 11 students passing three (3) tests and grade 12 students passing all four (4) tests is used for the numerator.

ALTERNATIVE LOCALLY SELECTED ASSESSMENT

The Alternative Locally Selected Assessment a maximum 10 percentage points of the 50% Student Growth component of the annual teacher evaluation. This element will be applied to all teachers with no State Assessment data. For the roll-out in SY 2014, a default value was applied to all teachers. For SY 2015, the mid-year Scholastic Reading Inventory (SRI) data for grades 2-10 will be applied to teachers at those grade-levels. Appropriate assessments will be indicated for the remaining grades, as soon as they are determined by the TPE committee. A default value will be applied to the metric for staff in grades with no identified assessment.

INTERIM/END OF YEAR TEACHER EVALUATION

If a teacher (tenured or non-tenured) has performance issues, he/she should have both an interim and a final / end-of-year evaluation. 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. Two observations are required to issue a non-tenured teacher an ineffective or needs improvement interim. One observation is required to issue a tenured teacher an ineffective or needs improvement interim. More than one interim evaluation may be given if the evidence supports such action.

A "Needs Improvement" Interim Evaluation will be generated if a non-tenured teacher is observed at least 2 times and an average rating of 2.0 or less in 1 component is calculated. Tenured teachers require 1 observation and an average rating of 2.0 or less in 1 component is calculated in order to generate an interim evaluation.

An "Ineffective" Interim Evaluation will be generated if a non-tenured teacher is observed at least 2 times and an average rating of 2.0 or less in 2 or more components is calculated. Tenured teachers require 1 observation and an average rating of 2.0 or less in 2 or more components is calculated in order to generate an interim evaluation.

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

Principals will use Teachscape to upload observation ratings and the data warehouse will provide an overall rating of Ineffective, Effective or Highly Effective based on the assessment of the teacher's performance that includes, but is not limited to the classroom observations.

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

The written evaluation report must be shared with the teacher. If the teacher is on leave when the evaluation is completed, scan and email a copy to the teacher, and also mail copies to the teachers' home (both first class mail and certified mail) and ask the teacher to sign and return a copy to you.

Deadlines: Overall Ineffective Evaluation – June 1
Overall Effective or Highly Effective Evaluation – Last duty day for teachers

OVERALL EVALUATION RATING

The overall evaluation is the accumulation of all evaluation components as prescribed in the evaluation calculation. An educator may earn an evaluation rating of *Ineffective, Effective or Highly Effective* based on the calculations.

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 evidence collected prior to the leave period.

EVALUATION TIMELINE

Evaluation Timelines can be found on the Office of Employee Performance and Evaluation Community in the PGCS Staff Portal. You can access the portal through https://staff.pgcps.org/. All timelines are subject to change due to changes in school calendar.

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Chapter

4

Teacher Evaluation Calculations

For Professional Practice & For Student Growth

FOR PROFESSIONAL PRACTICE (50%)

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

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

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

Growing and Developing Professionally is worth 2.5% of the professional practice score. At the interim and final evaluation period, principals will rate each teacher on the three elements. The elements are Enhancement of Content Knowledge and Pedagogical Skills, Receptivity to Feedback from Colleagues and Service to the Profession. The Growing and Developing Professionally score is based on each element's average.

TEACHER EVALUATION CALCULATIONS FOR STUDENT GROWTH (50%)

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

- Category 1 calculations

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

  - **Student Learning Objectives (30%)** – Teachers will be responsible for creating and attaining two student learning objectives (SLO). Each SLO will be worth 15 points.

  - **State Assessment (15%)** – Teachers who fall into Category 1 must have taught Reading/Language Arts and/or Math to 4th-8th grade students in the previous year. Only the scores of students who have State Assessment data for the two consecutive years prior to the current evaluation cycle will be included.

  - **Local School Performance Index (5%)** – This is derived from the county's average State Assessment growth over the past three years.

  - **NOTE:** Based on the current MSDE waiver, Teachers normally assigned to this category will be evaluated based on Category 3.

- Category 2 calculations

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

  - **Student Learning Objectives (35%)** – Teachers will be responsible for creating two student learning objectives (SLOs). Each teacher created SLO will be worth 15 points. Teachers in this category will also be responsible for attaining a third district-created and content-specific SLO focused on H.S.A. The district-level H.S.A SLO is worth 5% of the total SLO score.

  - **Local School Performance Index (5%)** – This is derived from the county's average State Assessment growth over the past three years.

  - **Locally Selected Alternative Assessments (10%)** – For School Year 2015, the locally Selected Alternative Assessment for grades 2-10 will be the Scholastic Reading Inventory (SRI). A "default" score will be applied to other grades and is still under consideration.

Category 3 calculations (Please match the font with the other)

This category applies to teachers with student growth measures [elementary, middle school and high school] who do not fall into the first two categories.

- **Student Learning Objectives (35%)** – Teachers will be responsible for creating two student learning objectives (SLOs). Each teacher created SLO will be worth 17.5 points.

- **Local School Performance Index (5%)** – This is derived from the county's average State Assessment growth over the past three years.

- **Locally Selected Alternative Assessments** (**10%**) – For School Year 2015, the locally Selected Alternative Assessment for grades 2-10 will be the Scholastic Reading Inventory (SRI). A "default" score will be applied to other grades and is still under consideration.

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Chapter

5

Teacher Evaluation Reports

- Framework For Teaching (FfT)
- Standard for Excellence (SFE)

Interim & Final

On the following pages, you will see examples of Teacher Evaluation Reports.

TEACHER PROFESSIONAL PRACTICE INTERIM EVALUATION

Name: **Doe, John**
Employee Number (EIN): **99999**
Job: **95.Secondary Classroom Teacher.Instructional.11**
Position: **99999.Classroom Teacher.Formula**
School Year:
School: **Red Brick MS**
School Level: **Middle School**
Evaluation Type: **Interim Evaluation**

Item			Rating	Max Rating
FFT Observations	**Domain 1: Planning and Preparation**	Component 1c: Establishing Instructional Outcomes	1.00	4
		Component 1e: Designing Coherent Instruction	3.00	4
		Component 1f: Designing Student Assessments	2.00	4
	Domain 2: The Classroom Environment	Component 2b: Establishing a Culture for Learning	2.00	4
		Component 2d: Managing Student Behavior	2.00	4
	Domain 3: Instruction	Component 3b: Using Questioning and Discussion Techniques	1.00	4
		Component 3c: Engaging Student in Learning	2.50	4
		Component 3d: Using Assessment in Instruction	3.00	4
	Domain 4: Professional Responsibilities	Component 4a: Reflecting on Teaching	1.00	4
		Component 4c: Communicating with Families	1.00	4

(Framework for Teaching; 1 – Unsatisfactory, 2 – Basic, 3 – Proficient, 4 – Distinguished)

Professional Practice Rating
Ineffective

(*Needs Improvement* rating is assigned if one component average is less than or equal to '2'.)

(*Ineffective* rating is assigned if two or more component averages are less than or equal to '2'.)

Comments:

Principal's Signature: _____ Date: _____

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 Officer to be placed in my personnel folder with copies to the instructional director or principal, as appropriate.

TEACHER FINAL EVALUATION

Name: **Joe Smith**
Job: **94.Elementary Classroom Teacher.Instructional.11**
Position: **Classroom Teacher**
School Year: **2014-2015**
School: **Red Brick Elementary School**
School Level: **Elementary School**
Evaluation Type: **Final**

ITEM			RATING	MAX RATING
FfT Observations	Domain 1: Planning and Preparation	Component 1c: Establishing Instructional Outcomes	2	4
		Component 1e: Designing Coherent Instruction	2	4
	Domain 2: Classroom Environment	Component 2b: Establishing a Culture for Learning	2	4
		Component 2d: Managing Student Behavior	1	4
	Domain 3: Instruction	Component 3b: Using Questioning and Discussion Techniques	2	4
		Component 3c: Engaging Student in Learning	2	4
	Domain 4: Professional Responsibilities	Component 4a: Reflecting on Teaching	2	4
		Component 4c: Communicating with Families	3	4

(Framework for Teaching; 1 – Unsatisfactory, 2 – Basic, 3 – Proficient, 4 – Distinguished)

STUDENT GROWTH 50%

ITEM	RATING	MAX RATING
Maryland School Assessment	14	15
Local School Progress Index	4	5
Student Learning Objectives	28	30
Student Learning Objectives (HSA)	n/a	n/a
Alternative Locally Selected Assessments	n/a	n/a

PROFESSIONAL PRACTICE SCORE	STUDENT GROWTH MEASURES SCORE
48.5	46.0

OVERALL RATING
Highly Effective

Comments:

Reassign: ☐

Transfer: Teacher's Request ☐ Principal's Request ☐

Principal's Signature: _____ Date: _____

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 Officer to be placed in my personnel folder with copies to the instructional director or principal, as appropriate.

GUIDANCE DOCUMENT
Standards for Excellence Final Evaluation Form

Rating Options

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

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

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

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

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

Rating Standards

The rating standards listed within the Final Evaluation Form are designed to reflect the characteristics of effective teaching/service as defined in the teacher edition of *Standards for Excellence in Teaching* published by the Prince George's County Public Schools.

Standards for Excellence Final Evaluation Calculation

- Evaluators will complete the SFE Final Evaluation form in Teachscape. A score will be calculated based on the ratings provided for each of the standards:
  - Unsatisfactory = 1
  - Basic = 2
  - Proficient = 3
  - Distinguished = 4
- A final evaluation rating of Ineffective, Effective, or Highly Effective will be calculated based on the following criteria:
  - 20-39 Ineffective
  - 40-69 Effective
  - 70-80 Highly Effective

Comments

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

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Standards for Excellence
Final Evaluation

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

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

Teacher's Name	Employee Identification Number
	School Year

UNSATIS-FACTORY	BASIC	PROFICIENT	DISTINGUISHED	RATING STANDARDS
				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/staff being involved in meaningful learning activities.
☐	☐	☐	☐	3. Uses a wide range of assessment information (including but not limited to observations by the teacher, SRI's, unit tests, etc.) to regularly adjust student instruction.
☐	☐	☐	☐	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/staff.
☐	☐	☐	☐	6. Demonstrates a keen understanding of the needs, concerns, abilities and interest of each student/staff in such a manner that leads to the delivery of needed instructional or other resources.
☐	☐	☐	☐	7. Performs so that there is observable satisfactory growth in students/staff.
EVIDENCE:				
				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.
EVIDENCE:				
☐	☐	☐	☐	**OVERALL RATING**

6

Teacher Evaluation Process

- Framework For Teaching
- Standards For Excellence

On the following pages, is the Detailed Teacher Evaluation Process for the following:

- Non-Tenured Teachers – No Performance Issues / Provisional Teachers
- Non-Tenured Teachers with Performance Issues
- On-Cycle Tenured Teachers – No Performance Issues
- On-Cycle Tenured Teachers with Performance Issues
- Off-Cycle Tenured Teachers

NON-TENURED TEACHERS – NO PERFORMANCE ISSUES/ PROVISIONAL TEACHERS

Non-Tenured Teachers With No Performance Issues and Provisional Contract Teachers With Or Without Performance Issues Evaluation Procedures
• All non-tenured teachers will be observed a minimum of four times a year using the full version of FFT observation tool. • Administrators should provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.
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). • 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 30, annually 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. • 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 30, annually.
STEP 3: FIRST FORMAL OBSERVATION • First formal observation (including pre and post conference) may begin one week after the goal setting conference. • Pre-observation conference: o The teacher provides the administrator with the lesson plan for the visit prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form. o The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. • Classroom Observation: o Observation lasts at least 30 minutes. o Focus will be on the 8 essential components. o Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. • Administrator provides the teacher with a rough draft of the Teachscape Observation Summary Report Form with the ratings of evidence in Teachscape, with cited evidence, at the component level for the 10 essential components within 5 work days of the observation. • Post-observation conference:

Non-Tenured Teachers With No Performance Issues and Provisional Contract Teachers With Or Without Performance Issues Evaluation Procedures

- 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.
- Teacher writes evidence in Teachscape and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. 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 Teachscape Observation Summary Report Form, with cited evidence, within 5 work days of the 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

- Second formal observation (including pre and post conference) is recommended to be completed by the end of the first semester.
- Pre-observation conference:
  - The pre-conference will be held no more than 2 weeks prior to the second formal observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - 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. The administrator views and rates the lesson plan on the Domain 1 rating form.
- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - Focus will be on the 10 essential components.
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  - Administrator provides the teacher with a rough draft of the the Teachscape Observation Summary Report Form with the ratings of evidence in Teachscape, with cited evidence, at the component level for the 10 essential components within 5 work days of the observation.
- 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.
  - Teacher writes evidence in Teachscape and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. 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 Teachscape Observation Summary Report Form, with cited evidence, within 5 work days of the post-observation conference.

STEP 5: INTERIM (MID-YEAR) EVALUATION

- The interim evaluation is recommended to be completed by the end of the 1st semester.

Non-Tenured Teachers With No Performance Issues and Provisional Contract Teachers With Or Without Performance Issues Evaluation Procedures

- Interim / mid-year reviews are to be completed using Oracle.

STEP 6: THIRD FORMAL OBSERVATION (COMPLETED IN FEBRUARY OR MARCH)

- Pre-observation conference:
  - The pre-conference will be held no more than 2 weeks prior to the third formal observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - 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. The administrator views and rates the lesson plan on the Domain 1 rating form.
- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - Focus will be on the 10 essential components.
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  - Administrator provides the teacher with a rough draft of the Teachscape Observation Summary Report Form with the ratings of evidence in Teachscape, with cited evidence, at the component level for the 10 essential components within 5 work days of the observation.
  - 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.
  - Teacher writes evidence in Teachscape and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. 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 Teachscape Observation Summary Report Form, with cited evidence, within 5 work days of the post-observation conference.

STEP 7: FOURTH FORMAL OBSERVATION

- The fourth formal observation is recommended to be completed during March – April 15, annually.
- Pre-observation conference:
  - The pre-conference will be held no more than 2 weeks prior to the fourth formal observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.

Non-Tenured Teachers With No Performance Issues and Provisional Contract Teachers With Or Without Performance Issues Evaluation Procedures

- 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. The administrator views and rates the lesson plan on the Domain 1 rating form.

- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - Focus will be on the 10 essential components.
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  - Administrator provides the teacher with a rough draft of the Teachscape Observation Summary Report Form with the ratings of evidence in Teachscape, with cited evidence, at the component level for the 10 essential components within 5 work days of the observation.
  - 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.
  - Teacher writes evidence in Teachscape and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. 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 Teachscape Observation Summary Report Form, with cited evidence, within 5 work days of the post-observation conference.

STEP 8: SECOND SELF-ASSESSMENT (OPTIONAL)

- The second self-assessment and final evaluation conference (see Step 9) should be completed by the last duty day for teachers, unless the evaluation was unsatisfactory and then should be completed by June 1st.
- Teachers will complete a self-assessment using only the 10 Essential Components of the Danielson Framework for Teaching (FFT).
- Teachers should share the self-assessment with 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.
- 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.

Non-Tenured Teachers With No Performance Issues and Provisional Contract Teachers With Or Without Performance Issues Evaluation Procedures
• The following topics may be reviewed: o The teacher's 2 self-assessments and their self-reflection of growth in practice with the 10 essential components. o The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals. o A review of the marked Domain Ratings from the 4 formal observations to determine growth and practice. o A review of the informal classroom observations and other evaluation inputs (such as student achievement data). • Discussion and debrief: o Review the teachers' goals and growth in the identified components of practice. o Were the goals achieved and to what extent? o What opportunities are needed for further growth in these components? o What additional supports does the teacher perceive are needed to support growth? • Administrator provides the teacher with a copy of the final evaluation by last duty day for teachers.

NON-TENURED TEACHERS WITH PERFORMANCE ISSUES

Non-Tenured Teachers With Performance Issues Evaluation Procedures
• All non-tenured teachers will be observed a minimum of four times a year using the full version of FFT observation tool. • Administrators should provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.
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). • 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 is recommended to be completed by September 30, annually 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. • 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 30, annually.
STEP 3: FIRST FORMAL OBSERVATION • First formal observation (including pre and post conference) may begin one week after the goal setting conference. • Pre-observation conference: o The teacher provides the administrator with the lesson plan for the visit prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form. o The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. • Classroom Observation: o Observation lasts at least 30 minutes. o Focus will be on the 10 essential components. o Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. o Administrator provides the teacher with a rough draft of the Teachscape Observation Summary Report Form with the ratings of evidence in Teachscape, with cited evidence, at the component level for the 10 essential components within 5 work days of the observation. • Post-observation conference: o The conference will be held within 5 work days of receiving the teacher's reflection.

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o Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. o Teacher writes evidence in Teachscape and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. ▪ 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. o Administrator provides the teacher with a final copy of the Teachscape Observation Summary Report Form, with cited evidence, within 5 work days of the post-observation conference. • Post-observation conference: o Held 5 days after the administrator receives the completed Domain 4 with evidence only. o 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 • Second formal observation (including pre and post conference) is recommended to be completed by November 30, annually. • Pre-observation conference: o The pre-conference will be held no more than 2 weeks prior to the second formal observation. o The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. o The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference. o The teacher provides the administrator with the lesson plan prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form. • Classroom Observation: o Observation lasts at least 30 minutes. o Focus will be on the 10 essential components. o Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. o Administrator provides the teacher with a rough draft of the Teachscape Observation Summary Report Form with the ratings of evidence in Teachscape, with cited evidence, at the component level for the 10 essential components within 5 work days of the observation. • Post-observation conference: o The conference will be held within 5 work days of receiving the teacher's reflection. o Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. o Teacher writes evidence in Teachscape and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. 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 Teachscape Observation Summary Report Form, with cited evidence, within 5 work days of the post-observation conference.
STEP 5: INTERIM (MID-YEAR) EVALUATION • Observation ratings in Oracle by December 15, annually and Interim / mid-year conferences held by February 28, annually.

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STEP 6: THIRD FORMAL OBSERVATION

- Third formal observation (including pre and post conference) is recommended to be completed by January 30, annually.
- Pre-observation conference:
  - The pre-conference will be held no more than 2 weeks prior to the third formal observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - 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. The administrator views and rates the lesson plan on the Domain 1 rating 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.
  - Administrator provides the teacher with a rough draft of the Teachscape Observation Summary Report Form with the ratings of evidence in Teachscape, with cited evidence, at the component level for the 10 essential components within 5 work days of the observation.
  - 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:
  - Held 5 days after the administrator receives the completed Domain 4 with evidence only.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in Teachscape and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. 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 Teachscape Observation Summary Report Form, with cited evidence, within 5 work days of the post-observation conference.

STEP 7: FOURTH FORMAL OBSERVATION

- The fourth formal observation is recommended to be completed by February 28, annually.
- Pre-observation conference:
  - The pre-conference will be held no more than 2 weeks prior to the fourth formal observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.

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- 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. The administrator views and rates the lesson plan on the Domain 1 rating 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.
  - Administrator provides the teacher with a rough draft of the Teachscape Observation Summary Report Form with the ratings of evidence in Teachscape, with cited evidence, at the component level for the 10 essential components within 5 work days of the observation.
  - 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:
  - Held 5 days after the administrator receives the completed Domain 4 with evidence only.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in Teachscape and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. 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 Teachscape Observation Summary Report Form, with cited evidence, within 5 work days of the post-observation conference.

STEP 8: SECOND SELF-ASSESSMENT(OPTIONAL)

- The second self-assessment is recommended to be completed by February 28th.
- Teachers will complete a self-assessment using only the 8 Essential Components of the Danielson Framework for Teaching (FFT).
- Teachers should share the self-assessment 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 final evaluation conference must be completed by March 2, annually.
- The administrator should complete the Final Evaluation form for teachers receiving a Final Evaluation.
- 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:

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○ 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 Domain and Component 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.

NOTES FOR NON-TENURED TEACHERS

- Recommendations for non-renewal based on professional practice must be submitted by the administrator to Peer Assistance and Review (PAR) Office by the communicated deadline.
- 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.

ON-CYCLE TENURED TEACHERS – NO PERFORMANCE ISSUES

On-Cycle Tenured Teachers – Without Performance Issues Evaluation Procedures
• Administrators should provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.
STEP 1: FIRST SELF-ASSESSMENT • Teachers will complete a self-assessment using only the 10 Essential Components of the Danielson Framework for Teaching (FFT). • 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 goal setting conference should be completed by September 30, annually. • The teacher will develop professional growth goals using the Teacher 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
• The first formal observation (including the pre and post conference) should happen as soon as possible after the Goal Setting Conference and no later than the end of the 1st semester.
• Pre-observation conference:
  o The teacher provides the administrator with the lesson plan for the visit prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.
  o The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
• Classroom Observation:
  o Observation lasts at least 30 minutes
  o Focus will be on the 10 essential components
  o Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  o Administrator provides the teacher with a rough draft of the Teachscape Observation Summary Report Form with the ratings of evidence in Teachscape, with cited evidence, at the component level for the 10 essential components within 5 work days of the observation.
  o 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

On-Cycle Tenured Teachers – Without Performance Issues Evaluation Procedures
evaluate. o Observers may only observe one teacher at a time in a classroom setting. o 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. o 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: o Held 5 days after the administrator receives the completed Domain 4 with evidence only. o Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. o Teacher writes evidence in Teachscape and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. 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 Teachscape Observation Summary Report Form, with cited evidence, within 5 work days of the post-observation conference.
STEP 4: SECOND FORMAL OBSERVATION • The second formal observation should be completed during the 2nd semester. • Pre-observation conference: o The teacher provides the administrator with the lesson plan for the visit prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form. o The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. • Classroom Observation: o Observation lasts at least 30 minutes. o Focus will be on the 10 essential components. o Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. o Administrator provides the teacher with a rough draft of the Teachscape Observation Summary Report Form with the ratings of evidence in Teachscape, with cited evidence, at the component level for the 10 essential components within 5 work days of the observation. o 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. o Observers may only observe one teacher at a time in a classroom setting. o 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. o 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: o Held 5 days after the administrator receives the completed Domain 4 with evidence only. o Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. o Teacher writes evidence in Teachscape and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:

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▪ May present supporting evidence for domains 2 and 3 ▪ May demonstrate competency for the components not observed for domain 1. o Administrator provides the teacher with a final copy of the Teachscape Observation Summary Report Form, with cited evidence, within 5 work days of the post-observation conference.
STEP 5: SECOND SELF-ASSESSMENT (OPTIONAL) • The second self-assessment should be complete by the last duty day for teachers. • Teachers will complete a self-assessment using ***only*** the 8 Essential Components of the Danielson Framework for Teaching (FFT). • Teachers should share the self-assessment 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. • 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: o The teacher's 2 self-assessments and their self-reflection of growth in practice with the 10 essential components. o The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals. o A review of the informal classroom observations and other evaluation inputs (such as student achievement data). • Discussion and debrief: o Review the teachers' goals, evidence, and growth in the identified components of practice. o Were the goals achieved and to what extent? o What opportunities are needed for further growth in these components? o What additional supports does the teacher perceive are needed to support growth? • Administrator provides the teacher with a copy of the final evaluation by the last duty day for teachers.

NOTE ON INFORMAL OBSERVATIONS

- Informal observations are conducted using the PGCPS Instructional "Look Fors" at any time. The Look Fors can be accessed at Curriculum and Instruction website.

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.

ON-CYCLE TENURED TEACHERS WITH PERFORMANCE ISSUES

On-Cycle Tenured Teachers – With Performance Issues Evaluation Procedures
• Administrators should provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.
STEP 1: FIRST SELF-ASSESSMENT • Teachers will complete a self-assessment using only the 10 Essential Components of the Danielson Framework for Teaching (FFT). • Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 10 components; with the exception of first year participants whose goals should be to become familiar with the 10 essential components. • The self-assessment must be completed by September 30, annually 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. • 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. • The goal setting conference must be completed by September 30th.
STEP 3: FIRST FORMAL OBSERVATION • The first formal observation (including the pre and post conference) should happen as soon as possible after the Goal Setting Conference and no later than the end November. • Pre-observation conference: o The teacher provides the administrator with the lesson plan for the visit prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form. o The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. • Classroom Observation: o Observation lasts at least 30 minutes. o Focus will be on the 10 essential components. o Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. o Administrator provides the teacher with a rough draft of the Teachscape Observation Summary Report Form

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with the ratings of evidence in Teachscape, with cited evidence, at the component level for the 10 essential components within 5 work days of the observation. o 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. o Observers may only observe one teacher at a time in a classroom setting. o 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. o 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: o Held 5 days after the administrator receives the completed Domain 4 with evidence only. o Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. o Teacher writes evidence in Teachscape and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. 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. o Administrator provides the teacher with a final copy of the Teachscape Observation Summary Report Form with cited evidence, within 5 work days of the post-observation conference
STEP 4: SECOND FORMAL OBSERVATION • The second formal observation is recommended to be completed by the end of the first semester. • Pre-observation conference: o The teacher provides the administrator with the lesson plan for the visit prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form. o The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. • Classroom Observation: o Observation lasts at least 30 minutes. o Focus will be on the 10 essential components. o Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. o Administrator provides the teacher with a rough draft of the Teachscape Observation Summary Report Form with the ratings of evidence in Teachscape with cited evidence, at the component level for the 10 essential components within 5 work days of the observation. o 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. o Observers may only observe one teacher at a time in a classroom setting. o 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. o 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:

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- Held 5 days after the administrator receives the completed Domain 4 with evidence only.
- Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Teacher writes evidence in Teachscape and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. 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 Teachscape Observation Summary Report Form with cited evidence, within 5 work days of the post-observation conference.

STEP 5: INTERIM (MID-YEAR) EVALUATION

- The interim/mid-year evaluation must be completed between December 15, annually and February 28, annually.
- Interim / midyear reviews are to be completed using Oracle.

STEP 6: THIRD FORMAL OBSERVATION

- The third formal observation is recommended to be 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 views and rates the lesson plan on the Domain 1 rating form.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - Focus will be on the 10 essential components.
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  - Administrator provides the teacher with a rough draft of the Teachscape Observation Summary Report Form with the ratings of evidence in Teachscape with cited evidence, at the component level for the 10 essential components within 5 work days of the observation.
  - 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:
  - Held 5 days after the administrator receives the completed Domain 4 with evidence only.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in Teachscape and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. 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 Teachscape Observation Summary Report Form

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with cited evidence, within 5 work days of the post-observation conference.

STEP 7: FOURTH FORMAL OBSERVATION

- The fourth formal observation is recommended to be completed between March and April15, annually.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- 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.
  - Administrator provides the teacher with a rough draft of the Teachscape Observation Summary Report Form with the ratings of evidence in Teachscape with cited evidence, at the component level for the 10 essential components within 5 work days of the observation.
  - 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:
  - Held 5 days after the administrator receives the completed Domain 4 with evidence only.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in Teachscape and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. 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 Teachscape Observation Summary Report Form with cited evidence, within 5 work days of the post-observation conference

STEP 8: SECOND SELF-ASSESSMENT (OPTIONAL)

- Teachers will complete a self-assessment using ***only*** the 10 Essential Components of the Danielson Framework for Teaching (FFT).
- Teachers should share the self-assessment 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.
- The administrator and teacher will establish a date and time for the Final Evaluation Conference.

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• 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:
  o The teacher's 2 self-assessments and their self-reflection of growth in practice with the 8 essential components.
  o The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals.
  o A review of the marked Domain and Component Ratings from the 4 formal observations to determine growth and practice.
  o A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
• Discussion and debrief:
  o Review the teachers' goals, evidence, and growth in the identified components of practice.
  o Were the goals achieved and to what extent?
  o What opportunities are needed for further growth in these components?
  o What additional supports does the teacher perceive are needed to support growth?
• Administrator provides the teacher with a copy of the final evaluation.

NOTE ON INFORMAL OBSERVATIONS

- Informal observations are conducted using the PGCPS Instructional "Look Fors" at any time. The Look Fors can be accessed/downloaded at Curriculum and Instruction website.

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.

OFF-CYCLE TENURED TEACHERS

Off-Cycle Tenured Teachers Evaluation Procedures
• Administrators should provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.
STEP 1: SELF-ASSESSMENT • Teachers will complete 1 self-assessment using only the Danielson 8 Essential Components of the Danielson Framework for Teaching (FFT). • 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. • 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 30, annually.
STEP 3: END OF YEAR GOAL REVIEW CONFERENCE (OPTIONAL) ▪ An end of year conference is recommended so that the administrator and teacher can review their goal attainment/progress. ▪ 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: o The teacher's 1 self-assessment and their self-reflection of growth in practice with the Danielson 8 essential components. o The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals. o A review of any informal classroom observations and other evaluation inputs (such as student achievement data). • Discussion and debrief: o Review the teachers' goals, evidence, and growth in the identified components of practice. o Were the goals achieved and to what extent? o What opportunities are needed for further growth in these components? o What additional supports does the teacher perceive are needed to support growth?

NOTE ON INFORMAL OBSERVATIONS

- Informal observations are conducted using the PGCPS Instructional "Look Fors" at any time. The Look Fors can be accessed/downloaded at Curriculum and Instruction website.

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.

PLACING AN "OFF-CYCLE PROFESSIONAL PRACTICE" TENURED TEACHER "ON-CYCLE"

- Any teacher who is identified as having performance issues mid-year may be placed "on-cycle" by the principal. The principal must provide proper notification to the teacher, their instructional director and the Office of Employee Performance and Evaluation. Notification to the Office of Employee Performance and Evaluation should be made via email to teacher.evaluation@pgcps.org and include the teacher's name, EIN and school name. Once notification has been received, the Office of Employee Performance and Evaluation will send out a confirmation to the principal, the teacher, and the instructional director with a copy to PGCEA.

- Absent very unusually circumstances, a decision to place a teacher "on-cycle" for the school year should be made by the last business day in February, annually.

RETIRE-REHIRE TEACHERS

Retire-Rehire teachers are classified as temporary employees and will be identified as non-tenured. Therefore, all Retire-Rehire teachers will be required to be on-cycle for professional practice and student growth annually. Evaluators must conduct a minimum of 2 formal observations and may conduct informal observations as part of the evaluation process.

STANDARDS FOR EXCELLENCE

NON-TENURED TEACHER/SPECIALISTS AND PROVISIONALTEACHERS/SPECIALISTS NO PERFORMANCE ISSUES

Non-Tenured Teacher/Specialist With No Performance Issues And Provisional Contract Teacher/Specialist With Or Without Performance Issues Evaluation Procedures
• All non-tenured teacher/specialist will be observed a minimum of four times a year using the full version of SFE observation tool. • Administrators provide teachers/specialists a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher/specialist begins his/her service.
STEP 1: FIRST SELF-ASSESSMENT • Teacher/specialists will complete a self-assessment using the Standards for the Standards for Excellence (SFE) evaluation tool. • Teachers/Specialists create a minimum of 2 goals. It is not required that the teacher/specialist/specialist develops a goal for each of the standards; with the exception of first year teachers/specialists whose goals should be to become familiar with the Standards for the Standards for Excellence (SFE) evaluation tool. • The self-assessment must be completed prior to the goal setting conference.
STEP 2: GOAL SETTING CONFERENCE • The teachers/specialist will develop professional growth goals using the Standards for Excellence (SFE) Goal Setting Form. • The teachers/specialist will indicate the standard(s) for growth and explain how s/he will improve and measure/document growth. • Teachers/specialist uploads the goal setting form and the self-assessment form to the evaluation platform prior to the goal setting conference. • If the teachers/specialists is not a 1st year teacher/specialist, 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/specialist agree upon 2 measurable goals for the year. • The conference will be held face-to-face by September 30, annually.
STEP 3: FIRST FORMAL OBSERVATION • First formal observation (including pre and post conference) may begin one week after the goal setting conference. • Pre-observation conference: o The teacher/specialist provides the administrator with the lesson/service plan for the visit prior to the observation. The administrator views the lesson/service plan. o The administrator facilitates the Pre-Observation Conference. • Classroom Observation: o Observation lasts at least 30 minutes. o Focus will be on the Standards for the Standards for Excellence (SFE) evaluation tool. o Administrator provides the teacher/specialist with a rough draft of the Formal Observation Form, with cited evidence, within 5 work days of the observation. • Post-observation conference:

Non-Tenured Teacher/Specialist With No Performance Issues And Provisional Contract Teacher/Specialist With Or Without Performance Issues Evaluation Procedures

- The conference will be held within 5 work days of teacher/specialist/specialist receiving the rough draft of the Formal Observation Form.
- Facilitates the Post-Observation Conference.
- Teacher/specialist brings supporting artifacts to the post conference. Teacher/specialist may provide additional artifacts as follows:
  - May present supporting evidence for [standards] Learning Climate and Instruction.
  - May demonstrate competency for the standards not observed for standard 1 Planning and Preparation.
  - Should demonstrate competency in the standards not observed for standard Professionalism.
- Administrator provides the teacher/specialist with a final copy of the Formal Observation Form, with cited evidence, within 5 work days of the post-observation conference.

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

STEP 4: SECOND FORMAL OBSERVATION

- Second formal observation (including pre and post conference) is recommended to be completed by the end of the first semester.
- Pre-observation conference:
  - The pre-conference will be held no more than 2 weeks prior to the second formal observation.
  - The administrator facilitates the Pre-Observation Conference.
  - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
  - The teacher/specialist provides the administrator with the lesson/service plan prior to the observation. The administrator views the lesson/service plan.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the Standards for the Standards for Excellence (SFE) evaluation tool in Teachscape.
  - Administrator provides the teacher/specialist with a rough draft of the Formal Observation Form, with cited evidence, within 5 work days of the observation.
- Post-observation conference:
  - The conference will be held within 5 work days of teacher/specialist/specialist receiving the rough draft of the Formal Observation Form.
  - Facilitates the Post-Observation Conference.
  - Teacher/specialist brings supporting artifacts to the post conference. Teacher/specialist may provide additional artifacts as follows:
    - May present supporting evidence for [standards] Learning Climate and Instruction.
    - May demonstrate competency for the standards not observed for standard 1 Planning and Preparation.
    - Should demonstrate competency in the standards not observed for standard Professionalism.
  - Administrator provides the teacher/specialist with a final copy of the Formal Observation Form, with cited evidence, within 5 work days of the post-observation conference.
- The administrator and teacher/specialist will decide on the conference format for 2nd and 3rd year teacher/specialists. A face-to-face discussion is required for 1st year teacher/specialist.

STEP 5: INTERIM (MID-YEAR) EVALUATION

- The interim evaluation is recommended to be completed by the end of the 1st semester.
- Interim / mid-year reviews are to be completed using Teachscape.

Non-Tenured Teacher/Specialist With No Performance Issues And Provisional Contract Teacher/Specialist With Or Without Performance Issues Evaluation Procedures

STEP 6: THIRD FORMAL OBSERVATION (COMPLETED IN FEBRUARY OR MARCH)

- Pre-observation conference:
  - The pre-conference will be held no more than 2 weeks prior to the second formal observation.
  - The administrator facilitates the Pre-Observation Conference.
  - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
  - The teacher/specialist provides the administrator with the lesson/service plan prior to the observation. The administrator views the lesson/service plan.
- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - Focus will be on the Standards for the Standards for Excellence (SFE) evaluation tool.
  - Administrator provides the teacher/specialist with a rough draft of the Formal Observation Form, with cited evidence, within 5 work days of the observation.
  - Observations must be performed by personnel eligible for and certified administrators.
  - Observers may only observe one teacher/specialist at a time in a classroom setting.
  - Observers may only observe teacher/specialists/specialists in a setting that is part of their normal instructional duty, which would exclude covering for another teacher/specialist/specialist 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 teacher/specialist receiving the rough draft of the Formal Observation Form.
  - Facilitates the Post-Observation Conference.
  - Teacher/specialist brings supporting artifacts to the post conference. Teacher/specialist may provide additional artifacts as follows:
    - May present supporting evidence for [standards] Learning Climate and Instruction.
    - May demonstrate competency for the standards not observed for standard 1 Planning and Preparation.
    - Should demonstrate competency in the standards not observed for standard Professionalism.
  - Administrator provides the teacher/specialist with a final copy of the Formal Observation Form, with cited evidence, within 5 work days of the post-observation conference.
- The administrator and teacher/specialist will decide on the conference format for 2nd and 3rd year teacher/specialists/specialists. A face-to-face discussion is required for 1st year teacher/specialist.

STEP 7: FOURTH FORMAL OBSERVATION

- The fourth formal observation must be completed prior to April 15, annually.
- Pre-observation conference:
  - The pre-conference will be held no more than 2 weeks prior to the second formal observation.
  - The administrator facilitates the Pre-Observation Conference.
  - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
  - The teacher/specialist provides the administrator with the lesson/service plan prior to the observation. The administrator views the lesson/service plan.
- Classroom Observation:

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- Observation lasts at least 30 minutes.
- Focus will be on the Standards for the Standards for Excellence (SFE) evaluation tool.
- Administrator provides the teacher/specialist with a rough draft of the Formal Observation Form, with cited evidence, within 5 work days of the observation.
- Observations must be performed by personnel eligible for and certified administrators.
- Observers may only observe one teacher/specialist at a time in a classroom setting.
- Observers may only observe teacher/specialists/specialists in a setting that is part of their normal instructional duty, which would exclude covering for another teacher/specialist/specialist 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/specialist's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher/specialist writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher/specialist may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the standards not observed for domain 1
    - Should demonstrate competency in the standards not observed for domain 4.
- Administrator provides the teacher/specialist with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference.

STEP 8: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE

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

ADMINISTRATOR PROVIDES THE TEACHER/SPECIALIST WITH A COPY OF THE FINAL EVALUATION.

NON-TENURED TEACHERS/SPECIALISTS WITH PERFORMANCE ISSUES

Non-Tenured Teachers/Specialists with Performance Issues Evaluation Procedures
• All non-tenured teacher/specialist will be observed a minimum of four times a year using the SFE observation tool. • Administrators should provide teacher/specialist a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher/specialist/specialist begins his/her service.
STEP 1: FIRST SELF-ASSESSMENT • Teacher/specialist will complete a self-assessment focused on only the Standards for the Standards for Excellence (SFE) evaluation tool. • Used to create a minimum of 2 goals. It is not required that the teacher/specialist/specialist develops a goal for each of the standards; with the exception of first year teacher/specialists/specialists whose goals should be to become familiar with the Standards for the Standards for Excellence (SFE) evaluation tool. • The self-assessment must be completed by the end of the previous school year and prior to the goal setting conference.
STEP 2: GOAL SETTING CONFERENCE • The teacher/specialist will develop professional growth goals using the Standards for Excellence (SFE) Goal Setting Form. • The teacher/specialist will indicate the standard(s) for growth and explain how s/he will improve and measure/document growth. • Teacher/specialist uploads the goal setting form and the self-assessment form to the evaluation platform prior to the goal setting conference. • If the teacher/specialist is not a 1st year teacher/specialist, 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/specialist agree upon 2 measurable goals for the year. • The conference will be held face-to-face by September 30, annually.
STEP 3: FIRST FORMAL OBSERVATION • First formal observation (including pre and post conference) may begin one week after the goal setting conference. • Pre-observation conference: o The teacher/specialist provides the administrator with the lesson/service plan for the visit prior to the observation. The administrator views the lesson/service plan. o The administrator facilitates the Pre-Observation Conference. • Classroom Observation: o Observation lasts at least 30 minutes. o Focus will be on the Standards for the Standards for Excellence (SFE) evaluation tool. o Administrator provides the teacher/specialist with a rough draft of the Formal Observation Form, with cited evidence, within 5 work days of the observation. • Post-observation conference: o The conference will be held within 5 work days of teacher/specialist/specialist receiving the rough draft of the Formal Observation Form. o Facilitates the Post-Observation Conference. o Teacher/specialist brings supporting artifacts to the post conference. Teacher/specialist may provide

Non-Tenured Teachers/Specialists with Performance Issues Evaluation Procedures
additional artifacts as follows: ▪ May present supporting evidence for [standards] Learning Climate and Instruction. ▪ May demonstrate competency for the standards not observed for standard 1 Planning and Preparation. ▪ Should demonstrate competency in the standards not observed for standard Professionalism. o Administrator provides the teacher/specialist with a final copy of the Formal Observation Form, with cited evidence, within 5 work days of the post-observation conference. • The administrator and teacher/specialist will decide on the conference format for 2nd and 3rd year teacher/specialist. A face-to-face discussion is required for 1st year teacher/specialist.
STEP 4: SECOND FORMAL OBSERVATION • Second formal observation (including pre and post conference) is recommended to be completed by November 30th. • Pre-observation conference: o The pre-conference will be held no more than 2 weeks prior to the second formal observation. o The administrator facilitates the Pre-Observation Conference. o The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference. o The teacher/specialist provides the administrator with the lesson/service plan prior to the observation. The administrator views the lesson/service plan. • Classroom Observation: o Observation lasts at least 30 minutes. o Focus will be on the Standards for the Standards for Excellence (SFE) evaluation tool. o Administrator provides the teacher/specialist with a rough draft of the Formal Observation Form, with cited evidence, within 5 work days of the observation. • Post-observation conference: o The conference will be held within 5 work days of teacher/specialist receiving the rough draft of the Formal Observation Form. o Administrator facilitates the Post-Observation Conference. o Teacher/specialist brings supporting artifacts to the post conference. Teacher/specialist may provide additional artifacts as follows: ▪ May present supporting evidence for [standards] Learning Climate and Instruction. ▪ May demonstrate competency for the standards not observed for the standard Planning and Preparation. ▪ Should demonstrate competency in the standards not observed for the standard Professionalism. o Administrator provides the teacher/specialist with a final copy of the Formal Observation Form, with cited evidence, within 5 work days of the post-observation conference. • The administrator and teacher/specialist will decide on the conference format for 2nd and 3rd year teacher/specialists/specialists. A face-to-face discussion is required for 1st year teacher/specialist.
STEP 5: INTERIM (MID-YEAR) EVALUATION • Observation ratings in Teachscape by December 15, annually and Interim / mid-year conferences held by February 28, annually.
STEP 6: THIRD FORMAL OBSERVATION • Third formal observation (including pre and post conference) must be completed by the end of January. • Pre-observation conference:

Non-Tenured Teachers/Specialists with Performance Issues Evaluation Procedures
- o The pre-conference will be held no more than 2 weeks prior to the second formal observation.   - o The administrator facilitates the Pre-Observation Conference.   - o The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.   - o The teacher/specialist provides the administrator with the lesson/service plan prior to the observation. The administrator views the lesson/service plan.   - Classroom Observation: - o Observation lasts at least 30 minutes.   - o Focus will be on the Standards for the Standards for Excellence (SFE) evaluation tool.   - o Administrator provides the teacher/specialist with a rough draft of the Formal Observation Form, with cited evidence, within 5 work days of the observation.   - o Observations must be performed by personnel eligible for and certified administrators.   - o Observers may only observe one teacher/specialist at a time in a classroom/service setting.   - o Observers may only observe teacher/specialist in a setting that is part of their normal instructional/service duty, which would exclude covering for another teacher/specialist or when children from other classes have been placed in their classrooms on a temporary basis.   - o 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: - o The conference will be held within 5 work days of teacher/specialist receiving the rough draft of the Formal Observation Form.   - o Administrator facilitates the Post-Observation Conference.   - o Teacher/specialist brings supporting artifacts to the post conference. Teacher/specialist may provide additional artifacts as follows: ▪ May present supporting evidence for [standards] Learning Climate and Instruction.   ▪ May demonstrate competency for the standards not observed for standards 1 Planning and Preparation.   ▪ Should demonstrate competency in the standards not observed for standard Professionalism.   - o Administrator provides the teacher/specialist with a final copy of the Formal Observation Form, with cited evidence, within 5 work days of the post-observation conference.   - The administrator and teacher/specialist will decide on the conference format for 2nd and 3rd year teacher/specialist. A face-to-face discussion is required for 1st year teacher/specialist.
STEP 7: FOURTH FORMAL OBSERVATION   - The fourth formal observation is recommended to be completed by February 27, annually.   - Pre-observation conference: - o The pre-conference will be held no more than 2 weeks prior to the second formal observation.   - o The administrator facilitates the Pre-Observation Conference.   - o The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.   - o The teacher/specialist provides the administrator with the lesson/service plan prior to the observation. The administrator views the lesson/service plan.   - Classroom Observation: - o Observation lasts at least 30 minutes.   - o Focus will be on the Standards for the Standards for Excellence (SFE) evaluation tool.   - o Administrator provides the teacher/specialist with a rough draft of the Formal Observation Form, with cited evidence, within 5 work days of the observation.

Non-Tenured Teachers/Specialists with Performance Issues Evaluation Procedures
o Observations must be performed by personnel eligible for and certified administrators. o Observers may only observe one teacher/specialist at a time in a classroom setting. o Observers may only observe teacher/specialists/specialists in a setting that is part of their normal instructional duty, which would exclude covering for another teacher/specialist/specialist or when children from other classes have been placed in their classrooms on a temporary basis. o 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: o The conference will be held within 5 work days of receiving the teacher/specialist's reflection. o Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. o Teacher/specialist writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher/specialist may provide additional artifacts as follows: ▪ May present supporting evidence for domains 2 and 3 ▪ May demonstrate competency for the standards not observed for domain 1 ▪ Should demonstrate competency in the standards not observed for domain 4. • Administrator provides the teacher/specialist with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference.
STEP 8: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE • The administrator should complete the Final Evaluation form for teacher/specialist receiving a Final Evaluation. • The administrator and teacher/specialist will establish a date and time for the Final (Summative/End of Year) Evaluation Conference. • The conference will be held by the last teacher/specialist duty day. • The following topics may be reviewed: o The teacher's/specialist's 2 self-assessments and their self-reflection of growth in practice with the Standards for the Standards for Excellence (SFE) evaluation tool. o The goals developed by the teacher/specialist and any evidence collected which demonstrates growth and attainment of the goals. o A review of the marked Standards for the Standards for Excellence (SFE) observation form from the 4 formal observations to determine growth and practice. o A review of the informal classroom/service observations and other evaluation inputs. • Discussion and debrief: o Review the teachers/specialists goals and growth in the identified standards of practice. o Were the goals achieved and to what extent? o What opportunities are needed for further growth in these standards? o What additional supports does the teacher/specialist perceive are needed to support growth? • Administrator provides the teacher/specialist with a copy of the final evaluation.

NOTES FOR NON-TENURED TEACHERS/SPECIALISTS

- Recommendations for non-renewal must be submitted by the administrator to the Area Office by the communicated deadline and ultimately received by Employee & Labor Relations Office by March 2, 2015.

- For non-tenured teachers/specialists 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/specialist Observation and Evaluation Matrix," for any questions related to this process.
- All non-tenured teacher/specialists must be observed each year by more than one qualified person – i.e. all four observations can't be by the same person.

ON-CYCLE TENURED TEACHERS/SPECIALISTS – NO PERFORMANCE ISSUES

On-Cycle Tenured Teachers/Specialists – No Performance Issues Evaluation Procedures
• Administrators should provide teacher/specialist a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher/specialist begins his/her service.
STEP 1: FIRST SELF-ASSESSMENT • Teacher/Specialist will complete a self-assessment focused on only the Standards for the Standards for Excellence (SFE) evaluation tool. • Used to create a minimum of 2 goals. It is not required that the teacher/specialist develops a goal for each of the standards; with the exception of first year teacher/specialists/specialists whose goals should be to become familiar with the Standards for the Standards for Excellence (SFE) evaluation tool. • The self-assessment must be completed by the end of the previous school year and prior to the goal setting conference.
STEP 2: GOAL SETTING CONFERENCE • The teacher/specialist will develop professional growth goals using the Standards for Excellence (SFE) Goal Setting Form. • The teacher/specialist will indicate the standard(s) for growth and explain how s/he will improve and measure/document growth. • Teacher/Specialist uploads the goal setting form and the self-assessment form to the evaluation platform prior to the goal setting conference. • Administrator and teacher/specialist agree upon 2 measurable goals for the year. • The conference will be held face-to-face by September 30th. • 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 • First formal observation (including pre and post conference) may begin one week after the goal setting conference. • Pre-observation conference: o The teacher/specialist provides the administrator with the lesson/service plan for the visit prior to the observation. The administrator views the lesson/service plan. o The administrator facilitates the Pre-Observation Conference. • Classroom Observation: o Observation lasts at least 30 minutes. o Focus will be on the Standards for the Standards for Excellence (SFE) evaluation tool. o Administrator provides the teacher/specialist with a rough draft of the Formal Observation Form, with cited evidence, within 5 work days of the observation. o Observations must be performed by personnel eligible for and certified by the district in SFE who have demonstrated proficiency in conducting SFE and passed assessments demonstrating the required skills to evaluate. o Observers may only observe one teacher/specialist at a time in a classroom/service setting. o Observers may only observe teacher/specialist in a setting that is part of their normal instructional/service

On-Cycle Tenured Teachers/Specialists – No Performance Issues Evaluation Procedures
duty, which would exclude covering for another teacher/specialist or when children from other classes have been placed in their classrooms on a temporary basis. o 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: o The conference will be held within 5 work days of teacher/specialist receiving the rough draft of the Formal Observation Form. o Administrator facilitates the Post-Observation Conference. o Teacher/specialist brings supporting artifacts to the post conference. Teacher/specialist may provide additional artifacts as follows: ▪ May present supporting evidence for [standards] Learning Climate and Instruction. ▪ May demonstrate competency for the standards not observed for the standard Planning and Preparation. ▪ Should demonstrate competency in the standards not observed for Professionalism. o Administrator provides the teacher/specialist with a final copy of the Formal Observation Form, with cited evidence, within 5 work days of the post-observation conference.
STEP 4: SECOND FORMAL OBSERVATION • The second formal observation should be completed during the 2nd semester. • Pre-observation conference: o The teacher/specialist/specialist provides the administrator with the lesson/service plan for the visit prior to the observation. The administrator views the lesson/service plan. o The administrator facilitates the Pre-Observation Conference. • Classroom Observation: o Observation lasts at least 30 minutes. o Focus will be on the Standards for the Standards for Excellence (SFE) evaluation tool. o Administrator provides the teacher/specialist with a rough draft of the Formal Observation Form, with cited evidence, within 5 work days of the observation. o Observations must be performed by personnel eligible for and certified by the district in SFE who have demonstrated proficiency in conducting SFE and passed assessments demonstrating the required skills to evaluate. o Observers may only observe one teacher/specialist at a time in a classroom/service setting. o Observers may only observe teacher/specialist in a setting that is part of their normal instructional/service duty, which would exclude covering for another teacher/specialist or when children from other classes have been placed in their classrooms on a temporary basis. o 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: o The conference will be held within 5 work days of teacher/specialist receiving the rough draft of the Formal Observation Form. o Administrator facilitates the Post-Observation Conference. o Teacher/specialist brings supporting artifacts to the post conference. Teacher/specialist may provide additional artifacts as follows: ▪ May present supporting evidence for [standards] Learning Climate and Instruction. ▪ May demonstrate competency for the standards not observed for the standard Planning and Preparation. ▪ Should demonstrate competency in the standards not observed for Professionalism.

On-Cycle Tenured Teachers/Specialists – No Performance Issues Evaluation Procedures
○ Administrator provides the teacher/specialist with a final copy of the Formal Observation Form, with cited evidence, within 5 work days of the post-observation conference.
STEP 5: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE • The administrator should complete the Final Evaluation form for teacher/specialist receiving a Final Evaluation. • The administrator and teacher/specialist will establish a date and time for the Final Evaluation Conference. • The conference will be held by the last duty day for teacher/specialist. • The following topics may be reviewed: ○ The teacher/specialist's self-assessment and their self-reflection of growth in practice with the SFE standards. ○ The goals developed by the teacher/specialist and any evidence collected which demonstrates growth and attainment of the goals. ○ A review of the informal classroom/service observations and other evaluation inputs (such as student achievement data or performance outcomes). • Discussion and debrief: ○ Review the teacher's/specialist's goals, evidence, and growth in the identified standards of practice. ○ Were the goals achieved and to what extent? ○ What opportunities are needed for further growth in these standards? ○ What additional supports does the teacher/specialist perceive are needed to support growth? • Administrator provides the teacher/specialist with a copy of the final evaluation.

NOTE ON INFORMAL OBSERVATIONS

- Informal observations are conducted using the PGCPS Instructional/Service "Look Fors" at any time.

If the administrator sees evidence that would support ineffective performance ratings during an informal observation, he/she should refer to the "Teacher/Specialist Observation and Evaluation Matrix," for next steps.

ON-CYCLE TENURED TEACHERS/SPECIALISTS WITH PERFORMANCE ISSUES

On-Cycle Tenured Teachers/Specialists – No Performance Issues Evaluation Procedures
• Administrators should provide teacher/specialists a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher/specialist begins his/her service.
STEP 1: FIRST SELF-ASSESSMENT • Teacher/Specialist will complete a self-assessment focused on only the Standards for the Standards for Excellence (SFE) evaluation tool. • Used to create a minimum of 2 goals. It is not required that the teacher/specialist/specialist develops a goal for each of the standards; with the exception of first year teacher/specialists/specialists whose goals should be to become familiar with the Standards for the Standards for Excellence (SFE) evaluation tool. • The self-assessment must be completed by the end of the previous school year and prior to the goal setting conference.
STEP 2: GOAL SETTING CONFERENCE • The teacher/specialist will develop professional growth goals using the Standards for Excellence (SFE) Goal Setting Form. • The teacher/specialist will indicate the standard(s) for growth and explain how s/he will improve and measure/document growth. • Teacher/Specialist uploads the goal setting form and the self-assessment form to the evaluation platform prior to the goal setting conference. • Administrator and teacher/specialist agree upon 2 measurable goals for the year. • The conference will be held face-to-face by September 30th. • 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 • The first formal observation (including the pre and post conference) should happen as soon as possible after the Goal Setting Conference and no later than the end of the 1st semester. • Pre-observation conference: o The teacher/specialist/specialist provides the administrator with the lesson/service plan for the visit prior to the observation. The administrator views the lesson/service plan. o The administrator facilitates the Pre-Observation Conference. • Classroom Observation: o Observation lasts at least 30 minutes. o Focus will be on the Standards for the Standards for Excellence (SFE) evaluation tool. o Administrator provides the teacher/specialist with a rough draft of the Formal Observation Form, with cited evidence, within 5 work days of the observation. o Observations must be performed by personnel eligible for and certified by the district in SFE who have demonstrated proficiency in conducting SFE and passed assessments demonstrating the required skills to evaluate.

On-Cycle Tenured Teachers/Specialists – No Performance Issues Evaluation Procedures
- o Observers may only observe one teacher/specialist at a time in a classroom/service setting.   - o Observers may only observe teacher/specialist in a setting that is part of their normal instructional/service duty, which would exclude covering for another teacher/specialist or when children from other classes have been placed in their classrooms on a temporary basis.   - o 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: - o The conference will be held within 5 work days of teacher/specialist receiving the rough draft of the Formal Observation Form.   - o Administrator facilitates the Post-Observation Conference.   - o Teacher/specialist brings supporting artifacts to the post conference. Teacher/specialist may provide additional artifacts as follows: ▪ May present supporting evidence for [standards] Learning Climate and Instruction.   ▪ May demonstrate competency for the standards not observed for the standard Planning and Preparation.   ▪ Should demonstrate competency in the standards not observed for Professionalism.   - o Administrator provides the teacher/specialist with a final copy of the Formal Observation Form, with cited evidence, within 5 work days of the post-observation conference.
STEP 4: SECOND FORMAL OBSERVATION • The second formal observation is recommended to be completed by the end of the first semester. • Pre-observation conference: - o The teacher/specialist/specialist provides the administrator with the lesson/service plan for the visit prior to the observation. The administrator views the lesson/service plan.   - o The administrator facilitates the Pre-Observation Conference.   • Classroom Observation: - o Observation lasts at least 30 minutes.   - o Focus will be on the Standards for the Standards for Excellence (SFE) evaluation tool.   - o Administrator provides the teacher/specialist with a rough draft of the Formal Observation Form, with cited evidence, within 5 work days of the observation.   - o Observations must be performed by personnel eligible for and certified by the district in SFE who have demonstrated proficiency in conducting SFE and passed assessments demonstrating the required skills to evaluate.   - o Observers may only observe one teacher/specialist at a time in a classroom/service setting.   - o Observers may only observe teacher/specialist in a setting that is part of their normal instructional/service duty, which would exclude covering for another teacher/specialist or when children from other classes have been placed in their classrooms on a temporary basis.   - o 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: - o The conference will be held within 5 work days of teacher/specialist receiving the rough draft of the Formal Observation Form.   - o Administrator facilitates the Post-Observation Conference.   - o Teacher/specialist brings supporting artifacts to the post conference. Teacher/specialist may provide additional artifacts as follows: ▪ May present supporting evidence for [standards] Learning Climate and Instruction.   ▪ May demonstrate competency for the standards not observed for the standard Planning and

On-Cycle Tenured Teachers/Specialists – No Performance Issues
Evaluation Procedures

Preparation.
- Should demonstrate competency in the standards not observed for Professionalism.

- Administrator provides the teacher/specialist with a final copy of the Formal Observation Form, with cited evidence, within 5 work days of the post-observation conference.

STEP 5: INTERIM (MID-YEAR) EVALUATION

- The interim/mid-year evaluation is recommended to be completed by the end of the 1st semester.
- Interim / midyear reviews are to be completed using Teachscape.

STEP 6: THIRD FORMAL OBSERVATION

- The third formal observation is recommended to be completed in February or March.
- Pre-observation conference:
  - The teacher/specialist/specialist provides the administrator with the lesson/service plan for the visit prior to the observation. The administrator views the lesson/service plan.
  - The administrator facilitates the Pre-Observation Conference.
- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - Focus will be on the Standards for the Standards for Excellence (SFE) evaluation tool in Teachscape.
  - Administrator provides the teacher/specialist with a rough draft of the Formal Observation Form, with cited evidence, within 5 work days of the observation.
  - Observations must be performed by personnel eligible for and certified by the district in SFE who have demonstrated proficiency in conducting SFE and passed assessments demonstrating the required skills to evaluate.
  - Observers may only observe one teacher/specialist at a time in a classroom/service setting.
  - Observers may only observe teacher/specialist in a setting that is part of their normal instructional/service duty, which would exclude covering for another teacher/specialist 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 teacher/specialist receiving the rough draft of the Formal Observation Form.
  - Administrator facilitates the Post-Observation Conference.
  - Teacher/specialist brings supporting artifacts to the post conference. Teacher/specialist may provide additional artifacts as follows:
    - May present supporting evidence for [standards] Learning Climate and Instruction.
    - May demonstrate competency for the standards not observed for the standard Planning and Preparation.
    - Should demonstrate competency in the standards not observed for Professionalism.
  - Administrator provides the teacher/specialist with a final copy of the Formal Observation Form, with cited evidence, within 5 work days of the post-observation conference.

STEP 7: FOURTH FORMAL OBSERVATION

- The fourth formal observation is recommended to be completed in March or April.
- Pre-observation conference:
  - The teacher/specialist/specialist provides the administrator with the lesson/service plan for the visit prior to

On-Cycle Tenured Teachers/Specialists – No Performance Issues
Evaluation Procedures

the observation. The administrator views the lesson/service plan.
  - The administrator facilitates the Pre-Observation Conference.
- Classroom Observation:
  - Observation lasts at least 30 minutes.
  - Focus will be on the Standards for the Standards for Excellence (SFE) evaluation tool.
  - Administrator provides the teacher/specialist with a rough draft of the Formal Observation Form, with cited evidence, within 5 work days of the observation.
  - Observations must be performed by personnel eligible for and certified by the district in SFE who have demonstrated proficiency in conducting SFE and passed assessments demonstrating the required skills to evaluate.
  - Observers may only observe one teacher/specialist at a time in a classroom/service setting.
  - Observers may only observe teacher/specialist in a setting that is part of their normal instructional/service duty, which would exclude covering for another teacher/specialist 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 teacher/specialist receiving the rough draft of the Formal Observation Form.
  - Administrator facilitates the Post-Observation Conference.
  - Teacher/specialist brings supporting artifacts to the post conference. Teacher/specialist may provide additional artifacts as follows:
    - May present supporting evidence for [standards] Learning Climate and Instruction.
    - May demonstrate competency for the standards not observed for the standard Planning and Preparation.
    - Should demonstrate competency in the standards not observed for Professionalism.
  - Administrator provides the teacher/specialist with a final copy of the Formal Observation Form, with cited evidence, within 5 work days of the post-observation conference.

STEP 8: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE

- The administrator should complete the Final Evaluation form for teacher/specialist receiving a Final Evaluation.
- The administrator and teacher/specialist will establish a date and time for the Final Evaluation Conference.
- The conference will be held by the last duty day for teacher/specialists. **Unsatisfactory/Ineffective evaluations must be given to the teacher/specialist 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/specialist's self-assessment and their self-reflection of growth in practice with the SFE standards.
  - The goals developed by the teacher/specialist and any evidence collected which demonstrates growth and attainment of the goals.
  - A review of the informal classroom/service observations and other evaluation inputs (such as student achievement data or performance outcomes).
- Discussion and debrief:
  - Review the teachers'/specialists' goals, evidence, and growth in the identified standards of practice.
  - Were the goals achieved and to what extent?
  - What opportunities are needed for further growth in these standards?
  - What additional supports does the teacher/specialist perceive are needed to support growth?

On-Cycle Tenured Teachers/Specialists – No Performance Issues Evaluation Procedures
• Administrator provides the teacher/specialist with a copy of the final evaluation.

NOTE ON INFORMAL OBSERVATIONS

- Informal observations are conducted using the PGCPS Instructional/Service "Look Fors" at any time.

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

OFF-CYCLE TENURED TEACHERS/SPECIALISTS

Off-Cycle Tenured Teacher/Specialist Evaluation Procedures
• Administrators should provide teacher/specialist a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher/specialist begins his/her service.
STEP 1: SELF-ASSESSMENT • Teacher/Specialist will complete a self-assessment focused on only the Standards for the Standards for Excellence (SFE) evaluation tool. • Used to create a minimum of 2 goals. It is not required that the teacher/specialist/specialist develops a goal for each of the standards; with the exception of first year teacher/specialists/specialists whose goals should be to become familiar with the Standards for the Standards for Excellence (SFE) evaluation tool. • The self-assessment must be completed by the end of the previous school year and prior to the goal setting conference.
STEP 2: GOAL SETTING CONFERENCE • The teacher/specialist will develop professional growth goals using the Standards for Excellence (SFE) Goal Setting Form. • The teacher/specialist will indicate the standard(s) for growth and explain how s/he will improve and measure/document growth. • Teacher/Specialist uploads the goal setting form and the self-assessment form to the evaluation platform prior to the goal setting conference. • Administrator and teacher/specialist agree upon 2 measurable goals for the year. • The conference will be held face-to-face by September 30th.
STEP 3: END OF YEAR GOAL REVIEW CONFERENCE (OPTIONAL) ▪ An end of year conference is recommended so that the administrator and teacher/specialist can review their goal attainment/progress. ▪ The conference will be held between January and June. • The administrator and teacher/specialist will establish a date and time for the Goal Review Conference. • The following topics may be reviewed: o The teacher/specialist's self-assessment and their self-reflection of growth in practice with the Standards for Excellence (SFE) standards. o The goals developed by the teacher/specialist and any evidence collected which demonstrates growth and attainment of the goals. o A review of any informal classroom/service observations and other evaluation inputs (such as student achievement data, performance outcomes). • Discussion and debrief: o Review the teachers'/specialists' goals, evidence, and growth in the identified standards of practice. o Were the goals achieved and to what extent? o What opportunities are needed for further growth in these standards? o What additional supports does the teacher/specialist perceive are needed to support growth? o Administrator provides the teacher/specialist with a copy of the final evaluation.

NOTE ON INFORMAL OBSERVATIONS

- Informal observations are conducted using the PGCPS Instructional/Service "Look Fors" at any time. If the administrator sees evidence that would support ineffective performance ratings during an informal observation, he/she should refer to the "Teacher/Specialist Observation and Evaluation Matrix," for next steps to place them on the on-cycle evaluation process.

PLACING AN "OFF-CYCLE PROFESSIONAL PRACTICE" TENURED TEACHER/SPECIALIST "ON-CYCLE"

- Any teacher/specialist who is identified as having performance issues mid-year may be placed "on-cycle" by the principal. The principal must provide proper notification to the teacher/specialist, their instructional director and the Office of Employee Performance and Evaluation. Notification to the Office of Employee Performance and Evaluation should be made via email to teacher/specialist.evaluation@pgcps.org and include the teacher's/specialist's name, EIN and school name. Once notification has been received, the Office of Employee Performance and Evaluation will send out a confirmation to the principal, the teacher/specialist, and the instructional director with a copy to PGCEA.

- An administrator must provide a teacher with an 30-day Intervention Plan prior to placing an off-cycle teacher on-cycle.

- Absent very unusual circumstances, a decision to place a teacher/specialist "on-cycle" for the school year must be made by February 28, annually.

RETIRE-REHIRE TEACHERS

Rehire teachers are classified as temporary employees and will be identified as non-tenured. Therefore, all Retire-Rehire teachers will be required to be on-cycle for professional practice and student growth annually. Evaluators must conduct a minimum of 2 formal observations and may conduct informal observations as part of the evaluation process.

Chapter

7

Self-Assessment & Goal Setting

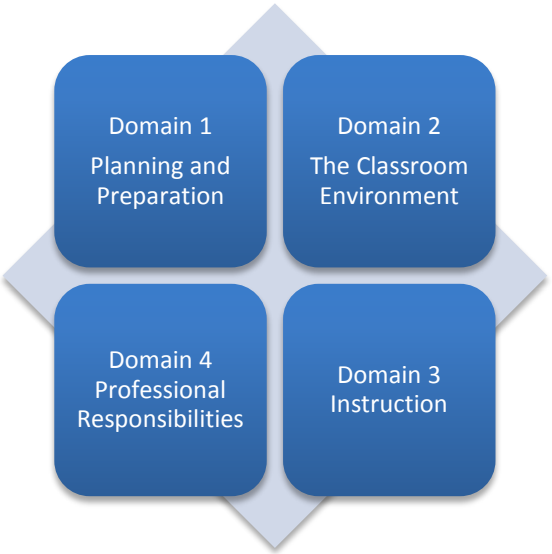
- Framework For Teaching (FfT)
- Standards For Excellence (SFE)

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

This contains two sections:

1. Self-Assessment
2. Goal Setting and End-of-Year Goal Review Conference

OVERVIEW:



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

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

SELF-ASSESSMENT PROCEDURES:

Teachers should use the "Self-Assessment" (DOP) to complete an independent self-assessment. Teachers may want to look at the standard and consider their instructional practices as an educator *before* looking at the rubric alignment. Self-assessments will be informed by teachers' experiences in the classroom and their reflections.

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

GOAL-SETTING PROCEDURES:

Goals are developed for improving professional practice throughout the school year. Teachers will identify areas of practice for professional growth within the eight components. It is recommended that teachers select two goals to address within a school year with the approval of your administrator. Note, NEW TEACHERS will have one goal (learn FFT).

1. Professional growth goals should be created based on the results of the self-assessment and previous observation data. Teachers are encouraged to develop goals that are attainable and measurable.
2. The teacher and supervising administrator will discuss options for professional growth related to the selected Components.
3. The teacher will develop a professional growth plan, which will be submitted to the administrator.
4. If necessary, the teacher and/or administrator may schedule an additional meeting to clarify any aspect of the professional growth plan.
5. At the conclusion of the conference, the pre-conference for the first formal observation will be scheduled. Note that the Goal Setting and Pre-Observation Conferences may occur at the same time.

Teacher Name: _____ School: _____ EIN: _____ Date: _____

SELF-ASSESSMENT

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. ☐	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration. ☐	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination. ☐	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. ☐
Evidence:				
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. ☐	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. ☐	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. ☐	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs. ☐
Evidence:				

Teacher Name: _____ School: _____ EIN: _____ Date: _____

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

Teacher Name: _____ School: _____ EIN: _____ Date: _____

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work. ☐	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions." ☐	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work. ☐	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belied in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work. ☐
Evidence:				
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity ☐	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. ☐	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity. ☐	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. ☐
Evidence:				

Teacher Name: _____ School: _____ EIN: _____ Date: _____

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. ☐	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful. ☐	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. ☐	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. ☐
Evidence:				
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. ☐	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. ☐	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. ☐	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. ☐
Evidence:				

Teacher Name: _____ School: _____ EIN: _____ Date: _____

3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students. ☐	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. ☐	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. ☐	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. ☐
Evidence:				

Teacher Name: _____ School: _____ EIN: _____ Date: _____

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved. ☐	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved. ☐	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement. ☐	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills. ☐
Evidence:				
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. ☐	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families. ☐	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner. ☐	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate. ☐
Evidence:				
4e: Growing and Developing Professionally	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues. ☐	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues. ☐	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues. ☐	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession In addition, teacher seeks out feedback from supervisors and colleagues. ☐
Evidence:				

TEACHER

INDIVIDUAL PROFESSIONAL GROWTH GOALS
GOAL SETTING FORM

Teacher's Name _____ EIN:_____

Grade/Subject Taught: _____ Date: _____

Supervising Administrator: _____

Goal-setting process

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

Goal: During the initial year of participation, all teachers will identify learning *The Framework for Teaching* and the Evaluation system as their professional growth goal.

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

Rationale for selecting this goal:

Steps to achieve the goal:

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

How will you measure progress?

_____ _____
Signature of Teacher: Date:

_____ _____
Signature of Administrator: Date:

ADMINISTRATOR

GOAL SETTING CONFERENCE AGENDA AND MEETING NOTES

Teacher's Name _____ EIN:_____

Grade Level/Subject: _____ School: _____

Administrator: _____ Date: _____

Goal-setting process

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

Review Self-Assessment

Notes**:**

Review the Eight Essential Components for the evaluation

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

Notes*:*

Goal(s) Established:

1.

2.

Schedule date/time for the pre-observation conference if the teacher is on-cycle

Pre-Observation Date: _____ Time: _____

_____ _____

Signature of Teacher Date

_____ _____

Signature of Administrator Date

GUIDANCE DOCUMENT
Standards for Excellence Final Evaluation Form

Rating Options

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

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

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

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

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

Rating Standards

The rating standards listed within the Final Evaluation Form are designed to reflect the characteristics of effective teaching/service as defined in the teacher edition of *Standards for Excellence in Teaching* published by the Prince George's County Public Schools.

Standards for Excellence Final Evaluation Calculation

- Evaluators will complete the SFE Final Evaluation form in Teachscape. A score will be calculated based on the ratings provided for each of the standards:
  - Unsatisfactory = 1
  - Basic = 2
  - Proficient = 3
  - Distinguished = 4
- A final evaluation rating of Ineffective, Effective, or Highly Effective will be calculated based on the following criteria:
  - 20-39 Ineffective
  - 40-69 Effective
  - 70-80 Highly Effective

Comments

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

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS • 14201 SCHOOL LANE • UPPER MARLBORO, MARYLAND 20772 • WWW.PGCPS.ORG

Standards for Excellence
Final Evaluation

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

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

Teacher's Name	Employee Identification Number
	School Year

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

Prince George's County Public Schools

Standards for Excellence (SFE) Professional Practice Goal Setting Form

Teacher/Specialist's Name:_____ EIN:_____
Grade/Subject/Service:_____ Date:_____
Supervising Administrator:_____

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

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

Goal 1:

Goal 2:

Rationale for selecting these goals:

Steps to achieve the goal:

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

How will you measure progress?

_____ _____
Signature of Teacher/Specialist: Date:

_____ _____
Signature of Administrator: Date:

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Chapter

8

FfT Growing and Developing Professionally

- (4e) Log of Activities Form
- Evidence Collection Form

COMPONENT 4E:
GROWING AND DEVELOPING PROFESSIONALLY

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession – Charlotte Danielson

WHAT DOES THIS LOOK LIKE FOR TEACHERS?

Enhancement of Content Knowledge and Pedagogical Skill	Receptivity to Feedback from Colleagues	Service to the Profession
• Joint Planning • Book Study Groups • Lesson study • Participation in Professional Organizations • Readings – Books and Articles • Peer Classroom observations with a focus • Participates in district level professional development, local or regional conferences or takes classes • Growth in use of Technology • Participates in Content-related webinars • Seeks and participates in continued professional development opportunities • Designs assessments and checks results, adjusting instruction according to research based-practices	• Actively seeks colleagues or supervisors to observe in classrooms for the purpose of providing feedback on progress • Actively seeks feedback from colleagues or supervisors for assistance in planning lessons, activities and assessments • Utilizes observation feedback from supervisors • Utilizes learning walk feedback from supervisors and colleagues • Utilizes collaborative planning feedback from supervisors and colleagues • Utilizes data utilization feedback from supervisors and colleagues • Utilizes SLO feedback from supervisors	• Participates actively in assisting other educators • Provides professional development for school site and/or district level initiatives • Takes an active role on school and/or district level committees • Writing articles for professional publication • Supervising student teachers • Mentoring new teachers • Participating in a project with a professor at a local university • Takes an active leadership role in the school and/or professional organizations in order to contribute to the profession

Possible Examples*:

Enhancement of Content Knowledge and Pedagogical Skill	Receptivity to Feedback from Colleagues	Service to the Profession
• Collaborative, content or grade level planning where each teacher has an active part in developing the content • Individual or Group book study with timelines, feedback and evidence of use in the profession • Collaborative lesson development where participants view the lesson being implemented in a classroom for the purpose of refining it for implementation (Lesson Study) • Log of Readings – magazine, books, research • Visiting classrooms to enhance instructional skills (Documentation of learning and use required) • Frequent attendance in courses, workshops and webinars • Participation in professional education organizations • Attendance in technology courses to enhance lesson content and delivery	• Notes provided by supervisors or colleagues during: observations, collaborative planning, learning walks, lesson planning, activities, projects, assessments • Artifacts reflecting: changes in lesson plan content and/or classroom instructional strategies based on feedback from supervisors or colleagues in the areas of observations, collaborative planning, learning walks, lesson and assessment planning	• Documentation of support provided to colleagues and/ or student teachers • Agendas from meetings showing participation • Documentation from mentoring meetings • Documentation of participation on committees and/or professional organizations • Published articles • Project(s) developed • Designed assessments used in content or grade level classroom instruction • Active participation in professional organizations

*The information listed above are examples. Others may be provided.

GROWING AND DEVELOPING PROFESSIONALLY EVIDENCE COLLECTION FORM

Name:_____ School:_____

Content Area:_____ EIN:_____

GROWING AND DEVELOPING PROFESSIONALLY – MY PROFESSIONAL GROWTH ACTIVITIES

READINGS

Titles: Educational Books, Magazine and Articles	Content area	Date completed

*** Evidence of instructional use must be provided

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

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

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

COURSEWORK

Credit course title	Location of Coursework	Dates	College Credits

***Evidence of completion of coursework must be provided

Teacher's signature:_____ Date:_____

Administrator's signature:_____ Date:_____

Chapter

9

Student Learning Objective Form

Framework for Teaching (FfT) Post Observation Conference

- *Lesson Reflection Form*
- *Post-Observation Conference Questions*
- *Post-Observation Conference Agenda and Meeting Notes*
- *End-of-year Goal Review Conference (for Off-Cycle Teachers)*

STUDENT LEARNING OBJECTIVES

Student Learning Objectives (SLOs) are measurable instructional goals established for a specific group of students over a set period of time. SLOs serve as one of the measures of student growth for the Prince George's County Public Schools Teacher and Administrator Evaluation models.

Teacher Information **SLO Overview**	**TEACHER:** **SCHOOL:** **DATE:** **SUBJECT AREA:** **GRADE:** **PERIOD:** **CHECK ONE: SLO #1_____#2_____** **TIME PERIOD:**	**ADMINISTRATOR REVIEW OF SLO** □ **APPROVED** **DATE:** □ **RESUBMIT** **DATE:** **SIGNATURE:**
Data Review You may attach your data chart and/or enter your data in the box to the right **after** completing the bulleted information. FFT Connection: Domain 1: Planning and Preparation Element: Value, Sequence and Alignment	The following data was used in the analysis process. The baseline data is identified: • Baseline: The data reflected students' strengths are in: • The data reflected students' weaknesses are in: •	**Data Review** □ Did the teacher identify specific data sources in their analysis? □ Are the data sources current? □ Did the teacher describe the strengths of the students? □ Did the teacher describe the weaknesses of the students? □ **APPROVED:** □ **RESUBMIT:** **Comments:**
Mid- Interval Practitioner Review	Review formative and summative data for progress towards meeting the SLO goal.	
Aligned Standards Describe the specific national, state, local or industry standard (s) to which this objective aligns. What essential knowledge and skills must students master? FFT Connection: Domain 1: Planning and	A review of the data indicates the need to address the following standard(s). List 1 to 3 standards: • The essential knowledge and skills (critical content) that students must master are: •	**Aligned Standards** □ Does the SLO specify which state/ national/ international/ industry/local standards to which this objective is aligned? □ Does the teacher identify the essential knowledge and skills (critical content) that students must master? □ **APPROVED:** □ **RESUBMIT:** **Comments:**

Preparation Element: Value, Sequence and Alignment		
Academic Goal Which students will be targeted in a measurable, long-term academic goal? What pre and post assessment will you use to determine progress? What time period does it cover? Create your Edusoft custom group and attach the PDF to this template. FFT Connection: Domain 1: Planning and Preparation Element: Value, Sequence and Alignment, Clarity, Suitability for Diverse Learners	**Student Population:** • The number of students I teach in this content area is: • The number of students targeted is: (Must be 20% of your students or 10 students minimum, whichever is greater) • The demographics of the targeted group is: **Student Learning Objective**: _____students will increase their scores by at least _____from the pre-assessment to the post-assessment. *This must be a measurement that matches up with data from the pre and post-assessment. If this is a specific module (ex. In Science) or topic in Creative Arts provide that information. Please provide data according to that system. Ex. 20 sixth grade students taking Math 6 will improve their assessment score by 25% from the pre-test taken in August to the post- test taken in February. Please create and attach your student group.	**Academic Goal** □ Does the SLO summarize a measurable, long-term academic goal for students? □ Edusoft Custom Group □ **APPROVED:** □ **RESUBMIT:** **Comments:**
Instructional Strategies for Attaining Objectives Consider systemic, school and grade level **priority** instructional strategies that will best support goals. FFT Connection Domain 1: Planning and Preparation Element: Balance, Suitability for Diverse learners, Learning Activities	Please list **2-4** content-specific instructional strategies that will support student growth in the identified standards.	**Instructional Strategies**: □ Did the teacher describe the instructional strategies that they will use to support the growth targets for this SLO? □ Are the required strategies appropriate for meeting the objective? □ **APPROVED:** □ **RESUBMIT:** **Comments:**

Evidence of Student Growth Identify **2**-**3** measureable data sets that will be used to monitor student progress. FFT Connection Domain 1: Planning and Preparation Element: Learning Activities	How do you plan to monitor student growth between the baseline data and the post-assessment? Consider the use of projects, activities, assessments, instructional best practices, etc.:	**Evidence of Student Growth** □ Did the teacher provide 3 activities that can provide evidence in regard to student growth? □ Are they measurable? □ **Approved:** □ **Resubmit:** **Comments:**

Once the above information has been discussed and agreed upon by the teacher and evaluator, please sign below.

_____ _____
Teacher Signature Date

_____ _____
Evaluator Signature Date

Phase II – Prince George's County Public Schools Student Learning Objective (SLO) Form

Final Review:

- □ **Appropriate Data Received**
- □ **Strategies Used and Data Provided Demonstrate Appropriate Student Growth: Yes/No**
- □ **Reflection: How has the development and implementation of this SLO helped you to improve your practice?**
- □ **Actual value is _____ (total number of students who met the goal)**

Student Learning Objective Evaluation Rubric

Final Student Learning Objective Score ☐

_____ _____
Teacher Signature Date

_____ _____
Evaluator Signature Date

Rubric for Approval of Teacher and Principal Written Student Learning Objectives

Student Learning Objectives (SLOs) contain various components including: Data Review/Baseline Data/Rationale, Aligned Standards/Learning Content, Academic Goal/Student Population/ Instructional Interval, Evidence of Growth/Strategies and Professional Development. Prince George's County Public Schools has designed an SLO template and a Guidance Document for the Design of SLOs for teachers to use to construct their SLOs. Each of these components from the SLO template is included in the following scoring tool. The documents are housed on the systemic SLO website.

LESSON REFLECTION FORM

TEACHER

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

Date of Observation: Enter observation date School: Enter school name

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

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

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

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

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

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

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

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

POST-OBSERVATION CONFERENCE QUESTIONS

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how, and why?

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Comments:

POST-OBSERVATION CONFERENCE AGENDA & MEETING NOTES

ADMINISTRATOR

Teacher's Name: _____ EIN:_____

Grade Level/Subject: _____

Class/Subject Observed:_____

Date of Observation:_____ School:_____ _____

REVIEW/DISCUSS TEACHER REFLECTION ON THE LESSON (4a: Reflecting on Teaching)

- Teacher will have the reflection form completed for the conference
- Lesson plan and lesson artifacts (materials, assessments, etc.) may be presented by the teacher for review

Notes:

REVIEW/DISCUSS EVIDENCE COLLECTION & MARKED DESCRIPTORS OF PRACTICE FOR THE OBSERVED LESSON

- What was the rigor of the task(s)?
- What was the evidence of student learning?

Notes:

DISCUSSION POINTS

- What strategies might help the teacher achieve his/her goals?
- What strengths were observed in the lesson that presents opportunities for additional growth?
- What resources or supports would help students achieve?
- What resources would support the teacher's work?

Notes:

_____ _____

Signature of Teacher Date

_____ _____

Signature of Administrator Date

END-OF-YEAR GOAL REVIEW CONFERENCE (FOR OFF-CYCLE TEACHERS)

ADMINISTRATOR

Teacher's Name: _____ EIN:_____

Grade Level/Subject: _____

School:_____ _____

DISCUSSION POINTS

- What areas did you excel in throughout the year?
- Were your goals achieved and to what extent?
- How did you gather evidence throughout the year to determine your progress to your goals?
- What evidence is there that you achieved your goals?
- Reflecting on your progress to your goals, what could you have done differently throughout the year to support attainment of your goals?
- What additional supports do you need to support growth?

Notes:

_____ _____
Signature of Teacher Date

_____ _____
Signature of Administrator Date

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