

**INTERIM REPORT  
OF THE MARYLAND COUNCIL  
FOR EDUCATOR EFFECTIVENESS**

**APRIL 2011**

**Co-Chairs**

**Nancy S. Grasmick**

**Betty Weller**

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## **I. Legislation**

During the 2010 General Assembly Session, the Maryland legislature passed the Education Reform Act of 2010. This legislation requires the State Board of Education to adopt regulations that: establish general standards for performance evaluations for certificated teachers and principals and include model performance evaluation criteria. This legislation requires local boards to establish performance evaluation criteria for certificated teachers and principals that include data on student growth as a significant component of the evaluation and as one of multiple measures.

## **II. Executive Order – The Maryland Council for Educator Effectiveness**

On June 1, 2010, Governor Martin O'Malley signed an Executive Order creating the Maryland Council for Educator Effectiveness. The Executive Order created the Council, set forth the membership, identified the co-chairs, prescribed operating procedures, and set forth the responsibility of the Council. Specifically, the Council was mandated to make recommendations for the development of the model evaluation system for educators required under the Education Reform Act of 2010. The recommendations are to address three components: 1.) the definitions of "effective" teachers and principals, 2.) the definitions of "highly effective" teachers and principals, and 3.) the relationship between the student learning component of educator evaluations and the other components of the evaluations. Further, one year after making its initial recommendations, the Council is to make further recommendations for modifications, or adjustments to the overall design of the model evaluation system – including guidelines, tools and measures – based on the experience in the field.

## **III. Leadership of the Council**

Dr. Nancy S. Grasmick and Ms. Elizabeth Weller were appointed co-chairs of the Council by Governor O'Malley.

Ms. Weller is the Vice-President of the Maryland State Education Association and has been a public middle school teacher.

Dr. Grasmick is the Maryland State Superintendent of Schools.

#### IV. Membership of the Council

The Council consists of the following twenty-one (21) members:

Dr. Nancy Grasmick, State Superintendent of Schools, co-chair

Six (6) Teachers/ Teacher Representatives  
Elizabeth Weller, Kent County, co-chair  
Bridgette Blue, Prince George's County  
Cheryl Bost, Baltimore County  
Maleeta Kitchen, Howard County  
Dawn Pipkin, St. Mary's County  
Lee Rutledge, Baltimore City

Two (2) Principals  
Judith Walker, Carroll County  
David Burton, Howard County

One (1) Local School Superintendent  
Dr. Andres Alonso, Baltimore City

Two (2) Public School Administrators  
Donna Hanlin, Washington County  
Dr. Bonita Coleman-Potter, Prince George's County

Two (2) Local School Board Representatives  
Christopher Barclay, Montgomery County  
Pamela Pedersen, Charles County

One (1) Business Representative  
June Streckfus, Maryland Business Roundtable

One (1) member of the State Board of Education  
Dr. Mary Kay Finan

One (1) representative of Higher Education  
Dr. Dennis Pataniczek, Seidel School of Education, Salisbury University

Two (2) At-large Representatives with expertise in education policy  
Dr. Lawrence Leak, UMUC (retired)  
Enrique Melendez, Anne Arundel County Board of Education

One (1) member of the Maryland Senate  
The Honorable Delores G. Kelley, Senator

One (1) member of the Maryland House of Delegates  
The Honorable Anne Kaiser, Delegate

## V. 2010 Meeting Summaries and Major Presenters

The Council met on the following dates in 2010: August 26, September 22, October 22, November 1, November 29 and December 13.

On August 26, 2010 the Council:

- reviewed the Governor's Executive Order and charge to the Council (John Ratliff, Director of Policy, Governor's Office);
- reviewed the Education Reform Act and the Maryland State Board of Education's proposed regulations (Elizabeth Kameen/Demetria Tobias, Assistant Attorneys General);
- reviewed the Educator Evaluation Framework and the Federal Race To The Top Application (Drs. Jim Foran and Colleen Seremet, MSDE);
- received a presentation on psychometrics and straw models (Dr. Mark Moody, Psychometric Council and Dr. Leslie Wilson, MSDE); and
- reviewed non-tested content areas (Dr. Bernie Sandusky, MSDE).

On September 22, 2010, the Council:

- reviewed the role of the Council (Dr. Nancy S. Grasmick, MSDE);
- discussed the timeline for implementation of the model performance evaluation system (Ms. Betty Weller, Council co-chair);
- received a presentation on the Delaware Experience (Lisa Bishop and Peter Shulman, representatives from the Delaware State Department of Education; Michael Hoffman and Mary Jo Faust, representatives of the Delaware State Education Association);
- received a presentation on psychometrics related to the measurement of student growth and teacher effectiveness (Dr. Howard Wainer, The Wharton School, University of Pennsylvania); and
- received a presentation on the Charles County Example (Dr. Clifford Eichel and Steve Perakis, representatives from Charles County Public Schools).

On October 22, 2010, the Council:

- reviewed the evaluation framework model (Pat Alexander, Geraldine Duval and Jan Erskine, representatives from Maryland State Education Association);
- discussed process for working through committees (Dr. Nancy Grasmick and Betty Weller, co-chairs of the Council);
- identified additional resources available to the committees (Dr. Dolan, Mid-Atlantic Comprehensive Center); and
- convened committees to begin work. The Committees were:
  - Grades K-3
  - Grades 4-8 Tested
  - Grades 4-8 Non-Tested
  - High School

On November 1, 2010, the Council:

- received a presentation of the Maryland Leadership Framework (Dr. Jim Foran, MSDE);
- received a presentation on the Montgomery County Evaluation (Doug Prouty, Montgomery County Education Association and Rebecca Newman, Montgomery County Association of Administrators and Principals); and
- continued committee work.

On November 29, 2010, the Council:

- clarified discussions on the Educator Effectiveness Evaluation and Race To The Top (Dr. Nancy Grasmick and Betty Weller, co-chairs of the Council);
- reviewed information from non-tested content area meetings (Dr. Nancy Grasmick);
- discussed timeline for recommendations (Dr. Nancy Grasmick and Betty Weller, co-chairs of Council); and
- continued committee work.

On December 13, 2010, the Council:

- received a presentation on Achieve's Partnership for Assessment of Readiness for College and Career (PARCC); (Matt Gandal, Achieve Inc.);
- received meeting schedule for 2011 (Dr. Nancy Grasmick and Betty Weller, co-chairs of Council); and
- continued committee work.

## VI. 2011 Meeting Summaries and Major Presenters

The Council met on the following dates through March 2011: January 10, January 24, February 14, February 28, March 21, and March 28.

On January 10, 2011, the Council:

- received an overview of the Fine Arts Content Workgroup (James Tucker, MSDE, and Mary Ann Mears, representative of Arts Education in Maryland Schools Alliance);
- received a presentation on English for Speakers of Other Languages (Dr. Karen Woodson, Montgomery County Public Schools); and
- continued committee work.

On January 24, 2011, the Council:

- received presentation on *The Framework for Teaching* (Charlotte Danielson, The Danielson Group);

- received presentation on Growth Models, Teacher Effectiveness and Students with Disabilities (Dr. Carol Ann Heath, MSDE and Leslie Seid Margolis, Maryland Disabilities Law Center); and
- continued committee work.

On February 14, 2011, the Council:

- received presentation on *Measuring Teacher Effectiveness in Untested Subjects and Grades* (Dr. Laura Goe, The National Comprehensive Center for Teacher Quality); and
- continued committee work.

On February 28, 2011, the Council:

- reviewed future meeting dates (Dr. Nancy Grasmick and Betty Weller, co-chairs of Council);
- received summarization on Council's discussions related to definitions of effective and highly effective teachers and principals (Dr. Meg Dolan, Mid-Atlantic Comprehensive Center); and
- continued committee work resulting in submission of each committee's interim progress report.

On March 21, 2011, the Council:

- received an overview of the Race To The Top project related to development and implementation of an Educator Effectiveness Technology Platform (Dr. Leslie Wilson, MSDE);
- discussed and reached consensus on definitions of "teacher" and "principal"; and
- continued committee work and generated lists of potential measures of Student Growth for teacher evaluations.

On March 28, 2011, the Council:

- Reviewed and finalized definitions of "Teacher" and "Principal" (see Section VII.A. of this report);
- Received a compilation of the Council's work on potential measures of Student Growth for teacher evaluation;
- Reviewed and discussed a draft version of the Interim Report;
- Received a presentation on the use of the Maryland Instructional Leadership Framework for Purposes and Use in Principal Evaluation (Dr. Jim Foran, Assistant State Superintendent);
- Received a presentation on the perspective of the Maryland Association of Elementary School Principals (MAESP) on the topic of principal evaluation (Debbie Drown, Executive Director, MAESP);
- Received a presentation on the perspective of the Maryland Association of Secondary School Principals (MASSP) on the topic of principal evaluation (Gene Stregle, Executive Director, MASSP); and

- Discussed and generated a list of potential measures of Student Growth for principal evaluations.

## VII. Progress to Date regarding definition of “effective” and “highly effective” teacher and principal

### A. Definitions of Teacher and Principal

For the purpose of the establishment of the general standards for performance evaluations for certificated teachers and principals in public schools, the Maryland Council for Educator Effectiveness recommends the following definitions:

**Teacher:** Any individual certificated by MSDE as defined in COMAR 13A.12.02.03-.23 as a teacher who delivers instruction and is responsible for a student or group of students’ academic progress in a PreK-12 public school setting. The local superintendent may use discretion, based upon the title and role of a position in the local school system, in determining which employees will be evaluated as a teacher.

**Principal:** Any individual certificated by MSDE as defined in COMAR 13A.12.04.02, .04 (excluding supervisors of instruction), .05, .16 as an administrator or supervisor in a Maryland PreK-12 public school who is responsible for students’ academic progress and efficient operation of school. The local superintendent may use discretion, based upon the title and role of a position in the local school system, in determining which employees will be evaluated as a principal.

- B. The Council has met in committees, and as a whole, and has made progress in developing definitions of “effective” and “highly effective” teacher and principal. Numerous discussions have been had and the members of the Council have called upon outside groups of educators, both formal and informal, to provide additional ideas and feedback.
- C. While a final decision has not yet been reached, the Council members appear to be moving toward consensus that teachers should be evaluated, in part, on demonstration of student growth as evidenced by multiple growth measures, and, in part, on domains of teacher practice, such as those included in Charlotte Danielson’s *Framework for Teaching* (planning and preparation; classroom environment; instruction; and, professional responsibilities).

Further, the Council appears to be coming to consensus regarding the characteristics of an effective teacher, as follows:

- Has high expectations for all students and demonstrates adequate growth in student learning, as evidenced by multiple growth measures;
- Knows the subjects they teach and knows how to teach those subjects to all students;
- Uses a variety of instructional resources to plan and structure engaging learning opportunities;
- Collaborates with other teachers, administrators, parents, and education professionals to ensure student success;
- Is committed to continuous improvement through professional development and actively participates in the professional community.

- D. While a final decision has not yet been reached, the Council has had discussions that principals should be evaluated, in part, on demonstration of student growth as evidenced by multiple growth measures, and, in part, on other criteria, including the *Maryland Instructional Leadership Framework* and the *Interstate School Leaders Licensure Consortium (ISLLC) Standards*.
- E. The council will continue their work in order to develop final recommendations regarding the definition of effective and highly effective teachers and principals.

### VIII. Concurrent state activities related to teacher evaluation

- A. The Maryland State Department of Education has conducted the following activities and gathered input from educators across the state, including:
- Teacher of the Year Summit, January 7, 2011  
80 award winning teachers and principals gathered to discuss teacher evaluations, specifically identifying the potential benefits and concerns around the use of student growth measures to gauge teacher effectiveness.
  - Teacher Effectiveness “Think Tanks”  
Nearly 200 supervisors of instruction, administrators, teachers, and representatives from institutions of higher education, have met two to three times to address questions surrounding the criteria that will go into educator evaluations in all fields of instruction. They are specifically looking at ways to measure student growth across diverse content areas, and identifying effective and highly effective outcomes for teachers and principals, using the following questions to guide their work:
    1. How would you identify and go about measuring reasonable growth, in your specific field, at various levels?
    2. Can you identify multiple measures that can fairly measure student growth in your field while taking into account teaching and student diversity?



3. How can your specific field of instruction be beneficial to the growth of students in other fields of instruction and how is that measurable?
4. How would you define effective and highly effective in your field? Of the items you identified, how are they outcome measurable?

Minutes of the “Think Tank” meetings, including answers to the above four questions, have been provided to and reviewed by the Council members.

## IX. Next Steps

- The Council’s remaining meetings are scheduled for April 14, April 27, May 2, May 16, June 7 and June 20, 2011.
- The work to be completed includes:
  - Recommendations concerning definition of “effective” and “highly effective” teacher and principal.
  - Recommendations concerning the relationship between the student learning component of educator evaluations and the other components of the evaluations.
- The Council will reconvene in December 2011 to make adjustments to the evaluation model based upon field experience of the school systems piloting the proposed model.