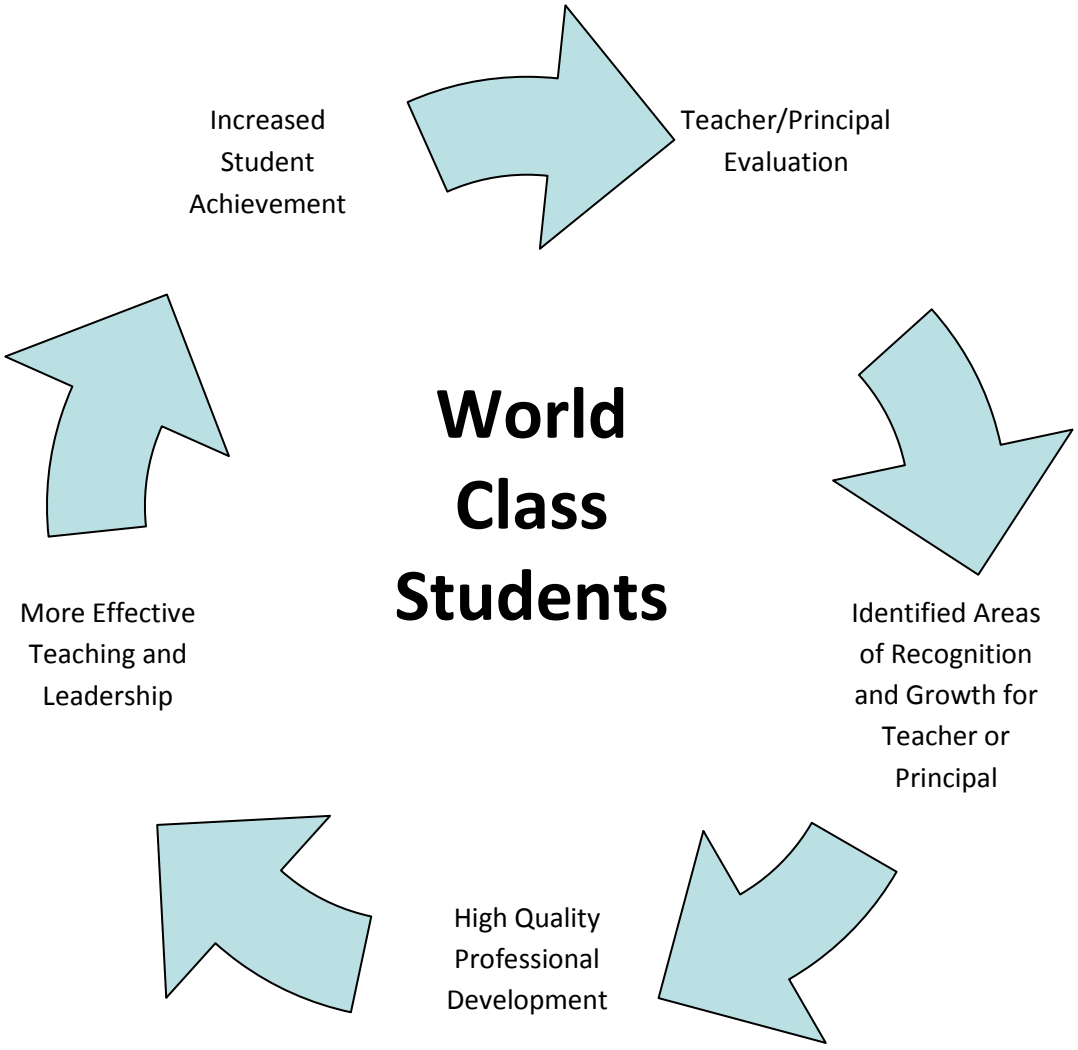
Maryland
Teacher and Principal Evaluation Guidebook



Maryland State Department of Education

April 2012

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The Teacher/Principal Evaluation Guidebook will continue to be reviewed and revised. MSDE is committed to continuous improvement and will update this document after the statewide field test in school year 2012-2013 and will continue to provide revisions as we all continue to learn from the full implementation of Teacher/Principal Evaluation in Maryland.

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Section I:

Background

Chapter 1: Introduction

If Maryland is going to ensure that all students are college- and career-ready, every school — especially those where students need the most support — must have teachers and principals who are effective at increasing student achievement. Although Maryland has worked diligently and successfully over the past decade to increase the number of Maryland teachers designated as Highly Qualified under federal definitions, State leaders also understand that this measurement is insufficient and considers only inputs into good teaching and not actual student performance. Maryland is committed to taking bolder, more aggressive steps to develop an evaluation process for teachers and principals and using that information to help develop the strongest educator corps in the country.

This document will provide background on the Maryland Teacher/Principal Evaluation process and guidance for Local Education Agencies (LEAs) selecting the State model OR using the State framework to develop their own model.

Background

The Maryland State Department of Education (MSDE) established an internal stakeholder group to discuss and monitor the progress of the Teacher/Principal Evaluation Model. This group consisted of Cross-Divisional Assistant State Superintendents, State Directors, and State Specialists and was led by the Interim State Superintendent. The focus was on how MSDE can best assist the non-pilot districts during the pilot year, support the seven pilot districts as they continue to test their models, and assist and guide all LEAs in the year of the field test, while also developing and refining the Maryland State model as needed.

This group met monthly and always one week before the pilots met. Their main task was to prepare this Guidebook to help inform the statewide field test in 2012-2013 including incorporating lessons learned from the seven pilot districts and designing a statewide default model. This document includes guidance on the teacher and principal evaluation frameworks, the multiple measures, work and learnings from the pilots, annual evaluation cycles, professional development, dashboards, attributions, and training of principals/evaluators.

It should also be noted that MSDE and the Maryland State Educators Association (MSEA) worked collaboratively to develop the State Teacher/Principal Evaluation Model. The purpose of the educator evaluation system is to strengthen the knowledge, skills, and classroom practices of educators to improve student achievement through professional development. Professional development is to be high quality, targeted, available to every teacher and principal; multiple measures are to set the stage for improved teaching and learning as it offers more complete evidence about student learning and growth; and collaboration is essential to determining a fair, transparent, rigorous, and valid educator evaluation system. Local school systems, MSDE, and the Maryland State Education Association (MSEA) are all partners in this work and are equally committed to these efforts.

MSDE and MSEA have held multiple meetings to continue the work. The Interim State Superintendent of Schools has led this collaboration to develop a tool/instrument to drive improvement of instruction and build on the framework of Professional Development for all teachers.

Chapter 2
Teacher/Principal Evaluation in Maryland

Maryland's Race to the Top Application

Signaling its serious commitment to making all students college- and career-ready, the development of the teacher and principal evaluation system was central to the work Maryland agreed to do when Maryland submitted its Race to the Top (RTTT) Application in May 2010. The application offered guidelines for a new system to be piloted in seven school districts in 2011-2012 and fully implemented statewide by school year 2012-2013. The dates for full implementation were later revised to 2013-2014 through an amendment that was submitted to and approved by USDE. The application outlined the plan for pilots in seven districts to build the new model in a collective fashion. The application was signed by the Governor and the President of the Maryland State Board of Education.

Education Reform Act of 2010

Maryland had already adopted needed policies to anchor and guide the development of the new Teacher/Principal Evaluation model. Signed by Governor O'Malley on May 3, 2010, the Education Reform Act of 2010 created a new expectation for Maryland educators: To be effective, teachers and principals must show they can successfully improve student learning. The law established that changes in student growth will become a significant factor in the evaluation of teachers and principals (The full text of the law can be found in Appendix I). This legislation created the foundation for a new evaluation system that will more consistently and fairly identify, support, and reward educators who are effective; and identify, develop, or exit those who are ineffective.

Supporting the transition to this new system, the General Assembly also extended the timeline for granting tenure from two years to three years, allowing new teachers to receive both the support and oversight they need in their early years.

Maryland Council for Educator Effectiveness

To help guide the design of the evaluation system and the refinement of the pilots, and resolve outstanding issues, the Governor created the Maryland Council for Educator Effectiveness (MCEE) through an Executive Order in June 2010. Membership of this Council and Stakeholders that support the work of this council are broad-based and include representation from individuals/groups such as: the State Superintendent; Members of the General Assembly; Governor's Policy Director; State Board of Education; Local Boards of Education; LEA Superintendents; Maryland State Education Association; Baltimore Teachers Union; LEA Assistant Superintendents for Instruction; LEA School Business Officials; LEA Executive Officers; Local Accountability Coordinators; LEA Human Resources Directors; Title I coordinators; Principals; MSDE/LEA identified teachers; Institutions of Higher Education (University System of Maryland (USM) system, private colleges and community colleges); Community/Businesses; PTA; the National Psychometric Council; the Maryland Assessment Research Center for Education Success (MARCES); and students. The Council is chaired by the Maryland State Superintendent and Maryland State Educators Association Vice President. The specific membership of the Maryland Council for Educator Effectiveness can be found at http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top/eecm.

The Maryland Council for Educator Effectiveness was charged with submitting recommendations for the development of the model evaluation system that was legislatively mandated by the Education Reform Act. The recommendations were required to include a definition for effective teachers and principals, a definition for highly effective teachers and principals, an explanation of the relationship between the student learning component of educator evaluations and the other components of the evaluations.

The Council met 17 times from August 2010 to June 2011 and issued initial recommendations in June 2011. The Council continues to monitor the progress of the pilot programs being conducted in seven LEAs (described below) with the intention to revise their recommendations to the Governor, General Assembly, State Board of Education, and Interim State Superintendent. Once these recommendations, informed by the pilots, are made, procedures and policies will be developed to address the following areas:

- Appropriate levels of student growth for a teacher or principal to be rated Effective or Highly Effective; Maryland believes that to be rated Effective, a teacher or principal must show appropriate levels of growth among their students to help them successfully transition and progress from grade to grade; to be rated Highly Effective, a teacher or principal must show exceptional talent in increasing student growth well beyond one grade level in one year or exceptional success educating high-poverty, minority, English Language Learners (ELL), Students with Disabilities (SWD), or other high-needs students;
- Definition of Ineffective for a teacher or principal receiving an Ineffective rating, including what supports should be offered and what additional evaluations are needed;
- Whether an additional rating category (e.g., "Developing," for educators whose performance falls between Ineffective and Effective) beyond the minimum three categories established in State Board of Education regulations is needed;
- Model scoring rubrics for classroom observations of teachers that measure the four other domains and are based on best practices, such as the Charlotte Danielson Framework for Teacher Performance Assessment System;
- Model scoring rubrics for measuring the eight outcomes of the *Maryland Instructional Leadership Framework*;
- Matrix for determining how different rating criteria received in any individual domain combine to form an overall summative rating for the teacher or principal;
- Reviews of current LEA evaluation tools, protocols, and processes to determine potential applicability to other counties; and
- Propose revisions to Maryland Teaching Standards to reflect current INTASC standards research, best practices, the new evaluation system, and to inform teacher preparation and professional development.

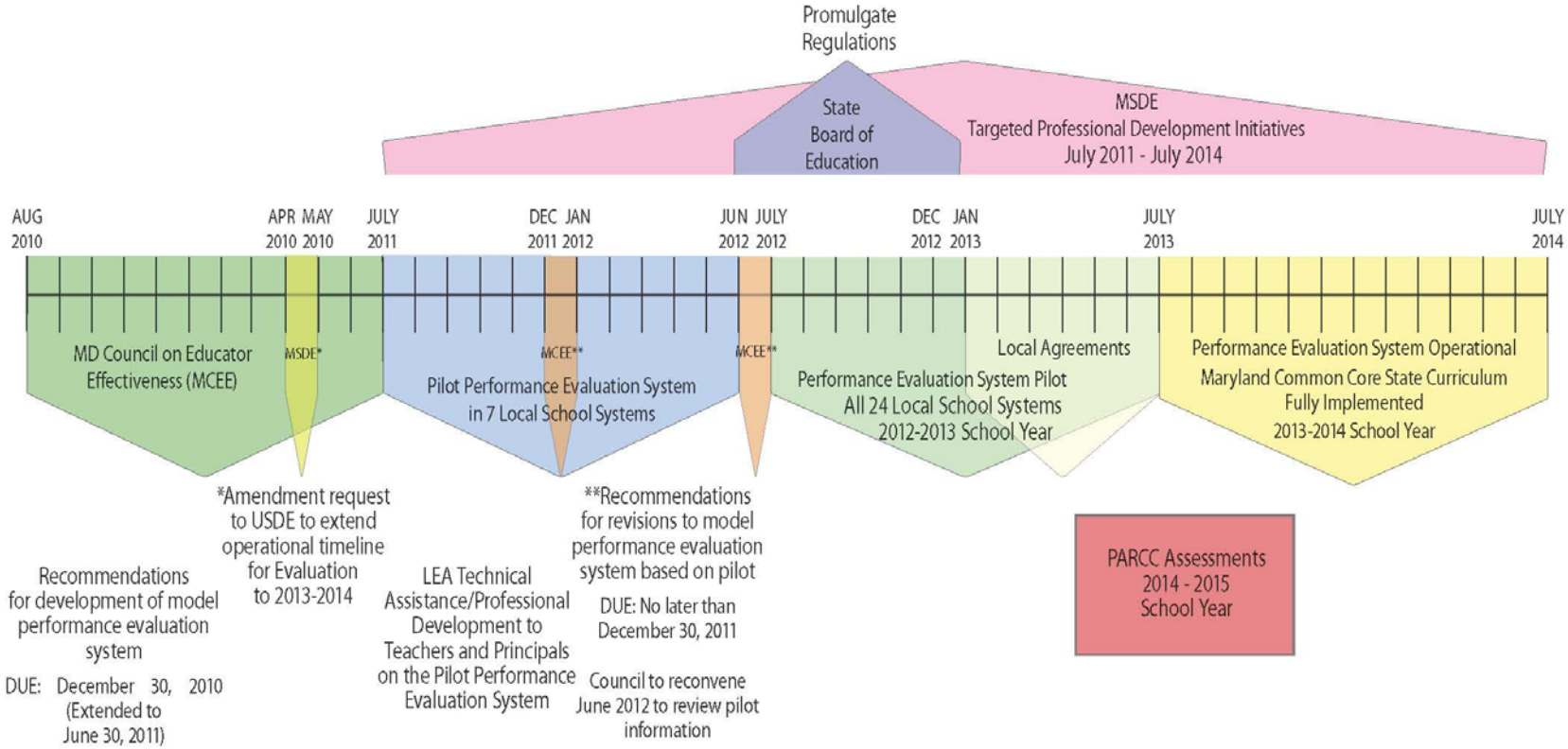
Race to the Top Amendment

As the Council began its work, it became evident that it needed more time to complete its charge than originally conceived. As such, the Council requested of the Governor an extension to the

original timeline (December 2010) to June 2011 to present its recommendations for the new model system. Built into this revised timeline is a professional development component for teachers and principals. The new timeline also provides for a 24 month (SY 2011-2012 and SY 2012-2013) pilot project for the new statewide system of evaluation instead of the original 18 month (second semester of SY 2010-2011 and SY 2011-2012) pilot.

Upon further reflection, the Council became concerned about moving too quickly from a pilot evaluation system being conducted in 7 Local Education Agencies (LEAs) to statewide implementation without further time provided to the remaining school systems to also develop and pilot their own local evaluation systems in order to seek solutions to unforeseen obstacles and provide high quality professional development. Accordingly, the Council endorsed a proposal from Dr. Nancy Grasmick (Former State Superintendent of Schools) that the Maryland State Department of Education (MSDE) should request an amendment from the United States Department of Education (USDE) to allow an additional year before implementing the statewide system of evaluation. That amendment was submitted to USDE on April 22, 2011, and was approved on June 17, 2011. The timeline below describes the relationship between and among the work of the Council, pilot LEAs, professional development activity, development of regulations, local agreements and the actual implementation of the statewide system of evaluation.

Timeline for Implementing Model Performance Evaluation System



*Note: This timeline states that the new regulations would be promulgated June 2012 through January 2013- this timeframe was moved up to begin March 2012.

Chapter 3

Piloting Teacher Evaluation in Maryland

Piloting and refining the growth measures (2011–13): Measures of student growth began being piloted in September 2011 and will continue to be refined through the 2011-2012 pilot and 2012-2013 statewide field test. Maryland is working in close partnership with seven pilot school districts throughout the State: **Baltimore City, Baltimore County, Charles County, Kent County, Prince George's County, Queen Anne's County, and St. Mary's County.** Importantly, three of these districts (Baltimore City, Baltimore County, and Prince George's County) disproportionally serve the majority of low-income students in Maryland — ensuring that the new evaluation system can accelerate improvement in schools serving the State's neediest students and efforts to equitably distribute effective teachers and principals. The pilot LEAs presently consist of eighty-three schools, 934 teachers, and 48 principals. They represent multiple school levels, grade levels, team levels, and subject levels; with consideration given to both assessed and non-assessed area educators. Models range from systems identifying a selection of educators across all schools to systems identifying full cohorts of educators within select schools. To varying degrees, six districts are conducting complementary pilot evaluation processes with principals and or assistant principals. Most are using a variation of existing or recently created evaluation tools to facilitate the validation of the Professional Practice portion of Educator Effectiveness. The seven pilot LEAs recognize that the "experimental" design of the model allows for unique measures and accomplishments associated with the interests and limitations of each district and that it has the potential to create a valuable collection of evaluative evidence.

The seven LEAs' experiences over the 2011-2012 pilot are also helping to inform any needed course corrections before the system is field tested in all schools throughout the State in the 2012-13 school year and then implemented completely in school year 2013-2014. MSDE and the Maryland Educator Effectiveness Council will collaborate with the pilot districts to collect information and examine lessons learned to inform the statewide field test.

The seven pilot districts meet with MSDE on a monthly basis to update MSDE and one another on successes and challenges and to make recommendations for revisions to the models. These meetings allow the districts to share and learn from one another, request support from MSDE and maintain the collaborative approach with which the new evaluation system is being developed.

With the goal of testing and refining the rubrics and measures, the student-growth portion of evaluations during this pilot cycle will be "no fault" without high stakes or consequences attached. However, as part of Race to the Top, participating teachers and principals in the lowest-performing schools are part of an incentive project. Those identified by the criteria established by their local school systems because of their exceptional impact on student growth will qualify for locally negotiated incentives for working in high-poverty/high-minority schools.

Pilots have been asked to complete a data request (a copy of which is below) to facilitate a final end of year report to inform the Council's work and the statewide field testing.

Rigorous, Transparent, Fair Evaluations

The pilot process — and MSDE's close partnership with the seven school districts to refine the new framework — is an important step to ensuring the fairness, reliability, and rigor of the new system and to identify and work out any problems before the evaluation models are field tested statewide in 2012 and then implemented statewide in 2013. Importantly, MSDE and its partner school districts will study the impacts and validity of the new evaluation system by examining key questions, such as: Do ratings of teachers and principals under the new system match what principals and administrators had expected? How do the number of teachers and principals receiving overall ratings of Effective or better compare to the numbers of those previously rated Satisfactory?

Educator Effectiveness Pilot Districts

End-of-Year Report

Submission Date: July 15, 2012

District:

Educator Effectiveness Pilot Lead Team (Names and email addresses)

Describe Focus of Pilot (i.e. teacher evaluation, principal evaluation, identifying growth measures, refining a professional practice model, developing professional development strategies, etc.)

Teacher Evaluation Model:

Provide a graphic of your teacher evaluation model with measurements, accompanying percentages, etc. (may need several graphics based upon Piloted content areas and/or grade levels)

Principal Evaluation Model:

Provide a graphic of your principal evaluation model with measurements, accompanying percentages, etc. (may need several graphics based upon Piloted focus areas)

Demographics:

*****MSDE will provide the format for data collection.

1. Teacher grade level
2. Rating the teacher/principal received
3. Total # of teachers in the pilot at that level in that school
4. Discipline the teacher teaches
5. Total # of teachers in the pilot in that discipline in that school

6. Level for the principals

Summary of Decisions

Attribution:

1. How was teacher of record determined?
1. Does your model include an index/shared score?
2. What is your definition for teacher of record?

Evaluation Cycle:

1. What is your teacher evaluation cycle?
2. How are you addressing lag time data for teachers?
3. Is it differentiated based upon tenure and/or level of proficiency?
4. What is your principal evaluation cycle?
5. How does it address lag time in data for principals?

Appeals process:

1. If you have an appeals process, please describe it.

Overall Evaluation Categories (i.e. highly effective, ineffective, etc.)

1. What is your process for coming to an overall determination of **highly effective, effective, ineffective for teachers**? If using four categories, please include how your system plans to collapse the four categories into one of the three listed above for reporting to MSDE.
2. What is your process for coming to an overall determination of **highly effective, effective, ineffective for principals**? If using four categories, please include how your system plans to collapse the four categories into one of the three listed above for reporting to MSDE.

Evaluation Measures

Student Growth (50%)

1. What measures did you use for each of the content and grade levels piloted?
2. Description of chosen measures

3. How did you weight the sections under the student growth model?
4. How much weight did you give the state assessments in your model?
5. What criteria did you use to selecting measures?

Professional Practice (50%)

1. Description of Model
2. Established, new or refined for pilot?
3. Evaluation Rubric
4. Specific Instruments
    a. Type (observations, portfolios, evidence binders, conferences, videos of instruction, etc.).)
    b. When? (include multiple times if appropriate)
    c. Who administers them? (evaluated teacher, administrator, peers, team, etc.)
    d. Who scores them? (evaluated teacher, administrator, peers, team, etc.)
    e. Evidence supporting use of measure
    f. What kind of score does this yield?

Pilot 2012 Reflections:

1. How did you test your overall model?
2. Were the results anticipated?
3. Did they meet your expectations?
4. How was did you test the effectiveness of your model?
5. What additional resources were needed to implement the evaluation system (time, efforts, funds, etc.)? How did you address these issues?
6. What lessons learned do you have to share with other districts?

Chapter 4

Regulation

On March 27, 2012, proposed regulation, Chapter 04-1: Evaluation of Teachers and Principals, went to and was approved by the Maryland State Board of Education for publication. At the time of publication of this document, the regulation is still in the comment period. It is anticipated that the comment period will conclude in mid to late June 2012. The new regulations will go back to the State Board in July 2012 for any revisions and for request for approval.

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.

Title 13A STATE BOARD OF EDUCATION

Subtitle 07 SCHOOL PERSONNEL

Chapter 04-1 Evaluation of Teachers and Principals

Authority: Education Article, §§2-205(b) and (g), and 6-202; Annotated Code of Maryland

.01 Applicability.

A. Effective in school year 2013-14, the minimum general standards set forth in Regulation .04A of this chapter shall apply to evaluations of all teachers and principals.

B. In addition, all local education agencies (LEAs) that signed on to the Race to the Top (RTTT) application, must comply with the criteria set forth in Regulation .05B(1)(a) of this chapter.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Evaluation" means an appraisal of professional performance for a school year based on written criteria and procedures that result in a written evaluation report.

(2) “Teacher” means any individual certificated under COMAR 13A.12.02 as a teacher and who delivers instruction and is responsible for a student or group of students’ academic progress in a Pre-K-12 public school setting, subject to local school system interpretation. Teacher may include an individual certificated by the Maryland State Department of Education (MSDE) under COMAR 13A.12.03. 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.

(3) “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.

(4) “Student Growth” means student progress assessed by multiple measures and from a clearly articulated baseline to one or more points in time.

.03 Incorporation by Reference.

The Maryland Instructional Leadership Framework, February 2005, is incorporated by reference.

.04 Local Education Agency Evaluation System.

An evaluation system for teachers and principals developed by an LEA in mutual agreement with the exclusive employee representative shall include General Standards and Performance Evaluation Criteria.

A. General Standards.

(1) Classroom observations of teachers' professional practice, which shall be conducted by certificated individuals who have completed training that includes identification of teaching behaviors that result in student growth. Classroom observations shall play a role in the evaluation system, at minimum, in the following ways:

(a) An evaluation of a teacher's professional practice shall be based on at least two observations during the school year;

(b) An evaluation report that evaluates a teacher as ineffective shall include at least one observation by an individual other than the immediate supervisor;

(c) An observation, announced or unannounced, shall be conducted with full knowledge of the teacher;

(d) A written observation report shall be shared with the teacher and a copy provided within a reasonable period of time. The certificated individual shall sign the observation report to acknowledge receipt;

(e) An observation shall provide for written comments and reactions by the teacher being observed, which shall be attached to the observation report; and

(f) An observation shall provide specific guidance in areas needing improvement and supports as well as a reasonable timeline to demonstrate improvement in areas marked as ineffective.

(2) Claims and evidence of observed instruction that substantiate the observed behavior(s) in a classroom observation and/or evaluation and are included in the evaluation report. Such claims and evidence of observed instruction may be identified by either the teacher or evaluator and may include such things as student work, teacher-developed initiatives, portfolios, projects, data, artifacts, and other statements.

(3) Clear standards based on Department approved or nationally recognized measurable components that serve as the foundation of teaching and learning, such as the INTASC standards. The standards set forth in the LEA evaluation system shall be applicable to professional practice and student growth.

(4) Rigor – in order to ensure statewide rigor in LEA evaluation systems:

(a) The LEA must submit its proposed evaluation system and any guidelines for its use to the Department for the purpose of ensuring compliance with the minimum general standards set forth in this chapter; and

(b) An evaluation of a teacher or principal shall provide, at a minimum, for an overall rating of highly effective, effective, or ineffective.

(5) A professional development component for all teachers and principals and a focused professional development, resources, and mentoring component for teachers and principals who are evaluated as ineffective and for all non-tenured teachers.

B. Performance Evaluation Criteria of which no single performance evaluation criterion may account for more than 35% of the total performance evaluation criteria and that:

(1) Shall be based on those measures mutually agreed to by an LEA and the exclusive employee representative;

(2) Will yield, at a minimum, an evaluation of effective, highly effective, or ineffective;

(3) Are approved by MSDE; and

(4) Address professional practice:

(a) For teachers to include, but not be limited to, planning, preparation, classroom environment, instruction, and professional responsibility;

(b) For principals, to include, but not be limited to the eight outcomes in the Maryland Instructional Leadership Framework, consistent with Regulation .03 of this chapter.

(5) Measure student growth which for teachers and principals:

(a) Shall be a significant factor in the evaluation;

(b) Shall be based on multiple measures; and

(c) Shall not be based solely on an existing or newly created examination or assessment.

.05 Model State Performance Evaluation Criteria.

A. If the LEA and the exclusive employee representative do not reach agreement on an LEA Evaluation System, the Model State Performance Evaluation Criteria shall be adopted by the LEA.

B. The Model State Performance Evaluation Criteria includes:

(1) Model performance evaluation criteria for student growth that:

(a) Shall count for 50% of a teacher's or principal's evaluation.

(b) Shall not be based solely on an existing or newly created examination or assessment;

(c) Shall be based on multiple measures as follows:

(i) For elementary and middle school teachers providing instruction in state-assessed grades and content, aggregate class growth scores for state-assessed content area(s) being taught; student learning objectives in content areas being taught; and the school-wide index.

(ii) For elementary and middle school teachers providing instruction in non-state-assessed grades and content, student learning objectives in content area(s) being taught and the school-wide index.

(iii) For high school teachers, student learning objectives in content area(s) being taught and the school-wide index.

(iv) For elementary and middle school principals, student learning objectives, aggregate school-wide growth scores in state-assessed content areas, and the school-wide index.

(v) For high school principals, student learning objectives and the school-wide index.

(vi) For principals of other types of schools, student learning objectives and the school-wide index.

(2) Model performance evaluation criteria for professional practice that:

(a) Shall count for 50% of a teacher's and principal's evaluation.

(b) For teachers, shall include, but not be limited to, planning and preparation; classroom environment; instruction; and professional responsibility.

(c) For principals, shall include, but not be limited to, the eight outcomes in The Maryland Instructional Leadership Framework, consistent with Regulation .03 of this chapter, and other outcomes based on Interstate School Leaders and Licensure Consortium (ISLLC).

.06 Evaluation Cycle.

A. On a three year evaluation cycle, teachers and principals shall be evaluated at least once annually in the following ways:

(1) Tenured Teachers.

(a) In the first year of the evaluation cycle conducted under these regulations, tenured teachers shall be evaluated on both professional practice and student growth.

(b) If in the first year of the evaluation cycle a tenured teacher is determined to be highly effective or effective then in the second year of the evaluation cycle, the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data.

(c) If in the second year of the evaluation cycle a tenured teacher is determined to be highly effective or effective, then in the third year of the evaluation cycle, the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data.

(d) At the beginning of the fourth year, the evaluation cycle shall begin again as described in (a) through (c) of this Regulation.

(e) In any year, a principal may determine or a teacher may request that the evaluation be based on a new review of professional practice along with student growth.

(2) Non-tenured Teachers and Teachers Rated as Ineffective.

(a) All non-tenured teachers and all teachers rated as ineffective shall be evaluated annually on professional practice and student growth.

(3) Principals.

(a) Every principal shall be evaluated at least once annually based on all of the components set forth in the applicable sections of Regulations .04 and .05 of this chapter.

.07 Evaluation Report.

A. The evaluation report shall be shared with the certificated individual who is the subject of the evaluation.

B. The certificated individual shall receive a copy of and sign the evaluation report.

C. The signature of the certificated individual does not necessarily indicate agreement with the evaluation report.

D. An evaluation report shall provide for written comments and reactions by the individual being evaluated, which shall be attached to the evaluation report.

.08 Appeal of an Evaluation.

A. In the event of an overall rating of ineffective, the local school system shall, at a minimum, provide certificated individuals with an opportunity to appeal in accordance with Education Article, §4-205(c)(4), Annotated Code of Maryland.

B. If an observation report is a component of an ineffective evaluation, the observation report may be appealed along with the ineffective evaluation.

C. The burden of proof is on the certificated individual appealing an overall rating of ineffective to show that the rating was arbitrary, unreasonable, illegal, or not in compliance with the adopted evaluation system of the LEA.

.09 Review.

This chapter shall be in effect until September 30, 2014, at which time it shall automatically sunset, subject to review and re-promulgation by the State Board.

Chapter 5
Comprehensive Teacher Induction Program

In April 2010, the State Board of Education developed Code of Maryland Regulations (COMAR) 13A.07.00-.09 that calls for a Comprehensive Teacher Induction Program. As noted in the scope of the regulation, the purpose of the regulation is to provide guidance for local school systems to establish a high quality induction program that addresses critical professional learning needs of new teachers, improves instructional quality and helps inductees achieve success in their initial assignments, resulting in improved student learning and high retention in the profession. The induction program that each local school system designs will reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support. Recognizing that "one-size-fits-all" induction programs do not meet the needs of new teachers, this regulation establishes the components of an induction program, allowing local school systems to build on their current programs. The regulation, included below, requires LEA induction programs to be aligned with the Maryland Teacher Professional Development Standards, include standards for effective mentoring that are focused, systematic, ongoing, of high quality, geared to the needs of each teacher; and include observations with feedback. This includes consistent communication between the teacher and the mentor and ongoing professional development for the teacher. The regulation further requires all teachers new to the profession and veteran teachers new to a district to participate in induction activities. Finally, all LEAs must include their comprehensive induction program report in their Master Plan Annual Update to MSDE which must include a description of the mentoring program, data on the number of teachers and mentors, and how the effectiveness of the program was measured.

Title 13A STATE BOARD OF EDUCATION

Subtitle 07 SCHOOL PERSONNEL

Chapter 01 Comprehensive Teacher Induction Program

Authority: Education Article, §§2-205(c), 5-206-1, and 6-202(b), Annotated Code of Maryland

.01 SCOPE

This chapter applies to a comprehensive induction program for new teachers. The purpose of this regulation is to provide guidance for local school systems to establish a high quality induction program that addresses critical professional learning needs of new teachers, improves instructional quality, and helps inductees achieve success in their initial assignments, resulting in improved student learning and higher retention in the profession. The induction program that each local school system designs shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support. Recognizing that "one-size-fits-all" induction programs do not meet the needs of new teachers, these regulations establish the components of an induction program, allowing local school systems to build on their current programs.

.02 Incorporation by Reference

In this chapter, the following documents are incorporated by reference:

A. Maryland Teacher Professional Development Standards;

B. Maryland Teacher Professional Development Planning Guide (updated November 2008);

C. Maryland Teacher Professional Development Evaluation Guide, October 2008.

.03 DEFINITIONS

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Mentee" means a public school teacher who is the recipient of the services of a mentor.

(2) "Mentor" means an individual who possesses the attributes set forth in Regulation .06 of this chapter.

(3) "New teacher" means a teacher who is:

(a) New to the profession; or

(b) A veteran who is new to the district.

.04 General Requirements

A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers.

B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable them to stay in the profession.

C. The content and structure of the comprehensive induction program shall be aligned with the Maryland Teacher Professional Development Standards set in December 2004.

D. The comprehensive induction program shall include:

(1) Standards for effective mentoring that:

(a) Are focused;

(b) Are systematic;

(c) Are ongoing;

(d) Are of high quality;

(e) Are geared to the needs of each teacher; and

(f) Include observations with feedback;

(2) Before the school year begins, orientation programs for all teachers new to the local school system;

(3) Ongoing support from a mentor, including regularly scheduled meetings during non-instructional time;

(4) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;

(5) Follow-up discussions of the observations and co-teaching experiences;

(6) Ongoing professional development designed to address new teacher needs and concerns and, for any teachers not on track to qualify for tenure at any formal evaluation point, additional professional development, as appropriate; and

(7) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.

E. The local school systems shall consider the need for staffing to:

(1) Plan and coordinate all induction activities;

(2) Supervise new teacher mentors;

(3) Communicate with principals and other school leaders about induction activities; and

(4) Oversee the evaluation of the comprehensive induction program.

F. The comprehensive induction program may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

.05 PARTICIPATION IN THE COMPREHENSIVE INDUCTION PROGRAM

A. All teachers new to the profession shall participate in all induction activities until they receive tenure. Veteran teachers, in their first year of teaching in the district, shall participate in induction activities.

B. To the extent practicable given staffing and fiscal concerns, local school systems shall consider the following options for first-year teachers:

(1) A reduction in the teaching schedule; and

(2) A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support.

.06 Mentoring Component of the Comprehensive Induction Program.

A. A local school system shall establish a mentoring program as part of its Comprehensive Induction Program.

B. A local school system shall establish a cadre of full-time or part-time mentors to support teachers during their comprehensive induction period.

C. To the extent practicable given staffing and fiscal concerns, local school systems shall establish the maximum ratio of mentors to mentees in the comprehensive induction program at one mentor to 15 mentees.

D. A mentor under the comprehensive induction program may be assigned school-level administrative duties only on an emergency basis.

E. A mentor under the comprehensive induction program may not participate in the formal evaluation of a mentee.

F. Mentors shall:

(1) Demonstrate knowledge of adult learning theory and peer coaching techniques;

(2) Demonstrate a knowledge base and skills to address the performance evaluation criteria and outcomes to be met by each mentee; and

(3) Hold an advanced professional certificate and be rated as a satisfactory or effective teacher or be a retiree from a local school system and have been rated as a satisfactory or effective teacher; and

(4) Possess a positive reference from a current or recent building principal or supervisor that addresses the instructional, management, human relations, and communication skills of the mentor applicant.

G. Local school systems shall provide ongoing training for mentors that includes:

(1) Initial training for each mentor prior to assuming the assignment on the essential characteristics of mentoring adults and the duties and responsibilities of a mentor;

(2) Ongoing training and feedback to enable each mentor to address the specific and varied performance needs of mentees;

(3) Models of effective instructional practices that address the identified needs of mentees; and

(4) Identification and coordination of appropriate resources to address the performance needs of mentees.

.07 EVALUATION OF THE COMPREHENSIVE INDUCTION PROGRAM

Local school systems shall evaluate the effectiveness of the comprehensive induction program and shall use the Maryland Teacher Professional Development Evaluation Guide, October 2008, as a resource for developing an evaluation model.

.08 DATE OF COMPLIANCE

Local school systems shall be in full compliance with this chapter by July 1, 2011.

.09 Reporting Requirements

A. Local school systems shall include their comprehensive induction program report in their Bridge to Excellence Master Plan Annual Update to the Maryland State Department of Education.

B. This report shall include:

(1) A description of the mentoring program;

(2) Data, including the number of probationary teachers and the number of mentors who have been assigned; and

(3) How they have measured the effectiveness of the program.

The full regulation can be found on the Maryland State website at http://www.dsd.state.md.us/comar/SubtitleSearch.aspx?search=13A.07.01.

Section II:

Description of the Teacher/Principal Framework

Chapter 6
Framework and Definitions

Background

In June 2011, after meeting 17 times beginning August 2010, the Maryland Educator Effectiveness Council (MEEC) offered an interim report to the Governor on their progress to date. The report *"Maryland Council for Educator Effectiveness: Initial Recommendations for the Statewide Educator Evaluation System"*, offered a framework for the model of evaluation of teachers and principals.

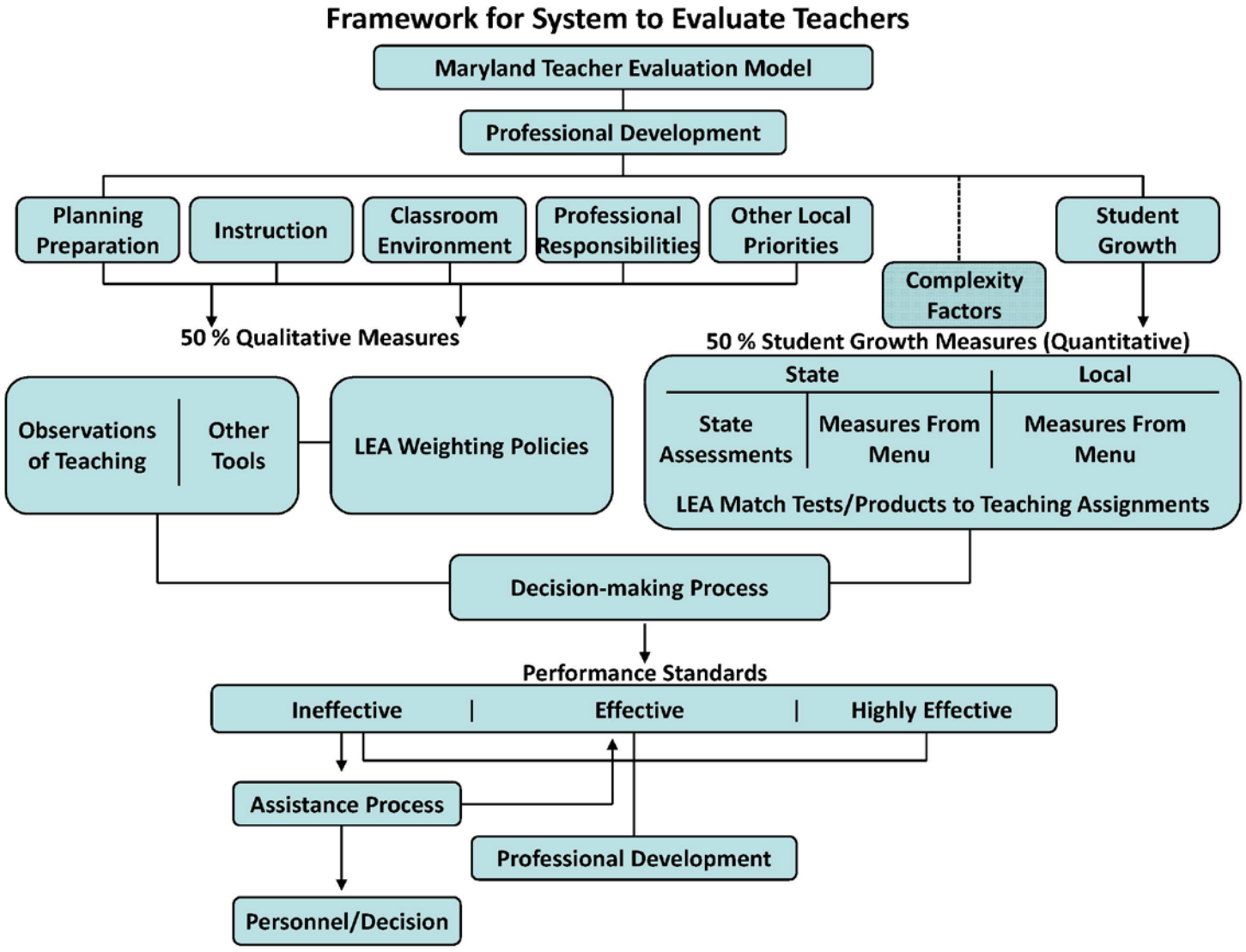
After several discussions at Council meetings about the suggested components of an effective yet flexible statewide evaluation system, the Council endorsed two separate frameworks and definitions that accompany those frameworks.

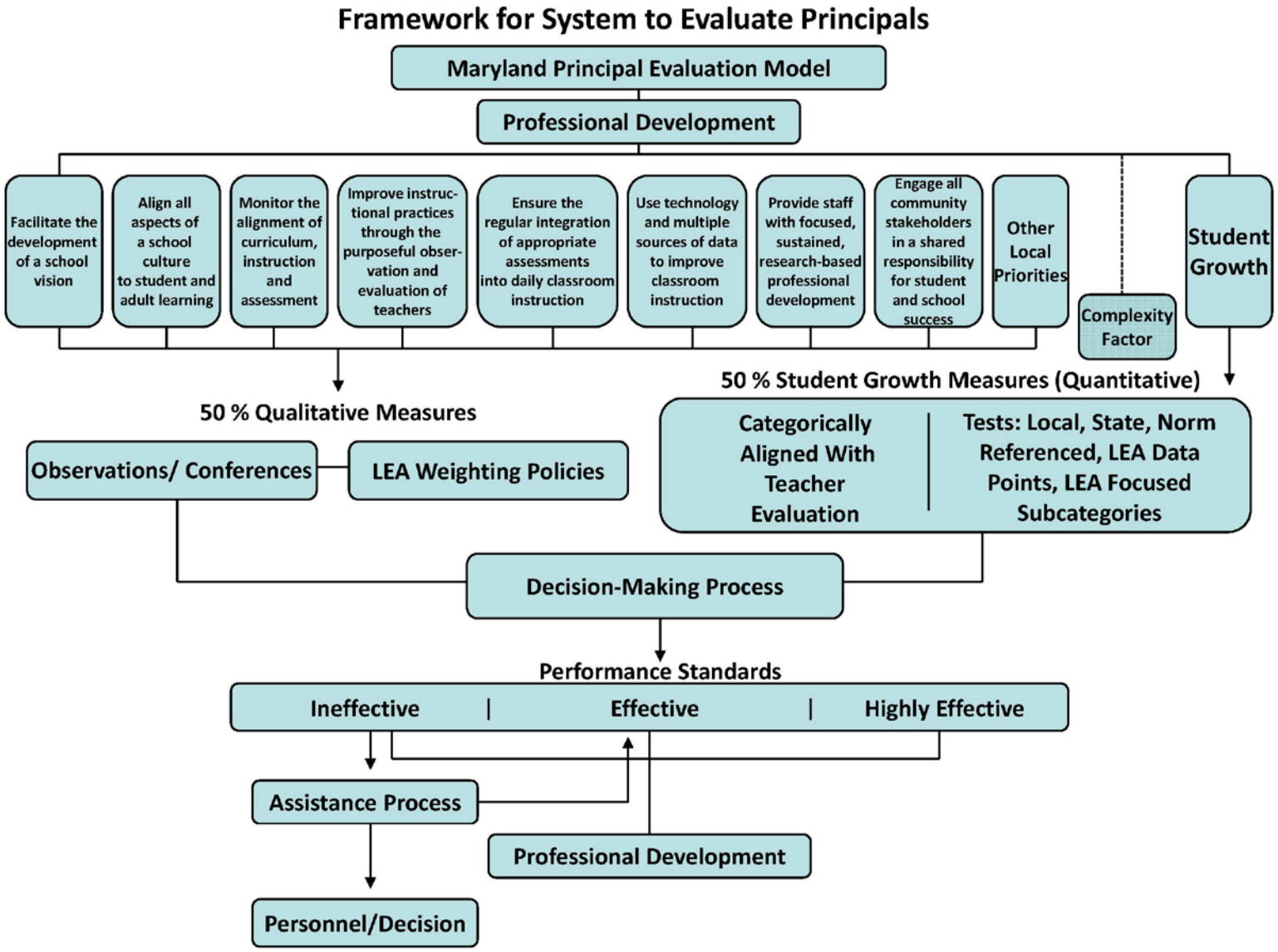
Guidance

The first framework lays out graphically the components of a model for teacher evaluation in Maryland. The core of the framework is a professional development component. It includes four qualitative measures (planning and preparation; instruction; classroom environment; and professional responsibilities). The framework also allows for the inclusion of other local priorities (not in the State default model) in addition to the four qualitative measures to take into account other areas for which LEAs wish to hold teachers responsible. This component of the evaluation is 50%. The other 50% is the student growth component. It provides for consideration of complexity factors (see definition on page 37) recognized by the LEA. The framework yields a decision-making process based on performance standards. Once again, professional development is included, with the caveat that such professional development is important for all teachers, not just those who are rated ineffective. Continuous improvement is the key to sustainable change.

The principal framework is similar to the first in design, but does have different components because of the nature of the job of a principal. Once again, at its core is professional development. For the qualitative measures, the framework includes specifically the eight outcomes in the Maryland Instructional Leadership Framework. As with the teacher framework, the principal framework yields a decision-making process based on performance

standards. Targeted professional development is provided based on needs identified in the evaluation. Similar to the teacher professional development, such assistance for principals is intended for all principals, since the model is based on the premise that all principals can continue to improve. The definitions page provides clarity to the various elements of the two frameworks, and combined with those frameworks and the General Standards, provide the basis for the statewide system of evaluation.


Framework for System to Evaluate Teachers
Maryland Teacher Evaluation Model
Professional Development
Planning Preparation
Instruction
Classroom Environment
Professional Responsibilities
Other Local Priorities
Complexity Factors
Student Growth
50 % Qualitative Measures
50 % Student Growth Measures (Quantitative)
Observations of Teaching
Other Tools
LEA Weighting Policies
State
Local
State Assessments
Measures From Menu
Measures From Menu
LEA Match Tests/Products to Teaching Assignments
Decision-making Process
Performance Standards
Ineffective
Effective
Highly Effective
Assistance Process
Professional Development
Personnel/Decision


Framework for System to Evaluate Principals
Maryland Principal Evaluation Model
Professional Development
Facilitate the development of a school vision
Align all aspects of a school culture to student and adult learning
Monitor the alignment of curriculum, instruction and assessment
Improve instructional practices through the purposeful observation and evaluation of teachers
Ensure the regular integration of appropriate assessments into daily classroom instruction
Use technology and multiple sources of data to improve classroom instruction
Provide staff with focused, sustained, research-based professional development
Engage all community stakeholders in a shared responsibility for student and school success
Other Local Priorities
Complexity Factor
Student Growth
50 % Qualitative Measures
50 % Student Growth Measures (Quantitative)
Observations/ Conferences
LEA Weighting Policies
Categorically Aligned With Teacher Evaluation
Tests: Local, State, Norm Referenced, LEA Data Points, LEA Focused Subcategories
Decision-Making Process
Performance Standards
Ineffective | Effective | Highly Effective
Assistance Process
Professional Development
Personnel/Decision

Definitions: Teacher and Principal Evaluation Model

- *Annual Evaluation* – A yearly evaluation of a teacher or principal that minimally includes student growth measure standards.
- *Assistance Process* –A process defined by the LEA for providing support to teachers and principals rated as ineffective.
- *Complexity Factors* – Factors recognized by the LEA that do not diminish student expectations but may have an extraordinary impact on student growth. For example, factors may include instructional diversity, unusually high number of transient students, specific unusual facility issues, etc. Complexity factors are not weighted with either professional practice or student growth measure domains.
- *Decision-Making Process* – The process by which an LEA utilizes the data, both qualitative and quantitative, for determining a teacher's or principal's level of performance and targeted professional development.
- *LEA Match Test/Products to Teaching Assignments* – Assessments, selected by the LEA for grade level or content area teachers from the menu of multiple measures, which align with a teacher's assignment.
- *LEA Weighting Policies* – Policies set by each LEA indicating the percentage the LEA will assign to each of the qualitative measures. Qualitative measures account for 50% of the total evaluation.
- *Measures From Menu* – The list of options that were part of the report of the Maryland Council for Educator Effectiveness that may be used to measure student growth (see table below). The list is not meant to be exhaustive, but to offer some suggestions.
- *Mentoring* – Ongoing support provided to teachers and/or principals by a cadre of mentors trained by the LEA to provide teachers and/or principals with the knowledge and skills necessary to be successful in their classroom and schools and enable them to stay in the profession. Mentoring should be focused, systematic, ongoing, high quality, geared to the needs of the employee being mentored, include observations, and provide feedback.
- *Observations of Leadership* – The process by which a trained evaluator has formally observed the qualitative measures of instructional and administrative leadership for each principal being evaluated.

- *Observations of Teaching* – The process by which a trained evaluator has formally observed the qualitative measures of teaching for each teacher being evaluated.
- *Other Tools* – Qualitative data collection tools in the classroom and school that produce sufficient data from which a teacher or principal may be evaluated on all or part of the domains of the teacher and/or principal evaluation model.
- *Performance Standards* – Levels of teacher or principal performance resulting in a final rating of ineffective, effective, or highly effective on the individual's evaluation.
- *Professional Development* – The training a teacher and/or principal receives relative to the teacher's and/or principal's level of performance. It should be research-based, high quality, timely, and relevant.
- *Qualitative Measures* (*Teacher*) – Observable measures and evidence, accounting for 50% of a teacher's evaluation, which must include the following domains: planning/preparation, instruction, classroom environment, professional responsibilities, and other local priorities if appropriate.
- *Qualitative Measures* (*Principal*) – Observable measures and evidence, accounting for 50% of a principal's evaluation, which must include: school vision, school culture, alignment of curriculum, instruction and assessments, instructional practices, appropriate assessments, technology and multiple sources of data, professional development, engagement of community stakeholders, and other local priorities if appropriate.
- *Quantitative Measures* – Data specific measure which results from students' performance on approved State or LEA multiple measures of student performance.
- *State Assessments* – State assessments as required by state or federal laws and/or regulations.
- *Student Growth Measures* – Multiple measures of student academic achievement directly related to the teacher or principal. These measures account for 50% of a teacher's or principal's evaluation.

Menu of Sample Growth Measures

This table of options was part of the June 2011 Interim Report of the Maryland Council for Educator Effectiveness. It is not meant to be a comprehensive menu.

	High School	4-8 Tested	4-8 Non-Tested	PreK-3
State Assessments	W H E R E A P P L I C A B L E			
*Portfolio	• Portfolio-student work • Portfolio-teacher work	• Portfolios	• Portfolio-student portfolios /sampling	• Portfolios
Projects/Products	• Projects: Locally Graded, State Checked, Performance Task • Intervention Assessments (Wilson Reading, Lexile Lev)	• Cross curricular projects • Research based Intervention	• In-class projects (Science Fair, Class labs, Problem-based projects)	• Culminating Project • Summative Checklists (K)
Test Products	• College/Career Readiness Tests • SAT, AP, Accuplacer, IB, PSAT • SLO-Pre/Post test; Standardized mid-term • LEA or school developed	• Writing Artificial Intelligence or teacher scores, Cross Curricular Benchmarking tests • Unit Assessments • Early Reading Inventories	• Pre-Post Assessments • Local Assessments quarterly/other • Oral Assessments	• Dibels • Benchmarking tests • Quarterly assessments • Quarterly Reading Assessments • Sight work Assessments • Basic fast Quarterly

	• Reading Level Tests • Certification Tests • Benchmarking Tests • WiDa Assessments (ELL) • Fitness Gram, Fitness for Life, Physical Education Metrics	• Math Inventories • Language Proficiency Assessments • WiDa Assessments (ELL) • Modified Assessments		Assessments
Performance		• Performance based-cross curricular	• Small Group Video (performance, ex. Drama, music group, individual students, special education) • Adjudication (Ensembles, Choir)	

Chapter 7

Teacher Professional Practices – Qualitative

*Teacher **State** Model- Professional Practice (50%)* - The State Model is designed to promote rigorous standards of professional practice and encourage professional development for teachers. As described, the teacher evaluation model is divided into two sections - professional practice (50 percent) for the qualitative portion and student growth (50 percent) for the quantitative portion (discussed in Chapter 9). The Charlotte Danielson Framework for Teaching[1] is to be used as the framework for the professional practice section for teachers. The Framework for Teaching is divided into four domains of professional practice: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Local Education Agency (LEA) that selects the State Model is expected to fully implement a teacher evaluation design that assesses the four domains and the 22 components within those four domains and the 76 smaller elements. Universal Design of Learning (UDL) principles and guidelines can be utilized in the domains and components in the Framework for Teaching.

Design of the Evaluation Process- In Maryland, many LEAs already incorporate the Danielson Framework for Teaching into their teacher evaluation process. Therefore, LEAs choosing the State model may continue to use observation and evaluation instruments already in use as long as those instruments fully assess the four domains and 22 components (and 76 smaller elements).

Domain 1: Planning and Preparation	**Domain 2: The Classroom Environment**
Component 1a: *Demonstrating Knowledge of Content and Pedagogy* • Knowledge of content and the structure of the discipline • Knowledge of prerequisite	Component 2a: *Creating an Environment of Respect and Rapport* • Teacher interaction with students, including both words and actions • Student interactions with other students,

[1] The Charlotte Danielson Framework for Teaching is referred to as the Danielson Framework, Danielson model, or the Framework for Teaching- the terms are interchangeable.

relationships
- Knowledge of content-related pedagogy

Component 1b: *Demonstrating Knowledge of Students*
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' interest and cultural heritage
- Knowledge of students' special needs

Component 1c: *Setting Instructional Outcomes*
- Value, sequence and alignment
- Clarity
- Balance
- Suitability for diverse learners

Component 1d: *Demonstrating Knowledge of Resources*
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

Component 1e: *Designing Coherent Instruction*
- Learning activities
- Instructional materials and resources
- Instructional groups

including both words and actions

Component 2b: *Establishing a Culture for Learning*
- Importance of the content and of learning
- Expectations for learning and achievement
- Student pride in work

Component 2c: *Managing Classroom Procedures*
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties

Component 2d: *Managing Student Behavior*
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Component 2e: *Organizing Physical Space*
- Safety and accessibility
- Arrangement of furniture and use of physical resources

• Lesson and unit structure Component 1f: *Designing Student Assessments* • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning	
Domain 3: Instruction Component 3a: *Communicating With Students* • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language Component 3b: *Using Questioning and Discussion Techniques* • Quality of questions/prompts • Discussion techniques • Student participation Component 3c: *Engaging Students in Learning* • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing Component 3d: *Using Assessment in Instruction* • Assessment criteria • Monitoring of student learning • Feedback to students	**Domain 4: Professional Responsibilities** Component 4a: *Reflecting on Teaching* • Accuracy • Use in future teaching Component 4b: *Maintaining Accurate Records* • Student completion of assignments • Student progress in learning • Non-instructional records Component 4c: *Communicating with Families* • Information about the instructional program • Information about individual students • Engagement of families in the instructional program Component 4d: *Participating in a Professional Community* • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

• Student self-assessment and monitoring of progress Component 3e: *Demonstrating Flexibility and Responsiveness* • Lesson adjustment • Response to students • Persistence	Component 4e: *Growing and Developing Professionally* • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession Component 4f: *Showing Professionalism* • Integrity and ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulations

*Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.

Several LEAs in Maryland utilize rubrics that assist administrators in describing and categorizing teachers' professional practice as a result of classroom observations. Such rubrics represent a critical resource for both teachers and evaluators because they paint a vivid portrait of professional practice at differing proficiency levels. Rubrics also ensure that both evaluators and teachers share a common language in assessing professional practice. These rubrics can be found in Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson. Maryland State Department of Education staff will assist LEAs seeking to create and/or refine existing rubrics associated with the Framework for Teaching to guide professional development efforts related to the evaluation of educators. Ultimately, the Framework for Teaching, when used as the foundation of an LEA's mentoring, professional development, and teacher evaluation processes, links these activities and assists teachers in becoming more effective practitioners. The Framework for Teaching allows for the incorporation of UDL principles and guidelines.

The State model requires that the evaluator calculates a rating of Highly Effective, Effective, or Ineffective for the Professional Practice portion. The Professional Practice section of the State model is comprised of four domains: planning and preparation, classroom environment,

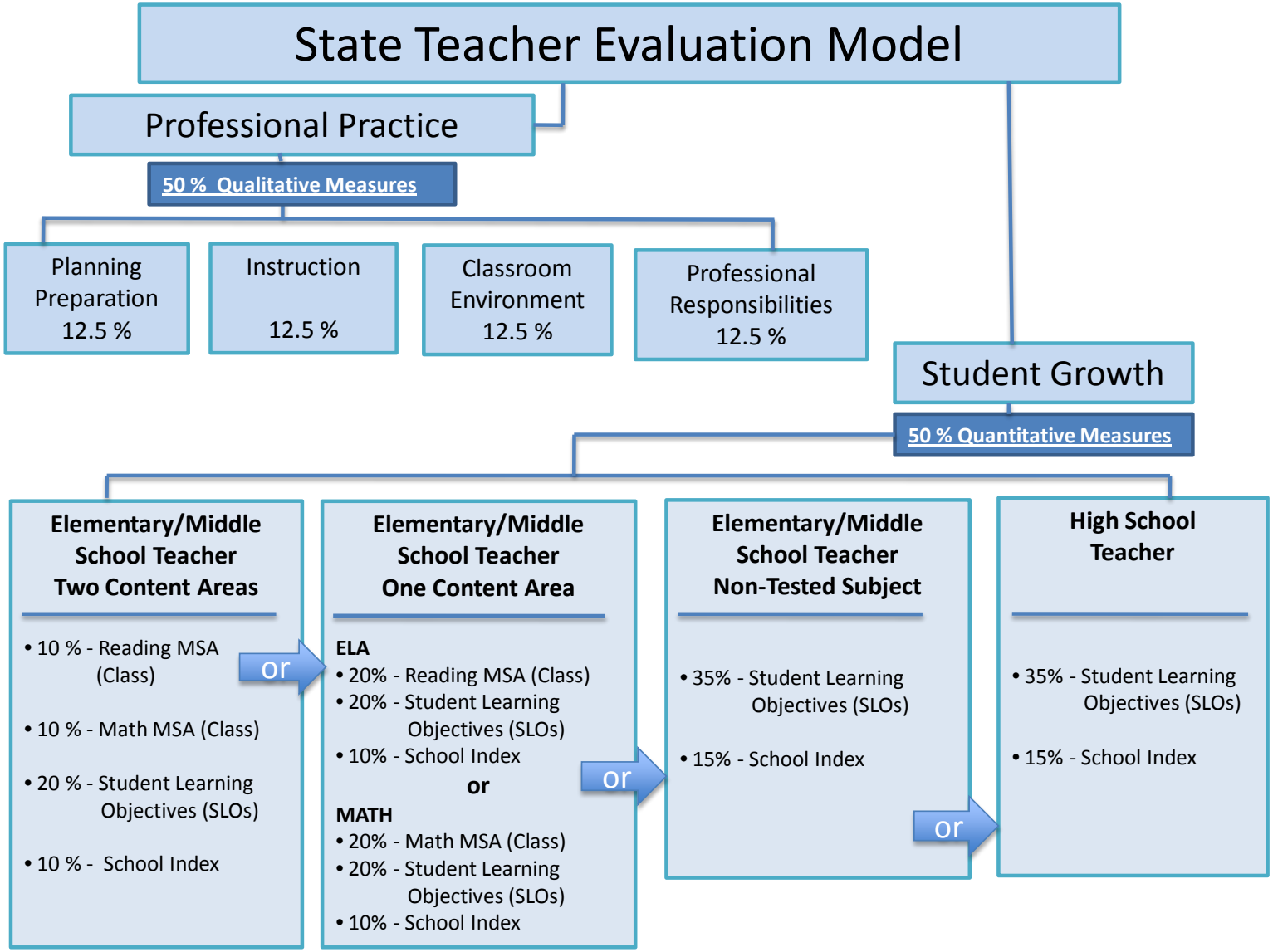
instruction, and professional responsibilities. Each of the four domains is worth 12.5 percent of the professional practice section. The four domains are broken down into 22 components. Each component of each domain is rated on a 1-8 scale (7-8 Distinguished; 5-6 Proficient; 3-4 Basic; and 1-2 Unsatisfactory) and then averaged for the final score of the domain. The ratings for each of the domains are then added for a final score and divided by the total possible points to determine the percent achieved. The score is then rescaled so it represents a total of 50 points. Please see Appendix II for a sample rubric evaluators can use to calculate the final rating for each component. More information about rating calculations are explained in Chapter 13.

Professional Development - Extensive materials, including videos, webinars and on-line materials are available to support the implementation of these models of evaluation of professional practice. The LEA is encouraged to utilize Title II, Part A federal funds along with local funds to provide necessary professional development and to support these initiatives.

Depending on the continuation of federal Title II, Part A funding, grants to local school systems will include priority for professional learning experiences for teachers and school leaders that are directly aligned with the qualitative components of the teacher/principal evaluation system. The focus of professional development for principals regarding the qualitative components is discussed further in Chapters 8 and 20. The focus for the qualitative components of professional practice for teachers will include the Charlotte Danielson Framework for Teaching or other locally chosen qualitative framework.

The teacher toolkit portal, developed as part of the Race to the Top grant, represents a significant professional development resource in support of educator evaluation. The Toolkit will provide educators with access to a variety of online and face-to-face professional development, tools that will help them plan their individual professional development plans along with opportunities to collaborate online. It will provide a user friendly resource for teachers and principals to tap into professional development resources linked to the Common Core State Curriculum, multiple dashboards for student, teacher and principal performance and teacher and principal evaluation systems.

Below is the graphic of the Maryland State Teacher Evaluation Model that demonstrates how the quantitative and qualitative pieces fit together.


State Teacher Evaluation Model
Professional Practice
50 % Qualitative Measures
Planning Preparation 12.5 %
Instruction 12.5 %
Classroom Environment 12.5 %
Professional Responsibilities 12.5 %
Student Growth
50 % Quantitative Measures
Elementary/Middle School Teacher Two Content Areas
• 10 % - Reading MSA (Class)
• 10 % - Math MSA (Class)
• 20 % - Student Learning Objectives (SLOs)
• 10 % - School Index
or
Elementary/Middle School Teacher One Content Area
ELA
• 20% - Reading MSA (Class)
• 20% - Student Learning Objectives (SLOs)
• 10% - School Index
or
MATH
• 20% - Math MSA (Class)
• 20% - Student Learning Objectives (SLOs)
• 10% - School Index
or
Elementary/Middle School Teacher Non-Tested Subject
• 35% - Student Learning Objectives (SLOs)
• 15% - School Index
or
High School Teacher
• 35% - Student Learning Objectives (SLOs)
• 15% - School Index

Chapter 8
Principal Professional Practice – Qualitative

*Principal **State** Model- Professional Practice Measures for Principals (50%)*
Professional practice measures for principals will make up 50% of the evaluation. These measures will have two main components: Providing effective instructional leadership and providing a safe, orderly, and supportive learning environment. Recognizing the important role principals play as instructional leaders, the first component will consist of facilitating the development of a school vision; aligning all aspects of a school culture to student and adult learning; monitoring the alignment of curriculum, instruction, and assessment; improving instructional practices through purposeful observation and evaluation of teachers; ensuring the regular integration of appropriate assessments into daily classroom instruction; using technology and multiple sources of data to improve classroom instruction; providing staff with focused, sustained, research-based professional development; and engaging all community stakeholders in a shared responsibility for student and school success.

The second professional practice measure involves providing a safe, orderly, and supportive learning environment. This is measured by whether a principal manages and administers the school operations and budget in an effective and efficient manner; communicates effectively in a variety of situations and circumstances with diverse audiences; understands, responds to, and helps influence the political, social, economic, legal, and cultural context of the school community; and promotes the success of every student and teacher by acting within a framework of integrity, fairness, and ethics.

The Maryland State Department of Education (MSDE) is developing a series of "Look-fors" for each of the above metrics either by using the evidences in practice in the Maryland Instructional Leadership Framework or the knowledge, dispositions, and performances in the Interstate School Leaders Licensure Consortium (ISLLC) Standards.

The most recent version of the Principal Default Model is below:

State Principal Evaluation Model

Annual Student Growth Measures: 50%

Elementary/Middle School		High School		Other (Special Centers, Pre-K etc.)	
Student Learning Objectives	**20%**	**Student Learning Objectives**	**30%**	**Student Learning Objectives**	**35%**
MSA: Reading	**10%**	**School Performance Index**	**20%**	**School Performance Index**	**15%**
MSA: Math	**10%**				
School Performance Index	**10%**				

Professional Practice: 50%

The repeated process of evaluation and professional development is intended to improve the principal's Professional Practice and subsequently elevate the school's Annual Student Growth Measures. Professional Practice comprises fifty-percent of the evaluation and is presented as 12 outcomes; each with performance evidence that is scored on a valued range of two to ten percent. In collaboration with the Principal, the Executive Officer will determine the assigned value for each Outcome, with the understanding that the combined outcome values must total fifty percent. The assigned outcome values are based on the individual needs of the principal, the needs of the school, and/or the priorities of the district.

Maryland Instructional Leadership Framework **Outcome**	**Value Range**	**Assigned Value**
1. Facilitate the Development of a School Vision	**2% - 10%**	
2. Align All Aspects of a School Culture to Student and	**2% - 10%**	

Adult Learning		
3. Monitor the Alignment of Curriculum, Instruction, and Assessment	**2% - 10%**	
4. **Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers**	**2% - 10%**	
5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction	**2% - 10%**	
6. Use Technology and Multiple Sources of Data to Improve Classroom Instruction	**2% - 10%**	
7. Provide Staff with Focused, Sustained, Research-based Professional Development	**2% - 10%**	
8. Engage All Community Stakeholders in a Shared Responsibility for Student and School Success	**2% - 10%**	
Communications, Management, and Ethics		
9. Manage and Administer the School Operations and Budget in an Effective and Efficient Manner	**2% - 10%**	
10. Communicate Effectively in a Variety of Situations and Circumstances with Diverse Audiences	**2% - 10%**	
11. Understand, Respond to, and Help influence the Political, Social, Economic, Legal, and Cultural Context of the School Community	**2% - 10%**	
12. Promote the Success of Every Student and Teacher by Acting Within a Framework of Integrity, Fairness, and Ethics	**2% - 10%**	
	Total Score	**(Must equal 50%)**

Professional Practice Measures

1.0 Facilitate the Development of a School Vision

1.1 There is a written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student

1.2 There is a process for ensuring that all staff and other stakeholders are able to articulate the vision

1.3 There are procedures in place for the periodic, collaborative review of the vision by stakeholders

1.4 There are resources aligned to support the vision

2.0 Align All Aspects of a School Culture to Student and Adult Learning

2.1 There is mutual respect, teamwork, and trust in dealings with students, staff, and parents

2.2 There are high expectations for all students and teachers in a culture of continuous learning

2.3 There is an effective school leadership team

2.4 There are effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning

2.5 There are opportunities for leadership and collaborative decision making distributed among stakeholders, especially teachers

3.0 Monitor the Alignment of Curriculum, Instruction, and Assessment

3.1 There are ongoing conversations with teachers as to how the Maryland State Common Core Curriculum and/or local curriculum and research-based instructional strategies that are integrated into daily classroom instruction

3.2 There are teacher assignments that are rigorous, purposeful, and engaging

3.3 There is student work that is appropriately challenging and demonstrates new learning

3.4. There are assessments that regularly measure student mastery of the content standards

4.0 Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers

4.1 There is a process to determine what students are reading, writing, producing, and learning.

4.2 There is use of student data and data collected during the observation process to make recommendations for improvement in classroom instruction

4.3 There is formal feedback during the observation conferences as well as ongoing informal visits, meetings, and conversations with teachers regarding classroom instruction

4.4 There is regular and effective evaluation of teacher performance based on continuous student progress

4.5 There is identification and development of potential school leaders

5.0 Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction

5.1 There are multiple and varied assessments that are collaboratively developed

5.2 There are formative assessments that are a regular part of the ongoing evaluation of student performance and that serve as the basis for adjustments to instruction

5.3 There are summative assessments that are aligned in format and content with state assessments

5.4 There are appropriate interventions for individual students based on results of assessments

6.0 Use Technology and Multiple Sources of Data to Improve Classroom Instruction

6.1 There is effective use of appropriate instructional technology by students, staff, and administration

6.2 There is regular use of MSDE websites

6.3 There is review of disaggregated data by subgroups

6.4 There is ongoing root cause analysis of student performance that drives instructional decision making

6.5 There is regular collaboration among teachers on analyzing student work

7.0 Provide Staff with Focused, Sustained, Research-based Professional Development

7.1 There is results-driven professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals

7.2 There are opportunities for teachers to engage in collaborative planning and critical reflection that is embedded within the regular school day.

7.3 There is differentiated professional development according to career stages, needs of staff, and student performance

7.4 There is personal involvement in professional development activities

7.5 There is professional development aligned with the Maryland Teacher Professional Development Standards

8.0 Engage All Community Stakeholders in a Shared Responsibility for Student and School Success

8.1 There are parents and caregivers welcomed in the school, encouraged to participate, and given information and materials to help their children to learn

8.2 There are parents and caregivers who are active members of the school improvement process

8.3 There are community stakeholders and school partners who readily participate in school life

9.0 Prioritize, Manage, and Administer Resources in an Effective and Efficient Manner

There is a Leader who:

9.1 Creates processes and a schedule that maximizes time for instruction and collaboration

9.2 Facilitates hiring, assigning, and supervising of all personnel employed at the school

9.3 Uses a variety of performance data to recommend personnel for promotion, change of assignment, reclassification, or dismissal

9.4 Uses public resources and funds appropriately and wisely

9.5 Manages financial, material, and technology resources in an effective, equitable, and strategic manner

9.6 Coordinates the management of the school plant

9.7 Ensures the maintenance and accuracy of all school records

10.0 Communicate Effectively in a Variety of Situations and Circumstances with Diverse Audiences

There is a Leader who:

10.1 Strives to keep the community aware of school programs and shares important data and information with the school community

10.2 Facilitates adequate information and systems for the continuous safety of the school community

10.3 Responds appropriately and in a timely manner regarding school, family, and community concerns, expectations, and needs

10.4 Communicates and interacts professionally and positively with members of the internal and external school communities

10.5 Demonstrates appreciation of diversity and promotes sensitivity to student and staff needs.

10.6 Utilizes effective problem solving strategies for resolving conflict and building consensus

10.7 Develops and nurtures effective media relationships

11.0 Understand, Respond to, and Help influence the Political, Social, Economic, Legal, and Cultural Context of the School Community

There is a Leader who

11.1 Models the core beliefs of the system and the school

11.2 Aligns actions to the vision of the school

11.3 Develops positive relationships with community leaders and fosters a climate that invites community members to donate time, expertise, and resources

11.5 Promotes positive feelings about the school, the system, and public education

11.5 Recognizes and celebrates the contributions of all school community members

12.0 Promote the Success of Every Student and Teacher by Acting Within a Framework of Integrity, Fairness, and Ethics

There is a Leader who:

12.1 Defines, fosters, models, and supports a high level of professional performance and growth for administrative, instructional, and support staff

12.2 Maintains confidentiality when dealing with staff, students, services, and records

12.3 Follows established legal practices, board policy, negotiated agreements and system procedures

12.4 Exercises appropriate judgment when making decisions

12.5 Adapts personal behavior to the situation and is comfortable with dissent

12.6 Models and enforces responsible and professional use of communications

Chapter 9
Teacher/ Student Growth Measures- Quantitative

*Teacher **State** Model - Student Growth (50%)* - Student growth will be determined based on the courses and grade levels a teacher teaches. The State Model incorporates the use of the Maryland School Performance Index (described in Chapter 14 and Student Learning Objectives (SLOs) (described in Chapter 15) to define student growth for the evaluation. Wherever a statewide assessment exists; it must be used as one of the multiple measures (as per Race to the Top). State assessments, if available, will be combined with SLOs to yield ratings of Highly Effective, Effective, or Ineffective. The evaluator rates the teacher/principal as Highly Effective, Effective, or Ineffective on the student growth rubric. The metrics that serve as the basis of the evaluation are below.

- For elementary and middle school teachers who teach more than one subject (Option A), the student growth would be calculated by combining the aggregate of 10% of the class reading scores on the Maryland State Assessment (MSA), 10% of the class mathematics scores, 20% of the SLOs and the remaining 10% from the School Performance Index.
- For elementary and middle school teachers who only teach one subject (Option B), the score would still be calculated using 20% from SLOs and 10% from the School Performance Index, however, the final 20% would be calculated from the class scores of the appropriate subject (Mathematics or English/Language Arts).
- For elementary or middle school teachers who teach in a non-tested content area, 35% of their student growth rating would be determined by the SLOs and 15% from the School Performance Index rating.
- High school teachers would derive their student growth rating the same way as non-tested content area teachers. Thirty-five percent comes from their SLOs and 15% from the School Performance Index.

Overall Evaluation- The combination of the Professional Practice rating (50%) and the Student Growth rating (50%) will result in the final evaluation of the teacher/principal. Calculations on

arriving at this evaluation are explained in Chapter 13. It is important to note that both principals and teachers supported the use of annual student growth measures and a differentiated evaluation of Professional Practice in order to reduce the data burden on teachers and principals.

Chapter 10

Principal – Student Growth Measures- Quantitative

*Principal **State** Model - Growth Measures for Principals (50%)*- Cognizant of the fact that growth is and should be measured differently for principals of different types and level of schools; MSDE, with input from executive officers and principals across the State, developed a model that is differentiated based on the type of school a principal leads (see the table below). For elementary and middle school principals, growth will be defined 20% by Student Learning Objectives (SLOs). Similar to the teacher model, these will be developed collaboratively by the principal and the evaluator before the start of the school year and will be based on overall student performance within the school (See Chapter 15). MSA school-wide reading and mathematics scores will each make up 10% of this component. The final 10% will be decided based on the Maryland School Performance Index discussed in Chapter 14. Since high school principals do not have MSA scores, their growth measures will be based 30% on SLOs and 20% on the Maryland School Performance Index. Finally, principals of Special Education Centers, a PreK-2 school or any of the other types of schools in the State will calculate their growth measure with 35% from SLOs and 15% from the Maryland School Performance Index.

Growth Measures for Principals (50%)

Elementary/Middle School		**High School**		**Other (Special centers, Pre-K etc.)**	
Student Learning Objectives	**20%**	**Student Learning Objectives**	**30%**	**Student Learning Objectives**	**35%**
MSA: Reading	**10%**	**School Performance Index**	**20%**	**School Performance Index**	**15%**
MSA: Math	**10%**				
School Performance Index	**10%**				

For the full Principal State Model, please refer back to Chapter 8

Chapter 11

Criteria for Selecting Student Growth Measures

The State Board of Education specified that student-learning gains should comprise 50 percent of the evaluation.

Clear approaches to measuring student growth (intermediate strategy and long-term strategy): State leaders recognize that using student growth data in teacher and principal evaluations requires thoughtful planning and engagement among key stakeholders and psychometrically valid instruments and analytics. Compounding the challenge, Maryland (like many other states) is implementing its new educator evaluation system even as it plans to convert to a new student assessment system that measures Common Core State Standards and will be developed jointly with other states. These new assessments will be specifically designed to measure growth with summative assessments. MSDE envisions a system of growth measures that are flexible in order to accommodate various types of growth data, and to provide alert data for students not making progress during the school year.

MSDE will calculate the progress each school makes in closing overall achievement gaps as measured by the Maryland State Assessment (MSA) for elementary and middle schools and in end-of-course exams in algebra, biology, and English (as measured by the end-of-course High School Assessments for high school). MSDE has determined that virtually every school has an achievement gap for at least one subgroup of students (e.g., low-income, minority, special education); this measure reinforces the need to ensure educators are helping students make sufficient growth to close these gaps.

The rubric below was developed by the Assessment and Accountability Comprehensive Center and has been adapted for specific application in Maryland. Pilot districts received this rubric as an example of criteria that could be used to evaluate the suitability of student growth measures in a teacher evaluation system. While it is acknowledged that many existing measures may not meet all of the criteria, the rubric can help districts select the measures that are most appropriate for initial implementation and offer guidance on how the measures can be improved.

Criteria for Reviewing Measures of Student Growth				
Criteria	**1**	**2**	**3**	**4**
Alignment to Standards	The measures reflect the full depth and breadth of targeted MD grade-level standards	The measures partially reflect the depth and breadth of targeted MD grade-level standards	The measurements are not aligned to targeted MD grade-level standards	No or insufficient evidence to judge
Reliability Items	There are sufficient items to enable reliable measurement (at least 5 for each intended subscore)	There are multiple but insufficient items for reliable measurement	The number of items is clearly insufficient for reliability	No or insufficient evidence to judge
Reliability: Standard Procedures	There are standardized procedures for *both* a) when the test is administered *and* b) the time allocated for the test	There are standardized procedures for *either* a) when the test is administered *or* b) the time allocated for the test	There are no standardized procedures for a) when the test is administered, and/or b) the time allocated for the test	No or insufficient evidence to judge
Reliability: Scoring of Open-Ended Responses	There are precise scoring criteria related to the performance expectations	There are general scoring criteria that are not specifically related to the performance expectations	There are no scoring criteria related to the performance expectations	No or insufficient evidence to judge
Reliability: Rater Training	There are clear procedures for training raters of open-ended responses	There are limited procedures for training raters of open-ended responses	There are no procedures for training raters of open-ended responses	No or insufficient evidence to judge
Reliability of Scores	There is evidence that the scores are reasonably reliable	There is evidence that the scores have low availability	There is no evidence of score availability	No or insufficient evidence to judge
Fairness and Freedom Bias	The items are free of elements that would prevent some sub-groups of students from showing their capabilities	There are some items that contain elements that would prevent some sub-groups of students from showing their capabilities	There are many items that contain elements that would prevent some sub-groups of students from showing their capabilities	No or insufficient evidence to judge

*This rubric should be used in conjunction with the CRESST/AACC brief, Developing and Selecting Measures of Student Growth to Use for Teacher Evaluation. This brief provides detailed information about all the criteria and the evidence needed to substantiate them. These criteria were developed by the Assessment and Accountability Comprehensive Center and have been adapted for specific application in Maryland.

Chapter 12
Calculating Growth & Statistical Model to Measure Student Growth

In order for Maryland to qualify for funds through the Race to the Top initiative, the state was required to incorporate student growth as a factor in teacher evaluation. Moreover, student performance on statewide tests was to be included as one measure of growth. Maryland requires that a teacher's evaluation reflect in equal parts "qualitative" factors dealing with professional practice and "quantitative" factors derived from assessments of student "growth," defined as a comparison of performance at two points in time. Maryland's ESEA Flexibility proposal describes a "state model" which mandates the components of the growth factor. One component, the School Index, which is based on student achievement, growth, college- and career-readiness, and reducing achievement gaps school-wide, is a required element for all teachers. The inclusion of the Index represents the shared accountability of all teachers for the achievement and progress of students in their school. A second component applies only to teachers of MSA-tested subjects (grades 4 through 8), for whom a portion of their "student growth score" comes from MSA. A third component applies to all teachers and identifies "student learning outcomes," a term applicable to a wide range of assessment tools and procedures selected individually, according to state criteria, by teachers and their administrators.

The Maryland School Assessment (MSA) is designed to measure students' level of mastery and proficiency status on grade-level Maryland Learning Standards in Reading Language Arts and Mathematics for grades 3 through 8 (in addition to Science at grades 5 and 8). Performance on MSA is reported on a three-digit scale, unique to each grade level. Through a standard setting process, each grade-level scale on each assessment was divided into three "sectors" so as to yield a proficiency level designation. A Basic score describes performance falling short of the grade level standard; a Proficient score describes performance that meets the grade level standard; an Advanced score describes performance that exceeds the grade level standard. The interpretation of performance is limited to the grade level of the test.

Given the purpose of MSA—to determine whether a student is meeting grade level expectations—and its focus on grade-level content, the determination of "growth," which is

defined by a comparison between scores on comparable measures at two points in time, posed some special challenges. Seeking advice regarding the selection of the "best" model for Maryland teachers, given the characteristics of the MSA, the Maryland State Department of Education (MSDE) sought the advice of the National Psychometric Council (NPC), a group of experts in educational measurement and statistics who routinely examine assessment issues of concern and offer recommendations to MSDE. Based upon results of a several-month investigation by the Maryland Assessment Center for Educational Success (MARCES) at the University of Maryland College Park of eleven different value-added models currently in use, the NPC approved the use of a transition or value matrix model which examines simultaneously status and growth (cf. *A comparison of VAM models*, February 6, 2012).

The transition matrix is similar to growth measures used in Delaware and in Iowa. It tracks students' growth in terms of proficiency as defined by the test. Because of the need for a comparison between adjacent grade levels, transition matrices were established for MSA Reading and for MSA Mathematics for grades 4 through 8. The matrix is set up with previous performance levels—Basic, Proficient, Advanced—represented by rows and current performance levels as columns. Each row displays the Year 2 distribution of scores for students in the same performance level in Year 1. Each cell indicates the number/per cent of Year 1 scores that were classified at a given level in Year 2. In order to allow for further differentiation of performance, each performance level was in turn divided into three equal bands, each corresponding to one third of the distance between the highest and lowest scale scores bounding the level. This structure allowed scores to be categorized as Below, At, or Above Basic; Below, At, or Above Proficient; and Below, At, or Above Advanced.

The diagonal cells reflect student performance which remained at the same level. Cells above the diagonal indicate students who moved from a lower level to a higher level along the proficiency scale. Cells below the diagonal indicate students who moved from a higher level to a lower level. Scores can be computed for any student with test scores for two consecutive years, a feature which makes the model applicable to a broad range of measures.

A teacher's "score" is computed as the sum of the cell values assigned to the students attributed to him/her divided by the number of students. Class rosters for teachers of reading language arts and mathematics in grades 4 through 8 identify students to be attributed to that teacher. In order to be included, a student must have two years of MSA scores. The scale scores earned each year are converted to the proper performance level and plotted in the cells generated by the rows (current year proficiency level) and columns (previous year proficiency).

In a value matrix, "score values" or "points" are awarded to each cell depends on the "value" assigned to that cell. That decision is left to a stakeholder group which could, for example, decide that a change from "High Basic" to "Proficient" is indicative of greater growth than, say, a change from "Low Basic" to "At Basic." Alternatively, all changes could be valued equally. Once cell values are determined through a stakeholder review process, student scores are easily determined and aggregated across for a "teacher score." Individual student scores can range from negative 8 to positive 8 for reading and for mathematics.

It should be noted that after reviewing alternative approaches to measuring student growth for teacher evaluation purposes, NPC found none to be totally satisfactory and suggested that evidence provided by MSA should represent only one component of the teacher's total evaluation. Particular models tended to bring unique strengths to the process. However, overall, the value matrix model compared to the other models examined possessed transparency, replicability, stability, and responsiveness to stakeholders (Correspondence from M. Moody, March 8, 2012) and is therefore proposed for use as the state default model. Further, according to the *Final Report on the Evaluation of the Growth Model Pilot Project* (U S Department of Education, 2011), the model is useful because it identifies a level of achievement that each student must attain at each grade in order to be on-track to reach or maintain proficiency and thereby provides "clearer guidance to schools" about the amount of growth needed to reach and maintain proficiency from year to year than do some of the more widely-used but sophisticated statistical models (p. xxii). The Maryland State Department of Education has adopted the value matrix for use in estimating student growth based upon MSA scores in grades 4 through 8.

Please note, if an LEA would like to use Student Growth Percentiles in their local model, more information has been provided in Appendix III.

Chapter 13

Race to the Top Teacher/Principal Evaluation Project 48

As part of the Race to the Top grant, Maryland has committed to developing and implementing an educator evaluation system to evaluate teachers and principals. The philosophies, underpinnings, and components of the system have been discussed in other sections of this guide. This chapter describes the system for collecting, storing, and reporting evaluation data.

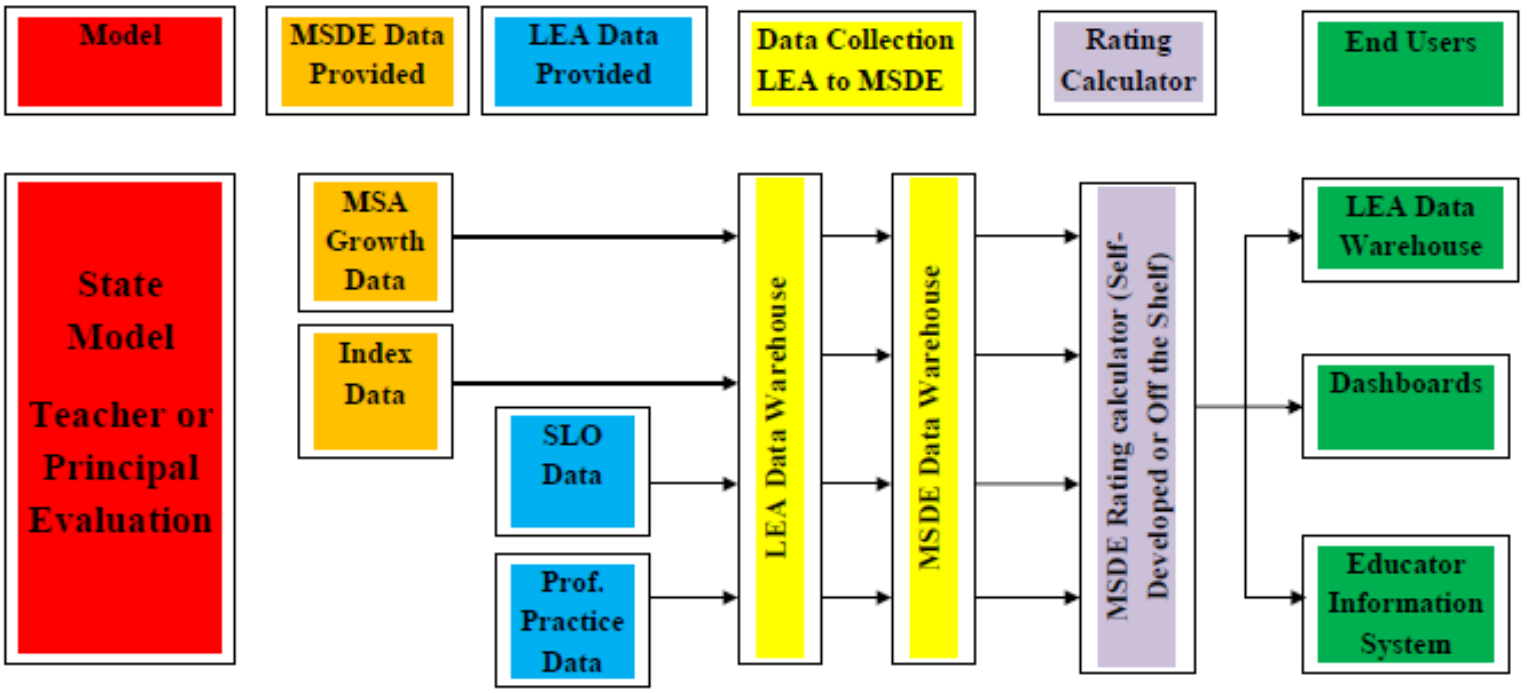
MSDE is designing a calculation engine that will support use of the State model for the Educator Effectiveness Rating System (EERS), as well as LEA models that follow similar principles. Each LEA will have the option to choose any of the following approaches:

- Use the state model and EERS calculation engine (See Diagram "For LEAs Using the State Model" on page 64).
- Use an LEA-defined model with the EERS calculation engine, following a format for data submission provided by MSDE (See Diagram "For LEAs Choosing their own Model" on page 65).
- Use an LEA-defined model and only provide MSDE with the final rating for each teacher and principal (See Diagram "For LEAs Choosing their own Model" on page 65).

The diagrams on the next two pages show the flow of data through the system for these three options.

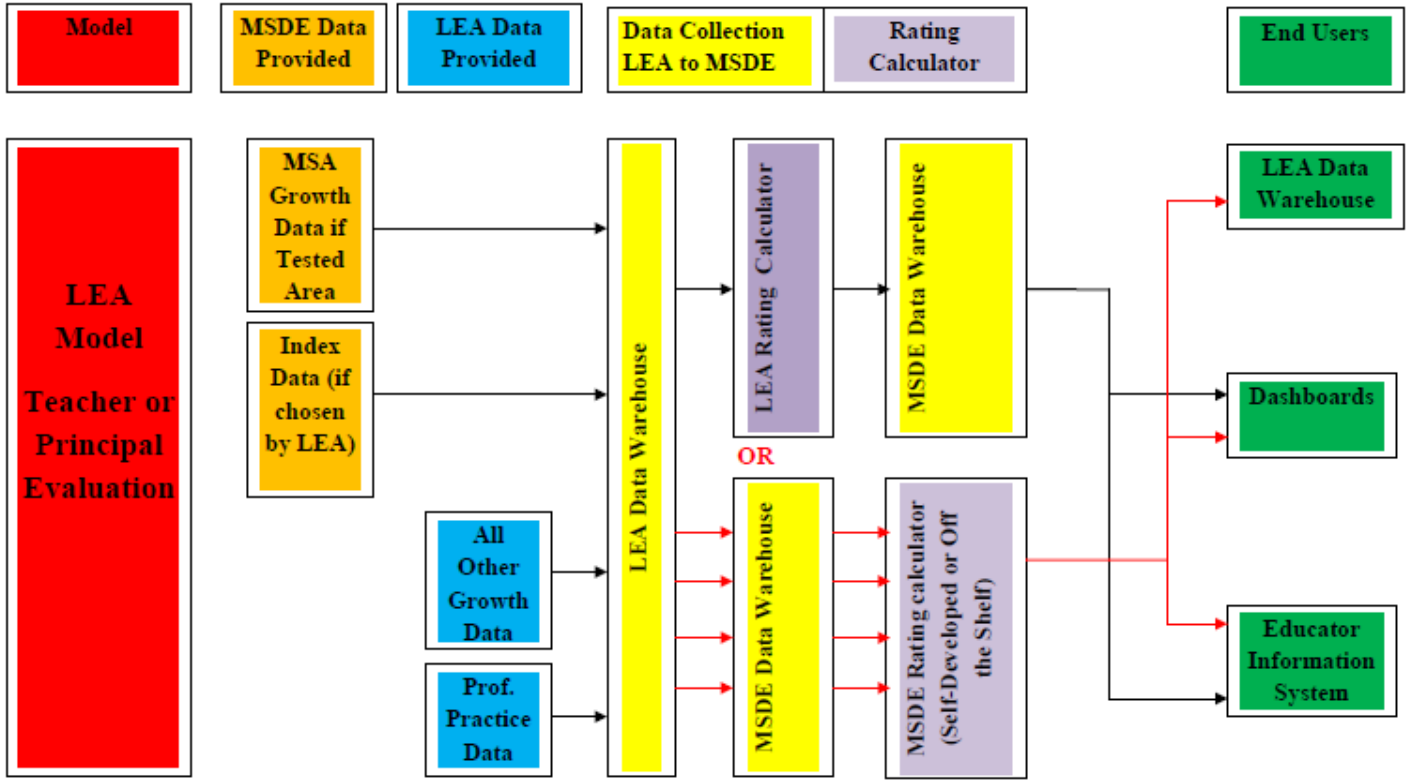
Educator Effectiveness Rating System Data Flow Diagram – Project 48

For LEAs Using the State Model



Educator Effectiveness Rating System Data Flow Diagram – Project 48

For LEAs Choosing Their Own Model



The State model is based on a point accumulation system where an educator can get a total score from 0 to 100, with 50 points representing student growth and 50 points for professional practice. The breakdown within those sections differs between teachers and principals and depends on the type of school and teaching assignment. For instance, using the state model, a 4th grade teacher who teaches both math and reading can get up to 10 points for MSA Math, 10 points for MSA Reading, 10 points from the School Performance Index, 20 points from Student Learning Objectives (SLOs), and 50 points for Professional Practice. The Professional Practice section of the State model is comprised of four components: planning and preparation; classroom environment, instruction, and professional responsibilities. Each of these components is worth up to 12.5 points. Entry of the data will be done in the range of 1 to 8 to align with the State rubric for Teacher Professional Practice, but the system will rescale the data so it represents a total of 50 points. Previous chapters discuss all of the possible teacher and principal configurations in the state model.

The seven general components that make up all ratings of the State model are the following, with three calculated and provided by the state and four provided by LEAs:

State Calculated and Provided	LEA Provided
MSA Mathematics	Student Learning Objectives
MSA Reading	Other Student Growth Measures
School Performance Index	Teacher Professional Practice
	Principal Professional Practice

At the beginning of each school year, evaluators will work with educators to determine on what measures they will be scored at the end of the year. If an LEA is using the state model, the

measures will be stipulated. If using an LEA developed model, the components will be locally designed and some state elements may be eliminated or substituted.

To implement the EERS, MSDE will provide the following system components:

- A model that will allow LEAs to establish electronically the locally determined components of its evaluation system
- A setup process that will allow LEAs to determine and record electronically at the beginning of the school year the rating components for each educator
- The means to enter evaluation scores electronically
- MSA Math and Reading growth results, scaled to the number of points earned by the educator
- School Performance Index results, scaled to the number of points earned by the educator
- A calculation engine to obtain a final score based on the scores entered for all components
- Final ratings based on cut scores defined for the model
- The ability to inquire electronically about elements of the system
- Security protocols to ensure privacy as appropriate
- Data dashboards for transparency and analysis of results
- Training to use the system
- Tools, rubrics, guidance, and methods for using various types of student growth measures

For the State model, the system will be designed to collect all LEA evaluation data for a one-year period. Those data will be sent to the state at the end of the year or as appropriate, when the LEA determines that it is complete.

Each LEA will be responsible to provide appropriate hardware and system software to house the data and meet performance objectives, equipment and access to specified individuals for entry into the system, and adequate back-up and archiving. MSDE will assist LEAs with installation of EERS, initial configuration, and processes for proper operation of the system. For LEA developed models, MSDE will work with the LEA to make certain that required components are

present in order for the LEA to submit ratings to MSDE or for the LEA to submit appropriate data to the MSDE calculation engine to arrive at those ratings for teachers and principals.

Section III:

Options for Collecting Evidence

Chapter 14

Maryland School Performance Index

Background:

In preparing Maryland's request for ESEA flexibility and in collaboration with its partners—parents, educators, legislators, business, and the general public—Maryland produced consensus on a set of Core Values regarding achievement, growth, gap reduction and college- and career-readiness (defined more clearly later in this chapter) that will drive the identification of schools for intervention and similarly the recognition of schools making exceptional progress and achieving at high levels. Selected components and derivatives from the traditional Adequate Yearly Progress data set will be incorporated into a school appraisal instrument that more comprehensively reflects the Core Values Marylanders have regarding their schools. This instrument is the Maryland School Performance Index and allows a school to be described beyond achievement as was part of NCLB. In response to superintendents and principals the Maryland School Performance Index will now allow for a school to be described through achievement, growth, gap reduction and college- and career-readiness.

The identified Core Values begin with student performance. Certainly, the goal and purpose of each Maryland school is to assure that students receive the best education possible and can demonstrate the acquisition of the skills and knowledge they have acquired. Maryland assessments, built under the requirements of the Elementary and Secondary Education Act (ESEA) continue to be the benchmarks by which student performance is measured, with proficiency standards (advanced, proficient, basic). These assessments provide an accurate measure of student achievement in critical grade level mathematics and reading/English content. This information contributes directly to the current AYP data set posted for each school and subgroup. The data related to AMO progress for schools will essentially be the same information feeding into the Core Values measurements. Core Values data is principally concerned with the distance a school is from each of its annual performance targets as determined by Option A (a 50% reduction by 2017 in students not proficient, not graduating, etc.) in the ESEA Flexibility Request submitted to the U.S. Department of Education February 28, 2012. (The full application can be found at http://www.marylandpublicschools.org/MSDE/programs/esea/ESEA) It should be noted that the Index will be revised as the Maryland State Assessment (MSA) and High

School Assessments (HSA) are replaced by PARCC Assessments and other measures are developed with the implementation of the Longitudinal Data System (LDS).

Ultimately, MSDE convened a Standard Setting Committee on February 8, 2012 which made recommendations for the value of achievement. If all students are achieving at high levels, then the performance of the school is deemed acceptable and the school assessed as successfully achieving its targets and goals. However, within every school, the spectrum of student performance mirrors an array of student social, developmental, and medical conditions. Standards are set to represent the minimal expectations all students will need to meet if they are to be prepared adequately for the next school year's academic challenges and to eventually be college- and career-ready.

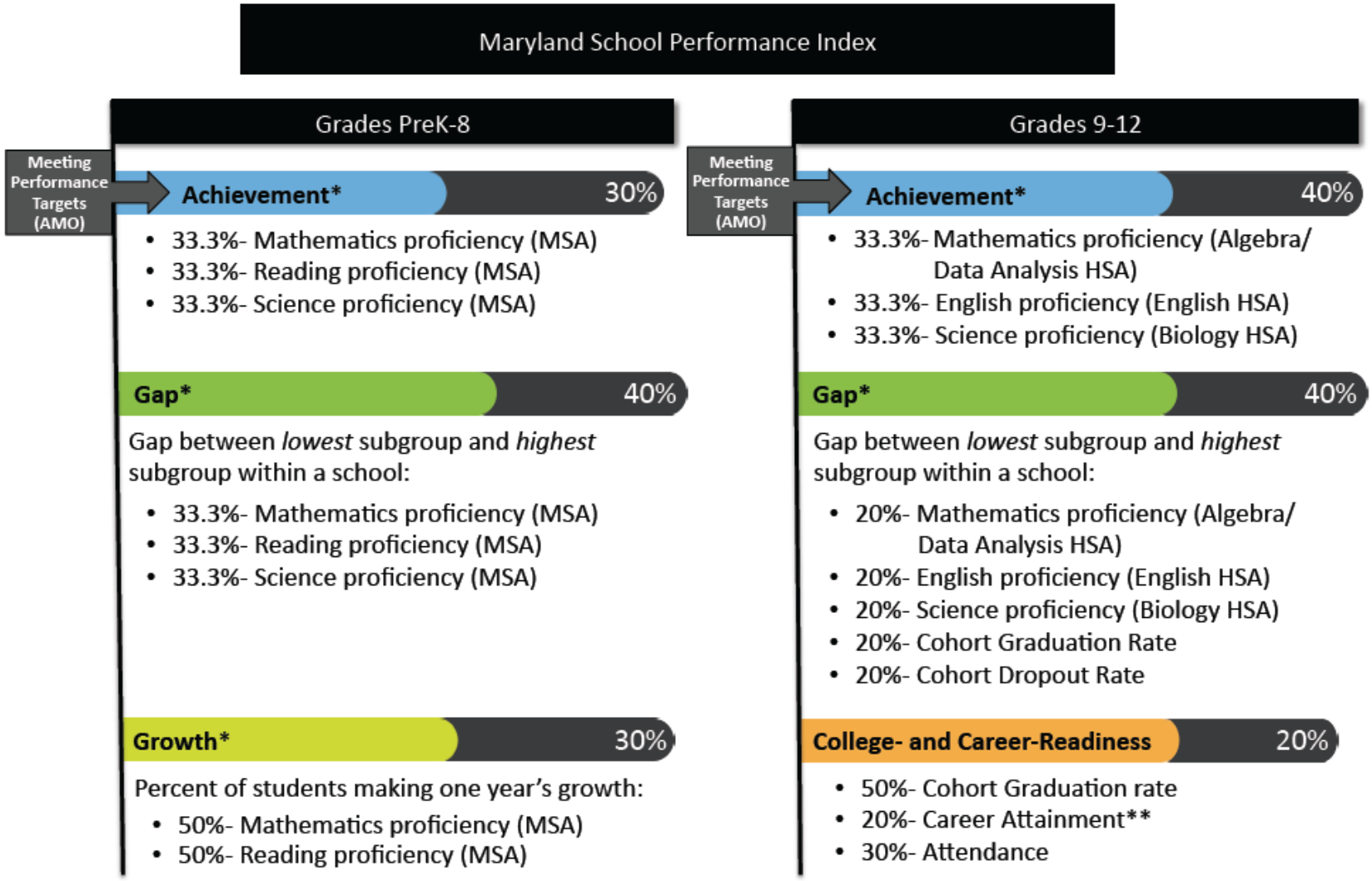
Particularly for students receiving special services (English Language Learners, students with disabilities, and students living in poverty as measured via the Free and Reduced Price Meals Program) and for some students in some traditionally low-performing racial subgroups, the assessment standards and thus the annual performance targets may be challenging to achieve. Consequently, the school's instructional program must include features designed for the primary purpose of accelerating the year-to-year performance growth of low-performing students so that the annual targets are achieved assuring the student can be ready for college or career upon graduation.

School improvement is by definition a long term but constantly changing process. Good planning based on the analyses of targeted data should keep the necessary changes to a minimum. Any change should be directly driven by the changing needs of the students and often takes several years to institutionalize. Meanwhile, students who are not performing at the standards levels often need extraordinary intervention to fuel their performance acceleration, regardless of the overall condition of the school. Recognizing that greater incentive and accountability are needed to assure that kind of acceleration, Maryland constituents indicated a need for direct measurements of the acceleration of individual student performance and for the closing of gaps for student subgroups. Consequently, the proposed Maryland School Performance Index also incorporates two additional related, but separate Core Values—Gap Closing and Annual Individual Student Growth. The Standard Setting Committee made further recommendations for the weights of gap and growth.

The fourth and final Core Value is College- and Career-Readiness. While no satisfactory elementary or middle school measures currently exist, several existing high school measures permit a reasonably satisfactory assessment of the measure. Maryland looks forward to the addition of further elements as the data become available with the development of the Longitudinal Data System and as Maryland administers the PARCC assessments. Additionally, Maryland will continue to revise the School Performance Index as the data components are analyzed and reviewed. Since the Standard Setting process was conducted on February 8, 2012, as discussed below, Maryland will need to review the data runs and will submit any revisions to USDE prior to implementation and this guidebook will be updated.

Ultimately, the School Performance Index will be used to group schools with similar challenges so that targeted supports and resources can be offered by both the State Education Agency (SEA) and the Local Education Agency (LEA).

(The draft of the Index and definitions of the Core Values are below)



*ALT-MSA is included in the index component
**Measured by the number of Career and Technology Education (CTE) students who have achieved concentrator status at exit from high school in the reporting year

Core Value Definitions

The Core Values related to the Maryland School Performance Index include the following:

Achievement (elementary, middle, and high school) is based on percentage of the "all students" group scoring proficient or advanced on the Maryland School Assessments (MSA) (which includes and will continue to include student performance on the Alt-MSA and for 2012 will also include the MOD) in Mathematics, Reading, and Science for Elementary Schools and Middle Schools, and on the High School Assessments in Algebra, Biology, and English.

Growth (elementary and middle) or *Annual Individual Student Performance Growth* is based on the percentage of the "all students" group and in specific subgroups demonstrating growth in performance over the previous year. Annual targets set for each content area separately are based on the percent of students that would yield a 50% reduction in the percentage of students by 2017 demonstrating less than one year's growth from the prior year for the "all students" group.

Gap Reduction (elementary, middle, and high school) is defined as a decrease in the performance gap between the highest- and lowest-performing subgroups. The calculations include an adjustment for reductions resulting from declines in performance of highest-performing subgroup.

College- and Career-Readiness for high schools includes cohort graduation rate, cohort dropout rate, and career attainment. Maryland's School Performance Index (Grades 9-12) includes College- and Career-Readiness Indicators because they are important early predictors of whether a student will be positioned for successful first steps in college and a career. In the first iteration of the Index, only indicators for which there are established data elements are included. These indicators will be adjusted/replaced as the Index is refined and expanded with the assistance of the Maryland Longitudinal Data Systems (LDS). (Note: Once Maryland's LDS is fully operational, the Career Attainment metric for the School Performance Index can be replaced by the percentage of graduates achieving program completion status or the percentage of graduates earning industry certifications.) While these indicators are less than perfect, each can be viewed as a predictor of college and career success. Moreover, they currently constitute the measures

for which reliable data is available. Over time, it is expected that more measures, such as International Baccalaureate and Advanced Placement metrics, will be added with the Longitudinal Data System (LDS).

Guidance for LEAs on the use of the Maryland School Performance Index in the Teacher and Principal Evaluation:

The Maryland School Performance Index is being used as one of the measures in the State Evaluation Model for Teachers and Principals. Since it is the responsibility of all members of the school community to contribute to improving the achievement of all students, it has been determined that in addition to the use of Student Learning Objectives (SLOs), the Maryland School Performance Index will be used in the State Teacher and Principal model.

The Index is the result of dialogue with Maryland advocates, leaders and stakeholders across the state to determine what is valued for school performance. The Core Values represent a commitment that schools need to assure that every student in every school is well served. Utilizing this measure, which describes the school through student achievement, growth, closing achievement gaps and measuring college and career readiness, and linking it to the teacher and principal evaluation, will demonstrate this commitment to the contribution of teachers and principals to growth.

The calculation for the use of the Maryland School Performance Index in Teacher and Principal Evaluations as a measure of growth continues to be developed.

Chapter 15

Maryland State Model for Educator Effectiveness

Student Learning Objectives

Student Learning Objectives (SLOs) have been in use for over thirty years and will play a significant role in the **Maryland State Model for Educator Effectiveness**. Briefly stated, an SLO is a specific, rigorous, long-term goal for groups of students that educators create to guide their instructional and administrative efforts. Maryland's Third Wave of Reform, Race to the Top application, and ESEA Flexibility application, emphasize making meaningful connections between using student growth as evidence in educator evaluations and the classroom practices that support teaching and learning. SLOs offer a unique opportunity to *embed* instructional improvement in a comprehensive evaluation system designed to increase rigor and raise student achievement by promoting growth in professional practice.

This guidance includes the following sections:

I. Rationale for Using SLOs
II. SLOs as Part of Maryland's State Model for Educator Effectiveness
III. Overview of SLOs
IV. Using SLOs to Evaluate Educator Effectiveness
V. Relating SLOs to Professional Practice
VI. SLO Process Evaluation

A note about the language used in this chapter. This chapter describes the use of SLOs for *both teacher and principal* evaluation. In many schools, teacher evaluations are conducted by the principal. While a principal may assign parts of the teacher evaluation process to approved personnel, all SLOs and final rating determinations must be completed by the principal. Principals are typically evaluated by a Local Education Agency (LEA) supervisor, but there may be circumstances in which another administrator conducts the principal evaluation. For the purpose of clarity, this chapter uses the following conventions:

Practitioner: A teacher or principal who is being evaluated.

Evaluator: A principal or administrator who is conducting an evaluation or a portion of an evaluation.
Teacher: An individual who provides instruction to students (as defined by COMAR – see pages 18 or 82).
Principal: An administrator with final authority at the school level (as defined by COMAR – see pages 19 or 82).

It is important to note that regardless of who conducts portions of an evaluation, the principal as a teacher's supervisor has ultimate responsibility for a teacher's final evaluation rating, and the principal's LEA supervisor has ultimate responsibility for a principal's final evaluation rating.

I. Rationale for Using SLOs

In schools across Maryland, professional learning communities of teachers and school leaders meet regularly to identify areas of growth and make data-driven instructional decisions to close the achievement gap and increase student achievement. Principals and teachers currently utilize this process to identify major themes of enduring learning and strive to increase student achievement in these areas. Formalizing the SLO process provides support for principals and teachers to identify and reinforce best practices that target student learning.

In keeping with its ongoing commitment that all students will be college and career ready, the State of Maryland is intensifying its efforts to ensure every student is taught by effective teachers and every school is led by an effective principal. Hence, the Maryland State Model for Educator Effectiveness is designed to increase the focus on professional practice and include student growth as a significant factor in determining teacher effectiveness. During the past two years educational leaders, policymakers, practitioners and other stakeholders have researched numerous methods of calculating student growth and attributing that growth to individual teachers and principals for the purpose of evaluation. The use of SLOs most closely aligns with the values and capacity of existing school systems in the state by establishing a system that addresses the individual contexts of practitioners while promoting immediate improvement to classroom instruction. SLOs can be used with all content areas and rely on flexible measures that

accommodate various types of growth data to enhance teaching and learning. Using SLOs in the Maryland State Model for Educator Effectiveness will more consistently and fairly identify, support, and reward educators who are effective and identify, develop, or exit those who are ineffective.

As part of the new evaluation system, SLOs will:

1) Support teachers and principals in using student performance data to drive instruction and school improvement;
2) Collect information about how educators impact student growth and achievement;
3) Promote rigor as practitioners set ambitious learning targets;
4) Provide immediate feedback to educators on professional progress and practice;
5) Provide data to alert teachers and principals when students are not making adequate progress during the school year and help identify appropriate interventions;
6) Accelerate improvement in low-performing schools by allowing practitioners to craft goals specific to the contextual needs of their students and student subgroups; and
7) Facilitate the equitable distribution of effective teachers and principals by providing additional data to help identify practitioners' individual strengths and weakness.

The collaborative process required for using SLOs for educator evaluation fosters a level of trust among teachers and leaders to improve instruction and directly ties the evaluation process to effective teaching and higher student achievement. It also promotes a system in which professional development is specifically targeted to the individual needs of practitioners. Through careful analysis, ongoing collaboration, and tailored professional development, SLOs are designed to strengthen support for teachers and principals.

Benefits to Stakeholders

In contrast to some other measures of student growth, which rely primarily on the collection and analysis of quantitative data independent of the instructional process, SLOs have a more clearly defined connection to classroom practice offering significant benefits to stakeholders at all levels of education.

Students:

a. Student achievement can be evaluated and measured by documenting instructional decisions showing cause and effect; essentially helping to capture best practices for instruction that are integral to improving student learning.
b. SLOs support focus on enduring learning, challenging content and closing the achievement gap.
c. Instructional strategies can be focused on individual students even though the SLOs are based on the performance of a group of students.
d. Existing measures can be used as the basis for SLO targets so students are may not need to take additional tests or assessments.
e. The SLO process provides additional opportunities to incorporate innovative and engaging research-based instructional strategies into the classroom.

Teachers:

a. Teachers are empowered to examine data and student outcomes to make meaningful decisions about how their students' learning is measured.
b. Student growth measures for SLOs are developed through a collaborative process;
c. Current, real-time data are available to teachers and principals and are used to determine SLO targets.
d. Formative data is collected on a targeted group of students in a class or a school over a prescribed period of time (i.e., marking period, semester, quarter).
e. Teachers and principals work together to identify professional development opportunities that are directly connected to their professional practice.
f. The SLO process is reflective in nature, supports continuous improvement, and promotes collaboration among teachers, including professional learning communities.
g. SLOs can be used effectively for teachers of all areas and emphasizes the major skills, dispositions and content in these areas.

Principals:

a. Principals are focused on school level objectives that directly connect to student performance.

b. SLOs directly align with the School Improvement Plan to promote student achievement.
c. The SLO process supports the refining of methodology and data analysis in the classroom that builds practitioner capacity.
d. SLOs provide data to the principal to drive strategies for improvement, including professional development for teachers.
e. The SLO process for both teachers and principals supports the indicators of the Professional Practice component of the principal evaluation.

LEAs:

a. The use of SLOs in the evaluation process supports the goal of building capacity in teachers and principals with flexible job-embedded professional development and attention to school improvement efforts.
b. International, national, industry, state, district, school and individual teacher goals are supported by SLOs.
c. Outcomes and the use of artifacts and other measurable evidence assess the success of the SLO in the evaluation process.
d. Professional development can be tailored to the needs of the groups of teachers with common needs and /or schools with common needs.
e. By using the SLO process, LEAs can collect evaluation data that is in a common form but specific to each content area and grade level.

II. SLOs as Part of Maryland's State Model for Educator Effectiveness

The Student Growth component, including SLOs and the School Performance Index and Reading and Math MSA scores (where appropriate), will be combined with the Professional Practice component to determine an overall rating of educator effectiveness.

Evaluation Cycles: Beginning in school year 2012, all teachers and principals will be required to have annual evaluations. As noted below, all educators will be evaluated based on student growth every year, and on professional practice at least every third year. For the purpose of

evaluation, the Governor's Council on Educator Effectiveness has defined Teacher and Principal, based on the Code of Maryland (COMAR) 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.*

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.*

Untenured Teachers: Each annual evaluation will include all of the components for both Professional Practice and Student Growth.

Tenured Teachers: Each annual evaluation of teachers shall include the components for student growth every year. Every third year, at a minimum, the teacher evaluation will include all of the components for Professional Practice. (For the other two years in the evaluation cycle the professional practice shall be assumed to remain the same unless otherwise specified). If a teacher is rated as ineffective, the evaluation will include all elements every year until the teacher is rated as effective or exited from the faculty.

Principals: Each annual evaluation of principals shall include all of the components of the evaluation system (student growth, the twelve Professional Practice outcomes, and locally-decided priorities).

III. Overview of SLOs

Definition of SLOs

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. SLOs are developed by practitioners

(teachers and principals) with their supervisors (or other designated evaluators) at the beginning of an ongoing, iterative collaborative process that continues throughout the instructional interval. SLOs are an integral part of a comprehensive educator effectiveness system because they focus on student learning, promote critical conversations about instruction and assessment, and use evidence of student growth to guide professional development that targets instructional improvement. Using a variety of student data and professional experience, teachers set rigorous SLOs for student achievement that are designed to stretch their own professional growth. Principals use school level data to set SLOs aligned to existing school improvement plans that drive improvement for all students in their schools, address the needs of specific subgroups, and align with the strengths and needs of their faculty and staff.

SLOs are based on both current and available prior student learning data, and are aligned to Maryland's Common Core State Standards (MDCCSS), standards for other content areas, Curricular Frameworks, and LEA and school priorities. For courses where state standards do not exist, SLOs can align to other recognized standards (e.g., standards from content groups like the National Council for Social Studies or industry standards). School level goals should align to the School Improvement and district Master Plans.

Maryland asked for technical assistance from USDE from the Race to the Top Reform Support Network to capture best practices, models and strategies from Massachusetts, Colorado, Austin TX, and New York. The Race to the Top Reform Support Network provided a detailed report for Maryland's use which can be found in Appendix IV.

Implementation Process

These long-term (typically one quarter, one semester or school year) objectives are set by teachers and principals for groups of students. They are set in a conference between the practitioner and evaluator at the beginning of the instructional interval after data have been reviewed. Practitioners are evaluated as to whether they meet their SLO targets at the end of the instructional interval. The rating process and evidence for meeting the targets is decided upon between the practitioner and evaluator in the conference when the SLOs are defined. A brief description of the process for using SLOs for educator evaluation follows:

STEP 1 - Professional Development: A critical component of any initiative is professional development to ensure all participants have the necessary knowledge and skills to effectively implement the process. MSDE will provide professional development to evaluators and practitioners before and throughout implementation.

STEP 2 - Data Review: The practitioner analyzes current and historical student data. Teachers will examine student data at the individual, classroom, and subgroup level. Principals will focus on student data at the school level, including performance by grade level, content area, and student subgroup.

STEP 3 – SLO Development: The practitioner drafts two to four SLOs for an appropriate instructional interval (typically a quarter, semester, or year). The SLOs are aligned to MDCCSS and Curricular Frameworks, other recognized standards or curricular outcomes, national or industry standards, School Improvement and Master plans, and LEA priorities.

STEP 4 - Review and Approval Conference: Evaluators conference with practitioners to review, discuss and approve objectives and criteria. This collaborative process allows practitioners the opportunity to explain their proposed SLOs, receive feedback from their evaluators, and refine the SLOs as needed.

STEP 5 - Mid-Interval Conference: Midway through the instructional interval time, the practitioner and evaluator revisit the targets to allow for adjustments of the SLOs and, if necessary, identify potential areas for assistance. The supervisor provides additional professional development or support as needed to assist the practitioner in meeting his or her SLOs. Practitioners are encouraged to request additional meetings to review and discuss SLOs if needed.

STEP 6 - Final SLO Review: Evaluators conduct final reviews of practitioner progress toward meeting the SLOs as part of the annual evaluation.

STEP 7 – Integration of SLO Results: SLO results are reviewed and a rating for the SLO component is integrated with the other Student Growth and Professional Practice measures to determine a summative rating of highly effective, effective, or ineffective.

STEP 8 – Next Steps: Practitioners and evaluators discuss progress and next steps, which may include discussing potential SLOs for the following year and creating a professional development plan.

IV. Using SLOs to Evaluate Educator Effectiveness

Roles and Responsibilities

Maryland State Department of Education (MSDE):

1. Establish policies and practices for the state model that include guidelines for providing initial and ongoing professional development (PD) for all educators participating in the evaluation process, including evaluators and practitioners. The PD will include face-to-face and web-based training for practitioners, evaluators, and leadership cadres who can also provide the training to others.
2. Establish policies and practices to address and ensure assessment security.
3. Establish procedures for LEAs to assess the implementation of the educator evaluation system and a process for refining the system as it evolves.
4. Establish guidelines for the district to evaluate local implementation of the educator evaluation system, including ongoing assessment of evaluators, to ensure fidelity to the model and identify areas for improvement.
5. Work with LEAs to develop a verification process to validate the quality and rigor of SLOs and the evaluation results.

LEA:

1. Establish an LEA process based on guidance from MSDE for setting, reviewing, assessing, and aligning SLOs to school improvement plans and LEA, state, and federal priorities as appropriate for teachers and principals.
2. Provide training to LEA school personnel in keeping with the established state guidelines.
3. Develop a verification process to validate the quality and rigor of SLOs and the evaluation results. For example, LEA content specialists may review a random sample SLOs from each school.
4. Conduct ongoing evaluation of the implementation of the evaluation process.
5. Ensure needs of subgroups are addressed by SLOs.

6. Facilitate assistance for evaluators who lack sufficient content or pedagogical knowledge in specific areas.
7. Arbitrate any conflicts regarding the setting and rating of SLOs.
8. Decide which decisions are school level responsibilities.

Principal (Or delegated Evaluator)

1. Share school improvement plan and prioritize goals for those responsible for creating SLOs.
2. Meet with teachers and evaluators to agree upon SLOs.
3. Conduct a mid-year conference to review progress.
4. Ensure SLOs align to LEA, state, and federal priorities.
5. Ensure that there are credible assessments aligned to SLOs for teachers.
6. Ensure needs of subgroups are addressed by SLOs.
7. Assess SLO completion as part of the final evaluation.
8. Meet with teachers to plan next steps and develop professional development plans.

Practitioners

1. Select SLOs that are based upon data and support the improvement of a group of students.
2. Conference with an evaluator to approve SLOs.
3. Collect and analyze data at appropriate intervals to document student growth.
4. Organize data collected for the evaluation process.
5. Ensure needs of subgroups are addressed by SLOs.
6. Reflect on SLO progress and develop recommendations for personal professional development based on students' results.

Detailed Steps for Implementing SLOs

The use of SLOs in Maryland's State Model for Educator Effectiveness is an ongoing, iterative and collaborative process that emphasizes data analysis, reflection, professional development, flexibility, and rigorous expectations for both educators and students. While individual SLOs are

developed at the beginning of the instructional interval (year, semester, quarter, term, etc.), the process promotes *ongoing* improvement and continues throughout the educator's career. The steps are outlined in a linear fashion, but the critical focus on data review, rigor, collaboration, refining instruction, and professional growth are present throughout the process.

STEP 1. Professional Development

In addition to the professional development (PD) that will be driven by the results of evaluation, the effective integration of SLOs into an educator evaluation system will require extensive introductory and ongoing professional development for all participants.

Professional Development to Implement SLOs

a. Understand the overall process of using SLOs and their role in a comprehensive educator effectiveness system
b. Review data relevant to SLOs
c. Develop clear, rigorous, and appropriate SLOs that meet the state criteria
d. Collaborate with peers, evaluators, school leaders, and other content and pedagogical experts to review data and craft SLOs
e. Conduct and participate in professional conferences
f. Develop, administer, and review results from appropriate classroom assessments
g. Collect and review evidence of progress toward SLOs
h. Use evidence to inform decisions about additional support and PD for practitioners
i. Use evidence to assign accurate ratings for achievement of SLOs

STEP 2. Data Review

Using SLOs for educator evaluation is a data-driven process, therefore, the first step is to review any existing data. These data will be used to identify learning content, establish baselines for student growth, and highlight any students or groups of students that require particular attention. The data review process takes place during the first four to six weeks of the instructional interval, or during a comparable period for intervals that are shorter than one year. Practitioners should use a myriad of data to determine appropriate SLOs, including data gathered during the

current interval and data from previous years as available. It is the principal's responsibility to ensure teachers have available data from the SEA and LEA. Teachers will focus on the data for individual students, subgroups and their classes as a whole, while principals will focus on student performance at a school, grade, or content level and by student subgroup. It is rare to find a single assessment or previous measure that provides enough information to determine a student's starting point. Rather, by using multiple sources of evidence, practitioners form a more comprehensive picture of their students. Practitioners may review their data on their own, but are encouraged to collaborate with their peers and other instructional experts, including instructional coaches, and content area specialists.

Classroom-Focused Improvement Process (CFIP): Maryland teachers currently review their data as part of their instructional practice using the Classroom-Focused Improvement Process (CFIP). This data driven process gives teachers and administrators a strategy to triangulate data (multiple sources) and conduct meaningful dialogue about the data to make informed decisions about instructional practices. CFIP helps educators to 1) make assumptions about what the data mean; 2) look for root causes for the lack of student achievement or understanding; and 3) identify research-based instructional practices to increase the level of student learning. This process is a natural foundation for reviewing data for SLOs. CFIP relies on several kinds of student data including:

State and National External Data: The results from standardized assessments that are developed by the Maryland State Department of Education or testing companies, scored outside of the school, and usually administered once a year can be very valuable. Examples are the Maryland School Assessment (MSA), the High School Assessment (HSA), and the Stanford 10 Achievement Test.

Benchmark Assessment Data: These data are frequently and systematically collected across a grade level or content area (often across a whole school system) at several predetermined times throughout the school year. Benchmark assessments may be developed by school districts, textbook publishers, or testing companies and are scored either centrally or at the school.

School or Grade-Level Common Assessments: These measures are developed and scored by teachers in a school who teach the same subject or course and are administered at several pre-arranged times during the year.

Ongoing Classroom Assessments: Teachers use unique ongoing assessments, including formal tests and quizzes, homework, oral reports, notebook checks, presentations, and projects, in addition to more informal observations and interactions between teachers and students during instruction.

Additional information for using CFIP can be found at
http://mdk12.org/process/cfip/Key_Understandings.html

Example of Data Review

A teacher may use the following data in developing an SLO:

a) Initial performance for current interval
b) Student scores on previous state standardized tests
c) Report cards from previous years
d) Results from diagnostic assessments
e) Artifacts from previous learning
f) Discussions with other teachers who also taught the same students
g) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
h) Data related to ELL students and Gifted students
i) Attendance records
j) Information about families, community, and other local contexts

A principal may use the following data in developing an SLO:

a) School level data on state standardized tests in reading and math, as a whole school, and for different grades, content areas, and by subgroup
b) Achievement gap data
c) Attendance
d) Disciplinary actions
e) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
f) Data related to ELL students and Gifted students
g) School wide trends for strengths and weaknesses
h) Schedule data (i.e. are some courses interrupted or cancelled disproportionally such that it impacts instruction)
i) Information about families, community, and other local contexts

After practitioners review their data, they can begin drafting their SLOs. Each practitioner will draft two to four SLOs that align with MDCCSS and Curricular Frameworks, other recognized standards or curricular outcomes, national or industry standards, School Improvement and Master plans, and LEA priorities. Teachers are encouraged to work with other teachers and/or instructional experts to develop common SLOs (by grade or content area), ideally as part of a professional learning community. Principals should consider the SLOs of their teachers when they develop their own, to ensure they promote a common vision for school improvement.

Team SLOs. Teachers are encouraged to use Team SLOs whenever possible. Team SLOs are designed to focus on critical objectives that are common to grade level or content area teams, but are still individualized to reflect the best instruction for each teacher's students. The SLOs would be developed as part of a Professional Learning Community (PLC) process, which would promote collaboration and shared support among teachers. Principals are also encouraged to work with other principals in their LEAs to developed common SLOs that tie to LEA priorities.

SLOs must include the following elements. For team SLOs, the Learning Content, Instructional Interval, and Evidence of Growth are the same for all teachers. The other categories can be customized to reflect each teacher's students and complexity factors. Complexity factors are explained in the section on rationale.

Examples of completed SLOs for both teachers and principals follow.

a) Student Population

SLOs specify which students are being addressed. Teacher SLOs may focus on all students or students in particular classes or subgroups, and should identify the grade, subject, subgroup, and number of students included in the measure. Principal SLOs focus on the school level or across multiple grades, content areas, or subgroup. Practitioners will work with their evaluators at the school level to select the most appropriate set of SLOs. For teachers who teach multiple courses, the SLOs can be developed holistically for the majority of students or targeted to specific focus groups.

Sample SLO Student Populations for a Teacher of Multiple Subjects

A mathematics teacher who teachers Geometry, Algebra I and Algebra II may have the following three SLOs

- *Holistic SLO:* 90% of students in all courses taught will achieve proficient or above on the end-of-course assessment.
- *Targeted SLO:* Reduce the achievement gap between native English speakers and ELL students from 40% to 10%.
- *Targeted SLO:* 90% of students in Algebra II will qualify for AP Calculus

b) Learning Content

SLOs clearly identify the content to be addressed during the instructional interval. This content should be rigorous, appropriate to the instructional period, and aligned to MDCCSS and Curricular Frameworks, other recognized standards or curricular outcomes, national or industry standards, School Improvement and Master plans, and LEA priorities. Teachers will not be able to craft SLOs for all the content that they teach. Instead, they should make every effort to address a wide range of the most significant content included in the curriculum. Principal SLOs may not include a specific content area, but will focus on content that represents an identified need or priority for the school. For example, a principal SLO may target increasing achievement in science for all students, or reducing the achievement gap in mathematics or literacy among subgroups.

c) Instructional Interval

The interval of instruction refers to the length of time the practitioner will spend teaching the content and skills addressed in the SLO. The interval of instruction represents a significant portion of the instructional period. Usually, the interval of instruction will be one school year. If the teacher teaches a course for a term less than a year (e.g., a semester-long elective course), he or she may select an interval of instruction that better aligns with this schedule. Principal SLOs should include the full year, unless an exception is agreed upon with the evaluator.

d) Evidence of Growth

The evidence of growth for an SLO details the assessments or student work products that will be used to measure the achievement of the objective at the end of the instructional interval. These products may include assessments administered during the interval (such as formative

assessments) which provide additional support to demonstrate achievement. In general, state or LEA standardized measures are the most valid and reliable sources for student growth and performance data. However, SLOs may use rigorous school or classroom-level measures (e.g. those developed by systems or teachers, and approved commercial assessments) when comparable LEA or state measures are not available. Most importantly, the evidence selected must be able to demonstrate the degree to which students meet the learning target. These measures may include:

- Summative assessments: MSA, HSA, end-of-course assessments, certification exams and assessments included in curriculum materials.
- Formative assessments: Local benchmark assessments, teacher-created measures and quarterly or unit based assessments included in curriculum materials used to check student progress
- Performance assessments: Analytical writing/performance tasks aligned to standards, common quarterly projects, observations, artifacts, and portfolios
- Pre/Post assessments: Measures designed for students to demonstrate a change in proficiency level over time

e) Baseline

Before the learning target can be selected, practitioners need to determine the level at which their students are already performing at the start of the interval. Using the results from their initial review of individual student data, practitioners identify a baseline for their student populations. The baselines should appropriately incorporate performance of all subgroups and should be expressed in the same way that the results of the evidence will be expressed. For example, if the evidence includes results on a diagnostic assessment, the baseline for that SLO must reference that diagnostic assessment.

f) Learning Target

The learning targets should represent the most important learning expected of students. They should be based on a comprehensive review of student data, promote rigorous growth or maintenance of outstanding achievement, and should emphasize accelerated learning for students below grade level. The target must reflect the kind of data resulting from the evidence of growth.

Practitioners will need to provide an explicit rationale for the learning target, including how and why it is appropriate, rigorous, and uses the best available student assessment data to demonstrate attainment of the target. They will also need to explain any complexity factors that affect their targets. Complexity factors are explained in the section on rationale.

g) *Target Criteria*

These criteria identify ranges of performance that translate into the practitioners' final rating for the growth component of evaluations. They also describe how evaluators will determine if a practitioner exceeds, meets, or falls short of the learning target. LEAs may decide to set common criteria for subjects that use the same curricula across the system, or allow principals, evaluators, and teachers to set them on a group or individual basis at the school level. The criteria should be specific for each target and clearly identify the level of student growth required for the teacher to meet, exceed, or not meet the target.

The principal and teacher may decide to include other elements, such as increasing the number of students performing at or above proficient on a state assessment, or decreasing the achievement gap between specific subgroups. Whatever the criteria, it is critical that they are clearly stated in the SLO.

There are two approaches to setting teacher targets and criteria. For the general approach, teachers identify a common goal for their student populations and are rated based on the degree to which their students meet that goal. For the individual approach, teachers identify individual goals for each student and are rated based on the percentage of students who meet or exceed their goals. Teachers can select either approach for their SLOs, or use a combination of both. The general approach may work better for an SLO that covers multiple classes (i.e. four separate classes of 7th grade physical education), while the individual approach may work better for a team SLO (i.e. a team of fourth grade teachers set a common goal to increase achievement on the district science assessment, and each teacher sets individual goals for their students).

The following are examples of using a general and individual learning SLO target with criteria:

Example of General Learning Target with Criteria

Target: 90% of students will perform at the proficient level or above on the state assessment

Criteria:

Exceeds Target: 95-100% of students perform at proficient level or above

Meets Target: 85-95% of students perform at proficient level or above

Does Not Meet Target: Fewer than 84% of students perform at a proficient level or above

Example of Individual Learning Target with Criteria

Target: 90% of students will meet their individual targets

	Baseline Pre Test	*Target Post Test*
J. Smith	15%	90%
K. Jones	45%	100%
M. Taylor	10%	85%
S. Peterson	5%	85%

Criteria:

Exceeds Target: 95-100% of students meet or exceed individual targets

Meets Target: 85-95% of students meet or exceed individual targets

Does Not Meet Target: Fewer than 84% of students meet or exceed individual targets

Note: These percentages are examples. Actual percentages will be determined as part of the SLO process.

the practitioner chose the selected learning content, evidence, and learning target. Results from the data review, priorities for the school, LEA, or state, alignment with the School Improvement or Master Plans, and/or other pertinent factors may support the rationale. Complexity factors that impact the teacher's SLO are considered in the justification for the SLO. *Complexity factors* are factors recognized by the LEA that *do not diminish student expectations*, but may have an extraordinary impact on student growth. Factors may include subgroup diversity, unusually high number of transient students, block scheduling, co-teaching circumstances, specific facility issues, etc. For example, a teacher's SLO may that require 50% of students achieve at proficient level on the state reading assessment. This appears to be a low standard, but if the class includes 70% ELL students, or 60% of the students are reading far below grade level, it may reflect a reasonably rigorous target. The rationale also summarizes the critical conversations between the

practitioner and their evaluators, to ensure that both parties have a common understanding of the SLOs.

i) Strategies

For SLOs to be both an evaluative tool and a tool for instructional and school improvement, practitioners need to be able to identify the specific instructional approaches they will use to meet the expectations set for student growth. This includes strategies designed to target subgroups of students and accelerate learning for struggling students. The description of strategies is not a laundry list of instructional methods a teacher may employ. Rather, these strategies should be research-based, age appropriate for the targeted students, and be clearly connected to the achievement of the learning target. For example, if a teacher's SLO targets improvement for special education students, one strategy is to employ co-teaching activities with the school special education specialist for particular lessons.

See Appendix V SLO Elements chart with teacher and principal elements
See Appendix VI for Guiding Questions for Developing SLOs

Sample SLO for Spanish II Teacher

SLO Component	Description
Population	Spanish II Class; all 30 students
Learning Content	Maryland State Standards for World Languages
Instructional Interval	School year 2012-2013 (one year)
Evidence of Growth	1. Spanish I summative assessment results from my students in 2011-2012 2. LEA-wide diagnostic assessment administered at beginning of school year 3. LEA-wide summative assessment administered at the end of the school year
Baseline	All students had 2011-2012 Spanish I results that demonstrated scores of proficient or higher in all basic vocabulary and grammar

<table>
<tr><td></td><td colspan="3">Scores ranged from 6%-43% on the LEA-wide diagnostic assessment</td></tr>
<tr><td>Learning Target</td><td colspan="3">80% of students will demonstrate mastery of at least 75% on the Spanish II learning standards as measured by the LEA summative assessment</td></tr>
<tr><td rowspan="2">Target Criteria</td><td>Exceeds</td><td>Meets</td><td>Does Not Meet</td></tr>
<tr><td>86-100% of students demonstrate mastery of 75% of the Spanish II standards</td><td>75-85% of students demonstrate mastery of 75% of the Spanish II standards</td><td>Fewer than 75% of students demonstrate mastery of 75% of the Spanish II standards</td></tr>
<tr><td>Rationale</td><td colspan="3">Previous work in Spanish I focused on working with basic vocabulary and grammar, and building preliminary oral skills. The diagnostic assessment focuses more on advanced writing and reading skills, which are essential components of the Spanish curriculum. Spanish II requires students to build on the knowledge and skills from Spanish I. Since all of my students achieved basic proficiency levels at the completion of Spanish I, I am confident that will achieve 80% master or above on at least 75% of the Spanish II material. This is also the minimum proficiency necessary to be successful in Advanced Placement Spanish and the LEA has identified success in AP courses as a priority.</td></tr>
<tr><td>Strategies</td><td colspan="3">• Experiential exercises that target skills and knowledge highlighted in AP necessary for success in AP courses.
• Extensive opportunities for writing, collaboration, text analysis, graphic organizers, oral and written practice activities, and reciprocal teaching.
• Students will review their own performance data and develop individual targets for improvement in identified areas.
• Students will design a year-long project to promote high-level synthesis of vocabulary, conceptual knowledge, and application of Spanish Language skills, including a performance rubric for evaluation.</td></tr>
</table>

Sample SLO for Middle School Principal

SLO Component	Description		
Population	All 6th, 7th, and 8th grade students		
Learning Content	Mathematics		
Instructional Interval	School year 2012-2013 (one year)		
Evidence of Growth	Results of Maryland School Assessment in Mathematics		
Baseline	40% of students scored proficient or higher on the MSA in Mathematics during the previous school year.		
Learning Target	70% of students will score proficient or higher on the MSA in Mathematics.		
Target Criteria	*Exceeds*	*Meets*	*Does Not Meet*
	More than 75% of students score proficient or higher on the MSA in Math	65%-74% of students score proficient or higher on the MSA in Math	Fewer than 64% of students score proficient or higher on the MSA in Math
Rationale	The majority of students at Sadusky Middle School are performing below proficient on the MSA in Mathematics. While trend data shows that scores have been improving over the past three years, a review of content - specific data indicates that many students are struggling with the concepts of geometry and measurement. These students need to demonstrate significant improvement to be prepared for more challenging high school content. It is also noteworthy that these concepts are typically taught later in the school year, after the MSA is administered.		
Strategies	• Two identified teacher leaders in mathematics will coordinate grade level and content area PLCs to adjust lesson pacing to ensure		

	geometry and measurement are introduced earlier in the school year. • The PLCs will also identify periodic assessments that provide robust data on student understanding and potential misconceptions, and develop lesson plans to address these misconceptions. • The school mathematics coordinator will provided job-embedded PD (modeling, coaching, lesson plan development, using assessment data, etc), particularly for teachers whose students historically demonstrate the least growth. • The school will purchase Smart Math instructional software for each mathematics teacher, ensure their classrooms have the necessary hardware to support the software, and provide training on integrating the program into instruction.

STEP 4: Review and Approval Conference

After practitioners create drafts of their SLOs, they conference with their evaluators. This is an opportunity for the practitioner to explain the SLOs, discuss any complexity factors, and make any revisions to ensure their SLOs are appropriate, rigorous, and include all the necessary components. Some LEAs or schools may delegate the responsibility of teacher evaluation to leaders other than the school principal, but the principal is responsible for final approval of the SLOs. In these cases, the teachers may meet with this other identified evaluator for a preliminary review of their SLOs, and then submit them to the principal for final approval.

Principals and other school level evaluators may find that they do not have sufficient content or pedagogical knowledge to adequately judge the rigor and appropriateness of particular SLOs or the evidence data provided at the end of the instructional interval. LEAs will help principals access the right expertise from the LEA, SEA, or other school specialists to assist the evaluators in these cases.

Arbitration: The development of SLOs is designed to be a collaborative process, and should result in SLOs that both the practitioner and evaluator deem appropriate. However, if the

practitioner and evaluator are not able to agree on the SLOs, the practitioner and evaluator will follow the current LEA process for arbitration.

STEP 5: Mid-Interval Progress Check

Approximately half-way through the instructional interval, the evaluator will meet with the practitioner to informally assess progress toward meeting SLOs, and ensure that the practitioner is collecting the necessary evidence. The evaluator can also work with the practitioner to adjust the SLOs if necessary. For example, the practitioner may face new or additional complexity factors that should be addressed by the SLO. A teacher may find that a key foundational concept was not taught the previous year and has to alter the instructional pacing of the course, or weather related events have severely impacted instructional time. The practitioner and evaluator can also identify areas in which assistance may be needed. For example, a teacher who has typically taught 50 minute classes may be challenged by a school's new block schedule, and may require additional professional development to adjust instruction. A middle school principal who transferred from an elementary school might need assistance with discipline policies.

While the SLO process identifies specific times for formal conferences, it is designed to promote an ongoing conversation between the practitioner and evaluator. Evaluators are encouraged to check in with the practitioners throughout the interval and provide support if needed. Practitioners are also encouraged to initiate discussions with their evaluator when issues arise. Neither party should wait until an official conference to address critical concerns.

STEP 6: Final SLO Review

At the end of the instructional interval, practitioners collect their evidence of student growth and have a summative conference with their evaluator. As with the setting of SLOs at the beginning of the year, if the teacher's evaluator is not the principal, the results of the summative conference will be submitted to the principal for final approval. Practitioners will collect and organize their evidence so it clearly and accurately demonstrates student progress toward the identified learning targets. If their students did not meet the targets, practitioners may also present documentation of

unanticipated complexity factors that may have had an impact on student progress. At the end of this review, the evaluator will determine if the practitioner exceeded, met, or did not meet the learning target for each SLO.

STEP 7: Integration of SLO Results

As explained earlier in this guide, SLOs are only part of a practitioner's final evaluation. Once the rating for each SLO has been determined for the practitioner's performance, these ratings are combined with any other student performance measures, such as the Maryland School Performance Index and the professional practice components.

STEP 8: Next Steps

In addition to being a factor in determining a practitioner's evaluation rating, the data gathered for SLOs is an important tool for improving instruction and guiding professional growth. Teachers can identify areas in which they need to expand or adjust their instruction. Principals can see areas in which additional assistance and support needs to be provided to their faculty, either for individuals or as a whole. They can also identify particular strengths a teacher has that demonstrate her capacity for an instructional leadership role, as a coach, mentor, model teacher or other position. Practitioners will work with their evaluators and supervisors to determine what additional professional development and leadership opportunities they should pursue.

V. Relating SLOs to Professional Practice

The Maryland State Model for Educator Effectiveness is a comprehensive and coherent system, designed to balance the importance of student outcomes with the value of understanding professional practice. While the SLO component produces student performance data for the evaluation system, the process of reviewing data and collaborating with colleagues to develop, implement, and monitor progress for SLOs demonstrates practitioner efficacy for many of the indicators in the Danielson's Framework for Teaching and the Principal Professional Practice components.

Danielson's Framework for Teaching. The SLO process for teachers includes many activities that are directly related to the Framework. Teachers must review, analyze, and synthesize student data before they develop their SLOs and continue to do so throughout the instructional interval to monitor student progress. They must have a solid knowledge of content, pedagogy, student learning, child development, differentiation, developing and using assessments, and instructional strategies to create appropriate SLOs. Ideally, they are collaborating with their colleagues to review data, develop their SLOs, plan and adjust instruction, and reflect on their own practice. At a minimum, teachers collaborate with their evaluators and principals to approve and monitor their SLOs, and plan for future professional development. By using SLOs, teachers have the opportunity to improve their professional practice, and their evaluators are provided with additional data to help identify specific strengths or areas in which the teacher may need assistance.

Principal Professional Practice Component. The SLO process for principals aligns with their Professional Practice Component for both their roles as a practitioner and as an evaluator. As a practitioner in the SLO process, they review student data and develop SLOs that reflect the school vision and promote an alignment of curriculum, instruction, and assessment. The SLOs they set rely on their ability to demonstrate key indicators. As an evaluator they are monitoring educator practice, collaborating with teachers to improve instruction by providing constructive feedback, and providing teachers with targeted assistance and opportunities for growth and leadership. They also facilitate the establishment of professional learning communities by adjusting schedules to allow for common planning and identifying instructional leaders.

See Appendix VII for alignment of SLOs with the Charlotte Danielson Framework and Appendix VIII for the alignment of SLOs with the Professional Practice Indicators for Principal Evaluation.

VI. SLO Process Evaluation

In the same way the educator evaluation is critical for effective instruction and leadership, program evaluation is critical for effective implementation of the SLO Process. MSDE and the LEAs will conduct an ongoing evaluation the use of SLOs in the Educator Effectiveness System. The results will be used to guide changes and refinements of the overall process, professional development, written guidance, materials, and protocols.

Rev. 4-10-12

Maryland State Department of Education

Student Learning Objectives (SLOs)

Professional Development Plan Proposal

Overview

Rationale

As part of the third wave of education reform, the Maryland State Department of Education is developing a model for measuring student growth as one of the factors in determining educator effectiveness and professional development (PD) needs. Educational leaders, policymakers, practitioners and other stakeholders have researched numerous approaches of calculating student growth and attributing that growth to principals and teachers. Based on this exploration, Maryland has elected to gauge student growth with Student Learning Objectives (SLOs). The SLO development process gives principals and teachers time to give careful consideration to students' instructional needs and practitioners' specific PD needs while developing high expectations and attainable goals for what students will learn over a given time period. Developing SLOs gives educators an opportunity to enter into a partnership with fellow practitioners to use student data to inform instructional practice. In addition to developing objectives that can be reliably measured for student growth, SLOs support processes for the following:

- *Connecting evaluation directly to student learning, while respecting teacher professionalism;*
- *Understanding student's instructional needs as they change;*
- *Establishing a vehicle for improving instruction based on student performance and growth data;*
- *Bringing more science and research-based practice to the art of teaching;*
- *Relating teacher effectiveness to principal effectiveness;*
- *Linking operational goals at all levels of education with the focus on student achievement;*
- *Providing a mode for differentiating teacher effectiveness; and*
- *Improving student achievement by using targeted educational outcomes.*

Because SLOs will be used across all subject areas and grade levels or grade level bands, a strategic PD plan is necessary to ensure that designated school personnel from every Local Education Agency (LEA) are trained on the purpose, structure, benefits and use of SLOs as a tool for closing achievement gaps and improving professional practice.

Maryland State Department of Education

Student Learning Objectives (SLOs)

Professional Development Plan Proposal

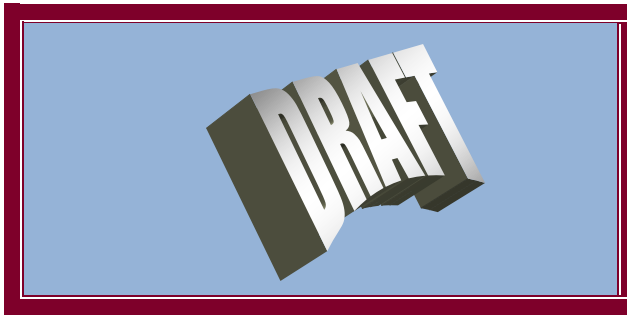
SLO Professional Development Philosophy and Plan

Philosophy

Professional development for SLO development and implementation will be offered with the intent to train a cadre of education practitioners within each LEA. This model of training a "local district team" to provide support and technical assistance to their own will enable districts to deliver professional development as needed and within the parameters of their own local PD calendar. An important component of this PD is the training of designated LEA district and school personnel as evaluators in the SLO development process. The evaluator has the role of developing a collaborative relationship with educators while assisting in the writing and assessing of SLOs. This is to ensure that SLO development and implementation address gaps in student achievement, instructional needs of all students' and support for educators' professional development planning. This relationship plays a pivotal role in aligning rigorous and achievable SLO targets with school and LEA improvement goals and the state curricular frameworks while helping to identify specific professional development needs of practitioners to help meet their targets.

In an effort to communicate information about SLOs and the SLO development process, MSDE will provide a combination of ***online*** *and* ***face-to-face*** *training. This training model will consist of a* ***Pre-Training Webinar*** *that is open to all educators at every level will set the stage for a basic understanding of SLOs. The goals for participants attending the pre-training webinar are to: 1) Develop a common understanding of SLOs; 2) Understand benefits of using SLOs; 3) Learn how SLOs support professional practice; 4) Develop a common vocabulary for measuring student growth; and 5) Prepare for the face-to-face training sessions.* ***Participation in the Pre-Training Webinar is a requirement for participation in the face-to-face sessions*** *because specific instructions will be given on how to prepare and who is appropriate for the next steps in the SLO professional development process. For subsequent training, face-to-face and online follow-up sessions will be held for the local district teams to provide opportunities for authentic practice in developing and implementing SLOs. Separate face-to-face training sessions will be held for executive level LEA administrators as needed. All SLO sessions will be recorded and archived online for asynchronous and synchronous training.*

Ongoing professional development will include both face-to-face and online sessions. The ***Pre-Training Webinar*** *and vital portions of the face-to-face sessions will be archived online for future use. Additional* ***online modules*** *will be created for specific LEA audiences such as Executive Level (Superintendents, Assistant Superintendents, and School Board Members) Principals, Content Area Supervisors, SLO Evaluators and local district teams that include teachers and principals. The online modules will be archived and available for asynchronous and synchronous training.*



Student Learning Objectives (SLOs)
Professional Development

ONLINE CONTENT	FACE-TO-FACE TRAINING CYCLE & CONTENT
Pre-Training Webinar **Audience:** **Administrators, Teachers, Principals, Evaluators, Executive Officers, Human Resources Staff, Content Area Supervisors, Professional Development Staff** **Time:** **60 minutes** **Availability:** **Live, Archived-Open Access – Required** **Outcomes:** 1. Develop a common understanding of SLOs 2. Understand benefits of using SLOs; 3. Learn how SLOs support principals' and teachers' professional practice; 4. Develop a common vocabulary for measuring student growth; and 5. Prepare for face-to-face training sessions: • Identify appropriate staff • Registration process • Materials and resources needed	**Administrator Training** **Session 1:** Superintendents, Assistant Superintendents, Human Resources Staff **Content Overviews:** Developing Student Learning Objectives Classroom Focused Improvement Process (CFIP) Aligning Standards and Assessments **Local District Teams Training** **Session 2:** LEA Principals, Content Supervisors, Teachers, SLO Evaluators, Professional Development Staff (Trainers) **Content:** Developing Student Learning Objectives Classroom Focused Improvement Process (CFIP) Aligning Standards and Assessments **Local District Teams Follow-up Training** **Session 3:** LEA Principals, Content Supervisors, Teachers, SLO Evaluators, Professional Development Staff (Trainers) **Content:** **Determined by District needs**

Chapter 16
Portfolios

Background and overview

Maryland's winning Race to the Top (RTTT) application required half of the final evaluation of teachers comprise evidence of learning—quantifiable student data to confirm the qualitative judgment of professional practice derived from conferencing and observation. Moreover, the Maryland Education Reform Act of 2010 mandates that a state assessment, where it exists, must be included in the evaluation design. Unfortunately, this only serves the purpose of assessment of teachers of reading/language arts and mathematics in grades 3-8, and even then does not adequately address teachers in 3rd grade assignments.

The Maryland State Department of Education (MSDE) has been exploring the assessment of non-tested areas using a variety of approaches which include locally-developed benchmark assessments, Student Learning Objectives (SLOs), and portfolio. The last of these, portfolio, has been the object of a pilot project in Queen Anne's County, led by an external consultant, Gail L. Goldberg, Ph.D. Gail is a national expert on professional development for teachers and instructional leaders on classroom assessment and the use of formative assessment to inform and improve instruction.

Should an LEA choose to use portfolios in their local model, the following information is provided:

The literature suggests that portfolios are recognized as falling into one of three categories: growth, showcase, and evaluation. All three of these approaches have been directed toward an assessment of the *student*: a demonstration of progress toward specific processes or products over time; an assembly of best product displays; or a document for grading or placement purposes. Portfolio as a strategy to evaluate the *teacher* is largely an unexplored and untested area.

An objection to portfolio use has been that this approach can require an immense amount of work on behalf of the teacher that is distinct from the important tasks of preparing for instruction and delivering it. Portfolio is largely an ex post facto activity in which exhibits are collected after instruction. On the other hand, portfolio can be a good fit for teachers working in specific areas such as special education, fine arts, or other disciplines that do not lend themselves to pre/post assessment with a test-like instrument.

The Goldberg Framework

The guiding principles for the portfolio framework piloted with 30+ teachers in Queen Anne's County were described by Dr. Goldberg thus:

- *The framework is sufficiently generic to support creation of portfolios by teachers across grade bands, in different disciplines, and for both general and special student populations;*
- *Teachers are responsible for managing their own portfolios;*
- *Teachers have considerable choice/decision-making in regard to the facets of growth for which they gather evidence but must follow guidelines/specifications with which they are provided;*
- *Entries must be selected to be representative of the range of each teacher's students*
- *Teachers must provide supporting documentation for each entry;*
- *Scoring by teachers will be done under the supervision of an assessment specialist*
- *A system for moderated scoring will be devised and implemented; and*
- *Scores derived from the portfolio can contribute a measure to the overall score by which teacher effectiveness will be determined.*[2]

[2] Gail Goldberg. Research Protocol for Portfolio Pilot. January 29, 2012.

Discussion of elements of the pilot as practiced

As mentioned above, portfolio development is time- and labor-intensive. Thus the Goldberg model was predicated on selecting four from a possible eight facets of learning. The first and most aligned to standards is "An increase in proficiency in addressing grade level content/subject area standards." All pilot participants were to select this first facet. The other seven facets are:

2. A reduction in the amount of *scaffolding* and/or instructional support needed to complete various standards-based tasks;
3. An increase in the *complexity* and/or level of difficulty of various stimuli and resources used in the completion of various standards-based tasks;
4. An increase in the ability to engage in purposeful *self-evaluation* regarding the performance of various standards-based tasks;
5. An increase in the *repertoire of skills and strategies* upon which the student can and does draw in an increasingly self-initiated way;
6. An increase in evidence of *overarching skills* (e.g., reasoning, problem-solving and communication) in discipline specific/discipline-appropriate ways;
7. An increase in the ability to respond fully and well to questions at *higher levels of cognitive complexity;* and
8. An increase in the ability to engage in *cooperative/collaborative* activities characteristic of discipline-appropriate, standards-based tasks.

Teachers were to select any three other facets that were a fit for their assignment or understanding. For example, reduction of required scaffolding is recognizable as meaningful for special education populations. To mitigate the burden of the project and to ensure rigor—or as stated in other contexts, to preclude cherry picking students—each teacher was to build four different student portfolios for each of the four facets selected: sixteen portfolios in all. To the extent practicable, the assignment of the four students to the four facets was to be random, e.g., assigning every fourth student to a particular facet.

Another topic of interest addresses the time frame for evaluation. For example, an art teacher in middle school could be a good candidate for portfolio assessment. Such a teacher might change

students quarterly; for this individual, a student portfolio would span ten weeks. Alternately, an aspect of portfolio might address a set of skills or a unit delivered over a briefer period. Under that scenario, project reviewers believe it is important to compose materials that in the aggregate offer a fuller representation of the academic year, e.g., documenting student performance on contiguous units.

Under the constraints of the present pilot, rating will reside largely with the teacher who has assembled the portfolios. Part of the exercise is to provide a case by case narrative to document how selected evidence aligns to the selected facet. In the outline of the Goldberg model, an assessment specialist (or subject matter expert) would supervise the teacher's rating. Rating sets additional requirements, including the creation of anchor documents and training for raters. Moving forward, more than one person should evaluate a portfolio, and ideally this would include a disinterested third party with subject matter expertise but without direct involvement with the students whose work is under review. A stronger model would involve cross-LEA rating. Within the constraints of the present pilot, this is not possible although the county does plan to involve additional staff beyond the 30+ pilot participants in the rating.

Additional areas that require further exploration include internal controls to ensure compliance with student/parent consent and confidentiality, development of inter-rater reliability, development of appropriate tools and platforms to collect and display student artifacts, and a decision how best to summarize multiple portfolio ratings into a single measure to feed into the final educator rating calculation.

Portfolio as a special kind of Student Learning Objective

Because it is a time- and labor-intensive evaluative strategy, portfolio is not necessarily an ideal option in large schools and for that reason is not specified as an explicit strategy in the State teacher evaluation model. Nevertheless, portfolio will be a fit for various circumstances and will

be a preferred model for some teachers across the state.[3] Thus, portfolio can be subsumed under the SLO rubric. As an SLO which is informed by the educator's judgment, the portfolio allows the teacher to exercise control over the selection of data and desired outcomes.

There is one area where particular thought is required. Portfolio, to maintain rigor and integrity, tends to rely upon a quasi-randomized design to ensure that the range of student abilities is captured and represented. SLOs are framed through a different lens: the creation of subgroups for accountability is driven by identified salient patterns of need among the student population attributed to the teacher and school. Thus while a random selection of students is not germane to SLOs per se, random selection is an integral part of the portfolio framework. This incongruity can be addressed by a careful a priori discussion of why particular facets have been selected as the appropriate measures for the discipline and by a full discussion of the characteristics of the student population. If the facets are justified and the students carefully described, a 4 x 4 random design, as piloted in Queen Anne, can be accepted if reviewed and endorsed by an independent psychometric authority.

Summary

Portfolio as an approach to teacher evaluation is a novel strategy that is being piloted in one Maryland school system with nearly three dozen teachers. Using mechanisms from work folders to video-taping, assemblies of student artifacts are built around specific educational facets, four students per facet, four facets per teacher. Portfolio can be selected as an element of the LEA effectiveness model; portfolio is not identified in the state default model but can be construed as a specialized kind of SLO.

For more information about using Portfolios in the local Teacher Evaluation Model please contact Mrs. Roberta Leaverton, Director of Curriculum & Instruction, Queen Anne's County Public Schools at (410) 758-2403 ext.120 or by email at roberta.leaverton@qacps.org.

[3] During a February 7, 2012 site visit to Queen Anne's by the project manager and senior subject matter expert, participating teachers were largely unanimous that the pilot's positives greatly outweighed its negatives. Teachers articulated that the activities of thinking through and composing portfolios have provided considerable opportunity to reflect upon and to improve their teaching.

Section IV: Implementation Guidelines

Chapter 17

Attribution

State Assessment Attributions – Maryland State Assessments (MSAs)

Teacher Evaluation

For the purpose of evaluating teachers using the state model:

- Only class unit MSA data will apply.
- Only those students meeting an 80% attendance standard applied to the "Early Attendance Data Collection" will be eligible.
- Only those eligible students who were enrolled on September 30th at the school of testing and still enrolled on the date of testing will be counted.
- MSA data will be equally attributed to teachers assigned to the regular instruction of any particular class.

Teacher Attribution	State Assessment - MSA
Student Growth Measures	While the State can provide student growth measures that are associated with an individual student's details, a class cohort, or a whole school cohort; only class cohort measures will be used for the state assessment portion of the state teacher evaluation.
Student Membership	Through the "Early Attendance Data Collection" process, the state has access to each student's membership associated with the first day of school and the end of the MSA Posttest collection and can calculate a percentage of attendance. The cut-off date for S.Y. 2011-2012 is March 21, 2012, and can annually fluctuate by a few days.
Student Participation	A reasonable degree of student participation must occur; the state's minimum student attendance standard of 80%, as defining habitual truancy, is applied to student membership for this purpose.
Instructional Contact	The purpose of teacher evaluation is to measure the impact of instruction; therefore eligible students must be enrolled on September 30th at the school of testing and still enrolled on the date of testing to be counted.

Teacher(s) of Record	The teacher(s) of record is that teacher most directly responsible for the delivery of the assessed content.
Teacher Participation	LEAs will use existing local practices or procedures to determine the impact of teacher attendance or teacher employment occurring after the start of the school year.
Shared Ownership	Whereas the state lacks the ability to re-aggregate student data based on the myriad of regrouping trends at individual schools, student data is attributed equally to teachers in shared assignments.

Principal Evaluation

For the purpose of evaluating principals using the state model:

- Only whole school unit MSA data will apply.
- Only those students meeting an 80% attendance standard applied to the "Early Attendance Data Collection" will be eligible.
- Only those eligible students who were enrolled on September 30th at the school of testing and still enrolled on the date of testing will be counted.
- MSA data will be wholly attributed to the principal.

Principal Attribution	**State Assessment –MSA**
Student Growth Measures	While the State can provide student growth measures that are associated with an individual student's details, a class cohort, or a whole school cohort; only whole school cohort measures will be used for the state assessment portion of the state principal evaluation
Student Membership	Through the "Early Attendance Data Collection" process, the state has access to each student's membership associated with the first day of school and the end of the MSA Posttest collection and can calculate a percentage of attendance. The cut-off date for S.Y. 2011-2012 is March 21, 2012, and can annually fluctuate by a few days.
Student Participation	A reasonable degree of student participation must occur; the state's minimum student attendance standard of 80%, as defining habitual

	truancy, is applied to student membership for this purpose.
Instructional Contact	The purpose of principal evaluation is to measure the collective impact of instruction; therefore eligible students must be enrolled on September 30th at the school of testing and still enrolled on the date of testing to be counted.
Shared Ownership	For the purpose of principal evaluation, there will be no shared ownership of measures. In the rare case where more than one person serves as the principal in a school, student data would be attributed equally.
Principal Participation	LEAs will use existing local practices or procedures to determine the impact of principal attendance or principal employment occurring after the start of the school year.

Chapter 18
Annual Evaluation

Annual Evaluations that Provide Constructive Feedback

Maryland's goal is to ensure that all of the teachers and principals in its schools truly *are* effective. Data and anecdotal reports suggest that nearly every educator today is rated Satisfactory — which is not the same as knowing whether principals or teachers actually *are* effective at improving student learning, the most important component of their jobs. For Maryland to achieve its aspiration of having every principal and teacher become Effective or Highly Effective, the State needs to ensure that evaluations happen regularly and that supervisors not only are able to conduct evaluations capably and fairly, but also understand how to use the results to provide useful feedback and target appropriate support to those they are evaluating.

Maryland now mandates that all teachers and principals will be required to have annual evaluations on student growth. Under the current system, tenured teachers are evaluated every other year; under the new system, all school districts must follow these guidelines:

- Every teacher and principal shall be evaluated at least once annually.
- Each annual evaluation of a principal shall include all of the components of the evaluation system (student growth, the eight leadership outcomes, and locally-decided priorities).

MSDE has reviewed the Code of Maryland Regulations (COMAR) and prepared a draft regulation for the State Board to address this issue. In the proposed regulation submitted to the State Board on March 27, 2012, the annual evaluation process is that that teachers and principals shall be evaluated at least once annually on a three year evaluation cycle, in the following ways: (1) tenured teachers shall be evaluated on both professional practice and student growth in the first year of the evaluation cycle. If in the first year of the evaluation cycle a tenured teacher is determined to be highly effective or effective then in the second year of the evaluation cycle, the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data. If in the second year of the evaluation cycle a tenured teacher is determined to be highly effective

or effective, then in the third year of the evaluation cycle, the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data. In the fourth year of the evaluation cycle conducted under these regulations, tenured teachers shall be evaluated on both professional practice and student growth. The cycle will continue as described above. In any year, a principal may determine or a teacher may request that the evaluation be based on a new review of professional practice along with student growth. (2) All non-tenured teachers and all teachers rated as ineffective shall be evaluated annually on professional practice and student growth. (3) Every principal shall be evaluated at least once annually based on all of the components set forth in the evaluation. These regulations were reviewed and developed in conversation with teachers and principals in all the school districts during the pilot and non-pilot site visits conducted by MSDE. Principals and teachers expressed concern over the volume and frequency of annual evaluations before the new regulation but supported the notion of the cycle above for tenured and non-tenured teachers.

Whenever student growth demonstrates a failure on the part of the teacher or principal to meet targets and earn a rating of Effective, it will trigger additional evaluation of the teacher's or principal's performance and a determination of what intervention and/or supports may be necessary.

Because a high-quality, consistent, statewide system for evaluating teacher and principal effectiveness has never existed before in Maryland — and because student learning data in particular have not regularly been used by all LEAs in evaluations — Maryland will invest in significant technical assistance to support school districts, and especially those education leaders who supervise teachers and principals, in making the transition.

In Maryland, principal evaluations are performed by a designated executive officer in each LEA, so assistance and support easily can be targeted to the right individuals. In order to determine the kind of assistance that executive officers feel that they need, the Division of Academic Reform and Innovation conducted a needs assessment session at the February 2012 executive officers meeting to help drive the design of the professional development. This training in staff evaluations will be designed during spring 2012; regional trainers will be hired to support the 58

executive officers, and support will be offered to every LEA beginning in fall of 2012. Executive officers will help teach principals to evaluate teachers using the new teacher evaluation system; they also will receive continued professional development and support to enable them to improve the oversight, coaching, and annual evaluation of principals. Executive officers and principals also will receive training in the use of evaluations for promotion, incentives, and removal.

Chapter 19
Dashboards

Race to the Top (RTTT) projects have associated web-based dashboards: a set of tabs that display critical performance indicators via tables and figures, with data available at various summary levels, depending on the role of the users. Dashboards are developed pursuant to RTTT. For the Student Growth Project, the dashboard team, in collaboration with the National Psychometrics Council, developed an initial dashboard to display student growth percentiles (SGP), one of several measurement approaches studied during the first year of the grant.

This dashboard contains the following tabs: narrative overview, state summary data with drilldown capability, SGP detail, student attendance and discipline, classroom view (not populated), student progress compared to peers (with graphic display), and growth/achievement (loosely modeled on the Colorado dashboards). Data disaggregated by race, LEA, school within LEA, and grade are available.

SGPs are discussed more fully in Appendix III. They offer a mechanism for measuring students' relative gains on the MSA or on other tests the state may use in the future.

An alternative approach which has gained favor is a transition matrix. The matrix lists nine levels of performance—low basic, middle basic, high basic, low proficient, middle proficient, high proficient, low advanced, middle advanced, and high advanced—for a sequential pair of years/grades using MSA scale scores for reading or math. Each student occupies a single cell, e.g., a high basic student who has moved to low proficient. The matrix honors established and understood proficiency status ratings and allows progress within status categories to be recognized. The transition matrix has the virtue of comparing students with similar peers while also considering achievement levels. Moreover, the cells can be weighted to provide rewards and disincentives for movement among various levels. This approach is further explained in Chapter 12.

Once a cohort of students is mapped to the appropriate cells on the matrix, the accepted weights are applied, and the matrix's values can be averaged to provide a growth measure for a class, a teacher, a grade, a school, or a school district.

During the next dashboard development cycle, alternate displays will be developed to report student growth data generated by the transition matrix methodology. Data will be available for year-to-year, grade-to-grade reading and math transitions using the same drill-down approach already tested for SGPs.

Section V: Professional Development

Chapter 20
Professional Development

An effective teacher/principal evaluation process will result in increased educator effectiveness and student growth only if professional development initiatives support all aspects of its implementation. Professional development initiatives targeted to three key stakeholder groups will support effective implementation:

- Executive officers, Assistant Superintendents, and LEA central office content staff;
- Principals and/or teacher evaluators;
- Teachers.

Executive officers, Assistant Superintendents, and LEA central office content staff

LEA central office personnel play a key role in the effective implementation of the Educator Evaluation process in several ways. First, they must hold principals, assistant principals, and other school-based staff responsible for evaluating teachers accountable for effective implementation of the evaluation process. Second, they must fully understand the district's educator evaluation process including measures of teacher professional practice and student growth models. Third, they must have a full understanding of key aspects of curriculum and assessment reform initiatives so that they are able to provide effective supports for both teachers and administrators in these areas.

In addition to the professional development initiatives supporting educator evaluation planned and implemented by the LEA, the following professional development initiatives at the state and national level support effective implementation:

Professional Development for Executive Officers

Full time staff at MSDE will design and implement a comprehensive professional development program offered during the 2012-2013 school year to ensure that personnel who evaluate principals understand all aspects of effective evaluation implementation and possess the skills and knowledge to support school-based personnel.

Monthly Meetings of Superintendents and Assistant Superintendents of Instruction

Monthly meetings of Superintendents and Assistant Superintendents of Instruction provide regular, face-to-face interaction to address implementation issues surrounding educator effectiveness. Topics span a variety of areas each month: Maryland Common Core State Curriculum implementation, Instructional toolkit development, formative and summative assessment development, as well as all aspects of Race to the Top grant implementation.

Quarterly Briefings in all Content Areas

Coordinators in the following areas--Mathematics, English/Language Arts, STEM, Science, Social Studies, Fine Arts, World Languages, Physical Education, Health Education, English Language Learners, Gifted and Talented, and Special Education—hold meetings each quarter that are attended by representatives from each LEA. Utilizing a workshop format, critical topics related to curriculum and assessment are fully discussed to ensure consistent implementation occurs across the state. In coming years, support of LEA efforts to implement Student Learning Outcomes as part of Student Growth measures will be a critical focus area.

PARCC Educator Effectiveness Cadres

PARCC Educator Effectiveness Cadres commence summer 2012 utilizing funds from the PARCC assessment consortium. This initiative supports effective state-wide dissemination of assessment information and planning for successful field-testing of the PARCC summative assessment system in 2013-14.

Principals and/or Evaluators of Teachers

Those charged with evaluating teachers range from department chairs in some school districts to assistant principals and principals in others. Teacher evaluators, like their central office superiors, must fully understand the district's educator evaluation process including measures of teacher professional practice and student growth models. They must have a full understanding of key aspects of curriculum and assessment reform initiatives so that they might provide effective supports for teachers in these areas.

Professional Development related to Student Learning Outcomes

A complete discussion of professional development related to Student Learning Outcomes is found in chapter 15.

Educator Effectiveness Academies

The principal and three teachers from every public school in Maryland attend Educator Effectiveness Academies. The first three-day academy in 2011 focused on the Maryland State Common Core Curriculum Frameworks. The 2012 three-day academy will focus on the On-Line Instructional Toolkit supporting those curriculum frameworks. The 2013 five-day academy will feature detailed information regarding the new PARCC assessments and a special strand for principals focusing on effective implementation of the teacher evaluation system with particular emphasis on issues of validity and reliability of student growth models and teacher professional practice measures.

Teachers

Educator Effectiveness Academies

In addition to principals, the 2013 Educator Effectiveness Academies will also support teachers in their professional development related to the evaluation process. Based on information from teacher evaluation field tests in each LEA, MSDE staff will design and implement professional development content targeted to the information flowing from the field tests. Follow-up sessions to the summer academy will feature examples of master teachers in Maryland presenting and discussing effective instruction that supports student achievement growth.

Educator Professional Development Portal Project

Beginning fall 2012 as part of a Race to the Top project, MSDE will initiate a state-wide professional development portal that will serve as a one-stop shop for teachers and administrators seeking support for their professional practice. Course offerings on the portal must meet a quality control review protocol that ensures alignment with Maryland's curriculum, assessment, and educator effectiveness reforms.

Professional Development Plans per COMAR 13A.12.01.06 and COMAR 13A.12.11

Since 1994, COMAR 13A.12.01.06 and COMAR 13A.12.11 have required a professional development plan to advance and renew the Advanced Professional Certificate. Untenured teachers in public schools have been and will continue to demonstrate satisfactory or effective performance. Currently, the adherence to this requirement is inconsistent across the state.

During 2011-12 school year the Professional Standards and Teacher Education Board [PSTEB] has been reconfiguring the current educator credentialing structure based on the implementation of new evaluation systems that measure student growth as well as professional practice. In this restructuring, PSTEB is intent on assuring that educators who are required to hold a certificate have a robust professional development plan that is tied to their evaluation and to the specific needs of the students in public schools.

Chapter 21

Training/Professional Development for Evaluators in Use of Teacher/Principal Evaluation Models

Training: State Model

Personnel from the Maryland State Department of Education (MSDE) will provide professional development to executive officers to ensure that they are prepared to conduct evaluations of the principals they supervise. In addition, MSDE personnel will provide training to the executive officers who will in turn train their principals to evaluate teachers. The training will be based on the State Models so that executive officers will have familiarity with these instruments. During this field test year, modules will be designed to support a variety of training topics, which will be accessible on an MSDE website. This will allow executive officers and principals to review training concepts, refresh their own knowledge, reinforce training information, and provide initial training in the State Models for subsequent, newly appointed executive officers and principals. MSDE will provide ongoing technical assistance to the LEAs in the form of training, consultation, and advisement in the use of the State Models.

Examples of training could include:

- Knowledge of content: Understanding and implementation of the State instrument(s), Student Growth measures: school index, SLOs; Professional Practices –Domains for teachers; Outcomes for principals; State Rating Methodology
- Supervising the Process: Goal setting; Identifying, Collecting, and Analyzing data; Validating achievement of goals; Rating performance; Identifying appropriate professional development
- Ability to apply process: Developing timelines, Conducting conferences; Personalizing the evaluation; Providing actionable quality feedback; Coaching for continuous improvement

Training: Local Model

Executive officers and principals, using their own LEA evaluation tools will have access to the professional development sessions and the training modules on the MSDE site. The local LEA will submit to MSDE the process they will put into place for the training of their executive officers and principals and the expectations for the use of their own evaluation tools.
MSDE will provide technical assistance in the form of training, consultation, and advisement on the concepts of educator effectiveness, process, and application topics to support the continuous improvement for teaching and learning that are germane to each LEA's evaluation tool(s).

Additional Training: Executive Officers and Principals

One of the major purposes of the Educator Effectiveness Tool is to improve educators' performance which will in turn impact student learning. Providing high quality, actionable feedback, executive officers to principals and principals to teachers, is critical in order to enhance the skill set of each educator. MSDE, through the Division of Academic Reform and Innovation, Leadership Development Initiatives Branch has provided training and continues to offer training to school systems through its Leadership Learning Series. Leadership Learning Series are professional development workshops designed to provide Maryland principals, assistant principals, central office staff, executive officers, and potential leaders with the skills, strategies, and content needed to be effective instructional leaders. Three of the workshops are based on the *Maryland Instructional Leadership Framework*, Outcome #4: Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers.
The content of *Purposeful Observation of Instruction* focuses on providing participants with skills, tools, and strategies for observing classroom instruction to determine if student learning has occurred and on providing teachers with purposeful feedback that will make their instruction more effective.

One of the purposes of the observation process is to give teachers constructive feedback that they can apply to improve their instructional practices and student achievement. This feedback provides a valuable opportunity for individual professional development for the teacher, and as such, is some of the most powerful instructional work that the principal will do. Feedback has shifted from being given to the teacher based solely on the actions of the teacher and a

description of what the teacher did during the lesson to being based on the evidence of student learning. By effectively analyzing instruction and providing specific feedback to teachers and highlighting the cause and effect relationship between the teacher and students, the principal has a great impact on teaching and learning.

The content of *Focused Post-Observation Conferences* focuses on the post-observation conference as a major teaching-learning opportunity for the principal and the teachers. The effectiveness of these conferences is critical to increasing student achievement. In the post-observation conference, the principal provides individual, job-embedded professional development for the teacher. In fact, the post-observation conference is one of the rare opportunities that the principal and teacher have for a sustained, substantive, one-on-one conversation about teaching and learning.

Effective leadership has a profound impact on student achievement. Observing classroom instruction is one of the most powerful practices in which principals engage to improve teaching and learning. The content of *Structuring Informal Classroom Observations* focuses on strategic, instructional visits and ways to provide valuable opportunities for more frequent interaction between the principal and the teacher. The visits and the follow-up conversations are important job-embedded opportunities for individual professional development because the data collected provides fertile ground for ongoing discussions about teaching and learning.

To date 22 LEAs, the Maryland School for the Deaf, and Juvenile Justice have received training in Maryland's workshops. In addition, The Aspiring Principals' Institute is currently providing *Purposeful Observation* as part of its content. All 24 LEAs in Maryland send participants to these regional institutes.

Section VI: Process for Submission

Chapter 22
Request for Planning Information for Statewide Field Testing

For the statewide field testing in 2012-2013, MSDE has asked each LEA to complete an informal request for planning information to help track the specific models being field tested in each district. The request is included below. A second request, after the statewide field testing, to gather information about each of the LEA's Teacher/Principal Evaluation models will be distributed at a later date.

Educator Effectiveness Field Test

Request for Planning Information

Due: September 18, 2012

1. **LEA**

2. **Demographics:**
    a. Schools
    b. Teachers
    c. Grade levels
    d. Discipline or contents covered

EXAMPLE:

Bright Smiling Public Schools (LEA Name)			
School	**Teacher**	**Grade Level**	**Content**
Happy School	Mrs. Happy	7th grade	English
	Mr. Awesome	6th grade	Social Studies
TOTALS - 1	**2**	**2**	**2**

    e. Principals (Elementary, Middle or High)

EXAMPLE:

Bright Smiling Public Schools (LEA Name)		
School	**Principal**	**Level**
Happy School	Mr. Cheerful	Middle School
Spring School	Mrs. Exuberant	Elementary School
Shining School	Mrs. Cool	Elementary School
TOTALS- 3	**3**	**2**

3. **Educator Effectiveness Pilot Lead Team** (Names and email addresses)

4. **Description of the Evaluation System for the Field Test:**

    a. **Provide an overview of the Entire Evaluation System**

    b. **Graphic of Teacher Evaluation Model:**

        i. Include measurements, accompanying percentages, etc. (May require more than one graphic)

    c. **Graphic of Principal Evaluation Model:**

        i. Include measurements, accompanying percentages, etc. (May require more than one graphic)

    d. **Professional Practice (50%)**

        i. Description of Model

        ii. Established, new or refined for field test?

        iii. Evaluation Rubric

    e. **Student Growth (50%)**

        i. What measures were used for each of the content and grade levels field tested?

        ii. Description of chosen measures

        iii. What criteria did you use to select measures?

Chapter 23

Process for Submission of Local Model/Level of Review and Approval

General Comments

According to proposed COMAR 13A(.07)(4.1), each Local Education Agency (LEA) must submit to the Maryland State Department of Education (MSDE) for approval its proposed teacher and principal evaluation plan for the 2013/14 school year and beyond. MSDE's internal approval process will be in place annually in the event an LEA wishes to amend its approved plan in subsequent years. All components described in the checklist below must be addressed by all LEAs in their respective plans. This checklist will assist LEAs in ensuring that they have met the requirements, while also helping to expedite the review process. LEA evaluation plans must be in compliance with proposed COMAR 13A (.07)(4.1). Questions and clarification of the review process may be sent to: (name and email –xxxx) (Note- this information will be decided and included in the next revision of this Guidebook).

State Model

LEAs may choose to adopt the State Model Performance Criteria. If the LEA and its bargaining unit(s) cannot agree on the components of its proposed plan, then the LEA must adopt the State Model Performance Criteria for teachers and principals. In either case, the LEA must still submit a proposed plan using the components of the State Model as the basis for its plan.

Plan Submission

LEA teacher and principal proposed evaluation plans must be submitted to MSDE by (date – xxxxx) (Note- this information will be decided and included in the next revision of this Guidebook). The plans and all supporting documentation/evidence/artifacts (hereinafter referred to as documentation) should be emailed as a pdf file (with the LEA superintendent's original signature) to:

Name -- Xxxxxx

Title – Xxxxx

Email Address – Xxxxxx

(Note- this information will be decided and included in the next revision of this Guidebook)

The LEA will be notified by (date – xxxx) (Note- this information will be decided and included in the next revision of this Guidebook) if changes are required to the proposed plan. The LEA will be notified by MSDE upon final approval of the plan.

Signature Page

The last page of this document contains signature lines. The LEA superintendent, teacher bargaining unit representative, and principal bargaining unit representative unit (if applicable) must sign this page showing that there is agreement within the LEA. This completed checklist and signature page must accompany the LEA proposed plan.

Review Process

MSDE will convene a group of internal and external stakeholders to review and recommend approval or disapproval of LEA proposed evaluation plans. The State Superintendent will render a final decision.

Directions

For each component of the proposed evaluation plan listed in the 1st column, the LEA must provide the page number in its application where that component is addressed in the 2nd column. In those instances where there is documentation to support the proposed plan, the LEA should note the title of that documentation in the 3rd column.

LEA Evaluation Plan Checklist

LEA: Date Submitted to MSDE:

Contact Person's Name: Title:

Phone #: Email:

Additional documentation is included with this plan: YES____ NO: ____

Please check two of the following (one for teachers and one for principals):

For its LEA evaluation plan, the LEA will implement:

___ the State Model Performance Criteria for teachers

___ locally developed performance criteria for teachers

___ the State Model Performance Criteria for principals

___ locally developed performance criteria for principals

Evaluation System Components	**Page # where the plan narrative can be found**	**Title of Supporting Documentation (as appropriate)**
1. The plan states that the evaluation system will go into effect for the 2013/14 school year.		
2. The plan describes how the LEA has communicated and will continue to communicate key elements of the evaluation plan to teachers and principals (i.e., criteria and procedures by which they will be evaluated).		
3. The plan describes how teachers and principals will receive initial and ongoing		

professional development on the components of the evaluation system.		
4. The plan describes how personnel evaluations lead to focused professional development.		
5. The plan describes the ongoing process of LEA review and the process by which revisions will be requested of MSDE.		
6. The plan states that each teacher and principal will have an annual evaluation consistent with COMAR 13A(.07)(4.1)		
7. The plan describes appropriate appeals procedures for teachers and principals.		
8. The plan describes how teachers, principals and their bargaining unit(s), were involved in the development of the plan.		
9. The plan describes the process of teacher observations consistent with COMAR 13A(.07)(4.1) • who is involved • instruments used • frequency (cycle) for different categories of teachers how feedback is provided		
10. The plan describes the process of principal evaluations consistent with COMAR 13A(.07)(4.1)		
11. The plan includes a description of the rating categories for teachers and principals.		
12. The plan describes how observers and raters of teachers are trained initially and subsequently to help ensure comparability among observations and ratings.		
13. The plan describes how raters of principals are trained to help ensure comparability among ratings.		
14. The plan describes the process used by the LEA to attribute student scores.		
15. Student Growth Measures • The plan clearly describes appropriate and multiple measures used to determine student growth for all teachers and principals. • The plan states that no single student growth measure exceeds 35% of the evaluation for teachers or principals.		

• The plan states the percentage that State assessments in tested area subjects count towards the overall evaluation for teachers and principals. That percentage must be at least 10%. • The plan clearly describes how (at a minimum) a rating of Effective, Highly Effective, and Ineffective is determined for student growth for all teachers and principals. • The plan clearly describes how teachers of non-tested areas will be evaluated. • The plan clearly describes an internal process that the LEA has established to ensure appropriate rigor, credibility, fairness, and usefulness in all student growth measures for teachers and principals. • The plan describes how lagging indicators (e.g., test scores that are available after the normal evaluation cycle ends) will be handled. • (For future consideration – 2015-16) In the future, the plan will have to describe how the LEA plans to transition to the PARCC assessments as growth measures.		
16. Professional Practice • The plan clearly describes the professional practice components for teachers and principals. • The plan describes how the professional practice components for teachers include at a minimum planning and preparation, classroom environment, instruction, and professional responsibilities. • The plan describes how the professional practice components for principals include at a minimum the 8 outcomes in the *Maryland Instructional Leadership Framework.* • The plan describes how a rating of Effective, Highly Effective, and Ineffective will be arrived at in the area of professional practice for all teachers		

and principals. • The plan clearly describes an internal process that the LEA has established to ensure appropriate rigor, credibility, fairness, and usefulness in the professional practice components for teachers.		
17. The plan describes how student growth measures are combined with professional practice measures for teachers and principals to arrive at a final rating of (at a minimum) of Effective, Highly Effective, and Ineffective.		
18. The plan describes how the LEA will verify system-wide compliance with all components of its evaluation system.		

Signatures

The attached teacher and principal evaluation plan has been agreed to by the below parties:

LEA Superintendent: _____ Date: _____

Teacher Bargaining Unit Representative: _____ Date: _____

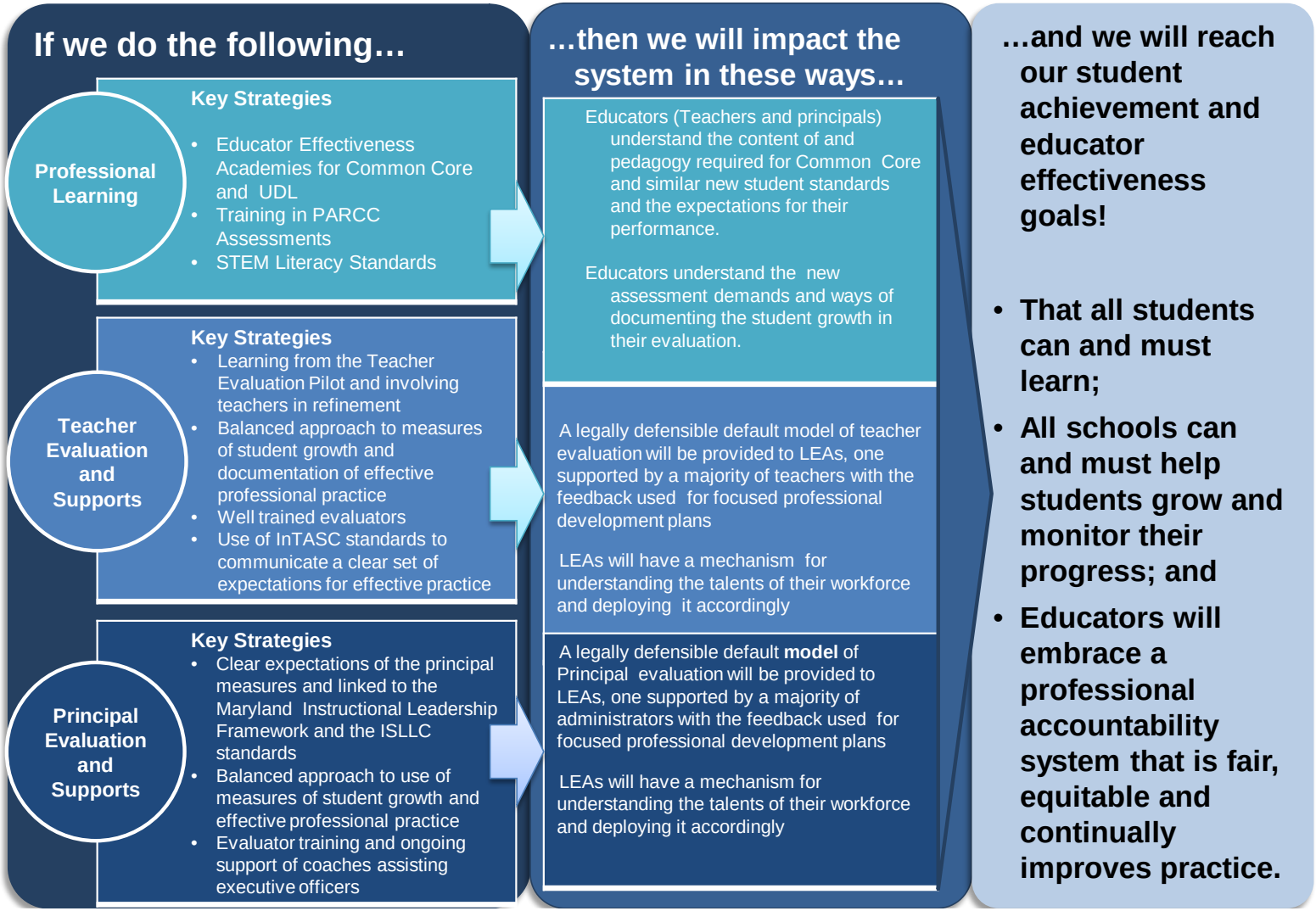
Principal Bargaining Unit Representative: _____ Date: _____

(if applicable)

Section VII:

Conclusion

Theory of Action



Maryland's Theory of Action for Teacher/Principal Evaluation states that through professional learning and by providing Teacher/Principal evaluation and supports, Maryland will have a Teacher/Principal Evaluation model that embraces professional accountability and furthers the goal that all children receive a world class education.

This Guidebook will be revised based on the lessons learned from the pilot and field testing. It will continue to be reviewed and revised throughout the implementation of the model.

Maryland State Department of Education
Teacher/Principal Evaluation Committee

Bernard J. Sadusky
Interim State Superintendent of Schools
Chair

Mary L. Gable
Assistant State Superintendent, Division of Academic Policy
Co-chair

Portia Bates
Specialist, Comprehensive Planning, Student Services and Alternative Programs Branch, Division of Student, Family, and School Support

Linda Burgee
Local Liaison, Race to the Top, Division of Academic Policy

Mary Cary
Assistant State Superintendent, Division of Instruction

Ann Chafin
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Megan Dolan
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Carolyn Wood
Assistant State Superintendent, Division of Accountability, Assessment, and Data Systems

Appendices

Appendix I: Education Reform Act 2010

Chapter 189

(House Bill 1263)

AN ACT concerning

Education Reform Act of 2010

FOR the purpose of altering the probationary period of employment of a certificated employee in a ~~public~~ local school system; altering certain procedures related to the probationary period of a certificated employee; requiring a county board of education to evaluate annually a nontenured certificated employee based on established performance evaluation criteria; requiring certain certificated employees to be assigned a mentor and provided ~~certain guidance and instruction and~~ additional professional development under certain circumstances; ~~requiring that a performance evaluation of a certificated teacher or principal in a public school system include certain data as a certain component of the evaluation; requiring that a certain component of an evaluation be one of multiple measures; requiring the State Board of Education to adopt regulations to implement certain provisions of this Act; requiring certain classroom teachers and principals working in certain public schools to receive a certain stipend~~ requiring the State Board of Education to adopt regulations ~~establishing~~ *to establish certain* standards ~~for effective mentoring; providing that a tenured certificated employee who moves to another local school system in the State shall be tenured in the local school system to which the employee relocates under certain circumstances; authorizing the local school system to which an employee relocates to extend the employee's probationary period under certain circumstances; requiring a county board to establish certain performance evaluation criteria for a certificated teacher or principal under certain conditions; requiring the performance evaluation criteria to include certain measures; requiring the State Board to establish by regulation general standards for teacher and principal performance evaluations, that the performance evaluation criteria include certain measures, and that certain criteria be accounted for in a certain manner; requiring the State Board to establish a certain program to support certain incentives, contingent on the receipt of certain federal funds~~ *that include certain provisions; requiring certain employees to be tenured under certain circumstances; authorizing certain local school systems to extend a certain probationary period for certain employees under certain circumstances; requiring the State Board to adopt certain regulations that establish general standards for certain performance evaluations, including certain model performance evaluation criteria; requiring the State Board to solicit certain information and recommendations from local school systems before proposing certain regulations and convene a certain meeting; requiring certain county boards to establish certain performance evaluation criteria that are mutually agreed upon by certain local school systems and*

certain exclusive employee representatives for certain teachers and principals based on certain standards; requiring certain performance evaluation criteria to include certain data as a certain component of the evaluation; requiring that a certain component of an evaluation be one of multiple measures; prohibiting certain performance evaluation criteria from being based solely on certain examinations or assessments; requiring certain model performance evaluation criteria adopted by the State Board to take effect in a local jurisdiction at a certain time under certain circumstances; requiring the State Board to establish a certain program to support certain incentives for certain teachers and principals that meets certain requirements; authorizing the program to include certain incentives; requiring the State Board to adopt certain guidelines to implement a certain program; authorizing the award of certain stipends in certain years to be based on obtainment of National Board Certification; requiring each local school system, on or before a certain date, to submit to the State Board certain information relating to the local system's teacher mentoring program; providing for the construction of certain provisions of this Act; defining ~~a certain term~~ certain terms; providing for the application of a certain provision of this Act; *making this Act an emergency measure;* and generally relating to the employment of certificated employees in a ~~public~~ local school system.

BY repealing and reenacting, with amendments,
Article – Education
Section 6–202
Annotated Code of Maryland
(2008 Replacement Volume and 2009 Supplement)

BY adding to
Article – Education
Section 6–306(b)(5)
Annotated Code of Maryland
(2008 Replacement Volume and 2009 Supplement)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

Article – Education

6–202.

(a) (1) On the recommendation of the county superintendent, a county board may suspend or dismiss a teacher, principal, supervisor, assistant superintendent, or other professional assistant for:

(i) Immorality;

(ii) Misconduct in office, including knowingly failing to report suspected child abuse in violation of § 5–704 of the Family Law Article;

(iii) Insubordination;

(iv) Incompetency; or

(v) Willful neglect of duty.

(2) Before removing an individual, the county board shall send the individual a copy of the charges against him and give him an opportunity within 10 days to request a hearing.

(3) If the individual requests a hearing within the 10–day period:

(i) The county board promptly shall hold a hearing, but a hearing may not be set within 10 days after the county board sends the individual a notice of the hearing; and

(ii) The individual shall have an opportunity to be heard before the county board, in person or by counsel, and to bring witnesses to the hearing.

(4) The individual may appeal from the decision of the county board to the State Board.

(5) Notwithstanding any provision of local law, in Baltimore City the suspension and removal of assistant superintendents and higher levels shall be as provided by the personnel system established by the Baltimore City Board of School Commissioners under § 4–311 of this article.

(b) (1) ~~Except as provided in~~ SUBJECT TO ***EXCEPT AS PROVIDED IN*** paragraph ~~(2)~~ ***(3)*** of this subsection, the probationary period of employment of a certificated employee in a ~~public~~ LOCAL school system shall cover a period of [2 years] 3 YEARS from the date of employment and shall consist of a 1–year employment contract that may be renewed by the county board.

[(2) (i) A probationary period for a certificated employee in a public school system may be extended for a third year from the date of employment if the certificated employee does not qualify for tenure at the end of the second year based on established performance evaluation criteria and the employee demonstrates a strong potential for improvement.

(ii) If the probationary period of a certificated employee is extended as provided in this paragraph, a mentor shall be assigned to the employee and the employee shall be evaluated at the end of the third year based on established performance evaluation criteria.]

(2) (I) A COUNTY BOARD SHALL EVALUATE ANNUALLY A NONTENURED CERTIFICATED EMPLOYEE BASED ON ESTABLISHED PERFORMANCE EVALUATION CRITERIA.

(II) ~~IF~~ ***SUBJECT TO SUBPARAGRAPH (III) OF THIS PARAGRAPH, IF*** THE NONTENURED CERTIFICATED EMPLOYEE IS NOT ON TRACK TO QUALIFY FOR TENURE AT ~~THE END OF THE FIRST OR SECOND YEAR, A~~ ANY FORMAL EVALUATION POINT:

1. A MENTOR ***PROMPTLY*** SHALL BE ASSIGNED TO THE EMPLOYEE TO PROVIDE THE EMPLOYEE COMPREHENSIVE GUIDANCE AND INSTRUCTION; AND ~~AND ADDITIONAL~~

2. ADDITIONAL PROFESSIONAL DEVELOPMENT SHALL BE PROVIDED TO THE EMPLOYEE, AS APPROPRIATE.

(III) NOTHING IN THIS PARAGRAPH SHALL BE CONSTRUED TO PROHIBIT A COUNTY BOARD FROM ASSIGNING A MENTOR AT ANY TIME DURING A NONTENURED CERTIFICATED EMPLOYEE'S EMPLOYMENT.

(3) (I) SUBJECT TO SUBPARAGRAPH (II) OF THIS PARAGRAPH, IF A CERTIFICATED EMPLOYEE HAS ACHIEVED TENURE IN ~~ANY~~ *A* LOCAL SCHOOL SYSTEM IN THE STATE AND MOVES TO ANOTHER LOCAL SCHOOL SYSTEM IN THE STATE, THAT EMPLOYEE SHALL BE TENURED IF THE EMPLOYEE'S CONTRACT IS RENEWED AFTER 1 YEAR OF PROBATIONARY EMPLOYMENT IN THE LOCAL SCHOOL SYSTEM TO WHICH THE EMPLOYEE RELOCATED IF:

1. THE EMPLOYEE'S FINAL EVALUATION IN THE LOCAL SCHOOL SYSTEM FROM WHICH THE EMPLOYEE DEPARTED IS SATISFACTORY OR BETTER; AND

2. THERE HAS BEEN NO BREAK IN THE EMPLOYEE'S SERVICE BETWEEN THE TWO SYSTEMS OF LONGER THAN 1 YEAR.

(II) A LOCAL SCHOOL SYSTEM MAY EXTEND THE PROBATIONARY PERIOD FOR A CERTIFICATED EMPLOYEE SUBJECT TO SUBPARAGRAPH (I) OF THIS PARAGRAPH FOR A SECOND YEAR FROM THE DATE OF EMPLOYMENT IF:

1. THE EMPLOYEE DOES NOT QUALIFY FOR TENURE AT THE END OF THE FIRST YEAR BASED ON ESTABLISHED PERFORMANCE EVALUATION CRITERIA; AND

2. THE EMPLOYEE DEMONSTRATES A STRONG POTENTIAL FOR IMPROVEMENT.

~~(3)~~ (4) (I) The State Board shall adopt regulations that implement the provisions of paragraphs (1) and (2) of this subsection and define the scope of a mentoring program AND PROFESSIONAL DEVELOPMENT that will be aligned with the [2–year] 3–YEAR probationary period [and the 1–year extension as provided in paragraph (2) of this subsection].

(II) THE STATE BOARD SHALL ADOPT REGULATIONS TO ESTABLISH STANDARDS FOR EFFECTIVE MENTORING, INCLUDING PROVISIONS TO ENSURE THAT MENTORS PROVIDE MENTORING THAT ~~IS FOCUSED, OF HIGH QUALITY, AND GEARED TO THE NEEDS OF EACH EMPLOYEE BEING MENTORED:~~

1. IS FOCUSED;

2. IS SYSTEMATIC;

3. IS ONGOING;

4. IS OF HIGH QUALITY;

5. IS GEARED TO THE NEEDS OF EACH EMPLOYEE BEING MENTORED;

6. INCLUDES OBSERVATIONS; AND

7. INCLUDES FEEDBACK.

~~(C) (1) A PERFORMANCE EVALUATION OF A CERTIFICATED TEACHER OR PRINCIPAL IN A PUBLIC SCHOOL SYSTEM SHALL INCLUDE DATA ON STUDENT GROWTH AS A SIGNIFICANT COMPONENT OF THE EVALUATION AND ONE OF MULTIPLE MEASURES.~~

~~(2) THE STATE BOARD SHALL ADOPT REGULATIONS THAT IMPLEMENT THE PROVISIONS OF THIS SUBSECTION.~~

(C) (1) IN THIS SUBSECTION, "STUDENT GROWTH" MEANS STUDENT PROGRESS ~~MEASURED~~ *ASSESSED* BY MULTIPLE ~~CRITERIA~~ *MEASURES* AND FROM A CLEARLY ARTICULATED BASELINE TO ONE OR MORE POINTS IN TIME.

~~(2) SUBJECT TO PARAGRAPHS (3) AND (4) OF THIS SUBSECTION, A COUNTY BOARD SHALL ESTABLISH PERFORMANCE EVALUATION CRITERIA~~

~~FOR CERTIFICATED TEACHERS AND PRINCIPALS IN A LOCAL SCHOOL SYSTEM AFTER MEETING AND CONFERRING WITH THE EXCLUSIVE EMPLOYEE REPRESENTATIVE.~~

~~(3) THE STATE BOARD SHALL ADOPT REGULATIONS THAT ESTABLISH GENERAL STANDARDS FOR PERFORMANCE EVALUATIONS FOR CERTIFICATED TEACHERS AND PRINCIPALS.~~

~~(4) (I) PERFORMANCE EVALUATION CRITERIA FOR A CERTIFICATED TEACHER OR PRINCIPAL IN A LOCAL SCHOOL SYSTEM SHALL INCLUDE MULTIPLE MEASURES.~~

~~(II) STUDENT GROWTH SHALL ACCOUNT FOR 50% OF THE PERFORMANCE EVALUATION CRITERIA.~~

~~(III) NO SINGLE CRITERION SHALL ACCOUNT FOR MORE THAN 35% OF THE TOTAL PERFORMANCE EVALUATION CRITERIA.~~

(2) (I) SUBJECT TO SUBPARAGRAPH (III) OF THIS PARAGRAPH, THE STATE BOARD SHALL ADOPT REGULATIONS THAT ESTABLISH GENERAL STANDARDS FOR PERFORMANCE EVALUATIONS FOR CERTIFICATED TEACHERS AND PRINCIPALS THAT INCLUDE OBSERVATIONS, CLEAR STANDARDS, RIGOR, AND CLAIMS AND EVIDENCE OF OBSERVED INSTRUCTION.

(II) THE REGULATIONS ADOPTED UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH SHALL INCLUDE MODEL PERFORMANCE EVALUATION CRITERIA.

(III) BEFORE THE PROPOSAL OF THE REGULATIONS REQUIRED UNDER THIS PARAGRAPH, THE STATE BOARD SHALL SOLICIT INFORMATION AND RECOMMENDATIONS FROM EACH LOCAL SCHOOL SYSTEM AND CONVENE A MEETING WHEREIN THIS INFORMATION AND THESE RECOMMENDATIONS ARE DISCUSSED AND CONSIDERED.

(3) SUBJECT TO PARAGRAPH (6) OF THIS SUBSECTION:

(I) A COUNTY BOARD SHALL ESTABLISH PERFORMANCE EVALUATION CRITERIA FOR CERTIFICATED TEACHERS AND PRINCIPALS IN THE LOCAL SCHOOL SYSTEM BASED ON THE GENERAL STANDARDS ADOPTED UNDER PARAGRAPH (2) OF THIS SUBSECTION THAT ARE MUTUALLY AGREED ON BY THE LOCAL SCHOOL SYSTEM AND THE EXCLUSIVE EMPLOYEE REPRESENTATIVE.

(II) NOTHING IN THIS PARAGRAPH SHALL BE CONSTRUED TO REQUIRE MUTUAL AGREEMENT UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH TO BE GOVERNED BY SUBTITLES 4 AND 5 OF THIS TITLE.

(4) THE PERFORMANCE EVALUATION CRITERIA DEVELOPED UNDER PARAGRAPH (3) OF THIS SUBSECTION:

(I) SHALL INCLUDE DATA ON STUDENT GROWTH AS A SIGNIFICANT COMPONENT OF THE EVALUATION AND AS ONE OF MULTIPLE MEASURES; AND

(II) MAY NOT BE BASED SOLELY ON AN EXISTING OR NEWLY CREATED SINGLE EXAMINATION OR ASSESSMENT.

(5) (I) AN EXISTING OR NEWLY CREATED SINGLE EXAMINATION OR ASSESSMENT MAY BE USED AS ONE OF THE MULTIPLE MEASURES.

(II) NO SINGLE CRITERION SHALL ACCOUNT FOR MORE THAN 35% OF THE TOTAL PERFORMANCE EVALUATION CRITERIA.

(6) IF A LOCAL SCHOOL SYSTEM AND THE EXCLUSIVE EMPLOYEE REPRESENTATIVE FAIL TO MUTUALLY AGREE UNDER PARAGRAPH (3) OF THIS SUBSECTION, THE MODEL PERFORMANCE EVALUATION CRITERIA ADOPTED BY THE STATE BOARD UNDER PARAGRAPH (2)(II) OF THIS SUBSECTION SHALL TAKE EFFECT IN THE LOCAL JURISDICTION 6 MONTHS FOLLOWING THE FINAL ADOPTION OF THE REGULATIONS.

6–306.

(b) **(5)** ~~**(I) IN THIS PARAGRAPH, "RACE TO THE TOP APPLICATION" GRANT" MEANS THE STATE'S APPLICATION TO THE UNITED STATES DEPARTMENT OF EDUCATION FOR THE RACE TO THE TOP FUND, AUTHORIZED UNDER THE AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009.**~~

~~**(II) A HIGHLY EFFECTIVE CLASSROOM TEACHER OR PRINCIPAL WORKING IN A PUBLIC SCHOOL IDENTIFIED IN THE STATE'S RACE TO THE TOP APPLICATION AS A SCHOOL IN THE LOWEST ACHIEVING 5% OF TITLE I SCHOOLS IN IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING SHALL RECEIVE A STIPEND FROM THE STATE IN AN AMOUNT DETERMINED BY THE STATE BOARD, CONTINGENT ON RECEIPT OF RACE TO THE TOP GRANT FUNDS.**~~

~~(II) CONTINGENT ON THE RECEIPT OF RACE TO THE TOP GRANT FUNDS, THE STATE BOARD SHALL ESTABLISH A PROGRAM TO SUPPORT LOCALLY NEGOTIATED INCENTIVES FOR HIGHLY EFFECTIVE CLASSROOM TEACHERS AND PRINCIPALS TO WORK IN PUBLIC SCHOOLS IN IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING.~~

(I) 1. THE STATE BOARD SHALL ESTABLISH A PROGRAM TO SUPPORT LOCALLY NEGOTIATED INCENTIVES, GOVERNED UNDER SUBTITLES 4 AND 5 OF THIS TITLE, FOR HIGHLY EFFECTIVE CLASSROOM TEACHERS AND PRINCIPALS TO WORK IN PUBLIC SCHOOLS THAT ARE:

A. IN IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING;

B. CATEGORIZED BY THE LOCAL SCHOOL SYSTEM AS A TITLE I SCHOOL; OR

C. IN THE HIGHEST 25% OF SCHOOLS IN THE STATE BASED ON A RANKING OF THE PERCENTAGE OF STUDENTS WHO RECEIVE FREE AND REDUCED PRICED MEALS.

2. THE PROGRAM ESTABLISHED UNDER SUBSUBPARAGRAPH 1 OF THIS SUBPARAGRAPH MAY INCLUDE FINANCIAL INCENTIVES, LEADERSHIP CHANGES, OR OTHER INCENTIVES.

(II) 1. THE STATE BOARD SHALL ADOPT GUIDELINES TO IMPLEMENT THIS PARAGRAPH.

2. NOTHING IN THIS PARAGRAPH SHALL BE CONSTRUED TO PROHIBIT A LOCAL SCHOOL SYSTEM FROM EMPLOYING MORE STRINGENT STANDARDS THAN THE GUIDELINES ADOPTED UNDER THIS SUBPARAGRAPH.

SECTION 2. AND BE IT FURTHER ENACTED, That during the 2010–2011 and 2011–2012 school years, stipends awarded under § 6–306(b)(5) of the Education Article, as enacted by Section 1 of this Act, may be based on whether the teacher has obtained certification by the National Board for Professional Teaching Standards.

SECTION 3. AND BE IT FURTHER ENACTED, That, on or before December 31, 2010, each local school system shall submit to the State Board of Education a description of the local school system's teacher mentoring program, including data relating to the number of mentors who have been assigned, the number of teachers to whom the mentors have been assigned, and how, if at all, the effectiveness of the mentoring program is measured.

SECTION ~~2.~~ *4.* AND BE IT FURTHER ENACTED, That the probationary period of employment specified in § 6–202(b) of the Education Article, as enacted by Section 1 of this Act, shall be applicable to a certificated employee in a ~~public~~ local school system with a date of employment starting on or after July 1, 2010.

SECTION ~~3.~~ *5.* AND BE IT FURTHER ENACTED, That this Act ~~shall take effect July 1, 2010~~ *is an emergency measure, is necessary for the immediate preservation of the public health or safety, has been passed by a yea and nay vote supported by three–fifths of all the members elected to each of the two Houses of the General Assembly, and shall take effect from the date it is enacted*.

Approved by the Governor, May 4, 2010.

Appendix II: Sample Teacher Professional Practice Rubric

State Teacher Evaluation Model

(Value Range Prototype)

Annual Student Growth Measures: 50%

Teachers With Two Content Area Measures		Teachers With One Content Measure		Teachers of Non-Tested Areas AND High School Teachers	
Student Learning Objectives	20%	Student Learning Objectives	20%	Student Learning Objectives	35%
School Index	10%	School Index	10%	School Index	15%
MSA Reading	10%	Math or Reading MSA	20%		
MSA Math	10%				

Professional Practice: 50%

. **Domain**[4]

	Value Range
1. Planning and Preparation	***12.5%***
2. The Classroom Environment	***12.5%***
3. Instruction	**12.5%**
4. **Professional Responsibilities**	**12.5%**

The repeated process of evaluation and professional development is intended to improve the teacher's Professional Practice and subsequently elevate his/her Annual Student Growth Measures. Professional Practice comprises fifty-percent of the evaluation and is presented as four (4) equal Domains; each with performance components that are 12.5 percent of the Professional Practice.

[4] The domains came from the Charlotte Danielson Model. Danielson, C. (2007). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: ASCD.

Professional Practice Components

1.0 Planning and Preparation

(The numbers are an example)

	Distinguished **Proficient** **Basic** **Unsatisfactory**	**7-8** **5-6** **3-4** **1-2**
1a: Demonstrating Knowledge of Content and Pedagogy	Proficient	6
1b: Demonstrating Knowledge of Students	Unsatisfactory	2
1c: Setting Instructional Outcomes	Basic	3
1d: Demonstrating Knowledge of Resources	Proficient	5
1e: Designing Coherent Instruction	Distinguished	8
1f: Designing Student Assessments	Distinguished	7
Average of Scores for 1a-1f for Total Score for 1.0	Proficient	31/6=5.2

2.0 The Learning Environment
(The numbers are an example)

	Distinguished **Proficient** **Basic** **Unsatisfactory**	**7-8** **5-6** **3-4** **1-2**
2a: Creating an Environment of Respect and Rapport	Proficient	6
2b: Establishing a Culture for Learning	Proficient	6
2c: Managing Classroom Procedures	Basic	4
2d: Managing Student Behavior	Proficient	5
2e: Organizing Physical Space	Proficient	5
Average of Scores for 2a-2e for Total Score for 2.0	Proficient	26/5= 5.2

3.0 Instruction

(The numbers are an example)

	Distinguished **Proficient** **Basic** **Unsatisfactory**	**7-8** **5-6** **3-4** **1-2**
3a: Communicating With Students	Distinguished	7
3b: Using Questioning and Discussion Techniques	Proficient	5
3c: Engaging Students in Learning	Proficient	6
3d: Using Assessment in Instruction	Proficient	6
3e: Demonstrating Flexibility and Responsiveness	Proficient	5
Average of Scores for 3a-3e for Total Score for 3.0	Proficient	29/5= 5.8

4.0 Professional Responsibilities

(The numbers are an example)

	Distinguished **Proficient** **Basic** **Unsatisfactory**	**7-8** **5-6** **3-4** **1-2**
4a: Reflecting on Teaching	Proficient	6
4b: Maintaining Accurate Records	Proficient	6
4c: Communicating with Families	Basic	4
4d: Participating in a Professional Community	Proficient	5
4e: Growing and Developing Professionally	Proficient	5
4f: Showing Professionalism	Basic	4
Average of Scores for 4a-4f for Total Score for 4.0	Proficient	30/6= 5

Calculating the Final Professional Practice Score

(The numbers are an example)

Domain	Value Range	Scores from Rubric
1. Planning and Preparation	1-8	*5.2*
2. The Learning Environment	1-8	*5.2*
3. Instruction	1-8	5.8
4. Professional Responsibilities	1-8	5.0
Total Score for Professional Practice	32	21.2

Professional Practice Total Possible Points = 32

Professional Practice Percent Achieved = 21.2/32 = 66.25%

Professional Practice Score = 66.25% x 50% = 33.13 points

Appendix III: Student Growth Percentiles

Using Student Growth Percentiles

Use of State Data

The Maryland Assessments

The Maryland state-administered assessments encompass the Maryland Model for School Readiness (MMSR, kindergarten), the Maryland School Assessments (MSA, 3 to 8, reading and math), and the High School Assessments (HSA, algebra/data analysis, English II, and biology; the first two tests are also part of MSA for AYP purposes). Only these three assessments are full census testing under state control, and of these, only the MSA provides paired contiguous temporal measures. Because the MSA is not vertically scaled, sequential scores should not be construed as pre and post measures. Thus, for the purposes of informing the quantitative aspect of an educator effectiveness model, only the MSA is viable; it can yield a measure for grades 4 to 8.

Measurement strategies

There are several strategies to use MSA measures to report growth or progress. These include working directly with percentage of students achieving proficient or advanced, using student growth percentiles (SGP), or using transformation or value matrices.

Percentage of students achieving proficient or advanced

This measurement strategy is essentially the same model that is used for annual measureable objectives (AMO) determinations that undergird adequate yearly progress (AYP). The current formulation of the whole school index proposed for the ESEA Flexibility Request (submitted to USDE on February 28, 2012 and as incorporated into the Maryland State (default) evaluation model uses change in percent proficient or advanced as the suggested "growth" metric. A limitation of this approach is that it does not recognize progress within the basic band. However, this approach readily allows alternate and modified test students to be included.

Student Growth Percentiles (SGPs)

Student Growth Percentiles are a way of measuring students' relative gains, or growth, on the MSA or on other tests the state may use in the future. The methodology was developed by Damian Betebenner, National Center for the Improvement of Educational Assessment in Dover, New Hampshire. The key idea is simple: many small comparison groups are formed. Each comparison group consists of all students in the state who had the same scale score on the prior year's test. For example, all 6th graders who scored 400 on the 5th grade math test form one comparison group, or all 6th grade students who scored 398 on the 5th grade math form another. Within each comparison group, students are ranked by their performance on the current year's test. The percentile rank of a student (within the comparison group) is the student's growth percentile. Because the state has about 370,000 test scores per subject per year, the state has a sufficient distribution of data to form these many comparison groups, measuring the full sweep of relative performance, from low to high. In general, the state has approximately 1,000 data points per scale score.

Percentile growth is useful because the MSAs, like many other criterion-referenced tests, are not vertically scaled or linked across grades. That is, the change in a student's score from one year to the next is not a meaningful quantity; it does not reflect how much a student has learned, and it may often be negative. A method is needed to translate the simple year-to-year change into something that does have meaning, and percentile growth gives a way to do this.

Because students are compared only among those who scored the same on the prior year's test, percentile growth provides an "apples-to-apples" of relative gains. This removes other student attributes (e.g., gender, FARMS, ELL, etc.) from consideration. Percentile growth addresses the question: *How well did a student do this year compared to other students with the same score last year?*

Like other assessment scores, percentile growth scores can be summarized over the usual populations: gender, ethnicity, special services, grades, classrooms, schools, or school systems. Percentile growth scores range from 1 to 99 and are centered at 50. Inspection indicates that the

Maryland median consistently falls between 47 and 53 across test year pairs.

Percentile growth scores are calculated for reading and math tests separately. Students who did not advance in grade are excluded, as are students who do not have scores for both the current and prior year. In certain cases students were assigned a minimum score on a test for administrative reasons; these cases are also excluded because these scores are not a true measure of student performance. Alternate and modified scores are not included.

Student growth percentiles should not be confused with percentile rank scores, such as national percentiles. Percentile rank scores show how well a student did on a test relative to all other students tested, or as an estimate of how well the student would rank nationally. Percentile rank scores, unlike percentile growth, do not take prior year scores into account; only a single test is considered. On the MSA, students could have a low percentile rank but high percentile growth, and vice versa. Indeed, because of the way the percentile growth measure is constructed, percentile rank on the prior year test and percentile growth will be unrelated to each other.

A student's percentile growth measures his or her performance only relative to peers. A student's percentile growth measure could exceed his group but still evidence an absolute performance well below proficient if his group consisted of students who started out low basic; conversely, a student could lag his peer group but demonstrate a strong performance above proficient if his group consisted of students who started out high advanced. If the academic progress of the group as a whole is in line with expectations, then a student's low or high percentile growth is a good reflection of that student's real academic gains. However, if the group as a whole is making substandard or exceptional gains, that context should be considered in evaluating a student's percentile growth. For this reason, scale scores should be examined in conjunction with percentile growth. In particular, the average year-to-year gains of students at different points of the prior year score distribution should be assessed to gauge whether progress is consistent with expectations.

SGPs can be generated using single-year prior scores (the Maryland approach, using only one previous year to set the condition for sorting the students) or using multiple years. Using

multiple years is appropriate if the SGPs are to become part of a prediction model. In some states, SGPs are indeed incorporated in prediction or regression models. Maryland has approached the SGPs as a descriptive statistic, to provide a consistent, cross-LEA, rigorous, and normative context linked to the examination of additional quantifiable measures of student growth. Without pursuing a full-blown value-added model, there are possible paths to use SGPs to address adequacy. First, it was suggested by Richard Wenning, USDE-provided technical assistant to the Maryland RTTT project and co-developer of the Colorado model, that a median SGP of 65 is solidly effective. To propose a symmetrical rule-of-thumb model, a median SGP below 35 would be construed as ineffective.

Another approach would be to reduce SGPs to stanines. Educators who perform in the bottom three or top three stanines for three consistent years could be construed as persistently ineffective or persistently highly effective, respectively. This approach has the virtue that the SGPs control for pretest ability while providing a metric that is sufficiently wide to mitigate measurement error.

Lastly, a single pair of scores may be more informative of individual student issues, illuminating targeted student interventions. Multiple pairs of scores across several years are more informative of educator effects.

Summary

The state has limited assessment data offering two measures linked temporally that can be used to quantify student growth. Change in the percentage of students meeting or exceeding proficiency from year to year repurposes the AYP status model. It requires minimal interpretation and can incorporate ALT- and MOD-MSA scores. SGPs control for pretest ability, remove demographics as a distracting issue and provide a statewide descriptive measure that illuminates relative performance but can be an insufficient measure of adequacy. Value or transformational matrices can capture change in status and adequacy but none of the current models are sufficiently thoughtful. Adoption of this approach requires LEAs to engage in demanding standard setting activities.

Appendix IV: Research Support Network Student Learning Objectives Report

Lessons Learned around Developing and Implementing Student Learning Objectives

Prepared for the Maryland Department of Education by the Reform Support Network
February 2012

Several states and some districts are building systems of educator effectiveness that include student learning objectives (SLOs) as one of multiple measures in teacher and principal evaluations. This brief, developed for Maryland Department of Education leadership, provides:

- An overview of SLOs, including strengths and challenges;
- A summary of lessons learned from state and district sample sites (Austin, Charlotte/Mecklenburg, Denver, New York and Rhode Island) that targets the following areas:
    - Overall purpose of an SLO process;
    - Training – Recommended Topics, Tools and Supports, and Delivery Methods;
    - Quality Assurance – Student Subgroups, Automated Data Systems, Audits and Approval Processes, and the Role of the Principal/Evaluator; and
    - Continuous Refinement;
- The most significant advice each of the sample sites offers to Maryland.

Additionally, a summary of SLO processes in the sample sites is provided as an appendix.

What are student learning objectives?

SLOs are a way to measure student growth by establishing learning goals, most often set in a collaborative process by teachers and their supervisors (typically their principals). SLOs include the following essential components:

- Level of objective (teacher, teams of teachers, district). SLOs can be set for any subject, grade or group of students, for individual teachers or collectively, for groups of teachers in the same subject or grade, in the same school or in the same district. For educators or administrators with district-wide responsibilities, SLOs can be at a district level.

- Student population included. SLOs identify the grade, subject and number of students included in the measure. One important indicator of the quality of an

SLOs in Action: Denver

Subject/Grade: 7th grade social studies
Level: individual teacher goal
Student Population: 84 seventh graders
Timeframe: 12 weeks
Assessment: World history end of course
Assessment Baseline: 100 percent of the students scored a "one" on the district seventh grade world history pretest.
Expected Student Growth: 80 percent of the students who attend 85 percent of classes or more will score a "three or better" on the district seventh grade world history post test
Sample Strategies: Experiential exercises, Writing, Inquiry, Collaboration, and Reading (WICR), Modified Document Based Questions, Commentary Writing, Graphic Organizers, and Reciprocal Teaching.

SLO is the extent to which it applies to and includes the whole of a teacher's students. While teachers might have multiple individual SLOs, and there may be cases where subgroup goals are appropriate for a specific population of students, at least one SLO developed by a teacher ought to include every student in that teacher's class to ensure accountability for the academic progress of all students.

- Timeframe for evaluating progress toward the objective. A high-quality SLO identifies a clear timeline within which students will reach an academic goal (usually one school year). Additionally, SLOs can take into consideration students who may not have been exposed to a teacher for the full time period identified by an SLO (see Denver example in the box above).

- Assessment used to measure progress. In general, state or district standardized measures are the most valid and reliable sources for student growth and performance data. However, SLOs may use rigorous school or classroom-level measures (developed by the teacher or teams of teachers) when comparable district or state measures are not available.

- Assessment baseline. SLOs must include baseline performance data (e.g., from end of course exams in the prior year or pre-tests taken at the beginning of the year).

- Expected student growth. The growth goals should represent the most important learning expected of students. Teachers and their supervisors need to be able to provide an explicit rationale for the expected student growth target, including how and why the target is appropriate, rigorous, and uses the best available student assessment data to demonstrate attainment of the target. Some states and districts ask teachers and principals to articulate the specific state standards to which an SLO is aligned and for which it is designed to measure.

- Strategies for achieving growth. For SLOs to be not just an evaluative tool, but an instructional tool, teachers need to be able to identify the specific approaches they will use in the classroom to meet the expectations set for student growth.

A Typical SLO Development Process

1. An individual teacher reviews his/her student data before the school year begins.
2. An individual teacher or team of teachers draft one or more student learning objectives.
3. Principals or designated evaluators review and approve objectives and targets.
4. Teachers and/or evaluators may do mid-course checks on teacher progress on SLO targets (e.g., as part of observations or conferences).
5. Principal/evaluator conducts a final review of teacher progress on SLO as part of an annual teacher evaluation.
6. SLO results are included as measures of student growth along with other measures (e.g., observation ratings) in summative ratings for teacher performance.
7. Teacher and evaluator discuss progress and next steps, including setting new SLOs or adjusting SLOs for the following year.

What are the strengths of SLOs?

States and districts are exploring SLOs because of the following strengths:

- *SLOs can be used for a wide variety of teaching assignments*. While particularly promising for teachers in non-tested grades and subjects, SLOs can be implemented with all teachers. SLOs are also a promising strategy for evaluating non-instructional staff and other school personnel who have roles where performance expectation may be best defined on a case-by-case basis.

- *SLOs are adaptable.* SLOs are flexible and can be adjusted or revisited based on changes in standards, curriculum or assessments or shifts in student population and student needs.

- *SLOs may help educators buy into state and district evaluation systems*. The joint identification of objectives can create educator investment in accomplishing objectives relevant to individual work and personal job responsibilities. And because of the collaborative development process, SLOs can help reinforce the credibility of the evaluation process and build ownership for student results.

- *SLOs can be developed to measure not only individual teacher performance, but also school or group performance*. SLOs can be built for a group of teachers all in the same subject area or grade across a district; they can also be built at the school level, setting expectations for student achievement for which all teachers and school personnel are responsible.

- *SLOs are good instructional practice*. SLOs are more than just an option for designing evaluation systems; they embody what good instructional practice should be: a purposeful review of data, meaningful collaboration, analysis of student needs, and outcome-focused goal setting tied to classroom instruction. In fact, research on Denver's SLO efforts found that rigorous and high quality growth objectives were associated with higher student achievement.

What are the challenges of SLOs?

When considering SLOs as an option for measuring growth, Maryland should reflect on the following challenges:

- *Developing SLOs can be time consuming for teachers and principals.* One concern about the implementation of SLOs is the practical consideration of the time teachers and principals need to invest in developing, approving and assessing targets. High-quality training that is necessary to ensure teachers and appraisers are developing appropriate goals can take considerable time as well.

- *Teachers may not set appropriately rigorous goals for themselves.* Done well, the SLO process offers teachers a voice and honors their ability to set rigorous goals based on their knowledge of curriculum, assessments, school context, and student data. However, to the extent these targets also are included in teacher evaluations, there is legitimate concern that teachers may have incentives to be less than ambitious in the targets they set.

- *Monitoring rigor and quality at the state or district level can be difficult.* States and districts simply do not have the capacity to review all SLOs or monitor all of the details involved in individual or school-level efforts. The stakes are high when it comes to monitoring SLO implementation. If SLOs set, or are perceived to set, lower expectations for teachers in non-tested grades and subjects than expectations set for teachers for whom standardized student growth measures apply, a state or district's entire evaluation process could be at risk.

What Lessons Can Be Learned from Other States and Districts?

The lessons learned from interviews with officials in Austin, Charlotte/Mecklenburg, Denver, New York and Rhode Island provide on-the-ground insight into the challenges and strategies around SLO development and implementation. Below are the key takeaways from our interviews that we think will most benefit Maryland.

Lessons Learned: Clarifying the Purpose

States and districts have varying reasons for implementing SLOs, and one interviewee suggested it is essential to take the time to **think deeply about the intended purpose(s) of an SLO process**. For example, representatives from Austin developed their own theory of action for the SLO work, and spent considerable time refining the purpose and intended outcomes of implementing SLOs. Creating a coherent theory of action on how SLOs are intended to support teacher practice, student learning and school and district missions can help drive decisions about the entire system. As one interviewee explained: "So much of this comes down to having clear policy goals up front. Once you decide the goals, then the rest" becomes more manageable. Austin's theory of action is rooted in the premise that rewards and supports go hand in hand, and this idea drives key decisions at every level.

Austin's Educator Quality Theory of Action:

"If we strengthen the capacity of our staff to provide effective teaching in the instructional core, then we will achieve learning gains for all students."

This broad theory informed the SLO development and implementation process, ensuring that Austin's system focused on teacher supports.

Lessons Learned: Training – Recommended Topics

Teachers need confidence in their abilities to develop fair and accurate SLOs and in some cases to develop appropriate assessments to measure those SLOs. All of our interviews emphasized the importance of high quality training and professional development when rolling out SLOs.

Several interviews highlighted the importance of **training around data analysis and interpretation**. This includes identification of achievement trends and how subgroups of students perform, including English language learners (ELL) and special education students; developing ways to ensure that all students are covered by at least one SLO; and using data to develop appropriate team, group, or school-wide SLOs.

All interviewees recommended **training around how to help teachers create more rigorous SLOs and assessments**. One interviewee suggested that setting appropriate growth expectations was an essential

piece of the equation because the district found that students were regularly outperforming teachers' expectations. All interviews reflected the importance of providing training around what high quality looks like. Teachers and principals benefit from professional development on the basic components of high-quality SLOs, understanding what is appropriate growth for all students and articulating why the expected growth targets set are appropriate for the students included in SLOs.

Training becomes even more important in systems in which teachers are developing the assessments that will be used to determine SLO attainment. Austin made the decision early on that it would focus on teacher-developed assessments in all areas (including core subjects). Building teacher assessment knowledge and instructional capacity is an important component of Austin's approach: "We saw it as almost a teachable moment, where we could wade into the world of non-tested subjects and grades and think about what assessments we would really like to see in any subject." The district also recognizes that SLOs will not meet the valid and reliable standards of standardized tests, but made a strategic decision that the growth opportunities embedded in SLO development were more important.

So that districts and schools can in turn train their teachers, one interviewee suggested that states should provide district administrators and principals with **training on how to align SLOs with college- and career-ready standards and specific school and district objectives**.

Austin officials also emphasized the important distinction between two training categories: 1) **training on developing SLOs**; and 2) **training on developing and/or choosing assessments**. Assessment training might include identifying valid and reliable assessments; identifying assessment measures for specific objectives; understanding what is and is not acceptable when designing and selecting assessments; and understanding what information about the student(s) the assessment will and will not provide.

Principals will likely be the main evaluators of the quality and rigor of SLOs in most districts and schools. To that end, **training for principals on how to implement and assess the SLOs and support teachers** in the process was emphasized in the interviews. Training should address how to develop and use a rubric to assess the rigor of SLOs; how to have conversations with teachers to gauge their understanding of the process; and how to support and provide resources to teachers to help them develop rigorous SLOs. Training for evaluators also needs to include assistance with strategies to cope with, and resolve, implementation issues.

Lessons Learned: Training – Tools and Supports

Each state/district we interviewed **provides tools to support the development of SLOs**, some of which are in various stages of development. All sites have created rubrics for principals/evaluators to assess SLO rigor. Both Denver and Rhode Island provide grade-by-grade and subject-specific examples of SLOs on their websites, as well as sample forms and timelines to help establish a common understanding of what is expected in the SLO process at each level (district, evaluator, and teacher). Denver provides teachers and school administrators with checklists outlining the key features of SLOs.

New York has developed a "roadmap" aimed at helping districts plan for implementation of SLOs. Rhode Island provides evaluation guidance and handbooks for teachers and administrators. The state also

offers a training video and accompanying PowerPoint that evaluators can use to guide teachers through the process of setting SLOs, communicate the benefits of the process, and help teachers evaluate the quality of SLOs developed. Additional useful resources also include frequently asked questions, online contact support, and calendars that identify important deadlines for teachers and principals. Please see the appendix for links to several of these tools and resources.

Lessons Learned: Training – Delivery Methods

The sample districts and states we interviewed are providing training in a variety of creative ways, and almost all rely on technology platforms to push out information. Rhode Island is in the process of building a technology portal called the Educator Performance Support System (EPSS) and has used webinars and websites for training, as have each of the other sites. Denver supplements beginning- of -the- year trainings with webinars throughout the year, providing incentives for participation in some webinars.

Two birds with one stone

New York has embedded SLO training into Race to the Top-funded training on the Common Core State Standards.

Training on SLOs can and should be part and parcel of any training on planning for effective instruction and can dovetail well with efforts to provide professional development to current teachers on standards. New York is using Race to the Top-funded Network Teams to **deliver SLO professional development within the context of training on Common Core** State Standards, data-driven instruction and turning around low-performing schools.

Austin recently began selecting and training **site-based SLO facilitators** – teachers, instructional coaches, or administrators who serve as a campus' go-to advisor and expert around the development and implementation of SLOs. These facilitators are trained during the summer and receive a small ($1,500/year) stipend to support teachers throughout the process. The district found that after the SLO facilitator program was implemented, the quality of SLOs received by the district was markedly better.

One interviewee recommended that states **establish an on-line library of SLO resources** that will grow over time. Among other possible items, the library should include model SLOs for all non-tested subjects and grades, rubrics for judging the quality of SLOs, training videos that evaluators can use to guide teachers through the process of setting SLOs and determining their quality, guidance for choosing or developing valid and reliable assessments, and an assessment item bank.

States also need to be clear that training on setting objectives for student performance and targets for student growth needs to start with new teachers. States need to **engage institutions of higher education** in preparing teacher candidates in developing SLOs. States can work with their institutions of higher education and alternative route programs to ensure that the SLO development process is part of the teacher and principal education curriculum. Rhode Island is the only interviewee that is actively engaging its preparation institutions. The state has regular meetings with preparation programs, and representatives from the institutions are invited to attend training modules so they can imbed key concepts in coursework requirements. States can also model continuous improvement and outcome-focused goal setting by using SLOs as part of teacher mentoring and induction programs.

Lessons Learned: Quality Assurance – Automated Data Systems

Two sites recommended building systems that **prepopulate data to eliminate errors in data entry**. Both Charlotte/Mecklenburg and Austin originally implemented their systems with pen and paper data entry but quickly realized the importance of moving online. Charlotte now uses an interactive SharePoint site for electronic submission and designed a web application that prepopulates information. Teachers and principals can communicate through the application, allowing feedback without having to have one-on-one conversations.

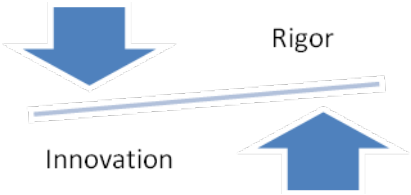
In an effort to eliminate human error, Austin is piloting a formula for setting growth targets. Previously, teachers created their own growth targets; the system included multi-tier targets based on a student's baseline performance. However, the system resulted in significant variation of rigor. The district began considering how to address rigor by normalizing the growth target, and has developed a formula for 100 point tests, [100-student pretest score]/2, which results in individual tiers for each and every student in the district. It also means that those calculations are performed automatically, eliminating human error. Officials in Austin recognized that the formula only works with assessments based on 100 point scales; portfolios or other types of assessments would need to have alternative means of setting growth targets. However, the majority of teachers are using 100 point tests for the SLOs, and this single automation has greatly improved data quality and consistency. The district is also looking into automating the student roster verification process.

> ***The Power of Prepopulation***
>
> "Having integrated systems so you don't have to do these things by hand is really helpful. The more places you can make [the system] automatic, the easier it becomes."
>
> Austin Representative

Lessons Learned: Quality Assurance – Audits and Approval Processes

All interviews emphasized the importance of **ensuring a high level of quality in SLOs**, and each reflected on the challenges of this. Austin emphasized the importance of striking a balance between having space for innovation and creativity to occur while setting rigorous, high quality expectations. Rhode Island uses an assessment audit and approval process for any objective that will be measured using a school-based assessment, i.e., one that is not used by any teachers outside of a particular school. New York provides a list of state-approved assessments for use by school districts as local measures in teacher and principal evaluations. Furthermore, New York's evaluation regulations specify that assessments used as evidence for SLOs may not be scored by teachers and principals with a vested interest in the outcome of the assessments they score.

One district's advice: balance an emphasis on rigor with an emphasis on innovation



Several sites recommended that states and/or school districts should regularly spot check SLOs for rigor and ambition, and one of the measures of principal effectiveness should be the quality of SLOs he or she approves. Austin routinely audits over half of all SLOs developed.

Because SLOs feed into teacher evaluations and accountability, states and districts also must **establish procedures for resolving conflicts** over setting SLOs goals as well as scoring SLO results. One interviewee suggested that differences of opinion could undermine the SLO process, unless states and districts prepare processes and procedures that outline how conflicts will be resolved. Rhode Island has established district review committees that serve as independent review boards for teachers who have disagreements about their evaluation scores, including disagreements on the SLOs results.

An essential quality assurance question districts and states must answer

How do teachers with SLOs in non-tested grades and subjects fare on performance evaluations compared to teachers subject to student growth model or value-added measures of performance?

Several sites emphasized the importance of regularly analyzing and comparing data from student growth or value-added evaluation measures with SLO measures. **Triangulating data** can help states and districts identify anomalies worth investigating and raise red flags on schools, districts, teachers in certain subject areas or grades where patterns of SLO completion rates in general, or compared with student growth rates, are unexpected or appear too high or too low.
One interviewee pointed out the importance of remembering that teachers in tested grades and subjects are held to a very high standard, and it should be the same for teachers in non-tested grades and subjects. While it is likely that the success rates of teachers in non-tested grades and subjects will be higher initially, states and districts should work to ensure that the SLO attainment rate mirrors the rate at which teachers in tested grades and subjects produce a year's worth of growth.

Lessons Learned: Quality Assurance – Student Subgroups

It is important for a teacher to have at least one SLO that covers all students in her class (provided they reach an attendance threshold; however it is accepted practice to write **additional SLOs that address the learning needs of specific subgroups of students**. In Denver, teachers in non-tested subjects or grades use teacher- or team-created measures. Rhode Island requires regular education teachers and special education teachers to collaborate, ensure alignment of their SLOs and discuss instructional strategies and supports to reach their goals. Several sites recognize the significance of attendance on the validity of SLOs, and have stipulations based on the amount of time a student is under the aegis of the teacher.

Lessons Learned: Quality Assurance – The Role of the Principal and/or Evaluator

Several sites indicated that principals are the primary line of defense in ensuring SLO quality. The quality of SLOs developed by teachers in a school can be included as **performance measures in principals' evaluations**. Based on this premise, Rhode Island's principal evaluation looks at how well his/her teachers' SLOs are aligned to school and district goals.

One interviewee recommended providing support for **evaluator calibration sessions** and, if possible, support for third party evaluators to review objectives, targets, and attainment. Calibration sessions, used frequently in sectors outside of education, are forums intended to provide discussion among small groups of evaluators to examine and compare SLOs and SLO ratings. Building calibration sessions into a state or district SLO process can help build confidence and promote consistency among principals and/or evaluators and can help serve as a way to promote peer accountability among school leaders. To the extent resources permit, employing independent third party evaluators to spot-check the teacher evaluation process, including reviewing SLO results, is a useful quality assurance strategy.

Lessons Learned: Continuous Refinement

Several sites emphasized avoiding letting the perfect be the enemy of the good, and are committed to continuously refining their systems. Rhode Island is phasing in implementation of SLOs as a part of its evaluation system and emphasized the importance of feedback in the refinement process. The state is surveying all districts involved in SLOs at different stages to inform adjustments to the system.

One interviewee emphasized the importance of understanding that initial implementation will not be perfect and that the quality of SLOs will improve over time, as principals and teachers gain experience and as state SLO resources grow. The key is to **commit to a cycle of continuous improvement** that allows the state and its school districts to develop new strategies to ensure the development of high quality attainable but ambitious SLOs.

Several sites **connect feedback routes and training opportunities with continuous improvement**. The same tools and rubrics used to provide to teachers, principals and evaluators with guidance on high-quality SLOs also can be used by states and districts to spot-check SLOs. States or districts can examine patterns of SLO attainment, including disproportionate SLO attainment of goals by certain schools or in certain subject areas, to flag objectives that ought to undergo a thorough quality review.

What is the most important advice other states and districts would give Maryland?

Rhode Island emphasized the importance of focusing on teacher collaboration: “They should see it as **a way to leverage educator evaluation work but also stronger instruction and local education practice.** What are they doing to increase the likelihood teachers are going to talk across classrooms and schools, that special education and normal education teachers work together, calibrate expectations for kids across districts and state? Every decision will encourage or discourage that.”

Charlotte/Mecklenburg recommended that an emphasis be placed on making sure that everyone understands that **SLOs are a process and not just an end result**. Specifically, they recommend:

- Setting deadlines between steps to ensure enough time for quality feedback to take place.
- Using training opportunities to go above and beyond the logistics and process; use insights gained from facilitating and implementing the process to create differentiated training opportunities (e.g., using data, creating quality assessments, setting high growth expectations, etc.) that target instructional practice

- Using district and site-based support staff to review SLO documents and provide specific feedback and targeted support throughout the implementation process (e.g., aligning rigorous assessment items to standards, identifying appropriate instructional strategies to meet objectives, differentiating growth expectations, etc.)
- Communicating to principals that they should be constantly reflecting on how SLOs feed into school improvement plan
- Communicating to unions that SLOs empower teachers, and that SLOs are more about support than about consequences.
- Embedding SLO information in existing communication practices; participants need to see this as a process that aligns other efforts already in place (e.g., school improvement plans, individual professional growth goals, performance evaluations, etc.)

Denver recommended that states and districts should **be very clear from the beginning how "tight" or "loose" they expect the system to run** from policy and operational perspectives. Tight systems would be much more prescriptive, limiting assessment options to ensure consistency and quality. Loose systems can allow for more innovation – multiple assessments, teacher-developed assessments, etc. – but can sacrifice consistency and rigor.

Austin recommended that states and districts think deeply about the **challenges of going to scale** with SLOs, both from a human capital and a data infrastructure perspective. That is, it takes a number of staff to ensure quality SLOs are being implemented. Additionally, antiquated data systems make automating SLO processes challenging. Austin also recommended developing and rolling out high quality tools and resources, such as item banks, at the same time the SLO process is rolled out. The quality of these supports can significantly influence implementation success. Finally, Austin officials emphasized that **the communications and messaging piece is critical**. States and districts need to know exactly why they are implementing an SLO process and then communicate those reasons clearly to all stakeholders.

In an effort to ensure rigor and reliability, New York recommended **establishing a clear and strong role for the state and districts relative to schools** in setting SLOs and targets. The state also recommended developing exemplar trainings (implemented by New York's field curriculum director association) to help mitigate practitioners' fears around SLO implementation increasing workloads.

Appendix: Overview of SLO Processes and Resources in Sample Sites

	Austin Independent School District (AISD)	Charlotte-Mecklenburg Public School District	Denver Public School District	Rhode Island Department of Education	New York Department of Education
Level of SLO	1) Teacher; and 2) Teams of teachers (self-selected; non-core teachers may join a core team or form their own)	Teacher	Teacher	Teacher, but written in content-alike or grade-alike teams for discussion and support	District
Assessments	Teacher-developed or selected	Teacher-developed or selected	Teacher or team-developed or selected	Standardized assessments, assessments developed by teams of teachers scored by rubrics, or portfolios of evidence created/selected by the teacher	State-approved third party or district-selected assessments
Integrating SLOs Into the Evaluation Process	Began with teachers creating individual SLOs as part of a pay-for-performance initiatives five years ago; beginning in 2012, the district is incorporating SLOs into its evaluation system.	Began using SLOs as part of pay-for-performance program funded through the Teacher Incentive Fund; as teachers have become familiar with SLOs, the district has begun the transition towards using SLOs in higher stakes decisions in their evaluation system.	Began piloting SLOs in 1999 and incorporated them into pay-for-performance initiative in 2005.	Phasing in SLOs over two years (2012-14); the first year requires teachers to develop SLOs but will not tie any decisions to their outcomes; the second year, evaluation decisions will be attached to the outcomes.	Published rules and guidance around SLOs in January 2012 and is training districts through August 2012; SLOs are expected to be in place for all applicable teachers by October 15 of 2012 for the 2012-2013 school year evaluations.
Resources	The district has created an	Charlotte-Mecklenburg	During training, Denver	Rhode Island also created	New York's

and Tools	SLO spreadsheet formula. If the principal also includes the post-test score, the spreadsheet populates the actual growth scores and indicates whether or not the target was met. The spreadsheet auto-calculates the total number of SLOs included, the number of SLOs met and the number of SLOs not met. The district also created an online database that houses SLOs to remove the burden of paper and pencil copies. Austin provides a list of assessments teachers can use, has a quality assurance rubric for principals and campuses to use for rating SLOs, and provides examples of SLOs for teachers to learn from. Austin has created several resources, including a website that houses guidebooks and videos for educator use.	works with an expert consultant, Community Training and Assistance Center (CTAC) to oversee the implementation of SLOs in the district's pay for performance program. Charlotte-Mecklenburg offers trainings for school and district staff on how to create, evaluate and adjust SLOs and has a rubric for staff to reference.	provides examples of SLOs for educators to use as a reference. Denver has also created a rubric for principals and campuses to use for rating SLOs. The district provides on-line guidebooks and other resources for teachers and principals to further enhance their understanding of SLOs.	a series of guidebooks and PowerPoint presentations to explain SLOs and their role in the state's educator evaluation system. Rhode Island offers a training video and accompanying PowerPoint for evaluators. Rhode Island has developed teacher- and principal- specific guidance documents, examples of SLOs for Administrators, Elementary school teachers, Middle school teachers, and High school teachers Rhode Island also has a Comprehensive Assessment System Criteria and Guidance: Appendix B that provides guidance to teachers and principals on how to decide which assessments are appropriate to use with SLOs.	webinar series provides background around the development and implementation of the system as well as specifics for teacher when developing their own SLOs. The state's Roadmap for Districts clearly lays out the implementation responsibilities and steps for districts.

Appendix V: SLO Chart with Teacher and Principal Elements

Elements	Teacher	Principal
a) Student Population		
	• Identifies the grade, subject, and subgroup • Is defined; • Identifies the total number of students addressed; • States the % of students addressed • Includes a majority of the students for which the practitioner is responsible (this may be done with multiple SLOs), or an appropriate focus group • Includes a majority of the students taught (this may be done with multiple SLOs)	• Is defined; • Identifies the total number of students addressed; • States the % of students addressed • Includes a majority of the students for which the practitioner is responsible (this may be done with multiple SLOs) • Includes a majority of the students in the school (this may be done with multiple SLOs), or an appropriate focus group • Includes high need student-subgroups
b) Learning Content		
	• Is rigorous • Targets the needs of the identified population • Considers demonstrated strengths of identified population • Is appropriate for the instructional interval • Provides clear focus for instruction and assessment • Is measurable • Is based on the MCCSS or other appropriate content or industry standards • Targets specific concepts, skills, or behaviors • Addresses content that is challenging, complex, and progressively deepens • Is grade level appropriate • Reflects expectations that meet or exceed content area	• Is rigorous • Targets the needs of the identified population • Considers demonstrated strengths of identified population • Is appropriate for the instructional interval • Provides clear focus for instruction and assessment • Is measurable • Supports goals of the School Improvement Plan (SIP) • Supports SEA and LEA priorities when appropriate • Recognizes the strengths and needs of student sub-groups • Considers the capacity of instructional practitioners • Reflects expectations that meet or exceed state standards.

	standards.	
c) Instructional Interval		
	• Identifies time period • Aligns with the school calendar • Is appropriate for the assessments used • Is appropriate for the learning content the teacher expects to teach. • Is appropriate for the strategies the teachers expects to implement • Is appropriate for the amount of time at the school site	• Identifies time period • Aligns with the school calendar • Is appropriate for the assessments used • Is appropriate to school level strategies
d) Evidence of Growth		
	• Aligns with the targeted learning content area • Clearly relates to the learning objectives • Follows guidelines for appropriate assessments • Covers all of the content in the SLO • Measures growth, gain, or change expected • Include multiple levels of difficulty • Measures individual as well as classroom performance • Considers high-need student subgroups	• Aligns with the targeted learning content area • Clearly relates to the learning objectives • Follows guidelines for appropriate assessments • Covers all of the content in the SLO • Measures growth, gain, or change expected • Include multiple levels of difficulty • Measures individual as well as classroom, grade level, content area, and/or school level performance • Considers high-need student subgroups
e) Baseline		
	• Is based on a comprehensive review of available student data	• Is based on a comprehensive review of available student data

	• Accurately indentifies the current student performance levels • Appropriately incorporates performance of sub-groups (ELL, SPED, high-poverty) • Specifies starting points for individual and groups of students	• Accurately indentifies the current student performance levels • Appropriately incorporates performance of sub-groups (ELL, SPED, high-poverty) • Specifies starting points for groups of students at the grade level, content area, sub-group, or school level
f) Learning Target		
	• Meets or exceeds standards of practice • Appropriate for the population, measurement, and interval • Demonstrates proficiency with a body of evidence • Is based on an analysis of assessment history and baseline data • Provides measurable, quantifiable and independently verifiable information • Identifies growth or maintenance of outstanding achievement • Promotes accelerated learning for learners below grade level.	• Meets or exceeds standards of practice • Appropriate for the population, measurement, and interval • Demonstrates proficiency with a body of evidence • Is based on an analysis of assessment history and baseline data • Provides measurable, quantifiable and independently verifiable information • Identifies growth or maintenance of outstanding achievement • Promotes accelerated learning for learners below grade level.
g) Target Criteria		
	• Identifies specific ranges of student performance for ratings of Exceeds, Meets, and Does Not Meet Target	• Identifies specific ranges of student performance for ratings of Exceeds, Meets, and Does Not Meet Target
h) Rationale		
	• Describes the identified needs being addressed • Includes the school, district, state, and or federal	• Describes the identified needs being addressed • Includes the school, district, state, and or federal

	priorities being addressed • Explains and complexity factors that impact the target criteria.	priorities being addressed • Explains and complexity factors that impact the target criteria.
i) Strategies		
	• Identify observable or documentable strategies • Are researched based when possible • Are appropriate for the learning content identified and skill level observed in the baseline data • Are continually examined and adjusted to better meet student needs	• Identify observable or documentable strategies • Are researched based when possible • Are appropriate for the learning content identified and skill level observed in the baseline data • Are continually examined and adjusted to better meet student needs

Appendix VI: Guiding Questions for Developing SLOs

FINAL DRAFT

Student Learning Objectives (SLO) Development Rubric

Rev. 4-11-12

SLO Component	Guiding Questions
Data Review & Baseline Evidence ***(Beginning of instructional interval)***	What **process and information** is used to create the SLO? • What specific **data sources** are used in the data analysis process? • Are current student performance levels accurately identified based on a comprehensive review of available student data? • Does the evidence incorporate expected performance of appropriate subgroups (ELL, SPED, high-poverty, gifted and talented, etc.)? • **Who is part of the** Professional Learning Community (PLC) **participating** in the data analysis (grade-level, departmental, or interdisciplinary team that shares common subject matter and common assessments)? • How often is the (PLC) team scheduled to meet for data analysis? **Classroom Focused Instructional Process (CFIP) - http://mdk12.org/process/cfip/index.html**
Student Population	What **student group is** selected for the SLO? • What is the **number of students** targeted for this SLO? • What is the **grade level** of the students? • Does this student population **represent** the majority of the class total or is it a sub group? • If the student population is a specific sub group targeted by the SLO, **describe the characteristics** of the group.
Learning Content	What specific **content area** is targeted? • What **national, state, industry and/or local standards** are selected to support the SLO and curriculum content? • What grade level and **curricular focus** (specific concept, skill or behavior) is targeted? • What **root causes** have been identified for students underperforming in this curricular area and how does the data support the findings? • How will this curricular focus **deepen and extend knowledge** for all students?
Instructional Interval	What length of time is **allowed for instruction** related to the SLO? • What is the **interval of time** you will use to measure student growth for this SLO? (e.g. one semester, one year)? • Does the instructional interval cover **at least 85%** of the total instructional term?
Target	What is the **student growth target** and how is it determined? • What is the l**earning objective statement?** (Students will….) • What **factors** are considered in determining the student growth target for this SLO? • Does the target include **ranges** for student performance (meets, exceeds, does not meet)? • Does the target expect that **85% or more** of the students will **meet or exceed** the target? • What is the **number/percentage** of students who will meet or exceed the target established**?**

Evidence of Growth	What process is used to **monitor student growth** during the instructional interval? • How is **student progress** for meeting the target assessed? • What **types of assessments** (pre-and post- testing, formative, summative, performance-based) **will be used** to measure students' growth toward meet the target? • Are the **assessments** selected to measure student growth for your SLO target considered the **best available?** Explain.
Rationale	Why is this **learning objective** targeted? • What are the **instructional needs** identified for this student population? • What are the **instructional strengths** identified for this student population? • What **state, district, and/or school improvement goal** is supported through this SLO objective? • How have **complexity factors** (e.g. subgroup diversity, unusually high number of transient students, block scheduling, co-teaching circumstances, specific facility issues) been considered for identifying the SLO learning content and student growth targets?
Strategies	What will be done **differently in your classroom** to improve student performance? • What **research-based strategies** will you use in your classroom to help students meet their growth target? • How did you determine that these strategies will help you increase student learning and achievement? • How and when will you **monitor the efficacy** of the strategies implemented?
Teacher Professional Development (PD) to Support SLO	What **PD opportunities** would support you in meeting your SLO target? • What specific PD opportunities have you **selected** to support your instruction? • **When** and **where** are these opportunities offered? • What is the **cost**?
Resources to Support SLOs	What other **material or resources** will help you meet your SLO target? • In what ways can your **PLC and administration** support your efforts for meeting your SLO target? • How will these resources **support** your instruction and **efficacy**?

Appendix VII: Alignment of SLOs with the Charlotte Danielson Framework

Alignment of Student Learning Objective Process with Charlotte Danielson Framework

This chart outlines ways in which a teacher's participation in the SLO process demonstrates capacity

related to the indicators in the Danielson Framework for Professional Practice.

PINK – SLO Processes *BLUE – SLO Elements*	Data Review	Develop SLOs	Conferences	Student Pop.	Learning Content	Interval	Baseline	Evidence of Growth	Targets	Rationale	Strategies
DOMAIN 1: PLANNING AND PREPARATION **Component 1a: Demonstrating Knowledge of Content and Pedagogy**:											
Knowledge of content and the structure of the discipline	**X**	**X**			**X**	**X**	**X**	**X**	**X**	**X**	**X**
Knowledge of prerequisite relationships	**X**	**X**			**X**	**X**	**X**	**X**	**X**	**X**	**X**
Knowledge of content related pedagogy	**X**	**X**			**X**	**X**	**X**	**X**	**X**	**X**	**X**
Knowledge of child and adolescent development	**X**	**X**				**X**	**X**	**X**	**X**	**X**	**X**
DOMAIN 1: PLANNING AND PREPARATION **Component 1b: Demonstrating Knowledge of Students**:											
Knowledge of the learning process	**X**	**X**				**X**	**X**	**X**	**X**	**X**	**X**
Knowledge of students 'skills, knowledge, and language proficiency	**X**	**X**					**X**	**X**	**X**	**X**	**X**

PINK – SLO Processes *BLUE – SLO Elements*	Data Review	Develop SLOs	Conferences	Student Pop.	Learning Content	Interval	Baseline	Evidence of Growth	Targets	Rationale	Strategies
Knowledge of students' interests and cultural heritage	**X**	**X**					**X**	**X**	**X**	**X**	**X**
Knowledge of students' special needs	**X**	**X**					**X**	**X**	**X**	**X**	**X**
DOMAIN 1: PLANNING AND PREPARATION **Component 1c: Setting Instructional Outcomes**:											
Value, sequence, and alignment		**X**			**X**	**X**		**X**	**X**	**X**	**X**
Clarity		**X**			**X**			**X**	**X**	**X**	**X**
Balance		**X**			**X**			**X**	**X**	**X**	**X**
Suitability for diverse learners		**X**			**X**			**X**	**X**	**X**	**X**
DOMAIN 1: PLANNING AND PREPARATION **Component 1d: Demonstrating Knowledge of Resources**:											
Resources for classroom use		**X**									**X**
Resources to extend content knowledge and pedagogy		**X**			**X**						**X**
Resources for students		**X**									**X**

PINK – SLO Processes *BLUE – SLO Elements*	Data Review	Develop SLOs	Conferences	Student Pop.	Learning Content	Interval	Baseline	Evidence of Growth	Targets	Rationale	Strategies
DOMAIN 1: PLANNING AND PREPARATION **Component 1e: Designing Coherent Instruction**:											
Learning activities		**X**			**X**	**X**		**X**	**X**		**X**
Instructional materials and resources		**X**			**X**				**X**		**X**
Instructional groups		**X**				**X**			**X**		**X**
Lesson and unit structure		**X**			**X**	**X**		**X**	**X**		**X**
DOMAIN 1: PLANNING AND PREPARATION **Component 1f: Designing Student Assessments**:											
Congruence with instructional outcomes		**X**			**X**		**X**	**X**	**X**	**X**	**X**
Criteria and standards		**X**			**X**			**X**	**X**	**X**	**X**
Design of formative assessments.		**X**						**X**	**X**	**X**	**X**
Use for planning	**X**	**X**					**X**	**X**	**X**	**X**	**X**

PINK – SLO Processes *BLUE – SLO Elements*	Data Review	Develop SLOs	Conferences	Student Pop.	Learning Content	Interval	Baseline	Evidence of Growth	Targets	Rationale	Strategies
DOMAIN 2: THE CLASSROOM ENVIRONMENT **Component 2a: Creating an Environment of Respect and Rapport**:											
Teacher interaction with students		**X**									**X**
Student interactions with other students		**X**									**X**
DOMAIN 2: THE CLASSROOM ENVIRONMENT **Component 2b: Establishing a Culture for Learning**:											
Importance of the content		**X**									**X**
Expectations for learning and achievement		**X**						**X**	**X**		**X**
Student pride in work											
DOMAIN 2: THE CLASSROOM ENVIRONMENT **Component 2c: Managing Classroom Procedures**:											
Management of instructional groups											

PINK – SLO Processes *BLUE – SLO Elements*	Data Review	Develop SLOs	Conferences	Student Pop.	Learning Content	Interval	Baseline	Evidence of Growth	Targets	Rationale	Strategies
Management of transitions											
Management of materials and supplies											
Performance of non instructional duties											
Supervision of volunteers and paraprofessionals											
DOMAIN 2: THE CLASSROOM ENVIRONMENT **Component 2d: Managing Student Behavior**:											
Expectations											
Monitoring of student behavior											
Response to student misbehavior											
DOMAIN 2: THE CLASSROOM ENVIRONMENT **Component 2e: Organizing Physical Space**:											
Safety and accessibility											

PINK – SLO Processes *BLUE – SLO Elements*	Data Review	Develop SLOs	Conferences	Student Pop.	Learning Content	Interval	Baseline	Evidence of Growth	Targets	Rationale	Strategies
Arrangement of furniture and use of physical resources											
DOMAIN 3: INSTRUCTION **Component 3a: Communicating with Students**:											
Expectations for learning											
Directions and procedures											
Explanations of content											
Use of oral and written language											
DOMAIN 3: INSTRUCTION **Component 3b: Using Questioning and Discussion Techniques**:											
Quality of questions											
Discussion techniques											
Student participation											
DOMAIN 3: INSTRUCTION **Component 3c: Engaging Students in Learning**:											

PINK – SLO Processes *BLUE – SLO Elements*	Data Review	Develop SLOs	Conferences	Student Pop.	Learning Content	Interval	Baseline	Evidence of Growth	Targets	Rationale	Strategies
Activities and assignments		**X**			**X**	**X**					**X**
Grouping of students		**X**									**X**
Instructional materials and resources		**X**			**X**						**X**
Structure and pacing		**X**			**X**	**X**					**X**
DOMAIN 3: INSTRUCTION **Component 3d: Using Assessment in Instruction**:											
Assessment criteria		**X**			**X**			**X**	**X**		**X**
Monitoring of student learning		**X**						**X**	**X**		**X**
Feedback to students		**X**						**X**	**X**		**X**
Student self assessment and monitoring of progress		**X**						**X**	**X**		**X**
DOMAIN 3: INSTRUCTION **Component 3e: Demonstrating Flexibility and Responsiveness**:											

PINK – SLO Processes *BLUE – SLO Elements*	Data Review	Develop SLOs	Conferences	Student Pop.	Learning Content	Interval	Baseline	Evidence of Growth	Targets	Rationale	Strategies
Lesson adjustment		X			X	X					X
Response to students											X
Persistence											X
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES **Component 4a: Reflecting on Teaching**:											
Accuracy		X	X							X	
Use in future teaching		X	X							X	
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES **Component 4b: Maintaining Accurate Records**:											
Student completion of assignments								X			
Student progress in learning								X			
Non instructional records		X	X								
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES **Component 4c: Communicating with Families**:											

PINK – SLO Processes *BLUE – SLO Elements*	Data Review	Develop SLOs	Conferences	Student Pop.	Learning Content	Interval	Baseline	Evidence of Growth	Targets	Rationale	Strategies
Information about the instructional program					X						
Information about individual students											
Engagement of families in the instructional program											
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES **Component 4d: Participating in a Professional Community**:											
Relationships with colleagues			X								
Involvement in a culture of professional inquiry			X								
Service to the school											
Participation in school and district projects											
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES **Component 4e: Growing and Developing Professionally**:											
Enhancement of content knowledge and pedagogical skill		X	X		X						

PINK – SLO Processes *BLUE – SLO Elements*	Data Review	Develop SLOs	Conferences	Student Pop.	Learning Content	Interval	Baseline	Evidence of Growth	Targets	Rationale	Strategies
Receptivity to feedback from colleagues		X	X								
Service to the profession											
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES **Component 4f: Showing Professionalism**:											
Integrity and ethical conduct			X								
Service to students											
Advocacy											
Decision making											
Compliance with school and district regulations		X	X								

Appendix VIII: SLO Alignment with the Professional Practice Indicators for Principal Evaluation

Alignment of Student Learning Objective Process with the Professional Practice Indicators for Principal Evaluation

This chart outlines ways in which a principal's participation in the SLO process demonstrates capacity

PINK – Role as Practitioner *BLUE – Role as School Principal*	Data Review	Develop SLOs	Conferences & Collaboration	Facilitate Creation of PLCs	Facilitate Data Review	Review & Approve SLOs	Conference with Teachers	Monitor SLO Progress	Support PD
Facilitate the Development of a School Vision									
1.1 There is a written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student		**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**
1.2 There is a process for ensuring that all staff and other stakeholders are able to articulate the vision		**x**	**x**	**x**		**x**	**x**	**x**	**x**
1.3 There are procedures in place for the periodic, collaborative review of the vision by stakeholders									
1.4 There are resources aligned to support the vision									
Align All Aspects of a School Culture to Student and Adult Learning									
2.1 There is mutual respect, teamwork, and trust in dealings with students, staff, and parents				**x**			**x**	**x**	**x**
2.2 There are high expectations for all students and teachers in a culture of continuous learning				**x**			**x**	**x**	**x**
2.3 There is an effective school leadership team				**x**					
2.4 There are effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning				**x**				**x**	**x**

Alignment of Student Learning Objective Process with the Professional Practice Indicators for Principal Evaluation

This chart outlines ways in which a principal's participation in the SLO process demonstrates capacity

PINK – Role as Practitioner *BLUE – Role as School Principal*	Data Review	Develop SLOs	Conferences & Collaboration	Facilitate Creation of PLCs	Facilitate Data Review	Review & Approve SLOs	Conference with Teachers	Monitor SLO Progress	Support PD
2.5 There are opportunities for leadership and collaborative decision making distributed among stakeholders, especially teachers				**X**			**X**	**X**	**X**
Monitor the Alignment of Curriculum, Instruction, and Assessment									
3.1 There are ongoing conversations with teachers as to how the Maryland State Common Core Curriculum and/or local curriculum and research-based instructional strategies that are integrated into daily classroom instruction		**X**		**X**	**X**		**X**	**X**	**X**
3.2 There are teacher assignments that are rigorous, purposeful, and engaging		**X**		**X**	**X**			**X**	**X**
3.3 There is student work that is appropriately challenging and demonstrates new learning		**X**		**X**	**X**			**X**	**X**
3.4. There are assessments that regularly measure student mastery of the content standards		**X**		**X**	**X**			**X**	**X**
Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers									
4.1 There is a process to determine what students are reading, writing, producing, and learning.		**X**		**X**	**X**			**X**	**X**
4.2 There is use of student data and data collected during the observation process to make recommendations for improvement in classroom instruction		**X**		**X**	**X**		**X**	**X**	**X**

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4.3 There is formal feedback during the observation conferences as well as ongoing informal visits, meetings, and conversations with teachers regarding classroom instruction		x					x	x	x
4.4 There is regular and effective evaluation of teacher performance based on continuous student progress		x			x		x	x	x
4.5 There is identification and development of potential school leaders		x		x	x		x	x	x
Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction									
5.1 There are multiple and varied assessments that are collaboratively developed		x		x	x				x
5.2 There are formative assessments that are a regular part of the ongoing evaluation of student performance and that serve as the basis for adjustments to instruction		x		x	x			x	x
5.3 There are summative assessments that are aligned in format and content with state assessments		x		x	x			x	x
5.4 There are appropriate interventions for individual students based on results of assessments		x		x	x			x	x
Use Technology and Multiple Sources of Data to Improve Classroom Instruction									
6.1 There is effective use of appropriate instructional technology by students, staff, and administration									x

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6.2 There is regular use of MSDE websites									x
6.3 There is review of disaggregated data by subgroups	x	x		x	x			x	x
6.4 There is ongoing root cause analysis of student performance that drives instructional decision making	x	x	x	x	x			x	x
6.5 There is regular collaboration among teachers on analyzing student work				x	x			x	x
Provide Staff with Focused, Sustained, Research-based Professional Development									
7.1 There is results-driven professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals				x	x			x	x
7.2 There are opportunities for teachers to engage in collaborative planning and critical reflection that is embedded within the regular school day.				x			x	x	x
7.3 There is differentiated professional development according to career stages, needs of staff, and student performance				x			x	x	x
7.4 There is personal involvement in professional development activities				x			x	x	x
7.5 There is professional development aligned with the Maryland Teacher Professional Development Standards				x			x	x	x
Engage All Community Stakeholders in a Shared Responsibility for Student and School Success									

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8.1 There are parents and caregivers welcomed in the school, encouraged to participate, and given information and materials to help their children to learn									
8.2 There are parents and caregivers who are active members of the school improvement process									
8.3 There are community stakeholders and school partners who readily participate in school life									
Manage and Administer the School Operations and Budget in an Effective and Efficient Manner									
9.1 Creates processes and a schedule that maximizes time for instruction and collaboration				**X**			**X**		**X**
9.2 Facilitates hiring, assigning, and supervising of all personnel employed at the school							**X**	**X**	**X**
9.3 Uses a variety of performance data to recommend personnel for promotion, change of assignment, reclassification, or dismissal								**X**	**X**
9.4 Uses public resources and funds appropriately and wisely									
9.5 Manages financial, material, and technology resources in an effective, equitable, and strategic manner									**X**
9.6 Coordinates the management of the school plant									
9.7 Ensures the maintenance and accuracy of all school records									

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Communicate Effectively in a Variety of Situations and Circumstances with Diverse Audiences									
10.1 Strives to keep the community aware of school programs and shares important data and information with the school community									
10.2 Facilitates adequate information and systems for the continuous safety of the school community									
10.3 Responds appropriately and in a timely manner regarding school, family, and community concerns, expectations, and needs							**x**	**x**	**x**
10.4 Communicates and interacts professionally and positively with members of the internal and external school communities			**x**	**x**			**x**	**x**	**x**
10.5 Demonstrates appreciation of diversity and promotes sensitivity to student and staff needs.				**x**			**x**	**x**	**x**
10.6 Utilizes effective problem solving strategies for resolving conflict and building consensus			**x**	**x**			**x**	**x**	**x**
10.7 Develops and nurtures effective media relationships									
Understand, Respond to, and Help influence the Political, Social, Economic, Legal, and Cultural Context of the School Community									
11.1 Models the core beliefs of the system and the school				**x**			**x**	**x**	**x**
11.2 Aligns actions to the vision of the school				**x**			**x**	**x**	**x**

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11.3 Develops positive relationships with community leaders and fosters a climate that invites community members to donate time, expertise, and resources									
11.4 Promotes positive feelings about the school, the system, and public education accomplishments and contributions									
11.5 Recognizes and celebrates accomplishments and contributions					**x**		**x**	**x**	**x**
Promote the Success of Every Student and Teacher by Acting Within a Framework of Integrity, Fairness, and Ethics									
12.1 Defines, fosters, models, and supports a high level of professional performance and growth for administrative, instructional, and support staff			**x**				**x**	**x**	**x**
12.2 Maintains confidentiality when dealing with staff, students, services, and records							**x**	**x**	
12.3 Follows established legal practices, board policy, negotiated agreements and system procedures							**x**	**x**	
12.4 Exercises appropriate judgment when making decisions			**x**				**x**	**x**	**x**
12.5 Adapts personal behavior to the situation and is comfortable with dissent			**x**	**x**			**x**	**x**	**x**
12.6 Models and enforces responsible and professional use of communications			**x**	**x**			**x**	**x**	**x**