

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 multiple measures approved by MSDE that measure student growth (see appendix for sample measures).

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 include 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 and affective outcomes directly related to the teacher or principal. These measures account for 50% of a teacher's or principal's evaluation.