



Teacher-Level

Professional Growth System

Montgomery County Public Schools, Rockville, Maryland

2020–2021 HANDBOOK



Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS



VISION

We inspire learning by providing the greatest public education to each and every student.

MISSION

Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

*Learning
Relationships
Respect
Excellence
Equity*

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INTRODUCTION

At the time this handbook goes to print, our community, along with the rest of the world, is in the midst of the COVID-19 (coronavirus) pandemic. Whether the work environment for the 2020-2021 school year will begin as the 2019–2020 school year ended is yet unknown. However, it is likely that coronavirus will continue to impact the Montgomery County Public Schools (MCPS) work environment for the 2020–2021 school year in some manner.

These are strange and difficult times, and the MCPS approach to responding to the coronavirus crisis continues to emphasize the need to be patient, kind and flexible with one another as we work together to find solutions to situations we have never experienced before. It is possible that there may need to be adjustments and accommodations made to some of the approaches to evaluation and support outlined in the 2020–2021 Teacher Professional Growth System Handbook to fit the conditions of an altered learning and operating environment. Please trust that any adjustments will be implemented with the high expectations of fairness, equity, and safety that have guided our work during any other time.

Of all the factors that are important to student achievement in productive schools—and there are many—the most important are what individual teachers believe, know, and can do. The design of the Montgomery County Public Schools (MCPS) Teacher Professional Growth System (PGS) recognizes the complexity and importance of teaching in a high-performing district, one in which there is an emphasis on continuous improvement and shared accountability for student achievement. Good teaching is nurtured in a school and in a district culture that values constant feedback, analysis, and refinement of the quality of teaching.

The Teacher PGS for MCPS integrates two important components: a qualitative approach to teacher evaluation and professional growth. The essential elements of the system are as follows:

1. Six clear standards for teacher performance, based on the National Board for Professional Teaching Standards, with performance criteria for how the standards are to be met and sample claims of patterns in observable teaching behaviors.
2. Training for evaluators and teachers that creates not only a common language for the discussion of what good teaching is and is not, but also develops skills of analysis and critique that will make the dialogue a rich and data-driven one.
3. A Professional Growth Cycle (PGC) that integrates the formal evaluation year into a multiyear process of professional growth, continual reflection on goals and progress meeting those goals, and collegial interaction.

4. Formal evaluation with narrative assessments that provide qualitative feedback to teachers about their work.
5. A Peer Assistance and Review (PAR) program that has consulting teachers (CTs) who provide instructional support to novice teachers (teachers new to the profession) and those not performing to standard. The CTs report to a PAR Panel composed of teachers and principals appointed by the unions with shared responsibility for quality control and improvement.
6. Professional development years that are structured around a collaborative learning culture among teachers in each school, integrating individual improvement plans into school plans, and utilizing student achievement and other data about student results.

ORGANIZATIONAL CULTURE OF RESPECT STATEMENT

MCPS recognizes and values the role of all employees as contributors to a learning community that sets high standards of performance for staff and students. By working together through continuous improvement, effective communication, and meaningful involvement in the decision-making process, we provide a high-quality education to every student. We are committed to shared responsibility and a collaborative partnership, integrated into an organizational culture of respect. This culture is built on the belief that all employees, both school-based and non-school-based, are essential to a successful learning environment.

In order to sustain an organizational culture of respect, it is critical that all employees have an awareness, understanding, and tolerance of others' interests, viewpoints, cultures, and backgrounds. This culture promotes a positive work environment that supports the success of each employee, high student achievement, and continuous improvement in a self-renewing organization (MCPS, R.E.S.P.E.C.T. Make it Real, 2005, updated September 2011).

EQUITY AND CULTURAL PROFICIENCY

The commitment to foster an organizational culture of respect that is embedded throughout the district is a priority of the employee associations/unions, the Board of Education, the superintendent of schools, and executive staff. Inherent to this belief is the recognition that there is strength in diversity and the belief that all employees are essential to a successful learning community. Therefore, MCPS commits to Creating a Positive Work Environment in a Self-renewing Organization that does the following:

- Believes that the inclusion of individuals with a broad range of experiences and backgrounds broadens and strengthens education and contributes to student achievement.

- Promotes knowledge and understanding of one’s own cultural identity as it influences a culturally competent workplace.
- Values the uniqueness of cultures other than one’s own and the richness of cultural diversity and commonality.
- Promotes awareness of and sensitivity to individual differences within various cultural groups.
- Affirms the commitment that all MCPS staff will be culturally proficient, and demonstrate mutual respect without regard to any individual’s actual or perceived personal characteristics, which includes race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations (See Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*).
- Promotes the value of diversity and equity in our professional development offerings, recruitment, hiring, and promotional practices.
- Provides venues for courageous conversations about diversity and equity in a safe, nonjudgmental environment.
- Promotes a focus on diversity and equity through the implementation of each standard.

ROLE OF THE PROFESSIONAL GROWTH SYSTEM IMPLEMENTATION TEAMS

The implementation of the components of each Professional Growth System (PGS) is overseen by a joint multi-stakeholder implementation team. Each team is charged with monitoring the processes and procedures, as set forth in the design of the PGS. Through a collaborative and problem-solving process, the Implementation Teams are responsible for defining standards and practices and assessing the implementation of the PGS. In addressing issues that have arisen, the decision-making process will be to seek consensus; when that is not possible, a voting process may be used. Issues that cannot be resolved at the Implementation Team level may be referred to the appropriate collaboration committee. All PGS handbooks are continuously updated to reflect changes in processes and procedures approved by the appropriate Implementation Team.

- The Implementation Teams meet regularly on a schedule agreed on by the members at a meeting prior to July 1, for the subsequent year.
- The Implementation Teams consist of representative members of the employee associations and administration.
- The Implementation Teams are chaired by the employee association presidents or designees and MCPS

designees, who are appointed by the chief academic officer (CAO) and the chief operating officer (COO).

- The meetings are facilitated by an appointee of the associate superintendent, Office of Human Resources and Development (OHRD).
- An agenda is developed, with input from Implementation Team members or other collaboration committees.

ROLE OF THE JOINT PGSs IMPLEMENTATION TEAM

The Joint PGSs Implementation Team is composed of all members of each implementation team (Administrative and Supervisory (A&S), Teacher-level, and Supporting Services) and is charged with increasing consistency among the PGSs, while valuing and recognizing differences through—

- learning from each PGS to share and implement best practices,
- clarifying processes to improve effectiveness, efficiency, and transparency, and
- analyzing data from all three PGSs, including disaggregated client data by race, gender, and other factors to ensure equity and due process for all employees.

The Joint PGSs Implementation Team is also charged with ensuring that the components of the PGSs (Attracting, Recruiting, Mentoring, Developing, Evaluating, Recognizing, and Retaining) are fully implemented with fidelity for all employees.

- The Joint PGSs Implementation Team uses the same processes described above in the section titled, “Role of the PGS Implementation Teams.”
- The meetings are chaired by a designee appointed by the three employee association presidents (rotated) and a designee appointed by the CAO and COO.
- The meetings are facilitated by the three association vice presidents and the director of the Department of PGS in OHRD.
- The Joint PGSs Implementation Team makes recommendations to the associations, deputy superintendent, COO (ADC), which serve as the steering committee.

THE ELEMENTS OF THE SYSTEM

PERFORMANCE STANDARDS FOR TEACHERS

Six performance standards endorsed by the Board provide a blueprint for the assessment of teachers' competencies in the Teacher PGS. These standards are used in the evaluation of all classroom-based teachers, including English for Speakers of Other Languages (ESOL) and special education at all levels, as well as music, art, and physical education at the elementary level. They are as follows:

Standard I: Teachers are committed to students and their learning.

Standard II: Teachers know the subjects they teach and how to teach those subjects to students.

Standard III: Teachers are responsible for establishing and managing student learning in a positive learning environment.

Standard IV: Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.

Standard V: Teachers are committed to continuous improvement and professional development.

Standard VI: Teachers exhibit a high degree of professionalism.

Each performance standard is clarified by performance criteria and sample claims (see Appendix A). The purpose of these samples is to provide scenarios of what teaching looks like when it meets and when it does not meet the MCPS performance standards.

PERFORMANCE STANDARDS FOR ALL OTHER TEACHER-LEVEL POSITIONS

Parallel performance standards, criteria, and descriptive examples have been designed for teacher-level positions not assigned to classrooms. These include, but are not necessarily limited to, assistive technology specialists on the InterACT Team, auditory and vision teachers, counselors, early interventionists for of infants/toddlers, instructional specialists, media specialists, occupational and physical therapists, parent educators, pupil personnel workers, reading specialists, school psychologists, social workers, speech/language pathologist, and staff development teachers. Information about evaluation forms as well as the performance standards, criteria, and descriptive examples is available through OHRD. Each of these groups may have different performance standards, criteria, descriptive examples, and data measures related to unique aspects of their observation/evaluation process.

All staff in the above categories will be evaluated on the same evaluation cycle as teachers, based on years of

MCPS experience (see page 4). If a classroom teacher moves from a classroom assignment to one of these positions or vice versa, evaluation will be conducted according to the schedule and processes developed for that assigned position.

ACTIVITIES FOR PROFESSIONAL DEVELOPMENT

Activities that improve teaching and learning are critical components of a professional learning community. These activities include team teaching and team planning, new curriculum development, development of instructional materials, review of professional literature, audio/video analysis, study groups, networking groups, delivery of workshops or courses, participation on a task force or committee, participation in a teacher exchange program, professional visits (to visit another teacher or program), action research, or training (school-based workshop, out-of-school workshop, course, or conference).

A peer visit with reflection is a process that involves inviting a peer to observe a specific aspect of teaching, so, together, the colleagues may reflect on the teaching and learning taking place. The teacher may ask a teaching peer, resource teacher (RT), content specialist (CS), or MCPS educator in another position to do the observing. The teacher chooses a focus that will help them meet a particular learning goal, rather than asking a colleague to observe and give general feedback. Peer visits also can be a mutual process in which the teacher is not only observed, but also has an opportunity to observe another teacher in a similarly planned way. Following the peer visit, participants engage in a reflective conversation, in which the teacher, not the observer, does the majority of the talking. These conversations promote authentic professional examination of teaching practices among colleagues in an atmosphere of mutual support, trust, and a belief in the necessity of constant learning and improvement.

COURSES TO PROMOTE A COMMON LANGUAGE ABOUT SKILLFUL TEACHING

A variety of professional development opportunities is available to staff—through MCPS courses, workshops, and other staff development opportunities for professional growth. Essential to the success of the Teacher PGS are the courses Observing and Analyzing Teaching 1 (OAT 1), Observing and Analyzing Teaching 2 (OAT 2), Studying Skillful Teaching 1 (SST1), and Studying Skillful Teaching 2 (SST2).

Using the six performance standards, the educational consultant group, Research for Better Teaching, Inc. (RBT) of Acton, Massachusetts, provided courses of study

for observers and evaluators, as well as for other MCPS staff. In-district trainers at the MCPS Center for Skillful Teaching and Leading (CSTL) have been trained by RBT.

The two six-day courses, OAT 1 and OAT 2, are required for all school leadership staff engaged in observation and evaluation (principal, assistant principal (AP), RT, CS)). These courses also are required for CTs and all members of the PAR Panel who are actively involved in assessing teaching performance.

OAT 1 prepares observers and evaluators to collect and analyze evidence about a teacher’s work across the standards, including areas such as planning and assessment, capacity to motivate students and communicate consistently high expectations, and repertoire of instructional and classroom management strategies. Participants communicate what they have observed orally and in writing in a balanced manner that addresses claims based on teacher performance, evidence from observations, interpretation of the impact of the evidence on student learning, and judgments of the effectiveness of instruction.

OAT 2 helps participants focus on using multiple sources of data in evaluation. This course emphasizes strategies for dealing with supervisory challenges and means for developing leaders’ knowledge and skills in areas such as conferring with teachers and addressing mediocre or ineffective teaching.

SST 1 and 2 are companion courses for teachers. The basic content of SST 1 overlaps with that of OAT 1, but student learning is the focus rather than skills to observe and analyze teaching. Participants are asked to examine the ways in which their research-based instructional strategies, as

well as their beliefs about learning and professional community, make a difference in student performance.

SST 1 helps teachers expand their repertoire of instructional strategies, match strategies to student needs, and learn skills for effective peer support and collaboration.

In SST 2, the focus is on breaking down the recurring obstacles to student success through the study of common causes of discipline problems, critical attributes of class climate, the use of assessments, and the design of learning experiences.

SCHEDULE FOR EVALUATION AND PROFESSIONAL DEVELOPMENT

As documented by decades of research, the best strategy for improving teaching and learning is to build the capacity of the school to function as a learning community in which professional development is job embedded. To support the learning community, the Teacher PGS places teachers in a multiyear PGC. The PGC provides opportunities and resources for reflection on teaching practices (both individually and collegially) that lead to continuous improvement.

The Teacher PGS was designed to meet the different needs of teachers at various points in their careers in MCPS. More intensive support and supervision are provided for probationary teachers. The focus of teachers in the probationary years must be to develop an effective repertoire of instructional skills and to become knowledgeable about MCPS curricula. Probationary teachers are evaluated each year to provide them with in-depth analysis and feedback about their teaching.

Montgomery County Educators Association (MCEA) Frequency Schedule for Evaluations Based on Tenure Eligibility

Novice teacher, or new hire with no transferrable MD tenure																								
Probationary			Tenured																					
3-Year Cycle			3-Year Cycle			4-Year Cycle			4-Year Cycle				5-Year Cycle					5-Year Cycle				After Year 24, evaluated every 5 years		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
E	E	E	P	P	E	P	P	P	E	P	P	P	E	P	P	P	P	E	P	P	P	P	E	E

Previously Tenured in Maryland (and meets criteria to transfer tenure)																								
Tenured after meeting standard in Year 1																								
3-Year Cycle			3-Year Cycle			4-Year Cycle			4-Year Cycle				5-Year Cycle					5-Year Cycle				After Year 24, evaluated every 5 years		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
E	P	E	P	P	E	P	P	P	E	P	P	P	E	P	P	P	P	E	P	P	P	P	E	E

E = evaluation year
P = professional development year

All teachers are required to design Student Learning Objectives (SLOs) each year, in which they reflect on student growth and their own professional development. Teachers also collect and prepare other information related to their professional practice and student outcomes for the formal evaluation process. (Staff who do not have direct responsibility for the achievement of a group of students do not write SLOs.)

TENURE

Tenure is granted three years from the date of hire, if an employee earns an overall year-end evaluation of “Meets Standard” in the last year and if Maryland State Department of Education (MSDE) requirements for standard or advanced professional certification have been met.

For tenured teachers, formal evaluations are less frequent. As a teacher gains experience and expertise, more time is spent in professional development activities and less time in formal evaluation.

OBSERVATIONS

All teachers may be observed formally or informally at any time. During professional development years, formal observations are not required. However, administrators, RTs, or CSs are expected to do a minimum of two informal observations each professional development year in order to be familiar with teachers’ classroom practices. There is no required length or format for these informal observations, although some written documentation is encouraged. Formal observations are required during the evaluation year, and there are required specifications for those formal observations.

Requirements for Formal Observations

Formal observations serve as critical sources of data for the formal evaluation process. The requirements for formal observations are as follows:

1. A formal observation must occur for a minimum of 30 minutes.
2. At least one formal observation must be announced. A pre-observation conference is required for each announced formal observation.
3. All formal observations must include a post-observation conference.
4. Post-observation conferences should be held within three duty days after the formal observation. Conferences may be delayed, by mutual agreement, due to extenuating circumstances.
5. Teachers may respond to a Post-observation Conference Report (POCR) by submitting a written response to their file within 10 school days of their receipt of the POCR.

6. The POCR is considered a stand-alone document. Any notes taken by an observer or evaluator may be shared with the teacher, but they are not considered part of the formal documentation.
7. The POCR is completed after the conference with the teacher. It is reviewed by the observer and the teacher and is housed in the local school file. The goal is to return the report to the teacher within 10 duty days after the post-observation conference or a reasonable amount of time, as agreed upon by the teacher and observer. Such agreement should be documented, (e.g., via e-mail).
8. The term “qualified observer” refers to principal, AP, assistant school administrator (ASA), student support specialist, RT, CS, CT, retired administrator. All qualified observers must have completed OAT 1 or be enrolled in the OAT 1 class and have completed the first four classes. For evaluations resulting in a “Below Standard” rating, at least one of the two observers must have successfully completed both the OAT 1 and OAT 2 classes. If the principal/evaluator needs assistance due to unusual circumstances, for example, a large number of required formal observations and evaluations, central office subject-area supervisors are available for consultation and may serve as qualified observers at the request of the principal/evaluator. Central office subject-area supervisors may serve only as qualified observers if they have completed OAT 1 and OAT 2. Principals/evaluators will request approval from the director of PGS when they are in need of a central office subject-area supervisor as a qualified observer. Staff who are new to the AP, ASA, CT, or central office subject-area supervisor position are required to attend an OAT 1 recertification session, if it has been three years or more since they completed OAT 1.
9. An elementary principal in a school without an assistant principal may request the support of a second observer if the principal needs assistance due to a large number of required formal observations and evaluations.
10. If it appears likely that a teacher will receive a “Below Standard” rating in an evaluation, the observations (serving as the basis for the evaluation) must be completed by two different qualified observers.

Classroom Observation Requirements

The number of required observations during the formal evaluation year varies, depending on status and a preliminary assessment of performance status. At least one formal observation must be completed by the principal, AP, ASA, or other immediate supervisor. More observations by **two** different qualified observers are required if the evaluator suspects the final rating may be Below Standard.

Probationary teachers with CT:

- At least two formal observations by the principal or qualified observer are required.
- One of the two required formal observations must be announced.
- At least one of the two required formal observations must be done each semester.
- The CT will complete a minimum of two additional formal observations, three if the teacher may be rated Below Standard. At least one must be announced and at least one is completed each semester. These do not count toward the required number of observations completed by administrators. The minimum number will be completed only for teachers clearly meeting standard, with no concerns on the part of the CT or principal.

Probationary teachers without a CT (first-year teacher with experience or any second or third-year teacher):

- At least two formal observations by the principal or qualified observer are required, three if the teacher may be rated Below Standard.
- One of the two required formal observations must be announced.
- At least one of the two required formal observations must be done each semester.

Tenured teachers on regular evaluation cycle:

- At least two formal observations by a qualified observer are required.
- The principal or AP must perform at least half the required observations.

- The RT, CS, or other qualified observer may complete a formal observation.
- One of the two required formal observations must be announced.
- At least one of the two required observations must be done each semester.

Tenured teachers with CT:

- At least one formal observation by a qualified observer is required.
- The CT must complete a minimum of three formal observations, four if the teacher may be rated Below Standard. At least one must be announced and at least one is completed each semester.

The POCR

After the observation conference, the observer must prepare a written narrative summary of the class and the conference called the POCR (see Appendix D). This report contains an analysis of the lesson. The report format incorporates an appropriate balance of claims about the teaching observed, evidence to support the claims, and statements about the impact on students. Reports may refer to MCPS performance standards. The report includes a summary of the discussion with the teacher as well as any decisions or recommendations that resulted from the conference. Appendix D contains samples of POCRs. The teacher is expected to review and return a signed copy of the POCR. The teacher’s signature indicates that they have received and read the conference report but does not necessarily indicate agreement with the contents of the report.

Summary of Minimum Required Formal Classroom Observations During an Evaluation Year

Type of Teacher	Observer	Minimum Required Yearly Observations		Frequency (minimum each semester)
		Meeting Standard	Below Standard	
Probationary Teacher (with CT)				
Novice first-, second-and third-year teacher (new to teaching)	Principal or Qualified Observer	2	2*	1
	CT	2**	3	1
Total		4	5	2
Probationary Teacher (without CT)				
Experienced first-, second-, and third-year teacher (new to MCPS)	Principal or Qualified Observer	2	3*	1
Tenured Teacher				
	Principal or Qualified Observer	2	3*	1
Tenured Teacher (with CT)				
	CT	3	4	1
	Immediate Administrative Supervisor	1	1	

* The observations must be completed by two different qualified observers, at least one of whom must have successfully completed OAT 1 and OAT 2.

** The minimum number of observations is to be done only for teachers clearly meeting standard with no concerns on the part of the CT or principal.

IMPROVEMENT PLAN

The improvement plan is part of a process to ensure teacher learning and growth, in support of student learning and growth. The improvement plan process is implemented with teachers who are struggling with one of the first four standards, despite feedback and coaching. Participants in an improvement plan must include, at a minimum, the teacher and an administrator. Others typically included are the SDT, RT/CS, team leader, and other staff members as identified. Ideally, the plan is a collaborative document into which the teacher has input.

The improvement plan focuses on a single problem in a single standard at a time. If there are problems in additional standards, they are noted at the end of the plan and addressed, if still necessary, on completion of the plan. The improvement plan is a living document. It can be adjusted to meet the teacher's needs over time. While there is no specific length of time for an improvement plan, a general rule is four to nine weeks.

The improvement plan includes:

- The standard that is not being met;
- A precise, specific problem statement - what the teacher is doing that does not meet the standard;
- The impact of that problem on students and their learning;
- A general goal for growth;
- Professional development strategies for teacher learning along with the scheduled date of completion of the strategy (generally three to seven weeks) and the person who will support that learning;
- Materials necessary for each strategy;
- Documentation that the strategy has been implemented; and
- What will change for the students as a result of the teacher successfully completing the strategy/activity.

Please see Appendix G for the form, a sample, and the criteria for success.

EVALUATIONS

Formal evaluations are not required during professional development years of the PGC. However, the principal must complete the *Yearly Evaluation Report for Maryland State Department of Education (MSDE) Certification Renewal* annually to verify to MSDE that the certificate holder's performance is satisfactory ("Meets Standard").

In the Teacher PGS, the formal evaluation process is seen as a tool for continuous improvement for teachers. During the formal evaluation year, both the teacher and administrator gather data from the professional development years as well as from the evaluation year. This data serves as the point of reference for the collaborative evaluation process. The evaluation year is a time when the teacher reflects on progress made and potential areas for future professional growth.

Important details regarding formal evaluations in designated evaluation years of the PGC are as follows:

1. **Frequency/Schedule:** Formal evaluations are required—
 - For probationary teachers in their first year when hired before the school year begins or anytime during the first semester. If a first-year probationary teacher is hired after December 1, the teacher will be evaluated formally for the first time in the spring of the following school year;
 - For probationary teachers in their second and third years; and
 - For tenured teachers—At least once in every PGC (see chart on page 4).
2. **Special Evaluation:** A formal evaluation may be completed in any year by placing a teacher on Special Evaluation when there is a concern about their performance. (See page 9 on Special Evaluation.)
3. **Evaluators:** The principal or AP at the school to which the teacher is assigned is responsible for completing the formal evaluation. The principal must review and sign every evaluation.
4. **Evaluation of Novice Teachers (teachers new to the profession):** School administrators, as well as the CT, support novice teachers. The administrator is responsible for writing a final evaluation report. The CT completes a final summative report, which is presented to the PAR Panel.
5. **Referring Probationary Teachers to PAR:** Experienced teachers who are new to MCPS have probationary status. The principal or an AP evaluates these probationary teachers. If serious instructional concerns are identified early in the first year for an experienced probationary teacher, two formal observations should be completed by November 1, and the principal should contact the director of PGS in OHRD to request inclusion in PAR. The PAR Panel renders a decision on this request.
6. **Tenured Teachers in PAR:** The evaluation will reflect the input of the principal as reported through observation reports and other data sources, the CT as reported through observation reports, the mid-year summative and final summative reports, and the recommendations of the principal and the CT to the PAR Panel. The evaluation reflects the finding of the PAR Panel made through its deliberative process following the review of all appropriate data, including any appeal by either the teacher or principal, if such an appeal occurs, as detailed on page 14 of this handbook. During the year in PAR, the information in this evaluation is compiled by the cochairs of the PAR Panel.

A formal evaluation by the principal is not completed for a tenured teacher supported by the PAR program. The immediate supervisor is required to complete at

least one formal observation with a post-observation conference and subsequent report.

- 7. Teachers in Multiple Schools:** In the case of teachers who work in multiple schools, the administrator at the school in which the majority of the teacher's time is assigned completes the evaluation. If equal time is spent in two different schools, the administrator of the school in which the teacher's paycheck is received completes the evaluation. The administrator completing the evaluation is responsible for gathering data from the principal(s) of the other school(s) for inclusion in the evaluation.

The Final Evaluation Report

The principal or AP is the evaluator responsible for completing the formal **Final Evaluation Report** at the end of the formal evaluation year for all teachers, except tenured teachers in the PAR program. The evaluation includes an examination of the teacher's overall performance on each of the six MCPS performance standards.

The evaluator reviews all of the material, including all POCRs, as well as a variety of other data sources. Teachers are encouraged to assemble a portfolio with evidence of attainment of growth in terms of the six performance standards to serve as a comprehensive record of continuous improvement. Before the final evaluation is completed, the administrator and the teacher will review together the additional sources of data that may include the following:

- Samples of student work, tests, assignments, feedback to students.
- Long- and short-term lesson and unit plans.
- Evidence of communication with parents/guardians.
- Publications.
- Evidence of activities that support outcomes, and additional related documentation, along with SLOs.
- Student results on countywide and state test scores; countywide and department final exams, tests, quizzes, papers, and project grades; checklists of skills mastered; attendance; discipline referrals; numbers/percentages of students who move on from a teacher's class to the next grade or to a higher level of a subject; other measures of progress or success such as AP or SAT test scores, accelerated or enriched instruction, or honors enrollment; and customized data reports that document student results over a number of years as part of the system of shared accountability.
- Student and parent/guardian surveys: MCPS provides recommended student and parent/guardian surveys, but teachers may choose to construct individualized survey instruments to help refine and improve their instructional practice.

Teachers should analyze survey data plus other forms of student and parent feedback from all years in the Teacher PGS cycle to identify issues, patterns, trends, implications, what was done to address concerns in the past, and future professional improvement plans. The teacher's analysis of student results is an integral part of the teacher's final evaluation report. The Teacher PGS is designed to focus on many different kinds of student results every year, whether or not the formal evaluation is being done. The Board, A&S staff, and teachers are ultimately accountable to the public for student performance. Standardized test scores provide one important source of data, but they cannot constitute a judgment, in and of themselves, about the performance of a teacher or the success of a school. The most important use of student results is to contribute to analysis and problem solving for school, teacher, or individual student improvement.

The Final Evaluation Report includes a summary rating of the teacher's overall performance and is sent to OHRD for inclusion in the teacher's personnel file. The teacher is given a holistic rating of "Meets Standard," "Emerging," or "Below Standard." Teachers receiving a rating of "Emerging" will receive a second year of PAR support. Appendix E contains examples of final evaluation reports. Any teacher who receives a rating of "Below Standard" will be referred automatically to the PAR Panel for consideration of inclusion in the program.

Due Dates for Final Evaluation Reports

It is essential that administrators send evaluations with the rating of "Below Standard" to OHRD within the specified due dates. Failure to adhere to timelines will result in postponement of PAR support.

CTs working with novice and tenured teachers are required to submit summative reports to the PAR Panel by specific dates that are aligned with the due dates for administrators' final evaluation reports. Original copies of final summative reports completed by CTs are kept by OHRD. Attached to each summary is a copy of the letter from the PAR Panel with its recommendation to the superintendent of schools.

Teacher PGS Procedures for Late Hires

MCEA unit members hired after December 1 will not receive formal evaluations in the school year in which they are hired, but will receive a formal evaluation in the spring of the following school year: evaluations for those not meeting standard will be due on or before March 1; evaluations for those who are meeting standard will be due on or before the last instructional day of the school year.

For teachers who are hired after December 1, a formal observation must be completed by administrators in the first school year. In the teacher's second year, administrators must conduct a minimum of two observations,

DEADLINES FOR EVALUATIONS BY ADMINISTRATORS				
Probationary Teachers		Tenured Teachers		Tenured Teachers
Meets Standard	Below Standard	Meets Standard	Below Standard	In PAR
Last instructional day	March 1*	Last instructional day	March 31*	No formal evaluation is due for tenured teachers in PAR. Administrators should continue to collect data and observe any teacher who is receiving PAR support. Administrator should contact the PAR Panel cochaIRS by April 20 only if the administrator disagrees with the recommendation of the CT report, so the administrator can present additional information at the second May PAR Panel meeting.

* or the first duty day thereafter, if the due date falls on a non-duty day

DEADLINES FOR SUMMATIVE REPORTS BY CONSULTING TEACHERS			
Probationary Teachers		Tenured Teachers IN PAR	
Meets Standard	Below Standard	Meets Standard	Below Standard
Last instructional day	March 1*	Last instructional day	April 30*

* or the first duty day thereafter, if the due date falls on a non-duty day

with one formal observation in the fall semester, and one formal observation in the spring semester. At least one of the observations must be announced.

Novice teachers who are hired after December 1 will automatically receive CT support in their second year of teaching. As for all new hires, school-based mentor support is required in the first year.

Experienced teachers hired after December 1 will receive CT support in their second year only if the principal requests inclusion in PAR following two formal observations. In such cases, if the two formal observations are completed and the principal’s request is received on or before the last instructional day in June, inclusion in PAR will be automatic.

Special Evaluations for Tenured Teachers not in Formal Evaluation Year

If a principal has concerns about the performance of a tenured teacher who is not currently in a formal evaluation year, they may request that OHRD place the teacher on a Special Evaluation. The request for Special Evaluation removes the teacher from the scheduled professional development year. Special Evaluation status is not subject to appeal.

Requesting a Special Evaluation for the current school year:

- The administrator or a qualified observer must complete a minimum of two formal observations prior to the request for Special Evaluation.
- The written request for Special Evaluation should be sent to the director of PGS in OHRD no later than the second Friday in January, or the first duty day after that Friday, if that Friday is a non-duty day for professional staff. The two Post-observation Conference Reports (POCR) should accompany this request.

- OHRD must notify the teacher placed on Special Evaluation by January 31.
- A minimum of one additional formal observation must be completed after January 31.
- If the rating on the Special Evaluation is “Below Standard,” the formal evaluation must be sent to the director of PGS in OHRD by March 31.
- If the rating on the Special Evaluation is “Meets Standard,” the formal evaluation must be sent to the director of PGS in OHRD by the last instructional day.

Requesting a Special Evaluation for the following year:

- The administrator or a qualified observer must complete a minimum of two formal observations prior to the request for Special Evaluation.
- The written request for Special Evaluation should be sent to the director of PGS in OHRD by the last work-day in May; all relevant documentation should accompany the request.
- OHRD must notify the teacher that they will be placed on Special Evaluation the following year by the last day of the school year.
- The Special Evaluation is due by March 31 of the following year if the rating on the Special Evaluation is “Below Standard” and should be sent to the director of PGS in OHRD; a total of three formal observations by a minimum of two observers must be completed during the Special Evaluation year.
- The Special Evaluation is due by the last instructional day of the following year if the rating on the Special Evaluation is “Meets Standard” and should be sent to the director of PGS in OHRD. A minimum of two formal observations must be completed by two observers during the Special Evaluation year.

Special Evaluation Due Dates and Process Information

Request for Special Evaluation for the current year	Request for Special Evaluation for the following year
1. Two formal observations completed by an administrator or a qualified observer prior to request	1. Two formal observations completed by administrator or a qualified observer prior to request
2. Written request with POCR for Special Evaluation to OHRD (director of PGS) by second Friday in January	2. Written request with POCR for Special Evaluation to OHRD (director of PGS) by last work day in May
3. OHRD notifies teacher by January 31	3. OHRD notifies teacher by last day of the school year
4. Minimum of one additional formal observation completed after January 31 (more recommended) and formal evaluation completed by March 31* if the rating on the Special Evaluation is "Below Standard", or by the last instructional day if the rating on the Special Evaluation is "Meets Standard"—Send to OHRD (director of PGS)	4. Special evaluation is sent to OHRD, director of PGS, by March 31* of the following year if the rating on the Special Evaluation is "Below Standard", or by the last instructional day of the following year if the rating on the Special Evaluation is "Meets Standard" and the administrator or other qualified observer has completed a minimum of three formal observations.

* or the first duty day thereafter, if the due date falls on a non-duty day.

THE PAR PROGRAM

Overview of the PAR Program

The PAR program is designed to ensure that MCPS educators meet MCPS standards of performance. For a complete list of eligible job categories, see Appendix F.

The design of the PAR program is the result of a collaborative relationship between the Montgomery County Education Association (MCEA), the Montgomery County Association of Administrators and Principals (MCAAP), and MCPS regarding teacher evaluation. Through this program, intensive, individualized assistance is provided for all novice teachers and experienced teachers who are judged to be "Below Standard." The focus of the PAR program is to improve instruction by supporting novice and underperforming teachers. Thus, the MCPS administration, MCEA, and MCAAP, as partners in the establishment and implementation of the PAR program, strive to support the recommendations of the PAR Panel to the superintendent of schools regarding the employment status of teachers in the program.

For experienced teachers, the "Below Standard" rating given by principals during the formal evaluation process and subsequent referral to the PAR program indicate that the teacher is seriously at risk, despite intensive support in their building/office. PAR is not designed for teachers who could use some improvement in their teaching techniques. Other supports, such as staff development teachers (SDTs), mentors, team leaders, RTs, CSs, or other available school resources may be more appropriate for these teachers.

The PAR program addresses issues and concerns that are related to instructional skills. If there are other concerns about employment responsibilities, the principal must confer with the teacher and complete written notification of the conference. If the issues continue, the principal must notify the director of PGS in OHRD to determine who will provide resolution in these cases.

The superintendent of schools or designee retains the right to make personnel decisions in cases involving employee misconduct or other rare egregious cases.

The PAR program has two components—the PAR Panel and CTs. The PAR Panel consists of equal numbers of teachers and principals, recommended by their respective employee unions and appointed by the superintendent. CTs provide direct instructional support to teachers and collect data through formal and informal observations. CTs report monthly on the progress of the teachers to the PAR pair, one teacher and one principal who are members of the PAR Panel, assigned to oversee the work of a small group of CTs. The CT must write a final summative report at the conclusion of the period of support. Based on the data and information gathered through the program, the PAR Panel must make recommendations in March (for probationary teachers) and May (for tenured teachers) to the superintendent of schools regarding contract renewal, recommendation for a second year in PAR, or contract termination.

Components of the PAR Program

The PAR Panel

The PAR Panel consists of 16 members appointed by the superintendent of schools—eight teacher representatives recommended by MCEA and eight school-based administrators recommended by MCAAP. PAR Panel members are accountable to their respective organizations to ensure organizational and institutional support of the PAR program. The PAR Panel sends its recommendations to the superintendent of schools, who reviews and makes all final decisions on matters related to an individual teacher's nonrenewal, dismissal, or continuation of contract.

The duties of the PAR Panel include the following:

- Reviewing all cases referred to the PAR Panel as a result of the formal evaluation process.

- Recruiting, interviewing, and selecting CTs.
- Evaluating the performance of CTs.
- Meeting with CTs to review reports and receive updates on teachers in PAR.
- Advising CTs regarding supports to teachers.
- Reviewing concerns of participating teachers or principals regarding the PAR program.
- Making one of the following personnel recommendations to the superintendent of schools (based on CT reports, the principal’s formal evaluation, and other supporting data):
 - » Successful completion of the program and return to the regular PGC.
 - » Termination of contract: dismissal (tenured teacher) or nonrenewal (probationary teacher).
 - » An additional year of PAR assistance.

Consulting Teachers

Consulting Teachers (CTs) are experienced teaching professionals who are selected by the PAR Panel. A rigorous selection process ensures that they are outstanding teaching professionals and that they are able to communicate their knowledge and strategies about best practices to adult learners. They receive extensive training (including OAT 1 and 2) to develop and refine their observation and analysis of teaching skills.

The duties of a CT include the following:

FOR NOVICE TEACHERS, AS FOLLOWS:

- Providing information about strategies for teaching and suggestions about resources.
- Offering demonstration lessons, team teaching experiences, informal feedback, etc.
- Making frequent visits with informal support.
- Conducting a minimum of three observations with at least one per semester.
- Preparing and submitting to the PAR Panel a midyear and final summative report regarding the teacher’s instructional skills.

FOR TEACHERS EVALUATED AS “BELOW STANDARD” BY THEIR ADMINISTRATORS, AS FOLLOWS:

- Completing the review process.
- Meeting with the principal to discuss the principal’s instructional concerns.
- Making recommendations to the PAR Panel regarding inclusion in the PAR program.
- Planning and implementing an intensive program of intervention and support, which includes a minimum of three formal observations, ongoing communication with the teacher, analysis of student data, demonstration lessons, and the like.
- Preparing and submitting to the PAR Panel a midyear and final summative report regarding instructional skill levels.
- Making a recommendation regarding future employment.

The Role of the Principal and Other School Staff Related to the PAR Program

Principals, APs, ASAs, RTs, SDTs, and CSs all have important roles in the multiyear PGC, the core of the Teacher PGS, in their work with teachers. The PAR program enhances the system by creating an additional intensive support program for novice and underperforming teachers. The role of the CT in the PAR program is complementary to the roles of school-based personnel. Principals remain responsible for the evaluations of all teachers.

For tenured teachers in PAR, the evaluation should be written by the cochair of the PAR Panel. The immediate supervisor is required to complete at least one formal observation with a post-observation conference and subsequent report. The immediate supervisor is encouraged to document the progress of the teacher by collecting data from a variety of sources. MCPS Evaluation Form 425-39 is not completed by principals for tenured teachers supported by the PAR program.

For both probationary and tenured teachers in PAR, the CT shares formal observation reports and final summative reports with the principal. However, the documentation of the CT and the formal evaluation by the administrator are independent of each other. **No information from CT reports may be used in the administrator’s evaluation.**

The CT writes an improvement plan for each client included in PAR due to performance concerns. The purpose of the improvement plan is to explicitly identify high-priority areas for improvement and to align support in those areas. The improvement plan may not address all areas of need; observation feedback should include areas addressed in the improvement plan, but should also continue to address any other aspects of teaching and learning that the observer deems significant.

Typically, the improvement plan for a teacher recommended for a second year of PAR is written by the end of the school year in which that recommendation was made. Typically, the improvement plan for a teacher included in PAR via the review process is written during the first semester of support, following the first formal observation by the CT.

The CT must seek input from the principal and from the client while drafting the improvement plan. The principal must coordinate support by school-based staff identified in the improvement plan while preserving appropriate levels of confidentiality regarding the teacher’s inclusion in PAR.

While an underperforming or novice teacher is in the PAR program, the principal continues to supervise the teacher. They observe, provide feedback, coordinate school support, respond to parent concerns, and the like.

Communication and coordination among the CT, the principal, and other members of the school's instructional leadership team are essential. Such collaboration ensures that the teacher receives complementary, consistent messages about expectations and instructional improvements from all who are providing support. These messages should include information about areas of concern on the part of the CT and/or administration and the possible consequences of these areas of concern resulting in a "Below Standard" evaluation.

The principal or immediate supervisor may provide the PAR Panel with additional information to substantiate the CT's report, if they feel it is necessary. When the principal or immediate supervisor disagrees with the final summative report of the CT, they may appear before the PAR Panel and provide further information with documentation. When this occurs, the teacher also is invited to appear before the PAR Panel to provide additional information.

The principal or immediate supervisor is asked to complete a feedback survey on the performance of each CT supporting clients in their building. This is in addition to the survey that each client teacher completes to provide feedback on the performance of their CT.

Teacher-level Positions Served by the PAR Program

The following categories of teachers are included in the PAR program:

- Novice teachers.
- Experienced teachers new to MCPS with serious instructional concerns identified (based on a minimum of two formal observations) and reported to OHRD **prior to November 1**.
- Probationary teachers referred to PAR and included after the formal review process.
- Tenured teachers referred to PAR and included after the formal review process.

Teacher-level Positions Not Served by the PAR Program

New or underperforming teachers, as well as media specialists and counselors who are not meeting standard and included in the PAR Program, receive support from a CT. Other teacher-level employees are not eligible for CT support in the PAR process (Appendix F). When employees in these job classifications receive a Below Standard evaluation from the supervisor, their evaluation is reviewed by the director of the PGS and the cochaIRS of the PAR Panel to determine whether the evaluation has ample data to support the final rating and to ensure compliance with PGS processes. If the director and cochaIRS determine that the employee Meets Standard, the supervisor is directed to rewrite the evaluation as meeting standard,

and the employee will continue in the PGC. If the director and cochaIRS determine the employee is not meeting standard, an improvement plan is implemented, and the employee will receive the support of a mentor and intensive support from a supervisor. Following a year of intensive support for the employee, the director of DPGS and the cochaIRS of the PAR Panel will review the supervisor's final evaluation and make a final recommendation for return to the PGC, a second year of intensive support, or nonrenewal of contract or dismissal.

For further information about evaluation of teacher leaders, please refer to the annual memorandum to principals from the COO, titled "School-based Teacher Leader Selection, Evaluation and Removal."

The Review Process

When a teacher who is not currently in the PAR program is given a "Below Standard" rating on the formal evaluation report, OHRD notifies the PAR Panel cochaIRS. A CT is assigned to complete a review of that teacher's instructional skills. The review consists of the following:

The CT does the following:

- Meets with the principal and the teacher.
- Completes a minimum of two formal observations (one announced and one unannounced).
- Reports the information and makes a recommendation to the PAR Panel.

The PAR Panel does the following:

- Hears the report from the CT.
- Decides on inclusion or noninclusion in the program.
- Notifies the teacher and administrator of the decision.

If the CT concurs that the needs of the teacher warrant the support of the PAR program, the teacher may write a letter to the cochaIRS of the PAR Panel, stating how they meet each of the six standards, along with any concerns about the evaluation process, in order to provide additional information. This provides for a meaningful appeal of the principal's "Below Standard" evaluation. The PAR Panel considers the CT review to be information that can be used in the appeal process. If the teacher writes a letter, the PAR Panel also will provide an opportunity for the principal to present written information and documentation. In addition, the CT will be questioned to clarify information in their reports and regarding their recommendation. Information from all three sources will be considered before rendering a decision. After the presentation, the PAR Panel affirms or negates the "Below Standard" administrative evaluation, and recommends inclusion or noninclusion in PAR. If the PAR Panel recommends inclusion in the PAR program, a CT is assigned to provide a year of instructional support. Inclusion in the PAR program is not voluntary and cannot be appealed by the teacher. If the PAR Panel recommends noninclusion, and the teacher therefore is determined to "Meets

Standard,” the PAR Panel will notify the principal, who will work with staff from the CSTL and the cochairs of the PAR Panel to ensure that the formal evaluation is revised to conform with a “Meets Standard” rating. This applies to probationary as well as tenured teachers.

If the CT does not concur that the needs of the teacher are severe enough to warrant the support of the program, the principal may ask to make a presentation to the PAR Panel in order to provide additional data. When considering a presentation by a principal, the PAR Panel examines all relevant written documentation, including the most current formal evaluation report and POCRs. If the principal requests to make a presentation, the PAR Panel also provides an opportunity for the teacher to present information and documentation. In addition, the CT is questioned to clarify information in their reports and regarding their recommendation. Information from all three sources is considered before rendering a decision. After reviewing all of the information, the PAR Panel either recommends inclusion into the PAR program or return to the Professional Growth Cycle with support in the school. If the PAR Panel recommends noninclusion, and the teacher therefore is determined to “Meets Standard,” the PAR Panel notifies the principal, who then works with staff from the CSTL, and the cochairs of the PAR Panel, to ensure that the formal evaluation is revised to conform with a “Meets Standard” rating. This applies to probationary as well as tenured teachers.

For a client in PAR or a teacher receiving a “Below Standard” evaluation and subsequent CT review prior to inclusion in PAR, if the PAR Panel makes a final recommendation of “Meets Standard” that is in disagreement with the final evaluation of the principal, the final steps area as follows:

1. The principal (supported by CST staff) rewrites the evaluation, within 30 days, to demonstrate the teacher is meeting standard.
2. The rewritten evaluation is considered and affirmed by the PAR Panel cochairs.
 - a. If affirmed, the rewritten evaluation replaces the original evaluation at OHRD.
 - b. If the cochairs do not affirm the rewritten evaluation, the original evaluation is removed from the employee’s file at OHRD, and a letter describing the process replaces the evaluation.
3. All observations completed by the principal and the CT remain as a part of the employee’s cumulative performance folder for the current PGC.

Formal evaluations are completed by the final instructional day in June. Teachers included in the PAR program are not permitted to transfer voluntarily to another school. Unless there is an extenuating circumstance, teachers in the PAR program may not be selected to be

involuntarily transferred. In the event that involuntary transfer is permitted by OHRD, the conditions and procedures of the MCEA negotiated agreement apply.

Late Reviews

Reviews for teachers with “Below Standard” evaluations not completed in the spring will be assigned to CTs and completed in the fall of the following school year. The review must be completed as soon as possible for decisions at the October or November PAR Panel meeting.

The two review observations count as **one** of the three required observations for the year. Thus, at least two more observations by the CT are needed.

PAR Support Timelines

The normal period of support in the PAR program is from September to March 1 (probationary teachers) or September to April 30 (tenured teachers). In rare cases, there may be mitigating circumstances that result in a PAR Panel decision recommending a longer or shorter period of PAR support. These decisions are considered on a case-by-case basis.

If a teacher in the PAR program tenders their resignation to OHRD to be effective at the end of that school year, the CT must cease normal data gathering (formal observation reports, summative reports) but continue to provide support to the teacher, as requested by the teacher or principal. Submission of a notification of intent to retire at the end of the school year does not affect the data gathering or support provided by the CT, nor does it affect the PAR Panel’s processes.

Decisions

Meets Standard

When the CT and principal rate the client teacher “Meets Standard,” the PAR Panel makes a final recommendation that the probationary teacher enter the PGC or the tenured teacher be returned to the PGC.

Below Standard

When the CT and/or the principal rate the teacher as “Below Standard,” the CT presents the case to the entire PAR Panel. This occurs at the regular March meeting for probationary teachers and at the regular May meeting for tenured teachers. The PAR Panel makes a tentative recommendation of entrance or return to the PGC, a second year of PAR, or nonrenewal (for probationary teachers) or dismissal (for tenured teachers).

The cochairs notify the client teacher and their principal in writing of the PAR Panel’s recommendation. The letter includes the information on the process to appeal the tentative recommendation, including a date by which the client teacher or principal must request to present to the PAR Panel.

Second Year in the PAR Program

The PAR Panel uses the following criteria when considering a second consecutive year in the PAR program:

1. The client teacher demonstrated emerging skills and potential to be successful.
2. The client teacher is not certified or not teaching in their area of certification.
3. The client teacher has no student-teaching experience.
4. The CT reports that there are limited resources for support in the building.
5. There are circumstances that may have had an effect on the performance of the client teacher, such as, but not limited to, class schedule, no classroom.

If a teacher is placed in the PAR program for a second successive year, input will be sought from the principal and the previous CT regarding the assignment of a new CT for the second year. Factors that will be considered are the years of experience of the CT, the certification areas, subject knowledge and expertise of the CT, and the specific needs of the client. The assignment of the CT is recommended by the lead CTs and affirmed by the panel cochairs.

The decision of the PAR Panel to have a client teacher continue in the PAR program for a second successive year may not be appealed by the client.

The Appeal Process

In any instance in which the client teacher or principal wishes to appeal the tentative recommendation of the PAR Panel, both the teacher and principal involved will each be invited to make a presentation before the Panel.

Principal Appeal Presentations

The principal may appeal the tentative recommendation at a PAR Panel meeting. The presentation will be scheduled for 20 minutes for probationary teachers and 30 minutes for tenured teachers. The first half of the allotted time is used for a presentation of evidence to support the principal's evaluation. The second half of the allotted time is used to entertain questions from the PAR Panel. The principal may bring written documentation based on the standards to support their point of view and will give copies to each PAR Panel member. All documentation presented to the PAR Panel must have been shared with the client teacher in advance of this meeting. The principal may be accompanied by another administrator of the principal's choosing to assist in the presentation.

The principal (or supervisor if the client is not school based) is expected to present in these cases. They may be accompanied by the assistant principal or other administrator, as appropriate.

Teacher Appeal Presentations

The client teacher may appeal a tentative recommendation of nonrenewal or dismissal at a PAR Panel meeting. The client teacher may not appeal a tentative recommendation of a second year in the PAR program. The presentation is scheduled for 20 minutes for probationary teachers and 30 minutes for tenured teachers. The first half of the allotted time is used for a presentation of evidence to support the teacher's view of their performance. The second half of the allotted time is used to entertain questions from the PAR Panel. The teacher may bring written documentation based on the standards to support their point of view and will give copies to each PAR Panel member. The teacher may contact a MCEA Uniserv representative for assistance. The teacher may be accompanied by a MCEA Uniserv representative, an attorney, or other guest but the guest may not speak during the proceedings.

Final Recommendations

The PAR Panel discusses the case following appeal presentations and reconsiders its tentative recommendation without the presence of either the client or the administration. The cochairs notify the client teacher and their principal in writing of the PAR Panel's final recommendation to the superintendent.

If neither the client teacher nor the principal appeal the PAR Panel's tentative recommendation, then that recommendation becomes the final recommendation.

Tenured teachers may appeal the panel's final recommendation to the superintendent of schools through the process outlined in MCPS and MSDE employment procedures.

Emergency Leave While in the PAR Program

If a teacher goes on emergency leave while in the PAR program, the process will be completed and the PAR Panel will decide on any adjustments to the process on a case-by-case basis.

Data-gathering Involved in the PAR Program

Principals and teachers involved in the PAR program should gather data throughout the year. This data may include any or all of the items mentioned in the Final Evaluation Report section of this handbook, Appendix E. Presentations to the PAR Panel are strengthened by such data. When possible, grade distributions and test results should include comparable data for like classes or teachers in order to provide a context in which to interpret such data.

Follow-up to Successful Release from the PAR Program

In the year following successful release from the PAR program, the teacher will have a Special Evaluation to ensure maintenance of skills. If the teacher's skills are

rated “Below Standard” in the next school year, the PAR Panel will reconsider the case.

The principal and teacher will be asked to bring documentation and evidence to the PAR Panel meeting in June. At that time, based on the evidence provided, the PAR Panel could recommend a return to the PGC, additional PAR support, or termination of contract.

If a teacher who has been successfully released from the PAR program receives a “Below Standard” evaluation for a school year after the year immediately following the successful release, a CT will be assigned to conduct a review, as detailed on page 11. The CT will make a recommendation to the PAR Panel as to re-inclusion of the teacher in the PAR program.

If the CT recommends re-inclusion for a teacher whose previous inclusion in the PAR program was the result of a “Below Standard” evaluation, the principal will be given the option of agreeing with that recommendation. If the principal agrees, re-inclusion in the PAR program is not voluntary and cannot be appealed by the teacher. If the principal does not agree and requests consideration of dismissal from MCPS employment, the CT, principal, and teacher will each be invited to make a presentation at the June meeting of the PAR Panel. The Panel could recommend a return to the PGC, re-inclusion in the PAR program, or dismissal from MCPS employment.

If the CT does not recommend re-inclusion for a teacher whose previous inclusion in the PAR program was the result of a “Below Standard” evaluation, the principal will be given the option of agreeing with that recommendation. If the principal agrees with the recommendation, the teacher will return to the PGC. In this circumstance, the principal will rewrite the evaluation to demonstrate that the teacher is meeting standard. If the principal disagrees, the CT, principal, and teacher will each be invited to make a presentation at the June meeting of the PAR Panel. The PAR Panel could recommend a return to the PGC, re-inclusion in the PAR program, or dismissal from MCPS employment.

If the CT recommends re-inclusion for a teacher whose previous inclusion in the PAR program was as a novice teacher, re-inclusion in the PAR program is not voluntary and cannot be appealed by the teacher.

If the CT does not recommend re-inclusion for a teacher whose previous inclusion in the PAR program was as a novice teacher, and if the principal agrees with the recommendation, the teacher will return to the PGC. In this circumstance, the principal will rewrite the evaluation to demonstrate that the teacher is meeting standard. If the principal disagrees, the CT, principal, and teacher will each be invited to make a presentation at the June meeting of the PAR Panel. The PAR panel could recommend a return to the PGC or re-inclusion in the PAR program.

NOTE: In the case where a teacher had previously been released from the PAR program at least one year earlier, after referral to the PAR program and if the CT review results in the recommendation of re-inclusion, the option of dismissal will be limited to teachers who have previously entered PAR as a result of a “Below Standard” evaluation.

THE MENTORING PROGRAM

The mentoring program is a mechanism for providing intensive, individualized assistance to all experienced teachers who are new to MCPS.

Mentors should be tenured, exemplary classroom teachers who have been trained and are willing to assume this responsibility. As new teachers are hired, principals are asked to assign them a school-based peer mentor and to advise the new teacher and mentor of this assignment. The principal, coordinator, or staff development teacher should notify the OHRD about the assignment.

A one-to-one mentor/mentee assignment is optimal. In some cases, the mentor caseload may exceed this one-to-one ratio. However, no teacher should have more than one mentor. Key to this relationship is meeting the needs of the new educators without compromising mentor effectiveness.

All mentors will be trained before assuming mentor responsibilities. The New Teacher Induction Program includes summer, fall, and spring offerings of the course, titled “Mentoring for All: Strategies, Activities, and Assessments” (TOT 02), for those who have not received training in mentoring a new educator. Veteran educators can take the course concurrently with their first mentoring experience. An additional course, titled “Mentoring: Mapping the Journey” (TOT 06), will be offered to mentors who wish to have a concise course to support and supplement their mentoring activities. Mentor and new teacher workshops are also offered during the year. Mentors are asked to encourage their new teacher’s participation in the new-teacher training courses and ongoing workshops offered for new teachers throughout the year.

Mentors should

- Initiate and maintain weekly/monthly contact with the new educator. The responsibility for the mentoring relationship should not be placed on the shoulders of the new educator.
- Spend one hour a week or four hours monthly with their mentee. These hours may vary by time of year and needs of each new educator; however, a weekly contact is strongly recommended. Mentors and their mentees should have dedicated time together.
- Maintain confidentiality.
- Not discuss aspects of the mentor relationship with anyone.

- Assess the different needs of each mentee and address the different needs of each individual.
- Serve as a coach and may do informal observations, but this should not replace the role of administrators, RTs, staff development teachers, and CTs in providing support to new staff. The mentor relationship is an additional avenue for the support of new educators. **The mentor teacher does not have a role in the evaluation of the new educator.**
- Provide curriculum support.
- Have the same grade/subject assignment as the mentee.
- Provide information to their mentees on current best practices in teaching, classroom management and discipline, culture of the school/system, and information on how to access other county supports.

STUDENT LEARNING OBJECTIVE

What Is a Student Learning Objective (SLO)?

An SLO is an instructional goal, for specific students, for a specific time interval.

Who Writes SLOs?

- All elementary, middle, and high school teachers who are responsible for achievement of a group of students (including teachers of tested and non-tested subjects, less than full-time teachers and new teachers)
- Preschool Education Program (PEP) teachers
- Special Education Teachers
- Staff Development Teachers (SDT), Reading Specialists, Media Specialists who provide a grade to a classroom teacher for a given group(s) of students.

Note: A teacher who works in multiple schools is required to write SLOs only at the base school where their evaluation is being written.

Who Does Not Write SLOs?

- Counselors
- Fully Released SDTs
- Fully released Reading Specialists
- Media Specialists who do not provide a grade to a classroom teacher for a given group of students
- Fully released RTs Special Education (RTSEs)
- Therapists will not write SLOs. However, a teacher writing an SLO may collaborate with a therapist on an academic goal for a group of students.

SLO Requirements and Process

All teachers responsible for the achievement of a group of students will write two SLOs each year.

SLOs should reflect current students' academic needs. The steps of the SLO are:

- Identify the SLO (area of growth, student selection, target)
- Provide evidence of need

- Plan for the instructional focus, resources needed, evidence of progress
- Provide analysis and reflection

Data used in SLOs can be either quantitative or qualitative to provide evidence of progress towards meeting the SLO targets. Teachers should monitor student performance frequently throughout the SLO period in order to make modifications in instructional practice to meet students' needs. Both student data monitoring and instructional modifications can be recorded in the Evidence of Progress and Analysis and Reflection sections during the SLO time interval as well as at the end.

It is recommended that teachers write their SLOs in their professional learning communities (PLCs) such as grade-level teams or course-alike teams. Each individual teacher will identify their own students and data in the student selection process. The SLO ideally should align with the one of the school's improvement plan goals. Principals approve teachers' SLOs.

Use of SLOs in Observations and Evaluations

At least one formal or informal observation should focus on the practices that educators are implementing through their SLOs. SLOs must be discussed during post-observation conferences, data chats, or other opportunities for reflection and professional growth to improve practice.

The teacher's SLOs written during professional development years should be collected and saved to be used as additional data during their next evaluation year. SLOs are only one of the many data sources which will be used to determine if a teacher Meets Standard.

SLOs are included in teacher evaluations in Standard II and Standard IV. However, a principal may reference SLOs in other standards as appropriate.

Note: More information regarding SLOs can be found through the Google link on the MCPS website.

ROLE OF THE STAFF DEVELOPMENT TEACHER

Staff Development Teachers (SDTs) are in many ways the linchpins to the professional development process and to the goal of creating a professional learning community in each school. They are the facilitators of job-embedded professional development. The role of the SDT is to support teachers. It is not evaluative in nature.

SDTs do the following:

- Work with the administrator(s) and teachers to communicate the value and importance of the SLO
- Review and monitor the progress of the plan along with the principal, AP, or RT
- Facilitate meaningful professional development strategies for teachers

- Support teachers’ professional development by guiding planning, securing resources (including time), and informing teachers of professional development opportunities
- Offer instructional assistance by building the teachers’ knowledge base and increasing the repertoire of teaching skills
- Support staff in efforts to improve student achievement
- Ensure that the instructional staff uses data to plan, deliver, and assess instructional practices
- Engage teachers in collaborative and reflective practice

ROLE OF THE ADMINISTRATOR, RESOURCE TEACHER AND CONTENT SPECIALIST

The administrator and RT or CS play critical roles in the professional development process of teachers.

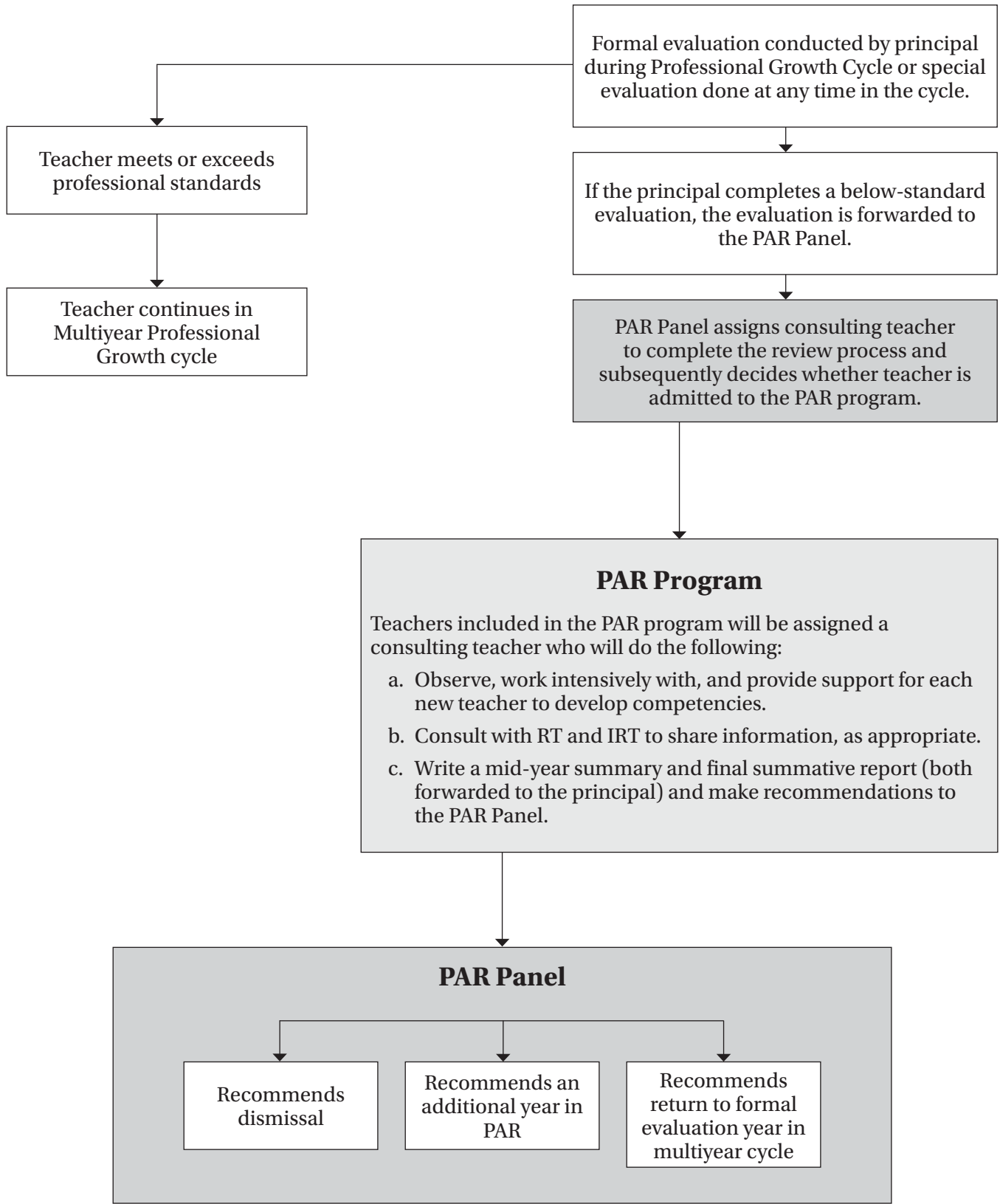
The administrator and RT or CS work with teachers to—

- reflect on the rationale for their professional development goals.
- share with teachers current educational research and best practices that relate to their SLOs.
- integrate the analysis of student achievement data into the SLO.
- reflect on the impact on teacher practice of SLO goals and data.
- integrate the results from the teachers’ formal observations into the SLO.
- reflect on the impact on teacher practice of peer visits with reflection.
- discuss SLO goals and data during observation and/or evaluation conferences.

CONCLUSION

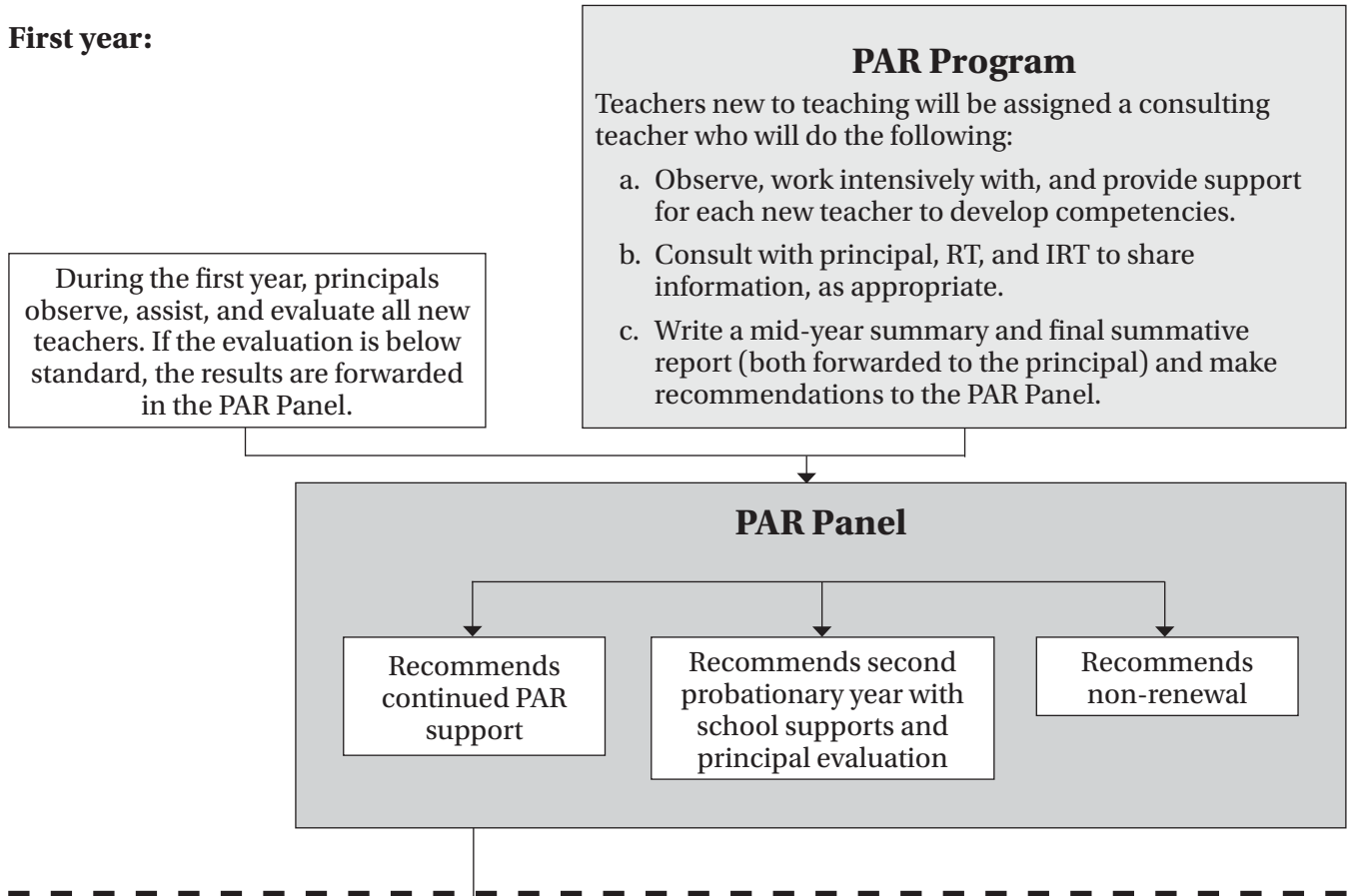
Through the Teacher PGS, the district provides an environment in which teachers are afforded time, support, and opportunities for continuous growth and improvement. Components of the system include new teacher support, SDTs at each school who facilitate a professional growth process for each teacher, the PAR program, and clear performance standards for teaching within a rigorous evaluation system with supports for teachers who are not meeting MCPS standards. Taken together, the components of the Teacher PGS are designed to improve the quality of teaching and to ensure the success of all students.

Part 1: Tenured Teachers Flow Chart

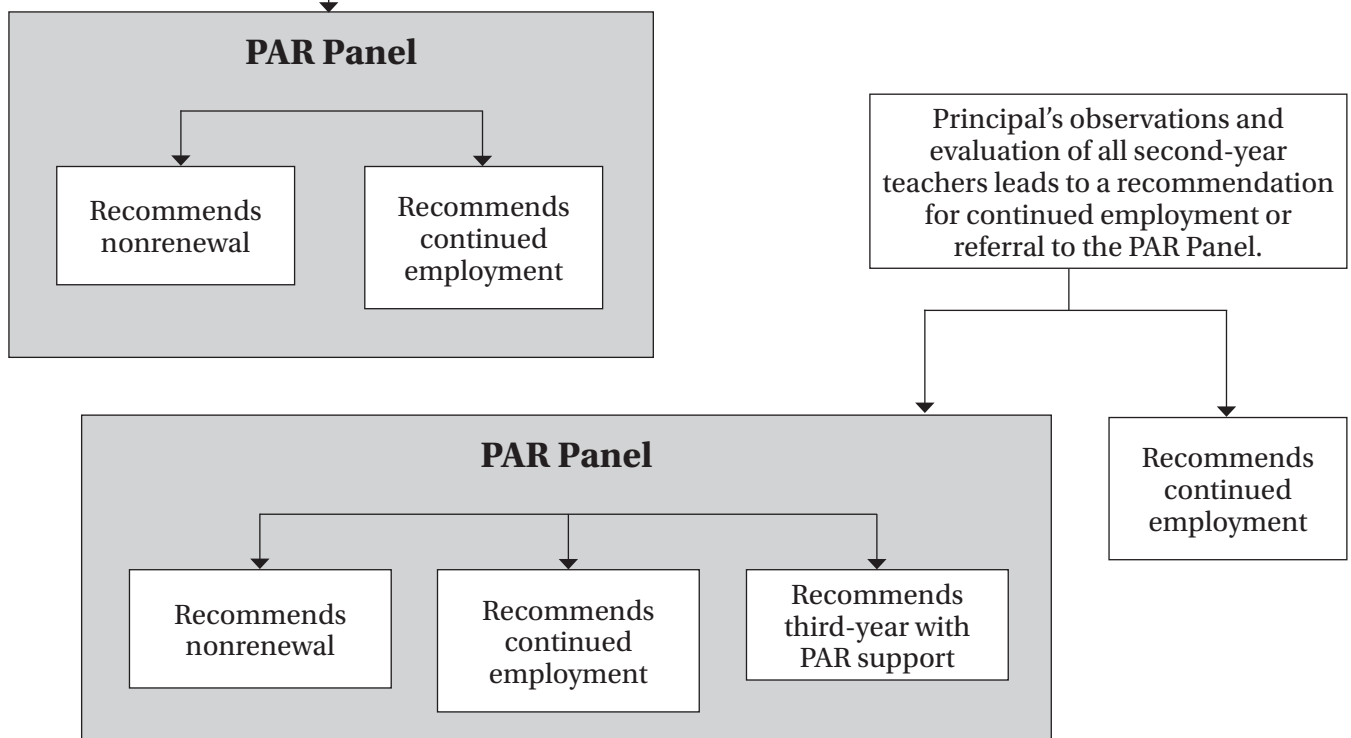


Part 2: Teachers New to Teaching Flow Chart

First year:

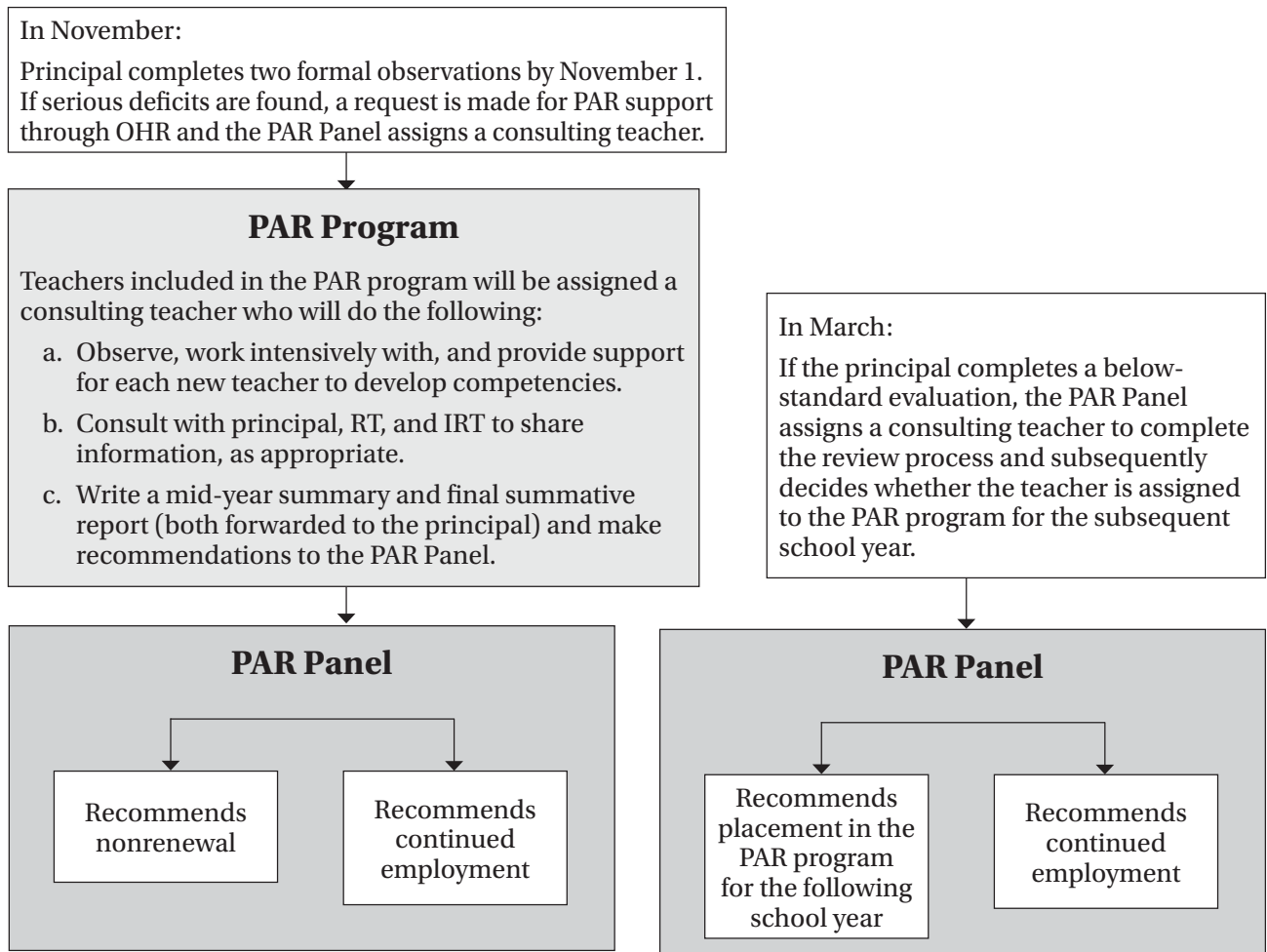


Second year:

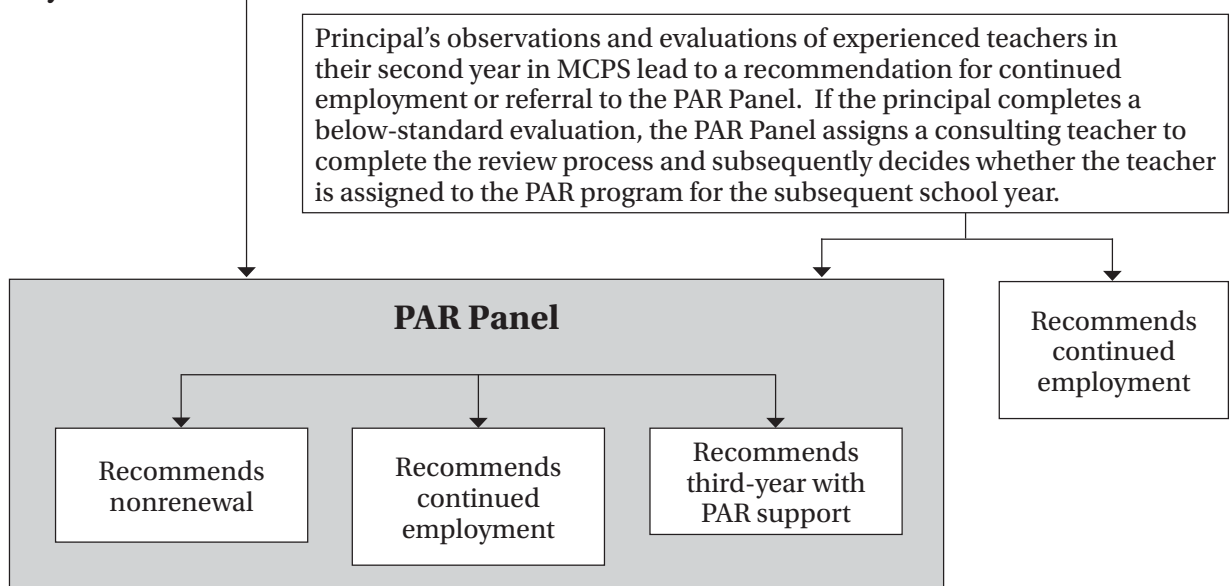


Part 3: Teachers New to Teaching with Experience Flow Chart

First year:



Second year:



APPENDIX A

MCPS Teacher Performance Standards, Performance Criteria, Sample Claims

Each performance standard is clarified by performance criteria and sample claims of observable behaviors and/or observable teacher performance in other roles. The purpose of the sample claims is to provide a picture of what teaching looks like when it meets and when it does not meet the MCPS performance standards. They are designed to show examples of what could be included as claims in **post-observation conference reports**. When changed to the present tense, these sample claims can be used to document a teacher’s current level of knowledge and skills based on data collected over an entire professional growth cycle (**evaluation**).

STANDARD I: Teachers are committed to students and their learning.

Performance Criteria

- A. The teacher acts on the belief that every student can learn and that all can master a challenging curriculum with appropriate accommodations.
- B. The teacher sets quantifiable learning outcomes for students and holds the students and themselves accountable for meeting those objectives.
- C. The teacher produces measurable growth in student achievement towards goals they have set on system-wide accountability measures.
- D. The teacher recognizes individual differences in their students and adjusts their practices accordingly.
- E. The teacher understands how students develop and learn.
- F. The teacher extends their mission beyond the academic growth of students.
- G. The teacher acts to end the predictability of achievement/performance among racial and ethnic groups by implementing practices, structures, and processes in our schools and worksites that eliminate inequities based on race and ethnicity.

Evidence of beliefs, commitment, and tenacity

SAMPLE CLAIMS	
POSITIVE	NEEDS IMPROVEMENT
The teacher held all students to high expectations regardless of differences such as race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.	The teacher did not hold all students to high expectations.
The teacher clearly communicated high expectations.	The teacher sent the message that not all students were expected to be successful.
The teacher sent students the message that effective effort leads to achievement.	The teacher conveyed that only certain students were capable of being successful.
The teacher sent students the message, “You can do it.”	The teacher did not convey to all students that they were expected to succeed.
The teacher used a variety of random calling strategies.	The teacher selected students to respond to questions without using any device for random calling.
The teacher stuck with students who were hesitant to participate.	The teacher moved quickly on despite students indicating a lack of understanding.
The teacher used wait time throughout the lesson.	The teacher selected students to respond to questions without giving time to think of the response.
The teacher did not give up on students who were having difficulty with the work.	The teacher told struggling students to figure the information out for themselves.
The teacher used equitable practices to promote equity for all students regardless of race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.	The teacher neither established nor maintained classroom practices, structures, and processes to eliminate inequities based on race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.
The teacher communicated clear standards.	The teacher did not share clear standards.

SAMPLE CLAIMS

POSITIVE	NEEDS IMPROVEMENT
The teacher held all students to high standards regardless of differences such as race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.	The teacher did not hold all students to high standards.
The teacher gave feedback based on criteria for success.	The teacher returned student work without feedback based on criteria for success.

STANDARD II: Teachers know the subjects they teach and how to teach those subjects to students.

Performance Criteria

- A. The teacher understands the content of their subject area(s) and how knowledge in their subject field is created, organized, and linked to other disciplines.
- B. The teacher demonstrates subject-area knowledge and conveys their knowledge clearly to students.
- C. The teacher generates multiple paths to knowledge.
- D. The teacher uses comprehensive planning skills to design effective instruction focused on student mastery of curriculum goals.

Evidence of knowledge, planning skills, and successful instruction

SAMPLE CLAIMS	
POSITIVE	NEEDS IMPROVEMENT
The teacher repeatedly framed the learning.	The teacher provided no context for the lesson.
The teacher communicated the big picture.	The teacher began the lesson without a clear purpose.
The teacher assessed students' readiness to receive new information.	The teacher proceeded with the lesson without identifying students' prior knowledge or misconceptions.
The teacher used a variety of explanatory devices.	The teacher relied on his/her voice to communicate all information.
(No positive claims written in this area.)	The teacher spoke in mazes.
The teacher was explicit in giving directions.	The teacher's directions were unclear.
The teacher made cognitive connections for students.	The teacher taught new content without referring to prior knowledge or what the content was leading students toward.
The teacher checked for understanding.	The teacher proceeded through the lesson without questioning students on their comprehension.
The teacher repeatedly unscrambled student confusion.	The teacher did not employ varied strategies to convey content in a clearer way.
The teacher used strategies to make student thinking visible.	The teacher did not ask students to explain their thinking.
The teacher incorporated a variety of principles of learning into the lesson.	The teacher presented the lesson without relying on principles of learning to support students.
The teacher used a variety of questioning strategies.	The teacher asked a majority of yes/no questions.
The teacher provided opportunities for students to summarize what they learned throughout the lesson.	The teacher delivered a lesson without providing students with opportunities to summarize what they learned.
The teacher broke complex concepts into smaller pieces, making them more accessible.	The teacher presented large amounts of new information without breaking it into manageable parts.
The teacher used targeted strategies based on the needs of his/her SLO target students.	The teacher planned the lesson without taking the needs of his/her SLO target students into account.
The teacher taught students strategies for exerting effective effort (e.g. time management, study skills, knowledge and use of resources including teacher, family, and peers).	The teacher assumed that students knew strategies for exerting effective effort and did not discuss or directly instruct students in these strategies.
The teacher differentiated the content of the lesson (in content, process, product) without lowering the standard.	The teacher taught a whole-group lesson that only met the needs of some students.

STANDARD III: Teachers are responsible for establishing and managing student learning in a positive learning environment.

Performance Criteria

- A. The teacher creates a classroom climate that promotes openness, mutual respect, support, and inquiry.
- B. The teacher creates an organized classroom that maximizes engaged student learning time.
- C. The teacher establishes and maintains respectful, productive partnerships with families in support of student learning and well-being.
- D. The teacher orchestrates learning in a variety of settings.
- E. The teacher involves all students in meaningful learning activities.

Evidence of positive climate, management, and family partnerships

SAMPLE CLAIMS	
POSITIVE	NEEDS IMPROVEMENT
The teacher worked to build personal relationships with students.	The teacher presented the lesson without personal interactions with students.
The teacher worked to build personal relationships with students, regardless of differences such as race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.	The teacher made connections with some students, but did not reach out to all. <i>(If there is a pattern based on one of the groups to the left, call it out specifically, e.g. "The teacher focused all interpersonal conversations with students of his/her own gender.")</i>
The teacher used humor throughout the lesson.	The teacher progressed rigidly through the lesson, not taking advantage of humorous moments.
The teacher built students' interests into the lesson.	The teacher did not make connections to pertinent student interests.
The teacher communicated respect for all students.	The teacher communicated respect only to certain students.
The teacher created a climate of openness.	The teacher created a climate in which students feared risk-taking.
The teacher created a climate in which students had influence and control.	The teacher made all lesson-related decisions, despite opportunities to involve students.
The teacher worked toward a class climate of community and mutual support.	The teacher created a negatively competitive class climate.
The teacher used a variety of strategies to gain and regain student attention.	The teacher struggled to gain and maintain student attention.
The teacher maintained momentum throughout the lesson.	The teacher did not have materials prepared, leading to a loss of momentum.
The teacher expertly managed instructional time.	The teacher's pacing of the lesson did not allow students sufficient time for learning.
The teacher arranged classroom space to maximize learning.	The teacher arranged the classroom space in such a way that students were not able to easily access materials or one another.
The teacher maintained discipline throughout the lesson.	The teacher did not maintain discipline throughout the lesson.
The teacher employed routines for regularly recurring procedures.	The teacher did not employ routines for regularly recurring procedures.
The teacher provided culturally relevant instruction.	The teacher delivered a lesson that included artifacts and references that reflected only a Eurocentric culture.
The teacher encouraged varied student perspectives and viewpoints.	The teacher discouraged varied student perspectives and viewpoints.

Note: Positive claims are not typically written for experienced teachers in any of the six areas of management (attention, momentum, time, space, routines, discipline). The exception to this is when there has been a documented issue in one of these areas, and it is now resolved.

STANDARD IV: Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.

Performance Criteria

- A. The teacher uses a variety of formal and informal assessment techniques.
- B. The teacher analyzes student information and results and plans instruction accordingly.

Evidence of assessment, analysis, and adaptation of instruction

SAMPLE CLAIMS	
POSITIVE	NEEDS IMPROVEMENT
The teacher checked for understanding throughout the lesson.	The teacher did not check for understanding.
The teacher used a variety of formative assessments throughout the lesson.	The teacher used no formative assessment during the lesson.
The teacher provided assessments in accordance with students' learning needs.	The teacher did not provide assessments in accordance with students' learning needs.
The teacher worked with students to establish shared criteria for success.	The teacher distributed criteria for success, and would take no discussion on them.
The teacher adapted the lesson as a result of formative assessment during the lesson.	The teacher proceeded with the lesson as planned despite evidence of a lack of student understanding.
The teacher established a pattern of checking with students as they worked, then stopping the class to identify what he/she had learned.	The teacher did not support students' independent work.
The teacher clearly communicated criteria for success and shared samples of student work representing variety of degrees of success.	The teacher did not communicate clear criteria for success.
The teacher involved students in the assessment process so students could set their own goals for improvement.	The teacher used assessment processes that did not provide students with the information needed to adjust their current learning tactics.
The teacher used assessment techniques to inform next instructional steps with an SLO student group.	The teacher did not provide assessments in accordance with the learning needs of students in an SLO student group.

STANDARD V: Teachers are committed to continuous improvement and professional development.

Performance Criteria

- A. The teacher continually reflects upon their practice in promoting student learning and adjusts instruction accordingly.
- B. The teacher draws upon educational research and research-based strategies in planning instructional content and delivery.
- C. The teacher is an active member of professional learning communities.

Evidence of reflection and collaboration for personal growth

SAMPLE CLAIMS	
<p><i>Note: These sample claims are intended to represent only some of the many ways that a teacher can demonstrate skill, or lack of skill, in the PGS standards and can be used to document a teacher’s current level of knowledge and skills based on data collected over an entire professional growth cycle (evaluation).</i></p>	
POSITIVE	NEEDS IMPROVEMENT
The teacher reflects on own strengths and weaknesses and modifies instruction after reflection.	The teacher does not reflect on own strengths and weaknesses and/or does not modify instruction after reflection.
The teacher uses the evaluation year to analyze the success of efforts undertaken during the professional growth years of the cycle.	The teacher does not use the evaluation year to analyze the success of efforts undertaken during the professional growth years of the cycle.
The teacher initiates reflective conversations with peers, the staff development teacher (SDT), and supervisory staff.	The teacher does not initiate reflective conversations with peers, the staff development teacher (SDT), and supervisory staff.
The teacher participates in workshops, conferences, activities sponsored by professional organizations, ,etc.; brings ideas back to the school and tries them in own instructional practice.	The teacher participates in few or no workshops, conferences, activities sponsored by professional organization; does not bring ideas back to the school and/or try them in own instructional practice.
The teacher reviews current research; uses current research as a foundation for planning instructional content and delivery.	The teacher does not review current research; does not use current research for planning instructional content and delivery.
The teacher appropriately modifies instruction based on solicited and unsolicited feedback from students and parents/guardians.	The teacher does not solicit feedback from parents/guardians; does not act on any feedback, whether solicited or unsolicited.
The teacher appropriately modifies instruction based on feedback from formal and informal observations.	The teacher does not modify instruction based on feedback from formal and informal observations.
The teacher engages in peer visits with reflection.	The teacher does not engage in peer visits with reflection.
The teacher examines student work with colleagues to analyze and adjust instruction.	The teacher does not examine student work with colleagues to analyze and adjust instruction.
The teacher supports vertical teaming efforts.	The teacher does not support vertical teaming efforts.
The teacher shares materials and experiences with colleagues; plans, evaluates, and reflects with colleagues on lessons.	The teacher does not share materials and experiences with colleagues; does not plan, evaluate, or reflect with colleagues on lessons.
The teacher actively participates in own informal and formal feedback conversations by analyzing teacher and student behaviors and making appropriate comments, questions, and suggestions for improvement.	The teacher participates passively or defensively in own informal and formal feedback conversations; makes few or no comments or suggestions related to improving instruction.
The teacher seeks the support of colleagues and is open to applying advice or suggestions.	The teacher does not seek the support of colleagues and/or will not accept advice or suggestions.
The teacher participates in professional development that promotes practices, structures, and processes that eliminate inequities based on race and ethnicity.	The teacher does not participate in professional development that promotes practices, structures, and processes that eliminate inequities based on race and ethnicity.

STANDARD VI: Teachers exhibit a high degree of professionalism.

Performance Criteria

- A. The teacher understands and supports the vision of the school system.
- B. The teacher views him/herself as a leader in the educational community.
- C. The teacher contributes to the smooth functioning of the school environment.

Evidence of leadership, business, and routines

SAMPLE CLAIMS	
POSITIVE	NEEDS IMPROVEMENT
The teacher complies with MCPS policies and regulations and uses practices, policies, and procedures that are aligned with school system vision and goals.	The teacher does not comply with MCPS policies and regulations; uses practices, policies, and procedures that do not align with school system vision and goals.
The teacher participates in school improvement planning and implementation.	The teacher does not participate in school improvement planning and implementation.
The teacher participates in and/or takes a leadership role in professional development activities, committees and organizations at the school, county, state and national level, etc.	The teacher does not participate in professional development activities within or beyond the school.
The teacher serves as a formal or informal mentor to others.	The teacher does not formally or informally mentor others.
The teacher represents the school in a positive manner when dealing with students, parents, and other members of the community.	The teacher does not consistently represent the school in a positive manner when dealing with students, parents, and other members of the community.
The teacher interacts in a respectful manner with all members of the school community.	The teacher shows little or no respect for some members of the school community.
The teacher develops and teaches objectives that reflect local school improvement goals.	The teacher does not develop and/or teach objectives that reflect local school improvement goals.
The teacher establishes classroom standards and policies that are consistent with school-wide policies.	The teacher establishes classroom standards and policies that are inconsistent with school-wide policies.
The teacher participates in setting goals and implementing school-wide plans for student behavior management.	The teacher does not participate in setting goals and implementing school-wide plans for student behavior management.
The teacher sponsors, actively participates in and/or supports student extracurricular and/or co-curricular activities such as clubs, teams, cultural productions, etc.	The teacher does not sponsor, actively participate in, and/or support student extracurricular and/or co-curricular activities such as clubs, teams, cultural productions, etc.
The teacher actively participates in staff, team, committee, Educational Management (EMT), and annual review, and/or department meetings.	The teacher frequently misses or arrives late to meetings; does not participate in staff, team, committee, EMT, annual review, and/or department meetings.
The teacher performs non-classroom school duties such as hall monitoring, bus monitoring, chaperoning.	The teacher does not perform non-classroom school duties such as hall monitoring, bus monitoring, chaperoning.
The teacher regularly monitors student behavior beyond the classroom and reinforces appropriate student behavior.	The teacher does not address student behavior beyond the classroom or reinforce appropriate student behavior.
The teacher involves administration or other staff in problematic classroom situations for significant reasons and in a timely manner.	The teacher frequently refers students for disciplinary action without adequate cause and/or appropriate documentation; does not take responsibility for first attempting to solve problems independently.
The teacher meets professional obligations in a timely fashion (e.g., submits paperwork, reports, and responses to requests for information on time).	The teacher does not meet professional obligations in a timely fashion; does not submit paperwork, reports, and/or responses to requests for information on time or at all.
The teacher attends work regularly; arrives at work on time and does not leave before the end of the defined work day.	The teacher is frequently absent; arrives at work late and/or leaves before the end of the defined work day.
The teacher starts and ends class on time.	The teacher does not start and/or end class on time.
The teacher leaves well-planned lessons when absent.	The teacher leaves poor or no lesson plans when absent.
The teacher provides data and feedback about student progress for course placement, parent conferences, Educational Management Team (EMT) meetings, annual reviews, etc. as requested and in a timely manner.	The teacher provides little or no data and feedback about student progress for course placement, parent conferences, Educational Management Team (EMT) meetings, annual reviews, etc. and/or does not provide data and feedback in a timely manner.

APPENDIX B

SOURCES OF DATA BEYOND CLASSROOM OBSERVATION

PERFORMANCE
STANDARD I:

Teachers are committed to students and their learning.

Expectations

- Parent conferences
- Student conferences (artifact examination and observation)
- Student progress reports
- Grade distributions
- Discipline referrals- quality and quantity
- Student placement referrals by teacher
- Feedback given on student work
- Re-teaching loops
- Pre- and post-observation conference data

Standards

- Criteria for success; exemplars
- Student and parent interviews

PERFORMANCE
STANDARD II:

Teachers know the subjects they teach and how to teach those subjects to students.

Clarity

- Flip charts, graphic organizers
- Assignments, project descriptions, etc
- Tests and quizzes.

Objectives/Planning

- Unit or long-term lesson plans and materials designed to support those plans
- Documents distributed to students and parents, e.g., course syllabi, topic outlines, study guides
- Formative and summative assessments
- Short term lesson plans and supporting materials
- Material designed to teach thinking skills related to content concepts
- Room set-up
- Progress on SLOs

Differentiation

- Grouping policies and practices
- Analysis of learning experiences provided for students
- Pre- and post-observation conference data
- Cooperative learning formats

Teachers are responsible for establishing and managing student learning in a positive learning environment.

Personal Relationship Building

- Newsletters and memos sent home
- Parent feedback questionnaires
- Student feedback questionnaires
- Discipline referrals- quality and quantity
- Student/parent interviews

Class Climate

- Newsletters and memos sent home
- Parent feedback questionnaires
- Student feedback questionnaires
- Discipline referrals- quality and quantity
- Room tours (e.g. public messages, displays of student work)
- Student/parent interviews
- Grouping policies and practices
- Student records of goal setting and self-analysis of work

Space

- Room set-up

Time

- Time schedules
- Time audits

Routines

- Evidence of routines

Discipline

- Log entries of student academic or behavioral concerns

Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.

Assessment

- Progress on SLOs
- Criteria for success on tasks; exemplars
- Exit cards, lesson summarizers
- Tests and quizzes
- Feedback on student work
- Group and individual teacher reports on data analysis, findings and recommendations
- Logs, minutes, records of grade level, department, curriculum meetings, etc.
- Videos of student portfolio conferences
- Grade book and other record-keeping artifacts
- Digital classrooms

Models of Teaching

- Interview data on teacher self-assessment and application to planning
- Unit/lesson plans

PERFORMANCE
STANDARD V:

Teachers are committed to continuous improvement and professional development.

- Professional portfolio
- Log of professional development activities/transcripts
- Log of teacher reflection on lesson plans
- Teacher self-evaluation
- Interview and conference data
- Professional articles or presentations shared with colleagues
- Observation data gathered from meetings, hallway interactions with colleagues, interactions with curriculum support staff, etc.
- Participation in conversations regarding professional growth to improve instructional practices
- Meetings with colleagues and instructional leaders regarding supporting students

PERFORMANCE
STANDARD VI:

Teachers exhibit a high degree of professionalism.

- Teacher's attendance profile
- Arrival and departure times
- Outside of classroom observation: PLC meetings, staff meetings, lunch/recess/bus duty, Back-to-School Night presentations
- Letters of thanks and commendations for participation in initiatives/activities both inside and outside of school
- List of committee participation, presentations, etc.
- Meeting agendas, minutes, notes
- Records/logs of meetings with students or staff members
- Personal calendar
- Schedule of meetings/activities of sponsored clubs
- Documentation that validates that the teacher was observed supporting school priorities outside the classroom
- Awards/certifications/publications/conference presentations

APPENDIX C

.....

MONTGOMERY COUNTY PUBLIC SCHOOLS Professional Growth System Student Learning Objective (SLO)

Name: _____ **Initial Conference Date:** _____
School: _____ **Final Conference Date:** _____
Grade/Subject/Course: _____ **Interval:** _____

Identify SLO: Area of Growth, Student Selection, Target
From Exhibit D: Analyzing Data to Inform Instruction

Area of Growth	Student Selection
What is the academic goal or area of growth for students?	<i>From Exhibit D: Content Knowledge</i> Describe the student group(s) selected. Include <ul style="list-style-type: none"> • <i>group or subgroup</i> • <i>number or percentage of students targeted</i> • <i>current grade level or performance levels of students</i>
Target	
Describe and explain the expectations for student growth for students included in this SLO.	

Evidence of Need

Data & Baseline Evidence Review	
<i>From Exhibit D: Analyzing Data to Inform Instruction</i> What data supports your identification of this need as a priority to address? If you need to collect baseline data, what will you use?	<i>From Exhibit D: Content Knowledge</i> What course standards/indicators, concepts or skills are being addressed by this SLO?
Why	
Explain why this is a significant need to address and why you chose this student group.	

APPENDIX C CONTINUED

Plan Your Actions – Instructional Focus, Resources, Evidence of Progress

Instructional Focus

From Exhibit D: Powerful Instructional Approach & Strategies that Provide Opportunities to Learn & Intervention/Match Methods

Describe the key instructional strategies selected to support students in reaching this growth target.

Resources

From Exhibit D: Support and Resources Needed & Professional Learning

Describe the professional development or support you will use to help reach this growth target.

Evidence of Progress

From Exhibit D: Analyzing Data to Inform Instruction - Monitoring/Results

Describe how you will monitor progress and collect data. List any benchmark assessments or other tools you will use to gather student evidence.

Analysis and Reflection

Analyze the student data you gathered throughout the SLO interval. Did you meet your target? Explain what worked, what didn't, and what you would do differently in the future. Include any complexity factors that may have impacted your results.

Teacher: Printed Name:

Signature: _____

Date:

Principal: Printed Name:

Signature: _____

Date:

6/28/2018

Montgomery County Public Schools/Revised DRAFT to align with *Exhibit D* 2018-2019

APPENDIX D



Post-Observation Conference Report

Professional Growth System
Office of Human Resources and Development
Rockville, Maryland
MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-38
February 2016

INSTRUCTIONS: Observer completes a description of the teacher's patterns in the class based on the [Criteria for Success](#) and the MCPS Performance Standards. Use additional sheets as necessary.

Teacher _____ Observation Date ____/____/____

Observer _____ Observation Time from ____ to ____

School _____

Post-Observation Conference Date ____/____/____ Subject/Grade _____

Observer Description

Observer's Signature _____ Date _____

Teacher's Signature _____ Date _____

(The teacher's signature indicates that the teacher has read and reviewed the Post-Observation Conference Report, not necessarily that the teacher concurs with the contents.) Teachers may choose to attach comments.

Distribution: Copy 1—Employee Copy 2—Principal/Administrator

APPENDIX D CONTINUED

Montgomery County Public Schools Post-Observation Conference Report *Criteria for Success*

	<i>The report uses MCPS Form 425-38 and includes, in the order stated...</i>
Context	<ul style="list-style-type: none"> □ School name, date, start time, and end time of the observation □ Post-observation conference date □ Information about the teacher □ Information about the students, including demographics □ The course or unit of study □ Special factors that influenced the lesson, if any □ Whether or not the lesson pertains to the teacher’s SLO □ Whether or not the observation was announced or unannounced
Lesson	<ul style="list-style-type: none"> □ The level at which the lesson was delivered (coverage, involvement, activities, mastery, thinking skill) □ The lesson’s mastery objective □ How the objective was communicated to students □ The activities of the lesson □ The data on student mastery of the objective
At least three CEI paragraphs	<ul style="list-style-type: none"> □ Claims significant for student learning □ Judgment is typically included in the claim □ Claims that match setting and professional growth of the teacher
Claims	<ul style="list-style-type: none"> □ Correct use of terminology from The Skillful Teacher and the PGS □ Claims in the areas of instruction and motivation □ Claim that addresses progress on SLOs if lesson was targeted toward SLO students
Evidence	<ul style="list-style-type: none"> □ Evidence that matches and supports the claim □ Evidence sufficient to illustrate a pattern □ Quotes, actions, and/or literal descriptions labeled with terminology from <i>The Skillful Teacher</i> and the PGS
Impact	<ul style="list-style-type: none"> □ An explanation of why the claim was significant for student learning □ Impact that is specific, including quantitative data where possible □ A cause-effect relationship between the claim and the evidence
Conference	<ul style="list-style-type: none"> □ Discussion of what formative assessment showed about instruction □ Evidence of reflection on data for patterns and implications □ Information that supports the teacher’s professional growth □ Teacher and observer comments related to observed lesson and progress on SLOs □ A professional goal (in bolded text) based on the observation and/or conference data
Summary	<ul style="list-style-type: none"> □ Repeated claims □ The professional goal, repeated (in bolded text) □ No new information

APPENDIX D CONTINUED

Summer 2020

Montgomery County Public Schools PROFESSIONAL GROWTH SYSTEM Post-Observation Conference Report

Teacher: Ms. Eagle

Grade Level: 6th

Observer: Ms. Observer

Date: 3/25/XX **Time:** 8:00-9:25

School: Cesar Chavez Middle School

Conference Date: 3/26/XX

Ms. Eagle is a first year teacher working full-time at Cesar Chavez Middle School. She earned a B.A. from Education College and is certified to teach English and Theater, Grades 6-12. The observation was of Ms. Eagle's first period Reading class, with thirteen students, including nine males (four African-American, three Latino, one White, one Asian) and four females (one African-American, one Latina, and two White). There were two students with IEPs and four students with 504 plans. The lesson was from the MCPS Reading curriculum Unit 3, Triumphs: Biographies and Autobiographies. The bell schedule was running a bit behind that morning due to an accident on the main road. This lesson was aligned with the teacher's Student Learning Objective (SLO). The observation was announced.

The lesson was planned and delivered for mastery. The mastery objective was posted and stated, "You will be able to peer-assess writing on Formative 3 using an exemplar." The language objective was posted and stated as well, "Practice using vocabulary from units 1-4." Students viewed announcements and had breakfast. Ms. Eagle then began class by framing the lesson. Next, she reviewed for an upcoming vocabulary test by administering a practice quiz using the Activote system. She assigned the writing portion of Formative 3. Afterwards, Ms. Eagle shared an exemplar for analysis and modeled how to self-assess. Students were provided an opportunity to peer assess, and provide upgrades to improve their scores. She reviewed the class standards for oral presentations on the research of a famous person. While students presented, the rest of the students in the class completed a capture sheet to write down facts they learned. The teacher shared the data that all students were able to identify at least two upgrades to their writing.

Standard I: Teachers are committed to students and their learning.

Ms. Eagle explicitly communicated *standards*.

- She shared *standards for quality and quantity of work*, "As you peer assess, compare your peer's paper with the exemplar. Be sure to identify at least two upgrades to your peer's writing."
- She shared *standards for study habits and work procedures* as she posted due dates on the screen and reminded students, "Write down at the top when these are due. Tomorrow is the last day to turn in any missing work."
- Students began delivering oral presentations to the class. Sharing a *standard for interpersonal behavior*, she reminded them, "Let's be a respectful audience."

As a result, students were clear on what it took to be successful in the lesson.

Standard II: Teachers know the subjects they teach and how to teach those subjects to students.

Ms. Eagle *checked for understanding*.

- She used *dipsticking (self-assessment)* when she asked the class, "Is this writing a sample represent an exemplary response? Thumbs up/thumbs down."
- She used *dipsticking (direct content check)* when she used the Activote system to poll the students on the word, protagonist. "Look at the screen and then make your selection. I want to know that everyone is on the same page as to who is the protagonist in this selection."
- She *asked comprehension-level questions* when she asked, "What character traits reveal that this character is the antagonist?"

As a result, students experienced a lesson that was paced to their learning needs.

APPENDIX D CONTINUED

Summer 2020

Standard III: Teachers are responsible for establishing and managing student learning in a positive learning environment.

Ms. Eagle established a positive *class climate of community and mutual support*.

- She promoted *interdependence* when she said, “Everyone has something valuable to contribute.”
- She explicitly reviewed *active listening skills*. “Respectfully offer a different perspective when they disagree. Listen to the opinions of others and take them into consideration, acknowledge the speaker by making eye contact, listen without interrupting, ask clarifying questions or paraphrase others’ words to ensure accurate understanding.”
- Before beginning the feedback process, she promoted positive *group dynamics* when she said, “All right, time to hear each other’s thoughts. I know we’re all ready, because we are...” Students cried out, “The First Period Fanatics!”

As a result, students were supportive of one another and worked collaboratively.

Standard IV: Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.

The teacher provided assessments in accordance with the following SLO area of growth: “Students will be able to write arguments to support claims with clear reasons and relevant evidence.”

- The teacher provided all students with copies of the grade report from the last *written test* as a reminder of their previous scores. Students were given three minutes to review the *written test*, then four minutes to discuss what they learned with a partner.
- She modeled a think-aloud of an *observation of performance*. “How did I do? Ms. Eagle reminds us to always put the question in the answer. It looks like I didn’t do that here. Guess that’s why it’s marked incomplete.”
- Ms. Eagle had students peer assess to compare work in relation to an exemplar.

As a result, students in the SLO group were able to determine how their writing compared to the desired goal.

During the post-observation conference, the observer shared the strengths of Ms. Eagle’s lesson, the clear standards, her skills at checking for understanding, classroom climate, and her wide repertoire of formative assessment techniques. Ms. Eagle shared the data, and was pleased that all of her students, including all of her SLO target students, met the objective of the lesson. She attributed that to the very clear criteria for success that were established in her PLC. She explained how she is focused on helping students see the importance of using feedback and revising their work as a way to influence a growth mindset.

When considering what adjustments she would make for peer analysis and feedback next time, Ms. Eagle shared that she would more accurately model thinking aloud (asking herself questions, including false starts, perseverance, etc.) when she was analyzing the writing sample and be more specific about looking at each component of the criteria for success.

Ms. Eagle’s goal for professional growth is to read a passage on modeling thinking aloud from the *Skillful Teacher* text and to incorporate each of the steps in future think-alouds.

Ms. Eagle explicitly communicated *standards*. Ms. Eagle *checked for understanding*. Ms. Eagle established a positive *class climate of community and mutual support*. The teacher provided assessments in accordance with the following SLO area of growth: “Students will be able to write arguments to support claims with clear reasons and relevant evidence.” **Ms. Eagle’s goal for professional growth is to read a passage on modeling thinking aloud from the *Skillful Teacher* text and incorporate each of the steps in future think-alouds.**

Observer’s Signature _____ Date _____

Teacher’s Signature* _____ Date _____

* *The teacher’s signature indicates that the teacher has read and reviewed the Post-Observation Report, not necessarily that the teacher concurs with the contents. The teacher may attach their comments.*

APPENDIX E CONTINUED

Directions for Completion of Final Evaluation Dates

Please see summary of minimum required formal observation chart in the [Teacher-Level Professional Growth System Handbook](#) for more information.

Dates of Observation:

For teachers in their evaluation year, at least two formal observations by principal or qualified observer are required. For tenured and second- and third-year probationary teachers, three observations are required if the teacher may be rated below standard. In all cases, one of the formal observations must be announced. At least one of the formal observations must be done each semester.

Dates of Conferences:

Post-observation conferences should be held within three duty days after the formal observation. Conferences may be delayed by mutual agreement, due to extenuating circumstances. For employees who are not meeting standard, it is highly advisable to maintain documentation to demonstrate the conference was delayed by mutual agreement. (This documentation may be requested by the PAR Panel to ensure the evaluation was conducted with fidelity.)

Dates of POCR delivery:

For employees who are not meeting standard, the evaluator must provide the dates on which the POCR was delivered to the employee. If the employee refuses to sign as acknowledgement of receipt of the POCR, please include the signature of a witness.

APPENDIX E CONTINUED



Final Evaluation Report: Teacher

Professional Growth System
Office of Human Resources and Development
 Rockville, Maryland
 MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-39
June 2019
Page 1 of 2

INSTRUCTIONS: Evaluators complete a description of patterns of the teacher's performance over the evaluation period, based on the [Criteria for Success](#). The description includes classroom observations, analysis and review of student results as described in the shared accountability system, contributions to overall school mission and environment, review of student and parent surveys, review of Student Learning Objectives (SLO) and implementation results, and any other documents collected by the evaluator and/or the teacher during the full length of the cycle. Please see Page 2 for directions for Completion of Final Evaluation Dates.

Teacher Ms. Smith

Employee Number XXXXX Years of MCPS Experience 3

Principal Dr. National

- Type: First-year Probationary with CT without CT
- Second-year Probationary
- Third-year Probationary
- Tenured (3-year cycle)
- Tenured (4-year cycle)
- Tenured (5-year cycle)
- Special Evaluation

School Arcola ES - 790 Subject or Grade Level 1st Grade

Performance Standards:

- I. Teachers are committed to students and their learning
- II. Teachers know the subjects they teach and how to teach those subjects to students
- III. Teachers are responsible for establishing and managing student learning in a positive learning environment
- IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement
- V. Teachers are committed to continuous improvement and professional development
- VI. Teachers exhibit a high degree of professionalism
- VII. Teacher Leaders (secondary) are committed to students and staff through effective school, grade, and department leadership.*

Dates of Observations (announced?) 11/13/XX Yes 2/14/XX Yes Yes Yes

Dates of Conferences 11/14/XX 2/16/XX

Dates of Post-Observation Conference Report (POCR) 11/18/XX 2/19/XX

Final Rating by Principal Meets Standard Below Standard
Rating by PAR Panel Emerging

Evaluator's Signature _____ Date _____

Principal's Signature _____ Date _____

Teacher's Signature _____ Date _____

(Teacher's signature indicates that the teacher has seen the final evaluation summary. Teacher's signature does not signify acceptance of the rating.)

* Standard VII applies only to content specialists, resource teachers, and secondary team leaders.

APPENDIX E CONTINUED

Ms. Smith is a third year probationary teacher in Montgomery County Public Schools. She teaches first grade at Evermore Elementary School. Ms. Smith received her Bachelor's Degree in Elementary Education from College University. She is certified by the state of Maryland to teach grades one through six. Ms. Smith did her student teaching in first grade at McMillan Elementary School in Montgomery County, Maryland. She previously taught math and science at the middle school level and was a second grade teacher at a private school. This year, there are 15 students in her first grade class: 7 boys and 8 girls. The class includes seven African American students, five Hispanic students, one Multi-ethnic student, and two white students. There are two students enrolled in ESOL. There is one student on a Behavior Intervention Plan and Functional Behavior Assessment. There are no students with IEP's or 504 Plans.

Standard I: Teachers are committed to students and their learning.

Ms. Smith routinely provides opportunities for additional time and support for student learning.

- Ms. Smith circulates among students when they are working in cooperative groups or independently and provides individual support as needed. (observed 9/20/XX)
- During a formal observation on 11/13/XX, a student in a small group said, "This is going to be a little hard." Ms. Smith said, "We're going to go backwards and do this together." She supported the student through the process of subtracting with blocks.
- During an informal observation on 12/15/XX, Ms. Smith met with two students and supported each in developing ideas for an original folk tale by completing a graphic organizer.
- On 3/1/XX, a student in a small group had difficulty with the concept of AM and PM and with sequencing time. Ms. Smith helped the student by relating time to the student's morning routine.

As a result, students who struggle initially know they will receive support needed in order to progress towards mastery of instructional objectives.

Ms. Smith purposefully uses differentiated activities and instructional strategies that reflect high standards for all students.

- Ms. Smith provides literacy center options which are aligned with the reading levels of her students and which provided an opportunity for challenge. This has been observed since 10/XX.
- On 10/17/XX, students worked on words with long and short 'u' sounds. All students were responsible for spelling and sorting words by vowel sounds, but the level of difficulty of the words was differentiated based on students' levels.
- During a formal observation on 11/13/XX, she taught addition and/or subtraction of 2-digit numbers. She used varied strategies by using manipulatives or visual models. She differentiated the level of difficulty by including problems which required composing and/or decomposing.
- On 2/6/XX, she differentiated the level of support that she provided to students while making inferences during guided reading.
- For a lesson on arrays that Ms. Smith taught on 3/1/XX, she used array mats with some students, while students who were proficient in making arrays moved on to relate them to repeated addition problems.

As a result, every student is challenged at his or her individual level without being overwhelmed.

APPENDIX E CONTINUED

Standard II: Teachers know the subjects they teach and how to teach those subjects to students.

Ms. Smith effectively uses explanatory devices.

- During the second formal observation (2/14/XX), Ms. Smith taught a lesson on adding and subtracting two-digit numbers, using a variety of explanatory devices (base-ten blocks, visuals of blocks, and place-value charts) to ensure clarity of the concept.
- Ms. Smith models how to use graphic organizers to respond to a question and to provide evidence from the text. (observed 9/20/XX, 10/17/XX, 3/15/XX)
- During an informal observation on 3/11/XX, Ms. Smith taught students how to represent the time on analog clocks. She gave them white boards to write the time as it would appear on a digital clock.
- For a lesson on arrays on 3/24/XX, Ms. Smith presented arrays on a flip chart and then provisioned students with colored tiles to create arrays during their small group lessons.

As a result, students have frequent access to the content to be learned in multiple and varied ways.

Ms. Smith effectively plans activities that directly align with her Student Learning Objectives (SLOs) in reading and math.

- *In October, Ms. Smith identified four students who had not demonstrated understanding of properties of operations, the relationship between addition and subtraction, and strategies for addition and subtraction (from indicators 1.1.B.3, 1.1.B.4, 1.1.B.5, and 1.1.B.6). She created an SLO with the goal ‘Students will add and subtract within 20, demonstrating fluency for addition and subtraction within 10 using strategies such as counting on, making ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.’*
- *During the second formal observation on 2/14/XX, Ms. Smith aligned her objective with her math SLO, requiring students to add and subtract within 20 using blocks. She modeled how to use a tens frame and blocks to represent numbers, how to add and subtract them, and how to compose or decompose as necessary. She then provided guided and independent practice.*
- *In November, Ms. Smith identified three students who had not made significant progress in reading following fall MClass testing. In November, these students were reading on level 3, 5, and print concepts. Ms. Smith implemented her second SLO to address these needs, setting her goal as ‘Students will increase the number of first grade sight words they are able to recognize within three seconds.’*
- *During an informal observation on 12/15/XX, Ms. Smith was observed providing instructional support related to her reading SLO. She provided explicit instruction of sight words during differentiated small group instruction with the following objectives: ‘Recognize sight words within texts at their instructional level. Recognize sight words in isolation.’ When meeting to debrief the observation, Ms. Smith shared that she provided explicit one on one sight word instruction for these students three times a week.*

As a result, students are likely to master curricular goals and meet SLO targets set for them.

Ms. Smith purposefully checks for understanding.

- During the formal observation on 11/13/XX, Ms. Smith checked her students’ ability to demonstrate addition and subtraction with base ten blocks. She also asked questions to check for understanding. As a student worked on an addition problem, she asked, “Now what do we do? The student replied, “We have to count the ones to see if we have ten to see if we can make a tens block.” Ms. Smith prompted, “What is that called?”

APPENDIX E CONTINUED

- In an informal observation on 2/6/XX, Ms. Smith required students to record inferences that they made about characters on a graphic organizer and to explain those inferences during the group discussion.
- In a lesson on 3/11/XX, Ms. Smith required students to show the time on an analog clock, to write it as it would appear on a digital clock, and to explain what they would be doing if the time was AM or PM.

As a result, students can gauge their understanding of instructional objectives multiple times during lessons.

Standard III: Teachers are responsible for establishing and managing student learning in a positive learning environment.

Ms. Smith maximizes student learning time by appropriately pacing her lessons, making smooth transitions, and having materials ready and organized.

- Ms. Smith purposefully paces math and reading instruction to include a whole group and small group lessons in all observed math and reading lessons.
- When a timer signaled the end of a small group lesson, Ms. Smith prompted students to clean up centers and prepare for their next rotation. (observed 11/13/XX and 2/14/XX)
- She has books in bags, ready for distribution. She prepares charts to display information and distributes journals or graphic organizers so that students can respond to the texts. She provides sticky notes for students to mark their texts. (observed multiple times)
- She distributes white boards and markers. She has manipulatives such as base-ten blocks, dice, and clocks prepared for distribution. (observed multiple times)

As a result, students are focused on instruction for the length of the learning experience.

Ms. Smith clearly communicates standards for interpersonal behavior and supports consistent on-task behavior through established and well-managed routines.

- Since a lesson informally observed on 10/17/XX, students have been engaged in centers which provide opportunities for meaningful learning during independent work times.
- On 11/14/XX, students entered the classroom at 1:05 following their recess time. Ms. Smith gave directions for centers and began working with her small group at 1:07.
- On 11/14/XX, students worked until 1:24. They cleaned up and left the room at 1:25 for physical education class. They returned to the room at 2:14. Ms. Smith said, "Point to where you go next." Students pointed to their next rotation. "When I tell you to, you're going to stand up and walk to your next center." Students quietly walked to their next center, and the second small group was at the table and ready to work at 2:15.
- During an observation on 4/1/XX, Ms. Smith assigned independent work following the whole group lesson, which students had to complete before going to a literacy center. Ms. Smith also assigned independent follow-up work to the small group lessons.

As a result, students spend over ninety percent of allocated time receiving instruction from their teacher or working to master instructional objectives.

Ms. Smith successfully builds positive interpersonal relationships with students.

- For example, on 2/6/XX, students eagerly shared experiences which helped them make inferences about how characters from their reading felt.
- During multiple observations, Ms. Smith asked students what they learned in the lesson that helped them become a better reader.

APPENDIX E CONTINUED

- On 12/13/XX, she provided support and praise as she conferenced with individual students to help them develop their ideas for writing an original folk tale.
- In a lesson on arrays on 3/24/XX, students had difficulty differentiating rows and columns. Ms. Smith explained and helped students use movement so that they could grasp the concept of vertical and horizontal in a fun manner.

As a result, students feel comfortable participating in learning experiences because they know their teacher will respond positively to them.

Standard IV: Teachers continually assess student progress, analyze the results and adapt instruction to improve student achievement.

Ms. Smith purposefully uses student data to plan for instruction to meet student needs and address Student Learning Objectives (SLOs).

- *Ms. Smith uses M-class assessment data regarding students' reading levels and anecdotal data from reading lessons to form differentiated small reading groups and to inform her SLO in reading.*
- *During a planning meeting in February, Ms. Smith shared that the three students identified in her reading SLO had learned 118 of the 165 first grade sight words. She used this data to adapt her guided reading plans to include two additional sight words each week in order to maintain progress in this area. In a grade-level data chat on May 13, Ms. Smith shared that all three students were able to identify 145 of the first grade sight words and that all were reading grade level texts. Upon reflection, Ms. Smith stated that she planned to adjust her plans for the following school year to include more purposeful and explicit instruction of the first grade sight words in the first marking period.*
- *In a planning meeting on 11/13/XX, she formed math groups based on data from previous assessments. She used this data to plan lessons requiring students to add and/or subtract and compose/decompose numbers using blocks or visual models. She also adapted the lesson to address her SLO in math for students struggling with number concepts.*
- *Ms. Smith shared that her math SLO was written to address specific numerical concepts outlined in marking period 1 indicators 1.1.B.3, 1.1.B.4, 1.1.B.5, and 1.1.B.6. However, in January she noted that two of the four students had made significant progress with their ability to add and subtract fluently within 10 and therefore extended the goal to include adding and subtracting fluently within 20. She focused her support on mental math and visualization strategies for these students. As of May 13, Ms. Smith reported that all four students had met the original SLO goal.*

As a result, students, including students in her SLO target groups make great strides in their learning and achievement in multiple subject areas.

Ms. Smith communicates clear criteria for success.

- For an independent assessment on 11/13/XX, Ms. Smith provided models during the small group lesson and then verbal and written directions for an exit card so students clearly knew that they had to solve an addition or subtraction problem and then represent the necessary steps for composing or decomposing blocks through drawings.
- During a poetry lesson on 3/15/XX, Ms. Smith completed a graphic organizer with the class focused on rhythm and imagery. Then, students used the graphic organizer as an exemplar when they had to independently complete the same assignment for a different poem.

APPENDIX E CONTINUED

- On April 1, Ms. Smith facilitated a lesson that connected events to character feelings. The graphic organizer from the small group lesson served as an exemplar when Ms. Smith assigned the same graphic organizer as independent work for a different chapter.

As a result, students have clarity about what quality work looks like and can use this information to successfully complete assignments.

Standard V: Teachers are committed to continuous improvement and professional development.

Ms. Smith is reflective about her strengths and areas of need.

- She is receptive to feedback following observations and works to implement recommended practices.
- Ms. Smith participated in a peer visit at Strong Elementary School in order to improve her understanding of how to plan and implement differentiated guided reading lessons for small groups.
- She participated in planning meetings with the Staff Development Teacher with a focus on planning mastery level lessons and implementing strategies to engage students during lessons.

Ms. Smith plans, evaluates, and reflects with colleagues on lessons.

- She participates in ETP (Extended Team Planning) with her first grade team on a weekly basis.
- She also participates in an additional weekly collaborative planning meeting with one other teacher on her team.
- On 2/13/XX, Ms. Smith participated in an error analysis as part of her team. Questions the team pondered about student work included, “What might the students have been thinking to make this error?” and “What different re-teaching strategies could we use to fix this?”

Standard VI: Teachers exhibit a high degree of professionalism.

Ms. Smith is conscientious about meeting all professional expectations at her school.

- She attends and actively participates in all required staff meetings and team meetings as scheduled.
- She attended and presented at Back-to-School Night and held parent conferences in November.
- Ms. Smith always responds promptly to email messages and she is very conscientious about communicating with school-based personnel.
- Ms. Smith has also prepared interims and final grades on time for her students.

Ms. Smith participates in all assigned duties.

- Ms. Smith is the assistant chair of the office/social committee, responsible for celebrating special events in the lives of staff as well as the end-of-year party.
- Ms. Smith attended the winter chorus concert on 2/27/XX.
- Ms. Smith consistently arrives on time to supervise bus arrivals and departures.

Ms. Smith has progressed well over the course of the year and is meeting the needs of her students. She supports students’ growth as learners, plans for student mastery of the content, adjusts her instruction based on feedback and works with her colleagues to change her approach when needed. She reports that she is pleased with her progress over the past year through looking at her students’ results. Ms. Smith’s goal for professional growth is to add to her repertoire of checking for understanding strategies.

APPENDIX E CONTINUED



Final Evaluation Report: Teacher

Professional Growth System
Office of Human Resources and Development
 Rockville, Maryland
 MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-39
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Page 1 of 2

INSTRUCTIONS: Evaluators complete a description of patterns of the teacher's performance over the evaluation period, based on the [Criteria for Success](#). The description includes classroom observations, analysis and review of student results as described in the shared accountability system, contributions to overall school mission and environment, review of student and parent surveys, review of Student Learning Objectives (SLO) and implementation results, and any other documents collected by the evaluator and/or the teacher during the full length of the cycle. Please see Page 2 for directions for Completion of Final Evaluation Dates.

Teacher Ms. Oriole

Employee Number XXXXX Years of MCPS Experience 3

Principal Mr. Jones

Type: First-year Probationary with CT without CT

Second-year Probationary

Third-year Probationary

Tenured (3-year cycle)

Tenured (4-year cycle)

Tenured (5-year cycle)

Special Evaluation

School Cabin John MS - 606 Subject or Grade Level English

- Performance Standards:**
- I. Teachers are committed to students and their learning
 - II. Teachers know the subjects they teach and how to teach those subjects to students
 - III. Teachers are responsible for establishing and managing student learning in a positive learning environment
 - IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement
 - V. Teachers are committed to continuous improvement and professional development
 - VI. Teachers exhibit a high degree of professionalism
 - VII. Teacher Leaders (secondary) are committed to students and staff through effective school, grade, and department leadership.*

Dates of Observations (announced?)	<u>11/6/XX</u> <input checked="" type="checkbox"/> Yes	<u>3/17/XX</u> <input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Dates of Conferences	<u>11/11/XX</u>	<u>3/19/XX</u>	<input type="checkbox"/> Yes
Dates of Post-Observation Conference Report (POCR)	<u>11/13/XX</u>	<u>3/23/XX</u>	<input type="checkbox"/> Yes

Final Rating by Principal Meets Standard Below Standard

Rating by PAR Panel Emerging

Evaluator's Signature _____ Date _____

Principal's Signature _____ Date _____

Teacher's Signature _____ Date _____

(Teacher's signature indicates that the teacher has seen the final evaluation summary. Teacher's signature does not signify acceptance of the rating.)

* Standard VII applies only to content specialists, resource teachers, and secondary team leaders.

Distribution: Copy 1—Employee Copy 2—Principal Copy 3—Office of Human Resources and Development

APPENDIX E CONTINUED

Ms. Oriole has been teaching English for thirteen years at Cal Ripken School. She has her bachelors' degree from the University of Maryland – College Park and her master's degree from Hood College. Ms. Oriole meets the requirements for being a highly qualified teacher. While she currently teaches English 10 and AP Literature, she has also taught Drama during this professional growth period. The English classes she teaches are made up of a diverse student body that is consistent with the school population.

I. Teachers are committed to students and their learning.

Ms. Oriole communicates high standards for all students.

- On 9/4/XX, Ms. Oriole said. “I will give you a word and a sentence using the word, called a context clue. Be sure to write down what you think it means. Write down the definition in the definition box and then you write your own sentence using the word appropriate. I am letting you know ahead of time that I will be calling on you to share your sentence.”
- On 9/4/XX, Ms. Oriole reminded students to complete the warm-up: Describe the picture below using all five senses. Use your setting packet and vocabulary worksheet.
- On 11/6/XX, Ms. Oriole said, “Turn to page 25 in your packet. Last class we did pages 23 and 24. We did our baby claims. You were supposed to read the article on the other side. Why would I be talking about the other side in my argument? Why would we do that? Bingo. Hit it on the nose. On page 25 and page 26, we are going to bring up the other side's best argument.”

As a result, students know what is expected of them and are able to complete the work assigned.

Ms. Oriole effectively sends the key expectation messages to students.

- During the post-observation conference for the class on 11/6/XX, Ms. Oriole explained, “I want to offer every student the best chance for success. I provide an opportunity in class for students to look over the feedback I've given them and revise their work.” This sent the message, “I believe in you.”
- On 3/17/XX, she gave feedback as students worked on their notes and topic sentences, such as asking a student “How can you voice your opinion without using ‘I believe?’ or ‘What is your main claim?’” and “Write down the sentence stem for the main claim so you have it when you decide how to finish it.” This sent the message that, “Effective effort leads to achievement.”
- She guided students in finding quotes to support their claims, asking students how the quotes they were choosing supported the reasons for the main claim (observation, 3/17/XX). When a student put his head down in frustration, Ms. Oriole sent him the message that she would not give up on him, saying, “Come on, I know you've got this. Where did we begin last time? Yes! What's the next step? Yes! See, you've got it.”

As a result, the students know that Ms. Oriole believes in them and will not give up on them.

II. Teachers know the subjects they teach and how to teach those subjects to students.

Ms. Oriole asks explicit questions to lead students to learning.

- The objective for the class on 11/6/XX was “students will be able to explain what an argument means and develop their initial thoughts on a topic they are passionate about.” Ms. Oriole asked students, “What is an argument? Why is it important to have strong arguments for issues that you are passionate about? What are the characteristics of an argument, in the literary sense?”

APPENDIX E CONTINUED

- On 11/6/XX, Ms. Oriole said, “What do you have to offer us? Think about the broader picture. ... A lot of money is being put into issues like education. Don’t you think you should have a say? ... Should we listen to you?”
- During the post-observation conference from the observation on 11/6/XX, Ms. Oriole said, “When I plan lessons, I identify two focusing questions, designed to keep class discussion focused on the objective for the day. I post these questions on the board as a focusing tool for students.”

Thus, students are able to focus their thinking on concepts and skills related to mastery of curriculum goals.

Ms. Oriole effectively uses explanatory devices to present information.

- On 11/18/XX, when students had difficulty filling out the template, Ms. Oriole used her own example to fill out on the Promethean to provide a model to students.
- On 9/4/XX, she highlighted important information by saying, “We are focusing on words related to PBIS. The next word is Responsible. Here is the sentence: His consistent responsible behavior helped him get into college. I am going to talk about the first definition. It is long. The main part is here: answerable to somebody. I am responsible for teaching you English. You are responsible for coming to class ready to learn. This is the first part of the definition: answerable to somebody. The second part is a bit harder. This is the actual dictionary definition. Being the cause of something. There are three different ways to see this word. In the definition box you can write the parts I highlighted.”
- On 3/17/XX, Ms. Oriole provided instruction on breaking down the prompt and organizing notes (claim, reasons, and support) for the response, followed by a graphic organizer to show how each part of the response should be organized.

Hence, students receive scaffolds to make concepts clear and vivid to them.

Ms. Oriole develops Student Learning Objectives (SLO) in order to help struggling students meet curriculum standards.

- Ms. Oriole’s area of growth for her first SLO focused on writing effective arguments to an identified group of nine students. The specific student learning target was “to increase student scores on MCPS formative exams from 1 to 2 through specific instruction in pre-writing strategies.” The nine identified students scored a “0” on the first marking period formative assessment.
- In an informal observation (12/08/XX), Ms. Oriole used a graphic organizer to teach pre-writing strategies in alignment with her SLO. In subsequent informal and formal observations, Ms. Oriole continued to recognize opportunities for SLO-related instruction, planned appropriate instructional activities and provided students with appropriate support.
- Ms. Oriole’s second SLO focused on scaffolding instruction related to the writing process, specifically focusing on revising work from rough draft to published draft. This SLO focused on seven previously identified students. The specific student learning target was “to increase student scores on MCPS writing common tasks from 3 to 4 through specific instruction in revision strategies.” The seven identified students scored a 3 on first two written common tasks of the semester.
- In a formal observation (3/17/XX), Ms. Oriole successfully taught a small group lesson in alignment with her second SLO. The lesson focused on self-editing strategies. The data from this lesson indicated a need to narrow the focus of the SLO.

APPENDIX E CONTINUED

As a result, students received specific, research-based instruction matched to their identified needs and designed to mitigate learning gaps.

III. Teachers are responsible for establishing and managing student learning in a positive learning environment.

Ms. Oriole effectively communicates with families and responds to concerns.

- Ms. Oriole routinely communicates with parents about student academic concerns (portfolio).
- Ms. Oriole communicates with parents about positive student performance (portfolio).
- Ms. Oriole participates in team parent conferences on a regular basis.
- As of 4/23/XX, Ms. Oriole had 75 communication log entries in myMCPS that document behavior or academic concerns.

As a result, parents and students are well informed on progress related to academics and behavior.

Ms. Oriole has a behavior management system in the classroom and worked to maximize student time on task and focus their attention on the topic.

- On 9/4/XX, Ms. Oriole said, “This is very appropriate behavior. I am putting a marble in the jar.”
- During the observed lesson on 11/6/XX, Ms. Oriole stated her behavior expectations before walking to the lab. She said, “You will pack up your stuff. You will line up along the lockers. I will seat you. You will quietly walk in the hallway until we get to lab 128. Go ahead and start heading that way.”
- During the post-observation conference for the observation on 11/6/XX, Ms. Oriole said, “This year I am using marbles for each class as a behavior management system. I explain to the class how the marbles are earned. Second period can be difficult for behavior management so I announce the marbles at the beginning and end of class so it doesn’t distract students during class. I also give students PBIS coupons to reward individual behavior.”

Therefore, students are consistently cooperative, task-oriented and focused on learning.

IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.

Ms. Oriole uses multiple measures of student achievement to monitor student progress on SLOs.

- For both of her SLOs the teacher used multiple and varied forms of assessment to drive her instruction including pre-assessments, student self- and peer- assessments, checking for understanding strategies, and exit cards.
- Ms. Oriole narrowed the focus of her second SLO three weeks after initial development. The adjustment was based on analysis of formative assessment and additional learning opportunities provided to identified students and the broadness of the originally identified goal.
- During a data chat (5/15/XX), Ms. Oriole shared specific data about his students’ progress on her SLOs:
 - An analysis of the first SLO data showed that: five of the nine students scored below a “4” (adequate mastery), four of out nine students scored

APPENDIX E CONTINUED

- at a “Proficient” or “Mastery” level of writing. A review of the students’ responses revealed that students’ textual evidence was more consistent than in the past and the analysis was appropriate for the audience in word choice and point of view usage. Students continue to need assistance with organizational measures.
- An analysis of the second SLO indicated four of the seven students scored a 4 on the most recent MCPS writing common task. The other three students scored a 3. Ms. Oriole attributes this to attendance issues. These three students missed at least ten days of instruction over the last marking period. She plans to provide additional support during small group time, at lunch and/or after school. Ms. Oriole feels that with additional practice with the research-based revision strategies these students will continue to make progress.

Therefore, students’ understanding is consistently monitored so instruction can be adapted to meet their needs.

Ms. Oriole articulates standards for student performance.

- Ms. Oriole consistently uses a rubric for writing assignments (10/14/XX, 11/20/XX, 11/29/XX)
- On 11/20/XX Ms. Oriole said after reading her own review of Starbucks, “Is this a good review or bad review in this paragraph? It’s mostly good but it is not all five stars. Describe to the reader what could be improved.”
- On 2/7/XX the common core task was to re-write a fairy tale in a modern day point of view. Students were given a choice in which fairy tale to rewrite. An exemplar of the "Ugly Duckling" was modeled.
- Ms. Oriole provides writing exemplars for students such as the 9/11 paragraph, a persuasive letter to Aaron Rogers, a Starbuck review, and a KFC negative review. She writes her own exemplars to engage the students more in the assignments (portfolio).

Therefore, students know the attributes of a successful product or performance prior to attempting it.

V. Teachers are committed to continuous improvement and professional development.

Ms. Oriole participates in workshops in MCPS and integrates what she learns into her own instructional practices.

- As part of her instructional focus for her SLO Ms. Oriole attended the Elevating the Black Male seminar. She has integrated more student topic choice in her effort to get students to write effective arguments.
- In the fall of 20XX, Ms. Oriole completed Studying Skillful Teaching and has increased her use of rubrics and criteria for success for assignments.
- She attended Google training and is now using Google forms to gather perception data from students on the lessons she teaches (portfolio).

Therefore, her students benefit from having a teacher who is consistently working on her craft.

Ms. Oriole consistently uses feedback to reflect on her professional practice.

- Ms. Oriole routinely uses feedback from her content specialist and has incorporated many instructional ideas shared into her lessons.
- Ms. Oriole participated in quarterly conversations regarding her professional growth to improve her practices.

APPENDIX E CONTINUED

- Ms. Oriole meets with the SDT and English Language Teacher/Coach regarding language objectives and supporting students.

As a result, students see a model of the growth mindset in action.

VI. Teachers exhibit a high degree of professionalism.

Ms. Oriole views herself as a leader in the school community.

- Ms. Oriole attends all content meetings.
- She was well prepared for Back to School Night.
- Ms. Oriole volunteers to work with students during lunch and after school.
- Ms. Oriole helped setup for the movie night fundraiser.
- Ms. Oriole volunteers to help serve ice cream during the honor roll celebrations.
- Ms. Oriole created an advisory lesson for the team on bullying. This lesson was shared with the other teams and implemented school wide.
- Ms. Oriole observed a co-taught English Autism class to inform her work with those students.
- Ms. Oriole was in charge of the spring play 20XX. She organized the auditions, rehearsal schedule, parent volunteers, and more.
- During the 20XX-20XX school year, Ms. Oriole sponsored homework club on Tuesdays.
- During 20XX-20XX Ms. Oriole collaborated with the Science department during quarter 3. She worked with Science as liaison in planning for a Science / English joint writing project, based on Science content and English production.
- During 20XX-20XX, Ms. Oriole collaborated with the World Studies department on writing.

As a result, her students benefit from having a teacher who is a leader in many ways.

Ms. Oriole contributes to the smooth functioning of the school environment.

- Ms. Oriole is on the PBIS committee and she writes the PBIS newsletter for staff. Ms. Oriole attends monthly meetings with the PBIS committee.
- Ms. Oriole supported fellow staff during PARCC Testing – multiple disciplines
- Ms. Oriole helps update the department bulletin board monthly.
- Ms. Oriole is on the committee for planning the spring 20XX and 20XX promotion.

As a result, students see their teacher being committed to and involved in the mission and vision of the school.

Ms. Oriole reflected on how she built her professional expertise through the SLO process. “I set a goal for student learning and established a challenging target based on data. As a team we created a plan for professional development and identified instructional strategies to meet the students’ needs. This allowed students to experience success where they hadn’t before.” Ms. Oriole is very proud of her accomplishments. Her professional goal for next year involves incorporating Universal Design for Learning principles to ensure that diverse learners have more opportunities to be successful in her English classes.

APPENDIX F

Job Codes of MCEA Unit Members

Receive CT support when newly hired or underperforming:

1001 Teacher, Elementary	1029 Teacher, Physical Disabilities
1002 Teacher, Middle	1030 Teacher, Vision
1003 Teacher, High	1031 Teacher, Focus
1005 Teacher, Academic Intervention	1032 Teacher, ESOL
1010 Teacher, Reading Support A	1034 Teacher, Special Education
1012 Teacher, Reading Initiative	1037 Teacher, Physical Education
1014 Teacher, Infants Toddlers	1038 Teacher, Art
1015 Teacher, Instructional Support	1039 Teacher, General Music
1016 Teacher, PEP	1040 Teacher, Instrumental Music
1017 Teacher, Prekindergarten	1046 Teacher, Special Education Resource Room
1020 Teacher Alternative Programs	1047 Teacher, Special Education Transition
1021 Teacher, Career Support	1048 Teacher, Auditory
1022 Teacher, Career Preparation	1101 Teacher, Head Start
1025 Teacher, Special Programs	

APPENDIX F CONTINUED

Receive Consulting Teacher support only if underperforming:

1035 Speech Pathologist
1043 Physical Therapist
1044 Occupational Therapist
1045 Counselor Other
1049 Counselor, Elementary
1051 Counselor, Secondary
1052 Media Specialist

Do not receive CT Support:

0800 Employee Assistance Specialist	1009 Teacher, Staff Development
0803 Specialist, School CounResdncy&IntlAdm	1018 Teacher, Athletic Director
0808 Instructional Assessment Specialist	1019 Mathematics Content Specialist
0812 Evaluation Specialist	1024 Special Education Elementary Program Specialist
0815 Specialist, Parent Involvement	1027 Team Leader, Middle School
0824 Court Liaison Specialist	1028 Content Specialist
0832 Instructional Specialist, Rotating	1033 Teacher, Reading Specialist
0833 Instructional Specialist	1042 Psychologist, 10-mos
0834 Services Coordinator	1054 Teacher, Resource
0835 Elementary Integrated Curriculum Specialist	1055 Counselor, Resource
0836 Pre K-12 Content Specialist	1057 Specialist, Auditory Development
0845 Specialist, Emotional Disabilities	1059 Teacher, ESOL Resource
0861 Specialist, Education Services	1060 Teacher, Special Education Resource
0875 Specialist, Substance Abuse Prevention	1064 Special Education, Secondary Program Specialist
0930 Teacher, Exception 12-mos	1065 Senior Instructor, JROTC
0931 Pupil Personnel Worker	1066 Instructor, ROTC
0932 Social Worker	1660 Parent Educator
0933 Psychologist	1978 Critical Need Substitute
1004 Teacher, Central Office	1990 Staff Development Substitute
1006 MCEA Specialist Assignment, 10-mos	1996 Long-Term Substitute (Vacancy)
1007 Teacher, Early Contract	1998 Long-Term Substitute
1008 Teacher, Consulting	1999 Short-Term Substitute Teacher

APPENDIX G: IMPROVEMENT PLAN TEMPLATE

Improvement Plan						
Team Members	Employee	Employee Representative	Resource Teacher / Content Specialist, etc.	Staff Development Teacher	Supervising Administrator	Non-Supervising Administrator
Signature						
Date						
Standard						
Problem/Impact						
Performance Goals	Strategies, Activities & Timetable	Support Structures	Data Collection Method & Sources	Evidence for Progress		

Improvement Plan Template

APPENDIX G CONTINUED

Criteria for Success: Improvement Plan

The improvement plan must include:

- **Team Members.** This may include only the teacher and an administrator. Include anyone who is listed in the Support Structures section.
- **The PGS standard.** Write out the standard.
- **The problem.** The problem must specifically state what the teacher is doing, written in a way that defines the gap between current performance and desired performance.
- **The impact of the problem.** The impact statement states the specific impact of the lack of teacher skill on students (*As a result, students...*).
- **One or two performance goals.** Each performance goal is directly linked to the problem and states what the employee needs to do to eliminate the problem. Goals are written in general terms.
- **Professional Development Strategies and Activities.** These strategies, activities, and processes are concrete steps directly linked to the goals. They specifically state what the teacher will do to improve their performance in a way that can be assessed, a timeline for completion of each activity, and the name of the person who will support the teacher in this learning.
- **Support Structures.** These are the people and materials that will support the employee's improvement.
- **Data Collection.** For each strategy or activity, there is a method for collecting data, a person responsible for collecting it, and a date by which it will be collected. Multiple sources of data are collected.
- **Impact.** What will change for the students as a result of the teacher successfully completing the strategy/activity.

APPENDIX G CONTINUED

Improvement Plan						
Team Members	Teacher	Teacher Representative	Resource Teacher / Content Specialist	Staff Development Teacher	Supervising Administrator	Non-Supervising Administrator
Signature	Ms. Wallace	Mr. Smith	Ms. Reynolds	Ms. Harris	Mr. Yu	Mr. Brighton
Date	April 1, 20XX – end of 1 st quarter of subsequent school year					
Standard	Teachers know the subjects they teach and how to teach those subjects. (Standard II)					
Problem/Impact	Ms. Wallace does not plan and deliver lessons that include a mastery objective, activities that are aligned to a mastery objective, or student discourse. As a result, students are not achieving at the same level as other students in the same grade, and are not being challenged with rigorous opportunities for critical thinking.					
Performance Goals	Strategies, Activities & Timetable		Support Structures		Data Collection Method & Sources	
<p style="text-align: center;">Ms. Wallace will develop and implement lessons designed for mastery and critical thinking.</p>	<p>Ms. Wallace will meet with the RT and SDT to view exemplars of model lessons that effectively incorporate elements of framing the learning and student-centered instruction to help students think critically and demonstrate mastery of the curricular objectives. (April 9, 20XX)</p>		<p>SDT, RT, English Department Binder with Resources Related to Planning for Mastery and Critical Thinking, Model Written/Typed Lesson Plans, Template for Lesson Plans, The Teaching Channel (videos of mastery lessons)</p>		<p>The SDT and RT will share and discuss exemplar lesson plans and videos of exemplar lessons with Ms. Wallace. (April 15, 20XX)</p> <p>The SDT, RT, and Ms. Wallace will meet to review Ms. Wallace's formal written/typed lesson plans.</p> <p>Artifacts: Written/Typed Formal Lesson Plans and Meeting Notes</p>	
	<p>Ms. Wallace will meet with the RT every Thursday to review her plans for the following week. (Beginning April 1, 20XX)</p>		<p>RT, SST Resources, English Binder with resources related to Elements of Framing the Learning and Student –Centered Activities, Model Formal Lesson Plans, Template for Lesson Plans</p>		<p>The RT will collect, review, and discuss Ms. Wallace's lesson plans, paying careful attention to the objectives and activities to ensure they are aligned, offer opportunities for student discourse, and promote student mastery of the curricular objectives.</p> <p>Artifact: Formalized Weekly Lesson Plans</p>	
	<p>It is recommended that Ms. Wallace complete SST I this summer and meet with the RT to discuss how to implement the strategies from the course.</p>		<p>SST I Resources and RT</p>		<p>The RT will conduct at least two random informal observations and one planned formal observation during the 1st quarter of the FY 20XX year.</p>	
					<p>Ms. Wallace will create written, formalized plans that specifically address the components of framing the learning and student-centered instruction. Every lesson will include a clear mastery objective as well as activities that are aligned to the mastery objective, and checking for understanding to ensure student mastery. Additionally, every lesson will provide for opportunities for student discourse through means such as Think-Pair-Share or Socratic Seminars.</p> <p>Ms. Wallace's written/typed plans will incorporate all of the necessary elements of framing and must be inclusive of student centered learning activities (see above) that will assist students with demonstrating mastery of the objectives.</p> <p>Ms. Wallace's lessons will include strategies from SST I that address the elements of framing the learning and student discourse.</p>	

APPENDIX G CONTINUED

<p>Ms. Wallace will develop and implement lessons designed for mastery and critical thinking.</p>			<p>Student data will be collected from the informal and formal observations to show student demonstration of mastery. (formative and summative assessments)</p> <p>Artifacts: Successful Completion of SST I (certificate), Informal and Formal Observation Reports, Student Work Samples, Meeting Notes</p>	
<p>Ms. Wallace will accompany the RT and SDT to observe a variety of lessons both in her content and outside of her content and note the elements of effective framing and student centered instruction, specifically student discourse, that promote critical thinking and student mastery of curricular objectives. (May 20XX)</p>	<p>RT, SDT, Informal and Formal Observation Forms, professional leave for Ms. Wallace</p>	<p>All parties will complete the informal observation chart to collect data during observations and then compare their findings and discuss ways Ms. Wallace could implement those same strategies to her own lessons. The SDT, RT, and Assistant Principal will conduct at least one formal and one informal observation of Ms. Wallace's class during the first quarter of the FY 20XX school year.</p> <p>Artifacts: Informal and Formal Observation Forms, student data from Pinnacle (formative and summative results), and meeting notes</p>	<p>Ms. Wallace will implement lessons that effectively frame the learning and incorporate student discourse as observed in her observations of peers. (1st quarter of next school year)</p>	
<p>Ms. Wallace will review student data to monitor the success of the strategies implemented as noted above.</p>	<p>RT, Student Feedback Questionnaire, and Pinnacle (summative and formative assessments)</p>	<p>The RT will view student data from the sources listed below and then discuss the data with Ms. Wallace.</p> <p>Artifacts: Student data from sources such as Pinnacle, formative and summative assessments, and student feedback</p>	<p>The effectiveness of Ms. Wallace's implementation of elements of framing and student centered instruction will be monitored through the student data.</p> <p>Ms. Wallace's students will demonstrate mastery consistent with others in like courses for like assignments.</p>	

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