
Framework for Teacher Evaluation

The Teacher Evaluation Process Guide



2018-2019



Table of Contents

This is an interactive Table of Contents. If you would like to go to any item listed, simply click anywhere on the line it is referenced and you will be taken to that item.

- Background..... 1
- Overview 2
- Changes in the Teacher Evaluation Process 2
- Exempt and Pilot Teacher Groups 2017-2018 5
- Frequency of Evaluation 7
- Final Evaluation..... 8
- Roles, Responsibilities, and Resources..... 9
- Evaluation Timeline 14
- Observation..... 15
- Professional Practice (Domains 1-4) 17
 - Domain 1: Planning and Preparation 18
 - Domain 2: The Classroom Environment..... 19
 - Domain 3: Instruction 19
 - Domain 4: Professional Responsibilities..... 20
 - Domain 5: Student Growth..... 21
- Student Learning Objectives (SLOs)..... 23
- Frontline Employee Evaluation (formerly OASYS)**Error! Bookmark not defined.**
 - Goal Setting Conference..... 30
 - Mid-Year Review 30
 - Final Evaluation Conference 31
 - Scoring System 32
 - Overall Rating..... 33
- Action Plan Process 37
 - Timeline for Non-tenured Teachers..... 38
 - Timeline – Year 1 Tenured Teachers..... 40
 - Timeline – Year 2 42
- Certification Information 43
- Supports for Non-Tenured Teachers 45
- Professional Learning Opportunities for all Staff 46

Charlotte Danielson, *Framework for Teaching and Evaluation Instrument*, 2013
Edition48

This is an interactive Table to get to the Danielson Domains directly. If you would like to go to any item listed, simply click anywhere on the line it is referenced and you will be

DANIELSON DOMAIN QUICK LINK TABLE

DOMAIN 1 • PLANNING AND PREPARATION

- 1a. • Demonstrating Knowledge of Content and Pedagogy
- 1b. • Demonstrating Knowledge of Students
- 1c. • Setting Instructional Outcomes
- 1d. • Demonstrating Knowledge of Resources
- 1e. • Designing Coherent Instruction
- 1f. • Designing Student Assessments

DOMAIN 2 • THE CLASSROOM ENVIRONMENT

- 2a. • Creating an Environment of Respect And Rapport
- 2b. • Establishing a Culture for Learning
- 2c. • Managing Classroom Procedures
- 2d. • Managing Student Behavior
- 2e. • Organizing Physical Space

DOMAIN 3 • INSTRUCTION

- 3a. • Communicating with Students
- 3b. • Using Questioning and Discussion Techniques
- 3c. • Engaging Students in Learning
- 3d. • Using Assessment in Instruction
- 3e. • Demonstrating Flexibility and Responsiveness

DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES

- 4a. • Reflecting on Teaching
- 4b. • Maintaining Accurate Records
- 4c. • Communicating with Families
- 4d. • Participating in the Professional Community

-
- 4e. • Growing and Developing Professionally
 - 4f. • Showing Professionalism

Background

In 1997, the Howard County Public School System (HCPSS) implemented *The Framework for Excellence in Teaching and Learning*, a new teacher evaluation system based on Charlotte Danielson's *Framework for Teaching*. The HCPSS version, which added an Interpersonal Skills domain and minor other adjustments to Danielson's original, served as a self-assessment rubric to guide teachers and administrators in goal-setting and reflective practices as part of the professional growth and evaluation process.

In 2007, the *Framework for Excellence in Teaching and Learning* was revised to include clarifying language and the addition of an indicator to underline the HCPSS's commitment to cultural proficiency. Later, a workgroup convened to modify the evaluation process and streamline the forms and evaluation options.

The Maryland Education Reform Act of 2010 created a new expectation for Maryland educators: to demonstrate effectiveness, teachers and principals must show they can successfully improve student learning. The law established that student growth would become a significant factor in the evaluation of teachers and principals. Signaling its commitment to ensuring that all students are college and career ready, the Maryland State Department of Education (MSDE) made the development of a teacher and principal evaluation system central to its Race to the Top Application in May 2010. Under MSDE guidelines, Local Education Agencies (LEAs) were given the choice to use the State's teacher evaluation model or develop their own. MSDE guidelines included the requirement that 50% of a teacher's evaluation be based on evidence of professional practice and 50% on student growth measures. MSDE further clarified that, within student growth, 20% of a teacher's evaluation consists of growth in student learning as measured by the Maryland School Assessment (MSA) (for teachers of state assessed courses grades 4-8). For high school teachers of Maryland High School Assessed (HSA) courses, the HSA must be a component of their evaluation for student growth. This does not apply to co-teachers of HSA courses. In the future, LEAs will transition to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments to measure student learning in place of the MSA and HSA.

The HCPSS has adopted the Charlotte Danielson, *Framework for Teaching*, 2013 Edition as the foundation for the professional practice component of the model. Information about the Danielson Framework can be found at <http://www.danielsongroup.org>. Resources to support the HCPSS Teacher Evaluation Process can be found in the HCPSS Teacher Evaluation Community in Canvas: <https://hcpss.instructure.com/courses/34450>

Workgroups consisting of teachers, school administrators, Department of Education staff, and Howard County Educator Association (HCEA) and Howard County Administrators Association (HCAA) representatives took part in designing the HCPSS teacher evaluation model. The HCPSS submitted its model to MSDE in December 2012 and it was subsequently approved. One hundred and twenty teachers across ten schools participated in a pilot of the new teacher evaluation model in the 2012-2013 school year. The evaluation model was refined as a result of the feedback from the pilot schools. The 2013-2014 school year marked the first year of the systemwide implementation of this teacher evaluation process.

Overview

This *HCPSS Framework for Teacher Evaluation Process Guide* outlines the processes and tools to be used in the teacher evaluation process and includes rubrics that paint a vivid portrait of effective practice. The evaluation process is designed to promote rigorous standards of professional practice and encourage professional learning. When used as the foundation for mentoring and professional learning and evaluation processes, it will assist teachers in becoming more effective practitioners and lead to increased student achievement.

This guide includes explanations of:

- Changes in the HCPSS Teacher Evaluation Process
- Teacher observation processes
- The Charlotte Danielson, *Framework for Teaching*, 2013 Edition (Domains 1-4)
- Student Growth (Domain 5)
- Frontline Employee Evaluation System
- Processes for supporting and evaluating teachers who have been rated as ineffective
- Teacher certification
- Supports for non-tenured staff
- Parameters and Supports for Alternative Evaluation Models for Certificated Staff
- Professional learning opportunities

Teacher Evaluation Process Essentials

All school districts in Maryland were required to implement a new teacher evaluation system that accounts for both professional practice and student growth in compliance with federal and state mandates. Each district was given the option of developing its own evaluation within certain state mandated guidelines or choosing the MSDE developed evaluation. The HCPSS chose to develop its own evaluation within state mandated guidelines.

The evaluation process assesses professional practice using the Charlotte Danielson, *Framework for Teaching*, 2013 Edition. This is an update of the framework used to develop the evaluation system previously used in the HCPSS. The use of the 2013 Framework allows us to benefit from ongoing national research on teacher practice and use resources that have been developed across the country to support professional growth.

The HCPSS Teacher Evaluation Process involves goal setting, mid-year review, and final evaluation components. To assist with the processes of setting goals, assessing performance, and demonstrating growth, this document includes the Charlotte Danielson, *Framework for Teaching and Evaluation Instrument*, 2013 Edition. The instrument contains rubrics to be used in observation and artifact collection that describe the level of teacher performance in each Domain area. The requirements for a new teacher evaluation process align the expectations for effective teacher practice with high expectations for student growth. Student growth is evidenced with multiple data points over a specified period of time in addition to periodic state assessments.

**CLICK HERE TO RETURN TO
THE TABLE OF CONTENTS**

Table 1 shows the evaluation model proposed to MSDE for all eligible teachers for the 2018-2019 school year.

Table 1

	Most Teachers	Percentage
Professional Practice: The Danielson Framework 80%	Planning and Preparation	20%
	The Classroom Environment	20%
	Instruction	20%
	Professional Responsibilities	20%
Student Growth 20%	Student Learning Objective (SLOs)	20%

SLOs will be selected or generated by teachers in consultation with evaluators.

Evaluation Processes

- Every teacher will be evaluated every year. All teachers of record will be reassessed on student growth goals each year through a Student Learning Objective (SLO Domain 5).
- Classroom observation is the only evaluation option for assessing professional practice in Domains 2 and 3. Teacher and administrator provided artifacts will be used to assess Domains 1 and 4.
- A teacher’s final evaluation consists of his/her level of performance within Charlotte Danielson, *Framework for Teaching*, 2013 Edition (80% Domains 1-4) and measures of student growth (20% Domain 5).
- The final evaluation will be determined using a scoring system with weighted ratings for Domains 1-5.
- A teacher’s final evaluation will result in a performance rating of highly effective, effective, or ineffective.

Evaluation Tools

- Use of the [Charlotte Danielson, Framework for Teaching, 2013](#) as the foundation for growth in professional practice.
- Use of the [Charlotte Danielson, Framework for Teaching and Evaluation Instrument](#), 2013 Edition (rubric) to guide assessment of teacher performance levels within the four domains for professional practice.
- Use of the Frontline Employee Evaluation System to record the goal setting, mid-year, and final evaluation conferences, receive feedback on targets for growth in professional practice and SLOs, and post data, evidence, and artifacts related to components of student growth and the components of Domains 1 and 4, and observations.

Alternative Evaluation Models 2018-2019

In the 2018-2019 school year, almost all teaching positions will be evaluated using the process outlined in this guide and supported through resources linked through the [HCPSS Teacher Evaluation CANVAS Community](#). There are some revised alternative evaluation models for the 2018-2019 school year. These positions and processes are included in the table below. Resources for alternative evaluation models can be found in the [HCPSS Teacher Evaluation CANVAS Community](#), click the button: [Resources for Alternative Evaluation Models](#).

Position	On-Cycle Full Evaluation Year	Off-Cycle Evaluation Year	Lead Evaluator
Adapted Physical Education Teachers	Process for professional practice includes observation and artifact submission. (use the Support Teacher Rubric). NO SLO	Process for growth measure completed through yearly goal setting.	Coordinator, County-wide Services, Emily Kinsler
Alternative Education Teachers	Process for professional practice includes observation and artifact submission. (use the Alternative Education Rubric) and submission of Alternative Education School Program Plan, NO SLO	Submission of Alternative Education School Program Plan to Alternative Education Coordinator, Jennifer Peduzzi	Principal (Alternative Education monitors and assesses submitted Alternative Education School Program Plan.)
Crisis Intervention Teachers	Process for domains 1-4 same as classroom teachers, NO SLO	Carry-over score for professional practice, no SLO	Principal
Diagnostic Staff <ul style="list-style-type: none"> • Audiologists • Infant and Toddlers Team • Child Find Team • In Depth Team 	Exploring options for new evaluation models	Exploring options for off cycle	Exempt from evaluation
Health Assistants	Written evaluation is a culmination of ongoing observation and feedback, (use the Health Assistant Rubric) NO SLO		Coordinator, Health Services, Kerri Wagaman
Position	On-Cycle Full Evaluation Year	Off-Cycle Evaluation Year	Lead Evaluator
Library Media Specialists (Elementary)	Process for professional practice includes observation and artifact submission, (use LMS Rubric) ONE SLO	Carry-over score for professional practice, one SLO	Principal

**CLICK HERE TO RETURN TO
THE TABLE OF CONTENTS**

Library Media Specialists (Secondary)	Process for professional practice includes observation and artifact submission, (use LMS Rubric) NO SLO	Carry-over score for professional practice, no SLO	Principal
Math Instructional Support Teachers (Secondary)	Process for professional practice includes observation and artifact submission, (use Instructional Specialist Rubric) NO SLO	100% carryover. Self-selected leadership goals are reviewed quarterly. Participate in Peer-to-Peer (P2P) Coaching/Consulting Protocol.	Coordinator, Secondary Mathematics, Jon Wray
Math Support Teachers (Elementary)	Process for professional practice includes observation and artifact submission, (use Instructional Specialist Rubric) MST sets 2 measurable goals for the year, NO SLO	100% carryover. MST sets 2 measurable goals for the year.	Coordinator, Elementary Mathematics, John SanGiovanni
Occupational Therapists	Process for professional practice includes observation and artifact submission (use the Related Service Provider Rubric). NO SLO	Process for growth measure completed through yearly goal setting.	Coordinator, County-wide Services, Emily Kinsler
Physical Therapists	Process for professional practice includes observation and artifact submission (use the Related Service Provider Rubric) NO SLO	Process for growth measure completed through yearly goal setting.	Coordinator, County-wide Services, Emily Kinsler
Pupil Personnel Workers	Process for professional practice includes observation and artifact submission (use the Pupil Personnel Worker Rubric), NO SLO	Yearly Goal Setting conversation with Coordinator Pupil Support Services, Restia Whittaker	Coordinator, Pupil Support Services, Restia Whittaker

Position	On-Cycle Full Evaluation Year	Off-Cycle Evaluation Year	Lead Evaluator
Reading Support Teachers (Elementary)	Process for professional practice includes observation and artifact submission, (use Instructional Specialist Rubric) RST sets 2 measurable goals for the year, NO SLO	100% carryover. RST sets 2 measurable goals for the year.	Coordinator, Elementary Language Arts, Stephanie Milligan
Special Education Teachers, Secondary Non-Teaching ITLs ONLY	Process for evaluating Domains 1-4 same as classroom teachers NO SLO	Carry-over score for professional practice no SLO	Principal

Speech & Language Pathologists	Process for professional practice includes observation and artifact submission (use the Related Service Provider Rubric). NO SLO	Process for growth measure completed through yearly goal setting.	Coordinator, County-wide Services, Emily Kinsler
School Counselors	Process for professional practice includes observation and artifact submission (use Counselor Framework and Rubric) ONE Standardized Based Growth Goal	Carry-over score for professional practice, one standard's based growth goal.	Principal
School Psychologists	Process for professional practice includes observation and artifact submission. (use the Psychologist Framework and Rubric) NO SLO	Carry-over score for professional practice, one standard's based growth goal.	Coordinator, School Psychology & Instructional Intervention, Cynthia Schuelmeyer
Teachers of the Blind And Visually Impaired	Process for professional practice includes observation and artifact submission (use the Support Teacher Rubric), NO SLO	Process for growth measure completed through yearly goal setting	Coordinator, County -wide Services, Emily Kinsler
Teachers of the Deaf And Hard of Hearing	Process for professional practice includes observation and artifact submission (use the Support Teacher Rubric), NO SLO	Process for growth measure completed through yearly goal setting	Coordinator, County- wide Services, Emily Kinsler
Transition Teachers	Process for evaluating domains 1-4 same as classroom teachers, NO SLO	Same as classroom teachers, NO SLO	Principal

Frequency of Evaluation

Teachers will be evaluated on a yearly basis consistent with the terms and conditions set forth in this guide and supported through resources linked through the [HCPSS Teacher Evaluation CANVAS Community](#). Principals determine the evaluation cycle of their teachers. The evaluation requirements may need to be modified in any given year based upon circumstances.

Classroom observations of teacher's professional practice will be conducted by non-evaluative and evaluative observers who have completed training that includes identification of teaching behaviors that result in student growth. Classroom observations play a role in the evaluation system, at a minimum, in the following ways:

- An evaluation of a teacher's professional practice will be based on at least two (2) observations during the school year for tenured staff in a full evaluation year and at least four (4) observations during the school year for non-tenured staff in a full

evaluation year.

- An evaluation report that evaluates a teacher as ineffective will include at least one (1) observation by an individual other than the immediate supervisor.

All tenured teachers will be formally evaluated each year.

On a 3-year evaluation cycle, tenured teachers will be assessed on both professional practice and student growth. Tenured teachers will be evaluated at least once annually in the following ways:

- In the first year of the evaluation cycle, tenured teachers will be evaluated on both professional practice and student growth.
- If in the first year of the evaluation cycle a tenured teacher is determined to be highly effective or effective, then in the second year of the evaluation cycle, the tenured teacher will be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data.
- If in the second year of the evaluation cycle a tenured teacher is determined to be highly effective or effective, then in the third year of the evaluation cycle, the tenured teacher will be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data.
- At the beginning of the fourth year, the evaluation cycle will begin again as described above.
- In any year, a principal may determine or a tenured teacher may request that the evaluation be based on a new review of professional practice along with student growth. All non-tenured teachers will be formally evaluated each year. During the first three (3) years of a teacher's evaluation cycle, he/she will be assessed in both professional practice and student growth. Teachers, who previously established tenure in another Maryland system and were rated "Effective" or "Highly Effective" will be tenured after one year in HCPSS if determined "Effective" or "Highly Effective." Newly hired teachers, who were tenured in states other than Maryland, will have a non-tenured period of 3 years.

Non-tenured teachers and teachers rated as Ineffective.* All non-tenured teachers and tenured teachers rated as ineffective will be assessed annually on student growth and professional practice.

**See pages 37-42 for Action Plan Process*

Final Evaluation

The final evaluation report will be completed and shared with the teacher who is the subject of the evaluation.

Prior to the end of the school year, teachers will have access to their evaluation report in the Frontline Employee Evaluation System prepared by their evaluators within five (5) school days after it is completed, but not later than the last duty day for ten-month teachers. The report will provide an opportunity for written comments and reactions by the teacher who was evaluated and

will include a statement that indicates, “The electronic signature of the teacher does not necessarily indicate agreement with the evaluation report.”

No evaluation report will be submitted to the Division of Human Resources and Leadership Development, placed in the teacher’s file, or otherwise acted upon without a prior conference with the teacher. All evaluation documentation including the Evaluation Summary Report will be housed in the Frontline Employee Evaluation System. It is not necessary to send copies of final Evaluation Summary Reports to the Division of Human Resources and Leadership Development. Teachers have access to all evaluation documentation through their Frontline Employee Evaluation System account throughout the school year. Teachers and administrators may download and print the forms for their own records if they choose.

Roles, Responsibilities, and Resources

In most cases the principal is the primary evaluator for each teacher and must sign off on the final evaluation document. The principal may assign an Assistant Principal to support the evaluation process. The primary evaluator for some staff members may be the appropriate program coordinator (e.g., Psychologists, Reading Support Teachers, Math Support Teachers, Math Instructional Support Teachers). *See chart above.*

This year, Coordinator for Countywide Services, Emily Kinsler will be the primary evaluator for all Support Teachers (Teachers of the Blind and Visually Impaired, Teachers of the Deaf and Hard of Hearing, and Adapted Physical Education Teachers) and Related Service Providers (Occupational Therapists, Physical Therapists and Speech & Language Pathologists) have Occupational Therapists and Speech and Language Pathologists). School based administrators will assist in completing required observations. Principals and Coordinator will collaborate on other evaluation areas to provide comprehensive review and support of the staff members’s skills and needs.

Process for all teachers in a full evaluation year:

Evaluation of Professional Practice (Domains 1-4) and Student Growth (Domain 5)

The role of the evaluator/designated evaluator with respect to teachers/staff who are assessed for both professional practice and student growth:

- The evaluator conducts a goal-setting conference at the beginning of year, no later than October 21st.
- In collaboration with the teacher, the evaluator:
 - Affirm that the correct view (On or Off cycle) is in their Frontline Work Flow.
 - Reviews and approves the teacher’s SLOs which the teacher has completed in the Frontline Employee Evaluation System.

- The evaluator conducts observations. Observations may be announced or unannounced.
- The evaluator conducts a minimum of two (2) observations for tenured teachers, one each semester.
- The evaluator conducts a minimum of four (4) observations for non-tenured teachers, two (2) each semester. At least one (1) observation may be conducted by curricular program staff.
- An evaluation report that evaluates a teacher as ineffective includes at least one (1) observation by an individual other than the immediate supervisor.
- The evaluator conducts a mid-year review conference to monitor progress and provide feedback on all goals.
- The evaluator schedules a final evaluation conference with the teacher at the end of the school year.
- No later than five (5) days prior to the final evaluation conference, the teacher finalizes the uploading of artifacts as documentation of their level of performance in each component for Domain 1 (Planning and Preparation) and Domain 4 (Professional Responsibilities) as well as documentation to show student achievement of the SLO targets. Artifacts may be uploaded throughout the school year. At least one (1) artifact for each component in Domains 1 and 4 must be uploaded in the Frontline Employee Evaluation System. The evaluator scores the artifacts. The evaluator conducts a final evaluation conference with the teacher to review the artifacts for Domains 1 and 4, the Student Growth components of the evaluation, and the teacher's final Evaluation Summary Report in the Frontline Employee Evaluation System. All evaluation forms will be stored electronically in the Frontline Employee Evaluation System. Teachers and administrators may download and print the forms for their own records if they choose.
- The principal and teacher both provide electronic signatures on the final evaluation in the Frontline Employee Evaluation System.
- The report will provide an opportunity for written comments and reactions by the teacher who was evaluated and will include a statement that indicates, "The electronic signature of the teacher does not necessarily indicate agreement with the evaluation report."

Process for tenured teachers who are not in a full evaluation year: Evaluation of Student Growth (Domain 5)

The role of the evaluator/designated evaluator with respect to teachers who are formally assessed for Student Growth only:

- All classroom teachers shall complete annually, in consultation with the primary evaluator, the SLO Form. SLOs are completed between September 21st and October 19th each year. Revision will be approved by the primary evaluator and finalized within ten (10) calendar days after mutual agreement is reached, but no later than October 31st.
- Teachers who only teach quarter/semester courses may have adapted requirements based on course length.
- In collaboration with the teacher, the evaluator:

- Reviews and approves the teacher’s SLO which the teacher has completed in the Frontline Employee Evaluation System.
 - The evaluator conducts a mid-year evaluation conference to monitor progress and provide feedback.
 - The evaluator schedules a final evaluation conference with the teacher at the end of the school year. The teacher uploads documentation to show student achievement of the SLO targets no later than five (5) days prior to the final evaluation conference.
 - The evaluator indicates the level of achievement of the SLO target in the Frontline Employee Evaluation System and conducts a final evaluation conference with the teacher to review the Student Growth components of the evaluation and also review the teacher’s final Evaluation Summary Report in the Frontline Employee Evaluation System.
- All evaluation forms will be stored electronically in the Frontline Employee Evaluation System.
 - Teachers and administrators may download and print the forms for their own records if they choose.
 - The principal and teacher review the final Evaluation Summary Report.
 - The principal and teacher both provide electronic signatures on the final evaluation in the Frontline Employee Evaluation System.
 - The report will provide an opportunity for written comments and reactions by the teacher who was evaluated and will include a statement that indicates, “The electronic signature of the teacher does not necessarily indicate agreement with the evaluation report.”

Process for teachers who are out on leave for a significant portion of the school year.

Due to unforeseen circumstances or use of sick, maternity or family leave, a teacher may be out of the classroom for an extended period of time. Situations such as these may make it difficult for school administrators to conduct the required number of observations or create a situation where a substitute teacher provided a significant portion of the instruction for SLO targets in the period between October 1st and May 31st.

In such cases, a principal may choose to defer the teacher’s evaluation to the following school year. To accomplish this the principal will:

- Keep the appropriate Community Superintendents and Performance, Equity, and Community Response Officers, and Director of Teacher and Paraprofessional Development informed.
- Notify the teacher of the change in his/her evaluation cycle.
Enter a brief comment on the principal’s electronic signature page in the Frontline Employee Evaluation System indicating the deferral of the evaluation process and related circumstances and have the teacher do the same on his/her electronic signature page.

Note that teachers who do not have scores entered for Domain 1 or 4 and/or SLO attainment will likely have a rating of Ineffective on their final Evaluation Summary Report in the Frontline Employee Evaluation System. The principal's comments should address this.

- Principals may make note of any areas of concern, if needed, in the comment section of the relevant Domain or SLO evaluation screens or the electronic signature page in the Frontline Employee Evaluation System.

Below are some possible scenarios related to SLOs which may occur and the decision and rationale for how the situation should be handled. Principals with questions or concerns should address those directly with their respective Performance Equity, and Community Response Officers, Community Superintendents and the Director of Teacher and Paraprofessional Development.

Table 2

Scenario	Decision and Rationale
A teacher is hired in November (or later) of the current school year in an area where one SLO is required.	This teacher will be required to complete SLOs for the current school year, but will have a few options as to how this is accomplished. First, s/he may use already collected baseline data for assigned students if the data aligns to the current SLO. It is suggested that if s/he uses a pre-existing SLO and baseline data that s/he administer a short, informal assessment to students to ensure that the baseline is relatively accurate. This teacher may also design his or her own SLO and collect baseline data based on this developed SLO. However, the defined targets should be adjusted to account for the instructional time that a teacher missed with the students; not based on 180 days.
A teacher is hired after the LAST day of the first semester in the current school year in an area where one SLO is required.	Teachers in this scenario will NOT be required to have an SLO count towards their overall evaluation. Their evaluation will be totally comprised of Professional Practice. There will be training modules developed to help late hires understand SLOs; this will be part of their orientation. A teacher who has been transferred and has experience completing SLOs may be allowed to complete SLOs covering a shorter time period (e.g., instructional interval of a marking period). For teachers who choose to complete SLOs, only the attainment categories of “Partial” or “Full” Attainment are possible.
A teacher is out on extended leave (i.e., six (6) weeks or longer) that was approved, but unexpected.	An SLO revision form will be developed for such situations that will allow for the teacher and evaluator to revise the SLO upon the teacher’s return. The SLO revision form will include options related to either adapting targets and/or revising measures used to demonstrate student growth.

Evaluation Timeline

Table 3

Timeline	Action	Admin.	Teacher in a Full Evaluation Year Assessed in Professional Practice and Student Growth	Teacher Assessed in Student Growth Only	Evaluation Document
Between September 21st October 19th	Goal Setting Conference	Affirms whether teacher is in Full or SLO ONLY Evaluation Cycle and reviews and approves SLO	Sets annual SLO targets in collaboration with evaluator.	Sets annual SLO targets in collaboration with evaluator.	Completes SLO Forms in the Frontline Employee Evaluation System
Fall Semester	Demonstrate critical attributes through observation; collect artifacts	Observes; collects evidence and artifacts	Prepares for observation(s); collects artifacts; Implements lessons and assessments; collects student progress data	Implements lessons and assessments; collects student progress data	Observation Assessment in the Frontline Employee Evaluation System
By February 1st	Mid-Year Progress Review	Reviews teacher's progress in Professional Practice and/or Student Learning Objectives	Confirms/ revises goals; reflects on progress towards Student Learning Objectives; brings artifacts and data to support progress	Confirms/revises goals; reflects on progress towards Student Learning Objectives; brings artifacts and data to support progress	Mid-year Review in the Frontline Employee Evaluation System
Spring Semester	Demonstrate critical attributes through observation; collect artifacts	Observes; collects artifacts	Prepares for observation(s); collects artifacts	Implements lessons and assessments; collects student progress data	Observation Assessment in the Frontline Employee Evaluation System
By the End of the School Year	Final Evaluation Conference	Completes final evaluation using Frontline Employee Evaluation System and shares the evaluation with the teacher	Presents documentation of professional practice goal achievement, student performance data, and prepares an oral reflection to share with the evaluator	Presents documentation of student performance data; reflects on teaching	2013 Charlotte Danielson <i>Framework for Teaching Evaluation Instrument</i> ; Final Evaluation Form in the Frontline Employee Evaluation System

Observation

Definition

An observation is defined as a formal assessment of a teacher’s performance in **Classroom Environment (Domain 2)** and **Instruction (Domain 3)** conducted by the principal, assistant principal, or any other certificated-supervisory personnel as approved by the Superintendent/designee. Classroom observations of teachers’ professional practice will be conducted by certificated-supervisory personnel who have completed training that includes identification of teaching behaviors that result in student growth. Teachers will be informed, in writing, if they will be formally evaluated in a given year. Support received from resource teachers, new teacher mentors, discipline-specific support teachers and any other teacher level position will be intended solely for the purpose of helping the teacher improve. The observation typically occurs in a classroom or teaching area in which the teacher facilitates teaching and learning with a group of students. An observation generally should last an entire instructional period. An observation, announced or unannounced, will be conducted with the full knowledge of the teacher.

The Teacher Announced/Unannounced Observation Assessment will be accessible in Frontline Employee Evaluation System to the teacher within five (5) school days after the observation. A post-observation conference will be held at the request of the teacher or observer. When the observation has been confirmed by the observer, the teacher will provide an electronic signature in Frontline Employee Evaluation System by clicking on the “Acknowledge” tab.

Figure 1

The screenshot displays the 'Employee Evaluation' interface for user 'Howard *TDL'. It features a sidebar with 'Professional Development' options like 'My Info', 'My Evaluations', and 'Account Options'. The main area shows an 'Evaluation 07/01/2016 - 06/30/2017' with details for the user and evaluation type. Below this is a table of evaluation components with columns for 'Component Name', 'Progress', and 'Status'. The 'Teacher Announced Observation Assessment' component is highlighted in green, indicating it is 'In Progress', while others are 'Incomplete'.

Component Name	Progress	Status
Student Learning Objectives	0 of 3	Incomplete
Teacher Domain 1: Planning and Preparation Review	0 of 2	Incomplete
Teacher Announced Observation Assessment	0 of 3	In Progress
Teacher Unannounced Observation Assessment	0 of 2	Incomplete
Teacher Domain 4: Professional Responsibilities Review	0 of 2	Incomplete
Mid-Year Evaluation	0 of 2	Incomplete
Teacher Summative	0 of 2	Incomplete
FFT Walkthrough	0 of 1	Incomplete

Access level of performance assigned to each component within 5 school days.

Show
observed
create

A statement will be included that indicates that the signature of the teacher does not necessarily indicate agreement with the Observation Assessment summary report. The individual being observed will have an opportunity to provide written comments and responses by uploading a document in the Observer Evidence/Post Observation Artifacts or within the box provided at the signature prompt. **A teacher receiving an unsatisfactory rating in any component will receive a written explanation of the reasons for the unsatisfactory and written recommendations for improvement.**

Description

An announced observation includes:

- A **pre-observation conference** for a discussion of the teacher’s proposed lesson or activity and how selected professional learning goals will be addressed. This conference may be a formally scheduled meeting between the teacher and observer or may be a more informal exchange (either verbal or written). The observer and teacher may discuss areas on which to focus that relate to school improvement goals, the teacher’s professional goals, and the process that will be used to record data and observations of teacher and student behaviors.
- An observation of the lesson or activity consists of a description of observable evidence/data of teacher and student behaviors, followed by alignment of the recorded evidence with the Domains, components, and elements of the 2013 Charlotte Danielson Framework for Teaching using the observation workflow in the Frontline Employee Evaluation System.
- The evaluator rates the evidence using the Charlotte Danielson, *Framework for Teaching and Evaluation Instrument*, 2013 Edition to determine levels of performance. The observer completes the workflow by identifying areas of strength, areas for growth, recommendations and comments as appropriate.
- A **post-observation conference** will provide the opportunity for the teacher and observer to share reactions to the lesson, reflect, and set goals using the Charlotte Danielson, *Framework for Teaching and Evaluation Instrument*, 2013 Edition and following learning-focused conversation protocols. The observer may offer suggestions for improvement and discuss progress within Professional Practice (Domains 1-4) and Student Growth (Domain 5) as appropriate.

An unannounced observation includes:

- An observation of the lesson or activity includes a description of observable evidence/data of teacher and student behaviors, followed by alignment of the recorded evidence with the Domains, components, and elements of the Charlotte Danielson, *Framework for Teaching*, 2013 Edition using the observation workflow in the Frontline Employee Evaluation System.
- The observer rates the evidence using Charlotte Danielson, *Framework for Teaching and Evaluation Instrument*, 2013 Edition to determine levels of performance. The observer completes the workflow by identifying areas of strength, areas for growth, recommendations and comments as appropriate.

- A **post-observation conference** will provide the opportunity for the teacher and observer to share reactions to the lesson, reflect, and set goals, using the Charlotte Danielson, *Framework for Teaching and Evaluation Instrument*, 2013 Edition and following learning-focused conversation protocols. The observer may offer suggestions for improvement and discuss progress within Professional Practice (Domains 1-4) and Student Growth (Domain 5) as appropriate.

Professional Practice (Domains 1-4)

The Charlotte Danielson, *Framework for Teaching*, 2013 Edition encompasses Professional Practice across four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Teachers are assessed in all four domains of professional practice during full evaluation years. A rating will be assigned to each Domain area using observation, artifacts, and other qualitative tools that are the basis for decision-making.

The following pages contain the components, elements and examples of evidence/artifacts.

The sample artifacts and evidence listed below are illustrative in nature and **do not** represent a comprehensive list. Artifacts for Domains 1 and 4 will be evaluated based upon the rubrics in the Framework for Teaching Evaluation Instrument. (The artifact lists below have been edited to include proficient and distinguished examples and diversity, equity, and inclusion.)

Domain 1: Planning and Preparation	
Component/Element	Possible Evidence/Artifacts
1a. Demonstrating Knowledge of Content and Pedagogy Content knowledge, Prerequisite relationships, Content pedagogy	<ul style="list-style-type: none"> ● Unit plans, lesson plans, and/or assignments incorporating best practices ● Sharing of content knowledge with peers ● Pre-service and in-service training transcripts ● Active involvement in Professional Learning Communities (logs, team agendas) ● A teacher-developed list of common student misperceptions
1b. Demonstrating Knowledge of Students Child development, Learning process, Special needs, Student skills, knowledge and proficiency, Interests and cultural heritage	<ul style="list-style-type: none"> ● Unit plans, lesson plans, and/or assignments ● Communication with families ● Instructional grouping techniques ● Completed student profile worksheets ● Index cards with student information ● Lesson plans reflecting differentiated instruction, awareness of students needing accommodations and developmental and cognitive readiness
1c. Setting Instructional Outcomes Value, Sequence and alignment, Clarity, Balance, Suitability for diverse learners	<ul style="list-style-type: none"> ● Unit plans and/or lesson plans (show relationship to district curriculum and state standards) ● Curriculum map ● Evidence of modified curriculum (intervention plans, IEPs, enrichment) ● PLC/Team agendas and minutes that include unit/lesson planning notes
1d. Demonstrating Knowledge of Resources For classroom, To extend content knowledge, For students	<ul style="list-style-type: none"> ● Unit plans and/or lesson plans ● Evidence of collaboration and learning with peers and colleagues ● Record of human resources used (i.e., speakers, parent volunteers, civic groups, museums, classroom visitors, field trips) ● Demonstration/use of school/community resources ● List of resources with varying levels to accommodate students
1e. Designing Coherent Instruction Learning activities, Instructional materials and resources, Instructional groups, Lesson and unit structure	<ul style="list-style-type: none"> ● Unit plans and/or lesson plans showing progression of conceptual complexity ● Curriculum map ● Teacher and student reflection of lessons, learning, or feedback (written or oral) ● Intellectually challenging tasks ● Differentiated materials ● Meaningful/respectful tasks
1f. Designing Student Assessments Congruence with outcomes, Criteria and standards, Formative assessments, Use for planning	<ul style="list-style-type: none"> ● Varied assessment techniques meeting all learning styles ● Performance assessment tasks ● Rubrics ● Student-designed assessment ● Assignments and assessments including standards that are clearly identified

Domain 2: The Classroom Environment	
Component/Element	Possible Evidence/Artifacts
2a. Creating an Environment of Respect and Rapport Teacher interaction with students, Student interaction with students	<ul style="list-style-type: none"> ● Interactions between teacher and students and among students
2b. Establishing a Culture for Learning Importance of content, Expectations for learning and achievement, Student pride in work	<ul style="list-style-type: none"> ● Student pride in work ● Energy and commitment of the teacher
2c. Managing Classroom Procedures Instructional groups, Transitions, Materials and supplies, Non- instructional duties, Supervision of volunteers and paraprofessionals	<ul style="list-style-type: none"> ● Efficient functioning of the classroom ● Organization of supplies/resources ● Smooth transitions ● Effective use of adults in the classroom
2d. Managing Student Behavior Expectations, Monitoring behavior, Response to misbehavior	<ul style="list-style-type: none"> ● Student conduct ● Teacher response to student behavior
2e. Organizing Physical Space Safety and accessibility, Arrangement of furniture and resources	<ul style="list-style-type: none"> ● Physical space is conducive to instruction ● Safety guidelines/regulations are adhered to

Domain 3: Instruction	
Component/Element	Possible Evidence/Artifacts
3a. Communicating with Students Expectations for learning, Directions and procedures, Explanations of content, Use of oral and written language	<ul style="list-style-type: none"> ● Clarity of teacher directions and explanations
3b. Using Questioning and Discussion Techniques Quality of questions, Discussion techniques, Student participation	<ul style="list-style-type: none"> ● Quality and rigor of teacher and student questions and of the discussion ● High-level questions posed for all students ● Various techniques employed to maximize participation
3c. Engaging Students in Learning Activities and assignments, Student groups, Instructional materials and resources, Structure and pacing	<ul style="list-style-type: none"> ● Quality of student activities ● Structure and pacing of the lesson ● A variety of cooperative/interactive learning processes
3d. Using Assessment in Instruction Assessment criteria, Monitoring of student learning, Feedback to students, Student self-assessment and monitoring	<ul style="list-style-type: none"> ● Students receiving effective feedback ● Students engaged in self- and peer-assessment ● Teacher monitoring of student learning

Domain 3: Instruction	
Component/Element	Possible Evidence/Artifacts
3e. Demonstrating Flexibility and Responsiveness Lesson adjustment, Response to students, Persistence	<ul style="list-style-type: none"> • Teacher adjustment to lesson as appropriate • Teacher response to student interests

Domain 4: Professional Responsibilities	
Component/Element	Possible Evidence/Artifacts
4a. Reflecting on Teaching Accuracy, Use in future teaching	<ul style="list-style-type: none"> • Post-observation conference discussion notes • Written reflection on a lesson taught • Lesson plans with reflective notations • Pre- and post tests with explanations of student misconceptions • Anecdotal records • Student survey/feedback on a lesson/unit • Audio/video tape of class lesson used for reflection • Samples of student work with reflective notes
4b. Maintaining Accurate Records Student completion of assignments, Student progress in learning, Non- instructional records	<ul style="list-style-type: none"> • Instructional and non-instructional records • Student progress data • Anecdotal notes of student participation/responses • Grade book • Seating chart that is up-to-date • Lesson plan book/instructional files • Relevant student information
4c. Communicating with Families About instructional program, About individual students, Engagement of families in instructional program	<ul style="list-style-type: none"> • Teacher interaction with families at school events • Parent newsletter • Notes to parents • Copies of Emails/letters to parents • Homework that invites parent involvement • Teacher webpages • Parent conference summaries • Parent night participation
4d. Participating in a Professional Community Relationships with colleagues, Participation in school projects, Involvement in culture of professional inquiry, Service to school	<ul style="list-style-type: none"> • Teacher participation in school events • Teacher collaboration with colleagues • Meeting agendas/minutes • School committee participation/leadership • List of school and district committee involvement • Log of service to the profession • Record of outside activities teacher has sponsored • Supplemental assignments • Volunteer and supervision activities

Domain 4: Professional Responsibilities

Component/Element	Possible Evidence/Artifacts
4e. Growing and Developing Professionally Enhancement of content knowledge and pedagogical skill, Receptivity to feedback from colleagues, Service to the profession	<ul style="list-style-type: none"> • Professional learning transcript • Plan for action research • National Board Certification • Mentoring • Supervising student teachers/interns • Professional organization membership/involvement • Teacher awards • Reading and applying learning from current educational literature
4f. Showing Professionalism Integrity/ethical conduct, Service to students, Advocacy, Decision-making, Compliance with school/district regulations	<ul style="list-style-type: none"> • Teacher conduct in team and faculty meetings • Professional organization leadership roles • Leadership roles in the school or in the community

The sample artifacts and evidence listed below are illustrative in nature and do not represent a comprehensive list.

Domain 5: Student Growth

Component/Element	Possible Evidence/Artifacts
5a. Increases Proficiency in Common Core State Standards in Literacy Reading, Writing, Speaking and Listening, Differentiation	Student work: <ul style="list-style-type: none"> • Student portfolios/journals • Student work folders • Classwork and/or group work • Student projects
5b. Increases Proficiency in Common Core State Standards in Mathematical Practices Overarching Habits, Reasoning and Explaining, Modeling and Using Tools, Seeing Structure and Generalizing, Differentiation	Rubrics: <ul style="list-style-type: none"> • Literacy and writing rubrics with samples • District approved content rubrics • Team created rubrics • Teacher created rubrics
5c. Increases Proficiency in Creative Problem Solving in Support of Maryland Stem Standards of Practice Understanding Challenges, Generation of Ideas, Preparation of Action, Application of Technology, Differentiation	Assessment Data: <ul style="list-style-type: none"> • Standardized pre- and post-assessments • Locally designed quizzes, tests, performance tasks, assignments, and inventories • Formative classroom-based assessment tools developed to show growth • Common team assessments • Authentic and performance-based assessments • Online activity data • Peer and student self-assessment data

Domain 5: Student Growth	
Component/Element	Possible Evidence/Artifacts
<p>5d. Increases Proficiency in Content Assessments, Performance-Based Tasks, Differentiation</p>	<ul style="list-style-type: none"> • Informal checks for understanding <p>Data Discussion Artifacts:</p> <ul style="list-style-type: none"> • Analysis of student work • Classroom Focused Improvement Process notes and/or plans • Academic behavior data • Social/emotional growth data <p>Teacher Artifacts:</p> <ul style="list-style-type: none"> • Student feedback and interviews • Student progress charts • Checklists of skill mastery

Student Learning Objectives (SLOs)

A Student Learning Objective (SLO) is a specific, rigorous, long-term goal for groups of students and represents important learning during an interval of instruction. Student Learning Objectives (SLOs) are developed by teachers at the beginning of an ongoing, frequent collaborative process that continues throughout the instructional interval. SLOs are an integral part of a comprehensive educator effectiveness system because they focus on student learning, promote critical conversations about instruction and assessment, and use evidence of student growth to guide professional learning that targets instructional improvement.

Using a variety of student data and professional experience, teachers set rigorous SLOs for student achievement that are designed to stretch their own professional growth.

When possible, the target instructional group for SLOs must be more than ten students and would typically include a class of students. The roster of students for whom assessment data is collected should include students who received instruction from the teacher at the least, between October 1st and May 31st. Teachers who work with small groups of students are encouraged to use performance-based assessments along with other assessment types. The instructional interval may be a significant portion of the school year or a quarter/semester for teachers who teach courses within those timeframes.

SLO resources can be found at [PreK_12 Instructional Resources Course](#) (you must be logged into Canvas).

In addition to the completed SLO forms, data points and artifacts that teachers should include to demonstrate the attainment of their SLO are:

- All teachers should upload in Frontline Employee Management System a data sheet, for each SLO, that lists the students identified in the SLO target and includes a minimum of three data points as evidence of SLO target attainment: baseline, mid-year, and end-of-course data.
- ***No more than two (2) additional artifacts or data points per SLO*** should be uploaded during the year at the request of the principal, at an interval determined by the principal.

Teachers who only teach quarter/semester courses may have adapted requirements based on course length.

Teachers of quarter/semester courses will have adapted requirements based on course length.

The Measures of Academic Progress (MAP) Assessment in HCPSS

HCPSS administers MAP in Grades 1-8 as a norm-referenced measure of student growth over time. MAP assessment data, in combination with other data points, provides actionable data about each individual student's learning path. MAP data differs from other data sources used in HCPSS to inform instruction because it is nationally normed and can track student progress throughout a school year and across school years. MAP can help teachers identify instructional levels for students and provide a context for determining how a student may perform in relation

to state standards. In this frame, MAP can help teachers target instruction based on student strengths and needs.

Teachers may use both formative assessments and MAP data to plan for interventions, acceleration, and enrichment. However, the MAP assessments do not include performance-based or constructed response items that indicate students' abilities to apply knowledge to College and Career-Ready Standards.

MAP data should be used in conjunction with other academic data to develop a comprehensive picture of student achievement and to plan appropriate and rigorous instruction.

Teacher Evaluation and MAP

- Teacher SLOs should focus on the curricular objectives being taught. **Teacher SLOs should not be focused on MAP RIT scores**, which is a scale that uses individual item difficulty values to estimate student achievement.
- Artifacts for the SLOs should directly reflect the SLO target. Artifacts should indicate the focus on standards and/or curriculum, rigor (conceptual understanding, procedural fluency and application), application of academic language, complex text, and writing grounded in evidence and explanation. Examples of how MAP supports these shifts in instruction would be appropriate.
- Artifacts that include MAP should demonstrate *how* a teacher uses this assessment information to guide instruction in the classroom with flexible grouping and/or UDL practices. This use would support Domain 1.
- Artifacts that include MAP could also demonstrate *how* a teacher uses the assessment reports to communicate with parents. Data can illustrate student strengths and needs and can help with goal setting practices. This use would support Domain 4.

HCPSS Student Learning Objective Guide

Component	Description		
Student Learning Objective (SLO)	100% of students in _____ will demonstrate growth towards mastery of _____ as measured by _____.		
Population	<ul style="list-style-type: none"> What is the grade level or performance level of the students? 		
Learning Content	<ul style="list-style-type: none"> Describe the specific content focus for this SLO. What Maryland College and Career Ready Standards, Maryland curriculum, or HCPSS curriculum is selected to develop the SLO? What are the essential knowledge and skills that students must know and be able to do to succeed at the next level? 		
Instructional Interval	<ul style="list-style-type: none"> Describe the instructional period for this SLO. What is the total interval of time the teacher will be instructing the students targeted for this SLO? (e.g., one semester, one year) 		
Evidence of Growth	<ul style="list-style-type: none"> Describe and explain the process used to monitor student growth during the instructional interval for this SLO. How is student progress for meeting the target assessed? (Best practice involves the use of multiple measures.) Identify the assessments (pre- and post-testing, formative, summative, performance-based) used to measure students' growth toward meeting the target. 		
Baseline	<ul style="list-style-type: none"> Describe and explain the process and information used to create this SLO. Identify specific data sources used in the data analysis process. Identify baseline data for current student performance levels including student group populations. Attach class roster to share students' scores on Beginning-of-the-Year Assignment/Performance Task/Assessment. 		
Rationale for Student Learning Objective	Explain the reasoning behind selecting the learning content by describing how the evidence supports the relevance of the SLO to the population of students selected.		
Target	Describe and explain the expectations for student growth for this SLO. *Please note: Students identified by IEP teams as having significant cognitive disabilities will have individual targets.		
Criteria for Effectiveness	Full Attainment of Target	Partial Attainment of Target	Insufficient Attainment of Target
	More than 90% of students meet agreed-upon learning targets.	Between 75% and 90% of students meet agreed-upon learning targets.	Less than 75% of students meet agreed-upon learning targets.
Strategies	Describe and explain the key instructional strategies selected for implementation to support students in reaching the growth target for this SLO.		

Name of Teacher:
HCPSS Student Learning Objective

School:

Component	Description		
Student Learning Objective (SLO)	100% of students in _____ will demonstrate growth towards mastery of _____ as measured by _____.		
Population			
Learning Content			
Instructional Interval			
Evidence of Growth			
Baseline			
Rationale for Student Learning Objective			
Target			
Criteria for Effectiveness	Full Attainment of Target	Partial Attainment of Target	Insufficient Attainment of Target
	More than 90% of students meet agreed-upon learning targets.	Between 75% and 90% of students meet agreed-upon learning targets.	Less than 75% of students meet agreed-upon learning targets.
Strategies			

SLO resources can be found at [PreK_12 Instructional Resources Course](#) (you must be logged into Canvas).

If a rubric is identified in the SLO, it should be uploaded to the Frontline Employee Evaluation System.

HCPSS Criteria for Approval of SLOs

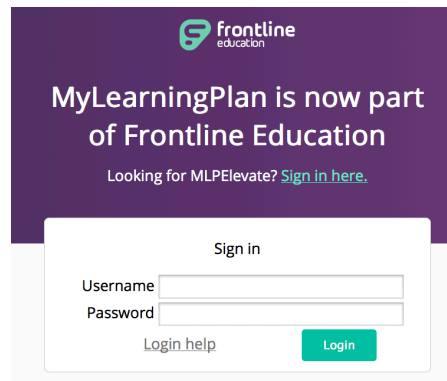
Component	Criteria		
Student Learning Objective (SLO)	<ul style="list-style-type: none"> The SLO addresses the academic growth of all students in a naturally occurring group (e.g., single class, all students in a given course, all students assigned to a team). 		
Population	<ul style="list-style-type: none"> The teacher clearly identifies the students who will be covered by the SLO. (NOTE: Small groups mean that one student may have a greater impact on whether or not the teacher attains the target.) 		
Learning Content	<ul style="list-style-type: none"> The SLO is clearly aligned to the Maryland College and Career Ready Standards, Maryland curriculum, or HCPSS curriculum. The content focus of the SLO is essential knowledge and/or skills that students must know and be able to do to succeed at the next level. 		
Instructional Interval	<ul style="list-style-type: none"> The SLO describes the total interval of time the teacher will be instructing the students (i.e. one quarter, one semester, one year). 		
Evidence of Growth	<ul style="list-style-type: none"> The SLO identifies multiple measures that will be used to monitor student growth. (The teacher can describe the assignments/performance tasks/assessments that will be used to measure students' growth toward meeting the target.) 		
Baseline	<ul style="list-style-type: none"> The teacher has/will have baseline data for current student performance levels and a class roster that lists students' scores on beginning-of-the-year assignments/performance tasks/assessments. 		
Rationale for Student Learning Objective	<ul style="list-style-type: none"> The reasons for selecting the learning content and the group of students are sound. 		
Target	<ul style="list-style-type: none"> The target is anchored in baseline data and represents an appropriate amount of student learning for the interval of instruction. If appropriate, the SLO differentiates targets for individuals or groups of students based on baseline data so that all targets are rigorous, yet attainable. Students with significant cognitive disabilities have individual targets. If a rubric is identified in the SLO, it is attached/provided. 		
Criteria for Effectiveness	Full Attainment of Target	Partial Attainment of Target	Insufficient Attainment of Target
	More than 90% of students meet agreed-upon learning targets.	Between 75% and 90% of students meet agreed-upon learning targets.	Less than 75% of students meet agreed-upon learning targets.
Strategies	<ul style="list-style-type: none"> The key instructional strategies selected for implementation to support students in reaching the growth target for this SLO are pedagogically sound. 		

The Frontline Employee Evaluation System

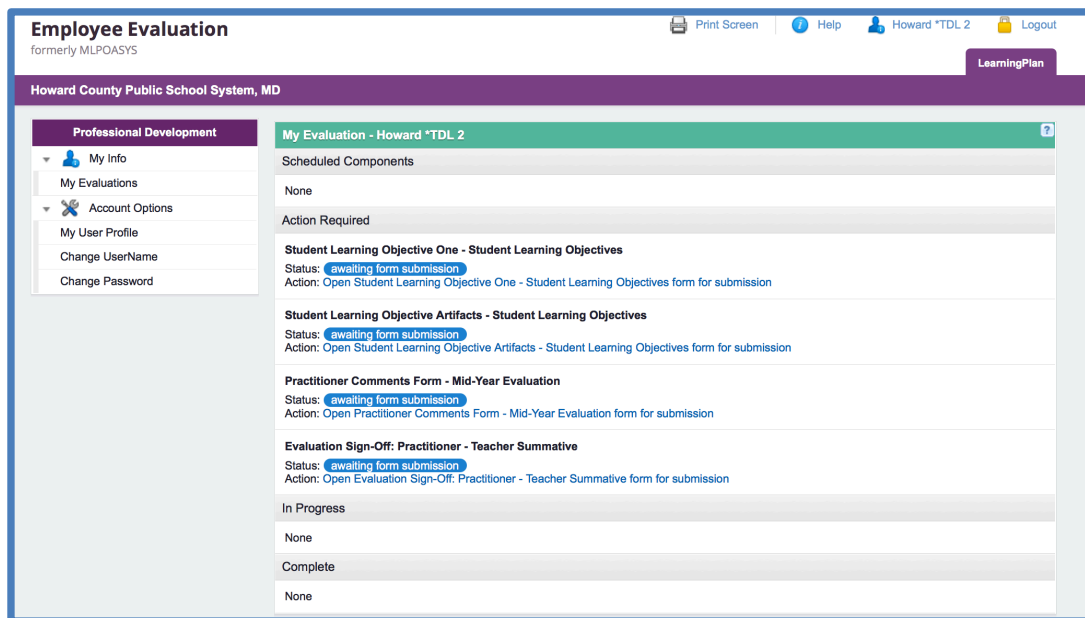
Teachers and principals will use the Frontline Employee Evaluation System for entering and viewing information with regard to teacher goal-setting, SLOs, mid-year review, lesson observation data/evidence and artifacts (for teachers in a full evaluation cycle), and final evaluation.

Please Note: All the data and information entered into this online system will remain the confidential property of HCPSS and accessible only to HCPSS staff for the purpose of the teacher evaluation process.

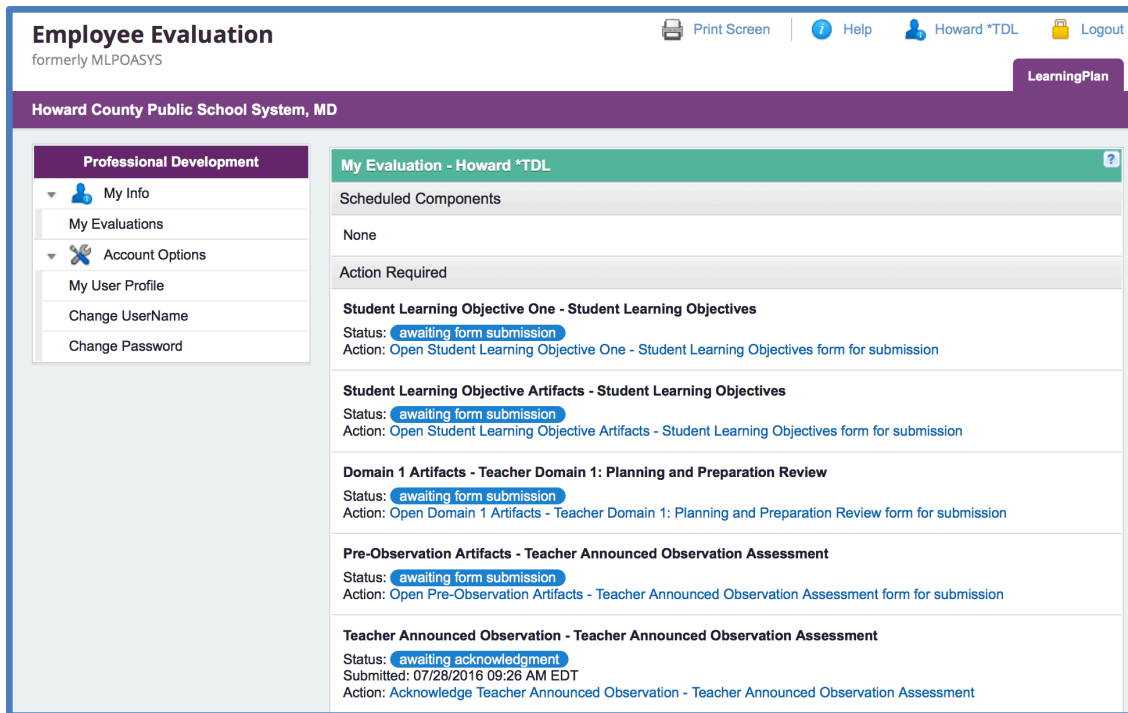
1. Visit <https://www.mylearningplan.com/mvc/login> and enter your username and password (same as HCPSS email login).



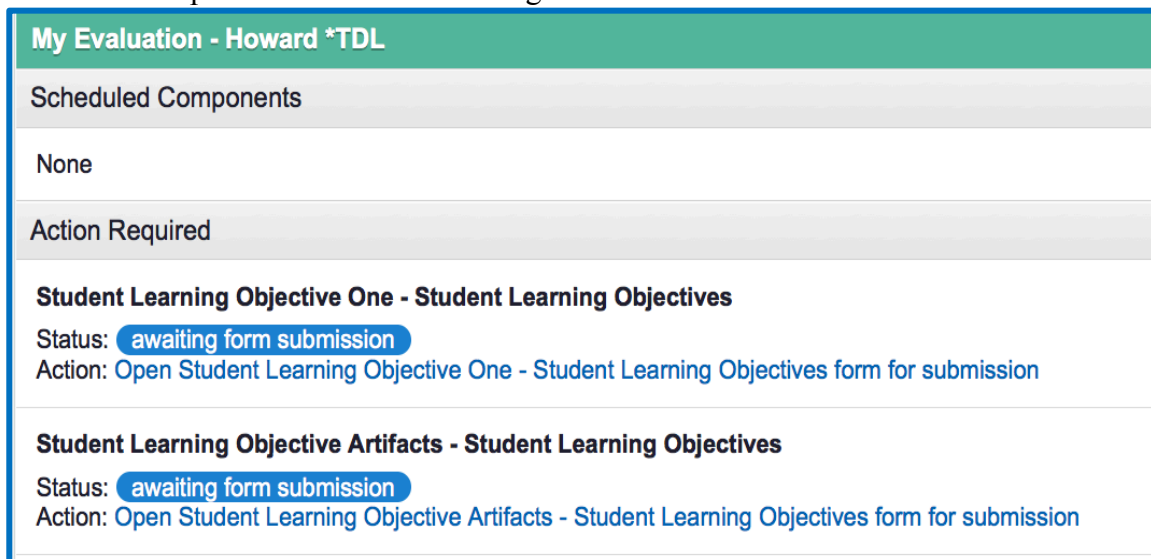
2. For teachers who are “Off Cycle” (SLO only) your home page will look like the picture below.



3. For teacher in an “On Cycle” year (2 or 4 observations) your home page will look like this.



4. At the beginning of the school year both on and off-cycle teachers will complete the SLO form and upload an artifact containing base-line data.



5. For screen casts and visual guides for all evaluation tasks go to:
<https://www.mylearningplan.com/mvc/support/help>

Goal Setting Conference

In the goal-setting conference, the teacher and administrator acknowledge that the teacher will be evaluated in all four domains of professional practice. (Teachers in a full evaluation year will be rated in all four (4) domains based on observations and artifacts; all other teachers will carry over a rating for professional practice from the previous observation cycle.) ***There is not a formal goal setting form in*** the Frontline Employee Evaluation System. However, it is an expectation that an initial goal setting conference between an evaluator and a teacher does occur by contractual guidelines.

- What is the teacher’s specific area of focus?
- What is the plan or series of steps the teacher will use to accomplish his/her goals?
- How will the teacher plan on measuring progress towards identified goals at the end of year?

Mid-Year Review

At the midpoint of the year, the teacher and administrator should schedule time to review progress toward established goals. At this time, a teacher and administrator may share artifacts and other indicators of progress in professional practice or Student Learning Objectives. The principal would share feedback on the teacher’s progress and continue to make suggestions for improvement. At this time in consultation with the primary evaluator, SLO targets can be revised.

To Add Mid-Year Teacher Comments:

1. From your home page click the blue link Open Practitioner Comments Form Mid-Year Evaluation. Type comments in the comment box if you choose. Then provide the electronic signature. Click the appropriate button at the bottom of the page.

The screenshot shows a web-based form titled "Practitioner Comments Form". At the top, there is a "Show Submission History" link. The form is divided into several sections: "User Information" (Name: Howard *TDL, Building: None, Grade: None, Assigned Administrator: Not Assigned, Saved By: N/A, Acknowledged By: N/A, Finalized By: N/A), "Practitioner Comments" (Do you have any comments regarding the Mid-Year Evaluation? with a rich text editor), and "Electronic Signature" (I acknowledge that I have reviewed all content within this form and confirm the information provided is correct, with Yes/No radio buttons and another rich text editor). At the bottom, there are buttons for Submit, Save, Save & Notify, Reset, Print, and Comment.

Sample Mid-Year Teacher Comments:

So far this year, I have been able to make a positive call to all of my students' families, and they have seemed very pleased to hear from me. I had a much larger than normal turnout for parent conferences in November, and many parents commented that they appreciated the consistent communication they had received. I have shared some of the positive notes received from parents indicating their appreciation of the multiple methods of communication.

Sample Mid-Year Administrator Comments:

Thank you for sharing your progress towards supporting your parents and families. Your use of the school newsletter to communicate important ideas has been well received by families. Many parents have commented to me how much they appreciate the positive phone calls about their child from you! The larger turnout at parent conferences was strong evidence to show the progress you are making towards your goal. Continue to look for innovative ways to support our families.

Final Evaluation Conference

Before the end of the year, the teacher and administrator should schedule a time to review progress in professional practice and Student Learning Objectives. At this time, the teacher should share artifacts and other indicators of successful accomplishment of goals.

To Add Final Comments Teacher Comments:

1. From your workflow, click to expand the arrow for **Final Evaluation Sign-Off/Comments Form**. Then, click on Open **Evaluation Sign-Off**. Enter any comments in the text box provided. Lastly, acknowledge and sign the document electronically.

Sample Final Teacher Comments:

My focus this year was to improve communication with families. I was able to use the eschool newsletter, positive phone calls home, and a weekly folder that was sent home to do this. I was able to make a positive phone call to every family this year (see phone log). Also, I surveyed my students' parents recently and they overwhelmingly felt the communication between us was effective and consistent (see survey results). I feel great about the progress I made to support my students this year and look forward to building upon that progress next year.

Sample Final Administrator Comments:

Your focus on improving communication with families was evident by the artifacts you uploaded: a sample newsletter, phone log, and survey results. Your commitment to providing multiple modalities to communicate with families shows that you value relationships with your students and their families. As you look to next year, continue to explore those modalities and provide relevant information about the instructional program and ways to involve the families in the children’s learning. Keep in mind the cultural backgrounds of the families so that you are communicating in the most appropriate manner.

Scoring System

Professional Practice (Domains 1-4) - 80%

Levels of performance ratings with respect to professional practice are based on the points scored on each of the Domains using the Charlotte Danielson, *Framework for Teaching and Evaluation Instrument*, 2013 Edition as a guide. Data collected from observation, artifacts, demonstration of the critical attributes and the rubric from the Charlotte Danielson, *Framework for Teaching and Evaluation Instrument*, 2013 Edition, and other qualitative tools and artifacts are taken into account when determining a score.

Teachers upload artifacts to the Frontline Employee Evaluation System as evidence of proficiency within the Domains. **One artifact for each component in Domains 1 and 4 is required and must be uploaded** in the Frontline Employee Evaluation System. Teachers may choose to use an artifact across multiple components. When doing so they should determine if the artifact is the best choice as it will be scored for each component for which it is used as evidence of performance. For professional practice, the scores for each rating category are as follows: *Unsatisfactory* (1 points), *Basic* (2 points), *Proficient* (3 points), and *Distinguished* (4 points). Scores for individual components in Domains 1-4 are averaged to obtain an overall domain score.

Points Contributed to Final Score	
Each Domain of Professional Practice *	20%
Distinguished (4 points)	2.4
Proficient (3 points)	1.8
Basic (2 points)	1.2
Unsatisfactory (1 points)	.6

* Four Domains of Professional Practice=80%

Student Growth (Domain 5) - 20%

For the Student Growth Domain, the scores for each rating category are: *Insufficient Attainment of Target* (1 points), *Partial Attainment of Target* (2 points), and *Full Attainment of Target* (3 points).

Points Contributed to Final Score	
Student Growth	20%
Full Attainment (3 points)	2.4
Partial Attainment (2 points)	1.6
Insufficient Attainment (1 points)	.8

Overall Rating

The overall rating of teacher effectiveness is calculated by adding the points associated with the performance indicated and multiplying it by the percentage weight of that factor. Below is an example of how a teacher’s overall effectiveness rating is calculated using the scoring rubric. **The final score will result in an overall rating of *Ineffective, Effective, or Highly Effective*.** A summary report of the evidence/artifacts used to inform the ratings must accompany the ratings. A sample follows:

Domain	Sample Mean Score	Score Contribution
<i>Professional Practice</i>		
Domain 1: Planning and Preparation	3.5	
Domain 2: The Classroom Environment	2.8	
Domain 3: Instruction	3.3	
Domain 4: Professional Responsibilities	3.67	
Mean Score Domains 1-4	3.32 X 2.4 (weight)	7.96
<i>Student Growth</i>		
Domain 5: Student Learning Objective One	Full Attainment = 3.00	
Mean SLO Score	3 X .8 (weight)	
Final Score		10.36
Overall Rating		Highly Effective

Final Scores for Teacher Effectiveness Ratings	
Ineffective	less than 7.0
Effective	at least 7.0 and less than 10.0
Highly Effective	10.0 and above

For teachers in a full evaluation year, (which includes classroom observations) observers will enter scores for Domains 2 and 3 based on evidence collected during observations; evaluators will enter scores for each component in Domains 1 and 4 based on artifacts provided by the teacher and administrator and will enter a level of attainment of SLOs. All scores are entered in Frontline Employee Evaluation System. ***All scores are automatically calculated and result in an overall score which is correlated to a rating of Ineffective, Effective or Highly Effective.***

Teachers in an evaluation year that does not include observations will receive the previous evaluation cycle's Professional Practice score (or a 'Proficient' score if they have not yet engaged in a fully evaluation year). This score will be combined with the SLO attainment level scores and result in an overall score which is correlated to a rating of *Ineffective, Effective or Highly Effective*.

The following two (2) pages are a sample Evaluation Summary Report for your review.

**SLO Only
Summary Report Sample**

Evaluation Summary and Evaluator Signature Form

User Information

Name: Howard *TDL 2	Title:
Building: None	Department: None
Grade: None	Evaluation Type: Teacher (Off-Cycle)
Assigned Administrator: Not Assigned	Evaluation Cycle: 07/01/2016 - 06/30/2017
Saved By: N/A	Date Submitted: Incomplete
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: N/A	Date Finalized: Unfinalized

Rating

Effective

Score

8

Professional Practice (8/9.6)

Growth (0/2.4)

Overall Effectiveness Rating

- **Highly Effective**
10 - 12
- **Effective**
7 - 9.99
- **Ineffective**
3.5 - 6.99

Please note that due to the removal of one of the SLOs from the evaluation process, the maximum professional practice and student growth scores have been adjusted.

Professional Practice (Off-Cycle)

Carry-Over Score

Domain 5 - Student Growth

Domain 5 - Growth

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
Howard County SLO Scoring	0 of 1 0 of 1	0	0	0	0	N/A
TOTAL:		0	0	0	0	

Student Growth

Evaluator Signature

Additional comments (Optional)?

I acknowledge that I have reviewed the content within this evaluation summary and confirm the information provided is correct.

Provide full name here to indicate your electronic signature:

CLICK HERE TO RETURN TO THE TABLE OF CONTENTS

Full Evaluation Year Summary Report

Evaluation Summary and Evaluator Signature Form

Name: Howard TDS
 Building: None
 Grade: None
 Assigned Administrator: Not Assigned
 Typed By: NA
 Acknowledged By: NA
 Printed By: NA

Title:
 Department: None
 Evaluation Type: Teacher (De-Cycle)
 Evaluation Cycle: 07/01/2016 - 06/30/2017
 Date Submitted: Incomplete
 Date Acknowledged: Unacknowledged
 Date Printed: Unfinished

Rating

Highly Effective

Score

11.52

Professional Practice (11.52/15.0)

Growth (0/2.5)

Overall Effectiveness Rating

Highly Effective (4 - 5)

Effective (3 - 4)

Ineffective (2 - 3)

Unsatisfactory (1 - 2)

Please note that due to the removal of one of the SGOs from the evaluation process, the maximum professional practice and student growth scores have been adjusted.

Professional Practice (De-Cycle)

Domain 1

Item	Progress	Score	Max	Criteria	Avg	Low/Commetor
101.2013 - Committed 1a	0/1 0/1	0	0	0	0	NA
111.2013 - Committed 1b	0/1 0/1	0	0	0	0	NA
121.2013 - Committed 1c	0/1 0/1	0	0	0	0	NA
131.2013 - Committed 1d	0/1 0/1	0	0	0	0	NA
141.2013 - Committed 1e	0/1 0/1	0	0	0	0	NA
151.2013 - Committed 1f	0/1 0/1	0	0	0	0	NA
TOTAL		0	0	0	0	

Domain 2

Item	Progress	Score	Max	Criteria	Avg	Low/Commetor
102.2013 - Committed 2a	0/2 0/2	3	4	1	3	NA
112.2013 - Committed 2b	0/2 0/2	2	4	1	2	NA
122.2013 - Committed 2c	0/2 0/2	3	4	1	3	NA
132.2013 - Committed 2d	0/2 0/2	3	4	1	3	NA
142.2013 - Committed 2e	0/2 0/2	3	4	1	3	NA
152.2013 - Committed 2f	0/2 0/2	3	4	1	3	NA
TOTAL		18	28	6	2.8	

Domain 3

Item	Progress	Score	Max	Criteria	Avg	Low/Commetor
103.2013 - Committed 3a	0/2 0/2	2	4	1	2	NA
113.2013 - Committed 3b	0/2 0/2	2	4	1	2	NA
123.2013 - Committed 3c	0/2 0/2	2	4	1	2	NA
133.2013 - Committed 3d	0/2 0/2	2	4	1	2	NA
143.2013 - Committed 3e	0/2 0/2	2	4	1	2	NA
TOTAL		10	20	5	2	

Domain 4

Item	Progress	Score	Max	Criteria	Avg	Low/Commetor
104.2013 - Committed 4a	0/1 0/1	0	0	0	0	NA
114.2013 - Committed 4b	0/1 0/1	0	0	0	0	NA
124.2013 - Committed 4c	0/1 0/1	0	0	0	0	NA
134.2013 - Committed 4d	0/1 0/1	0	0	0	0	NA
144.2013 - Committed 4e	0/1 0/1	0	0	0	0	NA
154.2013 - Committed 4f	0/1 0/1	0	0	0	0	NA
TOTAL		0	0	0	0	

Professional Practice Contribution: **11.52**

Domain 5 - Student Growth

Domain 5 - Growth

Item	Progress	Score	Max	Criteria	Avg	Low/Commetor
160.2013 - Growth 5a	0/1 0/1	0	0	0	0	NA
TOTAL		0	0	0	0	

Student Growth: **0**

Evaluator Signature

Additional comments (Optional)

I acknowledge that I have reviewed the content within this evaluation summary and confirm the information provided is correct. Yes No

Provide full name here to initiate your electronic signature:

The Howard County Public School System September 2018

For resources and information visit the HCPSS Teacher Evaluation Community in Canvas: <https://hcpss.instructure.com/courses/34450>

36

Action Plan Process – Non-Tenured

Professional Development and Evaluation of a Teacher who is in danger of being rated Ineffective or who has been rated Ineffective and is non-tenured (Year 1, 2, or 3/ Year 1 for tenured teacher from another Maryland School System).

All non-tenured teachers and all teachers rated as ineffective will be evaluated annually on student growth and professional practice.

- The teacher will review, with the administrator, the SLO Form to address ineffective areas by October 20th.
- Three (3) performance reviews will be conducted during the school year.
- Four (4) or more observations will be conducted by the administrator/evaluator. An evaluation report that evaluates a teacher as ineffective will include at least one (1) observation by an individual other than the immediate supervisor. An observation will provide specific guidance in areas needing improvement and supports, as well as a reasonable timeline to demonstrate improvement in areas marked as ineffective.
- A Plan of Action will be developed.
- A Plan of Action may be developed after an unsatisfactory observation or ineffective rating.
- A Plan of Action may be developed prior to a recommendation of non-renewal.
- All evaluation areas can be considered: Planning and Preparation, The Classroom Environment, Instruction, Professional Responsibilities, and Student Growth.
- The teacher and other curriculum or system leaders will be included in development of the plan as appropriate.
- The administrator revises evaluation goals as appropriate by the end of the first semester.
- Objectives, activities, and a timeline of implementation are included in the plan.
- The teacher and administrator review progress towards goals periodically.
- The administrator develops and reviews the cover letter citing ineffective area(s) and reviews meeting dates with the teacher.
- The evaluation report will be shared with the teacher who is the subject of the evaluation. The teacher will receive a copy of and sign the evaluation report. The signature of the teacher does not necessarily indicate agreement with the evaluation report. An evaluation report will provide for written comments and reactions by the individual being evaluated, which will be attached to the evaluation report.
- The teacher and administrator sign and date all documents.
- The appropriate Performance, Equity, and Community Response Officer and Community Superintendent is involved in the process.

Action Plan Process (cont.)

Action Plan Timeline for Non-Tenured Teachers

- By End of First Semester**
- An administrator conducts at least two (2) observations.
 - An administrator completes the *mid-year review* and reviews the evaluation/progress report with the teacher.
 - The principal reviews possible ineffective evaluation with the appropriate Performance, Equity, and Community Response Officer and Community Superintendent.
- By April 1st**
- The administrator conducts at least two additional observations in the second semester. (Observations may continue until the end of the school year.)
 - The administrator completes the *second mid-year review* and reviews the evaluation/ progress report with the teacher. An evaluation report that evaluates a teacher as ineffective will include at least one (1) observation by an individual other than the immediate supervisor. An observation will provide specific guidance in areas needing improvement and supports, as well as a reasonable timeline to demonstrate improvement in areas marked as ineffective.
 - The principal reviews possible non-tenure continuation with the appropriate Performance, Equity, and Community Response Officer and Community Superintendent.
- By the last Board Meeting in April**
- The principal recommends non-renewal or second-year non-tenure if the teacher is from another Maryland school system. The Superintendent and appropriate Performance, Equity, and Community Response Officer and Community Superintendent receive copies of the recommendation.
 - The principal notifies the teacher in writing.
 - The Board of Education takes action at a public meeting.
- By May 1st**
- The superintendent notifies the teacher of the Board’s action to non-renew or continue non-tenure status for a second year for a teacher from another Maryland school system.
- By End of School Year**
- The administrator conducts a *final evaluation*.
 - The *final rating* is shared with the teacher.

For teachers from another Maryland school system, a probationary period (non-tenure) may be extended for a second year if the person does not qualify for tenure at the end of the first year based on established performance evaluation criteria and the employee demonstrates a strong potential for improvement.

Action Plan Process – Tenured

Professional Development and Evaluation of a Tenured Teacher Who Has Been Rated Ineffective –Year 1

All non-tenured teachers and all teachers rated as ineffective will be evaluated annually on student growth and professional practice.

Year 1

- The teacher will review, with the administrator, the SLO Form to address ineffective areas by October 20th.
- Three (3) performance reviews will be conducted during the school year.
- Four (4) or more observations will be conducted by the administrator/evaluator. An evaluation report that evaluates a teacher as ineffective will include at least one (1) observation by an individual other than the immediate supervisor. An observation will provide specific guidance in areas needing improvement and supports as well as a reasonable timeline to demonstrate improvement in areas marked as ineffective.
- A Plan of Action will be developed.
- A Plan of Action may be developed after an unsatisfactory observation or ineffective rating.
- A Plan of Action may be developed prior to recommendation for second-class certification.
- All evaluation areas can be considered: Planning and Preparation, The Classroom Environment, Instruction, Professional Responsibilities, and Student Growth.
- The teacher and other curriculum or system leaders will be included in development of the plan as appropriate.
- The administrator revises evaluation goals as appropriate by end of first semester.
- Objectives, activities, and a timeline of implementation are included in the plan.
- The teacher and administrator review progress towards goals periodically.
- The administrator develops and reviews the cover letter citing ineffective area(s) and reviews meeting dates with the teacher.
- The evaluation report will be shared with the teacher who is the subject of the evaluation. The teacher will receive a copy of and sign the evaluation report. The signature of the teacher does not necessarily indicate agreement with the evaluation report. An evaluation report will provide for written comments and reactions by the individual being evaluated, which will be attached to the evaluation report.
- The teacher and administrator sign and date all documents.
- The appropriate Performance, Equity, and Community Response Officer and Community Superintendent is involved in the process.

Action Plan Timeline Year 1 -Tenured Teachers

**By End of
First Semester**

- An administrator conducts at least two (2) observations.
- An administrator completes the *mid-year review* and reviews the evaluation/progress report with the teacher.
- The principal reviews possible ineffective evaluation with the Director.

By April 1st

- An administrator conducts one (1) or more additional observations. (Observations may continue until the end of the school year.)
- An administrator completes the *second mid-year review* and reviews the evaluation/progress report with the teacher. An evaluation report that evaluates a teacher as ineffective will include at least one observation by an individual other than the immediate supervisor. An observation will provide specific guidance in areas needing improvement and supports, as well as a reasonable timeline to demonstrate improvement in areas marked as ineffective.
- The principal reviews possible second-class recommendation and ineffective evaluation(s) with the appropriate Community Superintendent.
- The principal notifies the teacher in writing of possible second-class certification for the following year and of possible salary freeze.

By May 15th

- The administrator conducts one (1) or more additional observations after the notice of possible second-class certification.
- A minimum of four (4) observations is completed.
- If the teacher's performance does not sufficiently improve, the principal may recommend second-class certification and salary freeze to the Superintendent.
- The principal notifies the teacher of the recommendation.

**By End of
School Year**

- The administrator conducts the *final evaluation*.

**Prior to the
Last Day of School**

- The *final evaluation* is shared with the teacher.

Action Plan Process Tenured

Professional Development and Evaluation of a Tenured Teacher Rated Ineffective – Year 2

All non-tenured teachers and all teachers rated as ineffective will be evaluated annually on student growth and professional practice.

Year 2

- The teacher will review, with the administrator, the Goal-Setting Form to address ineffective areas by September 30th.
- Three (3) performance reviews will be conducted during the school year.
- Four (4) or more observations will be conducted by the administrator/evaluator. An evaluation report that evaluates a teacher as ineffective will include at least one (1) observation by an individual other than the immediate supervisor. An observation will provide specific guidance in areas needing improvement and supports as well as a reasonable timeline to demonstrate improvement in areas marked as ineffective.
- A Plan of Action will be developed.
- A Plan of Action may be developed after an unsatisfactory observation or ineffective rating.
- A Plan of Action may be developed prior to recommendation for second-class certification.
- All evaluation areas can be considered: Planning and Preparation, The Classroom Environment, Instruction, Professional Responsibilities, and Student Growth.
- The teacher and other curriculum or system leaders will be included in development of the plan as appropriate.
- The administrator revises evaluation goals as appropriate by end of first semester.
- Objectives, activities, and a timeline of implementation are included in the plan.
- The teacher and administrator review progress towards goals periodically.
- The administrator develops and reviews the cover letter citing ineffective area(s) and reviews meeting dates with the teacher.
- The evaluation report will be shared with the teacher who is the subject of the evaluation. The teacher will receive a copy of and sign the evaluation report. The signature of the teacher does not necessarily indicate agreement with the evaluation report. An evaluation report will provide for written comments and reactions by the individual being evaluated, which will be attached to the evaluation report.
- The teacher and administrator sign and date all documents.
- The appropriate appropriate Performance, Equity, and Community Response Officer and Community Superintendent is involved in the process.

Action Plan Timeline Year 2 –Tenured Teachers

- By End of
First Semester**
- An administrator conducts at least two observations.
 - An administrator completes the *mid-year review* and reviews the evaluation/progress report with the teacher.
 - The principal reviews possible ineffective evaluation with the appropriate Performance, Equity, and Community Response Officer and Community Superintendent
- By April 1st**
- The administrator conducts one (1) or more additional observations, (Observations may continue until the end of the school year.)
 - The administrator completes the *second mid-year review* and reviews the evaluation/progress report with the teacher. An evaluation report that evaluates a teacher as ineffective will include at least one observation by an individual other than the immediate supervisor. An observation will provide specific guidance in areas needing improvement and supports, as well as a reasonable timeline to demonstrate improvement in areas marked as ineffective.
 - The principal reviews possible termination recommendation and/or ineffective evaluations(s) with the appropriate appropriate Performance, Equity, and Community Response Officer and Community Superintendent
- By May 15th**
- If the teacher’s performance does not sufficiently improve, the principal may recommend termination to the Superintendent.
 - The principal notifies the teacher of the recommendation.
- By End of
School Year**
- The administrator conducts the *final evaluation*.
- Prior to the
Last Day of School**
- The *final evaluation* is shared with the teacher.

Certification Information

Standard Professional I Certificate (SP1)

- Valid for five (5) years
- Six (6) semester hours of credit are required for renewal
- Renewal credits may be Continual Professional Development (CPD) credits, undergraduate, or graduate credits.
- Reading courses may be required.
- Teachers certified in English, Administration, or Guidance, or hold the position of Library Media Specialist, Pupil Personnel Services Employee, Reading Specialist, Reading Teacher, Social Worker, School Psychologist, or Speech Pathologist, and have not previously taken three (3) credits in special education, must complete this requirement.
- Professional Development Plan (PDP)
- Any certificate holder that completes requirements for an Advanced Professional certificate (APC) (Master's degree or 36 semester hours of credit; refer to APC requirement), will automatically be placed on an Advanced Professional certificate at the expiration of their Standard Professional I certificate.

Failure to complete renewal requirements by the expiration date of a current certificate will result in conditional certification.

Standard Professional II (SP2)

- Valid for five (5) years
- 36 credits post baccalaureate or a Master's Degree are required for renewal
- 36 credits: 21 must be graduate level, while 15 can be undergraduate or continual professional development (CPD) credits.
- Reading courses may be required.
- Teachers certified in English, Administration, or Guidance, or hold the position of Library Media Specialist, Pupil Personnel Services Employee, Reading Specialist, Reading Teacher, Social Worker, School Psychologist, or Speech Pathologist, and have not previously taken three (3) credits in special education, must complete this requirement.

Failure to complete renewal requirements by the expiration date of a current certificate will result in conditional certification.

Certification Information (cont.)

Advanced Professional Certificate (APC)

- Valid for five (5) years
- Six (6) semester hours of credit are required for renewal.
- Renewal credits may be Continual Professional Development (CPD) credits, undergraduate, or graduate credits.
- Reading courses may be required.
- Teachers certified in English, Administration, or Guidance, or hold the position of Library Media Specialist, Pupil Personnel Services Employee, Reading Specialist, Reading Teacher, Social Worker, School Psychologist, or Speech Pathologist, and have not previously taken three (3) credits in special education, must complete this requirement.
- Professional Development Plan (PDP).

Failure to complete renewal requirements by the expiration date of a current certificate will result in conditional certification.

Additional information for teacher certification can be found at <http://www.hcpss.org/employees/certification>.

Supports for Non-Tenured Teachers

The Comprehensive HCPSS Teacher Induction Program is grounded in the Teacher Program Induction Standards developed by The New Teacher Center and addresses the requirements of COMAR 13A.07.01. The goals of the HCPSS Comprehensive Teacher Induction Program are to increase new teacher performance and retention rates, and promote professional norms of collaboration, ongoing learning, and accountability.

The HCPSS Teacher Induction Program has several components, including a system orientation, mentoring supports from central and school-based staff, and ongoing, high- quality professional learning.

Instructional Mentoring

Novice teachers are carefully matched with an instructional mentor early in the school year and receive consistent support throughout their first year of teaching. Instructional mentors receive extensive training and support to effectively serve new teachers. Instructional mentoring is focused on support for beginning teachers with no prior teaching experience. New teachers determine focus areas with the support of the instructional mentor and participate in non-evaluative classroom observations followed by critical feedback and support meetings. Instructional mentoring serves as one vehicle for applying the Charlotte Danielson, *Framework for Teaching and Evaluation Instrument*, 2013 Edition to classroom practice.

Teacher Development Liaisons

Every HCPSS school has an identified teacher leader known as the Teacher Development Liaison. The role of this master teacher is to provide ongoing, school-based professional learning opportunities and support for all non-tenured staff aligned with best practices for instruction and the Charlotte Danielson, *Framework for Teaching*, 2013 Edition. They coordinate school-based support for non-tenured teachers by facilitating non-tenured teacher meetings at the school site and supporting experienced colleagues who work with new hires.

The site-based professional learning includes a professional learning series that addresses topics within the Charlotte Danielson, *Framework for Teaching*, 2013 Edition and targets first and second year teachers

Professional Learning Opportunities for all Staff

School-Based Learning

Focus on the Framework Modules/Teacher Toolbox: This workshop series will focus on topics based on the Charlotte Danielson, *Framework for Teaching*, 2013 Edition (Domains 1-4) and the HCPSS Student Growth (Domain 5). The content is relevant for new employees as well as tenured teachers. The modules are designed to be implemented at the school site and facilitated by the Teacher Development Liaison (TDL). Sessions will include information, resources, and strategies for classroom application of the domains. Resources for these modules are also available for online self-paced learning in CANVAS: *Focus on the Framework Participant Resources*. Register through Electronic Registrar Online (ERO).

Danielson Domains Self-Paced Modules: Self-paced, self-selected professional learning modules aligned with the 2013 Charlotte Danielson *Framework for Teaching* (Domains 1-4) and the HCPSS Student Growth (Domain 5). These online learning modules offer multiple options for non-tenured and veteran staff to deepen their knowledge of the domains and components that support their professional growth goals. Register through ERO to earn CPD credit for completion.

Professional Learning Opportunities for all Staff (cont.) Available through Electronic Registrar Online (ERO)

The Framework in Action Level One: This two-day professional learning series is targeted for non-tenured teachers in their first year of employment with HCPSS. The course will deepen teachers' knowledge of the *HCPSS Framework for Teacher Evaluation* process with respect to Professional Practice. Register through ERO.

The Framework in Action Level Two: This three-day professional learning series is targeted for non-tenured teachers in their second year of employment in the HCPSS. Participants develop their capacities to meet the needs of all learners using Cultural Proficiency as a process for exploring common themes of the *Danielson Framework* such as *High Expectations, Cultural Competence, and Equity*. Register through ERO.

Framework for Teaching Domain courses: This Continuing Professional Development (CPD) course series is based on the Charlotte Danielson, *Framework for Teaching*, 2013 Edition domains of Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. It also includes the HCPSS Student Growth (Domain 5). Course participants engage in a blend of face-to-face, online, and independent work sessions where they will build knowledge and skills in support of the targeted course domain and apply their learnings to their practice. Register through ERO.

Continuing Professional Development: Each semester, workshops/courses targeting certificated staff are offered centrally through the CPD program. Session content is determined by research in best practices in teacher induction. Additionally, Curriculum, Instruction, and Administration staff design and deliver sessions for new content area teachers throughout the year. Register through ERO.

Curriculum, Instruction, and Administration Support (CIA): Curriculum coordinators, instructional facilitators, and resource teachers provide teachers with a variety of supports including: new teacher seminars and workshops, feedback through informal observations, support for lesson/unit planning and instructional delivery, analyzing student data, reflective practice, and technology integration. Instructional Mentors provide critical feedback from observations as well as support instructional planning and development of resources.

For additional information about professional learning and growth opportunities:

- Contact the Office of Teacher and Paraprofessional Development, Juliann Dibble, Director, 410-313-7337.
- Visit the Canvas Community for Teacher and Paraprofessional Development: <https://hcpss.instructure.com/courses/56253>
- Login to ERO – search the catalogue of courses: <http://ero.eschoolsolutions.com/user/Login.taf?orgId=21042&function=Submit>

Following this page:

Charlotte Danielson, *Framework for Teaching and Evaluation Instrument, 2013 Edition*