

Baltimore City Public School System



Performance-Based Evaluation Handbook

*Department of Professional Development
Performance-Based Evaluation*

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Baltimore City Public School System
Department of Professional Development
Performance-Based Evaluation System

Introduction to the Performance-Based Evaluation System for Teacher Level Staff Members

The Baltimore City Board of School Commissioners and the staff of the Baltimore City Public School System are committed to transforming the school system into a system with high standards, efficient management and high student achievement. To sustain this transformation, the school system includes in its Master Plan strategies that support more efficient school management and higher student achievement. The Performance-Based Evaluation System is a vital part of the commitment in improving education for all Baltimore City Public School students.

The performance-based evaluation system is for all teacher level employees covered by the Memorandum of Understanding between the Baltimore Teachers' Union and the Baltimore City Board of School Commissioners. The effective performance of all teacher level staff members is the foundation for achieving the goal of increased student achievement.

The requirements of the "No Child Left Behind" legislation support the system's demand for highly qualified teachers and effective teaching to increase student achievement. This performance-based evaluation system holds all teacher level staff members accountable for increased student achievement. The performance-based evaluation system is based upon the proposition that consideration of student outcomes must be a meaningful part of the evaluation process. It is also based upon the proposition that continued teacher development is important and that all teachers must be provided effective means to help improve their performance.

In order to promote continued teacher effectiveness, the Baltimore City Public School System has adopted an organizational approach proposed by Edwin M. Bridges in his publication *Managing the Incompetent Teacher*, 1990:

- ◆ Establish excellence in teaching as a district policy;
- ◆ Adopt and publish criteria for evaluating teachers;
- ◆ Ensure that supervisors have the requisite competencies;
- ◆ Determine whether teachers satisfy the criteria;
- ◆ Provide appropriate remediation;
- ◆ Provide the necessary resources;
- ◆ Hold supervisors accountable; and
- ◆ Provide for hearing prior to dismissal.

The criteria for the evaluation of teachers are contained within this handbook, in the form of indicators that describe teacher behaviors in each domain, and rubrics that identify teacher performance as proficient, satisfactory, or unsatisfactory. A series of professional development activities support the

competencies that qualified observers need in order to effectively evaluate teacher-level staff. Remediation to teachers who have been rated unsatisfactory in a domain takes the form of a Performance Improvement Plan (PIP), that contains an action plan of activities to be carried out by the teacher and the qualified observer/support staff in order to bring about improvement in the deficient area.

The Performance-Based Evaluation System for teacher level staff of the Baltimore City Public School System (BCPSS) appraises staff in four domains: Planning and Preparation, the Learning Environment, Instruction/Instructional Support, and Professional Responsibilities.

Classroom teachers are held accountable for increasing student achievement and are expected to maintain student work, assessments and other evidence of efforts to increase student achievement and attendance, and to engage parents. The ongoing analysis of student achievement is an integral part of the teacher evaluation system that begins when teachers and qualified observers engage in the Initial Planning Conference early in the school year. Teachers are expected to continuously analyze and use formal and informal student achievement data in their planning and instruction. Classroom teachers are expected to document and discuss their plans and practices, their efforts to increase attendance, engage parents, and increase student achievement in ongoing evaluation conferences throughout the school year.

Since the goal of increasing student achievement is a system wide goal, other school-based teacher level staff members who are not full-time classroom teachers are also held accountable for either directly or indirectly increasing student achievement. They are expected to document and discuss their plans and practices related to their specific job responsibilities in an Initial Planning Conference and in ongoing evaluation conferences throughout the school year. They too, are expected to continuously analyze and use data to plan and implement their programs of support.

The Performance-Based Evaluation System for teacher level staff requires evaluators and other qualified observers who are a part of the evaluation team to use a variety of data to assess the performance of teacher level staff. In addition to the ongoing review of student achievement, qualified observers use formal and informal observations and conferences to gather data about overall performance. An Initial Planning Conference takes place early in the school year and provides the opportunity for qualified observers to collaborate with the teacher level staff member to identify and discuss the data sources and the type of documentation the teacher is expected to maintain and present in subsequent conferences. Other evaluation conferences that occur with formal observations, at mid-year and at the end of the year provide opportunities for the qualified observer to review and discuss various types of documentation that teacher level staff members are expected to maintain.

Note: Unless otherwise noted, the word “teacher” within this Handbook refers to all teacher-level staff members.

Goals of the Performance-Based Evaluation System

The predominant goal of the Baltimore City Public School System's Evaluation System is to make sure that a quality education that strives for one year's academic growth for one year's instruction is provided for all students in the Baltimore City Public School System.

The general purpose of teacher evaluation is to safeguard and improve the quality of instruction received by students. The evaluation process must allow and encourage qualified observers and teachers to work together to improve and enhance classroom instructional practices. One of the most important functions of the Baltimore City Public School System is to assure parents and students that, regardless of the class or school to which any Baltimore child is assigned, that child has an opportunity to gain a good education. Every child in Baltimore, as a minimum guarantee, has a right to have access to curricula and instruction that will provide him/her adequate opportunity to excel on state mandated measures of academic progress. Each student in the Baltimore City Public School System must have the opportunity to develop the knowledge and skills necessary to meet the social, political and economic demands that are a part of every day life.

Because the evaluation of teachers is an essential part of the total instructional program, the evaluation must be conducted by competent qualified observers. Qualified observers must be able to assess the progress made by students along with the assessment of teacher behaviors observed. All of this must be considered while taking into account the context in which teaching occurs. Both teachers and qualified observers must be trained in all aspects of teacher evaluation. Consistency and objectivity are enhanced when the parties in the evaluation process, the teachers and the qualified observers, have a clear understanding of the procedures and the process.

Although incompetent teachers may constitute a small percentage of the teaching force, they shortchange many students and cause parental and community dissatisfaction with the school system. Qualified observers are obligated to confront poor teacher performance and identify incompetent teachers. If a teacher does not meet minimal accountability standards, he/she must be placed on a Performance Improvement Plan (PIP). This plan is an action plan that outlines the agreement between the teacher and the qualified observer, in which the teacher agrees to take steps to improve and the qualified observer agrees to provide resources and support to help the teacher improve. If the teacher fails to make the agreed upon improvement, additional steps toward dismissal should follow. Allowing incompetent teachers to remain in the school system continues to victimize the students. The evaluation system provides the mechanism for the disposition of incompetent teachers.

The Performance-Based Evaluation System is designed to:

- ◆ inform personnel decisions such as retention, transfer, tenure, promotion, demotion, and dismissal of teachers;
- ◆ identify the need for professional development that supports effective instruction;
- ◆ monitor and assist teachers in need of improvement; and
- ◆ recognize outstanding teacher performance.

Governing Guidelines for the Performance-Based Evaluation System

1. The Performance-Based Evaluation System draws upon each of these parameters in establishing the procedures for teacher evaluation.
 - **Education Article, Ann. Code of Maryland, Sec. 6-201, (b), 2, iv**, gives the established Board authority to take such personnel actions as the appointment, assignment, transfer, promotion, and dismissal of professional personnel.
 - **Education Article, Section 6-202**, establishes grounds for suspension or dismissal of teachers.
 - **Code of Maryland Regulations (COMAR), 13A, Subtitle 07, Chapter 01** codifies in contract form, the provisions of the above-referenced Articles, and establishes such procedures as timelines for execution, renewal, or termination of teacher contracts, probationary periods, and penalties for violation of the contract.
 - The **Agreement** between the BTU and the BCPSS, 2001-2003, establishes the specific terms of teacher employment (Article VI), and evaluation (Article IX) among other related topics.
 - The annually published **Disciplinary Action Guidelines** also capture the provisions of state law and the current collective bargaining agreement in setting parameters for teacher discipline.
2. The school principal has responsibility for overall implementation of the Performance-Based Evaluation System. Other qualified observers perform related duties that support implementation. Directors and/or supervisors have responsibility for the evaluation of clinical service providers, IEP Instructional Associates and full-time mentors.
3. All teachers, regardless of status, must be evaluated annually.
4. Each teacher shall be evaluated on the written criteria included in the BCPSS Performance-Based Evaluation Handbook for teacher level positions.
5. Each teacher shall be evaluated on the following domains:
 - **Domain One:** Planning and Preparation
 - **Domain Two:** The Learning Environment
 - **Domain Three:** Instruction/Instructional Support
 - **Domain Four:** Professional Responsibilities
6. Each domain shall be assessed using the holistic scoring rubrics included in the PBES Handbook.

7. Each evaluation shall include at least two formal observations during the school year.
8. Each teacher shall be evaluated on Domains One through Four using the following levels of performance: proficient, satisfactory and unsatisfactory.
9. Each unsatisfactory evaluation shall include at least one observation by an individual other than the immediate supervisor.
10. Each teacher rated unsatisfactory in any domain is required to initiate a Performance Improvement Plan (PIP) which must be collaboratively developed with a qualified observer.
11. Each teacher, regardless of seniority, tenure, or position, is required to develop and implement a state mandated Individual Development Plan (IDP) which describes the teacher's plan for continued professional growth and/or a remediation plan for areas of improvement.

Roles and Responsibilities

The Performance-Based Evaluation System introduces the role of the qualified observer. Qualified observers are principals, assistant principals, and department heads in the schools and directors, coordinators, and other instructional support staff in area and central offices. These positions, when approved by the Board of School Commissioners as permanent or interim, automatically identify the persons in the positions as qualified observers. They are responsible for the effective implementation of the processes and procedures of the evaluation system.

Principals and clinical supervisors have the sole responsibility of the overall evaluation of teacher level staff. These evaluators develop the mid-year Performance Review Reports and the Annual Evaluation Reports of teacher level staff. Other qualified observers, (assistant principals, department heads and central and area instructional support staff) have supporting roles in the overall evaluation process, which allow them to conduct some evaluation procedures such as formal observations and to provide data to the evaluators.

Every person identified as a qualified observer is required to participate in Performance-Based Evaluation Workshops mandated by the Chief Executive Officer. Performance-Based Evaluation staff in the Department of Professional Development conduct the workshops. These professional development activities are designed to introduce changes in the performance-based evaluation system, develop knowledge about the evaluation processes and procedures, and enhance evaluation skills.

Role of the Teacher

The teacher level staff member is responsible for knowing all information contained in the evaluation handbook. The teacher should be knowledgeable of and demonstrate effectiveness in the implementation of the behaviors described in the performance domains. The teacher must take personal responsibility for professional growth by preparing and implementing an Individual Development Plan and must participate in the development of a Performance Improvement Plan for domains that are identified as unsatisfactory or in need of improvement. The Maryland State Department of Education requires all teachers to develop an Individual Development Plan (IDP).

Role of the Principal, Clinical Coordinator or Director

These evaluators have the sole responsibility for determining the annual rating assigned to teacher level staff members. Each evaluator is responsible for knowing all information contained in this evaluation handbook and demonstrating the skills essential for the effective evaluation of teacher level staff. Evaluators of teacher level staff members may perform all of the procedures that are a part of the evaluation process. Because the collection of evidence of performance through a variety of sources is an important part of the evaluation process, other qualified observers who are part of the evaluating team support the evaluators. The evaluators may assign other qualified observers certain evaluation responsibilities and gather data from them regarding the performance of teacher level staff.

The principal has the sole responsibility for the final evaluation of most of the teacher level staff within the school, for the coordination of the evaluation process and for providing input into the

evaluation of those school-based teacher level staff members who are evaluated by coordinators or directors.

Clinical coordinators and directors have sole responsibilities for the final evaluation of teacher level staff members such as clinical service providers, IEP instructional associates, and full-time mentors. They gather data from the principals of schools and other qualified observers who may have responsibilities in the evaluation process.

Role of Other Qualified Observers (Assistant Principals, Department Heads, Area/Central Office Instructional Support Staff)

These qualified observers are responsible for knowing all information contained in the evaluation handbook and demonstrating the skills essential for effective evaluation of teachers. They assist in the evaluation process. They may provide orientation for teachers, hold conferences, provide instructional support for teachers, assist with the interpretation and use of content standards, curriculum, etc., make recommendations for Individual Development Plans and assist with the development and monitoring of Performance Improvement Plans.

Performance Ratings

A three-level rating system is used to evaluate performance. Using multiple sources of data such as observations, conferences, and other appropriate information sources, the evaluator uses the holistic scoring rubric to evaluate performance in each of the four domains. The indicators in each domain serve as examples of observable and tangible behaviors that clarify responsibilities. When the indicators have been considered for a domain, the evaluator assigns each domain a rating of proficient, satisfactory, or unsatisfactory and identifies, through comments, any specific strengths and/or weaknesses.

To determine the overall rating for the annual evaluation, the evaluator combines the points that correspond to the holistic rating for each domain. Depending upon the total number of points, performance is designated as proficient, satisfactory or unsatisfactory. When determining evaluation ratings, the evaluator must consider the quality, intensity, and frequency of the observed behaviors. The ratings and their definitions for the final evaluation follow.

Proficient

The overall performance exceeds many of the performance expectations identified in the four domains. The performance is either satisfactory or proficient in each of the domains. A combined score of 86 to 100 is proficient.

Satisfactory

The overall performance meets most of the performance expectations identified in the four domains. The performance may have domains in which areas for growth or improvement are identified. A combined score of 70-85 is satisfactory. Any domain identified as unsatisfactory requires the development of a Performance Improvement Plan

Unsatisfactory

The overall performance does not meet a sufficient number of the performance expectations identified in the four domains. The combined points for the four domains total 69 or below. Assistance and improvement are required in order to justify continued employment. A Performance Improvement Plan is required

Evaluation Ratings

	Proficient	Satisfactory	Unsatisfactory
Domain 1	25 points	18 points	6 points
Domain 2	25 points	18 points	6 points
Domain 3	25 points	18 points	6 points
Domain 4	25 points	18 points	6 points

- Each domain is 25% of the evaluation.
- Each rating level has a set point value.
- There is no deviation in the assignment of points for a domain.

Overall Performance

86 – 100 = **Proficient**
70 - 85 = **Satisfactory**
0 - 69 = **Unsatisfactory**

Timeline/Process Steps

Evaluation Process	Document(s)	Responsibilities	Due Date¹	Function
Staff Review of Evaluation Process	No Form Required	Principal/qualified observer: <ul style="list-style-type: none"> ◆ reviews steps in evaluation process ◆ discusses significance of evaluation ◆ highlights School Improvement Plan/ other significant information ◆ reviews student achievement data/other data; and ◆ discusses domains and indicators of the evaluation instrument 	By September 30 th	General information provided to staff about the evaluation process.
Initial Planning Conference	Initial Planning Conference Form IDP Form	Qualified observer and teacher discuss: <ul style="list-style-type: none"> ◆ student achievement data; ◆ the teacher's plans to address students' strengths and weaknesses; ◆ instructional strategies or support to increase student achievement; and ◆ artifacts teacher will maintain and share at future evaluation conferences. 	By October 15 th	Data identified that the teacher will provide to support performance assessment. Teacher's Individual Development Plan (IDP) reviewed. Teacher's Performance Improvement Plan (PIP) reviewed, if one is required.
1 st Formal Observation	Pre-Observation Conference Form Formal Observation Report	Qualified observer and teacher discuss: <ul style="list-style-type: none"> ◆ lesson/activity to be observed; ◆ the observation, student work, assessments/other data; and ◆ the teacher's performance. 	By December 1 st	Insight gained into the thinking and planning of the teacher. Teacher's performance observed. Performance analyzed.
Performance Review	Performance Review Form	Evaluator and teacher review and discuss: <ul style="list-style-type: none"> ◆ student achievement data, student work and progress/other significant issues; and ◆ assessment of each domain 	By January 15 th	Mid-year performance reviewed in each of the four domains.
2 nd Formal Observation	Pre-Observation Conference Form Formal Observation Report	Qualified observer and teacher discuss: <ul style="list-style-type: none"> ◆ lesson/activity to be observed; ◆ the observation, student work, assessments/other data; and ◆ the teacher's performance. 	By April 1 st	Insight gained into the thinking and planning of the teacher. Teacher's performance observed. Performance analyzed.
Annual Evaluation	Annual Evaluation Report	Evaluator: <ul style="list-style-type: none"> ◆ uses multiple sources of data to assess each domain; ◆ determines overall rating for the year; and ◆ discusses assessment with the teacher. 	By one week before teacher's last day of work	Teacher's overall performance assessed and yearly rating assigned

¹ If any due date falls on a non-work day, the due date is the next work day.

Evaluation Procedures

Evaluation Procedures and Timeline

Staff Review of the Evaluation Process.....	By September 30
Initial Planning Conference	By October 15
Formal Observations.....	By December 1 & April 1
Performance Review Report.....	By January 15
Annual Evaluation Report and Conference	By one week before the last workday in June

The principal should make adjustments to this timeline for teachers hired after the school year begins. Both the review of the evaluation process and the Initial Planning Conference should occur as soon as possible after the teacher has been hired. The principal or other qualified observer should identify the dates for observations and conferences.

Staff Review of Evaluation Process

At the beginning of each school year, (preferably in August) the principal will devote a portion of one staff or faculty meeting to the procedures and process of evaluation. The staff review will be held no later than September 30th.

In addition to a general overview of the evaluation procedures and process, the indicators of the four domains and the rubric provided in this Performance-Based Evaluation Handbook should be a part of the staff review. The indicators should be reviewed and discussed. A review of the rubric associated with the indicators should provide a framework for the discussion of how the teacher's performance is assessed. After this discussion, qualified observers and teachers should be clear in their understanding of the ways in which teacher performance and student achievement will be assessed. Further clarification can take place at the Initial Planning Conference.

An example of how a particular indicator could be addressed follows:

Example:

Domain One: Planning and Preparation

Indicator #7 states - "Teacher uses data to diagnose student strengths and weaknesses to develop prescriptive strategies."

The rubric for a satisfactory teacher states -

1. "A system for determining student strengths and weaknesses is in place and students are instructed according to needs."
2. "Planning and preparation reflect the use of data to diagnose strengths and weaknesses. Assessment results are used to plan instruction."

The connection between the teacher's evaluation and student performance should be clarified. Teachers examine student performance data on an ongoing basis and use these data to guide instruction and to modify their teaching for students who are not making appropriate progress. Teachers record student achievement results throughout the year to analyze for patterns and to set priorities for improvement.

The principal, using this indicator and the related sections of the rubric, would provide guidance about the types of data available to teachers, examples of ways other diagnostic data might be developed along with suggestions about ways to record the data and develop prescriptive strategies.

Initial Planning Conference

Prior to October 15 each year, the principal or other qualified observer will confer with each teacher to:

- ◆ discuss current students' strengths and weaknesses;
- ◆ discuss the teacher's plans to increase student achievement;
- ◆ discuss strategies that will be used;
- ◆ identify data sources that will be used to measure achievement;
- ◆ identify data to be maintained and reviewed in conferences;
- ◆ review, revise or develop a Performance Improvement Plan (PIP), if one is required; and
- ◆ review IDP.

Parts of the Initial Planning Conference may be conducted in small groups such as grade level teams or departments. This conference should not be conducted as a total faculty activity.

Performance Improvement Plan. The Performance Improvement Plan (PIP) is used to assist teachers in correcting a documented deficiency. The principal/qualified observer can require the development of a PIP at any time a deficiency is noted.

If a teacher is not performing at a satisfactory level in any one of the domains, a Performance Improvement Plan (PIP) shall be implemented. The PIP should be in response to observed or documented deficiencies or other significant information that indicates concern regarding a specific criterion. If the teacher's students, in general, fail to make progress, a PIP should be developed to address ineffective teaching skills.

A review of the progress of students using baseline data presented at the Initial Planning Conference and data related to student progress presented throughout the school year at conferences with the teacher should be compared. This information is used to determine whether there is a need to create a Performance Improvement Plan related to developing more effective teaching strategies to increase student achievement.

While the PIP should represent consensus between the teacher and the principal/ qualified observer, in cases where significant disagreement arises, the decision of the principal/qualified observer is final.

- √ the qualified observer identifies the areas targeted for improvement;
- √ the teacher initiates an improvement plan based upon areas of improvement identified by the qualified observer;
- √ the teacher presents an improvement plan to the qualified observer for support, assistance and approval within 10 work days after being notified that a PIP should be developed; or within 10 days of receiving an unsatisfactory rating in a domain;
- √ the teacher and the qualified observer collaboratively create the action plan (PIP); the teacher works on the identified areas of improvement;
- √ the qualified observer provides assistance and support, and monitors the teacher's progress;
- √ the teacher and qualified observer meet at the review dates indicated on the PIP to formally discuss the progress of the improvement plan;
- √ the teacher and qualified observer meet at the target date on the PIP to formally discuss the status of the improvement plan; and
- √ the qualified observer provides the teacher with written feedback on the final results of the improvement process.

A PERFORMANCE IMPROVEMENT PLAN shall be developed by October 15, by any teacher who was rated "Unsatisfactory" in any one of the domains or had an overall unsatisfactory the previous academic year. The plan may be a continuation of one already in place or a revision based on the teacher's current assignment.

Note: If a teacher fails to begin the development of the PIP and/or fails to meet with the qualified observer to finalize the PIP, the qualified observer should develop the PIP, share it with the teacher, and document the teacher's refusal to adhere to the process.

The Performance Improvement Plan Cycle

A PIP MAY be indicated if any of the following occur:

- unsatisfactory overall rating or unsatisfactory in any domain on the previous year's Annual Evaluation Report;
- a formal observation and post-observation conference will document weaknesses in any domain;
- documentation of non-adherence to standards set forth in system or school policies and procedures; and
- identification and discussion of persistent problems and/or weaknesses.

Implementation of the PIP

- qualified observer targets area for improvement
- teacher initiates the PIP
- conference with qualified observer to discuss and agree on the proposed PIP
- action plan developed
- planned activities completed

Resolution of the PIP

- ongoing monitoring of support and progress
 - conference held on review date(s)
 - conference held in a reasonable time of the target date
- √ satisfactory Improvement = end of PIP
- √ improvement needed = PIP continued or modified
- √ no improvement = PIP continued or modified until satisfactory performance is observed.

Observations

The qualified observer will follow an observation cycle that includes a pre-observation conference prior to each formal observation, the actual observation, and a post-observation conference. Although informal observations do not require a pre-conference or a post-observation conference, the informal observation should be followed by some type of constructive feedback process.

Formal Observations

Formal observations are opportunities to observe teacher performance and provide information for the preparation of the evaluation. There must be at least two formal observations of each BCPSS teacher every year [COMAR 13A.07.04.02A(4)]. An unsatisfactory evaluation shall include at

least one formal observation by an individual qualified to conduct the observation, other than the teacher's immediate supervisor.

Formal observations will be conducted with the prior knowledge of the teacher. There will be a pre-observation conference and a post-observation conference. A written observation report must be prepared for each formal observation and should be discussed during the post-observation conference. The observer's notes and comments should provide helpful feedback to the teacher. The observation report must be completed and the post-observation conference must take place within ten working days after the observation. An observation report provides a place for written comments and reactions by the teacher being observed. The observation report will be signed by the observer and the teacher, with copies given to the teacher. If a teacher is assigned to more than one location, the payroll principal will coordinate the formal observation process and the evaluation.

Formal observation of guidance counselors shall only be done by the Office of Guidance Services personnel holding National Counselor Certification (NCC) credentials and/or a Maryland Professional Counselor's License [Agreement between Baltimore Teachers Union and the Board of School Commissioners Article XVIII.18.5J] with the prior knowledge of the guidance counselor.

Pre-Observation Conference

There are multiple purposes of the pre-observation conference. One purpose is to enable the qualified observer to gain insight into the thinking and planning done by the teacher. This conference also provides an opportunity for the qualified observer to discuss issues identified at the Initial Planning Conference. It is an opportunity to compare information about student achievement with information previously shared by the teacher. Student performance on assessments and student progress can be discussed.

Qualified observers can use this conference to gather various data about the teacher's performance and teachers may be asked to bring documentation to the conference.

Both the qualified observer and the teacher should work to ensure that topics such as the ones listed below, which are applicable to the teacher's responsibilities, are discussed in the pre-observation conference:

- ◆ objectives, criteria for content, curriculum sequence, etc.;
- ◆ the activity/activities to be observed;
- ◆ ways in which the activity fits into the teacher's long-range planning;
- ◆ pertinent information concerning the group or activity observed;
- ◆ student progress; and
- ◆ means for assessing activity.

Both the teacher and the qualified observer bring to the conference a shared responsibility for a productive and professional exchange.

Post-Observation Conference

The primary goal of the post-observation conference is to allow the teacher and the qualified observer to jointly analyze the lesson/activity observed. It also serves as an opportunity to increase student achievement by refining and strengthening the teacher's skills. This conference also provides an opportunity for the qualified observer to review and discuss agreed upon documents related to issues such as the teacher's preparation, instruction/instructional support, student achievement, student attendance, and parent interactions that provide data for the qualified observer to effectively assess the teacher's performance.

Informal Observations

Informal observations provide an opportunity to observe activities/instruction. The purpose of informal observations is to provide the qualified observer with current, ongoing information about the teacher's and the students' performance. Informal observations give the qualified observer important information about the implementation of the curriculum, delivery of instruction, and student performance. These observations can also provide guidance for the design of a teacher's professional development and feedback regarding the teacher's effectiveness. Informal observations do not require written reports or follow-up conferences. The observer, however, should provide the teacher with feedback.

There is no specified number of informal observations that must be made during the year.

Performance Review Report and Conference

The performance review serves as a formative assessment or critique of the teacher's performance at mid-year. The Performance Review Report must be completed by January 15 of each year. It is an assessment that includes data collected from a variety of sources including observations, conferences, documentation provided by the teacher, and documentation that supports adherence to system and school policies and procedures.

Student progress to date can be discussed at the conference where the report is shared. This conference may also be used as an opportunity to review documentation presented by the teacher. The qualified observer should review the ratings assigned to the four domains and provide suggestions for improved practice or positive support for continued effective practices. Written suggestions for improvement should be provided to the teacher who receives an unsatisfactory rating in any domain so that the teacher can begin the process of developing activities for the improvement plan that must be developed.

An effective evaluation system recognizes outstanding teacher performance and gives special assistance to teachers in need of improvement. The Performance Review Report should reflect positive accomplishments, note areas of improvement in a domain, and/or identify unsatisfactory performance. If any domain is identified as unsatisfactory, the teacher must develop a Performance Improvement Plan (PIP) or modify an existing PIP for an unsatisfactory domain. The teacher's Individual Development Plan can be used to address marginal or weak areas.

Annual Evaluation Report and Conference

The annual evaluation is provided to the teacher each year prior to the close of the school year. The teacher is given the opportunity to review and discuss the annual evaluation report with the evaluator in a conference. This conference can also be used to compare prior information gathered through the year to discuss and assess overall student progress if necessary. The teacher may add information in the comments section of the report and must sign the report. A signature indicates that the teacher has read and received the report.

The evaluation report must be discussed in a conference on or before one week before the last work day for teachers in June. The evaluator will provide the teacher with a copy of the annual evaluation report.

Appeals

In the event of an overall rating of unsatisfactory, the local school system shall, at a minimum, provide certificated individuals with a meaningful appeal in accordance with Education Article, § 4-205(c)(4), Annotated Code of Maryland. If an observation report is a component of an unsatisfactory evaluation, the observation report may be appealed along with the unsatisfactory evaluation. The burden of proof is on the certificated individual appealing an overall rating of unsatisfactory.

Individual Development Plan

Development of Individual Development Plan

The Chief Executive Officer, following the Maryland State Department of Education mandate as defined in COMAR 13A.12.05, requires that all **certificated** employees develop a yearly Individual Development Plan.

- The IDP is a **personalized** tool for facilitating the professional growth and development of certificated employees in the Baltimore City Public School System.
- The IDP is a road map that describes the knowledge, skills/behaviors, attitudes and/or interests that an employee wishes to develop to improve job performance. It includes specific goals, enabling activities, time frames and outcomes.
- The IDP should be used to address areas in need of improvement if a teacher's performance in any Performance-Based Evaluation System domain is weak or marginal.
- The IDP should be flexible and responsive to the ongoing growth requirements of the employee.
- The IDP is a focused, achievable plan designed by the employee with input from the supervisor as appropriate. The IDP describes the employee's professional growth and development. It is a requirement for renewing a certificate or advancing to another certificate for certificated employees.
- The IDP is cumulative and transferable to new worksites.
- The IDP should address the coursework needed to satisfy requirements for certificate renewal.
- The IDP should not be used as a resume or a recollection of disparate workshops and activities.

Baltimore City Public School System

Individual Development Plan

Last Name _____ First Name _____ Middle Initial _____ Social Security Number _____

School Name _____ School Number _____ Supervisor's Name _____

Job Title _____ Years in BCPSS _____ Years in Present Position _____

GOAL

Note: Indicate approved credit-bearing experiences with an *.

Activity	Timeline	Anticipated Credits	Observable Outcomes

Activity	Timeline	Anticipated Credits	Observable Outcomes

The employee and the supervisor shall sign this document to indicate that it has been reviewed and discussed. Keep one for your file. An additional copy should be submitted to your supervisor.

Employee's Signature _____

Supervisor's Signature _____

Date _____

Glossary

COMAR - the code of Maryland regulations.

evaluation system - the structure and set of procedures by which the BCPSS initiates, designs, implements, and uses evaluation of its personnel.

formal observation - the process by which the principal/qualified observer gathers data about the processes of teaching; a pre and post conference are part of the whole process.

holistic scoring - the assessment of the teacher that views the performance as a whole and uses a rubric to define the performance standards; one overall score is assigned to the performance.

indicators - the reference points or standards in the domains of the evaluation instrument against which performance can be judged.

Individual Development Plan (IDP) - a personalized tool for facilitating the professional growth and development of certificated employees. The IDP is mandated by the Maryland State Department of Education.

Individual Education Program (IEP) - the program developed for a special education student to address unique needs.

informal observation - an opportunity to observe activities or instruction during the course of the day.

Maryland Standards - the knowledge and skills that students are expected to demonstrate as identified by the Maryland State Department of Education.

Maryland Senate Bill #795 - the 1997 law which provided for the city-state partnership governing the reform of the Baltimore City Public School System including the Performance-Based Evaluation System.

pedagogy - the philosophy and methodology that are a part of the art or profession of teaching.

Performance Improvement Plan (PIP) - the corrective actions developed by the teacher and approved by the principal to be taken when an unsatisfactory evaluation is given to either a domain or as an overall rating.

qualified observer - principals, assistant principals, central and area office support staff, and school based department heads.

rubric - an established set of criteria for scoring or rating performance.

stakeholders - those individuals who have substantial interest in schools and student learning.

Performance Domains & Rubric for Classroom Teachers

Performance Domains and Indicators For Classroom Teachers

Performance Domains

The Performance-Based Evaluation System appraises teacher performance in four performance domains. The goal of every teacher is to increase student achievement. Indicators are provided for each domain, which identify specific teacher behaviors by which teachers are assessed as they carry out their responsibilities. Though each indicator directly or indirectly addresses teacher behaviors that influence student achievement, some have an asterisk to identify those which may become the focus of the evaluation conferences.

Domain One: The domain, **Planning and Preparation**, includes indicators that provide for the evaluation of the teacher in planning procedures for improving student performance that reflect knowledge of content and pedagogy.

Indicators:

1. Planning reflects teacher understanding of student knowledge, skills, and readiness levels, including Individualized Education Programs (IEP), individual student needs, interests and learning styles.
2. Planning reflects district-approved curriculum scope and sequence, goals and objectives, Maryland Learning Standards, and Core Learning Goals.
3. Planning reflects knowledge of content and pedagogy, logical organization of tasks, and appropriate pacing of planned activities.
4. Teacher selects a variety of technology materials and uses materials appropriate to the lesson's objectives and the students' abilities.
5. Teacher maintains up-to-date emergency lessons for substitutes.
6. *Teacher selects or develops a variety of assessments and formats related to specific learning objectives.
7. *Teacher uses data to diagnose student strengths and weaknesses and to develop prescriptive strategies.

Domain Two: The domain, **The Learning Environment**, includes indicators that provide for the evaluation of the teacher in the establishment and maintenance of orderly and effective learning cultures that promote student achievement.

Indicators:

1. Teacher establishes and requires students to adhere to appropriate classroom rules and standards, establishes appropriate consequences for student misbehavior, and effectively implements management procedures.
2. Teacher creates and maintains an organized, productive, safe, and orderly classroom environment.
3. Teacher establishes and maintains an atmosphere of mutual respect.
4. *Teacher expresses and reinforces high expectations for all students with regard to attendance, achievement, and behavior.
5. *Teacher maintains a classroom culture that maximizes academic learning time.
6. *Teacher organizes classroom space to best promote student learning.

Domain Three: The domain, **Instruction**, includes indicators that provide for the evaluation of the teacher in the development of effective learning activities and quality teacher-student interactions in the classroom that result in increased student achievement.

Indicators:

1. Teacher's oral and written communications are clear and precise and utilize the conventions of standard English.
2. Teacher uses a variety of questioning and discussion techniques.
3. Teacher uses prompt and frequent reinforcement to encourage students to complete learning tasks.
4. Teacher demonstrates adequate and accurate knowledge of subject matter and relates subject matter to other subjects and practical situations.
5. Teacher clarifies and/or corrects inaccurate information given by students.
6. *Teacher uses appropriate instructional techniques and modifications to meet the needs of students with disabilities, as outlined in student Individualized Education Programs.

7. *Teacher monitors and assesses academic progress of students and provides constructive feedback.
8. *Teacher uses learner-centered techniques that provide for acquisition of basic skills and knowledge and promotes critical thinking and problem solving.
9. *Teacher regularly uses multiple sources of data to modify instruction to ensure that all students are progressing appropriately.
10. *Teacher assesses before, during, and after instruction and adapts a variety of teaching strategies and assessments within and between topics.

Domain Four: The domain, **Professional Responsibilities**, includes indicators that provide for the evaluation of the teacher's participation in meaningful school improvement and professional growth that promote increased student achievement.

Indicators:

1. Teacher interacts professionally, ethically, legally, and respectfully with parents, students, colleagues, and supervisors.
2. Teacher works collaboratively to contribute to a safe, orderly, and productive school environment.
3. Teacher assumes responsibility for the care of materials, equipment, and the classroom.
4. Teacher completes all reports, documents, and student forms, and complies in a timely manner with all federal, state, and local requirements.
5. Teacher sets an appropriate example for colleagues, students, and community in appearance, demeanor, and work habits.
6. Teacher makes self available for conferences and consultations.
7. Teacher complies with attendance and punctuality policies and procedures.
8. Teacher participates in professional activities that are set forth in the Individual Development Plan and/or required by the teacher's Performance Improvement Plan.
9. *Teacher maintains an organized, accurate system for monitoring and reporting individual student achievement, skill progress, and attendance and meets grade reporting deadlines and requirements.
10. *Teacher discusses student attendance, performance, lessons, concepts, and/ or units taught in conferences with qualified observers and / or parents.

Holistic Scoring Rubric for Classroom Teachers

Domain 1: Planning and Preparation		
Unsatisfactory	Satisfactory	Proficient
Planning fails to reflect teacher understanding of students' prior knowledge, skills and/or readiness levels.	Planning indicates awareness of students' prior knowledge, skills and/or readiness levels.	Planning consistently reflects understanding of prerequisite relationships among topics and concepts and reflects current research
Planning fails to reflect use of Individualized Education Plans (IEPs) and/or knowledge of individual needs, interests and/or learning	Planning reflects use of Individual Education Plans (IEPs), and knowledge of individual needs, interests and/or learning styles.	Planning reflects consistent and appropriate use of Individualized Education Plans (IEPs), and knowledge of individual needs, interests and learning styles.
Planning fails to reflect use of state approved standards and/or district curriculum scope and sequence.	Planning reflects use of state approved standards and system curriculum scope and sequence	Planning reflects consistent and appropriate use and enhancement of state approved standards and system curriculum scope and sequence.
Planning displays minimal knowledge of developmental characteristics of age group.	Planning displays accurate knowledge of developmental characteristics of age groups.	Planning displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.
Displays weakness in content knowledge. Representation of content is inconsistent in quality.	Content knowledge is appropriate.	Content knowledge is appropriate and reflects students' needs and curriculum.
Instructional goals are either not clear or are not suitable for the class.	Instructional goals are clear and permit viable methods of assessment for most students in class.	Instructional goals are clear, permit viable methods of assessment, and take into account the varying needs of individual students or groups.
Planning does not reflect an awareness of resources available through the school or the school system to assist students who need them.	Planning reflects an awareness and use of resources available through the school or the school system.	Planning reflects a full awareness and use of resources available through the school or the school system and knowledge of how to gain access to them.

Domain 1: Planning and Preparation

Unsatisfactory	Satisfactory	Proficient
The learning activities planned are not suitable to the students and may not support achievement of instructional goals.	Learning activities planned are suitable to students and support the instructional goals. Pacing is appropriate.	Learning activities planned are highly relevant to students and consistently support the instructional goals. Pacing supports optimum achievement of instructional goals.
Planning rarely provides for materials and resources that support the instructional goals and engage students in meaningful learning.	Planning provides for materials and resources that support the instructional goals and engage students in meaningful learning.	Planning provides for a variety of materials and resources that support and enhance the instructional goals and fully engage students in meaningful learning.
Scores on state, system, and/or standardized tests are either not recorded or not recorded adequately.	Scores on state, system, and/or standardized tests are maintained	Scores on state, system, and/or standardized tests are maintained and updated regularly.
A system for determining student strengths and weaknesses is either not in place or not being used by the teacher.	A system for determining student strengths and weaknesses is in place and students are instructed according to needs.	A system for determining student strengths and weaknesses is in place and consistently used by the teacher. Individual student progress is recorded
Planning and preparation do not reflect the use of data to diagnose strengths and weaknesses. Modifications for students with special needs are insufficiently indicated. Assessment results affect planning only minimally.	Planning and preparation reflect the use of data to diagnose strengths and weaknesses. Assessment results are used to plan instruction.	Planning and preparation consistently reflect the use of data to diagnose strengths and weaknesses. Assessment results are used to plan for individuals and groups of students.

Domain 2: The Learning Environment

Unsatisfactory	Satisfactory	Proficient
Sets minimal standards of conduct for student behavior and inconsistently implements management procedures.	Routinely establishes and generally requires student adherence to classroom rules and standards	Routinely establishes, conveys, and always requires student adherence to appropriate classroom rules and standards
Attempts to respond to student misbehavior but with uneven results.	Consequences are in place for student misbehavior. Adequate management procedures are implemented.	Consistently applies consequences for student misbehavior and effectively establishes management procedures.
The classroom environment conveys only modest expectations for student achievement	Instructional goals and activities, interactions and the classroom environment convey some high expectations for the students.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.
Does not have an organized, productive, orderly classroom environment	Maintains an appropriately organized, productive and safe classroom environment	Consistently creates and maintains an efficient, productive and safe classroom environment.
Students not working with the teacher are not productively engaged in learning	Tasks for group work are organized and most students are engaged at all times.	Groups working independently are productively engaged at all times.
Materials are handled inefficiently, resulting in loss of instructional time	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, maximizing instructional time.
The classroom culture does not reflect mutual respect.	Encourages an atmosphere of mutual respect.	Establishes and consistently maintains an atmosphere of mutual respect.
Students exhibit disrespect for the teacher and/or peers and interactions are characterized by conflict.	Student interactions are generally polite and respectful	Students consistently exhibit respect for the teacher and peers.
The teacher fails to consistently express and reinforce high expectations for students with regard to attendance, achievement and behavior	The teacher expresses and reinforces high expectation for students with regard to attendance, achievement, and behavior	The teacher consistently expresses and reinforces high expectations for students with regard to attendance, achievement and behavior.
The classroom culture does not make appropriate use of academic learning time	The classroom culture makes appropriate use of academic learning time	The classroom culture maximizes academic learning

Domain 3: Instruction

Unsatisfactory	Satisfactory	Proficient
Spoken and written language contains many grammar and usage errors.	Spoken and written language is clear and precise and uses the conventions of standard English	Spoken and written language is clear, correct and expressive. All the conventions of standard English are in place.
Directions or procedures are confusing to students.	Directions and procedures are clarified if there is confusion.	Directions and procedures are clear and contain appropriate levels of details.
Content knowledge is questionable. Content errors are made and student content errors are not corrected	Displays solid content knowledge and attempts to correct inaccurate information from students.	Displays extensive content knowledge and ensures that students' understanding of material is clear and accurate.
Questions are of low quality. There are too few variations in questioning and discussion techniques. Interaction is predominantly lecture style.	A variety of questioning and discussion techniques are used. Questions reflect a combination of cognitive levels with adequate time for response.	Questions are of uniformly high levels and promote critical thinking and creative problem-solving. A wide variety of questioning and discussion techniques are used.
Reinforcement is either not provided or is of uniformly low quality and is not provided in a timely manner.	Reinforcement is usually of good quality and generally presented in time for students to benefit.	Reinforcement is of consistently high quality and is provided in a timely manner for student reflection.
Little effort is made to relate subject matter to other subjects and practical situations	Subject matter is related to other subjects and practical situations when appropriate.	Efforts are routinely made to relate subject matter to other subjects and practical situations.
Few learner-centered techniques are used to develop basic skills and acquire knowledge. Critical thinking and problem solving are seldom used to support instruction.	Learner-centered techniques support the acquisition of basic skills and knowledge. Critical thinking and problem solving are regularly included in instruction.	Learner-centered techniques support the acquisition of basic skills and knowledge. Critical thinking and problem solving are consistently a part of instruction.
Instruction does not reflect modifications that address the instructional needs of groups and individual students nor does it reflect the needs identified on Individual Education Plans.	Instruction contains modifications that address the instructional needs of groups and individual students, including students with Individual Education Plans.	Instruction contains varied approaches that reflect Individual Education Plans, differences in learning styles, modalities and multiple intelligences.

Domain 3: Instruction

Unsatisfactory	Satisfactory	Proficient
Information about individual student progress and/or class progress is not analyzed or interpreted. There is little reflection about student growth.	Information about individual student progress and/or class progress is analyzed and interpreted. The teacher reflects on student growth to guide instruction.	Information about individual student progress and/or class progress is analyzed, interpreted and reflected upon to refine instruction to increase student achievement.
Student assessment data are either not analyzed or ineffectively analyzed. Re-teaching rarely occurs. Little effort is made to evaluate the effectiveness of teaching materials and strategies.	Student assessment data are analyzed and used to guide instruction. Re-teaching occurs as needed. Efforts to evaluate the effectiveness of teaching materials and strategies take place.	Student assessment data are analyzed to guide instruction and to provide a variety of opportunities for students to re-learn. A continuous evaluation of the effectiveness of teaching materials and strategies take place.
Information about student prior knowledge is either not used or rarely used to guide instruction	Information about student prior knowledge is used to guide instruction.	Information about student prior knowledge is consistently used to guide instruction. Instruction provides appropriate remediation and extensions for students.
Assessment criteria are unclear or not clearly communicated to students. Monitoring of assessment criteria rarely occurs.	Assessment criteria and standards are monitored and communicated to the students.	Continuous monitoring and communication of clear assessment criteria and standards provide opportunities for students to review progress

Domain 4: Professional Responsibilities

Unsatisfactory	Satisfactory	Proficient
Fails to interact professionally, ethically, legally, and/or respectfully with parents, students, colleagues, and/or supervisors	Interacts professionally, ethically, legally and respectfully with parents, students, colleagues and supervisors.	Seeks opportunities to meet with and interact professionally, ethically, legally and respectfully with parents, students, colleagues and supervisors.
Refuses to or seldom works with others to contribute to a safe, orderly and productive school environment.	Works collaboratively to contribute to a safe, orderly and productive school environment. Participates in team or departmental decision-making by supporting and cooperating with colleagues.	Takes a leadership role in team or departmental decision-making and ensures that these decisions are based on highest professional standards.
Avoids becoming involved with team collaborations.	Support and cooperation characterize relationships with colleagues.	Takes initiative in assuming leadership with faculty.
Fails to assume or ineffectively assumes responsibility for the care of materials, equipment and the classroom.	Assumes responsibility for the care of materials, equipment and the classroom.	System for care of materials, equipment and the classroom is highly effective.
Little or no attempt to engage families in the instructional program, or such attempts are inappropriate.	Communicates with parents about student progress on a regular basis and responds to concerns expressed by parents.	Attendance and punctuality are exemplary.
Fails to comply with attendance and punctuality policies and procedures.	Complies with attendance and punctuality policies and procedures.	Response to parent concerns is handled with sensitivity and frequency.
Fails to meet grade-reporting deadlines. System for maintaining student reports is either in disarray or not effective.	Meets grade reporting deadlines and other requirements for maintaining student reports.	Grade reporting deadlines are always met and a system for maintaining student reports is accurate and fully effective.
There is either no system or monitoring and reporting individual student achievement and skill progress or the system is ineffective.	An organized, accurate system for monitoring and reporting individual student achievement and skill progress is maintained.	An organized, accurate system for monitoring and reporting individual student achievement and skill progress is maintained and updated.
Inaccurate or incomplete information about student achievement is shared with qualified observers and/or parents	Information about student achievement is shared with qualified observers and/or parents	Information about student achievement is analyzed and shared with qualified observers and/or parents.

Domain 4: Professional Responsibilities

Unsatisfactory	Satisfactory	Proficient
Information about student performance is limited or incomplete. Little or no discussion of lessons, concepts and/or units taught occurs in conferences with qualified observers.	Discusses student performance, lessons, concepts and/or units taught in conferences with qualified observers.	Analyzes student performance and provides examples of lessons, concepts and/or units taught in conferences with qualified observers

Performance Domains & Rubrics for School-Based Teacher Level Positions Other Than Full-Time Classroom Teachers

The domains and rubric in this section are for school-based teacher level positions other than full-time classroom teacher. Many of the teachers with these positions have job responsibilities that do not include regular or daily classroom instruction. There may also be positions in this category that include some classroom instruction along with other job responsibilities outside of the classroom.

Some examples of the positions that are included in this category are listed below. The list is not totally inclusive since some positions that fit in the category may be unique to a school or a program.

Department Heads
Master Teachers
Instructional Support Teachers
Consulting Teachers
Facilitators
Technology Support Teachers
Instructional Resource Teachers
Direct Instruction Coordinators
Curriculum Coordinators
Academy Leaders
Crisis Center Managers

Performance Domains and Indicators for School-Based Teacher Level Positions Other Than Full-Time Classroom Teachers

Performance Domains

The performance domains identify the behaviors that assess the performance of teacher level personnel, in positions other than full-time classroom teachers, in the conduct of their professional responsibilities. The goal of every educator is to increase student achievement. The indicators in each of the domains address student achievement, either directly or indirectly.

Domain One: Planning and Preparation, includes indicators that provide for the evaluation of the teacher in a position other than full-time classroom teacher, in planning procedures that reflect knowledge of content, pedagogy and procedures related to the position/program.

Indicators:

1. Plans daily on-going activities for implementation of position/program.
2. Planning reflects knowledge and understanding of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.
3. Planning reflects knowledge of content and pedagogy, organization of tasks and pacing of planned activities.
4. Planning reflects analysis and utilization of assessment information related to position/ program.
5. Maintains up-to-date records that assist with implementation of position/program.
6. Demonstrates leadership in planning and coordinating.

Domain Two: The Learning Environment, includes indicators that provide for the evaluation of the teacher in a position other than full-time classroom teacher, in the organization and management of the responsibilities specific to the position/program and in support of increased student achievement.

Indicators:

1. Participates in organization of position/program as designed and implements management procedures.
2. Maintains records of support services related to position/program.
3. Establishes a system for communicating information to the qualified observer on a regular basis.
4. Expresses and reinforces high expectations with regard to attendance and achievement.
5. Apprises the principal/supervisor regularly of the support provided to the participants and of the status of the position/program.
6. Makes recommendations and carries out responsibilities consistent with the school/system policy.
7. Manages affairs such as ordering, distributing materials, equipment and supplies related to position/program.

Domain Three: Instruction/Instructional Support, includes indicators that provide for the evaluation of the teacher in a position other than full-time classroom teacher, for the development and implementation of activities and procedures that support the program/position and contribute to increased student achievement.

Indicators:

1. Demonstrates knowledge of principles and practices of position/program.
2. Works with personnel in planning and coordinating instructional program for maximum educational benefit to students/teachers/staff.
3. Provides support for teachers/students/staff.
4. Assists in the implementation of program/instructional program.
5. Develops solutions, decisions, recommendations related to position/program.
6. Assists teachers/staff in carrying out the responsibilities associated with the position/program.

7. Provides for and/or participates in professional development activities.
8. Cooperates with others to implement policies and procedures related to the total school/ office program.
9. Demonstrates oral and written communications that are clear and precise and utilizes the conventions of standard English.

Domain Four: Professional Responsibilities, includes indicators that provide for the evaluation of the teacher in a position other than full-time classroom teacher, in the performance of responsibilities as they relate to student achievement, school improvement, school regulations and personal growth.

Indicators:

1. Interacts professionally, ethically, legally and respectfully with students, parents, other teachers, colleagues and supervisors.
2. Works collaboratively to contribute to a safe, orderly and productive school.
3. Assumes responsibility for the care of materials and equipment.
4. Completes reports, documents, and forms and complies with all federal, state and local requirements.
5. Sets an example for students, colleagues, and community in appearance, demeanor and work habits.
6. Makes self available for conferences and consultations.
7. Complies with attendance and punctuality policies and procedures.
8. Participates in professional activities that are set forth in the Individual Development Plan and/or required by a Performance Improvement Plan.

Holistic Scoring Rubric for School-Based Teacher Level Positions Other Full-Time Classroom Teachers

Domain 1: Planning and Preparation		
Unsatisfactory	Satisfactory	Proficient
Rarely plans for daily and on-going activities of the position/program..	Usually plans for daily and on-going activities of the position/program.	Consistently plans and effectively implements a variety of on-going activities to clearly support position/program.
Planning displays little knowledge of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System	Planning displays accurate knowledge of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System	Planning displays extensive knowledge and understanding of laws, regulations, statutes, rules and policies affecting Baltimore City Public School System.
Planning reflects minimal utilization of assessment information related to position/program.	Planning reflects the use of assessment information related to position/program.	Planning reflects insightful analysis and utilization of assessment information related to position/program.
Records are rarely up-to-date and provide minimal assistance with implementation of position/program.	Records are generally up-to-date and provide assistance with implementation of position/program.	Records are consistently and accurately maintained to reflect timely implementation of position/instructional program.
Short- and long-range plans lack detail and do not support implementation of the program/instructional program.	Short- and long-range plans provide adequate details that support implementation of the program/instructional program.	Short- and long-range plans are detailed and provide for effective implementation of position/program.
Demonstrates ineffective leadership in planning and ineffectively coordinates the program/ instructional program.	Usually demonstrates leadership in planning and adequately coordinates the program/instructional program.	Demonstrates exceptional leadership in planning and coordinating the program/instructional program.

Domain 2: The Learning Environment

Unsatisfactory	Satisfactory	Proficient
Does not participate in organization of position/program as designed and rarely implements management procedures.	Usually participates in organization of position/program as designed and generally implements management procedures.	Routinely participates in the organization and implementation of management procedures of position/program as designed.
Records are handled inefficiently and do not reflect support services to position/program.	Generally maintains accurate records of support services related to program/position.	Consistently maintains accurate, timely records of support services related to position/ program.
There is limited effectiveness in communicating information.	Pertinent information is usually communicated on a regular basis.	Clearly establishes a professional and effective system for communicating of all pertinent information on a regular basis.
Conveys only modest expectations with regard to attendance and achievement.	Conveys high expectations with regard to attendance and achievement.	Conveys consistently high expectations for attendance and achievement.
The principal/supervisor are provided with little information as to the progress of the participants and are irregularly informed of the status of the position/instructional program.	The principal/supervisor are provided appropriate information as to the progress of the participants and are routinely informed of the status of the position/instructional program.	Effectively and accurately appraises the principal/supervisor of the progress of participants and the status of the position/instructional program.
Does not make effective recommendations and fails to carry out responsibilities consistent with the school system policy.	Makes effective recommendations and usually carries out responsibilities consistent with the school system policy.	Consistently makes effective recommendations and thoroughly carries out responsibilities consistent with the school system/policy.
There is limited effectiveness in managing affairs such as ordering, distributing materials, equipment, and supplies related to the position/program.	Adequately manages affairs such as ordering and distributing materials, equipment and supplies related to position/program.	Efficiently manages affairs such as ordering, distributing materials, equipment, and supplies related to the position/program.

Domain 3: Instruction/Instructional Support

Unsatisfactory	Satisfactory	Proficient
Demonstrates inadequate and inaccurate knowledge of principles and practices of position/program.	Displays basic content knowledge of principles and practices of position/program.	Demonstrates complete and accurate knowledge of principles, current research and practices of the position/program.
Does not productively work with personnel in planning and coordinating instructional program to benefit students/teachers/staff.	Usually works with personnel in planning and coordinating instructional program to benefit students/teachers/staff.	Works harmoniously and professionally with personnel in planning and coordinating instructional programs for maximum educational benefits to students/teachers/staff.
Does not provide sufficient support for teachers/student/s/staff.	Provides adequate support for teachers/students/staff.	Provides consistent, appropriate support for teachers, students, staff.
Rarely assists in the implementation of program/instructional programs.	Assists in the implementation of program/instructional programs.	Regularly assists in the implementation of programs/instructional programs.
Does not develop workable solutions, decisions or recommendations related to position/program.	Usually develops technically sound solutions, decisions, recommendations related to position/ program.	Consistently develops technically sound solutions, decisions, recommendations related to position/program.
Does not usually assist teachers/staff in carrying out the responsibilities associated with the position/program.	Adequately supports teachers/staff in carrying out responsibilities associated with position/program.	Conscientiously and positively assists teachers/ staff in carrying out the responsibilities associated with the position/program.
Fails to provide for and participate in professional development activities to enhance knowledge and/or skills.	Provides for and participates in professional development activities to enhance knowledge and/or skills.	Consistently provides for and routinely participates in professional development activities to enhance knowledge and/or skills.
Provides minimal cooperation with others to implement policies and procedures related to the total school/office program.	Cooperates with others to implement policies and procedures related to the total school/office program.	Consistently cooperates with others to implement policies and procedures related to the total school/office program.
Spoken and written language contain many grammar and usage errors.	Spoken and written language are clear and correct.	Spoken and written language are correct and expressive.

Domain 4: Professional Responsibilities

Unsatisfactory	Satisfactory	Proficient
Does not interact professionally with students, parents, other teachers, colleagues and supervisors.	Regularly interacts professionally, ethically, legally, and respectfully with students, parents, other teachers, colleagues and supervisors.	Consistently interacts professionally, ethically, legally, and respectfully with students, parents, other teachers, colleagues and supervisors.
Rarely works collaboratively to contribute to a safe, orderly and productive school/office.	Works collaboratively to contribute to a safe, orderly and productive school/office.	Consistently works collaboratively and sets appropriate examples to contribute to a safe, orderly, and productive school/office.
Fails to responsibly care for materials and equipment.	Assumes responsibility for the care of materials and equipment.	Establishes a fully effective system for the care and preservation of materials and equipment.
Does not complete reports, forms, documents in .timely manner with federal and state requirements.	Routinely completes reports, forms and documents in a timely manner with federal and state requirements.	Consistently, accurately, and professionally completes reports, documents and forms and complies in a timely manner with all federal, state, and local requirements.
Fails to set an appropriate example for students, colleagues and community in appearance, demeanor and work habits.	Sets an appropriate example for students, colleagues, and community in appearance, demeanor, and work habits.	Consistently sets an appropriate example for students, colleagues and community in appearance, demeanor and work habits.
Little attempt is made to make self available for conferences and consultations.	Regularly makes self-available for conferences and consultations.	Initiates, seeks out opportunities, and regularly makes self available for conferences and consultations.
Fails to comply with attendance and punctuality policies and procedures.	Complies with attendance and punctuality policies and procedures.	Exceeds acceptable standards of attendance and punctuality policies and procedures.
Fails to make efforts to complete professional activities that are set forth in the Individual Professional Development Plan (IDP) and/or the Performance Improvement Plan (PIP).	Makes reasonable efforts to complete activities that are set forth in the Individual Development Plan (IDP) and/or the Performance Improvement Plan (PIP).	Makes consistent efforts to complete professional activities that are set forth in the Individual Development Plan (IDP).

Performance Domains & Rubric for Clinical Service Providers

Performance Domains and Indicators For Clinical Service Providers

Performance Domains

The performance domains identify the behaviors that assess the performance of clinical service providers in the conduct of their professional responsibilities.

Domain One: Planning and Preparation includes indicators that provide for the evaluation of the clinical service provider in planning procedures that reflect knowledge of content, pedagogy and procedures related to the position.

Indicators:

1. Plans daily on-going activities for implementation of the responsibilities of the position.
2. Planning reflects knowledge and understanding of laws, regulations, statutes, rules, and policies affecting the Baltimore City Public School System.
3. Planning reflects knowledge of content and pedagogy, organization of tasks and pacing of activities.
4. Planning reflects analysis and utilization of assessment information related to position/program.
5. Maintains up-to-date records that assist with implementation of the responsibilities of the position/program.
6. Demonstrates leadership in planning and coordination.

Domain Two: The Learning Environment includes indicators that provide for the evaluation of the clinical service provider in the organization and management of the responsibilities specific to the position/program.

Indicators:

1. Participates in system activities of position as designed, and implements management procedures.
2. Maintains records of support services related to position/program.
3. Establishes a system for communicating information to the qualified observer on a regular basis.
4. Expresses and reinforces high expectations with regard to attendance and achievement.

5. Apprises the principal/supervisor regularly of the support provided to the participants and of the status of the position/program.
6. Makes recommendations and carries out responsibilities consistent with the school/system policy.
7. Manages responsibilities such as ordering, distributing materials, equipment and supplies related to position/program.

Domain Three: Instruction/Instructional Support includes indicators that provide for the evaluation of the clinical service provider, for the development and implementation of activities and procedures that support the program/position.

Indicators:

1. Demonstrates knowledge of principles and practices of position/program.
2. Works with personnel in planning and coordinating the instructional program for maximum educational benefit to students/teachers/staff.
3. Provides support for teachers/students/staff.
4. Assists in the implementation of program/instructional program.
5. Develops solutions, decisions, and recommendations related to position.
6. Assists staff in carrying out the responsibilities associated with the position/program.
7. Provides for and/or participates in professional development activities.
8. Cooperates with others to implement policies and procedures related to the total school/office program.
9. Demonstrates oral and written communications that are clear and precise and utilizes the conventions of standard English.

Domain Four: Professional Responsibilities includes indicators that provide for the evaluation of the clinical service provider in the performance of responsibilities as they relate to the school improvement plan, school regulations, and personal growth.

Indicators:

1. Interacts professionally, ethically, legally and respectfully with students, parents, other teachers, colleagues and supervisors.
2. Works collaboratively to contribute to a safe, orderly and productive school.
3. Assumes responsibility for the care of materials and equipment.
4. Completes reports, documents, and forms and complies with all federal, state, and local requirements.
5. Sets an example for students, colleagues, and community in appearance, demeanor and work habits.
6. Makes self available for conferences and consultations.
7. Complies with attendance and punctuality policies and procedures.
8. Participates in professional activities that are set forth in the Individual Development Plan and/or required by a Performance Improvement Plan.

Holistic Scoring Rubric for Clinical Service Providers

Domain 1: Planning and Preparation		
Unsatisfactory	Satisfactory	Proficient
Rarely plans for on-going activities of the position/program.	Usually plans for on-going activities of the position/program.	Consistently plans and effectively implements a variety of on-going activities to clearly support the position/program.
Planning displays little knowledge of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.	Planning displays accurate knowledge of laws , regulations, statutes, rules and policies affecting the Baltimore City Public School System.	Planning displays extensively knowledge and understanding of laws, regulations, statutes, rules and policies affecting Baltimore City Public School System.
Planning displays minimal knowledge of content and pedagogy, haphazard organization of tasks and inappropriate supporting activities.	Planning displays adequate knowledge of content and pedagogy and tasks are usually organized with appropriate pacing of activity.	Planning reflects thorough knowledge of content, pedagogy, logical organization of tasks and appropriate and efficient pacing of activities.
Planning reflects minimal utilization of assessment information related to the position/program.	Planning reflects the use of assessment information related to the position/program.	Planning reflects insightful analysis and utilization of assessment information related to the position/program.
Records are rarely up-to-date and provide minimal assistance with implementation of the position/program.	Records are generally up-to-date and provide assistance with implementation of the position/program.	Records are consistently and accurately maintained to reflect timely implementation of the position/program.
Short- and long-range plans lack detail and do not support implementation of the position/program.	Short- and long-range plans provide adequate details that support implementation of the position/program.	Short- and long-range plans are detailed and provide for effective implementation of the position/program.
Demonstrates ineffective leadership in planning and ineffectively coordinates the position/program.	Usually demonstrates leadership in planning and adequately coordinates the position/program.	Demonstrates exceptional leadership planning and coordinating the position/program.

Domain 2: The Learning Environment

Unsatisfactory	Satisfactory	Proficient
Does not participate in the organization as designed and rarely implements management procedures.	Usually participates in the organization of the position/program designed and generally implements management procedures.	Routinely participates in the organization and implementation of management procedures of the position as designed.
Records are handled inefficiently and do not reflect services related to the position/program.	Generally maintains accurate records of support services related to the position/program.	Consistently maintains accurate, timely records of support services related to the position/program.
There is limited effectiveness in communicating information.	Pertinent information is usually communicated on a regular basis.	Clearly establishes a professional and effective system for communication of all pertinent information on a regular basis.
Conveys only modest expectations with regard to attendance and achievement.	Conveys high expectations with regard to attendance and achievement.	Conveys high expectations for attendance and achievement.
The principal/supervisor is provided with little information as to the progress of the participants and are irregularly informed of the status of the position/program.	The principal/supervisor is provided appropriate information as to the progress of the participants and are routinely informed of the status of the instructional position/program.	Effectively and accurately appraises the principal/supervisor of the progress of participants and the status of the position/program.
Does not make effective recommendations and fails to carry out responsibilities consistent with the school system policy.	Makes effective recommendations and usually carries out responsibilities consistent with the school system policy.	Consistently makes effective recommendations and thoroughly carries out responsibilities consistent with the school system policy.
There is limited effectiveness in managing affairs such as ordering, distributing materials, equipment, and supplies related to the position/program.	Adequately manages affairs such as ordering, distributing materials, equipment and supplies related to the position/program.	Efficiently manages affairs such as ordering, distributing materials, equipment, and supplies related to the position/program.

Domain 3: Instruction/Instructional Support

Unsatisfactory	Satisfactory	Proficient
Demonstrates inadequate and inaccurate knowledge of principles and practices of the position/program.	Displays basic knowledge of principles and practices of the position/program.	Demonstrates complete and accurate knowledge of principles, current research, and practices of the position/program.
Does not productively work with personnel in planning and coordinating the instructional program to benefit students/teachers/staff.	Usually works with personnel in planning and coordinating instructional program to benefit students/teachers/staff.	Works harmoniously and professionally with personnel in planning and coordinating the instructional programs for maximum educational benefits to students/teachers/staff.
Does not provide sufficient support for teachers/students/staff.	Provides adequate support for teachers/students/staff.	Provides consistent, appropriate support for teachers/ students/staff.
Rarely assists in the implementation of program/instructional programs.	Assists in the implementation of instructional programs.	Regularly assists in the implementation of programs/instructional programs.
Does not develop workable solutions, decisions or recommendations related to the position/program.	Usually develops technically sound solutions, decisions, recommendations related to the position/program.	Consistently develops technically sound solutions, decisions, recommendations related to the position/program.
Does not usually assist teachers/staff in carrying out the responsibilities associated with the position/program.	Adequately supports teachers/staff in carrying out responsibilities associated with the position/program.	Conscientiously and positively assists teachers/staff in carrying out the responsibilities associated with the position/program.
Fails to provide for and participate in professional development activities to enhance knowledge and/or skills.	Provides for and participates in professional development activities to enhance knowledge and/or skills.	Consistently provides for and routinely participates in professional development activities to enhance knowledge and/or skills.
Provides minimal cooperation with others to implement policies and procedures related to the total school/office program.	Cooperates with others to implement policies and procedures related to the total school/office program.	Consistently cooperates with others to implement policies and procedures related to the total school/ office program.
Spoken and written language contain many grammar and usage errors.	Spoken and written language is clear and correct.	Spoken and written language is correct and expressive.

Domain 4: Professional Responsibilities

Unsatisfactory	Satisfactory	Proficient
Does not interact professionally with students, parents, other teachers, colleagues and supervisors.	Regularly interacts professionally, ethically, legally, and respectfully with students, parents, other teachers, colleagues and supervisors.	Consistently interacts professionally, ethically, legally and respectfully with students, parents, other teachers, colleagues and supervisors.
Rarely works collaboratively to contribute to a safe, orderly and productive school/office.	Works collaboratively to contribute to a safe, orderly and productive school/office.	Consistently works collaboratively and sets appropriate examples to contribute to a safe, orderly and productive school/office.
Fails to responsibly care for materials and equipment.	Assumes responsibility for the care of materials and equipment.	Establishes a fully effective system for the care and preservation of materials and equipment.
Does not complete reports, forms and documents in a timely manner with federal and state requirements.	Routinely completes reports, forms and documents in a timely manner with federal and state requirements.	Consistently, accurately, and professionally completes reports, documents and forms and complies in a timely manner with all federal, state and local requirements.
Fails to set an appropriate example for students, colleagues and community in appearance, demeanor and work habits.	Sets an appropriate example for students, colleagues and community in appearance, demeanor and work habits.	Consistently sets an appropriate example for students, colleagues and community in appearance, demeanor and work habits.
Little attempt is made to make self available for conferences and consultations.	Regularly makes self available for conferences and consultations.	Initiates, seeks out opportunities, and regularly makes self available for conferences and consultations.
Fails to comply with attendance and punctuality policies and procedures.	Complies with attendance and punctuality policies and procedures.	Exceeds acceptable standards of attendance and punctuality policies and procedures.
Fails to make efforts to complete professional activities that are set forth in the Individual Development Plan (IDP) and/or the Performance Improvement Plan (PIP).	Makes reasonable efforts to complete professional activities that are set forth in the Individual Development Plan (IDP) and/or the Performance Improvement Plan (PIP).	Makes consistent efforts to complete professional activities that are set forth in the Individual Development Plan (IDP).

Performance Domains and Rubric for IEP Instructional Associate Positions

Performance Domains and Indicators For IEP Instructional Associates

Performance Domains

The performance domains identify the behaviors that assess the performance of the IEP Instructional Associates in the conduct of their professional responsibilities.

Domain One: Planning and Preparation includes indicators that provide for the evaluation of the IEP Instructional Associate in his/her planning procedures that reflect knowledge of content, pedagogy and procedures related to the position.

Indicators:

1. Plans daily on-going activities for implementation of the responsibilities of the position.
2. Planning reflects knowledge and understanding of laws, regulations, statutes, rules, and policies affecting the Baltimore City Public School System.
3. Planning reflects knowledge of content and pedagogy, organization of tasks and pacing of activities.
4. Planning reflects analysis and utilization of assessment information related to position/program.
5. Maintains up-to-date records that assist with implementation of the responsibilities of the position/program.
6. Demonstrates leadership in planning and coordination.

Domain Two: The Learning Environment includes indicators that provide for the evaluation of the IEP Instructional Associate in the organization and management of the responsibilities specific to the position/program.

Indicators:

1. Participates in system activities of position as designed, and implements management procedures.
2. Maintains records of support services related to position/program.

3. Establishes a system for communicating information to the area special education coordinator and principal on a regular basis.
4. Expresses and reinforces high expectations with regard to attendance and achievement.
5. Apprises the principal/area special education coordinator regularly of the support provided to the participants and of the status of the position.
6. Makes recommendations and carries out responsibilities consistent with the school/system policy.
7. Manages responsibilities such as ordering, distributing materials, equipment and supplies related to the position.

Domain Three: Instruction/Instructional Support, includes indicators that provide for the evaluation of the IEP Instructional Associate in the development and implementation of activities and procedures that support the program/position.

Indicators:

1. Demonstrates knowledge of principles and practices of position.
2. Works with personnel in planning and coordinating the instructional program for maximum educational benefit to students.
3. Provides support for students, staff, and parents.
4. Assists in the implementation of instructional program.
5. Develops solutions, decisions, and recommendations related to position.
6. Assists staff in carrying out the responsibilities associated with the position.
7. Provides and/or participates in professional development activities.
8. Cooperates with others to implement policies and procedures related to the total school/office program.
9. Demonstrates oral and written communications that are clear and precise and utilizes the conventions of standard English.

Domain Four: Professional Responsibilities includes indicators that provide for the evaluation of the IEP Instructional Associate in the performance of responsibilities as they relate to the school improvement plan, school regulations, and personal growth.

Indicators:

1. Interacts professionally, ethically, legally and respectfully with students, parents, other teachers, colleagues and supervisors.
2. Works collaboratively to contribute to a safe, orderly and productive school.
3. Assumes responsibility for the care of materials and equipment.
4. Completes reports, documents, and forms and complies with all federal, state, and local requirements.
5. Sets an example for students, colleagues, and community in appearance, demeanor and work habits.
6. Makes self available for conferences and consultations.
7. Complies with attendance and punctuality policies and procedures.
8. Participates in professional activities that are set forth in the Individual Development Plan and/or required by a Performance Improvement Plan.

Holistic Scoring Rubric for IEP Instructional Associate Positions

Domain 1: Planning and Preparation		
Unsatisfactory	Satisfactory	Proficient
Rarely plans for on-going activities of the position.	Usually plans for on-going activities of the position.	Consistently plans and effectively implements a variety of on-going activities to clearly support the position.
Planning displays little knowledge of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.	Planning displays accurate knowledge of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.	Planning displays extensive knowledge and understanding of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.
Planning displays minimal knowledge of instructional strategies and/or accommodations for diverse learners to assist classroom teachers.	Planning displays adequate knowledge of instructional strategies and/or accommodations for diverse learners to assist classroom teachers.	Planning displays thorough knowledge of instructional strategies and/or accommodations for diverse learners to assist classroom teachers.
Planning reflects minimal utilization of assessment information related to the position.	Planning reflects the use of assessment information related to the position.	Planning reflects insightful analysis and utilization of assessment information related to the position.
Records are rarely up-to-date and provide minimal assistance with implementation of the position.	Records are generally up-to-date and provide assistance with implementation of the position.	Records are consistently and accurately maintained to reflect timely implementation of the position.
Plans lack detail and do not support implementation of the position.	Plans provide adequate details that support implementation of the position.	Plans are detailed and provide for effective implementation of the position.
Demonstrates ineffective leadership in planning and ineffectively coordinates the position.	Usually demonstrates leadership in planning and adequately coordinates the position.	Demonstrates exceptional leadership in planning and coordinating the position.

Domain 2: The Learning Environment

Unsatisfactory	Satisfactory	Proficient
Does not participate in the organization of the position as designed and rarely implements management procedures.	Usually participates in the organization of the position as designed and generally implements management procedures.	Routinely participates in the organization and implementation of management procedures of the position as designed.
Records are handled inefficiently and do not reflect support services related to the position.	Generally maintains accurate records of support services related to the position.	Consistently maintains accurate, timely records of support services related to the position.
There is limited effectiveness in communicating information.	Pertinent information is usually communicated on a regular basis.	Clearly establishes a professional and effective system for communication of all pertinent information on a regular basis.
Conveys only modest expectations with regard to attendance and achievement.	Conveys high expectations with regard to attendance and achievement.	Conveys consistently high expectations for attendance and achievement.
Provides the area special education coordinator/principal with little information as to the progress of the participants and irregularly informs them of the status of the Child Study Team process.	The area special education coordinator/principal are provided appropriate information as to the progress of the participants and are routinely informed of the Child Study Team process.	Effectively and accurately appraises the area special education coordinator/principal of the progress of the participants and the status of the Child Study Team process.
Does not make effective recommendations and fails to carry out responsibilities consistent with the school system policy.	Makes effective recommendations and usually carries out responsibilities consistent with the school system policy.	Consistently makes effective recommendations and thoroughly carries out responsibilities consistent with the school system policy.
There is limited effectiveness in managing affairs such as ordering, distributing materials, equipment, and supplies related to the position.	Adequately manages affairs such as ordering, distributing materials, equipment and supplies related to the position.	Efficiently manages affairs such as ordering, distributing materials, equipment, and supplies related to the position.

Domain 3: Instruction/Instructional Support

Unsatisfactory	Satisfactory	Proficient
Demonstrates inadequate and inaccurate knowledge of principles and practices of the position.	Displays basic knowledge of principles and practices of the position.	Demonstrates complete and accurate knowledge of principles, current research, and practices of the position.
Does not productively work with personnel in planning and coordinating the instructional program to benefit students/teachers/staff.	Usually works with personnel in planning and coordinating instructional program to benefit students/teachers/staff.	Works harmoniously and professionally with personnel in planning and coordinating the instructional programs for maximum educational benefits to students/teachers/ staff.
Does not provide sufficient support for teachers/ students/staff.	Provides adequate support for teachers/students/staff.	Provides consistent, appropriate support for teachers/ students/staff.
Rarely assists in the implementation of program/instructional programs.	Assists in the implementation of instructional programs.	Regularly assists in the implementation of instructional programs.
Does not develop workable solutions, decisions or recommendations related to the position.	Usually develops technically sound solutions, decisions, recommendations related to the position.	Consistently develops technically sound solutions, decisions, recommendations related to the position.
Does not usually assist teachers/staff in carrying out the responsibilities associated with the position.	Adequately supports teachers/staff in carrying out responsibilities associated with the position.	Conscientiously and positively assists teachers/staff in carrying out the responsibilities associated with the position.
Fails to provide for and participate in professional development activities to enhance knowledge and/or skills.	Provides for and participates in professional development activities to enhance knowledge and/or skills.	Consistently provides for and routinely participates in professional development activities to enhance knowledge and/or skills.
Provides minimal cooperation with others to implement policies and procedures related to the total school/office program.	Cooperates with others to implement policies and procedures related to the total school/office program.	Consistently cooperates with others to implement policies and procedures related to the total school/office program.
Spoken and written language contains many grammar and usage errors.	Spoken and written language is clear and correct.	Spoken and written language is correct and expressive.

Domain 4: Professional Responsibilities

Unsatisfactory	Satisfactory	Proficient
Does not interact professionally with students, parents, other teachers, colleagues and supervisors.	Regularly interacts professionally, ethically, legally, and respectfully with students, parents, other teachers, colleagues and supervisors	Consistently interacts professionally, ethically, legally and respectfully with students, parents, other teachers, colleagues and supervisors.
Rarely works collaboratively to contribute to a safe, orderly and productive school/office.	Works collaboratively to contribute to a safe, orderly and productive school/office.	Consistently works collaboratively and sets appropriate examples to contribute to a safe, orderly, and productive school/office.
Fails to responsibly care for materials and equipment.	Assumes responsibility for the care of materials and equipment.	Establishes a fully effective system for the care and preservation of materials and equipment.
Does not complete reports, forms, documents in a timely manner with federal and state requirements.	Routinely completes reports, forms, documents in a timely manner with federal and state requirements.	Consistently, accurately, and professionally completes reports, documents and forms and complies in a timely manner with all federal, state, and local requirements.
Fails to set an appropriate example for students, colleagues and community in appearance, demeanor and work habits.	Sets an appropriate example for students, colleagues and community in appearance, demeanor and work habits.	Consistently sets an appropriate example for students, colleagues and community in appearance, demeanor and work habits.
Little attempt is made to make self available for conferences and consultations.	Regularly makes self available for conferences and consultations.	Initiates, seeks out opportunities, and regularly makes self available for conferences and consultations.
Fails to comply with attendance and punctuality policies and procedures.	Complies with attendance and punctuality policies and procedures.	Exceeds acceptable standards of attendance and punctuality policies and procedures.
Fails to make efforts to complete professional activities that are set forth in the Individual Development Plan (IDP) and/or the Performance Improvement Plan (PIP).	Makes reasonable efforts to complete professional activities that are set forth in the Individual Development Plan (IDP) and/or the Performance Improvement Plan (PIP).	Makes consistent efforts to complete professional activities that are set forth in the Individual Development Plan (IDP).

Performance Domains and Rubric for Full-Time Mentors

Performance Domains and Indicators For Full-Time Mentors

Performance Domains

The performance domains identify the behaviors that assess the performance of full-time mentors in the conduct of their professional responsibilities.

Domain One: Planning and Preparation includes indicators that provide for the evaluation of the full-time mentors in planning that reflect knowledge of the program and procedures related to the mentoring of classroom teachers.

Indicators:

1. Collects and analyzes information about teachers, students, available resources, etc.
2. Recordkeeping reflects the use of data to effect change in practice.
3. Planning and preparation reflect the integration of technology and the use of best practices for implementation of teacher mentoring.
4. Plans on-going activities for the implementation of teacher mentoring.
5. Planning reflects knowledge and understanding of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.
6. Maintains up-to-date records and data that assist with implementation of the mentoring program.

Domain Two: The Learning Environment includes indicators that provide for the evaluation of the full-time mentor in the organization and management of the responsibilities specific to the mentoring program.

Indicators:

1. Acts as a catalyst for changing the culture of the school to encourage collaboration.
2. Expresses and reinforces high expectations with regard to attendance and achievement of teachers and students.

3. Apprises the principal/coordinator/director regularly of the support provided and the status of the mentoring program, while maintaining confidentiality of mentee communication.
4. Fosters effective relationships with administrators, teachers, parents and students.
5. Acts as a catalyst for improving the relationship between the community and the school.
6. Models and promotes the use of computer technology in the school.

Domain Three: Instruction/Instructional Support includes indicators that provide for the evaluation of the full-time mentor in the development and implementation of activities and procedures that support the mentoring program

Indicators:

1. Works with teachers to develop knowledge of their students and the culture of the community and school.
2. Facilitates the growth of reflective teachers by responding to their needs using inquiry processes.
3. Develops solutions, decisions and recommendations related to classroom practices.
4. Demonstrates oral and written communications that are clear and precise and utilizes the conventions of standard English.
5. Provides crisis intervention in situations that affect the professional lives of new teachers.
6. Assists mentees informally in preparing for their observations and formal evaluation.
7. Arranges for the provision of additional resources for teachers and the school community.

Domain Four: Professional Responsibilities includes indicators that provide for the evaluation of the full-time mentor in the performance of responsibilities as they relate to school improvement, school regulations, and personal growth.

Indicators:

1. Interacts professionally, ethically, legally and respectfully with students, parents, other teachers, colleagues and supervisors.
2. Works collaboratively to contribute to a safe, orderly and productive school.

3. Assumes responsibility for the care of mentoring program materials and equipment.
4. Completes reports, documents and forms and complies with all federal, state and local requirements.
5. Sets an example for students, colleagues and community in appearance, demeanor and work habits.
6. Conducts and/or participates in professional development activities specific to the mentoring program.
7. Participates in professional activities that are set forth in the Individual Development Plan and/or required by the Performance Improvement Plan.
8. Complies with attendance and punctuality policies and procedures.
9. Collaborates as part of a small team of mentors and as part of the whole program to build a mentoring program characterized by continuous reflection and emphasis on writing and mutual support.
10. Assists mentor program staff in carrying out the responsibilities associated with the mentoring program.
11. Evidences the use of skills and/or knowledge acquired in professional development activities in the mentoring practices.

Holistic Scoring Rubric for Full-Time Mentors

Domain 1: Planning and Preparation		
Unsatisfactory	Satisfactory	Proficient
Does not collect or analyze information about teachers, students and resources.	Collects data about teachers, students and resources at their school and provides a rudimentary analysis of it.	Provides a sophisticated analysis of data collected about teachers, students and resources at the school.
Rarely plans for on-going activities of the teacher mentoring program.	Usually plans for on-going activities of the teacher mentoring program.	Consistently plans and effectively implements a variety of on-going activities to clearly support the teacher mentoring program.
Planning displays little knowledge of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.	Planning displays accurate knowledge of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.	Planning displays extensive knowledge and understanding of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.
Planning and recordkeeping reflect minimal integration of technology and the use of mentoring best practices.	Planning and recordkeeping reflect adequate integration of technology and the use of mentoring best practices.	Planning and recordkeeping reflect adequate integration of technology and the use of mentoring best practices.
Planning reflects minimal utilization of data and assessment information related to the mentoring practice.	Planning reflects the use of data and assessment information related to the mentoring practice.	Planning reflects insightful analysis and utilization of detailed data and assessment information related to the mentoring practice.
Records are handled inefficiently and do not reflect services related to the teacher mentoring program.	Generally maintains accurate records of services related to the teacher mentoring program.	Consistently maintains accurate, timely, detailed records of support services related to the mentoring program.
Mentor's records are rarely up-to-date and provide minimal assistance with implementation of the teacher mentoring program.	Mentor's records are generally up-to-date and provide assistance with implementation of the teacher mentoring program.	Mentor's records are consistently and accurately maintained to reflect timely implementation of the teacher mentoring program.

Domain 2: The Learning Environment

Unsatisfactory	Satisfactory	Proficient
Does not demonstrate knowledge of the school's culture or an ability to influence it.	Demonstrate knowledge of the school's culture and some ability to influence it.	Demonstrates a sophisticated knowledge of the school's culture and a strong influence on it.
There is limited effectiveness in communicating information.	Pertinent information is usually communicated on a regular basis.	Clearly establishes a professional and effective system for communication of all pertinent information on a regular basis.
Conveys only modest expectations with regard to attendance and achievement.	Conveys high expectations with regard to attendance and achievement.	Conveys consistently high expectations for attendance and achievement.
The principal/coordinator/director is provided with little information as to the progress of the participants and is irregularly informed of the status of the teacher mentoring program.	The principal/coordinator/director is provided with adequate information as to the progress of the participants and are routinely informed of the status of the teacher mentoring program.	Effectively and accurately appraises the principal/coordinator/director of the progress of the participants and that status of the teacher mentoring program.
Does not attempt to improve the relationship between the community and the school.	Usually models the use of technology at the school and attempts to promote it.	Consistently models the use of technology at the school and effectively promotes it.

Domain 3: Instruction/Instructional Support

Unsatisfactory	Satisfactory	Proficient
Does not productively work with teachers to develop knowledge of their students and the culture of the community and school.	Usually works with teachers in developing knowledge of their students and the culture of the community and school.	Works harmoniously and professionally with teachers to help them develop knowledge of their students and the culture of the community and school.
Does not facilitate the growth of reflective teachers by responding to their needs.	Usually takes the time to learn about the needs of new teachers and to flexibly respond to them, thus facilitating their growth into reflective practitioners.	Consistently responds to the needs of new teachers in a flexible manner, helping them to grow into the best reflective teachers they are capable of becoming.
Does not develop workable solutions, decisions or recommendations related to the mentoring program.	Usually develops technically sound solutions, decisions and recommendations related to the mentoring program.	Consistently develops technically sound solutions, decisions and recommendations related to the mentoring program.
Spoken and written language contains many grammatical and usage errors.	Spoken and written language is clear and correct.	Spoken and written language is correct and expressive.
Rarely intervenes in crisis situations affecting the professional lives of teachers.	Routinely intervenes in crisis situations affecting the professional lives of teachers.	Consistently and effectively intervenes in crisis situations affecting the professional lives of teachers and reflects upon such interventions.
Provides little or no informal assistance to mentees in preparing for their observations and formal observations.	Usually provides helpful and informal assistance to mentees in preparing for their observations and formal observations.	Consistently provides useful informal assistance to mentees in preparing for their observations and formal observations.
Rarely arranges for the provision of resources for teachers and the school community.	Often arranges for the provision of resources for teachers and the school community.	Consistently arranges for the provision of useful resources for teachers and the school community.

Domain 4: Professional Responsibilities

Unsatisfactory	Satisfactory	Proficient
Does not interact professionally with students, parents, other teachers, colleagues and supervisors.	Regularly interacts professionally, ethically, legally and respectfully with students, parents, other teachers, colleagues and supervisors.	Consistently interacts professionally, ethically, legally and respectfully with students, parents, other teachers, colleagues and supervisors.
Rarely works collaboratively to contribute to a safe, orderly and productive school.	Works collaboratively to contribute to a safe, orderly and productive school.	Consistently works collaboratively and sets appropriate examples that contribute to a safe, orderly and productive school.
Fails to responsibly care for materials and equipment.	Assumes responsibly for the care of mentoring program materials and equipment.	Establishes a fully effective system for the care and preservation of materials and equipment.
Does not complete reports, forms and documents in a timely manner with federal and state requirements.	Routinely completes reports, forms and documents in a timely manner with federal and state requirements.	Consistently, accurately and professionally completes reports, forms and complies in a timely manner with all federal, state and local requirements.
Fails to set an appropriate example for students, colleagues and community in appearance, demeanor, and work habits.	Sets an appropriate example for students, colleagues and community in appearance, demeanor, and work habits.	Consistently sets an appropriate example for students, colleagues and community in appearance, demeanor, and work habits.
Fails to regularly participate in professional development activities to enhance knowledge and/or skills.	Participates in professional development activities to enhance knowledge and/or skills.	Consistently and routinely participates in professional development activities to enhance knowledge and/or skills and helps to devise and deliver professional development activities.
Fails to make efforts to complete professional activities that are set forth in the Individual Development Plan (IDP) and/or the Performance Improvement Plan (PIP).	Makes reasonable efforts to complete professional activities that are set forth in the Individual Development Plan (IDP) and/or the Performance Improvement Plan (PIP).	Makes consistent efforts to complete professional activities that are set forth in the Individual Development Plan (IDP).
Fails to fully comply with attendance and punctuality policies and procedures.	Complies with attendance and punctuality policies and procedures.	Exceeds acceptable standards of attendance and punctuality policies and procedures.

Domain 4: Professional Responsibilities

Unsatisfactory	Satisfactory	Proficient
Does not usually assist mentoring program staff in carrying out the responsibilities associated with the mentoring program.	Adequately supports mentoring program staff in carrying out responsibilities associated with the mentoring program.	Conscientiously and positively assists mentoring program staff in carrying out responsibilities associated with the mentoring program.
Makes no effort to collaborate with a team of mentors.	Usually collaborates with a team and assists in building a mentoring program characterized by reflection, writing and mutual support.	Consistently collaborates with a team and helps develop a mentoring program characterized by reflection, writing and mutual support.
Does not evidence the use of skills and/or knowledge in professional development activities in the mentoring program.	Usually evidences the use of skills and/or knowledge in professional development activities in the mentoring program.	Consistently evidences the use of skills and/or knowledge in professional development activities in the mentoring program.

Performance Domains and Rubric for Guidance Counselors

Performance Domains and Indicators For Guidance Counselors

Performance Domains

The performance domains identify the behaviors that assess the performance of guidance counselors in the conduct of their professional responsibilities.

Domain One: Planning and Preparation includes indicators that provide for the evaluation of the school guidance counselor in the area of planning that reflects knowledge of the program and procedures related to guidance and counseling and the guidance counselor position.

Indicators:

1. Plans daily on-going activities for implementation of the responsibilities of the position.
2. Planning reflects knowledge and understanding of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.
3. Planning reflects knowledge of the school's programs and services in alignment with the School Improvement Plan.
4. Planning reflects analysis and utilization of assessment information related to the guidance program.
5. Develops a Guidance and Counseling Program Plan that identifies objectives which reflect academic, career and personal/social domains based on data and schools' needs.
6. Maintains up-to-date records that assist with implementation of the guidance services.
7. Includes strategies, interventions, student outcomes and resources that are consistent with the goals and objectives of the Guidance and Counseling Program Plan.

Domain Two: The Learning Environment includes indicators that provide for the evaluation of the school guidance counselor in the organization and management of the responsibilities specific to the guidance counselor position.

Indicators:

1. Participates in the organization of the guidance program and manages responsibilities related to that program.

2. Maintains records of guidance services to program and provides documentation which supports progress toward goals and objectives identified in the Guidance and Counseling Program Plan.
3. Establishes a system for communicating information to the qualified observer on a regular basis.
4. Expresses and reinforces high expectations with regard to student attendance and achievement.
5. Apprises the principal/supervisor regularly of the support provided to the participants and of the status of the guidance program.
6. Works with school advocacy groups, parents and other resource persons in developing and implementing the school's guidance program.
7. Is accessible to students, parents/guardians and staff to discuss their concerns.

Domain Three: Instruction/Instructional Support includes indicators that provide for the evaluation of the school guidance counselor in the development and implementation of activities and procedures that support the guidance program

Indicators:

1. Demonstrates knowledge of principles and practices of guidance and counseling services.
2. Assists teachers in identifying, understanding and helping students with special abilities and needs.
3. Provides support for teachers/students/staff.
4. Assesses students' abilities, aptitudes, interests, educational development and other factors which influence learning.
5. Analyzes highlights and constraints affecting the outcomes of the Guidance and Counseling Program Plan and develops solutions, decisions and recommendations related to the guidance and counseling program.
6. Conducts individual and group counseling sessions with appropriate follow-up.
7. Provides opportunities for students to explore post-secondary options.
8. Oral and written communications are clear and precise and utilize the conventions of standard English.

Domain Four: Professional Responsibilities includes indicators that provide for the evaluation of the school guidance counselor in the performance of responsibilities as they relate to the school improvement plan, school regulations and personal growth.

Indicators:

1. Interacts professionally, ethically, legally and respectfully with students, parents, other teachers, colleagues and supervisors.
2. Works collaboratively to contribute to a safe, orderly and productive school.
3. Assumes responsibility for the care of materials and equipment.
4. Completes reports, documents, and forms and complies with all federal, state and local requirements.
5. Sets an example for students, colleagues and community in appearance, demeanor and work habits.
6. Conducts and/or participates in professional development activities.
7. Participates in professional activities that are set forth in the Individual Development Plan and/or required by the Performance Improvement Plan.
8. Complies with attendance and punctuality policies and procedures.

Holistic Scoring Rubric for Guidance Counselors

Domain 1: Planning and Preparation		
Unsatisfactory	Satisfactory	Proficient
Rarely plans for on-going activities of the guidance counselor.	Usually plans for on-going activities of the guidance program.	Consistently plans and effectively implements a variety of on-going activities to clearly support the guidance program.
Planning displays little knowledge of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.	Planning displays accurate knowledge of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.	Planning displays extensive knowledge and understanding of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.
Planning displays minimal knowledge of the school's program and goals, haphazard organization of tasks and inappropriate supporting activities.	Planning displays adequate knowledge of the school's program and goals and tasks are usually organized with appropriate support activities.	Planning reflects thorough knowledge of the school's program and goals, logical organization of tasks, and appropriate and efficient supporting activities.
Planning reflects minimal utilization of assessment information related to the guidance program.	Planning reflects the use of assessment information related to the guidance program.	Planning reflects insightful analysis and utilization of assessment information related to the guidance program.
Guidance records are rarely up-to-date and provide minimal assistance with implementation of the guidance program.	Guidance records are generally up-to-date and provide assistance with implementation of the guidance program.	Guidance records are consistently and accurately maintained to reflect timely implementation of the guidance program.
Demonstrates ineffective leadership in planning and ineffectively coordinates the guidance program.	Usually demonstrates leadership in planning and adequately coordinates the guidance program.	Demonstrates exceptional leadership in planning and coordinating the guidance program.
Fails to include objectives in the Guidance and Counseling Program Plan which reflect academic, career and personal/social counseling domains, are data driven and consider the unique needs of the school.	Includes objectives in the Guidance and Counseling Program Plan which reflect academic, career, and personal/social counseling domains, are data driven and consider the unique needs of the school.	Includes objectives in the Guidance and Counseling Program Plan that are substantive, reflect the three counseling domains and are based on Baltimore City Public School System data, school data and current research.
Fails to include in the Guidance and	Includes in the Guidance and Counseling	Includes in the Guidance and Counseling

Domain 1: Planning and Preparation

Unsatisfactory	Satisfactory	Proficient
Counseling Program Plan strategies, interventions, student outcomes and resources that are consistent with program plan goal(s) and objectives.	Program Plan strategies, interventions, student outcomes and resources that are consistent with program plan goal(s) and objectives.	Program Plan strategies, interventions, student outcomes and resources that are detailed, substantive and utilize appropriate system and school data analysis and research results.

Domain 2: The Learning Environment

Unsatisfactory	Satisfactory	Proficient
Does not participate in the organization of the guidance program as designed and rarely implements management procedures.	Usually participates in the organization of the guidance program as designed and generally implements management procedures.	Routinely participates in the organization and implementation of management procedures of the guidance program.
Records are handled inefficiently and do not reflect services related to the guidance program.	Generally maintains accurate records of services related to the guidance program.	Consistently maintains accurate and timely records of support services related to the guidance program.
There is limited effectiveness in communicating information.	Pertinent information is usually communicated on a regular basis.	Clearly establishes a professional and effective system for communication of all pertinent information on a regular basis.
Conveys only modest expectations with regard to attendance and achievement.	Conveys high expectations with regard to attendance and achievement.	Conveys high expectations for attendance and achievement.
The principal/supervisor is provided with little information to the progress of the participants and are irregularly informed of the status of the guidance program.	The principal/supervisor is provided with information as to the progress of the participants and are routinely informed of the status of the guidance program.	Effectively and accurately appraises the principal/supervisor of the progress of the participants and the status of the guidance program.
Does not make effective recommendations and fails to carry out responsibilities consistent with the school system policy.	Makes effective recommendations and usually carries out responsibilities consistent with the school system policy.	Consistently makes effective recommendations and thoroughly carries out responsibilities consistent with the school system policy.
Does not work effectively with school advocacy groups, parents and other resource persons in developing and implementing the school's guidance program.	Usually works effectively with school advocacy groups, parents and other resource persons in developing and implementing the school's guidance program.	Consistently works effectively with school advocacy groups, parents and other resource persons in developing and implementing the school's guidance program.
Rarely makes self accessible to students, parents/guardians and staff.	Usually makes self accessible to students, parents/guardians and staff.	Consistently makes self accessible to students, parent/guardians and staff.
Fails to provide adequate documentation which supports progress toward program plan goals(s) and objectives.	Provides adequate documentation which supports progress toward program plan goal(s) and objectives.	Provides detailed and substantive documentation which supports progress toward program plan goal(s) and objectives.

Domain 3: Instruction/Instructional Support

Unsatisfactory	Satisfactory	Proficient
Demonstrates inadequate and inaccurate knowledge of principles and practices of the guidance program.	Displays basic knowledge of principles and practices of the guidance program.	Demonstrates complete and accurate knowledge of principles, current research, and practices of the guidance program.
Does not productively work with personnel in planning and coordinating the guidance program to benefit students/teachers/staff.	Usually works with personnel in planning and coordinating the guidance program to benefit students/teachers/staff.	Works harmoniously and professionally with personnel in planning and coordinating the guidance program to benefit students/teachers/staff.
Does not provide sufficient support for teachers/students/staff.	Provides adequate support for teachers/students/staff.	Provides consistent and appropriate support for teachers/students/staff.
Rarely conducts individual and group guidance and counseling sessions.	Conducts individual and group guidance and counseling sessions with appropriate follow-up.	Seeks additional opportunities to conduct individual group counseling sessions with appropriate follow-up.
Does not develop workable solutions, decisions or recommendations related to the guidance program.	Usually develops technically sound solutions, decisions and recommendations related to the guidance program.	Consistently develops technically sound solutions, decisions, recommendations related to the guidance program.
Does not usually assist teachers/staff in carrying out the responsibilities associated with the guidance program.	Adequately supports teachers/staff in carrying out responsibilities associated with the guidance program.	Conscientiously and positively assists teachers/staff in carrying out the responsibilities associated with guidance programs.
Provides minimal cooperation with others to implement policies and procedures related to the total school program.	Cooperates with others to implement policies and procedures related to the total school program.	Consistently cooperates with others to implement policies and procedures related to the total school program.
Spoken and written language contains many grammar and usage errors.	Spoken and written language is clear and correct.	Spoken and written language is correct and expressive.
Rarely assesses students' abilities, aptitudes, interests and educational development.	Regularly assesses students' abilities, aptitudes, interests and educational development.	Consistently assesses students' abilities, aptitudes, interests and educational development.
Fails to provide the documentation analyzing highlights and/or constraints affecting program plan outcomes.	Provides documentation which adequately analyzes highlights and/or constraints affecting program plan outcomes.	Provides documentation which thoroughly analyzes highlights and/or constraints affecting program plan outcomes.

Domain 4: Professional Responsibilities

Unsatisfactory	Satisfactory	Proficient
Does not always interact professionally with students, parents, other teachers, colleagues and supervisors.	Regularly interacts professionally with students, parents, other teachers, colleagues and supervisors.	Interacts professionally, ethically, legally and respectfully with students, parents, teachers, colleagues and supervisors.
Rarely works collaboratively to contribute to a safe, orderly and productive school.	Works collaboratively to contribute to a safe, orderly and productive school.	Consistently works collaboratively and sets appropriate examples that contribute to a safe, orderly and productive school.
Fails to responsibly care for materials and equipment.	Assumes responsibly for the care of materials and equipment.	Establishes a fully effective system for the care and preservation of materials and equipment.
Does not complete reports, forms and documents in a timely manner with federal and state requirements.	Routinely completes reports, forms and documents in a timely manner consistent with federal and state requirements.	Consistently, accurately and professionally completes reports, forms and complies in a timely manner with all federal, state and local requirements.
Fails to set an appropriate example for students, colleagues, and community in appearance, demeanor and work habits.	Sets an appropriate example for students, colleagues, and community in appearance, demeanor and work habits.	Consistently sets an appropriate example for students, colleagues, and community in appearance, demeanor and work habits.
Fails to regularly participate in professional development activities to enhance knowledge and/or skills.	Participates in professional development activities to enhance knowledge and/or skills.	Consistently and routinely participates in professional development activities to enhance knowledge and/or skills.
Fails to fully comply with attendance and punctuality policies and procedures.	Complies with attendance and punctuality policies and procedures.	Exceeds acceptable standards of attendance and punctuality policies and procedures.
Fails to make efforts to complete professional activities that are set forth in the Individual Development Plan (IDP) and/or the Performance Improvement Plan (PIP).	Makes reasonable efforts to complete professional activities that are set forth in the Individual Development Plan (IDP) and/or the Performance Improvement Plan (PIP).	Makes consistent efforts to complete professional activities that are set forth in the Individual Development Plan (IDP).
Rarely participates in professional development activities.	Usually participates in professional development activities.	Consistently participates in professional development activities.

The Guidance and Counseling Program Plan

The Guidance and Counseling Program Plan is an instrument for use by certified guidance counselors in the Baltimore City Public School System. Its purpose is to assist guidance counselors in strategically planning and implementing a comprehensive and developmentally appropriate guidance program and counseling services that are unique to the needs of the school.

Strategic planning is data driven and research-based to guide the guidance counselor to assist students' academic achievement, improve attendance, and promote healthy social and emotional growth. Guidance counselors' program plans are required to:

- integrate the basic tenets of the Baltimore City Public School System's Master Plan.
- integrate The National Standards for School Counseling.
- integrate Needs Assessments and other data sources unique to each school.

These are the long-term goals for the year that are derived from the Master Plan and the individual school's Needs Assessments and other data sources.

Counseling objectives derived from the program are more specific and immediate. Observable and measurable objectives are designed for the counselor's target population and for the universal student populations of the assigned school. The counseling objectives are to align themselves to each of the counseling domains identified by COMAR as Academic, Career and Personal/Social.

The Baltimore City Public School System's Guidance and Counseling Program Plan encompasses the tenets of the Urban School Counseling Model. This model espouses six components.

- **Classroom-focus interventions**, including classroom guidance (instruction of developmentally appropriate topics), and consultations with teachers on factors that affect learning such as student-teacher relationships, negative peer interactions, and barriers that may exist in the classroom's organizational structure;
- **Family consultation** related to increasing family members' involvement in the classroom and school, preparing for conferences with teachers, conflict resolution, limit setting and the connection between early achievement and later career opportunities;
- **Coordination** of school counseling program functions within the school;
- **Participation in the current system-wide reconfiguration** of support services delivered by outside agencies such as the Department of Juvenile Justice, Social Services, Public Housing, Parks and Recreation, etc.
- **Staff and organization development** including training for staff to include, but not be limited to, gender and cultural identity development, learning styles, classroom management, family involvement, community utilization, academic, and career exploration and decision-making;
- **Individual and group counseling** for students who would benefit from short-term solution interventions.

The Guidance and Counseling Program Plan

Counselor's Name _____ School _____

School Improvement Plan Goal: _____

Counseling/Guidance Objective: _____

- Counselors are required to select an objective for each of the counseling domains: academic, career, and personal/social. Counselors are required to plan a minimum of three (3) strategies/activities for each objective that is selected.
- Counselor's Program Plan must be submitted with the principal's approval to the Office of Guidance and Counseling by October 15th.

Strategy/Activity	Interventions	Timeline	Outcome	Resources	Persons Responsible

Principal's Signature _____ Date _____

Comments _____

Counselor's Signature _____ Date _____

Performance Domains and Rubric for Academic Coaches

Performance Domains and Indicators For Academic Coaches

Performance Domains

The performance domains identify the behaviors that assess the performance of academic coaches in the conduct of their professional responsibilities.

Domain One: Planning and Preparation includes indicators that provide for the evaluation of academic coaches in the planning of instructional activities at the school level that support a successful academic program. The indicators reflect the academic coach's professional knowledge and ability to plan coaching and functional assistance to teachers at the school level.

Indicators:

1. Plans regularly for the implementation of the responsibilities of the academic coach.
2. Planning reflects knowledge and understanding of Federal and State laws, regulations, and statutes, and the rules and policies of the Board of School Commissioners which govern the Baltimore City Public School System.
3. Planning reflects knowledge of content, academic diagnostics, differentiated instruction and curriculum frameworks which include integrated curriculum.
4. Planning reflects knowledge of computer applications.
5. Planning reflects skill in interpreting and applying data.
6. Planning reflects knowledge of best practices in curriculum and instructional assessment.

Domain Two: The Learning Environment includes indicators that ensure effective communications with supervisors and provide for the evaluation of the academic coach in the establishment of a respectful learning community which cultivates a culture for collaboration that provides support to members of the learning community.

Indicators:

1. Provides functional support to teachers in assigned area.

2. Works with principals and teachers on a one-on-one basis and in small group presentations.
3. Provides feedback to the principal regarding teachers' professional growth.
4. Collaborates with parents and teachers on school issues, when necessary.
5. Demonstrates interpersonal skills that ensure effective team building.
6. Ensures that the educational needs of all students are met in areas such as, but not limited to, special education, gifted instruction and differentiated instruction.
7. Establishes a system for communicating information to the principal and Area Lead Coach on a regular basis.
8. Apprises the principal and Area Lead Coach regularly on the status of initiatives and ongoing activities.

Domain Three: Instruction/Instructional Support includes indicators that provide for the evaluation of the academic coach in the implementation of activities and procedures that support the achievement of academic goals and objectives of the Baltimore City Public School System

Indicators:

1. Introduces educational innovations.
2. Designs, develops and implements staff development programs.
3. Provides technical assistance in the expansion and refinement of "best practices."
4. Defines and outlines the operating procedures for achieving academic program goals in reading, mathematics, social studies, technology and/or science.
5. Assists in the use of computer systems to access, generate and manipulate data.
6. Applies related technologies to support instruction in the assigned grade level and subject areas.
7. Communicates orally and in writing in a clear and precise manner using conventions of standard English.

Domain Four: Professional Responsibilities includes indicators that provide for the evaluation of the academic coach in the performance of responsibilities that relate to effective learning environments and personal growth

Indicators:

1. Interacts professionally, ethically, legally and respectfully with students, parents, teachers, colleagues and supervisors.
2. Works collaboratively to contribute to a safe, orderly and productive school.
3. Assumes responsibility for the care of materials and equipment.
4. Completes reports, documents and forms in a consistent and timely manner.
5. Sets an example for students, colleagues and community in appearance, demeanor and work habits.
6. Participates in required professional development activities.
7. Performs and promotes all activities in compliance with equal employment and nondiscrimination policies, professional standards, federal and state laws, and the policies of the Board of School Commissioners.
8. Complies with attendance and punctuality policies and procedures.

Holistic Scoring Rubric for Academic Coaches

Domain 1: Planning and Preparation		
Unsatisfactory	Satisfactory	Proficient
Rarely plans for on-going activities of the academic coach.	Usually plans for on-going activities of the academic coach.	Consistently plans and effectively implements a variety of on-going activities to clearly support the responsibilities of the academic coach.
Planning displays little knowledge of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.	Planning displays accurate knowledge of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.	Planning displays extensive knowledge and understanding of laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System.
Planning displays minimal knowledge of the professional standards, differentiated instruction, and/or curriculum frameworks.	Planning displays adequate knowledge of the professional standards, differentiated instruction and/or curriculum frameworks.	Planning reflects thorough knowledge of the professional standards, differentiated instruction and/or curriculum frameworks.
Planning reflects minimal knowledge of computer applications.	Planning reflects adequate knowledge of computer applications.	Planning reflects thorough knowledge of computer applications.
Planning reflects minimal skill in interpreting and applying data.	Planning reflects adequate skill in interpreting and applying data.	Planning reflects extensive skill in interpreting and applying data.
Planning reflects minimal knowledge of best practices in curriculum and instructional assessment.	Planning reflects adequate knowledge of best practices in curriculum and instructional assessments.	Planning reflects a solid understanding and thorough knowledge of best practices in curriculum and instructional assessment.

Domain 2: The Learning Environment

Unsatisfactory	Satisfactory	Proficient
Fails to provide adequate functional support to teachers in assigned area.	Adequate functional support is provided to teachers in assigned area.	Extensive functional support is provided to teachers in assigned area.
Works with teachers and the principal on a one-on-one basis and in small groups; presentations take place only occasionally.	Works with teachers and the principal on a one-on-one basis and in small groups; presentations take place on a regular basis and when needed.	Works with teachers and the principal on a one-on-one basis and in small groups; presentations consistently take place.
Feedback to the area lead coach is rarely provided and may not always include information about areas where improvement is evidenced or needed.	Adequate feedback to the area lead coach is regularly provided and includes relevant information about areas where improvement is evidenced or needed.	High quality feedback to the area lead coach is frequently provided and always includes relevant information about areas where improvement is evidenced or needed.
Collaboration with parents and teachers occurs rarely or only when directed.	Collaboration occurs with parents and teachers and takes place when needed.	Collaboration with parents and teachers is encouraged and takes place regularly.
Limited interpersonal skills fail to ensure effective teambuilding. Actions demonstrate limited understanding of the team process.	Effective interpersonal skills provide effective teambuilding and demonstrate an understanding of the team process.	Extensive interpersonal skills provide and support effective teambuilding. A thorough understanding of the team process is consistently evident.
Efforts to ensure that the diverse needs of all students are met are inconsistent and ineffective.	Adequately ensures that the diverse needs of all students are met.	Consistently and effectively ensures that the diverse needs of all students are met.
System of communicating information to the area lead coach and the principal is ineffective.	System of communicating information to the area lead coach and the principal is effective.	System of communicating information to the area lead coach and the principal is highly effective.
Fails to regularly apprise the principal and lead coach of the status of initiatives.	Regularly apprises the principal and area lead coach of the status of initiatives.	Seeks opportunities to apprise the principal and area lead coach of the status of initiatives.

Domain 3: Instruction/Instructional Support

Unsatisfactory	Satisfactory	Proficient
Fails to introduce or inadequately introduces education innovations, fails to communicate or ineffectively communicates information regarding objectives of the educational initiatives.	Accurately introduces educational innovations and clearly communicates information regarding objectives of the educational initiatives.	Makes a thoughtful and thorough introduction of educational innovations and accurately communicates information regarding objectives of the educational initiatives.
Fails to design, develop and implement or inadequately designs, develops and implements staff development programs.	Adequately designs, develops and implements staff development programs.	Designs, develops and implements staff development programs of consistently high quality.
Fails to provide or inadequately provides technical assistance in the expansion and refinement of “best practices.”	Provides adequate technical assistance in the expansion and refinement of “best practices.”	Provides high quality technical assistance in the expansion and refinement of “best practices.”
Fails to define and outline or ineffectively defines and outlines the operating procedures for achieving academic program goals.	Adequately defines and outlines the operating procedures for achieving academic program goals.	Consistently defines and outlines high quality operating procedures for achieving academic program goals.
Fails to assist or inadequately assists in the use of computer systems to access, generate and manipulate data.	Assists in the use of computer systems to access, generate and manipulate data.	Routinely assists and seeks opportunities to assist in the use of computer systems to access, generate and manipulate data.
Fails to assist or ineffectively assists in the use of instructional technology in the classroom.	Assists in the use of instructional technology in the classroom.	Routinely assists and seeks opportunities to assist in the use of instructional technology in the classroom.
Fails to plan and model or ineffectively plans and models instructional unit that integrate technology, learning tools and lessons.	Plans and models instructional units that integrate technology, learning tools and lessons.	Plans and models high quality instructional units that integrate technology, learning tools and lessons.
Spoken and written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague or used incorrectly.	Spoken and written language is clear and correct. Vocabulary is appropriate.	Spoken and written language is clear, correct and expressive, with well-chosen vocabulary.

Domain 4: Professional Responsibilities

Unsatisfactory	Satisfactory	Proficient
Does not always interact professionally with students, parents, other teachers, colleagues and supervisors.	Interacts professionally, ethically, legally and respectfully with students, parents, teachers, colleagues and supervisors.	Interacts professionally, ethically, legally and respectfully with, and is highly responsive to students, parents, teachers, colleagues and supervisors.
Rarely works collaboratively to contribute to a safe, orderly and productive school.	Works collaboratively to contribute to a safe, orderly and productive school.	Seeks opportunities to work collaboratively and sets appropriate examples that contribute to a safe, orderly and productive school.
Fails to responsibly care for materials and equipment.	Responsibly cares for all materials and equipment.	Establishes a fully effective system for the care and preservation of materials and equipment.
Does not complete or fails to accurately complete reports, forms and documents in a consistent and timely manner.	Accurately complete reports, forms and documents in a consistent and timely manner.	Consistently, accurately and professionally completes reports, documents and forms and complies in a timely manner.
Does not always set an appropriate example for students, colleagues, and community in appearance, demeanor and work habits.	Sets an appropriate example for students, colleagues, and community in appearance, demeanor and work habits.	Consistently sets an appropriate example for students, colleagues, and community in appearance, demeanor and work habits.
Fails to regularly participate in professional development activities to enhance knowledge and/or skills.	Participates in required professional development activities to enhance knowledge and/or skills.	Persists in the participation in professional development activities to enhance knowledge and/or skills and seeks opportunities to advance professional knowledge.
Does not perform and promote activities in compliance with equal employment and nondiscrimination policies, professional standards, federal and state laws and the policies of the Board of School Commissioners.	Performs and promotes activities in compliance with equal employment and nondiscrimination policies, professional standards, federal and state laws and the policies of the Board of School Commissioners.	Consistently performs and promotes activities in compliance with equal employment and nondiscrimination policies, professional standards, federal and state laws and the policies of the Board of School Commissioners.
Fails to fully comply with attendance and punctuality policies and procedures.	Complies with attendance and punctuality policies and procedures.	Exceeds acceptable standards of attendance and punctuality policies and procedures.

Observation & Conference Forms For Classroom Teachers

**Baltimore City Public School System
Performance-Based Evaluation**

Initial Planning Conference Form

Teacher _____ Position _____
School/Location _____
Qualified Observer's Name/Position _____

This form is to be completed prior to October 15th.

- a. Check to indicate item has been discussed, or
- b. Mark N/A to indicate item is not applicable.

- Students' strengths and weaknesses discussed
- Teacher's plans to increase student achievement discussed
- Strategies identified that will be used to increase student achievement
- Data sources identified that will be used to measure achievement
- Other data to be maintained and reviewed in conferences identified
- Performance Improvement Plan reviewed, if necessary
- Individual Development Plan reviewed

Notes

Teacher's Signature: _____ Date: _____

Qualified Observer's Signature: _____ Date: _____

Distribution: Copy – Teacher Copy – Principal

**Baltimore City Public School System
Performance-Based Evaluation**

Pre-Observation Conference Form

Teacher's Name _____
School # _____ Subject _____ Grade _____
Qualified Observer's Name/Position _____

The teacher and qualified observer document the focus areas for the formal observation.

I. Unit of Study

II. Lesson Focus

III. Assessment

IV. Other

Teacher's Signature: _____ Date: _____
Qualified Observer's Signature: _____ Date: _____

Distribution: ***Copy – Teacher*** ***Copy – Principal***
Pre-Observation Conference

**Baltimore City Public School System
Performance-Based Evaluation**

Teacher _____ School _____

Qualified Observer's Supporting Statements:

Teacher's Comments:

Teacher's Signature: _____ Date: _____

Qualified Observer's Signature: _____ Date: _____

By signing this form, the teacher verifies that the evaluation was read and discussed.
Signature does not necessarily connote agreement

Distribution: Copy – Teacher Copy – Qualified Observer

**Baltimore City Public School System
Performance-Based Evaluation**

Performance Improvement Plan (PIP)

Teacher _____	School: _____
Date _____	Subject/Position _____
Qualified Observer _____	

Statement of Area(s) Targeted for Improvement

Actions Teacher Will Take To Correct Problem(s)

Assistance Teacher Will Need From Principal to Help Correct Problem(s)

Action Plan

Actions/Activities/Events	Target Date	Review Date ²	Assessment of Progress

Attach additional sheet if necessary

Distribution: Copy – Teacher Copy – Qualified Observer

Performance Improvement Plan

Page 1 of 2

²Each review is intended to document support and assistance provided to the teacher.

PIP Appraisal

PIP Appraisal	Teacher's Comments	Qualified Observer's Comments
<p><i>First Review</i></p> <p><input type="checkbox"/> End PIP <input type="checkbox"/> Continue PIP</p> <p><i>Date:</i> _____</p>		
<p><i>Second Review</i></p> <p><input type="checkbox"/> End PIP <input type="checkbox"/> Continue PIP</p> <p><i>Date:</i> _____</p>		
<p><i>Third Review</i></p> <p><input type="checkbox"/> End PIP <input type="checkbox"/> Continue PIP</p> <p><i>Date:</i> _____</p>		

Teacher's Signature: _____ Date: _____

Qualified Observer's Signature: _____ Date: _____

Distribution: ***Copy – Teacher*** ***Copy – Qualified Observer***

Performance Review Report

Teacher _____	Date _____	
School # _____	Subject/Subject _____	Grade _____
Principal's Name _____		

This report is presented to the teacher by January 15th of the school year. The principal should use the appropriate data sources to complete the Performance Review including: observation reports, conference notes, input forms, system and school policies and procedures documentation and teacher provided documentation.

Performance Domains	Check one assessment for each domain			Comments mandatory for Unsatisfactory Assessment
	Proficient	Satisfactory	Unsatisfactory	
Planning and Preparation				
The Learning Environment				
Instruction/Instructional Support				
Professional Responsibilities				

Principal's Signature: _____ Date: _____
 Teacher's Signature: _____ Date: _____

PIP Indicated Yes No

**Baltimore City Public School System
Performance-Based Evaluation**

Teacher _____ School _____

Principal's Supporting Statements: (Statements may be offered in support of any level rating.)

Teacher's Comments:

Principal's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

By signing this form, the teacher verifies that the evaluation was read and discussed.
Signature does not necessarily connote agreement.

Distribution: Copy – Teacher Copy – Principal

Annual Evaluation Report

Teacher _____	Social Security No: _____
School _____	Subject/Position _____ Status _____
Principal's Name _____	Evaluation Period _____

This form should be used to assess the teacher's overall performance. Circle the number of points assigned to the rating in each domain. Add the total points to determine the teacher's overall rating.

Performance Domains	Proficient	Satisfactory	Unsatisfactory	Comments mandatory for Unsatisfactory Assessment
Planning and Preparation <input type="checkbox"/> PIP Required	25	18	6	
The Learning Environment <input type="checkbox"/> PIP Required	25	18	6	
Instruction/Instructional Support <input type="checkbox"/> PIP Required	25	18	6	
Professional Responsibilities <input type="checkbox"/> PIP Required	25	18	6	
Total Points				

Overall Rating:

- Proficient
- Satisfactory
- Unsatisfactory

Total Points _____

- 86 or more = Proficient
- 70-85 = Satisfactory
- 69 or less = Unsatisfactory

Days Present _____

Days Absent _____

Days Late _____

Teacher's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

Distribution:

Copy – Teacher

Copy – Principal

Copy – Human Resources

Baltimore City Public School System Performance-Based Evaluation

Teacher _____ School _____

Teacher's Comments:

Principal's Comments:

Teacher's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

By signing this form, the teacher verifies that the evaluation was read and discussed.
Signature does not necessarily connote agreement.

Distribution:

Copy – Teacher

Copy – Principal

Copy – Human Resources

Annual Evaluation Report

Page 2 of 2

Observation &
Conference Forms
For
Other School-Based
Teacher-Level Staff

**Baltimore City Public School System
Performance-Based Evaluation**

**Initial Planning Conference Form
for all Teacher-Level Staff Not in the Classroom**

Teacher Level Staff Member _____ Position _____
School _____
Qualified Observer _____ Position _____

This form is to be completed prior to October 15th.

- a. Check to indicate item has been discussed, or
- b. Mark NA to indicate item is not applicable.

- Support to be provided to teachers discussed
- Support to be provided to students discussed
- Services that support student achievement discussed
- Data sources identified
- Other data to be maintained and reviewed in conferences identified
- Performance Improvement Plan reviewed, if necessary
- Individual Development Plan reviewed

Notes:

Staff Member's Signature: _____ Date: _____
Qualified Observer's Signature: _____ Date: _____

Distribution: Copy – Teacher-Level Staff Member Copy – Evaluator

**Baltimore City Public School System
Performance-Based Evaluation**

Pre-Observation Conference Form

Teacher-Level Staff Member _____	
School # _____	Position _____
Qualified Observer's Name/Position _____	

The teacher-level staff member and qualified observer document the focus area for the formal observation.

I. Activity to be observed

II. Specific objectives for the activity that will be observed

III. Strategies that will be used to accomplish the objectives

IV. Special circumstances related to activity observed

V. Other Comments

Staff Member's Signature: _____ Date: _____

Qualified Observer's Signature: _____ Date: _____

Distribution: *Copy – Teacher-Level Staff Member* *Copy – Evaluator*
Pre-Observation Conference

**Baltimore City Public School System
Performance-Based Evaluation**

Formal Observation Report

Teacher-Level Staff Member _____	Date of Observation: _____
School # _____	Position _____
Qualified Observer's Name/Position _____	

This form is to be used to summarize the observation of a lesson, activity, event, etc. consistent with the position description and system expectation. A plan for improvement can be developed if the areas in need of improvement indicate unsatisfactory performance. Comments should reflect the criteria in the Performance Domains. Observation notes and other appropriate materials may be attached.

Lesson/Activity Event, etc.:

Area(s) of Strength:

Area(s) for Improvement:

Recommendations:

Staff Member's Signature: _____ Date: _____
Qualified Observer's Signature: _____ Date: _____

Distribution:

Copy – Teacher-Level Staff Member

Copy – Evaluator

Formal Observation Report

Page 1 of 2

**Baltimore City Public School System
Performance-Based Evaluation**

Teacher-Level Staff Member _____ School _____

Qualified Observer’s Supporting Statements:

Staff Member’s Comments:

Qualified Observer’s Signature: _____ Date: _____

Staff Member’s Signature: _____ Date: _____

By signing this form, the teacher verifies that the evaluation was read and discussed.
Signature does not necessarily connote agreement.

Distribution:

Copy – Teacher-Level Staff Member

Copy – Evaluator

Formal Observation Report

Page 2 of 2

**Baltimore City Public School System
Performance-Based Evaluation**

Performance Improvement Plan (PIP)

Teacher-Level Staff Member _____	School: _____
Date _____	Subject/Position _____
Qualified Observer _____	

Statement of Area(s) Targeted for Improvement

Actions Staff Member Will Take To Correct Problem(s)

Assistance Staff Member Will Need From Principal to Help Correct Problem(s)

Action Plan

Actions/Activities/Events	Target Date	Review Date ²	Assessment of Progress

Attach additional sheet if necessary

Distribution:

Copy – Teacher-Level Staff Member

Copy – Qualified Observer

Performance Improvement Plan

Page 1 of 2

²Each review is intended to document support and assistance provided to the teacher.

PIP Appraisal

PIP Appraisal	Staff Member's Comments	Qualified Observer's Comments
<p><i>First Review</i></p> <p><input type="checkbox"/> End PIP <input type="checkbox"/> Continue PIP</p> <p><i>Date:</i> _____</p>		
<p><i>Second Review</i></p> <p><input type="checkbox"/> End PIP <input type="checkbox"/> Continue PIP</p> <p><i>Date:</i> _____</p>		
<p><i>Third Review</i></p> <p><input type="checkbox"/> End PIP <input type="checkbox"/> Continue PIP</p> <p><i>Date:</i> _____</p>		

Staff Member's Signature: _____ Date: _____

Qualified Observer's Signature: _____ Date: _____

Distribution:
Performance Improvement Plan

Copy – Teacher-Level Staff Member

Copy – Evaluator
Page 2 of 2

Performance Review Report

Teacher-Level Staff Member _____ Date: _____
 School # _____ Subject _____ Grade _____
 Evaluator's Name/Position _____

This report is presented to the teacher by January 15th of the school year. The principal should use the appropriate data sources to complete the Performance Review including: observation reports, conference notes, input forms, system and school policies and procedures documentation and staff member provided documentation.

Performance Domains	Check one assessment for each domain			Comments mandatory for Unsatisfactory Assessment
	Proficient	Satisfactory	Unsatisfactory	
Planning and Preparation				
The Learning Environment				
Instruction/Instructional Support				
Professional Responsibilities				

Qualified Observer's Signature: _____ Date: _____
 Staff Member's Signature: _____ Date: _____

PIP Indicated Yes No

Baltimore City Public School System Performance-Based Evaluation

Teacher-Level Staff Member _____ School _____

Qualified Observer's Supporting Statements: (Statements may be offered in support of any level rating)

Staff Member's Comments:

Qualified Observer's Signature: _____ Date: _____

Staff Member's Signature: _____ Date: _____

By signing this form, the teacher verifies that the evaluation was read and discussed.
Signature does not necessarily connote agreement.

Distribution:
Performance Review Report

Copy – Teacher-Level Staff Member

Copy – Evaluator
Page 2 of 2

Annual Evaluation Report

Teacher-Level Staff Member _____ Social Security No: _____
 School _____ Subject/Position _____ Status _____
 Evaluator's Name _____ Evaluation Period _____

This form should be used to assess the teacher's overall performance. Circle the number of points assigned to the rating in each domain. Add the total points to determine the teacher's overall rating.

Performance Domains	Proficient	Satisfactory	Unsatisfactory	Comments mandatory for Unsatisfactory Assessment
Planning and Preparation <input type="checkbox"/> PIP Required	25	18	6	
The Learning Environment <input type="checkbox"/> PIP Required	25	18	6	
Instruction/Instructional Support <input type="checkbox"/> PIP Required	25	18	6	
Professional Responsibilities <input type="checkbox"/> PIP Required	25	18	6	
Total Point				

Overall Rating: Proficient Satisfactory Unsatisfactory
Total Points _____
 86 or more = Proficient
 70-85 = Satisfactory
 69 or less = Unsatisfactory
 Days Present _____
 Days Absent _____
 Days Late _____

Staff Member's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Distribution: Copy – Staff Member Copy – Evaluator Copy – Human Resources

**Baltimore City Public School System
Performance-Based Evaluation**

Teacher _____ School _____

Staff Member's Comments:

Evaluator's Comments:

Staff Member's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

By signing this form, the teacher verifies that the evaluation was read and discussed.
Signature does not necessarily connote agreement.

Distribution: Copy – Staff Member Copy – Evaluator Copy – Human Resources

**Input Forms for
Clinical Service Providers
IEP Instructional Associates
Guidance Counselors
Full-Time Mentors**

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**Principal's Request for Guidance &  
Counseling Services Support Form**

*These input forms are designed for those teacher-level staff members whose performance is evaluated by someone other than the principal or whose performance is observed by someone other than the principal, as in the case of Guidance Counselors.*

**NOTE\***

**Clinical Service Providers are evaluated by the Clinical Supervisors.**

**IEP Instructional Associates are evaluated by the Area Special Education Coordinator.**

**Full-Time Mentors are evaluated by the Director of Professional Development.**

**Guidance Counselors are evaluated by the Principal, but may only be formally observed by staff from the Office of Guidance and Counseling Services**

**Baltimore City Public School System  
Department of Professional Development  
Performance-Based Evaluation**

**Principal Input Form**

For **IEP Instructional Associate Positions** and **Clinical Service Providers**  
(Speech/Language Pathologists, School Psychologists, School Social Workers  
Assistive Technology Team Members, Audiologists, Occupational Therapists, Physical Therapists)

Clinical Service Provider/IEP Instructional Associate \_\_\_\_\_

Position \_\_\_\_\_ School # \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

The Principal Input Form is submitted to the appropriate coordinator of the Clinical Service Provider/IEP Instructional Associate at least twice during the school year. It provides information to be considered in the development of the Performance Review Report (due January 31<sup>st</sup>) and the final Evaluation Report (due one week before the last work day in June). This form should be forwarded by the principal to the appropriate coordinator no later than December 15<sup>th</sup> and April 15<sup>th</sup> of each school year so that the coordinator can consider the information as evaluation forms are developed. Staff members must be notified of year-end unsatisfactory performance evaluations on or before May 1<sup>st</sup>.

The Principal Input Form must be used at other times during the school year:

- to communicate concerns/problems that the principal believes the coordinator/director needs to address.
- to indicate steps taken by the principal to address concerns.

If the staff member provides services in more than one school, each principal should complete the Principal Input Form and forward it to the appropriate coordinator/director.

**Domain 1 – Planning and Preparation**

- **Planning procedures reflect knowledge of procedures related to the position.**

|                                              |                          |     |                          |    |                          |     |
|----------------------------------------------|--------------------------|-----|--------------------------|----|--------------------------|-----|
| Maintains current intervention therapy plans | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | N/A |
| Submits schedule to administrator            | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | N/A |
| Informs administrator of schedule changes    | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | N/A |

**Comments:** \_\_\_\_\_

**Domain 2 – The Learning Environment**

- **Organizes and manages responsibilities specific to the position.**

|                                                             |                          |     |                          |    |                          |     |
|-------------------------------------------------------------|--------------------------|-----|--------------------------|----|--------------------------|-----|
| Maintains documentation of student attendance & performance | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | N/A |
| Provides assigned assessments within required timelines     | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | N/A |
| Provides assigned IEP services within required timelines    | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | N/A |
| Completes and submits IEP report cards                      | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | N/A |
| Completes and submits TPB documentation                     | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | N/A |

**Comments:** \_\_\_\_\_

**Domain 3 – Instruction/Instructional Support**

- **Develops and implements activities and procedures that support the position.**

|                                                                                                                       |                          |     |                          |    |                          |     |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------|-----|--------------------------|----|--------------------------|-----|
| Responds appropriately to the needs of the individual school (in-service workshops for staff, parent education, etc.) | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | N/A |
| Resolves conflicts in a professional manner                                                                           | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | N/A |
| Oral and written communications are effective                                                                         | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | N/A |
| Consults with school staff, families, community agencies when appropriate                                             | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | N/A |

**Comments:** \_\_\_\_\_

**Domain 4 – Professional Responsibilities**

- **Demonstrates responsibilities related to school improvement, school regulations and personal growth.**

|                                                                            |                          |     |                          |    |                          |     |
|----------------------------------------------------------------------------|--------------------------|-----|--------------------------|----|--------------------------|-----|
| Responds professionally to special and crisis situations                   | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | N/A |
| Participates on School Support Team or other school related projects/teams | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | N/A |
| Participates on Child Study Team                                           | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | N/A |
| Completes with attendance policies and procedures                          |                          |     |                          |    |                          |     |

No. of days absent \_\_\_\_\_ Action Taken \_\_\_\_\_  
 No. of days late \_\_\_\_\_ Action Taken \_\_\_\_\_

**Comments:** \_\_\_\_\_

**Other Issues/Concerns**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Clinical Service Provider/  
 IEP Instructional Associate Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Received by Coordinator \_\_\_\_\_ Date \_\_\_\_\_

**Distribution:**

**Copy – Clinical Service Provider/IEP Instructional Associate**      **Copy – Principal**      **Copy - Coordinator**

**Baltimore City Public School System  
Performance-Based Evaluation**

# Guidance and Counseling Services Input Form

Guidance Counselor \_\_\_\_\_ School # \_\_\_\_\_ Principal: \_\_\_\_\_

Qualified Observer from Office of Guidance and Counseling Services \_\_\_\_\_

Position \_\_\_\_\_ Date \_\_\_\_\_

- This Input Form is submitted to the principal of the Guidance Counselor at least twice during the school year (**no later than December 15<sup>th</sup> and April 15<sup>th</sup>**). It provides information to be considered in the development of the Performance Review Report and the Annual Evaluation Report.

### Required Plans or Reports Submitted

|                                          |                          |     |                          |    |                          |      |                          |            |
|------------------------------------------|--------------------------|-----|--------------------------|----|--------------------------|------|--------------------------|------------|
| The Guidance and Counseling Program Plan | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| Career Plans                             | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| College Plans                            | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| PSAT Plans                               | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| Mid-Year Plans                           | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| End of Year Report                       | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |

### Accountability Reports Submitted

|                   |                          |     |                          |    |                          |      |                          |            |
|-------------------|--------------------------|-----|--------------------------|----|--------------------------|------|--------------------------|------------|
| September/October | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| November          | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| December          | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| January           | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| February          | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| March             | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| April             | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| May/June          | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |

### Critical Incident Forms Submitted – Dept. Head or Chairperson

|                   |                          |     |                          |    |                          |      |                          |            |
|-------------------|--------------------------|-----|--------------------------|----|--------------------------|------|--------------------------|------------|
| September/October | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| November          | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| December          | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| January           | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| February          | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| March             | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| April             | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |
| May/June          | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Late | <input type="checkbox"/> | Incomplete |

Participation In system-wide professional development activities: Satisfactory Unsatisfactory

| Sept./Oct. | Nov. | Dec. | Jan. | Feb. | March | April | May/June |
|------------|------|------|------|------|-------|-------|----------|
|            |      |      |      |      |       |       |          |

Comments:

\_\_\_\_\_

\_\_\_\_\_

Qualified Observer's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Baltimore City Public School System  
Performance-Based Evaluation

# Principal's Request for Guidance and Counseling Services Support

Guidance Counselor \_\_\_\_\_ School# \_\_\_\_\_  
Principal \_\_\_\_\_ Date \_\_\_\_\_

The Principal Request Form is submitted to the Office of Guidance Services when there is a need to enhance the delivery of guidance and counseling services by providing support to the guidance counselor. This request should be made as soon as the principal determines there is a need for central office support

## Concerns/Problems

**Describe the problem or concern.**

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Principal's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Baltimore City Public School System  
Performance-Based Evaluation

**Principal Input Form for Full-Time Mentors**

Mentor's Name \_\_\_\_\_ School# \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

The Principal Input Form is submitted to the Director of Professional Development at least twice during the school year. It provides information to be considered in the development of the Performance Review Report (due January 15<sup>th</sup>) and the final Evaluation Report (due one week before the last work day in June). This form should be forwarded to the director **no later than December 15<sup>th</sup> and April 15<sup>th</sup>** of each school year so that the director can consider the information as evaluation forms are developed. Full-Time mentors must be notified of year-end unsatisfactory performance evaluations on or before **May 1<sup>st</sup>**

The Principal Input Form can be used at other times during the school year:

- to communicate concerns/problems that need to be addressed
- to indicate steps taken to address concerns

If the full-time mentor provides services in more than one school, each principal should complete the Principal Input Form and forward to the Director

- Fosters a good working relationship with mentees and other building staff, students and community

Comments  Yes  No  N/A

- Responds to the needs of individual mentees appropriately and professionally.

Comments  Yes  No  N/A

- Responds appropriately to special crisis situations.

Comments  Yes  No  N/A

- Maintains professional confidentiality between mentee and self.

Comments  Yes  No  N/A

- Encourages ongoing dialogue between mentee and building administrators.

Comments  Yes  No  N/A

- Resolves conflicts in a professional manner

Comments  Yes  No  N/A

- Serves as a member of appropriate school committees.

Comments  Yes  No  N/A

- Maintains open communication and a good working relationship with the building administrators

Comments  Yes  No  N/A

- Plans and implements group meetings for all mentees.

Comments  Yes  No  N/A

Other Issues/Concerns

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mentor's Signature \_\_\_\_\_

Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

Received by Director/Coordinator \_\_\_\_\_

Date \_\_\_\_\_

**Distribution: Copy – Mentor**

**Copy – Principal**

**Copy – Director**

