

## Anne Arundel County Public Schools (AACPS) Teacher Evaluation Systems

Teacher evaluation is based on observations of teachers in their classrooms, their participation in the process of school improvement and their interactions with colleagues and students. Observations can be formal (consisting of pre-observation conferences, observations and post-observation conferences) or informal (unannounced). During the observation process, evaluators assess the teacher's planning, instruction and assessment. Particular attention is paid to evidence of student learning.

Tenured teachers are evaluated every two years by their principals. Other administrators may contribute to these evaluations. Tenured teachers may be evaluated more frequently at the determination of their supervisor or principal or at the request of the teacher. Non-tenured teachers are evaluated every year. Levels of performance are: Outstanding/Excellent, Highly Effective/Highly Proficient/Very Good, Effective/Satisfactory, Marginal/Needs Improvement, Unsatisfactory.

1. How are the teacher evaluation results used regarding **professional development**?  
Since evaluations point out teacher strengths and needs, their results are effectively used by the teacher and his/her supervisor in identifying areas for professional development. The rating conference is the forum for discussing and planning future professional development. Additionally, principals can use the aggregated results of the evaluations of staff to plan for and deliver differentiated professional development in the up-coming school year.
2. How are the teacher evaluation results used in **compensation**?  
The only time teacher evaluation results are used in compensation is when a teacher's certificate is down-graded to a Second Class Certificate.
3. How are the teacher evaluation results used in **promotion**?  
Evaluations are usually considered when a teacher is being considered for an instructional leadership role or for an administrative position.
4. How are the teacher evaluation results used regarding **retention and removal**?  
Teacher evaluation results are used in both the retention and removal processes. Tenured teachers are evaluated, in accordance with the provisions of the negotiated agreement, twice during the duration of an APC. Other administrators may contribute to these evaluations. Tenured teachers may be evaluated more frequently at the determination of their supervisor or principal or at the request of the teacher. Non-tenured teachers are evaluated every year. Upon successful evaluations for a two-year period, teachers are granted tenure. On occasion, in accordance with COMAR, a third year may be requested before tenure is awarded. Evaluation results are also used to identify teachers who are in need of support in the form of a "plan of action" for improvement. If expected improvements are not made, evaluation results can be used as a basis for removal.



# Teacher Rating Instrument Anne Arundel County Public Schools

|                |                   |        |      |                       |
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**KEY:**            **O**—*Outstanding*                            **HE**—*Highly Effective*                            **S**—*Satisfactory*  
                         **NI**—*Satisfactory but Needs Improvement in some areas*                            **U**—*Unsatisfactory*

| <b>Planning</b>  |      | <b>O</b> | <b>HE</b> | <b>S</b> | <b>NI</b> | <b>U</b> |
|--|------|----------|-----------|----------|-----------|----------|
| 1. Establishes clear goals and objectives related to the School Improvement Plan   | 1.   |          |           |          |           |          |
| 2. Adapts lesson to student needs, interests, and abilities  | 2.   |          |           |          |           |          |
| 3. Utilizes effective measurement tools for student performance  | 3.   |          |           |          |           |          |
| 4. Adapts plans and lessons based on student outcomes  | 4.   |          |           |          |           |          |
| 5. Identifies strategies and techniques to contribute to growth and success with MSPP                                    | 5.   |          |           |          |           |          |
| 6. Organizes the sequence for learning to take place   | 6.   |          |           |          |           |          |
| 7. Plans for daily and long term instruction   | 7.   |          |           |          |           |          |
| 8. Designs appropriate instructional strategies to accommodate student needs   | 8.   |          |           |          |           |          |
| <b>Instructional Effectiveness</b>   |      |          |           |          |           |          |
| 9. Establishes the focus of the lesson   | 9.   |          |           |          |           |          |
| 10. Reviews concepts and skills previously learned, as appropriate   | 10.  |          |           |          |           |          |
| 11. Makes provisions for student differences   | 11.  |          |           |          |           |          |
| 12. Makes subject matter relevant to students  | 12.  |          |           |          |           |          |
| 13. Communicates high expectations for all students  | 13.  |          |           |          |           |          |
| 14. Gives students timely feedback regarding performance   | 14.  |          |           |          |           |          |
| 15. Analyzes student performance to revise instruction   | 15.  |          |           |          |           |          |
| 16. Evaluates student performance, using a variety of techniques   | 16.  |          |           |          |           |          |
| 17. Improves student performance   | 17.  |          |           |          |           |          |
| 18. Gives clear and concise directions and explanations  | 18.  |          |           |          |           |          |
| 19. Carries out instructional plans with adjustments as appropriate  | 19.  |          |           |          |           |          |
| 20. Presents new concepts clearly  | 20.  |          |           |          |           |          |
| <b>Classroom Management/Organization</b>   |      |          |           |          |           |          |
| 21. Organizes classroom activities for maximum student involvement   | 21.  |          |           |          |           |          |
| 22. Makes modifications as necessary based on student performance  | 22.  |          |           |          |           |          |
| 23. Uses appropriate behavior management strategies in a fair and consistent manner                                      | 23.  |          |           |          |           |          |
| 24. Uses space, equipment, and materials to support instruction  | 24.  |          |           |          |           |          |
| 25. Establishes classroom rules and routines that promote instruction  | 25.  |          |           |          |           |          |
| 26. Maintains a safe, well organized, attractive classroom   | 26.  |          |           |          |           |          |
| <b>Interpersonal Relationships</b>   |      |          |           |          |           |          |
| 27. Demonstrates sensitivity to and respect for each student as an individual  | 27.  |          |           |          |           |          |
| 28. Demonstrates a sensitivity to the customs and feelings of varied ethnic, racial, socioeconomic, and religious groups | 28.  |          |           |          |           |          |
| 29. Seeks to build cooperative relationships with parents  | 29.  |          |           |          |           |          |
| 30. Maintains an effective working relationship with:  |      |          |           |          |           |          |
| Faculty  | 30a. |          |           |          |           |          |
| Administration   | 30b. |          |           |          |           |          |
| Support staff  | 30c. |          |           |          |           |          |
| <b>Professional Ethics</b>   |      |          |           |          |           |          |
| 31. Maintains security for all confidential information  | 31.  |          |           |          |           |          |
| 32. Supports the philosophies and objectives of the state, school, and county, as they relate to policies and procedures | 32.  |          |           |          |           |          |
| 33. Accepts responsibility for care and use of funds, material, supplies and equipment                                   | 33.  |          |           |          |           |          |
| 34. Maintains and provides prompt, timely, and accurate records and reports  | 34.  |          |           |          |           |          |
| 35. Observes school routines   | 35.  |          |           |          |           |          |
| <b>Scholarship</b>   |      |          |           |          |           |          |
| 36. Demonstrates knowledge of subject matter   | 36.  |          |           |          |           |          |
| 37. Uses correct grammar in oral and written communication   | 37.  |          |           |          |           |          |
| 38. Participates in professional development activities  | 38.  |          |           |          |           |          |



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## Summary Performance Description

*(Comments are required for Outstanding, Satisfactory but Needs Improvement, and Unsatisfactory ratings)*

**Planning:**

**Instructional Effectiveness:**

**Classroom Management/Organization:**

**Interpersonal Relationships:**

**Professional Ethics:**

**Scholarship:**

**Contribution to sustained growth of students and to the School Improvement Plan:**

**Career Planning activities and professional development/improvement needs:**

**Additional Comments:**

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**Overall Rating:**     Outstanding                       Highly Effective                       Satisfactory  
 Satisfactory **but Needs Improvement in some areas**                       Unsatisfactory

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**Teacher Comments:**

*Teacher, additional sheet(s) attached*

|  |      |                       |      |
|--|------|-----------------------|------|
| Teacher's Signature                                | Date | Principal's Signature | Date |
| Others who observed and contributed to this rating |      |                       |      |