

# Components of the 2016-17 Teacher Effectiveness Evaluation

The Teacher Effectiveness Evaluation represents the culmination of over five years of collaboration between teachers, school leaders, district office staff, and the [Baltimore Teachers Union](#) (BTU). Teaching is a complex endeavor and your evaluation should reflect this complexity and include multiple measures. Additionally, your evaluation should also include how you will be supported in your continuing growth as professionals (in addition to [professional development](#) and [resources](#)). Those BTU employees with classroom [teacher job titles](#) are evaluated using this effectiveness framework.

The 2016-17 Teacher Effectiveness Evaluation will maintain the model that teachers and supervisors experienced in 2014-15. This allows for greater continuity and the opportunity to focus on teacher development and authentic conversations about performance.

Components within the 2016-17 Teacher Effectiveness Evaluation fall into two categories:

- Professional Practice
- Student Growth



Please note that you are responsible for reading, understanding and complying with the provisions outlined on City Schools’ websites and other internal communications channels.

## Professional practice

Component: Classroom observations using the Instructional Framework (Each observation is worth 20 percent of the overall evaluation)

Developed over many months with input from hundreds of teachers, the district’s [Instructional Framework](#) defines what effective teaching looks like. The indicators outlined in the [rubric](#) for the Teach domain are used to guide observations for this component of the evaluation. [Read more...](#)

Component: Professional expectations measure (10 percent of overall evaluation)

This measure considers a teacher’s professional practice and gauges a teacher’s responsibilities as a professional, outside of his or her instructional role. [Read more...](#)



# Student growth

Component: Student learning objectives (SLOs) measure (35 percent of overall evaluation)

Student learning objectives (SLOs) are specific, measurable academic goals for a particular group of students, in an academic year, created by teachers in collaboration with their school leaders. The goals must be anchored on available student data. Teacher's scores are based upon the degree to which the goals were attained, as evidenced by student academic performance, within the specified SLO timeframe. [Read more...](#)

Component: School performance measure (15 percent of overall evaluation)

Because entire school communities are responsible for certain student outcomes, the 2016-17 Teacher Effectiveness Evaluation will include an aggregate schoolwide measure. [Read more...](#)

## Classroom Observations

Classroom observations, along with [Professional Expectations](#), are another tool providing evidence of a teacher's strengths and areas for development. When done frequently and purposefully, and when coupled with discussion that includes actionable feedback, formal and informal observations are integral to improving instructional practice.

Developed over many months with input from hundreds of teachers, the district's [Instructional Framework](#) defines what effective teaching looks like and guides the district's efforts to develop and offer high-quality professional development opportunities.

The total weight of the formal observation component is 40% (e.g., if two formal observations, then each worth 20%), and there must be a minimum of two observations to support an annual evaluation. Each of the formal observations is considered a separate evaluation measure.



At a glance

- Teachers are observed on the nine key actions of the framework's "Teach" component
- Teachers receive at least two formal observations and frequent informal observations during the school year
- Formal observations are completed by qualified observers
- Each formal observation is considered a separate evaluation measure

# The Professional Expectations Measure

The Professional Expectations measure, along with classroom observations, is one of the evaluation components for 2016-17 that consider a teacher's professional practice. It gauges a teacher's responsibilities as a professional, outside of her or his instructional role. Specifically, this component considers the extent to which a teacher meets district expectations for compliance with district and school policies, in addition to the extent to which a teacher meets standard skills within several professional competencies.

The Professional Expectations task was first implemented for the 2013-14 Teacher Effectiveness Evaluations, and in 2014-15 City Schools worked with BTU and a broad range of stakeholders to revise the form and develop a rubric.

Based on feedback from teachers on which items were most meaningful, the professional expectations measure includes 16 indicators that are grouped into the following four competencies: communication, professionalism, professional practice, and district expectations. Each indicator is rated on a scale from 1-4 points.

Learn more about the professional Expectations measure with [this form](#) and [rubric](#).

At a glance

- The Professional Expectations measure will account for 10% of the overall 2016-17 Teacher Effectiveness Evaluation
- This measure includes 16 indicators that are grouped into the following four competencies: Communication, Professionalism, Professional Practice, and District Expectations

# Student Learning Objectives

Student learning objectives (SLOs) are specific, measurable academic goals, for a particular group of students in an academic year and created by teachers in collaboration with their school leaders. SLOs can be used to measure student growth for teachers both in tested and non-tested grades. The 2016-17 Teacher Effectiveness Evaluation will include one SLO worth 35% of the total evaluation.

School-based SLO Ambassadors

As a way to help teachers with the SLO process throughout the 2016-17 school year, SLO Ambassadors are nominated for their school. SLO Ambassadors will serve as SLO experts and will guide teachers through the SLO process serving in a non-evaluative role.

## How can SLOs support effective teaching?

The process of setting data-informed student goals and monitoring progress against those goals is considered to be a best practice for

At a glance

- The 2016-17 Teacher Effectiveness Evaluation includes one SLO worth 35% of the total evaluation\*\*
- SLOs are academic goals for student learning, customized to a

teachers. SLOs promote these strong practices across schools and our district. Additional benefits include:

- **SLOs promote reflective and collaborative teaching practice.** Rich discussions about student learning that occur during and after SLO development and this practice may positively impact instruction. These discussions happen between teachers and their evaluators and among teachers, who work together based on grade-level, content area, or even interest in a certain area for professional development.
- **Teachers perceive SLOs as relevant and empowering.** The SLO process allows principals and teachers to influence how teachers are evaluated and design learning objectives that are customized to the context of each teacher's course and students.
- **SLOs promote aligned curriculum, assessment and standards.** The SLO process typically requires teachers and principals to identify the standards of focus and to map out how assessment(s) will measure progress against those standards. In designing an SLO, a teacher must consider how his or her curriculum and instructional strategies will help students meet the standards.
- **SLOs are adaptable to any teacher.** Teachers of all grades and subjects can demonstrate their impact on student learning with SLOs because SLOs do not rely solely on standardized assessments.

***\*\*Teachers who do not have an approved SLO Learning Target OR SLO Exemption will receive a score of "25" on the SLO component of their SY 2016-17 evaluation.***

teacher's particular students.

- SLOs are designed to support instruction

## Key Dates and Milestones

This chart outlines the year at a glance for teachers evaluated in the Teacher Effectiveness Evaluation. For your reference, you may [download a PDF copy here](#).

Deadline*	Action item	What to expect
September 30	Review of Evaluation Process	<p>Your supervisor will provide general information to you about the evaluation process, including:</p> <ul style="list-style-type: none"> <li>• Review the steps of the evaluation process</li> <li>• Discuss the evaluation components</li> </ul>
October 17	Initial Planning Conference and Individual Development Plan (IDP)	<ul style="list-style-type: none"> <li>• You will come with your IDP;</li> <li>• You will review your goals, performance information, and student data; and</li> <li>• You will discuss an action plan and supports for a successful year.</li> </ul>
<p style="color: red;">Update: October 27**</p> <p>System available October 3</p>	Submit Student Learning Objective (SLO) and scoring plan	<ul style="list-style-type: none"> <li>• Your school's SLO Ambassador will provide information on what is expected and there will be example SLOs available for your review; and</li> <li>• There will be opportunities for collaboration and targeted suggestions for support and development.</li> </ul>
<p style="color: red;">Update: November 17</p> <p>System available October 3</p>	SLO approval window closes	<ul style="list-style-type: none"> <li>• Prior to this date you will receive feedback from your evaluator about your SLO and possible changes</li> </ul>
<p>December 1</p> <p>System available October 3</p>	1st Formal Observation	<ul style="list-style-type: none"> <li>• There will be a pre- and post- conference to discuss your lesson/activity to be observed, the observation, and our performance</li> <li>• You will have prior knowledge of when the observation will take place and who will conduct it; and</li> <li>• There will be opportunities for constructive feedback and targeted suggestions for support and development.</li> </ul>
January 17	<p>Mid-Year Performance Review</p> <ul style="list-style-type: none"> <li>• <a href="#">Mid-Year Performance Review Check-List</a> (Word)</li> <li>• <a href="#">Mid-Year Performance Review Check-List</a> (PDF)</li> </ul>	<ul style="list-style-type: none"> <li>• You will review progress towards your IDP goal;</li> <li>• You will review SLO progress and any supports / instructional strategies needed; and</li> <li>• You will have an opportunity for self-reflection with the Professional Expectations task.</li> </ul>
<div style="border: 1px solid black; padding: 2px; display: inline-block; color: red; font-weight: bold;">X</div> <p style="color: red;">Update: March 27</p> <p>System available February 6</p>	Submit SLO student data for scoring verification	<ul style="list-style-type: none"> <li>• You will have the opportunity to review your students' progress and reflect on the impact of your instructional practice.</li> </ul>

April 3 System available update: Week of January 9	2nd Formal Observation	<ul style="list-style-type: none"> <li>• There will be a pre- and post- conference to discuss your lesson/activity to be observed, the observation, and our performance</li> <li>• You will have prior knowledge of when the observation will take place and who will conduct it; and</li> <li>• There will be opportunities for constructive feedback and targeted suggestions for support and development.</li> </ul>
April 3 System available update: Week of January 9	Professional Expectations	<ul style="list-style-type: none"> <li>• You will receive constructive feedback and targeted suggestions for support and development; and</li> <li>• You will have the opportunity to provide feedback on this measure and share examples of your professional contributions, if applicable.</li> </ul>
April 18 System available February 6	SLO Final Scoring window closes	<ul style="list-style-type: none"> <li>• By this date, your evaluator will review your student data as attached in TSS and use the SLO scoring rubric based on your students' progress</li> </ul>
May 1	Annual Evaluation	<ul style="list-style-type: none"> <li>• Teachers rated "Ineffective," based on all components, are notified</li> </ul>
One week before the last day of school	Annual Evaluation	<ul style="list-style-type: none"> <li>• You will have the opportunity to review performance data gathered across the year</li> </ul>

Please note that you are responsible for reading, understanding and complying with the provisions outlined on City Schools' websites and other internal communications channels.

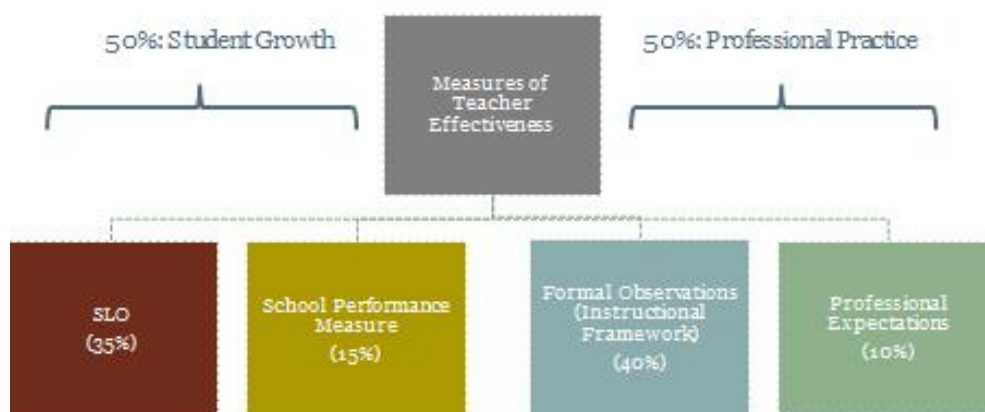
\* If any date falls on a weekend, holiday or other day that is not a work day, the due date is the next day.

**\*\*Teachers who do not have an approved SLO Learning Target OR SLO Exemption in the appropriate electronic system will receive a score of "25" on the SLO component of their SY 2016-17 evaluation.**

For more detail on your classroom observation scores, visit the Employee Performance Management section of the Employee Self-Service portal on the district website.

## Calculating Evaluation Ratings

For most teachers, the 2016-17 Teacher Effectiveness Evaluation end of year rating will be determined by a composite score made up of individual scores from components in each of the two categories of effectiveness being measured. When performance data is available for all components in the Teacher Effectiveness Evaluation, the "professional practice" and "student growth" components each account for 50-percent of a teacher's overall evaluation and include the following weighted measures:



Each individual rating (raw score) is converted to a 100-point scale, weighted and combined to yield a single overall composite rating. This overall annual evaluation rating is based on where a teacher's Teacher Effectiveness Composite Score is within the annual evaluation score ranges. For the 2016-17 school year, the Teacher Effectiveness Evaluation annual evaluation score ranges remain consistent with the score ranges since the 2014-15 school year. Specifically:

Final effectiveness rating	Overall score range
Highly effective	86 and above
Effective	70 to 85
Developing	55 to 69
Ineffective	54 and below

City Schools will be using the following rating calculations for the 2016-17 Teacher Effectiveness Evaluation. To generate this rating, City Schools follows a four-step process that you can see in the following example:

(For more information on calculating your annual evaluation, please review this [1-page overview guide](#)).

Note: As has been the practice since the 2014-15 school year, annual evaluations for teachers with missing performance data from one or more evaluation components will be [reweighted](#).

Example scores for one teacher

Effectiveness measure	Teacher's raw score	Explanation
<a href="#">Classroom observations</a>	3.25	The average of a teacher's formal observations (from either two or three formal observations) from the 2016-17 school year on a scale of 1 to 4.
<a href="#">Professional expectations</a>	54	The professional expectations task is rated on a 64-point scale that includes 16 indicators grouped into four competencies: communication, professionalism, professional practice, and district expectations. This form was revised in the 2014-15 school year with input from a range of stakeholders, including a teacher focus group. Each indicator is rated on a scale from 1-4 points.
<a href="#">Student Learning Objectives</a>	77	Student Learning Objectives are specific, measurable academic goals for a particular group of students in an academic year created by teachers in collaboration with their school leaders. Completed SLOs are scored on a scale of 54 to 100.
<a href="#">School Performance Measure</a>	46.78	The teacher's school performance measure (SPM) consists of multiple quantitative indicators that reflect a whole school's year-long performance in terms of student growth and the extent to which the school's learning environment is conducive to student growth. This measure is scored on a 100-point scale.

Step 1: Compare apples-to-apples: Determine the scaled score

Effectiveness measure	Score	Scale of raw scores	Scaled score (100 point scale)	Explanation
Classroom observations	3.25	4	81.25 (3.25 x 25)	Because the Instructional Framework is on a 4-point scale, a multiplier of 25 is used to place the score on a 100-point scale
Professional expectations	54	64	84.375 (54 ÷ 64 x 100)	The teacher's Professional Expectations score is on a 64-point scale (i.e., like grading assignments; 54/64)
Student Learning Objectives	77	100	77	The teacher's Student Learning Objective score is already on a 100-point scale
School Performance Measure	46.78	100	46.78	The teacher's School Performance Measure score is already on a 100-point scale

Step 2: Multiply the scaled score for each measure by its weight to create the weighted score

Effectiveness measure	Scaled score	Weight (in %)	Weighted score
Classroom observations	81.25	40	32.5 (81.25 x .40)



Professional expectations	84.375	10	8.4357 (84.375 x .10)
Student Learning Objectives	77	35	26.95 (77 x .35)
School Performance Measure	46.78	15	7.017 (46.78 x .15)

Step 3: Add together the weighted scores to yield an overall weighted score. This is the Teacher Effectiveness Composite Score.

Effectiveness measure	Weighted score
Classroom observations	32.5
Professional expectations	8.4375
Student Learning Objectives	26.95
School Performance Measure	7.017
Overall weighted score	74.905
Overall weighted score (rounded)	75

Step 4: Final annual evaluation rating is based on this Teacher Effectiveness Composite Score.

Final effectiveness rating	Overall score range
Highly effective	86 and above
Effective	70 to 85
Developing	55 to 69
Ineffective	54 and below

The teacher in this example would receive an Effective annual evaluation rating based on the rounded overall weighted score of 75.