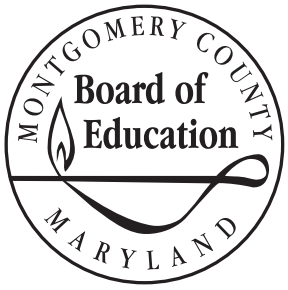
Teacher-Level Professional Growth System

Montgomery County Public Schools, Rockville, Maryland

2022–2023 HANDBOOK

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS



VISION

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

MISSION

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

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

Learning
Relationships
Respect
Excellence
Equity

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INTRODUCTION

At the time this handbook goes to print, our community, along with the rest of the world, is in the midst of the COVID-19 (coronavirus) pandemic. Whether the work environment for the 2022–2023 school year will begin as the 2020–2021 school year ended is yet unknown. However, it is likely that coronavirus will continue to impact the Montgomery County Public Schools (MCPS) work environment for the 2022–2023 school year in some manner.

These are strange and difficult times, and the MCPS approach to responding to the coronavirus crisis continues to emphasize the need to be patient, kind and flexible with one another as we work together to find solutions to situations we have never experienced before. It is possible that there may need to be adjustments and accommodations made to some of the approaches to evaluation and support outlined in the 2022–2023 Teacher Professional Growth System Handbook to fit the conditions of an altered learning and operating environment. Please trust that any adjustments will be implemented with the high expectations of fairness, equity, and safety that have guided our work during any other time.

As such, teachers will continue to ensure that quality education for every student is the top priority. In doing so, the standards outlined in the Teacher Professional Growth System (PGS) will guide the necessary disposition for effective instructional and professional practices. Teacher professional growth, professional learning, and continuous improvement are essential to a successful and supportive learning environment. Moreover, the tenets of the Teacher PGS remain applicable across learning platforms, whether virtual or in-person, as well as transcends all grade levels and subject areas. In sum, the framework for teaching and learning and our shared commitment for excellence empower us to move forward in providing a robust and equitable learning environment for all students.

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

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

1. Six clear standards for teacher performance, based on the National Board for Professional Teaching Standards, with performance criteria for how the standards are to be met and sample claims of patterns in observable teaching behaviors.
2. Training for evaluators and teachers that creates not only a common language for the discussion of what good teaching is and is not, but also develops skills of analysis and critique that will make the dialogue a rich and data-driven one.
3. A Professional Growth Cycle (PGC) that integrates the formal evaluation year into a multiyear process of professional growth, continual reflection on goals and progress meeting those goals, and collegial interaction.
4. Formal evaluation with narrative assessments that provide qualitative feedback to teachers about their work.
5. A Peer Assistance and Review (PAR) program that has consulting teachers (CTs) who provide instructional support to novice teachers (teachers new to the profession) and those not performing to standard. The CTs report to a PAR Panel composed of teachers and principals appointed by the unions with shared responsibility for quality control and improvement.
6. Professional development years that are structured around a collaborative learning culture among teachers in each school, integrating individual improvement plans into school plans, and utilizing student achievement and other data about student results.

ORGANIZATIONAL CULTURE OF RESPECT STATEMENT

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

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

EQUITY AND CULTURAL PROFICIENCY

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

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

ROLE OF THE PROFESSIONAL GROWTH SYSTEM IMPLEMENTATION TEAMS

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

- The Implementation Teams meet regularly on a schedule agreed on by the members at a meeting prior to July 1, for the subsequent year.
- The Implementation Teams consist of representative members of the employee associations and administration.
- The Implementation Teams are chaired by the employee association presidents or designees and MCPS designees, who are appointed by the chief academic officer (CAO) and the chief operating officer (COO).
- The meetings are facilitated by an appointee of the associate superintendent, Office of Human Resources and Development (OHRD).
- An agenda is developed, with input from Implementation Team members or other collaboration committees.

ROLE OF THE JOINT PGSs IMPLEMENTATION TEAM

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

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

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

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

SUMMARY OF CHANGES TO HANDBOOK

The following additions and modifications are reflected in this year's Teacher-Level PGS handbook.

- Teacher-Level Staff Evaluation Criteria for Success—SHORT FORM Meets Standard (found on App. E-3)
- Sample Evaluation—Meets Standard (found on App. E-4)
- Evaluation Criteria for Success—Below Standard (found on App. E-10)
- Sample Evaluation—Below Standard (found on App. E-11)
- Improvement Plan Template (currently found on App. G-1)
- Improvement Plan Sample on New Template (currently found on App. G 3-4)

PERFORMANCE STANDARDS FOR TEACHERS

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

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

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

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

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

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

Standard VI: Teachers exhibit a high degree of professionalism.

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

PERFORMANCE STANDARDS FOR ALL OTHER TEACHER-LEVEL POSITIONS

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

All staff in the above categories will be evaluated on the same evaluation cycle as teachers, based on years of MCPS experience (see page 4). If a classroom teacher moves from a classroom assignment to one of these positions or vice versa, evaluation will be conducted according to the schedule and processes developed for that assigned position.

ACTIVITIES FOR PROFESSIONAL DEVELOPMENT

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

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

COURSES TO PROMOTE A COMMON LANGUAGE ABOUT SKILLFUL TEACHING

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

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

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

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

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

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

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

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

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

SCHEDULE FOR EVALUATION AND PROFESSIONAL DEVELOPMENT

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

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

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

Novice teacher, or new hire with no transferrable MD tenure

Probationary			Tenured																					
3-Year Cycle			3-Year Cycle			4-Year Cycle				4-Year Cycle				5-Year Cycle					5-Year Cycle					After Year 24, evaluated every 5 years
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
E	E	E	P	P	E	P	P	P	E	P	P	P	E	P	P	P	P	E	P	P	P	P	E	E

Previously Tenured in Maryland (and meets criteria to transfer tenure)

Tenured after meeting standard in Year 1

3-Year Cycle			3-Year Cycle			4-Year Cycle				4-Year Cycle				5-Year Cycle					5-Year Cycle					After Year 24, evaluated every 5 years
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
E	P	E	P	P	E	P	P	P	E	P	P	P	E	P	P	P	P	E	P	P	P	P	E	E

E = evaluation year
P = professional development year

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

TENURE

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

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

OBSERVATIONS

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

Requirements for Formal Observations

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

1. A formal observation must occur for a minimum of 30 minutes.
2. At least one formal observation must be announced. A pre-observation conference is required for each announced formal observation.
3. All formal observations must include a post-observation conference.
4. Post-observation conferences should be held within three duty days after the formal observation. Conferences may be delayed, by mutual agreement, due to extenuating circumstances.
5. Teachers may respond to a Post-observation Conference Report (POCR) by submitting a written response to their file within 10 school days of their receipt of the POCR.
6. The POCR is considered a stand-alone document. Any notes taken by an observer or evaluator may be shared with the teacher, but they are not considered part of the formal documentation.
7. The POCR is completed after the conference with the teacher. It is reviewed by the observer and the teacher and is housed in the local school file. The goal is to return the report to the teacher within 10 duty days after the post-observation conference or a reasonable amount of time, as agreed upon by the teacher and observer. Such agreement should be documented, (e.g., via e-mail).
8. The term "qualified observer" refers to principal, AP, assistant school administrator (ASA), student support specialist, RT, CS, CT, retired administrator. All qualified observers must have completed OAT 1 or be enrolled in the OAT 1 class and have completed the first four classes. For evaluations resulting in a "Below Standard" rating, at least one of the two observers must have successfully completed both the OAT 1 and OAT 2 classes. If the principal/evaluator needs assistance due to unusual circumstances, for example, a large number of required formal observations and evaluations, central office subject-area supervisors are available for consultation and may serve as qualified observers at the request of the principal/evaluator. Central office subject-area supervisors may serve only as qualified observers if they have completed OAT 1 and OAT 2. Principals/evaluators will request approval from the director of PGS when they are in need of a central office subject-area supervisor as a qualified observer. Staff who are new to the AP, ASA, CT, or central office subject-area supervisor position are required to attend an OAT 1 recertification session, if it has been three years or more since they completed OAT 1.
9. An elementary principal in a school without an assistant principal may request the support of a second observer if the principal needs assistance due to a large number of required formal observations and evaluations.
10. If it appears likely that a teacher will receive a "Below Standard" rating in an evaluation, the observations (serving as the basis for the evaluation) must be completed by two different qualified observers.

Classroom Observation Requirements

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

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

Probationary teachers without a CT (first-year teacher with experience or any second or third-year teacher):
- At least two formal observations by the principal or qualified observer are required, three if the teacher may be rated Below Standard.
- One of the two required formal observations must be announced.
- At least one of the two required formal observations must be done each semester.

Tenured teachers on regular evaluation cycle:
- At least two formal observations by a qualified observer are required.
- The principal or AP must perform at least half the required observations.
- The RT, CS, or other qualified observer may complete a formal observation.
- One of the two required formal observations must be announced.
- At least one of the two required observations must be done each semester.

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

The POCR

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

Summary of Minimum Required Formal Classroom Observations During an Evaluation Year

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

** The observations must be completed by two different qualified observers, at least one of whom must have successfully completed OAT 1 and OAT 2.*
*** The minimum number of observations is to be done only for teachers clearly meeting standard with no concerns on the part of the CT or principal.*

IMPROVEMENT PLAN

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

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

The improvement plan includes:

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

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

EVALUATIONS

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

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

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

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

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

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

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

The Final Evaluation Report

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

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

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

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

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

Due Dates for Final Evaluation Reports

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

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

Teacher PGS Procedures for Late Hires

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

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

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

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

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

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

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

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

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

Special Evaluations for Tenured Teachers not in Formal Evaluation Year

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

Requesting a Special Evaluation for the current school year:

- The administrator or a qualified observer must complete a minimum of two formal observations prior to the request for Special Evaluation.
- The written request for Special Evaluation should be sent to the director of PGS in OHRD no later than the second Friday in January, or the first duty day after that Friday, if that Friday is a non-duty day for professional staff. The two Post-observation Conference Reports (POCR) should accompany this request.
- OHRD must notify the teacher placed on Special Evaluation by January 31.
- A minimum of one additional formal observation must be completed after January 31.
- If the rating on the Special Evaluation is "Below Standard," the formal evaluation must be sent to the director of PGS in OHRD by March 31.
- If the rating on the Special Evaluation is "Meets Standard," the formal evaluation must be sent to the director of PGS in OHRD by the last instructional day.

Requesting a Special Evaluation for the following year:

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

Special Evaluation Due Dates and Process Information

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

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

THE PAR PROGRAM

Overview of the PAR Program

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

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

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

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

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

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

Components of the PAR Program

The PAR Panel

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

The duties of the PAR Panel include the following:

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

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

Consulting Teachers

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

The duties of a CT include the following:

FOR NOVICE TEACHERS, AS FOLLOWS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teacher-level Positions Served by the PAR Program

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

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

Teacher-level Positions Not Served by the PAR Program

New or underperforming teachers, as well as media specialists and counselors who are not meeting standard and included in the PAR Program, receive support from a CT. Other teacher-level employees are not eligible for CT support in the PAR process (Appendix F). When employees in these job classifications receive a Below Standard evaluation from the supervisor, their evaluation is reviewed by the director of the PGS and the cochairs of the PAR Panel to determine whether the evaluation has ample data to support the final rating and to ensure compliance with PGS processes. If the director and cochairs determine that the employee Meets Standard, the supervisor is directed to rewrite the evaluation as meeting standard, and the employee will continue in the PGC. If the director and cochairs determine the employee is not meeting standard, an improvement plan is implemented, and the employee will receive the support of a mentor and intensive support from a supervisor. Following a year of intensive support for the employee, the director of DPGS and the cochairs of the PAR Panel will review the supervisor's final evaluation and make a final recommendation for return to the PGC, a second year of intensive support, or nonrenewal of contract or dismissal.

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

The Review Process

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

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

The PAR Panel does the following:
- Hears the report from the CT.
- Decides on inclusion or noninclusion in the program.
- Notifies the teacher and administrator of the decision.

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

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

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

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

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

Formal evaluations are completed by the final instructional day in June. Teachers included in the PAR program are not permitted to transfer voluntarily to another school. Unless there is an extenuating circumstance, teachers in the PAR program may not be selected to be involuntarily transferred. In the event that involuntary transfer is permitted by OHRD, the conditions and procedures of the MCEA negotiated agreement apply.

Late Reviews

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

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

PAR Support Timelines

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

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

Decisions

Meets Standard

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

Below Standard

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

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

Second Year in the PAR Program

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

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

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

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

The Appeal Process

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

Principal Appeal Presentations

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

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

Teacher Appeal Presentations

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

Final Recommendations

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

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

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

Emergency Leave While in the PAR Program

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

Data-gathering Involved in the PAR Program

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

Follow-up to Successful Release from the PAR Program

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

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

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

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

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

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

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

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

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

THE MENTORING PROGRAM

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

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

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

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

Mentors should

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

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

STUDENT LEARNING OBJECTIVE

What Is a Student Learning Objective (SLO)?

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

Who Writes SLOs?

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

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

Who Does Not Write SLOs?

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

SLO Requirements and Process

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

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

- Identify the SLO (area of growth, student selection, target)
- Provide evidence of need
- Plan for the instructional focus, resources needed, evidence of progress
- Provide analysis and reflection

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

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

Use of SLOs in Observations and Evaluations

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

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

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

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

ROLE OF THE STAFF DEVELOPMENT TEACHER

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

SDTs do the following:

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

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

ROLE OF THE ADMINISTRATOR, RESOURCE TEACHER AND CONTENT SPECIALIST

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

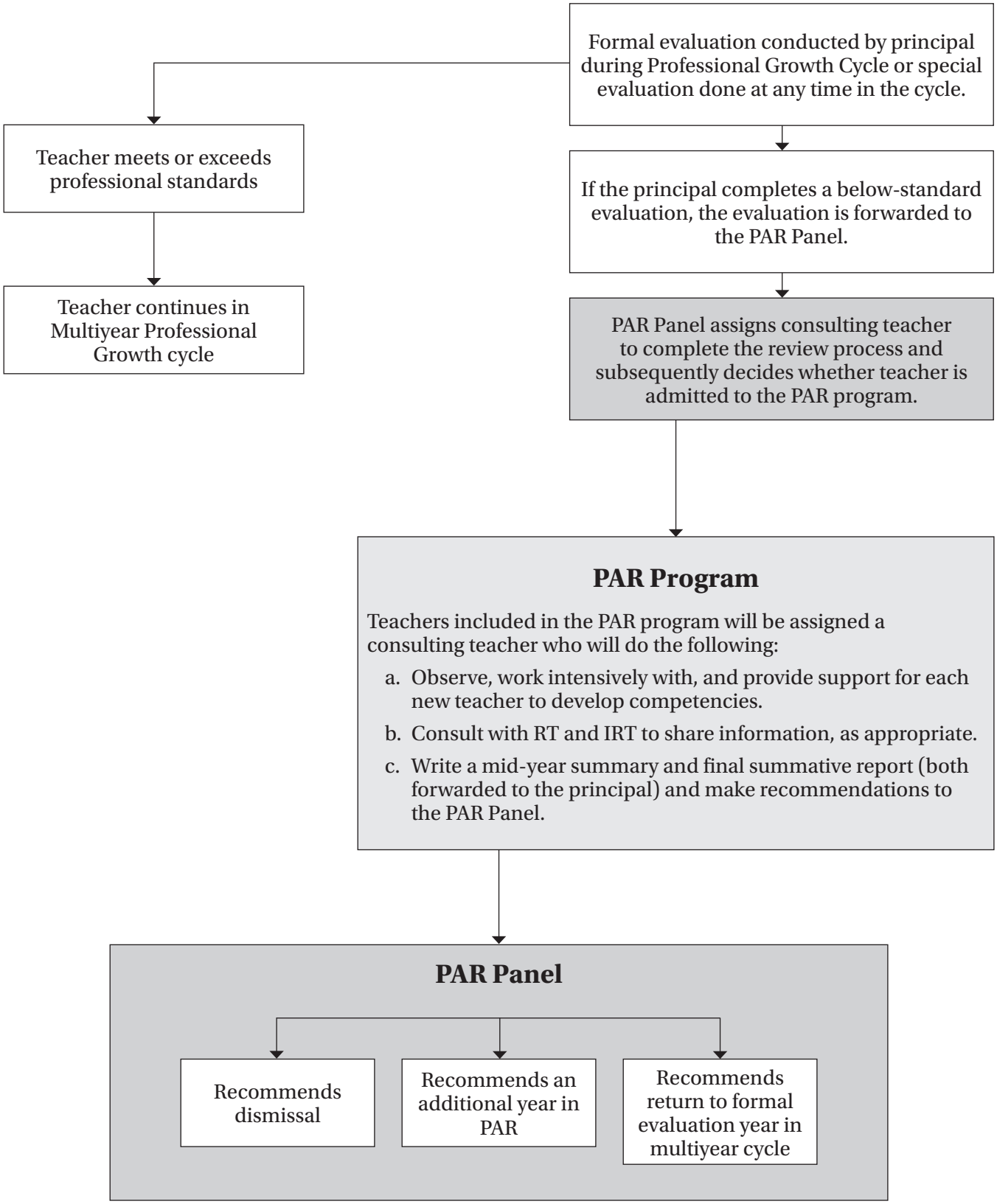
The administrator and RT or CS work with teachers to—

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

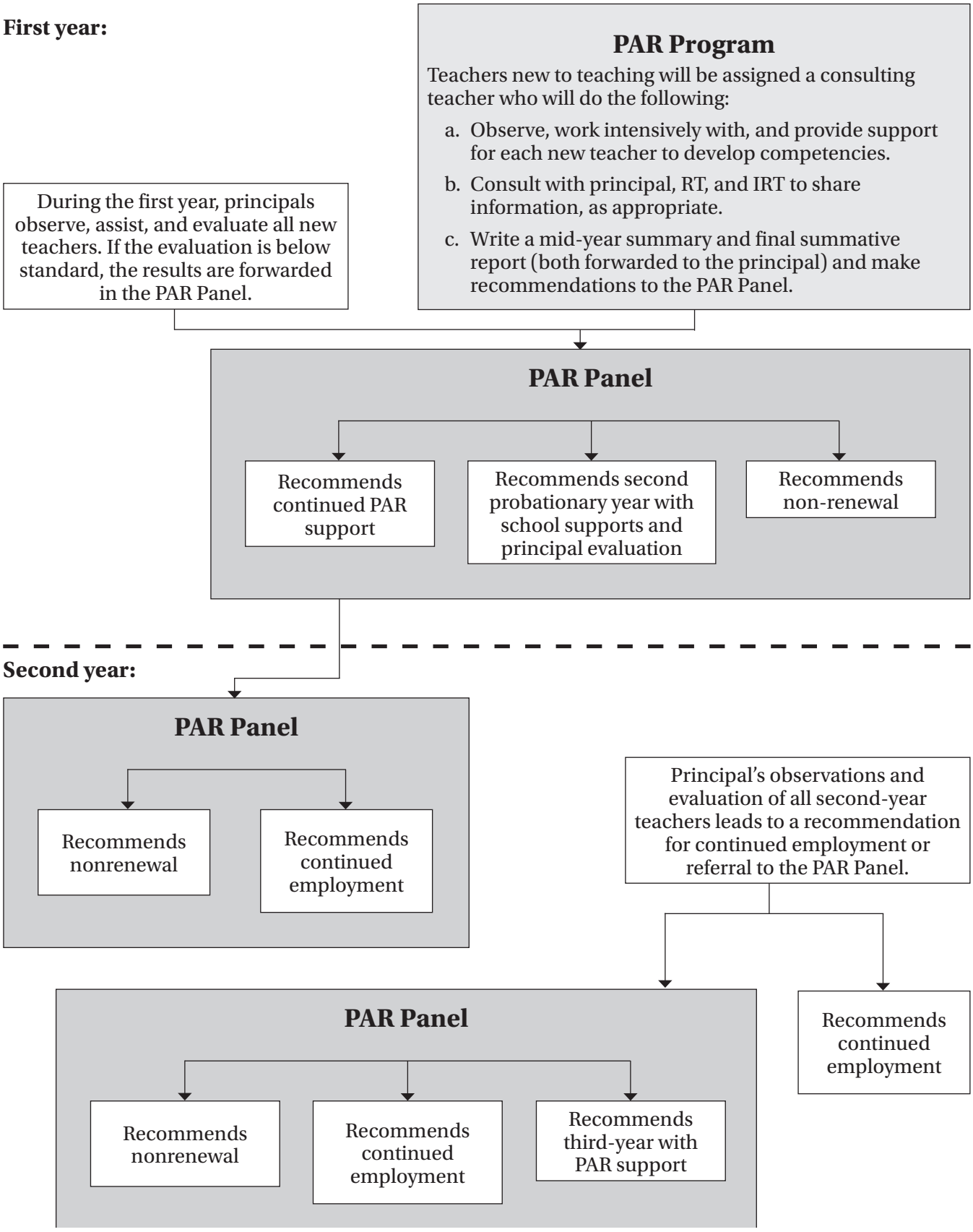
CONCLUSION

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

Part 1: Tenured Teachers Flow Chart

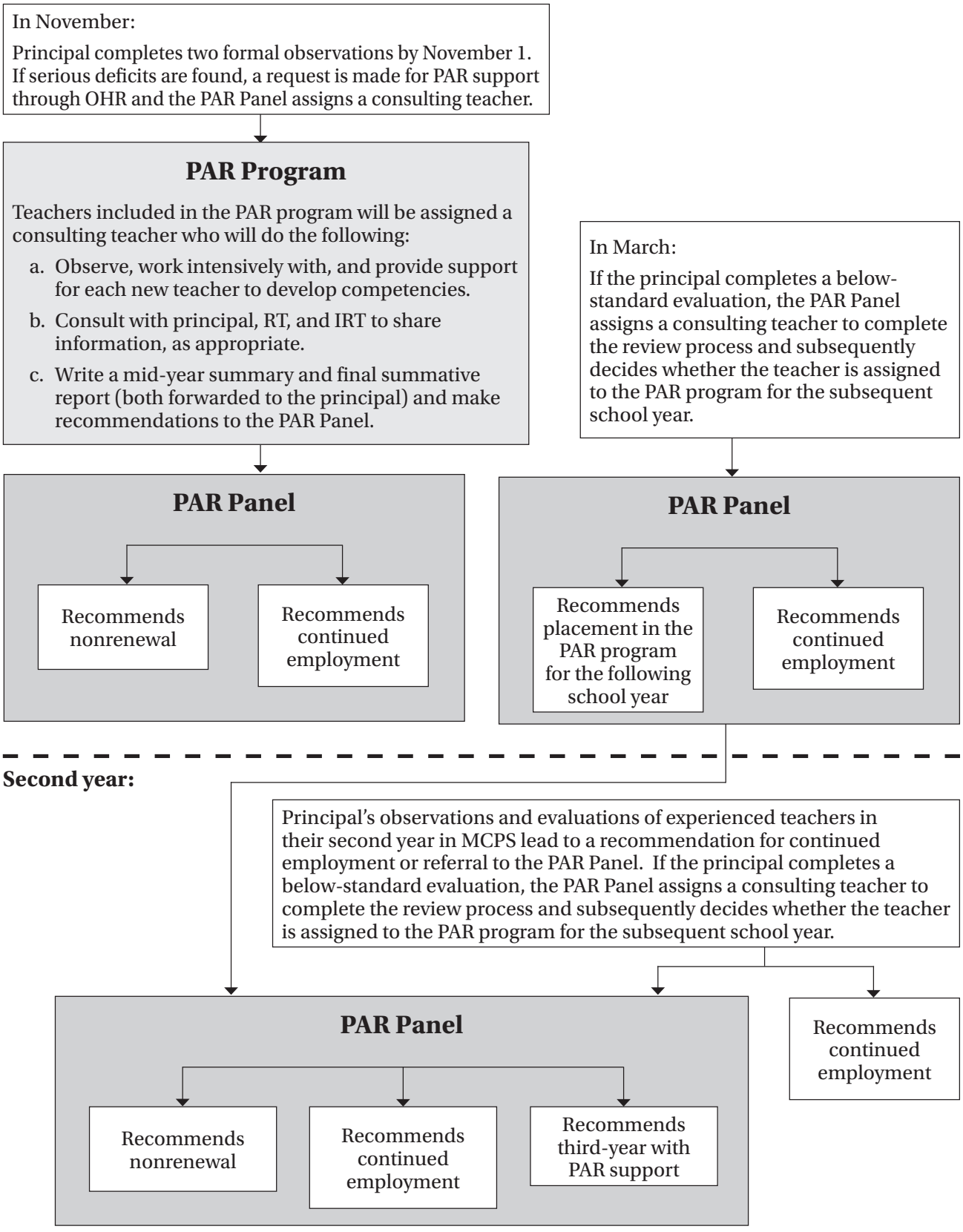


Part 2: Teachers New to Teaching Flow Chart



Part 3: Teachers New to Teaching with Experience Flow Chart

First year:



Second year:

APPENDIX A

MCPS Teacher Performance Standards, Performance Criteria, Sample Claims

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

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

Performance Criteria

A. The teacher acts on the belief that every student can learn and that all can master a challenging curriculum with appropriate accommodations.

B. The teacher sets quantifiable learning outcomes for students and holds the students and themselves accountable for meeting those objectives.

C. The teacher produces measurable growth in student achievement towards goals they have set on system-wide accountability measures.

D. The teacher recognizes individual differences in their students and adjusts their practices accordingly.

E. The teacher understands how students develop and learn.

F. The teacher extends their mission beyond the academic growth of students.

G. The teacher acts to end the predictability of achievement/performance among racial and ethnic groups by implementing practices, structures, and processes in our schools and worksites that eliminate inequities based on race and ethnicity.

Evidence of beliefs, commitment, and tenacity

SAMPLE CLAIMS	
POSITIVE	**NEEDS IMPROVEMENT**
The teacher held all students to high expectations regardless of differences such as race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.	The teacher did not hold all students to high expectations.
The teacher clearly communicated high expectations.	The teacher sent the message that not all students were expected to be successful.
The teacher sent students the message that effective effort leads to achievement.	The teacher conveyed that only certain students were capable of being successful.
The teacher sent students the message, "You can do it."	The teacher did not convey to all students that they were expected to succeed.
The teacher used a variety of random calling strategies.	The teacher selected students to respond to questions without using any device for random calling.
The teacher stuck with students who were hesitant to participate.	The teacher moved quickly on despite students indicating a lack of understanding.
The teacher used wait time throughout the lesson.	The teacher selected students to respond to questions without giving time to think of the response.
The teacher differentiated the content of the lesson (in content, process, product) without lowering the standard.	The teacher taught a whole-group lesson that only met the needs of some students.
The teacher taught students strategies for exerting effective effort (e.g. time management, study skills, knowledge and use of resources including teacher, family, and peers).	The teacher assumed that students knew strategies for exerting effective effort and did not discuss or directly instruct students in these strategies.
The teacher did not give up on students who were having difficulty with the work.	The teacher told struggling students to figure the information out for themselves.

SAMPLE CLAIMS	
POSITIVE	**NEEDS IMPROVEMENT**
The teacher used equitable practices to promote equity for all students regardless of race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.	The teacher neither established nor maintained classroom practices, structures, and processes to eliminate inequities based on race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.
The teacher communicated clear standards.	The teacher did not share clear standards.
The teacher clearly communicated criteria for success and shared samples of student work representing a variety of degrees of success.	The teacher did not communicate clear criteria for success.
The teacher held all students to high standards regardless of differences such as race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.	The teacher did not hold all students to high standards.

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

Performance Criteria

A. The teacher understands the content of their subject area(s) and how knowledge in their subject field is created, organized, and linked to other disciplines.

B. The teacher demonstrates subject-area knowledge and conveys their knowledge clearly to students.

C. The teacher generates multiple paths to knowledge.

D. The teacher uses comprehensive planning skills to design effective instruction focused on student mastery of curriculum goals.

Evidence of knowledge, planning skills, and successful instruction

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

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

Performance Criteria

A. The teacher creates a classroom climate that promotes openness, mutual respect, support, and inquiry.

B. The teacher creates an organized classroom that maximizes engaged student learning time.

C. The teacher establishes and maintains respectful, productive partnerships with families in support of student learning and well-being.

D. The teacher orchestrates learning in a variety of settings.

E. The teacher involves all students in meaningful learning activities.

Evidence of positive climate, management, and family partnerships

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

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

Performance Criteria

A. The teacher uses a variety of formal and informal assessment techniques.

B. The teacher analyzes student information and results and plans instruction accordingly.

Evidence of assessment, analysis, and adaptation of instruction

SAMPLE CLAIMS	
POSITIVE	**NEEDS IMPROVEMENT**
The teacher checked for understanding throughout the lesson.	The teacher did not check for understanding.
The teacher used a variety of formative assessments throughout the lesson.	The teacher used no formative assessment during the lesson.
The teacher provided assessments in accordance with students' learning needs.	The teacher did not provide assessments in accordance with students' learning needs.
The teacher worked with students to establish shared criteria for success.	The teacher distributed criteria for success, and would take no discussion on them.
The teacher adapted the lesson as a result of formative assessment during the lesson.	The teacher proceeded with the lesson as planned despite evidence of a lack of student understanding.
The teacher established a pattern of checking with students as they worked, then stopping the class to identify what he/she had learned.	The teacher did not support students' independent work.
The teacher gave feedback based on criteria for success.	The teacher returned student work without feedback based on criteria for success.
The teacher involved students in the assessment process so students could set their own goals for improvement.	The teacher used assessment processes that did not provide students with the information needed to adjust their current learning tactics.
The teacher used assessment techniques to inform next instructional steps with an SLO student group.	The teacher did not provide assessments in accordance with the learning needs of students in an SLO student group.

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

Performance Criteria

A. The teacher continually reflects upon their practice in promoting student learning and adjusts instruction accordingly.

B. The teacher draws upon educational research and research-based strategies in planning instructional content and delivery.

C. The teacher is an active member of professional learning communities.

Evidence of reflection and collaboration for personal growth

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

STANDARD VI: Teachers exhibit a high degree of professionalism.

Performance Criteria

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

Evidence of leadership, business, and routines

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

STANDARD VII: Resource teachers are committed to students and staff through effective school and department leadership.

Performance Criteria

A. The resource teacher assists and supports classroom teachers in all aspects of the instructional program and serves as an instructional role model.
   - Assists teachers in new instructional strategies, classroom organization and management
   - Apprises teachers of curriculum changes and requirements
   - Provides strategies and implements programs and practices for improving student achievement and school climate
   - Works with the administration and the department to prepare students for exams and standardized tests
   - Supervises implementation of approved and new MCPS curriculum

B. The resource teacher supports the development of a professional learning community within the department and school.
   - Arranges for collaboration between grade level and/or same-subject teachers
   - Facilitates intra-departmental discussions on student achievement, curriculum etc.
   - Helps foster cohesive, cooperative interpersonal relationships with the department
   - Participates in the planning of school staff development activities and promotes such activities in the department

C. The resource teacher observes and analyzes instruction and related data to support the professional growth of teachers.
   - Observes instruction both formally and informally
   - Writes observations according to MCPS standards
   - Meets with teachers to discuss observations and offers suggestions as needed
   - Analyzes data to help teachers improve areas of instruction as needed
   - Focuses on the instructional needs of new teachers

D. The resource teacher collaborates with colleagues, administrators, and others on instructional issues.
   - Helps to design and implement the Local School Improvement Plan
   - Serves as an active participant in leadership team meetings and implementation of goals throughout the school year
   - Dialogues with consulting teachers and mentors assigned to teachers within the department

E. The resource teacher takes a leadership role in the identification, acquisition, and distribution of instructional resources.
   - Works with the financial office to order textbooks and other instructional materials for designated subjects
   - Manages departmental budget
   - Develops a system for distributing books and materials and maintains an inventory
   - Solicits suggestions from department members for text and material orders

F. The resource teacher works with administrators and school staff to create the master schedule to meet instructional program and needs of all students
   - Develops master schedule for assigned courses
   - Ensures that a challenging curriculum and proper courses are being offered in the school
   - Works with the administrative scheduler and department members to determine teachers' individual course and room assignments
   - Helps resolve scheduling conflicts that arise
   - Assists counselors, students, and teachers in determining the most appropriate placement for students
   - Assists with new hiring for teachers, instructional assistants and long-term substitutes

G. Assists school secretarial staff for classroom coverage in emergency situations
   - The resource teacher serves as a liaison to gather and disseminate information.
   - Attends all appropriate county and school meetings, and shares information from the meetings with the department
   - Works with subject coordinators/supervisors to keep current
   - Holds department meetings as needed
   - Meets frequently with administrators to discuss instructional issues
   - As needed in student/teacher, parent/teacher conferences

MCPS SCHOOL COUNSELOR PERFORMANCE STANDARDS, PERFORMANCE CRITERIA, SAMPLE CLAIMS

Each performance standard is clarified by performance criteria and sample claims of observable behaviors and/or observable counselor performance in other roles. The purpose of the sample claims is to provide a sample picture of what counseling looks like when it meets and when it does not meet the MCPS performance standards. They are designed to show examples of what could be included as claims in ***post-observation conference reports***. When changed to the present tense, these sample claims can be used to document a counselor's current level of knowledge and skills based on data collected over an entire professional growth cycle ***(evaluation)***. NOTE: The Performance Criteria and Sample Claims are in alignment with and inspired by the American School Counseling Association (ASCA) School Counselor Performance Appraisal.

STANDARD I: Counselors are committed to students' social, emotional, academic, and postsecondary development.

Performance Criteria

A. The counselor demonstrates the belief that through a comprehensive school counseling program all students have equal access and opportunity to a high-quality education.

B. The counselor demonstrates the belief that each student can succeed and graduate prepared for post-secondary opportunities with strategic planning and appropriate support.

C. The counselor recognizes individual differences and shares responsibility for students' academic, career, personal/interpersonal, and health development.

D. The counselor acts to end the predictability of achievement/performance among racial and ethnic groups by implementing practices, structures, and processes in schools and worksites that eliminate inequities based on race and ethnicity.

SAMPLE CLAIMS	
POSITIVE	**NEEDS IMPROVEMENT**
The counselor held all students to high expectations regardless of differences such as race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.	The counselor did not hold all students to high expectations regardless of differences such as race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.
The counselor clearly communicated high expectations.	The counselor did not clearly communicate high expectations.
The counselor sent students the message that effective effort leads to achievement.	The counselor sent students the message that effective effort leads to achievement for select populations.
The counselor promoted and encouraged a growth and resilient mindset by sending students the message, "You can do it."	The counselor promoted and encouraged a fixed mindset by not sending students the message, "You can do it.".
The counselor explained the benefits and rationale for the school counseling program to students and all stakeholders.	The counselor's explanation was vague and a minimal number of students and/or stakeholders received the explanation.
The counselor acted on behalf of students by advocating for equity, confronting biases and addressing barriers to access and opportunity.	The counselor did not readily or consistently confront biases that create or serve as barriers and interfere with equitable access to opportunities.
The counselor used data to demonstrate the value the school counseling program adds to student achievement.	The counselor presented insufficient data to demonstrate the added value of the school counseling program to student achievement.
The counselor utilized a variety of information sources to help students determine an appropriately rigorous academic program.	The counselor relied on a very limited number of information sources to help students determine an appropriately rigorous academic program.
The counselor helped students understand the importance of postsecondary education and/or training as a pathway to a career.	The counselor provided disjointed and/or limited information, resources and support to help students understand the importance of postsecondary education and/or training as a pathway to a career.
The counselor provided guidance and focused support to students in planning educational experiences which can support their needs and develop their potential.	The counselor provided very limited guidance and generalized support to students in planning educational experiences that could support their needs and develop their potential.
The counselor assisted students in developing their self-awareness and agency to plan their educational experience.	The counselor provided very limited assistance to students in developing their self-awareness and agency to plan their educational experiences.

STANDARD II: Counselors know and practice techniques to support students in their social, emotional, academic, and post-secondary development.

Performance Criteria

A. The counselor demonstrates application of counseling theories, pedagogical methods and approaches to individualized learning.

B. The counselor demonstrates understanding of educational systems, legal issues, policies, research, and educational trends.

C. The counselor utilizes professional counseling resources to inform the implementation of the school counseling program.

D. The counselor applies appropriate skills and techniques in a variety of settings to support student learning.

E. The counselor applies knowledge and understanding through an anti-racist/anti-bias lens to support students based on the intersection of students' cultural, learning, and social needs.

SAMPLE CLAIMS	
POSITIVE	**NEEDS IMPROVEMENT**
The counselor demonstrated the use of effective counseling skills such as rapport building, reflective listening, open-ended questioning, use of silence, prompts, and summarizing.	The counselor demonstrated challenges with employing counseling skills such as rapport building, reflective listening, open-ended questioning, use of silence, prompts, and summarizing.
The counselor effectively used techniques with students who were resistant and/or hesitant to engage with the counselor.	The counselor ineffectively used or selected inappropriate techniques to use with students who were resistant and/or hesitant to engage with the counselor.
The counselor differentiated techniques, such as expressive and play techniques, modeling, role play, behavior rehearsal, cognitive restructuring, mindfulness, based on unique needs of individual students.	The counselor demonstrated challenges with differentiating techniques, such as expressive and play techniques, modeling, role play, behavior rehearsal, cognitive restructuring, mindfulness, based on unique needs of individual students.
The counselor used culturally-responsive practices of multi-tiered systems of support within a school counseling program such as proximity control, use of appropriate pronouns, inclusiveness in recognizing family, school and community resources.	The counselor inadequately, insufficiently or failed to use culturally-responsive principles of a multi-tiered system of support within the school counseling program.
The counselor explained educational systems, philosophies and theories and current trends in education, including federal and state legislation.	The counselor demonstrated limited knowledge, understanding and/or abilities in explaining educational systems, philosophies and theories and current trends in education, including federal and state legislation.
The counselor explained processes for implementation of policy and procedures at the building, district, and state levels.	The counselor demonstrated limited knowledge, understanding and/or abilities in explaining processes for implementation of policy and procedures at the building, district, and state levels.
The counselor applied their knowledge of career development theories for post-secondary planning.	The counselor struggled with applying their knowledge of career development theories for post-secondary planning.
The counselor demonstrated pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction.	The counselor demonstrated challenges with pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction.
The counselor researched and assessed cultural and social trends when developing and choosing curricula.	The counselor conducted limited research and/or assessment of cultural and social trends when developing and choosing curricula.
The counselor created standards-aligned lesson and/or small group counseling plans that included assessment of impact and appropriate use of technology.	The counselor lesson and/or small group counseling plans were misaligned or not aligned to standards, and/or did not include a plan to assess impact and/or misused technology.
The counselor differentiated the content of the lesson (in content, process, product) without lowering the standard.	The counselor did not differentiate the content of the lesson (in content, process, product) without lowering the standard.
The counselor effectively framed the learning.	The counselor ineffectively framed the learning.
The counselor used a variety of culturally-responsive and developmentally appropriate strategies to support student growth.	The counselor used very limited culturally-responsive and developmentally appropriate strategies to support student growth.
The counselor worked with students in a variety of settings (classroom, small group or individual) to provide prevention, intervention, and crisis support as appropriate.	The counselor worked with students in limited settings (classroom, small group or individual) to provide prevention, intervention, and crisis support as appropriate.
The counselor employed a variety of strategies to encourage students to utilize the counselor to address issues that have an impact on learning, achievement, personal/interpersonal, and social-emotional needs.	The counselor employed a limited number of strategies to encourage students to utilize the counselor to address issues that have an impact on learning, achievement, personal/interpersonal, and social-emotional needs.

STANDARD III: Counselors collaborate with stakeholders in creating and maintaining a positive and equitable learning environment for all students.

Performance Criteria

A. The counselor demonstrates understanding of the impact of cultural, social, and environmental influences on student success and opportunities.

B. The counselor employs a team approach in the design and implementation of structures, processes, and plans for student achievement and success.

C. The counselor promotes and fosters a positive learning environment where students can develop skills and demonstrate success.

D. The counselor collaborates, communicates, and coordinates with staff to involve students in meaningful learning opportunities.

E. The counselor establishes and maintains respectful partnerships with families in support of a positive school environment.

F. The counselor utilizes community resources to support and enhance a trauma-informed and culturally-responsive, positive learning environment.

G. The counselor collaborates in the facilitation of continuous improvement of the learning environment.

SAMPLE CLAIMS	
POSITIVE	**NEEDS IMPROVEMENT**
The counselor worked to build personal and positive relationships with students, regardless of differences such as race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.	The counselor made connections with some students, but did not reach out to all. (*If there is a pattern based on one of the groups to the left, call it out specifically, e.g. "The counselor focused all interpersonal conversations with students of his/her own gender."*)
The counselor created a welcoming and safe climate that fostered openness.	The counselor created a climate in which students, families, and school staff feared risk-taking.
The counselor expertly managed their time with stakeholders.	The counselor struggled with pacing and management of time with stakeholders.
The counselor collaborates with all student service providers; such as school social worker, pupil personnel worker, school psychologist, school nurse, and other stakeholders.	The counselor did not delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and/or struggled to identify ways to collaborate.
The counselor explained how the intersection of students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school.	The counselor struggled with explaining how the intersection of students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school.
The counselor understood the dynamics of cross-cultural communications and demonstrated the ability to communicate with persons of other cultures effectively.	The counselor struggled with understanding the dynamics of cross-cultural communications and/or demonstrated challenges with communicating with persons of other cultures effectively.
The counselor collaborated with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction was available and accessible.	The counselor missed opportunities to collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction was available and accessible.
The counselor defined the role of the school counselor and the school counseling program in the district and school crisis plan.	The counselor vaguely defined the role of the school counselor and the school counseling program in the district and school crisis plan.
The counselor participated in the school improvement process to bring the school counseling perspective into the development of school goals.	The counselor missed the opportunity to participate in the school improvement process to bring the school counseling perspective into the development of school goals.
The counselor served as a leader in the school and community to promote and support student success.	The counselor served in a limited or unobservable capacity as a leader in the school and community to promote and support student success.
The counselor engaged with school administrators, teachers and other staff to ensure the effective implementation of instruction and student interventions.	The counselor rarely or inconsistently engaged with school administrators, teachers and other staff to ensure the effective implementation of instruction and student interventions.

SAMPLE CLAIMS	
POSITIVE	**NEEDS IMPROVEMENT**
The counselor helped students and families navigate postsecondary awareness, exploration, admissions and financial aid processes.	The counselor provided limited and/or generalized help to students and families navigate postsecondary awareness, exploration, admissions and financial aid processes
The counselor made referrals to appropriate school and community resources based on student and/or family needs.	The counselor did not make referrals or did not make referrals in a timely manner to appropriate school and community resources based on student and/or family needs.
The counselor communicated, collaborated and coordinated with appropriate school and community professionals to team with the family in a crisis situation.	The counselor did not effectively communicate, collaborate, and/or coordinate with appropriate school and community professionals to work with the family in a crisis situation.
The counselor facilitated in-service training or workshops for families, administrators, support professionals, teachers or other stakeholders to share school counseling expertise.	The counselor missed opportunities to facilitate in-service training or workshops for families, administrators, support professionals, teachers or other stakeholders to share school counseling expertise.

STANDARD IV: Counselors continually assess and analyze student needs in order to design and implement a comprehensive school counseling program.

Performance Criteria

A. The counselor designs and implements instruction and action plans aligned to counseling standards, and school and/or district initiatives in classroom/large-group, small-group, and individual settings.

B. The counselor provides appraisal and advice in classroom/large-group, small-group and individual settings.

C. The counselor makes referrals to appropriate school and community resources.

D. The counselor consults with stakeholders to support student achievement and success.

E. The counselor collaborates through a team approach with families, administrators, support professionals, and other stakeholders for student achievement and success.

F. The counselor assesses and reports program results to the school community.

G. The counselor uses a variety of formal and informal techniques to assess student needs.

H. The counselor implements, monitors, and evaluates impact and effectiveness of counseling interventions/programs based on the analysis of data.

Evidence of assessment, analysis, and adaptation of instruction

SAMPLE CLAIMS	
POSITIVE	**NEEDS IMPROVEMENT**
The counselors demonstrated skills with accessing, extracting and using data platforms.	The counselors demonstrated limited or lack of skills with accessing, extracting and using data platforms.
The counselor gathered information on student needs from families, teachers, administrators, support professionals, and community organizations to inform the selection of strategies for student success.	The counselor gathered limited, inadequate or insufficient information on student needs from families, teachers, administrators, support professionals, and community organizations to inform the selection of strategies for student success.
The counselor prepared and implemented activities and programs to aid students with transitions.	The counselor was unprepared and struggled with implementing activities and programs to aid students with transitions.
The counselor analyzed data from lessons and activities to determine impact on student outcomes and inform programming.	The counselor missed an opportunity to analyze data to determine impact on student outcomes or to inform programming.
The counselor assisted students with reviewing, analyzing, and using data to develop objectives and strategies in setting and achieving goals.	The counselor experienced challenges in assisting students with reviewing, analyzing, and using data to develop objectives and strategies in setting and achieving goals.
The counselor assisted students with making connections between educational experiences and the world of work to deepen understanding and explore career interests.	The counselor made limited connections between educational experiences and the world of work, thus not deepening the understanding and not encouraging the exploration of career interests by students.
The counselor consulted with and used feedback from families and staff to appraise student needs and interests to identify and determine appropriate recommendations for educational programming options.	The counselor consulted with, but did not use feedback from families and staff to appraise student needs and interests to identify and determine appropriate recommendations for educational programming options.
The counselor collected, analyzed, and shared data that identified areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities.	The counselor collected data, but struggled with analyzing and sharing the data that identified areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities.
The counselor created goals, action plans and programs based on student, community, school and/or district data to close the achievement, opportunity and/or information gaps.	The counselor created goals, action plans and programs not based on student, community, school and/or district data to close the achievement, opportunity and/or information gaps.
The counselor routinely used data to inform intervention and program planning.	The counselor inconsistently used data to inform intervention and program planning.
The counselor assessed and reported school counseling program results to the school community.	The counselor assessed, but did not report school counseling program results to the school community.

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

Performance Criteria

A. The counselor applies school counseling professional standards and competencies.

B. The counselor appropriately uses the school counselor performance appraisal process.

C. The counselor functions as a reflective practitioner in promoting and implementing programs for student achievement, growth, and development.

D. The counselor maintains awareness of current, effective counseling trends, practices, and materials.

E. The counselor participates as a member of learning communities.

SAMPLE CLAIMS

Note: These sample claims are intended to represent only some of the many ways that a counselor can demonstrate skill, or lack of skill, in the PGS standards and can be used to document a counselor's current level of knowledge and skills based on data collected over an entire professional growth cycle ***(evaluation)****.*

POSITIVE	NEEDS IMPROVEMENT
The counselor accepts and incorporates feedback from teachers, parents, students, and administrators when determining counselor impact and effectiveness.	The counselor accepts, but does not incorporate feedback from teachers, parents, students, and administrators when determining counselor impact and effectiveness.
The counselor engages in self-assessment activities and seeks consultation support when necessary.	The counselor engages in self-assessment activities, but does not seek consultation support when necessary.
The counselor demonstrates thorough integration of knowledge and skills gained through reading professional literature and/or professional development experiences into counseling practice.	The counselor struggles to demonstrate integration of knowledge and skills gained through reading professional literature and/or professional development experiences into counseling practice.
The counselor collaborates with other professionals in the field.	The counselor missed opportunities to collaborate with other professionals in the field.
The counselor actively participates in school and/or district-wide committees or work groups.	The counselor does not actively participate in school and/or district-wide committees or work groups.
The counselor participates in school counseling and education-related professional organizations.	The counselor participation in school counseling and education-related professional organizations is limited.

STANDARD VI: Counselors exhibit a high degree of professionalism.

Performance Criteria

A. The counselor upholds the vision and mission of the Montgomery County Public Schools.
B. The counselor uses time appropriately to maximize impact on the school and counseling programs.
C. The counselor establishes agreement with the principal and other administrators about the school counseling program.
D. The counselor demonstrates advocacy and leadership through the development and implementation of the school counseling program.
E. The counselor applies legal and ethical principles of the school counseling profession.
F. The counselor shares responsibility for the total school program and supports school-wide goals.
G. The counselor demonstrates knowledge of and respect for diverse cultural backgrounds of all individuals.
H. The counselor conducts themself in such a manner that aligns with, reflects, and upholds the ethical standards of the profession and field of education
I. The counselor is responsive and completes tasks and requests for information from all stakeholders in a timely manner.

SAMPLE CLAIMS	
POSITIVE	**NEEDS IMPROVEMENT**
The counselor is knowledgeable about and adheres to the Board of Education goals and priorities , and MCPS policies and procedures.	The counselor needs to increase their knowledge about the Board of Education goals and priorities , and MCPS policies and procedures so they can adhere to them.
The counselor uses national recommendations and data to articulate the best use of a school counselor's time when providing direct and indirect student services.	The counselor inadequately uses national recommendations and data to articulate the best use of a school counselor's time when providing direct and indirect student services.
The counselor effectively communicates the vision, mission and comprehensive counseling program goals to administration, school staff and other stakeholders..	The counselor does not effectively communicate the vision, mission and comprehensive counseling program goals to administration, school staff and other stakeholders.
The counselor establishes and convenes a stakeholder group to periodically review implementation, needs, and progress of the school counseling program.	The counselor convenes random stakeholder groups to periodically review implementation, needs, and progress of the school counseling program.
The counselor is proactive and assists students, parents and staff in understanding relevant policies and procedures.	The counselor is reactive and provides limited assistance to students, parents and staff in understanding relevant policies and procedures.
The counselor identifies, evaluates and participates in fair-share responsibilities.	The counselor experiences challenges with identifying, evaluating and participating in fair-share responsibilities.
The counselor actively participates in the implementation of school-wide goals.	The counselor passively participates in the implementation of school-wide goals.
The counselor supports the total school program by: • serving on committees • helping to plan and implement meetings and staff development opportunities • sharing knowledge and expertise with colleagues • utilizing facilitative skills when collaborating	The counselor supports some parts of the school program by: • serving on committees • helping to plan and implement meetings and staff development opportunities • sharing knowledge and expertise with colleagues • utilizing facilitative skills when collaborating
The counselor engages in interdisciplinary collaborative problem-solving.	The counselor limits their engagement in interdisciplinary collaborative problem-solving.
The counselor demonstrates basic knowledge and respect of differences within and across diverse populations when interacting with, planning for and responding to students and the community.	The counselor demonstrates challenges with basic knowledge and respect of differences within and across diverse populations when interacting with, planning for and responding to students and the community.
The counselor adheres to the ethical standards of the American Counseling Association (ACA) and the American School Counselor Association (ASCA).	The counselor demonstrates challenges with adhering to the ethical standards of the American Counseling Association (ACA) and the American School Counselor Association (ASCA).
The counselor follows federal, state, and local policies, procedures and protocols regarding professional issues and responsibilities.	The counselor experiences challenges with following federal, state, and local policies, procedures and protocols regarding professional issues and responsibilities.
The counselor respects and upholds the confidentiality policy in the school counseling relationship, maintenance of privacy of student records, and recognizes the duty to warn/inform when a student is in danger of harming self and/or others.	The counselor demonstrates challenges with respecting and upholding the confidentiality policy in the school counseling relationship, maintenance of privacy of student records, and in recognizing the duty to warn/inform when a student is in danger of harming self and/or others.

RESOURCE COUNSELORS ONLY

STANDARD VII: Resource counselors are committed to students and staff through effective school and department leadership.

Performance Criteria

A. The resource counselor assists and supports counselors in all aspects of the counseling program and serves as a counseling program role model.

- Assists counselors with their growth and development and with implementing a comprehensive school counseling program
- Apprises counselors of program changes and requirements
- Provides strategies and implements programs and practices for improving student achievement and school climate
- Supervises implementation of approved counseling lessons

B. The resource counselor supports the development of a professional learning community within the department and school.

- Arranges for collaboration between the counseling department and other departments within the school
- Facilitates intra-departmental discussions on the three domains: Social/Emotional, Academic, and College & Career Readiness.
- Helps foster cohesive, cooperative interpersonal relationships with the department
- Participates in the planning of school staff development activities and promotes such activities in the department

C. The resource counselor observes and analyzes instruction and related data to support the professional growth of counselors.

- Observes instruction both formally and informally
- Writes observations according to MCPS standards
- Meets with counselors to discuss observations and offers suggestions as needed
- Analyzes data to help counselors improve areas of instruction as needed
- Identifies and supports the instructional needs of new counselors
- Elevates best instructional practices within the department

D. The resource counselor collaborates with colleagues, administrators, and others on instructional issues.

- Helps to design and implement the Local School Improvement Plan
- Serves as an active participant in leadership team meetings and implementation of goals throughout the school year
- Dialogues with consulting teachers and mentors assigned to counselors within the department

E. The resource counselor takes a leadership role in the identification, acquisition, and distribution of instructional resources.

- Works with the financial office to order office and instructional materials as needed
- Manages departmental budget
- Solicits suggestions from department members for material orders

F. The resource counselor serves as a liaison to gather and disseminate information.

- Attends all appropriate county and school meetings, and shares information from the meetings with the department
- Works with subject coordinators/supervisors to keep current
- Holds department meetings as needed
- Meets frequently with administrators to discuss instructional issues

APPENDIX B

SOURCES OF DATA BEYOND CLASSROOM OBSERVATION

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

Expectations

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

Standards

- Criteria for success; exemplars
- Student and parent interviews

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

Clarity

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

Objectives/Planning

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

Differentiation

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

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

Personal Relationship Building

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

Class Climate

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

Space

- Room set-up

Time

- Time schedules
- Time audits

Routines

- Evidence of routines

Discipline

- Log entries of student academic or behavioral concerns

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

Assessment

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

Models of Teaching

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

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

- Professional portfolio
- Log of professional development activities/transcripts

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

PERFORMANCE STANDARD VI:

Teachers exhibit a high degree of professionalism.

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

APPENDIX C

SLO Template for Teacher-Level Staff, 2022–2023

Introduction: *Due to the COVID-19 pandemic, MCPS is requiring teachers to complete only one SLO during the second semester of SY2022. This form is an alternative to the traditional SLO form and will be used for the 2021-2022 school year.*

Directions: *Either in teams or individually, with the assistance of their supervisors, teachers should use this form to plan and reflect on their efforts to improve student achievement. Teachers are encouraged to keep their answers brief. Use the prompts below as a guide in setting the objective, creating a plan, collecting information, and reflecting on the effort to improve learning through better student engagement.*

Part 1: Identify the goal for academic achievement or growth for students.

- What is an issue that you plan to address this semester? (Examples: literacy, numeracy, engagement, work submission, etc.)
- What data supports your identification of this need as a priority to address? If you need to collect baseline data, what will you use?
- What is the goal for students?

Part 2: Develop the plan.

- Describe the student group(s) selected.
    - group or subgroup
    - number or percentage of students targeted
    - current grade level or performance levels of students
- What will you use to improve student learning outcomes?
- What professional development or support will you use to help reach this objective? (Feel free to include applicable training, etc. from the summer or earlier in the school year.)
- How will you monitor progress and collect data?

Part 3: Reflect on progress and plan the next steps.

- Analyze the data you gathered throughout the SLO interval.
- How well did you meet your goal?
- Explain what worked, what didn't, and what you would do differently in the future.
- Include any complex factors that may have had an impact on your results.

APPENDIX D

Post-Observation Conference Report

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

MCPS Form 425-38
February 2016

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

Teacher_____Observation Date_____/_____/_____

Observer_____ Observation Time from _____ to _____

School_____

Post-Observation Conference Date_____/_____/_____ Subject/Grade_____

Observer Description

Observer's Signature _____ Date _____

Teacher's Signature _____ Date _____

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

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

Montgomery County Public Schools

Post-Observation Conference Report

Criteria for Success

	The report uses MCPS Form 425-38 and includes, in the order stated…
Context	▫ School name, date, start time, and end time of the observation ▫ Post-observation conference date ▫ Information about the teacher ▫ Information about the students, including demographics ▫ The course or unit of study ▫ Special factors that influenced the lesson, if any ▫ Whether or not the lesson pertains to the teacher's SLO ▫ Whether or not the observation was announced or unannounced
Lesson	▫ The level at which the lesson was delivered (coverage, involvement, activities, mastery, thinking skill) ▫ The lesson's mastery objective ▫ How the objective was communicated to students ▫ The activities of the lesson ▫ The data on student mastery of the objective
At least three CEI paragraphs ***Claims***	▫ Claims significant for student learning ▫ Judgment is typically included in the claim ▫ Claims that match setting and professional growth of the teacher ▫ Correct use of terminology from *The Skillful Teacher* and the PGS ▫ Claims in the areas of instruction and motivation ▫ Claim that addresses progress on SLOs if lesson was targeted toward SLO students
Evidence	▫ At least three pieces of evidence that match and support the claim ▫ Evidence sufficient to illustrate a pattern ▫ Quotes, actions, and/or literal descriptions labeled with terminology from *The Skillful Teacher* and the PGS
Impact	▫ An explanation of why the claim was significant for student learning ▫ Impact that is specific, including quantitative data where possible ▫ A cause-effect relationship between the claim and the evidence
Conference	▫ Discussion of what formative assessment showed about instruction ▫ Evidence of reflection on data for patterns and implications ▫ Information that supports the teacher's professional growth ▫ Teacher and observer comments related to observed lesson and progress on SLOs ▫ A professional goal (in **bolded** text) based on the observation and/or conference data
Summary	▫ Repeated claims ▫ The professional goal, repeated (in **bolded** text) ▫ No new information

Summer 2020

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

Teacher: Ms. Eagle
Grade Level: 6th
Observer: Ms. Observer
Date: 3/25/XX **Time:** 8:00-9:25
School: Cesar Chavez Middle School
Conference Date: 3/26/XX

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

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

Standard I: Teachers are committed to students and their learning.
Ms. Eagle explicitly communicated *standards*.

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

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

Standard II: Teachers know the subjects they teach and how to teach those subjects to students.
Ms. Eagle *checked for understanding*.

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

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

Summer 2020

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

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

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

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

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

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

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

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

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

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

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

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

Observer's Signature _____ Date _____

Teacher's Signature* _____ Date _____

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

APPENDIX E

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-39
November 2019
Page 1 of 2

MONTGOMERY COUNTY PUBLIC SCHOOLS Maryland

CLEAR FORM

Final Evaluation Report: Teacher

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

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

Teacher_____

Employee Number_____ Years of MCPS Experience _____

Principal _____

Type: ☐ First-year Probationary ☐ with CT ☐ without CT

☐ Second-year Probationary ☐ Tenured (4-year cycle)

☐ Third-year Probationary ☐ Tenured (5-year cycle)

☐ Tenured (3-year cycle) ☐ Special Evaluation

School -- Choose One -- Subject or Grade Level _____

Performance Standards:

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

Dates of Observations (announced?)	____/____/_____ ☐ Yes	____/____/_____ ☐ Yes	____/____/_____ ☐ Yes	____/____/_____ ☐ Yes
Date of Post-Observation Conference	____/____/_____	____/____/_____	____/____/_____	____/____/_____
Dates of Post-Observation Conference Report (POCR)	____/____/_____	____/____/_____	____/____/_____	____/____/_____

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

Evaluator's Signature _____Date____/____/_____

Principal's Signature_____Date____/____/_____

Teacher's Signature _____Date____/____/_____

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

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

Directions for Completion of Final Evaluation Dates

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

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

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

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

Montgomery County Public Schools
Teacher-Level Staff Evaluation-SHORT FORM
Criteria for Success

******THESE CRITERIA FOR SUCCESS ARE ONLY USED FOR TENURED TEACHERS RATED AS "MEETS STANDARD"******

The Teacher-Level Staff Evaluation-SHORT FORM must only be used for tenured teacher-level positions.

	The evaluation uses MCPS Form 425-39 and includes:
Context	○ A context section that presents sufficient information about the teacher's assignments and students taught

Claims / Judgments	○ At least three clear, focused claims per PGS Standard
	○ At least one claim related to Student Learning Objectives in Standard II and Standard IV (use italics)
	○ Judgments within claims are supported by evidence including:
	  ○ formal observations,
	  ○ informal observation,
	  ○ sources beyond observation and
	  ○ sources shared by the teacher; extremes are avoided

Impact	○ Conclusions supported by evidence ○ Impact of the teacher's skills on student achievement, including analysis of student progress taken from a variety of sources, both formal and informal

Professional Growth	○ An evaluation conference which includes the following topics and documented in the evaluation:
	  ○ The date of the evaluation conference
	  ○ Selected evidence with dates to support claims and their impact. If negative claims are included, they are discussed in the conference, including the supporting evidence
	  ○ A clear sense of the teacher's professional growth during the entire evaluation period and its impact on current practices.
	  ○ The teacher's self-evaluation and reflection on professional growth, including Student Learning Objectives.
	  ○ Goals for growth

Final Rating	○ A final rating that is justified by the claims and impact.

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-39
November 2019
Page 1 of 2

Final Evaluation Report: Teacher

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

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

Teacher Ms. Teacher

Employee Number xxxxx Years of MCPS Experience 1

Principal Dr. Principal

Type: ☑ First-year Probationary ☑ with CT ☐ without CT

☐ Second-year Probationary ☐ Tenured (4-year cycle)

☐ Third-year Probationary ☐ Tenured (5-year cycle)

☐ Tenured (3-year cycle) ☐ Special Evaluation

School Beautiful ES Subject or Grade Level First Grade

Performance Standards:

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

Dates of Observations (announced?)	10 / 15 / xx ☑ Yes	1 / 31 / xx ☑ Yes	___/___/___ ☐ Yes	___/___/___ ☐ Yes
Date of Post-Observation Conference	10 / 16 / xx	2 / 2 / xx	___/___/___	___/___/___
Dates of Post-Observation Conference Report (POCR)	10 / 18 / xx	2 / 5 / xx	___/___/___	___/___/___

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

Evaluator's Signature Dr. Principal Date 5 / 27 / xx

Principal's Signature _____ Date ___/___/___

Teacher's Signature _____ Date ___/___/___

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

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

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

Directions for Completion of Final Evaluation Dates

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

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

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

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

Background Information:

Ms. Teacher is a first-year probationary teacher at Beautiful Elementary School. She teaches first grade students at Beautiful. Ms. Teacher holds a Bachelor of Science in Elementary Education from the University of Maryland. She completed her student teaching in Maryland County, Maryland at Pocomoke Elementary School in 4th grade and Patapsco Elementary School in 5th grade. Ms. Teacher is certified in Elementary Education Grades 1-6. There are twenty-three students in Ms. Teacher's class, including ten males and thirteen females. (Five Hispanic, three Asian, five African American, six White and four Multiple-Race students). Three of her students are identified as English for Speakers of other Language Students. (Two Level 4, one Level 10) One student also has an Individualized Educational Program and receives special education support. One student has a 504 plan and receives accommodations.

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

Ms. Teacher implements the key message of *This is important* throughout lessons. As a result, students receive the message of the importance of their work and participation in lessons.

Ms. Teacher motivates students to persevere through challenges by sticking with students. As a result, students know that their teacher will continue to support them in the learning process.

Ms. Teacher utilizes equitable practices including use of wait time, student discourse, equitable calling practices, and small group instruction when working with students. As a result, all students receive instruction and strategies that promote equity and accessibility to all.

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

Ms. Teacher effectively frames aspects of the lesson for students through sharing of objectives and a daily agenda. As a result, students understand the context for each lesson and what new learning they will be engaging in order to be successful.

Ms. Teacher effectively sets areas of growth through the SLO process to support a targeted student group. *As a result, students receive customized instruction designed to promote equity and excellence.*

Ms. Teacher makes cognitive connections for students during lessons to help solidify learning. As a result, students are able to connect prior learning to new content.

Ms. Teacher implements lessons with review in small groups that are driven by data and curriculum objectives. As a result, students receive instruction matched to their needs..

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

Ms. Teacher builds personal relationships. As a result, students feel welcomed in the classroom environment and that their teacher cares about them.

Ms. Teacher uses a variety of momentum strategies including use of a timer and prewarning of transitions in order to pace lessons and move instruction forward. As a result, students are able to transition between activities and student learning time is maximized.

Ms. Teacher maintains discipline throughout her lessons. As a result, students are provided with a positive learning environment and know what is expected of them in the classroom community.

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

Ms. Teacher checks for understanding. As a result, students are able to demonstrate their understanding in a variety of ways.

Ms. Teacher adapts her lessons as a result of student responses and questions and reteaches key concepts in differentiated small groups. As a result, students receive support matched to their needs.

Ms. Teacher implements Student Learning Objectives to target academic support for students. *As a result, students have an opportunity to practice academic skills matched to their needs.*

Ms. Teacher collects student work samples and anecdotal records to document student growth. As a result, student progress is assessed over time.

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

Ms. Teacher completes required MCPS trainings. As a result, students receive the MCPS curriculum through intentional delivery.

Ms. Teacher plans collaboratively with her team. As a result, students regularly participate in lessons designed to move students forward in their learning and achievement.

Ms. Teacher regularly participates in data chats and adjusts her instruction accordingly. Therefore, students' academic growth is monitored regularly and appropriate enrichment and/or acceleration is provided in a timely manner.

Performance Standard VI: Teachers exhibit a high degree of professionalism.

Ms. Teacher meets professional obligations in a timely fashion. As a result, students and their families have real-time access to grade reports and other pertinent information to support their success.

Ms. Teacher actively participates in staff, team, and committee meetings. Therefore, students see their teacher being committed to and involved in the mission and vision of the school.

Ms. Teacher establishes classroom standards and policies that are consistent with school-wide policies. As a result, students and their families know what is expected of them in terms of academics and behavior.

Professional Growth/Evaluation Conference Summary
Evaluation Conference Date: 5/15/xxxx

In the evaluation conference, we discussed Ms. Teacher's skills in relation to the PGS Standards. We concluded the discussion by having Ms. Teacher self-assess her growth over the evaluation period and set a goal for her professional growth over the next evaluation period.

We discussed Ms. Teacher's strengths in framing her lessons. In an informal observation on xx/xx/xxxx, Ms. Teacher shared the objective, but also made sure students knew what the objective meant. "Look up here. Here is our objective for the day. Let's read it together. What are some key words in this objective? Decomposing, that's right. Remember, decomposing is when we break down numbers into parts."

We also discussed Ms. Teacher's skills at building relationships with students. In our conference, she shared three different emails from parents which expressed appreciation of how Ms. Teacher has taken the time to get to know their child personally and how she has been able to tailor assignments/tasks to student interests.

Ms. Teacher's reflective nature and her skills at using data from student work samples to drive next instructional steps. At a post-observation conference on xx/xx/xxxx, she shared samples of student work, identified where the work had yet to meet the criteria, and used this information to provide extension and re-teaching activities.

Ms. Teacher also has participated in extensive professional development designed to increase her skill set and repertoire for teaching a diverse group of students. She reported that her participation in the *Studying Skillful Teaching* course has helped her be more intentional in sending key expectation messages to all of her students.

She has become more active in her participation in PLC meetings as the year progressed and now regularly shares plans with her first grade team. She also reported that she completed visits of two Kindergarten classrooms during their reading block and used strategies she observed with her own students.

When Ms. Teacher was asked to self-evaluate her professional growth this year, she said that she struggled to make personal connections with each of her students, given the time constraints of the curriculum. She hopes to be more purposeful and intentional with making personal connections this coming year, with the assistance of the staff development teacher.

In terms of progress on SLOs, Ms. Teacher stated that her SLO group met her target for finding the missing addend within 20. Students were able to complete the targeted problem set within two minutes without mistakes. She credits this to in-class practice during math fluency time.

Ms. Teacher set a goal for professional growth for the next evaluation period which will focus on continuing to increase her repertoire of strategies for teaching reading with opportunities for enrichment and review.

Montgomery County Public Schools
BELOW STANDARD Evaluation
Criteria for Success

	The evaluation uses MCPS Form 425-39 and includes:
Context	○ A context section that presents sufficient information about the teacher's assignments and students taught during the evaluation cycle.
Claims / Judgments	○ An understanding of the standards through clear, focused claims. ○ Two or three claims for each standard. ○ At least one claim related to Student Learning Objectives in Standard II and Standard IV. ○ Judgments are supported by the evidence; extremes are avoided.
Evidence	○ Adequate and matched evidence cited to support the claims. ○ Evidence from multiple sources in addition to classroom observations (participation in meetings, communication with parents or peers, samples of student work, etc.) that support specific claims.
Impact	○ Conclusions that are supported by the evidence. ○ Explicit note of the impact of the teacher's skills on student achievement including analysis of student progress taken from a variety of sources, both formal and informal.
Professional Growth	○ A clear sense of the teacher's professional growth during the entire evaluation period and its impact on his/her current practices. ○ The teacher's self-evaluation and reflection on professional growth, including Student Learning Objectives. ○ Goals for growth.
Final Rating	○ A **below standard** final rating that is justified by the claims and evidence.

From the Center for Skillful Teaching and Leading
MCPS Department of Professional Growth Systems

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-39
November 2019
Page 1 of 2

Final Evaluation Report: Teacher

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

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

Teacher Mrs. Teacher

Employee Number xxxxx Years of MCPS Experience 14

Principal Dr. Principal

Type: ☐ First-year Probationary ☐ with CT ☐ without CT

☐ Second-year Probationary ☑ Tenured (4-year cycle)

☐ Third-year Probationary ☐ Tenured (5-year cycle)

☐ Tenured (3-year cycle) ☐ Special Evaluation

School -- Choose One -- Subject or Grade Level Second Grade Classroom Teacher

Performance Standards:

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

Dates of Observations (announced?)	10 / 19 / xxxx ☐ Yes	12 / 5 / xxxx ☐ Yes	3 / 16 / xxxx ☐ Yes	___/___/___ ☐ Yes
Date of Post-Observation Conference	10 / 20 / xxxx	12 / 7 / xxxx	3 / 17 / xxxx	___/___/___
Dates of Post-Observation Conference Report (POCR)	10 / 24 / xxxx	12 / 11 / xxxx	3 / 21 / xxxx	___/___/___

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

Evaluator's Signature _____ Date___/___/___

Principal's Signature _____ Date___/___/___

Teacher's Signature _____ Date___/___/___

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

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

Directions for Completion of Final Evaluation Dates

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

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

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

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

Mrs. Teacher is in her 14th year of teaching. She is currently a second grade teacher at Montgomery Elementary School. Prior to teaching at Montgomery, Mrs. Teacher taught at Happy Elementary School for seven years. She is certified in Early Childhood Education (pre-K-3). There are 16 students in Mrs. Teacher's class this year. Seven of them are girls and nine are boys. There are eight Hispanic students, six African American and two White students in the class. Two practitioners, a focus intervention teacher and an ESOL teacher, plug into her room daily. She also has the support of a paraeducator during academic parts of her day.

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

Mrs. Teacher sends the *key messages*.

- Mrs. Teacher regularly used random response strategies with students, sending the message, "You can do it." (October 19, xxx, March 16, xxxx)
- Mrs. Teacher gave *feedback* as students worked on math problems. She said, "You used what you know about place value to solve the problem. What strategy other than mental math can you use to solve this problem?" (February xxxx). This put the emphasis on the fact that *effective effort leads to achievement.*
- She sends the message, "You can do it," when she *gives help* for students building on what they already know. When a student needed help, she said, "What part don't you understand? I know you can do part of it, because you've done the first three problems correctly. The fourth problem is similar but just a little harder. You start out the same, but then you have to do one extra step." (February xxxx)

As a result students know that their teacher believes in them and will not give up on them.

Mrs. Teacher does not share clear *standards*.

- Mrs. Teacher provided verbal directions for *quality and quantity of work standards* for independent work with no visual support. (Observed during an informal observation in September and during a formal in March).
- Mrs. Teacher did not provide exemplars to support her *quality and quantity of work standards* about how to ask different types of questions. Students were confused about whether their questions were good questions or not. (Informal observation February xxxx).
- During math centers, students were playing games without understanding the directions or how to interact with one another. Mrs. Teacher did not share any standards for *work procedures* or *interpersonal behavior*. (Informal November xxxx).

As a result, students are unclear about what is required of them to be successful in class.

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

Mrs. Teacher does not use a variety of *explanatory devices*.

- When teaching students how to write a conclusion, she didn't provide *exemplars*. She said, "What can you end with?" Students were not provided with examples of appropriate types of conclusions in order to produce conclusions that meet grade level standards (October 19, xxxx).
- During small group math instruction, Mrs. Teacher verbally encouraged students to use math strategies to solve problems but did not support verbal encouragement with *anchor charts* and/or *visuals* that students could reference. (February xxxx).
- During a writing lesson, Mrs. Teacher did not provide students with *graphic organizers* or sentence stems to support students with meeting the lesson objectives (December xxxx).

As a result, students do not have opportunities to access content through a variety of perceptual modes (auditory, visual, kinesthetic).

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

- In October, Mrs. Teacher identified two students who had not made significant progress in reading following fall

MClass testing. In November, these students were reading more than four levels below the expected benchmark. Mrs. Teacher implemented her first SLO to address these needs, setting her goal. "The academic goal is for below grade level second grade students to achieve reading proficiency through guided reading instruction that focuses on explicit during-reading strategies."

- During a formal observation on March 16, xxxx, Mrs. Teacher was observed providing instructional support related to her reading SLO. She provided explicit instruction of sight words during differentiated small group instruction. Mrs. Teacher also established flexible needs groups throughout the year which focused on explicit teaching of reading strategies.
- In February, Mrs. Teacher identified three students who had not demonstrated understanding of indicator 1.2.B.2: Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, students need to know from memory all sums of two one-digit numbers. As a result she created an SLO with the goal, "Students will be able to mentally add and subtract numbers within 20."
- During the third informal observation on February 9, xxxx, Mrs. Teacher aligned her objective with her math SLO, requiring students to add and subtract within 20 using various strategies. She modeled how to use various strategies and encouraged students to share their thinking. She then provided guided and independent practice.

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

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

The teacher struggles to maintain lesson *momentum*.

- Mrs. Teacher didn't have materials *provisioned* for lessons. On two separate occasions, she took at least five minutes of class time to find materials needed for the lesson. (Observed at informal observations September xxxx, February xxxx)
- Mrs. Teacher didn't provide *fillers*. At least ten students came up to Mrs. Teacher to ask what to do when their assignment was completed. (December xxxx)
- During unannounced observations, Mrs. Teacher did not *provision*. She did not have assignments for individual practice updated and posted. (September xxxx, December xxxx, March xxxx)

Therefore, students regularly experience downtime and delays in instruction.

Mrs. Teacher does not employ *routines*.

- No *housekeeping routines* for transitions were evident (i.e. what to bring to the carpet/table, where to put materials, etc). The *routines* were not modeled or visually supported for students, impacting guided reading and whole group learning time. (October xxxx, March xxxx)
- No *work habits and work procedure routines* were observed for students in guided reading. She said, "Alex, it's your turn to read." While she listened to the student read, other students held their books over their heads or drew on index cards. (December xxxx)
- There were no *routines for housekeeping* pertaining to assigned seats on the carpet. Six out of 12 students were asked to reposition during the 47 minute whole group portion of the lesson. (March xxxx)
- During independent work, students required verbal reminders of *housekeeping routines* for asking to go to the bathroom and where to turn in their work. (informal observations October xxxx, November xxxx)

Therefore, students are not provided with a sense of order, predictability, and efficiency.

Mrs. Teacher successfully *builds positive personal relationships*.

- She consistently *communicates value*. She is courteous and respectful to her students, using names, listening actively, asking questions and being genuinely interested in hearing what other students have to say (Observed at all observations both formal and informal).
- She showed *respect* towards students by showing interest in their success. She said to a small group of students, "You stuck with that hard one until you got it and you didn't give up!" (March xxxx)

- Mrs. Teacher *praised* students using Class Dojo while working with a small group. "Table 1 you are doing a fantastic job. I will give you all a point." (December xxxx)

As a result, students know that Mrs. Teacher cares about their learning and about them as individuals.

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

Mrs. Teacher purposefully uses student data to plan for instruction to meet Student Learning Objectives (SLOs).

- Mrs. Teacher uses assessment data regarding students' reading levels and anecdotal data from reading lessons to form differentiated small reading groups and to inform her SLO in reading. She engages in data chats monthly to diagnose the needs of individual students and plans instruction accordingly.
- As a result of a data wall meeting in January, she formed flexible needs groups based on data. She used this data to plan a mini-intervention which occurred in the classroom four days per week to align to the diagnosed reading deficit. She also adapted the intervention to address her SLO in reading for students struggling with fluency.
- Mrs. Teacher uses a data collection tool to monitor math fluency directly related to her SLO. She consistently monitors student progress.

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

Mrs. Teacher *uses a variety of formative assessments*.

- Mrs. Teacher uses data collection tools to provide on the spot feedback and adjust instruction. She uses these data collection tools to collaborate with colleagues to plan for instruction based on the needs of her students (observed multiple times during weekly team planning).
- She uses *direct observation of student performance* by circulating while students work in groups. (September xxxx, December xxxx, March xxxx)
- Mrs. Teacher *checked for understanding* multiple times in a math lesson. She had students hold up white boards to show their tape diagrams to represent fractional parts. She used this information to address confusions and provide re-teaching. (October xxxx)

Therefore, students receive useful information that informs their learning and achievement.

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

Mrs. Teacher is open to applying new learning and advice or suggestions to improve her instructional program.

- She collaborates with her team during marking period meetings and weekly collaborative team planning to share ideas and analyze data.
- She solicits teaching ideas and best practices from specialists, administration and through workshops both live and online.
- Mrs. Teacher reflects on her strengths and weaknesses during post observation conferences and check in meetings
- Mrs. Teacher modifies instruction based on feedback from formal and informal observations.

As a result, students benefit from meaningful and purposeful instruction moving them toward meeting learning goals based on a variety of effective strategies.

Mrs. Teacher engages in professional development opportunities to hone her craft.

- Mrs. Teacher plans with the Math Content Coach and Literacy Coach during coaching cycles and implements feedback. As a result of working with the Math Content Coach, Mrs. Teacher attempted to revamp her math centers to ensure that students engage in appropriate learning centers and are clear about expectations. This is an area that still needs improvement.
- She reads professional literature pertaining to maximizing student participation and has started having more success with getting shy students to participate in class.

- When approached about engaging in a coaching cycle on managing student behavior, Mrs. Teacher immediately responded, "Sure!" Mrs. Teacher reports that after this coaching cycle she created a new morning routine and restructured routines for transitions in order to maximize instructional time.

Therefore, students see their teacher as a model of growth mindset in action.

Standard VI: Teachers exhibit a high degree of professionalism.

Mrs. Teacher contributes to the smooth functioning of the school environment.

- Mrs. Teacher uses practices and procedures that align with MCPS vision, goals, policies, and regulations.
- Mrs. Teacher participates in required staff meetings, team meetings, committee meetings, and parent conferences.
- Mrs. Teacher supports parent pick up every day after school by safely dismissing second graders from the classrooms.

As a result, the vision and mission of the school is supported through her work.

Mrs. Teacher actively participates in meetings, committees, and school-related events.

- Mrs. Teacher develops and teaches objectives that reflect local and school improvement goals.
- She shares a team weekly newsletter with parents reminding them of upcoming classroom lessons and events.
- Mrs. Teacher ran two sessions for the school's STEM night.

Therefore, students see their teacher as being committed to and involved in the broader school community.

Professional Growth:

When asked to self assess her strengths and areas of growth, Mrs. Teacher highlighted building relationships with students as a strength. She also felt that she has made progress with putting routines in place and providing needed scaffolds, but still needs to get better in these areas. Mrs. Teacher reflected on her SLO goal. She said, "I utilized flexible needs based groups to inform my instruction. Using formative assessment and monthly data chats allowed me to plan accordingly. My team focused on specific SLO strategies during our planning sessions. With all of these supports, my students were successful."

Despite her willingness to receive coaching and apply feedback directly related to the areas of concern, including *presenting information using explanatory devices*, *lesson momentum* and *routines*, she has not demonstrated sufficient and consistent improvement in order to meet Standards I, II, and III. Her professional goals for next year are to communicate clear standards, utilize a variety of explanatory devices, and employ momentum moves in order to support the needs of all students.

APPENDIX F

Job Codes of MCEA Unit Members

Receive CT support when newly hired or underperforming:

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

APPENDIX F CONTINUED

Receive Consulting Teacher support only if underperforming:

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

Do not receive CT Support:

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

Improvement Plan						
Team Members	Staff Member	Supervising Administrator				
Signature						
Dates						
Standard						
Problem						
Impact of Problem						
Performance Goal						

	Professional Development Strategies & Timetable →	Support Structures →	Data Collection Method & Sources →	Impact of PD Strategies on Students
1				
2				
3				
4				

Additional problems and their impacts (to be addressed at a later date):

Criteria for Success: Improvement Plan

The improvement plan must include:

- **Team Members.** This may include only the teacher and an administrator. Include anyone who is listed in the Support Structures section.
- **The PGS standard.** Write out the standard.
- **The problem (similar to a claim).** The problem must specifically state, in the present tense, what the teacher does that interferes with or does not support student learning.
- **The impact of the problem**. The impact statement states the specific impact of the lack of teacher skill on students *(As a result, students…)*.
- **One performance goal**. The performance goal is directly linked to the problem and states the desired level of performance.
- **Professional Development Strategies.** These strategies are concrete steps the teacher will take to <u>get smarter</u> at their craft and improve their performance in a way that can be assessed, including
    - a **timeline** for completion of each strategy, and
    - the **person** who will support the teacher in this learning, and what that support will be.
- **Support Structures**. These are the people and materials that the teacher will need in order to complete the professional development strategy.
- **Data Collection.** Include the teacher in this data collection, as appropriate. For each professional development strategy, there is …
    - a **method** for collecting data to verify completion of the strategy,
    - a **person** responsible for collecting the data,
    - and a **date** by which it will be collected.
- **Anticipated Impact of PD Strategy.** The impact shows that the professional development strategy was successful in creating change for the students.

Improvement Plan						
Team Members	Staff Member	Administrator				
Signature	Ms. Mediocre	Ms. Supportive				
Dates	11/1/20xx - 12/15/xx					
Standard	II: Teachers know the subjects they teach and how to teach those subjects to students.					
Problem	Ms. Mediocre rarely implements labs and technology-based activities in support of the Honors Biology curriculum.					
Impact of Problem	As a result, students are frustrated, tune out, and do not register for subsequent Biology classes.					
Performance Goal	Ms. Mediocre will design and implement units that challenge students with hands-on activities and technology.					

	Professional Development Strategies & Timetable →	Support Structures →	Data Collection Method & Sources →	Impact of PD Strategies on Students
1	Working with the SDT, Ms. Mediocre will identify the objectives for the next unit and select four lab activities for students that align with those objectives (by 11/19/xx).	• SDT • Curriculum • NSTA website	• Presentation and explanation of unit plan to RT by 11/19/20xx. • Informal observation by administrator by 11/20xx.	Within the next unit, students participate in at least four lab activities implemented in support of the curriculum.
2	With the support of the technology assistant, Ms. Mediocre will design a research-related project for second marking period including a timeline and rubric, incorporating the use of at least four online tools (by 11/26/xx).	• Technology Asst. • Sample project and rubric	• Project presented to RT for feedback by 11/26/20xx • Informal observation by RT as the project is introduced, with subsequent class drop-ins.	Students will meet all criteria for the research project, including use of all technology resources

3	**Ms. Mediocre will work with the RT to create at least five authentic formative assessments to use in the unit by 11/30/xx).**	• **RT** • ***Science Formative Assessment and Uncovering Student Ideas in Life Science***	• **RT will monitor grades weekly to see data on formative assessments.** • **Ms. Mediocre and RT will discuss weekly how Ms. Mediocre uses the data to adjust instruction.**	**Students have multiple opportunities to check their progress on critical course content.**
4	**Ms. Mediocre will attend all Biology PLC meeting and be responsible for planning and facilitating one of the meetings (by the end of December).**	• **RT will assist as needed** • **Biology PLC**	• **Emailed agenda and action items to RT and AP (one week before meeting).** • **Reflective conversation with RT and AP after facilitated meeting.**	**Students benefit from the teacher being an active participant in the Biology PLC, adding her ideas and bringing others' ideas to classes.**

Additional problems and their impacts (to be addressed at a later date):

Standard III: Teachers are responsible for establishing and managing student learning in a positive learning environment.
Ms. Mediocre's pacing of lessons does not allow students sufficient time for learning.

Standard IV: Teachers continually assess student learning, analyze the results, and adapt instruction to improve student achievement.
Ms. Mediocre presses on with instruction as planned, despite evidence of students' lack of understanding.

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For student requests for accommodations under *Section 504 of the Rehabilitation Act of 1973*	**For staff requests for accommodations under the *Americans with Disabilities Act***
Section 504 Coordinator Office of Academic Officer Resolution and Compliance Unit 850 Hungerford Drive, Room 208, Rockville, MD 20850 240-740-3230 RACU@mcpsmd.org	ADA Compliance Coordinator Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2100, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
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***This notification complies with the federal Elementary and Secondary Education Act, as amended.*

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MONTGOMERY COUNTY PUBLIC SCHOOLS

Published by the Department of Materials Management for the
Office of Human Resources and Development
0366.23ct • Editorial, Graphics & Publishing Services • 9/22 • NP