



Unit I
Evaluation Manual
2019-2020




Prince George's County Public Schools
Division of Human Resources
Office of Employee Performance

Developing Employee Effectiveness to Improve Student Achievement
THIS MANUAL SUPERSEDES AND CANCELS ALL PREVIOUS HANDBOOKS PUBLISHED



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FRAMEWORK FOR TEACHING (FFT) EVALUATION

INTRODUCTION TO EVALUATION

As part of the commitment and dedication to provide a quality education to all students, Prince George's County Public Schools (PGCPS) and the Office of Employee Performance (OEP) provide all employees with an evaluation system that promotes professional growth and enhances job performance through continuous professional development. This performance-based Unit I Employee Evaluation System is a tool for continuous improvement of performance and accountability supporting the growth of educators. The comprehensive evaluation informs professional development and guides and supports career decisions. The evaluation system is based on the following professional standards:



Prince George's County Public Schools uses Charlotte Danielson's Framework for Teaching (FFT) to evaluate and encourage reflection on professional practice. This manual is a resource that will guide educators through the evaluation process. Contact the Office of Employee Performance (OEP) at teacher.evaluation@pgcps.org if you have additional questions or concerns.

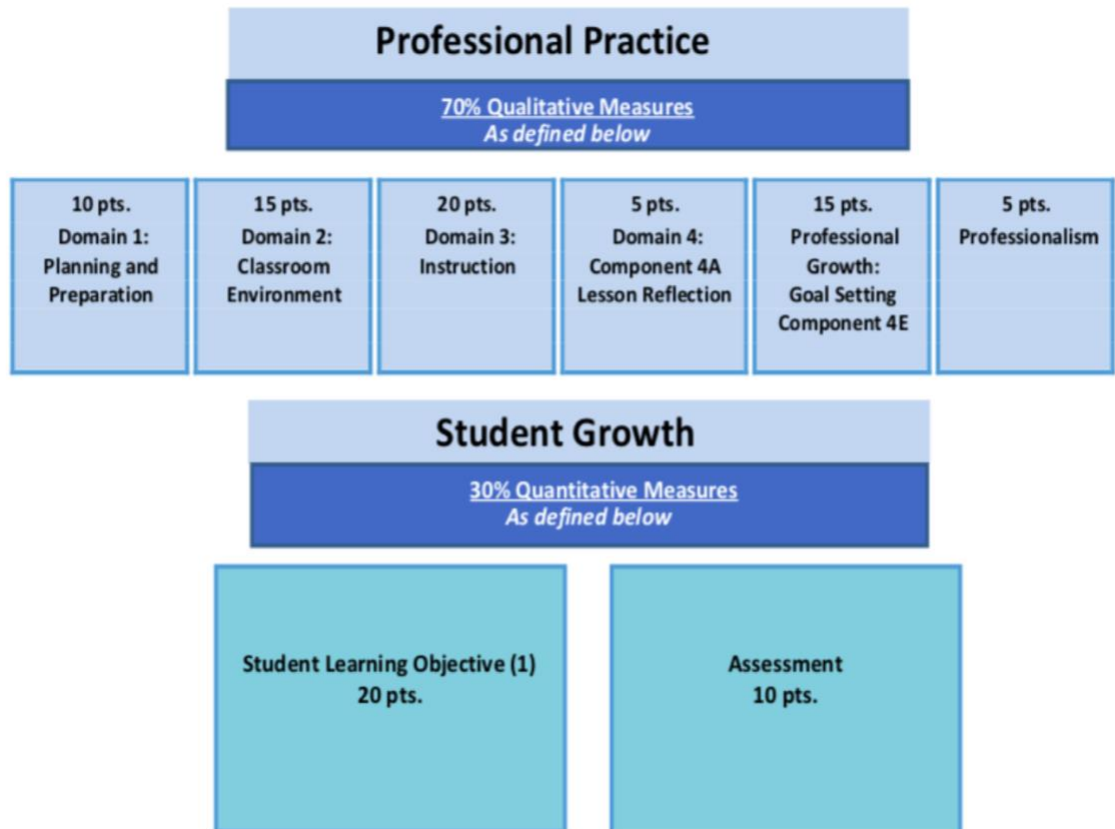
A digital copy of the manual will be distributed to all Prince George's County Public Schools' educators and can also be found on the [PGCPS Staff Portal](#).

FRAMEWORK FOR TEACHING (FFT) EVALUATION PROCESS



The goal is to support the continuous growth and development of each educator by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

FRAMEWORK FOR TEACHING (FFT) EVALUATION MODEL



All FfT educators are evaluated annually on professional practice and student growth measures. Professional Practice (70 points) is determined through collecting evidence during formal observations, using Danielson’s Framework for Teaching (FFT), which is comprised of four Domains: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities.

Student Growth (30 points) is determined by collecting progress data from various student performance indicators. Student growth measures include one SLO and a Locally Selected Reading Assessment. Educator tenure status, teaching schedule, and observation cycle dictate the components of the evaluation.

HOW THE FFT EVALUATION IS CALCULATED

FfT Professional Practice Measures

70 points of an educator’s evaluation is based on professional practice.

50 points of the professional practice score is based on Framework for Teaching (FFT) observations. Evidence is collected for components within Danielson’s Framework for Teaching Domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The educator receives one score for each of the components during every formal observation. The average component score from observations will be used to calculate the final professional practice score.

15 points of the professional practice score is based on the Goal Setting Activity and FFT Component 4e, Growing and Developing Professionally. Educators are required to develop two (2) Professional Practice Goals at the start of the school year. During the final evaluation period, school-based administrators will rate on-cycle FFT educators’ 4e evidence as Unsatisfactory, Basic, Proficient, or Distinguished based on the FFT rubric.

5 points of the professional practice score is based on the Professionalism rubric score. During the final evaluation period, school-based administrators will rate FFT educators’ professionalism based on the professionalism rubric. The educator evaluation system includes the following professional practice areas shown below.

Professional Practice		
	Measure	Total Points
Professional Practice 70 points	Planning and Preparation	10
	Classroom Environment	15
	Instruction	20
	Professional Responsibilities: Lesson Reflection (4a)	5
	Goal Setting and 4e Growing and Developing Professionally	15
	Professionalism	5

Professional Practice Measures Sample Calculations

Domain	Average Observation Component Score for Domain	Divided by Maximum Score Possible for a Component (max=4)	Multiplied by Maximum Points Possible per Domain
Domain 1 = 10pts	2	$2 \div 4 = .50$	$.50 \times 10 = 5$ pts
Domain 2 = 15pts	1	$1 \div 4 = .25$	$.25 \times 15 = 3.75$ pts
Domain 3 = 20pts	3	$3 \div 4 = .75$	$.75 \times 20 = 15$ pts
Lesson Reflection (4a) 5pts	4	$4 \div 4 = 1.0$	$1.0 \times 5 = 5$ pts

Measure	Completed Yes or No	Score Possible (max=5)
Goal Setting 5pts	Yes	5
	No	0

Measure	Component Score	Divided by Maximum Score Possible (max=4)	Multiplied by Maximum Points Possible for Measure (max=10)
4e 10pts	2	$2 \div 4$	$.50 \times 10 = 5$

Measure	Average Component Score	Divided by Maximum Score Possible (max=4)	Multiplied by Maximum Points Possible for Measure (5)
Professionalism 5pts	2.5	$2.5 \div 4$	$.625 \times 5 = 3.125$

FfT Student Growth Measures

30 points of an FfT educator's evaluation is comprised of student growth measures. An educator's student growth score is calculated based on the Student Learning Objective and a Reading Assessment.

- A. **Student Learning Objective (20 points)** – Educators will be responsible for creating one (1) Student Learning Objective (SLO).
- B. **Reading Assessment (10 points)** – Selected Assessment will be based on available systemic reading assessments.

Student Growth		
Student Growth 30 points	Measure	Total Points
	Student Learning Objective (1)	20
	Reading Assessment	10

Student Growth Measures Sample Calculations

Measure	% of Students Meeting the Targeted Growth Goal	Multiplied by Maximum Score Possible for a SLO (max=20)	Points Earned (out of 20)
SLO	75% of students MET	$.75 \times 20 = 15$	15 pts




Measure	
Reading Assessment	<ul style="list-style-type: none"> • Based on the educator's previous year's students' average growth on the applicable assessment <ul style="list-style-type: none"> ○ *Compares the students' performance (beginning of previous school year compared to the end of previous school year) to determine growth amount. • The educator's students' performance average is compared to the district's students' performance average on the same assessment, on the same level and within the same content area. • A score, based on the comparison, is assigned out of the maximum 10 points.

*when applicable



FfT Overall Evaluation Rating

The overall evaluation score is determined by calculating the total points earned from Professional Practice (PP) and Student Growth (SG). The overall score is then used to determine the overall rating of Highly Effective, Effective, or Ineffective based on the calculations. All Unit I Employees will receive a final evaluation rating at the end of each year.

-  **Ineffective:** ≤ 54 points
-  **Effective:** $> 54 - < 90$ points
-  **Highly Effective:** ≥ 90 points

Overall Evaluation Rating Sample Calculation

Professional Practice (PP) Score	Student Growth (SG) Score	Sum of PP and SG Overall Evaluation Score	FfT Final Evaluation Rating
35	25	60	Effective

FRAMEWORK FOR TEACHING (FFT) EVALUATION ACTIVITIES

Unit I Employees are notified of their evaluation status at the beginning of each school year. Educators who provide direct instruction to students will be evaluated using Danielson’s Framework for Teaching (FFT). Educators who are on-cycle will be observed using the FFT observation tool found in the electronic platform used to capture educators’ evaluation data in *MyPPS*. Educators evaluated using FFT are responsible for Student Growth; and therefore, must create one Student Learning Objective (SLO). They must also provide documentation to support activities in Danielson’s FFT Component 4e – Growing and Developing Professionally. Educators’ professional practice will be scored Unsatisfactory, Basic, Proficient, or Distinguished during the formal observation process. An overall rating of Ineffective, Effective, or Highly Effective will be calculated based on professional practice and student growth measures.

Required FfT Evaluation Activities						
	GOAL SETTING	4e	SLO	FORMAL OBSERVATION	PROFESSIONALISM	SELF-ASSESSMENT
FfT FIRST YEAR	Yes	Yes	Yes	Yes - 2	Yes	Yes
FfT HIRED AFTER OCTOBER 6	Yes	Yes	No	Yes - 2	Yes	Yes
FfT NON-TENURED	Yes	Yes	Yes	Yes - 2	Yes	Yes
FfT RETIRE/REHIRE	Yes	Yes	Yes	Yes - 2	Yes	Yes
FIRST YEAR FfT 1-YR *TE	Yes	Yes	Yes	Yes - 2	Yes	Yes
JROTC	Yes	Yes	Yes	Yes - 2	Yes	Yes
FfT TENURED ON-CYCLE	Yes	Yes	Yes	Yes - 2	Yes	Yes
FfT TENURED OFF-CYCLE	Yes	No	Yes	No - 0	Yes	Yes

*TE = TENURE ELIGIBLE



FfT Professional Activities

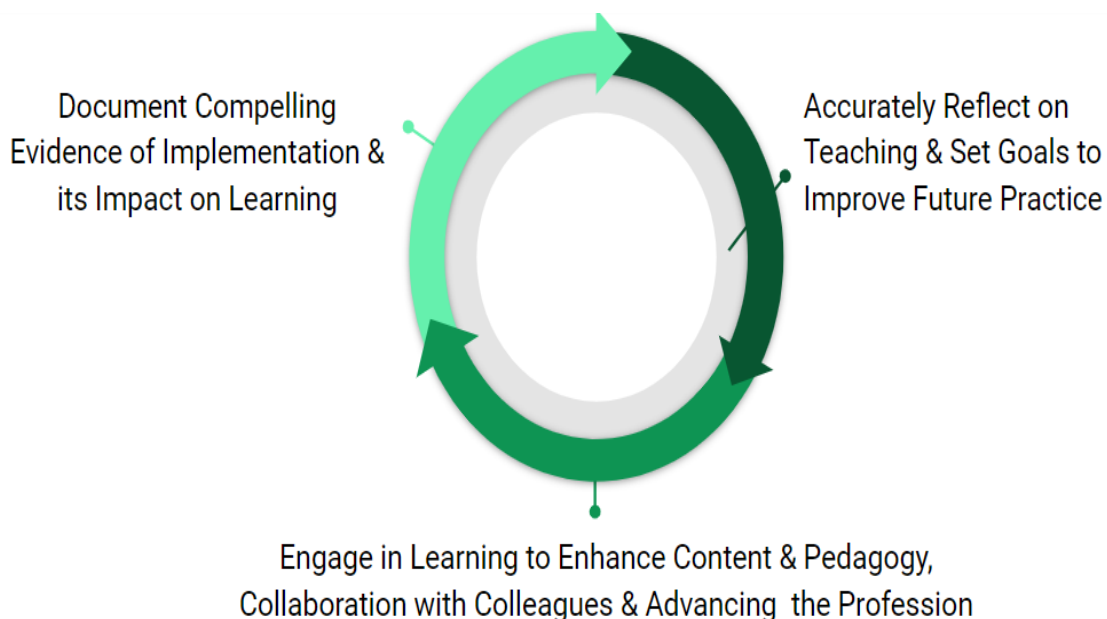
As in other professions, the complexity of teaching requires continued growth and development for educators to remain current. Continuing to stay informed and increasing their skills allows educators to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson studies, provide opportunities for educators to learn from one another. These activities allow for job-embedded professional development. Professional educators will also increase their effectiveness in the classroom through active participation in professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession – *Charlotte Danielson*.

Goal Setting

Professional Practice Goals should be developed in relation to areas of growth identified from the educators' completed self-assessment and previous observation feedback. Goals should dictate professional growth activities that will be used as evidence of 4e Growing and Developing Professionally.

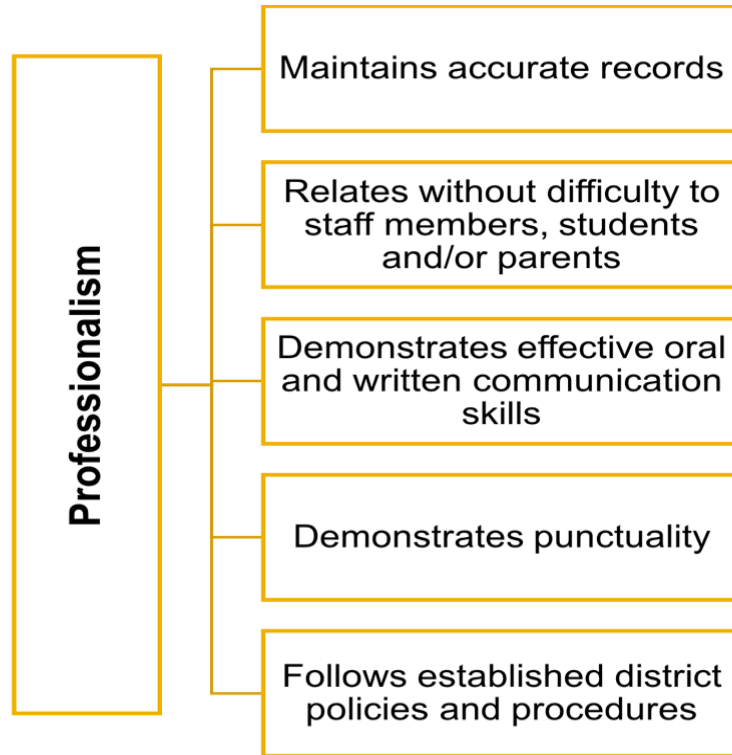
Component 4e: Growing and Developing Professionally

Component 4e evidence is cumulative. Educators are responsible for collecting and uploading the evidence into the electronic platform, *MyPPS*. Educators can upload evidence in *MyPPS* beginning at the start of the school year up to the communicated deadline. Evidence is scored by school-based administration by the published deadline. Failure to complete the required evaluation activities may negatively impact your final evaluation score.



Professionalism

During the final evaluation period, school-based administrators will rate on-cycle and off-cycle FfT educators' professionalism based on the [Professionalism rubric](#).



Self-Assessment

The purpose of the Self-Assessment is to allow educators to reflect on their practice, identifying areas of professional strengths and areas of growth. The Self-Assessment leads directly to the development of the Professional Practice Goals. Educators should review the previous year's feedback from observations, evaluations, and other available data. Areas of strengths and areas of growth should be aligned with the evaluation competencies.

FRAMEWORK FOR TEACHING (FFT)

OBSERVATIONS

‘On-Cycle and Off-Cycle’

The tenure status as of **October 6th** will be used to determine which educators will be on-cycle or off-cycle for professional practice.

On-Cycle	Off-Cycle
<ul style="list-style-type: none"> 2 formal observations required one observation must be announced 	<ul style="list-style-type: none"> no formal observations required can be placed on-cycle if performance concerns emerge

- Probationary/non-tenured educators** are on-cycle for professional practice and student growth until they receive tenure. More than one qualified person must observe non-tenured educators each year.
- Tenured educators who received an overall rating of Ineffective for the previous school year** are placed on-cycle for the current year and will be evaluated on professional practice and student growth. They are on-cycle.
- Tenured educators who received an overall rating of Effective or Highly Effective for the previous school year** will follow a three-year evaluation cycle for professional practice.** Educators are evaluated annually and are responsible for student growth measures. When off-cycle, the previous year’s professional practice scores will be used for the annual evaluation.

Year 1	Year 2	Year 3	Year 4
On-Cycle	Off-Cycle	Off-Cycle	On-Cycle

**Example of Tenured educator’s observation status cycle; (If and only if the prior year’s evaluation rating was Effective or Highly Effective)

Formal observations are required for educators who are on-cycle. The formal observation must be completed by the observer then reviewed by the educator and observer. The evaluation-cycle status will remain the same if there is a change in assignments (e.g., position, grade, school).

Formal Classroom Observations

Formal classroom observations are conducted as part of the evaluation process for educators who are on-cycle. Observation requirements are separate from evaluation requirements.


Listed below are distinctions related to classroom observations:

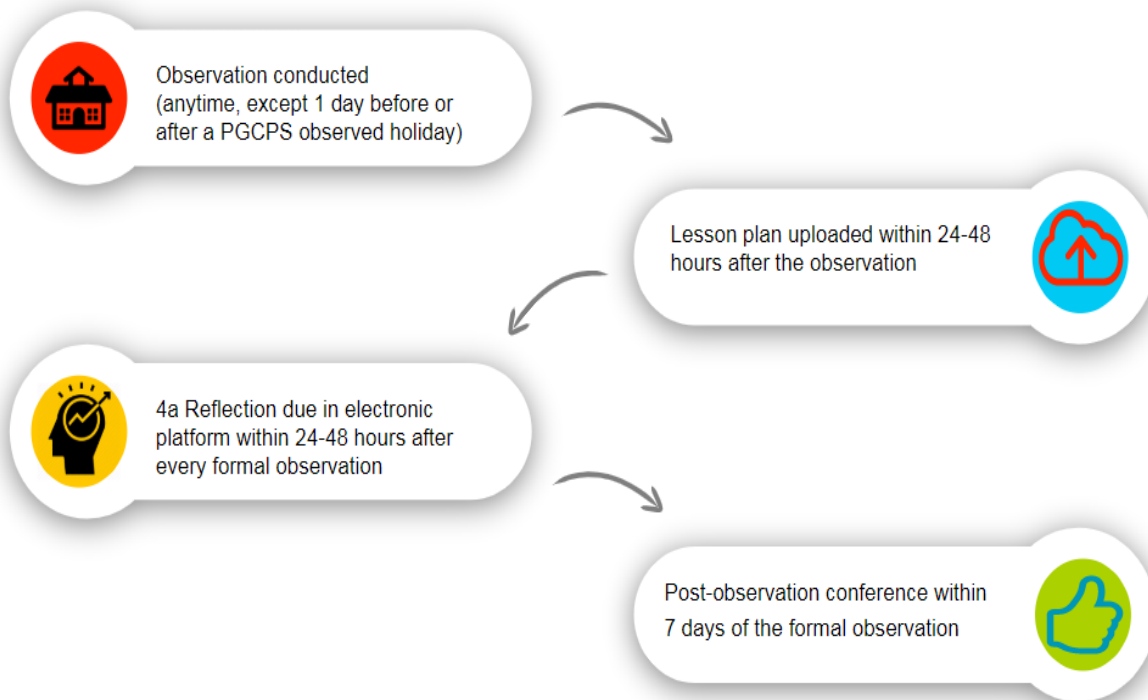
- ✚ FfT will be used for the formal classroom observations of all classroom-based educators. Observations must be performed by personnel eligible for and certified by the district in FfT.
- ✚ Observers may only observe one educator at a time while in a classroom setting. Observers may only observe educators in a setting that is part of their normal instructional duty, which excludes observing while a educator is covering for another educator's class or when students from other classes have been placed in their classrooms on a temporary basis.
- ✚ Observations shall not occur the day before or the day after holidays that are non-duty days included in the PGCPs calendar, such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three (3) days or approved absences greater than three (3) days.

All educators, who are on-cycle, will have a minimum of two formal observations. Observations can occur in two ways, Announced and Unannounced:

- ✚ **Announced** - educators are informed by the observer prior to the actual formal observation taking place.



 **Unannounced** - an observer conducts a formal observation without prior notification. Both observation protocols are designed to provide meaningful feedback to educators with respect to their teaching practices.



The PGCEA Negotiated Agreement states that at least one formal observation is to be announced to the educator at least two days in advance.

Formal observation notes shall be shared with the educator within 7 business days of the formal observation. The educator shall acknowledge receipt of the completed formal observation in the electronic platform, MyPPS. An observation shall provide specific guidance in areas needing improvement and supports, as well as a reasonable timeline of no less than 15 workdays of the formal observation to demonstrate improvement in areas marked unsatisfactory.

Informal observation notes should not be included as evidence within the formal observation. Claims and evidence of observed instruction that substantiates the observed behavior(s) in a classroom observation are included in the evaluation report. An educator is not entitled to union representation at an observation or evaluation conference, as such conference is not disciplinary in nature; it is at the principal's discretion to permit such attendance.

Adherence to observation timelines is essential to support effective teaching practices. There must be at least 15 workdays between a post-observation conference and the next formal observation to allow educators time to implement recommendations or respond to feedback provided by the administrator during the previous observation.

An evaluation report that deems an educator ineffective shall include at least one formal observation by a qualified individual other than the immediate supervisor (in addition to those done by the immediate supervisor). All observations must be conducted by an observer who is FfT certified.

The component level ratings will be assigned points as follows: Unsatisfactory = 1, Basic = 2, Proficient = 3 and Distinguished = 4. The points for the components will be averaged to determine the final evaluation score.

FfT OBSERVABLE COMPONENTS	
<p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments</p>	<p style="text-align: center;">Domain 2: The Classroom Environment</p> <p>2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space</p>
<p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>4a: Reflecting on Teaching</p>	<p style="text-align: center;">Domain 3: Instruction</p> <p>3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness</p>



Component 4a: Reflecting on Teaching

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements impact on student learning, educators can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Educators may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill. Mentors, coaches, and supervisors can help educators acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning - whether excellent, adequate, or inadequate - becomes a habit of mind, leading to improvement in teaching and learning. – *Charlotte Danielson*

Component 4a is part of the observation process. Educators are responsible for completing this activity in the electronic platform, *MyPPS* for each FfT formal observation. Failure to complete the required activities may negatively impact the final evaluation score.

Informal Observations

Informal observations using the Look-Fors that are based on Framework for Teaching (FFT) or any other “informal observation tool” may be used with any educator regardless of whether he/she is on-cycle for the current school year.

Informal observations are unannounced and conducted by observers to provide feedback on professional practice. These observations can be reflective of school-wide initiatives and identified areas for professional development. Lesson plans may be requested.

If evidence that supports basic or unsatisfactory performance ratings is observed during an informal observation, the administrator has the option to follow the process to place an off-cycle educator, on-cycle.

Informal observations or walkthroughs can occur at any time and are instrumental in determining the success of school-wide instructional initiatives. Educators must receive timely written feedback after an informal observation occurs.

Informal Observation

Feedback

Adjustments

Reflection





Placing an 'Off-Cycle' Educator 'On-Cycle'

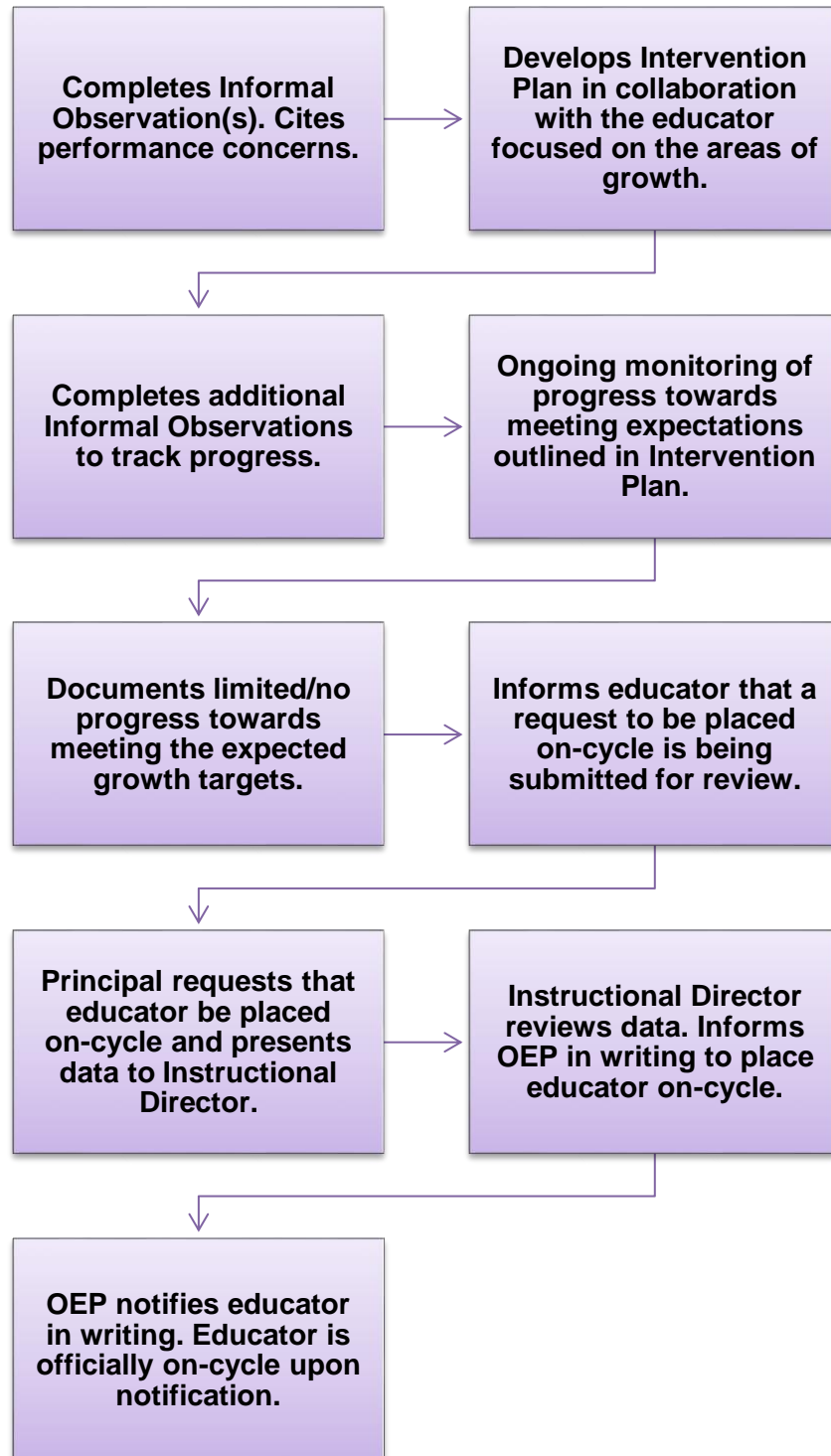
Principals review and finalize educator evaluation rosters in Oracle. Evaluation cycle status is communicated to educators directly by the supervisor at the beginning of the school year or whenever the educator begins service. OEP will follow up with official notification prior to the end of the first quarter.

Any tenured educator who is identified as having performance issues may be placed on-cycle by the principal. The use of an intervention plan is required in such cases. The plan is developed jointly and provides the educator with a minimum of 30 days to improve. The principal must provide proper notification in writing to the educator, their Instructional Director, and the Office of Employee Performance (OEP). The Instructional Director must approve the educator being placed on-cycle and notify OEP via email to teacher.evaluation@pgcps.org and include the educator's name, EIN, and school name. Once notification is received, OEP will send a confirmation to the principal, the educator, and the Instructional Director with a copy to PGCEA and the Employee and Labor Relations Office (ELRO).

The process to place an educator on-cycle for the school year must be completed by the last business day of February, annually.

In any year, a principal may determine, or a tenured educator may request, that the evaluation be based on a new review of professional practice along with student growth. Educators who want to be on-cycle to increase their professional practice rating must provide student performance data to support the request. The request must be submitted to the principal by the third Friday in September. If the principal denies the request, the educator may submit an appeal to the Instructional Director for a final decision by the third Friday in October. In either case, notification to OEP must be made via email **by the Instructional Director** to teacher.evaluation@pgcps.org and include the educator's name, EIN, principal's name and school name. Upon review, OEP will change the evaluation status in Oracle and provide notifications to the educator, principal, Instructional Director, and PGCEA.

Process for Placing an 'Off-Cycle' Educator 'On-Cycle'





FfT STUDENT GROWTH MEASURES

Student Learning Objectives (SLOs)

SLOs are a meaningful approach to measuring student learning because they enable educators to determine the focus of instruction and how student learning will be measured. SLOs are designed for educators to “formally” monitor what they are already doing in the classroom daily. SLOs should be aligned to the School Performance Plan (SPP).

Educators typically develop one (1) SLO at the beginning of the interval of instruction (quarter or semester) and identify the targeted amount of growth their students will make during this interval, with guidance from the Content Supervisor and building administrator if needed. These growth targets are set by reviewing previous performance data, identifying trends in student performance, selecting the key content and standards that students should know by the end of instruction, and choosing appropriate assessments that measure that content and student growth.

The SLO process mirrors the instructional cycle that educators are engaged in every day, which promotes monitoring and tracking student acquisition of knowledge. In the course of an instructional cycle, educators determine what students already know about the content that is to be taught by reviewing items such as previous performance data, formative assessments, and student surveys. Based on the analysis of the data, the educator pinpoints key areas and plans lessons to move students toward mastery of the concept. It is with this understanding that educators have the unique opportunity to customize their own SLO tied directly to the teaching and learning happening in their individual classrooms. The SLO should address the most important content, and skills students are expected to learn during the interval of instruction. Growth targets should be measurable and rigorous, but also attainable for the interval of instruction.

Educators who are evaluated using the FfT model will develop, implement, and monitor one SLO. Questions relating to the instructional aspect of SLOs, including appropriate growth targets for specific content area assessments, should be directed to the Office of Curriculum and Instruction. The educator will make the adjustments to the SLO based on the feedback from the Office of Curriculum and Instruction.

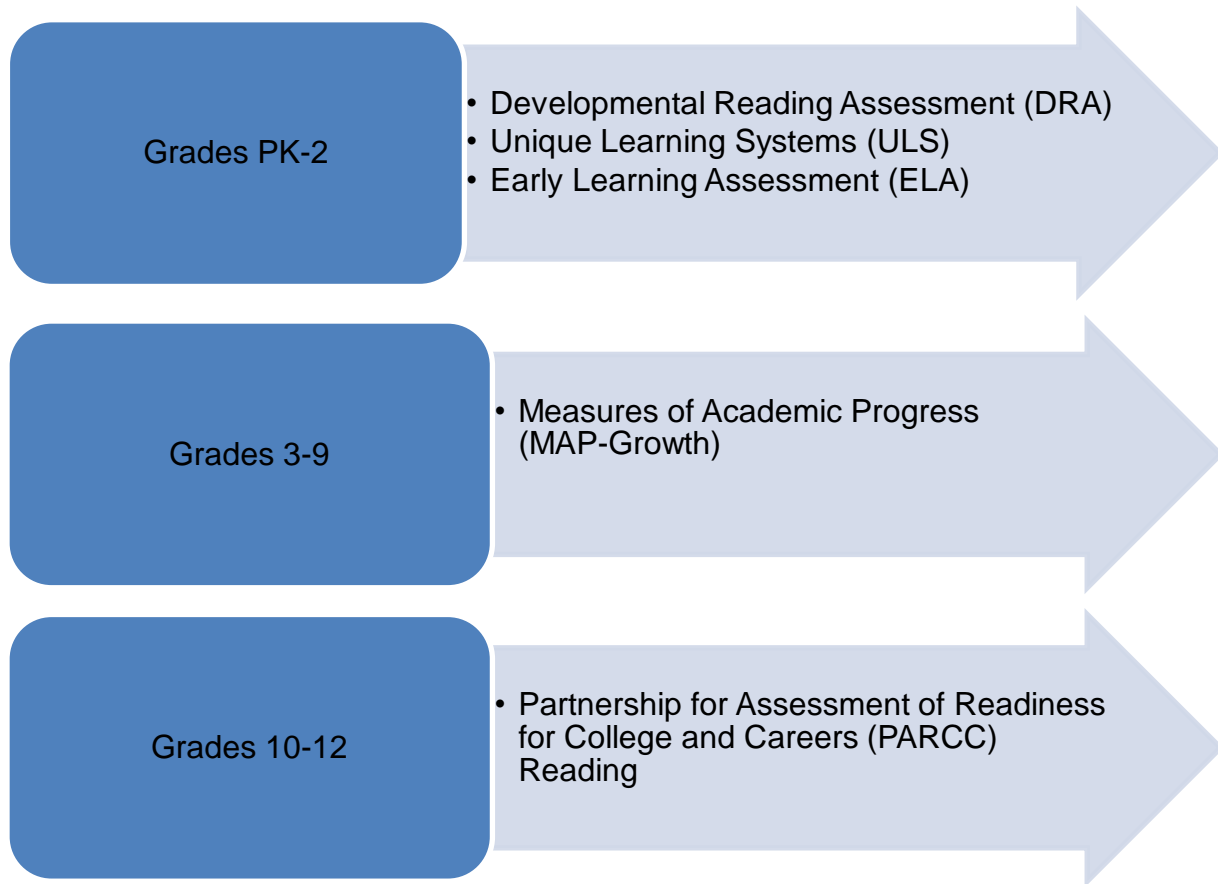
Failure to complete the required evaluation activities may negatively impact the final evaluation score.

SLO Process



Reading Assessment

Reading Assessments will be used as the second measure to determine student growth. The selected assessment will be based on available systemic reading assessments. Student performance data from the previous year's teaching assignment (lagging data) will be used and will constitute 10 points of the student growth measure.



A default value will be applied to the metric for staff in grades with no identified assessment.

FFT FINAL EVALUATION INQUIRIES/DISPUTES

If discrepancies occur in the final evaluation calculations, educators should contact their administrator and present supporting documentation. Notification for individual and or circumstantial extended leave must be reported annually to the Office of Employee Performance. If the administrator is unable to provide a resolution, educators may submit a Data Verification Request form to request a review of the data outcomes presented in the final evaluation report if the educator feels there are errors that adversely affect the final evaluation calculations. The educator may submit a letter to the Chief of Human Resources Officer outlining the concern. The letter should be placed in the educator’s personnel folder, and copies should be distributed to the Instructional Director or Principal, as appropriate.

Data Verification Process		
Timeline/Date	Data Verification Action	Person/Office Responsible
May	Data Verification Request forms available via Google forms	Staff Portal/ Educator/Employee
May/June	<p>Employees should submit the electronic Data Verification Google Form and supporting documentation by June 30th. Supporting Documents requirements:</p> <ol style="list-style-type: none"> 1. Extended Leave - Official PGCPs documentation noting the start and end dates of the extended leave 2. Student Assessment Data from an official source, such as Performance Matters 3. Single PDF of all documents 	Educator/Employee
June/September	OEP reviews submissions	OEP
September 30	OEP notifies employees of outcomes	OEP/Employee

Issues that are not addressed through the data verification process include but are not limited to correcting data entry user errors; correcting pre- or post-assessment errors; appealing the evaluation under 6-202 or 4-205 of the Education Article. If an “Ineffective” final evaluation report is received after June 10th, a grievance must be forwarded by the educator, to the Employee and Labor Relations Office (ELRO) for resolution.

Grievance Process

Step One

If an educator feels that a procedure of the evaluation process has been misapplied to him/her, the educator must first discuss the matter with his/her supervisor.



Step Two

If an acceptable resolution is not achieved, the educator may follow the grievance procedure outlined in the PGCEA Unit I Negotiated Agreement on pages 5-6.



Step Three

Failing to file a grievance within the stipulated timeline per the PGCEA Unit I Negotiated Agreement will be grounds for the grievance to not be considered.



CONFERENCES

Mid-Year Conference

All educators will have both a mid-year and a final evaluation conference. The Mid-Year Conference is an opportunity for educators and supervisors to review goals, give and receive feedback, and discuss to ensure everything is on track:

- Review goals and accomplishments to ensure everything is on track;
- Learn from employees on what support or resources are needed to deliver on expectations;
- Provide feedback on achievements and coaching for development;
- Communicate and plan for any changes in the school-wide goals that will affect the second half of the year.

Interim Evaluation Conference

Interim evaluation reports are generated in accordance with the published timelines if performance issues are noted for tenured or non-tenured educators. One observation is required to issue a non-tenured educator an ineffective interim report. One observation is required to issue a tenured educator an ineffective interim report. More than one interim evaluation report may be given if the evidence supports such action.

A “Needs Improvement” Interim Evaluation report will be generated if a non-tenured educator is observed at least one (1) time and an average rating of all observation components is 2.0 - 2.5. A “Needs Improvement” Interim Evaluation will be generated if a tenured educator is observed once, and an average rating of all observation components is 2.0 - 2.5.

An “Ineffective” Interim Evaluation report will be generated if a non-tenured educator is observed at least one (1) time and an average rating of all observation components is less than 2.0. An “Ineffective” Interim Evaluation will be generated if a tenured educator is observed once, and an average rating of all observation components is less than 2.0.



Final Evaluation Conference

An overall ineffective annual evaluation must include at least one observation by an individual, other than the immediate supervisor, who is FfT certified.

An educator is not entitled to union representation at an evaluation conference, as such conference is not disciplinary in nature; it is at the principal's discretion to permit such attendance.

The written evaluation report must be shared with the educator. If the educator is on leave when the evaluation is completed, the evaluation report must be sent to the educator via first class mail and certified mail requiring the signature of the educator and a return receipt.

Deadlines:

- Overall Ineffective Evaluation Rating Conferences – By June 10th
- Overall Effective or Highly Effective Evaluation Rating Conferences – Last duty day for educators



STANDARDS FOR EXCELLENCE (SFE) EVALUATION

INTRODUCTION TO EVALUATION

As part of the commitment and dedication to provide a quality education to all students, Prince George's County Public Schools (PGCPS) and the Office of Employee Performance (OEP) provide all employees with an evaluation system that promotes professional growth and enhances job performance through continuous professional development. The Standards for Excellence tool is a performance-based evaluation system used for continuous improvement of performance and accountability supporting the growth of educators. The comprehensive evaluation informs professional development and guides and supports career decisions. The evaluation system is based on the following professional standards:



Prince George's County Public Schools uses the Standards for Excellence (SFE) tool to evaluate and encourage reflection on professional practice. This manual is a resource that will guide educators/specialists through the evaluation process. Contact the Office of Employee Performance (OEP) at teacher.evaluation@pgcps.org if you have additional questions or concerns.

STANDARDS FOR EXCELLENCE (SFE) EVALUATION PROCESS

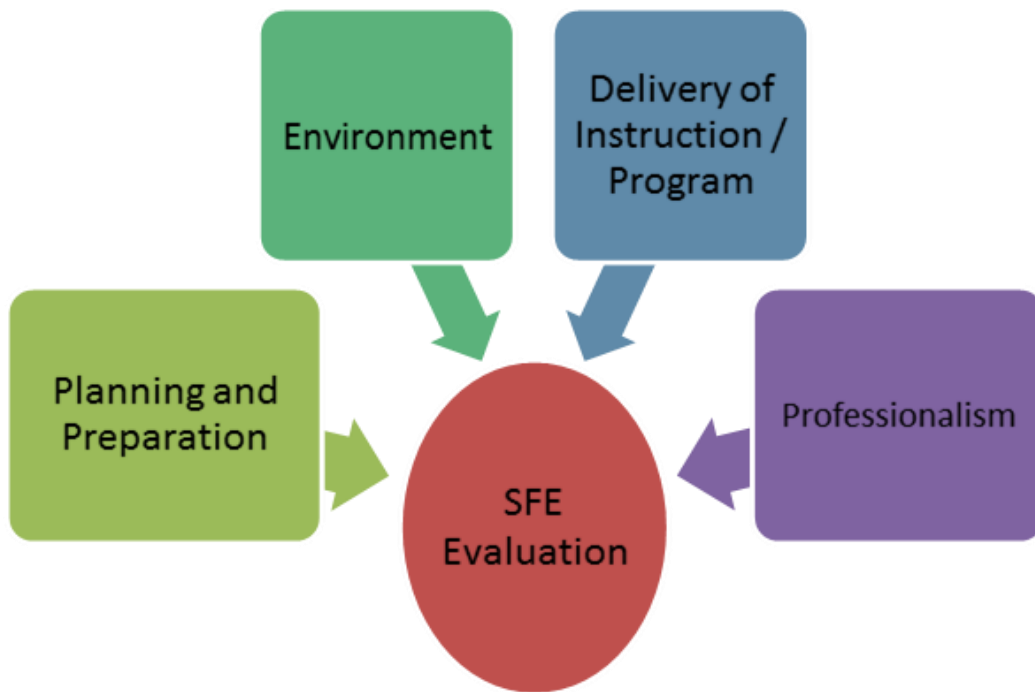



The goal is to support the continuous growth and development of each educator by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Standards for Excellence (SFE) Evaluation Model

Certain educators/specialists, depending on their classification or job responsibilities, who do not provide direct instruction to students, are evaluated using the Standards for Excellence (SFE) evaluation tool.

The SFE Evaluation is comprised of four Professional Practice standards. Each component is weighted equally in the final evaluation. SFE educators/specialists are not responsible for Student Growth and therefore, are not required to create a Student Learning Objective (SLO).





Unit I Employees are notified of their evaluation status at the beginning of each school year. Depending on their classification, those who do not provide direct instruction to students will be evaluated using the Standards for Excellence (SFE) evaluation tool. Educators/specialists who are on-cycle will be observed using the SFE observation tool found in the electronic platform used to capture evaluation data in *MyPPS*.

Student Growth is not an evaluation measure of the SFE evaluation. The SFE evaluation tool is based on professional practice only. Educators'/specialists' practice will be scored Unsatisfactory, Basic, Proficient, or Distinguished and an overall rating of Ineffective, Effective, or Highly Effective will be calculated based on the average score of the indicators for the final evaluation.

Tenured educators/specialists will be observed formally during one year within a three (3) year cycle for professional practice and will be off-cycle for two (2) years. Non-tenured educators/specialists will be observed each year until they have reached tenured status. All educators/specialists are evaluated and will receive a final evaluation report by the communicated deadline annually.

HOW THE SFE EVALUATION IS CALCULATED

Final Evaluation Calculations

Evaluators will complete the SFE Final Evaluation form in the electronic platform, MyPPS. Each indicator will be assigned a score based on the following ratings:

- Unsatisfactory = 1
- Basic = 2
- Proficient = 3
- Distinguished = 4

A final evaluation rating is calculated based on the average of the indicator scores. A rating of Ineffective, Effective, or Highly Effective is based on the following criteria:

- Ineffective - less than 2.0
- Effective - 2.0 – less than 3.5
- Highly Effective – equal to or greater than 3.5

Final Evaluation Rating Sample Calculation

Average Indicator Score (sum the indicator scores and divide by the number of items)	FfT Final Evaluation Rating
3.2	Effective

STANDARDS FOR EXCELLENCE (SFE) EVALUATION ACTIVITIES

Unit I Employees are notified of their evaluation status at the beginning of each school year. Educators/specialists who do not provide direct instruction to students will be evaluated using Standards for Excellence (SFE). Educators/specialists who are on-cycle will be observed using the SFE observation tool found in the electronic platform used to capture educator/specialist evaluation data in MyPPS. Educators/specialists evaluated using SFE are not responsible for Student Growth. Educators'/specialists' professional practice will be scored Unsatisfactory, Basic, Proficient, or Distinguished during the evaluation process. An overall rating of Ineffective, Effective, or Highly Effective will be calculated based on professional practice and student growth measures.

Required SFE Educator/Specialist Evaluation Activities					
	GOAL SETTING	FORMAL OBSERVATIONS	INFORMAL OBSERVATIONS	SELF-ASSESSMENT	FINAL EVALUATION
FIRST YEAR SFE	Yes	2	Yes	Yes	Yes
SFE HIRED AFTER DEC. 1	Yes	2	Yes	Yes	Yes
SFE NON-TENURED	Yes	2	Yes	Yes	Yes
RETIRE/REHIRED	Yes	2	Yes	Yes	Yes
FIRST YEAR SFE 1-YR *TE	Yes	2	Yes	Yes	Yes
SFE TENURED ON-CYCLE	Yes	2	Yes	Yes	Yes
SFE TENURED OFF-CYCLE	Yes	0	Yes	Yes	Yes

*TE = TENURE ELIGIBLE



SFE Professional Practice Activities

Goal Setting

Professional Practice Goals should be developed in relation to areas of growth identified from the educator's completed self-assessment and previous observation feedback. Goals should dictate professional growth activities that will be used as evidence of 4e Growing and Developing Professionally.

Self-Assessment

The purpose of the Self-Assessment is to allow educators to reflect on their practice, identifying areas of professional strengths and areas of growth. The Self-Assessment leads directly to the development of the Professional Practice Goals. Educators should review the previous year's feedback from observations, evaluations and other available data. Areas of strengths and areas of growth should be aligned with the evaluation competencies.

Standards for Excellence (SFE) Observations

‘On-Cycle and Off-Cycle’

The tenure status as of **October 6th** will be used to determine which educators/specialists will be on-cycle or off-cycle.

On-Cycle	Off-Cycle
<ul style="list-style-type: none"> • 2 formal observations required • one observation must be announced 	<ul style="list-style-type: none"> • no formal observations required • can be placed on-cycle if performance concerns emerge

- **Probationary/non-tenured educators/specialists** are on-cycle for professional practice until they receive tenure. More than one qualified person must observe the non-tenured educator/specialist each year.
- **Tenured educators/specialists who received an overall rating of Ineffective for the previous school year** are placed on-cycle for the current year and will be evaluated on professional practice. They are on-cycle.
- **Tenured educators/specialists who received an overall rating of Effective or Highly Effective for the previous school year** will follow a three-year evaluation cycle.** Educators/specialists are evaluated annually.

**Example of tenured educator’s/specialist’s observation status cycle; (If and only if the prior year’s evaluation rating was effective or highly effective)

Year 1	Year 2	Year 3	Year 4
On-Cycle	Off-Cycle	Off-Cycle	On-Cycle

Formal observations are required for educators/specialists who are on-cycle. A formal observation must be completed by authorized personnel and reviewed by the educator/specialist and authorized supervisor. Educators/specialists will maintain their evaluation cycle status if they change assignments.

Formal Observations

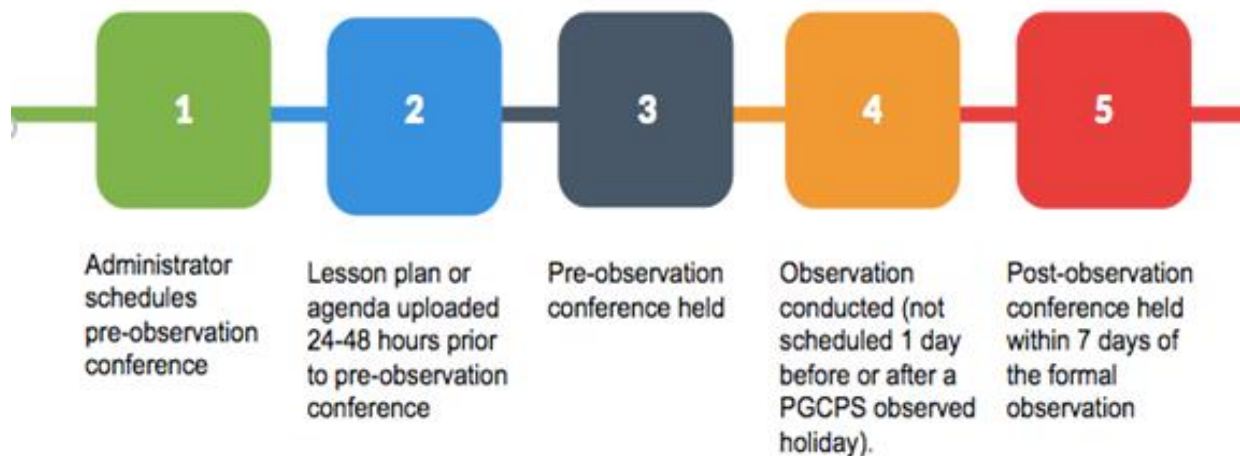
Formal observations are conducted as a part of the evaluation process for educators/specialists who are on-cycle. Observation requirements are separate from evaluation requirements.

Listed below are distinctions related to observations:

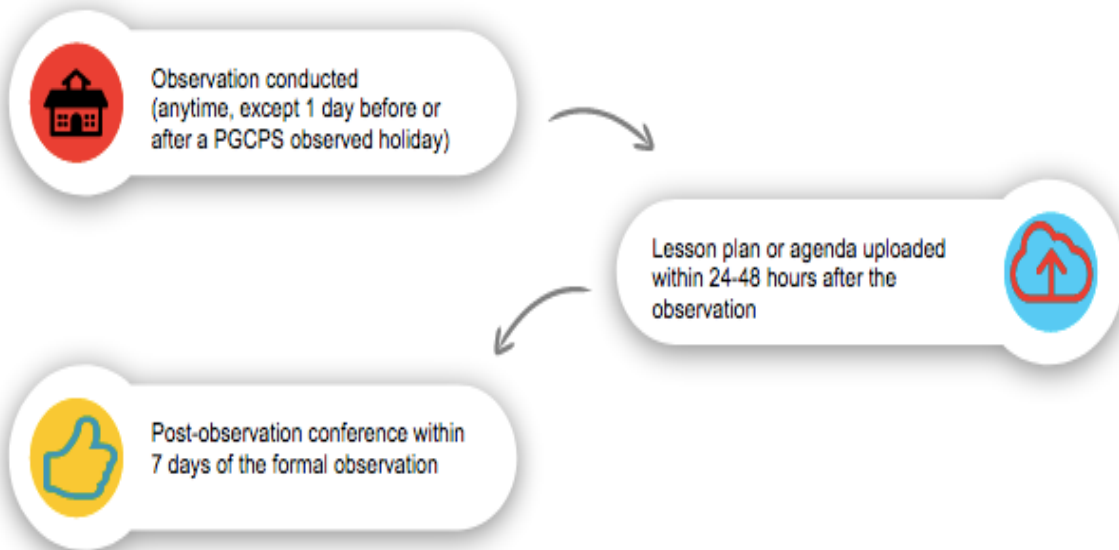
- All educator/specialists will use the SFE evaluation model for formal observations. Observations must be performed by qualified personnel.
- Observers may only observe one educator/specialist at a time. Observers may only observe educator/specialists in a setting that is part of their normal duty.
- Observations shall not occur the day before or the day after holidays that are non-duty days included in the PGCPs calendar, such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three (3) days or approved absences greater than three (3) days.

Educator/specialists, who are on-cycle, will have a minimum of two formal observations. Observations can occur in two ways: **Announced or Unannounced**.

1. **Announced** - educators/specialists are informed by their administrator prior to the actual formal observation taking place:




2. Unannounced - a supervisor conducts a formal observation without prior notification.



Both observation protocols are designed to provide meaningful feedback to educators/specialists. Please refer to the SFE Observation Process and PGCEA Negotiated Agreement for additional information on announced and unannounced observations.

The PGCEA Negotiated Agreement states that at least one formal observation is to be announced to the educator/specialist at least two days in advance. A formal observation will be shared with the educator/specialist within 5 business days of the formal observation. The educator/specialist will acknowledge receipt of the report in the electronic platform, *MyPPS*. The formal observation will provide the educator/specialist with specific guidance and supports for areas needing improvement. The educator/specialist will also be provided a reasonable timeline, of no less than 15 workdays, to demonstrate improvement in identified areas of concern.



Data and evidence collected are used to substantiate claims in the evaluation report. An educator/specialist is not entitled to union representation at an observation or evaluation conference, as such conference is not disciplinary in nature; it is at the authorized supervisor's discretion to permit such attendance.

Adherence to observation timelines is essential to the support of effective professional practices. There must be at least 15 workdays between a post-observation conference and the next formal observation to allow the educators/specialists time to implement recommendations or respond to feedback provided by the authorized supervisor during the previous observation.

An evaluation report that deems an educator/specialist ineffective shall include at least one formal observation by a qualified individual other than the immediate authorized supervisor (in addition to those done by the immediate authorized supervisor). All observations must be completed by qualified personnel.

Informal Observations

Informal observations are unannounced observations conducted by observers to provide feedback on professional practice. These observations can be reflective of systemic initiatives, services provided, and identified areas for professional development. Lesson plans/service agendas may be requested.

If observed evidence supports basic or unsatisfactory performance ratings during an informal observation, the authorized supervisor has the option to follow the process to place the off-cycle educator/specialist on-cycle.

Informal Observation

Feedback

Adjustments

Reflection





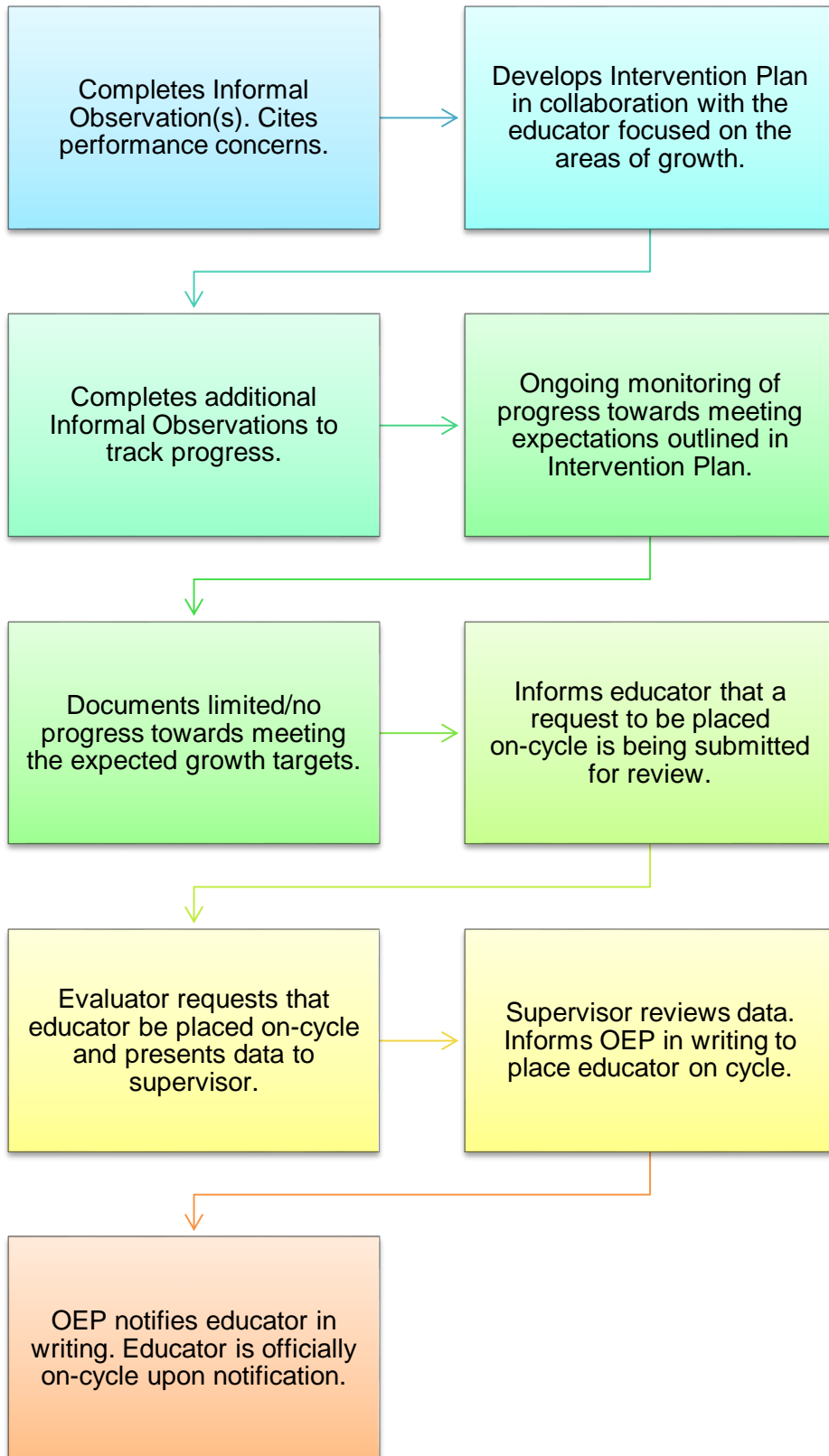
Placing an “Off-Cycle” Educator/Specialist “On-Cycle”

A tenured educator/specialist, who starts the year as off-cycle for professional practice, can be placed on-cycle during the year if performance issues arise. An intervention plan is required to place an off-cycle educator/specialist on-cycle. An intervention plan addresses areas of concern and is jointly developed by the educator/specialist and authorized supervisor. The educator/specialist must be given a minimum of 30 days to improve prior to formal action being taken to place the educator/specialist on-cycle.

Any tenured educator/specialist who is identified as having performance issues mid-year may be placed “on-cycle” by the authorized supervisor. The use of an intervention plan is required in such cases. The educator/specialist and authorized supervisor jointly develop the plan. The educator/specialist must be given a minimum of 30 days to improve. The authorized supervisor must provide proper notification in writing to the educator/specialist, their Instructional Director, and the Office of Employee Performance (OEP). The Instructional Director must approve the educator/specialist being placed on-cycle and notify the Office of Employee Performance of the educator’s/specialist’s name, EIN and school name. Once notification has been received, the Office of Employee Performance (OEP) will send out a confirmation to the authorized supervisor, the educator/specialist, and the Instructional Director with a copy to PGCEA and the Employee and Labor Relations Office.

A decision to place an educator/specialist on-cycle for the school year must be made by the last business day of February, annually.

In any year, the authorized supervisor may determine or a tenured educator/specialist may request that the evaluation be based on a new review of professional practice. Educators/specialists have the option to place themselves on-cycle. The request must be submitted to the authorized supervisor by the third Friday in September. If the authorized supervisor denies the request, the educator/specialist may submit an appeal to the Instructional Director for a final decision by the third Friday in October. In either case, the Instructional Director will provide notification to OEP who will change the evaluation status and provide notifications to the educator/specialist, authorized supervisor, and PGCEA. Notification to OEP must be made via email by the Instructional Director to teacher.evaluation@pgcps.org and include the educator’s/specialist’s name, EIN, authorized supervisor’s name and school name.





CONFERENCES

Mid-Year Conference

All educators will have both a mid-year and a final evaluation conference. The Mid-Year Conference is an opportunity for educators/specialists and supervisors to review goals, give and receive feedback and have a discussion to ensure everything is on track:

- Review goals and accomplishments to ensure everything is on track;
- Learn from employees on what support or resources are needed to deliver on expectations;
- Provide feedback on achievements and coaching for development;
- Communicate and plan for any changes in the school-wide goals that will affect the second half of the year.

Interim Evaluation Conference

Interim evaluation reports are generated in accordance with the published timelines if performance issues are noted for tenured or non-tenured educators/specialists. One observation is required to issue an educator/specialist an interim report. The Interim Evaluation is completed in MyPPS by the designated supervisor.

Interim Evaluation Report Ratings:

- **“Needs Improvement” Interim Rating** - an average of all evaluation components is 2.0 - 2.5
- **“Ineffective” Interim Rating** - an average of all evaluation components is less than 2.0.

A “Needs Improvement” Interim Evaluation report will be generated if an educator/specialist is observed at least one (1) time and an average rating of all indicators is less than 2.0. An “Ineffective” Interim Evaluation will be generated if a tenured educator/specialist is observed once, and an average rating of all indicators is 2.0 - 2.5.



Final Evaluation Conference

An overall ineffective annual evaluation, it must include at least one observation by an individual, other than the immediate supervisor. An educator/specialist is not entitled to union representation at an evaluation conference, as such conference is not disciplinary in nature; it is at the supervisor's discretion to permit such attendance.

The evaluation report must be generated by the supervisor using *MyPPS*. The completed evaluation report must be shared with the educator/specialist. If the educator/specialist is on leave when the evaluation is completed, the evaluation report must be sent to the educator/specialist via first-class and certified mail requiring the signature of the educator/specialist and a return receipt.

Deadlines:

- Overall Ineffective Evaluation Rating Conferences – **By June 10th**
- Overall Effective or Highly Effective Evaluation Rating Conferences – Last duty day for educators/specialists

SFE Final Evaluation Inquiries/Disputes

If discrepancies occur in the final evaluation calculations, educators/specialists should contact their supervisor and present supporting documentation. Notification for individual and or circumstantial extended leave must be reported annually to the Office of Employee Performance. If the supervisor is unable to provide a resolution, educators/specialists may submit a Data Verification Request form to request a review of the data outcomes presented in the final evaluation report if the educator/specialist feels there are errors that adversely affect the final evaluation calculations. The educator/specialist may also submit a letter to the Chief of Human Resources Officer outlining the concern. The letter should be placed in the educator's/specialist's personnel folder, and copies should be distributed to the supervisor.

Data Verification Process		
Timeline/Date	Data Verification Action	Person/Office Responsible
May	Data Verification Request forms available via Google forms	Staff Portal/ Educator/Employee
May/June	Employees should submit the electronic Data Verification Google Form and supporting documentation by June 30th . Supporting Documents requirements: <ul style="list-style-type: none"> • Extended Leave - Official PGCPs documentation noting the start and end dates of the extended leave • Documentation from an official source • Single PDF of all documents 	Educator/Employee
June/September	OEP reviews submissions	OEP
September 30	OEP notifies employees of outcomes	OEP/Employee

Issues that are not addressed through the data verification process include but are not limited to correcting data entry user errors; appealing the evaluation under 6-202 or 4-205 of the Education Article. If an "Ineffective" final evaluation report is received after June 10th, a grievance must be forwarded by the educator/specialist, to the Employee and Labor Relations Office (ELRO) for resolution.

Grievance Process

Step One

If an educator feels that a procedure of the evaluation process has been misapplied to him/her, the educator must first discuss the matter with his/her supervisor.



Step Two

If an acceptable resolution is not achieved, the educator may follow the grievance procedure outlined in the PGCEA Unit I Negotiated Agreement on pages 5-6.



Step Three

Failing to file a grievance within the stipulated timeline per the PGCEA Unit I Negotiated Agreement will be grounds for the grievance to not be considered.



APPENDIX



PGCPS Evaluation Resources and Documents

Framework for Teaching (FfT)

- [Framework for Teaching Evaluation Instrument](#)

Standards for Excellence (SFE)

- [Central Office Educators Evaluation Tool](#)
- [Central Office Standards for Excellence \(SFE\) Evaluation Tool](#)
- [School Based Standards for Excellence \(SFE\) Evaluation Tool](#)

Unit I Employee Evaluation Timeline

- [Unit I Employee Evaluation Timeline](#)



Categories of Educators – FfT

REGULAR CONTRACT EDUCATORS: (self-renewing contract)

PROBATIONARY /NON-TENURED EDUCATORS: Educators evaluated using FfT have a 3-year probationary period starting from the date-of-hire before being considered for tenure. They are required to be on-cycle for professional practice for their annual evaluation until they become tenured. Educators evaluated using FfT are also on-cycle for student growth measures and must complete one (1) SLO annually. FfT educators are required to have a minimum of two formal observations, an interim and final evaluation annually. Written reports will be provided at each formal evaluation and at the interim and final evaluations.

TENURED EDUCATORS: Tenured educators are certificated, have three (3) consecutive years and one day of service, and have received satisfactory evaluations. Tenured educators will be evaluated on professional practice based on a 3-year cycle if they have a prior year's overall rating Effective or Highly Effective. They will be on-cycle for professional practice, one (1) year, then off-cycle for professional practice for the next two (2) years. **Educators evaluated using FfT are on-cycle for student growth every year, and therefore, must develop one (1) Student Learning Objective (SLO).** Tenured educators, on-cycle for professional practice, will have a minimum of two formal observations. **In the years that the educator is off-cycle for professional practice, the prior year's professional practice scores will be used for the annual evaluation.** All educators are required to have a mid-year conference and final evaluation annually.

PROVISIONAL CONTRACT EDUCATORS (Fixed term contract for one (1) year, subject to annual renewal): Conditionally certificated educators and resident educator certificate holders are required to be on-cycle for professional practice and student growth measures for their annual evaluation until they become tenured. They are required to have a minimum of two (2) formal observations annually. At each formal observation, a written observation report will be provided. They are also required to have a mid-year conference and final evaluation annually. An evaluation report will be provided at the evaluation conference.

RETIRE-REHIRE EDUCATORS: Retire-Rehire educators are classified as temporary employees and are identified as non-tenured. Retire-Rehire educators are on-cycle for Professional Practice and Student Growth annually. Evaluators must conduct a minimum of two (2) formal observations and may conduct informal observations as part of the evaluation process. All educators are required to have a mid-year conference and final evaluation annually.

1-YEAR TENURE ELIGIBLE EDUCATORS: 1-year Tenure eligible credit is given to educators who have received Tenure in another Maryland LEA (Local Education Agencies), provide a letter to confirm their Tenure and have received an 'Effective' final evaluation at the conclusion of their first year at PGCPs. **1-year Tenure eligibility credit must be verified by the Human Resources Staffing department.**

FfT Observation Procedures by Educator Category

FfT Observation Procedures for the following Educators

- Non-tenured Educators With or Without Performance Issues
- Tenured Educators With Performance Issues
- Provisional Contract Educators With Or Without Performance Issues
- Retire/Rehire Educators With or Without Performance Issues
- JROTC Educators With or Without Performance Issues

- Administrators provide educators with a copy of the observation and evaluation forms at the beginning of the school term or whenever the educator begins his/her service.
- Goal Setting Conferences must be held prior to the first formal announced or unannounced observation.
- All non-tenured and tenured educators with performance issues are observed a minimum of two (2) times a year using the FfT observation tool.
- Observations are performed by personnel certified, by the district, in FfT.
- Observers may only observe one educator at a time in a classroom setting.
- Observers may only observe educators in a setting that is part of their normal instructional duty, which excludes observing while an educator is covering another educators' class or when students from other classes have been placed in an educator's classroom on a temporary basis.
- Observations shall not occur the day before or the day after holidays that are non-duty days identified in the PGCPs Calendar, such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three (3) days, or approved absences greater than three (3) days.
- There must be a minimum of fifteen (15) workdays between a post-observation conference completed in the electronic platform, MyPPS and the next formal observation.

STEP 1: GOAL SETTING CONFERENCE

- The educator develops two (2) professional practice goals using the Goal Setting Activity located in MyPPS. **First-year educators have one goal; to learn the Framework for Teaching (FfT) and become familiar with the Evaluation Process.**
- The educator indicates the domain(s) and component(s) for professional growth and explains how she/he will improve and measure/document growth.
- The educator completes and submits the goal setting form in the electronic platform, MyPPS, prior to the goal-setting conference.
- The administrator reviews the self-assessment completed by the educator the previous year, the goal-setting form, the prior year's summative evaluation, and prior year's observations during the goal-setting conference for educators who have two or more years of service in PGCPs.
- Administrator and educator agree upon two (2) professional practice goals during a conference held by the published deadline.

STEP 2: FIRST FORMAL OBSERVATION

- First formal observation (including pre and post-conference) may begin after the goal-setting conference.
- First-year educators' first formal observation must be announced.
- Pre-observation conference:
 - The educator provides the lesson plan to the administrator by uploading the plan into the evaluation platform 24-48 hours prior to the pre-observation conference. Failure to complete the required activities may negatively impact your final evaluation score.
 - The administrator reviews and rates the lesson plan.
 - The administrator may use the 'Pre-observation Conference Agenda and Meeting Notes' form to guide the discussion.
- Classroom Observation:
 - Observation lasts at least 30 minutes.
 - The observation focus is on the 15 essential components.
 - Educator submits Component 4a (Reflecting on Teaching) lesson reflection form and evidence within two workdays (48 hours) of the formal observation, in the electronic platform, MyPPS. Failure to complete the required activities may negatively impact your final evaluation score.
 - Administrator must complete and share the draft of the Domain 2 and 3 Observation Notes that include cited evidence and the ratings of evidence at the component level within seven (7) workdays of the formal observation.
- Post Observation Conference:
 - The conference is held within seven (7) workdays after the formal observation.
 - Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion. Educator may bring the following supporting artifacts to the post-conference:
 - Supporting evidence for Domains 2 and 3
 - Evidence that demonstrates competency for the components not observed for Domain 1
 - Evidence that demonstrates competency in the components not observed for Domain 4
 - Administrator completes and shares the final Observation Summary Report (including ratings) within five (5) workdays of the post-observation conference.

Notes:

- **Pre-observation conference not required for an unannounced observation**
- **Observations are not complete until they are finalized in the evaluation platform.**

STEP 3: INTERIM (MID-YEAR) EVALUATION

- The mid-year conference or interim evaluation conference can occur between December and the last workday of February for the current school year.

STEP 4: SECOND FORMAL OBSERVATION

- The next formal observation can occur after a minimum of 15 workdays after the post-observation conference of the previous observation.

- Second formal observation (including pre and post-conference) should be completed by the communicated deadline.
- Pre-observation conference:
 - The educator provides the lesson plan to the administrator by uploading the plan into the evaluation platform 24-48 hours prior to the pre-observation conference. Failure to complete the required activities may negatively impact your final evaluation score.
 - The administrator reviews and rates the lesson plan.
 - The administrator may use the 'Pre-observation Conference Agenda and Meeting Notes' form to guide the discussion.
- Classroom Observation:
 - Observation lasts at least 30 minutes.
 - The observation focus is on the 15 essential components.
 - Educator submits Component 4a (Reflecting on Teaching) lesson reflection form and evidence within two workdays (48 hours) of the formal observation, in the electronic platform, MyPPS. Failure to complete the required activities may negatively impact your final evaluation score.
 - Administrator must complete and share the draft of the Domain 2 and 3 Observation Notes that include cited evidence and the ratings of evidence at the component level within seven (7) workdays of the formal observation.
- Post Observation Conference:
 - The conference is held within seven (7) workdays after the formal observation.
 - Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion. Educator may bring the following supporting artifacts to the post-conference:
 - Supporting evidence for Domains 2 and 3
 - Evidence that demonstrates competency for the components not observed for Domain 1
 - Evidence that demonstrates competency in the components not observed for Domain 4
 - Administrator completes and shares the final Observation Summary Report (including ratings) within five (5) workdays of the post-observation conference.

Notes:

- **Pre-observation conference not required for an unannounced observation**
- **Observations are not complete until they are finalized in the evaluation platform.**

STEP 5: THIRD FORMAL OBSERVATION REQUIRED FOR EDUCATORS WITH PERFORMANCE CONCERNS; THIRD FORMAL OBSERVATION OPTIONAL FOR EDUCATORS WITH NO PERFORMANCE CONCERNS

- The next formal observation can occur after a minimum of 15 workdays after the post-observation conference of the previous observation.
- Pre-observation conference:
 - The educator provides the lesson plan to the administrator by uploading the plan into the evaluation platform 24-48 hours prior to the pre-observation conference. Failure to complete the required activities may negatively impact your final evaluation score.
 - The administrator reviews and rates the lesson plan.
 - The administrator may use the 'Pre-observation Conference Agenda and Meeting Notes' form to guide the discussion.
- Classroom Observation:
 - Observation lasts at least 30 minutes.

- o The observation focus is on the 15 essential components.
- o Educator submits Component 4a (Reflecting on Teaching) lesson reflection form and evidence within two workdays (48 hours) of the formal observation, in the electronic platform, MyPPS. Failure to complete the required activities may negatively impact your final evaluation score.
- o Administrator must complete and share the draft of the Domain 2 and 3 Observation Notes that include cited evidence and the ratings of evidence at the component level within seven (7) workdays of the formal observation.
- Post Observation Conference:
 - o The conference is held within seven (7) workdays after the formal observation.
 - o Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion. Educator may bring the following supporting artifacts to the post-conference:
 - Supporting evidence for Domains 2 and 3
 - Evidence that demonstrates competency for the components not observed for Domain 1
 - Evidence that demonstrates competency in the components not observed for Domain 4
 - o Administrator completes and shares the final Observation Summary Report (including ratings) within five (5) workdays of the post-observation conference.

Notes:

- **Pre-observation conference not required for an unannounced observation
Observations are not complete until they are finalized in the evaluation platform.**

STEP 6: FOURTH FORMAL OBSERVATION REQUIRED FOR EDUCATORS WITH PERFORMANCE CONCERNS; FOURTH FORMAL OBSERVATION OPTIONAL FOR EDUCATORS WITH NO PERFORMANCE CONCERNS

- Recommended completion date for the fourth formal observation is March – April 15, annually.
- The next formal observation can occur after a minimum of 15 workdays after the post-observation conference of the previous observation.
- Pre-observation conference:
 - o The educator provides the lesson plan to the administrator by uploading the plan into the evaluation platform 24-48 hours prior to the pre-observation conference. Failure to complete the required activities may negatively impact your final evaluation score.
 - o The administrator reviews and rates the lesson plan.
 - o The administrator may use the 'Pre-observation Conference Agenda and Meeting Notes' form to guide the discussion.
- Classroom Observation:
 - o Observation lasts at least 30 minutes.
 - o The observation focus is on the 15 essential components.
 - o Educator submits Component 4a (Reflecting on Teaching) lesson reflection form and evidence within two workdays (48 hours) of the formal observation, in the electronic platform, MyPPS. Failure to complete the required activities may negatively impact your final evaluation score.
 - o Administrator must complete and share the draft of the Domain 2 and 3 Observation Notes that include cited evidence and the ratings of evidence at the component level within seven (7) workdays of the formal observation.
- Post Observation Conference:
 - o The conference is held within seven (7) workdays after the formal observation.

- o Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion. Educator may bring the following supporting artifacts to the post-conference:
 - Supporting evidence for Domains 2 and 3
 - Evidence that demonstrates competency for the components not observed for Domain 1
 - Evidence that demonstrates competency in the components not observed for Domain 4
- o Administrator completes and shares the final Observation Summary Report (including ratings) within five (5) workdays of the post-observation conference.

Notes:

- **Pre-observation conference not required for an unannounced observation**
- **Observations are not complete until they are finalized in the evaluation platform.**

STEP 7: SELF-ASSESSMENT

- Educator will complete a self-assessment focused on 14 components of the Danielson Framework for Teaching (FFT) in *MyPPS*.
- The self-assessment is informed by educators' experiences in the classroom and reflection on professional practice.
- The self-assessment must be completed prior to the final evaluation conference, at the end of each school year.

STEP 8: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE

- The administrator provides the final evaluation form for educators.
- The administrator and educator will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference is held by the last duty day.
- The following topics may be reviewed:
 - o The educator's self-assessment of growth in professional practice with the 14 essential components.
 - o The goals developed by the educator and any evidence collected which demonstrates growth and attainment of the goals.
 - o A review of the marked Domain Ratings from the two (2) formal observations to determine growth and practice.
 - o A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
- Discussion and Debrief:
 - o Goals and growth in the identified components of practice.
 - o The extent to which the stated goals were achieved.
 - o Opportunities needed for further growth in the identified components.
 - o Supports needed to facilitate educator growth.

FfT Observation Procedures for On-Cycle Tenured Educators – Without Performance Issues

- All on-cycle tenured educators are observed a minimum of two (2) times a year using the FfT observation tool.
 - Administrators provide educators a copy of the observation and evaluation forms at the beginning of the school term or whenever the educator begins his/her service.
- Observations are performed by personnel eligible for and certified by the district in FfT.
- Observers may only observe one educator at a time in a classroom setting.
- Observers may only observe educators in a setting that is part of their normal instructional duty, which excludes observing while an educator is covering another educators' class or when students from other classes have been placed in an educator's classroom on a temporary basis.
- Observations shall not occur the day before or the day after holidays that are non-duty days such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three (3) days or approved absences greater than three (3) days.

STEP 1: GOAL SETTING CONFERENCE

- Educators develop two (2) professional practice goals using the Goal Setting Form. Failure to complete the required activities may negatively impact your final evaluation score.
- Educator indicates the domain(s) and component(s) for professional growth and explains how she/he will improve and measure/document growth.
- Educator completes and submits the goal setting form in the electronic platform, MyPPS prior to the goal-setting conference.
- The administrator reviews the self-assessment completed by the educator the previous year, the goal-setting form, the prior year's summative evaluation, and prior year's observations during the goal-setting conference for educators who have two or more years of service in PGCPs.
- The goal-setting and pre-observation conferences for the first formal observation may be held as one face-to-face meeting. If the pre-observation conference is held as a separate meeting, it should be scheduled at the end of the goal-setting conference.

STEP 2: FIRST FORMAL OBSERVATION

- First formal observation (including pre and post-conference) may begin after the goal-setting conference.
- Pre-Observation Conference:
 - The educator provides the administrator with the lesson plan for the visit prior to the Pre-Observation Conference. Failure to complete the required activities may negatively impact your final evaluation score.
 - The administrator reviews and rates the lesson plan.
 - The administrator may use the Pre-Observation Conference Agenda and Meeting

Notes form to guide the discussion.

- Classroom Observation:
 - Observation lasts at least 30 minutes.
 - The observation focus is on the 14 essential components. Educator submits Domain 4a (Reflecting on Teaching) lesson reflection and evidence within two workdays (48 hours) of the formal observation in the electronic platform, MyPPS. Failure to complete the required activities may negatively impact the final evaluation score.
 - Administrator completes and shares the draft of the electronic platform, MyPPS Formal Observation Summary Report Form (includes cited evidence and the ratings of evidence at the component level for the 14 essential components) in the electronic platform, MyPPS, within seven (7) workdays of receiving the Domain 4 artifacts.
- Post Observation Conference:
 - The conference is held within seven (7) workdays after the formal observation.
 - Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion.
 - Educator may bring supporting artifacts to the post-conference. Educator may provide additional artifacts as follows:
 - Supporting evidence for Domains 2 and 3.
 - Evidence that demonstrates competency for the components not observed for Domain 1.
 - Evidence that demonstrates competency in the components not observed for Domain 4.
 - The final MyPPS Observation Summary Report Form will be available within five (5) workdays of the post-observation conference.

Notes:

- **Pre-observation conference not required for an unannounced observation**
- **Observations are not complete until they are finalized in the evaluation platform.**

STEP 3: MID-YEAR/ INTERIM EVALUATION

- The mid-year conference or interim evaluation conference can occur between December and the last workday of March for the current school year.

STEP 4: SECOND FORMAL OBSERVATION

- The next formal observation can occur 15 workdays after the post-observation conference of the previous observation.
- Second formal observation (including pre and post-conference) should be completed by the end of the observation timeline.
- Pre-Observation Conference:
 - The educator provides the administrator with the lesson plan for the visit prior to the Pre-Observation Conference. Failure to complete the required activities may negatively impact your final evaluation score.
 - The administrator reviews and rates the lesson plan.
 - The administrator may use the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.

- Classroom Observation:
 - Observation lasts at least 30 minutes.
 - The observation focus is on the 14 essential components. Educator submits Domain 4a (Reflecting on Teaching) lesson reflection and evidence within two workdays (48 hours) of the formal observation in the electronic platform, *MyPPS*. Failure to complete the required activities may negatively impact the final evaluation score.
 - Administrator completes and shares the draft of the electronic platform, *MyPPS* Formal Observation Summary Report Form (includes cited evidence and the ratings of evidence at the component level for the 14 essential components) in the electronic platform, *MyPPS*, within seven (7) workdays of receiving the Domain 4 artifacts.
- Post Observation Conference:
 - The conference is held within seven (7) workdays after the formal observation.
 - Post-Observation Conference Agenda and Meeting Notes form can be used to guide the discussion.
 - Educator may bring supporting artifacts to the post-conference. Educator may provide additional artifacts as follows:
 - Supporting evidence for Domains 2 and 3.
 - Evidence that demonstrates competency for the components not observed for Domain 1.
 - Evidence that demonstrates competency in the components not observed for Domain 4.
 - The final *MyPPS* Observation Summary Report Form will be available within five (5) workdays of the post-observation conference.

Notes:


- **Pre-observation conference not required for an unannounced observation**
- **Observations are not complete until they are finalized in the evaluation platform.**

STEP 5: SELF-ASSESSMENT

- Educators will complete a self-assessment focused on 14 components of the Danielson Framework for Teaching (FfT) in the electronic platform, *MyPPS*.
- The self-assessment is informed by educators' experiences in the classroom and reflection on their practice.
- The self-assessment must be completed by the final evaluation conference at the end of the school year.

STEP 6: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE

- The administrator provides the final evaluation form for educators.
- The administrator and educator will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference is held by the last duty day.
- The following topics may be reviewed:
 - The educator's self-assessment of growth in professional practice with the 14 essential components.
 - The goals developed by the educator and any evidence collected which demonstrates growth and attainment of the goals.
 - A review of the marked Domain Ratings from the two (2) formal observations to determine growth and practice.

- 
- o A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
 - Discussion and Debrief:
 - o Goals and growth in the identified components of practice.
 - o The extent to which the stated goals were achieved.
 - o Opportunities needed for further growth in the identified components.
 - o Supports needed to facilitate educator growth.

FfT Procedures for Off-Cycle Tenured Educators

- Administrators provide educators a copy of the observation and evaluation forms at the beginning of the school term or whenever the educator begins his/her service.
- Off-Cycle educators are not formally observed.
- Informal observations may occur at any time.

STEP 1: GOAL SETTING CONFERENCE

- The educator develops two (2) professional practice goals using the Goal Setting Form. Failure to complete the required activities may negatively impact the final evaluation score.
- The educator indicates the domain(s) and component(s) for professional growth and explains how she/he will improve and measure/document growth.
- The educator completes and submits the goal setting form in the electronic platform, *MyPPS* prior to the goal-setting conference.
- The administrator reviews the self-assessment completed by the educator the previous year, the goal-setting form, the prior year's summative evaluation, and prior year's observations during the goal-setting conference for educators who have two or more years of service in PGCPs.
- Administrator and educator agree upon two (2) professional practice goals during a conference held by the published deadline.
- The administrator and educator agree on the conference format.

STEP 2: MID-YEAR /INTERIM EVALUATION

- The mid-year conference or interim evaluation conference can occur between December and the last workday of March for the current school year.

STEP 3: SELF-ASSESSMENT

- Educator will complete a self-assessment focused on 16 components of the Danielson Framework for Teaching (FfT) in *MyPPS*.
 - o The self-assessment is informed by educators' experiences in the classroom and reflection on their practice.
 - o The self-assessment must be completed before the final evaluation conference at the end of the school year.



STEP 4: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE

- The administrator provides the final evaluation form for educators.
- The administrator and educator will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference is held by the last duty day.
- The following topics may be reviewed:
 - The educator's self-assessment of growth in professional practice with the 16 essential components.
 - The goals developed by the educator and any evidence collected which demonstrates growth and attainment of the goals.
 - A review of the marked Domain Ratings from the two (2) formal observations to determine growth and practice.
 - A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
- Discussion and Debrief:
 - Goals and growth in the identified components of practice.
 - The extent to which the stated goals were achieved.
 - Opportunities needed for further growth in the identified components.
 - Supports needed to facilitate educator growth.



Categories of Educators /Specialists

REGULAR CONTRACT EDUCATORS/SPECIALISTS: (self-renewing contract)

PROBATIONARY / NON-TENURED EDUCATOR/SPECIALISTS: Educator/Specialists have a 3-year probationary period starting from the date-of-hire before being considered for tenure. They are required to be on-cycle for professional practice for their annual evaluation until they become tenured. First-year educator/specialists are required to have a minimum of two formal observations annually. Educator/Specialists in their second and third year of service are required to have a minimum of two formal observations annually. They are required to have an interim evaluation report if the authorized supervisor notes performance issues. They are required to have a mid-year conference and final evaluation annually. At each formal observation, a written observation report will be provided.

TENURED EDUCATOR/SPECIALISTS: Tenured educator/specialists are certificated and have three (3) consecutive years and one (1) day of service and have received satisfactory evaluations. Tenured educator/specialists will be evaluated on professional practice based on a 3-year cycle if they have a prior year's overall rating of Effective, Highly Effective, or Ineffective. They will be on-cycle for a full evaluation for one (1) year, then off-cycle for professional practice for the next two (2) years, if the prior year's evaluation rating is Effective or Highly Effective. Tenured educator/specialists on-cycle for professional practice will have a minimum of two (2) formal observations. Educator/Specialists who are off-cycle are required to have a mid-year conference and final evaluation annually.

TENURED/NON-TENURED EDUCATOR/SPECIALISTS: Educators/Specialists are evaluated on Professional Practice using the Standards for Excellence (SFE) evaluation instrument. Educator/Specialists who are off-cycle and have only the Standards for Excellence (SFE) for the previous year will have a mid-year conference and be evaluated annually.

PROVISIONAL CONTRACT EDUCATOR/SPECIALISTS: (Fixed term contract for one (1) year, subject to annual renewal): Conditionally certificated educators/specialists and resident educators/specialists certificate holders are required to be on-cycle for professional practice for their annual evaluation until they become tenured. They are required to have a minimum of two (2) formal observations annually. They are also required to have a mid-year conference/interim and final evaluation annually. At each formal observation, a written observation report will be provided. An evaluation report will be provided at the evaluation conference.

RETIRE-REHIRE EDUCATOR/SPECIALISTS: Retire-Rehire educators/specialists are classified as temporary employees and will be identified as non-tenured. Therefore, all Retire-Rehire educators/specialists are required to be on-cycle annually. Observers must conduct a minimum of two (2) formal observations and may conduct informal observations as part of the evaluation process. They are required to have a mid-year conference and final evaluation annually.

1-YEAR TENURE ELIGIBLE EDUCATOR/SPECIALISTS: 1-year Tenure eligible credit is given to educators/specialists who have received Tenure in another Maryland LEA (Local Education Agencies), provide a letter to confirm their Tenure and have received an 'Effective' final evaluation at the conclusion of their first year at PGCP. **1-year Tenure eligibility credit must be verified by the Human Resources Staffing department.** They are required to have a mid-year conference and final evaluation annually.

SFE Observation Procedures by Educator/Specialist Category

SFE Observation Procedures for the following Educators/ Specialists

- **Non-tenured Educators/Specialists With or Without Performance Issues**
- **Tenured Educators/Specialists With Performance Issues**
- **Provisional Contract Educators/Specialists With Or Without Performance Issues**
- **Retire/Rehire Educators/Specialists With or Without Performance Issues**

- All non-tenured educators/specialists will be observed a minimum of two (2) times a year using the Standards for Excellence (SFE) observation tool.
- First-year educators' first formal observation must be announced.
- Authorized supervisor provides educators/specialists with a copy of the observation and evaluation forms at the beginning of the school term or whenever the educator/specialist begins his/her service.
- Observers may only observe one educators/specialist at a time in an instructional setting or within their service area.
- Observers may only observe educators in a setting that is part of their normal instructional duty or service area.
- Observations shall not occur the day before or the day after holidays that are non-duty days such as Thanksgiving, Winter Break, Spring Break, and emergency closings greater than three (3) days or approved absences greater than three (3) days.

STEP 1: GOAL SETTING CONFERENCE

- Educator/Specialist will develop two (2) professional practice goals using the Standards for Excellence (SFE) Goal Setting Form.
- Educator Specialist will determine the indicators for growth and explain how she/he will improve and measure/document growth.
- Educator /Specialist will submit the goal setting form in the electronic platform, MyPPS prior to the goal-setting conference.
- The authorized supervisor will review the self-assessment, goal setting form, prior year's summative evaluation, and prior year's observations during the goal-setting conference for educator/specialist who has two or more years of service in PGCPs.
- Authorized supervisor and educator /specialist will agree upon two (2) professional practice goals during a conference held by the published deadline.

STEP 2: FIRST FORMAL OBSERVATION

- First formal observation (including pre and post-conference) may begin one (1) week after the goal-setting conference.
- Pre-Observation Conference:
 - The educator/specialist provides the observer with the lesson/agenda/service plan for the visit 24 – 48 hours prior to the pre-observation conference using the electronic platform, *MyPPS*. The observer views the lesson/agenda/service plan.
 - The observer facilitates the pre-observation conference.
- Classroom Observation:
 - Observation lasts at least 30 minutes.
 - Focus will be on the Standards for Excellence (SFE) evaluation tool indicators.
 - Observer completes the draft of the *MyPPS* Formal Observation Summary Report Form (includes cited evidence) in *MyPPS*, within five (5) workdays of the observation.
- Post-Observation Conference:
 - The conference will be held within seven (7) workdays of the observation.
 - Observer facilitates the Post-Observation Conference.
 - Educator /Specialist brings supporting artifacts to the post-conference or upload supporting evidence in *MyPPS*. Educators/Specialists may provide additional artifacts as follows:
 - Supporting evidence for Standard 2 Learning Climate and Standard 3 Instruction.
 - Demonstrate for Standard 1 Planning and Preparation.
 - Demonstrate competency in Standard 4 Professionalism.
 - Observer provides the educator/specialist with a final copy of the *MyPPS* Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.
 - The observer and educator/specialist will decide on the conference format for 2nd and 3rd-year educator/specialists. A face-to-face discussion is required for 1st-year educator/specialist.

Notes:

- **Pre-observation conference not required for an unannounced observation**
- **Observations are not complete until they are finalized in the evaluation platform.**

STEP 3: MID-YEAR CONFERENCE/INTERIM EVALUATION CONFERENCE

- The mid-year/interim evaluation conference must be completed between January and March of the current school year.
- Interim / mid-year reviews are to be completed using *MyPPS*.

STEP 4: SECOND FORMAL OBSERVATION

- The next formal observation can occur after a minimum of 15 workdays after the post-observation conference of the previous observation.
- Second formal observation (including pre and/or post-conference) must be completed prior to the communicated deadline annually.

- Pre-Observation Conference:
 - The educator/specialist provides the observer with the lesson/agenda/service plan for the visit 24 – 48 hours prior to the pre-observation conference using the electronic platform, MyPPS. The observer views the lesson/agenda/service plan.
 - The observer facilitates the pre-observation conference.
- Classroom Observation:
 - Observation lasts at least 30 minutes.
 - Focus will be on the Standards for Excellence (SFE) evaluation tool indicators.
 - Observer completes the draft of the MyPPS Formal Observation Summary Report Form (includes cited evidence) in MyPPS, within five (5) workdays of the observation.
- Post-Observation Conference:
 - The conference will be held within seven (7) workdays of the observation.
 - Observer facilitates the Post-Observation Conference.
 - Educator /Specialist brings supporting artifacts to the post-conference or upload supporting evidence in MyPPS. Educators/Specialists may provide additional artifacts as follows:
 - Supporting evidence for Standard 2 Learning Climate and Standard 3 Instruction.
 - Demonstrate for Standard 1 Planning and Preparation.
 - Demonstrate competency in Standard 4 Professionalism.
 - Observer provides the educator/specialist with a final copy of the MyPPS Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.
 - The observer and educator/specialist will decide on the conference format for 2nd and 3rd-year educator/specialists. A face-to-face discussion is required for 1st-year educator/specialist.

Notes:

- **Pre-observation conference not required for an unannounced observation**
- **Observations are not complete until they are finalized in the evaluation platform.**

STEP 5: THIRD FORMAL OBSERVATION (FOR EDUCATORS WITH PERFORMANCE CONCERNS)

- The next formal observation can occur after a minimum of 15 workdays after the post-observation conference of the previous observation.
- Third formal observation (including pre and post-conference) is recommended to be completed in February or March of the current school year.
- Pre-Observation Conference:
 - The educator/specialist provides the observer with the lesson/agenda/service plan for the visit 24 – 48 hours prior to the pre-observation conference using the electronic platform, MyPPS. The observer views the lesson/agenda/service plan.
 - The observer facilitates the pre-observation conference.
- Classroom Observation:
 - Observation lasts at least 30 minutes.
 - Focus will be on the Standards for Excellence (SFE) evaluation tool indicators.
 - Observer completes the draft of the MyPPS Formal Observation Summary Report Form (includes cited evidence) in MyPPS, within five (5) workdays of the observation.
- Post-Observation Conference:
 - The conference will be held within seven (7) workdays of the observation.

- o Observer facilitates the Post-Observation Conference.
- o Educator /Specialist brings supporting artifacts to the post-conference or upload supporting evidence in *MyPPS*. Educators/Specialists may provide additional artifacts as follows:
 - Supporting evidence for Standard 2 Learning Climate and Standard 3 Instruction.
 - Demonstrate for Standard 1 Planning and Preparation.
 - Demonstrate competency in Standard 4 Professionalism.
- o Observer provides the educator/specialist with a final copy of the *MyPPS* Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.
- o The observer and educator/specialist will decide on the conference format for 2nd and 3rd-year educator/specialists. A face-to-face discussion is required for 1st-year educator/specialist.

Notes:

- **Pre-observation conference not required for an unannounced observation**
- **Observations are not complete until they are finalized in the evaluation platform.**

STEP 6: FOURTH FORMAL OBSERVATION (FOR EDUCATORS WITH PERFORMANCE CONCERNS)

- The next formal observation can occur after a minimum of 15 workdays after the post-observation conference of the previous observation.
- The fourth formal observation must be completed prior to the communicated deadline annually.
- Pre-Observation Conference:
 - o The educator/specialist provides the administrator with the lesson/service plan 24-48 hours prior to the pre-observation conference. The administrator views the lesson/service plan.
 - o The observer facilitates the pre-observation Conference.
 - o The observation is scheduled to occur any workday within a five (5) workday window following the pre-observation conference.
- Observation:
 - o Observation lasts at least 30 minutes.
 - o Focus will be on the Standards for Excellence (SFE) evaluation tool.
 - o Observer completes the draft of the *MyPPS* Formal Observation Summary Report Form (includes cited evidence) in *MyPPS*, within five (5) workdays of the observation.
- Post-Observation Conference:
 - o The conference will be held within seven (7) workdays of the observation.
 - o Observer facilitates the post-observation Conference.
 - o Educator/Specialist brings supporting artifacts to the post-conference or upload supporting evidence in *MyPPS*. Educators/Specialists may provide additional artifacts as follows:
 - Supporting evidence for Standard 2 Learning Climate and Standard 3 Instruction.
 - Evidence that demonstrates Standard 1 Planning and Preparation.
 - Evidence that demonstrates competency in Standard 4 Professionalism.

- o Observer provides the educator/specialist with a final copy of the *MyPPS* Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.

Notes:

- **Pre-observation conference not required for an unannounced observation**
- **Observations are not complete until they are finalized in the evaluation platform.**

STEP 7: SELF-ASSESSMENT

- Educators/Specialists will complete a self-assessment using the Standards for Excellence (SFE) evaluation tool.
- The self-assessment is informed by educators'/specialists' experiences and a reflection on their practice.
- The self-assessment must be completed by the final evaluation conference at the end of the school year.

STEP 8: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE

- The authorized supervisor provides the educator/specialist with the SFE Final Evaluation Report.
- The authorized supervisor and educator/specialist will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference will be held by the educator's/specialist's last duty day.
- The following topics may be reviewed:
 - o The educator's/specialist's self-assessment and his/her self-reflection of growth in practice with the Standards for Excellence (SFE) evaluation tool.
 - o The goals developed by the educator/specialist and any evidence collected which demonstrates growth and attainment of the goals.
 - o A review of the marked Standards for Excellence (SFE) observation form from the formal observations to determine growth and practice.
 - o A review of the informal classroom/service observations and other evaluation inputs.
- Discussion and debrief:
 - o Review the educator's/specialist's goals and growth in the identified standards of practice.
 - o Were the goals achieved and to what extent?
 - o What opportunities are needed for further growth in these standards?
 - o What additional supports does the educator/specialist perceive are needed to support growth?
- Authorized supervisor provides the educator/specialist with a copy of the final evaluation.

SFE Observation Procedures for On-Cycle Tenured Educators/Specialists No Performance Issues

- On-Cycle tenured educator/specialist will be observed a minimum of two (2) times a year using the Standards for Excellence (SFE) observation tool.
- Authorized supervisors provide educators/specialists a copy of the observation and evaluation forms at the beginning of the school term or whenever the educator/specialist begins his/her service.
- Observers may only observe one educator/specialist at a time in an instructional setting or within their service area.
- Observers may only observe educator/specialist in a setting that is part of their normal instructional duty or service area.
- Observations shall not occur the day before or the day after holidays that are non-duty days such as Thanksgiving, Winter Break, Spring Break, and emergency closings greater than three (3) days or approved absences greater than three (3) days.

STEP 1: GOAL SETTING CONFERENCE

- Educator/Specialist will develop two (2) professional practice goals using the Standards for Excellence (SFE) Goal Setting Form.
- Educator/Specialist will determine the indicators for growth and explain how she/he will improve and measure/document growth.
- Educator/Specialist will submit the goal setting form in *MyPPS* prior to the goal-setting conference.
- The authorized supervisor will review the self-assessment, goal setting form, prior year's summative evaluation, and prior year's observations during the goal-setting conference for educator/specialist who has two or more years of service in PGCPs.
- Authorized supervisor and educator/specialist will agree upon two (2) professional practice goals during a conference held by the published deadline.

STEP 2: FIRST FORMAL OBSERVATION

- First formal observation (including pre and post-conference) may begin one (1) week after the goal-setting conference.
- Pre-Observation Conference:
 - The educator/specialist provides the authorized supervisor with the lesson/agenda/service plan for the visit 24 – 48 hours prior to the pre-observation conference. The authorized supervisor views the lesson/agenda/service plan.
 - The observer facilitates the pre-observation conference.
- Observation:
 - Observation lasts at least 30 minutes.
 - Focus will be on the Standards for Excellence (SFE) evaluation tool.
 - Observer completes the draft of the *MyPPS* Formal Observation Summary Report Form (includes cited evidence) in *MyPPS*, within five (5) workdays of the observation.

- **Post-Observation Conference:**
 - The conference will be held within seven (7) workdays of the observation.
 - Observer facilitates the Post-Observation Conference.
 - Educator/Specialist brings supporting artifacts to the post-conference or upload supporting evidence in *MyPPS*. Educator/Specialist may provide additional artifacts as follows:
 - Supporting evidence for [standards] Learning Climate and Instruction.
 - Evidence that demonstrates competency for the standards not observed for Standard 1 Planning and Preparation.
 - Evidence that demonstrates competency in the standards not observed for standard Professionalism.
 - Observer provides the educator/specialist with a final copy of the *MyPPS* Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.

Notes:

- **Pre-observation conference not required for an unannounced observation**
- **Observations are not complete until they are finalized in the evaluation platform.**

STEP 3: MID-YEAR CONFERENCE/INTERIM EVALUATION CONFERENCE

- The mid-year/interim evaluation conference must be completed between January and March of the current school year.
- Interim/mid-year reviews are to be completed using *MyPPS*.

STEP 4: SECOND FORMAL OBSERVATION

- The next formal observation (including pre and/or post-conference) can occur after a minimum of 15 workdays after the post-observation conference of the previous observation.
- **Pre-Observation Conference:**
 - The educator/specialist provides the authorized supervisor with the lesson/agenda/service plan for the visit 24 – 48 hours prior to the pre-observation conference. The authorized supervisor views the lesson/agenda/service plan.
 - The observer facilitates the pre-observation conference.
- **Observation:**
 - Observation lasts at least 30 minutes.
 - Focus will be on the Standards for Excellence (SFE) evaluation tool.
 - Observer completes the draft of the *MyPPS* Formal Observation Summary Report Form (includes cited evidence) in *MyPPS*, within five (5) workdays of the observation.
- **Post-Observation Conference:**
 - The conference will be held within seven (7) workdays of the observation.
 - Observer facilitates the Post-Observation Conference.
 - Educator/Specialist brings supporting artifacts to the post-conference or upload supporting evidence in *MyPPS*. Educator/Specialist may provide additional artifacts as follows:
 - Supporting evidence for [standards] Learning Climate and Instruction.
 - Evidence that demonstrates competency for the standards not observed for Standard 1 Planning and Preparation.

- Evidence that demonstrates competency in the standards not observed for standard Professionalism.
- Observer provides the educator/specialist with a final copy of the *MyPPS* Observation Summary Report Form, with cited evidence, within five (5) workdays of the post-observation conference.

Notes:

- **Pre-observation conference not required for an unannounced observation**
- **Observations are not complete until they are finalized in the evaluation platform.**

STEP 5: SELF-ASSESSMENT

- Educator/Specialist will complete a self-assessment focused on the indicators within the evaluation tool in the electronic platform, *MyPPS*.
- The self-assessment is informed by educators'/specialists' experiences in the classroom and reflection on their practice.
- The self-assessment must be completed by the final evaluation conference at the end of the school year.

STEP 6: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE

- The authorized supervisor should complete the final valuation form for educator/specialist receiving a final evaluation.
- The authorized supervisor and educator/specialist will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference will be held by the last educator/specialist duty day.
- The following topics may be reviewed:
 - The educator/specialist self-assessment and their self-reflection of growth in practice with the Standards for Excellence (SFE) evaluation tool.
 - The goals developed by the educator/specialist and any evidence collected which demonstrates growth and attainment of the goals.
 - A review of the marked Standards for Excellence (SFE) observation form from the formal observations to determine growth and practice.
 - A review of the informal classroom/service observations and other evaluation inputs.
- Discussion and debrief:
 - Review the educator/specialist goals and growth in the identified standards of practice.
 - Were the goals achieved and to what extent?
 - What opportunities are needed for further growth in these standards?
 - What additional supports does the educator/specialist perceive are needed to support growth?
- Authorized supervisor provides the educator/specialist with a copy of the final evaluation.



SFE Observation Procedures for Off-Cycle Tenured Educators/Specialists

- Authorized supervisors should provide educator/specialist a copy of the observation and evaluation forms at the beginning of the school term or whenever the educator/specialist begins his/her service.

STEP 1: GOAL SETTING CONFERENCE

- Educator/Specialist will develop two (2) professional practice goals using the Standards for Excellence (SFE) Goal Setting Form.
- Educator/Specialist will determine the indicators for growth and explain how she/he will improve and measure/document growth.
- Educator/Specialist will submit the goal setting form in the electronic platform, *MyPPS* prior to the goal-setting conference.
- The authorized supervisor will review the self-assessment, goal setting form, prior year's summative evaluation, and prior year's observations during the goal-setting conference for educator/specialist who has two or more years of service in PGCPs.
- Authorized supervisor and educator/specialist will agree upon two (2) professional practice goals during a conference held by the published deadline.

STEP 2: MID-YEAR CONFERENCE/INTERIM EVALUATION CONFERENCE


- The mid-year/interim evaluation conference must be completed between January and March of the current school year.
- Interim/mid-year reviews are to be completed using *MyPPS*.

STEP 3: SELF-ASSESSMENT

- Educator/Specialist will complete a self-assessment using the Standards for Excellence (SFE) evaluation tool.
 - The self-assessment is informed by educators'/specialists' experiences and a reflection on their practice.
 - The self-assessment must be completed by the final evaluation conference at the end of the school year.

STEP 4: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE

- The authorized supervisor should complete the final evaluation form for educator/specialist receiving a final evaluation.
- The authorized supervisor and educator/specialist will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference will be held by the last educator/specialist duty day.
- Authorized supervisor provides the educator/specialist with a copy of the final evaluation.

- 
- The following topics may be reviewed:
 - The educator's/specialist's self-assessment and their self-reflection of growth in practice with the Standards for Excellence (SFE) evaluation tool.
 - The goals developed by the educator/specialist and any evidence collected which demonstrates growth and attainment of the goals.
 - A review of the marked Standards for Excellence (SFE) observation form from the formal observations to determine growth and practice.
 - A review of the informal classroom/service observations and other evaluation inputs.
 - Discussion and debrief:
 - Review the educator's/specialist's goals and growth in the identified standards of practice.
 - Were the goals achieved and to what extent?
 - What opportunities are needed for further growth in these standards?

What additional supports does the educators'/specialist perceive are needed to support growth?



COMAR REGULATIONS

13A.07.09.02

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) “Evaluation” means an appraisal of professional performance for a school year based on written criteria and procedures that result in a written evaluation report.

(2) “Principal” means an individual who serves in the position as a principal and who is certificated under COMAR 13A.12.04.04 or certificated as a resident principal under COMAR 13A.12.04.05.

(3) “State assessments” means the tests in mathematics and English/language arts developed or adopted by the Department that are aligned with the Maryland College and Career Ready standards and measure a student’s skills and knowledge as set forth in the content standards for those subjects.

(4) “Student growth” means student progress assessed by multiple measures and from a clearly articulated baseline to one or more points in time.

(5) Teacher.

(a) “Teacher” means any individual certificated under COMAR 13A.12.02 as a teacher and who delivers instruction and is responsible for a student’s or group of students’ academic progress in a Pre-K—12 public school setting, subject to local school system interpretation.

(b) “Teacher” may include an individual certificated by the Maryland State Department of Education (MSDE) under COMAR 13A.12.03 if the individual delivers instruction and is responsible for a group of students’ academic progress in a Pre-K—12 public school setting, subject to local school system interpretation.



13A.07.09.04

.04 Local Education Agency Evaluation System.

A. An evaluation system for educators and principals developed by a local education agency in mutual agreement with the exclusive employee representatives shall include performance evaluation criteria, at a minimum, based on multiple measures, and on the general standards set forth in §§B and C of this regulation.

B. General Standards: Teacher Evaluation System.

(1) An evaluation system shall be based on standards, such as the INTASC Model Core Teaching Standards or other Department-approved or nationally recognized standards for teaching, and those standards shall be explained to educators and communicated to the school community. The selected standards shall be used to evaluate the teacher's professional practice and student growth.

(2) A teacher's evaluation shall include at least five components:

(a) Planning and preparation;

(b) Classroom environment;

(c) Instruction;

(d) Professional responsibility; and

(e) Student growth.


(3) An evaluation system shall provide, at a minimum, for an overall rating of highly effective, effective, or ineffective.

(4) Classroom observations shall play a role in the evaluation system, at a minimum, in the following ways:

(a) Classroom observations of educators' professional practice shall be conducted by certificated individuals who have completed training that includes identification of teaching behaviors that result in student growth and the use of the selected standards in the observation;

(b) An evaluation of a teacher's professional practice, including planning and preparation, classroom environment, and instruction shall be based on at least two observations during the school year;

(c) An evaluation report that evaluates a teacher as ineffective shall include at least



one observation by an individual other than the immediate supervisor;

(d) An observation, announced or unannounced, shall be conducted with full knowledge of the teacher;

(e) A written observation report shall be shared with the teacher and a copy provided to the teacher within a reasonable period of time;

(f) A teacher shall sign the observation report to acknowledge receipt;

(g) An observation shall provide for written comments and reactions by the teacher being observed, which shall be attached to the observation report; and

(h) An observation shall provide specific guidance in areas needing improvement and supports as well a reasonable timeline to demonstrate improvement in areas marked as ineffective.

(5) Claims and evidence of observed instruction that substantiate the observed behavior or behaviors in a classroom observation shall be a part of the teacher's evaluation and may be identified by either the teacher or the evaluator or both and may include:

(a) Student work;

(b) Teacher-developed initiatives;

(c) Portfolios;

(d) Projects;

(e) Student test data;


(f) Artifacts; and

(g) Other statements.

(6) A local education agency's evaluation system shall include rigor, which shall be demonstrated, in part, by:

(a) The establishment of student growth as a significant component of the evaluation;

(b) For the school years 2014—2015 and 2015—2016, the use of student learning objectives (SLOs) informed by the data resulting from the State assessments, which



shall be represented on a teacher's evaluation; and

(c) The Department shall review and approve mutually agreed-on evaluation systems to ensure compliance with the minimum general standards.

(7) The Department's approval of an agreed-on evaluation system after the 2015—2016 school year will be based, in part, on the Department's analysis of the evaluation data obtained in the 2014—2015 and 2015—2016 school years, including an analysis of the use of State assessment data as a direct measure of student growth.

(8) The evaluation system shall provide focused professional development, resources, and a mentoring component for educators who are evaluated as ineffective and for all non-tenured educators.

(9) Until school year 2016—2017, student growth data based on or derived from State assessments may not be used to make personnel decisions.

C. General Standards: Principal Evaluation System. A principal's evaluation system shall be based on:

(1) The outcomes contained in the Maryland Instructional Leadership Framework, February 2005, and in the Interstate Leadership Licensure Consortium; and

(2) The standards set forth in §B(3), (6)(a)—(b), and (9) of this regulation.

13A.07.09.06


.06 Evaluation Cycle.

A. Tenured Educators. On the 3-year evaluation cycle, tenured educators shall be evaluated once annually in the following ways:

(1) In the first year of the evaluation cycle conducted under these regulations, tenured educators shall be evaluated on both professional practice and student growth;

(2) If in the first year of the evaluation cycle a tenured teacher is determined to be highly effective or effective, then in the second year of the evaluation cycle the tenured teacher shall be evaluated using the professional practice rating from the previous year and the student growth based on the most recent available data;

(3) If in the second year of the evaluation cycle a tenured teacher is determined to be highly effective or effective, then in the third year of the evaluation cycle the tenured teacher shall be evaluated using the professional practice rating from the previous



year and student growth based on the most recent available data;

(4) At the beginning of the fourth year, the evaluation cycle shall begin again as described in §A(1)—(3) of this regulation; and

(5) In any year, a principal may determine or a tenured teacher may request that the evaluation be based on a new review of professional practice along with student growth.

B. non-tenured Educators and Educators Rated as Ineffective. All non-tenured educators and all educators rated as ineffective shall be evaluated annually on student growth and professional practice.

C. Principals. Every principal shall be evaluated at least once annually based on all of the components set forth in Regulations .04 and .05 of this chapter

13A.07.09.07

.07 Personnel Requirements.

A. Instructional personnel shall obtain and maintain a valid Maryland Educator Certificate in accordance with COMAR 13A.12.01 and 13A.12.02.

B. Residential Facility School and Juvenile Services Educational Program administrators shall obtain and maintain a valid Maryland Educator Certificate in accordance with COMAR 13A.12.01 and 13A.12.04.

C. Teacher Evaluation.

(1) Educators will be evaluated in accordance with the established State Performance and Evaluation Program set forth in COMAR 13A.07.04.


(2) Evaluations will meet the requirements for Evaluation of Professional Certified Personnel set forth in COMAR 13A.07.04.02 and 13A.07.04.03.

13A.07.09.08

.08 Appeal of an Evaluation.

A. In the event of an overall rating of ineffective, the local school system shall, at a minimum, provide the teacher or principal with an opportunity to appeal in accordance with Education Article, §4-205(c)(4), Annotated Code of Maryland.

B. If an observation report is a component of an ineffective evaluation, the observation



report may be appealed along with the ineffective evaluation.

C. The burden of proof is on the individual appealing an overall rating of ineffective to show that the rating was arbitrary, unreasonable, illegal, or not in compliance with the adopted evaluation system of the local school system.

Specialists positions listed in [COMAR 13A.12.03](#) which include: guidance counselors, media specialists, pupil personnel workers, reading specialists, reading educators, psychometrist, school psychologist, therapists (occupational therapists, physical therapists, speech-language pathologists, or audiologists), school social workers, and gifted and talented education specialists **are NOT included in this regulation**. The only exception would be if the individual delivers instruction, and is responsible for a group of students' academic progress in a Pre-K-12 public school setting, subject to local school system interpretation.



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