

MONTGOMERY COUNTY PUBLIC SCHOOLS

TEACHER-LEVEL
PROFESSIONAL
GROWTH SYSTEM
HANDBOOK



ROCKVILLE, MARYLAND

2015–2016

www.montgomeryschoolsmd.org



VISION

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

MISSION

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

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

*Learning
Relationships
Respect
Excellence
Equity*

Board of Education

Mr. Michael A. Durso
President

Dr. Judith R. Docca
Vice President

Mr. Christopher S. Barclay

Mr. Philip Kauffman

Mrs. Patricia B. O'Neill

Ms. Jill Ortman-Fouse

Mrs. Rebecca Smondrowski

Mr. Eric Guerci
Student Member

School Administration

Jack R. Smith, Ph.D.
Superintendent of Schools

Maria V. Navarro, Ed.D.
Chief Academic Officer

Kimberly A. Statham, Ph.D.
*Deputy Superintendent of
School Support and Improvement*

Andrew M. Zuckerman, Ed.D.
Chief Operating Officer

850 Hungerford Drive
Rockville, Maryland 20850
www.montgomeryschoolsmd.org

TABLE OF CONTENTS

INTRODUCTION	1
THE ELEMENTS OF THE SYSTEM	3
Performance Standards	3
Performance Standards for All Other Teacher-level Positions	3
Courses to Promote a Common Language About Skillful Teaching.	3
Schedule for Evaluation and Professional Development	4
Observations	4
Evaluations	6
The Peer Assistance and Review (PAR) Program	9
The Mentoring Program	18
Professional Development Years for Tenured Teachers	18
CONCLUSION	20
APPENDICES	
Performance Standards, Criteria, and Descriptive Examples	A-1
Sources of Data Beyond Classroom Observation	B-1
Professional Development Plan	C-1
Sample Post-observation Conference Reports & Final Evaluation Reports	D-1



INTRODUCTION

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

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

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

PREAMBLE

Organizational Culture of Respect Statement

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

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

Equity and Cultural Competence

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

- Believes that the inclusion of individuals with a broad range of experiences and backgrounds broadens and strengthens education and contributes to student achievement
- Promotes knowledge and understanding of one's own cultural identity as it influences a culturally competent workplace
- Values the uniqueness of cultures other than one's own and the richness of cultural diversity and commonality
- Promotes awareness of and sensitivity to individual differences within various cultural groups
- Eliminates stereotypes related to race, ethnicity, region, religion, gender, socioeconomic status, age, and individuals with disabilities

- Promotes the value of diversity and equity in our professional development offerings, recruitment, hiring, and promotional practices
- Provides venues for courageous conversations about diversity and equity in a safe, nonjudgmental environment
- Promotes a focus on diversity and equity through the implementation of each standard

Role of the Professional Growth System Implementation Teams

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

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

Role of the Joint Professional Growth Systems (PGSs) Implementation Team

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

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

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

- The Joint PGSs Implementation Team uses the same processes described above in the section titled, “Role of the Professional Growth System Implementation Teams.”
- The meetings are chaired by a designee appointed by the three employee association presidents (rotated) and a designee appointed by the deputy superintendent of teaching, learning, and programs and chief operating officer.
- The meetings are facilitated by the three association vice presidents and the director of the Department of Professional Growth Systems.
- The Joint PGSs Implementation Team makes recommendations to the associations, deputy, chief operating officer (ADC), which serves as the steering committee.

THE ELEMENTS OF THE SYSTEM

PERFORMANCE STANDARDS

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

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

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

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

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

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

Standard VI: Teachers exhibit a high degree of professionalism.

Each performance standard is clarified by performance criteria and descriptive examples of observable teaching behaviors (see Appendix A). The purpose of these examples is to provide a sample picture of what teaching looks like when it meets and when it does not meet the MCPS performance standards.

PERFORMANCE STANDARDS FOR ALL OTHER TEACHER-LEVEL POSITIONS

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

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

COURSES TO PROMOTE A COMMON LANGUAGE ABOUT SKILLFUL TEACHING

A wide variety of professional development opportunities is available to staff through MCPS courses, workshops, and other staff development opportunities for professional growth. Essential to the success of the Workforce Excellence initiative and the TPGS are the courses Observing and Analyzing Teaching 1 (OAT 1), Observing and Analyzing Teaching 2 (OAT 2), Studying Skillful Teaching (SST), and Studying Skillful Teaching 2 (SST2).

Using the six performance standards, the educational consultant group, Research for Better Teaching, Inc. (RBT) of Acton, Massachusetts, provided courses of study for observers and evaluators, as well as for other MCPS staff. In-district trainers at the MCPS Center for Skillful Teaching and Leading have been trained by RBT and continue to assume most of the training responsibilities.

The two six-day courses, OAT 1 and OAT 2, are required for all school leadership staff engaged in observation and evaluation (principal, assistant principal (AP), resource teacher or interdisciplinary resource teacher, middle school content specialist (MSCS)). These courses also are required for consulting teachers (CT) and all members of the Peer Assistance and Review Panel who are actively involved in the assessment of teaching performance.

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

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

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

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

Schedule for Evaluation and Professional Development

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

The TPGS was designed to meet the different needs of teachers at various points in their careers in MCPS. More intensive support and supervision are provided for probationary teachers. The focus of teachers in the probationary years must be to develop an effective repertoire of instructional skills and to become knowledgeable about MCPS curricula. Probationary teachers are evaluated each year to provide them with in-depth analysis and feedback about their teaching. They are not required, nor should they be encouraged, to engage in the formal Professional Development Plan (PDP) process.

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

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

During non-evaluation years, tenured teachers design a multiyear Professional Development Plan (PDP) with outcomes for their continuous improvement. During the evaluation year, tenured teachers collect and prepare information for the formal evaluation process and analyze

progress on professional development activities, including those related to the PDP.

MCEA Frequency Schedule for Evaluations Based on Date of Hire and Tenure Eligibility

Hired after July 2010— Novice teacher (no previous MD tenure)			Tenured 3-Year Cycle			Tenured 4-Year Cycle			Tenured 4-Year Cycle					
Probationary														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
E	E	E	P	P	E	P	P	P	E	P	P	P	E	

Tenured 5-Year Cycle					Tenured 5-Year Cycle				
15	16	17	18	19	20	21	22	23	24
P	P	P	P	E	P	P	P	P	E

Hired after July 2010— Previously tenured in MD (and meets criteria to transfer tenure)			Tenured 3-Year Cycle			Tenured 4-Year Cycle			Tenured 4-Year Cycle					
Probationary		Tenured	Tenured			Experienced			Experienced					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
E		P	E	P	P	E	P	P	P	E	P	P	P	E

Tenured 5-Year Cycle					Tenured 5-Year Cycle				
Veteran					Veteran				
15	16	17	18	19	20	21	22	23	24
P	P	P	P	E	P	P	P	P	E

Teachers Hired before July 2010													
Beginning 2-Year Cycle		Tenured 3-Year Cycle			Experienced 4-Year Cycle				Veteran 5-Year Cycle				
1	2	3	4	5	6	7	8	9	10	11	12	13	14
E	E	P	P	E	P	P	P	E	P	P	P	P	E

Veteran 5-Year Cycle					Tenured 5-Year Cycle				
15	16	17	18	19	20	21	22	23	24
P	P	P	P	E	P	P	P	P	E

E = ?

P = professional development year

OBSERVATIONS

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

Requirements for Formal Observations

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

1. A formal observation must occur for a minimum of 30 minutes.
2. At least one formal observation must be announced. A pre-observation conference is required for each announced formal observation.
3. All formal observations must include a Post-observation conference.
4. Post-observation conferences should be held within three duty days after the formal observation. Conferences may be delayed by mutual agreement, due to extenuating circumstances.
5. Teachers may respond to a Post-observation conference report by submitting a written response to their file within 10 school days of the receipt of the Post-observation Conference Report.
6. The Post-observation Conference Report is considered a stand-alone document. Any notes taken by an observer or evaluator may be shared with the teacher, but they are not considered part of the formal documentation.
7. The *Post-observation Conference Report* is completed after the conference with the teacher. It is reviewed by the administrator and the teacher and is housed in the local school file. The goal is to return the report to the teacher within 10 duty days after the Post-observation conference or a reasonable amount of time, as agreed upon by the teacher and observer.
8. The term “qualified observer” refers to principal, assistant principal, student support specialist, resource teacher (RT), interdisciplinary RT, consulting teacher (CT), retired administrator, or middle school content specialist (MSCS). All qualified observers must have completed OAT 1 or be enrolled in the OAT 1 class and have completed the first four classes. For evaluations resulting in a “below standard” rating, at least one of the two observers must have successfully completed both the OAT 1 and OAT 2 classes. If the principal/evaluator needs assistance due to unusual circumstances, for example, a large number of required formal observations and evaluations, Central Office subject area supervisors are available for consultation and may serve as qualified observers at the request of the principal/evaluator. Central Office subject area supervisors may only serve as qualified observers if they have completed OAT 1 & 2. Principals/evaluators will request approval from the Director of Performance Evaluation when they are in need of a Central Office subject area supervisor as a qualified observer.
9. An elementary principal in a school without an assistant principal may request the support of a second observer if the principal needs assistance due to a large number of required formal observations and evaluations.
10. If it appears likely that a teacher will receive a “below standard” rating in an evaluation, the observations (serving as the basis for the evaluation) must be completed by **two** different qualified observers.

Classroom Observation Requirements

The number of required observations during the formal evaluation year varies, depending on status and a preliminary assessment of performance status. More observations by **two** different qualified observers are required if the evaluator suspects the final rating may be below standard.

Probationary teachers with CT:

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

Probationary teachers without CT (first-year teacher with experience or any second or third-year teacher):

- At least two formal observations by principal or qualified observer are required, three if the teacher may be rated below standard.
- One of the two required formal observations must be announced.
- At least one of the two required formal observations must be done each semester.

Tenured teachers on regular evaluation cycle:

- At least one formal observation by principal, immediate supervisor, or assistant principal is required, although 2 to 3 formal observations are recommended.
- The principal or assistant principal must observe at least half the required observations.
- The RT, IRT, or other qualified observer may complete a formal observation.
- One of the two required formal observations must be announced.
- At least one of the two required observations must be done each semester.

Tenured teachers with CT:

- At least one formal observation by principal, immediate supervisor, or assistant principal is required.
- The CT will complete a minimum of three formal observations, four if the teacher may be rated below standard. At least one must be announced and at least one is completed each semester.

The Post-observation Conference Report

After the observation conference, the observer prepares a written narrative summary of the class and the conference called the Post-observation Conference Report (see Appendix C). This report contains an analysis of the lesson. The report format incorporates an appropriate balance of claims about the teaching observed, evidence to support the claims, and interpretations about the effect on students. Reports may refer to MCPS performance standards. The report includes a summary of the discussion with the teacher as well as any decisions or recommendations that resulted from the conference. Appendix E contains samples of Post-observation Conference reports. The teacher is expected to review and return a signed copy of the Post-observation Conference Report. The teacher’s signature indicates that he or she has received and read the conference report but does not necessarily indicate agreement with the contents of the report.

Summary of Minimum Required Formal Classroom Observations During an Evaluation Year

Type of Teacher	Observer	Minimum Required Yearly Observations		Frequency (minimum each semester)
		Meeting Standard	Below Standard	
Probationary Teacher (with CT)				
Novice teacher (new to teaching) and Second-year and Third-year teacher	Principal or Qualified Observer	2	2*	1
	CT	2**	3	1
Total		4	5	2
Probationary Teacher (without CT)				
First-year teacher (new to MCPS—experienced; NOT new to teaching) and second-year teacher	Principal or Qualified Observer	2	3*	1
Tenured Teacher				
	Principal or Qualified Observer	2	3*	1
Tenured Teacher (with CT)				
	CT	3	4	1
	Immediate Administrative Supervisor	1	1	

* The observations must be completed by **two** different qualified observers, at least one of whom must have successfully completed OAT 1 and OAT 2.

** The minimum number of observations is to be done only for teachers clearly meeting standard with no concerns on the part of the CT or principal.

EVALUATIONS

Formal evaluations are not required during professional development years of the professional growth cycle. However, the principal must complete the *Yearly Evaluation Report for MSDE Certification Renewal* (see Appendix C) annually to verify to the Maryland State Department of Education (MSDE) that the certificate holder’s performance is satisfactory (“meets standard”).

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

Important details regarding formal evaluations in designated evaluation years of the professional growth cycle are as follows:

1. **Frequency/Schedule:** Formal evaluations are required—
 - For probationary teachers in their first year when hired before the school year begins or anytime during the first semester. If a first-year probationary teacher is hired after December 1, the teacher will be formally evaluated for the first time in March of the following year.
 - For probationary teachers in their second and third years.
 - For tenured teachers: At least once in every professional growth cycle (see chart on page 4).
2. **Special Evaluation:** A formal evaluation may be completed any year by placing a teacher on Special Evaluation when there is a concern about his or her performance. (See pages 8 on Special Evaluation.)
3. **Evaluators:** The principal or an AP at the school to which the teacher is assigned is responsible for completing the formal evaluation. The principal must review and sign every evaluation.
4. **Evaluation of Novice Teachers (teachers new to the profession):** School administrators, as well as the CT, support novice teachers. The administrator is responsible for writing a final evaluation report. The CT completes a final summative report, which is presented to the PAR Panel.
5. **Referring Probationary Teachers to PAR:** Experienced teachers who are new to MCPS have probationary status. The principal or an AP evaluates these probationary teachers. If serious instructional concerns are identified early in the first year for an experienced probationary teacher, two formal observations should be completed by November 1, and the

principal should contact the director of performance evaluation in the Office of Human Resources and Development (OHRD) to request inclusion in Peer Assistance and Review (PAR). The PAR Panel renders a decision on this request.

6. **Tenured Teachers in PAR:** The evaluation will reflect the input of the principal as reported through observation reports and other data sources, the consulting teacher as reported through observation reports, the Mid-year Summative and Final Summative reports, and the recommendations of the principal and the consulting teacher to the PAR Panel. The evaluation reflects the finding of the PAR Panel made through its deliberative process following the review of all appropriate data, including any appeal by either the teacher or principal, if such an appeal occurs, as detailed on page 13 of this handbook. During the year in PAR, the information in this evaluation is compiled by the cochairs of the PAR Panel.

A formal evaluation by the principal is not completed for a tenured teacher supported by the PAR program. The immediate supervisor is required to complete at least one formal observation with a Post-observation conference and subsequent report.

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

The Final Evaluation Report

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

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

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

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

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

Due Dates for Final Evaluation Reports

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

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

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

DEADLINES FOR SUMMATIVE REPORTS BY CONSULTING TEACHERS				
Probationary Teachers		Tenured Teachers IN PAR		
Meets Standard	Below Standard	Meets Standard	Below Standard	Recommendation for Dismissal
June 1	March 1 (or last workday in February)	June 1	April 30 (or last workday in April)	April 30 (or last workday in April)

Special Evaluations for Tenured Teachers not in Formal Evaluation Year

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

Requesting a special evaluation for the current school year:

- The administrator or a qualified observer must complete a minimum of two formal observations prior to the request for special evaluation.
- The written request for special evaluation should be sent to the director of performance evaluation in OHRD no later than the second Friday in January. The two Post-Observation Conference Reports (POCR) should accompany this request.
- OHRD must notify the teacher placed on special evaluation by January 31.
- A minimum of one additional formal observation must be completed after January 31.

- If the rating on the special evaluation is “below standard,” the formal evaluation must be sent to the director of performance evaluation in OHRD by March 31.
- If the rating on the special evaluation is “meets standard,” the formal evaluation must be sent to the director of performance evaluation in OHRD by June 1.

Requesting a special evaluation for the following year:

- The administrator or a qualified observer must complete a minimum of two formal observations prior to the request for special evaluation.
- The written request for special evaluation should be sent to the director of performance evaluation in OHRD by the last workday in May; all relevant documentation should accompany the request.
- OHRD must notify the teacher that he or she will be placed on special evaluation the following year by the last day of the school year;
- The special evaluation is due by March 31 of the following year if the rating on the special evaluation is “below standard” and should be sent to the director of performance evaluation in OHRD; a minimum of three formal observations must be completed during the special evaluation year.
- The special evaluation is due by June 1 of the following year if the rating on the special evaluation is “meets standard” and should be sent to the director of performance evaluation in OHRD; a minimum of two formal observations must be completed during the special evaluation year.

Special Evaluation Due Dates and Process Information

Request for Special Evaluation for the current year	Request for Special Evaluation for the following year
Two formal observations completed by an administrator or a qualified observer prior to request	Two (2) formal observations completed by administrator or a qualified observer prior to request
↓	↓
Written request for special evaluation to OHRD (director of performance evaluation) by second Friday in January	Written request for special evaluation to OHRD (director of performance evaluation) by May 31
↓	↓
OHRD notifies teacher by January 31	OHRD notifies teacher by last day of the school year
↓	↓
Minimum of one additional formal observation completed after January 31 (more recommended) and formal evaluation completed by March 31 if the rating on the special evaluation is “ below standard ” or by June 1 if the rating on the special evaluation is “ meets standard ”—Send to OHRD (director of performance evaluation)	Special evaluation is sent to OHRD, director of performance evaluation, by March 31 of the following year if the rating on the special evaluation is “ below standard ” or by June 1 of the following year if the rating on the special evaluation is “ meets standard ” and the administrator or other qualified observer has completed a minimum of three formal observations.

THE PEER ASSISTANCE AND REVIEW (PAR) PROGRAM

Overview of the PAR program

The Peer Assistance and Review (PAR) program is a mechanism for maintaining system-wide quality control and ensuring that all MCPS teachers responsible for teaching students meet MCPS standards of performance. Through this program, intensive, individualized assistance is provided for all novice teachers and experienced teachers who are judged to be “below standard.”

The design of the PAR program is the result of a collaborative relationship between the Montgomery County Education Association (MCEA), the Montgomery County Association of Administrators and Principals (MCAAP), and MCPS regarding teacher evaluation. The focus of the PAR program is to improve instruction by supporting novice and under-performing teachers. Thus, the MCPS administration, MCEA, and MCAAP, as partners in the establishment and implementation of the PAR program, strive to support the recommendations of the PAR Panel to the superintendent regarding the employment status of teachers in the program.

For experienced teachers, the “below standard” rating given by principals during the formal evaluation process and subsequent referral to the PAR program indicate that the teacher is seriously at risk. PAR is not designed for teachers who simply could use some improvement in their teaching techniques. Other supports, such as staff development teachers (SDTs), mentors, team leaders, RTs, MSCS, IRTs, or other available school resources may be more appropriate for these teachers.

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

The superintendent or his designee retains the right to make personnel decisions in rare egregious cases.

The PAR program has two components: the PAR Panel and Consulting Teachers (CTs). The PAR Panel consists of equal numbers of teachers and principals, recommended by their respective employee unions and appointed by the superintendent. CTs provide direct instructional support to teachers and collect data through formal observations. CTs report monthly on the progress of the teachers to the PAR Pair, one teacher and one principal who are members of the PAR Panel, assigned to oversee the work of a small group of CTs. The CT writes a final summative report at the conclusion of the period of support. Based on the data

and information gathered through the program, the PAR Panel makes recommendations in March (for probationary teachers) and May (for tenured teachers) to the superintendent regarding contract renewal, recommendation for a second year in PAR, or contract termination.

Components of the PAR program

The PAR Panel

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

The duties of the PAR Panel include the following:

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

Consulting Teachers (CTs)

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

The duties of a CT include the following:

FOR NOVICE TEACHERS—

- providing information about strategies for teaching and suggestions about resources;
- offering demonstration lessons, team teaching experiences, informal feedback, etc.;

- making frequent visits with informal support;
- conducting a minimum of three observations with at least one per semester
- preparing and submitting to the PAR Panel a midyear and final summative report regarding the teacher’s instructional skills; and

FOR TEACHERS EVALUATED AS “BELOW STANDARD” BY THEIR ADMINISTRATORS—

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

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

Principals, APs, RTs, IRTs, team leaders, SDTs, and MSCS all have important roles in the multiyear professional growth cycle, the core of the TPGS, in their work with teachers. The PAR program enhances the system by creating an additional, intensive support program for novice and under-performing teachers. The role of the CT in the PAR program is complementary to the roles of school-based personnel. Principals remain responsible for the evaluations of all teachers in their years leading to the granting of tenure.

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

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

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

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

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

While an underperforming or novice teacher is in the PAR program, the principal continues to supervise the teacher. He or she observes, provides feedback, coordinates school support, responds to parent concerns, and the like. Communication and coordination among the CT, the principal, and other members of the school’s instructional leadership team are essential. Such collaboration will ensure that the teacher receives complementary, consistent messages about expectations and instructional improvements from all who are providing support. These messages should include information about areas of concern on the part of the CT and/or administration and the possible consequences of these areas of concern resulting in a “below standard” evaluation.

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

The principal or immediate supervisor will be asked to complete a feedback survey on the performance of each CT working in his or her building. This is in addition to the survey that each client teacher completes to provide feedback on the performance of his or her CT.

Teachers Served by the PAR program

The following categories of teachers will be included in the PAR program:

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

The Review Process

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

The CT—

- meets with the principal and the teacher;
- completes a minimum of two formal observations (one announced and one unannounced); and
- reports the information and makes a recommendation to the PAR Panel.

The PAR Panel—

- hears the report from the CT;
- decides on inclusion or noninclusion in the program; and
- notifies the teacher and administrator of the decision.

If the CT concurs that the needs of the teacher warrant the support of the program, the teacher may write a letter to the co-chairs of the Panel, stating how he/she meets standard in each of the six standards, along with any concerns about the evaluation process in order to provide additional information. This provides for a meaningful appeal of the principal’s “below standard” evaluation. The PAR Panel considers the CT review to be information that can be used in the appeal process. If the teacher writes a letter, the PAR Panel also will provide an opportunity for the principal to present information and documentation in written form. In addition, the CT will be questioned to clarify information in his or her reports and in regard to his or her recommendation. Information from all three sources will be considered before rendering a decision. After the presentation, the PAR Panel will affirm or negate the “below standard” administrative evaluation, and will recommend inclusion or noninclusion in PAR. If the PAR Panel recommends inclusion in the PAR program, a CT is assigned to provide a year of instructional support. Inclusion in the PAR program is not voluntary and cannot be appealed by the teacher. If the PAR Panel recommends

noninclusion, and the teacher therefore is determined to “meet standard,” the PAR Panel will notify the principal, who will work with staff from the Center for Skillful Teaching and Leading and the cochairs of the PAR Panel to ensure that the formal evaluation is revised to conform with a “meets standard” rating (this applies to probationary as well as tenured teachers).

If the CT does not concur that the needs of the teacher are severe enough to warrant the support of the program, the principal may ask to make a presentation to the PAR Panel in order to provide additional data. When considering a presentation by a principal, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. If the principal requests to make a presentation, the PAR Panel also will provide an opportunity for the teacher to present information and documentation. In addition, the CT will be questioned to clarify information in his or her reports and in regard to his or her recommendation. Information from all three sources will be considered before rendering a decision. After reviewing all of the information, the PAR Panel will either recommend inclusion into the PAR program or return to the Professional Growth Cycle with support in the school. If the PAR Panel recommends noninclusion, and the teacher therefore is determined to “meet standard,” the PAR Panel will notify the principal, who will work with staff from the Center for Skillful Teaching and Leading, and the cochairs of the PAR Panel, to ensure that the formal evaluation is revised to conform with a “meets standard” rating (this applies to probationary as well as tenured teachers).

For a client in PAR or a teacher receiving a “below standard” evaluation and subsequent CT review prior to inclusion in PAR, if the PAR Panel makes a final recommendation of “meets standard” that is in disagreement with the final evaluation of the principal—

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

Normally, formal evaluations are completed by June 1. Teachers included in the PAR program are not permitted

to voluntarily transfer to another school. A teacher in the PAR program may be selected for involuntary transfer, according to the conditions and procedures of the MCEA negotiated agreement.

Late Reviews

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

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

PAR Support Timelines

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

There is an expectation that the processes of the program will be completed for a teacher in the PAR program, either novice or experienced. This is based on the belief that the feedback provided by the CT and administrator can support the teacher throughout the school year. If a teacher in the PAR program tenders his or her resignation to OHRD to be effective at the end of that school year, the CT will cease normal data gathering (formal observation reports, summative reports) but will continue to provide support to the teacher, as requested by the teacher or principal. Submission of a notification of intent to retire at the end of the school year will not affect the data gathering or support provided by the CT, nor will it affect the PAR Panel’s processes.

Decisions

Meets standard

When the CT and principal rate the client teacher “meets standard,” the PAR Panel makes a final recommendation that the probationary teacher will enter the professional growth cycle (PGC) or the tenured teacher will return to the PGC.

Below standard

When the CT and/or the principal rate the teacher as “below standard,” the CT will present the case to the entire PAR Panel. This will occur at the regular March meeting for probationary teachers and at the regular May meeting for tenured teachers. The PAR Panel will make a tentative recommendation of entrance or return to the PGC, a second year of PAR, or nonrenewal (for probationary teachers) or dismissal (for tenured teachers).

The cochairs will notify the client teacher and his or her principal in writing of the panel’s recommendation. The letter will include the information on the process to appeal the tentative recommendation, including a date by which the client teacher or principal must request to present to the PAR panel.

Second year in the PAR program

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

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

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

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

The Appeal Process

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

Principal Appeal Presentations

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

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

Teacher Appeal Presentations

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

Final recommendations

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

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

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

Emergency leave while in the PAR program

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

Data gathering involved in the PAR program

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

Follow-up to Successful Release from the PAR program

In the year following successful release from the PAR program, the teacher will have a Special Evaluation to ensure maintenance of skills. If the teacher's skills are rated "below standard" in the next school year, the PAR Panel will reconsider the case. The principal and teacher will be asked to bring documentation and evidence to the PAR Panel meeting in June. At that time, based on the evidence provided, the PAR Panel could recommend a return to the professional growth cycle, additional PAR support, or termination of contract.

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

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

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

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

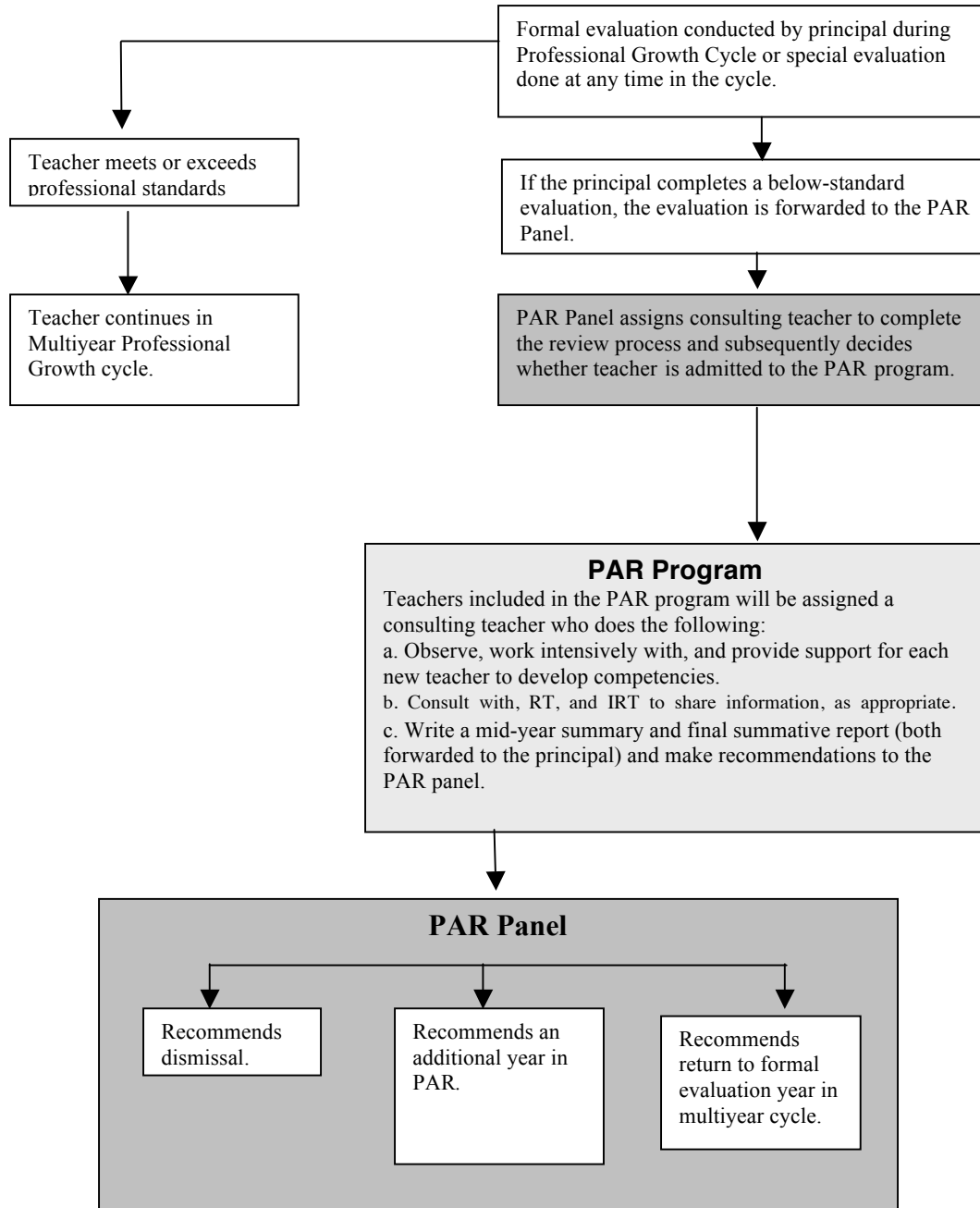
If the CT recommends re-inclusion for a teacher whose previous inclusion in the PAR program was as a novice teacher, re-inclusion in the PAR program is not voluntary and cannot be appealed by the teacher.

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

Peer Assistance and Review Program

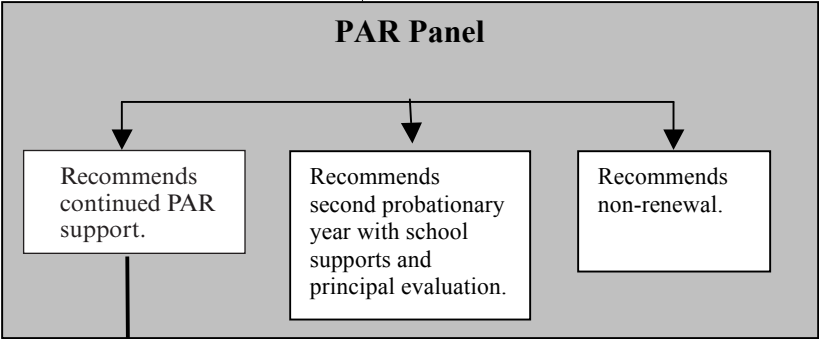
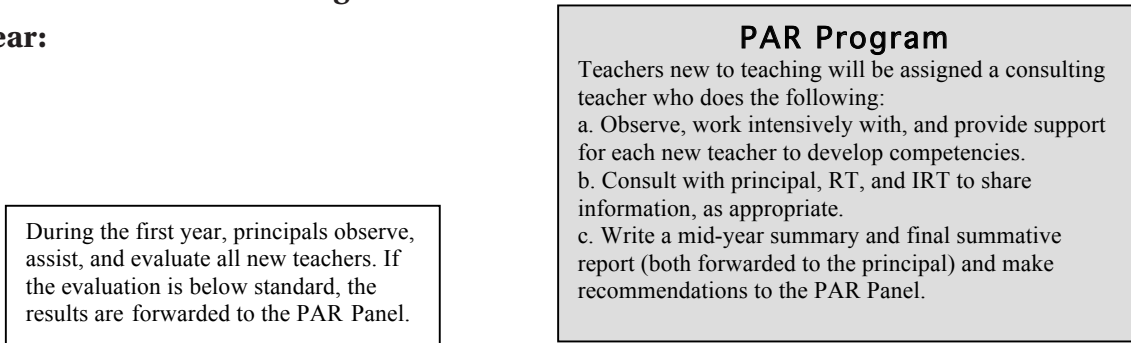
The purpose of the joint MCEA/MCPS Peer Assistance and Review (PAR) program is to assist all teachers to meet standards for proficient teaching. It provides intensive support for experienced teachers who have been identified as performing below MCPS standards of proficiency, experienced teachers new to MCPS who need assistance, and teachers new to teaching. As a result, the PAR program is the MCPS mechanism for maintaining system-wide quality control and ensuring that all MCPS teachers are functioning at or above MCPS standards of performance.

Part 1: Tenured Teachers Flow Chart

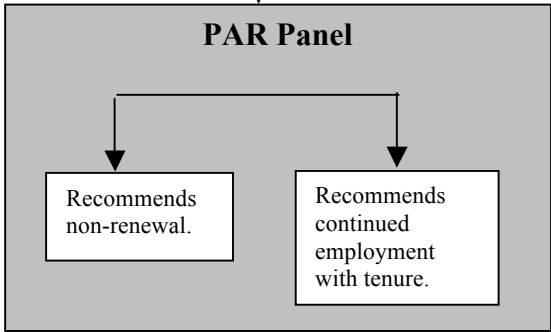


Part 2: Teachers New to Teaching Flow Chart

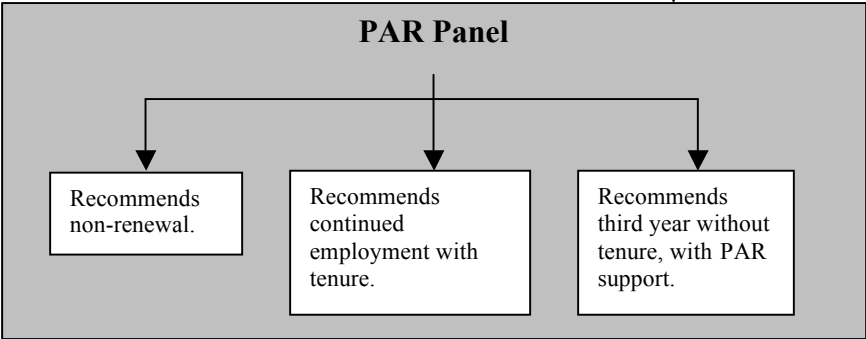
First Year:



Second Year:



Principal's observations and evaluation of all second-year teachers leads to a recommendation for continued employment and tenure or referral to the PAR Panel.



Recommends continued employment with tenure.

Part 3: Teachers New to Teaching with Experience Flow Chart

First Year:

In November:
Principal completes two formal observations by November 1. If serious deficits are found, a request is made for PAR support through OHR and the PAR Panel assigns a consulting teacher.

PAR Program
Teachers included in the PAR program will be assigned a consulting teacher who will do the following:
a. Observe, work intensively with, and provide support for reach new teacher to develop competencies.
b. Consult with principal, RT, and IRT to share information, as appropriate.
c. Write a mid-year summary and final summative report (both forwarded to the principal) and make recommendations to the PAR Panel.

In March:
If the principal completes a below-standard evaluation, the PAR Panel assigns a consulting teacher to complete the review process and subsequently decides whether the teacher is assigned to the PAR Program for the subsequent school year.

PAR Panel

- Recommends non-renewal.
- Recommends continued employment.

PAR Panel

- Recommends placement in the PAR program for the following school year..
- Recommends continued employment.

Second Year:

Principal’s observations and evaluation of experienced teachers in their second year in MCPS lead to a recommendation for tenure or referral to the PAR Panel. If the principal completes a below-standard evaluation, the PAR Panel assigns a consulting teacher to complete the review process and subsequently decides whether the teacher is assigned to the PAR Program for the subsequent school year.

PAR Panel

- Recommends non-renewal
- Recommends continued employment.
- Recommends third year without tenure, with PAR support.

Recommends continued employment with tenure.

THE MENTORING PROGRAM

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

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

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

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

Mentors should initiate and maintain weekly/monthly contact with the new educator. The responsibility for the mentoring relationship should not be placed on the shoulders of the new educator. Mentors should spend one hour a week or four hours monthly with their mentee. These hours may vary by time of year and needs of each new educator; however, a weekly contact is strongly recommended. Mentors and their mentees need dedicated time together.

Mentors should maintain confidentiality. Mentors are advised not to discuss aspects of the mentor relationship with anyone.

Mentors should assess the different needs of each mentee and address the different needs of each individual. The mentor may serve as a coach and may do informal observations, but this should not replace the role of administrators, resource teachers, staff development teachers, and consulting teachers in providing support to new staff. The mentor relationship is an additional avenue for the

support of new educators. **The mentor teacher does not have a role in the evaluation of the new educator.**

Mentors should provide curriculum support. Each mentor and mentee should have the same grade/subject assignment. The mentor is encouraged to provide information to their mentees on current best practices in teaching, classroom management and discipline, culture of the school/system, and information on how to access other county supports.

PROFESSIONAL DEVELOPMENT YEARS FOR TENURED TEACHERS

Each tenured teacher designs a multiyear Professional Development Plan (PDP) for continuous improvement covering the professional development years (one to four years). The only teachers who are not required to work on a PDP are—

- probationary teachers,
- tenured teachers receiving PAR support, and
- tenured teachers in their formal evaluation year.

The term “senior status” applies only to state renewal of certification. It does not exempt tenured MCPS teachers from the PDP requirement.

The path of activity that teachers choose to undertake in the professional development years of the professional growth cycle is reflected in the PDP. The focus of the PDP is to support professional development activities that are of value to teachers and that are planned to improve student and school results. The activities that are listed as options in the professional development cycle are designed to support collaboration among and learning between teachers. The SDT and principal or AP review the plan annually.

The plan—

- provides structure and accountability;
- exhibits clarity, rigor, and substance;
- requires that a support team be identified;
- provides for review of student results as part of the planning process;
- aligns with an aspect of the School Improvement Plan (SIP);
- provides for the integration of the results from the teacher’s formal evaluations;
- can be a long-range plan and may be adjusted annually; and
- requires a minimum of two peer visits with reflection in at least one year in each professional growth cycle.

In a well-developed PDP, it is clear what the teacher intends to do (clarity), what significant expected outcomes that support student learning are targeted (substance), and how time and energy are focused to accomplish the outcomes (rigor). The PDP is meant to be developed by

the teacher and implemented collaboratively with colleagues, staff development teachers, resource teachers, administrators, and other key school leaders. The PDP must be meaningful to the teacher and address his or her interests. Each teacher must define a support team consisting of colleagues who can provide assistance and constructive feedback. Continual reflection should be a natural part of this process. The PDP should be aligned with the SIP to the extent that it directly addresses one or more of the school's improvement plan goals or supports the goals in a related manner. The goal of the PDP is to improve instruction. The SIP should serve as a point of reference rather than a restrictive framework. Greater flexibility in aligning the PDP with the SIP will allow the teacher to develop PDP goals that focus on student learning in that teacher's classes.

Role of the Staff Development Teacher (SDT)

SDTs are in many ways the linchpins to the professional development process and to the goal of creating a professional learning community in each school. They are the facilitators of job-embedded professional development.

SDTs do the following:

- Work with the administrator(s) and teachers to communicate the value and importance of the PDP
- Review and monitor the progress of the plan along with the principal, AP, RT, IRT, or MSCS.
- Facilitate meaningful professional development strategies for teachers
- Support teachers' professional development by guiding planning, securing resources (including time), and informing teachers of professional development opportunities
- Offer instructional assistance by building the teachers' knowledge base and increasing the repertoire of teaching skills
- Support staff in efforts to improve student achievement
- Ensure that the instructional staff uses data to plan, deliver, and assess instructional practices
- Engage teachers in collaborative and reflective practice
- Allocate time for professional development activities by utilizing staff development substitute teachers (SDSTs) to enable teachers to work collaboratively and observe best practices and to provide time for teachers to do so within the normal workday hours
- Organize and coordinate the schedule of SDSTs
- Document the utilization of the allocated substitute's time

The role of the SDT is to support teachers. It is not evaluative in nature. SDTs are required to administer staff surveys to assess the needs of staff members as well as to assess the effectiveness and quality of work provided by

the SDT. SDTs meet annually with representatives of the staff to discuss the results of the feedback surveys.

Role of the Administrator, Interdisciplinary Resource Teacher (IRT), Resource Teacher (RT), and Middle School Content Specialist (MSCS)

The administrator, IRT, RT, and MSCS play critical roles in the professional development process of teachers.

The administrator, IRT, RT, and MSCS work with teachers to—

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

Activities for Professional Development

Activities that improve teaching and learning are critical components of a professional learning community. These activities include team teaching and team planning, new curriculum development, development of instructional materials, review of professional literature, audio/video-tape analysis, study groups, networking groups, delivery of workshops or courses, participation on a task force or committee, participation in a teacher exchange program, professional visits (to visit another teacher or program), action research, or training (school-based workshop, out-of-school workshop, or conference) (see Appendix C, PDP Form and Professional Development Options, page C-3).

A particularly valuable professional development strategy is **peer visits with reflection**. Teachers are encouraged to engage in this activity throughout the professional development cycle. Peer visits with reflection (being observed a minimum of two times at the teacher's request) are a required strategy for at least one of the professional development years during each cycle. This process of peer reflective conversations should be commonplace. Training is provided in how to use classroom visits to give useful feedback to colleagues. Peer visits with reflection are not evaluative, and are in no way part of the evaluation process.

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

CONCLUSION



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

APPENDIX A

.....

TEACHER EVALUATION PERFORMANCE STANDARDS, PERFORMANCE CRITERIA, AND DESCRIPTIVE EXAMPLES

The six performance standards are defined and further supported by performance criteria. Descriptive examples of what a teacher might be doing in order to meet a specific standard are provided. The purpose of the examples is to create a sample picture of what teaching looks like when it meets and when it does not meet the MCPS performance standards. These examples are not

provided to suggest that every teacher is expected to be doing all or everything that is described in either column. These examples can serve as a template against which to compare a teacher’s overall performance on the six performance standards. They are **not** intended to isolate teaching strategies or behaviors in a checklist for assigning a numerical rating to teaching. They define a range of behaviors and provide examples and indicators. The examples that are provided are intentionally designed to reflect a high standard of performance.

STANDARD I: TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING.

Performance Criteria

- A. The teacher acts on the belief that every student can learn and that all can master a challenging curriculum with appropriate accommodations.
- B. The teacher sets quantifiable learning outcomes for students and holds the students and themselves accountable for meeting those objectives.
- C. The teacher produces measurable growth in student achievement towards goals he/she has set on system-wide accountability measures.
- D. The teacher recognizes individual differences in his/her students and adjusts his/her practices accordingly.
- E. The teacher understands how students develop and learn.
- F. The teacher extends his/her mission beyond the academic growth of students.
- G. The teacher acts to end the predictability of achievement/performance among racial and ethnic groups by implementing practices, structures, and processes in our schools and worksites that eliminate inequities based on race and ethnicity.

Evidence of beliefs, commitment, and tenacity

The teacher

MEETS STANDARD	BELOW STANDARD
holds all students to high standards and expectations regardless of differences such as racial/ethnic group membership, gender, disabilities, socio-economic background, or prior educational background and achievement	does not hold all students to high standards and expectations
plans lessons that challenge students without overwhelming them	plans lessons that bore or frustrate students
sends the key messages to students through instructional practices and interactive behavior: a) This is important. b) You can do it. c) I won't give up on you. d) Effective effort leads to achievement.	gives students the message that they are not all capable of learning a challenging curriculum
teaches students strategies for exerting effective effort (e.g. time management, study skills, knowledge and use of resources including teacher, family, and peers)	assumes that students know strategies for exerting effective effort and does not discuss or directly instruct students in these strategies
motivates and inspires in all students the willingness to learn, self-confidence, and/or perseverance	shows little or no concern for and/or discourages students' willingness to learn, self-confidence, or perseverance
encourages students to challenge themselves for personal growth in academic, vocational, arts, and other extracurricular areas	does not encourage students to challenge themselves for personal growth in academic, vocational, arts, and other extracurricular areas

MEETS STANDARD	BELOW STANDARD
promotes students' social and emotional development	does not promote the use of effective interpersonal skills needed to work cooperatively
encourages students to set their own academic, social, and extracurricular goals and to evaluate their own progress	does not involve students in academic, social, and extracurricular goal-setting and self-evaluation
provides prompt and specific feedback to students on their work and progress toward goals	does not provide prompt and/or specific feedback to students on their work and progress toward goals
produces measurable academic growth and achievement of all students on state, system-wide, school, and classroom measures	uses instructional strategies that do not result in measurable academic growth and achievement of all students on state or system-wide measures
provides opportunities for students to receive individual support as needed; perseveres in outreach to students	does not provide opportunities for students to receive individual support as needed; does not persevere in outreach to students
uses different instructional strategies when students do not meet objectives	does not use different instructional strategies when students do not meet objectives
uses differentiated activities and assignments that reflect high standards for all students	uses differentiated assignments and activities that do not reflect high standards for all students OR does not differentiate assignments and activities
shows students how differentiated assignments and learning activities are to assist them in meeting high standards	communicates to students that a differentiated assignment means a lack of the teacher's confidence in student ability to meet high standards
demonstrates/models sensitivity to all students; treats all students respectfully and equitably	does not demonstrate/model sensitivity to all students; does not treat all students respectfully and equitably
uses research and other information on students' developmental stages and how students think and learn in planning instruction	uses instructional practices that do not reflect research and other information on students' developmental stages and how students think and learn in planning instruction
uses equitable practices and other instructional strategies that promote equity	neither establishes nor maintains classroom practices, structures and processes that eliminate inequities based on race and ethnicity
plans and delivers lessons that use culturally diverse resources	does not plan and deliver lessons that use culturally diverse resources
adapts instruction to eliminate the racial and ethnic achievement gap by collecting, analyzing, and monitoring student performance data	does not adapt instruction to eliminate the racial and ethnic achievement gap by collecting, analyzing, and monitoring student performance data
builds successful relationships that nurture high achievement across all racial and ethnic groups	inconsistently builds successful relationships that nurture high achievement across all racial and ethnic groups
ensures access to rigorous instruction across all racial and ethnic groups	does not provide access to rigorous instruction across all racial and ethnic groups

STANDARD II: TEACHERS KNOW THE SUBJECTS THEY TEACH AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS.

Performance Criteria

- A. The teacher understands the content of his/her subject area(s) and how knowledge in his/her subject field is created, organized, and linked to other disciplines.
- B. The teacher demonstrates subject-area knowledge and conveys his/her knowledge clearly to students.
- C. The teacher generates multiple paths to knowledge.
- D. The teacher uses comprehensive planning skills to design effective instruction focused on student mastery of curriculum goals.

Evidence of knowledge, planning skills, and successful instruction

The teacher

MEETS STANDARD	BELOW STANDARD
displays deep and broad content knowledge in his/her field(s)	gives incorrect or insufficient information; does not correct student content errors; omits critical content from instruction
teaches the curriculum for his/her grade level(s) and subject(s) as defined by Maryland and MCPS curriculum standards	does not teach the curriculum for his/her grade level(s) and subject(s) as defined by Maryland and MCPS curriculum standards
plans for the year, semester, marking period, unit, and day to include, to sequence, and to balance all curricular goals	plans lessons that do not include, sequence, and balance all curricular goals
plans instruction in specific thinking skills and learning experiences that require student use of those skills	does not plan direct instruction in specific thinking skills; plans instruction that does not require students to use thinking skills beyond factual recall and basic comprehension
provides clear explanations	provides explanations that are limited, vague, or lack coherence
asks questions appropriate to the mastery objective	asks questions that are not appropriate to the mastery objective
requires students to support their responses with evidence	accepts minimal student responses; does not probe for support or justification of responses
anticipates student misconceptions, difficulties, and confusion and adjusts instruction accordingly	delivers lessons without consideration of or concern for possible student misconceptions, difficulties, and confusion
identifies and uses a variety of sources of information within his/her subject(s)	identifies and uses a limited variety of sources of information within his/her subject(s)
teaches students how to access information about a subject from multiple sources	does not teach students how to access information about a subject from multiple sources
models and teaches a variety of organizational strategies to link ideas and develop understanding	does not model or teach a variety of organizational strategies
models and teaches a variety of research strategies	does not model or teach a variety of research strategies
provides appropriate opportunities for divergent thinking	does not allow or encourage students to engage in divergent thinking
models and teaches students a variety of ways to share their learning	does not model or teach students a variety of ways to share their learning; does not require students to share their learning
uses research and other information on students' developmental stages and how students think and learn in planning instruction	uses instructional practices that do not reflect research and other information on students' developmental stages and how students think and learn in planning instruction
assigns homework, papers, projects, and other out-of-class activities that are extensions of classroom instruction	assigns homework, papers, projects, and other out-of-class activities that are not extensions of classroom instruction
plans lessons that focus on mastery objectives and communicates those objectives to students	plans lessons that focus on coverage and/or activities and communicates those objectives to students
pre-assesses, formally and/or informally, student knowledge and skills in order to plan instruction	does not pre-assess student knowledge and skills in order to plan instruction
plans learning activities that are appropriately matched to curricular goals	plans learning activities that do not align with curricular goals
plans activities that create links between students' prior understanding and new knowledge	does not plan activities that create links between students' prior understanding and new knowledge
consults with colleagues to develop lessons	plans in isolation; does not collaborate with peers in planning
identifies the appropriate criteria for students' demonstration of understanding of curricular objectives and communicates them explicitly	does not identify criteria for successful completion of the objective and/or does not clearly communicate the criteria to students

MEETS STANDARD	BELOW STANDARD
uses strategies that apply to a variety of learning styles	uses strategies that apply to few learning styles
checks for understanding in a variety of ways and modifies instruction to meet student needs	rarely or never checks for understanding
provides opportunities for students to summarize/reflect on what they have learned, articulate why it is important, and extend their thinking	provides few or no opportunities for students to summarize/reflect on what they have learned, articulate why it is important, and extend their thinking
uses instructional materials that reflect diversity and emphasize the commonality of all people	uses instructional materials that do not reflect diversity or emphasize the commonality of all people
uses a variety of appropriate instructional materials including technology	does not use a variety of appropriate instructional materials including technology
integrates a variety of technology tools and applications into instructional design and implementation	integrates few or no technology tools and applications into instructional design and implementation
provides lessons that relate to daily life and are relevant to students; links learning to real-life applications	does not relate lessons to students' daily life; does not link learning to real-life applications
plans for flexible student grouping to maximize student learning	does not regroup students for instruction; has all students working on the same tasks; provides only whole-class instruction

STANDARD III: TEACHERS ARE RESPONSIBLE FOR ESTABLISHING AND MANAGING STUDENT LEARNING IN A POSITIVE LEARNING ENVIRONMENT.

Performance Criteria

- A. The teacher creates a classroom climate that promotes openness, mutual respect, support, and inquiry.
- B. The teacher creates an organized classroom that maximizes engaged student learning time.
- C. The teacher establishes and maintains respectful, productive partnerships with families in support of student learning and well-being.
- D. The teacher orchestrates learning in a variety of settings.
- E. The teacher involves all students in meaningful learning activities.

Evidence of positive climate, management, and family partnerships

The teacher

MEETS STANDARD	BELOW STANDARD
creates a classroom atmosphere that fosters students using each other as sources of knowledge, listening to, and showing respect for others' contributions	creates a classroom atmosphere that discourages students from using each other as sources of knowledge; does not model or promote listening to and showing respect for others' contributions
communicates these messages: This is important; You can do it; I won't give up on you; Effective effort leads to success.	gives students the message that they are not all capable of learning a challenging curriculum
promotes positive interpersonal relationships among students	does not promote positive interpersonal relationships among students
builds positive interpersonal relationships with students	does not build positive interpersonal relationships with students
encourages all students to participate in class discussions and to take risks in their work	does not encourage all students to participate in class discussions and/or to take risks in their work
designs a classroom rich in multicultural resources; creates lessons that incorporate these resources; works with media specialist and other resources/experts to obtain multicultural resources	designs a classroom with few multicultural resources; does not create lessons that incorporate these resources; does not work with media specialist and other resources/experts to obtain multicultural resources
involves students in setting classroom standards	sets most or all classroom standards without student input

MEETS STANDARD	BELOW STANDARD
uses a repertoire of strategies matched to student needs to avoid and/or address behavior problems	fails to anticipate and/or appropriately address behavior problems
establishes routines to meet group/individual needs and to maximize engaged student learning time	establishes no routines or inflexible routines that do not meet group/individual needs or that do not maximize engaged student learning time
maximizes engaged student learning time by appropriately pacing lessons, making seamless transitions, having materials ready and organized, etc.	wastes learning time by not appropriately pacing lessons, making awkward transitions or no transitions, not having materials ready, etc.
creates a classroom atmosphere for students and families in which all are welcomed and valued	creates a classroom atmosphere for students and families in which all do not feel welcomed and valued
solicits/uses information from families about their children's learning style, strengths, and needs	does not solicit or use information from families about their children's learning style, strengths, and needs
communicates academic and/or behavioral concerns to families in order to develop collaborative solutions	does not communicate academic and/or behavioral concerns to families in order to develop collaborative solutions
communicates positive and/or negative feedback to families in a timely manner	limits feedback to the negative; does not provide feedback in a timely manner
regularly communicates with families in a variety of ways (telephone calls, interim reports, e-mail, notes, conferences with family members, etc.)	communicates with parents only when required to do so
provides opportunities for students to work positively and productively with others in a variety of groupings	provides limited or no opportunities for students to work positively and productively with others; consistently designs lessons that are centered on the teacher
uses a variety of instructional groupings appropriate to learning goals	uses little variety of instructional groupings or instructional groupings inappropriate to learning goals
arranges space, equipment, and materials to support instruction	does not arrange space, equipment, and/or materials to support instruction
arranges space, equipment, and materials to accommodate the needs of all students	does not arrange space, equipment, and/or materials to accommodate the needs of all students
extends the learning environment beyond the classroom to include the media center, computer lab, community, etc.	limits the learning environment to the classroom
uses activities that are based on meaningful content	uses activities that are not meaningful to students

STANDARD IV: TEACHERS CONTINUALLY ASSESS STUDENT PROGRESS, ANALYZE THE RESULTS, AND ADAPT INSTRUCTION TO IMPROVE STUDENT ACHIEVEMENT.

Performance Criteria

- A. The teacher uses a variety of formal and informal assessment techniques.
- B. The teacher analyzes student information and results and plans instruction accordingly.

Evidence of assessment, analysis, and adaptation of instruction

The teacher

MEETS STANDARD	BELOW STANDARD
gathers data about student performance and other relevant information from a variety of sources: previous teachers, guidance counselor, other staff, records, etc.; shares data with students' subsequent teachers and other staff	gathers little or no data about student performance and other relevant information from previous teachers, guidance counselor, other staff, records, etc.; does not share data with students' subsequent teachers and other staff
uses a variety of formal and informal assessment formats and techniques	uses a limited or no variety of formal and informal assessment formats and/or techniques

MEETS STANDARD	BELOW STANDARD
makes adjustments to assessment to meet the needs of students with differing learning styles or special needs	makes few or no adjustments to assessment to meet the needs of students with differing learning styles or special needs; assesses all students in the same way
develops and communicates clear criteria for success for student work; uses models, rubrics, exemplars/anchor papers, etc.	does not develop and/or communicate clear criteria for success for student work; does not use models, rubrics, exemplars/anchor papers, etc.
teaches students to evaluate their own work and that of others based on the criteria for success	does not teach students to evaluate their own work and that of others based on the criteria for success
assesses student progress before instruction (<i>pre-assessment</i>), during instruction (<i>formative assessment</i>) and after instruction (<i>summative assessment</i>)	assesses student progress infrequently or only at the end of instruction
develops and uses a clearly defined grading system that is consistent with the MCPS Grading and Reporting Policy and Regulations	does not use a clearly defined grading system and/or does not use a grading system that is consistent with the MCPS Grading and Reporting Policy and Regulations
maintains clear and accurate records of student performance	maintains no records of student performance; maintains records of student performance that are inaccurate, illegible, out of date, incomplete, etc.
informs students and families of student progress on a regular basis	informs students and families of student progress only as required
uses assessment data to ensure that every student is progressing toward state, local, and school system standards	does not use assessment data to ensure that every student is progressing toward state, local, and school system standards
analyzes data about student performance and other relevant information and plans instruction accordingly	does not analyze and use data about student performance and other relevant information to plan instruction
adapts instruction based on assessment information; reteaches using different strategies when assessment indicates lack of mastery	does not adapt instruction based on assessment information; does not reteach or reteaches using only the same strategies when assessment indicates lack of mastery; moves forward in the curriculum despite evidence of students' lack of mastery

STANDARD V: TEACHERS ARE COMMITTED TO CONTINUOUS IMPROVEMENT AND PROFESSIONAL DEVELOPMENT.

Performance Criteria

- A. The teacher continually reflects upon his/her practice in promoting student learning and adjusts instruction accordingly.
- B. The teacher draws upon educational research and research-based strategies in planning instructional content and delivery.
- C. The teacher is an active member of professional learning communities.

Evidence of reflection and collaboration for personal growth

The teacher

MEETS STANDARD	BELOW STANDARD
reflects on own strengths and weaknesses and modifies instruction accordingly	does not reflect on own strengths and weaknesses and/or does not modify instruction after reflection
develops a professional development plan (PDP); implements strategies that support PDP outcomes	does not develop a professional development plan (PDP); does not implement strategies that support PDP outcomes
develops and maintains a portfolio or other means of assembling evidence of meeting evaluation standards	assembles little or no evidence of meeting evaluation standards
uses the evaluation year to analyze the success of efforts undertaken during the professional growth years of the cycle; initiates reflective conversations with PDP support team, other peers, staff development teacher (SDT), and supervisory staff	does not use the evaluation year to analyze the success of efforts undertaken during the professional growth years of the cycle; does not initiate reflective conversations with PDP support team, other peers, staff development teacher (SDT), and supervisory staff

MEETS STANDARD	BELOW STANDARD
participates in workshops, conferences, activities sponsored by professional organizations, etc.; brings ideas back to the school and tries them in own instructional practice	participates in few or no workshops, conferences, activities sponsored by professional organizations, etc.; does not bring ideas back to the school and/or try them in own instructional practice
reviews current research; uses current research as a foundation for planning instructional content and delivery	does not review current research; does not use current research as a foundation for planning instructional content and delivery
appropriately modifies instruction based on solicited and unsolicited feedback from students and parents/guardians	does not solicit feedback from students and parents/guardians; does not act on any feedback, whether solicited or unsolicited
appropriately modifies instruction based on feedback from formal and informal observations	does not modify instruction based on feedback from formal and informal observations
engages in peer visits and reflection (in development)	does not engage in peer visits and reflection
examines student work with colleagues to analyze and adjust instruction	does not examine student work with colleagues to analyze and adjust instruction
supports vertical teaming efforts	does not support vertical teaming efforts
shares materials and experiences with colleagues; plans, evaluates, and reflects with colleagues on lessons	does not share materials and experiences with colleagues; does not plan, evaluate, or reflect with colleagues on lessons
actively participates in own informal and formal feedback conversations by analyzing teacher and student behaviors and making appropriate comments, questions, and suggestions for improvement	participates passively and/or defensively in own informal and formal feedback conversations; makes few or no comments or suggestions related to improving instruction
seeks the support of colleagues and is open to applying advice or suggestions	does not seek the support of colleagues and/or will not accept advice or suggestions
participates in professional development that promotes practices, structures, and processes that eliminate inequities based on race and ethnicity	does not participate in professional development that promotes practices, structures, and processes that eliminate inequities based on race and ethnicity

STANDARD VI: TEACHERS EXHIBIT A HIGH DEGREE OF PROFESSIONALISM.

Performance Criteria

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

Evidence of leadership, business, and routines

The teacher

MEETS STANDARD	BELOW STANDARD
complies with MCPS policies and regulations and uses practices, policies, and procedures with school system vision and goals	does not comply with MCPS policies and regulations; uses practices, policies, and procedures that do not align with school system vision and goals
works with colleagues to analyze school needs and identify and implement strategies for school improvement and to support the mission of the school system	does not participate in school improvement planning and implementation
participates in and/or takes a leadership role in professional development activities, committees, and organizations at the school, county, state, and national level, etc.	does not participate in professional development activities within or beyond the school
serves as a formal or informal mentor to others	does not formally or informally mentor others

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

APPENDIX B

SOURCES OF DATA BEYOND CLASSROOM OBSERVATION

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

Persistence and Conviction Sources

- Feedback on student work
- Grading policies and practices
- Appointments with students (artifact examination and observation)
- Reteaching loops and material to challenge high-performing students
- Communications to students and parents

Goal Setting/Academic Performance Sources

- Communication of standards and criteria for success on tasks
- Records of data analysis and goal setting
- Unit or long-term lesson plans
- Feedback on student work
- Student work samples and portfolios
- Assignments, projects, warm-ups

Interviews seeking information about self-analysis after consideration of data

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

Content Knowledge/Planning Competence Sources

- Unit or long-term lesson plans and materials designed to support those plans
- Documents distributed to students and parents, e.g., course syllabi, topic outlines, study guides, graphic organizers
- Material designed to teach thinking skills related to content concepts
- Annotated portfolio of support materials (beyond kit or textbook) for concept attainment or
- to convey mastery of key information
- Assessments

Multiple Paths to Knowledge Sources

- Short-term lesson plans and supporting materials
- Assignments, project descriptions etc.
- Work displays
- Room set-up

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

Evidence of positive climate, management, and family partnerships

- Room tours (e.g. what public messages, what values revealed)
- Interviews about responses to situations, overarching objectives, routines and expectations, “world view” vis-a-vis technology, student goal setting
- Student and parent survey data
- Grouping policies and practices

- Planning for technology incorporation
- Student records of goal setting and self-analysis of work
- Feedback on work and on student-set goals
- Routines

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

Evidence of assessment, analysis, and adaptation of instruction

- Assessment samples
- Feedback on work
- Group and individual teacher reports on data analysis, findings, and recommendations
- Logs, minutes, records of grade level, department, curriculum meetings, etc.
- Interview data on teacher self-assessment and application to planning
- Videos of student portfolio conferences
- Interviews with students, parents, and specialists
- Grade book and other record-keeping artifacts

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

Evidence of reflection and collaboration for personal growth

- Log of professional development activities
- Writings in learning logs, journals, school newsletters, and reports
- Interview and conference data
- Professional articles or presentations
- Collection of ideas, research, articles, etc. related to SIP and shared with colleagues
- Personal accounts of persistence and problem solving: “What do you do when you’re stuck?”
- Observation data gathered from meetings, hallway interactions with colleagues, interactions with curriculum support staff, etc.

PERFORMANCE STANDARD VI: Teachers exhibit a high degree of professionalism.

Evidence of leadership, professionalism, and routines

- Letters of thanks and commendations for participation in initiatives/activities in and outside of the school
- List of committee participation, presentations, etc.
- Meeting agendas, minutes, notes
- Records/logs of meetings with students or staff members
- Personal calendar
- Schedule of meetings/activities of sponsored clubs
- Documentation that validates that the teacher was observed performing assigned duties and supporting school priorities outside the classroom

APPENDIX C



Professional Development Plan

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

MCPS Form 425-35
January 2012
Page 1 of 3

INSTRUCTIONS: To be completed by the teacher

Name _____ Date _____

Position _____ School _____

Length of Professional Growth Cycle (*check one*) 3 year 4 year 5 year

Duration of Plan from ___/___/___ to ___/___/___ Year in Cycle _____

1. What is my desired outcome for professional growth?

2. How does the outcome relate to MCPS goals and my school's goals (School Improvement Plan)?

3. What data sources did I use to establish my outcome? What data will I use to assess achievement of my outcome?

Distribution: Copy 1—Principal Copy 2—Staff Development Teacher Copy 3—Resource Teacher/IRT (Secondary) COPY 4—Teacher

APPENDIX C CONTINUED

4. Which of the professional development options/strategies/techniques listed below will I use?

<p>Collaborative Options</p> <p><input type="checkbox"/> Peer Reflective Conversations</p> <p><input type="checkbox"/> Committee or Task Force Participation</p> <p><input type="checkbox"/> Delivery of Workshops/Courses</p> <p><input type="checkbox"/> Development of Instructional Materials</p> <p><input type="checkbox"/> Study Groups</p> <p><input type="checkbox"/> Action Research</p> <p><input type="checkbox"/> Networking Group</p> <p><input type="checkbox"/> New Curriculum Development</p> <p><input type="checkbox"/> Participation in Teacher Exchange Program</p> <p><input type="checkbox"/> Team Teaching</p> <p><input type="checkbox"/> Team Planning</p> <p><input type="checkbox"/> Audio/Video Tape Analysis</p> <p><input type="checkbox"/> Professional Visits (to visit another teacher)</p> <p><input type="checkbox"/> *Peer Visits with Reflection <i>(being observed twice by a peer at your request)</i></p> <p><input type="checkbox"/> Other (be specific) _____</p> <p>_____</p> <p>_____</p>	<p>Independent Options</p> <p><input type="checkbox"/> Audio/Videotape Analysis</p> <p><input type="checkbox"/> Delivery of Workshops/Courses</p> <p><input type="checkbox"/> Development of Instructional Materials</p> <p><input type="checkbox"/> Action Research</p> <p><input type="checkbox"/> Professional Visits (to visit programs)</p> <p><input type="checkbox"/> Review of Professional Literature</p> <p><input type="checkbox"/> Training</p> <p style="padding-left: 20px;"><input type="checkbox"/> school-based workshop</p> <p style="padding-left: 20px;"><input type="checkbox"/> out-of-school workshop</p> <p style="padding-left: 20px;"><input type="checkbox"/> conference(s)</p> <p>Please describe this (these) staff development activity (activities):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Writing of an analytic or reflective journal</p> <p><input type="checkbox"/> Other (be specific) _____</p> <p>_____</p> <p>_____</p>
--	--

**Required one year of each evaluation cycle.*

5. PDP Support Team (i.e., staff development teacher/IRT/RT/peers):

6. List anticipated/needed resources:

7. Devise a tentative timeline for the implementation of your plan with periodic benchmarks to judge your progress.

Signature _____ Date _____

Supported by Staff Development Teacher

Signature _____ Date _____

Approved by Principal/Administrator

Signature _____ Date _____

Progress Check Point Date ____/____/____

APPENDIX C CONTINUED

Professional Development Options *These are options for years of the professional growth cycle.*

Peer Reflective Conversations

- Invite a peer to discuss and help you reflect on a specific aspect of your teaching.
- Choose a reference point for these conversations such as student work samples, videotape of a lesson, or peer visit information.

Peer Visit with Reflection

- Invite a peer to observe a specific aspect of your teaching, so that together you can reflect on the teaching and learning taking place.
- Participate in a planning conversation to identify the focus of the lesson.
- Participate in a reflective conversation to discuss ideas for improving teaching and learning.

Professional Visits

- Ask to observe a peer or a program.
- Participate in a planning conversation to identify the focus of the visit.
- Participate in a reflective conversation to discuss application ideas and clarify questions.

Action Research

- Study your own teaching/learning practices (as an individual or with a group) to make formal decisions on ways to improve instruction.
- Engage in action research steps in the following sequential order: observe situation; identify and pose a question; collect data; analyze data; identify action steps and implement; document and discuss; summarize and share lesson learned, implications, or conclusions.

Study Group

- Meet with a small group of educators on a voluntary basis to study and experiment with topics of interest around your craft that will increase your professional repertoire for the benefit of students.

Audio/Videotaping

- Create a tape to collect data for analysis and/or reflection.
- Participate in a peer reflective conversation focused on the audio/videotape.

Delivery of Workshops/Courses

- Prepare, develop, and/or deliver courses or workshops.
- Provide a measurable educational impact for peers, parents, or others.

Develop Instructional Materials

- Create collections of thematically related materials and share with colleagues.

Journal Writing

- Reflect on or synthesize professional readings.
- Critique your own teaching or the teaching of a colleague.
- Record data from classroom observations; analyze trends.
- Write for a specific length of time or amount in response to a prompt, stem, or question.

Networking

- Participate in regular or frequent collegial dialogues and collaborative activities focused on school improvement.
- Work with practitioners from different schools.
- Conduct purposeful work focused on educational change.
- Engage in practitioner-driven school-based renewal.

New Curriculum Development

- Develop and pilot new curriculum and share with colleagues.

Participation in a Course

- Apply strategies learned in the course to current instructional practice and share with colleagues.

Teacher Exchange Program

- Teach in another school, district, or country and share insights with staff.

Team Teaching

- Plan, teach, and evaluate a unit collaboratively.
- Share responsibility for developing, presenting, and assessing a lesson.

APPENDIX C CONTINUED

MONTGOMERY COUNTY PUBLIC SCHOOLS Professional Growth System Student Learning Objective (SLO)

Name:
School:
Grade/Subject/Course:

Initial Conference Date:
Final Conference Date:
Interval:

Identify SLO: Area of Growth, Student Selection, Target

Area of Growth	Student Selection
What is the academic goal or area of growth for students?	Describe the student group(s) selected. Include <ul style="list-style-type: none">• <i>group or subgroup</i>• <i>number or percentage of students targeted</i>• <i>current grade level or performance levels of students</i>

Target
Describe and explain the expectations for student growth for students included in this SLO.

Evidence of Need

Data & Baseline Evidence Review	
What data supports your identification of this need as a priority to address? If you need to collect baseline data, what will you use?	What course standards/indicators, concepts or skills are being addressed by this SLO?

Why
Explain why this is a significant need to address and why you chose this student group.

Plan Your Actions – Instructional Focus, Resources, Evidence of Progress

Instructional Focus

Describe the key instructional strategies selected to support students in reaching this growth target.

Resources

Describe the professional development or support you will use to help reach this growth target.

Evidence of Progress

Describe how you will monitor progress and collect data. List any benchmark assessments or other tools you will use to gather student evidence.

Analysis & Reflection

Analysis & Reflection

Analyze the student data you gathered throughout the SLO interval. Did you meet your target? Explain what worked, what didn't, and what you would do differently in the future. Include any complexity factors that may have impacted your results.

Teacher: Printed Name

Signature

Date

Principal: Printed Name

Signature

Date

6/6/2013

Montgomery County Public Schools/OHRD

FINAL DRAFT 2013–2014 School Year

APPENDIX C CONTINUED



Progress Check Point

Professional Development Plan
Office of Human Resources and Development
45 West Gude Drive, Suite 2100, Rockville, Maryland 20850
MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-36
March 2012

INSTRUCTIONS: To be completed by the teacher

Name _____ Date _____

Position _____ School _____

Length of Professional Growth Cycle (*check one*) 3 year 4 year 5 year

Duration of Plan from ___/___/___ to ___/___/___ Year in Cycle _____

1. What's working?

2. What needs to be worked on?

3. Are there any changes to the PDP needed? If yes, what changes are needed?

4. What additional support do I need to implement the plan?

Next Review Date _____

Distribution: Copy 1—Principal Copy 2—Staff Development Teacher Copy 3—Resource Teacher/IRT (Secondary) Copy 4—Teacher

APPENDIX C CONTINUED



End of PDP Cycle Review Form

Professional Development Plan
Office of Human Resources and Development
45 West Gude Drive, Suite 2100, Rockville, Maryland 20850
MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-37
March 2012

INSTRUCTIONS: To be completed by the teacher before the conference with the staff development teacher.

Name _____ Date _____

Position _____ School _____

Length of Professional Growth Cycle (*check one*) 3 year 4 year 5 year

Duration of Plan from ___/___/___ to ___/___/___ Year in Cycle _____

1. What have I accomplished?

2. What have I learned?

3. What new strategies have I used? What practices have I changed? What worked and what didn't?

Distribution: Copy 1—Principal Copy 2—Staff Development Teacher Copy 3—Resource Teacher/IRT (Secondary) COPY 4—Teacher

APPENDIX C CONTINUED

4. What impact have these changes had on the students (share student work/performance/results). What data were used?

5. What are the appropriate next steps in my professional development to improve both the instruction I deliver and student learning and achievement?

Teacher Signature _____ Date _____

Staff Development Teacher Signature _____ Date _____

Date of Conference _____

Reviewed by Principal/Administrator Signature _____

Distribution: Copy 1—Principal Copy 2—Staff Development Teacher Copy 3—Resource Teacher/IRT (Secondary) COPY 4—Teacher

APPENDIX C CONTINUED



Post-Observation Conference Report

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

MCPS Form 425-38
February 2016

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

Teacher _____ Observation Date ____/____/____

Observer _____ Observation Time from ____ to ____

School _____

Post-Observation Conference Date ____/____/____ Subject/Grade _____

Observer Description

Observer's Signature _____ Date _____

Teacher's Signature _____ Date _____

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

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

APPENDIX C CONTINUED

Montgomery County Public Schools Post-Observation Conference Report *Criteria for Success*

	<i>The report uses MCPS Form 425-38 and includes...</i>
Context	<ul style="list-style-type: none"> • School name, date, start time, and end time of the observation • Post-observation conference date • Information about the teacher • Information about the students, including demographics • The course or unit of study • Special factors that influenced the lesson, if any • Whether the lesson pertains to the teacher’s SLO • Whether the observation was announced or unannounced
Planning	<ul style="list-style-type: none"> • The level at which the lesson was delivered (coverage, involvement, activities, mastery, thinking skill) • The lesson’s mastery objective • How the objective was communicated to students • The activities of the lesson • The data on student mastery of the objective
CEIJ	<ul style="list-style-type: none"> • Claims are significant for student learning • Claims are appropriate for the setting and professional growth
Claims	<ul style="list-style-type: none"> • Correct use of terminology from <i>The Skillful Teacher</i> and the PGS • Addresses instruction and motivation • Addresses management only when warranted • Addresses progress on SLOs if lesson was targeted toward SLO students
Evidence	<ul style="list-style-type: none"> • Evidence matches and supports the claim • There is sufficient evidence to illustrate a pattern • Evidence includes use of quotes from the observer’s literal notes
Impact	<ul style="list-style-type: none"> • Explains why the claim was significant for student learning • Is specific, not global • Has a cause-effect relationship with the claim and the evidence
Judgment	<ul style="list-style-type: none"> • Is supported by the evidence • Extremes are avoided • Is typically included in the claim
Conference	<ul style="list-style-type: none"> • Discussion of what formative assessment showed about the instruction • Discussion is based on data, specific, and supports professional growth • Teacher and observer comments are cited • Comments are related to the observed lesson and progress on SLOs • Comments provide evidence of reflecting on data for patterns and implications • A professional goal is set based on the observation and/or conference data • The professional goal is bolded
Summary	<ul style="list-style-type: none"> • The claims are repeated • The teacher goal is repeated and bolded • No new information is present



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

APPENDIX C CONTINUED

SLO training 2015
Updated Elementary School POCR

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

Teacher: Ms. Rocket
Observer: Mr. Observer
School: Happy Elementary School
Subject/Grade: Math/3

Observation Date: 10/24/20XX
Observation Time: 10:15-11:20
Conference Date: 10/25/20XX

Ms. Rocket is a probationary first year teacher in a third grade classroom at Happy Elementary School. Ms. Rocket graduated from Towson University with a Bachelor of Science degree in Early Childhood Education in 20XX. She student taught at Sunshine ES in Kindergarten and third grade. The observed class consisted of 18 students (nine boys and nine girls). The racial makeup of the class included four African Americans, three Asians, eight Hispanics, and three Whites. *This lesson directly aligned with the teacher's SLO targets.* This was an announced observation.

The lesson was planned and delivered for mastery. The mastery objective for this lesson was "Students will be able to solve multiplication and division word problems (facts with 0, 1, 2, 5, 10) using drawings and equations with a letter for the unknown." This was the first day of a two day lesson. The objectives were communicated and posted on the board. Ms. Rocket started the lesson by showing students a division word problem on a flipchart. Students were then asked to figure out the unknown in the problem. Ms. Rocket then led the class in a discussion of using a letter to represent the unknown in the problem. Ms. Rocket then modeled how to use pictures to create equal shares to solve the problem. Next, Ms. Rocket showed students another word problem where students drew pictures to solve the division problem. Students then worked in partner groups and used pictures and equations to solve more word problems on white boards. Ms. Rocket then met with small groups while students worked on their follow-up with a partner and in independent centers. In small group, Ms. Rocket provided more scaffolding with word problems. Students discussed strategies and then drew pictures to solve the problems. During the post observation conference, Ms. Rocket shared that nine out of 18 students were proficient, seven were in progress, and two were not yet making progress.

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

Ms. Rocket consistently used equitable practices throughout the lesson.

- Ms. Rocket used random calling sticks throughout the whole group lesson. She had students talk with a partner before using the sticks. ("I'm going to pull some sticks because I heard some excellent conversations about multiplication equations.")
- Ms. Rocket used adequate wait time throughout the lesson after asking questions. ("A., what do you think?" Wait time. "X. can you explain?" Wait time.)
- Ms. Rocket used random grouping during the whole group lesson ("I'm going to give you a card. You are going to stand up with your white board and marker. When you get your card stand up quietly, walk around and find your partner that matches your card.").

As a result, all students were provided with opportunities to participate fully in lessons.

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

Ms. Rocket successfully used explanatory devices during the lesson.

APPENDIX C CONTINUED

SLO training 2015
Updated Elementary School POCR

- Ms. Rocket used a flipchart to model how to create equal groups to solve a division word problem. (“I’m going to show you what I would do.”)
- Ms. Rocket used manipulatives in small groups to help students solve word problems. (“We can also solve this problem using counters.”) Students used counters to represent multiplication and division.
- Ms. Rocket had students underline the unknown in the word problem (“Who can tell me what’s the unknown? I want us to underline the unknown.”).

As a result, students utilized visual and kinesthetic supports needed to solve word problems.

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

Ms. Rocket employed effective momentum moves throughout the lesson.

- Ms. Rocket provisioned by having all materials for the lesson prepared in advance. Counters, multiplication tables, 100 charts, pencils, and markers were readily available for students.
- Ms. Rocket posted a list of things on the Promethean board that students could work on while she met with small groups.
- While Ms. Rocket met with small groups of students at the back table, she could easily see all students working at their desks or at centers. When she saw a couple of students starting to get off task, she communicated, “You have five more minutes to complete your center work. Remember you need to complete the center, check your work, and record the number you got correct before moving on.”

As a result, student time spent on task was maximized and potential downtime and delays were avoided.

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

SLO Goals:

<i>Area of Growth & Instructional Focus</i>
<p><i>What is the academic goal or area of growth for students?</i> <i>Students will fluently multiply and divide within 100 using strategies such as patterns, relationship between multiplication and division, and properties of operations.</i></p>
<i>Target</i>
<p><i>Describe and explain the expectations for student growth for students included in this SLO.</i> <i>Students are expected to fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations (1.3.B.7). Instruction will focus on strategies that will enable students to develop fluency with understanding of multiplication and division.</i></p>

Ms. Rocket skillfully adapted small group instruction for students with SLO goals.

- Ms. Rocket provided the group with instruction on using the multiplication table to find related multiplication and division facts.
- Ms. Rocket asked students to find multiplication and division patterns on a 100’s chart.
- Ms. Rocket reviewed fact families and led a discussion about how multiplication and division facts are related.
- Ms. Rocket presented the group with a word problem and modeled how to find the unknown.

As a result, students received instruction on foundational skills as described in their SLO goals and tailored to their needs before moving on to problem solving.

APPENDIX C CONTINUED

SLO training 2015
Updated Elementary School POCR

The post-observation conference took place on 10/25/20XX. Ms. Rocket reflected on the lesson by saying, “I think there were areas that went well, and area that went ok, and areas that needed improvement. The whole group lesson was structured well. I provided opportunities for kids to work with each other and do cooperative learning. I’ve gotten better at allowing them to talk to a partner before allowing them to share. There were points were I realized they weren’t getting it and I made adjustments to give them another turn to talk to each other. Areas I was fuzzy with during independent practice, I didn’t think about how they would share if they didn’t get it.” Ms. Rocket also shared that she continued the lesson the next day and provided small group support to students who did not master the objective. She provided them with more modeling and guided practice.

The observer shared that Ms. Rocket is off to a great start. The observer stated that Ms. Rocket planned a mastery lesson with opportunities for differentiated instruction. The observer shared that Ms. Rocket could have broken down the objective and focused either on multiplication or division. This would’ve given Ms. Rocket a chance to model problem solving while giving students the opportunity to focus on one strategy. The observer stated that some students had a hard time switching between multiplication and division problems but others seemed to grasp the concepts. Some students grasped the concepts better when they were given the opportunity to work with manipulatives to solve word problems with unknowns.

Ms. Rocket shared that she would try to break down objectives to meet the needs of her students. The observer assured Ms. Rocket that it is acceptable to adjust objectives while planning instruction based on the needs of her students. The observer shared that breaking down multiple objectives will also help Ms. Rocket with her pacing during instruction. The observer also suggested that Ms. Rocket should assign meaningful independent centers connected to the objectives. Ms. Rocket was very reflective and open to suggestions.

The professional learning goal for Ms. Rocket is as follows:

- **Ms. Rocket will work on breaking down objectives while planning so that students are challenged but not overwhelmed.**

In summary, Ms. Rocket consistently used equitable practices throughout the lesson. Ms. Rocket successfully used explanatory devices throughout the lesson. Ms. Rocket employed momentum and management strategies throughout the lesson. *Ms. Rocket skillfully adapted small group instruction for students with SLO goals.*

The professional learning goal for Ms. Rocket is as follows:

- **Ms. Rocket will work on breaking down objectives while planning so that students are challenged but not overwhelmed.**

Observer’s Signature _____ Date _____

Teacher’s Signature _____ Date _____

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

APPENDIX C CONTINUED

SLO training 2015
Updated Middle School POCR

Montgomery County Public Schools PROFESSIONAL GROWTH SYSTEM Post-Observation Conference Report- Formal Observation #3

Teacher: Ms. Eagle

Date: 3/25/XX **Time:** 8:00-9:25

Grade Level: 6th

School: Cesar Chavez Middle School

Observer: Ms. Observer

Conference Date: 3/25/XX

Ms. Eagle is a first year teacher working full-time at Cesar Chavez Middle School. She earned a B.A. from Education College and is certified to teach English and Theater, Grades 6-12. She has student teaching experience in Maryland County. For this unannounced observation, Ms. Eagle taught her first period Reading class, with thirteen students, including nine males and four females. The lesson was from the MCPS Reading curriculum unit 3, Triumphs-Biographies and Autobiographies. The bell schedule was running a bit behind that morning due to an accident on the main road. *This lesson was directly aligned with the teacher's SLO targets.*

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

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

Ms. Eagle effectively communicated standards for work and behavior.

- She passed out the new reading logs. "Write down at the top when these are due. Tuesday, April 1st, the first reading log of the new quarter."
- She posted due dates on the screen and reminded students, "Tomorrow is the last day to turn in any missing work."
- Students began delivering oral presentations to the class. She reminded them, "Let's be a respectful audience."
- Capture sheets were filled in during presentations.

As a result, students used processes that helped them be successful during the lesson.

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

Ms. Eagle skillfully provided prompt and specific feedback.

- During a practice quiz, she went over the correct answers as well as explaining why the other choices were wrong. "What does that word mean? Right, the exact definition that we studied. What is an antagonist again? Why doesn't this one fit?"
- Using Activotes, she displayed the results and clarified answers.
- During the oral presentations, Ms. Eagle took notes on each rubric to provide comments along with the grade. "Remember to comment on their whole life and not just childhood. Be sure to speak louder. Number 6 was missing. Good eye contact."

As a result, students received corrections and explanations or the opportunity to clarify information, if needed.

APPENDIX C CONTINUED

SLO training 2015
Updated Middle School POCR

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

Ms. Eagle has skillfully established a positive class climate for learning.

- She emphasized, “I’m looking forward to seeing who shows improvement on today’s formative compared to formative 1.”
- Students volunteered energetically to present their biography reports.
- They were attentive and listening to their peers during presentations with very little prompting and redirection by their teacher.
- Students clapped for one another after presenting.

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

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

Ms. Eagle successfully collected and analyzed data aligned with her curriculum to support her Student Learning Objective (SLO).

- *The SLO target stated, “Students will improve their scores on the written portion of the English formative by 1 point (out of a total of 5 points).”*
- *The teacher provided all students with copies of the grade report from the last formative as a reminder of their previous scores.*
- *Ms. Eagle shared an exemplar of what she was looking for and allowed students to self-assess.*

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

During the post-observation conference, the observer shared the strengths of Ms. Eagle’s lesson, and the positive classroom environment, smooth routines in place, high expectations and really meaning business. Ms. Eagle is highly reflective and participated in discussion of possible upgrades to the lesson. *She is curious to see the results of her SLO and whether students increased by one point or not. She believes this was a fair and attainable goal (after having an opportunity to analyze the data, the teacher shared that all students increased by one point).* When considering what adjustments she would make for oral presentations next time, Ms. Eagle shared that a visual piece would be useful and she liked the idea of adding audience participation by asking a question or two of the presenter after he or she delivers information to the class. She explained her late work policy, how she took notes during presentations, the research process for this assignment, and updated the observer on her SST class, application for a Master’s program, and working on the musical with the music teachers. **The goal for professional growth for Ms. Eagle is to continue to build a repertoire of technology skills and applications to assist in formative assessments.**

Ms. Eagle effectively communicated standards for work and behavior. She skillfully provided prompt and specific feedback. She has skillfully established a positive class climate for learning. *Ms. Eagle successfully collected and analyzed data aligned with her curriculum to support her Student Learning Objective (SLO).*

The goal for professional growth for Ms. Eagle is to continue to build a repertoire of technology skills and applications to assist in formative assessments.

Observer’s Signature _____

Date _____

Teacher’s Signature* _____

Date _____

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

APPENDIX C CONTINUED

SLO training 2015
High School POCR

Post-Observation Conference Report

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

Teacher: Ms. Sociology Teacher **Observation Date:** November 21, 20XX
Observer: Mr. Qualified Observer **Post-Conference Date:** November 21, 20XX
School: Montgomery HS **Time:** 10:02 – 10:49
Subject/Grade: Sociology A

Ms. Sociology Teacher is a .6 second-year, probationary teacher at Montgomery High School. Ms. Teacher earned her undergraduate degree from Anywhere College, majoring in Home Economics and Nutrition. Ms. Teacher has also earned graduate degrees from Somewhere University (Public Administration) and Another University (Education). Ms. Teacher completed her student teaching at Abraham Lincoln High School in Washington, D.C. Ms. Teacher is certified by the state of Maryland to teach secondary Social Studies, Family and Consumer Science, and English. Ms. Teacher teaches three sections of Sociology. The observed lesson was during Ms. Teacher's fourth period Sociology class. The class roster includes 28 students with the following demographic markers:

Gender	Ethnicity	Grade Level	Special Needs
16 Male	12 African American	4 Sophomores	4 IEP
12 Female	1 Hispanic	15 Juniors	3 504
	15 Caucasian	9 Seniors	

Twenty-four students (twelve female and twelve male) were present during the observed lesson. The focus of the observation was groups and group think. *This lesson was not directly associated with the teacher's SLO targets.* This was an unannounced observation.

The observed lesson was planned and delivered at the mastery level. As students entered the room they were provided with a warm-up sheet and directed to complete the assignment. Directions were also posted on the Promethean board. Ms. Teacher noted that this was a longer warm-up activity and that students would need about ten minutes to complete the task. Ms. Teacher then reviewed the agenda and objectives for the lesson, which were posted on consecutive pages of her flipchart. Objectives: We will deepen our knowledge of sociological concepts of groups and We will identify and analyze the characteristics of group think. After framing the lesson, Ms. Teacher randomly divided students into partner groups using cards and assigned each pair a specific question from the warm-up to reach consensus on and provide a specific and relevant example. As the students worked together, Ms. Teacher moved around the room monitoring students. The class then came back together to share their answers and examples. The class then transitioned to a discussion of the concept of group think. This discussion lasted until the end of the class period. Students completed an exit card before leaving the room. A review of the exit card data showed that 20 of 24 students met the criteria for success. The other four were spread across demographic groups, not establishing any pattern. The teacher will follow up with these students.

APPENDIX C CONTINUED

SLO training 2015
High School POCR

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

Ms. Teacher effectively used equitable practices throughout the lesson.

- At multiple points during the lesson, Ms. Teacher used Wait Time 1 by asking questions and then pausing 3 – 5 seconds before selecting a student to answer the questions.
- Ms. Teacher used random grouping strategies to place students in partner groups.
- Ms. Teacher used a Think-Pair-Share strategy to have students consider and share the answers to their questions.

As a result, all students received the message that they were expected to fully participate throughout the class period.

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

Ms. Teacher provided explicit directions for processes.

- At the beginning of the period, when the students were asked to complete a warm-up activity using their notes, Ms. Teacher stated and posted directions on the Promethean board: “You are going to have ten minutes to work on this. This asks you to reflect on what we did yesterday. You’re going to do it independently at first and then we’ll talk about how you will work on it with a partner.”
- When asking students to work with a partner, Ms. Teacher articulated the standard for the students’ work together: “With your partner you are first going to reach consensus on the answer to the question you are assigned. After that you are going to come up with a relevant example of each type of group to share with the class.”
- During the discussion, Ms. Teacher set up the process with a very clear listing of steps, both aloud and on the Promethean. This kept the discussion flowing and focused.

Thus, students were clear on content and process.

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

Ms. Teacher utilized a variety of data-gathering strategies to monitor student progress and adjust individual instruction as necessary.

- Ms. Teacher recorded data on students for use in creating future lesson plans and activities.
- Ms. Teacher frequently checked for understanding with the students during the lesson, including the use of whole-class responses to questions.
- She had planned to go further with the objective during the class, but noted the students’ confusion, and modified the lesson accordingly.

As a result, the students were able to demonstrate their learning.

During the post-observation conference we discussed Ms. Teacher’s reflections on the lesson’s success, possible upgrades, data related to student mastery of the objective, the claims referenced above, and anticipating and unscrambling confusion. *Ms. Teacher was also asked to provide an update on her Student Learning Objective.* In reflecting on the lesson, Ms. Teacher shared that she continues to work to determine different ways to have students learn content related vocabulary. We discussed several different options for learning vocabulary and it was

APPENDIX C CONTINUED

SLO training 2015
High School POCR

recommended that Ms. Teacher explore a variety of vocabulary acquisition strategies. Ms. Teacher also shared that she did not like the manner in which she distributed the grouping cards. We discussed several approaches to forming groups that would have helped this process including the distribution of the cards while the students completed the warm-up.

We discussed the portion of the lesson that focused on direct instruction. It was noted that Ms. Teacher had two concepts to help illustrate the concept of Group Think (the Challenger disaster and the Bay of Pigs invasion). Both of the examples were outlined in a way that expected students to have specific background knowledge of the events. When students were unable to fill in details about the events, Ms. Teacher was left to extemporaneously teach each historical event and how it represented Group Think. It was recommended that, in future lessons, Ms. Teacher anticipate student confusion and prepare flipchart pages with requisite information. Students could then be asked to share their knowledge but Ms. Teacher would have a resource to inform student learning and thinking. It was also noted that, in the observed lesson, the students were able to clearly explain the concept of Group Think despite their lack of background knowledge related to the two historical events. It was recommended that Ms. Teacher pursue the following professional goal: **Implement strategies to anticipate and unscramble student confusion.**

Ms. Teacher was asked to provide an update on her Student Learning Objective. Ms. Teacher stated that the academic goal from her SLO was for students to be able to “analyze a variety of sources, develop a position on a controversial subject, and support that position using primary and secondary references.” She noted that she had identified a subset of eight students spread over her three classes who need specific instruction related to document analysis and had provided three lunch and learn sessions for the students. When asked about the rationale for her interventions, Ms. Teacher referenced the Scholar’s Loop and reteaching strategies from The Skillful Teacher. Ms. Teacher summarized her work by stating that she was continuing to gather data and has noted some improvement from the target group during class discussions. It was recommended that Ms. Teacher continue to provide targeted support related to her SLO and develop specific plans for gathering student data performance across a variety of learning tasks (tests, quizzes, writing prompts, etc.).

Ms. Teacher effectively used equitable practices throughout the lesson. Ms. Teacher provided explicit directions and explanations of concepts. Ms. Teacher utilized a variety of data-gathering strategies to monitor student progress and adjust individual instruction as necessary. It was recommended that Ms. Teacher pursue the following professional goal: **Implement strategies to anticipate and unscramble student confusion.**

Signatures

Observer’s Signature _____ Date _____

Teacher’s Signature _____ Date _____

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

APPENDIX C CONTINUED



Final Evaluation Report: Teacher

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

MCPS Form 425-39
February 2016

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

Teacher _____

Employee Number _____ Years of MCPS Experience _____

Principal _____

- Type: First-year Probationary with CT without CT
- Second-year Probationary
- Third-year Probationary
- Tenured (3-year cycle)
- Tenured (4-year cycle)
- Tenured (5-year cycle)
- Special Evaluation

School _____ Subject or Grade Level _____

Performance Standards:

- I. Teachers are committed to students and their learning
- II. Teachers know the subjects they teach and how to teach those subjects to students
- III. Teachers are responsible for establishing and managing student learning in a positive learning environment
- IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement
- V. Teachers are committed to continuous improvement and professional development
- VI. Teachers exhibit a high degree of professionalism

Dates of Observations _____

Dates of Conferences _____

Final Rating by Principal Meets Standard Below Standard

Rating by PAR Panel Emerging

Rating by Career Lattice Joint Panel Lead Teacher

Evaluator's Signature _____ Date _____

Principal's Signature _____ Date _____

Teacher's Signature _____ Date _____

(Teacher's signature indicates that the teacher has read and reviewed the final evaluation summary, not necessarily that the teacher concurs with the contents. Teachers may choose to attach comments.)

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

APPENDIX D

Montgomery County Public Schools Evaluation *Criteria for Success*

	<i>The evaluation uses MCPS Form 425-39 and includes:</i>
Context	<ul style="list-style-type: none"> ○ A context section that presents sufficient information about the teacher’s assignments and students taught during the evaluation cycle.
Claims / Judgments	<ul style="list-style-type: none"> ○ An understanding of the standards through clear, focused claims. ○ Two or three claims for each standard. ○ At least one claim related to Student Learning Objectives in Standard II and Standard IV. ○ Judgments are supported by the evidence; extremes are avoided.
Evidence	<ul style="list-style-type: none"> ○ Adequate and matched evidence cited to support the claims. ○ Evidence from multiple sources in addition to classroom observations (participation in meetings, communication with parents or peers, samples of student work, etc.) that support specific claims.
Impact	<ul style="list-style-type: none"> ○ Conclusions that are supported by the evidence. ○ Explicit note of the impact of the teacher’s skills on student achievement including analysis of student progress taken from a variety of sources, both formal and informal.
Professional Growth	<ul style="list-style-type: none"> ○ A clear sense of the teacher’s professional growth during the entire evaluation period and its impact on his/her current practices. ○ The teacher’s self-evaluation and reflection on professional growth, including Student Learning Objectives. ○ Goals for growth.
Final Rating	<ul style="list-style-type: none"> ○ A final rating that is justified by the claims and evidence.



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

APPENDIX D CONTINUED

Ms. Smith is a third year probationary teacher in Montgomery County Public Schools. She teaches first grade at Evermore Elementary School. Ms. Smith received her Bachelor's Degree in Elementary Education from College University. She is certified by the state of Maryland to teach grades one through six. Ms. Smith did her student teaching in first grade at McMillan Elementary School in Montgomery County, Maryland. She previously taught math and science at the middle school level and was a second grade teacher at a private school. This year, there are 15 students in her first grade class: 7 boys and 8 girls. The class includes seven African American students, five Hispanic students, one Multi-ethnic student, and two white students. There are two students enrolled in ESOL. There is one student on a Behavior Intervention Plan and Functional Behavior Assessment. There are no students with IEP's or 504 Plans.

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

Ms. Smith routinely provides opportunities for additional time and support for student learning.

- Ms. Smith circulates among students when they are working in cooperative groups or independently and provides individual support as needed. (observed 9/20/XX)
- During a formal observation on 11/13/XX, a student in a small group said, "This is going to be a little hard." Ms. Smith said, "We're going to go backwards and do this together." She supported the student through the process of subtracting with blocks.
- During an informal observation on 12/15/XX, Ms. Smith met with two students and supported each in developing ideas for an original folk tale by completing a graphic organizer.
- On 3/1/XX, a student in a small group had difficulty with the concept of AM and PM and with sequencing time. Ms. Smith helped the student by relating time to the student's morning routine.

As a result, students who struggle initially know they will receive support needed in order to progress towards mastery of instructional objectives.

Ms. Smith purposefully uses differentiated activities and instructional strategies that reflect high standards for all students.

- Ms. Smith provides literacy center options which are aligned with the reading levels of her students and which provided an opportunity for challenge. This has been observed since 10/XX.
- On 10/17/XX, students worked on words with long and short 'u' sounds. All students were responsible for spelling and sorting words by vowel sounds, but the level of difficulty of the words was differentiated based on students' levels.
- During a formal observation on 11/13/XX, she taught addition and/or subtraction of 2-digit numbers. She used varied strategies by using manipulatives or visual models. She differentiated the level of difficulty by including problems which required composing and/or decomposing.
- On 2/6/XX, she differentiated the level of support that she provided to students while making inferences during guided reading.
- For a lesson on arrays that Ms. Smith taught on 3/1/XX, she used array mats with some students, while students who were proficient in making arrays moved on to relate them to repeated addition problems.

As a result, every student is challenged at his or her individual level without being overwhelmed.

APPENDIX D CONTINUED

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

Ms. Smith effectively uses explanatory devices.

- During the second formal observation (2/14/XX), Ms. Smith taught a lesson on adding and subtracting two-digit numbers, using a variety of explanatory devices (base-ten blocks, visuals of blocks, and place-value charts) to ensure clarity of the concept.
- Ms. Smith models how to use graphic organizers to respond to a question and to provide evidence from the text. (observed 9/20/XX, 10/17/XX, 3/15/XX)
- During an informal observation on 3/11/XX, Ms. Smith taught students how to represent the time on analog clocks. She gave them white boards to write the time as it would appear on a digital clock.
- For a lesson on arrays on 3/24/XX, Ms. Smith presented arrays on a flip chart and then provisioned students with colored tiles to create arrays during their small group lessons.

As a result, students have frequent access to the content to be learned in multiple and varied ways.

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

- *In October, Ms. Smith identified four students who had not demonstrated understanding of properties of operations, the relationship between addition and subtraction, and strategies for addition and subtraction (from indicators 1.1.B.3, 1.1.B.4, 1.1.B.5, and 1.1.B.6). She created an SLO with the goal ‘Students will add and subtract within 20, demonstrating fluency for addition and subtraction within 10 using strategies such as counting on, making ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.’*
- *During the second formal observation on 2/14/XX, Ms. Smith aligned her objective with her math SLO, requiring students to add and subtract within 20 using blocks. She modeled how to use a tens frame and blocks to represent numbers, how to add and subtract them, and how to compose or decompose as necessary. She then provided guided and independent practice.*
- *In November, Ms. Smith identified three students who had not made significant progress in reading following fall MClass testing. In November, these students were reading on level 3, 5, and print concepts. Ms. Smith implemented her second SLO to address these needs, setting her goal as ‘Students will increase the number of first grade sight words they are able to recognize within three seconds.’*
- *During an informal observation on 12/15/XX, Ms. Smith was observed providing instructional support related to her reading SLO. She provided explicit instruction of sight words during differentiated small group instruction with the following objectives: ‘Recognize sight words within texts at their instructional level. Recognize sight words in isolation.’ When meeting to debrief the observation, Ms. Smith shared that she provided explicit one on one sight word instruction for these students three times a week.*

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

Ms. Smith purposefully checks for understanding.

- During the formal observation on 11/13/XX, Ms. Smith checked her students’ ability to demonstrate addition and subtraction with base ten blocks. She also asked questions to check for understanding. As a student worked on an addition problem, she asked, “Now what do we do? The student replied, “We have to count the ones to see if we have ten to see if we can make a tens block.” Ms. Smith prompted, “What is that called?”

APPENDIX D CONTINUED

- In an informal observation on 2/6/XX, Ms. Smith required students to record inferences that they made about characters on a graphic organizer and to explain those inferences during the group discussion.
- In a lesson on 3/11/XX, Ms. Smith required students to show the time on an analog clock, to write it as it would appear on a digital clock, and to explain what they would be doing if the time was AM or PM.

As a result, students can gauge their understanding of instructional objectives multiple times during lessons.

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

Ms. Smith maximizes student learning time by appropriately pacing her lessons, making smooth transitions, and having materials ready and organized.

- Ms. Smith purposefully paces math and reading instruction to include a whole group and small group lessons in all observed math and reading lessons.
- When a timer signaled the end of a small group lesson, Ms. Smith prompted students to clean up centers and prepare for their next rotation. (observed 11/13/XX and 2/14/XX)
- She has books in bags, ready for distribution. She prepares charts to display information and distributes journals or graphic organizers so that students can respond to the texts. She provides sticky notes for students to mark their texts. (observed multiple times)
- She distributes white boards and markers. She has manipulatives such as base-ten blocks, dice, and clocks prepared for distribution. (observed multiple times)

As a result, students are focused on instruction for the length of the learning experience.

Ms. Smith clearly communicates standards for interpersonal behavior and supports consistent on-task behavior through established and well-managed routines.

- Since a lesson informally observed on 10/17/XX, students have been engaged in centers which provide opportunities for meaningful learning during independent work times.
- On 11/14/XX, students entered the classroom at 1:05 following their recess time. Ms. Smith gave directions for centers and began working with her small group at 1:07.
- On 11/14/XX, students worked until 1:24. They cleaned up and left the room at 1:25 for physical education class. They returned to the room at 2:14. Ms. Smith said, "Point to where you go next." Students pointed to their next rotation. "When I tell you to, you're going to stand up and walk to your next center." Students quietly walked to their next center, and the second small group was at the table and ready to work at 2:15.
- During an observation on 4/1/XX, Ms. Smith assigned independent work following the whole group lesson, which students had to complete before going to a literacy center. Ms. Smith also assigned independent follow-up work to the small group lessons.

As a result, students spend over ninety percent of allocated time receiving instruction from their teacher or working to master instructional objectives.

Ms. Smith successfully builds positive interpersonal relationships with students.

- For example, on 2/6/XX, students eagerly shared experiences which helped them make inferences about how characters from their reading felt.
- During multiple observations, Ms. Smith asked students what they learned in the lesson that helped them become a better reader.

APPENDIX D CONTINUED

- On 12/13/XX, she provided support and praise as she conferenced with individual students to help them develop their ideas for writing an original folk tale.
- In a lesson on arrays on 3/24/XX, students had difficulty differentiating rows and columns. Ms. Smith explained and helped students use movement so that they could grasp the concept of vertical and horizontal in a fun manner.

As a result, students feel comfortable participating in learning experiences because they know their teacher will respond positively to them.

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

Ms. Smith purposefully uses student data to plan for instruction to meet student needs and address Student Learning Objectives (SLOs).

- *Ms. Smith uses M-class assessment data regarding students' reading levels and anecdotal data from reading lessons to form differentiated small reading groups and to inform her SLO in reading.*
- *During a planning meeting in February, Ms. Smith shared that the three students identified in her reading SLO had learned 118 of the 165 first grade sight words. She used this data to adapt her guided reading plans to include two additional sight words each week in order to maintain progress in this area. In a grade-level data chat on May 13, Ms. Smith shared that all three students were able to identify 145 of the first grade sight words and that all were reading grade level texts. Upon reflection, Ms. Smith stated that she planned to adjust her plans for the following school year to include more purposeful and explicit instruction of the first grade sight words in the first marking period.*
- *In a planning meeting on 11/13/XX, she formed math groups based on data from previous assessments. She used this data to plan lessons requiring students to add and/or subtract and compose/decompose numbers using blocks or visual models. She also adapted the lesson to address her SLO in math for students struggling with number concepts.*
- *Ms. Smith shared that her math SLO was written to address specific numerical concepts outlined in marking period 1 indicators 1.1.B.3, 1.1.B.4, 1.1.B.5, and 1.1.B.6. However, in January she noted that two of the four students had made significant progress with their ability to add and subtract fluently within 10 and therefore extended the goal to include adding and subtracting fluently within 20. She focused her support on mental math and visualization strategies for these students. As of May 13, Ms. Smith reported that all four students had met the original SLO goal.*

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

Ms. Smith communicates clear criteria for success.

- For an independent assessment on 11/13/XX, Ms. Smith provided models during the small group lesson and then verbal and written directions for an exit card so students clearly knew that they had to solve an addition or subtraction problem and then represent the necessary steps for composing or decomposing blocks through drawings.
- During a poetry lesson on 3/15/XX, Ms. Smith completed a graphic organizer with the class focused on rhythm and imagery. Then, students used the graphic organizer as an exemplar when they had to independently complete the same assignment for a different poem.

APPENDIX D CONTINUED

- On April 1, Ms. Smith facilitated a lesson that connected events to character feelings. The graphic organizer from the small group lesson served as an exemplar when Ms. Smith assigned the same graphic organizer as independent work for a different chapter.

As a result, students have clarity about what quality work looks like and can use this information to successfully complete assignments.

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

Ms. Smith is reflective about her strengths and areas of need.

- She is receptive to feedback following observations and works to implement recommended practices.
- Ms. Smith participated in a peer visit at Strong Elementary School in order to improve her understanding of how to plan and implement differentiated guided reading lessons for small groups.
- She participated in planning meetings with the Staff Development Teacher with a focus on planning mastery level lessons and implementing strategies to engage students during lessons.

Ms. Smith plans, evaluates, and reflects with colleagues on lessons.

- She participates in ETP (Extended Team Planning) with her first grade team on a weekly basis.
- She also participates in an additional weekly collaborative planning meeting with one other teacher on her team.
- On 2/13/XX, Ms. Smith participated in an error analysis as part of her team. Questions the team pondered about student work included, “What might the students have been thinking to make this error?” and “What different re-teaching strategies could we use to fix this?”

Standard VI: Teachers exhibit a high degree of professionalism.

Ms. Smith is conscientious about meeting all professional expectations at her school.

- She attends and actively participates in all required staff meetings and team meetings as scheduled.
- She attended and presented at Back-to-School Night and held parent conferences in November.
- Ms. Smith always responds promptly to email messages and she is very conscientious about communicating with school-based personnel.
- Ms. Smith has also prepared interims and final grades on time for her students.

Ms. Smith participates in all assigned duties.

- Ms. Smith is the assistant chair of the office/social committee, responsible for celebrating special events in the lives of staff as well as the end-of-year party.
- Ms. Smith attended the winter chorus concert on 2/27/XX.
- Ms. Smith consistently arrives on time to supervise bus arrivals and departures.

Ms. Smith has progressed well over the course of the year and is meeting the needs of her students. She supports students’ growth as learners, plans for student mastery of the content, adjusts her instruction based on feedback and works with her colleagues to change her approach when needed. She reports that she is pleased with her progress over the past year through looking at her students’ results. Ms. Smith’s goal for professional growth is to add to her repertoire of checking for understanding strategies.

APPENDIX D CONTINUED

Ms. Oriole has been teaching for three years at Cal Ripken School. She currently teaches English. She has two Honors English classes and three on-level classes. Ms. Oriole meets the requirements for being a highly qualified teacher in English. The English classes she teaches are made up of a diverse student body that is consistent with the school population. She works with the other English teachers to plan her lessons.

I. Teachers are committed to students and their learning.

Ms. Oriole communicates high standards for all students.

- On 9/4/XX, Ms. Oriole said, “I will give you a word and a sentence using the word, called a context clue. Be sure to write down what you think it means. Write down the definition in the definition box and then you write your own sentence using the word appropriate. I am letting you know ahead of time that I will be calling on you to share your sentence.”
- On 9/4/XX, Ms. Oriole reminded students to complete the warm-up: Describe the picture below using all five senses. Use your setting packet and vocabulary worksheet.
- On 11/6/XX, Ms. Oriole said, “Turn to page 25 in your packet. Last class we did pages 23 and 24. We did our baby claims. You were supposed to read the article on the other side. Why would I be talking about the other side in my argument? Why would we do that? Bingo. Hit it on the nose. On page 25 and page 26, we are going to bring up the other side’s best argument.”

As a result, students know what is expected of them and complete the work assigned.

Ms. Oriole effectively sends the key expectation messages to students.

- During the post-observation conference for the class on 11/6/XX, Ms. Oriole explained, “I want to offer every student the best chance for success. I provide an opportunity in class for students to look over the feedback I’ve given them and revise their work.”
- On 3/17/XX, she gave feedback as students worked on their notes and topic sentences, such as asking a student “How can you voice your opinion without using ‘I believe?’ or ‘What is your main claim?’” and “Write down the sentence stem for the main claim so you have it when you decide how to finish it.”
- She guided students in finding quotes to support their claims, asking students how the quotes they were choosing supported the reasons for the main claim (observation, 3/17/XX).

As a result, the students know that Ms. Oriole believes in them and will not give up on them.

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

Ms. Oriole asks questions appropriate to the mastery objective.

- The objective for the class on 11/6/XX was “students will be able to explain what an argument means and develop their initial thoughts on a topic they are passionate about.” Ms. Oriole asked students, “What is an argument? Why is it important to have strong arguments for issues that you are passionate about?”
- On 11/6/XX, Ms. Oriole said, “What do you have to offer us? Think about the broader picture. A lot of money is being put into issues like education. Don’t you think you should have a say? Should we listen to you?”

APPENDIX D CONTINUED

- During the post-observation conference from the observation on 11/6/XX, Ms. Oriole said, “When I plan lessons, I identify two focusing questions, designed to keep class discussion focused on the objective for the day. I post these questions on the board as a focusing tool for students.”

Thus, students are able to focus their thinking on concepts and skills related to mastery of curriculum goals.

Ms. Oriole effectively uses explanatory devices to present information.

- On 11/18/XX, when students had difficulty filling out the template, Ms. Oriole used her own example to fill out on the Promethean to provide a model to students.
- On 9/4/XX, she highlighted important information by saying, “We are focusing on words related to PBIS. The next word is Responsible. Here is the sentence: His consistent responsible behavior helped him get into college. I am going to talk about the first definition. It is long. The main part is here: answerable to somebody. I am responsible for teaching you English. You are responsible for coming to class ready to learn. This is the first part of the definition: answerable to somebody. The second part is a bit harder. This is the actual dictionary definition. Being the cause of something. There are three different ways to see this word. In the definition box you can write the parts I highlighted.”
- On 3/17/XX, Ms. Oriole provided instruction on breaking down the prompt and organizing notes (claim, reasons, and support) for the response, followed by a graphic organizer to show how each part of the response should be organized.

Hence, students receive scaffolds to make concepts clear and vivid to them.

Ms. Oriole develops Student Learning Objectives (SLO) in order to help struggling students meet curriculum standards.

- *Ms. Oriole’s area of growth for her first SLO focused on writing effective arguments to an identified group of nine students. The specific student learning target was “to increase student scores on MCPS formative exams from 1 to 2 through specific instruction in pre-writing strategies.” The nine identified students scored a “0” on the first marking period formative assessment.*
- *In an informal observation (12/08/XX), Ms. Oriole used a graphic organizer to teach pre-writing strategies in alignment with her SLO. In subsequent informal and formal observations, Ms. Oriole continued to recognize opportunities for SLO-related instruction, planned appropriate instructional activities and provided students with appropriate support.*
- *Ms. Oriole’s second SLO focused on scaffolding instruction related to the writing process, specifically focusing on revising work from rough draft to published draft. This SLO focused on seven previously identified students. The specific student learning target was “to increase student scores on MCPS writing common tasks from 3 to 4 through specific instruction in revision strategies.” The seven identified students scored a 3 on first two written common tasks of the semester.*
- *In a formal observation (3/17/XX), Ms. Oriole successfully taught a small group lesson in alignment with her second SLO. The lesson focused on self-editing strategies. The data from this lesson indicated a need to narrow the focus of the SLO.*

APPENDIX D CONTINUED

As a result, students received specific, research-based instruction matched to their identified needs and designed to mitigate learning gaps.

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

Ms. Oriole effectively communicates with families and responds to concerns.

- Ms. Oriole routinely communicates with parents about student academic concerns (portfolio).
- Ms. Oriole communicates with parents about positive student performance (portfolio).
- Ms. Oriole participates in team parent conferences on a regular basis.
- As of 4/23/XX, Ms. Oriole had 75 communication log entries in myMCPS that document behavior or academic concerns.

As a result, parents and students are well informed on progress related to academics and behavior.

Ms. Oriole has a behavior management system in the classroom and worked to maximize student time on task and focus their attention on the topic.

- On 9/4/XX, Ms. Oriole said, “This is very appropriate behavior. I am putting a marble in the jar.”
- During the observed lesson on 11/6/XX, Ms. Oriole stated her behavior expectations before walking to the lab. She said, “You will pack up your stuff. You will line up along the lockers. I will seat you. You will quietly walk in the hallway until we get to lab 128. Go ahead and start heading that way.”
- During the post-observation conference for the observation on 11/6/XX, Ms. Oriole said, “This year I am using marbles for each class as a behavior management system. I explain to the class how the marbles are earned. Second period can be difficult for behavior management so I announce the marbles at the beginning and end of class so it doesn’t distract students during class. I also give students PBIS coupons to reward individual behavior.”

Therefore, students are consistently cooperative, task-oriented and focused on learning.

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

Ms. Oriole uses multiple measures of student achievement to monitor student progress on SLOs.

- *For both of her SLOs the teacher used multiple and varied forms of assessment to drive her instruction including pre-assessments, student self- and peer-assessments, checking for understanding strategies, and exit cards.*
- *Ms. Oriole narrowed the focus of her second SLO three weeks after initial development. The adjustment was based on analysis of formative assessment and additional learning opportunities provided to identified students and the broadness of the originally identified goal.*
- *During a data chat (5/15/XX), Ms. Oriole shared specific data about his students’ progress on her SLOs:*
 - *An analysis of the first SLO data showed that: five of the nine students scored below a “4” (adequate mastery), four of out nine students scored*

APPENDIX D CONTINUED

at a “Proficient” or “Mastery” level of writing. A review of the students’ responses revealed that students’ textual evidence was more consistent than in the past and the analysis was appropriate for the audience in word choice and point of view usage. Students continue to need assistance with organizational measures.

- *An analysis of the second SLO indicated four of the seven students scored a 4 on the most recent MCPS writing common task. The other three students scored a 3. Ms. Oriole attributes this to attendance issues. These three students missed at least ten days of instruction over the last marking period. She plans to provide additional support during small group time, at lunch and/or after school. Ms. Oriole feels that with additional practice with the research-based revision strategies these students will continue to make progress.*

Therefore, students’ understanding is consistently monitored so instruction can be adapted to meet their needs.

Ms. Oriole articulates standards for student performance.

- Ms. Oriole consistently uses a rubric for writing assignments (10/14/XX, 11/20/XX, 11/29/XX)
- On 11/20/XX Ms. Oriole said after reading her own review of Starbucks, “Is this a good review or bad review in this paragraph? It’s mostly good but it is not all five stars. Describe to the reader what could be improved.”
- On 2/7/XX the common core task was to re-write a fairy tale in a modern day point of view. Students were given a choice in which fairy tale to rewrite. An exemplar of the "Ugly Duckling" was modeled.
- Ms. Oriole provides writing exemplars for students such as the 9/11 paragraph, a persuasive letter to Aaron Rogers, a Starbuck review, and a KFC negative review. She writes her own exemplars to engage the students more in the assignments (portfolio).

Therefore, students know the attributes of a successful product or performance prior to attempting it.

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

Ms. Oriole participates in workshops in MCPS and integrates what she learns into her own instructional practices.

- *As part of her instructional focus for her SLO Ms. Oriole attended the Elevating the Black Male seminar. She has integrated more student topic choice in her effort to get students to write effective arguments.*
- In the fall of 20XX, Ms. Oriole completed Studying Skillful Teaching and has increased her use of rubrics and criteria for success for assignments.
- She attended Google training and is now using Google forms to gather perception data from students on the lessons she teaches (portfolio).

Ms. Oriole consistently uses feedback to reflect on her professional practice.

- Ms. Oriole routinely uses feedback from her content specialist and has incorporated many instructional ideas shared into her lessons.

APPENDIX D CONTINUED

- Ms. Oriole participated in quarterly conversations regarding her professional growth to improve her practices.
- Ms. Oriole meets with the SDT and English Language Teacher/Coach regarding language objectives and supporting students.

As a result, students see a model of the growth mindset in action.

VII. Teachers exhibit a high degree of professionalism.

Ms. Oriole views herself as a leader in the school community.

- Ms. Oriole attends all the content meetings.
- She was well prepared for Back to School Night.
- Ms. Oriole volunteers to work with students during lunch and after school to get help.
- Ms. Oriole helped setup for the movie night fundraiser.
- Ms. Oriole volunteers to help serve ice cream during the honor roll celebrations.
- Ms. Oriole created an advisory lesson for the team on bullying. This lesson was shared with the other teams and implemented school wide.
- Ms. Oriole observed a co-taught English Autism class,
- Ms. Oriole was in charge of the spring play 20XX. She organized the auditions, rehearsal schedule, parent volunteers and more.
- During the 20XX-20XX school year, Ms. Oriole sponsored homework club on Tuesdays.
- During 20XX-20XX Ms. Oriole collaborated with the science department during quarter 3. She worked with Science as liaison in planning for a Science / English joint writing project, based on Science content and English production.
- During 20XX-20XX, Ms. Oriole collaborated with the World Studies department on writing.

Ms. Oriole contributes to the smooth functioning of the school environment.

- Ms. Oriole is on the PBIS committee and she writes the PBIS newsletter for staff. Ms. Oriole attends monthly meetings with the PBIS committee.
- Ms. Oriole supported fellow staff during PARCC Testing – multiple disciplines
- Ms. Oriole helps update the department bulletin board monthly.
- Ms. Oriole is on the committee for planning the spring 20XX and 20XX promotion.

As a result, students see their teacher being committed to and involved in the mission and vision of the school.

Ms. Oriole reflected on how she built her professional expertise through the SLO process. “I set a goal for student learning and established a challenging target based on data. As a team we created a plan for professional development and identified instructional strategies to meet the students’ needs. This allowed students to experience success where they hadn’t before.” Ms. Oriole is very proud of her accomplishments. Her professional goal for next year involves incorporating Universal Design for Learning principles to ensure that diverse learners have more opportunities to be successful in her English classes.

Improvement Plan

Team Members	Employee	Employee Representative	Resource Teacher / Content Specialist, etc.	Staff Development Teacher	Supervising Administrator	Non-Supervising Administrator
Signature						
Date						
Standard						
Problem/Impact						
Performance Goals	Strategies, Activities & Timetable	Support Structures	Data Collection Method & Sources	Evidence for Progress		

Criteria for Success: Improvement Plan

The improvement plan must include:

- **Team Members.** This may include only the teacher and an administrator. Include anyone who is listed in the Support Structures section.
- **The PGS standard.** Write out the standard.
- **The problem and its impact.** The problem must specifically state what the teacher is doing, written in a way that defines the gap between current performance and desired performance. The impact statement states the specific impact on students (*As a result, students...*).
- **One or two performance goals.** Each performance goal is directly linked to the problem and states what the employee needs to do to eliminate the problem. Goals are written in general terms.
- **Strategies and Activities.** These strategies, activities, and processes are concrete steps directly linked to the goals. They specifically state what the teacher will do to improve their performance in a way that can be assessed.
- **Support Structures.** These are the people and materials that will support the employee's improvement.
- **Data Collection.** For each strategy or activity, there is a method for collecting data, a person responsible for collecting it, and a date by which it will be collected. Multiple sources of data are collected.
- **Evidence for Progress.** Describe the ideal state: the behavior that would indicate that the teacher was meeting standard, and that the problem had been resolved.

Improvement Plan

Team Members	Teacher	Teacher Representative	Resource Teacher / Content Specialist	Staff Development Teacher	Supervising Administrator	Non-Supervising Administrator
Signature	Ms. Wallace	Mr. Smith	Ms. Reynolds	Ms. Harris	Mr. Yu	Mr. Brighton
Date	April 1, 20XX – end of 1 st quarter of subsequent school year					
Standard	Teachers know the subjects they teach and how to teach those subjects. (Standard II)					
Problem/Impact	Ms. Wallace does not plan and deliver lessons that include a mastery objective, activities that are aligned to a mastery objective, or student discourse. As a result, students are not achieving at the same level as other students in the same grade, and are not being challenged with rigorous opportunities for critical thinking.					
Performance Goals	Strategies, Activities & Timetable	Support Structures	Data Collection Method & Sources	Evidence for Progress		
<p>Ms. Wallace will develop and implement lessons designed for mastery and critical thinking.</p>	<p>Ms. Wallace will meet with the RT and SDT to view exemplars of model lessons that effectively incorporate elements of framing the learning and student-centered instruction to help students think critically and demonstrate mastery of the curricular objectives. (April 9, 20XX)</p>	<p>SST, RT, English Department Binder with Resources Related to Planning for Mastery and Critical Thinking, Model Written/Typed Lesson Plans, Template for Lesson Plans, The Teaching Channel (videos of mastery lessons)</p>	<p>The SDT and RT will share and discuss exemplar lesson plans and videos of exemplar lessons with Ms. Wallace. (April 15, 20XX)</p> <p>The SDT, RT, and Ms. Wallace will meet to review Ms. Wallace's formal written/typed lesson plans.</p> <p>Artifacts: Written/Typed Formal Lesson Plans and Meeting Notes</p>	<p>Ms. Wallace will create written, formalized plans that specifically address the components of framing the learning and student-centered instruction. Every lesson will include a clear mastery objective as well as activities that are aligned to the mastery objective, and checking for understanding to ensure student mastery. Additionally, every lesson will provide for opportunities for student discourse through means such as Think-Pair-Share or Socratic Seminars.</p>		
	<p>Ms. Wallace will meet with the RT every Thursday to review her plans for the following week. (Beginning April 1, 20XX)</p>	<p>RT, SST Resources, English Binder with resources related to Elements of Framing the Learning and Student –Centered Activities, Model Formal Lesson Plans, Template for Lesson Plans</p>	<p>The RT will collect, review, and discuss Ms. Wallace's lesson plans, paying careful attention to the objectives and activities to ensure they are aligned, offer opportunities for student discourse, and promote student mastery of the curricular objectives.</p> <p>Artifact: Formalized Weekly Lesson Plans</p>	<p>Ms. Wallace's written/typed plans will incorporate all of the necessary elements of framing and must be inclusive of student centered learning activities (see above) that will assist students with demonstrating mastery of the objectives.</p>		
	<p>It is recommended that Ms. Wallace complete SST I this summer and meet with the RT to discuss how to implement the strategies from the course.</p>	<p>SST I Resources and RT</p>	<p>The RT will conduct at least two random informal observations and one planned formal observation during the 1st quarter of the FY 20XX year.</p>	<p>Ms. Wallace's lessons will include strategies from SST I that address the elements of framing the learning and student discourse.</p>		

<p>Ms. Wallace will develop and implement lessons designed for mastery and critical thinking.</p>			<p>Student data will be collected from the informal and formal observations to show student demonstration of mastery. (formative and summative assessments)</p> <p>Artifacts: Successful Completion of SST I (certificate), Informal and Formal Observation Reports, Student Work Samples, Meeting Notes</p>	
<p>Ms. Wallace will accompany the RT and SDT to observe a variety of lessons both in her content and outside of her content and note the elements of effective framing and student centered instruction, specifically student discourse, that promote critical thinking and student mastery of curricular objectives. (May 20XX)</p>	<p>RT, SDT, Informal and Formal Observation Forms, professional leave for Ms. Wallace</p>		<p>All parties will complete the informal observation chart to collect data during observations and then compare their findings and discuss ways Ms. Wallace could implement those same strategies to her own lessons. The SDT, RT, and Assistant Principal will conduct at least one formal and one informal observation of Ms. Wallace's class during the first quarter of the FY 20XX school year.</p> <p>Artifacts: Informal and Formal Observation Forms, student data from Pinnacle (formative and summative results), and meeting notes</p>	<p>Ms. Wallace will implement lessons that effectively frame the learning and incorporate student discourse as observed in her observations of peers. (1st quarter of next school year)</p>
<p>Ms. Wallace will review student data to monitor the success of the strategies implemented as noted above.</p>	<p>RT, Student Feedback Questionnaire, and Pinnacle (summative and formative assessments)</p>		<p>The RT will view student data from the sources listed below and then discuss the data with Ms. Wallace.</p> <p>Artifacts: Student data from sources such as Pinnacle, formative and summative assessments, and student feedback</p>	<p>The effectiveness of Ms. Wallace's implementation of elements of framing and student centered instruction will be monitored through the student data.</p> <p>Ms. Wallace's students will demonstrate mastery consistent with others in like courses for like assignments.</p>

This document is available in an alternate format, upon request, under the *Americans with Disabilities Act of 1990*, by contacting the Department of Public Information and Web Services, at 850 Hungerford Drive, Room 112, Rockville, MD 20850, or by telephone at 301-279-3391 or via the Maryland Relay at 1-800-735-2258.

Individuals who request (need) sign language interpretation or cued speech transliteration in communicating with Montgomery County Public Schools (MCPS) may contact the Office of Interpreting Services in the Deaf and Hard of Hearing Program at 301-517-5539 or 301-637-2958VP, or send an e-mail message to interpreting_services@mcpsmd.org.

MCPS prohibits discrimination based on race, color, national origin, religion, ancestry, gender, age, marital status, socioeconomic status, sexual orientation, gender identity, physical characteristics, or disability. Students pursuing a complaint of discrimination may contact Ms. Lori-Christina Webb, Executive Director to the Chief Academic Officer, Carver Educational Services Center, 850 Hungerford Drive, Room 129, Rockville, Maryland 20850, 301-279-3128, or the Student Leadership Office, 301-444-8620, for advice and assistance.



**Published by the Department of Materials Management
for the Office of Human Resources and Development**

1472.15ct • Editorial, Graphics & Publishing Services • REV 7.16 • Web

Copyright © 2016 Montgomery County Public Schools

