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Teacher Effectiveness Evaluation

and evaluation of other BTU members

BTU members who are classroom teachers are evaluated using the teacher effectiveness evaluation. Other BTU members (e.g., education associates, counselors, library media specialists) are evaluated with the performance-based evaluation system. Not sure which evaluation applies to you? Check out this listing by job title. All BTU members should anticipate meeting with their supervisor to review the evaluation process. Individual Development Plans (IDPs) and initial planning conferences must be completed by October 31.

Note that if a deadline falls on a weekend or holi deadline will shift to the next work day.

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2020-21 Evaluations

Baltimore City Public Schools is committed to authentic employee evaluations, grounded by accurate observations of practice and meaningful feedback. We recognize the importance of each employee receiving feedback on their performance and impact and being recognized for the role they play in support of our students and families.

Therefore, wherever possible, employee evaluations will continue for this year. Employee evaluation forms and rubrics remain unchanged. In instances when performance data is not available for employees evaluated with an Effectiveness Framework, the remaining evaluation components will be reweighted as communicated at the start of the year.

2020-21 Pilot of “Off Cycle” Evaluations for Teachers

In 2020-21, City Schools is piloting an “on/off cycle” for classroom teachers in which tenured teachers who meet particular performance criteria may elect to go “off cycle.” Those teachers who make this decision will not have formal observations or professional expectations conducted this school year. Rather, their formal observation and professional expectations scores from 2019-20 will be included in this year’s annual evaluation. In accordance with COMAR requirements, student growth data must be gathered each year and so these teachers must still participate in the SLO process for 2020-21.

For additional information, please review the Frequently Asked Que Q) document

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Teacher effectiveness evaluation

This evaluation for BTU classroom teachers reflects the complexities of teaching and was designed to help improve student academic outcomes. It includes multiple measures and components that, together, provide an authentic, comprehensive understanding of strengths and areas for improvement aimed at continuous improvement of instructional practice.

An overview of the evaluation is provided below. All BTU members and their supervisors are encouraged to watch these Plug & Play narrated presentations:

- Starting the school year milestones
- Second semester milestones

Although the mid-year review for classroom teachers occurs offline, we have provided some guidelines for holding mid-year conversations. The mid-year performance review conversation provides an opportunity for teachers and school leaders to discuss student and teacher progress to date.

UPDATED: Key dates and milestones

Because it includes several components, the teacher effectiveness evaluation unfolds over the course of the school year. Review these key dates and milestones for the teacher evaluation, which were updated in the beginning of the second formal observation window. If any date falls on a weekend or holiday, the due date is the next day.

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Components

Professional practice: Formal classroom observations (40% total)

Formal observations provide evidence of a teacher's strengths and areas for development. When done purposefully and with discussion that includes actionable feedback, they are integral to improving instructional practice.

- Teachers are observed on the seven key actions of the instructional framework's "Teach" component
- Teachers should receive frequent informal observations during the school year
- In order to sustain an annual evaluation, a minimum of two formal observations must be completed by qualified observers
- The total weight of the formal observation component is 40% (e.g., if two observations, then each is worth 20%),
- Each formal observation is considered a separate evaluation measure

Professional practice: Professional expectations (10%)

This measure considers the extent to which a teacher meets district expectations for compliance with district and school policies and demonstrates standard skills in communication, professionalism, professional practice, and district expectations.

Supervisors and teachers should review the professional expectations rubric. Teachers are encouraged to reflect and self-assess their performan[illegible]orm.

Student growth: Student learning objectives (35%)

SLOs are specific, measurable academic goals for a particular group[illegible]s in an academic year. Teachers create SLOs in collaboration with their school leaders

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and in alignment with the relevant district guidance. SLOs can be used to measure student learning for teachers in both tested and non-tested grades. For 2018-19, the evaluation includes one SLO worth 35% of the total evaluation. Note that without an approved exemption, teachers must have an approved SLO learning target and submit their student data in the appropriate electronic system. Failure to do so results in a score of 25 on the SLO component of the 2019-20 evaluation.

For more information and resources about SLOs, visit the district's Blackboard site, log in, and click the SLO icon.

Student growth: School performance measure (15%)

This measure reflects a whole school's yearlong performance for learning environment, student growth, and college and career readiness. Due to the timing when data is available, school performance measure data reflects the previous year's performance. There is insufficient performance data to calculate an SPM score for all schools due to the emergency school building closers last year. Therefore, the remaining evaluation components will be reweighted for SY 2020-21 evaluations. Please review the evaluation reweighting resource for more information.

Ratings

For most teachers, the end-of-year rating is determined by a composite score made up of individual scores from each component. Each individual raw score is converted to a 100-point scale, weighted, and combined to yield a single overall composite rating. This overall annual evaluation rating is based on where a teacher's composite score falls within the annual evaluation score r overview shows an example of an annual evaluation rating calculati overview clarifies how evaluation components are re-weighted whe ot available.

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The final rating can result in awarding of achievement units which, in turn, contributes to teachers' advancement along their career pathway and their salary.

- 86 and above: Highly effective (12 achievement units)
- 70 to 85: Effective (9 achievement units)
- 55 to 69: Developing (3 achievement units)
- 54 and below: Ineffective

If a teacher receives a rating of ineffective, City Schools must, at a minimum, offer that teacher (if he or she is certificated) a meaningful appeal process in accordance with Education Article, § 4-205(c)(4), Annotated Code of Maryland. The burden of proof is on the teacher appealing the rating.

Evaluation for other BTU members

BTU employees who do not work primarily in delivering instruction are evaluated using forms and rubrics from the Performance-Based Evaluation System. Please note the following dates, tasks, and resources.

Note that if a deadline falls on a weekend or holiday, the deadline will shift to the next work day.

By January 27: First Formal Observation

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- Formal observation – Other teacher level staff
- Full-time mentor input form
- Guidance counselor input form
- IEP associate and clinical service provider input form

By February 1: Midyear Performance Review

- Performance review – Midyear report

By April 30 (UPDATED): Second Formal Observation

- *See forms for first formal observation*

By one week before last day of school for employees: Annual evaluation

- Annual evaluation – Teacher-level staff

Electronic platform help guides

All BTU employees and their evaluators complete steps in the evalu ess electronically. BTU employees will access their information in OPMS Employee Self Service and supervisors will access information in O Manager Self Service.

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Help guides

Guides specific to using Blackboard for SLOs are listed in the SLO course.

All employees:

- How to access completed evaluations

Teachers:

- Opening the annual evaluation report
- Reviewing and responding to the classroom teacher observation

Other BTU members:

- Reviewing and responding to the input and observation forms

All supervisors:

- Changing the main appraiser
- How to access completed employee evaluations

Classroom teacher supervisors:

- Completing the professional expectations form
- Opening employees annual evaluation report
- Completing the formal observation

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Other BTU employee supervisors:

- Initiating the PBES annual evaluation report
- Completing the input and observation forms

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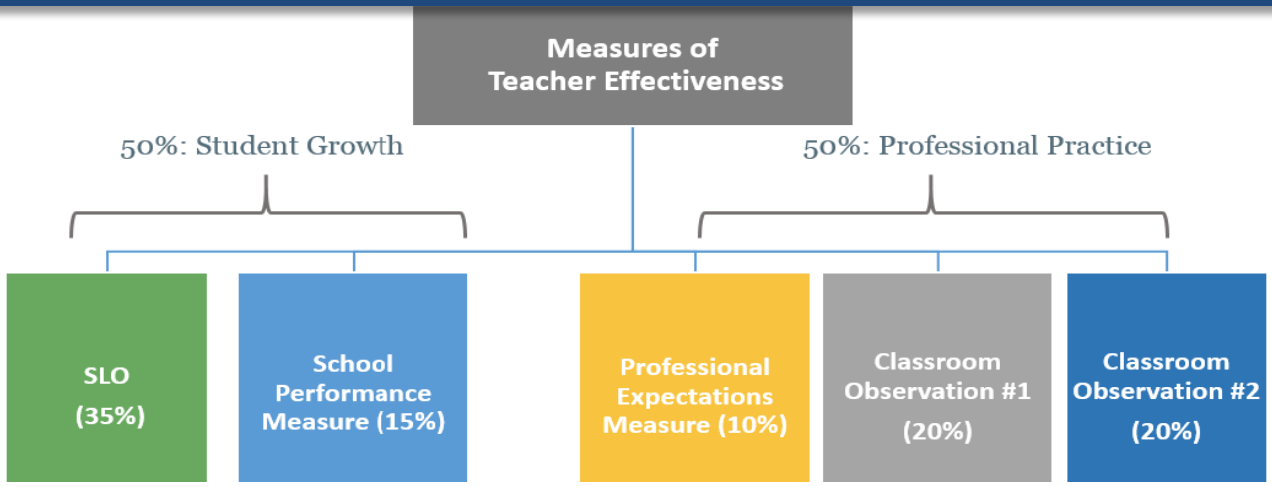
2020-21 Teacher Effectiveness Evaluation
Annual Evaluation Overview



Student Learning Objectives (SLO)
- SLOs are academic goals for student learning, customized to a teacher's particular students
- SLOs are designed to support instruction and measure student progress for teacher evaluation

School Performance Measure (SPM)
- SPM considers learning environment, achievement and student growth or college/career readiness
- Because SPM data are lagged and due to the impacts of COVID-19, insufficient 2019-20 data is available to calculate SPM scores

Professional Expectations
- This measure provides feedback on a teacher's professional practice and consists of 16 indicators that are grouped into the following four competencies:
  - Communication
  - Professionalism
  - Professional Practice
  - District Expectations

Classroom Observations
- Teachers are observed on the seven TEACH key actions of the Instructional Framework
- This score averages the two-to three formal observations during the school year
- Formal observations are completed by qualified observers

Calculating Annual Evaluation Ratings: An Example

Component	Raw score	Scale of raw scores	Scaled score (100-pt scale)	Weight	Weighted score
Classroom Observations The formal observation ratings from 2 or 3 formal observations are on a scale of 1 to 4	3.25	4	81.25 (3.25 x 25) Multiply by 25 = 100-pt scale	40%	**32.500** (81.25 x .40)
Professional Expectations Because professional expectations are rated on a **64-point** scale (16 indicators each rated on a scale of 1-4), the multiplier is 100 ÷ 64= 1.5625. This is the same as 54 ÷ 64 x 100 (*i.e. like grading assignments)*	54	64	84.375 (54 ÷ 64 x 100) Score is on a 64-point scale; 54/64	10%	**8.4375** (84.38 x .10)
Student Learning Objectives Completed SLOs are scored on a scale of 54 to 100	77	100	77 Already on 100-pt scale	35%	**26.95** (77 x .35)
School Performance Measure The SPM score is on a 100-pt scale	46.78	100	46.78 Already on 100-pt scale	15%	**7.017** (46.78 x .15)
Overall weighted score					***74.905***
Overall weighted score (rounded)					**75**

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

*The teacher in this example would be rated "Effective," based on the rounded overall weighted score of **75.***

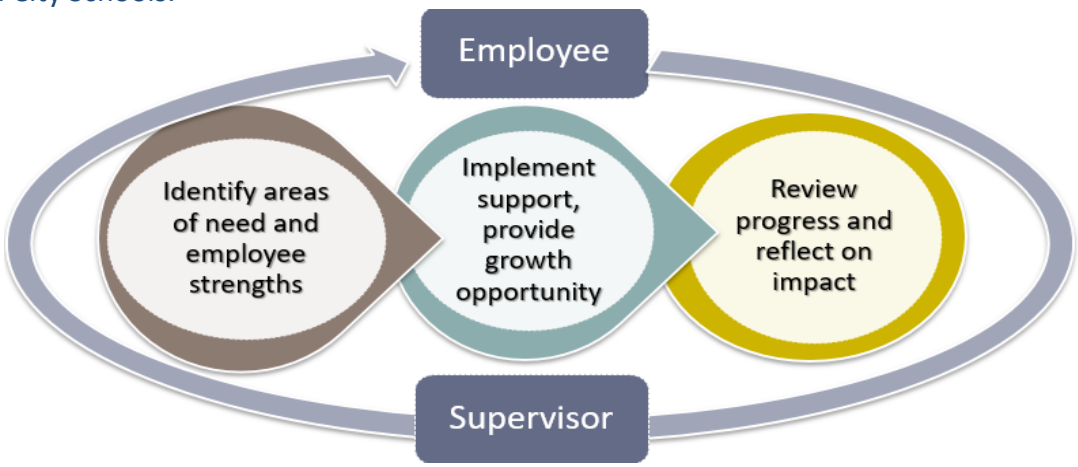
For more information on calculating evaluation ratings, please visit [the district webpage](#).

BALTIMORE CITY PUBLIC SCHOOLS

Your SY 2020-21 Teacher Effectiveness Evaluations: Year at a Glance

In City Schools, we recognize our responsibility to provide the students of Baltimore City with the world-class education that will empower them to hone their gifts and give them the skills they need to pursue the future that calls them. Authentic, meaningful evaluations of performance are one critical component to meeting this responsibility and should drive discussions and actions to develop and support those who work with our students.

Please review Board Policy GCO and its accompanying regulations for more information about employee evaluations in City Schools.

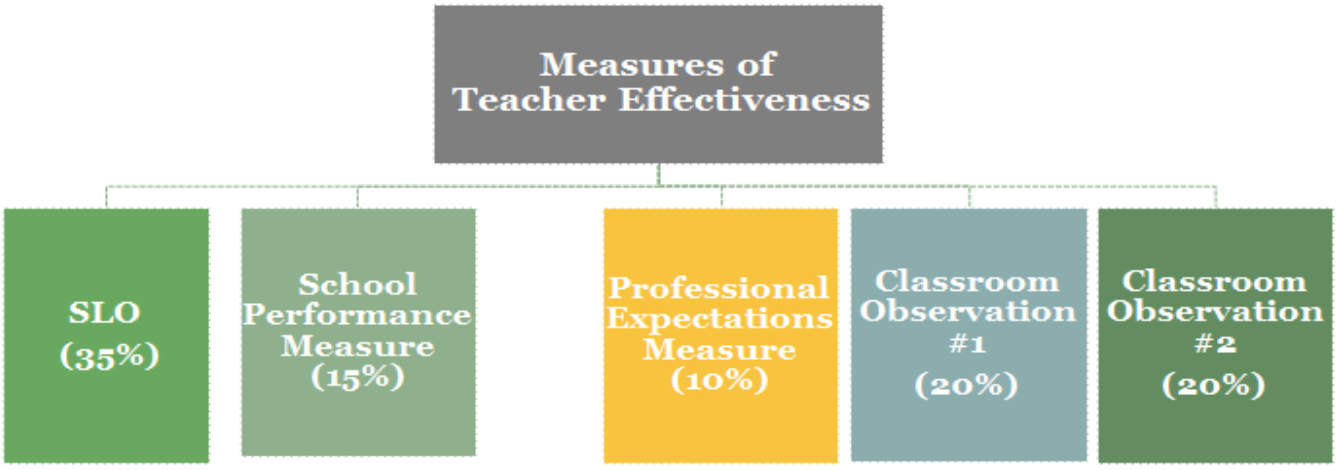


From the professional development goals set in an educator's Individual Development Plan to the feedback they receive following an observation of their practice, this school year presents us with an opportunity to put our entire focus on teaching and learning as we work together to ensure effective education in a new environment.

The SY 2020-21 Teacher Effectiveness Evaluation: Components and Weights

SY 2020-21 Teacher Effectiveness Evaluation will maintain the model that teachers and supervisors have experienced since SY 2014-15 in order to ensure continuity and focus on teacher development and authentic conversations about performance.

Where performance data is not available, other components will be reweighted. **For example, because there is insufficient data to calculate the School Performance Measure for this year, the remaining components will be reweighted.** Please review the reweighting scenarios one-pager on our Performance Evaluation webpage for more details.



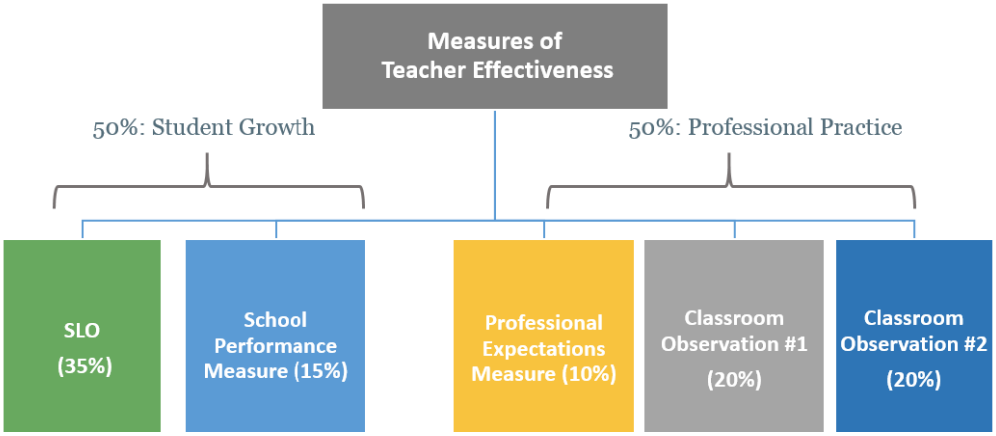
Looking Ahead: Steps in the SY 2020-21 Teacher Effectiveness Evaluation

Date*	Action Item	What to Expect
October 31st	Initial Planning Conference and Individual Development Plan (IDP)	• You will prepare your IDP prior to the conference; • You will review your goals, performance information, and student data; and • You will discuss an action plan and supports.
November 23rd	Submit Student Learning Objective (SLO) Target or SLO Exemption request	• Your SLO Ambassador will provide information on what is expected and there will be content / grade level resources for your review; and • There will be opportunities for collaboration and targeted suggestions for support and development.
December 11th	SLO Approval	• Prior to this date, you will receive feedback from your SLO approver about your SLO and possible changes.
January 27th	1st Formal Observation	• There will be a pre- and post- conference to discuss your lesson/activity to be observed, the observation, your performance, and its connection with your SLO; • This will be an announced formal observation and you will have prior knowledge of when the observation will take place and who will conduct it; and • There will be opportunities for constructive feedback and targeted suggestions for support and development.
February 1st	Mid Year Performance Review	• You will review progress towards your IDP goal; • You will review your SLO and any supports / instructional strategies needed; and • You will have an opportunity for self-reflection with the Professional Expectations task.
April 26th *****Updated***	Submit SLO student data for scoring verification	• You will have the opportunity to review your students' progress and reflect on your instructional practice.
April 30th *****Updated***	2nd Formal Observation, 3rd Formal Observation *(if applicable)*	• Your experience will be consistent with 1st Formal Observation. *Please review regulation GCO-RD for more information about when unannounced formal observations will occur.*
April 30th *****Updated***	Professional Expectations	• You will receive constructive feedback and targeted suggestions for support and development; and • You will have the opportunity to provide feedback on this measure and share examples of your professional contributions, if applicable.
May 14th *****Updated***	SLO will be scored based on student data	• You will see your SLO Final Score and any additional comments in Blackboard.
One week before last day of school	Annual Evaluation	• You will have the opportunity to review performance data gathered across the year

**Any deadlines that fall on a weekend or holiday will move to the next work day. The chart above reflects this policy.*

***Teachers who do not have an approved SLO Learning Target OR SLO Exemption request in the appropriate electronic system will receive a score of "25" (out of 100 possible points) on the SLO component of their SY 2020-21 evaluation.*

2020-21 Teacher Effectiveness Evaluation
Reweighting Performance Components



2020-21 Teacher Effectiveness Evaluation

For those teachers in the unique situation where performance data is absent from one or more evaluative components, the remaining components are used to calculate the annual evaluation score using different weights.

Examples where performance data may not be available include:

- **Student Learning Objectives (SLOs):** Teachers with an approved SLO exemption* for this year will not have an SLO component in their annual evaluation. Their formal observations will be weighted at 70%, professional expectations will be weighted at 15%, and SPM will remain 15%. *(see chart below)*
- **School Performance Measure (SPM):** Due to the impacts of COVID-19 during SY 2019-20, insufficient performance data is available to calculate SPM values for all schools. Similar to earlier years when SPM was not available for a teacher's annual evaluation, formal observations will be weighted at 50%, professional expectations will be weighted at 15%, and SLO will remain 35%. *(see chart below)*

Weighting components for the 2020-21 school year Teacher Effectiveness Evaluation			
SLO Weight 35%	**SPM Weight 15%**	**Formal Observation Weight 40%**	**Professional Expectations Weight 10%**
35%	Not Applicable	50%	15%
Exempt	Not Applicable	70%	30%
35%	Not Applicable	65%	Not Available
Exempt	*15%*	*70%*	*15%*
35%	*15%*	*50%*	*Not Available*
A teacher needs two formal observations to support an annual evaluation. If performance data is not available for the minimum of two formal observations for teachers hired by the start of the school year, the teacher is considered to have effective performance for their evaluation.			

*SLO exemption requests must be approved for the school year. Guidance criteria include: Teacher has less than 10 students, is on approved leave a significant portion of the SLO window, or has an assignment change on or after October 31st of that school year.

For more information on calculating evaluation ratings, please visit the district webpage .

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