

TEACHER EVALUATIONS ARE CHANGING

Why?

- RTTT grant
 - Ed. Reform Act of 2010
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- RTTT affects 22 of 24 LEA's
 - Ed. Reform Act affects all LEA's

MARYLAND'S RACE TO THE TOP (RTTT)

- On August 24, 2010, Maryland was awarded one of the federal government's coveted Race to the Top grants in the amount of \$250 million over four years. The RTTT program is aimed at boosting student achievement, reducing gaps in achievement among student subgroups, turning around struggling schools, and improving the teaching profession.

I. LEGISLATION

- **During the 2010 General Assembly Session, the Maryland legislature passed the Education Reform Act of 2010. This legislation requires the State Board of Education to adopt regulations that: establish general standards for performance evaluation criteria. This legislation requires local boards to establish performance evaluation criteria for certificated teachers and principals that include data on student growth as a significant component of the evaluation and as one of multiple measures.**

DEVELOPING A STATE MODEL

Maryland Council for Education Effectiveness Executive Order 01.01.2010.12 Highlights

- **Evaluation Model Must Be:**

- Fair
- Transparent
- Timely
- Rigorous
- Multiple
- Valid
- Opportunity to improve
 - Share practices

- **Procedures**

- Majority = quorum
- Meetings = call of co-chairs
- Cannot send designees

- **The Council shall create an “Advisory Panel”**

- State and National experts with experience in psychometrics and assessments
- Experience in teacher preparation programs
- Individuals with knowledge of the needs of parents, students and business community

THE MARYLAND COUNCIL FOR EDUCATOR EFFECTIVENESS MEMBERSHIP

August 18, 2010

- Dr. Nancy S. Grasmick, State Superintendent and Co-Chair
- Dr. Andres A. Alonso, Chief Executive Officer
- Bridgette Helen Blue, Teacher
- David Burton, Principal
- Dr. Mary Kay Finan, Professor of Education
- Betty Weller, Teacher and Co-Chair
- Christopher S. Barclay, Board of Education
- Cheryl Bost, Teacher
- Dr. Bonita Coleman-Potter, Deputy Superintendent
- Donna Hanlin, Assistant Superintendent
- The Honorable Anne R. Kaiser, Delegate
- Maleeta Kitchen, Teacher
- Enrique Melendez, former Board of Education member
- Pamela A. Pedersen, Member
- Lee J. Rutledge, Teacher
- Judith C. Walker, Principal
- The Honorable Delores G. Kelley, Senator
- Dr. Lawrence Leak, Retired Chief Academic Officer
- Dr. Dennis Pataniczek, Dean
- Dawn Pipkin, Teacher
- June Streckfus, Executive Director

EXECUTIVE ORDER – THE MARYLAND COUNCIL FOR EDUCATOR EFFECTIVENESS

The Maryland Council for Educator Effectiveness

Charge: Make recommendations for the development of the model evaluation system for educators required by the Reform Act of 2010

Three components:

- Definition of “effective teachers and principals”
- Definition of “highly effective teachers and principals”
- Relationship between the student learning component and other components of the evaluation

PROGRESS TO DATE REGARDING DEFINITION OF “EFFECTIVE” AND “HIGHLY EFFECTIVE” TEACHER AND PRINCIPAL

A. Definitions of Teacher and Principal

For the purpose of the establishment of the general standards for performance evaluations for certificated teachers and principals in public schools, the Maryland Council for Educator Effectiveness recommends the following definitions:

Teacher: Any individual certificated by MSDE as defined in COMAR 13A.12.02.03-.23 as a teacher who delivers instruction and is responsible for a student or group of students' academic progress in a PreK-12 public school setting. The local superintendent may use discretion, based upon the title and role of a position in the local school system, in determining which employees will be evaluated as a teacher.

Principal: Any individual certificated by MSDE as defined in COMAR 13A.12.04.02, .04 (excluding supervisors of instruction), .05, .16 as an administrator or supervisor in a Maryland PreK-12 public school who is responsible for students' academic progress and efficient operation of school. The local superintendent may use discretion, based upon the title and role of a position in the local school system, in determining which employees will be evaluated as a principal.

MAJOR PRESENTERS

- **John Ratliff – Governor’s Office**
- **Elizabeth Kameen – Attorney Governor’s Office**
- **Dr. Jim Foran – MSDE**
- **Dr. Colleen Seremet – MSDE**
- **Dr. Leslie Wilson – MSDE**
- **Dr. Bernie Sadusky – MSDE**
- **Lisa Bishop – Delegate State Department of Education**
- **Peter Shulman – Delegate State Department of Education**
- **Michael Hoffman – Delegate Teachers Union**
- **Mary Jo Faust – Delegate Teachers Union**
- **Dr. Howard Wainer – Wharton School of Business, University of Pennsylvania**
- **Dr. Clifford Eichel – Charles County Board of Education**

MAJOR PRESENTERS (cont.)

- Steve Perakis – Charles County Board of Education
- Pat Alexandar – MSEA
- Geraldine Duval – MSEA
- Jan Erskine – MSEA
- Dr. Meg Dolan – Mid Atlantic Comprehensive Center
- Doug Prouty – Montgomery County Association of Principals & Teachers
- Rebecca Newman - Montgomery County Association of Principals & Teachers
- Matt Gawdul – Achieve Incorporated
- James Tucker – MSDE
- Mary Ann Mears – Arts Education in Maryland
- Dr. Karen Woodson – Montgomery County Public Schools

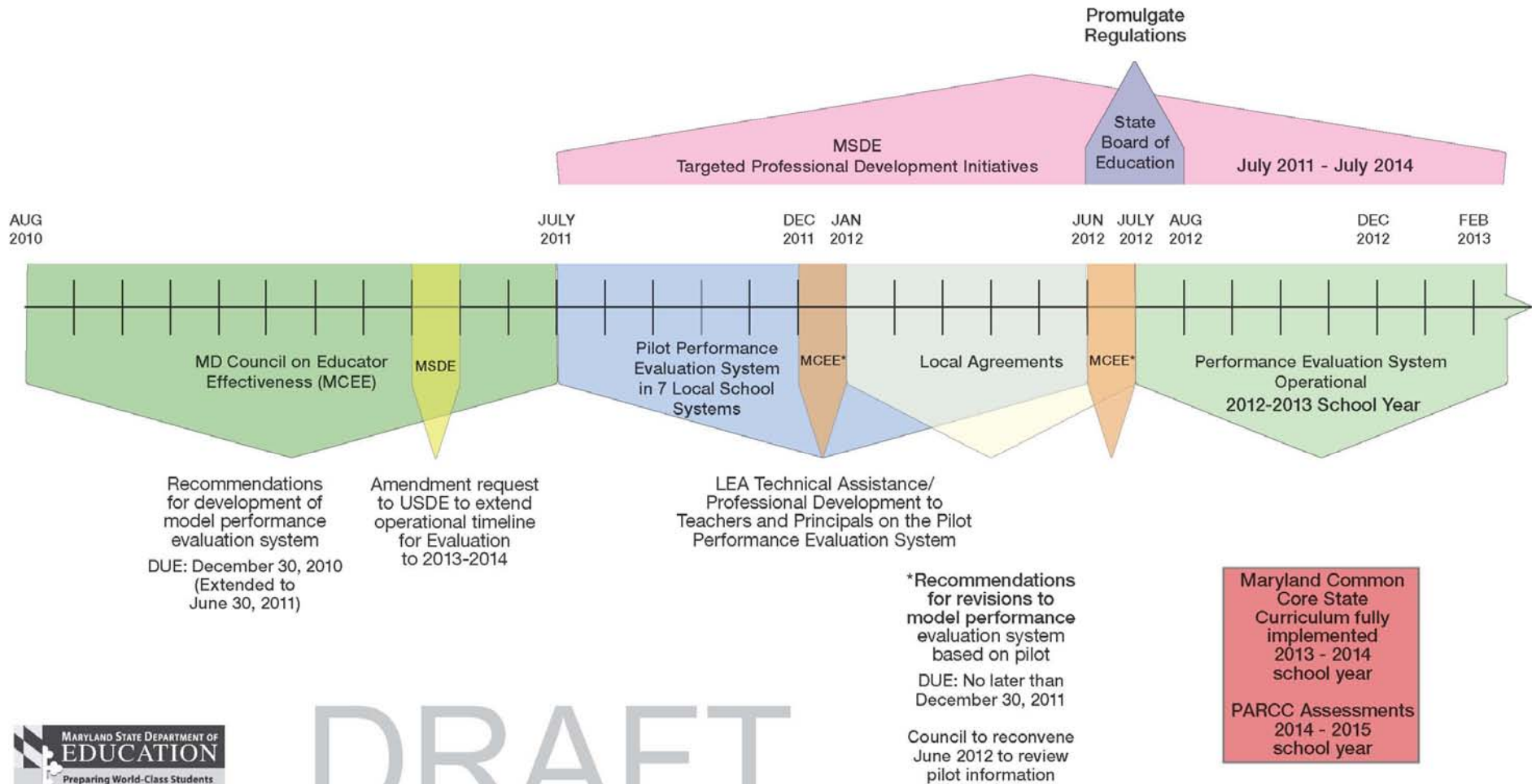
MAJOR PRESENTERS (cont.)

- Dr. Charlotte Danielson – The Danielson Group
- Dr. Carol Ann Heath – MSDE
- Leslie Seid Margolis Esq. – Maryland Disabilities Law Center
- Dr. Laura Goe – The National Comprehension Center For Teacher Quality
- Debbie Drown – Executive Director, MAESP
- Dr. Gene Streagle – Executive Director, MASSP

REQUEST FOR EXTENSION

12-31-10 to 6-30-11

Timeline for Implementing Model Performance Evaluation System



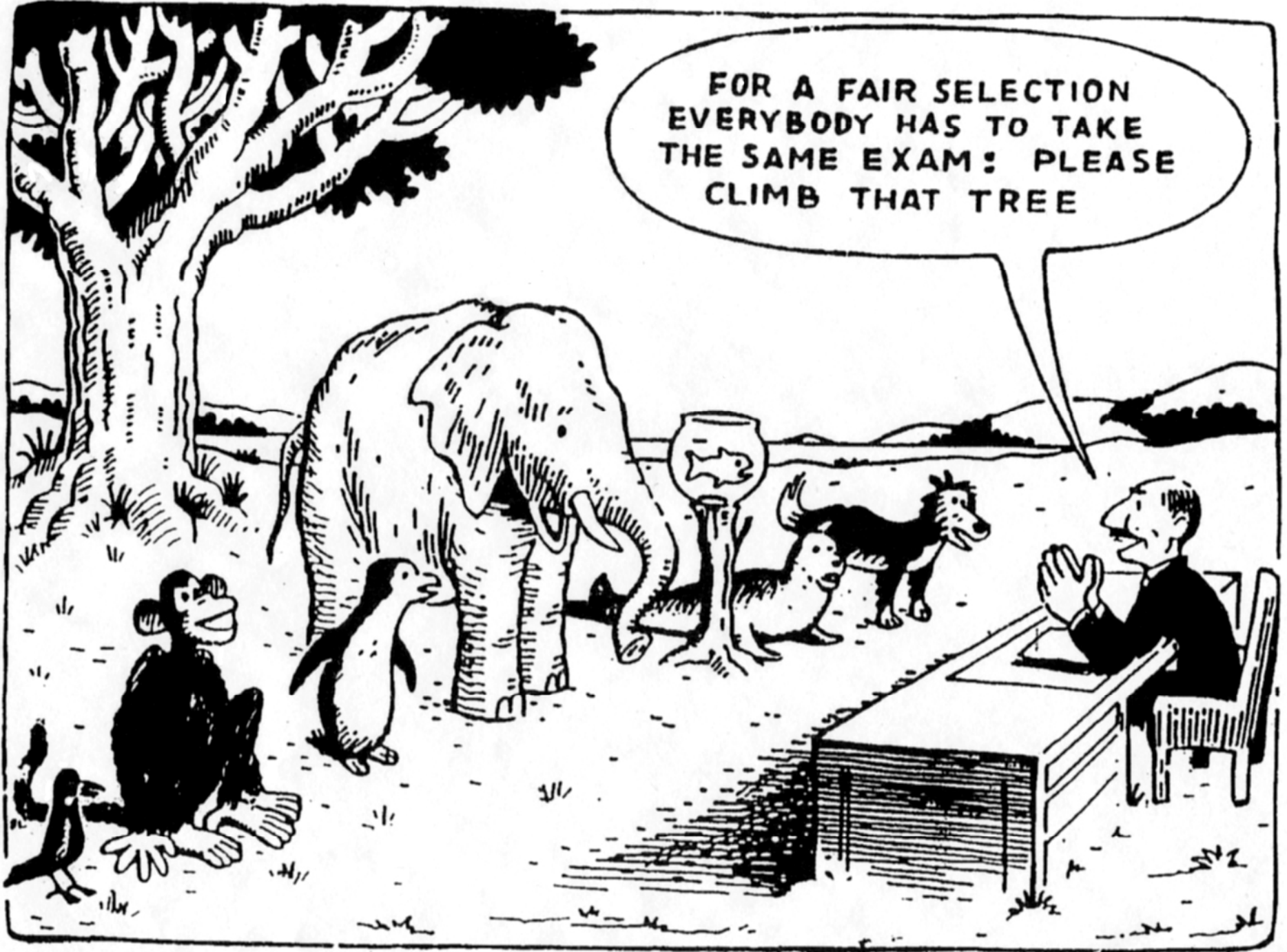
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The goal of teacher evaluation

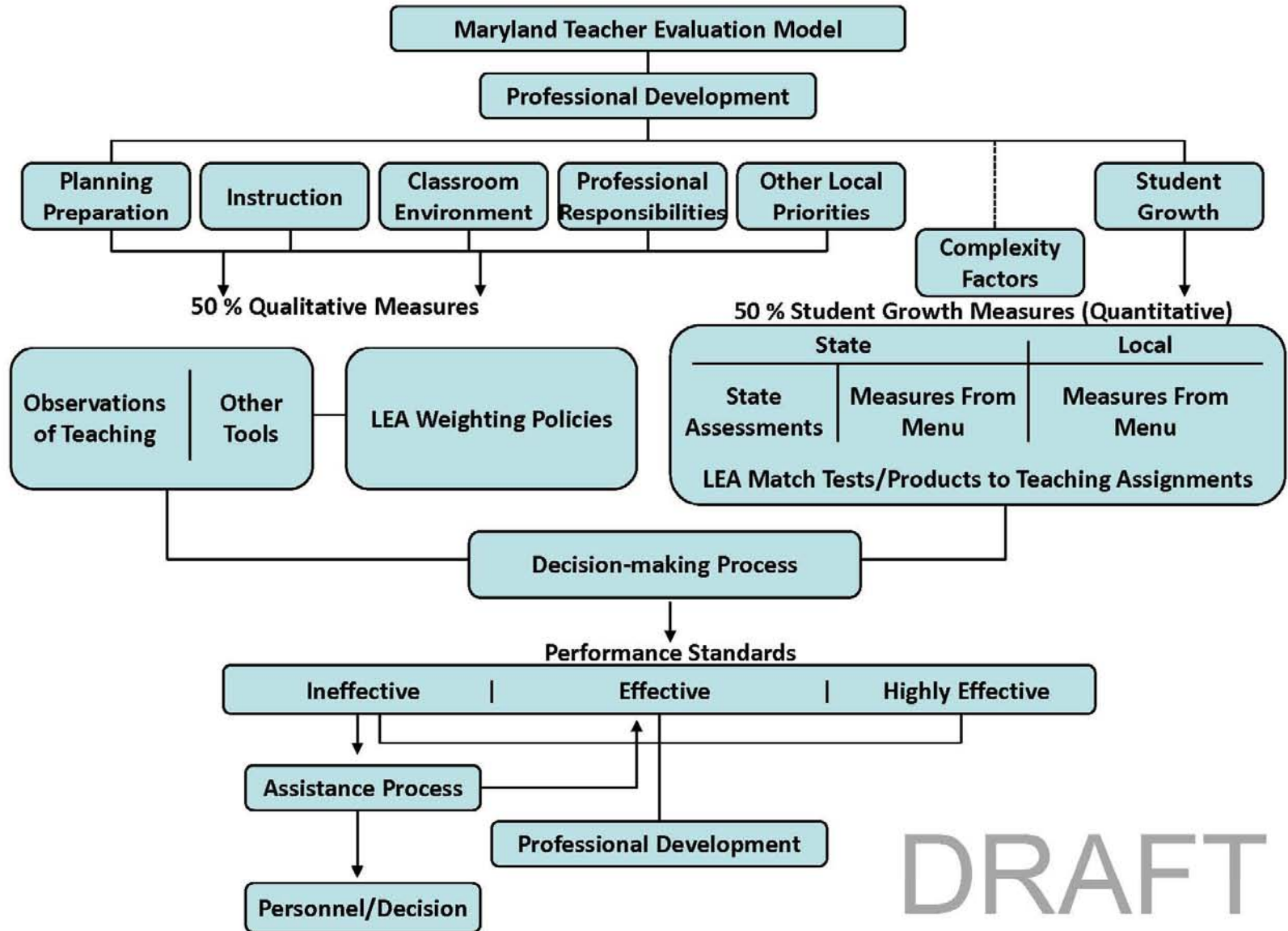
*The **ultimate** goal of all teacher evaluation should be...*

**TO IMPROVE
TEACHING AND
LEARNING**

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



Framework for System to Evaluate Teachers

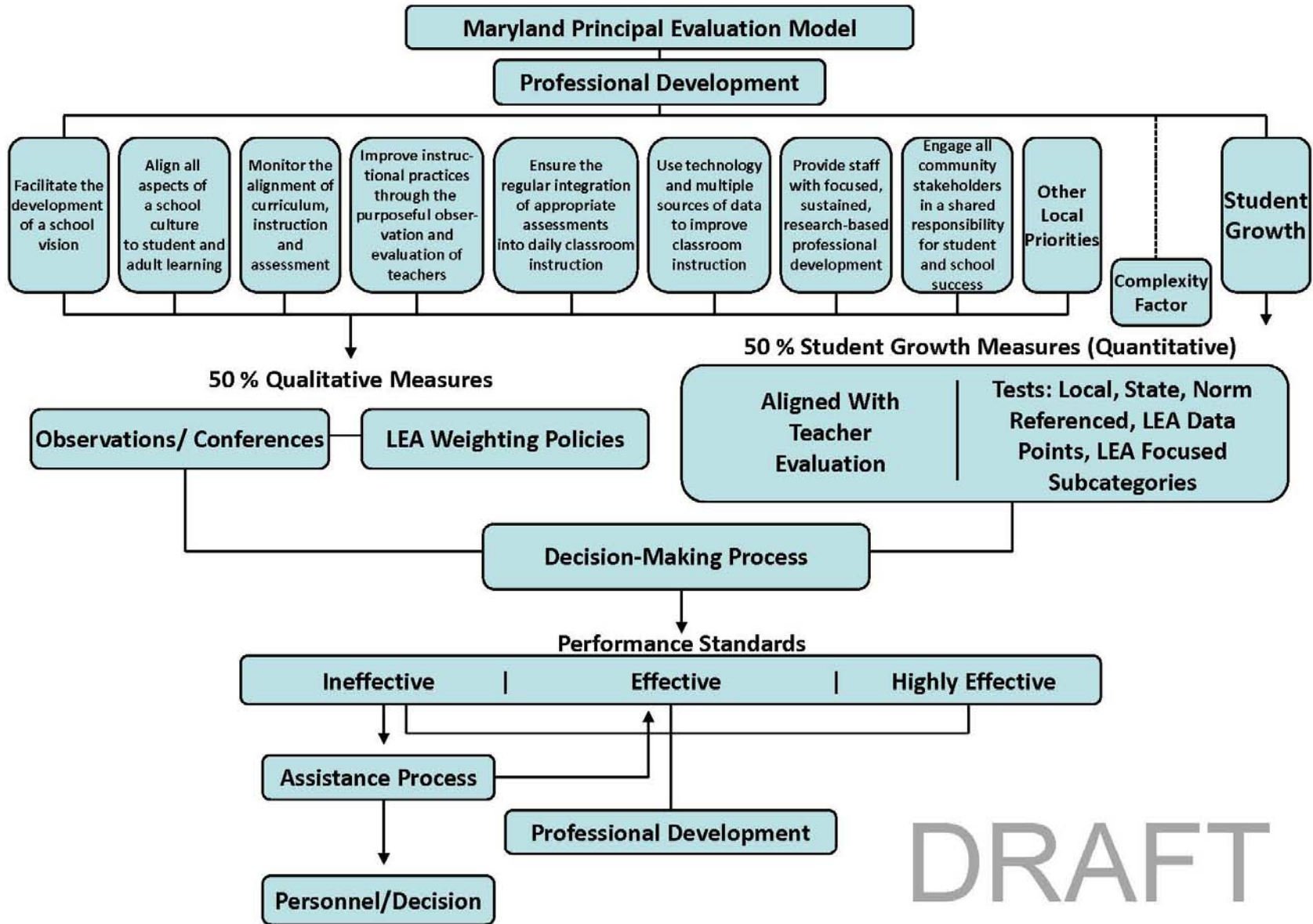


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Maryland Council for Educator Effectiveness

	High School	4-8 Tested	4-8 Non-Tested	PreK-3
State Assessments	WHERE APPLICABLE			
Portfolio	<ul style="list-style-type: none"> •Portfolio – student work •Portfolio – teacher work 	<ul style="list-style-type: none"> •Portfolios 	<ul style="list-style-type: none"> •Portfolios – student portfolios/sampling 	<ul style="list-style-type: none"> •Portfolios
Projects/Products	<ul style="list-style-type: none"> •Projects: Locally Graded, State Checked, Performance Task •Intervention Assessments (Wilson Reading, Lexile Lev) 	<ul style="list-style-type: none"> •Cross curricular projects •Research-Based Interventions 	<ul style="list-style-type: none"> •In class projects (Science Fair, Class labs, Problem-based projects) 	<ul style="list-style-type: none"> •Culminating Project •Summative Checklists (K)
Test Products	<ul style="list-style-type: none"> •College/Career Readiness Tests •SAT, AP, Accuplacer, IB, PSAT •SLO – Pre/Post test; Standardized mid-term •LEA or school developed •Reading Level Tests •Certification tests •Benchmarking tests •LAS Links •Fitness Gram, Fitness for Life, Physical Education Metrics 	<ul style="list-style-type: none"> •Writing – Artificial Intelligence or teacher scored; Cross Curricular •Benchmarking tests •Unit Assessments •Early Reading Inventories •Math Inventories •Language Proficiency Assessments •LAS Links •Modified Assessments 	<ul style="list-style-type: none"> •Pre-Post Assessments •Local Assessments – quarterly/other •Oral Assessments 	<ul style="list-style-type: none"> •Dibels •Benchmarking tests •Quarterly assessments •Quarterly Reading Assessments •Sigh work assessments •Basic fasts Quarterly assessments
Performance		<ul style="list-style-type: none"> •Performance bases – cross curricular 	<ul style="list-style-type: none"> •Small Group video (performance, ex. Drama, music group, individual students, special education) •Adjudication (Ensembles, Choir) 	

Framework for System to Evaluate Principals



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TEACHER/PRINCIPAL EVALUATION SYSTEM GENERAL STANDARDS

- Professional Practice (50%)

The evaluator assigns Highly Effective, Effective or Ineffective on the Professional Practice rubric. For teachers, the evaluator uses a combination of Danielson domains and any other metrics chosen by LEA, following guidelines (e.g., allowable metrics, acceptable evidence) determined by the LEA and approved by MSDE.

Highly Effective	Effective	Ineffective
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TEACHER/PRINCIPAL EVALUATION SYSTEM GENERAL STANDARDS

3. Overall Student Growth Score: Circle on the matrix the intersection of the Statewide growth measure and the LEA growth measure from the previous two charts.

		State Growth Measure		
		Highly Effective (9)	Effective (6)	Ineffective (3)
LEA Growth Measure	Highly Effective (6)	15	12	9
	Effective (4)	13	10	7
	Ineffective (2)	11	8	5

WHAT IS THE MAXIMUM SCORE FOR HIGHLY EFFECTIVE?

WHAT IS THE MAXIMUM SCORE FOR INEFFECTIVE?

TEACHER/PRINCIPAL EVALUATION SYSTEM GENERAL STANDARDS

Overall Evaluation

Circle on the matrix the intersection of the Professional Practice evaluation and the Student Growth evaluation. This is the final evaluation of the teacher. No teacher can be rated effective unless that teacher has been effective in the student growth component consistent with the Race to the Top application.

		Professional Practice		
		Highly Effective	Effective	Ineffective
Student Growth	Highly Effective			
	Effective			
	Ineffective			

WHICH RATING (HIGHLY EFFECTIVE, EFFECTIVE OR INEFFECTIVE) SHOULD BE ASSIGNED TO EACH OF THE 9 CELLS ABOVE?

PILOT DISTRICTS FOR MARYLAND'S EDUCATOR EVALUATIONS

Estimated Number of Schools and Teachers by District

SCHOOL DISTRICTS	NUMBER OF SCHOOLS	NUMBER OF TEACHERS
Baltimore City	10	75
Baltimore County	7	100
Charles County	6	56
Kent County	7	12
Prince George's County	3	75
Queen Anne's County	3	35
St. Mary's County	5	250
TOTAL	41	630

Effectiveness Partnerships with City Schools

Project	External Partner	City Schools Contact	City Schools Contact Email
Teacher Effectiveness	Insight Education (Michael Moody)	Keith Dysarz <i>Project Manager for Teacher Effectiveness</i>	kdysarz@bcps.k12.md.us
School Leader Effectiveness	Annie Howell (private consultant)	Maria Navarro <i>Project Manager for School Leader Effectiveness</i>	mnavarro@bcps.k12.md.us
School Effectiveness	School Works	Heather Nolan <i>Project Manager for School Effectiveness</i>	knolan@bcps.k12.md.us
Quantitative Effectiveness	American Institute for Research (AIR)	Larry Adams <i>Project Manager for Quantitative Effectiveness</i>	laadams@bcps.k12.md.us
Evaluation Review and Reporting	TBD (RFP being created)	TBD	TBD
Communications	TBD (RFP currently posted)	Molly Rath <i>Project Manager for Effectiveness Communications</i>	mrath@bcps.k12.md.us
Professional Development	TBD	Jarrod Bolte <i>Project Manager for Teacher Support and Development</i>	jbolte@bcps.k12.md.us
Technology	Oracle Consultant	David Goldsborough <i>Project Manager for RTTT Technology</i>	dgoldsborough@bcps.k12.md.us

Teacher Evaluation Reform

Working Group & Project Team Scope Definitions

Teacher Evaluation Working Group

- Provides oversight to the entire project
- Responsible for policy and procedures
 - Responsible for resource allocation
- Responsible for communication to Executive Cabinet and Gates Foundation
 - Determine the weight of various evaluation components
- Career decisions and development of teacher leadership opportunities

FFT Protocol/Policies/Procedures

- Observation process
- Recommend formula for overall evaluation score
- Recommend weight of observation in overall evaluation formula
 - Ensure observation quality

Student Assessments & Outcomes

- Determine assessment tools for all grades/all subjects
- Recommend weight of student achievement in overall evaluation formula

Teacher Professional Development

- Link professional development plans to evaluations
- Recommend support plans for developing teachers
- Determine if there is a role for peer observers
 - Train teachers and peer observers (if appropriate)
- Develop performance-based standards
- Identify teacher leadership opportunities

Data Systems

- Determine data system approach (FIRST electronic platform, Oracle ERP, SchoolMAX, Performance Matters, Data Warehouse)
- Ensure alignment with the statewide data system approach

Principal Professional Development

- Incorporate teacher evaluation quality into principal/asst principal evaluation
- Train principal/asst principal evaluators
- Monitor evaluator certification and ongoing professional development

Communications

- Develop communication strategy and implement the supporting plan
 - Ensure two-way communication with stakeholders

Executive Sponsors: Synthia Shilling and Duane Arbogost

OTHER ACTIVITIES BY PILOT COUNTIES:

- **Focus Groups**
- **Assessment Alignment**
- **School Participation Identification**
- **Teacher Association Discussion**
- **Other**

DELIVERY MODEL

- **Traditional**
 - Principal
 - Supervisor
- **Consortium (a) for specific areas**
 - Example: performance reviews, welding products, etc.
- **Cadre of LEA specialized folks**
- **PAR – Peer Assistance Review**
 - Pure
 - Hybrid
- **Other**

ISSUES FOR CONSIDERATION

- **Trained Evaluators**
- **PD related to evaluation**
 - School based
 - PD school
 - > Afterschool
 - > Common topics
 - > Teacher self-assessment or administrative assigned