Achieving Equity in Teacher and Principal Distribution

Summary

To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States' progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

General Instructions:

In this section, as appropriate, please update the information that was submitted as part of the American Reinvestment and Recovery Act (ARRA) supplement to the Bridge to Excellence Master Plan Guidance in December 2009. You should use the December 2009 report as a starting point and update as needed.

Citation	Description	Rationale
Descriptor (a)(1)	Describe, for each local education agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Teacher evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.

Directions

Include the following information on the local school system's designated website reporting the evaluation systems of teachers. The description of the teacher evaluation system must explain how evaluation results are used in decisions regarding each of the following: teacher professional development, compensation, promotion, retention and removal. If this information has already been included and updated on your school system's website, please indicate so below and provide the link.

Talbot County Public Schools utilizes a teacher evaluation process in which the evaluator makes a professional judgment about a teacher's overall performance relative to established criteria. The main purpose of performance evaluation is to improve instruction. Another purpose of evaluation is to assess areas of strength and weakness in order to make administravie decisions regarding a teacher's status. A standard evaluation form is used. The building principal is normally the designated evaluator. However, in situations where the teacher works in more than one building, the "base school" principal will coordinate the evaluation process and determine the evaluator. Teacher performance is evaluated with input from principals and/or designated observers from other schools in which they work. A major source of data used in the evaluation process is the Performance Rating Observation Form which reflects a teacher's effectiveness relative to the Ten Essential Skills of Teaching, three Support Skills and Related Responsibilities. The principal or other observer conducts at least two annual Rating Observations during the school year; the principal and/or teacher may

request additional Performance Rating Observations. Another source of data used in the evaluation process is the Anecdotal Record of Performance which reflects the teacher's effectiveness relative to Related Responsibilities. Other documents such as the Administrator/Teacher Conference Form, Professional Development Plan, letters, memoranda or surveys may also be used as sources of data to complete the annual performance evaluation.

Teachers are provided copies or access to all of the data used to complete the performance evaluation. There are no provisions in the Talbot County Teacher Performance Evaluation Program to evaluate teacher performance based upon student performance or achievement. The annual teacher performance evaluation is conducted by the evaluator (normally the principal) by May 31st each year. Based on the Rating Observations and other data accumulated over the course of the school year, teachers receive either a satisfactory or unsatisfactory performance evaluation. Part of the year end evaluation conference held with each teacher and the principal includes a discussion of the teacher's Professional Development Plan (PDP II) for the following school year. The goals and activities included in the plan are based on the results of the year end evaluation. Compensation is not related to teacher performance inasmuch as compensation is dictated by the teachers' union contract. Tenured teachers who receive an unsatisfactory performance evaluation are placed on second class certification status and provided intensive professional development designed to improve their instructional skills. A second unsatisfactory evaluation can result in termination of a teacher's contract with the system. The school system does not renew the contract of non-tenured teachers who receive an unsatisfactory performance evaluation. Teachers are eligible for promotion if they have received satisfactory performance evaluations and meet the certification requirements for the higher level position. A detailed description of the school system's evaluation process can be found in the Teacher Performance Evaluation and Professional Development Program document that is made available to all teachers and administrators.

1.   Please provide the link to this information on the school system's designated website below:

The website address is: www.tcps.k12.md.us/personnel/superintendent/master-plan.html .

Citation	Description	Rationale
Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

Directions:
1. Do your evaluation systems include achievement outcomes or student growth? (Mark "Yes" or "No")

a.   _____Yes, the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.

b. If Yes, please respond (check one):

_____ Student achievement outcomes are included as an evaluation criterion.

_____ Student growth is included as an evaluation criterion.

c. ___√__No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.

Directions:
1. Complete the table below by listing each of the rating or performance levels in the LEA's performance evaluation systems, and the number and percentage of teachers rated at each performance rating or level.

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Satisfactory	321	97%
Unsatisfactory	10	3%
	Total: 331	

2. Provide the link to this information on the school system's designated website below:

The link on the school system's website containing this information has not been created.

3. If the LEA does not currently publicly report this data, please list the major action steps that you will take to make this information publicly available by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Develop system to aggregate teacher evaluation data.	Personnel Dept.	6/30/10
Aggregate data on teacher evaluation ratings for FY 2010 and prepare data tables for posting on website.	Personnel Dept.	10/30/10
Design webpage for posting data online.	Communication Facilitator	1/01/11
Communicate data to webmaster for posting.	Personnel Dept.	1/01/11
Post FY 2010 teacher evaluation data online.	Communication Facilitator	1/30/11

Citation	Description	Rationale
Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school, State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.

Directions:
1. Is the number and percentage of teachers rated at each performance rating or level publicly reported for each school in the LEA? Mark "Yes" or "No".

     a.   _____Yes, the number and percentage of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

     b.   Please provide the link to this information on the LSS's designated website below:

     c.   __√___No, the number and percentage of teachers rated at each performance rating or level are not publicly reported for each school in the LEA.

2. If the LEA does not currently publicly report these data, please list the major action steps that you will take to publicly report this information by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Develop system to collect and report FY 2010 teacher evaluation rating data by school.	Personnel Dept.	6/30/10
Create report of data on FY 2010 teacher evaluation rating data by school and prepare data tables for posting on school system's website.	Personnel Dept.	10/30/10
Design webpage for posting rating data online.	Communications Facilitator	1/01/11
Communicate rating data to webmaster for posting.	Personnel Dept.	1/01/11
Post FY 2010 teacher evaluation rating data online.	Communications Facilitator	1/30/11

Citation	Description	Rationale
Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.

Directions:
Include the following information on the local school system's designated website reporting the evaluation systems of principals. The description of the principal evaluation system must explain how evaluation results are used in decisions regarding each of the following: principal professional development, compensation, promotion, retention and removal. If this information has already been included and updated on your school system's website, please indicate so below and provide the link.

The Superintendent of Schools evaluates each principal's performance on an annual basis. The evaluation consists of ten criteria: 1. Facilitates the development of a school vision. 2. Aligns all aspects of a school culture to student and adult learning. 3. Monitors the alignment of curriculum, instruction, and assessment. 4. Improves instructional practices through the purposeful observation and evaluation of teachers. 5. Ensures the regular integration of appropriate assessments into daily classroom instruction. 6. Uses multiple sources of data to improve classroom instruction. 7. Provides staff with focused, sustained, research-based professional development. 8. Engages all community stakeholders in a shared responsibility for student and school success. 9. Performs responsibilities in support of the school vision. 10. Other.   Each criteria is rated using the following descriptors: Exemplary, Satisfactory, Needs Improvement, Unsatisfactory.   Based on the results of the rating criteria, the principal receives an overall performance rating of Exemplary, Satisfactory, Needs Improvement, or Unsatisfactory.

Each principal meets with the Superintendent privately to review his/her annual performance evaluation ratings. The principal and Superintendent jointly develop performance goals and objectives for the next school year based on the annual evaluation and determine performance that can be enhanced by

additional staff development. Compensation is not tied to performance ratings. Consideration for promotion is directly tied to the performance evaluation. In order to be considered for promotion, principals must obtain a majority of "Exemplary" ratings on their prior year performance evaluation. Job retention is predicated on receiving an overall "Satisfactory" performance rating. Principals may be removed from their leadership position if they receive an "Unsatisfactory" overall performance rating.

1. Provide the link to this information on the school system's designated website below:

The website address is: www.tcps.k12.md.us/personnel/superintendent/master-plan.html .

Citation	Description	Rationale
Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

Directions:
1. Do the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion? (Mark "Yes" or "No")

    a. __√___Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.

    b. If Yes, please respond (check one):

    __√___   Student achievement outcomes are included as an evaluation criterion.

    _____   Student growth is included as an evaluation criterion.

    c. _____No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

Directions:
1. Complete the table below by listing each of the rating or performance levels in the LEA's performance evaluation systems, and the number and percentage of principals rated at each performance rating or level.

Performance Rating or Level	Number of Principals	Percentage of Principals
Excellent	4	50%
Satisfactory	4	50%
Unsatisfactory	0	0
	Total: 8	

2. Please provide the link to this information on the school system's designated website below:

   The link to the system's website has not been developed.

3. If the LEA does not currently publicly report this data, please list the major action steps that you will take to make this information publicly available by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Develop system to collect and report FY 2010 principal evaluation rating data.	Personnel Dept.	6/30/10
Create report of data on FY 2010 principal evaluation rating data and prepare data tables for posting on school system's website.	Personnel Dept.	10/30/10
Design webpage for posting rating data online.	Communications Facilitator	1/01/11
Communicate rating data to webmaster for posting.	Personnel Dept.	1/01/11
Post FY 2010 teacher evaluation rating data online.	Communications Facilitator	1/30/11

Facilities to Support Master Plan Strategies

The purpose of this section is to a.) Identify any major changes to the school system's overall plan for facilities in support of Bridge to Excellence Master Plan strategies and b.) Monitor the implementation of mandated prekindergarten programs. All school systems reported implementing mandatory Full-day Kindergarten programs for all children by school year 2007-8 as was required. Submission of the table of school names and program locations required in prior year updates is not required. Detailed capital improvement project descriptions and schedules are not required.

A. Overall Facilities Plan:

1. Provide a brief narrative description of any major facilities needs, processes, participants, and/or timelines identified in the last update that have changed substantially due to actual State and local government capital budget allocations or other factors.

   There have been no changes since the last update.

2. List any changes to board of education goals, objectives, and implementation strategies that will impact facility needs.

   There have been no changes since the last update.

B. Full or Half-Day Prekindergarten Programs:

Please address the following statements related to mandatory early childhood programs:

1. Provide a brief narrative description of any <u>continuing issues</u> related to providing facilities for mandated prekindergarten programs.

   There are no outstanding issues related to the implementation of full day kindergarten or mandated prekindergarten programs.

2. Provide a list of schools by name where new prekindergarten programs will be added for school year 2010-2011. Please identify if the new programs will be full-day or half-day.

   None – Talbot County Public Schools have added no new prekindergarten programs.