MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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TO: Members of the State Board of Education

FROM: Lillian M. Lowery, Ed.D. Lillian M. Lowery

DATE: September 24, 2013

SUBJECT: Teacher and Principal Evaluation (TPE) Testing Amendments and Flexibility

PURPOSE:

This informational report will update the MSBE on how the work of TPE in year four will assist Local Education Agencies (LEAs) to fully implement their TPE systems.

BACKGROUND:

In June, 2013, participating RTTT LEAs submitted evaluation plans for approval. With the submission of local plans, the work of TPE began the shift from model design to the preparation of educators. Programmatic and budgetary amendments were submitted to USDE in response to lessons learned from the field testing experience and resources and communications were re-purposed for the delivery of professional development services. The "Maryland Teacher and Principal Guidebook" was revised and a comprehensive professional development plan, "Influencing Transformation; Maryland's Plan for Preparing Educators To Implement and Sustain Teacher and Principal Evaluation" was crafted. The plan was constructed around five "Spheres of Influence" that incrementally inform and train educational leaders across the state; who will in turn prepare local principals and teachers. The plan further includes technical assistance for local individuals charged with operationalizing evaluation processes and communications strategies around common TPE messaging and the integration of TPE with Common Core and PARCC. Most unique to the plan is a representative Quality Control Group that will monitor the effectiveness of each of the "Spheres" to insure that assurances are being met and that LEAs are progressing towards accomplishing the year's work. To support this progress, participating LEAs were awarded local implementation grants and are being provided direct service delivery windows within each "Sphere of Influence". It is our hope to provide additional local grants to support sustainability at mid-year.

EXECUTIVE SUMMARY:

Building confidence in the form of teacher and principal understanding and readiness is repeatedly cited as key to moving TPE forward. Providing a detailed plan for how the work of year four can be accomplished is critical to building that confidence. That confidence is further elevated when the plan demonstrates an intentional design that is outcome driven, sensitive to stakeholders, and able to be executed. It is important that the MSBE be able to recognize and articulate this intent and to endorse this direction.

ACTION:

No action required, for discussion only.

LML/dav

Attachments:

- TPE Guidance Version 3 (*Draft)*
- Yr 4 TPE Plan; Influencing Transformation
- Quality Control By Design S1a

DRAFT: FOR DISCUSSION ONLY

The Maryland Teacher and Principal Evaluation Guidebook

Version 3

August 2013

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Table of Contents

I. Overview

Maryland's multi-decade commitment to education reform aims to ensure that all students are prepared for college and career. Attainment of this goal requires teachers and principals who can effectively prepare students to perform at competitive levels. As part of Maryland's third wave of School Reform and aligned to Race to the Top (RTTT) grant application guidance (Section D), Maryland identifies "Great Teachers and Leaders" as a centerpiece of this agenda. Maryland's Teacher Principal Evaluation (TPE) initiative is a professional development strategy with the explicit aim to enhance and support the cadre of educators in the State who make college and career readiness a reality for Maryland students.

TPE builds upon existing qualitative and quantitative accountability systems and melds the two. This integration introduces objectivity and consistency into the evaluative process, thereby strengthening existing observational practice and informing professional development to continually elevate the caliber of classroom instruction and school administration.

II. How to Use this Document

This guide aims for brevity and practicality. Whenever there is a reference to posted external documents or to complex material for which more detailed information is available, the hypertext link is provided in lieu of replicating information within the guide.

III. Brief Background of the Project

Maryland's passage of the Education Reform Act of 2010 was concurrent with the State's RTTT grant application. The Reform Act established legislative guidelines that would be central to those RTTT assurances addressing educator evaluation. Concurrently, the governor convened the Governor's Council for Educator Effectiveness, charged to guide the design of the new evaluation systems and pilot experiences, and to explore emerging issues. The President of the Maryland State Education Association and the State Superintendent of Schools have served as co-chairs of the Council, stressing the collaborative nature of the work. The Council has continued to exercise an advisory role.

To date work has largely focused on developing and piloting TPE models. Milestones include:

- School year 2011-12: 7 Local Education Agencies (LEAs) participate in exploratory pilot
- School year 2012-2013: 22 LEAs (those that signed on to the State's RTTT program) participate in TPE field test
- December 2012: preliminary submission of qualifying TPE plans for school year 2013-14
- May 2013: submission of educator ratings for those teachers and principals that participated in the field test from 19 LEAs,
- June 2013: submission of detail data for the three additional LEAs that piloted the State Model during the field test period
- June 2013: submission of qualifying plans from all RTTT LEAs for school year 2013-14

In fall 2012, the State Superintendent of Schools formed the TPE Action Team dedicated to the service of the LEAs as they worked through the intricacies of the new evaluation process. The

Team elevated communication, provided intensive staff development, and conducted stress testing of statistical models using LEA data.

As the fourth and final year of the State's RTTT program begins, Maryland has a fully developed the State Teacher and Principal Evaluation Model. Moreover, the LEAs have submitted local plans which are approvable and which are not much dissimilar from the State Model.

IV. Source Documents

TPE falls under the guidance of four mandates: the Education Reform Act of 2010 , the Elementary and Secondary Education Act (ESEA) Flexibility Waiver, COMAR Title 13A.07.09, and the Maryland Race to the Top Grant Application. The first three documents apply to all 24 Maryland LEAs. The RTTT grant application applies only to the 22 LEAs that were cosignatories on the application. The complete text of these documents can be accessed by following the above links. The following are high-level summaries of each directive.

A. The Education Reform Act of 2010

- Extends the probationary period for tenure to three years, with tenure as a portable status;
- Requires performance evaluations to include observation, clear standards, rigor, and evidence of instruction;
- Requires Model Performance Evaluation Criteria mutually agreed upon by the LEA and the exclusive employee representative;
- Requires data on student growth as a significant component of the evaluation and one of multiple measures;
- Defines student growth as progress assessed from a clearly articulated baseline to one or more points in time, using multiple measures, and not based solely on an existing or newly created single exam or assessment; and
- Does not allow any single criterion to count for more than 35 percent of the total performance score.

B. ESEA Flexibility Waiver – Principle 3: Supporting Effective Instruction and Leadership

- Requires the Maryland School Assessment (MSA) to account for 20 percent of the evaluation for attributable elementary and middle school teachers and principals;
- Requires each high school teacher (in tested areas) and principal to include one Student Learning Objective (SLO) with a data point from statewide High School Assessments (HSAs) in the evaluation; and
- Requires ratings of highly effective, effective, and ineffective for school year 2013-14.

C. COMAR Title 13A.07.09

- Identifies those educators who fall under the new evaluation system;
- Provides definitions and standards affirming the specifics of the Reform Act;
- Requires observations of teachers' practice be conducted by certificated individuals (COMAR 13A.12.04.04/.05) who have completed training that includes identification of teaching behaviors that result in student growth.

- Specifies Model State Performance Criteria for teachers providing instruction in State-assessed grades and content areas, aggregate class growth scores for State-assessed content areas being taught, SLOs in content areas being taught, and the school wide index;
- Provides parallel guidance for teachers in non-assessed areas; and
- Clarifies the evaluation cycle and appeal process.

D. Race to the Top

- Requires annual evaluation of tenured and effective or highly effective teachers on a three-year cycle;
- Requires annual evaluation of principals and non-tenured or ineffective teachers on a yearly cycle;
- Requires an approved evaluation model of a local or State design;
- Requires the LEA to default to the State Model if the local model is not approved or not agreed upon by the exclusive employee representative;
- Requires the evaluation rating reflect professional practice as 50 percent of the value and student growth as 50 percent of the value;
- Requires ratings of highly effective, effective, and ineffective; and
- Provides for an appeals process and reporting of results.

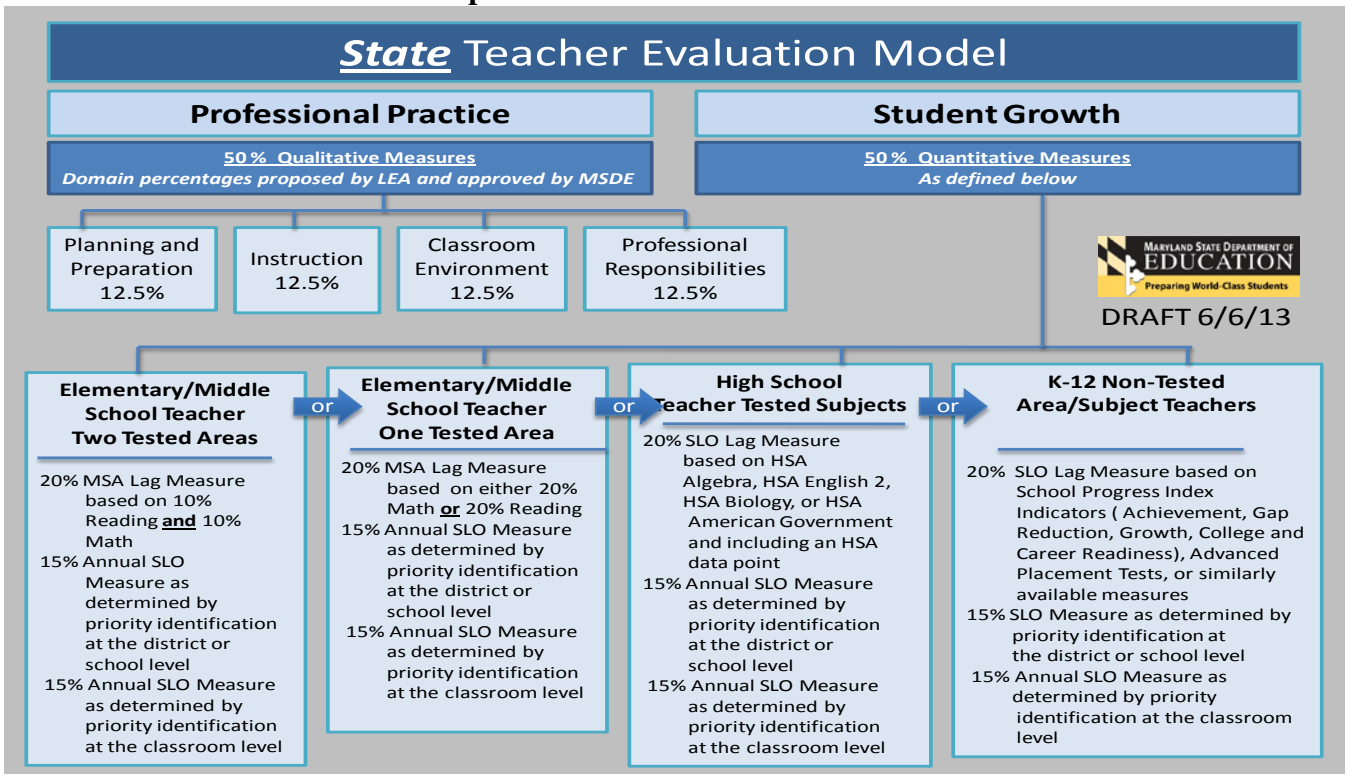
V. Description of the Teacher Principal Evaluation Models

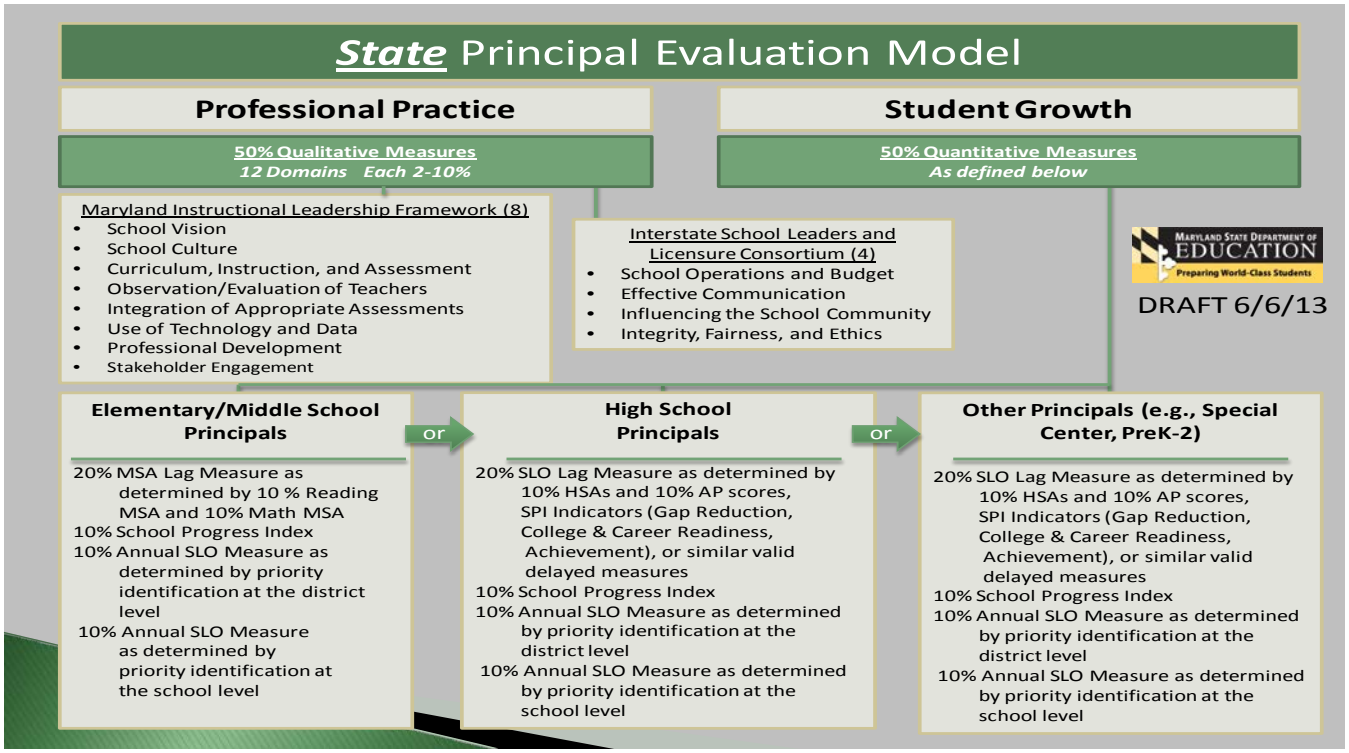
The State Teacher and Principal Evaluation Models reflect the mandatory 50/50 split between qualitative professional practice measures and quantitative student growth measures. For teachers, four practice domains are required: 1) planning and preparation; 2) instructional delivery; 3) classroom management and environment; and 4) professional responsibilities. These domains are related to the Charlotte Danielson Framework for Teaching which is divided into 22 components and 76 smaller elements. In the State Model, performance in each domain is worth 12.5 percentage points of the 50 point total awarded to professional practice.

Professional practice for principals is based on the Maryland Instructional Leadership Framework which is comprised of eight domains: 1) school vision; 2) school culture; 3) curriculum, instruction, and assessment; 4) observation/evaluation of teachers; 5) integration of appropriate assessments; 6) use of technology and data; 7) professional development; and 8) stakeholder engagement. To these are added four further domains from the Interstate School Leaders and Licensure Consortium (ISLLC): 1) school operations and budget; 2) effective communication; 3) influence the school community; and 4) integrity, fairness, and ethics. These 12 total domains are weighted ad hoc to reflect the differential needs of principals at varying times in their careers.

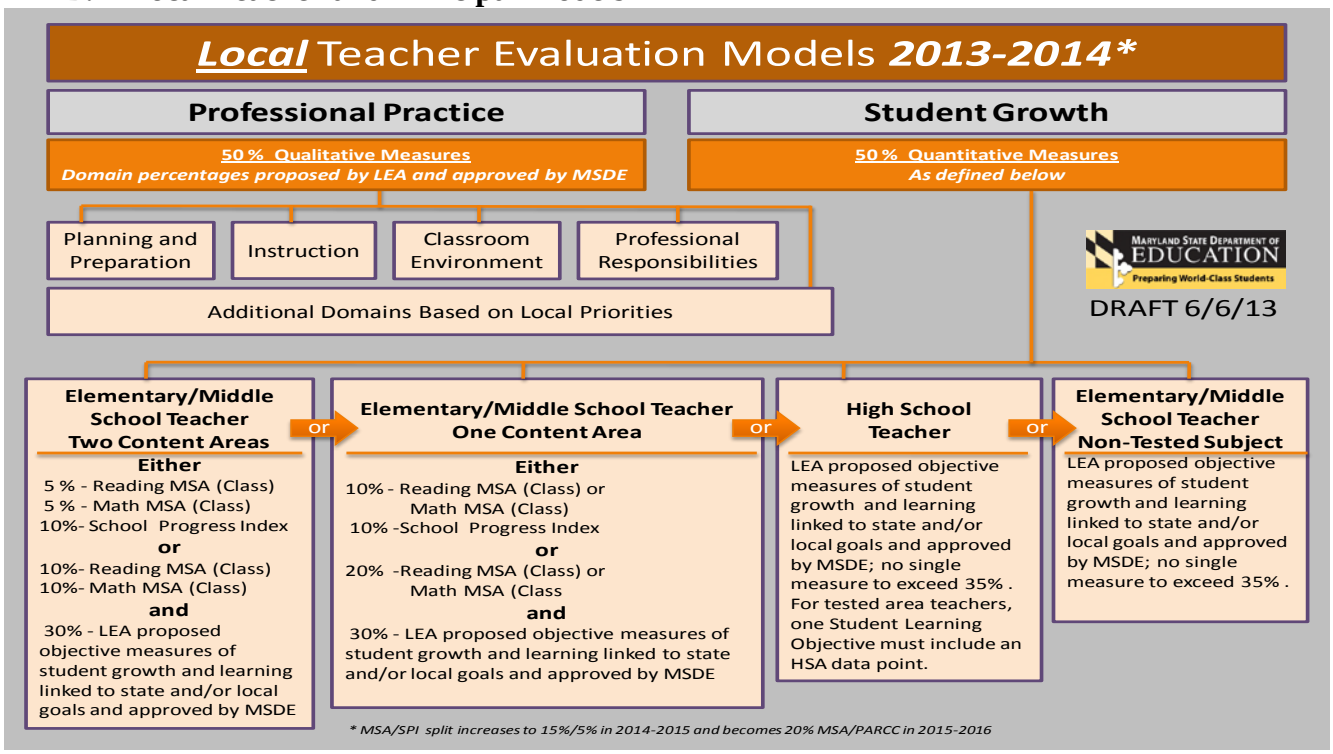
Student growth for teachers and principals is predominately framed by SLOs, detailed in a later section. SLOs allow accountability by consensus, are nested (classroom within school, school within system), and anchored to priority standards and targets. In the version of the State Evaluation Model proposed for school year 2013-14, the State assessments basically function as a lagged SLO, worth 20 percentage points of the 50 point total awarded to student growth. MSA and HSA are both lagged data points; the model proposes an SLO valued at 20 percentage points predicated on lagged data informed by the School Progress Index (SPI), thereby ensuring all educators have a consistent and equitable experience of the evaluation process.

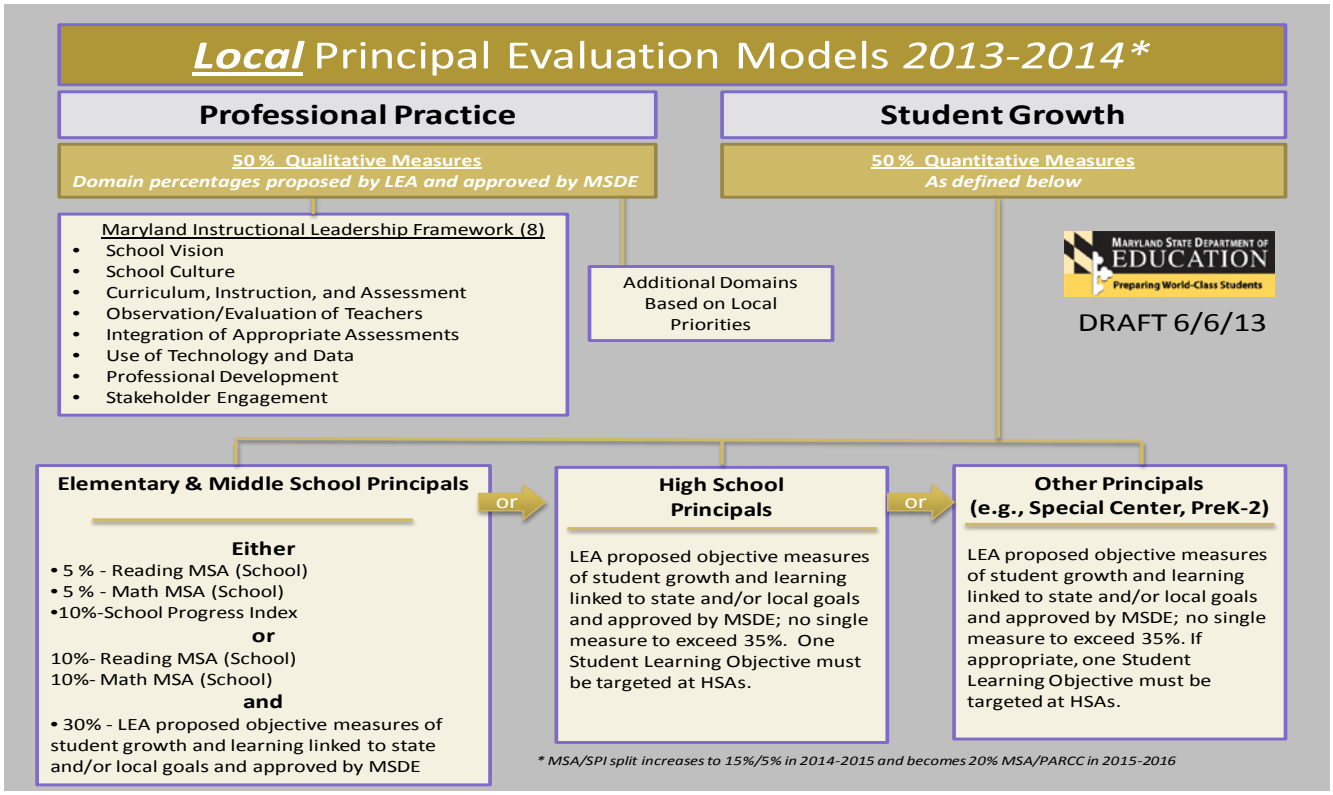
A. State Teacher and Principal Models





B. Local Teacher and Principal Models





C. Differences Between State and Local Evaluation Models

The differences between the State Evaluation Model and *allowed* and *approved* local evaluation models are minor. All models must feature the 50/50 split, the four Danielson-like domains for teachers and the eight Maryland Instructional Leadership Framework domains for principals, a 20 percentage point presence of the MSA, and the HSA included as a data point within an SLO as appropriate. *To be acceptable, the local model must have the endorsement of the local collective bargaining unit as prescribed by the Act and Title 13A.* The required union endorsement is the salient distinction between the State and local models.

Differences in *allowed* models include:

- Differential weighting of elements within professional practice;
- A 10/10 split on MSA to include MSA-related measures drawn from the SPI;
- Inclusion or exclusion of the SPI;
- Inclusion or exclusion of substitute whole school measures such as local School Wide Indices (SWI); and
- Novel uses of SLOs, such as portfolio or other performance demonstrations.

Differences in the *approved* models are similar to the above and are very few in fact:

- Most LEAs follow the State Model for professional practice – only a few have different models, and these crosswalk to the State;
- Almost no LEAs entertain the SPI;
- There are a variety of approaches to SWIs; and
- All LEAs embrace SLOs, but the number and weighting of SLOs vary.

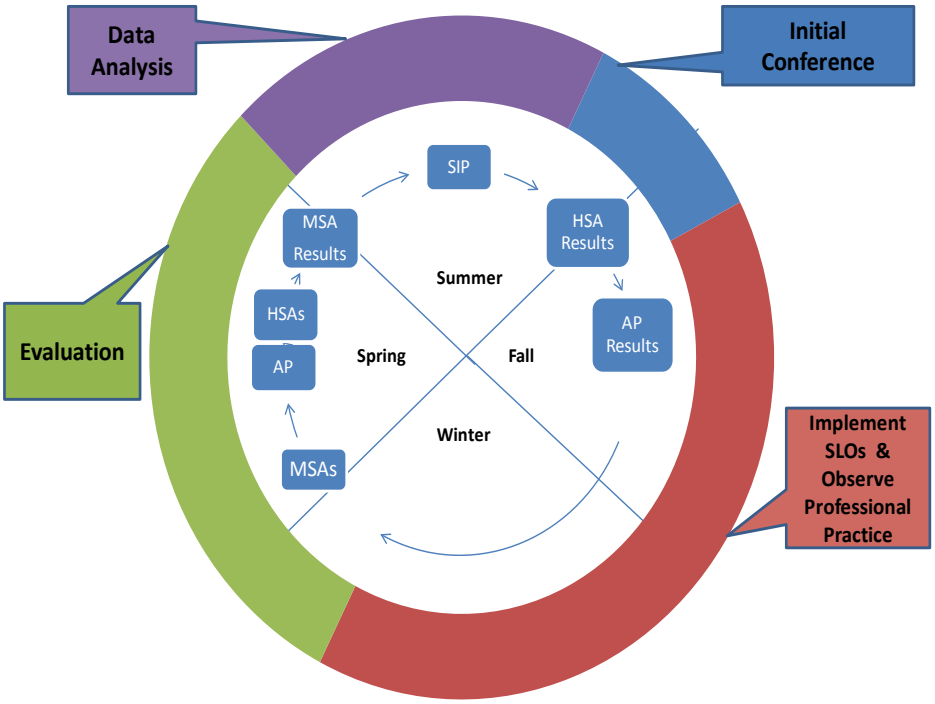
D. Continuous Evaluation Model

Introducing student growth data into new evaluation systems creates an intractable reliance on lagged variables. For the foreseeable future, student performance data on State assessments will be available only after the close of the evaluation period memorialized by collective bargaining agreements. If participants adhere to traditional models – that evaluation of staff is a summative end-of-year event – there remains an embedded concern that the conversation must include assessment scores that will be a year old and no longer germane. The Maryland TPE model proposes an alternate approach which is to treat the evaluation as a continuous work-in-progress, as illustrated in the following diagram.

The innermost area indicates the moments in the calendar year when formal assessments occur and results are available. The administrative year is divided into four unequal reiterative portions: conference, implement SLOs and observe professional practice, evaluation, data analysis, followed by conference again. The subsequent table suggests the tasks that align to the application of the State Model, detailed in the table. For example, at the beginning of the school year, results of the spring MSA are presented to the teacher while the prior year's students remain fresh in memory. These data are evaluated and can be used to structure the setting of new SLOs. When late spring arrives, the MSA portion of the evaluation is already complete. SLO outcomes are discussed in spring and at this moment, the coming fall attribution roster is agreed upon.

A detailed analysis of the evaluation task using actual LEA data indicated that the typical school administrator needs to devote approximately one quarter of the year's time schedule to teacher evaluation. This presupposes that the work continues steadily throughout the year. If a building administrator is constantly moving through the outer ring of this model, the teacher evaluation task will be manageable. Moreover, evaluation ceases to be a threatening once-a-year event, but becomes a continuous professional development exercise leading to improved conversation, reflection, practice, and outcomes.

A Reiterative Conference→SLO/Professional Practice→Evaluation→Data Analysis Cycle



Suggested Sequential Tasks for Teacher and Principal Evaluation Cycles

Cycle	Teacher	Principal
Initial Conference	*Review:* • *Data and SLOs from Previous Evaluation Conference* • *Lag Data* • *Set Goals and Strategies Including SLOs* • *Determine Weight for Each Domain* • *Establish Professional Development Focus*	*Review:* • *Data and SLOs from Previous Evaluation Conference* • *Lag Data* • *Set Goals and Strategies Including SLOs* • *Determine Weight for Each Domain* • *Establish Professional Development Focus*

Implement SLOs and Observe Professional Practice	*Conduct Classroom Visits/Observations (at least 2):* • *Provide formal feedback* • *Collect Evidence of Professional Practice and Student Growth* • *Hold Mid-Interval Conference to Review Progress Towards Goals and SLOs*	*Conduct School Visits and Observations (at least 2):* • *Provide formal feedback* • *Collect Evidence of Professional Practice and Student Growth* • *Hold Mid-Year/Mid -Interval Conference to Review Progress Towards Goals and SLOs*
Evaluation	*Complete Evaluation and Hold Conference:* • *Score Professional Practice* • *Carry forward MSA/HSA %* • *Affirm Attribution* • *Review and Score SLOs* • *Complete Rating* • *Set new Professional Practice Goals* • *Discuss possible SLOs for Next Year* • *Review Professional Development Focus and Identify Needs*	*Complete Evaluation and Hold Conference:* • *Score Professional Practice* • *Carry forward MSA/HSA %* • *Affirm Attribution* • *Review and Score SLOs* • *Complete Rating* • *Set new Professional Practice Goals* • *Discuss possible SLOs for Next Year* • *Review Professional Development Focus and Identify Needs*
Data Analysis	*Review:* • *Teachers' Qualitative and Quantitative Data* • *Teachers' Performance Ratings*	*Review:* • *School's Qualitative and Quantitative Data* • *Principal's Performance Rating , School's Performance, and Information about Principal's Leadership*

E. Rolling Cohort Evaluation Plan

Experience to date indicates that the professional practice half of the new evaluation models is more difficult to implement and to maintain than is the calculation and attribution of student growth data. Although the controlling mandates require the inclusion of student growth data each year, the professional practice "complete press" may be conducted on a three-year cycle for tenured and effective teachers. This allows LEAs to establish three cohorts for a continuous rolling evaluation plan.

1. Non-tenured and Ineffective Teachers

Beginning with the 2013-2014 school year, non-tenured and ineffective teachers will be evaluated annually on professional practice and on student growth measures. Ineffective teachers will be defined as those teachers who were rated unsatisfactory prior to the 2013-2014 school year or rated as ineffective in subsequent evaluations.

2. Tenured and Satisfactory or Effective/Highly Effective Teachers

Cohort #1: Those tenured teachers already scheduled to be evaluated during the 2013-2014 school year and enough additional tenured teachers scheduled to be evaluated beyond the 2015-2016 school year to approximate 1/3 of the total school tenured teacher population.

Cohort #2: Those tenured teachers already scheduled to be evaluated during the 2014-2015 school year and enough additional tenured teachers scheduled to be evaluated beyond the 2015-2016 school year to approximate another 1/3 of the total school tenured teacher population.

Cohort #3: Those tenured teachers already scheduled to be evaluated during the 2015-2016 school year and enough additional tenured teachers scheduled to be evaluated beyond the 2015-2016 school year to approximate the remaining 1/3 of the total school tenured teacher population.

Each LEA should determine a methodology for schools to initially identify proportional balancing of their tenured teachers.

Phase-in Model for Three Cohorts of Tenured and Satisfactory/Effective Teachers

Cohort	SY 2013-2014		SY 2014-2015		SY 2015-2016		SY 2016-2017	
#1	Evaluate Student Growth Measures	Evaluate Professional Practice	Evaluate Student Growth Measures	Carry Over Previous Professional Practice Score	Evaluate Student Growth Measures	Carry Over Previous Professional Practice Score	Evaluate Student Growth Measures	Evaluate Professional Practice
#2	Evaluate Student Growth Measures	Apply Satisfactory Evaluation Equivalent	Evaluate Student Growth Measures	Evaluate Professional Practice	Evaluate Student Growth Measures	Carry Over Previous Professional Practice Score	Evaluate Student Growth Measures	Carry Over Previous Professional Practice Score
#3	Evaluate Student Growth Measures	Apply Satisfactory Evaluation Equivalent	Evaluate Student Growth Measures	Apply Satisfactory Evaluation Equivalent	Evaluate Student Growth Measures	Evaluate Professional Practice	Evaluate Student Growth Measures	Carry Over Previous Professional Practice Score

Satisfactory Evaluation Equivalent: Based upon the eventual determination of cut scores in the state model, an equivalent score will be determined for teachers previously rated as satisfactory prior to SY 2013-2014 for substitution in the state evaluation calculations during SY 2013-2014 and SY 2014-2015. To facilitate the three year transition, the Evaluation Equivalent will be determined so as not to place the teacher at a mathematical disadvantage.*

VI. Technical Description of Key Student Growth Model Components

The State TPE Models use MSA for teachers and MSA plus SPI for principals. The MSA is translated into a score or portion of awarded percentage points using the Maryland Tiered Achievement Index. The SPI was developed pursuant to the ESEA waiver.

A. Teacher of Record

The Teacher of Record is the teacher(s) most directly responsible for the instruction of the student. Maryland does not have a definition of this designation within statute or regulation. The LEA must bring judgment to this determination. The Teacher of Record must provide direct instruction to the student for the preponderance of the academic period of interest. Teachers may share results if the team teaching situation meets the preceding test.

B. Attribution and Eligibility

To be eligible for inclusion in classroom or school attribution, a student must be:

a. In membership on the September 30 enrollment file,
b. Continuing in member at the same school on the early attendance file, taken at the end of regular MSA testing, and
c. Maintaining 80 percent attendance during the period between the first two points in time.

Attribution, however, is a categorical determination that can only be made with precision by the LEA. Moreover, the literature is universal that best practice must afford the teacher at least one, and preferably multiple, opportunities to confirm the roster of students who are accepted as attributable. Many factors can be in play, e.g., students in Home and Hospital, and it is incumbent on the LEA and the teacher and principal in concert to identify and flag those students who constitute a meaningful representation of the teacher's direct instruction.

In some circumstances, teachers share a cohort of students, and these situations may be shared across the teachers with the stipulation that each has contributed to the direct instruction of the students of interest.

C. Point Accumulation Strategy

It is convenient to conceive the evaluation model as 100 points divided equally between practice and growth, and within these two larger divisions, to subcomponents of points with proviso none ever exceeds 35 percentage points. This approach helps to inform the discussion of the model but cut scores should not necessarily be presented on 100 point scale. A scale score unrelated to a 100-point base may be preferable. At least one LEA is using a 4.0 scale to report results. LEAs must approach the communication of rating results with deliberation.

D. Maryland Tiered Achievement Index for MSA Translation

The Maryland Tiered Achievement Index (M-TAI) is a two-step process that returns a number of points from 10 to 20 to the accumulated educator rating. The first step uses a transition matrix, which maps the individual students from a pre-year to a post-year on the MSA. Students are assigned to performance levels from low-basic to high-advanced, using a series of cut scores that include the fixed cuts that distinguish basic from proficient and proficient from advanced while adjusting the tails to provide something close to precise stanines. Each cell has a value or weight. Once all attributed and eligible students are loaded, the mean score is calculated for the teacher or subject/grade for the principal. The values in the cell have been fit to the actual Maryland distribution of data and incorporate the contribution of many LEAs across the State.

Transformation Matrix: Maryland Tiered Achievement Index

	B1	B2	B3	P1	P2	P3	A1	A2	A3
B1	1	3	3	4	4	4	4	4	4
B2	1	2	3	3	4	4	4	4	4
B3	1	1	2	3	3	4	4	4	4
P1	1	1	1	2	3	3	4	4	4
P2	1	1	1	2	2	3	3	4	4
P3	1	1	1	1	2	2	3	3	4
A1	0	1	1	1	1	1.5	2	3	3
A2	0	0	1	1	1	1	2	2	3
A3	0	0	0	1	1	1	2	2	3

The classroom or school/grade/subject mean derived from the above matrix is interpreted by application of the State means and standard deviations. Values that fall within one standard deviation that spans the mean are construed as "expected and acceptable" and are worth 16 points (or 8 points for one of two subjects where the teacher instructs both contents). Values that are above this are "beyond expected and commendable" and garner 20 or 10 points. Values that fall a full standard deviation below the mean are "unexpected and unacceptable" and earn only 10 or 5 points. All values that fall between this lowest level and the acceptable level are "concerning and merit monitoring." This is the realm of the "developing" conversation, and such scores are worth 12 or 6 points.[1]

Adequacy Framework: State 2013 Means, Standard Deviations, and Performance Tiers

year	subject	grade	Mean	STD	Upper Limit< -1 STD	Lower Limit - 1 STD	Upper limit <-.5 STD	Lower Limit -.5 STD	Upper Limit +.5 STD	Lower Limit >+ 5. STD
2013	M	04	2.44	0.69	1.74	1.75	2.09	2.10	2.79	2.80
2013	M	05	1.7	0.63	1.06	1.07	1.38	1.39	2.02	2.03
2013	M	06	2.12	0.74	1.37	1.38	1.74	1.75	2.49	2.50
2013	M	07	1.87	0.68	1.18	1.19	1.52	1.53	2.21	2.22
2013	M	08	2.13	0.77	1.35	1.36	1.74	1.75	2.52	2.53
2013	R	04	2.38	0.67	1.70	1.71	2.04	2.05	2.72	2.73
2013	R	05	2.59	0.69	1.89	1.90	2.24	2.25	2.94	2.95
2013	R	06	1.98	0.68	1.29	1.30	1.63	1.64	2.32	2.33
2013	R	07	2.35	0.72	1.62	1.63	1.98	1.99	2.71	2.72
2013	R	08	2.22	0.73	1.48	1.49	1.85	1.86	2.59	2.60

E. Calculating Component Points

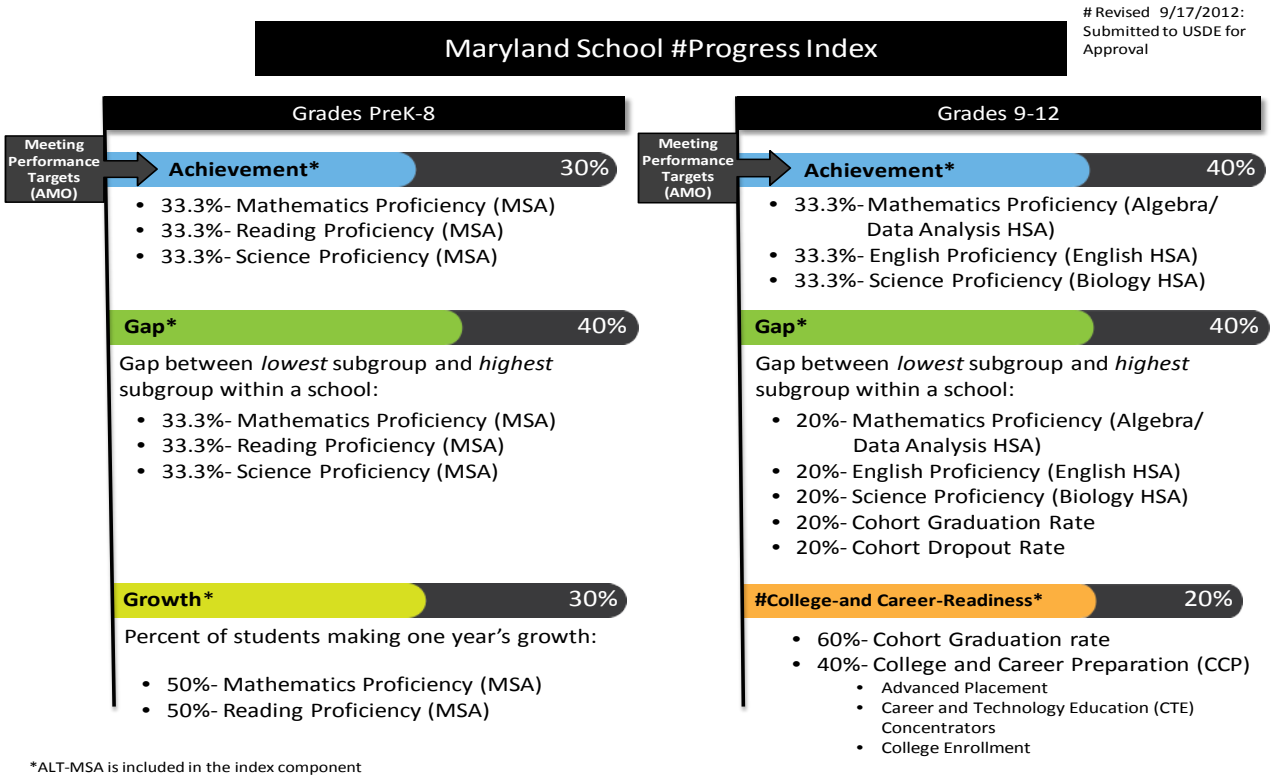
The following formula can be applied broadly: **(A * C) / B** where A = the percentage points allotted to the measure, B = the highest possible rating score, and C = the rating awarded. Example: one of the professional practice domains, worth 12.5 percentage points, scaled 1 - 4, the teacher earning a 3: **12.5 * 3 / 4 = 9.375** which can be rounded up or down depending on a consistent local practice.

F. School Progress Index for Principal Evaluations

The School Progress Index or SPI was the accountability model approved by USDE in place of the former AYP model. It is predicated on a series of local annual measureable objectives which examine achievement, gap, and growth in elementary and middle school, and college and career readiness in high school. Schools are compared against themselves. Schools are ultimately sorted into five strands, the highest worth 10 points and the lowest 2. The SPI was originally considered as part of the State Teacher Evaluation Model for those in unassessed subject areas. However, empirical studies determined that while the longitudinal nature of the collective measure is meaningful for principals, it has a disproportionately punitive effect on teachers, and has thus been removed from the proposed State Teacher Evaluation Model. A few systems do

[1] The Adequacy Framework using means and STDs is adapted from a model developed in Calvert County.

incorporate the SPI in their models or calculate local schoolwide measures using a different mix and application of variables.



G. Suggestions for Missing Data

Under various circumstances, data may be missing for educators, particularly for new teachers who will not have a State Assessment history. One possible remedy is to input the group mean for the individual. That is, for a new 5th grade math teacher, the average for all 5th grade math can be included. In this circumstance, it will not affect the individuals ranking and tend to perform as a constant. Alternately, there is sufficient flexibility within the SLOs to allow them to expand within a particular year to provide sufficient multiple measures during the transition period.

H. MSDE-Provided Local Deliverables

MSDE provides student detail-level files to LEAs. These include the standard battery of student demographics, the student's location on the value matrix, the value of that particular cell, and the related student growth percentile which some LEAs find useful.

MSDE has provided statewide means and standard deviations. Data were provided for spring 2012 and were reissued for spring 2013 to reflect perceived effects of the transition to Common Core.

MSDE also provides a school level file which includes means and N by grade and subject.

MSDE does not provide teacher or classroom level averages. This determination is the responsibility of the LEA.

I. Suggestions for Using School Level Grade/Subject Means for Principal or Whole School Measures

As the MSA has different cut scores for proficient and advanced in each grade and subject, also reflected in the limits which delineate the M-TAI matrix, it is not suggested to average grade and subject means—even if weighted—directly.

Most LEAs that are using M-TAI for MSA translation award percentage points according to the performance bands established by the standard deviations. These LEAs use either a 20/16/12/10 distribution or a 20/16/12/8 point distribution. It is preferred to average these derived scores, which can be weighted for additional precision. This technique will also work for LEAs using a 4/3/2/1 distribution.

VII. Student Learning Objectives (SLOs)

SLOs serve as a student growth component in the Maryland State Model for Educator Effectiveness. Briefly stated, an SLO is a specific, rigorous, long-term goal for groups of students that educators distinguish to guide instructional and administrative efforts. In schools across Maryland, professional learning communities of teachers and school leaders already meet regularly to identify areas of growth and make data-driven instructional decisions to close achievement gaps and to increase student achievement. The use of SLOs formalizes this process and can be used effectively for all content areas, both assessed and non-assessed. In addition, SLOs utilize flexible measures that accommodate various types of growth data to enhance teaching and learning. SLOs are an integral part of a comprehensive educator effectiveness system because they focus on student learning, promote critical conversations about instruction and assessment, and use evidence of student growth to guide professional development that targets instructional improvement.

A. Number and Weight of SLOs Specified in Maryland's Model

The State TPE Model allots for 30% - 50% of the total evaluation rating to SLOs, depending on the assignment of the teacher and principal. For both state and local models, no single SLO may exceed 35%.

1. Teachers

- Two SLOs for *all* teachers valued at 15% each
    - One for which the priority identification is determined at the district or school level
    - One for which the priority identification is determined at the classroom level
- A third SLO valued at 20% for HSA tested area teachers, or
- A third SLO that is a lag measure and valued at 20% for non-tested area teachers

2. Principals

- Two SLOs for *all* principals valued at 10% each
    - One for which the priority identification is determined at the district level
    - One for which the priority identification is determined at the school level
- A third SLO that is a lag measure and valued at 20% for high school principals: 10% HSA and 10% AP scores/SPI indicators, or
- A third SLO that is a lag measure and valued at 20% for other principals (not assigned to elementary, middle or high schools) determined by SPI indicators

B. High School Assessments and SLOs

In January 2013, the U.S. Department of Education (USDE) directed that "*each high school teacher (in tested grades and subjects) and high school principal include at least one SLO with a data point on student performance on the Statewide high school assessments (i.e., the Maryland High School Assessments or HSAs) in the evaluation system as the State moves forward with the implementation of the field test, but no later than the full implementation of the qualifying evaluation system.*"

In response, MSDE developed recommendations for the parameters school systems must follow when writing SLOs using an HSA data point, as well as examples of SLO targets that illustrate the application of the parameters. The parameters support the implementation of high quality SLOs relative to HSA performance and provide sufficient flexibility for districts to tailor their SLOs to reflect the priorities and goals of the school system.

The parameters for high school HSA teachers are:

- An HSA data point must be used as the measure/evidence in one SLO for teachers in tested areas; and
- The SLO should reflect data representative of the majority of the class and/or an underperforming subset of the class; and
- SLO targets may reflect either mastery or growth targets. LEAs establish the expected level of attainment & how SLO is scored; and
- Performance targets should reflect ambitious and attainable goals; targets should reflect passing the test versus increasing the score; and
- The rationale for the population selection and target should reflect baseline data. Baseline data is determined by the local school system.

The parameters for high school principals are:

- An HSA data point must be used as the measure/evidence in one SLO for high school principals; and
- The SLO should reflect school wide targets in tested areas and/or an identified area of need and/or an underperforming subgroup; and
- SLO targets may reflect either mastery or growth targets. Districts establish the expected level of attainment & how SLO is scored; and

- Performance targets should reflect ambitious and attainable goals; targets should reflect passing the test versus completion of Bridge Plan or passing via combined score; and
- The rationale for the population selection and target should reflect baseline data as determined by the local school system.
-

The incorporation of HSA lag data allows for the application of HSA scores similar to the application of MSA scores. More detailed information on Using HSAs in SLOs for Teachers and Using HSAs in SLOs for Principals, including sample HSA SLO targets is available.

C. Steps for the Development and Implementation of SLOs

The use of SLOs the State Model is an ongoing, iterative and collaborative process that emphasizes data analysis, reflection, professional development, flexibility, and rigorous expectations for both educators and students. The steps are outlined in a linear fashion, but the critical focus on data review, rigor, collaboration, refining instruction, and professional growth are present throughout the process.

STEP 1. Professional Development

A prerequisite component of any initiative is professional development to ensure all participants have the necessary knowledge and skills to effectively implement the process.

STEP 2. Data Review

The first step is to review any existing data. These data will be used to identify learning content, establish baselines for student growth, and highlight any students or groups of students that require particular attention. The data review process takes place during the first four to six weeks of the instructional interval, or during a comparable period for intervals that are shorter than one year. The Classroom-Focused Improvement Process *(*CFIP) provides a model process for data review.

STEP 3. SLO Development

The practitioner drafts SLOs based on the data review and instructional needs of students for an appropriate instructional interval, typically a quarter, semester, or year. The components of the SLO are:

1. Objective Summary Statement
2. Data Review and Baseline Evidence
3. Student Population
4. Learning Content
5. Instructional Interval
6. Target
7. Evidence of Growth
8. Strategies
9. Professional Development and Support

MSDE has developed the following tools to assist teachers and principals in writing SLOs:

SLO Template for Teachers
Guiding Questions for Teachers to Write SLO
SLO Template for Principals
Guiding Questions for Principals to Write SLO

STEP 4. Review and Approval Conference

After the practitioner has submitted the SLO, the evaluator reviews the SLO and schedules a conference with the practitioner to discuss how well the SLO meets the established criteria. This collaborative process allows the practitioner the opportunity to explain the proposed SLO, discuss any known complexity factors, receive feedback from the evaluator, and, provide any necessary clarifications or revisions before approval. At the point of approval, there should be mutual agreement about the objective and action plan for implementation as well as a clear understanding of the target and how it will be scored for the purpose of the evaluation.

*****Final approval and scoring of the SLO are determined by the evaluator.*****

MSDE developed rubrics to assist with the review and approval process in order to promote high quality SLOs. These rubrics provide criteria in four critical domains:

1. Priority of Standard
2. Rigor of Target
3. Quality of Measure and Evidence
4. Action Plan

The Rubric for Approval of Teacher Written SLO or Rubric for Approval of Principal Written SLO provide additional details and information regarding the process and criteria for each domain.

STEP 5. Mid-Interval Conference

Approximately midway through the instructional interval, the practitioner and evaluator should review progress toward meeting the target in order to identify potential areas for assistance, and if necessary, revisit the targets to allow for adjustments of the SLO.

STEP 6. Final SLO Review

At the end of the instructional interval, the practitioner collects the previously agreed upon evidence of student growth and participates in a summative conference with the evaluator. The evaluator conducts final reviews of practitioner progress toward meeting the SLOs as part of the annual evaluation.

STEP 7. Integration of SLO Results

SLO results are reviewed and a rating for the SLO component is integrated with the other Student Growth and Professional Practice measures to determine a summative rating of highly effective, effective, or ineffective.

STEP 8. Planning Next Steps

The practitioner and evaluator discuss progress and next steps, which may include discussing

potential SLOs for the following year and future professional development plans.

STEP 9. Setting the Attribution Roster

The SLO conference is ideal moment in the academic year to identify the roster of students whose lagged assessment scores will be attributed to the teacher. During this conference, the teacher and evaluator should have before them an accurate roster of those students who received the preponderance of their direct instruction from the teacher. The teacher should have an opportunity to vet and confirm this roster. These confirmatory data should be captured in such fashion that they can be provided to the LEA's data management, assessment, or accountability unit for calculation of classroom level aggregations once State Assessment data are available.

D. Team SLOs.

Teachers are encouraged to use team SLOs whenever possible. Team SLOs are designed to focus on critical objectives that are common to grade level or content area teams, but are still individualized to reflect the best instruction for each teacher's students. Principals are also encouraged to work with other principals in their LEA to developed common SLOs that tie to LEA priorities.

E. Scoring SLOs

SLOs have assigned values ranging from 10 to 20 percentage points of the overall evaluation. As part of the SLO development and approval process, measurable targets for student performance have been established for each SLO. A third of the assigned value of the SLO is earned depending on the level of attainment of the SLO target. Maryland's model assigns these values as follows:

Full Attainment	100% of the assigned value
Partial Attainment	67% of the assigned value
Insufficient Attainment	33% of the assigned value

Detailed descriptors of the levels of attainment and additional information on the scoring process are found at SLO Process for the Maryland Teacher Evaluation Model and the SLO Scoring Process for the Maryland Principal Evaluation Model.

F. LEA Responsibilities

1. Establish an LEA process based on guidance from MSDE for setting, reviewing, assessing, and aligning SLOs to school improvement plans and to LEA, State, and Federal priorities as appropriate for teachers and principals.

2. Provide SLO training to LEA school personnel in keeping with the established State guidelines.

3. Develop and document a verification process to validate the consistency, comparability, quality and rigor of SLOs and the evaluation results.

VIII. **Changing an Approved Local Model: Policy for Submission**

Pending, to be provided by the policy office.

IX. **Additional Tools and Resources**

A. The Maryland State Principal Evaluation Instrument

B. Steps for Completing the State Principal Evaluation

C. State Principal Evaluation Practice Worksheet

D. Earlier Maryland Teacher Principal Evaluation Guidebook, April 2012 and revised September 2012

"Influencing Transformation"

Maryland's Plan for Preparing Educators to Implement and Sustain Teacher and Principal Evaluation

Year 4: June 2013-July 2014

The following pages describe how Maryland will proceed to deliver information and training to LEA leadership affected by the implementation of Teacher and Principal Evaluation (TPE) during the 2013-2014 school year. Using the cyclical evaluation model that was shared with LEAs in March and the lag data application that was described in April, the TPE Team has crafted this year's service delivery around the tagline of "Influencing Transformation." In a state where local autonomy is highly valued, a premium is placed on influence rather than compliance. Over the past year, the TPE Team has employed influence that is based on collaboration, discovery, and change to increasingly bring districts and the state to evaluative commonalties. By replicating this approach, we hope to generate the collective influence that will shift the paradigm and transform evaluation from a subjective and static process to one that is more measurable and dynamic.

To facilitate this transformation, next year's work has been divided into five "Spheres of Influence." Each Sphere is designed to provide information and training in advance of the work that is required in each stage of the annual evaluation cycle. Within each Sphere, information is gradually released and training is sequentially translated to leaders, practitioners, and those being evaluated.

As the work becomes more percise, this plan further differentiates topics within user-specific groups. Last year's monthly TPE Field Test Meeting structure will transition into a Quality Control Group that will convene near the end of each Sphere of Influence to review the success of the current Sphere and recommend direction for the next Sphere. This structure will provide time-sensitive credibility to ongoing implementation and facilitate the eventual outcome assurances that USDE will be seeking.

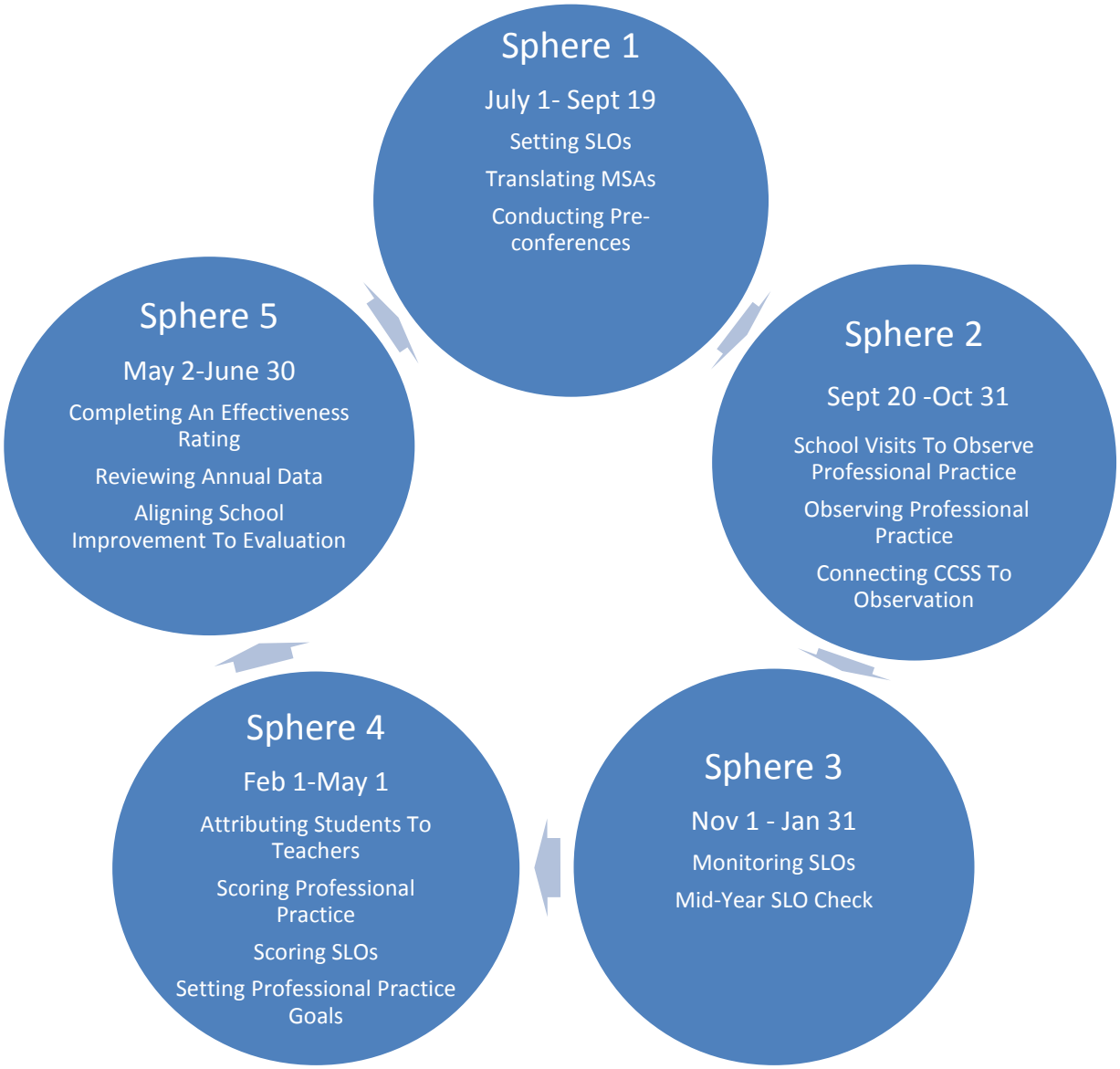
Technical training meetings and professional development sessions will be built around three constructs:

- What the LEAs need to learn from the State
- What the State needs to learn from the LEAs
- What LEAs and the State can learn from each other

To this end, the state will collect artifacts from the LEAs during each Sphere of Influence. This approach will inform our work along the way and it should greatly ease the predictable accountability demands that might otherwise all occur at the end of the Project. This continuous information will also help guide and facilitate the independent validation of TPE that WestEd is conducting on Maryland's behalf.

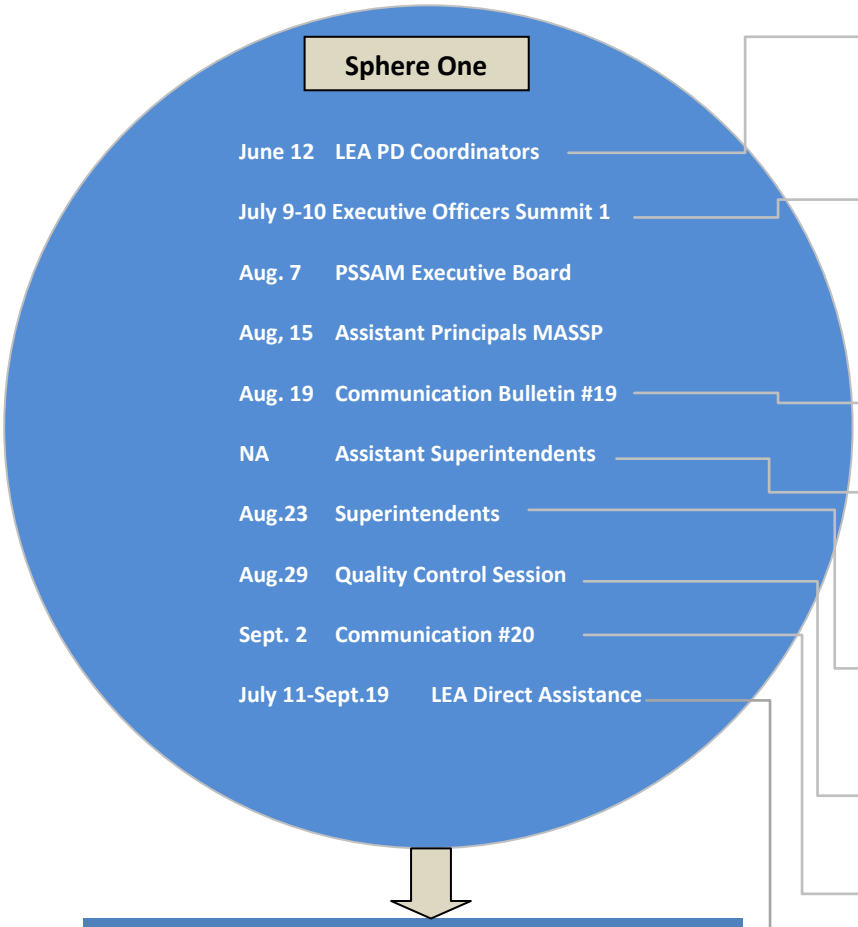
To further support this effort, the Communication Bulletins has been re-configured to provide information, content, and affirmation of the work that is occurring around TPE.

Spheres of Influence



To futher demonstrate individual sphere design, Sphere 1 has been broken out into a typical sequence of events and identifies the service delivery roles for each group. It defines the composition of audiences and details how group-specific information sharing, training, and professional development will occur. The desired outcome for the Sphere is included. This outcome will be crirical to the work of the Quality Control Group. Spheres 2-5 event sequence and outcomes follow. Several unique events are included, and some minor anomalies occur with dates and sequences to accommodate existing calendars .

Sphere Design



June 12 LEA PD Coordinators	These meetings are designed for professional development personnel in each LEA who are responsible for or preparing their system to train individuals to use SLOs and the instructional Professional Practice components of evaluation. They are scheduled in coordination with the Division of Instruction's PD Calendar.
July 9-10 Executive Officers Summit 1	These meetings of Executive Officers occur near the beginning of each Sphere of Influence. They will provide practitioner information to the evaluators of principals. Presentations will focus heavily on common evaluation components and the connections that will need to occur between student growth measures, professional practice, Common Core, and principal evaluation. Additional training will focus on how principals may translate these practices to the evaluation of their teachers.
Aug. 7 PSSAM Executive Board	
Aug, 15 Assistant Principals MASSP	
Aug. 19 Communication Bulletin #19	The first Communication Bulletin in each Sphere will focus on current information sharing and the leadership or technical content of the Sphere.
NA Assistant Superintendents	These briefings of LEA Assistant Superintendents occur near the beginning of each Sphere of Influence. They will provide advance information to local curriculum leaders about the content and the delivery of TPE services within each Sphere's work. Presentations will focus on SLOs and the connections that will need to occur among teacher observation, Common Core, and teacher evaluation.
Aug.23 Superintendents	These briefings of superintendents occur during regularly scheduled PSSAM Meetings at the beginning of each Sphere of Influence. They will provide advance information to superintendents about the content and the delivery of TPE services within each Sphere's work.
Aug.29 Quality Control Session	The Quality Control Group will meet near the end of each Sphere to gauge progress and to determine the readiness status of the subsequent Sphere.
Sept. 2 Communication #20	The second Communication Bulletin in each Sphere will focus on the quality Controls and assurances that determine the accomplishment of the Sphere objectives and gauge the continuous progress of TPE.
July 11-Sept.19 LEA Direct Assistance	These windows are provided within each Sphere for LEAs to schedule by request, additional localized training on the current topic lines. These sessions will be tailored to meet the needs of the LEA and occur after Executive Officers have met

OUTCOME

By the end of Sphere 1, leadership personnel should know and be able to conduct beginning of the year pre-evaluation conferences that include reporting the teacher's or principal's MSA translation scores, the setting of teacher or principal SLOs, and a basic understanding of how to construct three year-cohorts, and plan the evaluation workload for the 2013-2014 school year.

Sphere Two

Sept, 20 Superintendents

Sept. 24 Executive Officers Summit 2

Sept.25 LEA Technical Assistance

Sept. 26 LEA PD Coordinators

Sept.27 Assistant Superintendents

Oct. 1 Communication Bulletin #21

Oct.22 Assistant Principals MASSP

Oct. 30 Quality Control Sessions

Nov. 4 Communication Bulletin #22

Sept.25-Nov.10 LEA Direct Assistance

OUTCOME

By the end of Sphere 2, leadership personnel should know and be able to effectively establish goals and expectations for purposeful school visits, organize their work to reflect the strengths and needs of individual principals and their schools, and implement and monitor SLOs through the connection of the SLO to the observable evidence of effective professional practice criteria.

Sphere Three

Nov. 1 Superintendents

Nov. 6 LEA PD Coordinators

Nov. 13 Executive Officers Summit 3

Nov. 15 LEA Technical Assistance

Nov. 22 Assistant Superintendents

Dec . 2 Communication Bulletin #23

Feb. 5 Quality Control Sessions

Feb. 10 Communication Bulletin #24

Nov.13-Feb.24 LEA Direct Assistance

OUTCOME

By the end of Sphere 3, leadership personnel should know and be able to maintain the annual evaluative workload to conduct mid-year conferences and monitor SLO progress.

Sphere Four

Jan. 7	LEA PD Coordinators
Feb. 7	Superintendents
Feb 18	Executive Officers Summit 4
Feb. 26	LEA Technical Assistance
Feb. 28	Assistant Superintendents
Mar. 10	Communication Bulletin #25
Mar.21	Principals MASSP
April 30	Quality Control Sessions
May 5	Communication Bulletin #26
Feb.25-May 1	LEA Direct Assistance

OUTCOME

By the end of Sphere 4, leadership personnel should know and be able to attribute students to teachers and principals and to score the component pieces of the teacher and principal evaluations. They should also know and be able to conduct the end of the year evaluation conference and set professional practice goals for educators receiving a full evaluation.

Sphere Five

April 22	LEA PD Coordinators
May 2	Superintendents
May 16	Assistant Superintendents
June 10	Executive Officers Summit 5
June 11	LEA Technical Assistance
June 12	Communication Bulletin #27
	Quality Control Sessions
June 30	Communication Bulletin #28
May 3-June 30	LEA Direct Assistance

OUTCOME

By the end of Sphere 5, leadership personnel should know and be able to combine evaluation components into a single effectiveness rating. They should also be able to use annual data to develop and align their school improvement plan with the evaluation process to generate professional development that will drive increased levels of student and educator performance in the next school year.

Teacher and Principal Evaluation Quality Control

During the first two years of the TPE Project, LEAs provided cross-interest teams that participated in monthly TPE Field Test meetings. This structure served the developmental nature of the years' work well. These neetings were essential to fostering a continous content and process dialogue across LEAs around model design, problem resolution, and communications.

As the expectation for year three focuses on full implementation, the priority of such a group shifts from design to practice and with that shift, gravitates towards fidelity and quality control. With this in mind, the LEA Field Test meetings of the past two years will transition into audience-specific meetings that facilitate professional development and technical assistance and a Quality Control Group that will provide feedback and direction. The Quality Control Group charge requires a diverse membership that includes local and statewide interest groups directly involved with LEAs, superintendents, principals, and teachers. These meetings will be stock-take in nature and near the end of each "Sphere of Influence." They are intended to gauge the impact of the completed Sphere activities and to identify readiness needs for the subsequent Sphere. This process will close the feedback loop five times duirng the upcoming year. The initial make-up of the quality control group will be as folows:

LEA Points of Contact	24
PSSAM	2
MSEA	2
MASSP	1
MAESP	1
MSDE TPE Lead	1
IHE	2 (at mid-year)

How will you know ?...
...Quality Control By Design

Sphere One Outcome

By the end of Sphere 1, leadership personnel should know and be able to conduct beginning of the year pre-evaluation conferences that include reporting the teacher's or principal's MSA translation scores, the setting of teacher or principal SLOs, and a basic understanding of how to construct three year-cohorts, and plan the evaluation

June 12	LEA PD Coordinators
July 9-10	Executive Officers Summit 1
Aug. 7	PSSAM Executive Board
Aug, 15	Assistant Principals MASSP
Aug. 19	Communication Bulletin #19
Aug.23	Superintendents
Aug.29	Quality Control Session
Sept. 2	Communication #20
July 11-Sept.19	LEA Direct Assistance

USDE Assurances)

☐The LEA has a process for receiving, reposing, and recovering Student Detail information supplied by MSDE.
☐The LEA has a process for applying Student Detail Information to their evaluation model.
☐The LEA has a process for attributing students to the teacher(s) of record, including affording each teacher an opportunity to review and confirm the roster.
☐The LEA has a process in place for using Student Detail to translate MSAs into an evaluation measure.
☐The LEA has the capacity to collect, repose, and retrieve the component data of the Educator Evaluation system.
☐The LEA has a process to communicate the component data and methods of the Educator Evaluation system and to share results.
☐The LEA has a documented communications plan in place for the dissemination of TPE information.
☐The LEA Communication Plan facilitates and promotes the flow of information from MSDE to the LEA, to the local Board of Education, to school leaders, and to teachers.
☐The LEA Communication Plan uses multiple modes of communication.
☐The LEA Communication Plan facilitates and promotes the flow of information from MSDE and the LEA to external stakeholder audiences.
☐The LEA Communication Plan includes a timeline of communications that complements the work of the local TPE Project.
☐The LEA has a plan for preparing teachers to participate in the new evaluation process including a full understanding of the Common Core Standards.
☐The LEA has a process and the resources to execute the strategy behind the process to deliver teacher evaluation Professional Development.
☐The LEA Teacher Professional Development includes Readiness Training in Professional Practice (Danielson Protocols), Student Learning Objectives (SLOs), MSAs (translation), local measures, school-wide performance measures (i.e. School Progress Index) if being used, and the application of the Common Core Standards and the state curriculum in the evaluation process.
☐The LEA has a plan for preparing principals to participate in the new evaluation process.
☐The LEA has a process and the resources to execute the strategy behind the process to deliver principal evaluation Professional Development.
☐The LEA Principal Professional Development includes Readiness Training in Professional Practice (Maryland Instructional Leadership Framework protocols), Student Learning Objectives (SLOs), MSAs (translation), local measures, school-wide performance measures (i.e. School Progress Index) if being used, and the application of the Common Core Standards and the state curriculum in the evaluation process .
☐The LEA has a plan for preparing executive officers, assistant principals, instructional supervisors, and other authorized evaluators to participate in the new evaluation process.
☐The LEA has a process and the resources to execute the strategy behind the process to deliver executive officer, assistant principal, instructional supervisor, and other authorized evaluators, evaluation related Professional Development.
☐The LEA's Other Evaluator Professional Development includes Readiness Training in Professional Practice (Danielson Protocols), Student Learning Objectives (SLOs), MSAs (translation), local measures, school-wide performance measures (i.e. School Progress Index) if being used, and the application of the Common Core Standards and the state curriculum in the evaluation process.
☐The LEA has a plan for preparing technical personnel to support the implementation of teacher and principal evaluations.
☐The LEA has a plan for preparing human resources personnel to support the implementation of teacher and principal evaluations Human Resources.
☐The LEA has a communication plan for insuring that school-based personnel and non-school based personnel affected by TPE are informed about professional development opportunities.
☐The LEA has a strategy and the resources to execute their TPE communication plan.

Evidence of Quality

1. LEA artifact showing cohort methodology given to schools
2. One elementary, one middle, and one high school cohort sample artifact
3. Sample LEA artifact provided to principals showing MSA scores translated to % for teachers in a school
4. LEA artifact showing methodology given to principals to plan an evaluation year
5. One elementary, one middle, and one high school artifact showing sample evaluation year plan
6. LEA Artifact showing SLO training for evaluators
7. Sample LEA or school artifact showing SLO training for teachers
8. LEA Participation in Sphere training for PD Coordinators and Executive Officers
9. LEA artifacts of internal system TPE communications from 6/12-9/2
10. LEA artifacts of external system TPE communications from 6/12-9/2
11. Sample school artifacts of internal TPE school communications 6/12-9/2
12. Sample school artifacts of external TPE school communications 6/12-9/2
13. Copy of Local TPE Guidebook/Guidelines

MARYLAND STATE DEPARTMENT OF EDUCATION

Preparing World-Class Students

MSDE Longitudinal Data System (LDS) Dashboards

Project Year 4

Update

September 24, 2013

History

- RTTT Grant 2010
  - 36 Content Dashboards (over 100 pages)

HSA & MSA Assessment
K-12-20 Curriculum Alignment by School
Low-Performing Schools' Educator Profiles
Principal Supply
Research Data Sets
STEM Performance
Access to STEM
AP Performance
AP Services
Breakthrough Center
Charter School Profiles
Class Progress
Closing the Gap Progress
Credentialing Program Effectiveness (MAP)
Early Childhood Outcomes
Educator Equitable Distribution
Educator Evaluation Outcomes
Educator Program Effectiveness

eTranscripts
Funding Priorities
Growth & Achievement
K-12 Advanced Placement Readiness
K-12-20 Remediation
Longitudinal Data System Legal Mandates Index
Longitudinal Data System Utilization
Low-Performing School Profiles
Maryland Approved Alternative Preparation Programs (MAAPP)
School Operations
School Profile
Standard Course Numbers and Content
Student Growth Measures
Student Performance
Student Risk Trends
Teacher Recruitment and Retention
Teacher Supply
Unofficial Student Transcript

Benefits

- Statewide Longitudinal Data
  - The Longitudinal Data System's 36 new dashboards will provide aggregate and detailed student performance data to authorized end-users
  - Oracle Business Intelligence Enterprise Edition 11g
  - Provides a common infrastructure for producing and delivering interactive dashboards which includes improved visualization, reporting, analysis, and security features
  - Users include Public, MSDE, LEA ,School, Teachers, Students, Parents, External Partners

User Collaboration

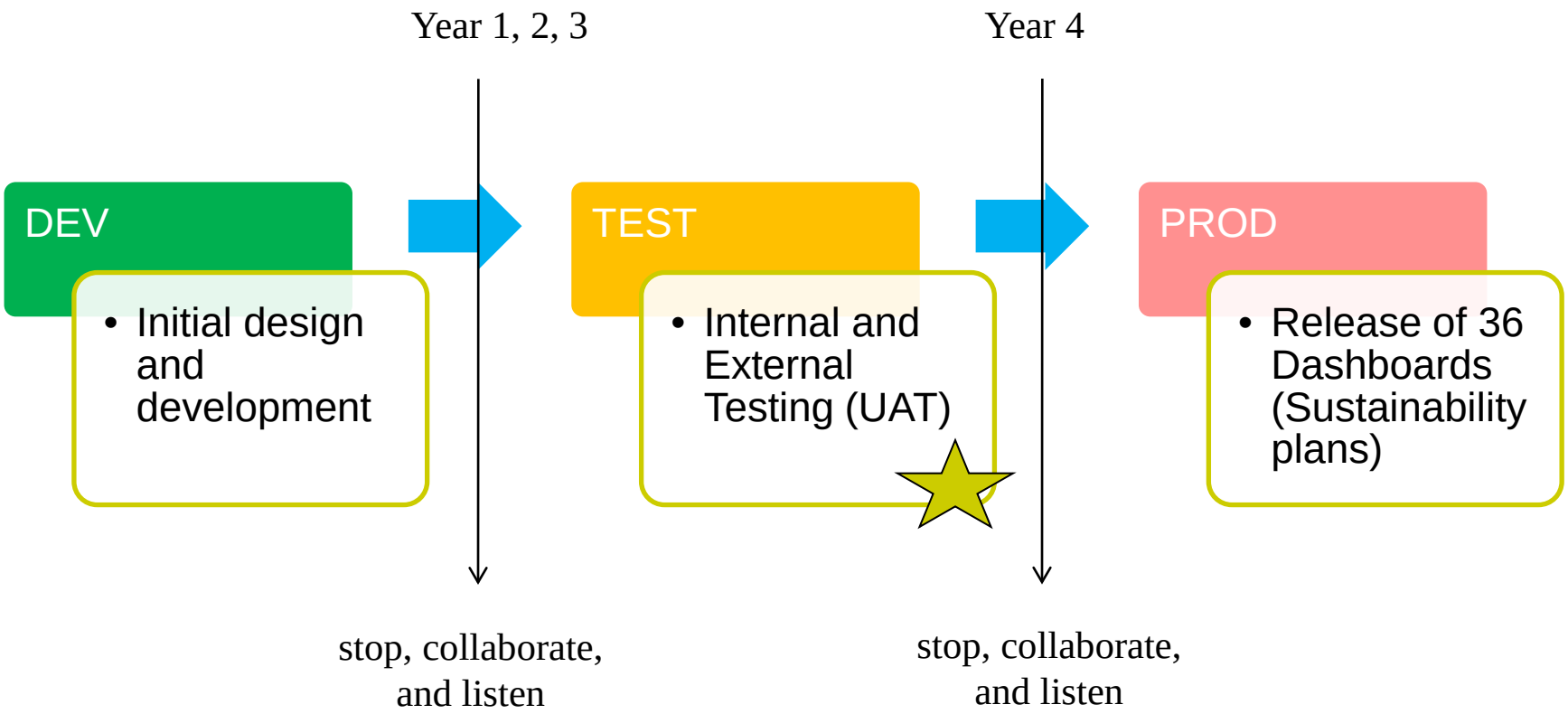
- MSDE/User Collaboration
  - MSDE has collaborated internally and externally during the design, development, and test phase
  - Four established LEA dashboard systems were demonstrated to MSDE staff
  - Five dashboards were shared with LEAs during the design and development phases to evaluate progress
  - All 36 dashboards will complete the User Acceptance Test prior to moving into the Production environment
  - Each dashboard has an internal content specialist and executive sponsor

Support

- Help desk
  - Staff is available by email and telephone
  - Virtual helpdesk will be developed on the LDS Portal

- Multimedia Modules
  - 40 Training Modules
    - Support the accessibility and functionality of the 36 dashboards
    - Longitudinal Data System coaching modules

System Development Life Cycle
(Environments)



We are here

Maryland State Department of Education
Preparing World-Class Students

Demonstration

- LDS PK-12 Portal (sub-portal of LEARN MD)
- STEM
  - Access to STEM
  - STEM Performance
- MAAPP
  - Maryland Approved Alternative Preparation Programs

LDS P-12 Portal

Current DEV status

Production target

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

LDS P-12 Portal

Easy access

Resources and Support

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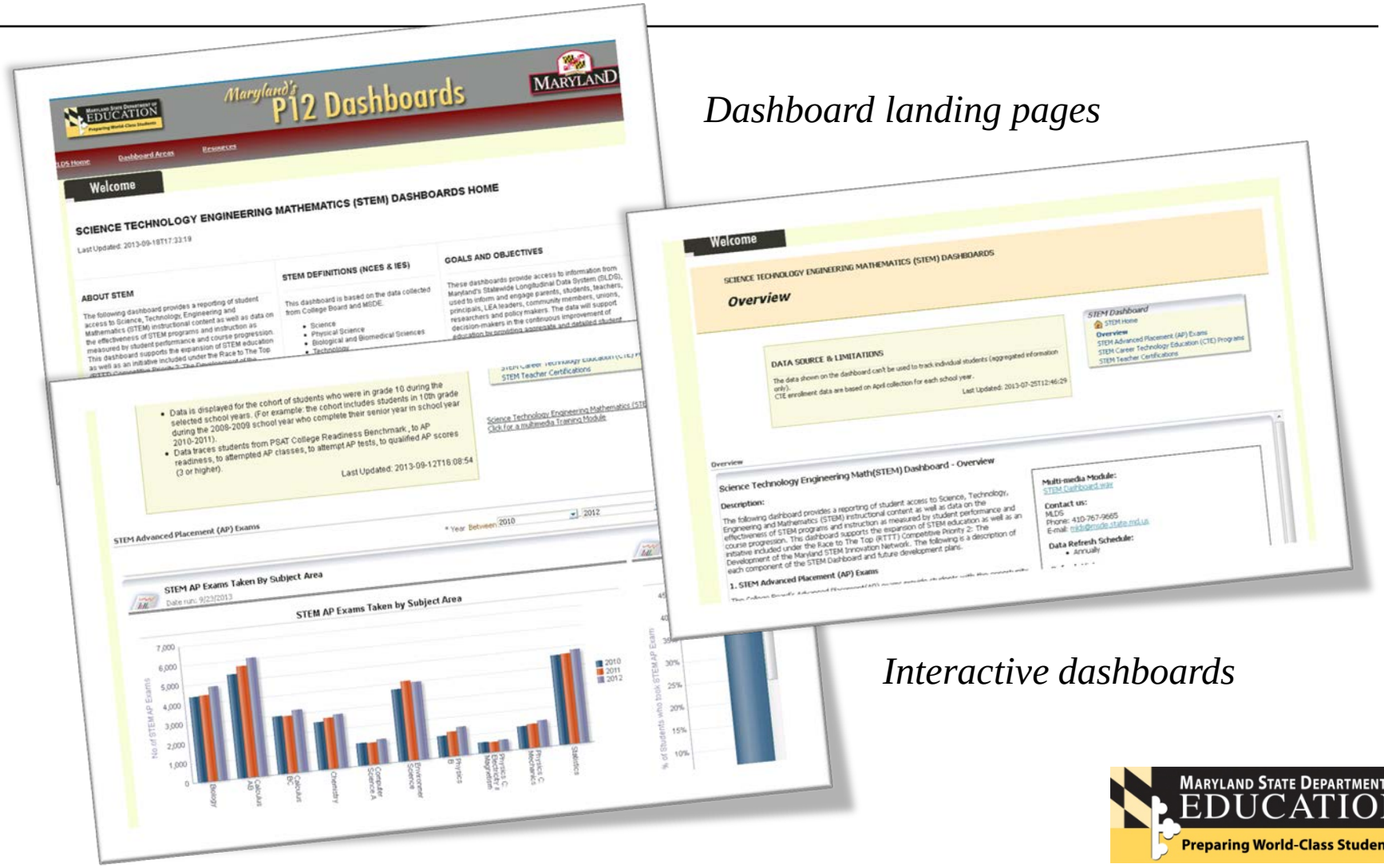
LDS P-12 Portal



Dashboard landing pages

Interactive dashboards

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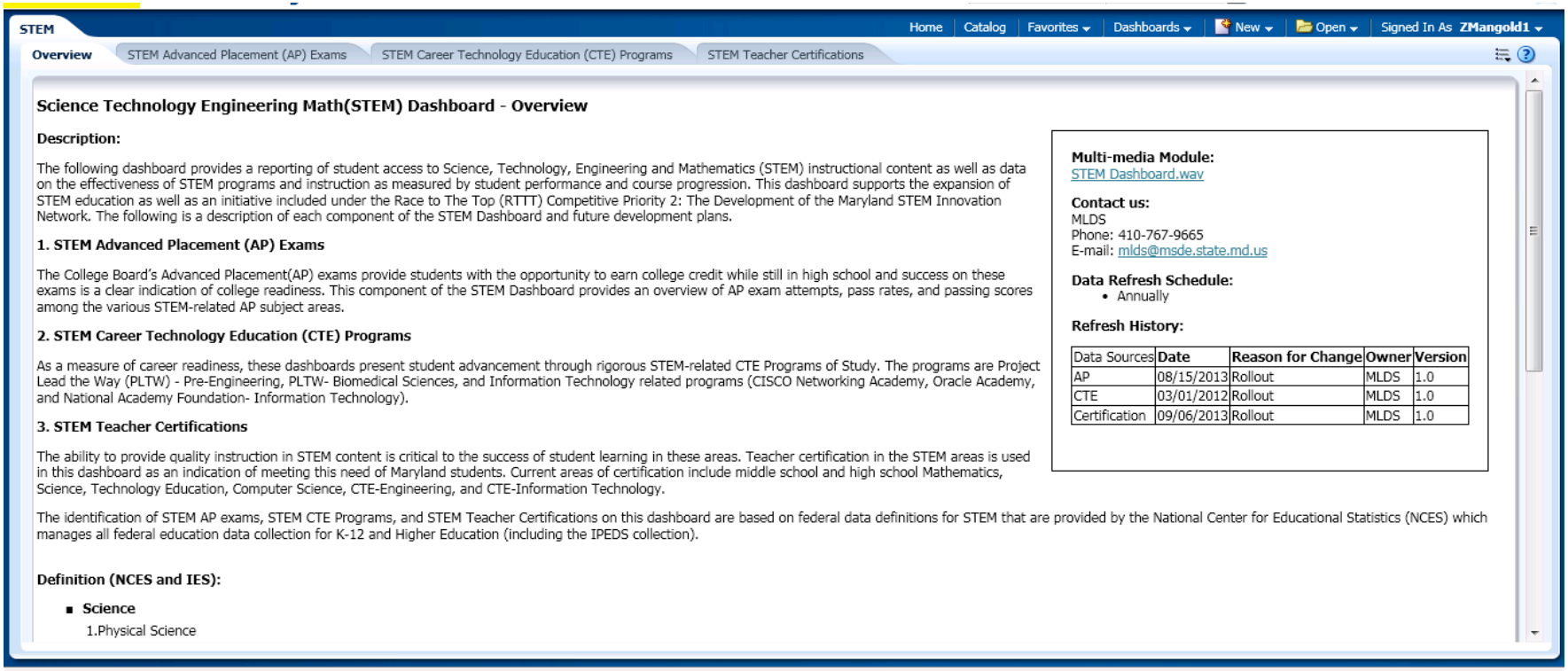
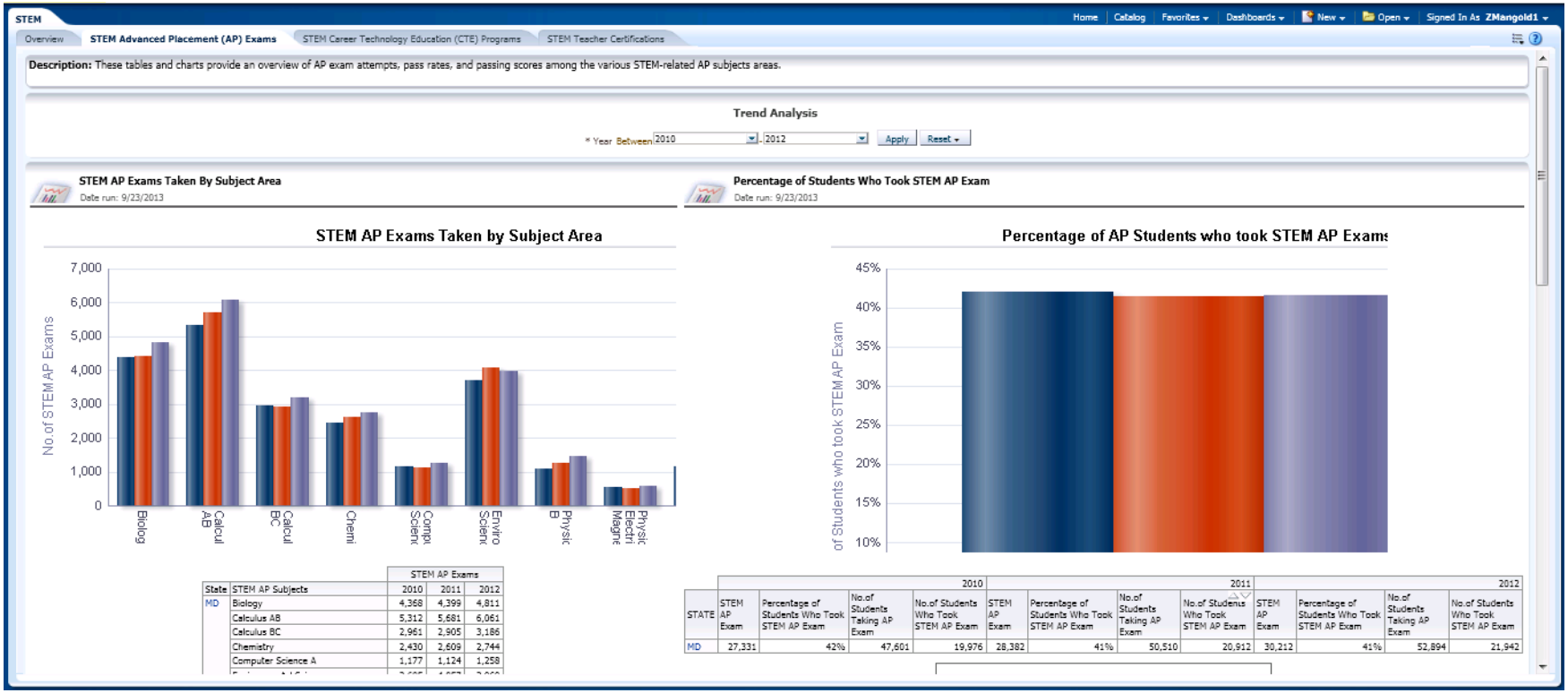
Preparing World-Class Students

STEM



STEM AP EXAMS



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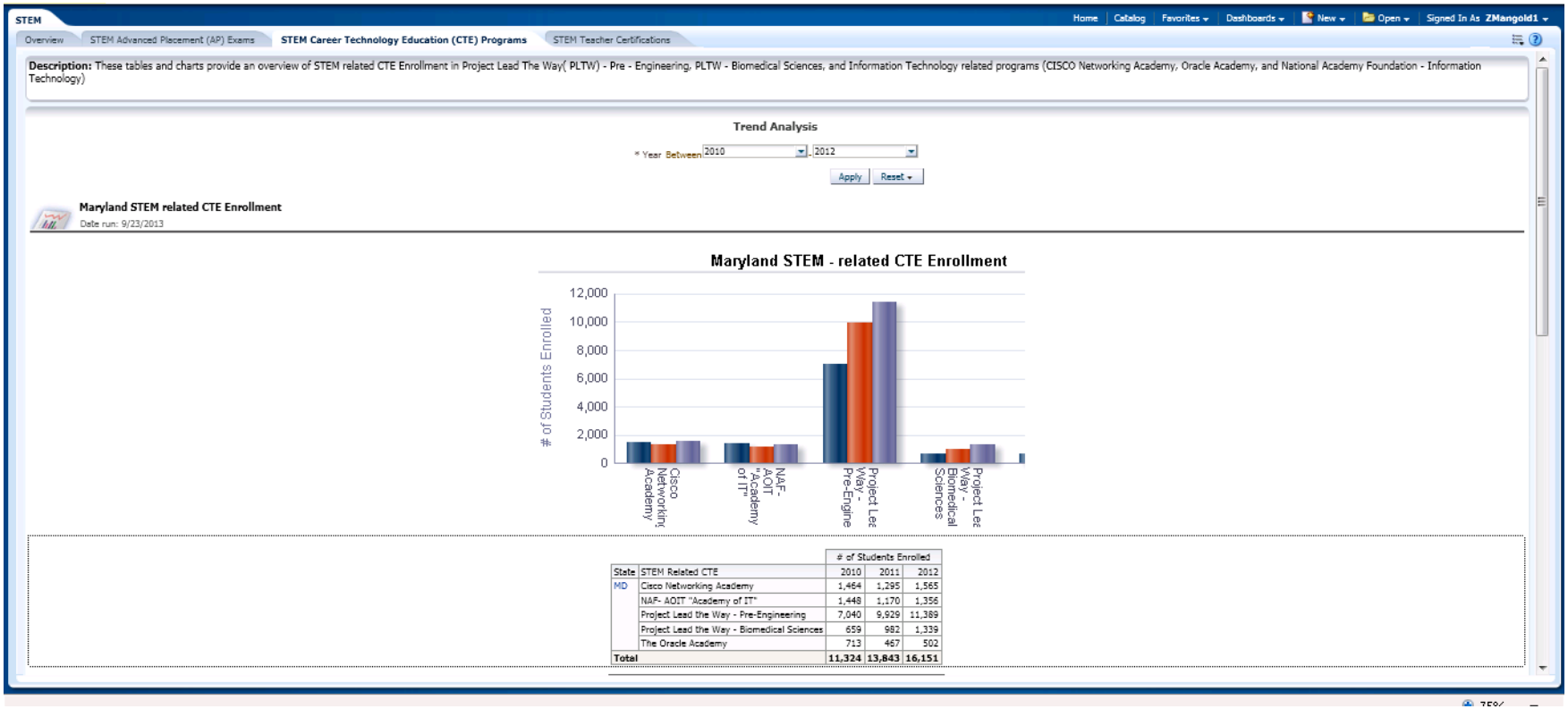
STEM / CTE Programs



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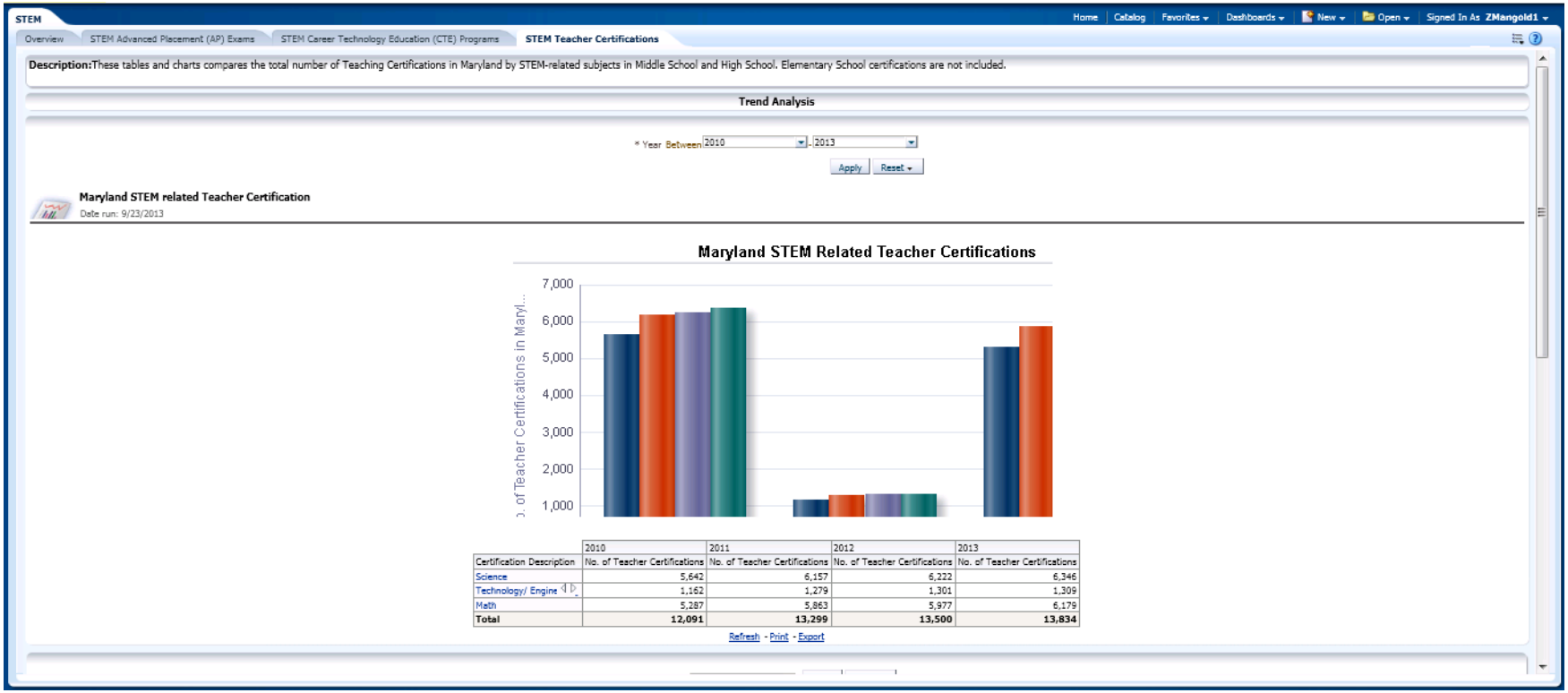
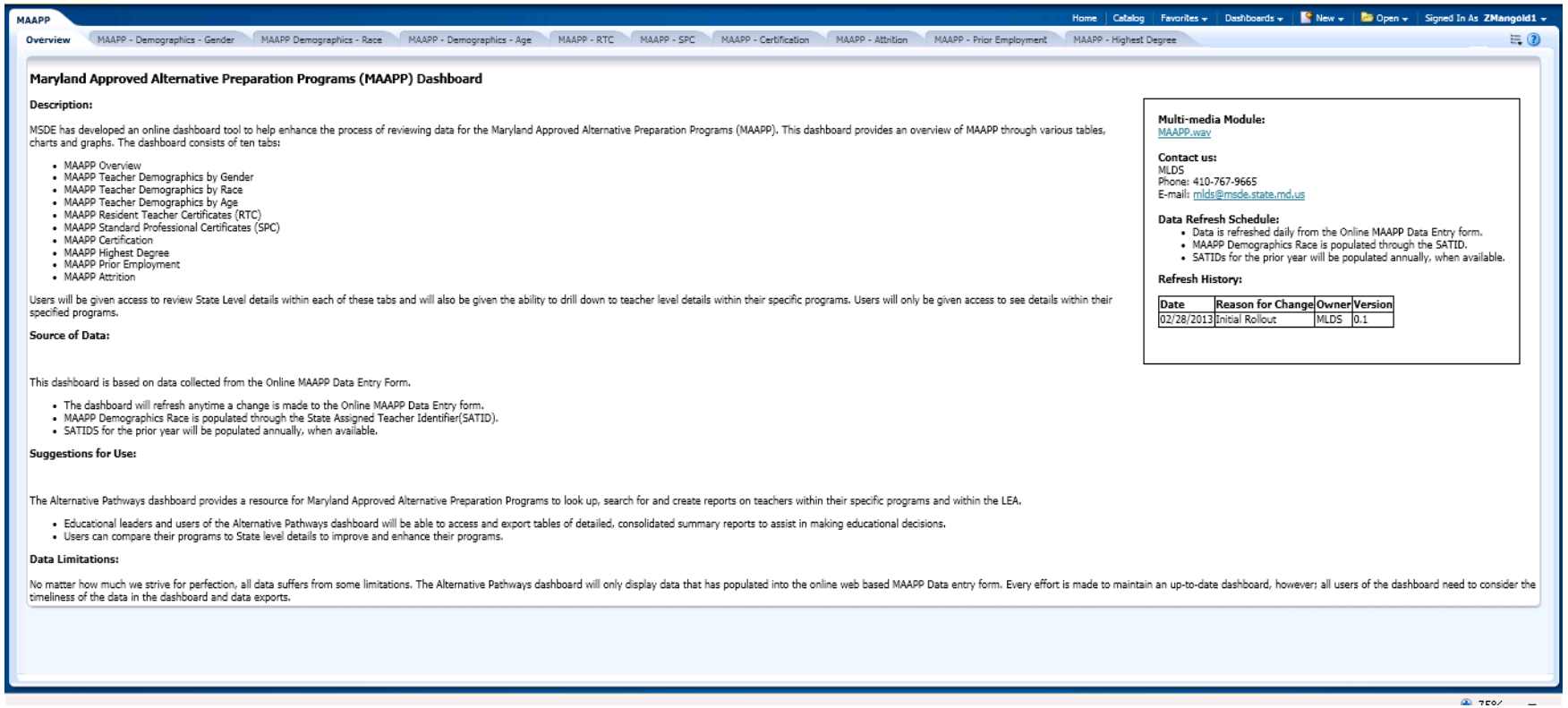
STEM Teacher Certification



Certification Description	2010 No. of Teacher Certifications	2011 No. of Teacher Certifications	2012 No. of Teacher Certifications	2013 No. of Teacher Certifications
Science	5,642	6,157	6,222	6,346
Technology/ Engine	1,162	1,279	1,301	1,309
Math	5,287	5,863	5,977	6,179
Total	**12,091**	**13,299**	**13,500**	**13,834**

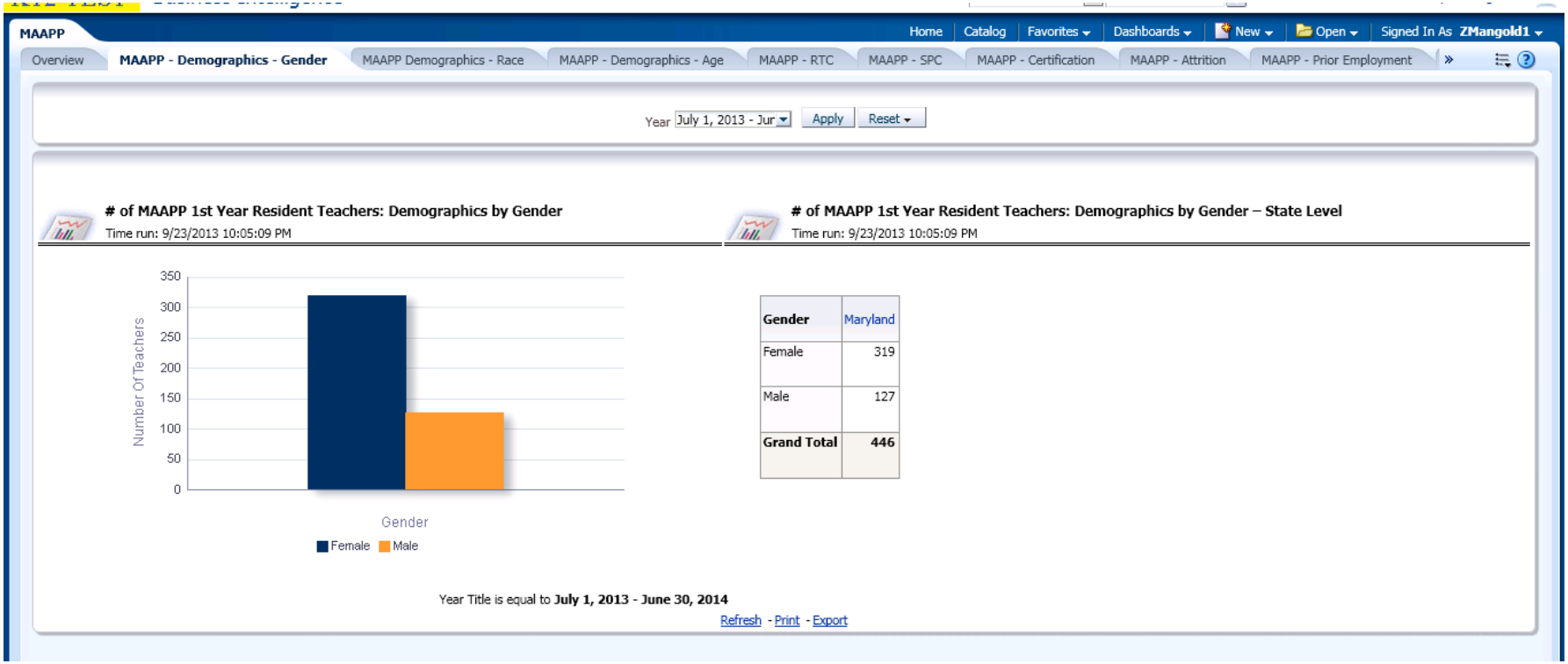
MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

MAAPP (Maryland Alternative Approved Preparation Programs)

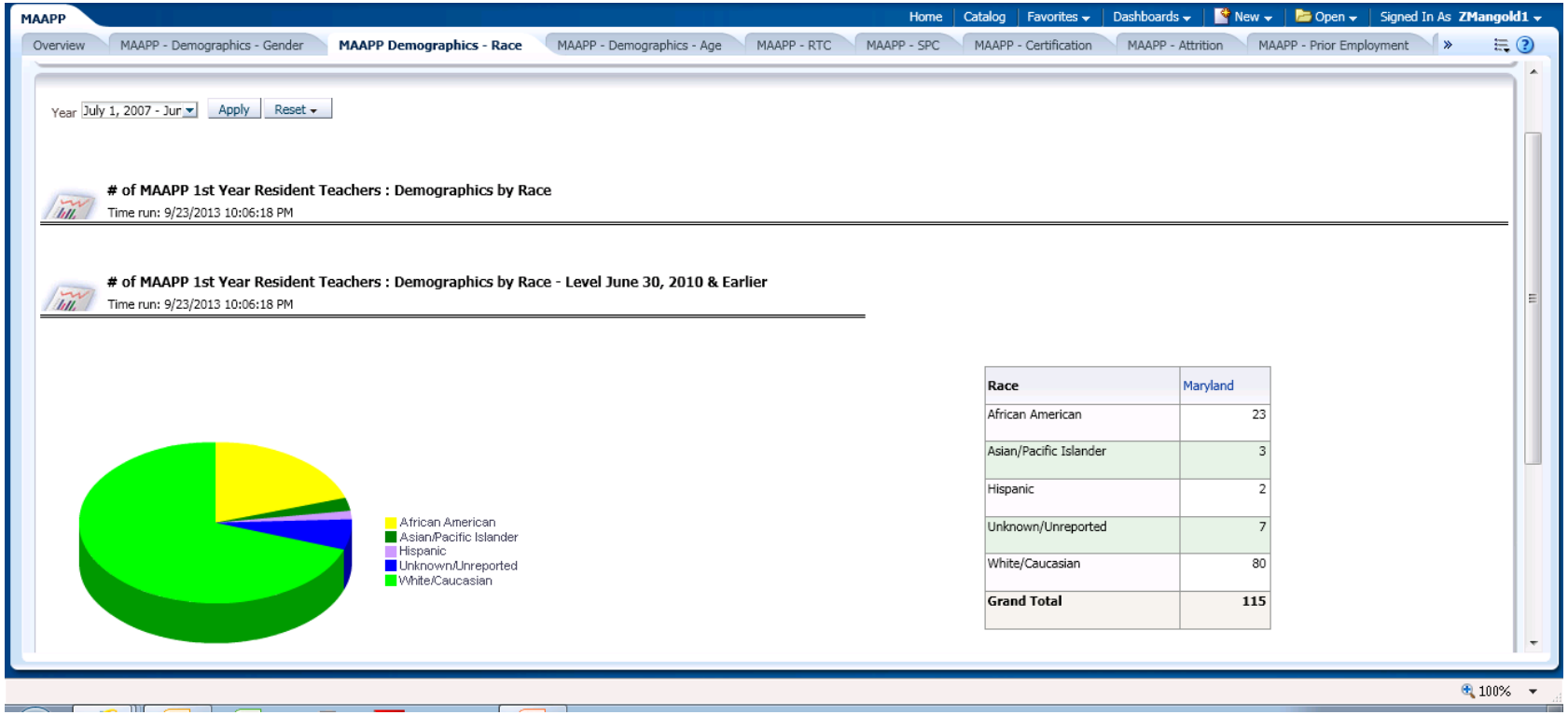


MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

MAAPP - Gender



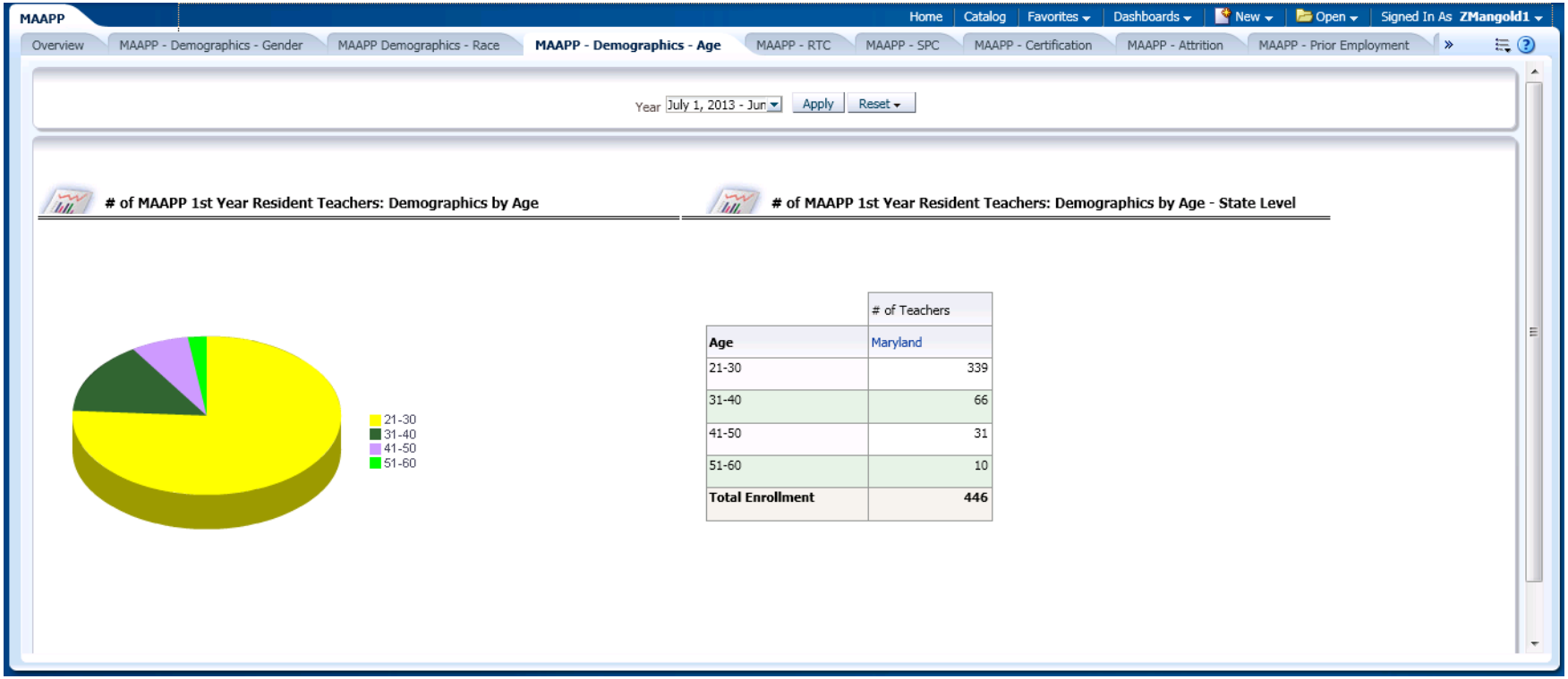
MAAPP - Race



Race	Maryland
African American	23
Asian/Pacific Islander	3
Hispanic	2
Unknown/Unreported	7
White/Caucasian	80
Grand Total	**115**

Maryland State Department of Education
Preparing World-Class Students

MAAPP- Demographics



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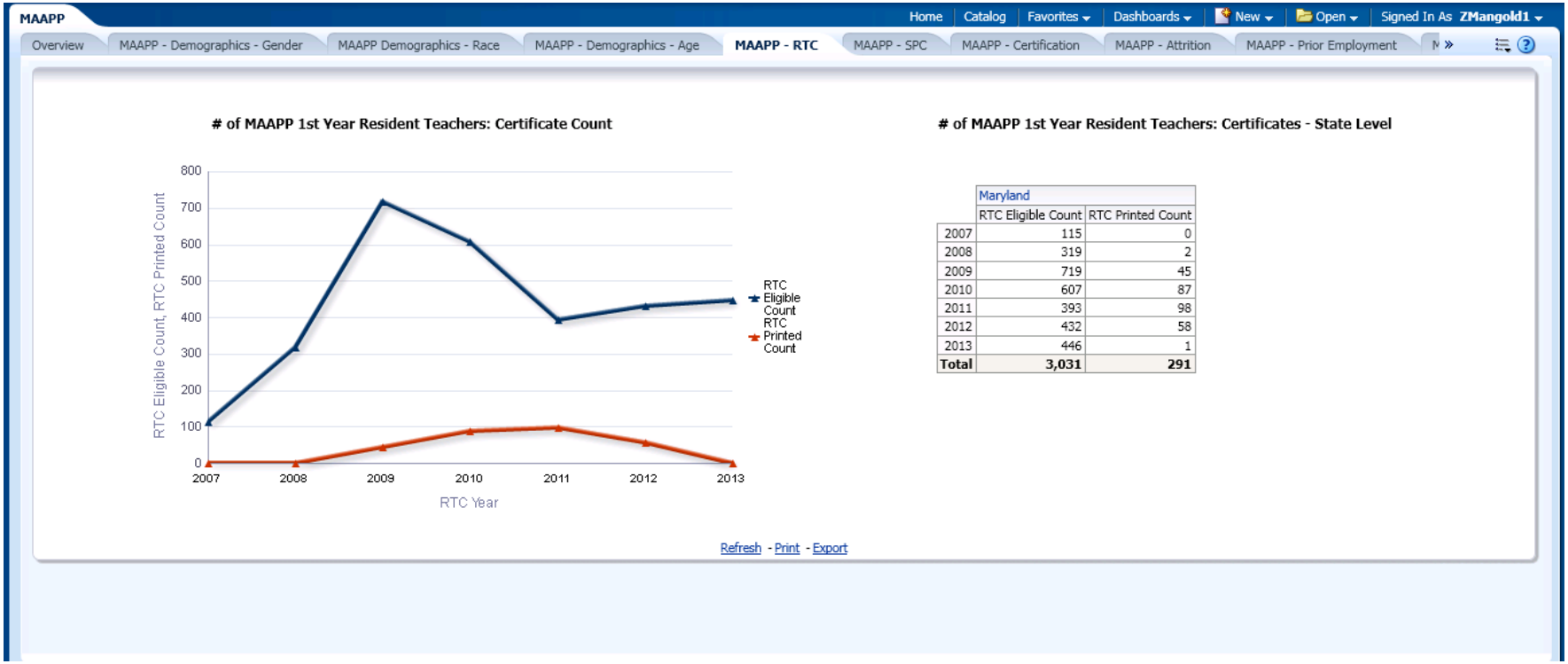
MAAPP - RTC



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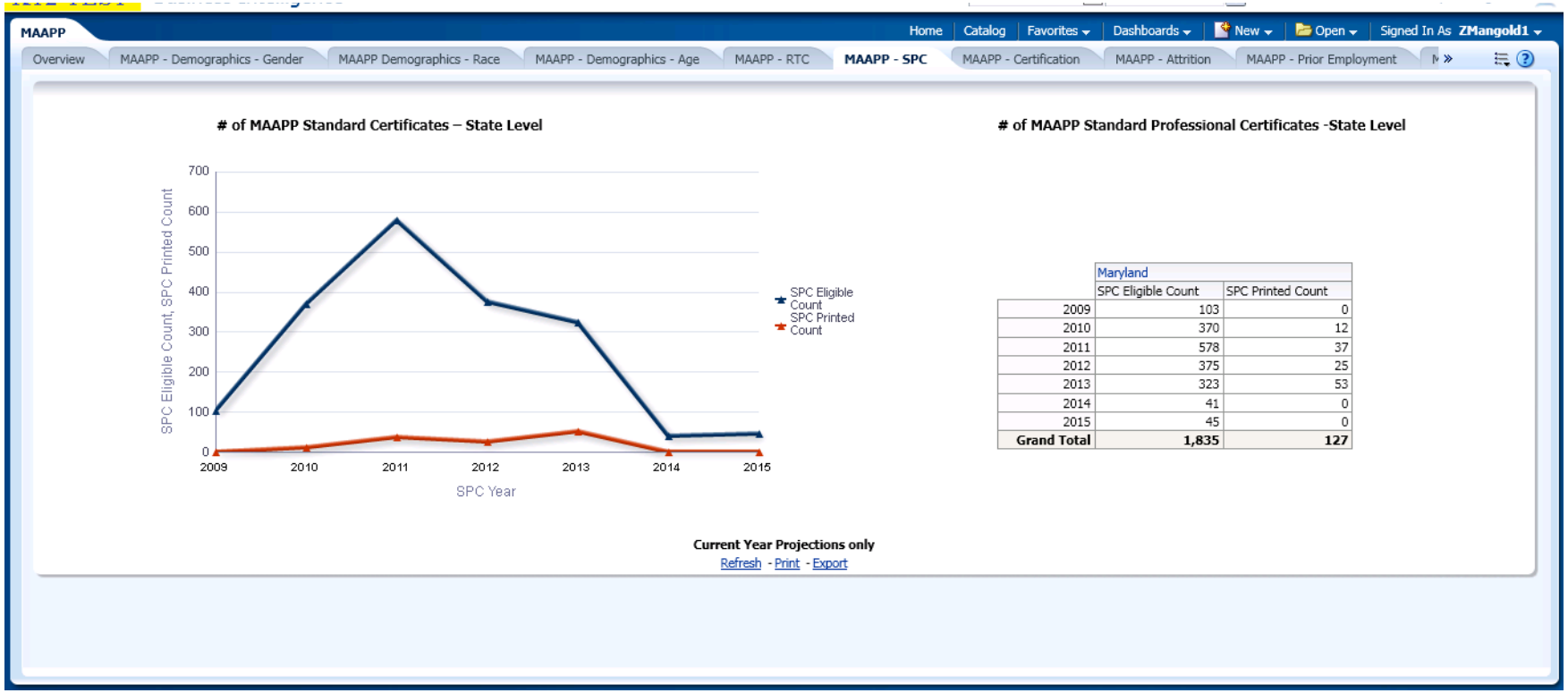
MAAPP - SPC



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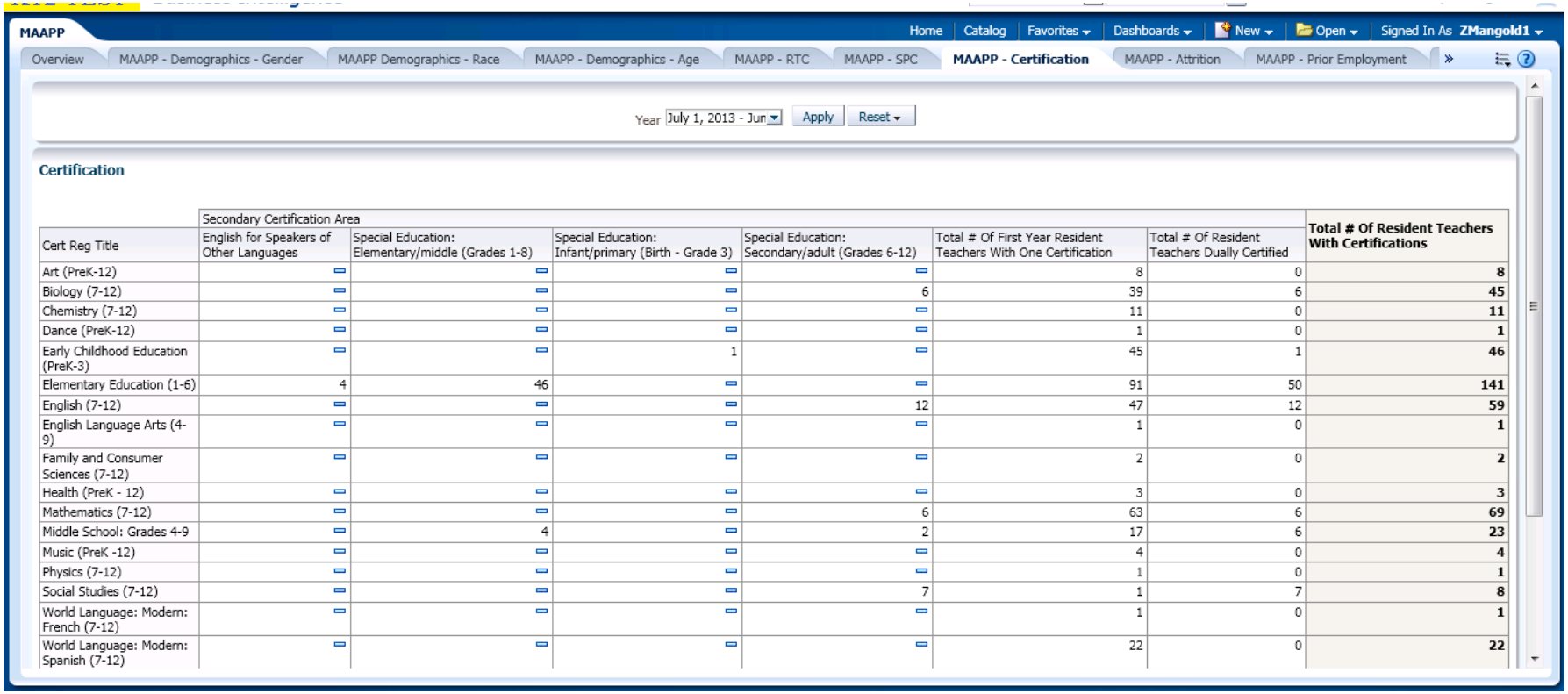
MAAPP- Certification



MAAPP

Home | Catalog | Favorites | Dashboards | New | Open | Signed In As ZMangold1

Overview | MAAPP - Demographics - Gender | MAAPP Demographics - Race | MAAPP - Demographics - Age | MAAPP - RTC | MAAPP - SPC | **MAAPP - Certification** | MAAPP - Attrition | MAAPP - Prior Employment

Year July 1, 2013 - Jun | Apply | Reset

Certification

Cert Reg Title	Secondary Certification Area: English for Speakers of Other Languages	Special Education: Elementary/middle (Grades 1-8)	Special Education: Infant/primary (Birth - Grade 3)	Special Education: Secondary/adult (Grades 6-12)	Total # Of First Year Resident Teachers With One Certification	Total # Of Resident Teachers Dually Certified	**Total # Of Resident Teachers With Certifications**
Art (PreK-12)	-	-	-	-	8	0	**8**
Biology (7-12)	-	-	-	6	39	6	**45**
Chemistry (7-12)	-	-	-	-	11	0	**11**
Dance (PreK-12)	-	-	-	-	1	0	**1**
Early Childhood Education (PreK-3)	-	-	1	-	45	1	**46**
Elementary Education (1-6)	4	46	-	-	91	50	**141**
English (7-12)	-	-	-	12	47	12	**59**
English Language Arts (4-9)	-	-	-	-	1	0	**1**
Family and Consumer Sciences (7-12)	-	-	-	-	2	0	**2**
Health (PreK - 12)	-	-	-	-	3	0	**3**
Mathematics (7-12)	-	-	-	6	63	6	**69**
Middle School: Grades 4-9	-	4	-	2	17	6	**23**
Music (PreK -12)	-	-	-	-	4	0	**4**
Physics (7-12)	-	-	-	-	1	0	**1**
Social Studies (7-12)	-	-	-	7	1	7	**8**
World Language: Modern: French (7-12)	-	-	-	-	1	0	**1**
World Language: Modern: Spanish (7-12)	-	-	-	-	22	0	**22**

MARYLAND STATE DEPARTMENT OF EDUCATION
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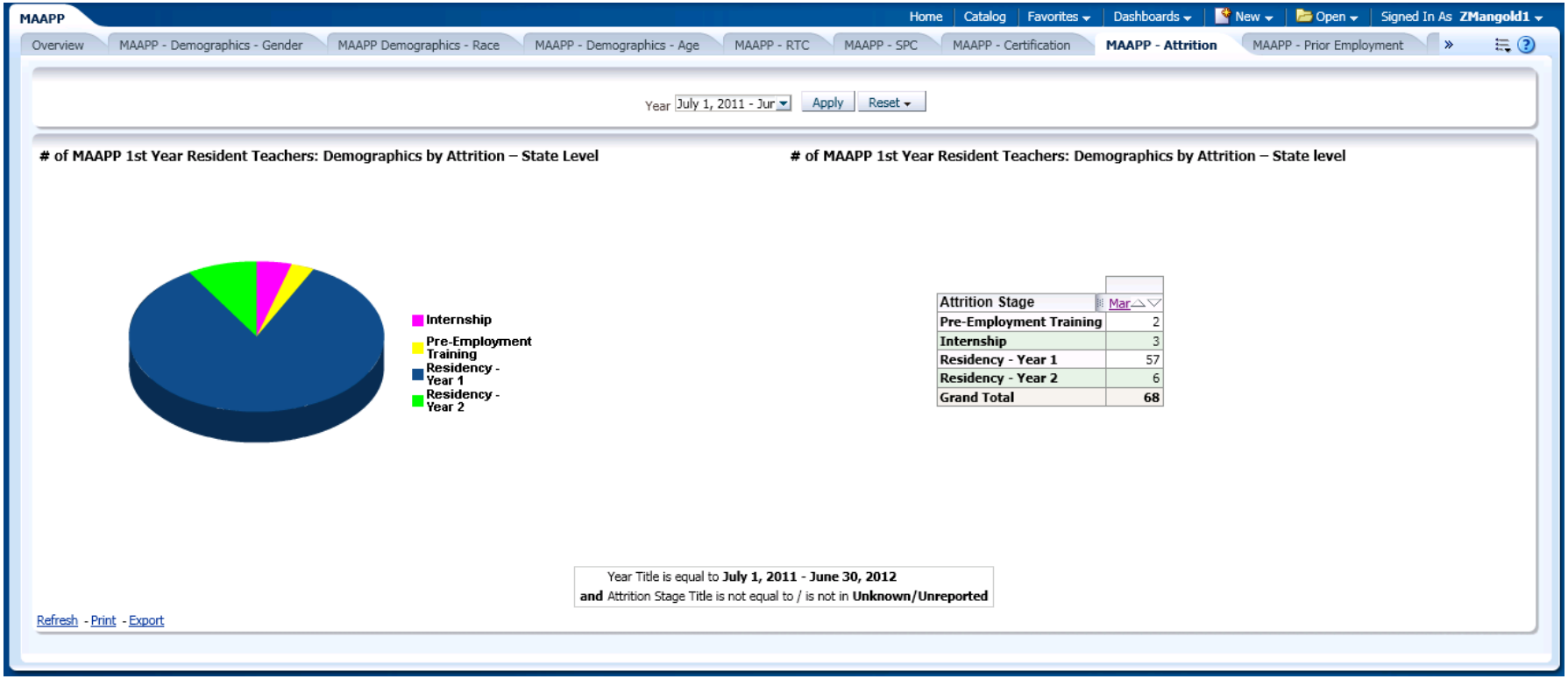
MAAPP - Attrition



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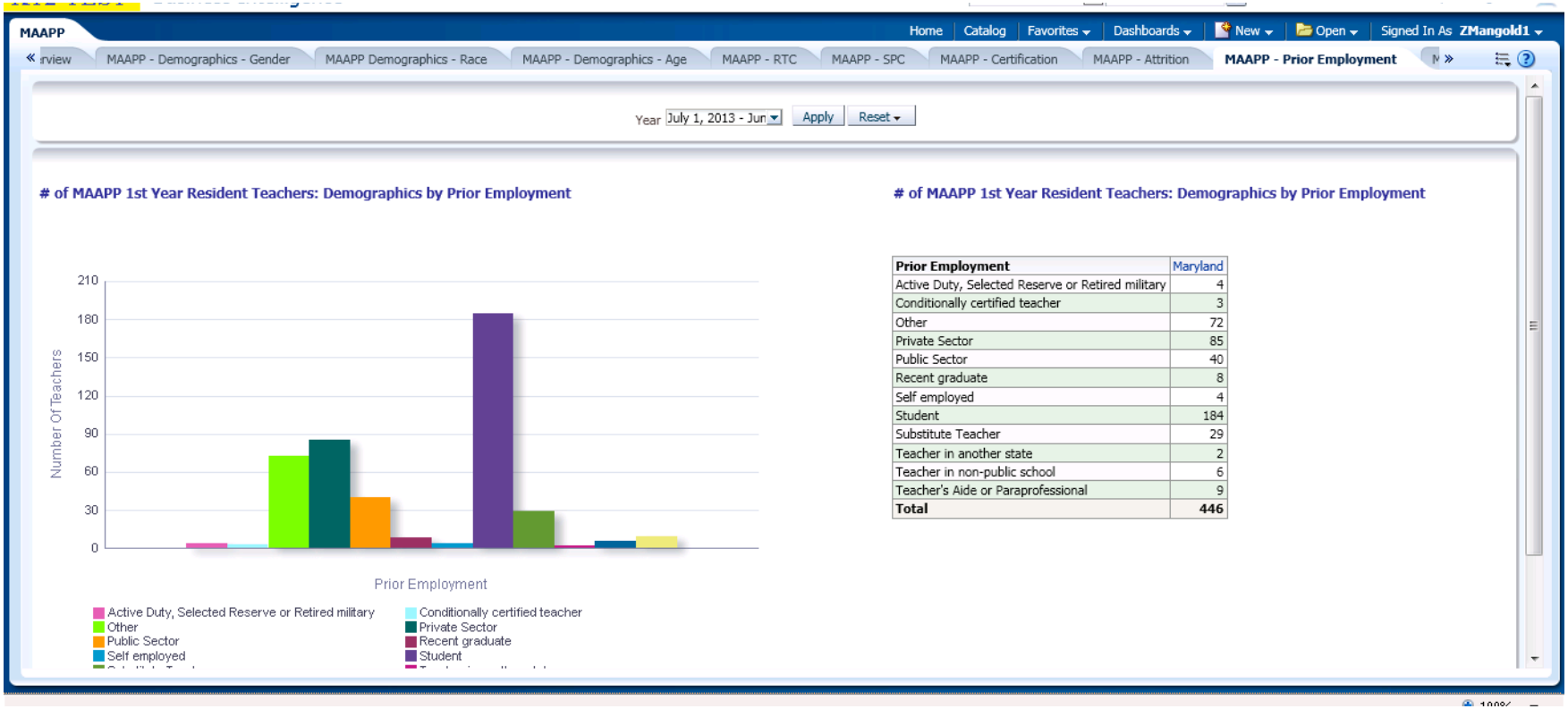
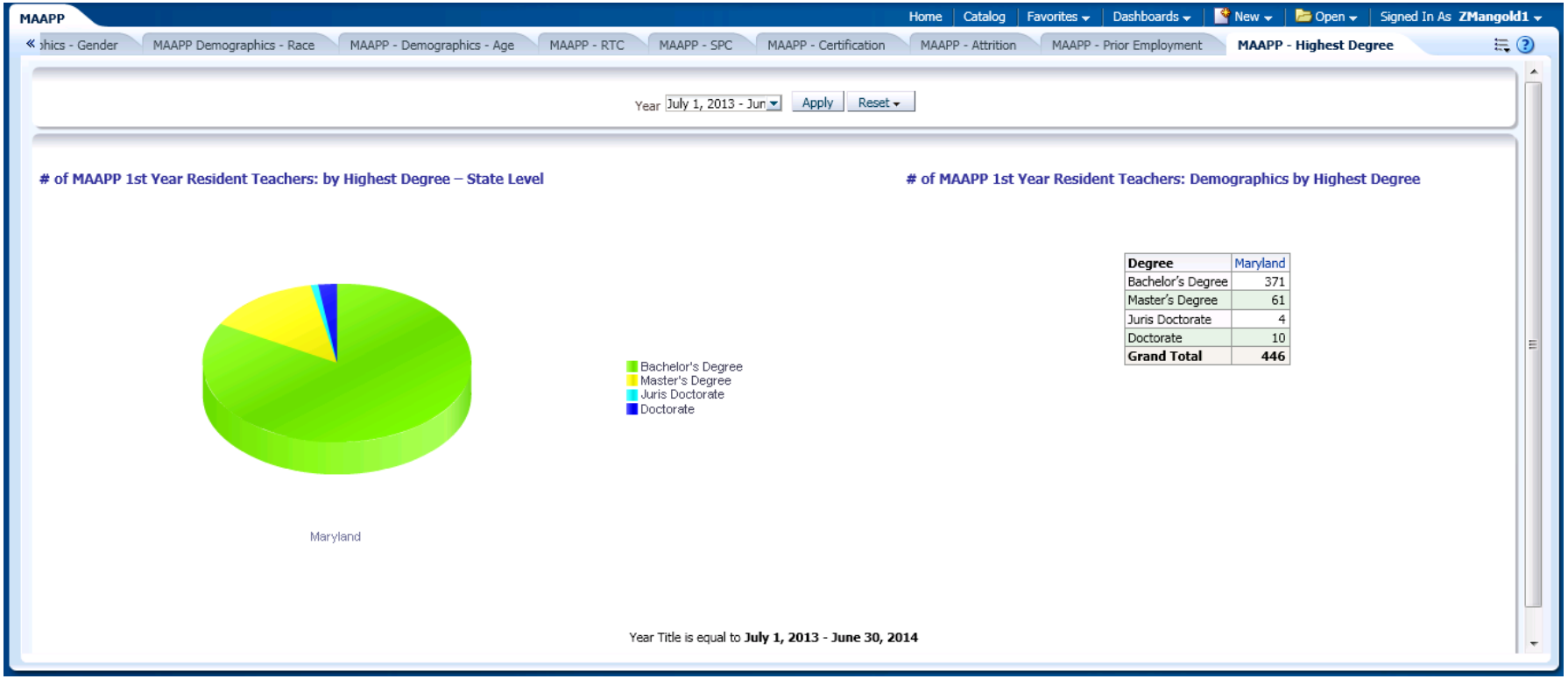
MAAPP – Prior Employment



Prior Employment	Maryland
Active Duty, Selected Reserve or Retired military	4
Conditionally certified teacher	3
Other	72
Private Sector	85
Public Sector	40
Recent graduate	8
Self employed	4
Student	184
Substitute Teacher	29
Teacher in another state	2
Teacher in non-public school	6
Teacher's Aide or Paraprofessional	9
Total	**446**

MAAPP – Highest Degree



Dashboard Checklist

- Design- *Executive Sign off*
- Development
- Data Validation- *DAADs or Data Sponsor*
- Internal Testing- *Executive Sign off*
- External Testing (UAT)- *Executive Sign off*
- Production rollout

Following the Rollout

- Change management process will be development as a virtual component on the LDS P-12 Portal.
- MSDE will manage change management process to support ongoing maintenance and enhancements.
- LDS Portal integration into LEARN MD Portal.
- Comprehensive Training Plan will support the ongoing training and user support for the LDS Dashboards.

Questions/Feedback