MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

Lillian M. Lowery, Ed.D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

December 31, 2013

The Honorable Martin O'Malley
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Thomas V. Mike Miller
State House
H-107 State House
Annapolis, Maryland 21401

The Honorable Michael E. Busch
State House
H-101 State House
Annapolis, Maryland 21401

Dr. Charlene Dukes, President
Maryland State Board of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Governor O'Malley, President Miller, Speaker Busch, and Dr. Dukes:

Executive Order 01.01.2010.12, signed on June 1, 2010, established the Maryland Council for Educator Effectiveness. The Executive Order required the Council to submit to the Governor, the General Assembly and the Maryland State Board of Education recommendations for the development of the model evaluation system for educators required by Chapter 1989 of the 2010 Laws of the General Assembly of Maryland – Educator Reform Act of 2010. The Governor amended the Executive Order to extend the existence of the Council through December 31, 2013, at which time the Council was to submit a final summary report, including an update on the progress of the local school systems in implementing their new educator evaluation systems.

The Council reported its initial recommendations for the model evaluation system in June 2011 and issued a Second Interim Report in June 2012. Since the issuance of that Second Interim Report, the Council met three times to hear from local school systems concerning full field testing of their evaluation systems in 2012-2013, and to hear from the Maryland State Department of Education (MSDE) concerning its support and guidance. Attached please find the *Final Report of the Maryland Council for Educator Effectiveness*. The Council is pleased to report that all local school systems have an MSDE approved educator evaluation system that is being fully implemented during the 2013-2014 school year.

The Council believes that as educators continue to transition to the Common Core standards, curriculum and assessments in the classroom, success will hinge on the amount and quality of professional development that is provided. The Council urges the Administration and the General Assembly to include significant professional developing funding in the fiscal year 2015 budget.

Although the Council's work is ending, this will remain a dynamic, evolutionary process. As a result, we recommend that a core group of the Council carry on this work and recommend any adjustments to the state model as we learn more from the experiences of local systems. This core group would also make recommendations to the Governor, General Assembly, and State Board of Education on how to support ongoing professional development and fair, transparent, timely, rigorous, and valid evaluation systems.

We thank you for this opportunity to Chair the Educator Effectiveness Council and look forward to continued collaboration as we work together to move education forward in Maryland.

Sincerely,

Lillian M. Lowery Ed.D.
State Superintendent of Schools

Betty Weller
MSEA President

Attachment

FINAL REPORT
OF THE MARYLAND COUNCIL FOR EDUCATOR EFFECTIVENESS

Submitted to Governor Martin O'Malley, the Maryland General Assembly, and the Maryland State Board of Education
December 2013

Co-Chairs
Lillian Lowery
Betty Weller

Membership of the Council

Dr. Lillian Lowery, State Superintendent of Schools, Co-chair

Elizabeth Weller, President, Maryland State Education Association, Co-chair

Allan D. Arbogast, Acting Deputy Superintendent, Prince George's County Public Schools

Christopher S. Barclay, Board of Education, Montgomery County Public Schools

Bridgette Helen Blue Laney, Teacher, Prince George's County Public Schools

Cheryl Bost, Former President, Teachers' Association of Baltimore County Public Schools

David Burton, Principal, Long Reach High School, Howard County Public Schools

Tisha S. Edwards, Esq., Interim Chief Executive Officer, Baltimore City Public Schools

Dr. Mary Kay Finan, Member, Maryland State Board of Education

Donna Hanlin, Assistant Superintendent, Washington County Public Schools

The Honorable Anne R. Kaiser, Maryland House of Delegates

The Honorable Delores G. Kelley, Maryland State Senate

Maleeta Kitchen, Teacher, Howard County Public Schools

Dr. Lawrence Leak (ret.), University of Maryland, University College

Rogie Legaspi, Baltimore Teachers Union

Dr. Raymond Lorion, Dean of the College of Education, Towson University

Enrique Melendez, former member, Anne Arundel County Board of Education

Pamela A. Pedersen, Member, Charles County Board of Education

Dawn Pipkin, Teacher, St. Mary's County Public Schools

June Streckfus, Executive Director, Maryland Business Roundtable for Education

Judith C. Walker, former Principal, Carroll County Public Schools

Office of the Governor

John Ratliff, Director of Policy

Staff

Patricia A Foerster, Office of the Governor

Jared Billings, Office of the Governor

Debbie Lichter, Maryland State Department of Education

Renee Spence, Maryland State Department of Education

David Volrath, Maryland State Department of Education

Legislative Background

During the 2010 General Assembly Session, the Maryland legislature passed the Education Reform Act of 2010. This legislation required that:

1. The State Board shall adopt regulations that establish general standards for performance evaluations for certificated teachers and principals that include observations, clear standards, rigor, and claims of evidence of observed instruction.
2. The regulations shall include model performance evaluation criteria.
3. The State Board shall solicit information and recommendations from each local school system and convene a meeting wherein this information and these recommendations are discussed and considered.
4. A county board shall establish performance evaluation criteria for certified teachers and principals in the local school system based on the general standards that are mutually agreed on by the local school system and the exclusive employee representative. These criteria shall:
    a) Include data on student growth as a significant component of the evaluation and as one of multiple measures;
    b) Not be based solely on an existing or newly created single examination or assessment; and
    c) Require that if the local school system and the bargaining unit fail to agree, the model performance evaluation criteria shall take effect.

Establishment of the Maryland Council for Educator Effectiveness

On June 1, 2010, Governor Martin O'Malley signed an Executive Order creating the Maryland Council for Educator Effectiveness. The Executive Order set forth the membership, identified the co-chairs, prescribed operating procedures, and set forth the responsibility of the Council. Specifically, the Council was charged with making recommendations for the development of the model evaluation system for educators required under the Education Reform Act of 2010.

The recommendations were to address the following three components:

1. The definitions of effective teachers and principals;
2. The definitions of highly effective teachers and principals; and
3. The relationship between the student learning component of educator evaluations and the other components of the evaluation.

The Executive Order also stated that the Council's recommendations should seek to ensure that every educator is:

1. Evaluated using multiple, fair, transparent, timely, rigorous, and valid methods;
2. Afforded a meaningful opportunity to improve their effectiveness; and
3. Provided the means to share effective practices with other educators statewide.

Due to the complexity of the work involved, the Council requested, and received, an extension to the Executive Order. The Executive Order extended the existence of the Council through December 2013 for the purpose of making adjustments to the Council's initial recommendations based on the experiences of the seven local school systems while piloting teacher evaluation models, as well as experiences while field testing statewide, in all RTTT local school systems during the 2012-13 school year.

In extending the work of the Council, it was also necessary to align this work with Maryland's federal Race To The Top (RTTT) application. On April 14, 2011, the Council concurred with the submission of an amendment to Maryland's RTTT application to provide for a limited educator performance evaluation pilot phase in 2011-2012, an all local school systems pilot in 2012-2013, and full implementation in 2013-2014. The amendment was approved by the US Department of Education on June 17, 2011.

Meeting Dates and Summaries through June 2012

The Council met on the following dates in 2010: August 26, September 22, October 22, November 1, November 29 and December 13. The Council met on the following dates in 2011:

January 10, January 24, February 14, February 28, March 21, March 28, April 15, May 2, May 16, June 7, June 20, and December 15.

The Council met on the following dates in 2012: February 27, April 23, and May 14. Meeting summaries for these meeting were included in the Interim Reports of the Council dated April 25, 2011 and June 1, 2012.

First Interim Report – April 25, 2011

On April 25, 2011, the Council provided its first Interim Report to Governor Martin O'Malley, the State Legislature, and the State Board of Education. This Interim report provided a brief summary of the proceedings of each meeting of the Council. It described the Council's progress to date in meeting its charge. It also described other state activities that had taken place that contributed to the thinking of the Council. Finally, it described next steps that the Council would take in order to fulfill its charge.

Initial Recommendations – June 21, 2011

On June 21, 2011, the Council issued the report of its initial recommendations for a statewide educator evaluation system. The initial recommendations included three key documents: a timeline; two Frameworks – one each for the evaluation of teachers and principals (with definitions); and general standards for a teacher/principal evaluation system.

Piloting Educator Evaluation in Maryland – 2011-2012 School Year

During the 2011-2012 school year, the Maryland State Department of Education worked in close partnership with seven local school systems throughout the State to pilot educator evaluation systems: Baltimore City, Baltimore County, Charles County, Kent County, Prince George's County, Queen Anne's County, and St. Mary's County. Three of the districts (Baltimore City, Baltimore County, and Prince George's County) serve the majority of low-income students in Maryland. The pilot school systems comprised eighty-three (83) schools, nine hundred and thirty-four (934) teachers, and forty-eight (48) principals. The pilots represented multiple school levels, grade levels, team levels, and subject levels; with consideration given to both assessed and non-assessed area educators. The pilots ranged from

systems identifying a selection of educators across all schools, to systems identifying full cohorts of educators within select schools. Further, to varying degrees, six of the local school systems conducted complementary pilot evaluation processes for principals and/or assistant principals. The information learned from the pilots informed the work of the Council.

Second Interim Report – June 1, 2012

On June 1, 2012, the Council issued its second interim report. (see Appendix 1) The report included the First Interim Report and Initial Recommendations, as well as adjustments in the areas of: student growth measures, overall evaluation rating, frequency of evaluation, and flexibility for categories of effectiveness.

In the Second Interim Report, the Council changed its student growth measure recommendation for the state evaluation model from a combination of State growth measures at 30% and local growth measures at 20%, to a 50% "blended" State/local growth measure.

The Council changed its overall evaluation rating recommendation from requiring a teacher/principal to receive a rating of at least effective in the student growth component to receive an overall effective rating, to weighting the student growth component at 50% and the professional practice component at 50% of the total evaluation.

The Council changed its frequency of evaluation recommendation from a yearly evaluation based on student growth, to annual evaluations within a three year evaluation cycle. Annual evaluations based on professional practice and student growth would be conducted in the first year of the cycle and for ineffective and non-tenured teachers in the outlying years of the cycle. For highly effective and effective tenured teachers, the annual evaluations would be based on their most recent professional practice rating and new student growth measures in the outlying years of the cycle.

The Council affirmed its recommendation to retain three categories of evaluation ratings: highly effective, effective and ineffective, while allowing local school systems the flexibility to have additional categories.

The report also referenced the on-going work of the Maryland State Department of Education and the Maryland State Board of Education including: information relating to the Teacher and Principal Evaluation Guidebook, an updated timeline, refinements to the Teacher and Principal Frameworks (with definitions), and proposed regulations relating to the General Standards for a teacher/principal evaluation system.

State Models – Teacher and Principal Evaluation Instrument – 2012-2013 Field Test

Following the issuance of its Second Interim Report, the Council met on December 3, 2012 to receive information relating to the School Progress Index – Accountability and Teacher-Principal Evaluations and updates on the Field Testing of the evaluation systems. The structure and communication plan for the field testing of the Teacher and Principal evaluation systems was also reviewed. (The minutes of the December 3, 2012 meeting are attached as Appendix 2) Copies of the Maryland State Teacher and Principal Evaluation Models were reviewed. (See Appendix 3) These models were in effect for the 2012-2013 statewide Field Test year.

Preliminary Results of the 2012-2013 School Year Field Test

The Council met on May 8, 2013 to receive information relating to the 2012-2013 state-wide Field Tests of teacher and principal evaluations conducted by the twenty-two Race To The Top local school systems. (The minutes of the May 8, 2012 meeting are attached as Appendix 4) The Council reviewed proposed modifications to the Maryland State Teacher and Principal Evaluation Models based on the preliminary results of the 2012-2013 Field Tests. (See Appendix 5). Subsequently, the State Board of Education accepted the proposed modifications to the Maryland State Teacher Evaluation Model and the Maryland State Principal Evaluation Model on May 9, 2013 for use in the 2013-14 school year.

School Year 2013- 2014 Implementation

On November 13, 2013, the Council convened for the last time to receive information about full state-wide implementation of Maryland's new teacher and principal evaluation systems. (The minutes of the November 13, 2013 meeting are attached as Appendix 6.) The Council received information concerning the teacher and principal evaluation systems in place for the 2013-2014 school year, local school system guidance, and school system and educator professional development.

It was reported that for the 2013-2014 school year, 22 school systems implemented local teacher evaluation systems that were approved by MSDE. For principal evaluations, three school systems explicitly use the State Principal evaluation model, while others use local models approved by MSDE.

The Teacher and Principal Evaluation Guidebook, first reviewed by the Council in June 2012, was substantially revised and streamlined. The new guidebook was shared with the Council. (See appendix 7)

With the work moving from planning and development into full implementation, the Council was most interested in determining the level of professional development at the system, school and practitioner levels. The MSDE communication plan was shared with the Council. (See appendix 8)

APPENDIX 1

MARYLAND STATE DEPARTMENT OF EDUCATION
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Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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June 1, 2012

The Honorable Martin O'Malley
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Thomas V. Mike Miller
State House
H-107 State House
Annapolis, Maryland 21401

The Honorable Michael E. Busch
State House
H-101 State House
Annapolis, Maryland 21401

Mr. James DeGraffenreidt, President
Maryland State Board of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Governor O'Malley, President Miller, Speaker Busch, and Mr. DeGraffenreidt:

Executive Order 01.01.2010.12, signed on June 1, 2010, established the Maryland Council for Educator Effectiveness. The Executive Order required the Council to submit to the Governor, the General Assembly and the Maryland State Board of Education recommendations for the development of the model evaluation system for educators required by Chapter 1989 of the 2010 Laws of the General Assembly of Maryland – Educator Reform Act of 2010. The Governor has amended the Executive Order to extend the existence of the Council to December 31, 2013, at which time the Council will submit a final summary report, including an update on the progress of the local school systems in implementing their new educator evaluation systems.

The Council reported its initial recommendations for the model evaluation system in June 2011. The Council, consisting of 21 educators, legislators and representatives of the business community, has met four times since June 2011. At two of those meetings, the seven school systems that piloted new teacher and principal evaluation systems during the 2011-12 school year reported on their experiences. As a result of the feedback received from the pilot school systems, the Council has refined its initial recommendations. Those adjustments are delineated in the attached, "*Second Interim Report of the Maryland Council for Educator Effectiveness,*" which details the progress the Council has made since the submission of the initial recommendations.

The amendment to the Executive Order, extending the existence of the Council to December 2013, provides an opportunity for the Council to receive additional feedback from school systems field testing their new evaluation systems in the 2012-13 school year and to further refine the framework and general standards prior to full implementation statewide in the 2013-14 school year.

We thank you for this opportunity to Chair the Educator Effectiveness Council and look forward to continued collaboration as we work together to move education forward in Maryland.

Sincerely,

Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

Betty Weller
MSEA Vice President

SECOND INTERIM REPORT OF THE MARYLAND COUNCIL FOR EDUCATOR EFFECTIVENESS

Submitted to Governor Martin O'Malley, the Maryland General Assembly, and the Maryland State Board of Education
June 2012

Co-Chairs
Bernard J. Sadusky
Betty Weller

Membership of the Council

Dr. Bernard J. Sadusky, Interim State Superintendent of Schools, Co-chair
Elizabeth Weller, Vice President, Maryland State Education Association, Co-chair

Dr. Andres A. Alonso, Chief Executive Officer, Baltimore City Public Schools
Christopher S. Barclay, Board of Education, Montgomery County Public Schools
Bridgette Helen Blue, Teacher, Prince George's County Public Schools
Cheryl Bost, President, Teachers' Association of Baltimore County Public Schools
David Burton, Principal, Long Reach High School, Howard County Public Schools
Dr. Bonita Coleman-Potter, Deputy Superintendent, Prince George's County Public Schools
Dr. Mary Kay Finan, Member, Maryland State Board of Education
Donna Hanlin, Assistant Superintendent, Washington County Public Schools
The Honorable Anne R. Kaiser, Maryland House of Delegates
The Honorable Delores G. Kelley, Maryland State Senate
Maleeta Kitchen, Teacher, Howard County Public Schools
Dr. Lawrence Leak (ret.), University of Maryland, University College
Enrique Melendez, former member, Anne Arundel County Board of Education
Dr. Dennis Pataniczek, Dean of Education & Professional Studies, Salisbury University
Pamela A. Pedersen, Member, Charles County Board of Education
Dawn Pipkin, Teacher, St. Mary's County Public Schools
Lee J. Rutledge, Teacher, Baltimore City Public Schools
June Streckfus, Executive Director, Maryland Business Roundtable for Education
Judith C. Walker, Principal, Carroll County Public Schools

Office of the Governor
John Ratliff, Director of Policy

Staff
Patricia A Foerster, Office of the Governor
Angela Lagdameo, Office of the Governor
Debbie Lichter, Maryland State Department of Education
Renee Spence, Maryland State Department of Education

Legislative Background

During the 2010 General Assembly Session, the Maryland legislature passed the Education Reform Act of 2010. This legislation required that:

1. The State Board shall adopt regulations that establish general standards for performance evaluations for certificated teachers and principals that include observations, clear standards, rigor, and claims of evidence of observed instruction.
2. The regulations shall include model performance evaluation criteria.
3. The State Board shall solicit information and recommendations from each local school system and convene a meeting wherein this information and these recommendations are discussed and considered.
4. A county board shall establish performance evaluation criteria for certified teachers and principals in the local school system based on the general standards that are mutually agreed on by the local school system and the exclusive employee representative. These criteria shall:
   a) data on student growth as a significant component of the evaluation and as one of multiple measures;
   b) not be based solely on an existing or newly created single examination or assessment; and
   c) require that if the local school system and the bargaining unit fail to agree, the model performance criteria shall take effect.

Establishment of the Maryland Council for Educator Effectiveness

On June 1, 2010, Governor Martin O'Malley signed an Executive Order creating the Maryland Council for Educator Effectiveness. The Executive Order set forth the membership, identified the co-chairs, prescribed operating procedures, and set forth the responsibility of the Council. Specifically, the Council was charged with making recommendations for the development of the model evaluation system for educators required under the Education Reform Act of 2010.

The recommendations were to address the following three components:

1. The definitions of effective teachers and principals;
2. The definitions of highly effective teachers and principals; and
3. The relationship between the student learning component of educator evaluations and the other components of the evaluation.

The Executive Order also stated that the Council's recommendations should seek to ensure that every educator is:

1. Evaluated using multiple, fair, transparent, timely, rigorous, and valid methods;
2. Afforded a meaningful opportunity to improve their effectiveness; and
3. Provided the means to share effective practices with other educators statewide.

Due to the complexity of the work involved, the Council requested, and received, an extension to the Executive Order. The Executive Order extended the existence of the Council through December 2013 for the purpose of making adjustments to the Council's initial recommendations based on the experiences of the seven local school systems while piloting teacher evaluation models, as well as experiences while field testing statewide in all RTTT local school systems during the 2012-13 school year.

In extending the work of the Council, it was also necessary to align this work with Maryland's federal Race To The Top (RTTT) application. On April 14, 2011, the Council concurred with the submission of an amendment to Maryland's RTTT application to provide for a limited educator performance evaluation pilot phase in 2011-2012, an all local school systems pilot in 2012-2013, and full implementation in 2013-2014. The amendment was approved by the US Department of Education on June 17, 2011.

Meeting Dates

The Council met on the following dates in 2010: August 26, September 22, October 22, November 1, November 29, and December 13. The Council met on the following dates in 2011: January 10, January 24, February 14, February 28, March 21, March 28, May 2, June 7, June 20, and December 15. The Council met on the following dates in 2012: February 27, April 23, and

May 14. Meeting summaries for meetings through March 2011 are included in the first Interim Report of the Council (see Appendix 1.) Summaries of meetings from April 14, 2011 through May 14, 2012 are attached. (see Appendix 2.)

First Interim Report

On April 25, 2011, the Council provided its first Interim Report to Governor Martin O'Malley, the State Legislature, and the State Board of Education (see Appendix 1). This Interim Report provided a brief summary of the proceedings of each meeting of the Council. It described the Council's progress to date in meeting its charge. It also described other state activities that had taken place that contributed to the thinking of the Council. Finally, it described the next steps the Council would take in order to fulfill its charge.

Initial Recommendations

On June 20, 2011, the Council issued the report of its initial recommendations for a statewide educator evaluation system (see Appendix 3.) The initial recommendations included three key documents: a timeline; two frameworks – one each for the evaluation of teachers and principals (with definitions); and general standards for a teacher/principal evaluation system.

Piloting Educator Evaluation in Maryland

For the 2011-2012 school year, the Maryland State Department of Education worked in close partnership with seven local school systems throughout the state to pilot educator evaluation systems: Baltimore City, Baltimore County, Charles County, Kent County, Prince George's County, Queen Anne's County, and St. Mary's County. Importantly, three of the districts (Baltimore City, Baltimore County, and Prince George's County) serve the majority of low-income students in Maryland. It is expected that experience gained from these pilots will help ensure that the new evaluation systems will accelerate improvement in schools serving the state's neediest students and accelerate efforts to equitably distribute effective teachers and principals. The pilot school systems comprised eighty-three (83) schools, nine hundred and thirty-four (934) teachers, and forty-eight (48) principals. They represented multiple school levels, grade levels, team levels, and subject levels; with consideration given to both assessed

and non-assessed area educators. Pilots ranged from systems identifying a selection of educators across all schools, to systems identifying full cohorts of educators within select schools.

To varying degrees, six of the local school systems are conducting complementary pilot evaluation processes with principals and/or assistant principals. Most are using a variation of existing or recently created evaluation tools to facilitate the validation of the Professional Practice portion of Educator Effectiveness. The seven pilot systems recognize that the "experimental" design of the model allows for unique measures and accomplishments associated with the interests and limitations of each system and that it has the potential to create a valuable collection of evaluative evidence. With the goal of testing and refining the rubrics and measures, the evaluations carried out during the pilot cycles are "no fault"; with no high stakes or consequences attached.

Council Determinations and Recommendations for Adjustments to its Initial Recommendations

The experiences of the seven local school systems over the 2011-2012 pilot year helped to inform needed course corrections before field testing throughout the state begins in the 2012-13 school year, and before full implementation in school year 2013-2014. After months of deliberations, and after collaborating with the pilot systems and with MSDE, the Council made the following recommendations for adjustments to its Initial Recommendations of June 2011:

1. Student Growth Measures: The initial recommendation for determining a rating for student growth (Appendix 3, page 15), provided for a student growth measure that was a combination of state growth measures (30%) and local growth measures (20%). Through feedback from the pilots and in stakeholder meetings with local superintendents, union representatives and other groups, concerns were raised that clear assessment measures were not always available, especially for grade levels and content areas not included in the Maryland School Assessments. Further, in some instances, the line between what constituted a state measure versus what constituted a local measure was unclear. For example, for those grades and content areas where state assessments are administered, the local school system may not

administer local assessments. The state assessment may be the only common assessment among all the schools in the local school system, so it would count as both a local measure and a state measure. As a result, the Council moved toward a 50 percent "blended" state/local student growth measure. Further, in those grades and subjects where a state assessment is administered, the Council endorsed the mandatory use of the assessment as one of the multiple measures of student growth.

2. Overall Evaluation Rating: The initial recommendation for determining the overall evaluation rating (Appendix 3, page 17) stated, "To be rated as effective in the Overall Evaluation, a teacher/principal must be at least effective in the student growth component." At the December 2011 Council meeting, many of the pilot systems suggested that the 50 percent student growth component and the 50 percent professional practice component of the total evaluation should be equally weighted; and that the student growth component should not "trump" the professional practice component. Rationale for their position included the following: student growth measures are new components of the educator evaluation process; limited research exists regarding how student growth is connected to teacher evaluation; and, concern regarding the attribution of students to educators. There was consensus among the Council members that the original recommendation should be adjusted so that both the student growth component and the professional practice component will be equally valued in determining the overall evaluation rating, thus eliminating what has been dubbed the "super 50 percent."

3. Frequency of Evaluation: The initial recommendation as to frequency of evaluation was based on "a yearly evaluation of a teacher or principal that minimally includes student growth measure standards" (Appendix 3, page 10). At the time of the initial recommendations, the Council raised concerns and was cognizant of the human and fiscal resources needed to accomplish a full

annual evaluation of every educator. Based on the experiences of the pilots, the Council further affirmed the need to conduct annual evaluations within a three-year evaluation cycle. All teachers and principals would be evaluated on both professional practice and student growth in the first year of the three-year cycle. Teachers rated as ineffective in the first year and all non-tenured teachers, as well as all principals, would continue to be evaluated annually on both professional practice and student growth for the last two years of the cycle. Tenured teachers rated as highly effective or effective in the first year, would continue to be evaluated annually on student growth, with their professional growth rating from the first year of the cycle carried over and included in their total rating for the last two years of the cycle.

4. Flexibility for Categories of Effectiveness: The Council's initial recommendation included three categories of evaluation ratings: highly effective, effective and ineffective (Appendix 3, page 13). During the December 2011 Council meeting, several pilot school systems suggested providing for at least one additional category, of "developing" or "approaching" effectiveness. Several school systems provide for such a rating in their current evaluation systems, particularly for inexperienced teachers. The Council affirmed their initial recommendation that local evaluation systems should have three evaluation ratings at a minimum, with the majority of the Council members agreeing local school systems should have the flexibility to have more than three categories of evaluation ratings, if they so choose. However, Council members cautioned that a teacher should not be permitted to remain in the "developing/approaching" category for more than a very limited period of time.

Follow-up Actions of MSDE and the Maryland State Board of Education

1.) Development of a Maryland Teacher and Principal Evaluation Guidebook. In April 2012, MSDE developed and made available to local school systems a Maryland Teacher

and Principal Guidebook. The guidebook can be accessed at http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top/tpeg The guidebook provides background information, describes the teacher/principal evaluation framework, discusses options for collecting evaluation evidence, includes implementation guidelines, discusses professional development, and sets forth a process for the submission and review of documents by local school systems. The guidebook will continue to be updated and refined with lessons learned though the statewide field testing in school year 2012-2013.

2.) Timeline: A new timeline (see Appendix 4) was developed that sets forth the relationship among the work of the Council, pilot school systems, professional development activity, development of regulations, local agreements, and the actual implementation of the statewide system of evaluation. This new timeline extends the statewide pilots through June 2013, extends the timeline for negotiating local agreements through June 2013, and identifies the fully operational phase of the Educator Evaluation System to run concurrent with the implementation of the Maryland Common Core State Curriculum in the 2013-2014 school year.

3.) Teacher and Principal Frameworks (with definitions): The Framework for System to Evaluate Teachers and the Framework for System to Evaluate Principals remain unchanged. However, based on the work of the Council, several corresponding definitions were refined as follows:

Measures From Menu – The list of options that were part of the report of the Maryland Council for Educator Effectiveness that may be used to measure student growth (see table below). The list is not meant to be exhaustive, but to offer some suggestions. (see Appendix 5.)

Mentoring – Ongoing support provided to teachers and/or principals by a cadre of mentors trained by the LEA to provide teachers and/or principals with the knowledge and skills necessary to be successful in their classroom and schools and enable them to stay in the profession. Mentoring should be focused, systematic, ongoing, high quality,

geared to the needs of the employee being mentored, and include observations and feedback.

Professional Development – The training a teacher and/or principal receives relative to the teacher's and/or principal's level of performance. It should be research-based, high quality, timely and relevant.

4.) The General Standards for a Teacher/Principal Evaluation System: The Maryland State Board of Education, on March 27, 2012, proposed new regulations, COMAR 13A.07.09 - Evaluation of Teacher and Principals (see Appendix 6.) These proposed regulations allow for a comment period through June 2012 and are expected to be adopted by the State Board in July 2012.

These proposed regulations:

a.) define the terms "Evaluation", "Teacher", "Principal" and "Student Growth",

b.) incorporate by reference the Maryland Instructional Leadership Framework,

c.) set forth the general standards and performance evaluation criteria for local education agency evaluation systems, including:

i.) the roles and responsibilities of the local education agencies and the Maryland State Department of Education

ii.) the requirement that an evaluation for teacher or principal shall provide, at a minimum, for an overall rating of highly effective, effective and ineffective

iii.) the requirement that no single performance evaluation criterion account for more than 35 percent of the total performance evaluation criteria

iv.) the requirement that measuring student growth as a significant factor in the evaluation be by multiple measures, and not based solely on an existing or newly created examination or assessment.

d.) set forth the Model State Performance Evaluation Criteria,

e.) clarify the Evaluation Cycle,

f.) prescribe an Evaluation Report,

g.) set forth an appeal process, and

h.) provide for a sunset, review and re-promulgation process

Next Steps

The Council will continue to meet to review experiences learned from the statewide pilots during the 2012-2013 school year. The Council will continue to provide recommendations to the Maryland State Board of Education for possible refinements to the timeline, frameworks, definitions, and general standards. The Council will meet in November 2012, April 2013 and November 2013.

APPENDIX 1

APPENDIX 1

INTERIM REPORT OF THE MARYLAND COUNCIL FOR EDUCATOR EFFECTIVENESS

APRIL 2011

Co-Chairs
Nancy S. Grasmick
Betty Weller

INTERIM REPORT OF THE MARYLAND COUNCIL FOR EDUCATOR EFFECTIVENESS

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 evaluations for certificated teachers and principals and include model 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.

II. Executive Order – The Maryland Council for Educator Effectiveness

On June 1, 2010, Governor Martin O'Malley signed an Executive Order creating the Maryland Council for Educator Effectiveness. The Executive Order created the Council, set forth the membership, identified the co-chairs, prescribed operating procedures, and set forth the responsibility of the Council. Specifically, the Council was mandated to make recommendations for the development of the model evaluation system for educators required under the Education Reform Act of 2010. The recommendations are to address three components: 1.) the definitions of "effective" teachers and principals, 2.) the definitions of "highly effective" teachers and principals, and 3.) the relationship between the student learning component of educator evaluations and the other components of the evaluations. Further, one year after making its initial recommendations, the Council is to make further recommendations for modifications, or adjustments to the overall design of the model evaluation system – including guidelines, tools and measures – based on the experience in the field.

III. Leadership of the Council

Dr. Nancy S. Grasmick and Ms. Elizabeth Weller were appointed co-chairs of the Council by Governor O'Malley.

Ms. Weller is the Vice-President of the Maryland State Education Association and has been a public middle school teacher.
Dr. Grasmick is the Maryland State Superintendent of Schools.

IV. Membership of the Council

The Council consists of the following twenty-one (21) members:

Dr. Nancy Grasmick, State Superintendent of Schools, co-chair

Six (6) Teachers/ Teacher Representatives
- Elizabeth Weller, Kent County, co-chair
- Bridgette Blue, Prince George's County
- Cheryl Bost, Baltimore County
- Maleeta Kitchen, Howard County
- Dawn Pipkin, St. Mary's County
- Lee Rutledge, Baltimore City

Two (2) Principals
- Judith Walker, Carroll County
- David Burton, Howard County

One (1) Local School Superintendent
- Dr. Andres Alonso, Baltimore City

Two (2) Public School Administrators
- Donna Hanlin, Washington County
- Dr. Bonita Coleman-Potter, Prince George's County

Two (2) Local School Board Representatives
- Christopher Barclay, Montgomery County
- Pamela Pedersen, Charles County

One (1) Business Representative
- June Streckfus, Maryland Business Roundtable

One (1) member of the State Board of Education
- Dr. Mary Kay Finan

One (1) representative of Higher Education
- Dr. Dennis Pataniczek, Seidel School of Education, Salisbury University

Two (2) At-large Representatives with expertise in education policy
- Dr. Lawrence Leak, UMUC (retired)
- Enrique Melendez, Anne Arundel County Board of Education

One (1) member of the Maryland Senate
- The Honorable Delores G. Kelley, Senator

One (1) member of the Maryland House of Delegates
- The Honorable Anne Kaiser, Delegate

V. 2010 Meeting Summaries and Major Presenters

The Council met on the following dates in 2010: August 26, September 22, October 22, November 1, November 29 and December 13.

On August 26, 2010 the Council:

- reviewed the Governor's Executive Order and charge to the Council (John Ratliff, Director of Policy, Governor's Office);
- reviewed the Education Reform Act and the Maryland State Board of Education's proposed regulations (Elizabeth Kameen/Demetria Tobias, Assistant Attorneys General);
- reviewed the Educator Evaluation Framework and the Federal Race To The Top Application (Drs. Jim Foran and Colleen Seremet, MSDE);
- received a presentation on psychometrics and straw models (Dr. Mark Moody, Psychometric Council and Dr. Leslie Wilson, MSDE); and
- reviewed non-tested content areas (Dr. Bernie Sandusky, MSDE).

On September 22, 2010, the Council:

- reviewed the role of the Council (Dr. Nancy S. Grasmick, MSDE);
- discussed the timeline for implementation of the model performance evaluation system (Ms. Betty Weller, Council co-chair);
- received a presentation on the Delaware Experience (Lisa Bishop and Peter Shulman, representatives from the Delaware State Department of Education; Michael Hoffman and Mary Jo Faust, representatives of the Delaware State Education Association);
- received a presentation on psychometrics related to the measurement of student growth and teacher effectiveness (Dr. Howard Wainer, The Wharton School, University of Pennsylvania); and
- received a presentation on the Charles County Example (Dr. Clifford Eichel and Steve Perakis, representatives from Charles County Public Schools).

On October 22, 2010, the Council:

- reviewed the evaluation framework model (Pat Alexander, Geraldine Duval and Jan Erskine, representatives from Maryland State Education Association);
- discussed process for working through committees (Dr. Nancy Grasmick and Betty Weller, co-chairs of the Council);
- identified additional resources available to the committees (Dr. Dolan, Mid-Atlantic Comprehensive Center); and
- convened committees to begin work. The Committees were:
    - Grades K-3
    - Grades 4-8 Tested
    - Grades 4-8 Non-Tested
    - High School

On November 1, 2010, the Council:

- received a presentation of the Maryland Leadership Framework (Dr. Jim Foran, MSDE):
- received a presentation on the Montgomery County Evaluation (Doug Prouty, Montgomery County Education Association and Rebecca Newman, Montgomery County Association of Administrators and Principals); and
- continued committee work.

On November 29, 2010, the Council:

- clarified discussions on the Educator Effectiveness Evaluation and Race To The Top (Dr. Nancy Grasmick and Betty Weller, co-chairs of the Council);
- reviewed information from non-tested content area meetings (Dr. Nancy Grasmick);
- discussed timeline for recommendations (Dr. Nancy Grasmick and Betty Weller, co-chairs of Council); and
- continued committee work.

On December 13, 2010, the Council:

- received a presentation on Achieve's Partnership for Assessment of Readiness for College and Career (PARCC); (Matt Gandal, Achieve Inc.);
- received meeting schedule for 2011 (Dr. Nancy Grasmick and Betty Weller, co-chairs of Council); and
- continued committee work.

VI. 2011 Meeting Summaries and Major Presenters

The Council met on the following dates through March 2011: January 10, January 24, February 14, February 28, March 21, and March 28.

On January 10, 2011, the Council:

- received an overview of the Fine Arts Content Workgroup (James Tucker, MSDE, and Mary Ann Mears, representative of Arts Education in Maryland Schools Alliance);
- received a presentation on English for Speakers of Other Languages (Dr. Karen Woodson, Montgomery County Public Schools); and
- continued committee work.

On January 24, 2011, the Council:

- received presentation on *The Framework for Teaching* (Charlotte Danielson, The Danielson Group);

- received presentation on Growth Models, Teacher Effectiveness and Students with Disabilities (Dr. Carol Ann Heath, MSDE and Leslie Seid Margolis, Maryland Disabilities Law Center); and
- continued committee work.

On February 14, 2011, the Council:

- received presentation on *Measuring Teacher Effectiveness in Untested Subjects and Grades* (Dr. Laura Goe, The National Comprehensive Center for Teacher Quality); and
- continued committee work.

On February 28, 2011, the Council:

- reviewed future meeting dates (Dr. Nancy Grasmick and Betty Weller, co-chairs of Council);
- received summarization on Council's discussions related to definitions of effective and highly effective teachers and principals (Dr. Meg Dolan, Mid-Atlantic Comprehensive Center); and
- continued committee work resulting in submission of each committee's interim progress report.

On March 21, 2011, the Council:

- received an overview of the Race To The Top project related to development and implementation of an Educator Effectiveness Technology Platform (Dr. Leslie Wilson, MSDE);
- discussed and reached consensus on definitions of "teacher" and "principal"; and
- continued committee work and generated lists of potential measures of Student Growth for teacher evaluations.

On March 28, 2011, the Council:

- Reviewed and finalized definitions of "Teacher" and "Principal" (see Section VII.A. of this report);
- Received a compilation of the Council's work on potential measures of Student Growth for teacher evaluation;
- Reviewed and discussed a draft version of the Interim Report;
- Received a presentation on the use of the Maryland Instructional Leadership Framework for Purposes and Use in Principal Evaluation (Dr. Jim Foran, Assistant State Superintendent);
- Received a presentation on the perspective of the Maryland Association of Elementary School Principals (MAESP) on the topic of principal evaluation (Debbie Drown, Executive Director, MAESP);
- Received a presentation on the perspective of the Maryland Association of Secondary School Principals (MASSP) on the topic of principal evaluation (Gene Streagle, Executive Director, MASSP); and

- Discussed and generated a list of potential measures of Student Growth for principal evaluations.

VII. 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.

B. The Council has met in committees, and as a whole, and has made progress in developing definitions of "effective" and "highly effective" teacher and principal. Numerous discussions have been had and the members of the Council have called upon outside groups of educators, both formal and informal, to provide additional ideas and feedback.

C. While a final decision has not yet been reached, the Council members appear to be moving toward consensus that teachers should be evaluated, in part, on demonstration of student growth as evidenced by multiple growth measures, and, in part, on domains of teacher practice, such as those included in Charlotte Danielson's *Framework for Teaching* (planning and preparation; classroom environment; instruction; and, professional responsibilities).

Further, the Council appears to be coming to consensus regarding the characteristics of an effective teacher, as follows:

- Has high expectations for all students and demonstrates adequate growth in student learning, as evidenced by multiple growth measures;
- Knows the subjects they teach and knows how to teach those subjects to all students;
- Uses a variety of instructional resources to plan and structure engaging learning opportunities;
- Collaborates with other teachers, administrators, parents, and education professionals to ensure student success;
- Is committed to continuous improvement through professional development and actively participates in the professional community.

D. While a final decision has not yet been reached, the Council has had discussions that principals should be evaluated, in part, on demonstration of student growth as evidenced by multiple growth measures, and, in part, on other criteria, including the *Maryland Instructional Leadership Framework* and the *Interstate School Leaders Licensure Consortium (ISLLC) Standards*.

E. The council will continue their work in order to develop final recommendations regarding the definition of effective and highly effective teachers and principals.

VIII. Concurrent state activities related to teacher evaluation

A. The Maryland State Department of Education has conducted the following activities and gathered input from educators across the state, including:

- Teacher of the Year Summit, January 7, 2011
  80 award winning teachers and principals gathered to discuss teacher evaluations, specifically identifying the potential benefits and concerns around the use of student growth measures to gauge teacher effectiveness.

- Teacher Effectiveness "Think Tanks"
  Nearly 200 supervisors of instruction, administrators, teachers, and representatives from institutions of higher education, have met two to three times to address questions surrounding the criteria that will go into educator evaluations in all fields of instruction. They are specifically looking at ways to measure student growth across diverse content areas, and identifying effective and highly effective outcomes for teachers and principals, using the following questions to guide their work:

  1. How would you identify and go about measuring reasonable growth, in your specific field, at various levels?
  2. Can you identify multiple measures that can fairly measure student growth in your field while taking into account teaching and student diversity?

3. How can your specific field of instruction be beneficial to the growth of students in other fields of instruction and how is that measurable?
4. How would you define effective and highly effective in your field? Of the items you identified, how are they outcome measurable?

Minutes of the "Think Tank" meetings, including answers to the above four questions, have been provided to and reviewed by the Council members.

IX. Next Steps

- The Council's remaining meetings are scheduled for April 14, April 27, May 2, May 16, June 7 and June 20, 2011.
- The work to be completed includes:
    - Recommendations concerning definition of "effective" and "highly effective" teacher and principal.
    - Recommendations concerning the relationship between the student learning component of educator evaluations and the other components of the evaluations.
- The Council will reconvene in December 2011 to make adjustments to the evaluation model based upon field experience of the school systems piloting the proposed model.

APPENDIX 2

Maryland Council for Educator Effectiveness

Summary of Meetings

April 2011 to May 2012

On April 14, 2011, the Council:

- Received a summary of the feedback from the Teachers of the Year Summit on Teacher Evaluation.
- Received and reviewed first Interim Report of the Maryland Council for Educator Effectiveness.
- Received a timeline for implementation of the model performance evaluation system and discussed and concurred with the submission of an amendment to Maryland's RTTT application to correspond to the timeline. The amendment would provide for a limited pilot in 2011-2012, an all local systems pilot in 2012-2013, and full implementation in 2013-2014.
- Received the revised Teacher/Principal Evaluation System General Standards (Jim Foran and Ann Chafin, MSDE).
- Discussed the evaluation and the relationship of the evaluation system model to professional development.
- Discussed the relationship of student growth and professional practice as they relate to an overall evaluation of teacher effectiveness.
- Discussed LEA flexibility in evaluating student growth and professional practice.

On May 2, 2011, the Council:

- Received information that an amendment to extend full implementation of the Teacher/Principal Evaluation System until 2013-2014 had been sent to the USDE.
- Heard a summary of the CCSSO conference experience.
- Discussed the definitions of terms used in the Framework for Systems to Evaluate Teachers and Principals.
- Received information related to the development and use of local school system assessments in Queen Anne's County (Carol Williamson, Queen Anne's County).
- Continued to discuss and reviewed the revised Teacher/Principal Evaluation System General Standards (Jim Foran and Ann Chafin, MSDE).
- Received the "InTASC – Model Core Teaching Standards: A Resource for State Dialogue" document developed by CCSSO.

On May 16, 2011, the Council:

- Reviewed the definitions of terms used in the Framework for Systems to Evaluate Teachers and Principals, including the terms "annual evaluation" and "complexity factors".
- Continued to discuss and review the revised Teacher/Principal Evaluation System. Discussed the general standards as they related to the RTTT grant and student growth percentage (Jim Foran and Ann Chafin, MSDE).
- Endorsed the InTASC standards (Mary Gable and Jean Satterfield, MSDE).
- Received a presentation by Dr. Gail Goldberg concerning the use of portfolios to measure student growth.

On June 7, 2011, the Council:

- Reviewed and adopted changes to the definitions of term used in the Framework for Systems to Evaluate Teachers and Principals, including the terms "assistance process, complexity factors, decision making process, LEA weighting policies, observations of teaching, observations of instructional leadership, other tools, qualitative measures, and student growth measures.
- Continued to discuss and reviewed the revised Teacher/Principal Evaluation System General Standards (Jim Foran and Ann Chafin, MSDE).
- Received and reviewed a proposed overall evaluation matrix (Jim Foran and Ann Chafin, MSDE).
- Agreed to provide a draft narrative, a re-drafted matrix that was a combined matrix and include a preamble to explain LEA flexibility.
- Discussed the evaluation in relation to the use of "multiple years of data" (Leslie Wilson, MSDE).
- Received a presentation from Rolf Grafwallner, MSDE, concerning measuring student growth in non-tested grades and subjects, specifically Pre-K through 2nd grade.

On June 20, 2011, the Council:

- Received, reviewed and accepted the report of the Maryland Council for Educator Effectiveness Initial Recommendations of the Statewide Educator Evaluation System. The report included:
    - A Timeline for Implementing Model Performance Evaluation System,

- A Framework for System to Evaluate Teachers,
- A Framework for System to Evaluate Principals,
- Definitions: Teacher and Principal Evaluation Model,
- Endorsement of the InTASC Standards,
- Teacher/Principal Evaluation System: General Standards,
- Teacher/Principal Evaluation System: General Standards (State Default Model),
- A comparison of compliance with the charge to the Council,
- A comparison of compliance with the Education Reform Act of 2010, and
- Next Steps.

On December 15, 2011, the Council:

- Received an overview of the work of the pilots from Richard Wenning, Consultant, USDE.
- Received information concerning support to the pilots from Dr. Meg Dolan, Mid-Atlantic Comprehensive Center (MACC).
- Received a report on the work of the seven local school system pilot programs in Baltimore City, Baltimore County, Charles County, Kent County, Prince George's County, Queen Anne's County, and St. Mary's County.
- Discussed a recommendation to add a fourth category of evaluation to be called "developing." This category would be in addition to the categories of highly effective, effective, and ineffective.

On February 27, 2012, the Council:

- Continued to discuss the work of the pilots in relation to the recommendations of the Statewide Educator Evaluation System. The pilots suggested alternatives to the growth model and the cycle of evaluation.
- Discussed the option for a fourth category of effectiveness in local school system rubrics such as "developing", or "approaching effectiveness."
- Discussed the use of student learning objectives as one of the multiple measures of student effectiveness (Jean Satterfield, MSDE).
- Received a presentation by Mary Gable, MSDE, on Maryland's ESEA Flexibility Application and its alignment to the RTTT application, common core standards and PARCC assessments.
- Received a presentation on the Principal Evaluation by Jim Foran, MSDE.

On April 23, 2012, the Council:

- Received a copy of a new Executive Order extending the work of the Council through December 31, 2012.
- Received a presentation on the St. Mary's County pilot program by Dr. Michael Martirano, Superintendent.
- Received presentations on the other six local school system pilot programs.
- Received and reviewed the *Maryland Teacher and Principal Guidebook* (Mary Gable, Assistant Superintendent, MSDE).
- Discussed field testing of the State Model by Anne Arundel County, Somerset County and Calvert County in the 2012-2013 school year.

On May 14, 2012, the Council:

- Discussed components of the Maryland Teacher and Principal Evaluation Guidebook including the Maryland School Performance Index, attribution, next steps in calculating teacher and principal effectiveness, and assessment item analysis. (Mary Gable, Carolyn Wood, Jim Foran and Jean Satterfield, MSDE).
- Received information on Student Learning Objectives (Jean Satterfield, MSDE).
- Received and reviewed the Second Interim Report of the Maryland Council for Educator Effectiveness.

APPENDIX 3

APPENDIX 3

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

June 22, 2011

The Honorable Martin O'Malley
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Thomas V. Mike Miller
State House
H-107 State House
Annapolis, Maryland 21401

The Honorable Michael E. Busch
State House
H-101 State House
Annapolis, Maryland 21401

Mr. James DeGraffenreidt, President
Maryland State Board of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Governor O'Malley, President Miller, Speaker Busch, and Mr. DeGraffenreidt:

Executive Order 01.01.2010.12, signed on June 1, 2010, established the Maryland Council for Educator Effectiveness. The Executive Order required the Council to submit to the Governor, the General Assembly and the Maryland State Board of Education recommendations for the development of the model evaluation system for educators required by Chapter 1989 of the 2010 Laws of the General Assembly of Maryland – Educator Reform Act of 2010. Due to the enormity of this important work, by letter of November 22, 2010, the Council requested an extension of time to submit its initial recommendations for the model evaluation system until June 30, 2011.

The Council, consisting of 21 educators, legislators and representatives of the business community, met 17 times through June 2011. After nearly a year of discussions, deliberations, and hard work, the Council, on a vote of 13-7, recommended moving the attached "*Maryland Council for Educator Effectiveness Initial Recommendations Statewide Educator Evaluation System*" for your review.

Seven pilot jurisdictions will begin implementation of the evaluation systems in the fall of 2011. The Council looks forward to receiving their recommendations and further refining the framework when we reconvene in December 2011.

We thank you for this opportunity to Chair the Educator Effectiveness Council and look forward to collaboration as we work together over the coming years to develop final recommendations and continue to move education forward in Maryland.

Sincerely,

Nancy S. Grasmick
State Superintendent of Schools

Betty Weller
MSEA Vice President

Maryland Council for Educator Effectiveness

Initial Recommendations

Statewide Educator Evaluation System

Submitted to Governor Martin O'Malley, the Maryland General Assembly, and the Maryland State Board of Education

June 21, 2011

Membership of the Council

Dr. Nancy Grasmick, State Superintendent of Schools, Co-chair

Elizabeth Weller, Vice President, Maryland State Education Association, Co-chair

Dr. Andres A. Alonso, Chief Executive Officer, Baltimore City Public Schools

Christopher S. Barclay, Board of Education, Montgomery County Public Schools

Bridgette Helen Blue, Teacher, Prince George's County Public Schools

Cheryl Bost, President, Teachers' Association of Baltimore County Public Schools

David Burton, Principal, Long Reach High School, Howard County Public Schools

Dr. Bonita Coleman-Potter, Deputy Superintendent, Prince George's County Public Schools

Dr. Mary Kay Finan, Member, Maryland State Board of Education

Donna Hanlin, Assistant Superintendent, Washington County Public Schools

The Honorable Anne R. Kaiser, Maryland House of Delegates

The Honorable Delores G. Kelley, Maryland State Senate

Maleeta Kitchen, Teacher, Howard County Public Schools

Dr. Lawrence Leak (ret.), University of Maryland, University College

Enrique Melendez, former member, Anne Arundel County Board of Education

Dr. Dennis Pataniczek, Dean of Education & Professional Studies, Salisbury University

Pamela A. Pedersen, Member, Charles County Board of Education

Dawn Pipkin, Teacher, St. Mary's County Public Schools

Lee J. Rutledge, Teacher, Baltimore City Public Schools

June Streckfus, Executive Director, Maryland Business Roundtable for Education

Judith C. Walker, Principal, Carroll County Public Schools

<u>Office of the Governor</u>

John Ratliff, Director of Policy

<u>Staff</u>

Patricia A Foerster, Office of the Governor

Debbie Lichter, Maryland State Department of Education

Renee Spence, Maryland State Department of Education

Legislative Background

During the 2010 General Assembly Session, the Maryland legislature passed the Education Reform Act of 2010 (see Appendix 1). This legislation had the following components:

1. The State Board shall adopt regulations that establish general standards for performance evaluations for certificated teachers and principals that include observations, clear standards, rigor, and claims of evidence of observed instruction.
2. The regulations shall include model performance evaluation criteria.
3. The State Board shall solicit information and recommendations from each local school system and convene a meeting wherein this information and these recommendations are discussed and considered.
4. A county board shall establish performance evaluation criteria for certified teachers and principals in the local school system based on the general standards that are mutually agreed on by the local school system and the exclusive employee representative. These criteria shall include:
   a) Data on student growth as a significant component of the evaluation and as one of multiple measures;
   b) May not be based solely on an existing or newly created single examination or assessment; and
   c) If the local school system and the bargaining unit fail to agree, the model performance criteria shall take effect.

Establishment of the Maryland Council for Educator Effectiveness

On June 1, 2010, Governor Martin O'Malley signed an Executive Order (see Appendix 2) creating the Maryland Council for Educator Effectiveness. The Executive Order set forth the membership, identified the co-chairs, prescribed operating procedures, and set forth the responsibility of the Council. Specifically, the Council was charged with making recommendations for the development of the model evaluation system for educators required under the Education Reform Act of 2010. The recommendations are expected to address the following three components:

1. The definitions of effective teachers and principals;
2. The definitions of highly effective teachers and principals; and
3. The relationship between the student learning component of educator evaluations and the other components of the evaluation.

The Executive Order also stated that the Council's recommendations should seek to ensure that every educator is:

1. Evaluated using multiple, fair, transparent, timely, rigorous, and valid methods;
2. Afforded a meaningful opportunity to improve their effectiveness; and
3. Provided the means to share effective practices with other educators statewide.

Meeting Dates

The Council met on the following dates in 2010: August 26, September 22, October 22, November 1, November 29 and December 13. The Council met on the following dates in 2011: January 10, January 24, February 14, February 28, March 21, March 28, May 2, June 7, and June 20. On April 25, the Council provided an Interim Report to Governor Martin O'Malley, the State Legislature, and the State Board of Education. This Interim report provided a brief summary of the proceedings of each meeting of the Council. It described the progress to date that the Council had made in meeting its charge. It also described other state activities that had taken place that contributed to the thinking of the Council. Finally, it described next steps that the Council had to take in order to fulfill its charge.

Underlying Philosophy

The Council wishes to make it clear that underlying its recommendations is a philosophy of educator improvement. Although difficult personnel decisions will inevitably need to be made in the case of persistently ineffective teachers or principals, the Council believes that helping educators to improve is the primary purpose of evaluation. To that end, both the LEAs and the State have the responsibility to provide effective, quality, and relevant professional development as the cornerstone of the proposed statewide system of evaluation. Such professional development is an ethical obligation that school systems have to employees they hire. It represents a fundamental belief in fairness to employees. It also recognizes the current

reality that Maryland has a number of teacher and principal shortage areas, an increasing number of eligible retirees, and a diminishing pool of candidates from which to choose. Thus the State and local school systems face not only an ethical responsibility but also a very real, practical reason for providing the kind of professional development that will allow our teachers and principals to continually improve.

Meeting the Charge

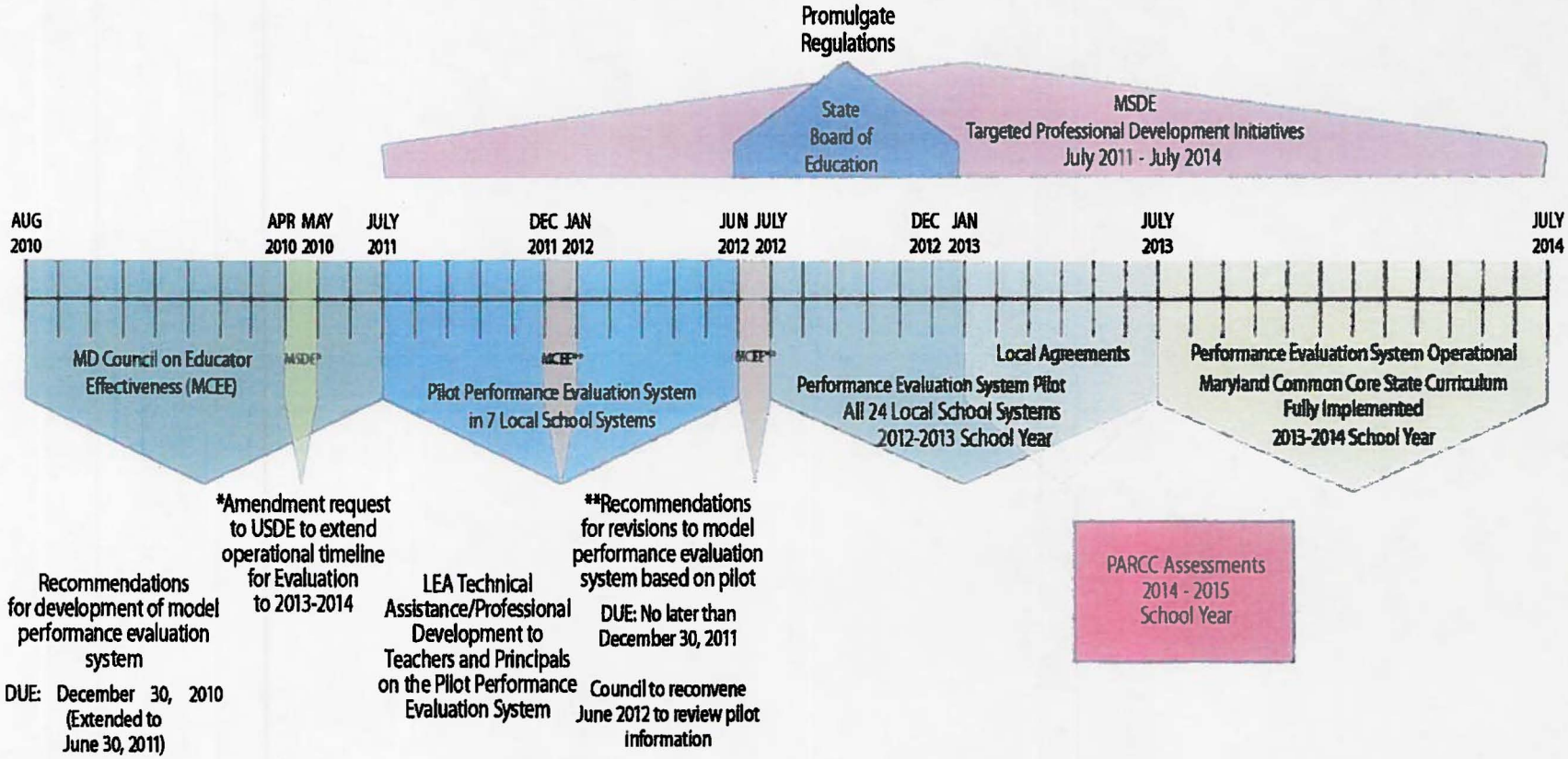
In meeting the charge, the Council has endorsed three key documents. The first is a revised timeline; the second is two frameworks – one each for the evaluation of teachers and principals (with definitions); and the third is general standards for teacher/principal evaluation.

Timeline

As the Council began its work, it became evident that it needed more time to complete its charge than originally conceived. As such, it requested of the Governor an extension to the original timeline (December 2010) to June 2011. Built into this revised timeline is a professional development component for teachers and principals. The new timeline also provides for a 12 month pilot project for the new statewide system of evaluation instead of the original 18 month pilot.

Upon further reflection, the Council became concerned about moving too quickly from a pilot evaluation system being conducted in 7 local education agencies (LEAs) to statewide implementation without further time provided to the remaining school systems to also develop and pilot their own local evaluation systems in order to seek solutions to unforeseen obstacles and provide high quality professional development. Accordingly, the Council endorsed a proposal from Dr. Grasmick that the Maryland State Department of Education (MSDE) should request an amendment from the United States Department of Education (USDE) to allow an additional year before implementing the statewide system of evaluation. That amendment was submitted to USDE on April 22, 2011, and was approved on June 17, 2011. The timeline on the next page describes the relationship between and among the work of the Council, pilot LEAs, professional development activity, development of regulations, local agreements and the actual implementation of the statewide system of evaluation.

Timeline for Implementing Model Performance Evaluation System



MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

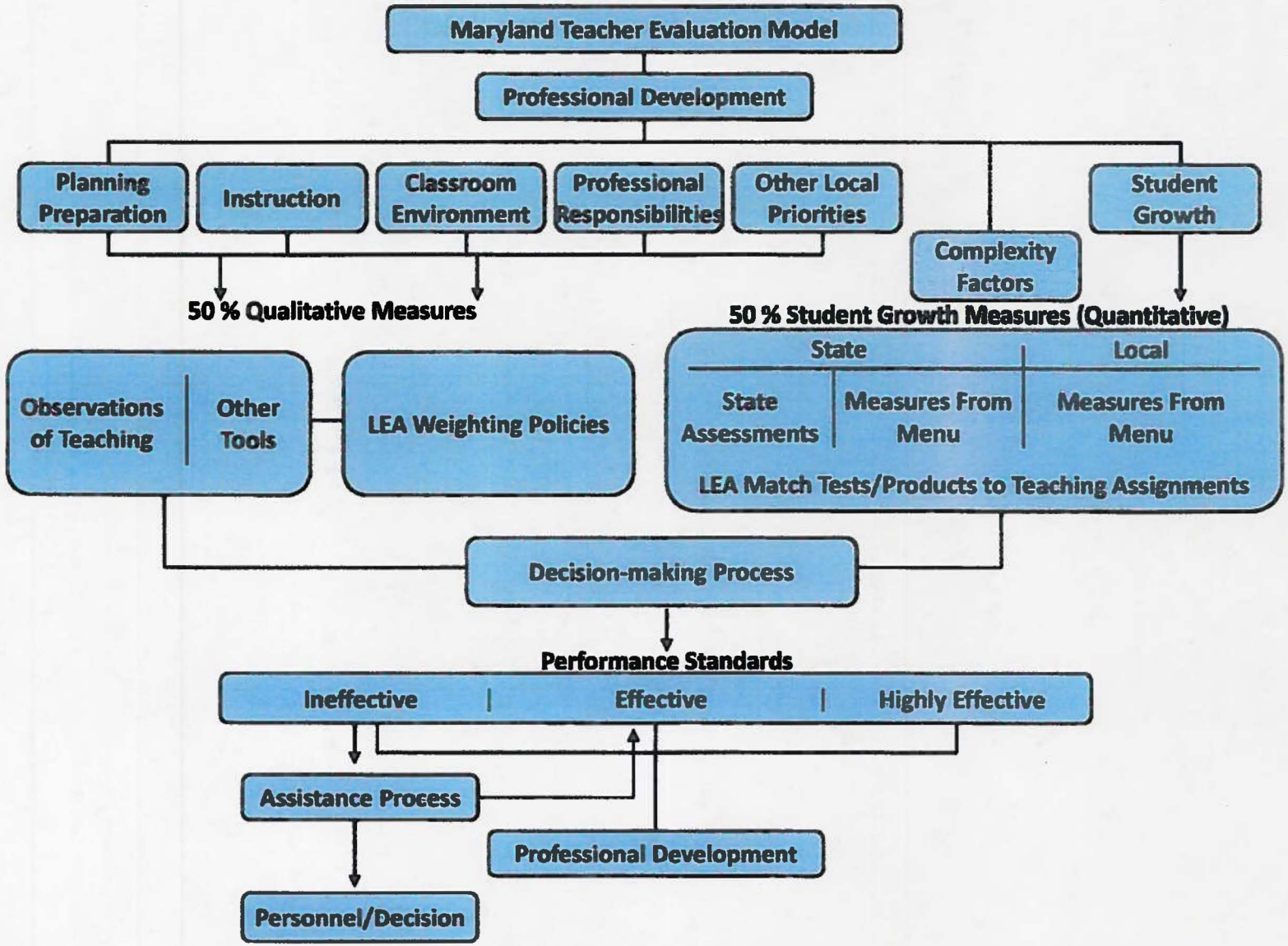
UPDATE: June 20, 2011

Framework: Evaluation of Teachers and Principals

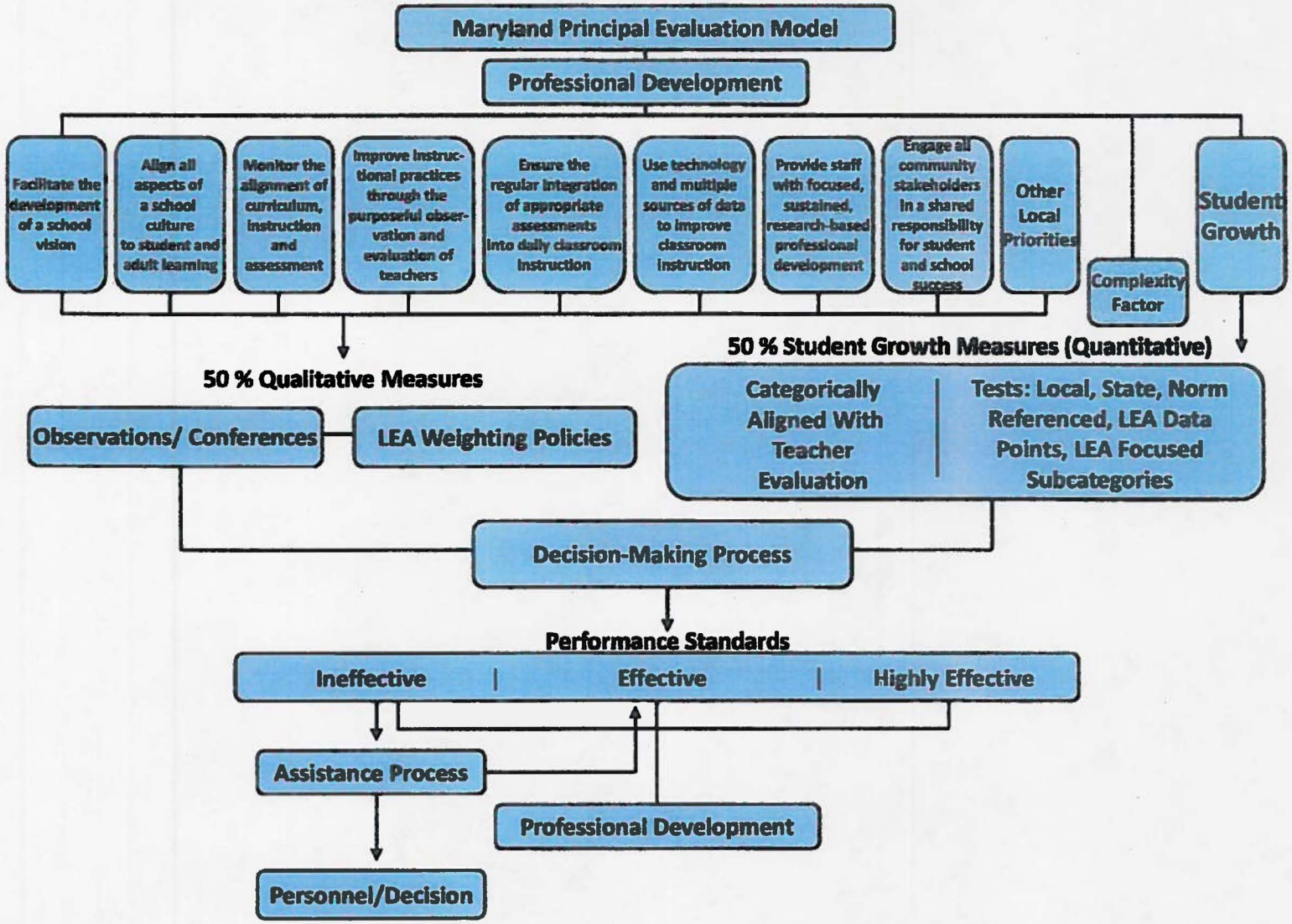
After several discussions at Council meetings about the suggested components of an effective yet flexible statewide evaluation system, the Council has endorsed two separate frameworks and definitions that accompany those frameworks (see next 4 pages). The first framework lays out graphically the components of a model for teacher evaluation in Maryland. The framework has at its core the professional development component previously described. It includes 4 qualitative measures (planning and preparation; instruction; classroom environment; and professional responsibilities). The framework also allows for the inclusion of other local priorities in addition to the 4 qualitative measures to take into account other areas for which LEAs wish to hold teachers responsible. This component of the evaluation is 50%. The other 50% is the student growth component. It provides for consideration of complexity factors (see definition sheet) recognized by the LEA. The framework yields a decision-making process based on performance standards. Once again, professional development is included, with the caveat that such professional development is important for all teachers, not just those who are rated ineffective. After all, Maryland believes that all educators can continue to improve.

The second framework is similar to the first in design, but does have different components because of the nature of the job of principal. Once again, at its core is professional development. For the qualitative measures, the framework includes specifically the 8 outcomes in the Maryland Instructional Leadership Framework. It also allows for inclusion of local priorities in addition to the 8 outcomes to take into account other areas for which LEAs wish to hold principals responsible. For the student growth measures, the framework lists possible alternatives. As with the teacher framework, the principal framework yields a decision-making process based on performance standards. Targeted professional development is provided based on needs identified in the evaluation. Similar to the teacher professional development, such assistance for principals is intended for all principals, since the model is based on the premise that all principals can continue to improve. The definitions page provides clarity to the various elements of the two frameworks, and combined with those frameworks and the General Standards provide the basis for the statewide system of evaluation.

Framework for System to Evaluate Teachers



Framework for System to Evaluate Principals



Definitions: Teacher and Principal Evaluation Model

Annual Evaluation – A yearly evaluation of a teacher or principal that minimally includes student growth measure standards.

Assistance Process –A process defined by the LEA for providing support to teachers and principals rated as ineffective.

Complexity Factors – Factors recognized by the LEA that do not diminish student expectations but may have an extraordinary impact on student growth. For example, factors may include instructional diversity, unusually high number of transient students, specific unusual facility issues, etc. Complexity factors are not weighted with either professional practice or student growth measure domains.

Decision Making Process – The process by which an LEA utilizes the data, both qualitative and quantitative, for determining a teacher's or principal's level of performance and targeted professional development.

LEA Match Test/Products to Teaching Assignments – Assessments, selected by the LEA for grade level or content area teachers from the menu of multiple measures, which align with a teacher's assignment.

LEA Weighting Policies – Policies set by each LEA indicating the percentage the LEA will assign to each of the qualitative measures. Qualitative measures account for 50% of the total evaluation.

Measures From Menu – The list of multiple measures approved by MSDE that measure student growth (see appendix for sample measures).

Mentoring – Ongoing support provided to teachers and/or principals by a cadre of mentors trained by the LEA to provide teachers and/or principals with the knowledge and skills necessary to be successful in their classroom and schools and enable them to stay in the profession. Mentoring should be focused, systematic, ongoing, high quality, geared to the needs of the employee being mentored, include observations, and include feedback.

Observations of Leadership – The process by which a trained evaluator has formally observed the qualitative measures of instructional and administrative leadership for each principal being evaluated.

Observations of Teaching – The process by which a trained evaluator has formally observed the qualitative measures of teaching for each teacher being evaluated.

Other Tools – Qualitative data collection tools in the classroom and school that produce sufficient data from which a teacher or principal may be evaluated on all or part of the domains of the teacher and/or principal evaluation model.

Performance Standards – Levels of teacher or principal performance resulting in a final rating of ineffective, effective, or highly effective on the individual's evaluation.

Professional Development – The training a teacher and/or principal receives relative to the teacher's and/or principal's level of performance. It should be research-based, high quality, timely, and relevant.

Qualitative Measures (*Teacher*) – Observable measures and evidence, accounting for 50% of a teacher's evaluation, which must include the following domains: planning/preparation, instruction, classroom environment, professional responsibilities, and other local priorities if appropriate.

Qualitative Measures (*Principal*) – Observable measures and evidence, accounting for 50% of a principal's evaluation, which must include: school vision, school culture, alignment of curriculum, instruction and assessments, instructional practices, appropriate assessments, technology and multiple sources of data, professional development, engagement of community stakeholders, and other local priorities if appropriate.

Quantitative Measures – Data specific measure which results from students' performance on approved State or LEA multiple measures of student performance.

State Assessments – State assessments as required by state or federal laws and/or regulations.

Student Growth Measures – Multiple measures of student academic and affective outcomes directly related to the teacher or principal. These measures account for 50% of a teacher's or principal's evaluation.

InTASC Standards

Concurrent with the work of the Maryland Council on Educator Effectiveness has been the ongoing work of The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC). The InTASC standards (http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf) are described as model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. They are intended to be an outline of the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. Because the InTASC standards generally align well with the Framework for Teachers, the Council endorsed them as ones that should be embraced

by teachers as they maximize learning in a transformed vision of teaching and learning. The 10 standards are:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Teacher/Principal Evaluation System: General Standards

A cornerstone of the teacher and principal evaluation process includes established areas of professional practice and state and local measures of student growth. The intent is to give a more detailed look at educator performance so that targeted and supportive professional development can be provided in a timely manner. The below General Standards are intended to provide a decision-making guide for making a final determination on whether a teacher or principal is highly effective, effective, or ineffective. Maryland wishes to thank other Race to the Top winning states for their thinking in this regard as it has helped shape the Maryland evaluation system.

The standards have two general components that are aligned with the previously discussed Frameworks. The first component is to assign a rating for Professional Practice. This is similar in many ways to the manner in which evaluations are currently completed. The LEA

determines the areas of professional practice it considers important (staying within the general structure of the Frameworks). The LEA also develops the guidelines for acceptable evidence in meeting this component of the overall evaluation, and they determine how they will take into consideration complexity factors. Complexity factors do not diminish student expectations, but they may have an extraordinary impact on student growth. They are not weighted with either professional practice or student growth measures.

The second general component is to assign a rating for student growth. This is a two step process because it includes a statewide component and a local component. Each provides a rating of highly effective, effective, or ineffective. Those two ratings of the growth measure (local and State) are then combined into one growth measure of highly effective, effective, or ineffective. The final rating is determined by a combination of the previously assigned Professional Practice rating and the overall growth rating. More specifically, the 4 parts to arriving at a final rating are as follows:

Part I: Determination of Rating for Professional Practice (50%)

Professional Practice (50%)

The evaluator assigns Highly Effective, Effective, or Ineffective in the area of Professional Practice. For teachers, the evaluator uses a combination of four domains (planning and preparation, classroom environment, instruction, and professional responsibilities) and any other measures chosen by LEA, following guidelines (e.g. allowable metrics, acceptable evidence) determined by the LEA and approved by MSDE. For principals, the evaluator uses a combination of the Maryland Instructional Leadership Framework and any other metrics chosen by the LEA, following guidelines determined by the LEA and approved by MSDE.

Part II: Determination of Rating for LEA Growth Measures 20% and State Growth Measures 30%

1. LEA Growth Measures (20%): The evaluator rates the teacher/principal as Highly Effective, Effective, or Ineffective on the LEA student growth measures. The measures that serve as the basis of the evaluation are chosen by the LEA from a menu of available options. The evaluator follows guidelines (e.g. allowable measures, acceptable evidence) determined by the LEA and approved by MSDE.

2. Statewide Growth Measures (30%): The LEA selects measures from the list of multiple measures with one requirement: if a statewide assessment exists, the LEA must select it as one of the multiple measures between two points in time. State assessments, if available, will be combined with other measures determined by the LEA and approved by MSDE to yield ratings of Highly Effective, Effective, or Ineffective.

Part III: Determination of Overall Student Growth Measure (50%) from the Combination of the State Growth Measure (30%) and the Local Growth Measure (20%)

The two measures of student growth (State and Local) must be combined in a ratio of 3 to 2 for State Growth to LEA Growth. Maintaining the 3 to 2 ratio, LEAs must decide the Overall Student Growth Measure. If both the State Growth and Local Growth are the same, for example effective, then the result would be effective for Overall Student Growth. In the instances where State and LEA measures differ, the LEA must determine what rating for overall student growth (Highly Effective, Effective, or Ineffective) will be assigned.

For discussion with bargaining units, LEAs have flexibility to determine the quantitative measures with the following constraints:

1. The ratio for the State Growth Measure to LEA Growth Measure must be 3 to 2 to maintain and established weight in the overall rating of 30% for the State Growth Measure and 20% for the LEA Growth Measure.
2. All decisions that go into the determination of the rating must be detailed for MSDE to review and approve.

Part IV: Determination of the Overall Evaluation

Once a final rating for Overall Student Growth is determined it must be combined with the rating for Professional Practice, determined at the beginning of this process. If both Professional Practice and Overall Student Growth are the same, e.g., effective, then the result would be effective for the Overall Evaluation. In instances where the Overall Student Growth ratings disagree with Professional Practice ratings, LEAs must develop decision rules that explain the final rating given.

For discussion with bargaining units, LEAs have flexibility to determine the overall rating with the following constraints:

1. A teacher/principal must at least be effective in the student growth component in order to receive an overall rating of Effective or Highly Effective.

2. All decisions that go into the determination of the overall rating must be detailed for MSDE to review and approve.

Teacher/Principal Evaluation System: (State Default Model)

In the event that an LEA and its bargaining unit cannot agree on general standards, the below model will serve as the default model that must be adopted.

Professional Practice (50%)

The evaluator assigns Highly Effective, Effective, or Ineffective on the Professional Practice rubric. For teachers, the evaluator uses a combination of four domains (planning and preparation, classroom environment, instruction, and professional responsibilities) and any other metrics chosen by LEA, following guidelines (e.g., allowable metrics, acceptable evidence) determined by the LEA and approved by MSDE. For principals, the evaluator uses a combination of the Maryland Instructional Leadership Framework and any other metrics chosen by the LEA, following guidelines determined by the LEA and approved by MSDE.

Student Growth (2 parts) (50%)

1. LEA Growth Measure (20%): The evaluator rates the teacher/principal as Highly Effective, Effective, or Ineffective on the LEA student growth rubric. The metrics that serve as the basis of the evaluation are chosen by the LEA from a menu of available options. The evaluator follows guidelines (e.g. allowable metrics, acceptable evidence) determined by the LEA and approved by MSDE. The menu of options and the method of determining the 20% will be provided to LEAs after the pilot year of the evaluation system.

2. Statewide Growth Measure (30%): Wherever a Statewide assessment exists, it must be used as one of multiple measures. Other metrics that contribute to the evaluation are chosen by the LEA from a menu of available options. State assessments, if available, will be combined with multiple measures of the LEA's choosing and MSDE's approval to yield ratings of Highly Effective, Effective, or Ineffective. The menu of options and

the method of determining the 30% will be provided to LEAs after the pilot year of the evaluation system.

Highly Effective	Effective	Ineffective

3. Overall Student Growth Score: Using the matrix below, determine the overall student growth score based on the intersection of the Statewide growth measure and the LEA growth measure from the previous two charts.

		State Growth Measure		
		Highly Effective	Effective	Ineffective
LEA Growth Measure	Highly Effective	HE	E	E
	Effective	HE	E	I
	Ineffective	E	E	I

Overall Evaluation

Choose, on the matrix, the intersection of the Professional Practice rating and the Student Growth rating. This is the final evaluation of the teacher/principal. To be rated as effective in the Overall Evaluation, a teacher/leader must be effective in the student growth component consistent with the Race to the Top application.

		Professional Practice		
		Highly Effective	Effective	Ineffective
Student Growth	Highly Effective	HE	HE	E
	Effective	E	E	E
	Ineffective	I	I	I

Compliance with Charge to the Maryland Educator Effectiveness Council

As discussed in the background information section of this report, the Council was charged with making recommendations to the Governor, General Assembly, and the Maryland State Board of Education for the development of a model evaluation system. The recommendations were to address the following items.

a) The definitions of effective teachers and principals:

Response: This portion of the charge has been met. 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 Pre-K-12 public school setting, subject to local school system interpretation.*
>
> *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 Pre-K-12 public school who is responsible for students' academic progress and efficient operation of school, subject to local school system interpretation.*

Please see the Frameworks, Definitions, and General Standards for the description of effective. Note that LEAs contribute to the definition of "effective" through their choices of measures from a menu of options. Additionally, the definition of "effective" teacher and principal will be revisited upon completion of the pilot.

b) The definitions of highly effective teachers and principals:

Response: This portion of the charge has been met. Please see the Frameworks, Definitions, and General Standards for the description of highly effective. Note that LEAs contribute to the definition of "highly effective" through their choices of measures from a menu of options. Additionally, the definition of "highly effective" teacher and principal will be revisited upon completion of the pilot.

c) The relationship between the student learning component of educator evaluations and the other components of the evaluation:
Response: This portion of the charge has been met. Please see the Frameworks and General Standards for a description of the relationship between the student learning (growth) component of educator evaluations and the other components of the evaluation system.

The Executive Order also stated that the Council's recommendations should seek to ensure that every educator is:

a) Evaluated using multiple, fair, transparent, timely, rigorous, and valid methods
Response: The Council has ensured through the Frameworks and General Standards that evaluations will be based on multiple measures, and that they will be fair, transparent, and timely. Rigor and validity will be affirmed by State approval of LEA evaluation plans.

b. Afforded a meaningful opportunity to improve their effectiveness
Response: The Council has determined that professional development is the foundation of its proposed statewide evaluation system. The Council believes that there must be professional development provided to teachers, principals, and their respective evaluators on the new evaluation process in addition to professional development to improve their effectiveness. Please see the Frameworks for a description of the professional development component of the evaluation system.

c. Provided the means to share effective practices with other educators statewide
Response: Effective practices will be disseminated statewide through the results of the 7 LEA pilots in 2011-12 and the subsequent statewide pilot by all 24 LEAs in 2012-13. The 7 pilot LEAs include Baltimore County, Baltimore City, Charles County, Kent County, Prince George's County, Queen Anne's County, and St. Mary's County. These counties will select teachers at multiple grade levels and subject areas and teachers that represent a broad spectrum of experience.

Alignment with the Education Reform Act of 2010

The Council has also reviewed the Education Reform Act of 2010 to make certain that it is in alignment with the requirements of that Act. The requirements are as follows:

1) The State Board shall adopt regulations that establish general standards for performance evaluations for certificated teachers and principals that include observations, clear standards, rigor, and claims of evidence of observed instruction.

   Response: The regulation will be promulgated according to the timeline following distribution of the formal report of the Council. General Standards are included in the report. Observations (and claims of evidence) and clear standards will be part of each LEA approved plan. Rigor will be ensured by State approval of LEA evaluation plans.

2) The regulations shall include model performance evaluation criteria.

   Response: The model performance evaluation criteria are found on pages 13-15. These will be refined as the pilot evaluations systems progress and the Maryland State Board of Education develops regulations.

3) The State Board shall solicit information and recommendations from each local school system and convene a meeting wherein this information and these recommendations are discussed and considered.

   Response: MSDE will seek information and recommendations through the regulatory process. A public hearing will be conducted for the purpose of discussion and consideration of information and recommendations.

4) A county board shall establish performance evaluation criteria based on these standards. These criteria shall include:
   a. Data on student growth will be a significant component of the evaluation and as one of multiple measures

      Response: Student growth makes up 50% of the evaluation. This is a result of a formal vote of the Council (10-4) in favor of supporting the Race to the Top application and the 50% growth standard. LEAs have considerable flexibility in

establishing local performance evaluation criteria within the proposed General Standards.

b. May not be based solely on an existing or newly created single examination or assessment

Response: The evaluation criteria are not based on a single assessment. Rather they require multiple measures.

c. No single criterion shall count more than 35% of the total performance evaluation criteria

Response: No single criterion (defined as statewide student growth, LEA student growth, or the multiple measures making up the remaining 50 %) count more than 35%.

d. If the local school system and the bargaining unit fail to agree, the model performance criteria (State default evaluation system) shall take effect

Response: The model performance criteria will be refined as the pilot systems progress and as the Maryland State Board of Education develops regulations.

Next Steps

There are a number of next steps that will be taken:

Pilots -- As previously mentioned, 7 LEAs have agreed to pilot a new evaluation system. As these pilots progress, the Council will meet in December 2011 to ascertain the then current status of implementation and lessons learned. It will meet again in June 2012 to make any final recommendations based on the pilot.

Menu of Options – As the pilot systems progress, a menu of acceptable options for the various components of a statewide system of evaluation will be developed based on lessons learned. This menu would provide guidance to LEAs as they develop their final evaluation plans, and it will allow for appropriate flexibility for LEAs within the parameters established by the Maryland State Board of Education in its regulations for a statewide system of evaluation. The Council has

provided some initial menu options that will continue to be reviewed and revised through the pilot stage (see appendix).

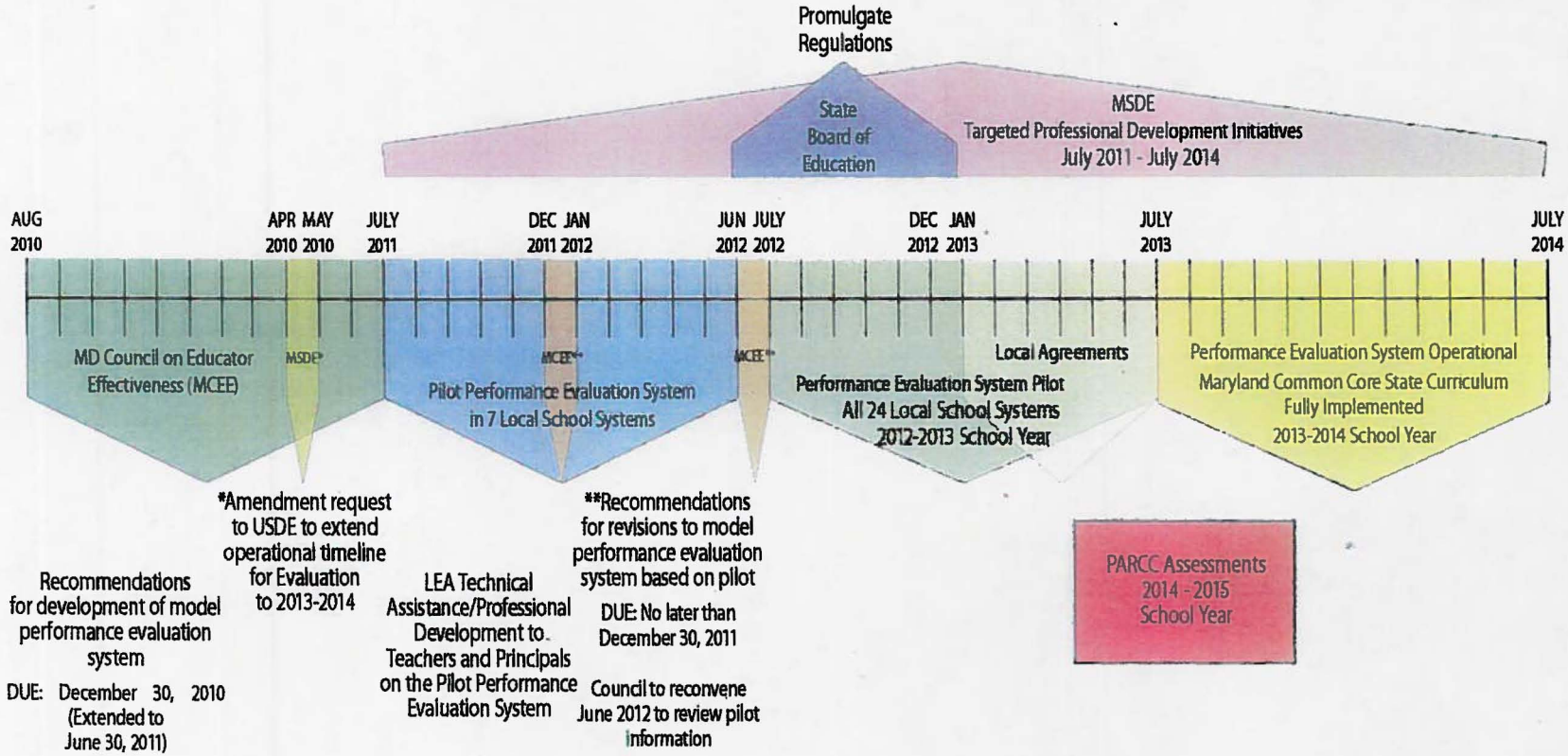
1. Professional Development – Maryland has a project in its Race to the Top application for the professional development of executive officers (defined in COMAR as those who supervise and evaluate principals). The content for this professional development will be based on the parameters of the overall statewide system of evaluation and whatever recommendations are accepted and put into regulations. Since much of the evaluation system is going to be LEA-specific, it will be incumbent on each LEA to plan and deliver high-quality professional development on the specifics of its own evaluation system. MSDE will assist LEAs in the planning of such professional development within staffing limitations.

2. Default System -- The State default evaluation system is found on pages 16-17. This model will continue to be refined as the pilot evaluation systems progress and the Maryland State Board of Education develops regulations. This default system will go into effect for any LEA that cannot reach agreement with its bargaining unit per the Education Reform Act of 2010.

3. Regulations – The Maryland State Board of Education will begin the process of promulgating draft regulations in June 2012 so that all LEAs will have access to those regulations as they develop their respective systems of evaluation.

APPENDIX 4

Timeline for Implementing Model Performance Evaluation System



*Note: This timeline states that the new regulations would be promulgated June 2012 through January 2013- this timeframe was moved up to begin March 2012.

Maryland State Department of Education
Preparing World-Class Students

Appendix 4

APPENDIX 5

Menu of Sample Growth Measures

This table of options was part of the June 2011 Interim Report of the Maryland Council for Educator Effectiveness. It is not meant to be a comprehensive menu.

	High School	4-8 Tested	4-8 Non-Tested	PreK-3
State Assessments	W H E R E A P P L I C A B L E			
*Portfolio	• Portfolio-student work • Portfolio-teacher work	• Portfolios	• Portfolio-student portfolios /sampling	• Portfolios
Projects/Products	• Projects: Locally Graded, State Checked, Performance Task • Intervention Assessments (Wilson Reading, Lexile Lev)	• Cross curricular projects • Research based Intervention	• In-class projects (Science Fair, Class labs, Problem-based projects)	• Culminating Project • Summative Checklists (K)
Test Products	• College/Career Readiness Tests • SAT, AP, Accuplacer, IB, PSAT • SLO-Pre/Post test; Standardized mid-term • LEA or school developed	• Writing Artificial Intelligence or teacher scores, Cross Curricular Benchmarking tests • Unit Assessments • Early Reading Inventories	• Pre-Post Assessments • Local Assessments quarterly/other • Oral Assessments	• Dibels • Benchmarking tests • Quarterly assessments • Quarterly Reading Assessments • Sight work Assessments • Basic fast Quarterly

Appendix 5

	• Reading Level Tests • Certification Tests • Benchmarking Tests • WiDa Assessments (ELL) • Fitness Gram, Fitness for Life, Physical Education Metrics	• Math Inventories • Language Proficiency Assessments • WiDa Assessments (ELL) • Modified Assessments		Assessments
Performance		• Performance based-cross curricular	• Small Group Video (performance, ex. Drama, music group, individual students, special education) • Adjudication (Ensembles, Choir)	

APPENDIX 6

Title 13A STATE BOARD OF EDUCATION

Subtitle 07 SCHOOL PERSONNEL

Chapter 09 Evaluation of Teachers and Principals

Authority: Education Article, §§2-205(b) and (g), and 6-202; Annotated Code of Maryland

.01 Applicability.

A. Effective in school year 2013-14, the minimum general standards set forth in Regulation .04A of this chapter shall apply to evaluations of all teachers and principals.

B. In addition, all local education agencies (LEAs) that signed on to the Race to the Top (RTTT) application, must comply with the criteria set forth in Regulation .05B(1)(a) of this chapter.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Evaluation" means an appraisal of professional performance for a school year based on written criteria and procedures that result in a written evaluation report.

(2) "Teacher" means any individual certificated under COMAR 13A.12.02 as a teacher and who delivers instruction and is responsible for a student or group of students' academic progress in a Pre-K-12 public school setting, subject to local school system interpretation. Teacher may include an individual certificated by the Maryland State Department of Education (MSDE) under COMAR 13A.12.03. if the individual delivers instruction, and is responsible for a group of students' academic progress in a Pre-K-12 public school setting, subject to local school system interpretation.

(3) "Principal" means an individual who serves in the position as a principal and who is certificated under COMAR 13A.12.04.04 or certificated as a resident principal under COMAR 13A.12.04.05.

(4) "Student Growth" means student progress assessed by multiple measures and from a clearly articulated baseline to one or more points in time.

.03 Incorporation by Reference.

The Maryland Instructional Leadership Framework, February 2005, is incorporated by reference.

.04 Local Education Agency Evaluation System.

An evaluation system for teachers and principals developed by an LEA in mutual agreement with the exclusive employee representative shall include General Standards and Performance Evaluation Criteria.

A. General Standards.

(1) Classroom observations of teachers' professional practice, which shall be conducted by certificated individuals who have completed training that includes identification of teaching behaviors that result in student growth. Classroom observations shall play a role in the evaluation system, at minimum, in the following ways:

(a) An evaluation of a teacher's professional practice shall be based on at least two observations during the school year;

(b) An evaluation report that evaluates a teacher as ineffective shall include at least one observation by an individual other than the immediate supervisor;

(c) An observation, announced or unannounced, shall be conducted with full knowledge of the teacher;

(d) A written observation report shall be shared with the teacher and a copy provided within a reasonable period of time. The certificated individual shall sign the observation report to acknowledge receipt;

(e) An observation shall provide for written comments and reactions by the teacher being observed, which shall be attached to the observation report; and

(f) An observation shall provide specific guidance in areas needing improvement and supports as well as a reasonable timeline to demonstrate improvement in areas marked as ineffective.

(2) Claims and evidence of observed instruction that substantiate the observed behavior(s) in a classroom observation and/or evaluation and are included in the evaluation report. Such claims and evidence of observed instruction may be identified by either the teacher or evaluator and may include such things as student work, teacher-developed initiatives, portfolios, projects, data, artifacts, and other statements.

(3) Clear standards based on Department approved or nationally recognized measurable components that serve as the foundation of teaching and learning, such as the INTASC standards. The standards set forth in the LEA evaluation system shall be applicable to professional practice and student growth.

(4) Rigor – in order to ensure statewide rigor in LEA evaluation systems:

(a) The LEA must submit its proposed evaluation system and any guidelines for its use to the Department for the purpose of ensuring compliance with the minimum general standards set forth in this chapter; and

(b) An evaluation of a teacher or principal shall provide, at a minimum, for an overall rating of highly effective, effective, or ineffective.

(5) A professional development component for all teachers and principals and a focused professional development, resources, and mentoring component for teachers and principals who are evaluated as ineffective and for all non-tenured teachers.

B. Performance Evaluation Criteria of which no single performance evaluation criterion may account for more than 35% of the total performance evaluation criteria and that:

(1) Shall be based on those measures mutually agreed to by an LEA and the exclusive employee representative;

(2) Will yield, at a minimum, an evaluation of effective, highly effective, or ineffective;

(3) Are approved by MSDE; and

(4) Address professional practice:

(a) For teachers to include, but not be limited to, planning, preparation, classroom environment, instruction, and professional responsibility;

(b) For principals, to include, but not be limited to the eight outcomes in the Maryland Instructional Leadership Framework, consistent with Regulation .03 of this chapter.

(5) Measure student growth which for teachers and principals:

(a) Shall be a significant factor in the evaluation;

(b) Shall be based on multiple measures; and

(c) Shall not be based solely on an existing or newly created examination or assessment.

.05 Model State Performance Evaluation Criteria.

A. If the LEA and the exclusive employee representative do not reach agreement on an LEA Evaluation System, the Model State Performance Evaluation Criteria shall be adopted by the LEA.

B. The Model State Performance Evaluation Criteria includes:

(1) Model performance evaluation criteria for student growth that:

(a) Shall count for 50% of a teacher's or principal's evaluation.

(b) Shall not be based solely on an existing or newly created examination or assessment;

(c) Shall be based on multiple measures as follows:

(i) For elementary and middle school teachers providing instruction in state-assessed grades and content, aggregate class growth scores for state-assessed content area(s) being taught; student learning objectives in content areas being taught; and the school-wide index.

(ii) For elementary and middle school teachers providing instruction in non-state-assessed grades and content, student learning objectives in content area(s) being taught and the school-wide index.

(iii) For high school teachers, student learning objectives in content area(s) being taught and the school-wide index.

(iv) For elementary and middle school principals, student learning objectives, aggregate school-wide growth scores in state-assessed content areas, and the school-wide index.

(v) For high school principals, student learning objectives and the school-wide index.

(vi) For principals of other types of schools, student learning objectives and the school-wide index.

(2) Model performance evaluation criteria for professional practice that:

(a) Shall count for 50% of a teacher's and principal's evaluation.

(b) For teachers, shall include, but not be limited to, planning and preparation; classroom environment; instruction; and professional responsibility.

(c) For principals, shall include, but not be limited to, the eight outcomes in The Maryland Instructional Leadership Framework, consistent with Regulation .03 of this chapter, and other outcomes based on Interstate School Leaders and Licensure Consortium (ISLLC).

.06 Evaluation Cycle.

A. On a three year evaluation cycle, teachers and principals shall be evaluated at least once annually in the following ways:

(1) Tenured Teachers.

(a) In the first year of the evaluation cycle conducted under these regulations, tenured teachers shall be evaluated on both professional practice and student growth.

(b) If in the first year of the evaluation cycle a tenured teacher is determined to be highly effective or effective then in the second year of the evaluation cycle, the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data.

(c) If in the second year of the evaluation cycle a tenured teacher is determined to be highly effective or effective, then in the third year of the evaluation cycle, the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data.

(d) At the beginning of the fourth year, the evaluation cycle shall begin again as described in (a) through (c) of this Regulation.

(e) In any year, a principal may determine or a teacher may request that the evaluation be based on a new review of professional practice along with student growth.

(2) Non-tenured Teachers and Teachers Rated as Ineffective.

(a) All non-tenured teachers and all teachers rated as ineffective shall be evaluated annually on professional practice and student growth.

(3) Principals.

(a) Every principal shall be evaluated at least once annually based on all of the components set forth in the applicable sections of Regulations .04 and .05 of this chapter.

.07 Evaluation Report.

A. The evaluation report shall be shared with the certificated individual who is the subject of the evaluation.

B. The certificated individual shall receive a copy of and sign the evaluation report.

C. The signature of the certificated individual does not necessarily indicate agreement with the evaluation report.

D. An evaluation report shall provide for written comments and reactions by the individual being evaluated, which shall be attached to the evaluation report.

.08 Appeal of an Evaluation.

A. In the event of an overall rating of ineffective, the local school system shall, at a minimum, provide certificated individuals with an opportunity to appeal in accordance with Education Article, §4-205(c)(4), Annotated Code of Maryland.

B. If an observation report is a component of an ineffective evaluation, the observation report may be appealed along with the ineffective evaluation.

C. The burden of proof is on the certificated individual appealing an overall rating of ineffective to show that the rating was arbitrary, unreasonable, illegal, or not in compliance with the adopted evaluation system of the LEA.

.09 Review.

This chapter shall be in effect until September 30, 2014, at which time it shall automatically sunset, subject to review and re-promulgation by the State Board.

BERNARD J. SADUSKY, Ed.D.
Interim State Superintendent of Schools

APPENDIX 2

Maryland Council for Educator Effectiveness (MCEE)
Minutes from Meeting of December 3, 2012

Absent:
Maleeta Kitchens
Donna Hanlin

Dr. Lillian Lowery, Co-Chair and State Superintendent of Schools, welcomed everyone and introduced new members of the Council -- Allan Arbogast, Dr. Raymond Lorion and Rogie Legaspi.

Members of the Council introduced themselves and Betty Weller, Co-Chair and President of the Maryland State Education Association, reviewed the Agenda.

Upon a motion and second, the Council approved the Minutes of the Council Meeting of May 14, 2012.

School Progress Index – Accountability and Teacher/Principal Evaluation
Mary Gable, MSDE

Ms. Gable said that based on the ESEA Flexibility Waiver granted by the US Department of Education, each school will address the needs of all students with a variety of measures. She discussed the changes between the *No Child Left Behind* mandates and those of the ESEA Flexibility Waiver.

Ms. Gable explained the School Progress Index (SPI) noting the following four indicators:

1. Achievement
2. Growth
3. Gap Reduction
4. College and Career Readiness

She explained that the College and Career Readiness indicator is now based on a five-year graduation cohort and stressed that the indicator Achievement is about progress, not performance. Ms. Gable provided an SPI calculation example explaining that a score of 1.0 in a particular area reflects that the school "met" its objectives in that area.

Ms. Gable explained that schools are categorized in strands 1-5 to provide support, intervention and recognition and provided a graph outlining how schools are categorized by strand. She provided information which outlined what support, intervention and recognition will be provided to schools in each strand.

Ms. Gable discussed graphs depicting the State Principal and Teacher Evaluation Models noting the Principal Model uses fifty percent for professional practice and student growth.

In response to a question by Senator Kelley, Ms. Gable said that now that the Department has received approval on final definitions, they will be taking this information to higher education teacher preparation programs. Senator Kelley suggested that science projects could be used to measure progress during the years when the Maryland School Assessment (MSA) is not administered in Science. Ms. Gable thanked the Senator for an excellent suggestion.

In response to a question by Ms. Bost, Ms. Gable said that student growth is based on an in-depth calculation table which is still being discussed and considered. In response to another question by Ms. Bost, Ms. Gable said that enrollment in technical schools is included in the College and Career Readiness Indicator.

In response to a question by Mr. Burton, Ms. Gable said that the "replacement or retraining of the leadership staff" under Strand 4 refers to schools receiving Title I funding.

In response to a question by Mr. Legaspi, Ms. Gable assured him that teachers will be provided with appropriate professional development to improve their effectiveness in the classroom.

In response to a question by Ms. Pipkin, Ms. Gable said that the graduation rate reflects all students who receive a diploma.

In response to a concern expressed by Mr. Barclay about categorizing schools in strands, Ms. Gable said this is all about progress and that message is being communicated through webinars and other training programs. Mr. Barclay also suggested that the designation of "college enrollment" should be changed to reflect technical school enrollment.

Dr. Leak urged the need to bring higher education personnel to the table to work on teacher preparation programs and suggested that calculations for schools not be numbered such as 78% since this designation conjures up certain pre-conceived notions in the education realm. Ms. Gable said that using the alphabet may be a better designation.

Dr. Alonso suggested changing the word "exposure" used in the sample calculation found on page 10 of the presentation.

Dr. Lowery acknowledged and thanked Ms. Gable for her excellent work on such a difficult topic.

Update on Field Testing of Teacher/Leaders Evaluation Systems
Dave Volrath, MSDE
Representatives from Carroll, Cecil, Kent and Prince George's County Public Schools

Mr. Volrath explained that his team worked on a structure and communication plan for the field testing of the new Teacher and Principal Evaluation (TPE) System. He provided four communication pieces distributed thus far and introduced the TPE Action Team. He said the Team created a TPE Communication Structure and provided a visual of the structure. Mr. Volrath also provided a two-page chart of the state and local teacher and principal evaluation models.

Mr. Volrath provided copies of the Maryland State Teacher and Principal Evaluation Instruments which include student growth measures, professional practice, calculating teacher/principal effectiveness and professional development.

In response to a question by Senator Kelley, Mr. Volrath said that the Team is meeting every month with local education agency (LEA) personnel to determine what an exemplary LEA is doing. He said he will report back when the Team has more information.

In response to a question by Ms. Bost, Mr. Volrath said that his Team is working on a comprehensive professional development plan although it doesn't include work on the professional practice issues. He said that most LEAs feel confortable with professional practice although it is not going to be ignored. He noted the challenge of providing time for professional development.

Dr. Lorion said that teacher educators know very little about what is transpiring in the schools surrounding teacher evaluation and, therefore, many graduates may be compromised when entering the work place. He stressed the need for the TPE Team to include representatives of higher education.

Dr. Alonso noted the importance of communication since schools that were considered top schools may not fall into that category if their achievement gap among students is minimal. Mr. Volrath said that there will be four more communication pieces distributed going into

more depth about the systems. He provided a compressed timeline for implementing TPE which will be distributed to LEAs before the holiday break.

Cecil County Public Schools (CCPS) Update

- Using a local model
- Created uniform *Student Learning Objectives (SLOs)* for every classroom.
- Stressed that teachers deserve all of the credit
- Professional practice piece has been a big part of the work

Carroll County Public Schools (CCPS)

- Evaluated all teachers last year
- Local model is very similar to the state model
- Created a framework like the Danielson Model
- Link everything that is done to the framework to maximize professional development
- This year the emphasis is on SLOs. Some teachers created their own SLOs
- Will get feedback for next year's system-wide use of the TPE systems

Kent County Public Schools (KCPS)

- Involved in the original pilot
- Local model is similar to the state model
- Field tested SLOs last year which provides best practices
- SLOs are built on conversations between building administrators and teachers
- Working on percentages
- Concerned about using the MSA and the School Progress Index (SPI)
- Worked on curriculum writing
- Very collaborative and transparent process

Prince George's County Public Schools (PGCPS)

- Building infrastructure
- Used multiple measures and collaborated with labor partners
- Conducted student surveys in all schools
- Lack of state data is problematic
- Will provide training on SLOs in January

Dr. Alonso said, "This is remarkable work." He said that the Baltimore City Public School System is struggling with the same issues discussed the panel members. He noted that districts that were in the original pilot program have a distinct advantage. Dr. Alonso said

that it is important to look at the differences in the outcomes among districts and urged a standard-based model.

In response to a question by Mr. Barclay, representatives from PGCPS noted the difficulty surrounding the time factor but said they are trying to get hands-on assistance for teachers through peer assistance and online professional development.

In response to a question by Ms. Bost about the challenges being faced, the group named the following issues:

1. Lag of data on MSAs
2. Building capacity and understanding among teachers
3. Student growth piece is difficult for non-teachers of record
4. Putting all the pieces together to come up with a final evaluation score

Dr. Lorion stressed the need to get the message out to Institutes of Higher Education and include representatives in the process.

Senator Kelley stressed the need for rubrics and terms to match throughout the state. Ms. Weller said that as pilot's progress, the rubrics will be revised as needed.

In response to comments by Ms. Pipkin, Dr. Lowery assured her that the MSA only constitutes twenty percent and assured her that MSDE will be working on the timeliness of data.

Mr. Volrath noted the need for principals to have targeted professional development to help teachers be effective in the classroom. He also agreed that there needs to be consistency in rubrics.

Dr. Finan said that professional development schools and higher education institutions prepare principals as well as teachers and should be more pro-active and not wait for school systems to communicate what is being done.

Dr. Alonso noted that principals may not be the right people to determine professional practices. He also said that it is important to look beyond the United States and compare what teachers are learning throughout the world. Dr. Lowery said that a study was completed which placed the U.S. twenty-second among industrialized nations in education.

Ms. Walker said that principals need content knowledge for all content areas and expressed the need to look at data on principals after they are trained. Dr. Arbogast said "principals

only need to know what excellence looks like" rather than having all content knowledge. Dr. Alonso quoted a study which concluded that, "Effective principals are team builders."

Mr. Legaspi urged the need for collaboration among peer observers. He suggested deputizing peer observers.

Ms. Bost asked for feedback from the three school districts that are using the state model.

Dr. Lowery said that the Department is working with the Attorney General's Office to allow for school districts to change to and from the state model after the December 26 decision data.

In response to a concern expressed by Mr. Barclay about principal training, Mr. Volrath said that they are reaching out to principals through the various principal associations.

Ms. Weller thanked everyone on the panel and said, "Collaboration has become so exciting. Everybody who is an educator is talking about this. It has encouraged everyone to talk about evaluations differently. The press portrayed this as punitive; it is for people to improve. The majority of our people need improvement. We are making progress."

With no further discussion, the meeting ended at 12 noon.

APPENDIX 3

State Teacher Evaluation Model

Professional Practice

50 % Qualitative Measures
4 Domains Each 12.5%

- Planning and Preparation 12.5 %
- Instruction 12.5 %
- Classroom Environment 12.5 %
- Professional Responsibilities 12.5 %

Student Growth

50% Quantitative Measures
As defined below

Elementary/Middle School Teacher Two Content Areas

- 10% - Reading MSA (Class)

and

- 10% - Math MSA (Class)

and

- 10% - School Performance Index

and

- 20% - Student Learning Objectives

or

Elementary/Middle School Teacher One Content Area

English/Language Arts Teachers:

- 20% - Reading MSA (Class)

and

- 10% - School Performance Index

and

- 20% - Student Learning Objectives

Mathematics Teachers:

- 20% - Math MSA (Class)

and

- 10% - School Performance Index

and

- 20% - Student Learning Objectives

or

Elementary/Middle School Teacher Non-Tested Subject

- 15% - School Performance Index

and

- 35% - Student Learning Objectives

or

High School Teacher

- 15% - School Performance Index

and

- 35% - Student Learning Objectives

Maryland State Department of Education
Preparing World-Class Students

9/27/12

State Principal Evaluation Model

Professional Practice

50% Qualitative Measures
12 Domains Each 2-10%

Maryland Instructional Leadership Framework (8)

- School Vision
- School Culture
- Curriculum, Instruction, and Assessment
- Observation/Evaluation of Teachers
- Integration of Appropriate Assessments
- Use of Technology and Data
- Professional Development
- Stakeholder Engagement

Interstate School Leaders and Licensure Consortium (4)

- School Operations and Budget
- Effective Communication
- Influencing the School Community
- Integrity, Fairness, and Ethics

Student Growth

50% Quantitative Measures
As defined below

Elementary/Middle School Principals

- 10% - Reading MSA (School)

and

- 10% - Math MSA (School)

and

- 10% - School Performance Index

and

- 20% - Student Learning Objectives

or

High School Principals

- 15% - School Performance Index

and

- 35% - Student Learning Objectives

or

Other Principals (e.g., Special Center, PreK-2)

- 15% - School Performance Index

and

- 35% - Student Learning Objectives

Maryland State Department of Education
Preparing World-Class Students

9/27/12

APPENDIX 4

Maryland Council for Educator Effectiveness (MCEE)
Minutes from Meeting of May 8, 2013

Absent:
Dr. Lawrence Leak
Mr. Enrique Melendez
Mr. Allen Arbogast

Betty Weller, Co-Chair and President of the Maryland State Education Association welcomed everyone and asked members of the Council to introduce themselves. She introduced the following team of presenters to discuss Field Test results, student growth measurements and initial findings from the Field Test:

- David Volrath
- Linda Forsythe
- Jared Billings
- Linda Burgee
- Ben Feldman
- Frank Stetson

Dr. Lillian Lowery, Co-Chair and State Superintendent of Schools, acknowledged the team and said, "They have done amazing work. They have worked diligently with the people in the field." She said that she gets many notes and emails about the edge that Maryland has and that it is due to the educators in this state.

Dr. Volrath explained the structure of the presentation noting that personnel representing two local education agencies (LEAs) will provide their experiences with the new Teacher/Principal Evaluation System.

Mr. Stetson provided charts showing the new Teacher/Principal Evaluation (TPE) Team and the communication structure designed to focus on assisting Maryland school districts. He said they "ramped up" the level of communication and that the MSDE website has grown dramatically and is updated frequently. He reported that the MSDE received a letter from the U.S. Department of Education (USDE) with concerns which could put $37 million at risk for Maryland. He reported that the Department addressed those concerns by the January deadline and that MSDE personnel feel very positive about the response.

Mr. Stetson discussed the following questions which resulted from Dr. Meg Dolan's monitoring of the Field Test:

1. What characteristics were associated with higher degrees of implementations readiness

2. What variables impacted an LEAs readiness to implement TPE
3. What issues continue to impact an LEAs readiness to implement TPE

He said the feedback provided elements for the group to consider noting that the Field Test Teacher and Principal Ratings are due by May 17th and the State pilot Field Testing data is due June 1st. He discussed the immediate data MSDE will require to close out the Field Test and the additional data requested from three LEAs testing the state model.

Ms. Pipkin expressed concern about the summary in Dr. Dolan's Field Test Report that some school systems will not see an impact on student learning or classroom instruction during this first year. Mr. Volrath said that the answers will not become clear until next year.

In response to a question by Delegate Kaiser, Mr. Stetson said that school districts have asked that models be provided rather than just providing a list of possible Student Learning Objectives (SLOs)

Mr. Volrath said that the mission for year four of the TPE will be very different from that of the past few years.

Ms. Streckfus requested a copy of the letter and response from the USDE and MSDE. Dr. Lowery agreed to share those copies with the group.

Dr. Lorion asked for ratings of each LEA as far as their readiness in three or four dimensions and requested that the Department provide the resources to LEAs to help them meet these needs. Mr. Volrath said that one-third of the districts are fully ready, one-third are ready but had to make some changes and one-third will be ready but need to deal with critical issues.

Mr. Barclay reiterated Ms. Pipkin's concern about the impact on student learning and Dr. Lowery said, "The most important part of this is professional practice." She said they will have state assessments to compare one district to another and said that Ms. Burgee will provide more information and feedback on this point.

Mr. Barclay said, "The attention has not been given in terms of professional practice. There is a real difference between the numbers. It's really about improving instruction."

Mr. Volrath said that is exclusively next year's work focus.

Mr. Feldman discussed part 2, measuring student growth. He provided a chart showing a Transformation, Status and Growth (TRSG) matrix which has been discarded since February, 2013 since it was found to provide false positives for schools beginning with high performing students and create false negatives for those beginning with lower performing students.. He reported on a Maryland Tiered Achievement Index (M-TAI)– Field Test Version #1 and a Maryland Tiered Achievement Index Version #2. He reported that many LEAs are using Version #2 and that it is considered the "Maryland Model." He discussed the changes made in Version #2 and provided a real life example from Wicomico County which gives principals evidence of how teachers are doing.

Mr. Volrath reported on the Maryland School Progress Index noting that teachers are concerned about how students are doing on the Maryland School Assessments (MSAs). He said it is important to communicate that this is only twenty percent of a teacher's evaluation. He said he will discuss complexity factors later in the presentation such as student attendance. He said, "M-TAI favors teachers."

In response to a question by Dr. Lorion about how long it will take after the PARCC is administered to affect the data, Mr. Feldman said, "We have learned how to rate the data when we switch to the new test." Dr. Lowery said that the students will have been in school two years working with the Common Core Standards. She said, "We will let the data run and then make decisions about where standard setting will be." Ms. Weller said that there will be a transition period.

Ms. Pipkin said that the MSA is a minimum competency test and the PARCC tests are not and that this needs to be communicated to all stakeholders.

Mr. Jared Billings, who is working on communications for the Governor's Office, reported on the various communication plans and noted that the message needs to be made clear that this process is not to "vilify" teachers. Dr. Lowery said that there is a plan to be presented to the State Board tomorrow.

Ms. Bost said, "We are late on communications. Our actions are even more important. We need to make sure our communication matches our actions so that it doesn't affect our teachers negatively."

In response to a concern expressed by Mr. Barclay about the relationship between student growth and teacher performance, Mr. Billings said, "The State supports teachers." He said that Mr. Barclay's concerns are being addressed. Dr. Lowery explained that the national discussion about using test scores to evaluate teachers is causing some of the angst in Maryland.

Dr. Alonso said that he met with twenty superintendents across the country and that his sense was that they were struggling and focused on SLOs. He said, "This is only a component of a much larger conversation."

Ms. Burgee said that SLOs improve professional practice and student learning. She said there are two major studies from other states that prove that SLOs improve student learning. She discussed the components of SLOs, noting the last two components:

- Methods of instruction that support student growth, teacher professional develop and support
- Resources/assistance to increase instructional effectiveness

She discussed the SLO process which teachers say has been a very rich process. She discussed the use of existing structures and processes to support SLO implementation noting that most LEAs already have these in place. She said, "Making the connection is really really important." Ms. Burgee discussed the next steps in this process.

Mr. Volrath discussed attributions, assigning students to the teacher(s) who most directly are responsible for the delivery of the instruction. He provided trial findings of collective measures. He provided a pictorial of applying lag data in the TPE models, noting that "this is a cyclical process; working all year long." He said that they are recommending final evaluations being done in the spring after the administration of the MSAs.

In response to a question by Ms. Kitchen about how a student moving out of the area in the summer would affect a teacher's evaluation, Mr. Volrath said that the evaluation reflects student learning for the previous year.

Dr. Lorion noted that poor attendance patterns of students have a real bearing on student learning. Ms. Pederson noted the need to communicate how language barriers are being addressed in the evaluation process.

Dr. Lowery said that the data is being used to look at trends in student learning and that the data helps to create SLOs for individual students.

Ms. Pipkin said that teachers want to know how students fare on MSAs and HSAs.

Dr. Lowery said that the data will inform professional development for teachers and principals.

Dr. Lorion noted that once PARCC is in place, it will mitigate lag data.

Minutes

Mr. Barclay asked that his name be corrected in the minutes of the December 3, 2012 minutes. Upon motion by Mr. Barclay, seconded by Ms. Pipkin, the group approved the minutes, as corrected.

Local School System Perspectives

Mr. Volrath introduced the following staff from the Baltimore County Public School System (BCPSS) to provide their perspective on the implementation of the TPE Program:

- Billy Burk
- Renard Adams
- Abbey Beytin

He also introduced the following staff from the Wicomico County Public School System (WCPSS) to also provide their perspective:

- Linda Stark
- Patty Adkins
- Kelly Stephenson
- Dave White

Baltimore County Public School System

Mr. Burk reported that BCPSS participated in the piloting of the TPE and said that there were very intense conversations between administrators and teachers. He reported that there are still many questions unanswered which is a significant challenge. He noted the importance of communication by the school system. He reported that they ran some models on the School Progress Index (SPI) and have decided to omit this measurement in the TPE process.

Ms. Beytin reported that teachers are not unhappy about the assessment changes but have a level of uncertainly about their knowledge of the Common Core Standards. She noted that many teachers view this process as "punitive" and that the level of concern is "palpable." She said, "Only pilot schools have seen the evaluation, many teachers have not even seen it."

Wicomico County Public School System

Ms. Stark thanked the staff of MSDE for their help since WCPSS has far fewer resources than many school systems. She reported that they involved all of their schools in the field

test this year so that every principal will have experience and serve as a leader during this process next year. She reported that school system personnel have met with the local education association on a regular basis discussing student growth. Ms. Stark said that staff was added to help attribute students to teachers which she described as "daunting." She said the outcome of field testing has been very positive and they are starting to train a cohort of teachers to be lead SLO trainers. She noted there are plans for extensive professional development for teachers in the summer and into the fall next year. Ms. Stark noted that teachers are reporting that they are very pleasantly surprised and that the conversations are extremely rich. She said, "I have a lot of hope that this will be moving our teachers forward in the coming years."

Ms. Stephenson said that the main reason for these changes is to improve instruction and teacher effectiveness. She said that the LEA has established a consistent improvement plan and improvement process and that the teachers' organization wants to be part of this process.

Ms. Bost stated that since BCPSS has not used the Charlotte Danielson Framework in the past, teachers and principals feel over burdened.

In response to a question by Dr. Lowery about what framework BCPSS was using, Mr. Burk said that the school system did a gap analysis of the Danielson framework and the current framework and found that they were very similar. He said, "We now use one consistent message and one vocabulary."

Ms. Beytin reported that her organization explained to the teachers that the new evaluation system is more labor intensive but is very similar to the previous evaluation system.

Mr. Adams reported that they hold monthly principal development meetings and that Mr. Burk has been visiting all schools in Baltimore County to provide SLO training.

Ms. Adkins reported that her school system has a rubric they use for training and they also conducted a gap analysis of their framework as compared to the Danielson framework.

In response to a question by Mr. Barclay, Ms. Stephenson said that it is important that teachers be involved in creating improvement plans and that those plans vary from school to school.

Ms. Beytin reported that school improvement plans are a big issue in Baltimore County and that some teachers feel that it will be used to get rid of certain teachers.

Ms. Adkins said, "We want to make sure that we have a consistent process."

Ms. Stark said that the improvement plans are just "the tip of the ice berg" in regard to the stress and work to be done.

In response to a concern expressed by Mr. Barclay, Dr. Lowery said that the state can build a framework and share best practices but there needs to be a differentiation of the role of the state and LEA. She said that several LEAs are sharing best practices and that this has compelled a conversation that is very important.

Mr. Billings asked for communication pieces that teachers need.

Mr. Burk said that there is so much professional development needed and not enough time to provide it. He said, "If you pull teachers out of the classroom, students won't be learning. We know what the professional development should be, but we are behind."

Ms. Pipkin said that the Educator Effectiveness Academies (EEA) should relieve some the common core training needs.

Mr. Stark noted that they created implementation plans after the EEAs were held and that teachers will be implementing common core standards but will be held accountable for MSA scores.

Dr. Lowery said, "We are adding something new. We are making something better. Some teachers say that using the common core will help student test scores. They aren't new things but different things."

Dr. Lorion said that there needs to be flexibility around COMAR requirements. He said that teacher educators will have a larger job and that the curriculum needs to be realigned to prepare teachers for the common core standards and SLOs.

In response to a question by Ms. Laney, Mr. Stark said that administrators will be required to be re-certified every summer and that professional development is mandated for administrators.

Mr. Burk reported that COMAR does not require a test for administrators but that BCPSS will consistently provide training to guarantee certification. He said the online models provide excellent training.

Ms. Walker urged that conversations be held between superintendents, school board members and principals to provide more time for professional development. She said, "Our structures are old and don't meet the needs today."

Mr. Burk said that they are planning to provide training for principals on a monthly basis.

Ms. Stark reported that principals in Wicomico County conduct their training on their own time since there is no available time during the school day.

Ms. Bost reported that the Maryland State Education Association (MSEA) did a survey of teachers and found that the majority of teachers who responded were unprepared for the changes underway.

Dr. Lowery reported that the curriculum framework has been posted on the MSDE website for more than two years and noted that research says that embedded professional development is the most beneficial. She said, "Now we are required to implement professional development. That is where we will see good results."

Dr. Alonso said, "In math, if you are confused, you are learning." He noted that SLOs can be linked to writing and can be made as simple as possible.

Ms. Weller noted that the survey did not include teachers from Baltimore City and the other two counties that did not sign onto the Race To The Top (RTTT) program.

Ms. Streckfus said, "We have learned a lot. It is an exciting time. Every place I go, they are asking how to support educators. Let us know."

Dr. Lowery thanked the presenters for sharing and for the work they are doing.

Ms. Weller thanked Dr. Alonso for the work he has done for the students in Baltimore City and his contributions to this Council. She announced that there will be an additional meeting in August, 2013. The meeting adjourned at 12:15 p.m.

APPENDIX 5

State Teacher Evaluation Model

Professional Practice

50 % Qualitative Measures
Domain percentages proposed by LEA and approved by MSDE

- Planning and Preparation 12.5%
- Instruction 12.5%
- Classroom Environment 12.5%
- Professional Responsibilities 12.5%

Student Growth

50 % Quantitative Measures
As defined below

Maryland State Department of Education
Preparing World-Class Students

DRAFT 6/6/13

Elementary/Middle School Teacher Two Tested Areas

- 20% MSA Lag Measure based on 10% Reading **and** 10% Math
- 15% Annual SLO Measure as determined by priority identification at the district or school level
- 15% Annual SLO Measure as determined by priority identification at the classroom level

or

Elementary/Middle School Teacher One Tested Area

- 20% MSA Lag Measure based on either 20% Math **or** 20% Reading
- 15% Annual SLO Measure as determined by priority identification at the district or school level
- 15% Annual SLO Measure as determined by priority identification at the classroom level

or

High School Teacher Tested Subjects

- 20% SLO Lag Measure based on HSA Algebra, HSA English 2, HSA Biology, or HSA American Government and including an HSA data point
- 15% Annual SLO Measure as determined by priority identification at the district or school level
- 15% Annual SLO Measure as determined by priority identification at the classroom level

or

K-12 Non-Tested Area/Subject Teachers

- 20% SLO Lag Measure based on School Progress Index Indicators (Achievement, Gap Reduction, Growth, College and Career Readiness), Advanced Placement Tests, or similarly available measures
- 15% SLO Measure as determined by priority identification at the district or school level
- 15% Annual SLO Measure as determined by priority identification at the classroom level

State Principal Evaluation Model

Professional Practice

50% Qualitative Measures
12 Outcomes Each 2-10%

Maryland Instructional Leadership Framework (8)

- School Vision
- School Culture
- Curriculum, Instruction, and Assessment
- Observation/Evaluation of Teachers
- Integration of Appropriate Assessments
- Use of Technology and Data
- Professional Development
- Stakeholder Engagement

Interstate School Leaders and Licensure Consortium (4)

- School Operations and Budget
- Effective Communication
- Influencing the School Community
- Integrity, Fairness, and Ethics

Student Growth

50% Quantitative Measures
As defined below

Maryland State Department of Education
Preparing World-Class Students

DRAFT 6/6/13

Elementary/Middle School Principals

20% MSA Lag Measure as determined by 10 % Reading MSA and 10% Math MSA
10% School Progress Index
10% Annual SLO Measure as determined by priority identification at the district level
10% Annual SLO Measure as determined by priority identification at the school level

or

High School Principals

20% SLO Lag Measure as determined by 10% HSAs and 10% AP scores, SPI Indicators (Gap Reduction, College & Career Readiness, Achievement), or similar valid delayed measures
10% School Progress Index
10% Annual SLO Measure as determined by priority identification at the district level
10% Annual SLO Measure as determined by priority identification at the school level

or

Other Principals (e.g., Special Center, PreK-2)

20% SLO Lag Measure as determined by 10% HSAs and 10% AP scores, SPI Indicators (Gap Reduction, College & Career Readiness, Achievement), or similar valid delayed measures
10% School Progress Index
10% Annual SLO Measure as determined by priority identification at the district level
10% Annual SLO Measure as determined by priority identification at the school level

APPENDIX 6

Maryland Council for Educator Effectiveness (MCEE)
Minutes from Meeting of November 13, 2013

Absent:

Dr. Lawrence Leak
Mr. Enrique Melendez
Ms. Maleeta Kitchen
Ms. Donna Hanlin
Mr. Christopher Barclay

Dr. Lillian Lowery, Co-Chair and State Superintendent of Schools, introduced John White, her newly-appointed Chief of Staff and John Ratliff, Director for the Governor's Office of Policy.

Mr. Ratliff expressed the Governor's gratitude for the hard work done by members of the Maryland Council for Educator Effectiveness (MCEE) over the past several years. He reported that when the legislation passed, the Governor and his staff knew it was a framework with many details to be worked out. He said, "thank you from the Governor for the commitment you have put into this. It's been difficult at times."

Co-Chair Betty Weller, President of the Maryland State Educators' Association (MSEA), said, "It's been an interesting and sometimes difficult journey. We all agree that we needed to improve the teacher evaluation system. We still need more time. We are not finished. We are trying models out." She thanked Senator Kelley, Delegate Kaiser and all of the other members of the Council for their diligence.

Dr. Lowery reported that last year showed a slight dip in test scores due to the implementation of the Statewide Common Core Standards. She said that some districts are implementing the standards with more fidelity than others due to their capacity. She said, "We are very excited about how this work is evolving." She introduced Dave Volrath, Teacher and Principal Evaluation Planning and Development Officer; Dr. Ben Feldman, Senior Subject Matter Expert, Teacher and Principal Evaluation Action Team; and Dr. Linda Burgee, Race to the Top (RTTT) Liaison to Local School Systems, to provide the status of Professional Development and Quality Control, Local Models, Field Test Results and Technical Assistance and Student Learning Objectives (SLOs).

Mr. Volrath said, "As RTTT winds down, we are increasingly looking at quality control. We are shifting the paradigm from one of an annual event to continuous evaluation." Mr. Volrath discussed the 2012-2013 statewide field test noting that all twenty-two RTTT LEAs participated with four LEAs using the state model. He reported that of the 8,600+

educators that participated, 17.6 percent of teachers and 32.5 percent of principals were rated *highly effective*. He produced charts showing the distribution of submissions for teachers and principals as well as descriptive statistics from the four LEAs providing detailed TPE teacher data. He provided field test observations as follows:

- LEAs tended to use go-to schools and go-to staff
- We have better understanding at the top of the scale than at the bottom
- SLO scores were sometimes incomplete and were inputted or treated as a default 67%
- About 18% of all teachers seem consistently highly effective
- Preliminary scores suggest that 76-81 basis points is a sound place for the effective/highly effective cut
- NO teacher would miss highly effective based on a State Assessment

Mr. Volrath reported that the Superintendent went to the State Board on the following seven decision points to provide amendments to the U.S. Department of Education (USDE):

1. The merit of the School Progress Index (SPI) in teacher evaluation and its maintenance in the Maryland State Teacher Evaluation Model.
2. The standardizing of three SLOs in the Maryland State Teacher and Principal Models to include one SLO that is based on the emerging protocols for incorporating HSAs into evaluation.
3. The determination of effectiveness ratings for the Maryland State Teacher and Principal Evaluation Models using a standard setting that is based upon results from the three state pilot experiences.
4. The distribution of mini-grants that require decentralized quality control assurances on the part of LEAs should be provided to support local implementation needs.
5. The determination of a method for monitoring and validating local quality controls must be designed.
6. A plan that articulates Teacher and Principal Evaluation with the concurrent initiatives of the Common Core State Standards and the PARCC assessments must be finalized and communicated.
7. Determinations regarding either approved local models or defaulting to the Maryland State Teacher or Principal Models must be rendered as quickly as possible after the June 7, 2013 submission date.

Mr. Volrath reported on the seven decision points noting that all twenty-two LEA plan have been approved. He reported that *The Maryland Teacher and Principal Evaluation*

Guidebook was revised to be more user-friendly and that the State Model answers three critical questions:

- Can students be attributed to teachers? – yes
- Can a score be calculated? – yes
- Can it be fair? – yes

He discussed refinements to the State Teacher Model, the approval process for LEA models and how the LEA plans match or differ from the state model.

Dr. Feldman reported that the LEA models and state model vary very little. Dr. Lowery explained that the local models informed revisions to the state model.

In response to a question by Senator Kelley, Dr. Feldman said that every LEA, except one or two, provided five percent of their teachers to the field test. In response to another question by Senator Kelley, Dr. Feldman said that one-third of the teachers were from tested areas and the rest were in non-tested areas. In response to a request from Senator Kelley to share the great practices being done, Mr. Volrath said that information is being shared throughout the State through presentations and online. Dr. Feldman reported that the first electronic conference is being held this week to provide local tools that have been developed for managing SLOs.

In response to another question by Senator Kelley, Dr. Lorian reported that a Summit was held at Towson University which identified a number of issues on which teacher preparers have to work. He said, "We are going to run meetings this summer to re-conceptualize teacher preparation. We will be more involved in the tenure portion." He said that one of the outcomes of the Summit will be a proposal to the P-20 Council to have a Blue Ribbon Task Force created to find out how to teach students to be effective teachers. He noted that there are a lot of creative teacher preparation programs being implemented. Mr. Volrath reported that higher education representatives will be included in the evaluation process that is emerging.

Ms. Bost reported that LEAs have very little leeway to make changes to their local models. She noted that one-half of the LEAs sent a letter with their model saying that they are complying because of the RTTT grants but want to revisit this issue in two years. Dr. Lowery said, "As we get knowledge, we make changes. RTTT was a funding stream. It is going to sunset. There are some profound research strategies going on. In 2014, when it sunsets, we can look again. As we get more data, we are making assessments."

Ms. Streckfus discussed the research component which reflects whether the reform efforts are closing the achievement gap among races and students who receive special services.

She suggested creating research questions and providing the answers to higher education officials and LEAs. She said, "This is a unique moment in time." She also said, "We could find companies, that do evaluations, to help."

Ms. Weller said, "That research is critical to the success. You are absolutely right."

Dr. Lowery said, "We are working with a regional consortium and research institution which is informing the work."

Ms. Pipkin asked if the SPI would work for principal evaluations. Mr. Burton reported that there is some angst about the way SPI is calculated. He said that principals have always dealt with this type of thing but that it would be helpful if collective data were eliminated for several years to make sure that SLOs are well written. Ms. Walker reported that elementary principals are saying the same thing. She said that principals are saying that school rankings are dropping due to scores within small subgroups. Mr. Burton explained that when one group is targeted for special support, other group scores drop. Dr. Feldman agreed that the achievement gap is the volatile part of the SPI. Dr. Lowery said, "We are looking at SPI. We have a huge gap that persists."

Dr. Lorian reported that PARCC assessments won't be used until it is validated. He said, "If the test counts next year, the state is going to have to monitor when a student gets enough exposure to begin a set of validation studies to determine if they are actually learning."

Dr. Lowery said that there is a committee and the P-20 Council to look at this issue and that Maryland is the only state having field testing in every school.

Mr. Volrath provided graphs depicting the Spheres of Influence, how they are designed, quality control and outcomes.

Dr. Burgee reported on Executive Officer Summits, its goals, outcomes and its charge as well as Professional Development Coordinator Sessions. She provided an agenda from a Quality Control Meeting held during one of the Summits. Dr. Burgee reported that MSDE staff completed the "Next Steps" shared at the May MCEE meeting and described work done by the Department on SLOs and professional development. She noted that one of the focuses of professional development centered on time management strategies.

Dr. Feldman discussed the distribution of grant funds noting that funds go directly into schools or immediate school supports.

In response to a question by Dr. Lorian, Mr. Volrath reported that principals, assistant principals and/or coordinators who have been qualified to do evaluations are the raters. Dr. Lorian asked, "Did you set a minimum threshold for reliability?" Mr. Volrath said, "No not yet."

In response to a question by Mr. Burton about baseline data, Dr. Burgee said most districts are pulling together teachers in content areas to adapt their measurements. She said, "This is a work in progress. It falls at the district level." She said, "Setting target measures are going to be less than perfect. Setting targets is the most difficult piece. We value professional expertise from teachers."

Mr. Burton asked if the information we have now is aligned with Common Core Standards. Dr. Burgee said that people are still learning about Common Core and that it is important to make sure that SLOs are of value to improving instruction.

Senator Kelley expressed concern about many teachers who are not trained to write good test questions which could pose a disconnect between the test questions and what is being taught in the classroom. Dr. Burgee said, "We are trying to make this connection during classroom observations."

Ms. Bost asked what people are sharing about time needed to do data analysis. Dr. Burgee said, "The unknown creates a lot of anxiety. It varies from district to district. Teachers need a *go to* person to assist them. In response to another question by Ms. Bost, Dr. Burgee said there are sample SLOs on the MSDE website and suggested that the best sources of SLO samples are on the Cecil and Howard County websites.

In response to a question by Ms. Weller, Dr. Burgee reported that Executive Officers are receiving training on evaluating principals.

Mr. Volrath reported that an outside vendor, WestEd, is analyzing the work and provided their recommendations. He reported on polling responses and said, "We are seeing higher levels of confidence." He provided polling recommendations on the next steps.

Dr. Lorian requested that any recommendations dealing with higher education be shared as soon as possible so that teacher preparation program staff can begin to make changes. Senator Kelley said, "I would love to have the opportunity for higher education representations to be involved." Dr. Lorian suggested that teacher educators be involved in professional development programs. Dr. Burgee said, "We have done many sessions with higher education over the years. That is a great suggestion."

Ms. Pipkin reported that she is a member of the Professional Standards and Teacher Education Board (PSTEB) and reported that they are looking at how the change in the standards could lead to changes in teacher certification since
there may be a need for more content knowledge which could impact certification. The content knowledge required in math is just one example that could present a need to reexamine the certification requirements.

Senator Kelley suggested that teacher preparation programs should be conducted in public schools not just during student teaching phases. She said, "They need to do something different." Dr. Lorian reported that the Baltimore City Public School System is going to include rooms for higher education courses to occur in the schools. He said, "People are talking about this."

Mr. Burton expressed concern that there are gaps in writing among teachers. He said, "Writing is falling off."

Ms. Bost distributed a survey completed by the MSEA which included 745 people. She said, "We support Common Core. Take this into consideration."

Senator Kelley said that because the survey was voluntary, it doesn't meet the validity standard. Ms. Bost said that MSEA is commissioning a survey of that caliber.

Dr. Lorian reported that there is another survey underway for teachers and principals in which more than 9000 responses have been received thus far. He said it will produce information about teacher experiences and will be provided to the MSDE by the end of December.

Ms. Pipkin said, "The biggest sources of anxiety are that they don't know what this means to them. The whole picture is not together."

Ms. Weller said, "We need time to learn it, to implement it, to evaluate it." She summed up the following Council member issues:

1. workload for principals and teachers
2. inter-related reliability
3. lag data vs. SLOs
4. SLOs
5. Are teams delivering what they learn at Educator Effectiveness Academies?
6. more time needed

Senator Kelley said, "The more we can use our fiscal resources, the better off we are. I know we need more time. Our students don't have more time -- time is a luxury we don't have. I applaud all of you in the system."

FINAL REPORT

Debbie Lichter, Director, Departmental Coordination and National Legislation, stated that two Reports have been issued to the Governor thus far. She said that the final Report will be very similar to the first two and will include the following:

- Minutes of all MCEE meetings
- Some of the changes and influences on the Council roster
- The newest State Teacher/Principal Evaluation Model
- New Teacher and Principal Guidebook, as revised
- Plans for professional development

She said the minutes of this meeting will be distributed for comments and approval and that the Final Report will be disseminated to Council Members by the first week in December with a completion target by the holiday break.

Ms. Bost stressed the need for the Report to have consistent language.

In response to a question by Ms. Weller, Ms. Lichter said that any challenges to be faced will be reflected in the minutes of the meetings.

In response to a suggestion by Senator Kelley, Renee Spence, Director, State Legislation, said that a cover letter signed by both Co-Chairs could contain budget issues.

Ms. Streckfus thanked the presenters for "the outstanding work you have done." She urged that the Report reflect that it is the work of the entire Council.

Ms. Bost commended Betty Weller for being a "constant" since several State Superintendents have served as co-chairs.

Ms. Weller thanked the MSDE and said, "It's been enlightening. It's been ground-breaking. We will make it happen."

Mr. Burton said, "I have learned a lot."

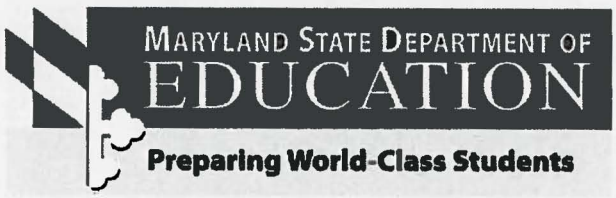
The meeting adjourned at 12 Noon.

APPENDIX 7

DRAFT: FOR DISCUSSION ONLY

The Maryland Teacher and Principal Evaluation Guidebook

Version 3



August 20, 2013

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

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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.

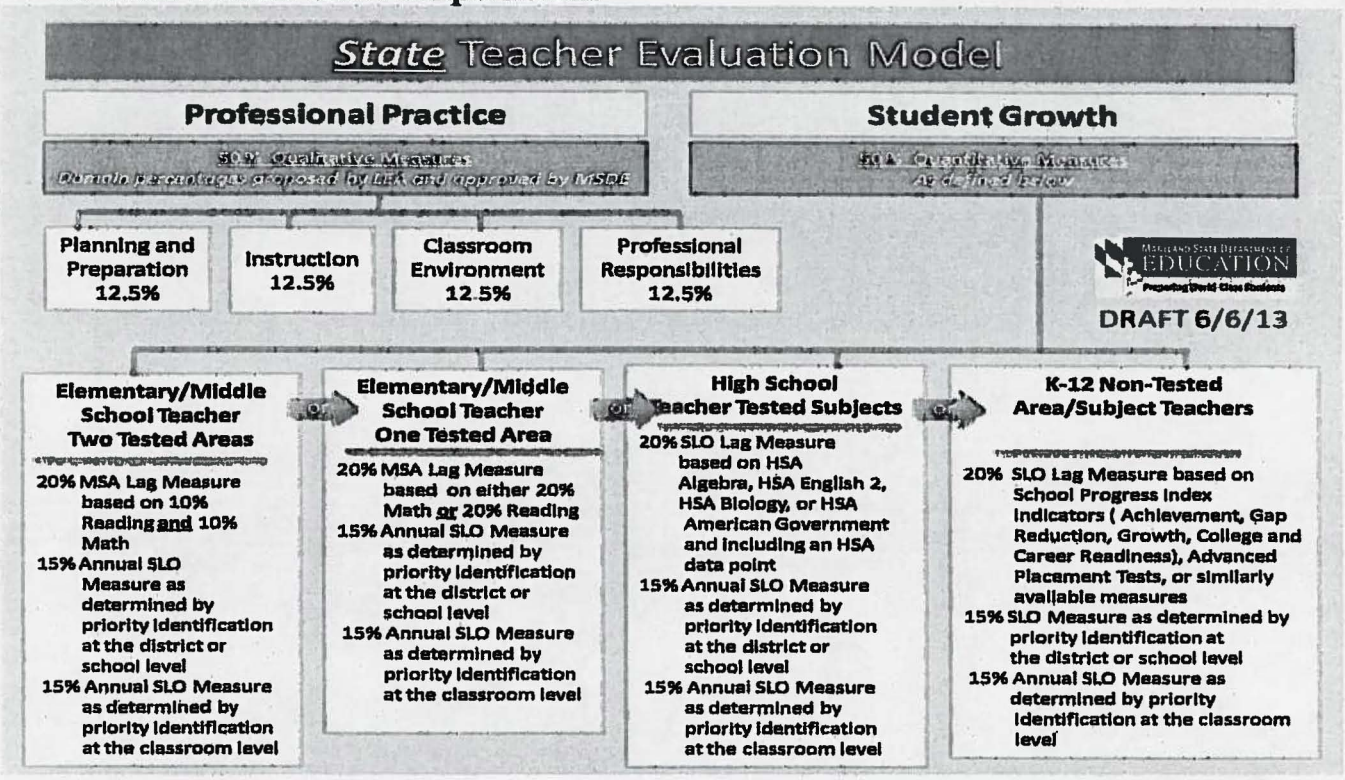
V. Description of the Teacher Principal Evaluation Models

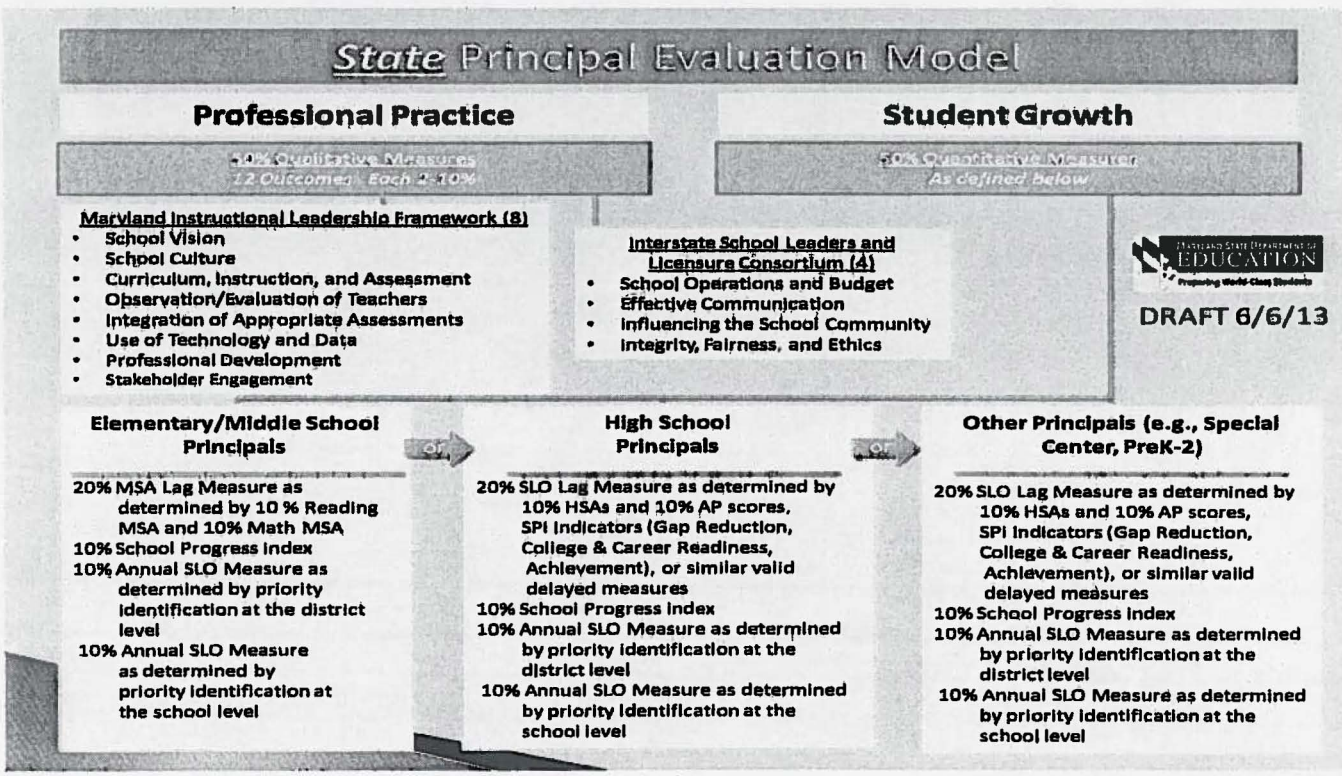
The State Teacher and Principal Evaluation Models reflect the mandatory 50/50 split between qualitative professional practice measures and quantitative student growth measures. For teachers, four practice domains are required: 1) planning and preparation; 2) instructional delivery; 3) classroom management 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.

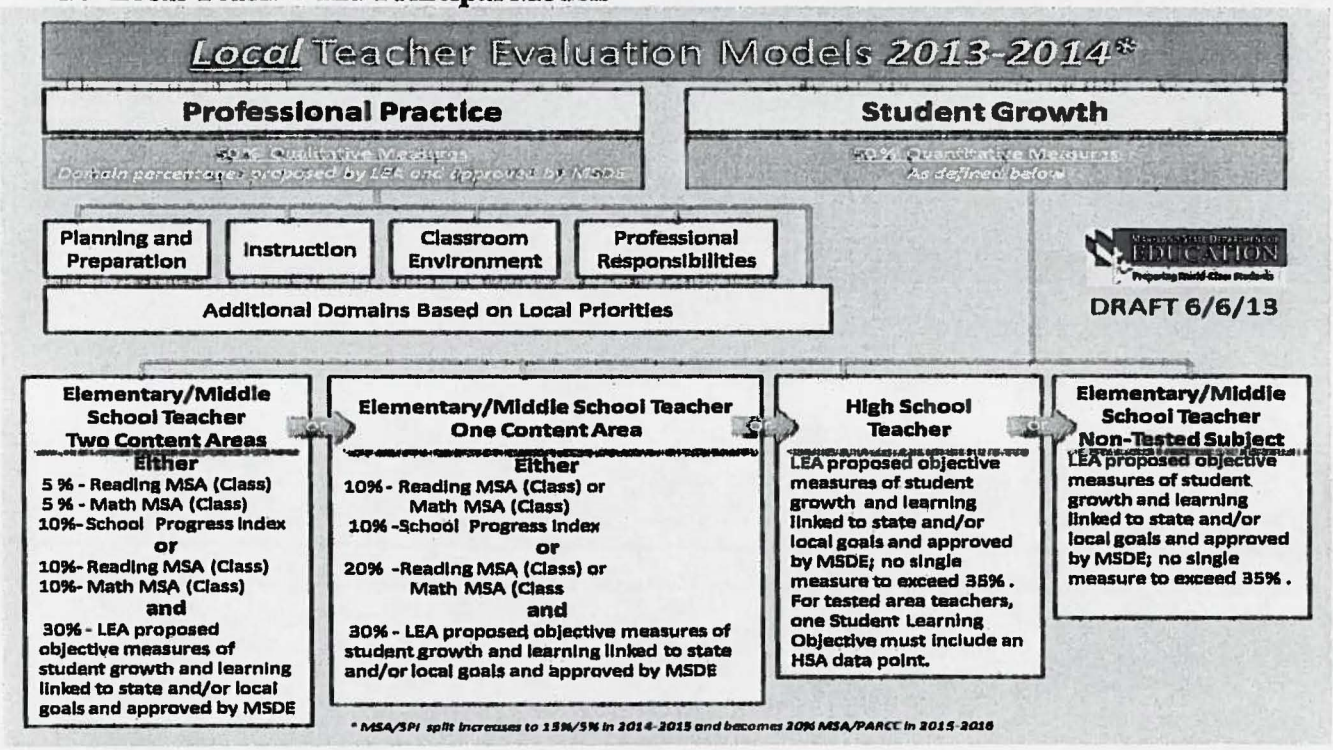
Student growth for teachers and principals is predominately framed by SLOs, detailed in a later section. SLOs allow accountability by consensus, are nested (classroom within school, school within system), and anchored to priority standards and targets. In the version of the State Evaluation Model proposed 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.

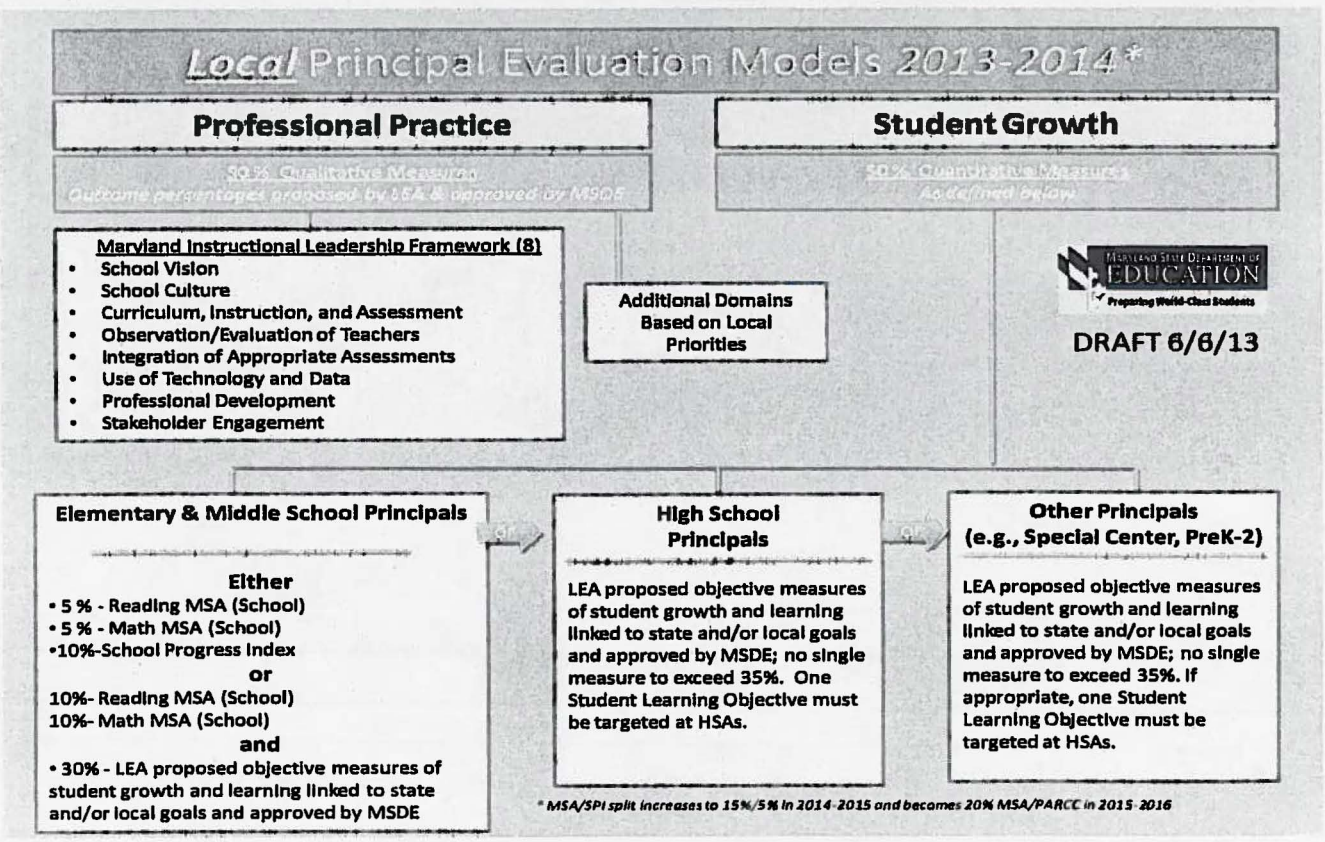
A. State Teacher and Principal Models





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.

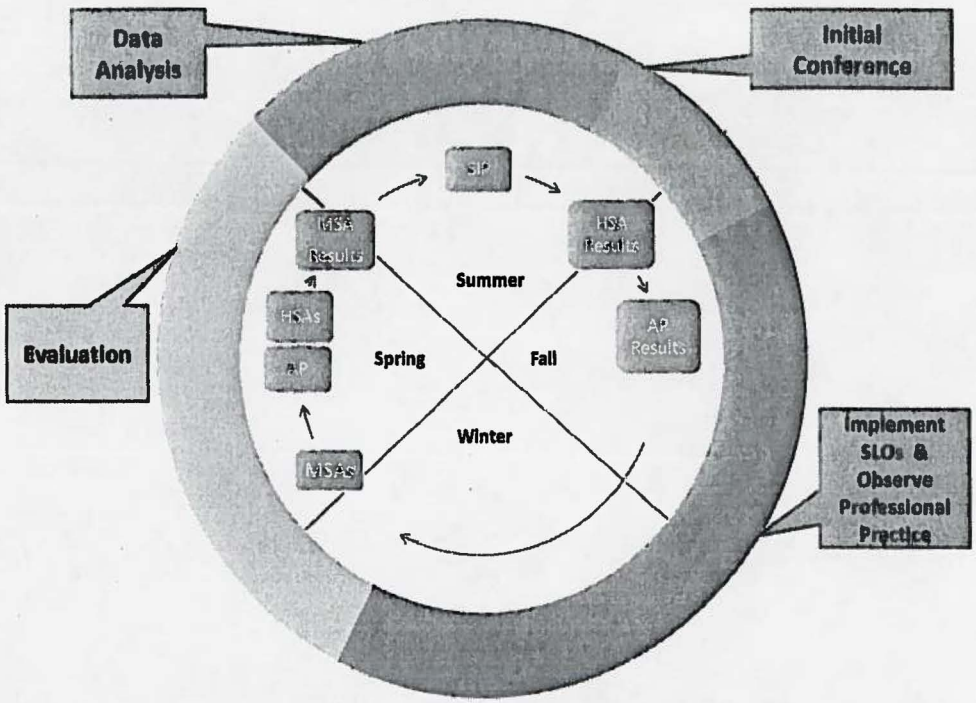
D. Continuous Evaluation Model

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. 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		1.75	2.09	2.10	2.79	2.80
2013	M	05	1.7	0.68		1.07	1.38	1.39	2.02	2.03
2013	M	06	2.12	0.74		1.38	1.74	1.75	2.49	2.50
2013	M	07	1.87	0.68		1.19	1.52	1.53	2.21	2.22
2013	M	08	2.13	0.77		1.36	1.74	1.75	2.52	2.53
2013	R	04	2.38	0.67		1.71	2.04	2.05	2.72	2.73
2013	R	05	2.59	0.69		1.90	2.24	2.25	2.94	2.95
2013	R	06	1.98	0.68		1.30	1.63	1.64	2.32	2.33
2013	R	07	2.35	0.72		1.68	1.98	1.99	2.71	2.72
2013	R	08	2.22	0.73		1.49	1.85	1.86	2.59	2.60

E. Calculating Component Points

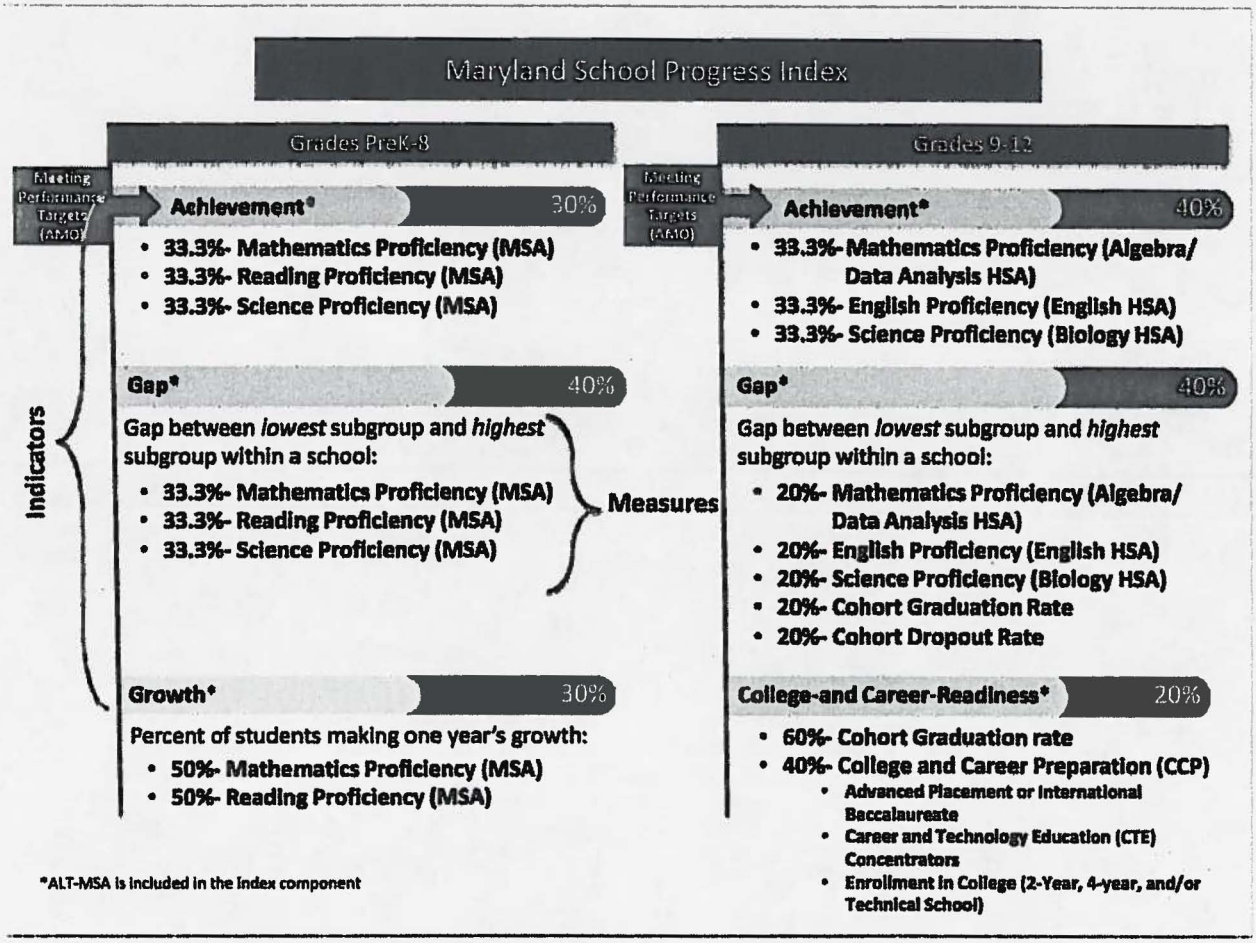
The following formula can be applied broadly: **(A * C) / B** where A = the percentage points allotted to the measure, B = the highest possible rating score, and C = the rating awarded. Example: one of the professional practice domains, worth 12.5 percentage points, scaled 1 - 4, the teacher earning 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**

E. **Generic On-Line SLO Training Module**

APPENDIX 8

"Influencing Transformation"

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

Year 4: June 2013-July 2014

Revised: September 26, 2013

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

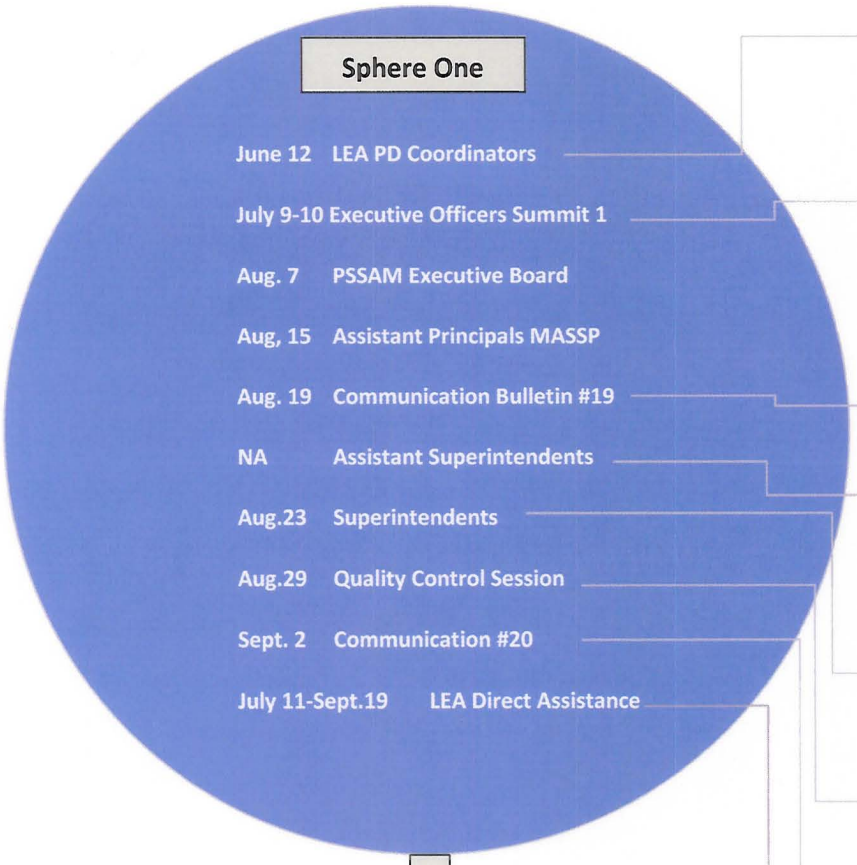
To this end, the state will collect artifacts from the LEAs during each Sphere of Influence. This approach will inform our work along the way and it should greatly ease the predictable accountability demands that might otherwise all occur at the end of the Project. This continuous information will also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

To further support this effort, the Communication Bulletin 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 critical 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



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.
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.
The first Communication Bulletin in each Sphere will focus on current information sharing and the leadership or technical content of the Sphere.
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.
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.
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.
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.
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 a work plan 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 during the upcoming year. The initial make-up of the quality control group will be as follows:

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