Teacher Evaluation

Key Points for 2014-2015

This document is intended to be both a reminder of information from the QACPS Teacher Evaluation system and the identification of “best practices” learned from last year. Teachers and administrators are expected to reflect on last year’s process and results to continuous improvement. The following documents will be send electronically to all certificated teachers at the start of the school year: Guidelines for Teacher Evaluations, SLO Procedures, Student Growth Portfolio Guidelines (applies only to Sp. Ed. teachers of self-contained classrooms and APA teachers), and these Key Points. All teachers will be asked to sign off that they received copies of them and that Key Points were reviewed prior to the start of the school year. The QACPS Task Force will continue to meet and reflect on the process throughout the school year. Teachers are encouraged to share feedback with the representative from their school.

Comprehensive Evaluation

- Every teacher receives a Comprehensive Evaluation every year.
- The Comprehensive Evaluation continues to be based equally (50/50) on Professional Practice and on Student Growth.
- Calculations are unchanged from last year for the determinations of Ineffective, Effective and Highly Effective ratings.
- Every teacher will receive a Comprehensive Evaluation report by the end of the school year.

Professional Practice

- Those teachers requiring an evaluation for recertification will receive a “new” Professional Practice evaluation during 2014-2015. This includes ALL non-tenured teachers, those with Standard Professional Certifications, and those with Advanced Professional Certifications that are due this year.
- Other tenured teachers that received an Effective or Highly Effective rating in the past two years will have their “scores” from PP carried over to this year’s Comprehensive Evaluation UNLESS they request a new PP evaluation by Sept. 30 of this year to their principal.
- The category of Developing as a final rating continues only to apply for non-tenured teachers or in rare instances, those tenured teachers with extenuating circumstances. This rating is unique to QACPS and is not recognized by the state. When data is submitted to MSDE (anonymously), Developing will be considered Ineffective.
- The category of Developing can be used as a Domain Rating on tenured teachers Professional Practice evaluations, but not as an overall final rating. This rating can also only be used for one year. In subsequent ratings, the teacher would be rated as ineffective in the Domain. Domains are the main categories on the evaluation: Planning and Preparations, Instruction and Assessment, Classroom Environment, and Professional Responsibilities.
Principals are encouraged to share with staff any specific expectations (i.e. PBIS positive referrals, utilization of technology, etc.) that they have regarding observations and evaluations early in the school year.

The QACPS Observation and Evaluation indicators and domains are unchanged and continue to be aligned with the Danielson Framework for Teaching.

Student Growth

- QACPS continues to support NOT using MSA or PARCC assessments as a measure of student growth on teacher evaluations.
- QACPS will abide by state requirements and if we are required to submit evaluations (anonymously) with this information included will do so, but will not use it to inform personnel decisions. This is unchanged from last year.
- Teachers will continue to develop 2 Student Learning Objectives (SLOs) working collaboratively with the building administrator for approval.
  - **This year, SLOs will be electronically written on the Performance Matters platform. Training on this will occur at the school level. The template itself remains unchanged.**
- Teachers are encouraged, whenever possible, to base their SLOs on two different approved measures.
- High school teachers of HSA content courses are still required to have one SLO linked to their HSA class student performance. This is unchanged from last year.
- Approved measures are the responsibility of the content supervisors. Teachers should have the opportunity to review assessments that are being used for their SLO early in the school year.
- Teachers will be required to understand and sign the electronic copy of the Local Testing Security form outlining the requirements for viewing secure assessments.
- Group SLOs should be carefully considered as they do not reflect the individual teacher’s influence on student achievement. Principals must approve the writing of group SLOs. Targets should be tiered to include at least one target based on the individual teacher’s students solely.
- Pre-Tests are only necessary for the following reasons: 1. A growth target is being written; 2. The measure being used in the SLO is new or significantly revised and there is no historical data available; 3. The pre-test results are used to drive/differentiate instruction throughout the instructional interval (i.e. second level foreign language courses or beyond).
- Proficiency targets are encouraged and being used in most cases. Tiered targets have been found to be beneficial in the SLO process.