QUEEN ANNE'S COUNTY PUBLIC SCHOOLS

COMPREHENSIVE TEACHER EVALUATION GUIDELINES

Working DRAFT

Board of Education
of
Queen Anne's County

Centreville, Maryland 21617

September, 1997

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Preparing World-Class Students Through Everyday Excellence
System-Wide Accreditation by the Middle States Association of Colleges & Schools

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Foreword

The Board of Education and the administrative and supervisory staff of Queen Anne's County Public Schools recognize the responsibility of developing and maintaining high standards of professional competence for all educators in the system. Such professional competence is wide in scope and contains obligations within the classroom situation, the school, the system, the community, and the teaching profession.

The attainment of this professional competence requires cooperative effort of Teachers, Administrators, and Supervisors. Classroom visitations by the Administrators and Supervisory personnel permit observation of the learning environment created by the Teacher and the progress being made by the students. These formal and informal observations furnish data for periodic evaluations of a Teacher's performance. The observation and evaluation process has been designed using the latest research on effective teaching. The primary purpose of the observation and evaluation process is to improve student learning by improving teaching.

Two major tools used to communicate competence in the essential teaching skills are the Observation Form and the Teacher Evaluation Form. The distinction between observation and evaluation should be clear. Observation refers to seeing, hearing, recording, reviewing, and analyzing Teacher performance periodically throughout the school year. Evaluation is much broader in scope. It refers to making judgments based upon information accumulated on all aspects of the Teacher's professional performance, both instructional and non-instructional. The responsibility for an efficient evaluation process lies with the evaluator.

The evaluator has a responsibility to offer assistance in improving instruction. That person must be able to offer specific help in directing the growth of the staff, both individually and collectively. The use of reasonable and productive procedures to achieve a professional atmosphere, dedicated to the improvement of student learning through skillful teaching, is essential.

The original development of the observation and evaluation instruments and compilation of this handbook were a cooperative effort of the Evaluation Committee (a representative group of Teachers, Administrators, and central office personnel). The revision of these instruments is a result of the legislative reform requirements and was done cooperatively with the QAC Administration and Supervision team as well as the Task Force for Teacher Evaluation. All of the materials have been reviewed and critiqued by the committee and shared with members of their faculties and the Board of Education for professional soundness and usefulness.

As a result of the Education Reform Act of 2010, County Boards of Education were charged with developing a fair, transparent, and rigorous evaluation system that included student growth as a significant component and was developed mutually with the LEA's bargaining unit.

MSDE requires that Teachers be rated as Effective, Highly Effective or Ineffective. Effective is considered a satisfactory/proficient level for a Teacher to attain. The rating of Highly Effective is something for Teacher's to strive for, but is not easily attained. QACPS also has a 4th category – Developing. This category is intended for non-tenured Teachers that are improving but not yet at the Effective level or for those tenured Teachers that have special circumstances (i.e. a Teacher that has been assigned to a different grade level or content). The Developing rating is only used by QAC and is not recognized by MSDE. It can only be assigned for one year. Any Teacher assigned a rating of Developing will be considered Ineffective by MSDE. Ineffective Teachers require the development and implementation of an Improvement Plan. Queen Anne’s County is committed that every student has the opportunity to be taught by an Effective Teacher.
ROLES AND RESPONSIBILITIES

WHAT IS THE ROLE OF THE TEACHER?

It is the responsibility of the Teacher to know all information contained in this document as well as the SLO Guideline document. The Teacher should know the expectations and demonstrate observed behaviors in the Planning and Preparation, Instruction and Assessment, Classroom Environment and Professional Responsibility, as specified on the Professional Practice template. In addition, each Teacher is responsible for understanding and completing requirements for the Student Growth portion of the evaluation. Each Teacher will take ultimate responsibility for his or her own professional growth.

WHAT IS THE ROLE OF THE PRINCIPAL?

It is the responsibility of the Principal to know all information contained in this document and to demonstrate the skills essential for efficient observation, SLO development, approval and scoring and the Comprehensive Evaluation of Teachers. The Principal is assigned the main responsibility for the appraisal of Teachers within the school. It will be the responsibility of the Principal to coordinate the observation, SLO development/attrition and evaluation process for the Teachers in his or her building. The Principal will strive to provide appropriate resources and professional development that are necessary for effective teaching. The Principal makes administrative decisions and recommendations regarding a Teacher's status using input from the Assistant Principal or Supervisory personnel when appropriate. Each Principal will be responsible for assuring that documentation required for all components of the evaluation process is complete and that local procedures have been followed prior to sending end-of-year recommendations to the Superintendent.

WHAT IS THE ROLE OF THE ACADEMIC DEAN AND ASSISTANT PRINCIPAL?

It is the responsibility of the Academic Dean and Assistant Principal to know all information contained in this document and demonstrate the skills essential for effective observation. The Academic Dean and Assistant Principal will assist in all aspects of the Professional Practice and/or Student Growth components of the Evaluation process as directed by the Principal.

WHAT IS THE ROLE OF THE FACILITATOR AND SUPERVISORY PERSONNEL?

It is the responsibility of the Facilitator and Supervisory personnel to know all information contained in this document. The Facilitator and Supervisory personnel will contribute to all aspects of the Professional Practice process on non-tenured Teachers and on Teachers needing intensive monitoring and support, including Teachers on Instructional Improvement Plans. The Facilitator and Supervisory personnel may also contribute to aspects of the Professional Practice process for other Teachers at the request of the Principal and the availability of the Facilitator/Supervisor. Content Supervisors/Facilitators will coordinate observations with building Administrators. Content Supervisors are recognized experts of the curriculum and county based assessments. As such, they are responsible for determining the quality and selection of those measures that can and cannot be used for SLO development in QAC. They are essential in determining critical content for SLOs. On an as needed basis, Content Supervisors/Facilitators
can be requested to assist Principals and/or Teachers in determining the appropriate rigor for targets, with professional development of components.

WHAT IS THE ROLE OF THE ASSISTANT SUPERINTENDENT AND THE SUPERINTENDENT?

It is the responsibility of the Assistant Superintendent and the Superintendent to know all information contained in this document and to see that all aspects of school board policy regarding Teacher evaluations are properly implemented. The leadership will strive to provide appropriate resources and develop training procedures for designated observers and evaluators to aid them in completing observations, evaluations, and professional development activities.

HOW MIGHT OTHER PROFESSIONALS BE INVOLVED?

Other educators may be involved in a related way. Instructional Specialists (e.g. Teacher Specialists, Reading and Math Specialists) and Department/Content Coordinators have responsibilities that are related to specified developmental activities as designated by the Principal. Coaching and training are primary roles of these staff. Specialists and Department/Content Coordinators may be involved in observing program implementation, monitoring classroom instructional strategies, classroom management and organization, and conducting focused learning walks. Feedback will be provided to Teachers. Informal observations and learning walk data collected by these staff will not be a part of the evaluation process. Specialists may also serve as resources for SLO development and provide PD to Teachers to benefit their growth and the ultimate success of students.
PROFESSIONAL PRACTICE

The Professional Practice portion of the Comprehensive Teacher Evaluation is weighted at 50%. The Professional Practice portion must be completed on an annual basis for all non-tenured Teachers and for those tenured Teachers whose last rating was Developing or Ineffective. Tenured Teachers who are rated as Effective or Highly Effective are required to have a Professional Practice Evaluation once every 3 years.

The observation and evaluation templates are aligned closely with the Charlotte Danielson Framework for Teaching Evaluation Instrument. Look-Fors that more closely define the indicators on the observation template have been developed and are to be used by all observers when completing formal observations. A crosswalk between the observation and evaluation template has been completed to assure consistency between the documents and between evaluators.
**TEACHER OBSERVATION GUIDELINES**

The purpose of observation is to give the observer on-going information about curriculum and instruction and to help the Teacher improve. Formal observations are the most common form of individual feedback provided to Teachers. Informal observations are brief visits (20-30 minutes), through which praise and reinforcement of good teaching and/or an awareness of potential concerns may be provided. Learning Walks provide feedback to the observer regarding the level of implementation of the particular content area or instructional strategies and do not contribute to a Teacher's individual evaluation.

**Formal Observation Procedures**

1. Observations may be announced or unannounced. Announced observations require that a written copy of the lesson plan be provided to the observer. Teachers are to receive notification of an announced observation at least two days in advance. All other observations require that lesson plans be available for review.

2. The observation process is determined by the Teacher's final evaluation and current teaching classification (see chart on page 15).

3. The observation follow-up conference will take place within five working days after the observation unless there are extenuating circumstances (ex. Principal or Teacher absence).

4. During the post-observation conference, comments and recommendations will be provided. On a case-by-case situation, the observer may require follow-up actions such as job-embedded professional development.

5. Formal observations shall be for a period of time sufficient for an adequate appraisal of the instructional activity, but in no case should be less than thirty minutes. For classes less than 30 minutes, the observation will last the entire period.

6. The Principal, Assistant Principals, Academic Deans, Supervisory/Facilitator personnel, and Director of Curriculum and Instruction are the designated observers. The Principal may designate others.

7. The observation template can be found on Forms Online.

**Instructions for Use of Formal Observation Form**

1. In the COMMENTS space for each of the Indicators, Components and Domains, record specific data as well as appropriate comments and recommendations for improvement.

2. Check Indicators observed in the lesson. It would be unlikely for all Indicators in all Domains to be seen in a single observation.

3. If a Domain is considered unsatisfactory, the observer must record the word Unsatisfactory in the Domain area of concern. Recommendations for improvement, professional development and/or assistance will be specified.

4. Teachers shall be allowed to submit a rebuttal to an observation. A rebuttal must be submitted no later than the end of the school year. The rebuttal shall be attached to all
copies of the observation. The Board and Association agree that rebuttals should be submitted as soon as possible following the observation conference.

**Instructions for Use of Informal Observation Form**

1. Observations will most likely be unannounced and last fewer than 30 minutes.

2. A copy of the informal observation will be provided within five working days following the observation unless there are extenuating circumstances. A face-to-face conference is recommended but not required for a satisfactory observation. An unsatisfactory observation requires a face-to-face conference.

3. The Principal, Academic Dean, Assistant Principal, Supervisory/Facilitator personnel, and Director of Curriculum and Instruction are the designated observers.

**Instructions for Learning Walks**

1. Learning Walks are conducted for a variety of purposes. They are used to note strategy and program implementation across or within grade levels/contents.

2. Observers move through grade level/content classrooms at 10 to 15-minute intervals.

3. Written feedback including commendation and recommendations is provided to the grade/content team and Principal.

4. Learning Walk documents are not a part of the Teacher, school or personnel file.

**OBSERVATION REPORTING REQUIREMENTS**

The purpose of observations is to provide Teachers with individual feedback and support that leads to improved performance and, therefore, to increased student achievement. The scheduling of observations should provide Teachers time to implement recommendations and/or suggestions. In most cases, observers should allow two weeks between observations and should be sensitive to school activities and the calendar.

**Tenured Teachers**

1. All tenured Teachers must be observed formally two times during their evaluation school year. The building Principal must have completed at least one of the two observations (see chart).

2. Within five working days of a formal observation, unless extenuating circumstances exist, the observer(s) will hold a conference with the Teacher, at which time a written record of the observation shall be given to the Teacher. The record shall include, where appropriate, comments, and specific professional development and/or recommendations for improvement.
Non-tenured Teachers

1. Teachers hired by October 31 will be observed formally at least four times per year (see Chart on page 16).

2. For Teachers employed between November 1 and December 31, at least two formal observations shall be conducted by the end of the first semester.

3. For Teachers employed during the second semester, at least two formal observations shall be conducted by the end of the year.

4. Within five working days of the formal observation, unless extenuating circumstances exist, the observer(s) will hold a conference with the Teacher, at which time a written record of the observation shall be given to the Teacher. The copy shall include where appropriate, comments and specific professional development and/or recommendations for improvement.

5. Coaching, training, and/or practice may be provided for non-tenured Teachers receiving an unsatisfactory observation. A written copy of what the Principal and Teacher decide shall be provided to the appropriate supervisory personnel and Director of C&I by the Principal.

TEACHER PROFESSIONAL PRACTICE EVALUATION GUIDELINES

The Professional Practice portion of the Comprehensive Evaluation is the process by which the evaluator makes a professional judgment about a Teacher’s overall performance relative to established criteria. The main purpose of evaluation is to assess performance and provide subsequent activities which enhance professional growth and development. Another purpose of evaluation is to identify areas of strength and need in order to make administrative decisions regarding a Teacher’s classification.

Professional Practice Evaluation Procedures

1. An overall rating of Highly Effective, Effective, Developing (only for non-tenured and tenured Teachers with special circumstances), or Ineffective must be indicated on the evaluation form as determined by the rating of the four domains and the Professional Practice Rubric.

2. Each Domain area will receive a rating of Highly Effective, Effective, Developing (only for non-tenured and tenured Teachers with special circumstances) or Ineffective. A tenured teacher may be rated Developing in a Domain Area; however, that rating may be for one year only. The COMMENTS section for each domain must be completed with comments or recommendations.

3. The Professional Practice process is determined as a result of the Teacher’s overall evaluation rating and current teaching classification (see chart on page 14). (The scope of this portion of the evaluation will cover that period of time since the last evaluation within the year.) For Teachers receiving multiple evaluations during a school year, the final evaluation will reflect the entire school year’s performance unless there are extenuating circumstances. For purpose of clarity, the final evaluation of the school year will be considered the summative evaluation. Any or all other evaluations within the school year will be considered formative.
4. A scheduled Professional Practice evaluation conference, including the Teacher, Principal, and other personnel as appropriate, shall be held at the end of the evaluation period (see chart on page 16).

5. The building Principal is the designated evaluator. Teachers assigned to more than one school will be evaluated by the home school Principal. The home school Principal is responsible for consulting with the Principal of each school served by the Teacher.

6. If a Teacher wishes to respond to the written Professional Practice evaluation, a separate reply may be submitted and attached to the copies of the evaluation within five working days of the Professional Practice evaluation conference.

7. The Professional Practice evaluation form is to be used with all Teachers excluding School Counselors, Specialists, and School Psychologists.

8. APC Teachers with previous Effective or Highly Effective evaluations are only required to have Professional Practice evaluations once every 3 years. Teachers requesting a Professional Practice evaluation on a non-required year should notify their Principal by Sept. 30 of the current school year. (See chart on page 16.)

9. A tenured Teacher receiving an ineffective Professional Practice Evaluation may be placed on an Instructional Improvement Plan.
INSTRUCTIONAL ASSISTANCE FOR TENURED TEACHERS

Instructional Improvement Plan

Each tenured Teacher will receive appropriate assistance if overall performance is deemed ineffective on an evaluation. The Principal and appropriate Supervisory personnel shall develop a plan for improvement. If appropriate, a Teacher Specialist may also be involved in the development of the plan.

1. Development of Plan
   A. The Principal and Content Supervisor having primary responsibility for the given Teacher’s instructional performance, will conference regarding the identified Teacher’s needs.
      1. Identify the area(s) in need of development.
      2. Develop a written plan which includes:
         a. Specific outcomes and strategies, including professional development
         b. Time frame for accomplishing the outcomes and strategies
         c. Identified resources (personnel, materials, PD)
   3. The Teacher, Principal, and Content Supervisor will sign and date the plan. Copies shall be retained by each of the three parties and a copy sent to the Director of Curriculum and Instruction and School Improvement.
   4. A copy of all the updates of the plan will be sent to the appropriate supervisory personnel and Director.

2. Collecting Data
   A. Observations will be announced and unannounced.
   B. Observations should be made regularly, on at least a monthly basis, to gather information and monitor progress
   C. At least one formal observation will be made prior to each progress meeting
   D. Evidence of completion of PD assignments is the responsibility of the Teacher

3. Evaluation (Professional Practice only) of Teachers on Instructional Improvement Plans
   A. Tenured Teachers who are receiving assistance, job-embedded support via a specialist or individualized PD, as detailed on an Instructional Improvement Plan will be evaluated not less than four times, if on the plan a full year. These evaluations (Professional Practice only) will begin within 45 days of the initiation of the plan and every 45 days thereafter.
   B. Progress meetings (conducted by the Principal and scheduled collaboratively with the appropriate supervisory personnel) will be held to rate performance of the outcome strategies slated in the plan, redefining area(s) needing attention, and/or establishing new outcomes strategies (including PD) and timelines. A written summary of what was discussed and/or modified will be provided to each of the three parties and the Director of Curriculum and Instruction and School Improvement.

4. Terminating the Plan
   When an Instructional Improvement Plan has been implemented, it will not remain in effect for more than two consecutive formal evaluation periods. The Teacher will be removed from the plan when a rating of effective or highly effective has been attained on the formal Professional Practice evaluation in the categories of deficiency outlined on the Instructional Improvement Plan or the Teacher will be recommended for second class certification and/or termination.
STUDENT GROWTH

The Student Growth portion of the Comprehensive Teacher Evaluation is weighted at 50%. The Student Growth portion must be completed on an annual basis. As a result of the transition to new state assessments the requirements for the Student Growth portion are subject to change for the next several years. It is the responsibility of all certificated Teachers and evaluators to stay abreast of changes.

Although a large number of staff participated in the Teacher Principal Evaluation Field Test, utilizing student growth in Teacher evaluations is still relatively new and therefore must be treated with flexibility while still maintaining the integrity of the evaluation process. The Task Force for Teacher Evaluation has worked for several years on creating a model that was fair and equitable to all Teachers. It was imperative to this group that the uniqueness of the various roles be represented through this evaluation. For this reason, there are a variety of models intended to represent different groups of Teachers.

![Student Growth Measures Diagram]

At the time of the printing of this document, MSDE was requesting a waiver for the MSA as a 20% required component of the Student Growth portion for classroom Teachers in grades 3-5, and middle school RELA (Reading, English, Language Arts) and math Teachers. The approval of the waiver has not yet been given by the United States Department of Education.

Given the anticipated waiver approval, QACPS' Student Growth model will be comprised of 50% SLOs for all Teachers with the exception of those Teachers in self-contained classrooms who will continue to develop Student Growth portfolios (See Appendix A) for 2013-2014.

Student Learning Objectives are the primary component of the Teacher's Student Growth model. SLOs are especially useful in an educator evaluation system because they work equally well for Teachers in tested and non-tested subjects, for general and special educators alike, and for school Administrators. In addition, they allow educators to be integrally involved in their own evaluation, and they encourage collaboration among colleagues.

SLOs were chosen as the primary component for the Student Growth portion, because:

- The ultimate goal of SLOs is to improve student learning through increased educator effectiveness; and
- SLOs name what students need to know and be able to do at the end of the year (or other instructional interval); and
• SLOs place student learning at the center of the conversation; and
• SLOs focus improvement on specific groups of students and specific content standards; and
• SLOs are a critical lever for instructional improvement; and
• SLOs are an opportunity to document the impact educators make with students; and
• SLOs provide Principals with critical information that can be used to manage; and performance, differentiate and target professional development, and focus supports for Teachers; and
• SLOs support attainment of district and school goals; and
• The SLO process encourages collaboration within school buildings.

Specific directions for the development, approval, and scoring of SLOs can be found in the QACPS SLO Procedure Guide. This document can be found on Forms Online in the Novell applications.

Special education Teachers of self-contained classrooms will not be writing SLOs. They will be developing Student Growth Portfolios. Teachers of self-contained special education classrooms should refer to the Student Growth Portfolio Guidelines on Forms Online.

**Teacher Attribution to Student Growth**

On occasion, it may be necessary to adjust student growth targets due to a Teacher’s extended absence from the classroom. The following represent some guidelines that may be applied based on the situation.

**State Assessment:** If a Teacher (that is responsible for teaching a State Assessment-course) misses more than 25% of instructional days between August 31 and the administration of the state assessment for documented absences, the Student Growth model will be recalculated to be based solely on SLOs for given Teacher.

**SLOs:** If a Teacher misses more than 25% of instructional interval time for documented but unanticipated reasons, the SLO target or instructional interval may be adjusted collaboratively with the Principal. If a Teacher knows he/she will be missing more than 25% of time, the target should be adjusted based on the teacher’s instructional time with the students.

Under extreme circumstances, the Superintendent can be requested to waive the Student Growth portion of a Teacher’s Comprehensive Evaluation.
COMPREHENSIVE EVALUATION

A Comprehensive Evaluation is compiled every year for all Teachers. The Comprehensive Evaluation is comprised of Professional Practice (50%) and Student Growth (50%). Teachers will receive a rating of Highly Effective, Effective, Developing (only non-tenured or tenured Teachers with special circumstances) or Ineffective for Professional Practice. This score will then be combined with the score obtained for Student Growth for a culminating evaluation score.

For non-tenured, SPC, and APC Teachers with a prior ineffective rating, the Comprehensive Evaluation will be based on a current Professional Practice Evaluation and Student Growth factors. For tenured APC Teachers with a prior effective or highly effective rating, the Comprehensive Evaluation can be developed by bringing forward the last Professional Practice evaluation and combining it with the current Student Growth factor. The Professional Practice portion cannot be more than 2 years old.

The attached Evaluation Cycle (Appendix A) will show how and when the different parts of the comprehensive evaluation may be completed on an annual basis. Based on changes in the Student Growth portion of the evaluation, this cycle is subject to change.

The following models reflect the values that will be used to provide the Teacher with a complete picture of his/her evaluation.
The dotted lines reflect how the scoring may change based upon the Task Force’s recommendations pending the potential waiver request by MSDE for MSA to be removed from the Teacher Evaluation. In this case, the Task Force also recommends that SPI be dropped from the Evaluation as well.

**EVALUATION REPORTING REQUIREMENTS**

**Tenured Teachers**

The evaluation process for tenured Teachers is determined as a result of the Teacher’s ratings on the Student Growth and Professional Practice portions of the evaluation and the current Teacher classification (SPC vs. APC). One of the following evaluation processes will be implemented.

1. Tenured SPC Teachers with Effective or Highly Effective ratings will be observed a minimum of two times per semester by the Principal and Assistant Principal and/or Academic Dean, and/or Supervisor/Facilitator. A Comprehensive Evaluation (comprised of both the Professional Practice and Student Growth) will be completed annually.

2. Tenured APC Teachers with ratings of Effective or Highly Effective will have a Comprehensive Evaluation calculated every year, however, Professional Practice evaluation scores will be brought forward for two out of every three years. Effective or Highly Effective Tenured APC Teachers must receive a current Professional Practice Evaluation once every 3 years, or more frequently if requested by the Teacher or Principal. Teachers requesting a Professional Practice evaluation on a non-required year should notify their Principal by Sept. 30 of the current school year. Please note: The first year that a Teacher earns APC status, he/she must receive a comprehensive evaluation with a current Professional Practice evaluation. Student Growth data will be calculated annually.
Tenured APC Teachers with ratings of Effective or Highly Effective ratings should continue to be observed by the Principal and Assistant Principal and/or Academic Dean, and/or Supervisor/Facilitator as time permits.

3. Tenured SPC or APC Teachers with Ineffective Ratings will be observed a minimum of 3 times per (Professional Practice) evaluation period by the Principal and Assistant Principal and/or Academic Dean, and/or Supervisor/Facilitator. Professional Practice evaluations will be completed a minimum of 45 school days from the initiation of the Instructional Improvement Plan and thereafter. A minimum of 4 Professional Practice evaluations will be completed if the plan is written for the entire school year. A Comprehensive Evaluation (comprised of the Professional Practice evaluations and the Student Growth) will be completed at the end of the year.

4. Tenured SPC or APC Teachers rated as Developing will be observed a minimum of 3 times per each semester by the Principal and Assistant Principal and/or Academic Dean, and/or Supervisor/Facilitator. It will be the decision of the Principal if the SPC Teacher is placed on an Improvement Plan or not. If placed on Improvement Plan, Professional Practice evaluations will be completed a minimum of 45 school days from the initiation of the Instructional Improvement Plan and thereafter. A minimum of 4 Professional Practice evaluations will be completed if the plan is written for the entire school year. If the Teacher is not placed on an Improvement Plan, a Comprehensive Evaluation (comprised of both the Professional Practice and Student Growth) will be completed annually. An SPC Teacher may only be rated as Developing for one school year.

Non-tenured Teachers

1. Non-tenured Teachers employed during the first semester will be observed at least two times per semester by the Principal and Content Supervisor preferably (see chart). A conference shall be held within five working days of each observation. Two Professional Practice evaluations will be completed per year, one per semester. A Comprehensive Evaluation (comprised of both the Professional Practice and Student Growth) will be completed annually.

2. For each non-tenured Teacher beginning employment during the second semester, a minimum of two observations will be completed that year by the Principal and Content Supervisor preferably. A conference shall be held within five working days of each observation. A Comprehensive Evaluation (comprised of both the Professional Practice and Student Growth) will be completed annually.

The Principal and supervisory personnel who are responsible for providing input into evaluation of Teacher performance are expected to notify the Director of Curriculum and Instruction when, in their judgment, the Teacher's performance or behavior may lead to a recommendation that the Teacher's services be terminated by March 15.

Non-tenured Teachers are expected to complete all QAC New Teacher requirements including a portfolio reflecting their skills and experiences that will be reviewed prior to awarding tenure. (Appendix B)
# Reporting Requirements for Teacher Evaluations

**Queen Anne's County Public Schools**

Based on Title 13A.07.09 and .04
Evaluation of Professionally Certified Personnel
Education Article, Annotated Code of Maryland

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<th>Classification</th>
<th>Minimum # of Observations</th>
<th>Observation Completion Date</th>
<th>Person Responsible for Observations</th>
<th>Minimum # of Professional Practice Evaluations</th>
<th>Professional Practice Evaluation Completion Date</th>
<th>Student Growth EOY Report</th>
<th>Comprehensive Evaluation Completion Date</th>
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<td>Non-Tenured</td>
<td>4</td>
<td>2 by 12/15</td>
<td>Principal Academic Dean Assistant Principal Supervisor</td>
<td>2</td>
<td>1 by 12/15 1 by end of school year</td>
<td>1 by end of school year</td>
<td>1 by end of school year</td>
</tr>
<tr>
<td>Tenured Developing or Ineffective (Instructional Improvement Plan)</td>
<td>3 per each evaluation period</td>
<td>Within 45 school days of initiation of instructional improvement plan and thereafter</td>
<td>Principal Academic Dean Assistant Principal Supervisor</td>
<td>4 (if on plan 1 full school year)</td>
<td>Within 45 days of initiation of instructional improvement plan and thereafter</td>
<td>1 by end of school year</td>
<td>1 by end of school year</td>
</tr>
<tr>
<td>Tenured SPC With Effective or Highly Effective Rating</td>
<td>2</td>
<td>One each semester</td>
<td>Principal Assistant Principal Academic Dean Supervisor</td>
<td>1</td>
<td>End of school year</td>
<td>1 by end of school year</td>
<td>1 by end of school year</td>
</tr>
<tr>
<td>Tenured APC With Effective or Highly Effective Rating</td>
<td>2</td>
<td>During evaluation year</td>
<td>Principal Academic Dean Assistant Principal Supervisor</td>
<td>ONCE EVERY 3 YEARS OR MORE FREQUENTLY IF REQUESTED BY THE TEACHER OR PRINCIPAL</td>
<td>End of school year</td>
<td>1 by end of school year</td>
<td>1 every 3 years</td>
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**Principals need to be aware that any Teachers transitioning to an Advanced Professional Certificate (APC) must be evaluated in the first year of holding the APC**

16
Appendices
Guidelines for New Teacher Portfolio

Queen Anne’s County Public Schools

2014
Teacher Portfolio

What is a Portfolio?

As defined by Queen Anne's County, the educational portfolio is a collection of artifacts and reflections about one's accomplishments, learning, strengths, and best works with the application of Danielson's Framework for Teaching and the integration of technology standards in the classroom. The collection is dynamic, ever-growing and ever-changing. It shows a teacher's growth, (developmental portfolio), best works (showcase portfolio), or total output (comprehensive portfolio). It is a tool for reflection on the items collected and is approached from the point of view of the compiler, the owner of the materials in the collection. The key concepts in this portfolio revolve around collection, organization, reflection, and presentation of the Year I and Year II teaching experience in Queen Anne's County.

The materials in a portfolio may be used by the owner as a ready reference, showing in an organized way just what the compiler has done. It offers an authentic framework for judgments of the effects of the work done by the owner of the portfolio. It is a tool for evaluation of the work that has been done by the owner in self-reflection and is shown in the collection of materials. A portfolio is not a scrapbook because the items in the portfolio have some kind of reflection as to why those items are included in the collection. If there is no reflection from the owner on the materials collected, the collection is merely a group of artifacts without form and purpose, making it nothing more than a scrapbook. The organization of the materials, then, with a self-reflection about why the items in that collection were included, make the collection a portfolio. Without the reflection, the material is just a folder or scrapbook, and though each has its place in collecting and presenting relevant materials, the portfolio has the special capability of being presented to and viewed by an observer or an audience, who then can make observations or assessments of the value of the collection of materials (purpose.)

Portfolios may be created either electronically or in hard copy.

Contents of a Teaching Portfolio

Remember that the portfolio is not just a collection, but rather a selection. The items typically chosen for inclusion in this category are to showcase skills. Unless the teaching portfolio is purely developmental in nature, it contains snippets to represent the very best of each category.

The portfolio may be thought of as a tool to assist in blending theories and practices of teaching and learning. No rigid rules or guidelines exist to what or how much to include in a portfolio. The primary objective is to first collect and then to select, including only those things that reflect competencies or individual goals. One must, however, be cautious when using classroom-produced artifacts to protect the confidentiality and privacy of individual students.

The portfolio will provide a representation of growth as an educator and establish a foundation for goal setting, reflection, and introspection. The portfolio may provide the basis for determining the student's progress in, and completion of, the program.
Choosing Artifacts

The selection of artifacts is one of the most crucial areas in portfolio development. Hundreds of teachers must meet specific criteria, but how they choose to demonstrate the skills will determine the success or failure of their portfolio. When selecting documents or artifacts, include those that you can validate, justify, and support. Be prepared when an evaluator asks you specific questions such as, “How does this artifact demonstrate your understanding of the competency?” or “Why do you feel this artifact is the best representative of your skill in this area?” or “I don’t see linkage between this document and the competency. Can you explain to me how they fit together?”

Ask a teacher specialist, a mentor, or a peer to review your materials to determine if he or she understands the order, sequence, and content. Get feedback from various people, including experienced teachers and administrators. Portfolios are not to be created in a vacuum. The more information and opinions you can garner from sources outside yourself, the better the outcome will be. You must make the ultimate choice, but weigh all suggestions from respected outside advisors.

The following list is not intended to be inclusive, and the final determination of what to include lies with the individual portfolio developer.

Artifacts from Oneself

1. Cover letter: a written statement describing the contents of the portfolio and how the contents demonstrate the achievement of the goals.
2. Philosophies: statement of beliefs including, but not limited to, philosophy of teaching, philosophy of parent involvement, multicultural statement, philosophy of reading, philosophy of discipline, and philosophy of the use of technology.
4. Videoclip or audioclip of teaching segment with reflective narrative.
5. Copies of teaching materials: include different types of teaching materials and evaluative instruments developed.
6. Lesson plans: highlight with captions a particular area included, such as provisions for cooperative learning, higher-order thinking activities, provisions for individual differences, linkage to state learner outcomes, and so forth.
7. Photographs: interactive bulletin boards; student projects; learning centers; informal classroom shots; action photos; artistic models or paintings; things that demonstrate interaction with students, faculty, or community.
8. Professional development: list of workshops and conferences attended, special areas of expertise or training, subscriptions to professional journals and organizations.
9. Record of innovative methods; new strategies or programs implemented, such as team teaching, cross-curriculum activities, peer tutoring program, and so forth.

10. Record-keeping artifacts: rubrics, checklists, grade book excerpts, anything that documents ability to manage or assess students’ progress.

11. Assessment examples: various types of tests: objective, multiple choice, true/false, matching, essay; rubrics; contracts; participation; and various forms of alternative assessment used to evaluate student progress.

12. Parent communication materials: sample parent newsletters, report cards/progress reports/notes send home with individual students, parent-teacher conference schedules, parent volunteer activities initiated.


14. Educational travel: appropriate if travel correlates with teaching assignment.

15. Technology activities: samples including electronic grade book, grade-analysis sheet, templates for lesson plans, and copies of favorite Web sites including student’s sites to be used for instruction, printouts of Internet research or Web pages developed, a lesson that shows how computers/Internet will be used to enhance instruction.

16. Evidence of commitment to diversity: description of multicultural experiences including information relative to experiences with languages other than English, travel, volunteer experience, or work experience with other cultures.

**Artifacts from Others**


2. Informal critiques: samples of assignments with written comments from instructors or peers.

3. Solicited and unsolicited endorsements: letters of recommendation letters/notes from students, peers, supervisors, and faculty that document demonstrated commitment to high educational or personal standards.

4. Media: newspaper or magazine articles that validate activities and professional and personal self-development.

5. Honors: scholarship or grant recipient, teaching awards, leadership roles in professional organizations, community service awards, or nominations for exceptional achievement.

6. Additional credentials: certified trainer for various educational programs.

Reflecting on Artifacts

Ownership of the portfolio is one of the most important facets of the process. The reflective stage is the ownership stage. The reflective part of the portfolio process, wherein the preparer asks and answers the question, “Why did I include these artifacts in my portfolio?” is the part of the process that allows for assessment. According to Wyatt and Looper (2004) this reflective section of the process is the part that makes the exercise authentic to the preparer of the portfolio. It establishes the value of the effort that is made in putting the work together.

Method of Organization

Creating a portfolio based on specified competencies, goals or standards is the frequent method of organization for educators. Because the organization has specified plateaus of achievement (outcomes) that are expected, educators must prioritize materials with standards driving the selection and documentation of materials. The heart of the Teacher Portfolio in Queen Anne’s County is the organization by standards.

In the list that follows, Interstate New Teacher Assessment and Support Consortium Standards (INTASC) are mandated, unless another set of professional standards are appropriate for the hired position.

The INTASC Standards are a set of standards for beginning teacher licensing and development. Using these standards, the portfolio will validate competency in each of the areas. QACPS believes that all teachers must integrate technology in instruction and apply principles embedded in Danielson’ Framework for Teaching, Each portfolio should include at least five lesson plans that demonstrate the application and knowledge of the Maryland Technology Standards for Teachers and the components of the Planning and Preparation module from Danielson’ Framework for Teaching. This comprehensive model is an effective tool that will help educators focus instruction on student learning.

When organizing the portfolio, each section in the portfolio should include a statement of the standard, artifacts which support the standards, and most importantly the teacher’s reflection upon how he/she has implemented the standard.

- **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 these aspects of 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.

**Language**

The information included in the portfolio is important. The vehicle by which the information is delivered is almost as important. The style of language, sentence structure, introductory and closing paragraphs, spelling accuracy, colorful words, analogies, and narrative clarity influence the evaluator’s opinion about your level of development.

Material gleaned from *So You Have to Have a Portfolio: A Teacher’s Guide to Preparation and Presentation* by Robert L. Wyatt and Sandra Looper, 2004