

Teacher Evaluation Systems

Process

Frederick County Public School's teacher evaluation and professional development system is based on Enhancing Professional Practice: A Framework for Teaching, written by Charlotte Danielson. The system promotes and recognizes professional growth, student achievement and collaboration among professionals. The system is designed to align with and complement current professional growth practices and expectations. It respects and recognizes the work teachers already do through Professional Learning Communities, graduate study, action research, and meeting certification requirements. The system gives teachers the opportunity to choose the professional development model that best suits their individual needs and interests.

The teacher evaluation system provides three models, as follows:

The Classroom Visitation Model is a vehicle that enables a staff member to work with administrators/supervisors to examine, to refine, and to enhance professional performance through classroom visits and conferencing.

The Evidence of Effectiveness Model is a method that enables a teacher to confirm competence and document professional growth and student achievement in the selected goal area(s) by providing a systematic and organized collection of evidence (see attachment)

The Collaborative Professional Development Model is a process that enables a group of teachers to select a goal area and to explore in depth new ideas/interests in order to refine teaching skills and to promote professional growth and student achievement

Teachers are placed in one of three tiers, depending on tenure and performance status, as follows:

Tier 1: Non-tenured classroom teachers are evaluated once each semester (twice a year) using the Classroom Visitation Model.

Tier 2: Satisfactory tenured classroom teachers holding a Standard Professional Certificate (SPC) are evaluated at least once per year using the Classroom Visitation Model. **Satisfactory tenured classroom** teachers holding an Advanced Professional Certificate (APC) are evaluated at least twice in a five-year period using the Classroom Visitation Model. Evaluations can be conducted on a more frequent basis as determined by the evaluator or at the request of the employee. Tier 2 teachers may choose any of the three models listed above during a non-evaluation year.

Tier 3: Unsatisfactory tenured teachers, who are evaluated at least once a year using the Classroom Visitation Model. Evaluations can be conducted on a more frequent basis as determined by the evaluator or at the request of the employee. They may also be placed on a remediation plan to address specific areas where performance has been rated as unsatisfactory.

The formal written evaluation results in a determination that the employee is performing at one of two levels of performance: "satisfactory" and "unsatisfactory."

Professional Development

The teacher evaluation and observation system is designed to connect fluidly with teacher professional development plans. Tenured, satisfactory teachers in years they do not receive formal evaluations work with building administrators to determine annual professional development goals and activities to meet those goals. Teachers not yet tenured and teachers in their formal evaluation year are observed using a pre-conference, observation, post-conference format. These teachers work with building administrators to determine professional growth opportunities needed, and school-based and central-office based

teacher mentors help provide these professional growth supports. Teachers deemed unsatisfactory receive extensive support from both school-based and central-office based teacher mentors to increase teacher capacity.

Annually, central-office based mentors meet to review all data linked to teacher development needs. All mentors complete a school visit report form each time the mentor works with a mentee. These forms are electronic and go into an electronic database. While the mentor does not write specific comments on these forms, the mentor does capture the domain(s) of teaching of support needed for the mentees. The domains listed come directly from the domains measured by the teacher evaluation system. The annual review of the data linked to teacher development needs allows central-office based mentors (who work for the department of Curriculum and Professional Development) to determine patterns of professional development need that are then used to determine systemic opportunities for professional development (e.g. topics for sessions for our induction programming, MSDE course offerings, development of curricular resources, etc.).

Compensation

Teachers with satisfactory evaluations are eligible for step increases on the Teacher Salary Scale. When a teacher is placed on a Second Class Certificate as a result of unsatisfactory performance evaluations he/she is not eligible for a step increase based on experience.

Teachers with exemplary performance and credentials as recognized through achievement of National Board Certification standards receive an additional annual salary stipend in the amount of \$2000.

Promotion

Criteria for teacher leadership assignments include documentation of satisfactory performance evaluations.

Exemplary teaching performance as evidenced by formal evaluations is a required qualification for promotional opportunities such as Teacher Specialist, Administrative Intern, and Assistant Principal. This requirement is noted on position postings as "Five years of successful classroom teaching experience at the appropriate instructional level".

Retention and Removal

The FCPS Tenure Review Committee meets annually to review teacher eligibility for tenure status. The Committee includes Elementary and Secondary Directors, the Special Education Director, the Professional Development Director and representatives from Human Resources. This Committee is charged to review reports (evaluation summaries) from building principals regarding teacher performance in year 1 and 2 with FCPS. The Committee presents recommendations to the Superintendent regarding tenure, dismissal or the third year tenure option.

When a teacher's performance is documented as unsatisfactory he/she may be placed on a formal remediation plan. When this plan is necessary, the appropriate administrative personnel and the teacher develop a specific written plan for improvement of the noted deficiencies. The plan includes goals or objectives, strategies to be used, personnel to be utilized, materials to be used, time frame, and measure of success. Performance ratings are also captured on the Teacher Evaluation Form. The Tier 3 Teacher Evaluation Form is for tenured teachers rated unsatisfactory on two or more components of the summative evaluation.

Recommendations to the Superintendent for termination based on incompetence and willful neglect of duty occur when a tenured teacher presents a pattern of unsatisfactory performance. The recommendation is acted upon when interventions and/or remediation do not yield the desired results.