

**TALBOT COUNTY
PUBLIC SCHOOLS
EASTON, MD 21601**

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Observations and Evaluations: A Guide for Teachers and Administrators



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Introduction and Rationale

In 1987, the Board agreed to develop the extensively researched principles of the effective school to help achieve its mission that "... each student will learn grow and succeed". Prime consideration in this task has been the backbone of quality, the effective teacher. A personnel evaluation process was designed, using what has been determined by research to be the essential teaching skills, to improve instruction and student learning and to ensure that employees are competent professionals.

The responsibility for achieving effective evaluations lies with the evaluator. The evaluator must be able to offer specific help in directing the growth of the staff, individually and collectively. Dedication to the measurable improvement of student learning through skillful teaching, is essential to the mission of Talbot County Public Schools.

This handbook outlines procedures for evaluation and professional development. It includes procedures for observations and methods to help staff grow in their professional competence. Special attention is directed to the collection of Protocols of Essential Teaching Skills, which serves as a detailed handbook on effective teaching.

Developing the evaluation instruments, and compiling this handbook and protocols, has been a cooperative effort. All of the original materials were reviewed by administrators and Board members and shared with members of school faculties for professional soundness and usefulness.

The Board believes that the Teacher Performance Evaluation and the Professional Development Program will facilitate the growth and strength of Talbot County's teaching staff and that the ultimate goal of providing quality educational services will be achieved.

This program was implemented in August of 1989. It has been revised several times based upon recommendations of staff and administrators. This most recent revision incorporates the work of the Teacher Evaluation Workgroup. This group, comprised of teachers and administrators was charged, by the Maryland State Department of Education, with the task of developing a local tool that measures both Professional Practice as well as Student Growth.

Kelly L. Griffith, Superintendent

Policy 7.15 –Evaluation of Professional Staff

- I.** The purposes of personnel performance evaluation in Talbot County Public Schools are to improve instruction and related services; and, to ensure that all employees are competent in their assignments.
- II.** We believe that specific help for personnel and reasonable procedures are to be expected of those who evaluate, supervise, or administer our system of evaluation.
- III.** We believe that through effective evaluation of personnel Talbot County Public Schools will be able to provide quality educational services.
- IV.** The following statements detail the specific purposes of evaluation:
 - to improve instruction and related services
 - to insure that students are served by competent and empathetic personnel
 - to make decisions regarding tenure or job placement
 - to assist in identifying outstanding personnel
 - to assess strengths and weaknesses of teachers, administrators and support personnel
- V.** The Board believes in order to achieve the purposes of evaluation it is essential that active and effective procedures be adopted which reflect a commitment to continuous growth and improvement in all employees.
- VI.** In light of these beliefs the superintendent shall develop and maintain various evaluation programs for all groups of employees. These programs must allow the flexibility and be characterized by certain features as follows:
 - regular and systematic supervision
 - detailed and timely written and verbal reporting
 - individualized design
 - confidential reporting and recording
- VII.** In addition to these features, concerted efforts shall be made to utilize the available talents of various personnel qualified to assess performance, particularly when concern arises relative to the quality of an employee's performance. In such an event multiple assessors shall be utilized including principals, assistant principals, lead teachers, specialists, consultants, supervisory personnel, assistant superintendents, as well as the superintendent.

Definition of Terms

Anecdotal Record of Performance - The form used to document teacher performance related to professional responsibilities.

Contract Renewal - The principal and designated Specialist, Coordinator or Supervisor shall recommend to the Superintendent renewal or non-renewal of employment contracts for first, second, and third year teachers; such recommendations are neither subject to nor governed by the teacher observation and evaluation process.

Evaluation - The process of making an overall assessment of performance relative to specified criteria; the Evaluation Form to be used is found in this document under “Forms”.

Observation - The process of observing a teacher’s performance for the purpose of providing feedback; three (3) types of observation, Informal, Developmental, and Rating, shall be used.

Professional Development - The process of facilitating the growth of teachers.

Professional Improvement Plan - A tool for facilitating the professional growth of teachers; it specifies goals, strategies and resources necessary to accomplish the goals of the plan.

Professional Responsibilities - Important responsibilities that are necessary for the efficient and effective operation of schools.

Rating Status - A determination made based upon evaluation, all teachers are assigned to either Standard or Intensive Rating; the Teacher Performance Evaluation and Development Program differentiates between teachers on Standard and Intensive rating.

Standard - tenured teachers who are rated as effective or highly effective.

Intensive - non-tenured teachers, tenured teachers who are rated as ineffective.

Second Class Certification - The Superintendent may reclassify a teacher’s certificate; salary is frozen and Intensive Rating procedures apply. (See “Procedures for Changing the Status of Tenured Teachers”)

Teacher - a person whose job encompasses one of the following types: early childhood education, elementary education, middle school education, general secondary academic areas, business, Family and Consumer Sciences/Career Technology Education, social studies, technology education, trades and industry, certification in specialty areas (prekindergarten through grade 12), ESOL, special education, reading teacher, reading specialist.

Teacher Observation Rubric - A collection of specific information relative to each of the skills identified under Classroom Environment, Instruction, and Planning and Preparation. The rubrics are available to each teacher, administrator, curriculum coordinator, and other interested staff members.

Roles and Responsibilities

What Are The Roles and Responsibilities of the Teacher?

- to be knowledgeable of all information contained in this document
- to effectively demonstrate teaching as described
- to prepare a Professional Development Plan and participate in appropriate professional development activities that lead to recertification
- to attend meetings where the observation/evaluation process is reviewed, explained and clarified

What are the Roles and Responsibilities of the Principal?

- to demonstrate knowledge of all information contained in this document
- to demonstrate knowledge and application of the skills required to conduct effective observations and evaluations of teacher performance
- to coordinate the observation process for teachers assigned to his/her building which might include requesting other designated observers as appropriate to assist in the observation process and scheduling those observations
- to compile and utilize input from other designated observers to assist with teacher performance evaluation which includes making administrative decisions and recommendations regarding a teacher's status
- to provide and/or identify appropriate resources for teachers' use to promote effective teaching
- to complete observation and evaluation documentation according to time-lines and other criteria as described in this document
- to prepare end-of-the-year recommendations regarding teacher performance status to the superintendent
- to provide specific support to teachers for areas marked as Needs Improvement, Unsatisfactory, Developing and/or Ineffective

Do Other Professionals Have Roles and Responsibilities Directly Related to the Teacher Performance Evaluation and Professional Development Program?

Certificated personnel other than teachers and principals may have roles and responsibilities directly related to teacher performance evaluation and professional development. These professionals may include, but not be limited to, curriculum supervisors, specialists, assistant principals, supervisors, assistant superintendents, superintendent, and others as designated by the superintendent. All professionals in this category are responsible for the following roles and responsibilities:

- to demonstrate knowledge of all information in this document
- to demonstrate knowledge and utilization of skills for effective observation of teacher performance
- to provide evaluation input to the building principal through rating observations
- to provide written narratives in support of each essential teaching and support skill
- to provide specific support to teachers for areas marked as Developing and/or Ineffective

What is the Responsibility of the Superintendent?

- to be knowledgeable of all information contained in this document
- to ensure that all aspects of policy regarding teacher performance evaluation are effectively executed
- to provide appropriate resources and staff development opportunities for designated observers and evaluators to promote effective teacher performance observation

Teacher Observation Rubric

Planning and Preparation: This assumes that the lesson plan(s) and unit plan are provided before, during, or immediately after the lesson. The end of the day is not acceptable.

Planning and Preparation: Content

Ineffective	Developing	Effective	Highly Effective
Teacher's lesson and/or unit plans reflect little understanding of concepts in the discipline and little understanding of prerequisite relationships among topics and concepts.	Teacher's lesson and/or unit plans reflect some understanding of concepts in the discipline and some understanding of prerequisite relationships among topics and concepts.	Teacher's lesson and/or unit plans reflect accurate concepts in the discipline and accurate understanding of prerequisite relationships among topics and concepts.	Teacher's lesson and/or unit plans reflect an understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.

Planning and Preparation: Instructional Strategies

Ineffective	Developing	Effective	Highly Effective
Teacher's plans reflect little understanding of appropriate and effective pedagogical approaches in the discipline for student's learning of the content.	Teacher's plans reflect familiarity of appropriate and effective pedagogical approaches in the discipline for student's learning of the content.	Teacher's plans reflect appropriate and effective pedagogical approaches in the discipline for groups of students based on students' academic proficiencies and backgrounds, cultures, skills, language proficiency, interests and special needs. Differentiates for groups of students. Requires higher level thinking.	Teacher's plans reflect appropriate and effective pedagogical approaches in the discipline for the needs of individual students based on students' academic proficiencies and backgrounds, cultures, skills, language proficiency, interests and special needs. Teacher provides a variety of appropriately challenging resources that are

			<p>differentiated for students.</p> <p>The grouping of students is fluid.</p> <p>Small groups are adjusted throughout the unit. Requires higher level thinking.</p>
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Planning and Preparation: Develops Plans according to Board Policies and Administrative Regulations

Ineffective	Developing	Effective	Highly Effective
<p>Teacher plans include components of the Instructional Process but demonstrate little or no understanding of intent of each component or how they work in conjunction with one another.</p>	<p>Teacher plans include some components of the Instructional Process but include some misunderstanding of the intent or how the components work in conjunction with each other.</p>	<p>Teacher plans include all components of the Instructional Process and demonstrates an understanding of each component and the overall intent of the process.</p>	<p>Teacher plans include all components of the Instructional Process and demonstrate an understanding of each component. Teacher purposefully and intentionally utilizes the instructional process to meet the learning needs individual of students.</p>

Planning and Preparation: Utilizes Assessments consistent with instructional objectives

Ineffective	Developing	Effective	Highly Effective
<p>Assessment is not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher uses assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes.</p> <p>Teacher has a well-developed strategy for using informal, formative, and summative assessments.</p> <p>Teacher uses assessment results to plan for future instruction for groups of students.</p> <p>All the learning outcomes have a method for assessment.</p> <p>Plans indicate modified assessments for some students as needed.</p>	<p>Teacher's plan for student assessment is fully aligned with all of the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Teacher uses assessment results to plan for future instruction for individual students.</p> <p>All the learning outcomes have a method for assessment.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p>

Instruction: Student Engagement

Ineffective	Developing	Effective	Highly Effective
<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. Few students are intellectually engaged.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. Students may have some choice in how they complete tasks and may serve as resources for one another.</p>

Instruction: Monitoring

Ineffective	Developing	Effective	Highly Effective
<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning some feedback is given.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student's questions, needs, and interests.</p> <p>Assessment is used extensively by teacher and/or students and is fully integrated into instruction.</p>

Instruction: Communication

Ineffective	Developing	Effective	Highly Effective
<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p> <p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p>	<p>The teacher clearly communicates instructional purpose of the lesson and explains procedures and directions clearly.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p> <p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend student's vocabularies.</p> <p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p>

Instruction: Knowledge of subject matter

Ineffective	Developing	Effective	Highly Effective
<p>Teacher's instruction reflects significant errors in content.</p> <p>The teacher's explanation of the content contains major errors.</p>	<p>Teacher's instruction reflects minor error in content; understanding of subject matter at the basic or introductory level.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p>	<p>Teacher's instruction reflects mastery of content.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p>	<p>Teacher's instruction reflects mastery of content and connections to students' interests.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p>

Instruction: Lesson Structure – Talbot County Instructional Process

Ineffective	Developing	Effective	Highly Effective
<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>Classroom instruction is teacher-centered, with no invitation for student intellectual engagement.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for students.</p> <p>Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p> <p>Classroom instruction is primarily teacher-centered, with little invitation for student intellectual engagement.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. Groups are organized thoughtfully to maximize learning and build on student strengths.</p> <p>Classroom instruction is primarily student-centered and fosters student intellectual engagement.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson or unit structure is clear and allows for different pathways according to diverse student needs.</p> <p>Classroom instruction is student-centered and students contribute to extending the content and furthering their own learning.</p>

Classroom Environment: Learning Environment

Ineffective	Developing	Effective	Highly Effective
<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, and/or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p> <p>The teacher does not monitor behavior against established standards of conduct.</p>	<p>Patterns or classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>The teacher does not consistently monitor behavior against established standards of conduct.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p> <p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p> <p>The classroom is safe, and learning is accessible to all</p>

		Teacher makes effective use of physical resources, including computer technology.	<p>students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective and creative use of physical resources, including computer technology.</p>
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Classroom Environment: Expectations of Student Performance

Ineffective	Developing	Effective	Highly Effective
<p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only a few students.</p> <p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p>	<p>The teacher attempts to convey expectations but students indicate that they are only interested in completion of a task, rather than quality.</p> <p>The classroom is characterized by inconsistent expectations of student learning.</p>	<p>The teacher conveys that with hard work students can be successful.</p> <p>Classroom interactions support learning and hard work.</p> <p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p>	<p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p> <p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p>

Classroom Environment: Instructional Time

Ineffective	Developing	Effective	Highly Effective
<p>The pacing of the lesson is too slow or too rushed.</p> <p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p> <p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> <p>There is little loss of instructional time because of effective classroom routines and procedures function smoothly.</p> <p>Routines for the management of instructional groups and distribution and collection of material and supplies work efficiently.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Routines are well understood and may be initiated by students.</p>

Informal Observations

What Are Informal Observations?

The purpose of an Informal Observation is to give the observer on-going information about teacher effectiveness. Informal observations are brief visits, which provide frequent opportunities to reinforce good teaching and to become aware of potential concerns. While no formal written report or conference is required, the observer is encouraged to provide the teacher with relevant feedback after each visit. An “Administrator/Teacher Conference Summary” form might be used to provide feedback when deemed appropriate by the observer; should a conference be held to provide feedback, it should be held within five (5) school days of the observation.

Who Are The Observers?

Principals, assistant principals, coordinators, specialists, supervisors and others as designated by the principal and/or superintendent, may conduct informal observations.

How Often is Teacher Performance Observed Informally?

There are no minimum or maximum numbers. Observers are encouraged to visit classrooms on a frequent basis.

How Does the Process Differentiate Between Teachers on Standard Rating and Teachers on Intensive Rating?

For Informal Observations, there is no difference. Observers are encouraged to visit in the classrooms of all teachers on a frequent basis.

Developmental Observations

What Are Developmental Observations?

The primary purpose of Developmental Observation is to assist the teacher by enhancing present skills and developing new ones. The observer analyzes teaching and provides feedback. Developmental Observations are of sufficient length to gather the data needed. The observer should use the Developmental Observation form to make a written record of the observation. The observer collects data in the manner most appropriate to the purpose of the visit. A conference should be held within five (5) school days based upon the data collected. These observations may be either announced or unannounced, shall be conducted with full knowledge of the teacher, and may be initiated by the teacher or the observer.

Who Are the Observers?

Principals, assistant principals, coordinators, specialists, supervisors and others as designated by the principal and/or superintendent, may conduct developmental observations.

How does the Process Differentiate Between Teachers on Standard Rating and Teachers on Intensive Rating?

Teachers on Intensive Rating have more Developmental Observations than teachers who are on Standard Rating.

Standard Rating

- the principal may conduct a Developmental Observation based upon a perceived need or may request another observer to conduct the Developmental Observation
- the teacher may request an observer to make a developmental visit
- there is no set number

Intensive Rating

- teachers on Intensive Rating must have a minimum of two (2) Developmental Observations during the year
- the first should be of a diagnostic nature and should be made prior to September 30th
- upon the principal's request, some of the Developmentals may be done by another observer

- the teacher may request additional Developmental visits or observers may elect to do more

Performance Rating Observations

What Are Performance Rating Observations?

The primary purpose of the Rating Observation is to assess the teacher's performance relative to the Essential Teaching Skills required of Talbot teachers. While the observer may provide helpful feedback, the major purpose is to assess the teacher's performance. These Observations may be announced or unannounced, but the observer must advise the teacher at the beginning of the period that a Performance Rating Observation is being made.

The Observation shall be of sufficient length to gather the data needed. Normally this will be a full class period or a complete lesson, but never less than 30 minutes. There should be a minimum of ten school days between any two performance rating observations. The data collected during the observation is the basis upon which the rating is formulated. An overall rating for the lesson will be assigned. The following point values will be assigned to each skill according to its rating: Highly Effective (4 points), Effective (3 points), Developing (2 points), Ineffective (1 point). The observer may also assign NA when a skill is not being assessed. The mean for each domain will be used. The overall mean of the domain means will be calculated to determine the overall rating. Calculations will be carried to one decimal place. Final scores in the range of 3.5 – 4.0 will be rated Highly Effective, 2.4 – 3.4 Effective, and 2.3 or less will be rated Ineffective.

Performance Rating Observations constitute an important, but not the sole, source of data, which the principal uses to complete teacher evaluations. There should be a reasonable amount of time between Performance Rating Observations and Evaluations. A standard form is used (See Forms, Page 37).

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

A conference should take place within five (5) school days after each Performance Rating Observation. When necessary, this time may be extended.

During this conference, time will be allotted to discuss evidence supporting all Unsatisfactory ratings, Developing ratings and/or Ineffective ratings, recommendations for improvements, special strengths observed, and teacher comments. At the conclusion of the conference, the form will be signed by both the observer and the teacher with copies for the teacher, principal, personnel department and curriculum coordinator. In situations where a teacher works in more than one building, the base principal will coordinate the observation process.

Who Are the Observers?

Principals, assistant principals, coordinators, specialists, supervisors and others as designated by the principal and/or superintendent, may conduct performance rating observations.

How Does the Process Differentiate Between Teachers on Standard Rating and Teachers on Intensive Rating?

Teachers on Intensive Rating are rated at least twice, as are teachers on Standard Rating. The difference is one of timing.

Standard Rating - The principal or other observer will conduct at least two Rating Observations in the years when the teacher's Professional Practice will be evaluated; the principal and/or teacher may request additional Performance Rating Observations.

Intensive Rating - There will be a minimum of two Performance Rating Observations. The principal will do at least one of these and at least one will be done by the curriculum supervisor assigned to work with the Intensive teacher. Other rating observations will be conducted at the principal's request. The teacher may request additional Performance Rating Observations. Although Performance Rating Observations may be completed at any time during the year the following guidelines should be followed:

At least one Performance Rating Observation by November 15

At least one other Performance Rating Observation by February 28

Exceptions to the above are permitted with the superintendent's approval.

The Performance Evaluation Process

What is the nature of the Performance Evaluation Process?

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 performance evaluation is to improve instruction. Another purpose of evaluation is to assess areas of strength and weakness in order to make administrative decisions regarding a teacher's status.

A standard form is used.

Who Evaluates Teacher Performance?

The building principal is normally the designated evaluator. However, in situations where the teacher works in more than one building, the "base school" principal will coordinate the evaluation process and determine the evaluator. In some cases, the Superintendent may designate the evaluator. Teacher performance is evaluated with input from principals and/or designated observers from other schools in which they work.

What Sources of Data May the Evaluator Use to Complete the Performance Evaluation?

A major source of data is the Performance Rating Observation Form which reflects the effectiveness of the teacher. Another source of data is the Anecdotal Record of Performance, which reflects the teacher's effectiveness relative to Professional Responsibilities.

Other documents such as the Administrator/Teacher Conference Form, Professional Development Plan, Professional Improvement Plan letters, memoranda or surveys may also be used as sources of data to complete the Performance Evaluation. Teachers shall be provided copies or access to all of the data used to complete the performance evaluation.

What is the Relationship Between Student Performance and the Teacher Evaluation Process?

An Evaluation of professional practice accounts for 50% of a teacher's evaluation. The other 50% of the evaluation addresses student growth. Student growth will be measured by Student Learning Objectives that are developed by the teacher and principal.

What Occurs During a Performance Evaluation Conference?

The principal reviews the evaluation for the purpose of explaining the specific and overall ratings assigned as well as the administrative decision(s) indicated on the evaluation cover sheet. Specific strengths and weaknesses are discussed.

When a non-tenured teacher is not being recommended for contract renewal the Board's personnel officer should be present at the evaluation conference.

When the administrative recommendation for a tenured teacher is for anything other than "Continued Employment - Standard Rating" the Board's personnel officer should be present at the evaluation conference.

At the conclusion of the conference the evaluation form is signed by both the evaluator and the teacher with copies for the teacher, evaluator, curriculum supervisor, and Personnel Office.

What is the Criteria for an Overall Rating of Ineffective?

Each skill within a domain will be rated and the corresponding points awarded. If the combined score for both Professional Practice and Student Growth results in a score in the range of 3.5 – 4.0 the teacher will be rated as highly effective; 2.4 – 3.4 effective; ≤ 2.3 ineffective unless covered by these exceptions: A teacher who is deemed highly effective in Professional Practice and effective in Student Growth shall be rated overall highly effective. A teacher who is deemed effective in Professional Practice and highly effective in Student Growth shall be rated overall effective.

How often is the teacher evaluated?

For non-tenured teachers as well as tenured staff who do not complete Student Learning Objectives evaluation occurs annually.

For tenured teachers who complete Student Learning Objectives on a 3-year cycle, tenured teachers shall be evaluated once annually in the following ways:

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

- f. The year following a tenured teacher who deemed ineffective in a year and is deemed effective or highly effective the next year shall be placed on year two of the evaluation cycle.
- g. A tenured teacher who transfers from one school within the district to another school within the district shall maintain their placement in the three-year evaluation cycle.

Rating Process

What is Rating Status?

The Talbot Teacher Performance Evaluation and Professional Development Program differentiates between teachers on Standard Rating and teachers on Intensive Rating. The two rating categories have been designed to ensure that a greater portion of the evaluator's time shall be directed toward improving the teaching skills and performance of those on intensive rating status.

The rating status of tenured teachers is determined as a result of the evaluation process, with teachers being assigned to either category by the evaluator based upon individual needs and performance as documented on the teacher's evaluation.

Standard Rating

Who is Placed on Standard Rating?

Tenured teachers are assigned to Standard Rating unless their evaluation indicates the overall rating is Ineffective.

Intensive Rating

Who is Placed on Intensive Rating?

All first, second and third year teachers are placed on Intensive Rating. These teachers are not tenured.

Provisionally certificated teachers and part-time teachers may be continued on Intensive Rating at the Evaluator's discretion.

Tenured teachers are assigned to Intensive Rating if they have an overall evaluation rating of Unsatisfactory or Ineffective. (A Professional Improvement Plan must be developed to address the area(s) of deficit.)

Teachers on Second Class certification are automatically placed on Intensive Rating.

What are the Purposes of Intensive Rating?

Some of the purposes for Intensive Rating include:

greater assistance due to inexperience or ineffective performance

more opportunity to provide development and assessment feedback

greater opportunity to provide structure

How Often is a Teacher on Intensive Rating Evaluated?

Intensive teachers will be evaluated at least once per year between March 1-31 and may have optional evaluations between November 1-30, January 1-31 and June 1-15.

Tenured teachers on Intensive Rating may have optional evaluations between November 1-30, January 1-31, March 1-31, or June 1-15 because it may be necessary to change their rating status during the school year.

Special Note for Non-Tenured Teachers

First, Second, and Third Year teachers may be terminated or non-renewed as provided in the regulations of the Maryland State Board of Education, the Education Article of the Annotated Code of Maryland, and the teacher's employment contract. Effective or Highly Effective Performance Evaluations neither indicate nor guarantee contract renewal.

Procedures for Changing the Status of Tenured Teachers

From Standard Rating to Intensive Rating

CRITERIA: The principal or superintendent's designee will assign Intensive Rating status if there is an overall rating of "Unsatisfactory" or "Ineffective" on the teacher's evaluation. The overall "Unsatisfactory" rating will be supported by one (1) or more Specific Ratings of "Unsatisfactory" or three (3) or more "Needs Improvement" on the teacher's evaluation.

The overall "Ineffective" teacher's evaluation will be the result of a score that is <2.4.

An evaluation may be completed during any regularly designated or optional evaluation period. The teacher's rating status will change effective the date of the evaluation. Evaluations must be supported by appropriate documentation as described in this document. A Professional Improvement Plan will be developed jointly by the teacher and administrator(s) that identifies areas in need of performance improvement with strategies and a timeline for acquiring the skills.

From Intensive Rating to Standard Rating

CRITERIA: The principal may designate Standard Rating only if there are no Specific Ratings of “unsatisfactory” or “ineffective” and not more than two (2) “needs improvement” or “developing” ratings on the teacher’s evaluation.

A teacher’s rating may be changed from Intensive to Standard by completing an evaluation during any of the designated evaluation periods if observations are indicative of satisfactory performance and the principal determines that such satisfactory performance will be consistent over time.

From Intensive Rating to Second Class Certification

CRITERIA: The principal or superintendent’s designee may recommend Second Class Certification if the teacher’s overall evaluation is Unsatisfactory or Ineffective.

An evaluation supported by appropriate documentation must be completed. The evaluator will explain the ratings assigned and inform the teacher that a recommendation for Second Class Certification will be made at the next evaluation if performance remains unsatisfactory.

Following the second unsatisfactory evaluation the evaluator may forward the recommendation for Second Class Certification to the Superintendent for review. A decision should be made and the teacher informed within ten (10) school days. The teacher or Superintendent may request a meeting to review the reasons supporting the decision to reclassify the certificate. The teacher may initiate an appeals process as described in Section 4-205 of the Annotated Code of Maryland.

The teacher’s Professional Improvement Plan will be reviewed and revised as necessary and a meeting should be held within ten (10) school days following the superintendent’s decision to re-certify. The Superintendent or designated personnel will meet with the teacher to specify performance expectations and procedures to be followed. The teacher’s salary will be frozen and the teacher will remain on Second Class Certification for not longer than one entire school year.

SPECIAL NOTE:

The Superintendent retains the right and responsibility as authorized by Section 6-103 of the Education Article of the Annotated Code of Maryland to also reclassify certificates by procedures which may be different from those described above.

From Second Class Certification to Dismissal

Criteria: The principal or superintendent’s designee may recommend dismissal if the teacher’s overall rating remains ineffective.

While on Second Class Certification, all procedures specified for Intensive Rating will apply.

At each of the next four (4) designated evaluation periods, the evaluator may make an administrative recommendation to continue the teacher on Second Class Certification, return the teacher to regular certification, or dismiss the teacher on or before the end of the year. The recommendation and supporting documentation will be forwarded to the Superintendent for review.

The superintendent shall consider the evaluator's recommendations. If the superintendent believes that immediate dismissal is warranted, the superintendent shall notify the teacher in writing: (1) of the charges; (2) of his/her intention to recommend dismissal to the Board; and (3) of the teacher's right to request a hearing before the Board within ten (10) days. The superintendent shall immediately place the teacher on administrative leave without pay pending resolution of the teacher's appeal(s), if any.

Special Note: If in the judgment of the superintendent of schools, a teacher's performance is less than satisfactory or effective at any time, the superintendent may elect to rate the teacher's certificate second class without regard to the aforementioned procedure.

If the individual requests a hearing within the ten (10) day period, the Board shall conduct a hearing at which the teacher shall have an opportunity to be heard in person or by counsel and to bring witnesses to the hearing. The teacher will be advised of the Board's decision and of the right to initiate an appeal to the State Board as described in Section 6-202 of the Education Article, Annotated Code of Maryland.

Procedures for Professional Development

All teachers, regardless of their rating status, should be concerned about their professional growth, especially as it affects their recertification status. Development is best nourished in an atmosphere of positive professional relationships. Under these conditions, individual growth may be fostered and the success of our mission as educators enhanced.

Principals, curriculum coordinators and other specialists are encouraged to use a variety of strategies and resources to foster the growth of teachers including Rating Observations and conferences; Developmental Observations and conferences; Informal Observations and feedback; coaching protocols; school system and school-based staff development and inservice.

In addition, principals and curriculum coordinators should promote developmental approaches such as cooperative or collaborative developmental approaches in which teachers work together in small teams for their own professional improvement. Teacher Expectations and Student Achievement (TESA) and Peer Coaching are two good examples of this approach.

Professional Development Plan

What is a Professional Development Plan?

A Professional Development Plan (PDP) is a tool for facilitating the professional growth and development of all teachers in the Public Schools of Talbot County and provides documentation which meets state recertification requirements. The purpose of the plan is to specify goals and skill areas to be developed. It also provides for specific strategies and resources to be used to accomplish the goals of the plan.

The PDP outlines the development activities planned during a recertification cycle and is the document provided to assure compliance with state certification requirements. It is the responsibility of the holders of a teacher certificate to know the current certification regulations and to renew their certificate prior to the expiration date. Activities that are in lieu of college credit may be approved.

Who is Involved in the Preparation of a Professional Development Plan?

The PDP is developed jointly by the teacher and the principal or designated evaluator during the first year of the recertification cycle. A copy of this plan is forwarded to the Personnel Office as soon as it is developed.

How Does the Preparation of the Professional Development Plan Differ for Teachers on Standard Rating and Teachers on Intensive Rating?

There is no differentiation related to teacher rating status. All teachers must prepare a PDP in order to meet state certification requirements.

The Professional Improvement Plan is primarily based upon the areas in need of development as indicated by documentation. The plan is implemented after input from the teacher and others as requested by teacher or principal or designated evaluator. All areas in need of improvement must be addressed in this plan, but it is suggested that no more than two skills be worked on during any given period of time.

Library/Media Specialists

Introduction

Unlike the basic components of the observation, evaluation, and professional development of teachers, basic components for Library/Media Specialists (LMS) remain unchanged.

Variations in the Observation and Evaluation of Library/Media Specialists

Observation

It is incumbent upon observers to focus on all seven Essential Skills of Librarianship during Informal, Developmental, and Performance Rating Observations. In addition to the area of teaching skills there are six other areas which are essential to the effectiveness of the Library Media Specialists. Library Media Specialists must demonstrate effectiveness in all seven skill areas.

Informals — Same as for teachers.

Developmentals — Same as for teachers.

Performance Ratings — Since the observer must collect data on all seven (7) skill areas the observation will consist of two parts. The order of these two parts may be reversed.

1. Observation during instruction.
2. Discussion with the LMS to ascertain extent of effectiveness regarding skill areas 1-6. During this discussion it is the observer's responsibility to collect the data necessary to substantiate each rating. Likewise, the LMS must be prepared to discuss, explain, and present information as necessary for the observer to make a thorough assessment.

Following the observation of instruction and discussion to collect the remainder of the data the observer should prepare for the conference by analyzing the data and completing the Performance Rating Observation Form.

Check with the Library/Media Curriculum Coordinator for updated forms.

Protocols

The narratives and descriptors under each skill area comprise the essential information to be used by observer/observee and evaluator/evaluatee. In addition, the page references next to the descriptors provide additional guidance for the LMS and administrator. All page notations refer to The School Administrator's Guide to Evaluating Library Media Programs by Hesner and Jay, Library Professional Publications, 1987.

Specified Skills

List of Essential Skills

1. Develops the library/media collection.

Careful selection and weeding of media materials produces a well-rounded collection appropriate for the total school curriculum. The application of recognized selection standards, use of professional reviews, and examination of preview materials help to insure appropriate selections. The effective media specialist:

- A. prepares and administers the Media Center budget
- B. evaluates, selects, and requisitions new materials
- C. promotes input from students and staff
- D. strives to meet needs of all curricular areas
- E. weeds obsolete and worn items from collection as specified in Library Materials Section AR (9-23)

2. Provides for efficient use and operation of the Media Center.

A smoothly-operated media center enhances student and staff use of resources and services. Routine procedures are reasonable and clearly stated. Materials which are displayed and stored in an orderly fashion improve accessibility. The effective media specialist:

- A. develops and/or maintains a schedule
- B. implements policies and procedures for the media center
- C. provides leadership for aides, and student and adult volunteers in the performance of their duties
- D. promotes appropriate conduct of students
- E. catalogs, processes and repairs materials

3. Demonstrates knowledge of Library Science, Media, and Technology.

In addition to demonstrating effective teaching skills the library media specialist demonstrates mastery of information, skills, and concepts relative to media programs.

The library media specialist must remain current with trends in curriculum, technology, and information retrieval. The effective media specialist:

- A. is aware of current information, trends, and methods
- B. has expertise in library science

4. Communicates Effectively.

Frequent use of the Media Center by students and staff is affected by positive relationships, promotional strategies, and adept communication on the part of the library media specialist. The effective media specialist:

- A. shares ideas, materials and methods with other professionals
- B. maintains positive relationships with students and faculty
- C. maintains positive relationships with parents, community, and community agencies and promotes the Media center program in a variety of ways

5. Provides services necessary to support instructional programs of the school.

The media program is an integral part of the instructional program. It is most effective when it reflects and supports the total instructional program. Cooperative efforts between the library media specialist and teacher help assure the development of a relevant collection and an instructional program rich in resources. The effective media specialist:

- A. instructs and assists faculty in location and use of books, materials, and media
- B. plans cooperatively with faculty to prepare units of study
- C. promotes assignments which result in the use of media center resources
- D. arranges for interlibrary loans
- E. is knowledgeable of courses of study, and participates in curricular workshops

6. Provides direct instruction to students.

Learning becomes more meaningful when media skills are taught in conjunction with classroom units, rather than in isolation. Learning is enhanced when instruction is based upon learner needs and readiness. The effective media specialist:

- A. implements goals and objectives of the library/media curriculum

- B. provides instruction in basic library/media skills as appropriate and necessary
- C. provides review and extension of library/media skills as appropriate and necessary
- D. provides guidance to students in the selection of materials

7. Demonstrates mastery of the ten essential teaching skills.

The media specialist engages in direct instruction of students. The effective media specialist:

- Learning Environment Instructional Strategies
- Content
- Lesson Structure - Talbot County Instructional Process
- Participation of Students
- Monitoring
- Communication
- Expectations of Student Performance Instructional Time
- Mastery of Subject Matter

Support Skills

1. develops instructional plans according to Board policy and Administrative Regulations
2. uses assessments consistent with instructional objectives
3. maintains and assigns grades according to Board policy, and Administrative Regulations. (Librarians do not maintain grade books per se. Grades which may be given for library— related assignments and assessments are factored into the grades of other subject areas.)

Related Responsibilities

1. implements school and Board policies and Administrative Regulations
2. observes regular attendance and punctuality
3. completes records and reports in an accurate and timely manner
4. communicates effectively with parents in both oral and written form and maintains annotated records of same

Teachers should strive to maintain relationships with parents/guardians that promote effective communication. They should contact parents and be available for conferences. It is incumbent upon teachers to be prepared for and contribute to meetings with parents, to be tactful in communicating and to prepare summaries of conferences held.

5. supervises students effectively in non-instructional or non- classroom settings

Non—classroom settings include, but are not limited to, assemblies, cafeteria, playground, corridors, bus area and field trips. Settings such as after- school or evening clubs and activities are also included if within the parameters of the teachers' contract or supplemental contracts.

6. maintains a positive working relationship with staff, parents, and community
7. contributes to well-being of the school by serving on committees (i.e. School Improvement Team, Student Services Team, etc.)

School Counselors

Procedure for Counselor Performance Evaluation

Non-tenured counselors will be observed and evaluated annually. By winter break, 2 developmental observations and 1 rating observation will be completed. By March 1st a second rating observation will be completed. The evaluation will be conducted by March 31st.

Tenured counselors will also be observed and evaluated annually by completing 1 rating observation and 1 evaluation. One or more “needs improvement” or “developing” ratings on any skill in the rating observation will obligate the observer to conduct a second rating observation prior to the end of year evaluation.]

Forms

TALBOT COUNTY PUBLIC SCHOOLS

ANECDOTAL RECORD OF PERFORMANCE OF RELATED RESPONSIBILITIES

RELATED RESPONSIBILITIES

1. implements school and Board policies and Administrative Regulations
2. observes regular attendance and punctuality
3. completes records and reports in an accurate and timely manner
4. communicates effectively with parents in both oral and written form and maintains annotated records of same
5. supervises students effectively in non-instructional or non-classroom settings
6. maintains a positive working relationship with staff, parents, and community
7. contributes to well-being of the school by serving on committees (i.e. School Improvement Team, Student Services Team, etc.)

DIRECTIONS:

1. Report below specific incidents in which the teacher performed related responsibilities in an especially effective manner, performed them in an ineffective manner, or failed to perform them.
2. Provide full particulars in each instance, using objective language.
3. Provide the teacher with an opportunity to comment.
4. Provide the teacher with a copy of the report within 5 school days.

Teacher's Name		School			
Date of Occurrence		Time		Place	
Objective Report:					

Teacher's Comments:

Teacher's Signature*

Administrator's Signature

Date _____

Date _____

* Indicates receipt of copy only; might not indicate agreement with content.

Distribution: Teacher, Principal, Curriculum Coordinator, Personnel

TALBOT COUNTY PUBLIC SCHOOLS DEVELOPMENTAL OBSERVATION FORM

Teacher's Name		Subject/Grade		School	
Date	From:	To:	Announced	Unannounced	

This form is used to further the professional development of teachers. The observer should include a brief summary of the lesson observed, commendations given to the teacher, and any recommendations for improvement.

Teacher's Comments: (Use optional page if necessary.)

Teacher's Signature* _____ Date _____

Observer's Signature _____ Date _____

*(Indicates receipt of copy only; might not indicate agreement with content.)

Distribution: Teacher, Principal, Curriculum Coordinator, Personnel

**TALBOT COUNTY PUBLIC SCHOOLS
TEACHER PERFORMANCE RATING OBSERVATION FORM**

Teacher Name				Tenured		Non-Tenured	
Subject/Grade		School		School Year			
Overall Rating of this Observation			Highly Effective		Effective		Ineffective

Directions to the evaluator: Rate teacher performance according to the following key. **HE:** highly effective, **E:** effective, **D:** developing, **IE:** ineffective. Evaluator comments, including special strengths and recommendations for improvement, may be added. All D and IE ratings must be supported with documentation. HE and E ratings may be supported by documentation. A mark of **NA** will be used to note an area not assessed.

IE	D	E	HE	Planning and Preparation
				Content
				Instructional Strategies
				Develops plans according to Board Policies and Administrative Regulations
				Utilizes assessments consistent with instructional objectives

IE	D	E	HE	Instruction
				Student Engagement
				Monitoring
				Communication
				Knowledge of subject matter
				Lesson Structure - Talbot County Instructional Process

IE	D	E	HE	Classroom Environment
				Learning Environment
				Expectations of Student Performance
				Instructional Time

IE	D	E	HE	Professional Responsibilities
				Maintains and assigns grades according to Board Policies and Administrative Regulations

Observer's Comments:

Teacher's Comments: (Use optional page if necessary)

Teacher's Signature *

Date

Observer's Signature

Observer's
Name
(please print)

Date

* indicates receipt of copy only; might not indicate agreement with content.

Sections 1 and 2 of the PDP are to be designed by the employee to ensure continued professional growth for the current certificate and to fulfill certification renewal requirements. The proposed PDP will be reviewed by the principal and Personnel Office.

Name	Last 4 digits of S.S.#
School or Site	Current Assignment

Current Certificate Held

Type of Certificate	Validity Dates
Fields	

1. Activities Proposed - Course/Workshop/ Seminar or Other Experience Proposed.	Location of Activity	Proposed Date	Credit SH/ MSDE/R C

Signature of Certificate Holder

Date

Principal

Date

2. Activities Completed - Course/Workshop/ Seminar or Other Experience Proposed.	Location of Activity	Completed Date	Credit SH/ MSDE/R C

I have shared the completion of this PDP with my immediate supervisor.

Signature of Certificate Holder

Date

The proposed PDP will be forwarded to the Personnel Office **within the first year of certification**. This **completed PDP (Section 2 above)**, will be sent to the Personnel Office no later than 60 days prior to certificate renewal.

This form does not replace tuition reimbursement forms.

Original to certificate holder

Copies to Principal and Personnel

PDP (revised 7/13)

TALBOT COUNTY PUBLIC SCHOOLS TEACHER PERFORMANCE EVALUATION FORM

Teacher Name		Tenured		Non-Tenured	
Subject/Grade		School		School Year	

Directions to the evaluator: Rate teacher performance according to the following key. HE: highly effective, E: effective, D: developing, IE: ineffective. Evaluator comments, including special strengths and recommendations for improvement, may be added using page EF3. All D and IE ratings must be supported with documentation. HE and E ratings may be supported by documentation.

IE	D	E	HE	Planning and Preparation
				Content
				Instructional Strategies
				Develops plans according to Board Policies and Administrative Regulations
				Utilizes assessments consistent with instructional objectives

IE	D	E	HE	Instruction
				Student Engagement
				Monitoring
				Communication
				Knowledge of subject matter
				Lesson Structure - Talbot County Instructional Process

IE	D	E	HE	Classroom Environment
				Learning Environment
				Expectations of Student Performance
				Instructional Time

IE	D	E	HE	Professional Responsibilities
				Maintains and assigns grades according to Board Policies and Administrative Regulations
				Implements school and Board policies and Administrative regulations.
				Observes regular attendance and punctuality
				Completes records and reports in an accurate and timely manner
				Communicates effectively with parents in both oral and written form and maintains annotated records of same
				Supervises students effectively in non-instructional or non-classroom settings
				Maintains a positive working relationship with staff, parents, and community
				Contributes to well-being of the school by serving on committees (i.e. School Improvement Team, Student Services Team, etc.)

Teacher's Comments: (Use optional page EF3 if necessary)

In the judgment of the evaluator, the overall rating for this teacher is:

Highly Effective Effective Ineffective

*Teacher's Signature/Date

Principal's Signature/Date

* Indicates receipt of copy only; might not indicate agreement with content.

Administrative Recommendation/Decision:

<input type="checkbox"/> Continued Employment – Standard Rating	<input type="checkbox"/> Continued Employment – Intensive Rating
<input type="checkbox"/> Continued Employment – Second Certification	<input type="checkbox"/> Dismissal; Non-Renewal



Professional Improvement Plan

Teacher		Date	
Principal or Supt.'s Designee		Curriculum Coordinator	

Goals/Skills to be developed (Use descriptors if applicable):

Specific Strategies and Resources and include a timeline for completion of components:

Expected Outcomes:

Modification of Plan (if applicable):

	Date Implemented	Date Reviewed	Date Completed
Teacher's Signature			
Principal or Supt.'s Designee's Signature			
*Curriculum Supervisor's Signature			

***Signature indicates participation in development of PDP.**

Original to certificate holder
Copies to: Principal, Supervisor, Personnel

Talbot County Public Schools
School Counselor Developmental Form

Name:

Position:

Work Location:

Tenure Status:

Date:

Directions: Comment on at least three areas.

<p>FOUNDATION: The School Counselor must possess ability, knowledge, attitudes and skill to develop a comprehensive school counseling program that focuses on student outcomes, teaches student competencies and is delivered with identified professional competencies that align with the ASCA model.</p>
<p>DELIVERY: The School Counselor plans, implements and provides counseling services to students, parents, school staff and the community which are aligned to the TCPS goals and ASCA National Standards.</p>
<p>MANAGEMENT: The School Counselor incorporates organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs.</p>
<p>ACCOUNTABILITY: The School Counselor analyzes school and school counseling program data to determine how students are changed by the school counseling program.</p>
<p>PROFESSIONALISM: The School Counselor established and sustains an effective working relationship with school staff, county staff and parent/guardians that promotes student achievement.</p>

With each use of this form indicate the status of the Naviance program by describing the number of lessons/modules that have been completed.

Employee Signature

Date

Evaluator Signature

Date

Employee's signature does not necessarily indicate agreement with the evaluation

Distribution: Counselor, Principal, Personnel File

Talbot County Public Schools
School Counselor Observation Form

School Counselor:

Date:

School:

Key: IE=Ineffective D=Developing E=Effective HE=Highly Effective

1	FOUNDATION - The School Counselor must possess ability, knowledge, attitudes and skill to develop a comprehensive school counseling program that focuses on student outcomes, teaches student competencies and is delivered with identified professional competencies that aligns with the ASCA model.	IE (1)	D (2)	E (3)	HE (4)	Comments
1.1	Provides a comprehensive school counseling program that addresses all domains including academic, career and personal/social.					
1.2	Communicates, supports, and reinforces high expectations for all students.					
1.3	Establishes positive rapport and trust with all staff, students and parents/guardians.					
1.4	Demonstrates an understanding of legal and ethical standards and principles of the school counseling profession and educational system, including TCPS policies and procedures.					

Total Domain: Total Points: 0 Average Total Domain: 0

Rating Key: IE = 1 D = 2 E = 3 HE = 4

Ineffective	Developing	Effective	Highly Effective
An ineffective School Counselor inconsistently meets or does not meet the expectation of the standard as listed above.	A developing School Counselor partially meets or displays limited knowledge of the expectations of the standard as defined by the indicators above.	An effective School Counselor meets the expectations of the standard as defined by the indicators listed above.	A highly effective School Counselor exceeds all expectations of the standard as defined by the indicators listed above while advocating for student's success and developing a comprehensive school counseling program.

2 DELIVERY - The School Counselor plans, implements and provides counseling services to students, parents, school staff and the community which are aligned to the TCPS goals and ASCA National Standards.		IE	D	E	HE	Comments
		(1)	(2)	(3)	(4)	
2.1	Provides structured classroom lessons designed to present the school counseling curriculum in collaboration with and in support of the school's overall curriculum.					
2.2	Coordinates ongoing systematic activities designed to assist students in establishing personal goals and developing comprehensive plans for the future.					
2.3	Delivers counseling and responsive services designed to meet students ongoing or immediate needs, through individual, small group and/or crisis response counseling					
2.4	Utilizes technology to effectively and efficiently deliver school counseling services.					

Total Domain: Total Points: 0 Average Total Domain: 0

Rating Key: IE = 1 D = 2 E = 3 HE = 4

Ineffective	Developing	Effective	Highly Effective
An ineffective School Counselor inconsistently meets or does not meet the expectation of the standard as listed above.	A developing School Counselor partially meets or displays limited knowledge of the expectations of the standard as defined by the indicators above.	An effective School Counselor meets the expectations of the standard as defined by the indicators listed above.	A highly effective School Counselor exceeds all expectations of the standard as defined by the indicators listed above while advocating for student success and developing a comprehensive school counseling program.

3	MANAGEMENT - The School Counselor incorporates organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs.	IE	D	E	HE	Comments
		(1)	(2)	(3)	(4)	
3.1	Coordinates effective services for students in the academic, personal/social and career domains, in a manner consistent with the suggested ASCA National Model of at least 80% of time being spent toward direct and indirect services to students and 20% of time for program planning and school support.					
3.2	Organizes time and resources effectively to support the school counseling program.					
3.3	Works in collaboration and in support of the school administration to define an appropriate management system for delivery of the comprehensive school counseling program.					
3.4	Maintains appropriate records and documentation according to the Maryland Student Records System Manual and TCPS policy and procedures.					

Total Domain: Total Points: 0 Average Total Domain: 0

Rating Key: IE = 1 D = 2 E = 3 HE = 4

Ineffective	Developing	Effective	Highly Effective
An ineffective School Counselor inconsistently meets or does not meet the expectation of the standard as listed above.	A developing School Counselor partially meets or displays limited knowledge of the expectations of the standard as defined by the indicators above.	An effective School Counselor meets the expectations of the standard as defined by the indicators listed above.	A highly effective School Counselor exceeds all expectations of the standard as defined by the indicators listed above while advocating for student success and developing a comprehensive school counseling program.

4	ACCOUNTABILITY - The School Counselor analyzes school and school counseling program data to determine how students are changed by the school counseling program.	IE (1)	D (2)	E (3)	HE (4)	Comments
4.1	Uses data to measure the overall impact of the school counseling program and to guide change within the school counseling program in an effort to continually improve student achievement, attendance and behavior as well as overall college/career readiness for all graduates.					
4.2	Utilizes appropriate baseline data to develop Targeted Intervention Plans that promote student achievement, behavior, and attendance.					
4.3	Evaluates data and uses it to develop Gap Plans for individual students that are aimed at closing the achievement gap.					
4.4	Conducts self analysis to determine strengths and areas of improvement and plans relevant professional development accordingly.					

Total Domain: Total Points: 0 Average Total Domain: 0

Rating Key: IE = 1 D = 2 E = 3 HE = 4

Ineffective	Developing	Effective	Highly Effective
An ineffective School Counselor inconsistently meets or does not meet the expectation of the standard as listed above.	A developing School Counselor partially meets or displays limited knowledge of the expectations of the standard as defined by the indicators above.	An effective School Counselor meets the expectations of the standard as defined by the indicators listed above.	A highly effective School Counselor exceeds all expectations of the standard as defined by the indicators listed above while advocating for student success and developing a comprehensive school counseling program.

5 Professionalism - The School Counselor establishes and sustains an effective working relationship with school staff, county staff and parents/guardians that promotes student achievement.		IE (1)	D (2)	E (3)	HE (4)	Comments
5.1	Maintains a professional relationship with colleagues and staff.					
5.2	Works collaboratively with colleagues to strategically address the needs of the student.					
5.3	Cooperates with others to support school, county and state programs.					
5.4	Addresses student and parent/guardian concerns in a timely, accurate, and professional manner.					

Total Domain: Total Points: 0 Average Total Domain: 0

Rating Key: IE = 1 D = 2 E = 3 HE = 4

Ineffective	Developing	Effective	Highly Effective
An ineffective School Counselor inconsistently meets or does not meet the expectation of the standard as listed above.	A developing School Counselor partially meets or displays limited knowledge of the expectations of the standard as defined by the indicators above.	An effective School Counselor meets the expectations of the standard as defined by the indicators listed above.	A highly effective School Counselor exceeds all expectations of the standard as defined by the indicators listed above while advocating for student success and developing a comprehensive school counseling program.

OVERALL EFFECTIVENESS OF SCHOOL COUNSELOR

Overall Average Total Domain= 0.0

Highly Effective ___ Average Total Domain of 3.5 - 4.0

Effective ___ Average Total Domain of 2.4 - 3.4

Ineffective ___ Average Total Domain of 2.3 or lower

RECOMMENDATION:**NON TENURED****TENURED**

___ On track to tenure

___ Maintain tenure

___ Improvement Plan

___ Improvement Plan

___ Non-renewal

___ 2nd Class Certificate

___ Non-renewal

*School Counselor _____ Principal _____

*School Counselor Signature indicates receipt of copy only

Supervisor _____ Assistant Principal _____

