Maryland's Teacher and Principal Evaluation System

Maryland Association of Secondary School Principals

March 29, 2019

Office of Leadership Development and School Improvement

MARYLAND STATE DEPARTMENT OF
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EQUITY AND **EXCELLENCE**

The Office of Leadership Development and School Improvement

Not Pictured: 13 Leadership Coaches

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Fostering the Growth of Effective Leaders

Provide targeted professional learning experiences and resources to equip current and future leaders with the skills and knowledge required for successful school and district leadership.
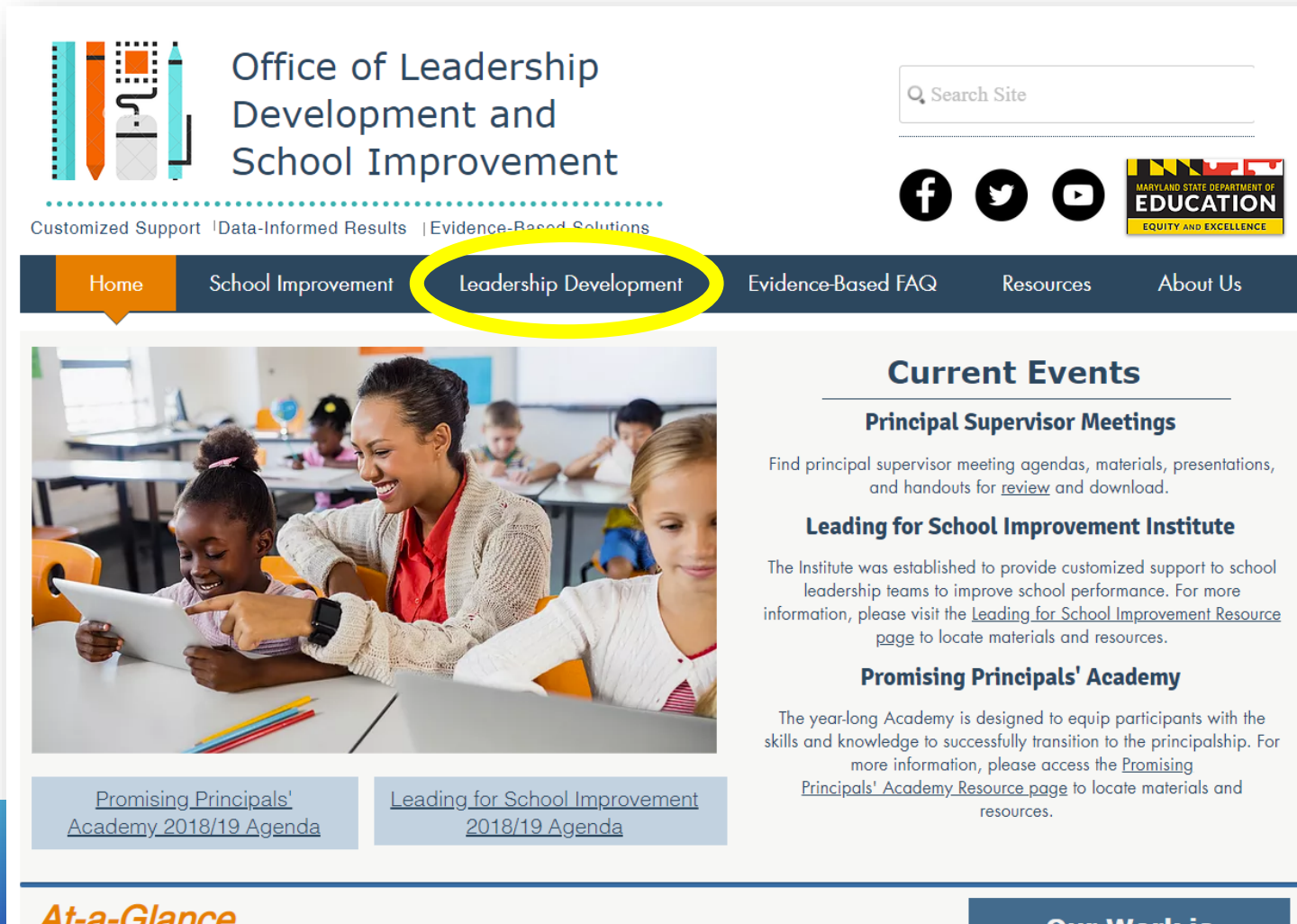
Ensuring Valid and Reliable Evaluations

Oversee the development and implementation of Maryland's teacher and principal evaluation system. Training, guidance, and support is provided to local school systems in the implementation of fair and valid evaluations.

Raising the Quality of Education

Provide customized professional learning experiences and support, informed by data and grounded in effective practices, to improve school performance.

Visit the Maryland Resource Hub to
Access Leadership Development and Evaluation Resources

https://www.marylandresourcehub.com

Maryland Resource Hub – Today's Presentation

Session Outcomes

By the end of this session, participants will have:

- Reviewed the state model for the principal evaluation system;

- Examined the Principal Evaluation Guidebook as a resource for evaluation and professional learning; and

- Discussed revisions to the teacher evaluation system.

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Improving the Evaluation System
We are Listening…..

Time it Takes for Formal Evaluation

Quality of Student Learning Objectives

Process Following an Ineffective Rating

Inter-rater Reliability

Validity and Reliability of Evaluations

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For the Last 3 Years, Most Maryland Principals were Rated as Highly Effective or Effective

School Year 2017-2018 n= 1,282 — 2% — 5% — 47% — 47%

School Year 2016-2017 n= 1,302 — 2% — 40% — 58%

School Year 2015-2016 n= 1,101 — 3% — 48% — 49%

Ineffective — Developing — Effective — Highly Effective
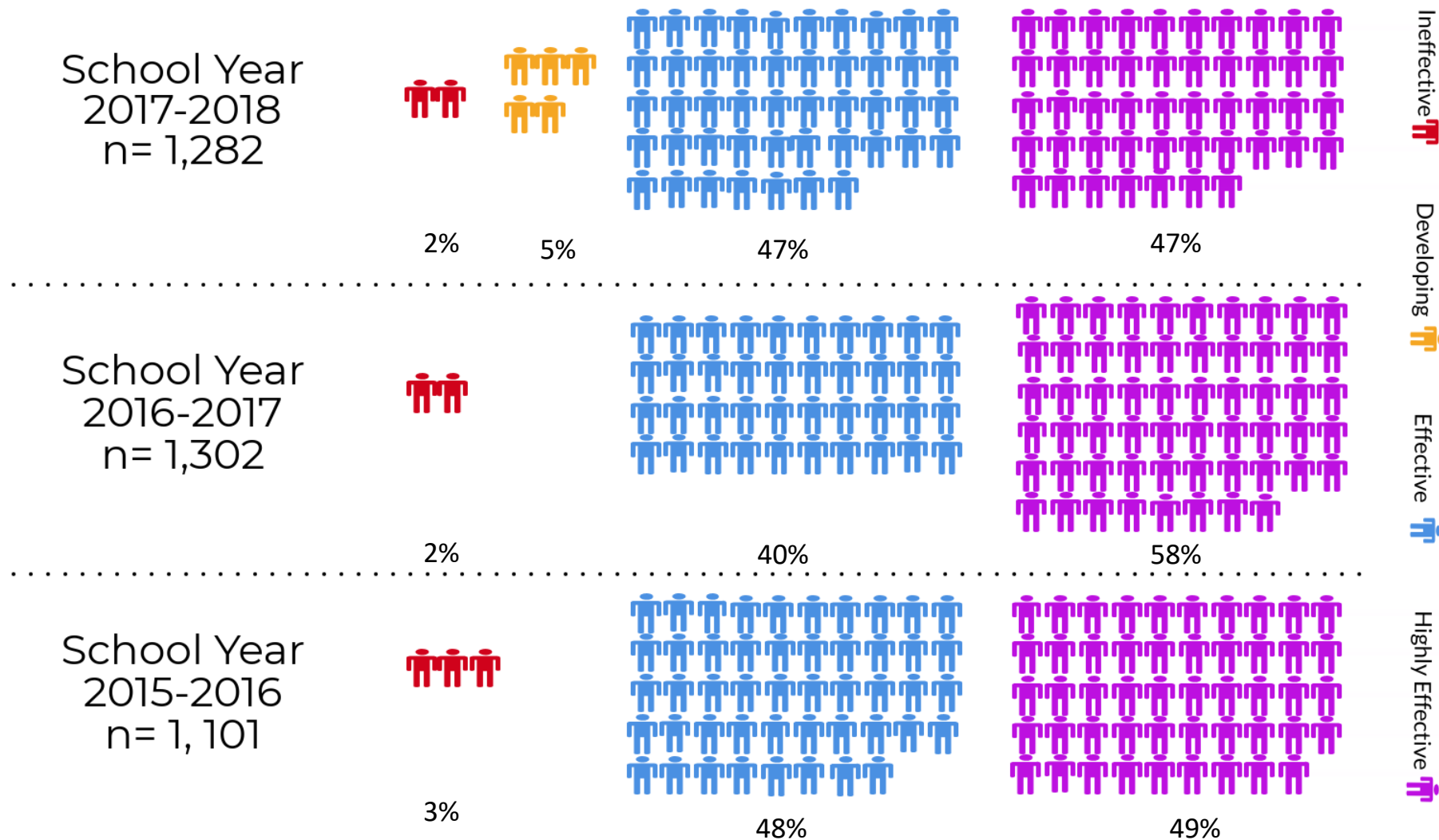
School Systems range from reporting 90% Highly Effective Principals to 0% Highly Effective Principals
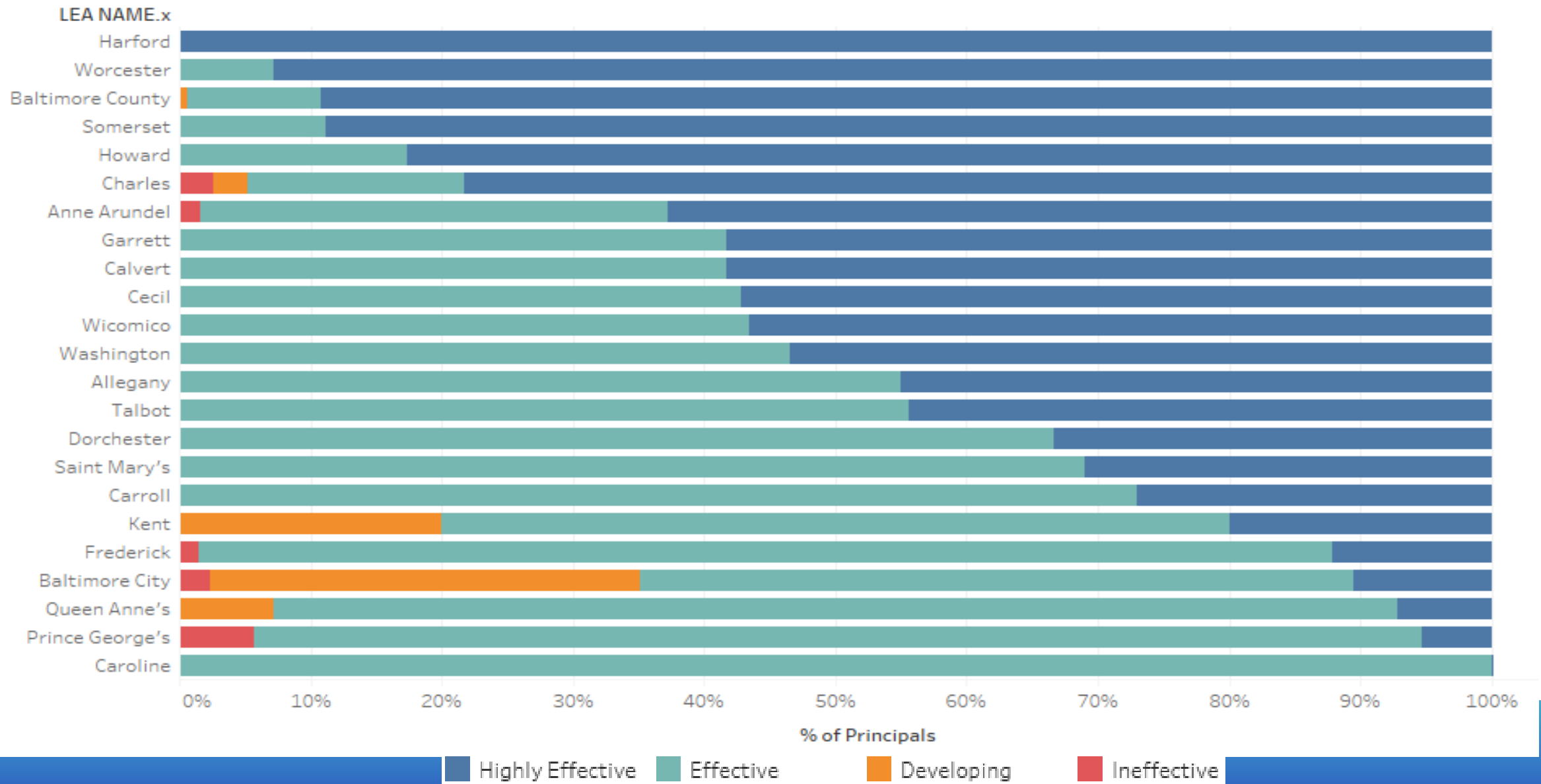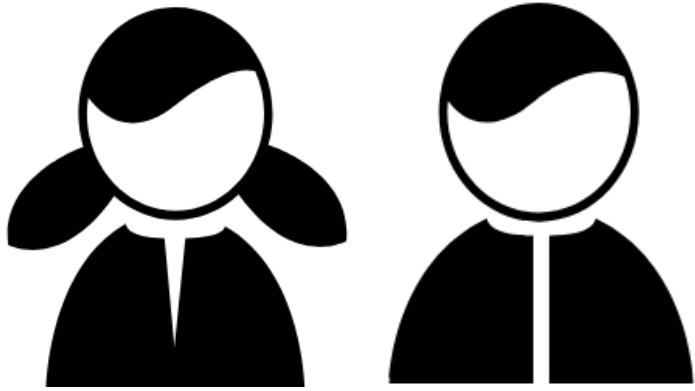
LEA NAME.x

Chart showing % of Principals by effectiveness category (Highly Effective, Effective, Developing, Ineffective) for school systems: Harford, Worcester, Baltimore County, Somerset, Howard, Charles, Anne Arundel, Garrett, Calvert, Cecil, Wicomico, Washington, Allegany, Talbot, Dorchester, Saint Mary's, Carroll, Kent, Frederick, Baltimore City, Queen Anne's, Prince George's, Caroline

% of Principals

Legend: Highly Effective, Effective, Developing, Ineffective

Maryland at a Glance

Percent of Students
Proficient

39% ELA Grade 10
31% Algebra 1

Percent of Students
Graduating

88% (4 year rate)
89% (5 year rate)

Percent of Principals and
Teachers Rated Effective or
Highly Effective

94% Principals
96% Teachers

Education Reform Act of 2010

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

# Foundation for Principal Evaluations in Maryland
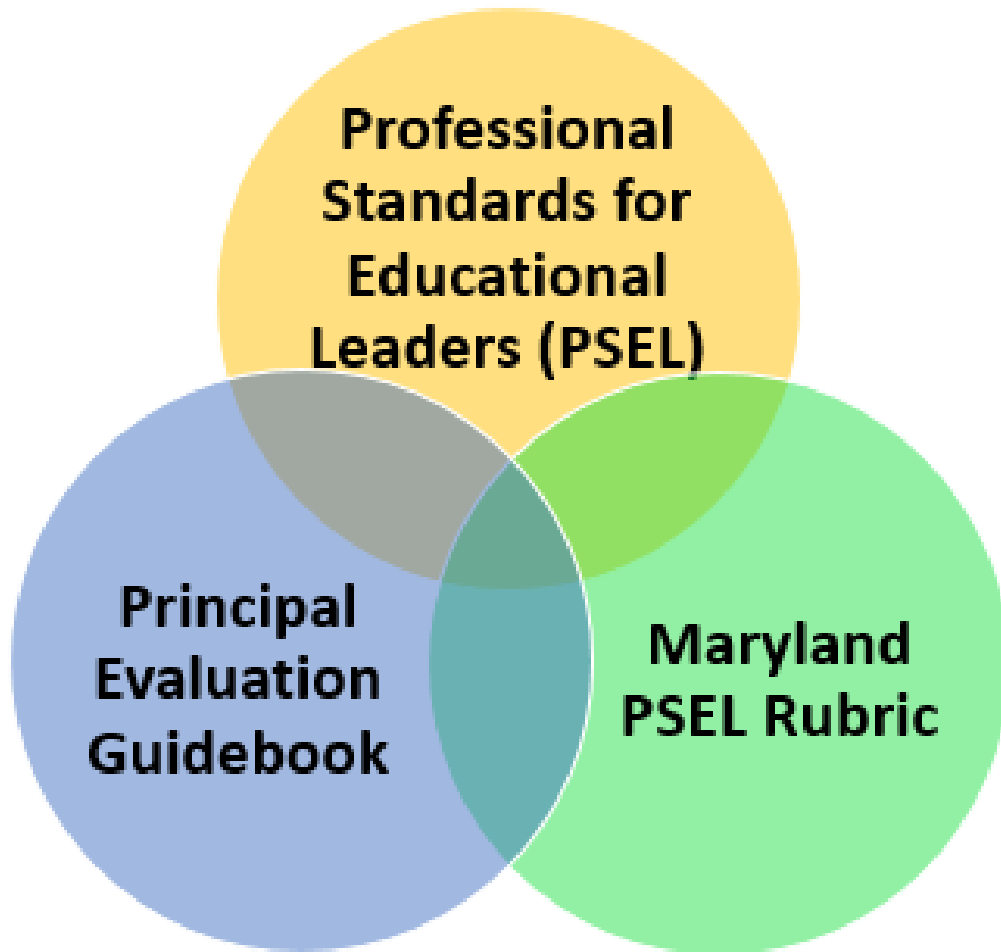
Standards - Guides administrator preparation, licensure, and evaluation in Maryland.

Rubric - Defines the practices of highly effective, effective, developing, and ineffective school leader.

Guidebook - Provides guidance, strategies, templates, and sample evidence to support effective evaluation practices.

The Professional Standards for Educational Leaders (PSEL)

- Adopted by the Maryland State Board of Education in 2017.
- Guide administrator licensure, evaluation, and professional learning.
- Define effective practices of school leaders to promote academic success and well-being for each student.

Professional Standards for Educational Leaders

National Policy Board for Educational Administration

2015
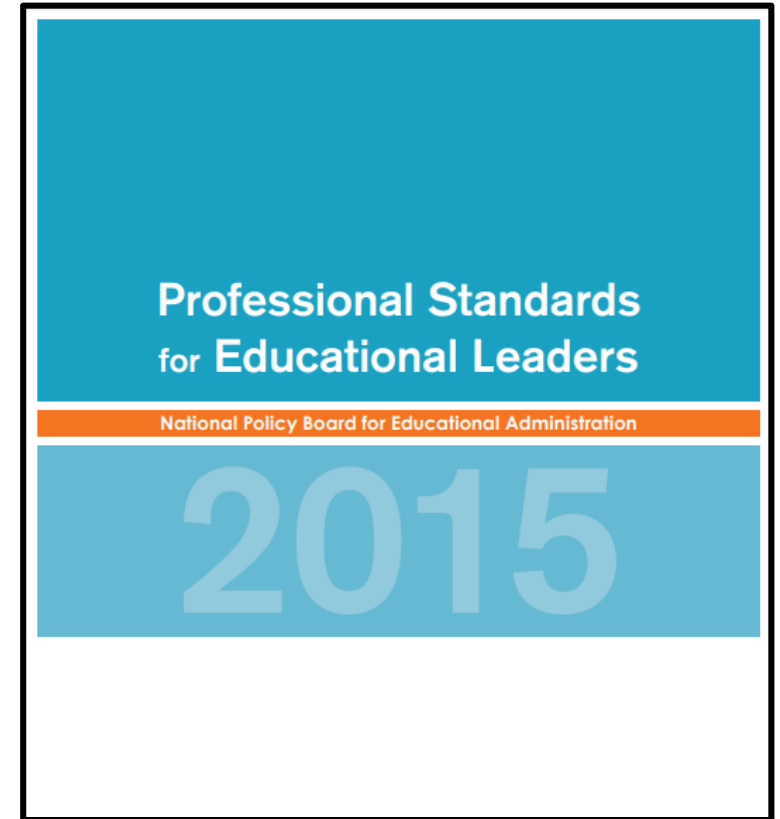
Webinars Developed to Support Standard Implementation

The Drivers

- Standard 1: Mission, Vision and Core Values
- Standard 2: Ethics and Professional Norms
- Standard 3: Equity and Cultural Responsiveness

The Core

- Standard 4: Curriculum, Instruction, Assessment
- Standard 5: Community of Care and Support for Students

The Supports

- Standard 6: Professional Capacity of School Personnel
- Standard 7: Professional Community for Teachers and Staff
- Standard 8: Meaningful Engagement of Families and Community
- Standard 9: Operations and Management

The Anchor

- Standard 10: School Improvement

Access Resources

✓ 4 PSEL Webinars
✓ Reflection Sheets found here

https://www.marylandresourcehub.com

Rubric Developed to Define Effectiveness Levels

- Establish clear criteria to distinguish among different performance levels.
- Promote consistency in evaluation practices.
- Establish a transparent process for synthesizing evidence into an overall evaluative judgement.

Professional Standards for Educational Leaders Rubric

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CTAC | COMMUNITY TRAINING AND ASSISTANCE CENTER

July 2018

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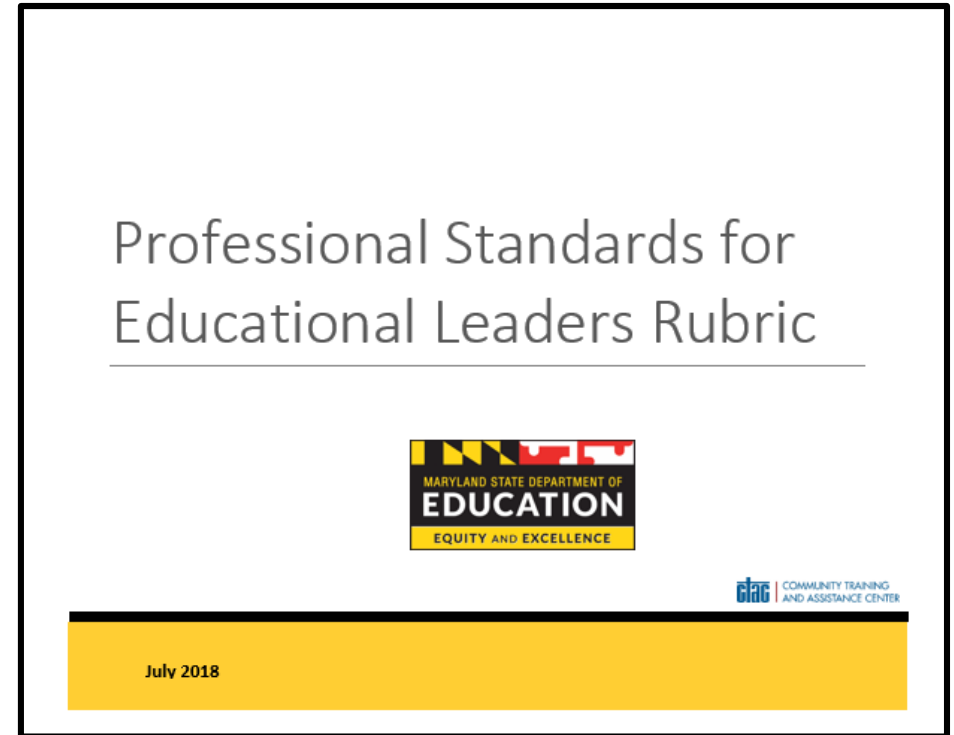
Professional Standards for Educational Leaders (PSEL) Rubric

- Defines expectations of highly effective, effective, developing and ineffective leaders.

- Guides ongoing professional learning experiences for principal supervisors and principals.

PSEL Rubric at a Glance – Standard 1

An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
Inconsistently... • Develops and communicates the school's vision, mission, and core values. (a, b) • Uses data to inform continuous improvement that promotes the success of each student. (b, c, e) • Involves stakeholders to promote implementation of vision, mission, and/or core values that support student learning. (b, e, f) • Evaluates actions to achieve the school's vision. (d)	• Communicates the school vision, mission, and core values to stakeholders (e.g. parents, teachers, community members). (a, b) • Facilitates opportunities for stakeholders to collaborate to promote student success. (b, f) • Identifies a set of core values that recognizes the importance of student-centered education. (c, f) • Initiates continuous improvement efforts. (c, d) • Uses data to inform school actions that promote student success in alignment with school's vision, mission, or core values.(d, e)	...reaches the "developing" level and... • Collaboratively develops and implements a student-centered mission and vision that are aligned with the school system's mission and vision. (a,f) • Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student. (b) • Articulates and advocates a core set of values that defines the school's culture and stress the imperative for student-centered education, high expectation and student support; equity, inclusiveness, and social justice; and continuous improvement. (c) • Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and adapt the school mission, vision, and/or values as needed. (d, e) • Models and pursues the school's mission, vision, and core values in all aspects of leadership. (g)	...reaches and maintains the "effective" level and... • Provides evidence that stakeholder groups (e.g. parents, teachers, students, community members) advocate for and is supportive of the school's vision, mission, and core values. • Aligns partnerships (e.g. community organizations, vendors) to support implementation of vision, mission, and core values.

Descriptors show horizontal alignment across three levels of practice.

Aligns with PSEL *Standard 1: Mission, Vision, and Core Values* indicator (c).

Represents all of the effective tier with additional **descriptors** of practice.

Rubric Activity

- For your standard circle the words that stand out to you that make a difference between each level of performance.
- What do you see as distinguishing characteristics between each of the performance levels? What stands out for professional practice or distinguishes each level of performance?

Standard 3: Equity and Cultural Responsiveness

An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
Inconsistently... • Demonstrates equitable and culturally responsive[2] practices. (b) • Provides student access to learning experiences that promote equity[3] and culturally responsiveness[2]. (a, b) • Demonstrates an understanding of data related to course enrollment, educator effectiveness, student achievement, and school climate. (c, f) • Demonstrates an understanding of local, state, and federal laws, regulations, or policies that foster equitable practices. (g, h)	• Communicates equity[3] and cultural responsiveness[2] as a priority. (b) • Demonstrates understanding of data related to equity[3] such as school climate, educator effectiveness, course enrollment, and student achievement. (a, b) • Uses data to identify achievement gaps among student groups. (c, f) • Identifies institutional and school biases. (e) • Improves student policies based on his/her perspective. (d) • Provides students accommodations and services in accordance with local, state, and federal laws, regulations, or policies. (g, h)	...reaches the "developing" level and... • Implements and expects equity and cultural responsiveness[2] initiatives. (h) • Collaboratively establishes specific and measurable goals for equity[3] that are informed by data and are in alignment with student needs. (a, b) • Collaboratively develops and implements an action plan to address the disproportionality of inequities. (a, c, e) • Collects and analyzes data to monitor progress towards achieving equity goals and informing continuous improvement. (c, f) • Partners with stakeholders to provide learning experiences and resources for all student groups that promote cultural responsiveness[2] and equitable practices. (c, e) • Aligns and allocates resources to foster equitable student learning environments (This includes but is not limited to access to high-quality instructional materials, effective educators, rigorous courses, and extracurricular experiences.) (c, f) • Holds self and staff accountable for engaging in equitable and culturally responsive practices. (a, g) • Aligns and coordinates student services to address student needs and promote student academic success and well-being. (c) • Involves stakeholders in the development or revision of school policies that promote equitable and culturally responsive practices. (d)	...reaches and maintains the "effective" level and... • Informs school system, state or, professional organizations on matters related to equity[3] and/or cultural responsiveness[2]. • Serves as a coach or mentor for other school leaders to support the implementation of equitable leadership practices.

[2]Cultural responsiveness: Refers to a disposition of valuing the cultures and contexts of others as an asset to learning, (https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf)

[3]Equity: All student groups (e.g. Race, sexual orientation, learning disability) have full access to educational opportunities. (https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf)

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Definitions of Effectiveness

- The highly effective school leader **spreads,** beyond the school building, effective practices that **significantly improve student outcomes.**
- Leadership practi... ...**dent growth targets.**
- Performance a... ...ccomplishments of leading pee... ...

Highly effective

- The highly effective school leader **spreads,** beyond the school building, effective practices that

...gets. ...s a track record

- The ineffective school leader is **aware** of effective practices but does not consistently demonstrate evidence of implementation resulting in little to no student growth.
- Leadership practice is limited, inconsistent, and in need of significant improvement.
- Performance at this level tends to be passive without focus and requires targeted intervention to address key improvement needs

Ineffective

...eader is **aware** of effective practices but does not consistently demonstrate evidence of implementation resulting in little to no

...e is limited, inconsistent, and in need of significant improvement.

...t this level tends to be passive without focus and requires targeted intervention to address key improvement needs.

Highly effective

Ineffective

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Guidebook Developed to Support Rubric Implementation

- Defines evaluation cycle and process.
- Provides a common set of tools for evaluation practices.
- Defines evidence to support evaluation ratings.
- Consists of Five Sections
  - Section I - Overview
  - Section II – State Evaluation Model
  - Section III – Conducting Evaluations
  - Section IV – Assigning Summative Ratings
  - Appendices – Sample Templates

PRINCIPAL EVALUATION
GUIDEBOOK (DRAFT)

Office of Leadership Development and
School Improvement

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October 2018

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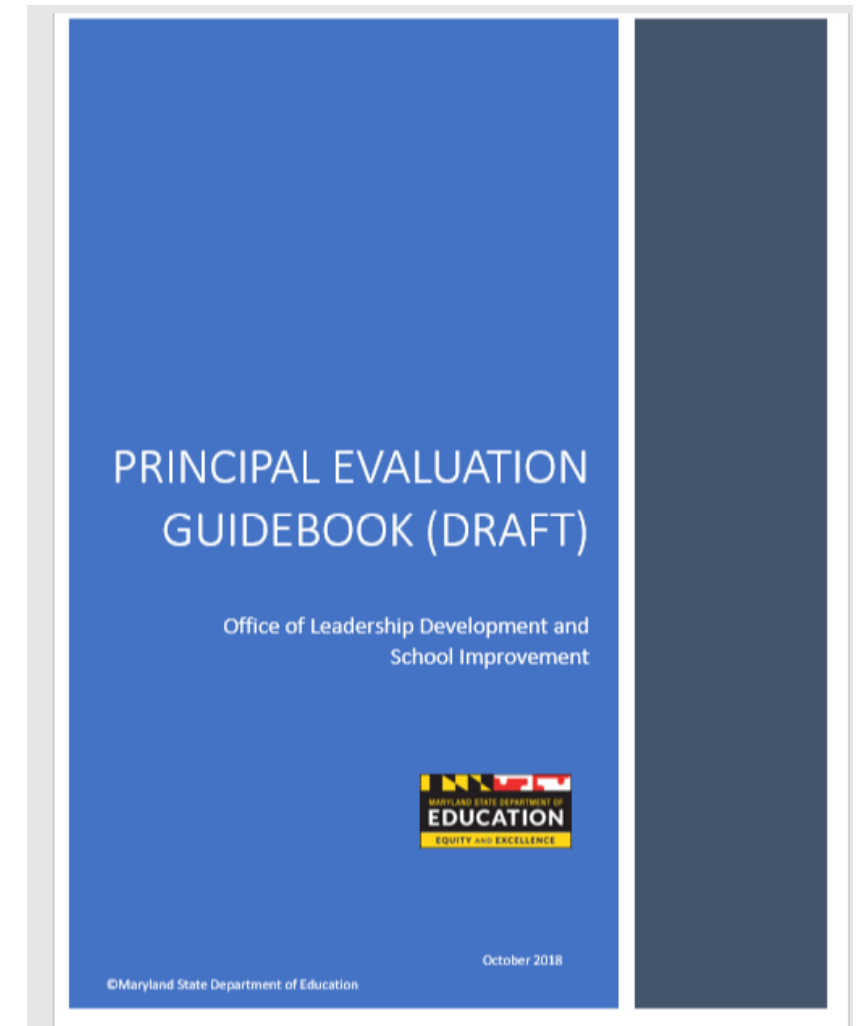
Recommended Evaluation Cycle for Principals

Year 1
- Std. 1, 2, 3 and 10

Year 2
- Std. 6, 7, 8 and 10

Year 3
- Std. 4, 5, 9 and 10
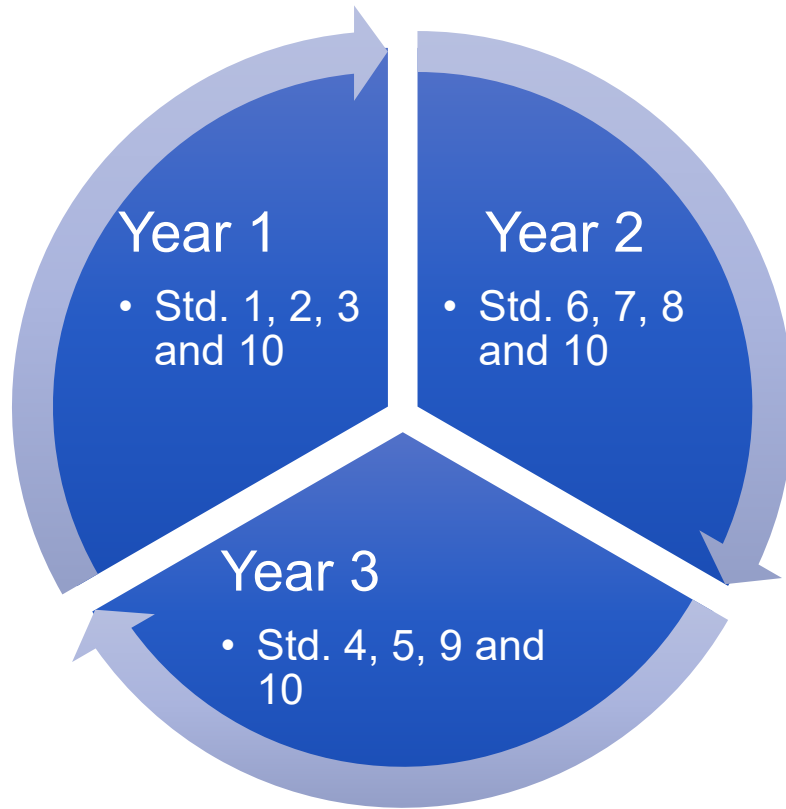
Std. = Standard

- Principals will be formally evaluated on all 10 standards over the course of 3 years.
- Principals collaborate with their supervisors to determine areas of focus each year.
- School systems submit evaluation data annually to MSDE.

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Section III: Conducting Evaluations

Orientation

Self-Assessment

Goal Setting

Mid-Year Evaluation

End of the Year Evaluation

Spotlight on Standard 3 and 10
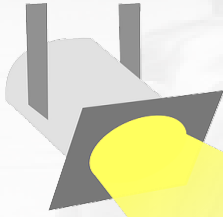
Standard 3. Equity and Cultural Responsiveness
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

Standard 10. School Improvement
Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Equality vs. Equity

"To truly level the playing field, educators must move beyond a focus on equality and start demanding equity. By focusing on equity we expand our offerings beyond student placement. And in doing so, we can broaden our vision to include not only equity for students of all races and ethnicities but also for students of all socioeconomic statuses…"

- Building Equity, p. 16

Equality
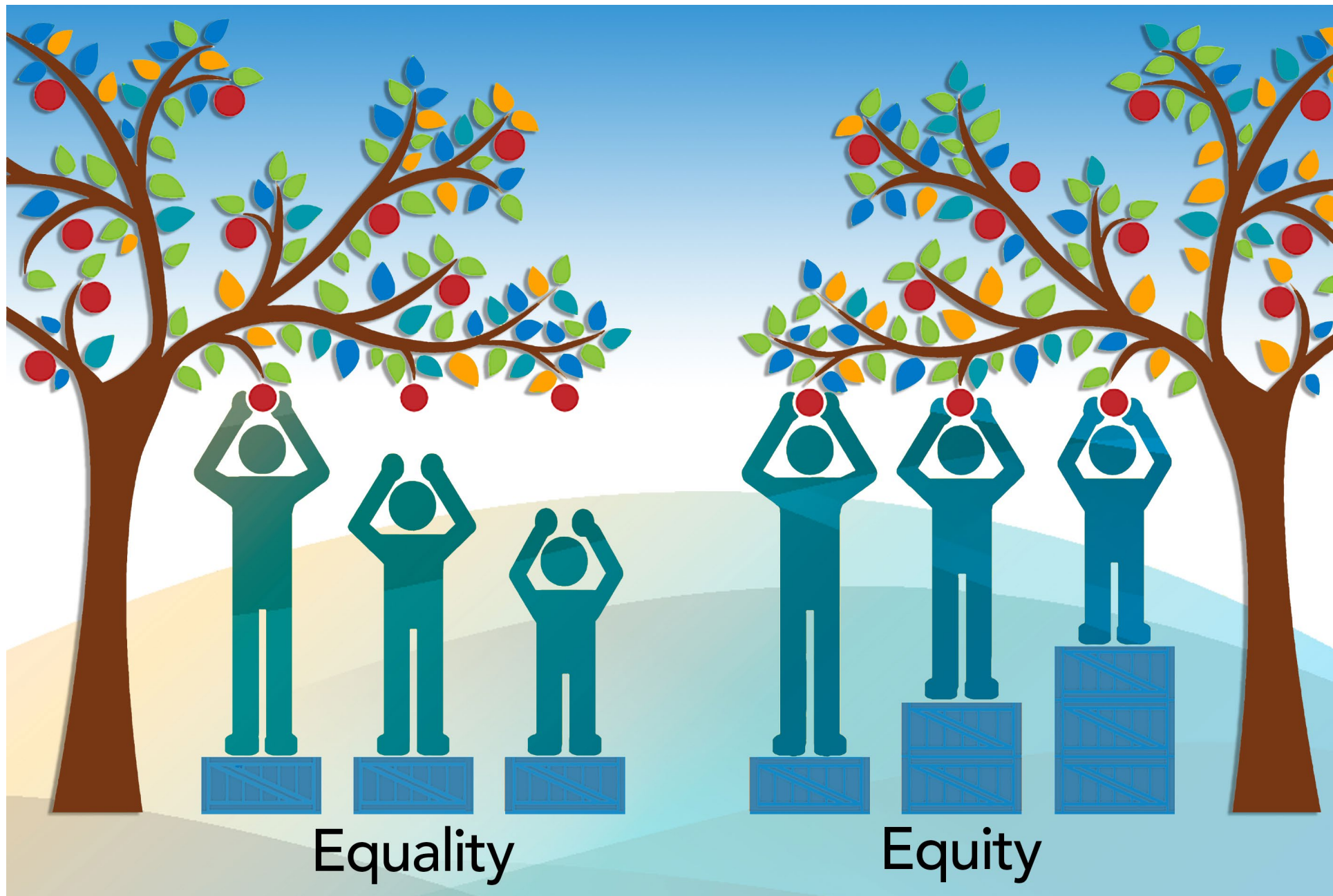
Equity

Tools to Guide Professional Practice

- Professional Standards for Educational Leaders – Standard 3
- Maryland's PSEL Rubric
- Suggested Evidence from the Principal Evaluation Guidebook
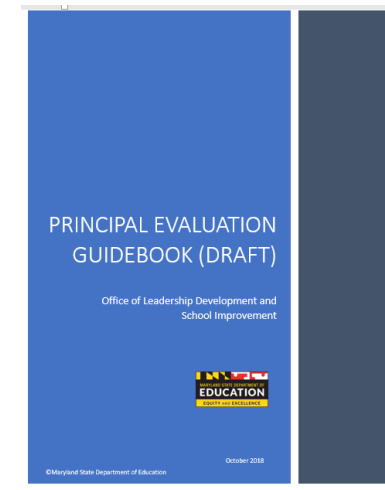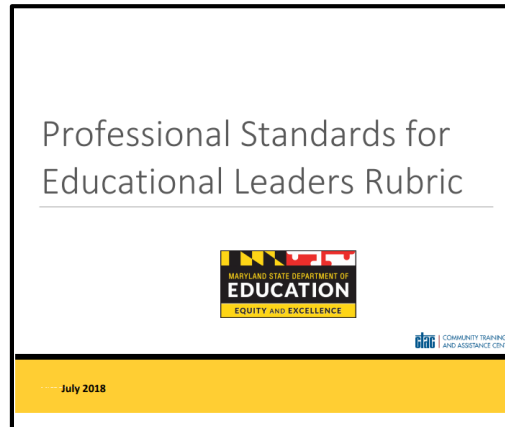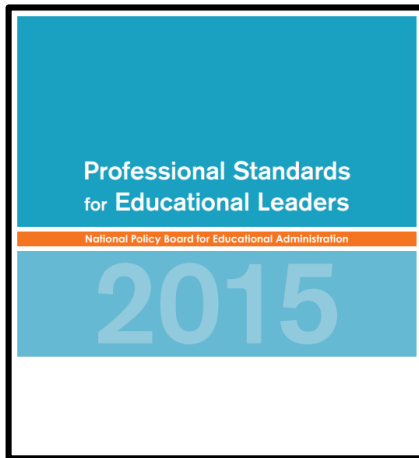
Elements of Equitable Leadership Practices

Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning

Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society

Establish a learning environment where each student is treated fairly, respectfully, and with an understanding of each student's culture and context

Act with cultural competence and responsiveness in interactions, decision making, and practice

Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status

Develop student policies and address student misconduct in a positive, fair, and unbiased manner

Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success

Office of Leadership Development and School Improvement

Created by Dr. Annette Campbell Anderson

JOHNS HOPKINS
SCHOOL of EDUCATION

Equity Exercise

- Green Dot - Highly Effective.
- Yellow Dot - Effective.
- Blue Dot - Developing.
- Red Dot - Ineffective

- How   ou have?
- Dis   color for
eac

Evidence

Supporting your Assessment

Standard 3: Equity and Cultural Responsiveness

Appendix D

Establishing Evidence for Other Standards

1. Review the PSEL description and the Maryland PSEL Rubric for your assigned standard
2. Read suggested evidence from Appendix D in the Principal Evaluation Guidebook
3. Work with your team to brainstorm at least three pieces of evidence (Documented or Observed) for you standard.
4. Gallery walk – If there is something you used or like put a check if it is not there then add it to the chart.

Maryland at a Glance
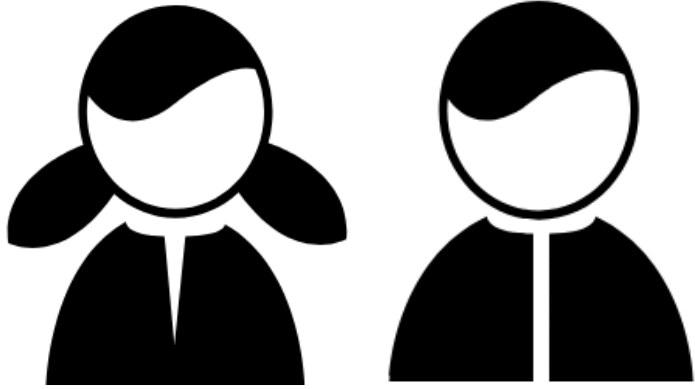
Percent of Students Proficient

39% ELA Grade 10
31% Algebra 1

Percent of Students Graduating

88% (4 year rate)
89% (5 year rate)

Percent of Principals and Teachers Rated Effective or Highly Effective

94% Principals
96% Teachers

Workgroup Members
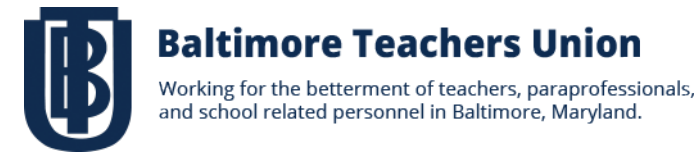
Teacher Principal Evaluation Workgroup

Charged to develop recommendations to inform improvements to

- ✓ **Professional Practice Domains for Teacher Evaluations**
- ✓ **Student Growth Measures for Teachers and Principals**

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Revision to the Teacher and Principal Evaluation System

Timeline for Revisions
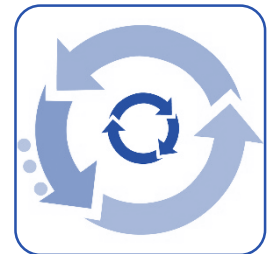
September-October 2018	November-December 2018	January-February 2019	March-April 2019	May-August 2019

- Revise teacher professional practice domains.
- Finalize teacher professional practice domains.
- Revise student growth measures.

- Develop draft recommendations.
- Revise draft recommendations.

- Meet with workgroup on selecting student growth measures.
- Receive feedback on draft recommendations from school systems.
- Modify from feedback.

- Share draft recommendations with State Board of Education; modify.
- Meet with workgroup to review Board feedback.
- Share recommendations for public feedback
- Revise.

- Begin regulation process.
- Develop resources and training materials
- Share transition plan
- Facilitate evaluator training on Danielson Framework.

Preliminary Consensus for Danielson Framework

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
- Importance of content • Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students • Persistence

www.danielsongroup.org
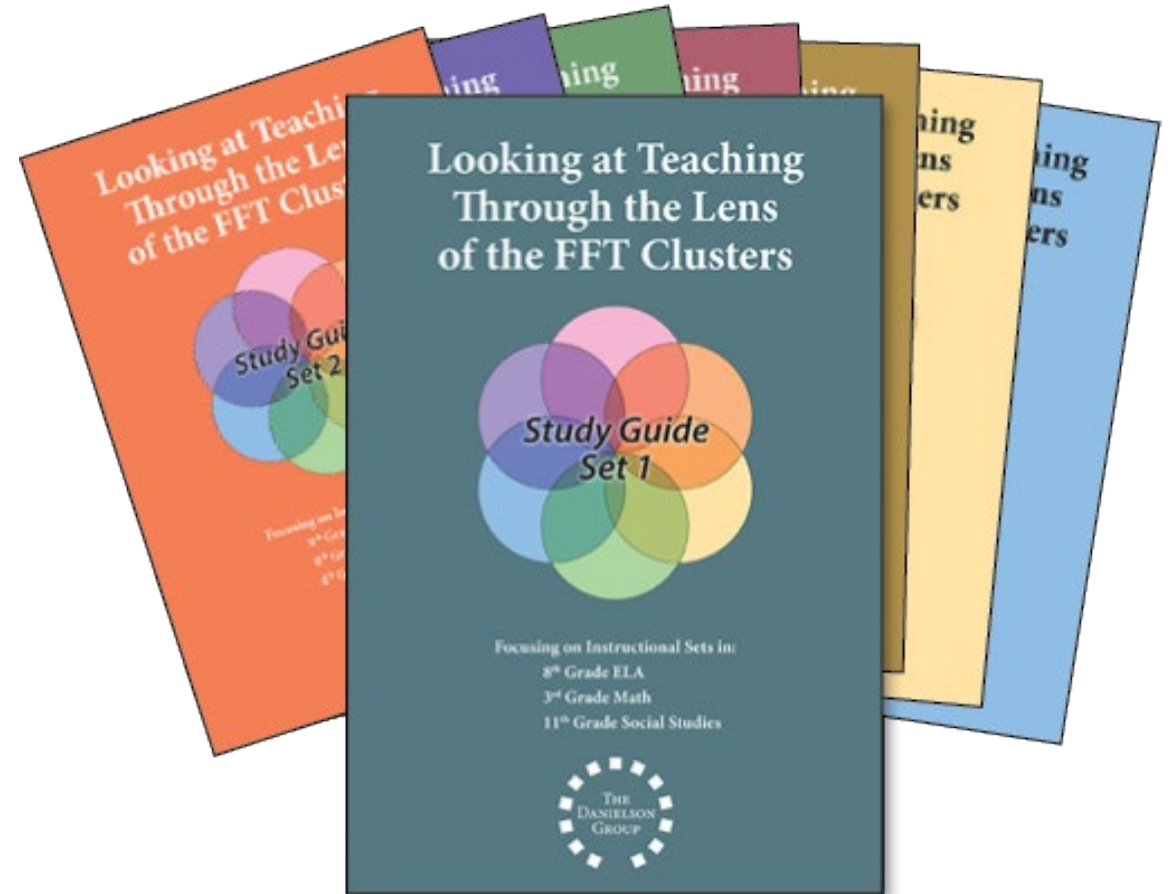
Considerations for Student Growth Measures

Validity – does it measure teaching effectiveness?

Reliability – how consistent is the measure across time?

Coverage – what share of teachers will have a growth measure?

Effort – what is required to create the measure?

Timeliness – do growth measures lag evaluations?

Standardization – how objective is the measure across contexts?

Fairness – is measure correlated to student characteristics?

Simplicity – how easy is it to understand/explain the measure?

Student Growth Measures Explored

1. **Student learning objectives (SLOs):** measure whether educators meet goals set for their students' outcomes

2. **Student growth percentiles:** measure how well students progress on outcomes compared with progress of other students who were performing similarly

3. **Educator impact models:** measure how well students progress on outcomes compared with progress of similar students, accounting for factors outside educators' control

Options for Teacher Evaluation Models

Option 1
- Danielson Framework
- Student Growth Percentile and
- SLO for Non-State Assessed Subjects

Option 2
- Danielson Framework
- Educator Impact Model with District Made Assessment for All Teachers

Option 3
- Danielson Framework
- Educator Impact Model and
- SLO for Non-State Assessed Subjects

Option 4
- Danielson Framework
- SLOs for all Teachers

Evaluator Training

- Certifying all principals in the Danielson Framework
- Other topics

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Access resources at the
Maryland Resource Hub:
www.marylandresourcehub.com

http://marylandpublicschools.org/about/Pages/OTPE/index.aspx