

Maryland's Teacher and Principal Evaluation System

Maryland Association of Secondary School Principals

March 29, 2019

Office of Leadership Development
and School Improvement



The Office of Leadership Development and School Improvement



Not Pictured: 13 Leadership Coaches



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

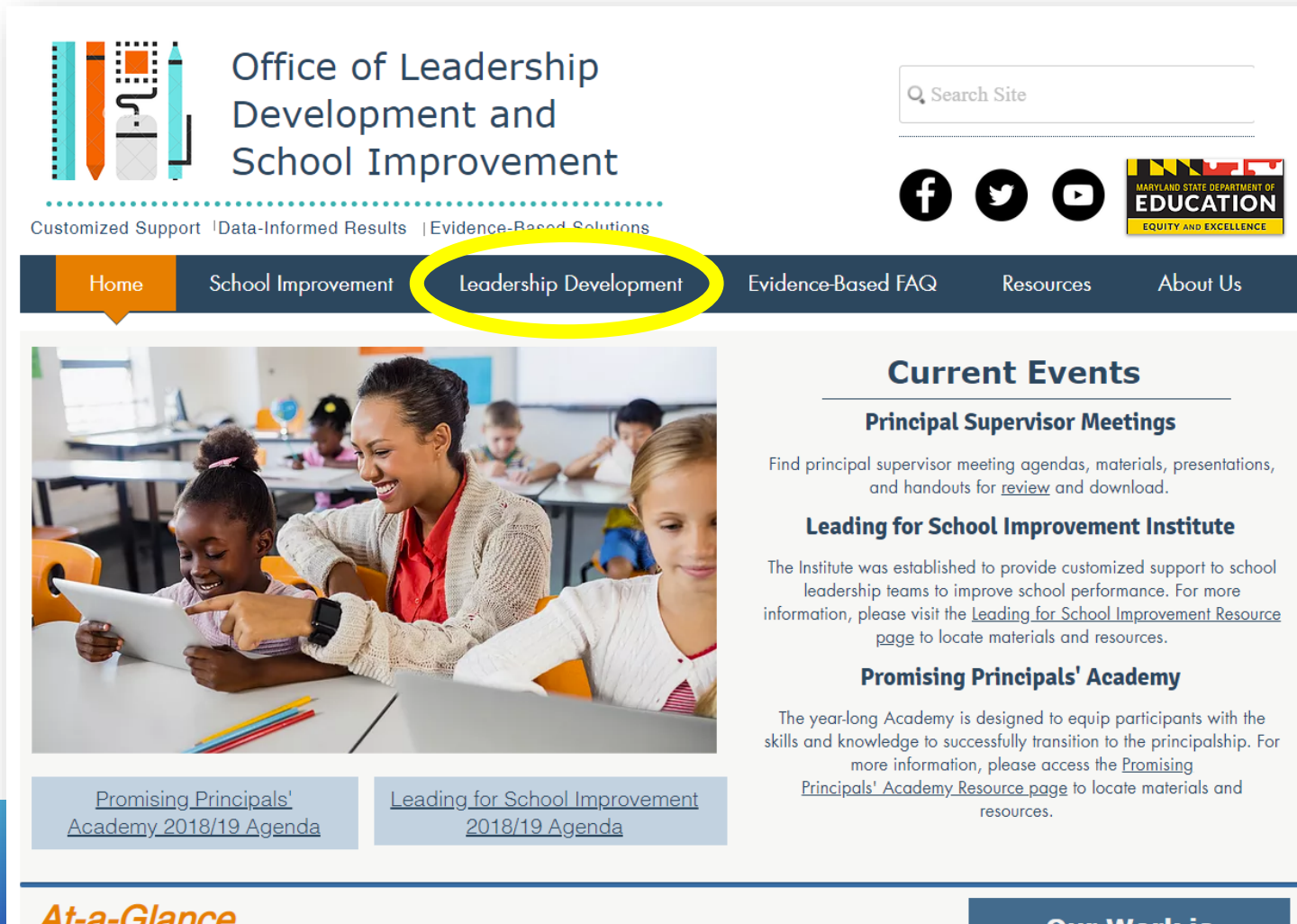
Oversee the development and implementation of Maryland's teacher and principal evaluation system. Training, guidance, and support is provided to local school systems in the implementation of fair and valid evaluations.

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>



Office of Leadership Development and School Improvement

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MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

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Current Events

Principal Supervisor Meetings

Find principal supervisor meeting agendas, materials, presentations, and handouts for [review](#) and download.

Leading for School Improvement Institute

The Institute was established to provide customized support to school leadership teams to improve school performance. For more information, please visit the [Leading for School Improvement Resource page](#) to locate materials and resources.

Promising Principals' Academy

The year-long Academy is designed to equip participants with the skills and knowledge to successfully transition to the principalship. For more information, please access the [Promising Principals' Academy Resource page](#) to locate materials and resources.

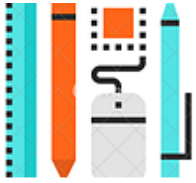
[Promising Principals' Academy 2018/19 Agenda](#)

[Leading for School Improvement 2018/19 Agenda](#)

At-a-Glance...

Our Work is

Maryland Resource Hub – Today's Presentation



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Resources for School Improvement and Leadership Development

This page contains supporting documents for school improvement and leadership development. Select the underlined text to access the resources.

School Improvement 

**Four Domains for Rapid School Improvement:
A Systems Framework**

Marvland's framework for school improvement is the Four

Leadership Development 

Professional Standards for Educational Leaders (PSEL):

In 2017, Maryland State Department of Education adopted PSEL to guide administrator preparation, licensure, and evaluation in Marvland



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.

Improving the Evaluation System

We are Listening.....

Time it Takes for
Formal Evaluation

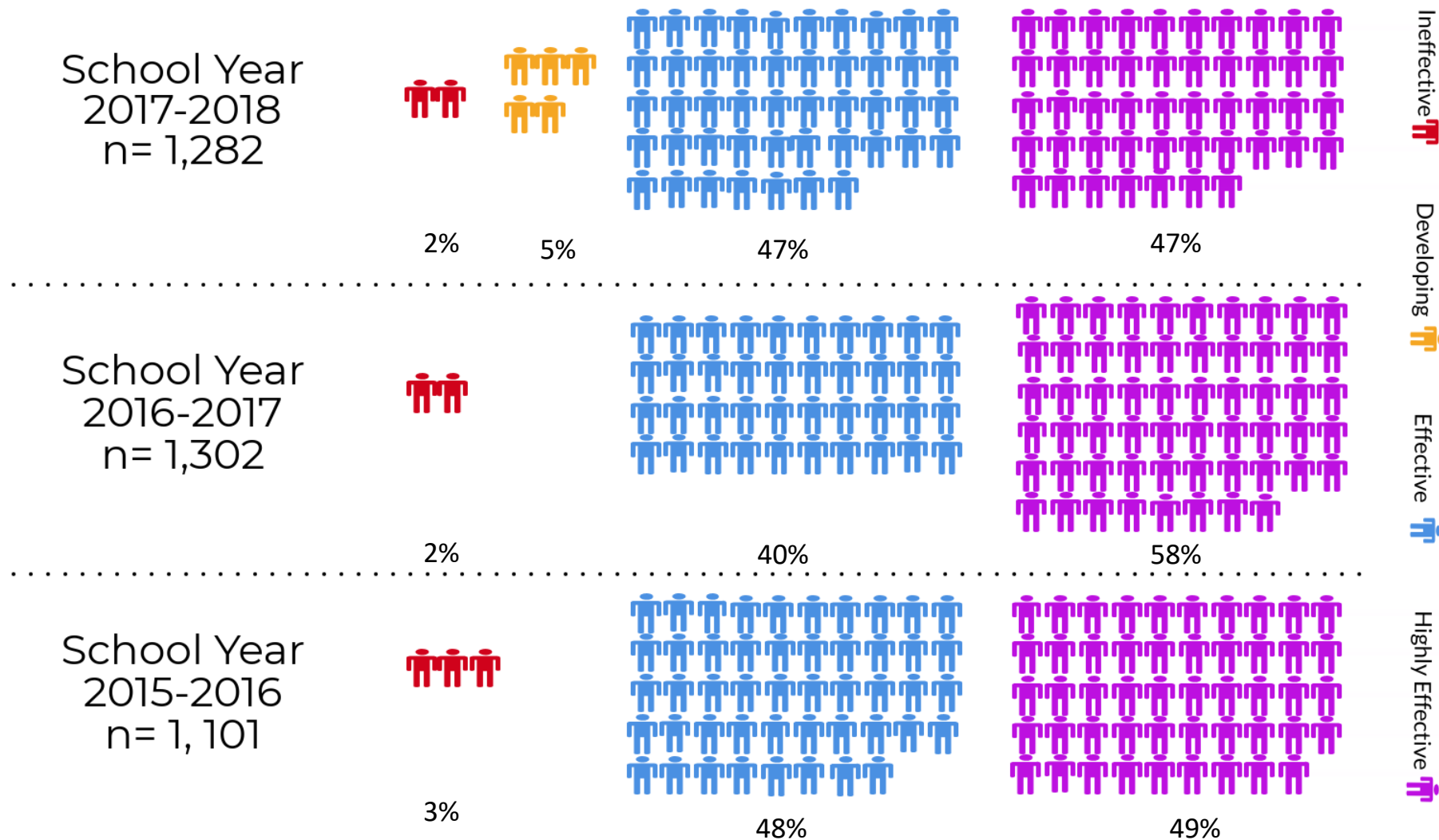
Quality of
Student
Learning
Objectives

Process Following
an Ineffective
Rating

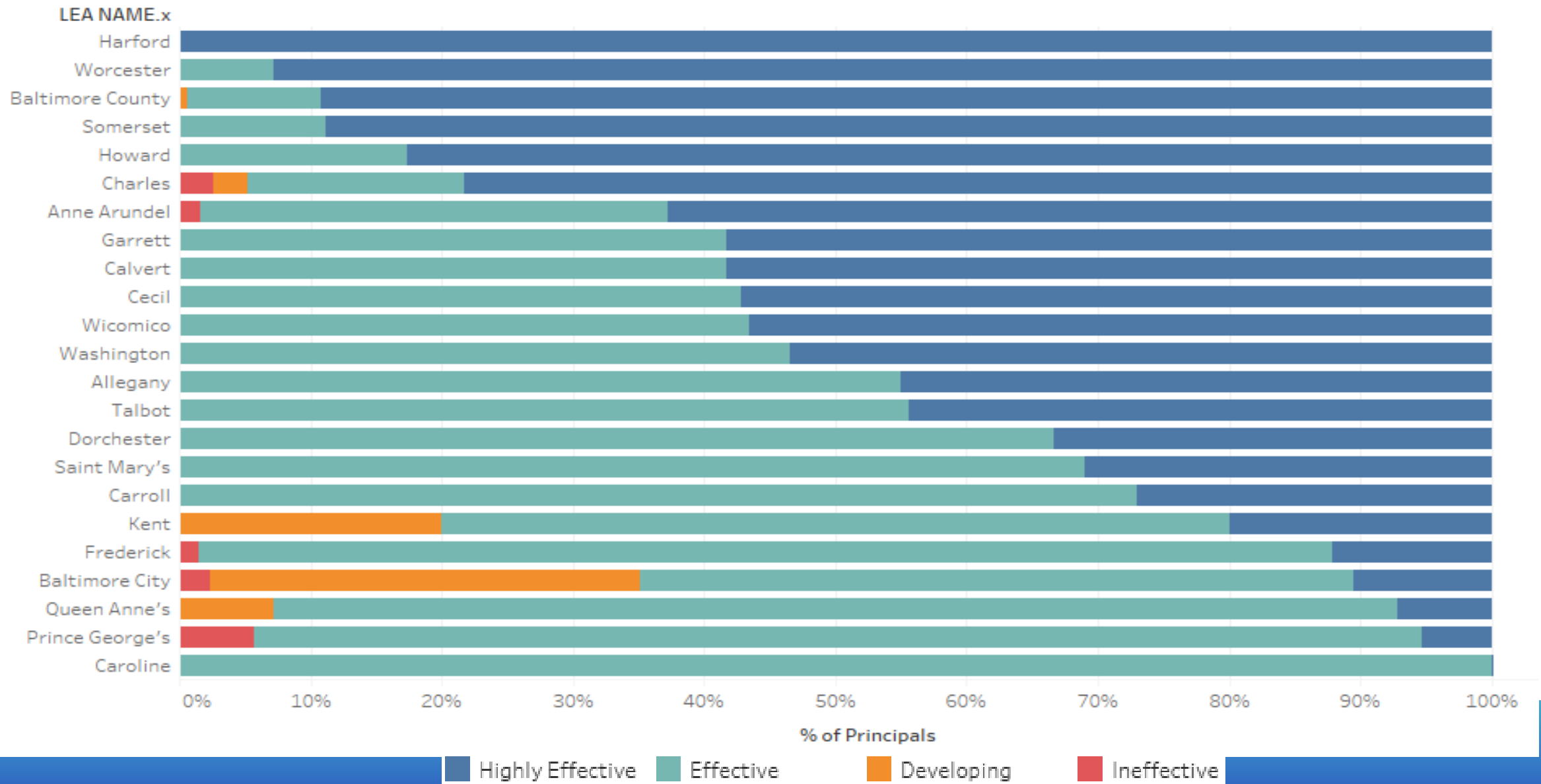
Inter-rater
Reliability

Validity and
Reliability of
Evaluations

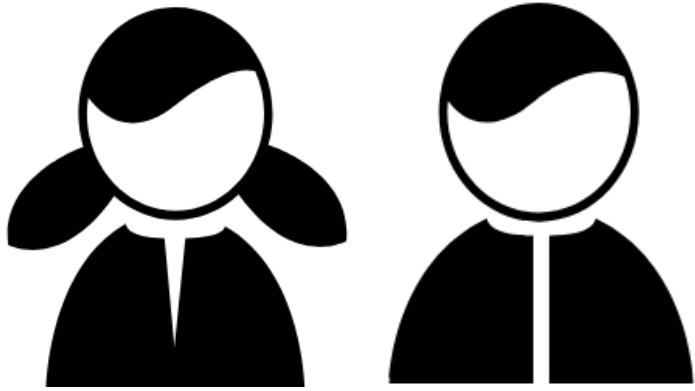
For the Last 3 Years, Most Maryland Principals were Rated as Highly Effective or Effective



School Systems range from reporting 90% Highly Effective Principals to 0% Highly Effective Principals



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)



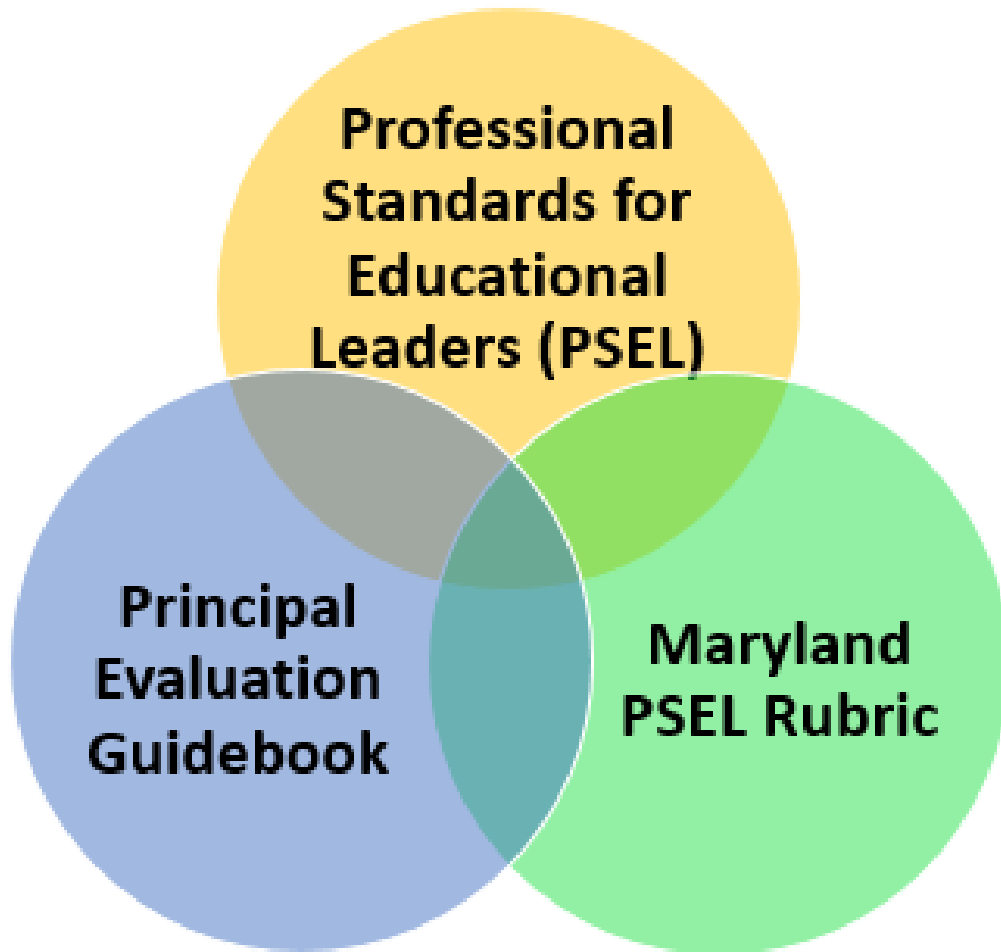
Percent of Principals and
Teachers Rated Effective or
Highly Effective

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



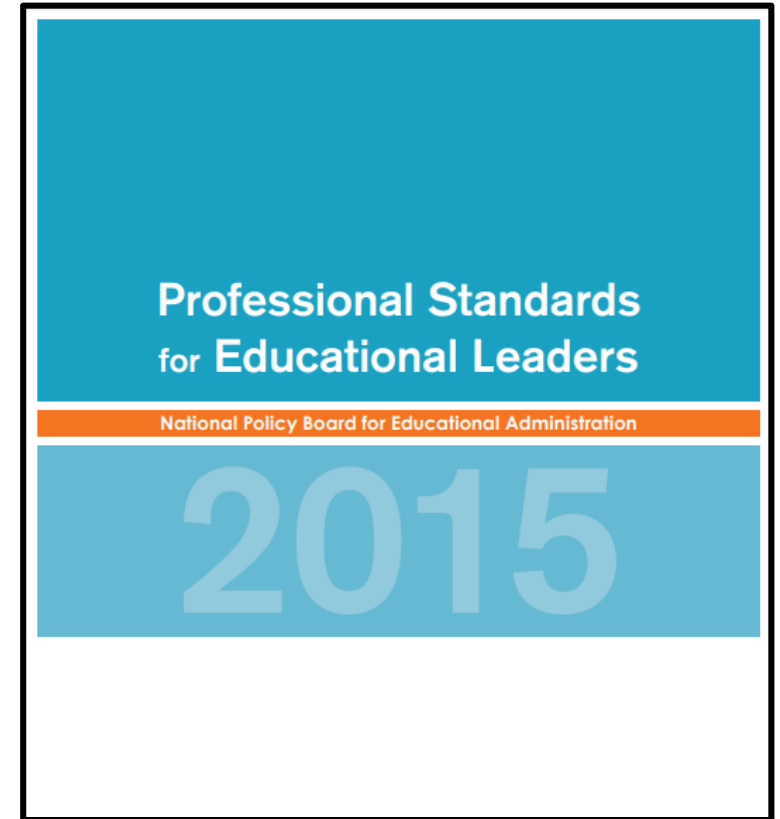
Standards - Guides administrator preparation, licensure, and evaluation in Maryland.

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.



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>

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Leadership Development

Theory of Action

If the Office of Leadership Development and School Improvement implements a system of support to foster the growth and retention of effective leaders that is grounded in standards and research-based practices, **then**

- the Office of Leadership Development and School Improvement can foster a common understanding of effective school leadership in school systems;
- principal supervisors will be equipped with the skills and knowledge to support valid and reliable evaluation practices; and
- principals will have clear expectations for leading high-quality instruction and equitable practices in their schools.

Improving Maryland's Teacher and Principal Evaluation System

The Office of Leadership Development and School Improvement is in the process of improving the teacher and principal evaluation system in Maryland. Revisions will focus on improving the professional practice domains for the teacher evaluation system and student growth measures for the teacher and principal evaluation system.

A list of [workgroup participants](#), [agendas](#), [PowerPoints](#), and [resources](#) are available for download. Meeting dates are listed below.

- September 27, 2018
- October 25, 2018
- November 5, 2018
- January 15, 2019

*Additional dates will be determined

All meetings will occur at the Maryland Department of Education.

Maryland's Professional Standards for Educational Leaders Rubric and Evaluation Guidebook

The Office of Leadership Development and School Improvement in collaboration with stakeholders developed a rubric to support principal evaluations. The purpose of the rubric is to inform professional learning experiences for principals that will elevate their professional practice by identifying areas of promise and opportunities for growth within in each standard. The rubric provides a common language and clear expectations of a highly effective, effective, developing, and ineffective school leader. To learn more click on the link for the [Professional Standards for Educational Leaders Rubric](#).

The [Principal Evaluation Guidebook](#) is a resource that principal supervisors can use in collaboration with principals to support implementation of the [Professional Standards for Educational Leaders Rubric](#) to enhance the overall performance and effectiveness of principals.

Customized Support
Kent County Public Schools
On January 16, 2019, the Maryland State Department of Education facilitated customized professional learning experience focused on effective evaluation practices for administrators and supervisors. The [Professional Standards for Educational Leaders \(PSEL\) Rubric](#) and the [Principal Evaluation Guidebook](#) were reviewed.

Evaluator Training Resources and Tools

The Office of Leadership Development and School Improvement partnered with Insight Education Group to facilitate evaluator training for school leadership teams. The purpose of the training was to provide a common foundation for effective evaluation practices. School system leaders are encouraged to use the evaluator training resources found on this page to support evaluation in their schools.

To learn more about resources and tools available for use, please click on the link for [evaluator training](#).

Professional Standards for Educational Leaders (PSEL) Videos

This video series was created to support educational leaders in unpacking the [Professional Standards for Educational Leaders](#). The four-part series was developed in partnership with the Mid-Atlantic Comprehensive Center at WestEd.

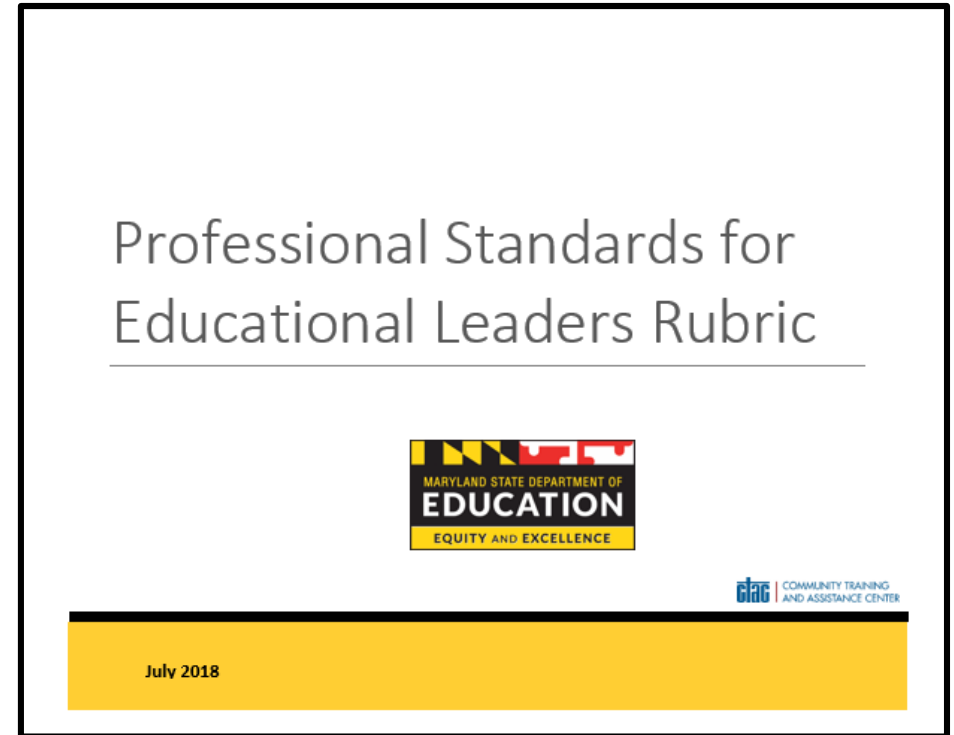
- The Drivers** - 27min 14sec
PSEL Standard 1 (Mission, Vision and Core Values), Standard 2 (Ethics and Professional Norms), and Standard 3 (Equity and Cultural Responsiveness)
- The Core** - 23min 22sec
PSEL Standard 4 (Curriculum, Instruction, and Assessment), and Standard 5 (Community of Care and Support for Students)
- Supports** - 28min 8sec
PSEL 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)
- Anchor** - 21min 18sec
PSEL Standard 10 (School Improvement)

Reflection Sheets
The Reflection Sheet is designed to accompany the webinar to provide the viewer with an opportunity to reflect on the webinar content and improve professional practice. Completion and submission of the Reflection Sheet for each webinar is required for Promising Principals' Academy participants seeking continuing professional development credit.

[Reflection Sheet 1 - The Drivers](#)
[Reflection Sheet 2 - The Core](#)
[Reflection Sheet 3 - Supports](#)
[Reflection Sheet 4 - Anchor](#)

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 (PSEL) Rubric

- Defines expectations of highly effective, effective, developing and ineffective leaders.
- Guides ongoing professional learning experiences for principal supervisors and principals.

Standard 1: Mission, Vision, and Core Values

Ineffective	Developing	Effective	Highly Effective
<ul style="list-style-type: none"> Lacks a school mission, vision, and/or core values Conveys an unclear set of core values for the school Reviews data minimally to inform school actions 	<ul style="list-style-type: none"> Has a school mission and vision that is communicated Facilitates opportunities for stakeholders to collaborate Maintains a set of core values, which may or may not be explicitly communicated Initiates improvement efforts outside of collaboration Relies on required data systems to provide input on progress 	<ul style="list-style-type: none"> Develops a student-centered and data-informed mission and vision for the school that are aligned with the school system's mission and vision (a, b) Develops a mission and vision for the school that are supported by and reflective of stakeholders and their input (a, b, f) Articulate and advocate a core set of collaboratively developed values, that stress strategic priorities of the school (c, f) Generates action items for continuous improvement through collaboration that align to the school's mission, vision, and core values (c, d) Reviews stakeholder feedback and other established data sets regularly and collaboratively to identify strengths, address challenges, and adapt the school mission, vision, and/or values as needed (d, e) 	<ul style="list-style-type: none"> And Finds stakeholder groups advocating for the school's vision and mission and providing support of the vision and mission Guides the school's core values within the school community as evidenced by partnerships throughout the community Adapts mission and vision to continually improve, based on stakeholder feedback

Standard 2: Ethics and Professional Norms

Ineffective	Developing	Effective	Highly Effective
<ul style="list-style-type: none"> Acts out of accordance with school, local, state, and/or federal policies Sends mixed messages about what is appropriate and expected in the school Lacks a sense of norms for the school Has substantiated complaints of dealing unprofessionally with staff 	<ul style="list-style-type: none"> Adheres to school, local, state, and federal policies Carries out responsibilities in an ethical manner, in line with district expectations Uses and/or expects norms that are implied, which sometimes support school goals Gets along with staff and communicates with staff as needed 	<ul style="list-style-type: none"> Holds self and staff accountable for school, local, state, and federal policies, welcoming new ideas as appropriate that benefit students (a, b, c) Holds and develops staff who demonstrate moral direction, ethically professional and more behaviors aligned with the norms, and district expectations (f) Makes professional norms explicit for collaborative work that reflect professional values and advance school goals (b, d, f) Demonstrates effective interpersonal and communication skills that reflect knowledge of student and staff backgrounds and cultures as evidenced through staff feedback, supervisory notes, and varied communication 	<ul style="list-style-type: none"> And Takes on an ambassador role for the district's philosophy Has peers visiting the school at the recommendation of district leaders to demonstrate effective practice

Standard 3: Equity and Cultural Responsiveness

Ineffective	Developing	Effective	Highly Effective
<ul style="list-style-type: none"> Does not listen to input regarding student opportunities and/or experiences Does not understand cultural responsiveness Is aware of student achievement data Takes action that does not improve or negatively affects the school Does not understand institutional biases 	<ul style="list-style-type: none"> Listens to input informally regarding student opportunities and/or experiences Responds to a lack of cultural responsiveness when/it observed Reflects on student achievement data and course enrollment Makes improvements based on own perspective outside of collaboration Attempts to identify and understand institutional biases 	<ul style="list-style-type: none"> Collects perceptual data on opportunities and experiences which inform school change that improve students' school experience and opportunities for student groups (b, d) Provides self and staff data-based feedback regularly on the level of cultural responsiveness observed and perceived and takes successful action to improve growth areas (g) Refines longitudinal data on student access to academic offerings and effective teachers and acts successfully to address equity gaps and variety and increases access to effective educators (c, f) Involves students and staff in the development and review of student policies, identifies student impact, and takes steps to reduce disparate or otherwise negative impact (d) Identifies and identifies institutional biases in the school and takes steps to counter them (e) 	<ul style="list-style-type: none"> And Inform district-level work on matters related to equity and/or cultural responsiveness Leads principals and/or other school leaders at other sites through analysis and/or improvement efforts for their school's endeavors related to equity and/or cultural responsiveness Ensures student services in the school are coordinated and responsive to student needs

PSEL Rubric at a Glance – Standard 1

An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p>Inconsistently...</p> <ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> 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) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> 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?

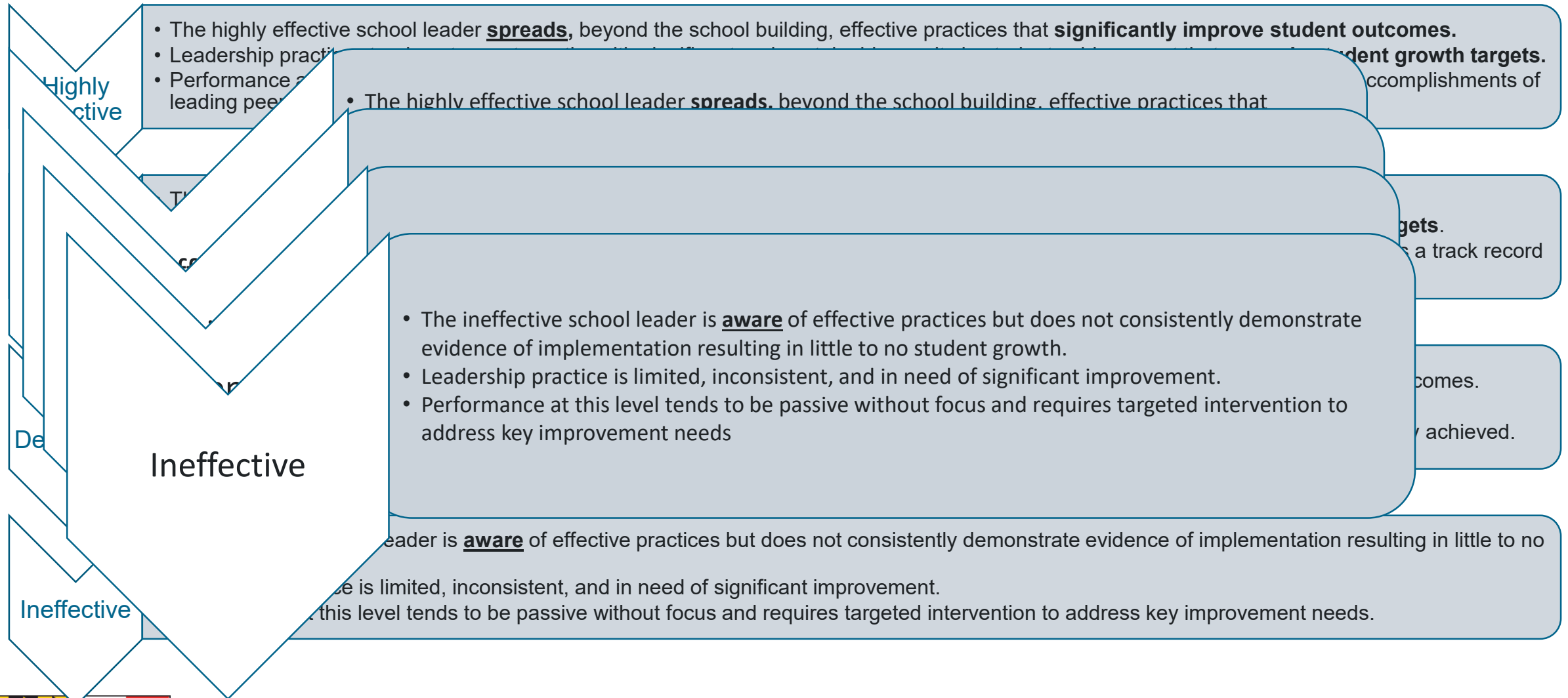
Standard 3: Equity and Cultural Responsiveness

An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p>Inconsistently...</p> <ul style="list-style-type: none"> Demonstrates equitable and culturally responsive² practices. (b) Provides student access to learning experiences that promote equity³ and culturally responsiveness². (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) 	<ul style="list-style-type: none"> Communicates equity³ and cultural responsiveness² as a priority. (b) Demonstrates understanding of data related to equity³ 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) 	<p>...reaches and maintains the "effective" level and...</p> <ul style="list-style-type: none"> Implements and expects equity and cultural responsiveness² practices. (h) Collaboratively establishes specific and measurable goals for equity³ 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 responsiveness² 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) 	<p>...reaches and maintains the "effective" level and...</p> <ul style="list-style-type: none"> Informs school system, state or, professional organizations on matters related to equity³ and/or cultural responsiveness². Serves as a coach or mentor for other school leaders to support the implementation of equitable leadership practices.

²Cultural 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)

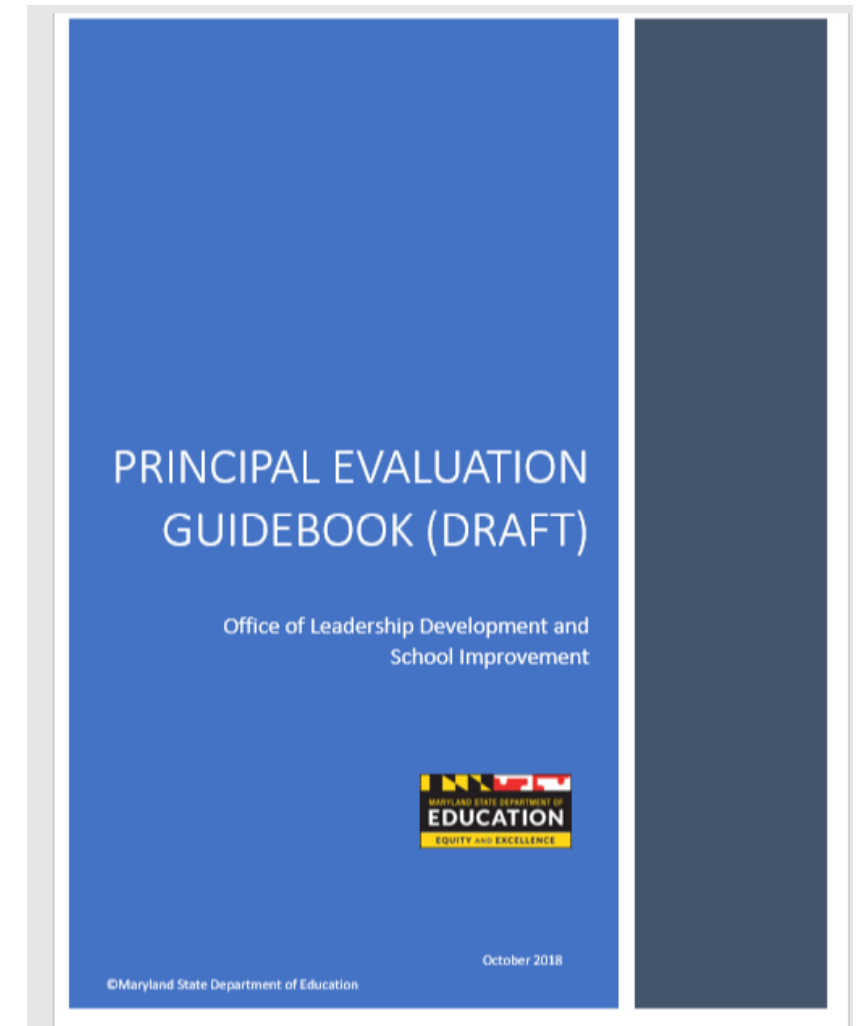
³Equity: All student groups (e.g. Race, sexual orientation, learning disability) have full access to educational opportunities. | (https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf)

Definitions of Effectiveness

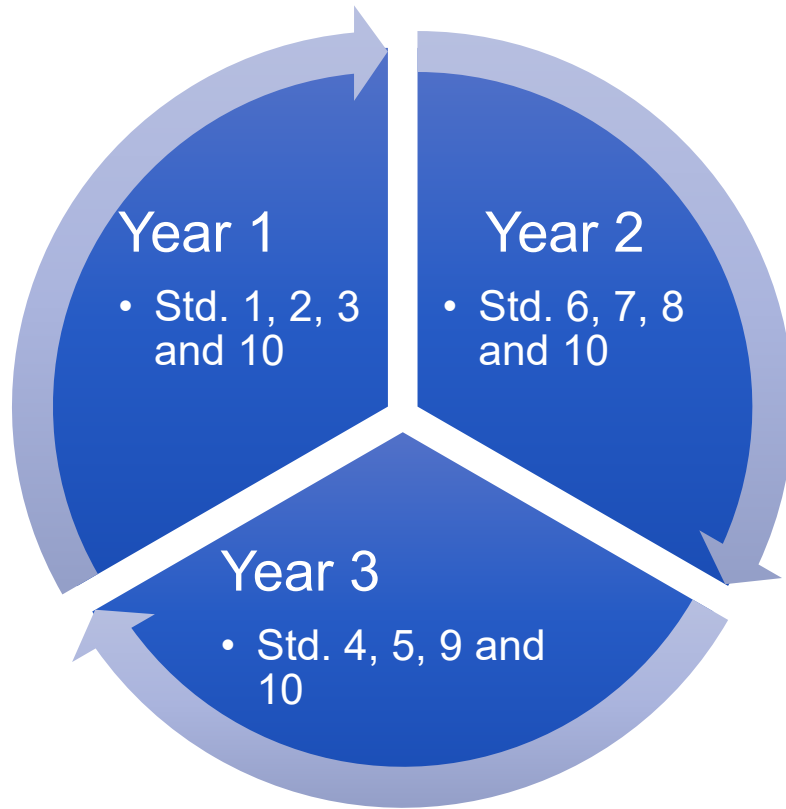


Guidebook Developed to Support Rubric Implementation

- 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



Recommended Evaluation Cycle for Principals



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.

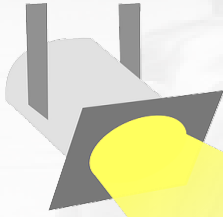
Section III: Conducting Evaluations

Orientation
Self-
Assessment
Goal Setting
End of the Year Evaluation

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

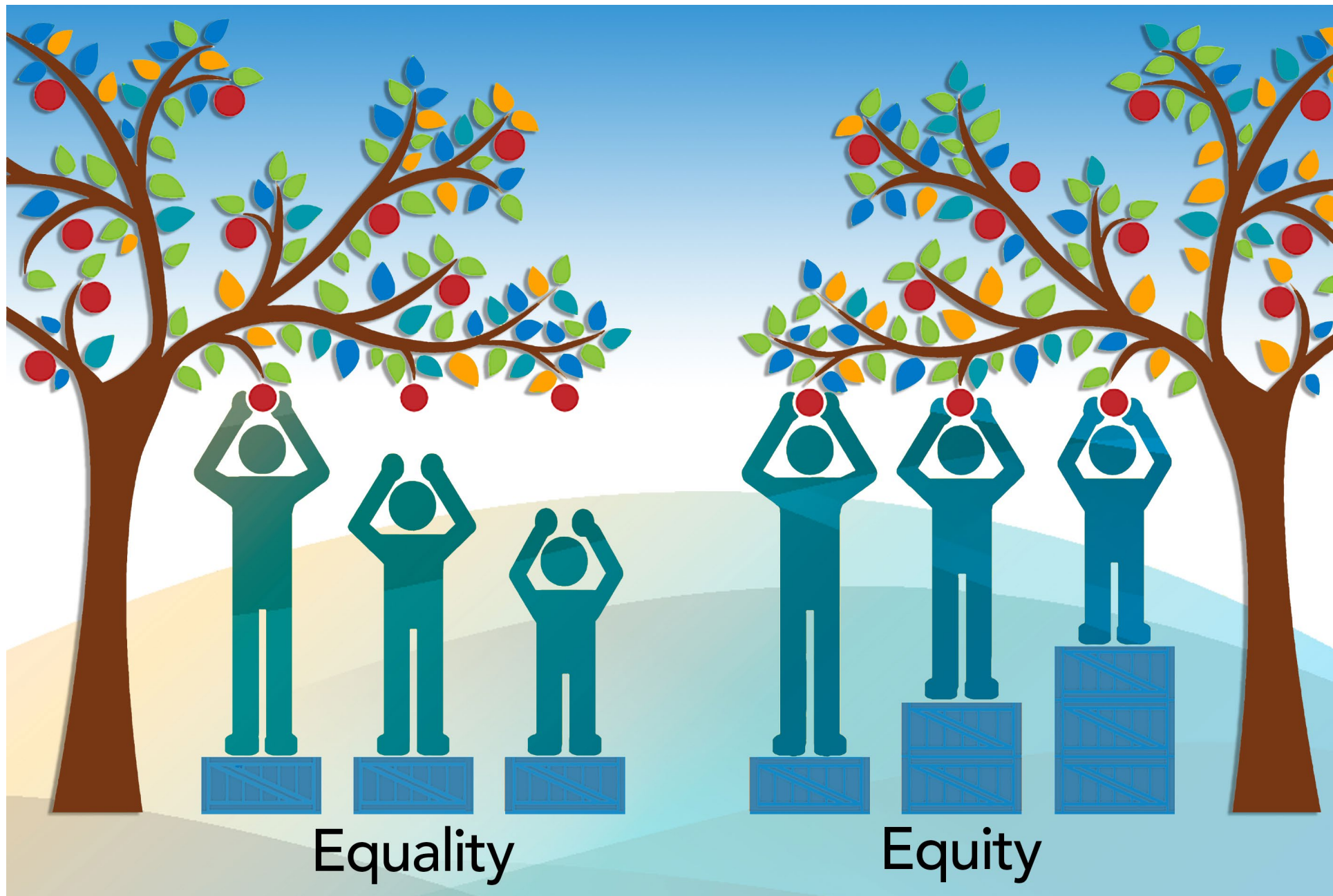
Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.



Equality vs. Equity

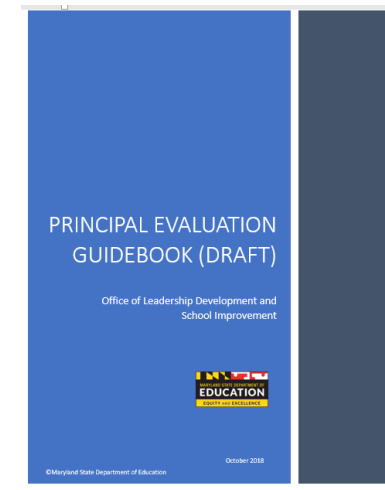
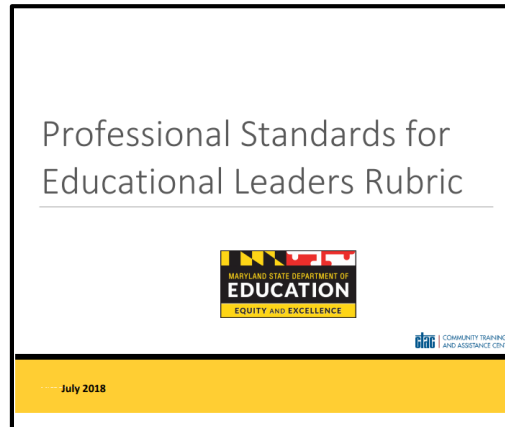
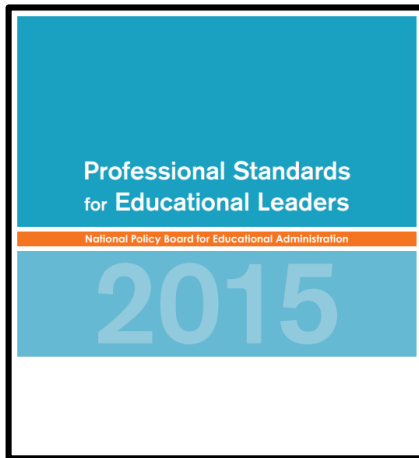
“To truly level the playing field, educators must move beyond a focus on equality and start demanding equity. By focusing on equity we expand our offerings beyond student placement. And in doing so, we can broaden our vision to include not only equity for students of all races and ethnicities but also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

- Building Equity, p. 16

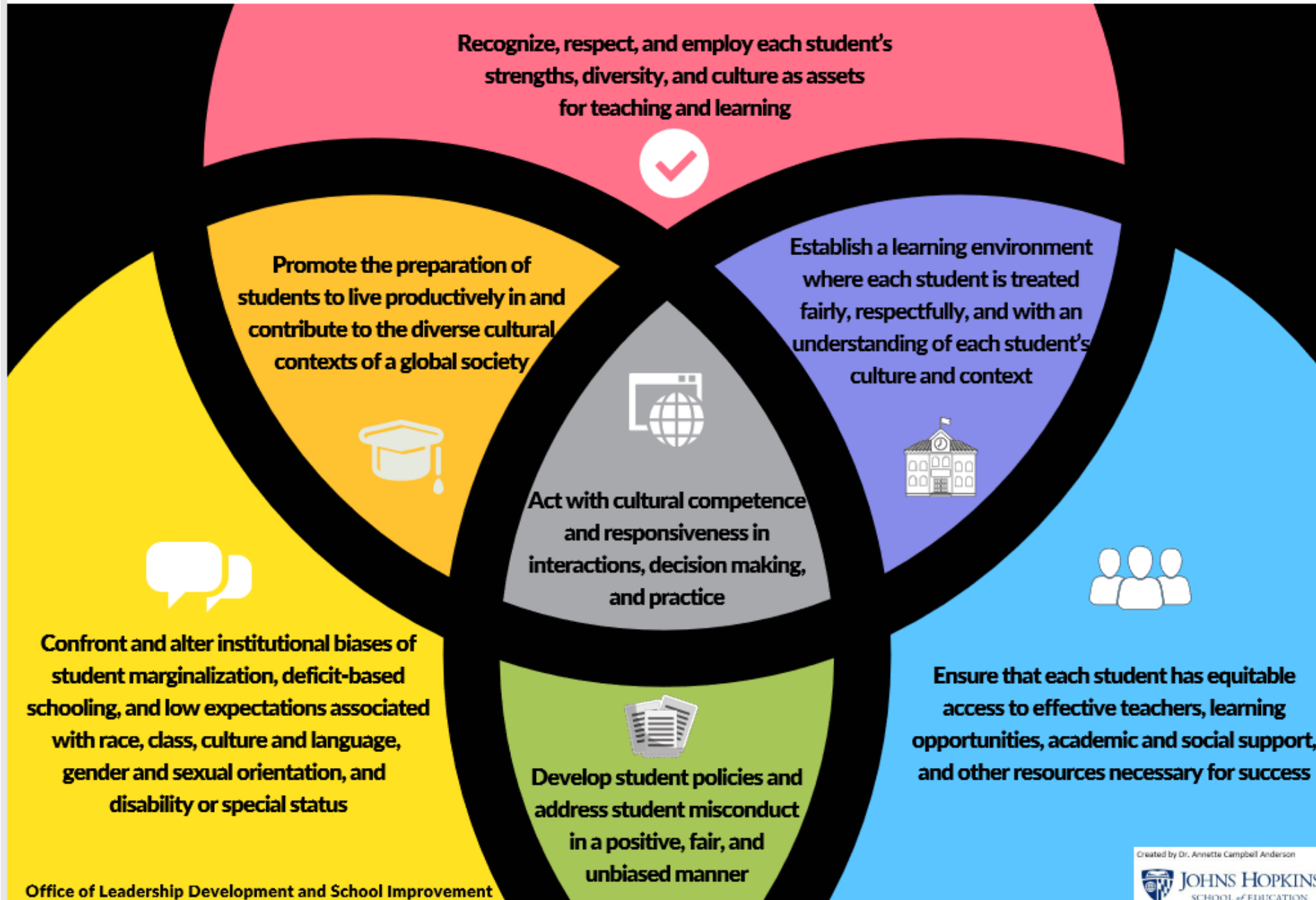


Tools to Guide Professional Practice

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



Elements of Equitable Leadership Practices



Equity Exercise

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



- How
- Dis
- eac

you have?
color for

Evidence



Supporting your Assessment

Professional Standards for Educational Leaders Rubric



CTAC | COMMUNITY TRAINING
AND ASSISTANCE CENTER

July 2018

Standard 3: Equity and Cultural Responsiveness

PRINCIPAL EVALUATION GUIDEBOOK (DRAFT)

Office of Leadership Development and
School Improvement



October 2018

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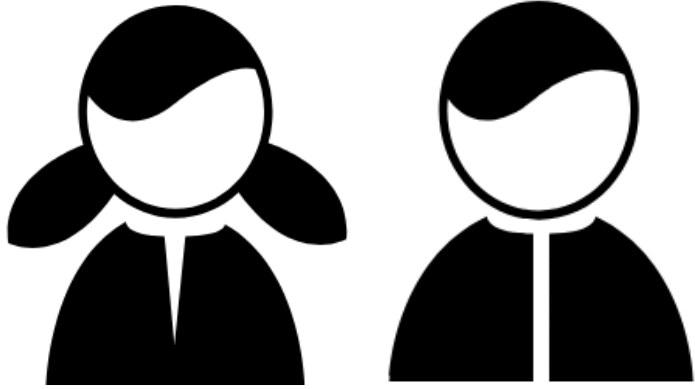
Appendix D

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

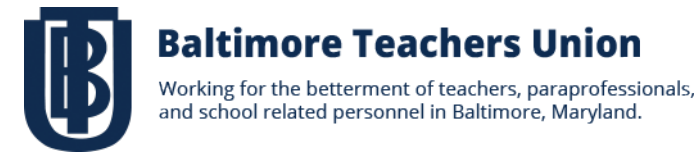
88% (4 year rate)
89% (5 year rate)



Percent of Principals and
Teachers Rated Effective or
Highly Effective

94% Principals
96% Teachers

Workgroup Members



Teacher Principal Evaluation Workgroup

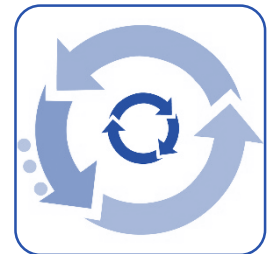


**Charged to develop
recommendations to inform
improvements to**

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

Revision to the Teacher and Principal Evaluation System

Timeline for Revisions



September-
October 2018

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

November-
December 2018

- Develop draft recommendations.
- Revise draft recommendations.

January-
February 2019

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

March-
April 2019

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

May-
August 2019

- 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 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

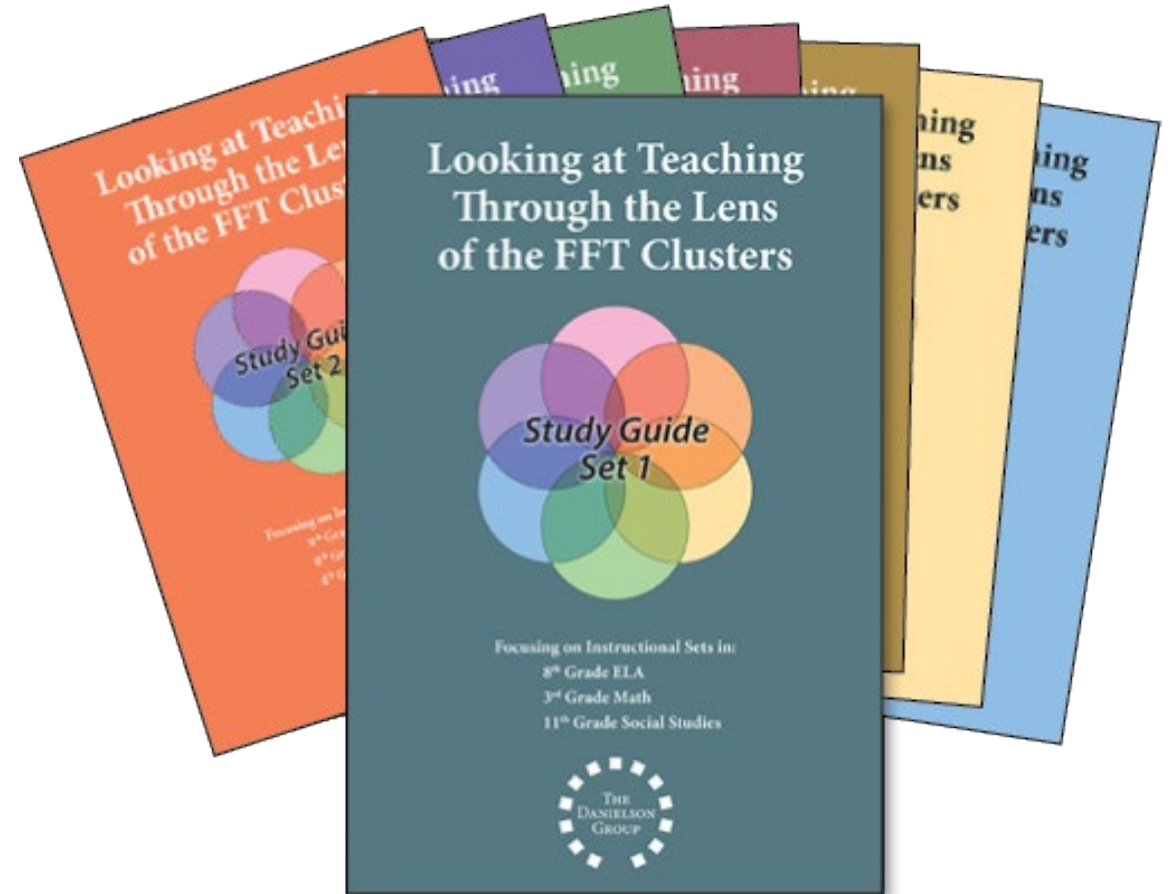
DOMAIN 2: The Classroom Environment

- 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 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

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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

Coming Summer of 2019



Evaluator Training

- Certifying all principals in the Danielson Framework
- Other topics



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**Contact Us With
Any Questions**



Access resources at the
Maryland Resource Hub:

www.marylandresourcehub.com

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