

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: November 22, 2011

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe Hairston, Superintendent

SUBJECT: **REPORT ON TEACHER AND PRINCIPAL EVALUATION TOOLS**

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INFORMATION

That the Board of Education receives a Comprehensive Report and update on the new teacher and principal evaluation instruments.

Attachment I - Executive Summary
Attachment II - PowerPoint Presentation

Report on Teacher and Principal Evaluation Instruments

Executive Summary

Baltimore County Public Schools (BCPS) is in the process of revising its current teacher and principal evaluation systems. Change was prompted by the Education Reform Act and the regulations noted under the Race to the Top Grant. The Education Reform Act, passed by the General Assembly in April 2010, targets changes in the system used to evaluate educators and principals beginning in the 2012-2013 school year. A key component of this new evaluation system will be a student growth component. Also driving the change is the guidance under the Race to the Top Grant (RTTT). RTTT is a federal competitive grant that encourages and rewards states to create conditions for innovation and reform in four areas: boosting student achievement, reducing gaps in achievement among student subgroups, turning around struggling schools, and improving the teaching profession. BCPS received \$17.3 million dollars under the grant to initiate programs in accordance with the *BluePrint for Progress*.

In addition to the overarching state and federal direction, Baltimore County Public Schools was selected by Maryland State Department of Education (MSDE) to be a pilot county for the new teacher evaluation system in the 2012-2013 school year. In order to serve as a pilot county, a teacher evaluation steering committee was formed comprised of teachers, principals, curriculum representatives, professional development representatives, members of the superintendent's leadership team, members of human resources, and leaders from the teachers' association. MSDE proposed the new evaluation system will consist of 50% qualitative measures including five key components: (1) planning and preparation; (2) instruction; (3) classroom environment; (4) professional responsibilities; and (5) other areas as identified by the local agency. The remaining 50% of the evaluation will include quantitative measures that are based on student growth data. Partnering with the teachers association on this important project, the committee embarked on overhauling the current evaluation system. The committee has decided to center the qualitative portion of the evaluation instrument based on the research of Charlotte Danielson. The Danielson Framework contains domains essential for optimal teaching and has been proven to improve student learning. These domains are closely aligned with the proposed framework presented by MSDE. In order to garner support and input from the BCPS teaching workforce, over 300 teachers covering most job titles in the certificated areas, convened to participate in focus groups. Teachers responded to the Danielson Framework and were asked to provide input on potential growth measures that would be valid for their subject/grade level. The data gathered was used by the committee in developing the new evaluation instrument.

Similarly, BCPS will pilot a new principal evaluation system. MSDE has proposed 50% of the evaluation system will include: (1) the Maryland Instructional Leadership Framework (25%); and (2) domains based on local priorities (other 25%). The remaining 50% will be based on the quantitative measures aligned with student growth data. A principal steering committee was organized consisting of school administrators, principals, assistant principals, members of human resources and the Council of Administrative and Supervisory Employees (CASE). Focus groups were held consisting of 30 participants composed of a cross-section of principals from all schools. The feedback and data gathered are being used by the committee to formulate the new principal evaluation tool.

Professional Development is a critical piece in the proposed guidance from MSDE for both the new teacher and principal evaluation tools. It is at the heart of the work being done and will be a key component in the implementation of a new evaluation system.

The quantitative portions of both evaluation systems have been challenging to BCPS committees and across the state. BCPS plans to develop valid and reliable measures in order to begin to measure student growth. Examples of potential growth measures include scores from state assessments, pre and post test scores in each course, student portfolios, and student learning outcomes. The nature of the different courses and the individual challenges that students bring to the classroom will require evaluators to be flexible when considering the complex factors associated with student growth attributable to an individual teacher or individual principal.

The twelve pilot schools are beginning this work now. They include: Halethorpe Elementary, Hillcrest Elementary, Joppa View Elementary, Milbrook Elementary, Relay Elementary, Warren Elementary, Wellwood Elementary, Catonsville Middle, Parkville Middle, Catonsville High, Perry Hall High, and Pikesville High. Between eight and ten teachers at each school volunteered to participate in the “no fault” pilot. Principals at the pilot schools have also volunteered to participate. Our goal is to identify a bank of viable growth measures that accurately measure growth and attribute that growth to a teacher or principal. In the coming months, additional feedback will be gathered from the pilot schools and incorporated where needed. In the 2012-2013 school year the new evaluation systems will be piloted system-wide.



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Teacher and Principal Evaluation Update

November 22, 2011

Board of Education Meeting

Background Information

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BCPS is in the process of revamping its teacher and principal evaluation tools. It is important to understand the many facets that are significant to this pertinent project:

- The Education Reform Act
- Race to the Top (RTTT)
- Partnership with TABCO & CASE
- Involvement of staff



Education Reform Act

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- ❑ **Passed by General Assembly in April 2010.**
- ❑ **Calls for changes in the system used to evaluate educators and principals beginning in 2012-2013 school year.**
- ❑ **Makes educator effectiveness, including student growth, an important component of the evaluation system.**
- ❑ **Directs the State Board of Education to propose regulations that define the general evaluation standards for educators.**

Race To The Top (RTTT)

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Encourage and reward states that are creating conditions for innovation and reform and implementing ambitious plans in four reform areas:

- ❑ Boosting student achievement
- ❑ Reducing gaps in achievement among student sub-groups
- ❑ Turning around struggling schools
- ❑ Improving the teaching profession

Partnerships

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BCPS partnered with the Teachers Association of Baltimore County (TABCO) and the Council of Administrative and Supervisory Employees (CASE).

- Teacher Effectiveness Committee established.**
- Principal Steering Committee established.**
- Review of information from Educator Effectiveness Council.**
- Committee members attend monthly MSDE meetings for pilot school systems.**

Staff Involvement

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BCPS elicited information from BCPS teachers, principals, and administrators.

- ❑ **Teacher focus groups were held over four evenings at Cockeysville Middle School.**
- ❑ **Principal focus groups were convened to review preliminary work and provide feedback.**
- ❑ **Data were gathered on potential growth measures.**
- ❑ **Data were reviewed and used by the steering committee for evaluation tool.**

MSDE Teacher Evaluation

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Proposed MSDE Evaluation Standards

For Teachers

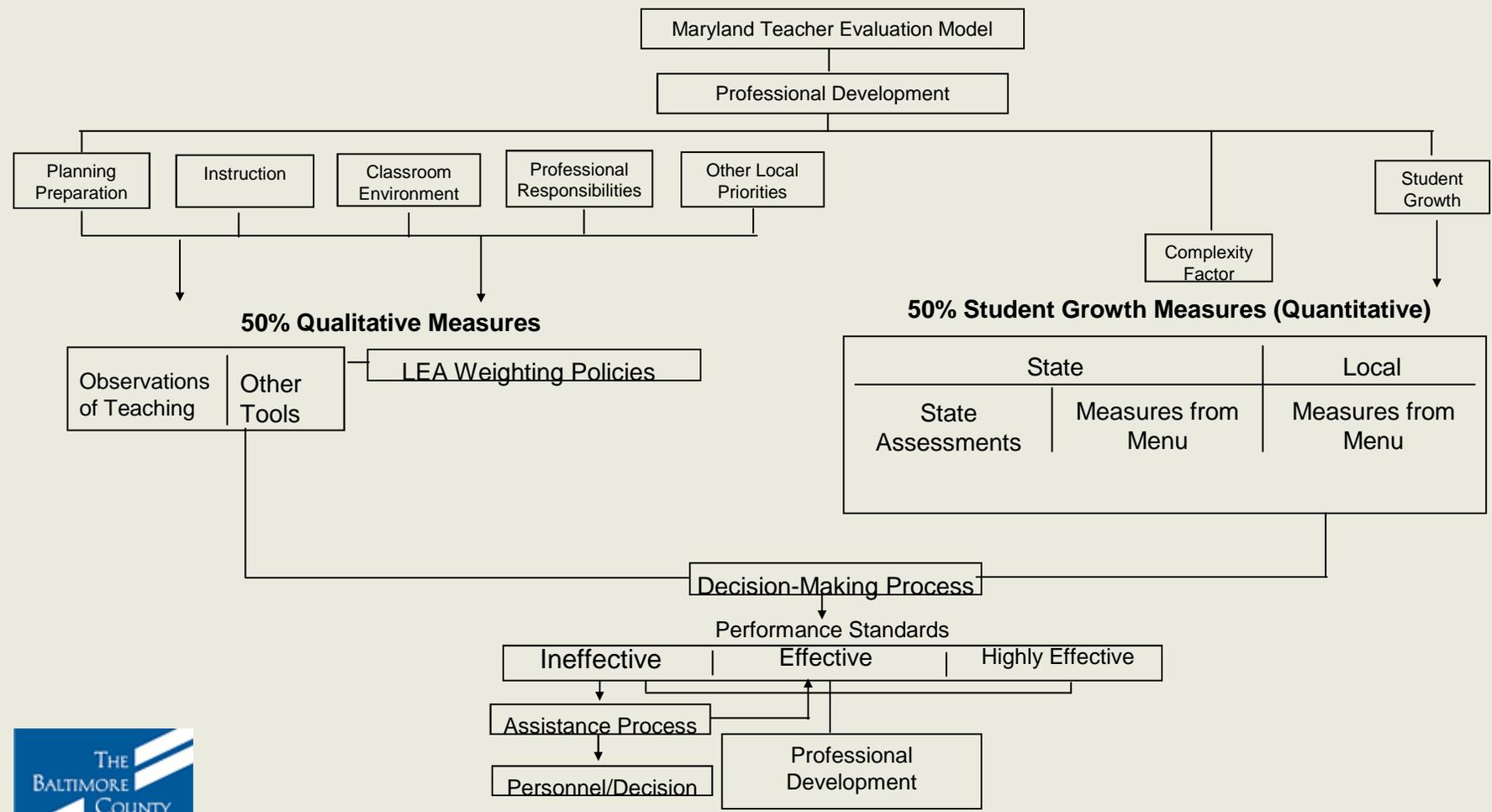
□ 50% qualitative includes:

- PLANNING & PREPARATION
- CLASSROOM ENVIRONMENT
- INSTRUCTION
- PROFESSIONAL RESPONSIBILITIES
- OTHER AREAS AT DISCRETION OF LEA

CHARLOTTE DANIELSON
FRAMEWORK

□ 50 % quantitative based on student growth measures.

MSDE Teacher Evaluation Flowchart



Quantitative Measures

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This piece of the new teacher and principal evaluation instruments has been challenging to all school systems, including BCPS. In consultation with the Division of Curriculum and Instruction, the steering committee has developed a menu of potential measurements.

- ❑ Will rely on Department of Research, Accountability, and Assessment to develop matrices needed to measure growth.**
- ❑ A big focus on professional development.**
- ❑ Continued work is necessary in this area.**

MSDE Principal Evaluation

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Proposed MSDE Evaluation Standards

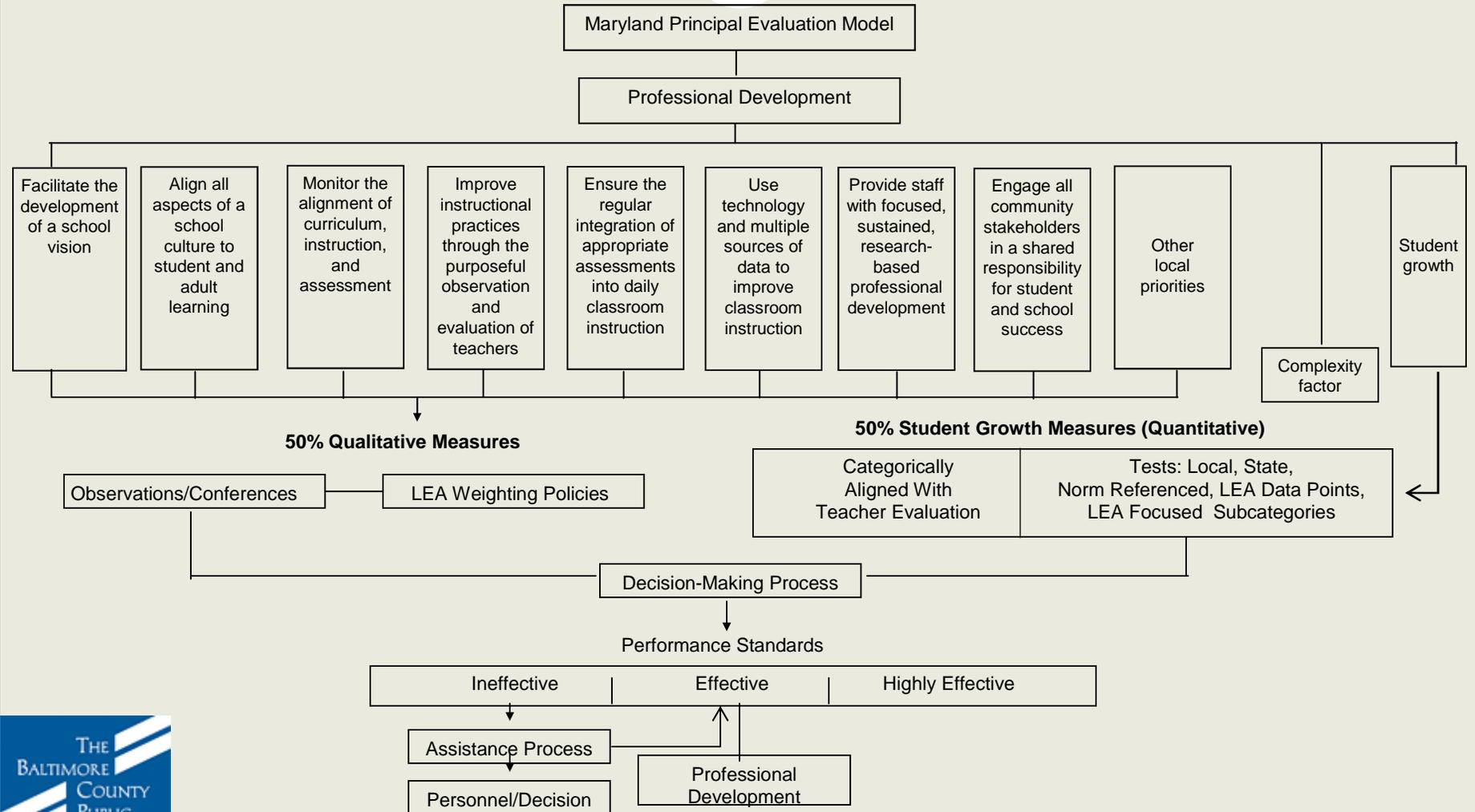
For Principals

- ❑ **50% of evaluation includes:**
 - **25 % - Maryland Instructional Leadership Framework.**
 - **25% - LEA-proposed domains based on local priorities.**

- ❑ **General standards include remaining 50% of evaluation based on student growth.**

MSDE Principal Evaluation Flowchart

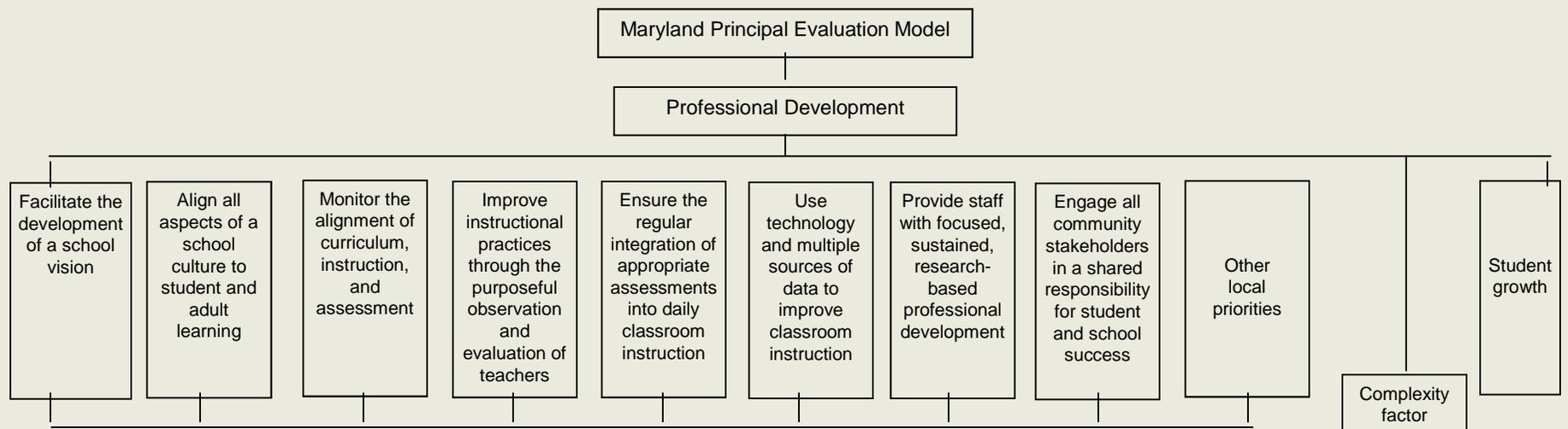
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MSDE Principal Evaluation Flowchart

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Framework for System to Evaluate Principals



Pilot Schools

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BCPS has identified 12 pilot schools to participate in the MSDE “no fault” evaluation system for teachers and principals. The schools are:

Halethorpe Elementary, Hillcrest Elementary, Joppa View Elementary, Milbrook Elementary, Relay Elementary, Warren Elementary, Wellwood Elementary, Catonsville Middle, Parkville Middle, Catonsville High, Perry Hall High, and Pikesville High



Pilot Schools

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- ❑ **Individual teachers volunteered at each pilot school.**
- ❑ **Approximately eight to ten teachers at each school will participate in the “no fault” evaluation.**
- ❑ **Principals of the pilot schools will participate in the evaluation pilot.**
- ❑ **Each school will measure different growth components so that a viable bank of measurements can be established.**

Pilot Schools

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TIMELINE

❑ 2011–2012 School Year

- ❑ Pilot teacher evaluation instrument in 12 Baltimore County schools.
- ❑ Survey and interview participating teachers and principals for feedback.
- ❑ Recommendations for revisions to model performance evaluation system based on pilot.
- ❑ Technical assistance/professional development to teachers and principals on pilot performance evaluation system.

❑ 2012–2013 School Year

- ❑ System-wide pilot of performance evaluation system with “no fault” evaluation system for teachers.

Acknowledgements

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Thank you to all the committee members working diligently on this important project:

Teacher Effectiveness Committee

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Principal Committee

Dr. Alpheus Arrington, Dr. Jane Barranger, Anissa Brown-Dennis, George Duque, Thomas Evans, Dr. George Hohl, Patricia Lawton, Dr. Donald Peccia, John Redmond, George Roberts, Chet Scott, Barbara Shields and Barbara Walker