DATE: February 19, 2013

TO: BOARD OF EDUCATION

FROM: S. Dallas Dance, Superintendent

SUBJECT: UPDATE ON TEACHER AND PRINCIPAL EVALUATION PROCESS

ORIGINATOR: Kevin A. Hobbs, Deputy Superintendent

RESOURCE PERSON(S): Lisa Grillo, Chief Human Resource Officer
William Burke, Executive Director of Professional Development

RECOMMENDATION

That the Board of Education receives an update on the teacher and principal evaluation process.

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Attachment I: Executive Summary
Attachment II: PowerPoint
Report on Teacher and Principal Evaluation
Executive Summary

February 19, 2013

As part of the Race to the Top initiative, Baltimore County Public Schools in collaboration with the appropriate bargaining units has developed new teacher and principal evaluations. The new evaluations must be based on quantitative and qualitative measures which is a new requirement in State regulations. The teacher evaluation is being piloted this year in fifty schools. The principal evaluation is being piloted with fifteen principals within those fifty schools. The update to the Board of Education will include the components upon which both the teacher and principal evaluations are built.

To prepare for full implementation of the evaluation process, staff from the Departments of Professional Development and Human Resources will be providing professional development throughout the summer. Currently, BCPS is working with MSDE on the approval of the evaluation models.
Teacher and Principal Evaluation Models

RACE TO THE TOP
<table>
<thead>
<tr>
<th>School Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>Explore Student Growth Measures</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Pilot Evaluation Tools</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Full Implementation</td>
</tr>
</tbody>
</table>
Principal Qualitative Measures

- School vision and culture
- Alignment of curriculum, instruction, and assessment
- Improvement of instructional practices
- Integration of appropriate assessments
Principal Qualitative Measures

- Use of technology and data
- Sustained research-based professional development
- Engagement of community stakeholders
- Management of a school’s organization, operations, and resources
Quantitative Measures

State Testing Data → Percentage varies by teaching assignment → Student Learning Outcomes

Student Learning Outcomes → School Progress Index
Evaluation Criteria

- 50% Framework for Teaching or Maryland Instructional Leadership Framework
- 30% Student Learning Outcomes
- 10% - 20% School Progress Index
- 10% State Testing Data (when applicable)
Student Learning Outcomes (SLOs)

- Measure student growth by establishing formal learning goals
- Apply to all teaching assignments
- Can be adapted to measure individual, group, or student performance
# School Progress Index

## High School Grades 9–12

<table>
<thead>
<tr>
<th>Indicator &amp; Grade 9–12</th>
<th>Achievement</th>
<th>Gap Reduction</th>
<th>College-And Career-Readiness</th>
<th>$\text{SPI Grade 9–12}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Scale</td>
<td>Alg</td>
<td>Eng</td>
<td>Bio</td>
<td>Grad</td>
</tr>
<tr>
<td></td>
<td>Alg</td>
<td>Eng</td>
<td>Bio</td>
<td>CCP</td>
</tr>
<tr>
<td>Surpassed</td>
<td>1.00</td>
<td>1.0268</td>
<td>1.0324</td>
<td>$0.4095 + 0.4107 + 0.2065$</td>
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<tr>
<td>Met</td>
<td>0.83</td>
<td>1.0238</td>
<td>1.0324</td>
<td></td>
</tr>
<tr>
<td>Not Met</td>
<td>0.67</td>
<td>1.0238</td>
<td>1.0324</td>
<td></td>
</tr>
<tr>
<td>Indicator Progress Scale Values</td>
<td>Indicator Contributions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## State Testing Data

<table>
<thead>
<tr>
<th>Teachers Grades K through 3</th>
<th>School Progress Index/SLO’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Grades 4 through 8</td>
<td>2 years of consecutive MSA data</td>
</tr>
<tr>
<td></td>
<td>Applies to 23% of Teachers</td>
</tr>
<tr>
<td>Teachers 9 through 12</td>
<td>School Progress Index/SLO’s</td>
</tr>
<tr>
<td>Special Area Teachers K through 12</td>
<td>School Progress Index/SLO’s</td>
</tr>
</tbody>
</table>
• Framework for Teaching – Online Modules
• Student Learning Outcomes – Face-to-face with pilot teachers and administrators
• Monthly Principals’ Leadership Development Meetings
• Summer Leadership Academy and Bootcamps
Voices from the Field

• Cheryl Thimm, Principal
  Bear Creek Elementary School

• Maria Lowery, Principal
  Chesapeake High School
Challenges

• Competition with other large-scale initiatives
• Scale of Professional Development
• Time Impact
Concerns

- BCPS Teacher/Principal Evaluation Models are not approved by MSDE
- Lagging data
- Calculation of state testing data scores
- Additional pilot year
Next Steps

• Proposed legislation

• Bargaining units’ input