

BALTIMORE COUNTY PUBLIC SCHOOLS

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.

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

TEAM BCPS

Board of Education Meeting
February 19, 2013

William Burke, Executive Director
Department of Professional
Development

Joelle Skorczewski, Personnel Officer
Department of Human Resources



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Teacher and Principal Evaluation Models

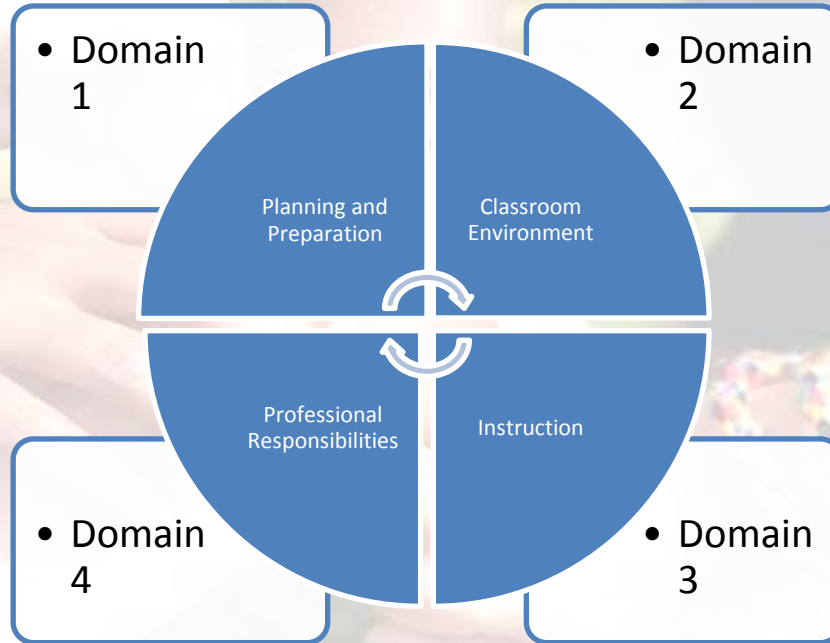


Implementation Timeline

School Year	Activity
2011-2012	Explore Student Growth Measures
2012-2013	Pilot Evaluation Tools
2013-2014	Full Implementation

Teacher Qualitative Measures

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Principal Qualitative Measures

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



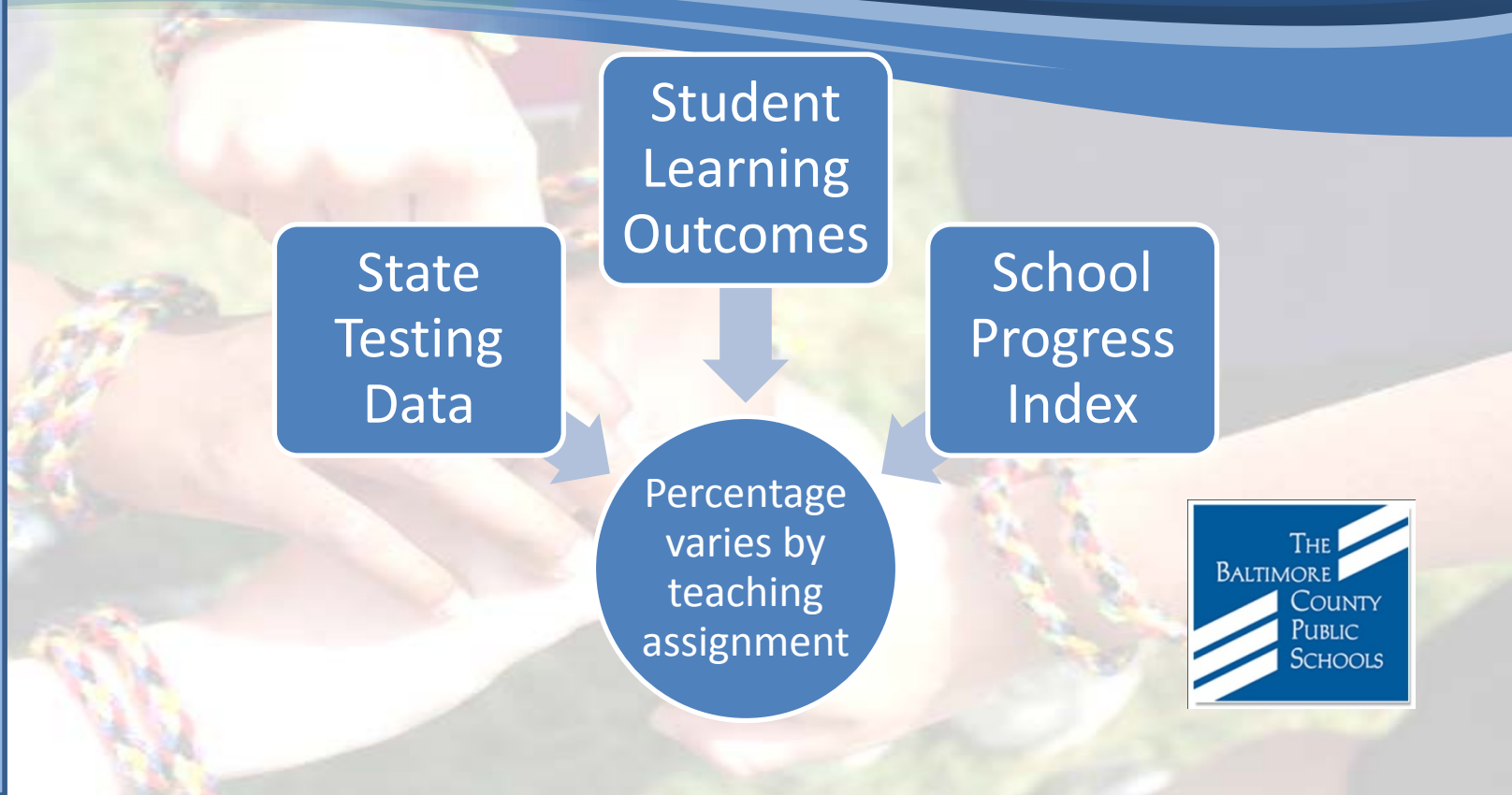
Principal Qualitative Measures

- 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

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Evaluation Criteria

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



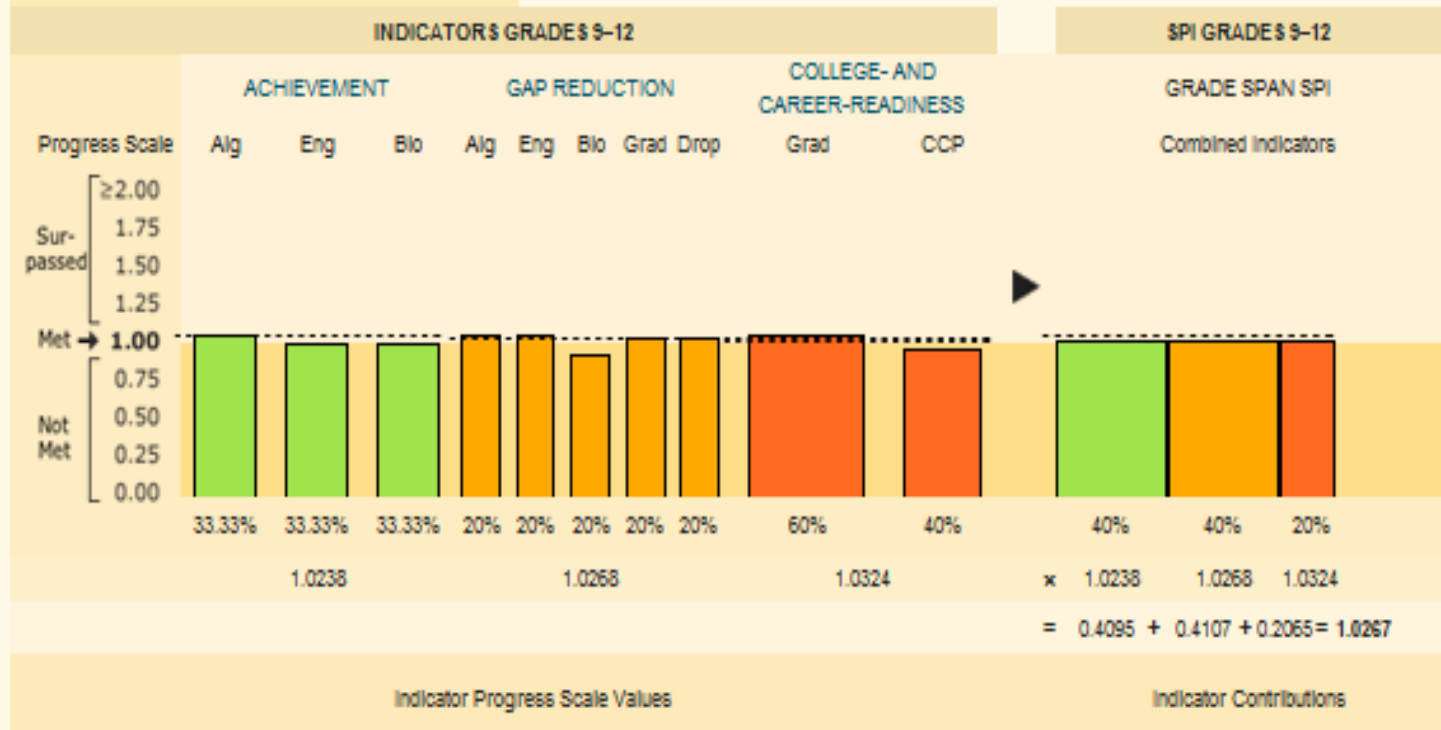
Student Learning Outcomes (SLOs)

- 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

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High School Grades 9–12



State Testing Data

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Teachers Grades K through 3	School Progress Index/SLO's
Teachers Grades 4 through 8	2 years of consecutive MSA data
	Applies to 23% of Teachers
Teachers 9 through 12	School Progress Index/SLO's
Special Area Teachers K through 12	School Progress Index/SLO's



Professional Development

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- 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

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



Concerns

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



Next Steps

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- Proposed legislation
- Bargaining units' input

