MONTGOMERY COUNTY PUBLIC SCHOOLS

TEACHER-LEVEL

PROFESSIONAL GROWTH SYSTEM HANDBOOK

2012–2013

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WORKING DRAFT

MONTGOMERY COUNTY PUBLIC SCHOOLS

ROCKVILLE, MARYLAND

VISION

A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

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Table of Contents

Introduction 1

The Elements of the System

- Performance Standards 3
- Performance Standards for All Other Teacher-level Positions 3
- Courses to Promote a Common Language About Skillful Teaching 3
- Schedule for Evaluation and Professional Development 3
- Observations 4
- Evaluations 6
- The Peer Assistance and Review (PAR) Program 9
- The Mentoring Program 18
- Professional Development Years for Tenured Teachers 18

Conclusion 21

Appendices

- Performance Standards, Criteria, and Descriptive Examples A-1
- Sources of Data Beyond Classroom Observation B-1
- COMAR Regulation on Evaluation C-1
- Sample Forms D-1
- Sample Post-observation Conference Reports & Final Evaluation Reports E-1

Introduction

Of all the factors that are important to student achievement in productive schools—and there are many—the most important are what individual teachers believe, know, and can do. The design of the Montgomery County Public Schools (MCPS) Teacher Professional Growth System (TPGS) recognizes the complexity and importance of teaching in a high-performing school system, one in which there is an emphasis on continuous improvement and shared accountability for student achievement. Good teaching is nurtured in a school and in a school system culture that values constant feedback, analysis, and refinement of the quality of teaching.

The TPGS for MCPS integrates two important components—a qualitative approach to teacher evaluation and professional growth. The essential elements of the system are as follows:

1. Six clear standards for teacher performance, based on the National Board for Professional Teaching Standards, with performance criteria for how the standards are to be met and descriptive examples of observable teaching behaviors.
2. Training for evaluators and teachers that creates not only a common language for the discussion of what good teaching is and is not, but also develops skills of analysis and critique that will make the dialogue a rich and data-driven one.
3. A professional growth cycle that integrates the formal evaluation year into a multiyear process of professional growth, continual reflection on goals and progress meeting those goals, and collegial interaction.
4. Formal evaluation with narrative assessments that provide qualitative feedback to teachers about their work.
5. A Peer Assistance and Review (PAR) program that has consulting teachers (CTs) who provide instructional support to novice teachers (teachers new to the profession) and those not performing to standard. The CTs report to a PAR Panel composed of teachers and principals appointed by the unions with the shared responsibility for quality control and improvement.
6. Professional development years that are structured around a collaborative learning culture among teachers in each school, integrating individual growth plans into school plans, and utilizing student achievement and other data about student results.

Preamble

Organizational Culture of Respect Statement

Montgomery County Public Schools (MCPS) recognizes and values the role of all employees as contributors to a learning community that sets high standards of performance for staff and students. By working together through continuous improvement, effective communication, and meaningful involvement in the decision-making process, we provide a high-quality education to every student. We are committed to shared responsibility and a collaborative partnership, integrated into an organizational culture of respect. This culture is built on the belief that all employees, both school-based and non-school-based, are essential to a successful learning environment.

In order to sustain an organizational culture of respect, it is critical that all employees have an awareness, understanding, and tolerance of others' interests, viewpoints, cultures, and backgrounds. This culture promotes a positive work environment that supports the success of each employee, high student achievement, and continuous improvement in a self-renewing organization (MCPS, Excerpt R.E.S.P.E.C.T. Make it Real, 2005).

Equity and Cultural Competence

The commitment to foster an organizational culture of respect that is embedded throughout the school system is a priority of the employee associations/unions, the Board of Education, the superintendent, and executive staff. Inherent to this belief is the recognition that there is strength in diversity and the belief that all employees are essential to a successful learning community. Therefore, MCPS commits to Creating a Positive Work Environment in a Self-renewing Organization that does the following:

- Believes that the inclusion of individuals with a broad range of experiences and backgrounds broadens and strengthens education and contributes to student achievement
- Promotes knowledge and understanding of one's own cultural identity as it influences a culturally competent workplace
- Values the uniqueness of cultures other than one's own and the richness of cultural diversity and commonality
- Promotes awareness of and sensitivity to individual differences within various cultural groups
- Eliminates stereotypes related to race, ethnicity, region, religion, gender, socioeconomic status, age, and individuals with disabilities

- Promotes the value of diversity and equity in our professional development offerings, recruitment, hiring, and promotional practices
- Provides venues for courageous conversations about diversity and equity in a safe, nonjudgmental environment
- Promotes a focus on diversity and equity through the implementation of each standard

Role of the Professional Growth System Implementation Teams

The implementation of the components of each professional growth system (PGS) is overseen by a joint multistakeholder implementation team. Each team is charged with monitoring the processes and procedures as set forth in the design of the PGS. Through a collaborative and problem-solving process, the Implementation Teams are responsible for defining expectations and practices and assessing the implementation of the PGS. In addressing issues that have arisen, the decision-making process will be to seek consensus; when that is not possible, a voting process may be used. Issues that cannot be resolved at the Implementation Team level may be referred to the appropriate collaboration committee. All professional growth system handbooks are continuously updated to reflect changes in processes and procedures approved by the appropriate Implementation Team.

- The Implementation Teams meet regularly on a schedule agreed on by the members at a meeting prior to July 1, for the subsequent year.
- The Implementation Teams consist of representative members of the employee associations and administration.
- The Implementation Teams are chaired by the employee association presidents or designees and MCPS designees, who are appointed by the deputy superintendent of schools and the chief operating officer.
- The meetings are facilitated by an appointee of the associate superintendent, Office of Human Resources and Development.
- An agenda is developed, with input from Implementation Team members or other collaboration committees.

Role of the Joint Professional Growth Systems (PGSs) Implementation Team

The Joint PGSs Implementation Team is composed of all members of each implementation team (A&S, Teacher-level, and Supporting Services) and is charged with increasing consistency among the PGSs, while valuing and recognizing differences through—

- learning from each PGS to share and implement best practices,
- clarifying processes to improve effectiveness, efficiency, and transparency, and
- analyzing data from all three PGSs, including disaggregated client data by race, gender, and other factors to ensure equity and due process for all employees.

The Joint PGSs Implementation Team is also charged with ensuring that the components of the PGSs (Attracting, Recruiting, Mentoring, Developing, Evaluating, Recognizing, and Retaining) are fully implemented for all employees with fidelity.

- The Joint PGSs Implementation Team uses the same processes described above in the section titled, "Role of the Professional Growth System Implementation Teams."
- The meetings are chaired by a designee appointed by the three employee association presidents (rotated) and a designee appointed by the deputy superintendent of teaching, learning, and programs and chief operating officer.
- The meetings are facilitated by the three association vice presidents and the director of the Department of Professional Growth Systems.
- The Joint PGSs Implementation Team makes recommendations to the associations, deputy, chief operating officer (ADC), which serves as the steering committee.

The Elements of the System

Performance Standards

Six performance standards endorsed by the Board of Education provide a blueprint for the assessment of teachers' competencies in the TPGS. These standards are used in the evaluation of all classroom-based teachers, including ESOL and special education at all levels, as well as music, art, and physical education at the elementary level. They are as follows:

Standard I: Teachers are committed to students and their learning.

Standard II: Teachers know the subjects they teach and how to teach those subjects to students.

Standard III: Teachers are responsible for establishing and managing student learning in a positive learning environment.

Standard IV: Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.

Standard V: Teachers are committed to continuous improvement and professional development.

Standard VI: Teachers exhibit a high degree of professionalism.

Each performance standard is clarified by performance criteria and descriptive examples of observable teaching behaviors (see Appendix A). The purpose of these examples is to provide a sample picture of what teaching looks like when it meets and when it does not meet the MCPS performance standards.

Performance Standards for All Other Teacher-level Positions

Parallel performance standards, criteria, and descriptive examples have been designed for teacher-level positions not assigned to classrooms. These include counselors, media specialists, speech/language pathologists, school psychologists, pupil personnel workers, staff development teachers, parent educators, assistive technology specialists on the InterACT Team, social workers, instructional specialists, auditory and vision teachers, occupational and physical therapists, reading specialists, and teachers of infants/toddlers. Information about evaluation forms as well as the performance standards, criteria, and descriptive examples is available through the Office of Human Resources and Development (OHRD). Each of these groups may have different performance standards, criteria, descriptive examples, and data measures related to unique aspects of their observation/evaluation process.

All staff in the above categories will be evaluated on the same evaluation cycle as teachers, based on years of MCPS experience (see page 4). If a classroom teacher moves from a classroom assignment to one of these positions or vice versa, evaluation will be conducted according to the schedule and processes developed for that assigned position.

Courses to Promote a Common Language About Skillful Teaching

A wide variety of professional development opportunities is available to staff through MCPS courses, workshops, and other staff development opportunities for professional growth. Essential to the success of the Workforce Excellence initiative and the TPGS are the courses Observing and Analyzing Teaching 1 (OAT 1), Observing and Analyzing Teaching 2 (OAT 2), Studying Skillful Teaching (SST), and Studying Skillful Teaching 2 (SST2).

Using the six performance standards, the educational consultant group, Research for Better Teaching, Inc. (RBT) of Acton, Massachusetts, provided courses of study for observers and evaluators, as well as for other MCPS staff. In-district trainers at the MCPS Center for Skillful Teaching and Leading have been trained by RBT and continue to assume most of the training responsibilities.

The two six-day courses, OAT 1 and OAT 2, are required for all school leadership staff engaged in observation and evaluation (principal, assistant principal (AP), resource teacher or interdisciplinary resource teacher). These courses are also required for consulting teachers (CT) and all members of the Peer Assistance and Review Panel, who are actively involved in the assessment of teaching performance.

OAT 1 prepares observers and evaluators to collect and analyze evidence about a teacher's work across the standards, including areas such as planning and assessment, capacity to motivate students and communicate consistently high expectations, and repertoire of instructional and classroom management strategies. Participants communicate what they have observed orally and in writing in a balanced manner that addresses claims based on teacher performance, evidence from observations, interpretation of the impact of the evidence on student learning, and judgments of the effectiveness of instruction.

OAT 2 helps participants focus on using multiple sources of data in evaluation. This course emphasizes strategies for dealing with supervisory challenges and means for developing leaders' knowledge and skills in areas such as conferring with teachers and addressing mediocre or ineffective teaching.

SST 1 and 2 are companion courses for teachers. The basic content of SST 1 overlaps with that of OAT 1, but student learning is the focus rather than skills to observe and analyze teaching. Participants are asked to examine the ways in which their research-based instructional strategies, as well as their beliefs about learning and professional community, make a difference for student performance. SST 1 helps teachers expand their repertoire of instructional strategies, match strategies to student needs, and learn skills for effective peer support and collaboration.

In SST 2, the focus is on breaking down the recurring obstacles to student success through the study of common causes of discipline problems, critical attributes of class climate, the use of assessments, and the design of learning experiences.

Schedule for Evaluation and Professional Development

As documented by decades of research, the best strategy for improving teaching and learning is to build the capacity of the school to function as a learning community in which professional development is job embedded. To support the learning community, the TPGS places teachers in a multiyear professional growth cycle. The professional growth cycle provides opportunities and resources for reflection on teaching practices (both individually and collegially) that lead to continuous improvement of teaching practices.

The TPGS was designed to meet the different needs of teachers at various points in their careers in MCPS. More intensive support and supervision are provided for probationary teachers. The focus of teachers in the probationary years must be to develop an effective repertoire of instructional skills and to become knowledgeable about MCPS curricula. Probationary teachers are evaluated each year to provide them with in-depth analysis and feedback about their teaching. They are not required, nor should they be encouraged, to engage in the formal Professional Development Plan (PDP) process.

Tenure is granted two years from the date of hire if an employee earns an overall year-end evaluation of "meets standard" in the last year and if Maryland State Department of Education (MSDE) requirements for standard or advanced professional certification have been met.

For tenured teachers, formal evaluations are less frequent. As a teacher gains experience and expertise, more time is spent in professional development activities and less time in formal evaluation. Upon receiving tenure, he or she then enters a three-year professional growth cycle. In the third year of the cycle, which is year 5 of service in MCPS, the principal formally evaluates the teacher. Teachers who successfully complete the three-year professional growth cycle enter a four-year growth cycle. In the fourth year of this cycle, which is year 9 of service in MCPS, they are formally evaluated. After successfully completing the four-year cycle, teachers enter a five-year professional growth cycle. In the fifth year of this cycle, which is year 14 of service in MCPS, and every five years thereafter, the principal conducts a formal evaluation of the teacher. (See Schedule for Evaluation and Professional Development, below)

During non-evaluation years, tenured teachers design a multiyear Professional Development Plan (PDP) with outcomes for their continuous improvement. During the evaluation year, tenured teachers collect and prepare information for the formal evaluation process and analyze progress on professional development activities, including those related to the PDP.

Schedule for Evaluation and Professional Development

(Based on number of years of MCPS teaching experience)

For teacher continuously meeting standards

Beginning		Tenured			Experienced				Veteran				
2-Year Cycle		3-Year Cycle			4-Year Cycle				5-Year Cycle				
1	2	3	4	5	6	7	8	9	10	11	12	13	14
X	X	P	P	X	P	P	P	X	P	P	P	P	X

Veteran					Veteran					Veteran				
5-Year Cycle					5-Year Cycle					5-Year Cycle				
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
P	P	P	P	X	P	P	P	P	X	P	P	P	P	X

Veteran					Veteran					Veteran				
5-Year Cycle					5-Year Cycle					5-Year Cycle				
30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
P	P	P	P	X	P	P	P	P	X	P	P	P	P	X

X = formal evaluation year
P = professional development year

Observations

All teachers may be observed formally and/or informally at any time. During professional development years, formal observations are not required. However, administrators, resource teachers (RTs), or interdisciplinary resource teachers (IRTs) are expected to do a minimum of two informal observations each professional development year in order to be familiar with teachers' classroom practices. There is no required length or format for these informal observations, although some written documentation is encouraged. Formal observations are required during the evaluation year, and there are required specifications for these formal observations.

Requirements for Formal Observations

Formal observations serve as critical sources of data for the formal evaluation process. The requirements for formal observations are as follows:

1. A formal observation must occur for a minimum of 30 minutes.
2. At least one formal observation must be announced. A pre-observation conference is required for each announced formal observation.
3. All formal observations must include a Post-observation conference.
4. Post-observation conferences should be held within three duty days after the formal observation. Conferences may be delayed by mutual agreement, due to extenuating circumstances.
5. Teachers may respond to a Post-observation conference report by submitting a written response to their file within 10 school days of the receipt of the Post-observation Conference Report.
6. The Post-observation Conference Report is considered a stand-alone document. Any notes taken by an observer or evaluator may be shared with the teacher, but they are not considered part of the formal documentation.
7. The *Post-observation Conference Report* is completed after the conference with the teacher. It is reviewed by the administrator and the teacher and is housed in the local school file. The goal is to return the report to the teacher within 10 duty days after the Post-observation conference or a reasonable amount of time, as agreed upon by the teacher and observer.
8. The term "qualified observer" refers to principal, assistant principal, student support specialist, resource teacher (RT), interdisciplinary RT, consulting teacher (CT), or retired administrator. All qualified observers must have completed OAT 1 or be enrolled in the OAT 1 class and have completed the first four classes. For evaluations resulting in a "below standard" rating, at least one of the two observers must have successfully completed both the OAT 1 and OAT 2 classes. If the principal/evaluator needs assistance due to unusual circumstances, for example, a large number of required formal observations and evaluations, Central Office subject area supervisors are available for consultation and may serve as qualified observers at the request of the principal/evaluator. Central Office subject area supervisors may only serve as qualified observers if they have completed OAT 1 & 2. Principals/evaluators will request approval from the Director of Performance Evaluation when they are in need of a Central Office subject area supervisor as a qualified observer.
9. An elementary principal in a school without an assistant principal may request the support of a second observer if the principal needs assistance due to a large number of required formal observations and evaluations.
10. If it appears likely that a teacher will receive a "below standard" rating in an evaluation, the observations (serving as the basis for the evaluation) must be completed by **two** different qualified observers.

Classroom Observation Requirements

The number of required observations during the formal evaluation year varies, depending on status and a preliminary assessment of performance status. More observations by **two** different qualified observers are required if the evaluator suspects the final rating may be below standard.

Probationary teachers with CT:

- At least two formal observations are required by principal or qualified observer.
- One of the two required formal observations must be announced.
- At least one of the two required formal observations must be done each semester.
- The CT will complete a minimum of two **additional** formal observations, three if the teacher may be rated below standard. At least one must be announced and at least one is completed each semester. These do not count toward the required number of observations completed by administrators. The minimum number will be completed only for teachers clearly meeting standard with no concerns on the part of the CT or principal.

Probationary teachers without CT (first-year teacher with experience or any second-year teacher):

- At least two formal observations by principal or qualified observer are required, three if the teacher may be rated below standard.
- One of the two required formal observations must be announced.
- At least one of the two required formal observations must be done each semester.

Tenured teachers on regular evaluation cycle:

- At least two formal observations by principal or qualified observer are required, three if the teacher may be rated below standard.
- The principal or assistant principal must observe at least half the required observations.
- The RT, IRT, or other qualified observer may complete a formal observation.
- One of the two required formal observations must be announced.
- At least one of the two required observations must be done each semester.

Tenured teachers with CT:

- At least one formal observation by principal, immediate supervisor, or assistant principal is required.
- The CT will complete a minimum of three formal observations, four if the teacher may be rated below standard. At least one must be announced and at least one is completed each semester.

The Post-observation Conference Report

After the observation conference, the observer prepares a written narrative summary of the class and the conference called the Post-observation Conference Report (see Appendix C). This report contains an analysis of the lesson. The report format incorporates an appropriate balance of claims about the teaching observed, evidence to support the claims, and interpretations about the effect on students. Reports may refer to MCPS performance standards. The report includes a summary of the discussion with the teacher as well as any decisions or recommendations that resulted from the conference. Appendix E contains samples of Post-observation Conference reports. The teacher is expected to review and return a signed copy of the Post-observation Conference Report. The teacher's signature indicates that he or she has received and read the conference report but does not necessarily indicate agreement with the contents of the report.

Summary of Minimum Required Formal Classroom Observations During an Evaluation Year

Type of Teacher	Observer	Minimum Required Yearly Observations		Frequency (minimum each semester)
Probationary Teacher (with CT)	**Meeting Standard**	**Below Standard**		
Novice teacher (new to teaching) and Second-year and Third-year teacher	Principal or Qualified Observer	2	2*	1
	CT	2**	3	1
Total		4	5	2
Probationary Teacher (without CT)				
First-year teacher (new to MCPS—experienced; NOT new to teaching) and second-year teacher	Principal or Qualified Observer	2	3*	1
Tenured Teacher				
	Principal or Qualified Observer	2	3*	1
Tenured Teacher (with CT)				
	CT	3	4	1
	Immediate Administrative Supervisor	1	1	

** The observations must be completed by **two** different qualified observers, at least one of whom must have successfully completed OAT 1 and OAT 2.*

*** The minimum number of observations is to be done only for teachers clearly meeting standard with no concerns on the part of the CT or principal.*

Evaluations

Formal evaluations are not required during professional development years of the professional growth cycle. However, the principal must complete the *Yearly Evaluation Report for MSDE Certification Renewa*l (see Appendix C) annually to verify to the Maryland State Department of Education (MSDE) that the certificate holder's performance is satisfactory ("meets standard").

In the TPGS, the formal evaluation process is seen as a tool for continuous improvement for teachers. During the formal evaluation year, both the teacher and administrator gather data from the professional development years as well as from the evaluation year. This data serves as the point of reference for the collaborative evaluation process. The evaluation year is a time when the teacher reflects on progress made and potential areas for future professional growth.

Important details regarding formal evaluations in designated evaluation years of the professional growth cycle are as follows:

1. **Frequency/Schedule:** Formal evaluations are required—
   - For probationary teachers in their first year when hired before the school year begins or anytime during the first semester. If a first-year probationary teacher is hired during the second semester, the teacher will be formally evaluated for the first time in March of the following year.
   - For probationary teachers in their second year.
   - For tenured teachers: At least once in every professional growth cycle (years 5, 9, 14, and every 5 years thereafter).
2. **Special Evaluation:** A formal evaluation may be completed any year by placing a teacher on Special Evaluation when there is a concern about his or her performance. (See pages 8 on Special Evaluation.)
3. **Evaluators:** The principal or an AP at the school to which the teacher is assigned is responsible for completing the formal evaluation. The principal must review and sign every evaluation.
4. **Evaluation of Novice Teachers (teachers new to the profession)**: School administrators, as well as the CT, support novice teachers. The administrator is responsible for writing a final evaluation report. The CT completes a final summative report, which is presented to the PAR Panel.
5. **Referring Probationary Teachers to PAR**: Experienced teachers who are new to MCPS have probationary status. The principal or an AP evaluates these probationary teachers. If serious instructional concerns are identified early in the first year for an experienced probationary teacher, two formal

observations should be completed by November 1, and the principal should contact the director of performance evaluation in the Office of Human Resources and Development (OHRD) to request referral for Peer Assistance and Review (PAR) support with an assigned CT. The PAR Panel renders a decision on this request.

6. **Tenured Teachers in PAR**: The evaluation will reflect the input of the principal as reported through observation reports and other data sources, the consulting teacher as reported through observation reports, the Mid-year Summative and Final Summative reports, and the recommendations of the principal and the consulting teacher to the PAR Panel. The evaluation reflects the finding of the PAR Panel made through its deliberative process following the review of all appropriate data, including any appeal by either the teacher or principal, if such an appeal occurs, as detailed on page 20 of this handbook. During the PAR year, the information in this evaluation is compiled by the cochairs of the PAR Panel.

   A formal evaluation by the principal is not completed for a tenured teacher supported by the PAR program. The immediate supervisor is required to complete at least one formal observation with a Post-observation conference and subsequent report.

7. **Teachers in Multiple Schools:** In the case of teachers who work in multiple schools, the administrator at the school in which the majority of the teacher's time is assigned completes the evaluation. If equal time is spent in two different schools, the administrator of the school in which the teacher's paycheck is received completes the evaluation. The administrator completing the evaluation is responsible for gathering data from the principal(s) of the other schools in which the teacher works, for inclusion in the evaluation.

The Final Evaluation Report

The principal or AP is the evaluator responsible for completing the formal **Final Evaluation Report** at the end of the formal evaluation year for all teachers, except tenured teachers in the PAR program. The evaluation includes an examination of cumulative performance for an entire professional growth cycle and reviews the teacher's overall performance on each of the six MCPS performance standards.

The evaluator reviews all of the material, including all Post-observation conference reports, as well as a variety of other data sources. Teachers are encouraged to assemble a portfolio with evidence of attainment of growth in terms of the six performance standards to serve as a comprehensive record of continuous improvement. Before the final evaluation is completed, the administrator and the teacher will review together the additional sources of data that may include the following:

- Samples of student work, tests, assignments, feedback to students.
- Long- and short-term lesson and unit plans.
- Evidence of communication with parents.
- Publications.
- PDPs, evidence of activities that support PDP outcomes, and additional PDP-related documentation.
- Student results: countywide and state test scores; countywide and department final exams, tests, quizzes, papers and project grades; checklists of skills mastered; attendance; discipline referrals; numbers/percentages of students who move on from a teacher's class to the next grade or to a higher level of a subject; other measures of progress or success such as AP or SAT test scores, Gifted and Talented, or Honors enrollment; and customized data reports that document student results over a number of years as part of the system of shared accountability.
- Student and parent surveys: MCPS provides recommended student and parent surveys, but teachers may choose to construct individualized survey instruments to help refine and improve their instructional practice.

Teachers should analyze survey data plus other forms of student and parent feedback from all years in the TPGS cycle to identify issues, patterns, trends, implications, what was done to address concerns in the past, and future professional growth plans. The teacher's analysis of student results is an integral part of the teacher's final evaluation report. The TPGS is designed to focus on many different kinds of student results every year, whether or not the formal evaluation is being done. The Board of Education, administrative and supervisory staff, and teachers are ultimately accountable to the public for student performance. Standardized test scores provide one important source of data, but they cannot constitute a judgment, in and of themselves, about the performance of a teacher or the success of a school. The most important use of student results is to contribute to analysis and problem solving for school, teacher, or individual student improvement.

The Final Evaluation Report concludes with a summary rating of the teacher's overall performance and is sent to OHRD for inclusion in the teacher's personnel file. The teacher is given a holistic rating of either "Meets Standard" or "Below Standard." Appendix E contains examples of final evaluation reports. Any teacher who receives a rating of "Below Standard" will be referred automatically to the PAR program.

Due Dates for Final Evaluation Reports

It is essential that administrators send evaluations with the rating of "Below Standard" to OHRD within the specified due dates. Failure to adhere to timelines may result in postponement of PAR support.

CTs working with novice and tenured teachers are required to submit summative reports to the PAR Panel by specific dates that are aligned with the due dates for administrators' final evaluation reports. Original copies of final summative reports completed by CTs are kept by OHRD. Attached to each summary is a copy of the letter from the PAR Panel with its recommendation to the superintendent.

DEADLINES FOR EVALUATIONS BY ADMINISTRATORS				
Probationary Teachers		Tenured Teachers		
Meets Standard	Below Standard	Meets Standard	Below Standard	In PAR
June 1	March 1	June 1	March 31 *(or last workday in March)*	No formal evaluation is due for tenured teachers in PAR. Administrators should continue to collect data and observe any teacher who is receiving PAR support. Administrator should contact the PAR Panel cochairs by April 20 **only if the administrator disagrees** with the recommendation of the CT report, so the administrator can present additional information at the second May PAR Panel meeting.

DEADLINES FOR SUMMATIVE REPORTS BY CONSULTING TEACHERS				
Probationary Teachers		Tenured Teachers IN PAR		
Meets Standard	Below Standard	Meets Standard	Below Standard	Recommendation for Dismissal
June 1	March 1	June 1	April 30 *(or last workday in April)*	April 30 *(or last workday in April)*

Special Evaluations for Tenured Teachers not in Formal Evaluation Year

If a principal has concerns about the performance of a tenured teacher who is not currently in a formal evaluation year, he or she may request that OHRD place the teacher on a special evaluation. The request for special evaluation removes the teacher from the scheduled professional development year. Special evaluation status is not subject to appeal.

Requesting a special evaluation for the current school year:

- The administrator or a qualified observer must complete a minimum of two formal observations prior to the request for special evaluation.
- The written request for special evaluation should be sent to the director of performance evaluation in OHRD no later than the second Friday in January. All relevant documentation should accompany the request.
- OHRD must notify the teacher placed on special evaluation by January 31.
- A minimum of one additional formal observation must be completed after January 31.
- If the rating on the special evaluation is "below standard," the formal evaluation must be sent to the director of performance evaluation in OHRD by March 31.
- If the rating on the special evaluation is "meets standard," the formal evaluation must be sent to the director of performance evaluation in OHRD by June l.

Requesting a special evaluation for the following year:

- The administrator or a qualified observer must complete a minimum of two formal observations prior to the request for special evaluation.
- The written request for special evaluation should be sent to the director of performance evaluation in OHRD by the last workday in May; all relevant documentation should accompany the request.
- OHRD must notify the teacher that he or she will be placed on special evaluation the following year by the last day of the school year;
- The special evaluation is due by March 31 of the following year if the rating on the special evaluation is "below standard" and should be sent to the director of performance evaluation in OHRD; a minimum of three formal observations must be completed during the special evaluation year.
- The special evaluation is due by June 1 of the following year if the rating on the special evaluation is "meets standard" and should be sent to the director of performance evaluation in OHRD; a minimum of two formal observations must be completed during the special evaluation year.

Special Evaluation Due Dates and Process Information

Request for Special Evaluation for the current year	Request for Special Evaluation for the following year
Two formal observations completed by an administrator or a qualified observer **prior to request**	Two (2) formal observations completed by administrator or a qualified observer **prior to request**
Written request for special evaluation to OHRD (director of performance evaluation) by **second Friday in January**	Written request for special evaluation to OHRD (director of performance evaluation) **by May 31**
OHRD notifies teacher by **January 31**	OHRD notifies teacher **by last day of the school year**
Minimum of one additional formal observation completed after January 31 (more recommended) and formal evaluation completed **by March 31** if the rating on the special evaluation is **"below standard"** or by **June 1** if the rating on the special evaluation is **"meets standard"**—Send to OHRD (director of performance evaluation)	Special evaluation is sent to OHRD, director of performance evaluation, by **March 31** of the following year if the rating on the special evaluation is "**below standard**" or by **June 1** of the following year if the rating on the special evaluation is "**meets standard**" and the administrator or other qualified observer has completed a minimum of three formal observations.

The Peer Assistance and Review (PAR) Program

Overview of the PAR program

The Peer Assistance and Review (PAR) program is a mechanism for maintaining system-wide quality control and ensuring that all MCPS teachers responsible for teaching students meet MCPS standards of performance. Through this program, intensive, individualized assistance is provided for all novice teachers and experienced teachers who are judged to be "below standard."

The design of the PAR program is the result of a collaborative relationship between the Montgomery County Education Association (MCEA), the Montgomery County Association of Administrators and Principals (MCAAP), and MCPS regarding teacher evaluation. The focus of the PAR program is to improve instruction by supporting novice and under-performing teachers. Thus, the MCPS administration, MCEA, and MCAAP, as partners in the establishment and implementation of the PAR program, strive to support the recommendations of the PAR Panel to the superintendent regarding the employment status of teachers in the program.

For experienced teachers, the "below standard" rating given by principals during the formal evaluation process and subsequent referral to the PAR program indicate that the teacher is seriously at risk. PAR is not designed for teachers who simply could use some improvement in their teaching techniques. Other supports, such as staff development teachers (SDTs), mentors, team leaders, RTs, IRTs, or other available school resources may be more appropriate for these teachers.

The PAR program addresses issues and concerns that are related to instructional skills. If there are other concerns about employment responsibilities, the principal confers with the teacher and completes written notification of the conference. If the issues continue, the principal notifies the OHRD director of performance evaluation to determine who will provide resolution in these cases.

The superintendent or his designee retains the right to make personnel decisions in rare egregious cases.

The PAR program has two components: the PAR Panel and Consulting Teachers (CTs). The PAR Panel consists of equal numbers of teachers and principals, recommended by their respective employee unions and appointed by the superintendent. CTs provide direct instructional support to teachers and collect data through formal observations. CTs report monthly on the progress of the teachers to the PAR Pair, one teacher and one principal who are members of the PAR Panel, assigned to oversee the work of a small group of CTs. The CT writes a final summative report at the conclusion of the period of support. Based on the data and information gathered through the program, the PAR Panel makes recommendations in March (for probationary teachers) and May (for tenured teachers) to the superintendent regarding contract renewal, recommendation for a second year in PAR, or contract termination.

Components of the PAR program

The PAR Panel

The PAR Panel consists of 16 members appointed by the superintendent: eight teacher representatives recommended by MCEA and eight school-based administrators recommended by MCAAP. PAR Panel members are accountable to their respective organizations to ensure organizational and institutional support of the PAR program. co-PAR Panel sends its recommendations directly to the superintendent, who reviews and makes all final decisions on matters related to an individual teacher's nonrenewal, dismissal, or continuation of contract.

The duties of the PAR Panel include the following:

- Reviewing all cases referred to the PAR Panel as a result of the formal evaluation process.
- Recruiting, interviewing, and selecting CTs.
- Evaluating the performance of CTs.
- Meeting with CTs to review reports and receive updates on teachers in PAR.
- Advising CTs regarding supports to teachers.
- Reviewing concerns of participating teachers or principals regarding the PAR program.
- Making one of the following personnel recommendations to the superintendent (based on CT reports, the principal's formal evaluation, and other supporting data):
  - Successful completion of the program and return to the regular professional growth cycle.
  - Termination of contract: dismissal (tenured teacher) or nonrenewal (probationary teacher).
  - An additional year of PAR assistance.
  - A third year in nontenured status for probationary teachers (in accord with MSDE regulations).

Consulting Teachers (CTs)

CTs are experienced teaching professionals who are selected by the PAR Panel. A rigorous selection process ensures that they are outstanding teaching professionals and that they are able to communicate their knowledge and strategies about best practices to adult learners. They receive extensive training (including OAT 1 and 2) to develop and refine their observation and analysis of teaching skills.

The duties of a CT include the following:
FOR NOVICE TEACHERS—

- providing information about strategies for teaching and suggestions about resources;
- offering demonstration lessons, team teaching experiences, informal feedback, etc.;
- making frequent visits with informal support;
- conducting a minimum of three observations with at least one per semester
- preparing and submitting to the PAR Panel a midyear and final summative report regarding the teacher's instructional skills; and

FOR TEACHERS EVALUATED AS "BELOW STANDARD" BY THEIR ADMINISTRATORS—

- completing the review process;
- meeting with the principal to discuss the principal's instructional concerns;
- making recommendations to the PAR Panel regarding inclusion in the PAR program;
- planning and implementing an intensive program of intervention and support, which includes a minimum of three formal observations, ongoing communication with the teacher, analysis of student data, demonstration lessons, and the like;
- preparing and submitting to the PAR Panel a midyear and final summative report regarding instructional skill levels; and
- making a recommendation regarding future employment.

The Role of the Principal and Other School Staff Related to the PAR program

Principals, APs, RTs, IRTs, team leaders, and SDTs all have important roles in the multiyear professional growth cycle, the core of the TPGS, in their work with teachers. The PAR program enhances the system by creating an additional, intensive support program for novice and under-performing teachers. The role of the CT in the PAR program is complementary to the roles of school-based personnel. Principals remain responsible for the evaluations of all teachers in their years leading to the granting of tenure.

For tenured teachers in PAR, the evaluation will be written by the cochairs of the PAR Panel. The immediate supervisor is required to complete at least one formal observation with a Post-observation conference and subsequent report. The immediate supervisor is encouraged to document the progress of the teacher by collecting data from a variety of sources. MCPS Evaluation Form 425-39 is not completed by principals for tenured teachers supported by the PAR program.

For both probationary and tenured teachers in PAR, the CT shares formal observation reports and final summative reports with the principal. However, the documentation of the CT and the formal evaluation by the administrator are independent of each other. **No information from CT reports may be used in the administrator's evaluation.**

The CT writes a growth plan for each client included in PAR due to performance concerns. The purpose of a growth plan is to explicitly identify high-priority areas for improvement and to align support in those areas. The growth plan may not address all areas of need; observation feedback should include areas addressed in the growth plan, but should also continue to address any other aspects of teaching and learning that the observer deems significant.

The growth plan for a teacher recommended for a second year of PAR is typically written by the end of the school year in which that recommendation was made. The growth plan for a teacher included in PAR via the review process is typically written during the first semester of support, following the first formal observation by the CT.

The CT will seek input from the principal and from the client while drafting the growth plan. The principal will coordinate support by school-based staff identified in the

growth plan while preserving appropriate levels of confidentiality regarding the teacher's inclusion in PAR.

While an underperforming or novice teacher is in the PAR program, the principal continues to supervise the teacher. He or she observes, provides feedback, coordinates school support, responds to parent concerns, and the like. Communication and coordination among the CT, the principal, and other members of the school's instructional leadership team are essential. Such collaboration will ensure that the teacher receives complementary, consistent messages about expectations and instructional improvements from all who are providing support. These messages should include information about areas of concern on the part of the CT and/or administration and the possible consequences of these areas of concern resulting in a "below standard" evaluation.

The principal or immediate supervisor may provide the PAR Panel with additional information to substantiate the CT's report if he or she feels it is necessary. When the principal or immediate supervisor disagrees with the final summative report of the CT, he or she may appear before the PAR Panel and provide further information with documentation. When this occurs, the teacher will also be invited to appear before the PAR Panel to provide additional information.

The principal or immediate supervisor will be asked to complete a feedback survey on the performance of each CT working in his or her building. This is in addition to the survey that each client teacher completes to provide feedback on the performance of his or her CT.

Teachers Served by the PAR program

The following categories of teachers will be included in the PAR program:

- Novice teachers.
- Experienced teachers new to MCPS with serious instructional concerns identified (based on a minimum of two formal observations) and reported to OHRD **prior to November 1**. After PAR referral, CT support may occur as early as the first year of probation.
- Probationary teachers referred to PAR and included after the formal review process.
- All third-year probationary teachers.
- Tenured teachers referred to PAR and included after the formal review process.

The Review Process

When a teacher who is not currently in the PAR program is given a "below standard" rating on the formal evaluation report, the OHRD notifies the PAR Panel cochairs. A CT is assigned to complete a review of that teacher's instructional skills. The review consists of the following:

The CT—

- meets with the principal and the teacher;
- completes a minimum of two formal observations (one announced and one unannounced); and
- reports the information and makes a recommendation to the PAR Panel.

The PAR Panel—

- hears the report from the CT;
- decides on inclusion or noninclusion in the program; and
- notifies the teacher and administrator of the decision.

If the CT concurs that the needs of the teacher warrant the support of the program, the teacher may ask to make a presentation to the PAR Panel in order to provide additional information. This presentation provides for a meaningful appeal of the principal's "below standard" evaluation. The PAR Panel considers the CT review to be information that can be used in the appeal process. If the teacher requests to make a presentation, the PAR Panel also will provide an opportunity for the principal to present information and documentation. In addition, the CT will be questioned to clarify information in his or her reports and in regard to his or her recommendation. Information from all three sources will be considered before rendering a decision. After the presentation, the PAR Panel will affirm or negate the "below standard" administrative evaluation, and will recommend inclusion or noninclusion in PAR. If the PAR Panel recommends inclusion in the PAR program, a CT is assigned to provide a year of instructional support. Inclusion in the PAR program is not voluntary and cannot be appealed by the teacher. If the PAR Panel recommends noninclusion, and the teacher therefore is determined to "meet standard," the PAR Panel will notify the principal, who will work with staff from the Center for Skillful Teaching and Leading and the cochairs of the PAR Panel to ensure that the formal evaluation is revised to conform with a "meets standard" rating (this applies to probationary as well as tenured teachers).

If the CT does not concur that the needs of the teacher are severe enough to warrant the support of the program, the principal may ask to make a presentation to the PAR Panel in order to provide additional data. When considering a presentation by a principal, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. If the principal requests to make a presentation, the PAR Panel also will provide an opportunity for the teacher to present information and documentation. In addition, the CT will be questioned to clarify information in his or her reports and in regard to his or her recommendation. Information from all three

sources will be considered before rendering a decision. After reviewing all of the information, the PAR Panel will either recommend inclusion into the PAR program or return to the Professional Growth Cycle with support in the school. If the PAR Panel recommends noninclusion, and the teacher therefore is determined to "meet standard," the PAR Panel will notify the principal, who will work with staff from the Center for Skillful Teaching and Leading, and the cochairs of the PAR Panel, to ensure that the formal evaluation is revised to conform with a "meets standard" rating (this applies to probationary as well as tenured teachers).

For a client in PAR or a teacher receiving a "below standard" evaluation and subsequent CT review prior to inclusion in PAR, if the PAR Panel makes a final recommendation of "meets standard" that is in disagreement with the final evaluation of the principal—

1. The principal (supported by CST staff) will rewrite the evaluation within 30 days to demonstrate the teacher is meeting standard.
2. The rewritten evaluation will be considered and affirmed by the PAR Panel cochairs.
   a. If affirmed, the rewritten evaluation will replace the original evaluation at OHRD.
   b. If the cochairs do not affirm the rewritten evaluation, the original evaluation will be removed from the employee's file at OHRD.
3. All observations completed by the principal and the CT remain as a part of the employee's cumulative performance folder for the current professional growth cycle.

Normally, formal evaluations are completed by June 1. Teachers in the PAR program are not permitted to voluntarily transfer to another school. A teacher in the PAR program may be selected for involuntary transfer, according to the conditions and procedures of the MCEA negotiated agreement.

Late Reviews

Reviews for teachers with "below standard" evaluations not completed in the spring will be assigned to CTs and completed in the fall of the following school year. The review will be completed as soon as possible for decisions at the October or November PAR Panel meeting.

The two review observations will count as **one** of the three required observations for the year. Thus, at least two more observations by the CT are needed.

PAR Support Timelines

The normal period of support in the PAR program is from September to March 1 (probationary teachers) or September to April 30 (tenured teachers). In rare cases, there may be mitigating circumstances that result in a PAR Panel decision recommending a longer or shorter period of PAR support. These decisions will be considered on a case-by-case basis.

There is an expectation that the processes of the program will be completed for a teacher in the PAR program, either novice or experienced. This is based on the belief that the feedback provided by the CT and administrator can support the teacher throughout the school year. If a teacher in the PAR program tenders his or her resignation to OHRD to be effective at the end of that school year, the CT will cease normal data gathering (formal observation reports, summative reports) but will continue to provide support to the teacher, as requested by the teacher or principal. Submission of a notification of intent to retire at the end of the school year will not affect the data gathering or support provided by the CT, nor will it affect the PAR Panel's processes.

Decisions

Meets standard

When the CT and principal rate the client teacher "meets standard," the PAR Panel makes a final recommendation that the probationary teacher will enter the professional growth cycle (PGC) or the tenured teacher will return to the PGC.

Below standard

When the CT and/or the principal rate the teacher as "below standard," the CT will present the case to the entire PAR Panel. This will occur at the regular March meeting for probationary teachers and at the regular May meeting for tenured teachers. The PAR Panel will make a tentative recommendation of entrance or return to the PGC, a second year of PAR, or nonrenewal (for probationary teachers) or dismissal (for tenured teachers).

The cochairs will notify the client teacher and his or her principal in writing of the panel's recommendation. The letter will include the information on the process to appeal the tentative recommendation, including a date by which the client teacher or principal must request to present to the PAR panel.

Second year in the PAR program

The PAR Panel uses the following criteria when considering a second consecutive year in the PAR program:

1. The client teacher demonstrated emerging skills and potential to be successful
2. The client teacher is not certified or not teaching in his or her area of certification
3. The client teacher has no student teaching experience
4. The CT reports that there are limited resources for support in the building

5. There are circumstances that may have had an effect on the performance of the client teacher, such as, but not limited to, class schedule, no classroom.

If a teacher is placed in the PAR program for a second successive year, input will be sought from the principal and the previous CT regarding the assignment of the CT for the second year. Factors that will be considered are the years of experience of the CT, the certification areas, subject knowledge and expertise of the CT, and the specific needs of the client. The assignment of the CT is recommended by the lead CTs and affirmed by the panel cochairs.

The decision of the PAR Panel to have a client teacher continue in the PAR program for a second successive year may not be appealed by the client.

The Appeal Process

In any instance in which the client teacher or principal wishes to appeal the tentative recommendation of the PAR Panel, both the teacher and principal involved will each be invited to make a presentation before the Panel.

Principal Appeal Presentations

The principal may appeal the tentative recommendation at a PAR Panel meeting. The presentation will be scheduled for 20 minutes for probationary teachers and 30 minutes for tenured teachers. The first half of the allotted time is used for a presentation of evidence to support the principal's evaluation. The second half of the allotted time is used to entertain questions from the PAR Panel. The principal may bring written documentation based on the standards to support his or her point of view and will give copies to each PAR Panel member. All documentation presented to the PAR Panel must have been shared with the client teacher in advance of this meeting. The principal may be accompanied by another administrator of the principal's choosing to assist in the presentation.

The principal (or supervisor if the client is not school based) is expected to present in these cases. He or she may be accompanied by the assistant principal or resource teacher, as appropriate.

Teacher Appeal Presentations

The client teacher may appeal a tentative recommendation of nonrenewal or dismissal at a PAR Panel meeting. The client teacher may not appeal a tentative recommendation of a second year in the PAR program. The presentation is scheduled for 20 minutes for probationary teachers and 30 minutes for tenured teachers. The first half of the allotted time is used for a presentation of evidence to support the teacher's view of his or her performance. The second half of the allotted time is used to entertain questions from the PAR Panel. The teacher may bring written documentation based on the standards to support his or her point of view and will give copies to each PAR Panel member. The teacher may contact a MCEA Uniserv representative for assistance. The teacher may be accompanied by a MCEA Uniserv representative, an attorney, or other guest but the guest may not speak during the proceedings.

Final recommendations

The PAR Panel discusses the case following appeal presentations and reconsiders its tentative recommendation without the presence of either the client or the administration. The cochairs notify the client teacher and his or her principal in writing of the PAR Panel's final recommendation to the superintendent.

If neither the client teacher nor the principal appeal the PAR Panel's tentative recommendation, then that recommendation becomes the final recommendation.

Tenured teachers may appeal the panel's final recommendation to the superintendent through the process outlined in MCPS and MSDE employment procedures.

Emergency leave while in the PAR program

If a teacher goes on emergency leave while in the PAR program, the process will be completed and the PAR Panel will decide on any adjustments to the process on a case-by-case basis.

Data gathering involved in the PAR program

Principals and teachers involved in the PAR program should gather data throughout the year. This data may include any or all of the items mentioned in the Final Evaluation Report section of this handbook. Presentations to the PAR Panel are strengthened by such data. When possible, grade distributions and test results should include comparable data for like classes or teachers in order to provide a context in which to interpret such data.

Follow-up to Successful Release from the PAR program

In the year following successful release from the PAR program, the teacher will have a Special Evaluation to ensure maintenance of skills. If the teacher's skills are rated "below standard" in the next school year, the PAR Panel will reconsider the case. The principal and teacher will be asked to bring documentation and evidence to the PAR Panel meeting in May. At that time, based on the evidence provided, the PAR Panel could recommend a return to the professional growth cycle, additional PAR support, or termination of contract.

If a teacher who has been successfully released from the PAR program receives a "below standard" evaluation for a school year after the year immediately following the successful release, a CT will be assigned to conduct a review, as detailed on page 11. The CT will make a

recommendation to the PAR Panel as to re-inclusion of the teacher in the PAR program.

If the CT recommends re-inclusion for a teacher whose previous inclusion in the PAR program was the result of a "below standard" evaluation, the principal will be given the option of agreeing with that recommendation. If the principal agrees, re-inclusion in the PAR program is not voluntary and cannot be appealed by the teacher. If the principal does not agree and requests consideration of dismissal from MCPS employment, the CT, principal, and teacher will each be invited to make a presentation at the June meeting of the PAR Panel. The Panel could recommend a return to the professional growth cycle, re-inclusion in the PAR program, or dismissal from MCPS employment.

In the case where a teacher had previously been released from the PAR program at least one year earlier, *after* referral to the PAR program and if the CT review results in the recommendation of re-inclusion, the option of *dismissal* will be limited to teachers who have previously entered PAR as a result of a "below standard" evaluation.

If the CT does not recommend re-inclusion for a teacher whose previous inclusion in the PAR program was the result of a "below standard" evaluation, the principal will be given the option of agreeing with that recommendation. If the principal agrees with the recommendation, the teacher will return to the professional growth cycle. In this circumstance, the principal will rewrite the evaluation to demonstrate that the teacher is meeting standard. If the principal disagrees, the CT, principal, and teacher will each be invited to make a presentation at the June meeting of the PAR Panel. The Panel could recommend a return to the professional growth cycle, re-inclusion in the PAR program, or dismissal from MCPS employment.

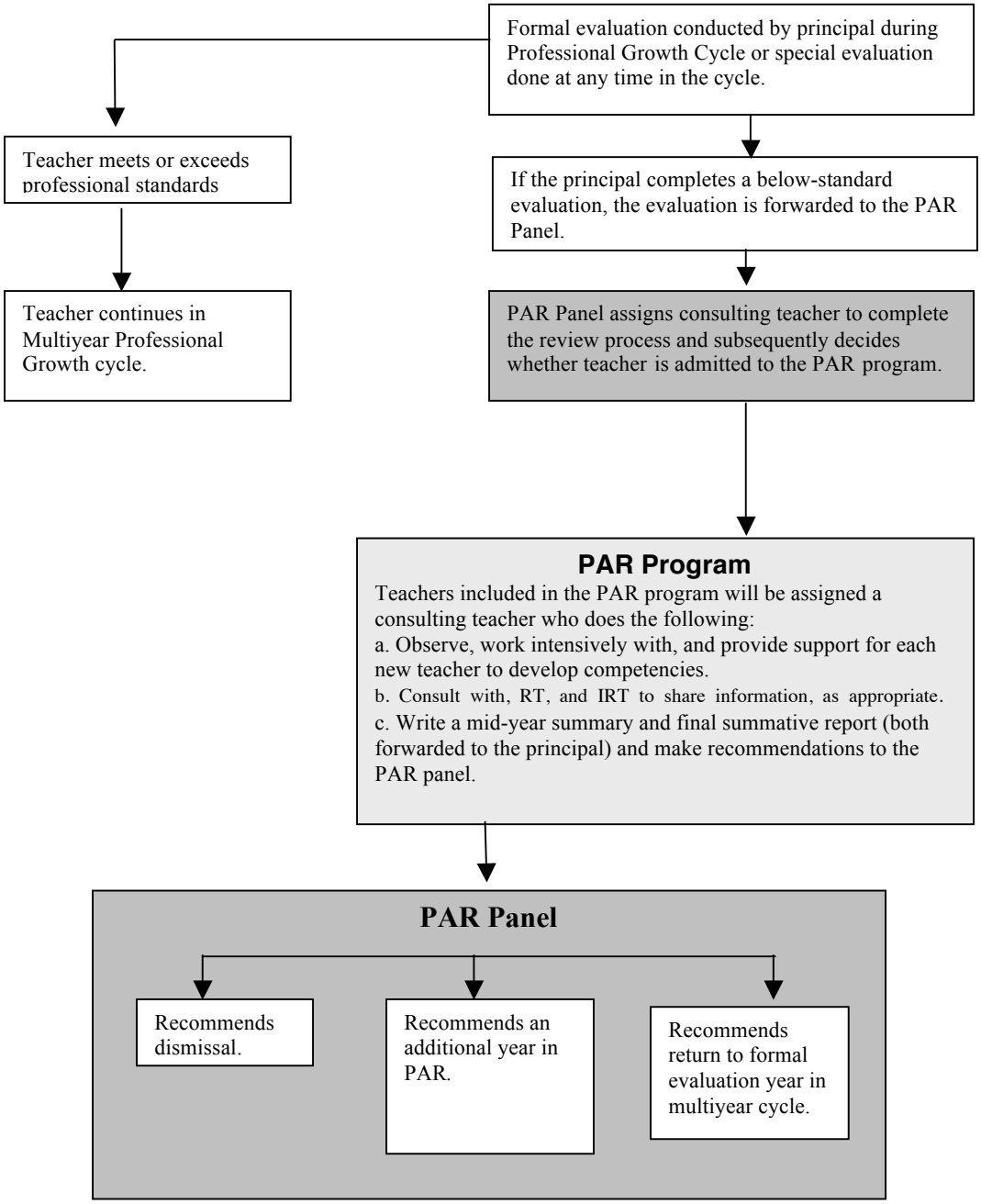
If the CT recommends re-inclusion for a teacher whose previous inclusion in the PAR program was as a novice teacher, re-inclusion in the PAR program is not voluntary and cannot be appealed by the teacher.

If the CT does not recommend re-inclusion for a teacher whose previous inclusion in the PAR program was as a novice teacher, the principal will be given the option of agreeing with that recommendation. If the principal agrees with the recommendation, the teacher will return to the professional growth cycle. In this circumstance, the principal will rewrite the evaluation to demonstrate that the teacher is meeting standard. If the principal disagrees, the CT, principal, and teacher will each be invited to make a presentation at the June meeting of the PAR Panel. The panel could recommend a return to the professional growth cycle or re-inclusion in the PAR program.

Peer Assistance and Review Program

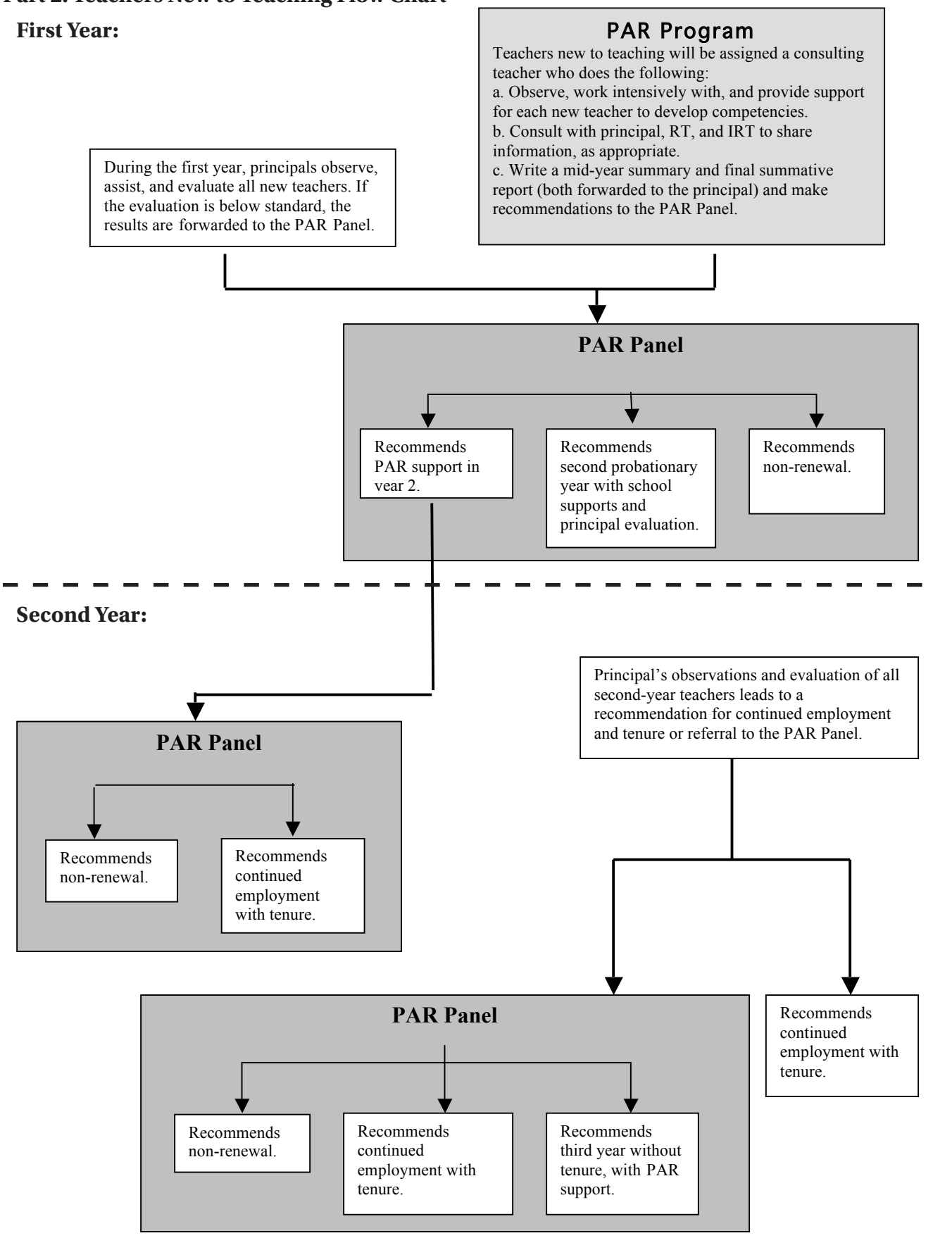
The purpose of the joint MCEA/MCPS Peer Assistance and Review (PAR) program is to assist all teachers to meet standards for proficient teaching. It provides intensive support for experienced teachers who have been identified as performing below MCPS standards of proficiency, experienced teachers new to MCPS who need assistance, and teachers new to teaching. As a result, the PAR program is the MCPS mechanism for maintaining system-wide quality control and ensuring that all MCPS teachers are functioning at or above MCPS standards of performance.

Part 1: Tenured Teachers Flow Chart

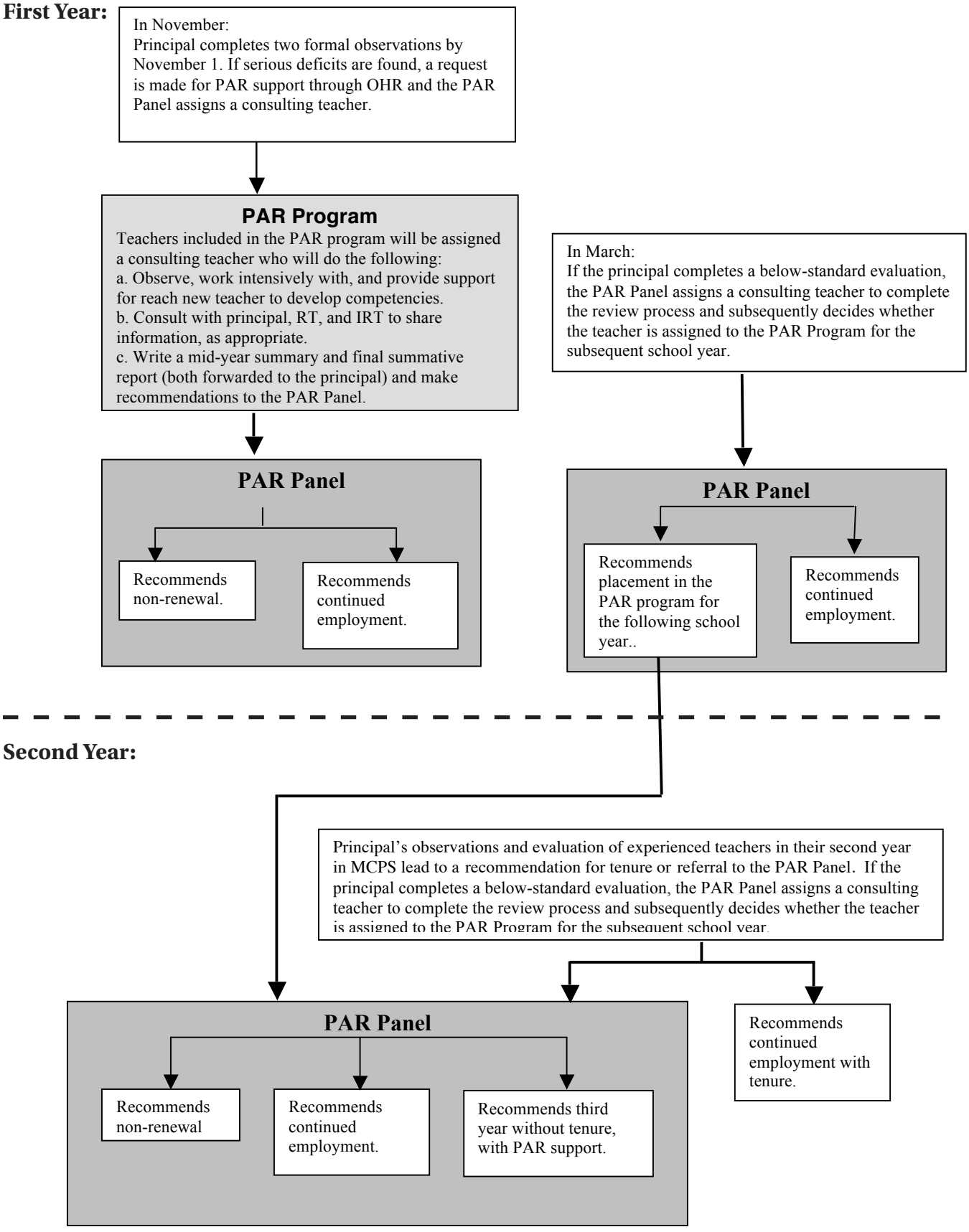


Part 2: Teachers New to Teaching Flow Chart

First Year:



Part 3: Teachers New to Teaching Flow Chart



The Mentoring Program

The mentoring program is a mechanism for providing intensive, individualized assistance to all experienced teachers who are new to MCPS.

Mentors should be tenured, exemplary, veteran classroom teachers who have been trained and are willing to assume this responsibility. As new teachers are hired, principals are asked to assign them a school-based peer mentor and to advise the new teacher and mentor of this assignment. The principal, coordinator, or staff development teacher should notify the Office of Human Resources and Development (OHRD) about the assignment. OHRD maintains a database of school-based mentors in Montgomery County Public Schools (MCPS).

A one-to-one mentor/mentee assignment is optimal. In some cases, the mentor caseload may exceed this one-to-one ratio. However, no new teacher should have more than one mentor. Key to this relationship is meeting the needs of the new teachers without compromising mentor effectiveness.

All mentors will be trained before assuming mentor responsibilities. The New Teacher Induction Program includes summer, fall, and spring offerings of the course, titled "Mentoring the New Teacher" (TOT 02), for those who have not received training in mentoring a new teacher. Veteran teachers can take the course concurrently with their first mentoring experience. An additional year-long course, titled "Seminar in Mentoring the New Teacher" (TOT 03), will be offered to mentors who have taken TOT 02 to support and supplement their mentoring activities. Mentor and new teacher workshops are also offered during the year. Mentors are asked to encourage their new teacher's participation in the new-teacher training courses and ongoing workshops offered for new teachers throughout the year.

Mentors should initiate and maintain weekly/monthly contact with the new teacher. The responsibility for the mentoring relationship should not be placed on the shoulders of the new teacher. Mentors should spend one hour a week or four hours monthly with their new teacher mentee. These hours may vary by time of year and needs of each new teacher; however, a weekly contact is strongly recommended. Mentors and their new teachers need dedicated time together.

Mentors should maintain confidentiality. Mentors are advised not to discuss aspects of the mentor relationship with anyone.

Mentors should assess the different needs of each mentee and address the different needs of each individual. The mentor may serve as a coach and may do informal observations, but this should not replace the role of administrators, resource teachers, staff development teachers, and consulting teachers in providing support to new staff. The mentor relationship is an additional avenue for the support of new teachers. **The mentor teacher does not have a role in the evaluation of the new teacher.**

Mentors should provide curriculum support. Each mentor and mentee should have the same grade/subject assignment. The mentor is encouraged to provide information to new teachers on current best practices in teaching, classroom management and discipline, culture of the school/system, and information on how to access other county supports.

Professional Development Years for Tenured Teachers

Each tenured teacher designs a multiyear Professional Development Plan (PDP) for continuous improvement covering the professional development years (one to four years). The only teachers who are not required to work on a PDP are—

- probationary teachers,
- tenured teachers receiving PAR support, and
- tenured teachers in their formal evaluation year.

The term "senior status" applies only to state renewal of certification. It does not exempt tenured MCPS teachers from the PDP requirement.

The path of activity that teachers choose to undertake in the professional development years of the professional growth cycle is reflected in the PDP. The focus of the PDP is to support professional development activities that are of value to teachers and that are planned to improve student and school results. The activities that are listed as options in the professional development cycle are designed to support collaboration among and learning between teachers. The SDT and principal or AP review the plan annually.

The plan—

- provides structure and accountability;
- exhibits clarity, rigor, and substance;
- requires that a support team be identified;
- provides for review of student results as part of the planning process;
- aligns with an aspect of the School Improvement Plan (SIP);
- provides for the integration of the results from the teacher's formal evaluations;
- can be a long-range plan and may be adjusted annually; and
- requires a minimum of two peer visits with reflection in at least one year in each professional growth cycle.

In a well-developed PDP, it is clear what the teacher intends to do (clarity), what significant expected outcomes that support student learning are targeted (substance), and how time and energy are focused to accomplish the outcomes (rigor). The PDP is meant to be developed by the teacher and implemented collaboratively with colleagues, staff development teachers, resource teachers, administrators, and other key school leaders. The PDP must be meaningful to the teacher and address his or her interests. Each teacher must define a support team consisting of colleagues who can provide assistance and constructive feedback. Continual reflection should be a natural part of this process. The PDP should be aligned with the SIP to the extent that it directly addresses one or more of the school's improvement plan goals or supports the goals in a related manner. The goal of the PDP is to improve instruction. The SIP should serve as a point of reference rather than a restrictive framework. Greater flexibility in aligning the PDP with the SIP will allow the teacher to develop PDP goals that focus on student learning in that teacher's classes.

Role of the Staff Development Teacher (SDT)

SDTs are in many ways the linchpins to the professional development process and to the goal of creating a professional learning community in each school. They are the facilitators of job-embedded professional development.

SDTs do the following:

- Work with the administrator(s) and teachers to communicate the value and importance of the PDP
- Review and monitor the progress of the plan along with the principal, AP, RT, or IRT.
- Facilitate meaningful professional development strategies for teachers
- Support teachers' professional development by guiding planning, securing resources (including time), and informing teachers of professional development opportunities
- Offer instructional assistance by building the teachers' knowledge base and increasing the repertoire of teaching skills
- Support staff in efforts to improve student achievement
- Ensure that the instructional staff uses data to plan, deliver, and assess instructional practices
- Engage teachers in collaborative and reflective practice
- Allocate time for professional development activities by utilizing staff development substitute teachers (SDSTs) to enable teachers to work collaboratively and observe best practices and to provide time for teachers to do so within the normal workday hours
- Organize and coordinate the schedule of SDSTs
- Document the utilization of the allocated substitute's time

The role of the SDT is to support teachers. It is not evaluative in nature. SDTs are required to administer staff surveys to assess the needs of staff members as well as to assess the effectiveness and quality of work provided by the SDT. SDTs meet annually with representatives of the staff to discuss the results of the feedback surveys.

Role of the Administrator, Interdisciplinary Resource Teacher (IRT), and Resource Teacher (RT)

The administrator, IRT, and RT play critical roles in the professional development process of teachers.

The administrator, IRT, and RT work with teachers to—

- reflect on the rationale for their professional development goals;
- share with teachers current educational research and best practices that relate to their PDPs;
- integrate the analysis of student achievement data into the PDP;
- reflect on the impact on teacher practice of PDP goals and data;
- integrate the results from the teachers' formal evaluations into the PDP;
- reflect on the impact on teacher practice of peer visits with reflection;
- discuss PDP goals and data during observation and/or evaluation conferences; and
- discuss peer visit with reflection and impact on teaching practices.

Activities for Professional Development

Activities that improve teaching and learning are critical components of a professional learning community. These activities include team teaching and team planning, new curriculum development, development of instructional materials, review of professional literature, audio/videotape analysis, study groups, networking groups, delivery of workshops or courses, participation on a task force or committee, participation in a teacher exchange program, professional visits (to visit another teacher or program), action research, or training (school-based workshop, out-of-school workshop, or conference) (see Appendix C, PDP Form and Professional Development Options, page C-3).

A particularly valuable professional development strategy is **peer visits with reflection**. Teachers are encouraged to engage in this activity throughout the professional development cycle. Peer visits with reflection (being observed a minimum of two times at the teacher's request) are a required strategy for at least one of the professional development years during each cycle. This process of peer reflective conversations should be commonplace. Training is provided in how to use classroom visits to give useful feedback to colleagues. Peer visits with reflection

are not evaluative, and are in no way part of the evaluation process.

A peer visit with reflection is a process that involves inviting a peer to observe a specific aspect of teaching, so, together, the colleagues may reflect on the teaching and learning taking place. The teacher may ask a teaching peer, RT/IRT, or MCPS educator in another position to do the observing. The teacher chooses a focus that will help him or her meet a particular learning goal, rather than asking a colleague to observe and give general feedback. Peer visits also might become a mutual process in which the teacher is not only observed, but also has an opportunity to observe another teacher in a similarly planned way. Following the peer visit, participants engage in a reflective conversation, in which the teacher, not the observer, does the majority of the talking. These conversations promote authentic professional examination of teaching practices among colleagues in an atmosphere of mutual support, trust, and a belief in the necessity of constant learning and improvement.

CONCLUSION

Through the TPGS, the school system provides an environment in which teachers are afforded time, support, and opportunities for continuous growth and improvement. Components of the system include new teacher support, SDTs at each school who facilitate a professional growth process for each teacher, the PAR program, and clear performance standards for teaching within a rigorous evaluation system with supports for teachers who are not meeting MCPS standards. Taken together, the components of the TPGS are designed to improve the quality of teaching and to ensure the success of all students.

Appendix A

Teacher Evaluation Performance Standards, Performance Criteria, and Descriptive Examples

The six performance standards are defined and further supported by performance criteria. Descriptive examples of what a teacher might be doing in order to meet a specific standard are provided. The purpose of the examples is to create a sample picture of what teaching looks like when it meets and when it does not meet the MCPS performance standards. These examples are not provided to suggest that every teacher is expected to be doing all or everything that is described in either column. These examples can serve as a template against which to compare a teacher's overall performance on the six performance standards. They are **not** intended to isolate teaching strategies or behaviors in a checklist for assigning a numerical rating to teaching. They define a range of behaviors and provide examples and indicators. The examples that are provided are intentionally designed to reflect a high standard of performance.

Standard I: Teachers are committed to students and their learning.

Performance Criteria

A. The teacher acts on the belief that every student can learn and that all can master a challenging curriculum with appropriate accommodations.
B. The teacher sets quantifiable learning outcomes for students and holds the students and themselves accountable for meeting those objectives.
C. The teacher produces measurable growth in student achievement towards goals he/she has set on system-wide accountability measures.
D. The teacher recognizes individual differences in his/her students and adjusts his/her practices accordingly.
E. The teacher understands how students develop and learn.
F. The teacher extends his/her mission beyond the academic growth of students.
G. The teacher acts to end the predictability of achievement/performance among racial and ethnic groups by implementing practices, structures, and processes in our schools and worksites that eliminate inequities based on race and ethnicity.

Evidence of beliefs, commitment, and tenacity

The teacher ....

MEETS STANDARD	BELOW STANDARD
holds all students to high standards and expectations regardless of differences such as racial/ethnic group membership, gender, disabilities, socio-economic background, or prior educational background and achievement	does not hold all students to high standards and expectations
plans lessons that challenge students without overwhelming them	plans lessons that bore or frustrate students
sends the key messages to students through instructional practices and interactive behavior: a) This is important. b) You can do it. c) I won't give up on you. d) Effective effort leads to achievement.	gives students the message that they are not all capable of learning a challenging curriculum
teaches students strategies for exerting effective effort (e.g. time management, study skills, knowledge and use of resources including teacher, family, and peers)	assumes that students know strategies for exerting effective effort and does not discuss or directly instruct students in these strategies
motivates and inspires in all students the willingness to learn, self-confidence, and/or perseverance	shows little or no concern for and/or discourages students' willingness to learn, self-confidence, or perseverance
encourages students to challenge themselves for personal growth in academic, vocational, arts, and other extracurricular areas	does not encourage students to challenge themselves for personal growth in academic, vocational, arts, and other extracurricular areas

MEETS STANDARD	BELOW STANDARD
promotes students' social and emotional development	does not promote the use of effective interpersonal skills needed to work cooperatively
encourages students to set their own academic, social, and extracurricular goals and to evaluate their own progress	does not involve students in academic, social, and extracurricular goal-setting and self- evaluation
provides prompt and specific feedback to students on their work and progress toward goals	does not provide prompt and/or specific feedback to students on their work and progress toward goals
produces measurable academic growth and achievement of all students on state, system-wide, school, and classroom measures	uses instructional strategies that do not result in measurable academic growth and achievement of all students on state or system-wide measures
provides opportunities for students to receive individual support as needed; perseveres in outreach to students	does not provide opportunities for students to receive individual support as needed; does not persevere in outreach to students
uses different instructional strategies when students do not meet objectives	does not use different instructional strategies when students do not meet objectives
uses differentiated activities and assignments that reflect high standards for all students	uses differentiated assignments and activities that do not reflect high standards for all students **OR** does not differentiate assignments and activities
shows students how differentiated assignments and learning activities are to assist them in meeting high standards	communicates to students that a differentiated assignment means a lack of the teacher's confidence in student ability to meet high standards
demonstrates/models sensitivity to all students; treats all students respectfully and equitably	does not demonstrate/model sensitivity to all students; does not treat all students respectfully and equitably
uses research and other information on students' developmental stages and how students think and learn in planning instruction	uses instructional practices that do not reflect research and other information on students' developmental stages and how students think and learn in planning instruction
uses equitable practices and other instructional strategies that promote equity	neither establishes nor maintains classroom practices, structures and processes that eliminate inequities based on race and ethnicity
plans and delivers lessons that use culturally diverse resources	does not plan and deliver lessons that use culturally diverse resources
adapts instruction to eliminate the racial and ethnic achievement gap by collecting, analyzing, and monitoring student performance data	does not adapt instruction to eliminate the racial and ethnic achievement gap by collecting, analyzing, and monitoring student performance data
builds successful relationships that nurture high achievement across all racial and ethnic groups	inconsistently builds successful relationships that nurture high achievement across all racial and ethnic groups
ensures access to rigorous instruction across all racial and ethnic groups	does not provide access to rigorous instruction across all racial and ethnic groups

Standard II: Teachers know the subjects they teach and how to teach those subjects to students.

Performance Criteria

A. The teacher understands the content of his/her subject area(s) and how knowledge in his/her subject field is created, organized, and linked to other disciplines.
B. The teacher demonstrates subject-area knowledge and conveys his/her knowledge clearly to students.
C. The teacher generates multiple paths to knowledge.
D. The teacher uses comprehensive planning skills to design effective instruction focused on student mastery of curriculum goals.

Evidence of knowledge, planning skills, and successful instruction

The teacher ….

MEETS STANDARD	BELOW STANDARD
displays deep and broad content knowledge in his/her field(s)	gives incorrect or insufficient information; does not correct student content errors; omits critical content from instruction
teaches the curriculum for his/her grade level(s) and subject(s) as defined by Maryland and MCPS curriculum standards	does not teach the curriculum for his/her grade level(s) and subject(s) as defined by Maryland and MCPS curriculum standards
plans for the year, semester, marking period, unit, and day to include, to sequence, and to balance all curricular goals	plans lessons that do not include, sequence, and balance all curricular goals
plans instruction in specific thinking skills and learning experiences that require student use of those skills	does not plan direct instruction in specific thinking skills; plans instruction that does not require students to use thinking skills beyond factual recall and basic comprehension
provides clear explanations	provides explanations that are limited, vague, or lack coherence
asks questions appropriate to the mastery objective	asks questions that are not appropriate to the mastery objective
requires students to support their responses with evidence	accepts minimal student responses; does not probe for support or justification of responses
anticipates student misconceptions, difficulties, and confusion and adjusts instruction accordingly	delivers lessons without consideration of or concern for possible student misconceptions, difficulties, and confusion
identifies and uses a variety of sources of information within his/her subject(s)	identifies and uses a limited variety of sources of information within his/her subject(s)
teaches students how to access information about a subject from multiple sources	does not teach students how to access information about a subject from multiple sources
models and teaches a variety of organizational strategies to link ideas and develop understanding	does not model or teach a variety of organizational strategies
models and teaches a variety of research strategies	does not model or teach a variety of research strategies
provides appropriate opportunities for divergent thinking	does not allow or encourage students to engage in divergent thinking
models and teaches students a variety of ways to share their learning	does not model or teach students a variety of ways to share their learning; does not require students to share their learning
uses research and other information on students' developmental stages and how students think and learn in planning instruction	uses instructional practices that do not reflect research and other information on students' developmental stages and how students think and learn in planning instruction
assigns homework, papers, projects, and other out-of- class activities that are extensions of classroom instruction	assigns homework, papers, projects, and other out-of- class activities that are not extensions of classroom instruction
plans lessons that focus on mastery objectives and communicates those objectives to students	plans lessons that focus on coverage and/or activities and communicates those objectives to students
pre-assesses, formally and/or informally, student knowledge and skills in order to plan instruction	does not pre-assess student knowledge and skills in order to plan instruction
plans learning activities that are appropriately matched to curricular goals	plans learning activities that do not align with curricular goals
plans activities that create links between students' prior understanding and new knowledge	does not plan activities that create links between students' prior understanding and new knowledge
consults with colleagues to develop lessons	plans in isolation; does not collaborate with peers in planning
identifies the appropriate criteria for students' demonstration of understanding of curricular objectives and communicates them explicitly	does not identify criteria for successful completion of the objective and/or does not clearly communicate the criteria to students

MEETS STANDARD	BELOW STANDARD
uses strategies that apply to a variety of learning styles	uses strategies that apply to few learning styles
checks for understanding in a variety of ways and modifies instruction to meet student needs	rarely or never checks for understanding
provides opportunities for students to summarize/reflect on what they have learned, articulate why it is important, and extend their thinking	provides few or no opportunities for students to summarize/reflect on what they have learned, articulate why it is important, and extend their thinking
uses instructional materials that reflect diversity and emphasize the commonality of all people	uses instructional materials that do not reflect diversity or emphasize the commonality of all people
uses a variety of appropriate instructional materials including technology	does not use a variety of appropriate instructional materials including technology
integrates a variety of technology tools and applications into instructional design and implementation	integrates few or no technology tools and applications into instructional design and implementation
provides lessons that relate to daily life and are relevant to students; links learning to real-life applications	does not relate lessons to students' daily life; does not link learning to real-life applications
plans for flexible student grouping to maximize student learning	does not regroup students for instruction; has all students working on the same tasks; provides only whole-class instruction

Standard III: Teachers are responsible for establishing and managing student learning in a positive learning environment.

Performance Criteria

A. The teacher creates a classroom climate that promotes openness, mutual respect, support, and inquiry.
B. The teacher creates an organized classroom that maximizes engaged student learning time.
C. The teacher establishes and maintains respectful, productive partnerships with families in support of student learning and well-being.
D. The teacher orchestrates learning in a variety of settings.
E. The teacher involves all students in meaningful learning activities.

Evidence of positive climate, management, and family partnerships

The teacher ....

MEETS STANDARD	BELOW STANDARD
creates a classroom atmosphere that fosters students using each other as sources of knowledge, listening to, and showing respect for others' contributions	creates a classroom atmosphere that discourages students from using each other as sources of knowledge; does not model or promote listening to and showing respect for others' contributions
communicates these messages: This is important; You can do it; I won't give up on you; Effective effort leads to success.	gives students the message that they are not all capable of learning a challenging curriculum
promotes positive interpersonal relationships among students	does not promote positive interpersonal relationships among students
builds positive interpersonal relationships with students	does not build positive interpersonal relationships with students
encourages all students to participate in class discussions and to take risks in their work	does not encourage all students to participate in class discussions and/or to take risks in their work
designs a classroom rich in multicultural resources; creates lessons that incorporate these resources; works with media specialist and other resources/experts to obtain multicultural resources	designs a classroom with few multicultural resources; does not create lessons that incorporate these resources; does not work with media specialist and other resources/experts to obtain multicultural resources
involves students in setting classroom standards	sets most or all classroom standards without student input

MEETS STANDARD	BELOW STANDARD
uses a repertoire of strategies matched to student needs to avoid and/or address behavior problems	fails to anticipate and/or appropriately address behavior problems
establishes routines to meet group/individual needs and to maximize engaged student learning time	establishes no routines or inflexible routines that do not meet group/individual needs or that do not maximize engaged student learning time
maximizes engaged student learning time by appropriately pacing lessons, making seamless transitions, having materials ready and organized, etc.	wastes learning time by not appropriately pacing lessons, making awkward transitions or no transitions, not having materials ready, etc.
creates a classroom atmosphere for students and families in which all are welcomed and valued	creates a classroom atmosphere for students and families in which all do not feel welcomed and valued
solicits/uses information from families about their children's learning style, strengths, and needs	does not solicit or use information from families about their children's learning style, strengths, and needs
communicates academic and/or behavioral concerns to families in order to develop collaborative solutions	does not communicate academic and/or behavioral concerns to families in order to develop collaborative solutions
communicates positive and/or negative feedback to families in a timely manner	limits feedback to the negative; does not provide feedback in a timely manner
regularly communicates with families in a variety of ways (telephone calls, interim reports, e-mail, notes, conferences with family members, etc.)	communicates with parents only when required to do so
provides opportunities for students to work positively and productively with others in a variety of groupings	provides limited or no opportunities for students to work positively and productively with others; consistently designs lessons that are centered on the teacher
uses a variety of instructional groupings appropriate to learning goals	uses little variety of instructional groupings or instructional groupings inappropriate to learning goals
arranges space, equipment, and materials to support instruction	does not arrange space, equipment, and/or materials to support instruction
arranges space, equipment, and materials to accommodate the needs of all students	does not arrange space, equipment, and/or materials to accommodate the needs of all students
extends the learning environment beyond the classroom to include the media center, computer lab, community, etc.	limits the learning environment to the classroom
uses activities that are based on meaningful content	uses activities that are not meaningful to students

Standard IV: Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.

Performance Criteria

A. The teacher uses a variety of formal and informal assessment techniques.

B. The teacher analyzes student information and results and plans instruction accordingly.

Evidence of assessment, analysis, and adaptation of instruction

The teacher ....

MEETS STANDARD	BELOW STANDARD
gathers data about student performance and other relevant information from a variety of sources: previous teachers, guidance counselor, other staff, records, etc.; shares data with students' subsequent teachers and other staff	gathers little or no data about student performance and other relevant information from previous teachers, guidance counselor, other staff, records, etc.; does not share data with students' subsequent teachers and other staff
uses a variety of formal and informal assessment formats and techniques	uses a limited or no variety of formal and informal assessment formats and/or techniques

MEETS STANDARD	BELOW STANDARD
makes adjustments to assessment to meet the needs of students with differing learning styles or special needs	makes few or no adjustments to assessment to meet the needs of students with differing learning styles or special needs; assesses all students in the same way
develops and communicates clear criteria for success for student work; uses models, rubrics, exemplars/anchor papers, etc.	does not develop and/or communicate clear criteria for success for student work; does not use models, rubrics, exemplars/anchor papers, etc.
teaches students to evaluate their own work and that of others based on the criteria for success	does not teach students to evaluate their own work and that of others based on the criteria for success
assesses student progress before instruction (*pre-assessment*), during instruction (*formative assessment*) and after instruction (*summative assessment*)	assesses student progress infrequently or only at the end of instruction
develops and uses a clearly defined grading system that is consistent with the MCPS Grading and Reporting Policy and Regulations	does not use a clearly defined grading system and/or does not use a grading system that is consistent with the MCPS Grading and Reporting Policy and Regulations
maintains clear and accurate records of student performance	maintains no records of student performance; maintains records of student performance that are inaccurate, illegible, out of date, incomplete, etc.
informs students and families of student progress on a regular basis	informs students and families of student progress only as required
uses assessment data to ensure that every student is progressing toward state, local, and school system standards	does not use assessment data to ensure that every student is progressing toward state, local, and school system standards
analyzes data about student performance and other relevant information and plans instruction accordingly	does not analyze and use data about student performance and other relevant information to plan instruction
adapts instruction based on assessment information; reteaches using different strategies when assessment indicates lack of mastery	does not adapt instruction based on assessment information; does not reteach or reteaches using only the same strategies when assessment indicates lack of mastery; moves forward in the curriculum despite evidence of students' lack of mastery

Standard V: Teachers are committed to continuous improvement and professional development.

Performance Criteria

A. The teacher continually reflects upon his/her practice in promoting student learning and adjusts instruction accordingly.
B. The teacher draws upon educational research and research-based strategies in planning instructional content and delivery.
C. The teacher is an active member of professional learning communities.

Evidence of reflection and collaboration for personal growth

The teacher ....

MEETS STANDARD	BELOW STANDARD
reflects on own strengths and weaknesses and modifies instruction accordingly	does not reflect on own strengths and weaknesses and/or does not modify instruction after reflection
develops a professional development plan (PDP); implements strategies that support PDP outcomes	does not develop a professional development plan (PDP); does not implement strategies that support PDP outcomes
develops and maintains a portfolio or other means of assembling evidence of meeting evaluation standards	assembles little or no evidence of meeting evaluation standards
uses the evaluation year to analyze the success of efforts undertaken during the professional growth years of the cycle; initiates reflective conversations with PDP support team, other peers, staff development teacher (SDT), and supervisory staff	does not use the evaluation year to analyze the success of efforts undertaken during the professional growth years of the cycle; does not initiate reflective conversations with PDP support team, other peers, staff development teacher (SDT), and supervisory staff

MEETS STANDARD	BELOW STANDARD
participates in workshops, conferences, activities sponsored by professional organizations, etc.; brings ideas back to the school and tries them in own instructional practice	participates in few or no workshops, conferences, activities sponsored by professional organizations, etc.; does not bring ideas back to the school and/or try them in own instructional practice
reviews current research; uses current research as a foundation for planning instructional content and delivery	does not review current research; does not use current research as a foundation for planning instructional content and delivery
appropriately modifies instruction based on solicited and unsolicited feedback from students and parents/guardians	does not solicit feedback from students and parents/guardians; does not act on any feedback, whether solicited or unsolicited
appropriately modifies instruction based on feedback from formal and informal observations	does not modify instruction based on feedback from formal and informal observations
engages in peer visits and reflection (in development)	does not engage in peer visits and reflection
examines student work with colleagues to analyze and adjust instruction	does not examine student work with colleagues to analyze and adjust instruction
supports vertical teaming efforts	does not support vertical teaming efforts
shares materials and experiences with colleagues; plans, evaluates, and reflects with colleagues on lessons	does not share materials and experiences with colleagues; does not plan, evaluate, or reflect with colleagues on lessons
actively participates in own informal and formal feedback conversations by analyzing teacher and student behaviors and making appropriate comments, questions, and suggestions for improvement	participates passively and/or defensively in own informal and formal feedback conversations; makes few or no comments or suggestions related to improving instruction
seeks the support of colleagues and is open to applying advice or suggestions	does not seek the support of colleagues and/or will not accept advice or suggestions
participates in professional development that promotes practices, structures, and processes that eliminate inequities based on race and ethnicity	does not participate in professional development that promotes practices, structures, and processes that eliminate inequities based on race and ethnicity

Standard VI: Teachers exhibit a high degree of professionalism.

Performance Criteria

A. The teacher understands and supports the vision of the school system.
B. The teacher views him/herself as a leader in the educational community.
C. The teacher contributes to the smooth functioning of the school environment.

Evidence of leadership, business, and routines

The teacher ....

MEETS STANDARD	BELOW STANDARD
complies with MCPS policies and regulations and uses practices, policies, and procedures with school system vision and goals	does not comply with MCPS policies and regulations; uses practices, policies, and procedures that do not align with school system vision and goals
works with colleagues to analyze school needs and identify and implement strategies for school improvement and to support the mission of the school system	does not participate in school improvement planning and implementation
participates in and/or takes a leadership role in professional development activities, committees, and organizations at the school, county, state, and national level, etc.	does not participate in professional development activities within or beyond the school
serves as a formal or informal mentor to others	does not formally or informally mentor others

MEETS STANDARD	BELOW STANDARD
represents the school in a positive manner when dealing with students, parents, and other members of the community	does not consistently represent the school in a positive manner when dealing with students, parents, and other members of the community
interacts in a respectful manner with all members of the school community	shows little or no respect for some members of the school community
participates in development and implementation of local school improvement goals	does not participate in development and implementation of local school improvement goals
develops and teaches objectives that reflect local school improvement goals	does not develop and/or teach objectives that reflect local school improvement goals
establishes classroom standards and policies that are consistent with school-wide policies	establishes classroom standards and policies that are inconsistent with school-wide policies
participates in setting goals and implementing school-wide plans for student behavior management	does not participate in setting goals and/or implementing school-wide plans for student behavior management
sponsors, actively participates in, and/or supports student extracurricular and/or co-curricular activities such as clubs, teams, cultural productions, etc.	does not sponsor, actively participate in, and/or support student extracurricular and/or co-curricular activities such as clubs, teams, cultural productions, etc.
actively participates in staff, team, committee, Educational Management Team (EMT), annual review, and/or department meetings	frequently misses or arrives late to meetings; does not participate in staff, team, committee, EMT, annual review, and/or department meetings
performs non-classroom school duties such as hall monitoring, bus monitoring, chaperoning	does not perform non-classroom school duties such as hall monitoring, bus monitoring, chaperoning
regularly monitors student behavior beyond the classroom and reinforces appropriate student behavior	does not address student behavior beyond the classroom or reinforce appropriate student behavior
involves administration or other staff in problematic classroom situations for significant reasons and in a timely manner	frequently refers students for disciplinary action without adequate cause and/or appropriate documentation; does not take responsibility for first attempting to solve problems independently
meets professional obligations in a timely fashion (e.g., submits paper work, reports, and responses to requests for information on time)	does not meet professional obligations in a timely fashion; does not submit paper work, reports, and/or responses to requests for information on time or at all
attends work regularly; arrives at work on time and does not leave before the end of the defined work day	is frequently absent; arrives at work late and/or leaves before the end of the defined work day
starts and ends class on time	does not start and/or end class on time
leaves well-planned lessons when absent	leaves poor or no lesson plans when absent
provides data and feedback about student progress for course placement, parent conferences, Educational Management Team (EMT) meetings, annual reviews, etc. as requested and in a timely manner	provides little or no data and feedback about student progress for course placement, parent conferences, Educational Management Team (EMT) meetings, annual reviews, etc. and/or does not provide data and feedback in a timely manner

Appendix B

Sources of Data Beyond Classroom Observation

PERFORMANCE STANDARD I: **Teachers are committed to students and their learning.**

Persistence and Conviction Sources

- Feedback on student work
- Grading policies and practices
- Appointments with students (artifact examination and observation)
- Reteaching loops and material to challenge high-performing students
- Communications to students and parents

Goal Setting/Academic Performance Sources

- Communication of standards and criteria for success on tasks
- Records of data analysis and goal setting
- Unit or long-term lesson plans
- Feedback on student work
- Student work samples and portfolios
- Assignments, projects, warm-ups

Interviews seeking information about self-analysis after consideration of data

PERFORMANCE STANDARD II: **Teachers know the subjects they teach and how to teach those subjects to students.**

Content Knowledge/Planning Competence Sources

- Unit or long-term lesson plans and materials designed to support those plans
- Documents distributed to students and parents, e.g., course syllabi, topic outlines, study guides, graphic organizers
- Material designed to teach thinking skills related to content concepts
- Annotated portfolio of support materials (beyond kit or textbook) for concept attainment or
- to convey mastery of key information
- Assessments

Multiple Paths to Knowledge Sources

- Short-term lesson plans and supporting materials
- Assignments, project descriptions etc.
- Work displays
- Room set-up

PERFORMANCE STANDARD III: **Teachers are responsible for establishing and managing student learning in a positive learning environment.**

Evidence of positive climate, management, and family partnerships

- Room tours (e.g. what public messages, what values revealed)
- Interviews about responses to situations, overarching objectives, routines and expectations, "world view" vis-a-vis technology, student goal setting
- Student and parent survey data
- Grouping policies and practices

- Planning for technology incorporation
- Student records of goal setting and self-analysis of work
- Feedback on work and on student-set goals
- Routines

PERFORMANCE STANDARD IV: **Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.**

Evidence of assessment, analysis, and adaptation of instruction

- Assessment samples
- Feedback on work
- Group and individual teacher reports on data analysis, findings, and recommendations
- Logs, minutes, records of grade level, department, curriculum meetings, etc.
- Interview data on teacher self-assessment and application to planning
- Videos of student portfolio conferences
- Interviews with students, parents, and specialists
- Grade book and other record-keeping artifacts

PERFORMANCE STANDARD V: **Teachers are committed to continuous improvement and professional development.**

Evidence of reflection and collaboration for personal growth

- Log of professional development activities
- Writings in learning logs, journals, school newsletters, and reports
- Interview and conference data
- Professional articles or presentations
- Collection of ideas, research, articles, etc. related to SIP and shared with colleagues
- Personal accounts of persistence and problem solving: "What do you do when you're stuck?"
- Observation data gathered from meetings, hallway interactions with colleagues, interactions with curriculum support staff, etc.

PERFORMANCE STANDARD VI: **Teachers exhibit a high degree of professionalism.**

Evidence of leadership, professionalism, and routines

- Letters of thanks and commendations for participation in initiatives/activities in and outside of the school
- List of committee participation, presentations, etc.
- Meeting agendas, minutes, notes
- Records/logs of meetings with students or staff members
- Personal calendar
- Schedule of meetings/activities of sponsored clubs
- Documentation that validates that the teacher was observed performing assigned duties and supporting school priorities outside the classroom

APPENDIX C

Professional Development Plan

Office of Human Resources and Development
Rockville, Maryland
MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-35
January 2012
Page 1 of 3

INSTRUCTIONS: To be completed by the teacher

Name _____ Date _____

Position_____ School_____

Length of Professional Growth Cycle *(check one)* ☐ 3 year ☐ 4 year ☐ 5 year

Duration of Plan from_____/_____/_____ to _____/_____/_____ Year in Cycle _____

1. What is my desired outcome for professional growth?

2. How does the outcome relate to MCPS goals and my school's goals (School Improvement Plan)?

3. What data sources did I use to establish my outcome? What data will I use to assess achievement of my outcome?

Distribution: Copy 1—Principal Copy 2—Staff Development Teacher Copy 3—Resource Teacher/IRT (Secondary) COPY 4—Teacher

MCPS Form 425-35

4. Which of the professional development options/strategies/techniques listed below will I use?

Collaborative Options

- ☐ Peer Reflective Conversations
- ☐ Committee or Task Force Participation
- ☐ Delivery of Workshops/Courses
- ☐ Development of Instructional Materials
- ☐ Study Groups
- ☐ Action Research
- ☐ Networking Group
- ☐ New Curriculum Development
- ☐ Participation in Teacher Exchange Program
- ☐ Team Teaching
- ☐ Team Planning
- ☐ Audio/Video Tape Analysis
- ☐ Professional Visits (to visit another teacher)
- ☐ ***Peer Visits with Reflection** *(being observed twice by a peer at your request)*
- ☐ Other (be specific) _____

_____

_____

_____

**Required one year of each evaluation cycle.*

Independent Options

- ☐ Audio/Videotape Analysis
- ☐ Delivery of Workshops/Courses
- ☐ Development of Instructional Materials
- ☐ Action Research
- ☐ Professional Visits (to visit programs)
- ☐ Review of Professional Literature
- ☐ Training
  - ☐ school-based workshop
  - ☐ out-of-school workshop
  - ☐ conference(s)

Please describe this (these) staff development activity (activities):

_____

_____

_____

_____

- ☐ Writing of an analytic or reflective journal
- ☐ Other (be specific) _____

_____

_____

5. PDP Support Team (i.e., staff development teacher/IRT/RT/peers):

_____ _____

_____ _____

_____ _____

6. List anticipated/needed resources:

7. Devise a tentative timeline for the implementation of your plan with periodic benchmarks to judge your progress.

Signature _____ Date _____

Supported by Staff Development Teacher

Signature _____ Date _____

Approved by Principal/Administrator

Signature _____ Date _____

Progress Check Point Date _____/_____/_____

Professional Development Options

These are options for years of the professional growth cycle.

Peer Reflective Conversations
- Invite a peer to discuss and help you reflect on a specific aspect of your teaching.
- Choose a reference point for these conversations such as student work samples, videotape of a lesson, or peer visit information.

Peer Visit with Reflection
- Invite a peer to observe a specific aspect of your teaching, so that together you can reflect on the teaching and learning taking place.
- Participate in a planning conversation to identify the focus of the lesson.
- Participate in a reflective conversation to discuss ideas for improving teaching and learning.

Professional Visits
- Ask to observe a peer or a program.
- Participate in a planning conversation to identify the focus of the visit.
- Participate in a reflective conversation to discuss application ideas and clarify questions.

Action Research
- Study your own teaching/learning practices (as an individual or with a group) to make formal decisions on ways to improve instruction.
- Engage in action research steps in the following sequential order: observe situation; identify and pose a question; collect data; analyze data; identify action steps and implement; document and discuss; summarize and share lesson learned, implications, or conclusions.

Study Group
- Meet with a small group of educators on a voluntary basis to study and experiment with topics of interest around your craft that will increase your professional repertoire for the benefit of students.

Audio/Videotaping
- Create a tape to collect data for analysis and/or reflection.
- Participate in a peer reflective conversation focused on the audio/videotape.

Delivery of Workshops/Courses
- Prepare, develop, and/or deliver courses or workshops.
- Provide a measurable educational impact for peers, parents, or others.

Develop Instructional Materials
- Create collections of thematically related materials and share with colleagues.

Journal Writing
- Reflect on or synthesize professional readings.
- Critique your own teaching or the teaching of a colleague.
- Record data from classroom observations; analyze trends.
- Write for a specific length of time or amount in response to a prompt, stem, or question.

Networking
- Participate in regular or frequent collegial dialogues and collaborative activities focused on school improvement.
- Work with practitioners from different schools.
- Conduct purposeful work focused on educational change.
- Engage in practitioner-driven school-based renewal.

New Curriculum Development
- Develop and pilot new curriculum and share with colleagues.

Participation in a Course
- Apply strategies learned in the course to current instructional practice and share with colleagues.

Teacher Exchange Program
- Teach in another school, district, or country and share insights with staff.

Team Teaching
- Plan, teach, and evaluate a unit collaboratively.
- Share responsibility for developing, presenting, and assessing a lesson.

Progress Check Point

Professional Development Plan
Office of Human Resources and Development
45 West Gude Drive, Suite 2100, Rockville, Maryland 20850
MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-36
March 2012

INSTRUCTIONS: To be completed by the teacher

Name _____ Date _____

Position_____ School_____

Length of Professional Growth Cycle *(check one)* ☐ 3 year ☐ 4 year ☐ 5 year

Duration of Plan from_____/_____/_____ to _____/_____/_____ Year in Cycle _____

1. What's working?

2. What needs to be worked on?

3. Are there any changes to the PDP needed? If yes, what changes are needed?

4. What additional support do I need to implement the plan?

Next Review Date_____

Distribution: Copy 1—Principal Copy 2—Staff Development Teacher Copy 3—Resource Teacher/IRT (Secondary) Copy 4—Teacher

End of PDP Cycle Review Form

Professional Development Plan
Office of Human Resources and Development
45 West Gude Drive, Suite 2100, Rockville, Maryland 20850
MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-37
March 2012

INSTRUCTIONS: To be completed by the teacher before the conference with the staff development teacher.

Name _____ Date _____

Position_____ School_____

Length of Professional Growth Cycle *(check one)* ☐ 3 year ☐ 4 year ☐ 5 year

Duration of Plan from_____/_____/_____ to _____/_____/_____ Year in Cycle _____

1. What have I accomplished?

2. What have I learned?

3. What new strategies have I used? What practices have I changed? What worked and what didn't?

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MCPS Form 425-37 **Page 2 of 2**

4. What impact have these changes had on the students (share student work/performance/results). What data were used?

5. What are the appropriate next steps in my professional development to improve both the instruction I deliver and student learning and achievement?

Teacher Signature_____ Date _____

Staff Development Teacher Signature_____ Date _____

Date of Conference _____

Reviewed by Principal/Administrator Signature_____

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Post-Observation Conference Report

Professional Growth System
Office of Human Resources and Development
Rockville, Maryland
MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-38
January 2012

INSTRUCTIONS: Observer completes a narrative description of the classroom observation and observation conference based on the MCPS Performance Standards. Use additional sheets as necessary.

Teacher _____ Observation Date _____

Observer _____ Observation Time from _____ to _____

School _____

Observation Conference Date _____ Subject/Grade _____

Observer Description

Observer's Signature _____ Date _____

Teacher's Signature _____ Date _____

(The teacher's signature indicates that the teacher has read and reviewed the Post-Observation Conference Report, not necessarily that the teacher concurs with the contents.) Teachers may choose to attach comments.

Distribution: Copy 1—Employee Copy 2—Principal/Administrator

Final Evaluation Report: Teacher

Professional Growth System
Office of Human Resources and Development
Rockville, Maryland
MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-39
January 2012

INSTRUCTIONS: Evaluators complete a narrative description based on the following performance standards. The description includes classroom observations, analysis and review of student results as described in the shared accountability system, contributions to overall school mission and environment, review of student and parent surveys, and review of professional growth plans and implementation results, and any other documents collected by the evaluator and/or the teacher during the full length of the cycle.

Teacher _____

Employee Number _____ Years of MCPS Experience _____

Principal _____

Type: ☐ First-year Probationary ☐ with CT ☐ without CT
☐ Second-year Probationary
☐ Third-year Probationary
☐ Tenured (3-year cycle)
☐ Tenured (4-year cycle)
☐ Tenured (5-year cycle)
☐ Special Evaluation

School _____ Subject or Grade Level _____

Performance Standards:

I. Teachers are committed to students and their learning
II. Teachers know the subjects they teach and how to teach those subjects to students
III. Teachers are responsible for establishing and managing student learning in a positive learning environment
IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement
V. Teachers are committed to continuous improvement and professional development
VI. Teachers exhibit a high degree of professionalism

Dates of Observations _____ _____ _____ _____
Dates of Conferences _____ _____ _____ _____

Final Rating ☐ Meets Standard ☐ Below Standard

Evaluator's Signature _____ Date _____

Principal's Signature _____ Date _____

Teacher's Signature _____ Date _____

(Teacher's signature indicates that the teacher has read and reviewed the final evaluation summary, not necessarily that the teacher concurs with the contents. Teachers may choose to attach comments.)

Distribution: Copy 1—Employee Copy 2—Principal Copy 3—Office of Human Resources and Development

APPENDIX D

Post-Observation Conference Report

Professional Growth System
Office of Human Resources and Development
Rockville, Maryland
MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-38
January 2012

INSTRUCTIONS: Observer completes a narrative description of the classroom observation and observation conference based on the MCPS Performance Standards. Use additional sheets as necessary.

Teacher Gil Coleman Observation Date 10/16/02

Observer Nancy Manford Observation Time from 9:16 to 9:50

School Brookside ES

Observation Conference Date 10/17/02 Subject/Grade Grade 4 Science

Observer Description

Mr. Coleman is a veteran teacher who has taught in MCPS for 9 years. He was observed teaching a science lesson to her fourth grade class. The observation took place on May 8, 2002 at 1:00 PM. The students had just returned to class from recess. This is a heterogeneous group of 23 students, 13 boys and 10 girls. Four of the students receive ESOL support. Six of the students receive academic support in reading and math from the Resource Teacher. Students were seated at seven tables in work groups of four or six. The lesson was one in the sequence of lessons from the MCPS science curriculum on electricity. The students have previously learned how to distinguish conductors and non-conductors, and parallel and series circuits. In this lesson they built on that knowledge with the activity of constructing a simple light source.

There was no objective posted or stated for the lesson. Students were told, "Today's science activity will be to make a light source." This is an indicator found in the MCPS science curriculum. In the post conference, the teacher explained that students have created circuits before and today's lesson was intended to enable students to identify and explain the purposes of the essential components of a light bulb. However, the class ended before the students had the opportunity to share their results and apply those results to an understanding of light bulbs. We discussed the importance of communicating that objective clearly to students at the beginning of the lesson as a way of anchoring the activity to concepts learned in previously, and making clear what students would be able to do as a result of today' instruction. Even though the lesson was not completed, this would have focused students' thinking beyond circuits to the components of a light bulb.

Mr. Coleman used several momentum moves to insure a smooth and effective flow of events in the classroom. The use of subdividing eased the movement of the students in this small classroom. After an initial whole group meeting on the floor in front of the classroom, the teacher instructed "Table 1 return to your seats, Table 2…etc." Table groups selected a "supervisor" and Mr. Coleman called on them one at a time to collect the necessary materials for the activity. Mr. Coleman's decisions about student movement allowed for a reasonable number of students to be moving at one time. He had carefully provisioned for the lesson by having all necessary materials carefully labeled and placed around the room for easy pick-up. ." He also had worksheets needed to complete the activity placed at each table in advance. One of the materials used in the activity was a small ball of clay. Mr. Coleman anticipated that students might be tempted to play with the clay. "There is a difference between the way we used clay for our art project and the way we use clay in science." He distributed the clay individually after explaining specifically how the clay would be used As materials were distributed, Mr. Coleman provided a filler by asking table groups to ," …begin discussing how you might put your materials together to make a light source. Have your recorder write or draw your ideas." Thus students' time was focused specifically on the class activity. Mr. Coleman works hard to establish a positive classroom environment which allows for maximum time spent on instruction and learning.

Mr. Coleman used several explanatory devices to demonstrate the components of a light bulb. A diagram of a light bulb was shown on the overhead projector. Mr. Coleman used a red highlighter to show the filament of

Distribution: Copy 1—Employee Copy 2—Principal/Administrator

the light bulb. He showed the students a real light bulb saying, "I'll bring it around. Look for the tiny wire that goes across the middle" A student then suggested that Mr. Coleman try putting the light bulb on the overhead projector. He did and the students were able to see clearly see the filament inside! ("Look!", "I see it!", "Where? Oh, Yeah").

Mr. Coleman was very explicit in her instructions to students. He said, " Use your materials (small light bulb, battery, clay, two pieces of copper wire, one piece of nichrome wire) to create a light source. First use the tiny light bulb to check your battery. When you know it works, give me the light bulb. Then use your clay and copper wire to make what looks like a "wire sandwich"…now use your nichrome wire…you have to take the teeny wire and wrap it around the wire in the wire sandwich…Things you need to know are: wrap it tightly and the piece (of nichrome wire) between the copper wire should not be longer than 1cm… Now connect the copper wire to the ends of the battery." The teacher demonstrating and drawing pictures on the overhead accompanied all oral directions. The directions were also printed on a worksheet that was given to each pair. All students were successful creating their circuit and having their filament wire glow.

Mr. Coleman communicates high expectations for her students about their work procedures during science class. "Remember, during science, we are scientists. What does that mean?" Student responses included, "Follow directions carefully", "Be serious about your work", "Measure accurately," "Keep thinking 'Why?', "Be a careful observer," Students were clearly aware of the behaviors expected of them. During the lesson, Mr. Coleman circulated among the work groups. His comments included specific feedback on their work procedures. "I see you are measuring the width of the filament with a ruler. That way you'll be very accurate." "Your wire "sandwich" looks just like the one in the picture.", and "You two are doing a nice job sharing your observations and ideas with each other." These types of comments served as constant reminders to the students about the expectations of "scientists" in the classroom.

During the post observation conference, we discussed the success of all student groups in completing the task. This observer then asked what the next steps would be. The teacher explained that he did not complete all steps of the lesson. The next step would be for students to compare and contrast the light source they had created with a light bulb. This would lead to hypotheses about the purpose for the glass surrounding the filament in a light bulb. This observer noted that the lesson had taken 50 minutes. While the directions for the task were very explicit, we examined the length of time it took to distribute materials and complete the activity. This led Mr. Coleman to remark that he "…didn't think it had taken that long." He then remarked that the lesson would have been better if he had had time for the students to reflect on their findings and relate them to light bulbs. We discussed ways to retain the explicitness of the instructions but get through them more quickly. Mr. Coleman set a goal to pay careful attention to the time he spends giving instructions and work on ways to communicate instructions in a shorter amount of time.

In summary, Mr. Coleman has demonstrated his ability to manage the momentum of classroom events. He plans instructional activities carefully, incorporating the effective use of explanatory devices and clear explicit instructions to guide students in completing a task. He has obviously spent time clearly communicating expectations about the kinds of behaviors that are important in scientific work. In the future, Mr. Coleman will focus his planning on ways to clearly communicate the lesson objective to students and on ways to give clear directions in a minimum amount of time so that more instructional time can be spent moving students toward mastery of the objectives

Observer's Signature _____ Date _____

Teacher's Signature _____ Date _____

(The teacher's signature indicates that the teacher has read and reviewed the Post-Observation Conference Report, not necessarily that the teacher concurs with the contents.) Teachers may choose to attach comments.

Post-Observation Conference Report

Professional Growth System
Office of Human Resources and Development
Rockville, Maryland
MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-38
January 2012

INSTRUCTIONS: Observer completes a narrative description of the classroom observation and observation conference based on the MCPS Performance Standards. Use additional sheets as necessary.

Teacher Ms. Marilyn Jones
Observation Date December 5, 2001

Observer John R. Surz
Observation Time from 1:25 to 2:10

School MCPS High School

Observation Conference Date December 6, 2001
Subject/Grade Honors Chemistry Gr. 10

Observer Description

Ms. Jones is a 25-year veteran teacher. She has three honors chemistry classes for the first time. In this seventh period honors chemistry class there were 21 students (8 boys and 13 girls) seated in rows. The walls contained safety signs and the periodic table. No student work was visible. The student workstations on the perimeter of the desk area had a random assortment of science equipment. The front table adjacent to the teacher's workstation had five trays filled with papers and other printed material in a pile.

The objective and agenda for the lesson was not stated nor visibly posted. The implied objective was to have students be able to name and write chemical formulas. The recitation format implied a focus on covering the material as few student interactions or opportunities for correcting erroneous thinking occurred.

Ms. Jones has highly structured management routines established. Students entered before the bell and immediately placed the text, notebook and pencils on their desks. When she closed the door at the bell students were seated and working on a problem displayed on the overhead. As they worked Ms. Jones distributed quizzes that were already grouped by the row seating assignments. Thus students were able to devote more time to the lesson rather than to the opening activities. When the afternoon announcements began, Ms. Jones displayed the homework (complete 10 problems on naming compounds which was to be collected) on the overhead without comment and all the students began to record it in their notebooks. No students talked during the announcements even though Ms. Jones left the room to retrieve a book from her office. By operating under these routines, students were able to hear the school information as well as easily record their homework.

Ms. Jones modeled the process of deciphering the chemical formula to be able to name the compounds. Using the overhead she demonstrated the process, "...after the first element bring a line down the center, separating the first part form the second. Then on your list find sodium in the first column and everything else in the second." She repeated the modeling on two additional compounds. The students were able to hear and see how to break apart the formula to determine the compound name.

Ms. Jones missed several opportunities to check for understanding. During the modeling of how to name compounds, she did not engage students through any questioning. After modeling the three compounds she displayed a fourth compound for students to try. While they worked individually she took attendance in her record book and entered it into the computer. After four minutes she again modeled the process for naming the compound without calling on any students. Whereas the seatwork gave students the opportunity to practice, they did not receive any feedback that would allow them to determine whether their work met standard. When Ms. Jones displayed the fifth example the students again worked individually while she remained at her desk. When she modeled the answer she asked one student in a front seat the name of the compound. The student response was not audible to the observer on the side of the room five seats away. Ms. Jones said, "That's right," without repeating the answer. Again the class did not receive feedback on their work nor were they able to benefit from the one student's question.

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Conference:
I requested Ms. Jones bring the student homework on naming compound to the post observation conference. When asked to summarize their performance, she shared only 15 of the students completed the assignment fully. The others only partially. The five students who typically receive A's were the only students who answered 8 or more correctly. Ms. Jones expressed a concern about the poor quality of work produced and asked if the school shouldn't have higher standards for entry into honors classes. We reviewed the observation notes indicating minimal student-teacher interaction in the form of questions or feedback during seatwork. We went on to examine the research on the impact of feedback on student achievement. She noted she have been operating under her own high school experience expecting honors students to be more independent. From our discussion on how to engage the students, she decided to write out a sequence of questions for future lessons. As part of a plan, she requested that I drop into several of her classes over the next three weeks to collect data on her questioning pattern and responses as well as who participated. She would use this data to determine how she is progressing in the changes and how it is impacting on students.

We also discussed the need to frame the lesson for the students by giving the objective for the lesson and the itinerary. We contrasted the limitations of just distributing the syllabus on the first day of the unit to the ability of a daily posting and verbalizing of the objectives and itinerary in focusing students on what is important. She shared she had not considered the implications for learning and thought the school's expectation for this to be done was just another bandwagon. She decided she wanted to explore the impact by collecting data on how the students respond to her posting and stating the information daily.

Summary:
In summary, the teacher demonstrated an understanding of the content and areas of difficulty in learning the content. The lack of framing and checking for understanding minimized the potential for learning. Ms. Jones will post and announce the daily objectives and itinerary. She is going to plan the lesson questions and receive data on her questioning practice.

Observer's Signature _____ Date _____

Teacher's Signature _____ Date _____

(The teacher's signature indicates that the teacher has read and reviewed the Post-Observation Conference Report, not necessarily that the teacher concurs with the contents.) Teachers may choose to attach comments.

Final Evaluation Report: Teacher

Professional Growth System
Office of Human Resources and Development
Rockville, Maryland
MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-39
January 2012

INSTRUCTIONS: Evaluators complete a narrative description based on the following performance standards. The description includes classroom observations, analysis and review of student results as described in the shared accountability system, contributions to overall school mission and environment, review of student and parent surveys, and review of professional growth plans and implementation results, and any other documents collected by the evaluator and/or the teacher during the full length of the cycle.

Teacher James Palmer

Employee Number 00009991 Years of MCPS Experience 2

Principal Mr. Phil Kimberlin

Type: ☐ First-year Probationary ☐ with CT ☐ without CT
☑ Second-year Probationary
☐ Third-year Probationary
☐ Tenured (3-year cycle)
☐ Tenured (4-year cycle)
☐ Tenured (5-year cycle)
☐ Special Evaluation

School Southeast Elementary School Subject or Grade Level Grade 3, all subjects

Performance Standards:

I. Teachers are committed to students and their learning
II. Teachers know the subjects they teach and how to teach those subjects to students
III. Teachers are responsible for establishing and managing student learning in a positive learning environment
IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement
V. Teachers are committed to continuous improvement and professional development
VI. Teachers exhibit a high degree of professionalism

Dates of Observations	10/11/01	11/27/01	12/20/01	2/20/02
Dates of Conferences	10/11/01	11/29/01	12/23/01	2/27/02

Final Rating ☑ Meets Standard ☐ Below Standard

Evaluator's Signature _____ Date _____

Principal's Signature _____ Date _____

Teacher's Signature _____ Date _____

(Teacher's signature indicates that the teacher has read and reviewed the final evaluation summary, not necessarily that the teacher concurs with the contents. Teachers may choose to attach comments.)

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Mr. Palmer is in his fifth year of public school teaching, her second year in MCPS. He teaches all elementary subjects to third grade students. The three teachers at this grade level meet together regularly (at least bi-weekly) to plan and students are regrouped across the grade level for math and reading. Mr. Palmer teaches one content area to the whole grade; a colleague teaches all of the science. Mr. Palmer has a Master of Arts in Teaching. Her undergraduate major was not education.

Performance Standard I: Teachers are committed to students and their learning.

- Classroom instruction and lesson plans in Mr. Palmer's class consistently reflect the overarching curriculum goals and state and local student learning objectives. In our pre-observation conference Mr. Palmer was able to articulate and show the MCPS blueprint objective and unit planning of which the observed lesson was a part. He explained what students had accomplished before and what his mastery objective was for the lesson. During the lesson he taught to this mastery objective (see observation reports of 10/11/01 and 12/20/01). During staff development days with his team and the reading specialist and staff development teacher, Mr. Palmer actively referred to the curriculum to plan for the upcoming month of instruction. Student needs were in the forefront of his planning effort as evidenced in the statement, "our students have already mastered this part of the third grade blueprint. What do we want to do here – go ahead to fifth grade concepts or provide some enrichment here?" His careful match of the curriculum to the actual need of the students results in students being successful in meeting state and local goals on assessments and performing consistently at high levels on grade reports.
- Mr. Palmer has demonstrated tremendous growth in encouraging all students by giving them the message that they are capable of learning a challenging curriculum. During our first conference (see report of 10/11/01 observation), we had an extensive and thoughtful discussion because of evidence of inappropriately differentiated expectations for several instructional groups. In the interim, Mr. Palmer's continuous positive efforts such as use of previewing strategies, targeted use of the instructional assistant, resource teacher and reading specialist and greater use of visuals like concept maps and graphic organizers have resulted in greater participation and success rates of students whose pretest scores are the lowest.
- Mr. Palmer has extended his mission beyond their academic growth to include the social-emotional health of her students. He had a student this year with a significant psychological problem that needed some careful handling and specific techniques of intervention periodically (see 12/20/01). Mr. Palmer willingly learned the techniques and even stated, "working with A—has helped me become calmer myself. I find I use the breathing technique now when I am in stressful conditions." Because of his willingness to extend himself, he was able to keep a child in school who would have otherwise continued to miss significant days. In addition, by learning specific calming strategies, he was able to share learned techniques with other students and to apply them himself.

Standard II: Teachers know the subjects they teach and how to teach those subjects to students

- Mr. Palmer consistently provides clear explanations to all students. During observations he used many visuals including the chalkboard, computer projections, overheads, charts, graphs and tables on poster board to assist students in achieving the learning outcomes. (See observation reports dated 10/11/01, 12/20/01 and 2/20/02). Visuals were used both to help clarify instruction and posted to aid as reminders for students to refer to later. For example the geometry concept map was blown up to be a large laminated poster that was on the front wall for the entire unit. As lessons within the unit were taugh, the class progress was highlighted on that concept map. Consistent use of comprehension questions uncovers any confusion students may have, for example during the observation of 2/20/02 he asked, "A—what is the solution to the story's problem statement?" Following the student's response which was incomplete he said, "Did everyone get what they wanted?" which helped the student to elaborate and demonstrate his understanding. He then asked the group, "What questions do you still have in your head that have not been answered in the story?" in reference to a K-W-L chart he had used to help students organize their prior knowledge before reading the story. Mr. Palmer uses a variety of every-pupil response techniques to check frequently and broadly for student understanding. For example, he frequently will say, "Tap your head if you agree with F." Another device frequently used is the individual white board, which all students will write on then show their answers at a given signal. As a result of his clear explanations and her frequent monitoring of understanding across the class, all students consistently master the outcomes of the lesson.

Standard III: Teachers are responsible for establishing and managing student learning in a positive learning environment.

- Mr. Palmer has provided his students with models for listening carefully to other students' arguments/rationales and for participating in discussions so that they will consistently show respect for one another's ideas. For example, during

an observation the class was given the language, "So you're going to say 'M—and M—I disagree with you because….." Mr. Palmer asked "Is there anybody who came in thinking one way but now sees this a different way after listening to the others?" Because of this modeling, students both felt safe to offer a variety of ideas and displayed a high degree of focus and on-task behavior throughout the lesson.

- Mr. Palmer greets his students daily and demonstrates an interest in their well being. He frequently asks about ongoing events in their lives, for example how sports teams they are on are doing.

Standard IV: Teachers continually assess student progress, analyze the results and adapt instruction to improve student achievement.

- Mr. Palmer participates in biweekly team meetings where the students are discussed across the grade in both reading and math. Students are given assessments about every two weeks and are regrouped about every four to six weeks to keep instructional groupings fluid and flexible. His report card grades reflect good progress on the part of his students. Referrals to EMT are made as needed and there is evidence that required adjustments are made to student programs as needed by IEP's or 504 plans. This represents an area of particular growth for Mr. Palmer, for which he is to be commended.
- During monthly grade level staff development days Mr. Palmer actively participated in the creation of several performance assessments to be used with the third graders that mirror the type of assessment students will meet in grade five MSPAP. The assessments were tools to gather further data on a group of students who were targeted for monitoring from their performance as third graders. He analyzed student performance with the reading specialist and identified specific, targeted skill-building opportunities for those students. In some cases he found time within the school day, and in others he provided time before school. The progress in the second semester for these students has been very promising as evidenced by their most recent assessment.

Standard V: Teachers are committed to continuous improvement and professional development.

- Mr. Palmer has become a very reflective practitioner. He is able to reflect on a teaching episode and to make recommendations for his own improvement. (see observation reports 10/11/01 and 12/20/02) For example he said, "I could have said that better if I began with the thought of what will help him get the answer instead of wow, he does not have the answer." Follow up observations note the changes in performance (see observation report of 2/20/02) where he said, "You seem to be thinking of a different story, how did Meagan feel when they turned out the lights in …". In particular this year progress has been made in working with all students in a manner that communicates high expectations (see standard I above) and provides strategies to improve their performance (see standard IV). As a result of his effort, and skill development in teaching, fewer students are performing below grade level.
- Active participation was demonstrated by Mr. Palmer in biweekly team meetings, three of which I attended, and monthly staff development days, all of which I attended. Mr. Palmer has also attended three professional workshops outside of school and taken the Studying Skillful Teaching course. As a result, Mr. Palmer has used many new teaching strategies. His repertoire is expanding.

Standard VI: Teachers exhibit a high degree of professionalism.

- Mr. Palmer works cooperatively with his colleagues to support the mission of the school through regular, punctual attendance at all staff meetings, grade level meetings and staff development days. He serves as team leader, prepares an agenda for each meeting and submits notes to the principal and teammates after the meeting. Mr. Palmer coordinates the field trips for his grade level, making sure all forms, procedures and regulations are in order. He arrives on time for her assigned duties, shares responsibility for the halls, delivers and retrieves her class on time respecting the schedules of other staff members. Mr. Palmer meets with other team leaders to provide seamless articulation K-5 on issues of mutual concern.

Summary

- Mr. Palmer has shown a great deal of growth in his teaching skill, and in his ability to program effectively for all learners and in a positive learning environment. The work he has done this year with his grade level in developing useful performance assessments and in targeted interventions for students who struggle with concept acquisition can be instructive to the entire staff.

Final Evaluation Report: Teacher

Professional Growth System
Office of Human Resources and Development
Rockville, Maryland
MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-39
January 2012

INSTRUCTIONS: Evaluators complete a narrative description based on the following performance standards. The description includes classroom observations, analysis and review of student results as described in the shared accountability system, contributions to overall school mission and environment, review of student and parent surveys, and review of professional growth plans and implementation results, and any other documents collected by the evaluator and/or the teacher during the full length of the cycle.

Teacher Sylvia Marsh

Employee Number 00009999 Years of MCPS Experience 5

Principal Ms. Brenda Espisito

Type: ☐ First-year Probationary ☐ with CT ☐ without CT
☐ Second-year Probationary
☐ Third-year Probationary
☐ Tenured (3-year cycle)
☐ Tenured (4-year cycle)
☑ Tenured (5-year cycle)
☐ Special Evaluation

School Sample Middle School Subject or Grade Level Math 7 and 8

Performance Standards:

I. Teachers are committed to students and their learning
II. Teachers know the subjects they teach and how to teach those subjects to students
III. Teachers are responsible for establishing and managing student learning in a positive learning environment
IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement
V. Teachers are committed to continuous improvement and professional development
VI. Teachers exhibit a high degree of professionalism

Dates of Observations	10/16/01	11/28/01	2/12/02	3/21/02
Dates of Conferences	10/17/01	11/29/01	2/14/02	3/25/02

Final Rating ☐ Meets Standard ☑ Below Standard

Evaluator's Signature _____ Date _____

Principal's Signature _____ Date _____

Teacher's Signature _____ Date _____

(Teacher's signature indicates that the teacher has read and reviewed the final evaluation summary, not necessarily that the teacher concurs with the contents. Teachers may choose to attach comments.)

Distribution: Copy 1—Employee Copy 2—Principal Copy 3—Office of Human Resources and Development

Ms. Marsh is in her fifth year of teaching with MCPS. She teaches Math 7, 8, and Algebra. The teachers within the grade level teams meet regularly to discuss students and interdisciplinary units. The teachers within the math department meet regularly to discuss curriculum issues, strategies, and students. Ms. Marsh has a Masters of Arts in Teaching with a minor in mathematics.

Standard I: Teachers are committed to students and their learning

- Ms. Marsh's pattern of communicating expectations and structuring instruction is not designed to help all students in the classroom learn and achieve at high levels. During three separate announced observations (10/16/01, 11/28/01, 3/21/02), Ms. Marsh went through the same process of reviewing homework problems one by one and calling only on students who raised their hands to assister her in solutions she was working through on the board. Three or four students, all male, did most of the responding in each instance. The majority of students in the class were neither called upon nor checked to see if they were following her explanations.
- On both 10/16/01 and 11/28/01, I observed several students copying problems off the board, which suggested they had not done the homework. Questioned about those students in the post observation conferences, Ms. Marsh remarked that the class was "above some of the students' heads" and that she knew precisely who they were. She said at least by letting them have something to hand in they could hold on to a bit of self-esteem. She rejected my suggestion that self-esteem comes through achievement and mastery and that she was not doing them a favor by allowing them to slide through. When asked how they performed on quizzes and exams, she replied, "They fail, most of them." When asked what supplementary instruction she arranged for these students, she replied, "It's really not much use when I have so many other motivated kids who need my help." When asked (10/16) why she gives these students tests she knows they will fail instead of using test time for some remedial instruction, she said she hadn't thought of it, but it might be a good idea. At the March conference, she said she had not had time to try that strategy yet.
- I observed no examples of varying instruction for different learning styles or for students with different cultural backgrounds. When asked how she provides for such differences, Ms. Marsh replied that the daily extra time she provides after school is when she individualizes.
- Ms. Marsh is consistently available in her classroom after 7th period. On several drop-in visits over the past three years, I noted that sometimes she was alone and sometimes one or two students were working with her. These were students from the top third of the class working with her for help on extra credit problems. On the second occasion, I asked if any of the low performing students ever showed up. She said, "Rarely." When I suggested she make appointments with the ones who felt needed the most help, she replied, "I feel they have to take responsibility for their own learning. Isn't that one of the goals of our school?"
- Ms Marsh's lack of pursuit of low performing students together with the minimal interaction she has with them in class is sending consistent low expectation messages to a substantial segment of her students. Their confidence needs to be boosted through contact, help, encouragement, and concrete skill building. This is not happening at an acceptable level.

Standard II: Teachers know the subjects they teach and how to teach those subjects to students

- Ms. Marsh's performance does not meet this standard. The lack of both variety in instructional methods and relevance to students' lives makes Ms. Marsh's instruction boring and deprives students of the alternate ways to think about and master concepts which are available to their classmates in other sections. The lack of opportunities to talk through their thinking in pairs, pose questions, find extensions or work with complex messy problems means student's currently performing in the middle and lower third of the class are less likely to be successful on the mandatory High School Assessment tasks and will be limited from taking higher level courses and certain science courses.
- All classes observed were recitation lessons involving teacher generated recall questions and student answers. The posted objectives were expressed as 'covering' Chapter X or the material that had been assigned. The delivery of the lesson was designed for coverage of the material, not for the students' mastery. These periods involved teacher lecture/presentation on the board followed by having individual students practice for about ten minutes up to the bell. No group work or manipulatives were observed. Ms. Marsh missed the opportunity to have students work in pairs and help each other. She circulated once around the class during the last five minutes; other than that time, she waited at her desk for the bell. There was neither a teacher-led nor a student-generated summary.
- After the 10/16 observation the resource teacher suggested connecting the mathematics to real life situations and using some of the county assessment sample problems which students generally find complex and engaging. Ms. Marsh "doubted they would benefit from that." We discussed having the students make up word problems that would employ the single variables she was working with. She agreed to try the idea. Later that month she reported to the resource

teacher "it had been beyond most of them." When asked to see samples of what they had produced when said she had discarded them.

- Instruction relies entirely on paper and pencil practice and the use of the whiteboard. During four different drop-in visits during the previous two years and the three announced observations from this year, there was no use of technology, concrete models, visuals, or demonstrations using manipulatives or of the supplementary problem packet prepared by the math team. In all except one instance, graphing calculators were not used. Ms. Marsh admits that she has not yet included technology in her course designs or supplemental work with students. She intends to make it a focus for her professional development next year.

Standard III: Teachers are responsible for establishing and managing student learning in a positive learning environment

- Ms. Marsh tolerates a high degree of low level talking and off task behavior. This is documented in all three announced observations conducted this year. Student scans at five-minute intervals revealed over 50% off-task time for two thirds of the students. This is unacceptable.
- When asked about the persistence of recitation lessons, Ms. Marsh said the format was the best choice for maintaining control and keeping the class on task. Data (cited above) collected from observations does not support this assertion. Ms. Marsh explained the off-task behavior by saying the students were having a bad day. When confronted with the fact that the figures were consistent for all three observations, she replied, "I don't think you can tell that much from kids' body language."
- Neither observations nor examinations of student work and teacher feedback yielded evidence that Ms. Marsh works on student goal setting and risk taking. Ms. Marsh's response pattern has been documented under Standard I. Periodic observations over the past three year by the resource teacher indicate Ms. Marsh's feedback on student work contains no specific comments about what to improve, and no corrections or "see me" messages. This is her practice even with the departmental focus on supporting students through structured feedback. I neither observed nor heard accounts of supplemental instruction or persistence with students who struggle. Students who asked for help were treated differently depending upon whether Ms. Marsh perceived them to be "bright." (see 3/21/02)

Standard IV: Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement

- Four different reviews of lesson and unit plans during the school year yielded no evidence that Ms. Marsh knew and was attempting to develop the competencies being assessed either as part of the CRT's or as part of the CTBS. Three of these lesson plan reviews (12/4/01, 3/21/02, 4/2/02) occurred
  a. after Ms. Marsh had indicated that she did not understand how she was to "use all this test stuff" (10/16/01) and had subsequently been given two months of planning support from her instructional resource teacher, and
  b. after both the principal and the mathematics curriculum specialist met with Ms. Marsh for a total of six hours each to help her practice analyzing student work and planning a variety of ways to re-teach concepts which children found troubling.
- Thus, while students in other classes were able to work on developing background knowledge and experiences necessary for their future understanding of Algebra, Ms. Marsh's students received little or no opportunity to do so.
- At her request Ms. Marsh was given copies of the appropriate curriculum guides and grade level standards on three different occasions between August 1999 and March 2001. When we conferred on 4/2/02, however, Ms. Marsh was unable to find any one of the copies. Thus, she was unable to respond to questions about what progress students in her class should have made by early April and what next steps they would need to take in order to be ready to demonstrate what they knew.
- At each pre-conference Ms. Marsh was asked to be prepared to show (a) how she used informal diagnostic assessments to get data about individual and group performance and (b) how she used that data to modify instruction. In three of the four classroom observations (10/16/01, 11/28/01, and 3/21/02) Ms. Marsh responded to this request by distributing worksheets and a game, both of which were yellowed and at least seven years old/ in a fourth session she had students engage in the practice of skills not assigned to her grade level and told them that "my diagnosis is that you all disappointed me. I was sure you were smarter than this work shows." Student responses to the computer challenge exercises used during the observation of 3/21/02 and to the requirement that they work in groups to solve problems indicated that they were unfamiliar with both tasks (see 3/21/02).
- On informal pre-testing conducted by the seventh grade teams in November 2001 and again in January 2002, Ms. Marsh's students were significantly less able to deal with geometry questions. Ms. Marsh explained that the results were not surprising because she "had not had time to do any geometry yet." When she was asked to examine four years

of comparative data showing that her classes had consistently lower performance on geometry items and on open-ended questions requiring application of geometry concepts, Ms. Marsh said she did not like geometry and probably had skipped many of the activities in the geometry strand because she "thought the kids would get it later."
- When she was asked whether she know about the pattern of poor performance and had made any attempt to change her instruction, Ms. Marsh said that "There is not much I can do when the kids come into seventh grade with such weak arithmetic skills and I have to review their number facts over and over again. Something has to go and geometry is it." At no point during a 45-minute discussion of how patterns revealed by test data could be helpful did Ms. Marsh offer a suggestion about what she might think about or do differently.

Standard V: Teachers are committed to continuous improvement and professional development

- Her portfolio documents attendance at a professional development course last year in the use of the graphing calculator. Her end of year report cites introduction of the calculator to her 8th grade algebra class last year, but not her math 8 class where the county data shows it contributes most to student gain scores. When confronted with this information, Ms. Marsh said her students were not ready for the graphing calculator since they still had basic algorithms to master. Denying students access to the visual modeling and rapid processing of graphing calculators keeps low performing pupils from a significant learning aid. It is both a serious instructional mistake and reveals a lack of belief that all students can improve their performance incrementally given effective strategies to produce effective effort.
- Ms. Marsh shared her portfolio from the past three years. There was a listing of the various staff development trainings the school held, the three county trainings she attended, and a math conference. There was no evidence of reflection on data provided from observations (formal or informal) or on any analysis of student performance within her classroom. We discussed the offer made by the staff development teacher to provide observation data in areas designated by the teacher. Where she was intrigued by the presented information on 'wait time', Ms. Marsh said she did not feel she had enough time to cover course content and also to intentionally use 'wait time' so she dismissed the offer. She similarly dismissed the value of investigating other topics that had been presented during the staff development days.

Standard VI: Teachers exhibit a high degree of professionalism

- Ms. Marsh has attended department and school faculty meetings during which School Improvement Plans were made and assessed. She makes substantive contributions to the discussions when the topic is programs for gifted and talented students or teacher professional development.
- Ms. Marsh's absences are infrequent and always in conjunction with appropriate communication to the substitute system and comprehensive lesson plans.
- She reports to work and to meetings on time.
- Ms. Marsh performs expected hall duties and files reports and attendance sheets in a timely manner.

Summary

Ms. Marsh's overall performance is not meeting the needs of all students. I find her response to suggestions and directions for improvement unsatisfactory. I, therefore, recommend her for entrance into the PAR program and intensive assistance throughout next year.

In response to the evaluation Ms. Marsh appeared receptive to our discussion about means for improvement. She acknowledge that hearing the stories shared by other teachers who have seen successes when using focused strategies on at-risk students is now sounding like something she should consider. I acknowledged the positive in her willingness to consider that there are ways to support students beyond what she has done. Where she does not like the feeling of the evaluation, she is willing to accept the supports that could be offered to her next year through the PAR program.

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