

EVALUATION OF TEACHER PROGRESS

- **Description of Standards**
- **Explanation of Ratings**

Baltimore County Public Schools

EVALUATION OF TEACHER PROGRESS

PURPOSES OF EVALUATION

- To provide a systematic summary of the principal's and supervisor's continuing evaluation of teacher effectiveness by
 - (1) informing teachers of their strengths and weaknesses,
 - (2) indicating suggestions for improvement, and
 - (3) recording teacher contributions to the total school program.
- To provide an opportunity for teachers to recognize their progress and to share in their continuing evaluation.
- To provide a permanent account of professional accomplishments for filing in a central location.

Definitions of Items and Suggested Means of Appraisal

The following definitions are provided to interpret the evaluation criteria. They should be used as guides in completing the Evaluation of Teacher Progress Form.

I. PROFESSIONAL COMPETENCIES

A. Knowledge of the Student

Knowing and understanding the learner is as important as knowing and understanding what is to be learned.

Teachers demonstrate a sound knowledge of students when they:

1. Recognize and encourage the potential of each student;
2. Identify students with special needs, talents, and interests.
3. Are sensitive and responsive to the various stages of the emotional development of students.

B. Knowledge of Subject Matter

Teachers need to be thoroughly grounded in the subject matter related to their teaching assignments.

Teachers indicate knowledge of subject matter when they:

1. Make few or no errors when presenting content to students.
2. Identify errors made by students and deal with them appropriately and constructively.
3. Check facts, extend their knowledge and continually learn about current developments and research in the fields related to their teaching assignment.
4. Demonstrate the ability to discuss on an appropriate level the subject matter related to their assignment with students, educators, parents, and the community.

C. Planning

Effective planning is essential to quality instruction.

Teachers demonstrate this competency when they:

1. Develop short-range and long-range plans consistent with state and county learning goals and indicators and appropriate for the level of the students.
2. Use current ideas, concepts, resources, and technology to adapt, supplement, and enrich the program.
3. Develop written lesson plans, incorporating components which have been previously identified by the appraisal team.
4. Choose and adapt teaching strategies, procedures, content, multicultural and other instructional materials appropriate to the stated objectives and students' needs and learning styles.

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D. Program Implementation

Effective program implementation is essential to quality instruction.

Teachers demonstrate this competency when they:

1. Identify and clearly communicate lesson objectives to students.
2. Execute planned activities in a logical and sequential manner with clear transitions.
3. Demonstrate appropriate timing and pacing of activities.
4. Use effective questioning and discussion techniques which provide students with opportunities to participate actively.
5. Vary questions to include appropriate levels of cognition.
6. Employ varied teaching strategies consistent with teaching style which are appropriate to students' needs and learning styles
7. Use appropriate multicultural instructional materials and technology suitable to the program and setting.
8. Adapt program to different learning situations and modify plans when conditions change.
9. Show initiative and creativity by incorporating unique and innovative techniques.

E. Motivation of Students

The selection of appropriate activities, techniques, and materials stimulates in the students a desire to succeed.

Teachers demonstrate this competency when they:

1. Develop readiness for learning.
2. Use learning activities that match students' abilities and needs and build upon their interests and experiences.
3. Assist students in establishing goals for learning.
4. Use approaches that make it possible for each student to experience success.
5. Involve students in learning experiences that elicit optimum performance.
6. Communicate to students the importance of commitment to learning.

F. Communication Skills

Effective communication is an essential ingredient in all human enterprise.

Teachers demonstrate this competency when they:

1. Communicate effectively with students of varying abilities and interests, colleagues, other educators, parents, and other adults.
2. Present ideas clearly and at the appropriate level for each audience.
3. Listen carefully to and seek feedback from students, other educators and school personnel, and parents.
4. Ask questions that elicit complete thoughts as responses.
5. Respond to student questions and comments in a manner that promotes inquiry.
6. Use lucid, grammatically correct standard English when speaking and writing.

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G. Evidence of Professional Growth

Professional growth is enhanced by the association and involvement with others at a professional level and results in the improvement of teacher skills and competency.

Teachers grow professionally when they:

1. Seek the professional assistance and implement appropriate suggestions of department chairmen/team leaders/content leaders, peers, mentors, and administrators.
2. Take courses at inservice and graduate levels.
3. Participate in local and/or county workshops and staff development activities.
4. Read professional journals and books.
5. Serve as members of professional committees.
6. Implement current research and developments in teaching.
7. Share professional competencies with other teachers.
8. Evaluate their own teaching competencies objectively as a basis for continued improvement in their teaching ability.

H. Assessment of Student Learning

Through the assessment of student learning, teachers will know if students have met the instructional goals of the lesson or unit.

Teachers demonstrate assessment competency when they:

1. Implement an ongoing student assessment program employing varied approaches.
2. Match assessment and instruction to provide evidence of student learning on a daily basis.
3. Develop clear assessment criteria and standards which are communicated to students and parents.
4. Provide accurate, substantive, constructive, and specific feedback to students in a timely manner.
5. Use daily assessment results to plan for re-teaching, reinforcement, enrichment, and future instruction.

I. Evidence of Ethical Conduct

Teachers are expected to practice and promote moral principles and values in both the delivery of instruction and the delivery of support services in accordance with Board policy.

Teachers demonstrate ethical conduct when they:

1. Seek clarification of ethical issues from an administrator as appropriate.
2. Implement current laws and policies regarding the reporting of abuse and neglect.
3. Implement current policy in addressing harassment issues.
4. Follow Board policy related to travel, purchasing, and gifts.
5. Follow Board policy related to conflicts of interest such as outside employment, stock ownership, political activities, and royalties.
6. Use good judgment rooted in fairness, equity, and integrity when dealing with ethical issues.
7. Treat all students fairly and equitably.

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II. HUMAN RELATIONS COMPETENCIES

A. Group Relationships

Knowledge of how groups function and how individuals within these groups relate to one another is an essential component of the educational process.

Teachers demonstrate this competency when they:

1. Are sensitive to the customs and traditions of individuals from various ethnic, racial, and religious groups in the local school community.
2. Nurture the development of positive intergroup and intragroup relations.
3. Strive to eliminate stereotyping and promote an appreciation for the customs and traditions of individuals and groups.
4. Foster an environment in which respect for individual contributions is essential and prejudicial remarks are unacceptable.

B. Relationships with Students

Effective human relations and communication skills in working with students, both in and out of the classroom, are essential to positive and productive relationships between teachers and students.

Teachers demonstrate these competencies when they:

1. Act and speak in a manner which fosters and reflects cooperation and mutual respect.
2. Demonstrate a commitment to students' success and growth.
3. Encourage open communication.
4. Evaluate interpersonal relationships with students, parents, and staff members, and when appropriate, modify behaviors to improve relationships.
5. Serve as positive role models.

C. Relationships with Administrative/Supervisory Personnel

The ability to work cooperatively with administrative/supervisory personnel is basic to professional working relationships.

Teachers demonstrate acceptable working relationships with administrative/supervisory personnel when they:

1. Receive requests and suggestions with an open mind and the willingness to accept that the intent is to help improve their performance as professionals.
2. Seek clarification of policies and procedures which they do not understand or with which they do not agree.
3. Use effective human relations skills when questioning policies and procedures.

D. Relationships with Parents

Effective human relations and communication skills in parent contacts benefit the student, parent, and teacher.

Teachers display an effective working relationship when they:

1. Make an effort to be available for telephone, personal, and written communications with parents.
2. Interpret the school's philosophy and program for parents.
3. Identify, define, and attempt to resolve problems with parents in a cooperative manner.

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E. Relationships with Co-Workers

Cooperation among the professional and classified staff is an essential component of a school's operation.

Teachers demonstrate the ability to work cooperatively with the professional and classified staff when they:

1. Practice effective human relations and communication skills when working with staff members.
2. Are willing to assist members of the staff.

F. Contributions to Total School

Teachers who are interested in the welfare and development of students contribute to the profession and to the school.

Teachers contribute to the total school when they:

1. Are accessible to students who need academic help, encouragement, or advice.
2. Assume reasonable responsibility for student behavior and well-being outside of the classroom.
3. Are flexible in accepting responsibility for difficult or demanding assignments.
4. Demonstrate leadership and initiative in promoting and implementing the school's missions and goals.
5. Are contributing members of school, county, and other educational committees working for the improvement of instruction.

III. MANAGEMENT COMPETENCIES

A. Management of Student Behavior

Establishing and maintaining orderly and effective learning climates that motivate students to exercise reasonable self-control are responsibilities of the teacher as well as the school system.

Teachers demonstrate this competency when they:

1. Are aware of and respond appropriately to various student behaviors.
2. Exhibit flexibility in dealing with situations that require changes in instructional approaches.
3. Treat all students fairly and equitably.
4. Establish, clarify, and implement appropriate management procedures.

B. Promptness and Accuracy of Reports

The maintenance of accurate records and the preparation of substantiated reports are on-going responsibilities of the teacher.

Teachers demonstrate ability in this area when they:

1. Complete attendance forms accurately.
2. Prepare and distribute reports to parents and students in a timely manner.
3. Complete department, grade level, and other school reports promptly and accurately.
4. Maintain cumulative student records.

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C. Maintenance of Routine Procedures

Teachers must consistently plan procedures for the effective utilization of time and materials both in the classroom and in the total school program.

Teachers demonstrate ability in this area when they:

1. Are aware of and implement routine procedures established by the Board of Education and the school administration.
2. Organize the storage and distribution of instructional materials to provide for effective student use.

D. Use of Time, Resources, Equipment, and the Instructional Environment

The classroom environment should stimulate learning and reflect the content and philosophy of the current program.

Teachers do this when they:

1. Maintain a safe, organized, and pleasant classroom which reflects diversity and enriches the instructional program.
2. Organize, arrange, and utilize furniture, resources, and technology in a manner which is productive, efficient, and enhances learning.
3. Use and manage instructional time in an appropriate, productive, and efficient manner.

E. Dependability

Dependable teachers meet required responsibilities, schedules, and appointments.

Teachers demonstrate dependability when they:

1. Adhere consistently to established time schedules.
2. Appear for appointments and specific responsibilities.
3. Maintain continuity in the program.
4. Maintain a good attendance record and do not misuse leave provisions.

IV. OVERALL EFFECTIVENESS OF TEACHING

Summary Comments

This rating is a composite of the items included in this evaluation. This section may be used for further elaboration or additional comments.

APPRAISAL PROCESS LOG

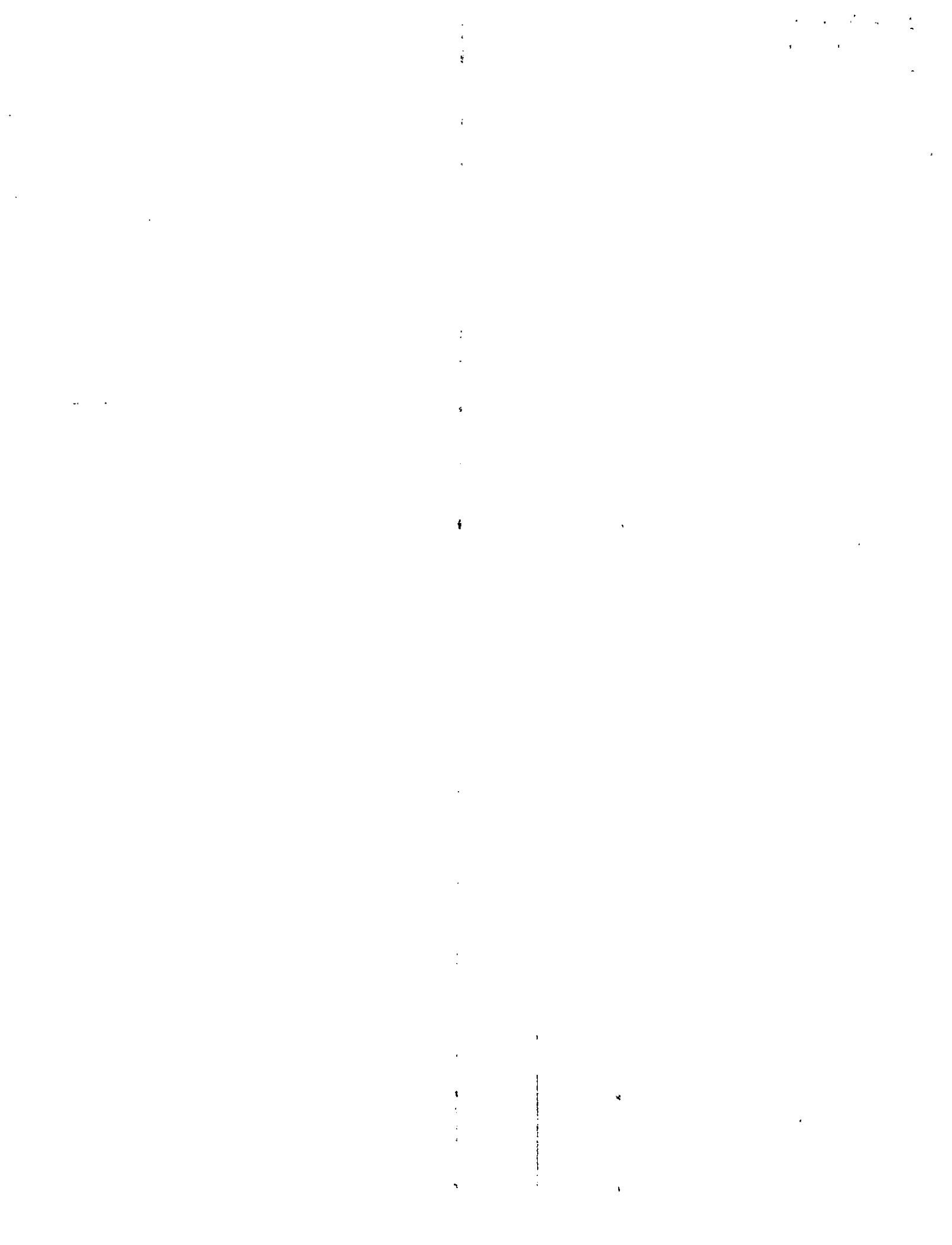
Teacher's Name _____

Team Member	Date	List Conferences and Observations With Teachers

Recommended Actions

- No action necessary
- Send letter of warning because of unsatisfactory rating
- Place on Class II status
- Release

Principal's Name _____



EXPLANATION OF RATING

For Individual Standards Listed in the Three Major Areas of Competency:

Meets Standards	Consistently meets the standards described in this <i>category</i>
Does Not Meet Standards	Does not meet the <i>standards</i> described in this category

For Overall Assessment in Each Major Area of Competency:

Satisfactory	Consistently meets the standards described in the <i>various categories</i>
Unsatisfactory	Does not satisfactorily meet the standards described in the <i>various categories</i>

FOR OVERALL EFFECTIVENESS OF TEACHING:

To be rated *satisfactory*, a teacher must be rated *satisfactory* in the area of *Professional Competencies*. An *unsatisfactory* rating in either *Human Relations* or *Management Competencies* may result in a *overall unsatisfactory* rating should an abundance of standards not be met or an overriding factor be present.

PROFESSIONAL DEVELOPMENT FEEDBACK FORMAT

The narrative should include:

- Date and Time of Classroom Visit
- Curriculum Area
- Name of Teacher
- School

QUESTIONS FOR GUIDING THINKING ABOUT THE LESSON

A. VALUE OF THE LESSON:

1. What did students say or do that served as evidence of learning?
2. Was what they learned what the teacher intended? (Refer to lesson objective.)
3. Was what they learned meaningful, worthwhile, and important? Did the students see connections to everyday life situations?
4. Did the learning occur in an appropriate amount of time?

B. CAUSE AND EFFECT RELATIONSHIP BETWEEN TEACHER BEHAVIORS AND STUDENT LEARNING:

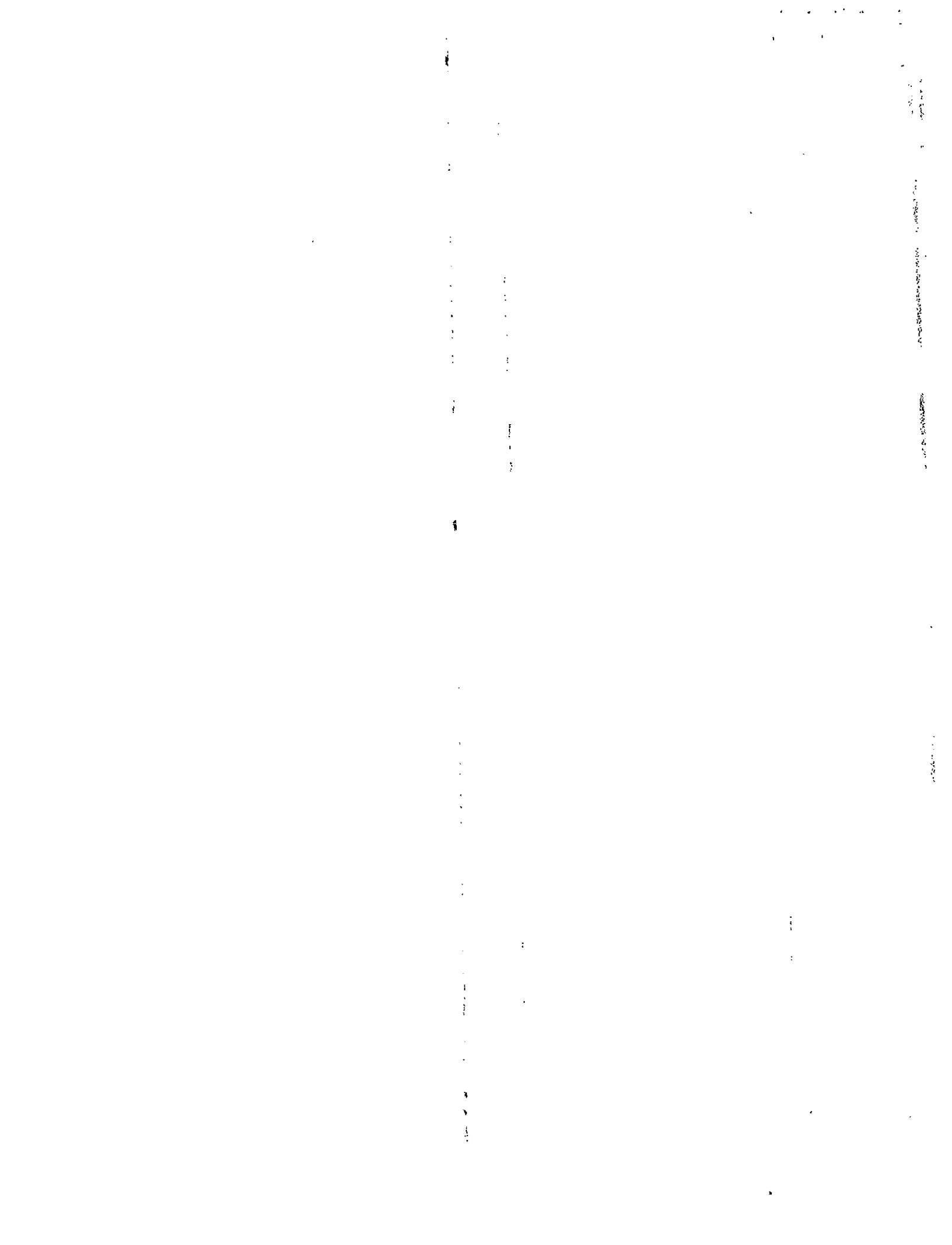
1. Was the teacher's purpose clear to the students? Why or why not?
2. Did all the lesson's activities directly relate to the purpose of the lesson?
3. Did the teacher's words (in presentation or in question-answer sessions) maintain a focus on the purpose of the lesson?

C. WHAT STUDENTS LEARNED

The narrative should conclude with:

- Principal's Signature and Date
- Assistant Principal's Signature
- Teacher's Signature

THIS FORMAT IS TO BE USED IN THE NONEVALUATION YEAR



Teacher

School

Date

Subject

Level

Time

Directions: This form is to be used when observing a teacher in the classroom. The comments should reflect the criteria standards in the Evaluation of Teacher Progress Form. Specific suggestions for improvement should be made if the lesson is not rated satisfactory. Lesson summary and other appropriate materials may be attached.

Comments and Suggestions:

Overall Rating of Lesson:

() Satisfactory

() Needs Improvement

() Unsatisfactory

Observer's Signature, Title

Observer's Signature, Title

Observer's Signature, Title

School/Office

School/Office

School/Office

EVALUATION OF TEACHER PROGRESS

Yes No

Certified

Tenure

Name First Name Initial Social Security Number

School Year
 Date of Last Evaluation
 Total Years Teaching Experience
 Years Taught in Baltimore County
 Years in Present Assignment

School

ment

PROFESSIONAL COMPETENCIES	Meets Standards	Does Not Meet Standards	Overall Rating for Professional Competencies
Knowledge of the Student			
Knowledge of Subject Matter			
Planning			
Program Implementation			
Motivation of Students			
Communication Skills			
Evidence of Professional Growth			
Assessment of Student Learning			
Evidence of Ethical Conduct			
UMAN RELATIONS COMPETENCIES	Meets Standards	Does Not Meet Standards	Overall Rating for Human Relations Competencies
Group Relationships			
Relationships with Students			
Relationships with Administrative - Supervisory Personnel			
Relationships with Parents			
Relationships with Co-Workers			
Contributions to Total School			

Satisfactory

Unsatisfactory

Satisfactory

Unsatisfactory

MANAGEMENT COMPETENCIES	Meets Standards	Does Not Meet Standards	Overall Rating for Management Competencies Comments Mandatory:	Satisfactory	Unsatisfactory
A. Management of Student Behavior					
B. Promptness and Accuracy of Reports					
C. Maintenance of Routine Procedures					
D. Use of time, Resources, Equipment, and the Instructional Environment					
E. Dependability					

OVERALL EFFECTIVENESS OF TEACHING
SUMMARY COMMENTS MANDATORY: Satisfactory Unsatisfactory

Signature of Teacher _____ Date _____ Signature of Principal _____ Date _____
 Other Evaluator _____ Date _____
 Other Evaluator _____ Date _____
 Other Evaluator _____ Date _____

Signature indicates the teacher has read the report and a conference was held.
 is not necessarily indicate agreement with this evaluation.
 r's Comment: (Optional) May include special contributions to education on a local, county-wide, state, and/or
 national level, if not cited elsewhere in this report.

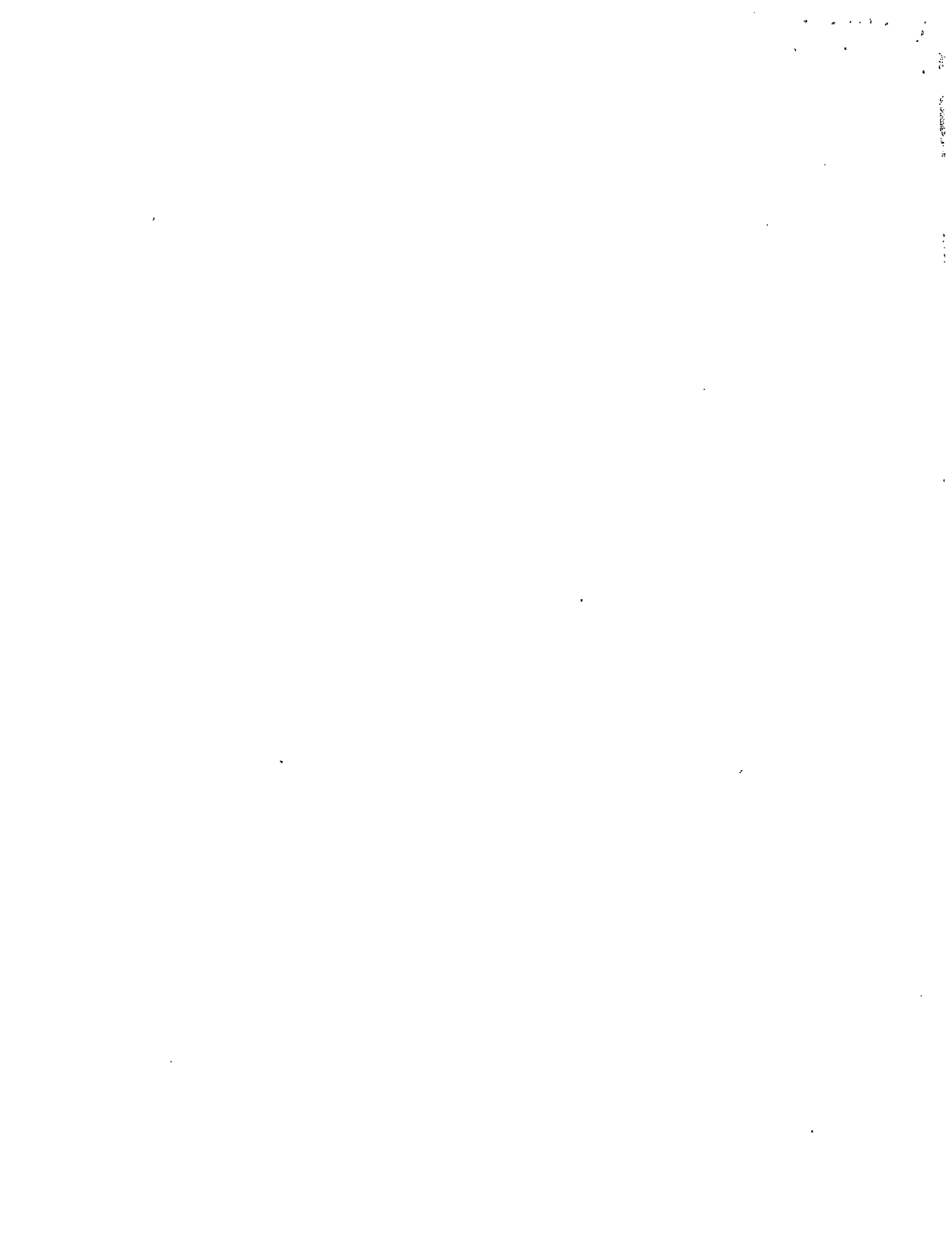
BALTIMORE COUNTY PUBLIC SCHOOLS

EVALUATION: NARRATIVE FORM

Last Name	First Name	Initial	Social Security #	School Year
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Office _____	Years in Baltimore County _____
Position _____	Years in Present Position _____
Total Years in Education _____	Years in Present Assignment _____

COMMENDATIONS:



**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

***MANUAL FOR
APPRAISAL OF TEACHERS***

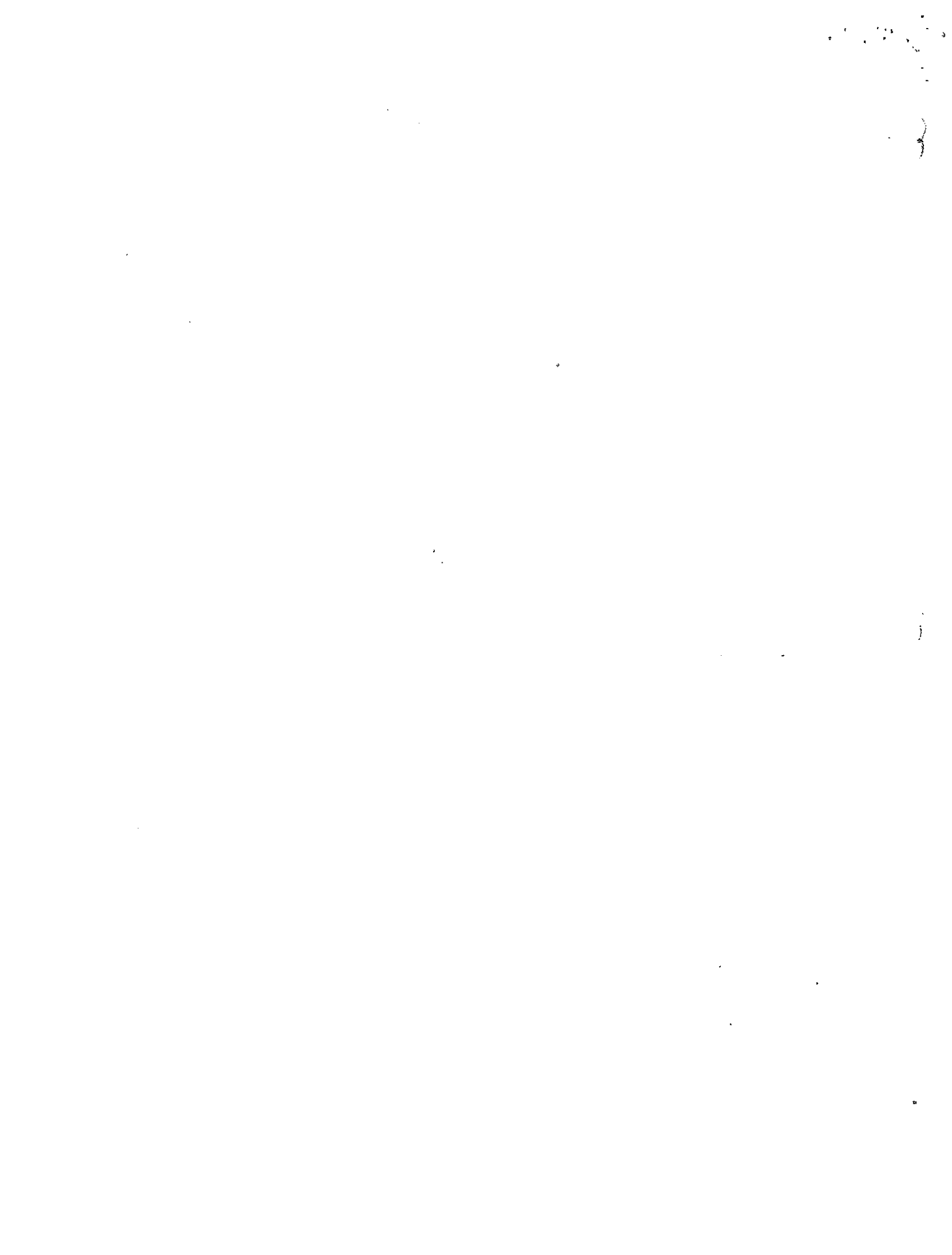
Revised September, 1998



APPRAISAL OF TEACHERS

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I. INTRODUCTION

The Board of Education of Baltimore County is committed to providing students with the best possible learning environment. Toward the realization of this goal, the school system has earned a reputation for the quality of its curriculum design and the implementation of instructional strategies by a well-qualified professional staff. An integral part of this success lies in the continuing evaluation of teacher effectiveness. The school system has long committed to the belief that evaluation is an ongoing process that encourages a cooperative, positive effort toward continuing growth and effectiveness in attaining desired educational goals.

The purposes of the evaluation are:

1. to provide an opportunity for the teacher to gain insight and to share in his/her continuing professional growth.
2. to provide a systematic summary of the appraisal team's continuing evaluation of a teacher's effectiveness and professional growth progress by informing the teacher of his/her strengths and weaknesses and indicating suggestions for improvement.
3. to provide a permanent account of a teacher's professional *accomplishments and contributions to the total program for filing in a central location.*

This manual is a collection of procedures and forms which are in the appraisal process for teachers. The appraisal process includes three major activities:

1. Preparing and establishing performance expectations
2. Working with the teacher
3. Appraising results of performance

In addition, specific steps are listed for each of the parts of the process.

Guidelines for observation reports and report forms are included. The standards for evaluation and the evaluation report form, with a rating scale, are in the manual for easy reference.

II. PHILOSOPHY OF THE APPRAISAL PROCESS

The process for appraising teaching performance must emphasize the desirability of optimal instruction for students, the need for continuous professional growth of the teacher and the mutual responsibility for an open and cooperative relationship between appraisers and teacher.

This climate of sincerity and trust is attained in the appraisal process through pre-planned activities during the school year involving the teacher and the appraisal team. The assessment of teaching quality must be based upon performance in accordance with established standards. In addition, the objectives for growth based on these standards and the teacher's identified needs for growth will be jointly identified by the teacher and the appraisal team members. The teacher needs to know what is expected to achieve a satisfactory rating. There must also be a clear understanding of the appraisal process and procedures which will be used by the appraisal team.

Evaluative judgments of the teacher are made based on classroom observations, activities outside the classroom observed by the appraisal team, information provided by the teacher, and input from students, parents and others with whom the teacher works. An evaluation process, by its very nature, cannot totally eliminate the element of subjectivity. However, consistency and some degree of objectivity can be attained by having more than one person involved in the process and all concerned using the same procedures.

III. THE APPRAISAL PROCESS

The appraisal process in the Baltimore County Public Schools includes year-round activities which are the essence of the working relationships among members of the appraisal team and the teacher. Members of that team, including the principal, assistant principals, and department chairs, are involved with the appraisal process at various times throughout the school year. Each member of the team and the teacher have responsibilities during the process to communicate and work together. The members of the area office will be involved in the appraisal process at appropriate times. The principal is responsible for coordinating these activities.

The following chart lists the activities which must be completed and the individuals responsible for their implementation. Each principal should designate the specific individual who will assume the roles listed.

<u>The Appraisal Process</u>	<u>Persons Responsible</u>
A. Preparing and establishing performance expectations:	Principal, assistant principal, department chair, and teacher
1. Review teacher's responsibility.	Administrative team
a. Discuss classroom teaching assignment.	
b. List and discuss duties and responsibilities outside classroom.	

The Appraisal Process

Persons Responsible

- | | | |
|----|---|---------------------|
| 2. | Review standards for appraising teacher progress. | Administrative team |
| a. | Identify expectations. | |
| b. | State procedures for making judgments. | |
| 3. | Develop mechanics of appraisal. | All team members |
| a. | Agree on the ways information and data will be gathered for feedback to the teacher. | |
| b. | Review evaluation and observation forms. | |
| c. | Describe formal and informal visitations. | |
| d. | List a timetable which will be followed. | |
| e. | Describe the roles of the various members of the appraisal team. | |
| B. | Working with the teacher: | All team members |
| 1. | Determine what specific contacts will be made by each individual on the team. | Principal |
| 2. | Help the teacher to interpret and implement the curriculum and the instructional program. | All team members |
| 3. | Conduct classroom observations with follow-up conferences for feedback. | All team members |
| 4. | Be available to give assistance and feedback when needed. | All team members |
| 5. | Communicate commendations and suggestions, jointly identify specific areas of strengths and weaknesses, and clearly state procedures to be followed to effect improvement and growth. | All team members |

The Appraisal Process

Persons Responsible

- C. Appraising results of performance
1. Ask the teacher to conduct a self-inventory in relation to Evaluation of Teacher Progress - Descriptions of Standards. Principal or designated assistant principal
2. Create a sense of joint responsibility. All team members
3. Complete a tentative evaluation. All team members
4. Prepare for the appraisal conference. All team members
- a. Review classroom observations and other communications among team members and the teacher.
- b. Schedule a time to meet.
5. Write the evaluation report. Principal or assistant principal with input from team members
- a. Commend where appropriate.
- b. Identify specific areas which need improvement or are unsatisfactory and indicate suggestions for improvement.
6. Conduct the appraisal conference. Principal or assistant principal and other appropriate team members
- a. Discuss the content of evaluation.
- b. Have signatures from at least two team members for unsatisfactory teachers.
- c. Discuss implications for the future. All team members
Consider factors such as:
- (1) Successful achievements
 - (2) Areas that need strengthening
 - (3) New or revised goals for professional growth
 - (4) Specific activities to improve professional performance
 - (5) Level of administrative, supervisory support
 - (6) Reestablishing a sense of forward movement
 - (7) The effectiveness of the appraisal process as implemented for the individual teacher

IV. PROCEDURES FOR OBSERVING AND EVALUATING TEACHERS

Administrative Procedures and Schedules

A written evaluation shall be prepared using the procedures and schedules as described below, in the Policies and Regulations Manual and in the Master Agreement. The principal shall be responsible for coordinating the appraisal process. He or she should involve the appropriate members of the appraisal team. The appraisal system is designed to promote positive interactions and to generate professional growth for teachers.

1. OBSERVATIONS FOR PROBATIONARY AND UNSATISFACTORY TEACHERS

- a. Observe at least twice each semester on reasonably spaced occasions.
- b. Observe by more than one qualified observer each year.
- c. Observation reports and conferences shall be aimed at professional growth and be used for advising the individual of strengths and weaknesses, including suggestions for improvement.
- d. If a duplicate lesson plan is required for the observers, at least two duty days notice is required.
- e. If a teacher requests a third observation within seven duty days after receiving written suggestions pertaining to a second observation, an evaluation form will not be completed until the third supervisory visit has been made.
- f. After an observation that is less than satisfactory, suggestions for improving will be made at a conference held within three duty days. These will be given to the teacher in writing within seven duty days of the observation.
- g. Classroom observations will last at least thirty minutes, unless the instructional activity requires less time.
- h. Observations shall be rated Satisfactory, Needs Improvement, or Unsatisfactory.
- i. Conferences related to all observations must occur within ten duty days to discuss the written observation report.

2. EVALUATIONS FOR PROBATIONARY AND UNSATISFACTORY TEACHERS

- a. A formal evaluation, including a conference, shall be made at least once each semester.
- b. The evaluation shall be based on the conclusions and assessments reached by more than one staff member.
- c. No teacher shall receive an unsatisfactory rating without having received written suggestions for improvement and an opportunity to show improvement.
- d. If an evaluation shows a teacher needing improvement (regardless of final evaluation rating), comments relating to the areas needing improvement shall be included on or with the evaluation form.
- e. Teachers shall be given a copy of the evaluation report and have the opportunity to discuss it with the evaluator. The teacher has three duty days to sign and return the document (employee signature does not indicate agreement with the contents). Teachers have the right to make written responses and have them included in personnel files.
- f. Whenever possible, evaluation ratings may not be lowered unless the teacher has received advance warning and given an opportunity to show necessary improvements.
- g. Teachers shall be given the name and specific complaint of any person who complains about the teacher, within a reasonable period of time, if the complaint is to be given any consideration in the teacher's evaluation.
- h. Evaluations shall be rated Satisfactory or Unsatisfactory.
- i. Final evaluations shall be completed and given to the teacher no later than four duty days prior to the last duty day of the year.

3. EVALUATIONS FOR TENURED TEACHERS

- a. Tenured teachers should be provided performance feedback each year. Evaluations will normally be conducted every other year. For the "evaluation year" the standard form or mutually agreed upon alternative (both of which result in a final rating of Satisfactory or Unsatisfactory) will be used. The evaluation should be based on two observations or the mutually agreed upon equivalent alternative. Alternatives must involve the teacher in a planned teaching experience. Staff development or workshop presentations could be appropriate alternative activities. In the non-evaluation year, oral and written feedback about instruction will be given. The feedback shall have no final rating attached. In the non-evaluation year performance is presumed to be satisfactory.
- b. The evaluation process for satisfactory tenured teachers will be mutually determined by the teacher and the evaluator. (Ways to finalize mutual determinations range from a "goals" conference with each teacher to teachers responding to an administrative request to "let them know" if an alternative to the standard appraisal form is desired.) If a mutually agreed determination cannot be achieved, the process will utilize the standard form.
- c. In order to recognize other opportunities for satisfactory teachers to grow and improve, the following suggestions are offered:
 - (1) The procedures agreed upon must guarantee planned interaction between the teacher and appraisal team members about the experience.
 - (2) Teachers should be encouraged to experiment and try new ways of working with students and new ways of using their talents. Other examples of activities include planning and implementing innovative programs and activities for students, sharing new practices with other teachers, teaching demonstration lessons and conducting seminars for colleagues.
 - (3) A collegial relationship should be established among appraisal team members and the teacher in order that the optional ways of working with the teacher should be risk free for the teacher.

4. OBSERVATIONS RELATED TO THE STANDARD FORM
(TENURED SATISFACTORY TEACHERS)

- a. A teacher should be observed by more than one qualified observer in the evaluation year.
- b. Observation reports and conferences shall be aimed at professional growth and be used for advising the individual of strengths and weaknesses, including suggestions for improvement.
- c. If a duplicate lesson plan is required for the observers, at least two duty days notice is required.
- d. If a teacher requests a third observation within seven duty days after receiving written suggestions pertaining to a second observation, an evaluation form will not be completed until the third visit has been made.
- e. After an observation that is less than satisfactory, suggestions for improving will be made at a conference held within three duty days. These will be given to the teacher in writing within seven duty days of the observation.
- f. Classroom observations will last at least thirty minutes, unless the instructional activity requires less time.
- g. Observations shall be rated Satisfactory, Needs Improvement, or Unsatisfactory.
- h. Conferences related to all observations must occur within ten duty days to discuss the written observation report.

5. EVALUATION PROCESS RELATED TO THE STANDARD FORM
(TENURED SATISFACTORY TEACHERS)

- a. The evaluation shall be based on the conclusions and assessments reached by more than one staff member.
- b. No teacher shall receive an unsatisfactory rating without having received written suggestions for improvement and an opportunity to show improvement.
- c. If an evaluation shows a teacher needing improvement (regardless of final evaluation rating), comments relating to the areas needing improvement shall be included on or with the evaluation form.
- d. Teachers shall be given a copy of the evaluation report and have the opportunity to discuss it with the evaluator. The teacher has three duty days to sign and return the document (employee signature does not indicate agreement with the contents). Teachers have the right to make written responses and have them included in personnel files.
- e. Whenever possible, evaluation ratings may not be lowered unless the teacher has received advance warning and given an opportunity to show necessary improvements.
- f. Teachers shall be given the name and specific complaint of any person who complains about the teacher, within a reasonable period of time, if the complaint is to be given any consideration in the teacher's evaluation.
- g. Evaluations shall be rated Satisfactory or Unsatisfactory.
- h. Final evaluations shall be completed and given to the teacher no later than four duty days prior to the last duty day of the year.
- i. If the standard appraisal form is not used for the evaluation, the written feedback should contain language such as the following: "As required by Comar 13A.07.04.02, this evaluation has an overall rating of satisfactory."

6. EVALUATIONS FOR TEACHERS WITH UNUSUAL ASSIGNMENTS

- a. In the event a teacher is assigned to more than one school, the home school principal will be responsible for preparing and submitting the evaluation form. All other principals can provide input to the home school principal prior to the completion of the form. The teacher's home school will be the school where the teacher works more than 50% of the time. In the event there is a 50-50 split, the area superintendent will identify the home school principal.
- b. When a teacher has a split assignment, either between schools or in two subject areas within a school, the observations should be coordinated by the home school principal so that they are reasonably spaced and not excessive.
- c. For itinerant teachers, the principal may need to contact the supervisor for clarification as to which principal completes the final evaluation.

V. GUIDELINES FOR COMPLETING THE STANDARD APPRAISAL FORM
(EVALUATION OF TEACHER PROGRESS)

- A. The principal is responsible for the completion of the Evaluation of Teacher Progress report form and will involve other team members as he/she deems appropriate. The principal must sign all evaluation reports and will maintain an up-to-date record of observations, conferences, and other communications with the teacher. The Appraisal Log may be used.
- B. The philosophy of the appraisal process states that all individuals have a "need for continuous professional growth." Therefore, goals set for each teacher must be in response to the expectation of continuous improvement. The evaluation report must reflect the progress each person is making so that it becomes a guide for future growth.
- C. The Explanation of Ratings lists the standards and gives directions for determining overall and major category ratings. In addition, the following guidelines will be of assistance in the completion of the forms:
 - (1) Evaluation reports with ratings of unsatisfactory in overall effectiveness of teaching should be accompanied by an Appraisal Process Log.
 - (2) A "Satisfactory" rating in a major area of competency must have appropriate comments which support that judgment. Most categories of standards within a competency area must be rated as "Meets Standards."
 - (3) An "Unsatisfactory" rating in a major area must have some categories of standards rated as "Does Not Meet Standards." Comments must be included regarding the standards that have not been met.
 - (4) Teachers who are rated "Unsatisfactory" must be evaluated the following year. If the rating on the annual evaluation in the following year is satisfactory, the specific areas in which improvements were made must be stated in the comments.

