

Frederick County Public Schools

**TEACHER EVALUATION  
AND PROFESSIONAL DEVELOPMENT SYSTEM**

# FCPS Teacher Evaluation and Professional Development System

## Summary

Quality teaching is the single most important component of student learning. We know that students today learn differently than they did in the last three (3) decades. We must teach for understanding and nurture independent, open-minded thinking. We need new approaches to teaching, and concrete standards for teacher evaluation.

Frederick County Public Schools created a task force in 2004 to develop a new teacher evaluation and professional development system—one that supports student achievement for the 21<sup>st</sup> century and provides ongoing professional development for our teachers. Members of the task force included teachers, administrators, central office personnel, and FCTA representatives.

Field testing of the new system began in the spring of 2007 in a cross section of school sites buildings throughout the county. Throughout the spring and summer of 2008, administrators and teachers received training in this collaborative process.

Frederick County Public School's evaluation and professional development system is based on Enhancing Professional Practice: A Framework for Teaching, written by Charlotte Danielson. The system promotes and recognizes professional growth, student achievement and collaboration among professionals. The new system also creates a common language and clear standards of professional practice that will be applied consistently in all schools. The new system is designed to align with and complement current professional growth practices and expectations. It respects and recognizes the work teachers already do through Professional Learning Communities, graduate study, action research, and meeting certification requirements. The system also gives teachers the opportunity to choose the professional development model that best suits their individual needs and interests.

The new system provides teachers:

- Opportunities to become reflective and self-directed professionals.
- Collaboration in the evaluation process.
- A sense of ownership and pride of accomplishment in professional performance and growth.
- A structure of effective teaching that is valued by the teacher, the administrator and the Board of Education.

Each school year, all classroom certificated staff will collaborate with an administrator to create a "Professional Development Plan." Through this partnership, teachers will select an Observation/Evaluation Model, set goals through examination of the FCPS "Components of Professional Practice" rubric and identify strategies and resources to accomplish the plan.

## Tiers of the FCPS Evaluation and Professional Development System

### Tier 1: Non-tenured classroom teachers

Non-tenured classroom teachers will collaborate with an administrator to create a Professional Development Plan. The Classroom Visitation Model is required for Tier 1 staff and the FCPS observation/evaluation form will be used by administrators. The **Classroom Visitation Model** provides new teachers and their administrators with a structure to navigate the two-year tenure decision process. Non-tenured teachers are expected to perform at the satisfactory level on all components of the Observation/Evaluation form.

The components of the rubric have been prioritized in accordance with the first three (3) semesters of employment to minimize the amount of new material new teachers have to assimilate, and to help them focus on the most critical aspects of instruction. Through conferencing, observation, and reflection, new teachers will continue to grow professionally.

Teachers in Tier 1 receive ongoing instruction in the domains and components from teacher specialists, mentors, and administrators. The teacher will have a classroom visitation at least twice per semester. A conference will follow each and an evaluation conference will occur at the end of each semester.

### **Components of Professional Practice (rubric) for Year One (1):**

<b>Semester 1 Domains/Components:</b>	<b>Semester 2 Domains/Components:</b>
1a: Demonstrates knowledge of content and pedagogy	1b: Demonstrates knowledge of students
1e: Designs coherent instruction	1f: Assesses student learning
2c: Manages classroom procedures	2a: Creates an environment of respect and rapport
2d: Manages student behavior	2e: Organizes physical space
3a: Communicates clearly and accurately	3b: Uses questioning and discussion techniques
3c: Engages students in learning	3d: Uses assessment for instruction
4b: Maintains accurate records	4a: Reflects on teaching
4c: Communicates with families	4e: Demonstrates professional growth

### **Components of Professional Practice (rubric) for Year Two (2):**

<b>Semester 3 Domains/Components:</b>
1c: Selects instructional goals
1d: Demonstrates knowledge of resources
2b: Establishes a culture for learning
3e: Demonstrates flexibility and responsiveness
4d: Contributes to the school and district
4f: Shows professionalism

# Tier 1 Timeline Year One

## Year 1 Semester 1:

### Activities

Teacher:

- Attend meetings/trainings regarding the evaluation process
- Become familiar with the “Components” rubric
- Think about the pre-selected domains and components for semester one
- Meet with mentor as available
- Collaborate with administrator to complete the Professional Development Plan (PDP); save a signed copy
- Classroom Visitation/conference process
- Implement recommendations of evaluators
- Evaluation/conference process
- Think about the pre-selected domains and components for semester two

Administrator:

- Schedule and conduct meetings/trainings on evaluation process
- Facilitate new teachers meeting with mentors
- Collaborate with teacher to complete the PDP; save a signed copy
- Classroom Visitation/conference process
- Evaluation/conference process

## Year 1 Semester 2:

### Activities

Teacher:

- Attend meetings/trainings regarding the evaluation process
- Become familiar with the “Components” rubric
- Meet with mentor as available
- Collaborate with administrator to complete the PDP; save a signed copy
- Classroom Visitation/conference process
- Implement recommendations of evaluators
- Evaluation/conference process
- Think about the pre-selected domains and components for semester three

Administrator:

- Schedule and conduct meetings/trainings on evaluation process
- Facilitate new teachers meeting with mentors
- Collaborate with teacher to complete the PDP; save a signed copy
- Classroom Visitation/conference process
- Evaluation/conference process

**Tier 1 Timeline  
Year Two**

**Year 2 Semester 1:**

**Activities**

Teacher:

- Attend meetings/trainings regarding the evaluation process
- Become familiar with the “Components” rubric
- Meet with mentor as available
- Collaborate with administrator to complete the PDP; save a signed copy
- Classroom Visitation/conference process
- Implement recommendations of evaluators
- Evaluation/conference process

Administrator:

- Schedule and conduct meetings/trainings on evaluation process
- Facilitate new teachers meeting with mentors
- Collaborate with teacher to complete the PDP; save a signed copy
- Classroom Visitation/conference process
- Evaluation/conference process

**Year 2 Semester 2 (and Year 3 Semester 1, as needed):**

**Activities**

Teacher:

- Attend meetings/trainings regarding the evaluation process
- Meet with mentor as available
- Collaborate with administrator to complete the PDP; save a signed copy
- Classroom Visitation/conference process
- Implement recommendations of evaluators
- Evaluation/conference process

Administrator:

- Schedule and conduct meetings/trainings on evaluation process
- Facilitate new teachers meeting with mentors
- Collaborate with teacher to complete the PDP; save a signed copy
- Classroom Visitation/conference process
- Evaluation/conference process

*Observation and Evaluation cycles continue and tenure decisions are made*

## **Tier 2: Satisfactory, tenured, certificated classroom teachers**

Classroom teachers in the Tier 2 category will develop a **Professional Development Plan (PDP)**, then collaborate with a building administrator, at the outset of each school year. A teacher can select the domains and components of professional practice (from the “Components of Professional Practice” rubric) that best suit his / her interest. A teacher will also select the observation / evaluation model that will enable him / her to demonstrate evidence of the professional growth process. The teacher-administrator pair will discuss relevant strategies, benefits to student achievement, data, resources and formative checkpoints. The completed, signed PDP form will be kept by both the teacher and the administrator.

An evaluation year differs from a non-evaluation year in that, in accordance with COMAR, two classroom visits and the completion of the observation/evaluation form are required. Evaluation will be based on the **Classroom Visitation** model and other evidence of professional growth and development. Teachers may continue participation in prior PDP activities.

In an evaluation year, the process will provide evidence of competence and satisfy certification requirements for documenting satisfactory performance. A building administrator retains the ability to conduct observations/evaluations in any year.

In a certificate renewal year, the completed signed PDP will be retained by the administrator and will be sent by the teacher to Human Resources.

### **Tier 2 teachers choose from three observation/evaluation models:**

1. The Classroom Visitation Model
2. The Evidence of Effectiveness Model
3. The Collaborative Professional Development Model

**The Classroom Visitation Model** is a vehicle that enables a staff member to work with administrators/supervisors to examine, to refine, and to enhance professional performance through classroom visits and conferencing.

**The Evidence of Effectiveness Model** is a method that enables a teacher to confirm competence and document professional growth and student achievement in the selected goal area(s) by providing a systematic and organized collection of evidence.

**The Collaborative Professional Development Model** is a process that enables a group of teachers to select a goal area and to explore in depth new ideas/interests in order to refine teaching skills and to promote professional growth and student achievement.

**Tier 2:  
Semester 1**

**Activities**

Teacher:

- Attend meetings/trainings regarding the evaluation process
- Become familiar with the “Components” rubric
- Develop PDP
- Review and finalize PDP in collaboration with administrator; save a signed copy
- Commence activities as delineated in PDP
- Classroom Visitation/conference process
- Implement recommendations of evaluators
- Formative checkpoint process
- Evaluation/conference process

Administrator:

- Schedule and conduct meetings/trainings on evaluation process
- Collaborate with teacher to review and finalize the PDP; save a signed copy
- Formative checkpoint process
- Classroom Visitation/conference process

**Tier 2:  
Semester 2**

**Activities**

Teacher:

- Continue activities as delineated in PDP
- Classroom Visitation/conference process
- Implement recommendations of evaluators
- Formative checkpoint process
- Evaluation/conference process

Administrator:

- Classroom Visitation/conference process
- Formative checkpoint process
- Evaluation/conference process

**Tier 3:** Unsatisfactory, tenured, certificated classroom teachers

Tier 3 is for teachers rated unsatisfactory on two or more components of the summative evaluation. The procedures and processes that are currently in place for unsatisfactory teachers will remain.

## Glossary

- **Classroom Visitation Model:** new language for “classroom observation”
- **Components of Professional Practice Rubric:** provides a definition of teacher performance in the 22 domains/components; aligned with the observation/evaluation form (see attachment).
- **Observation/Evaluation form:** instrument used for classroom visitation and teacher evaluation (see attachment).
- **Observation/Evaluation model:** one of three ways a classroom teacher may choose to be evaluated
  - **The Classroom Visitation Model** is a vehicle that enables a staff member to work with administrators/supervisors to examine, to refine, and to enhance professional performance through classroom visits and conferencing.
  - **The Evidence of Effectiveness Model** is a method that enables a teacher to confirm competence and document professional growth and student achievement in the selected goal area(s) by providing a systematic and organized collection of evidence (see attachment)
  - **The Collaborative Professional Development Model** is a process that enables a group of teachers to select a goal area and to explore in depth new ideas/interests in order to refine teaching skills and to promote professional growth and student achievement
  - **PDP-Professional Development Plan:** document to be completed by classroom teachers annually – in conjunction with a building administrator – and submitted to Human Resources on a certificate renewal year (see attachment).
- **Tier:** refers to classification in the evaluation system.
  - **Tier 1:** non-tenured classroom teachers
  - **Tier 2:** satisfactory tenured classroom teachers