

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS (Pilot Teacher Evaluation Pilot Teacher Evaluation)

Observation, Goal Setting, and Evaluation Cycles

I. Diagnostic Observation

All teachers in the Pilot Teacher Evaluation program will be observed once between September 1st and **October 15th** by external observers during the Pilot Teacher Evaluation year of participation. The external observation has a diagnostic purpose, and is not evaluative. Observation evidence will be collected and interpreted independently by the external observers, well-trained in FFT, and used to establish a baseline placement on the Descriptors of Practice document. Teachers will receive their placement information within five days. This information is intended to be used by the teachers to inform their self-assessments and to assist with goal setting.

- Diagnostic Observation Processes:
 - The observation will be announced ahead of time (at least two work days [48 hrs] in advance); building administrators will assist in scheduling observations and informing teachers.
 - The teacher being observed will provide the evaluator with a lesson plan one work day prior to the visit.
 - An external observer will visit the teacher's classroom and conduct an observation, **minimum of 30 minutes** of time in direct observation.
 - The observation will focus on the collecting evidence of Domains 1, 2, and 3 at the **Component** level
 - There will be no pre-conference or post-observation conference.
 - The external observer will provide the teacher and building administrator with a marked Descriptors of Practice, and cited evidence, within five days.
 - *During the first year of implementation Diagnostic Observations will be completed for the 8 Essential Components only.*

II. Self-assessment, Goal Setting, and Goal Setting Conference

All teachers in the Pilot Teacher Evaluation program will use the entire Description of Practice to complete an independent self-assessment **by October 15th** which will help them develop goals for improving professional practice during the evaluation cycle. Self-assessments will be informed by teachers' experiences in the classroom and their reflections. *During the first year of implementation the self assessment will be completed for the 8 Essential Components only.*

The results of the self-assessment and the diagnostic observation data will be used by teachers to create goals on which to focus their professional growth. Teachers are encouraged to develop goals that are attainable and measurable. It is not required that teachers develop a goal for each of the 8 Essential Components.

Year One: Pilot Teacher Evaluation Planning Conference

- Planning Conference will be held before **November 1st** and following completion of the Diagnostic Observation and Self Assessment (due October 15th).

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- Administrator and Pilot Teacher Evaluation teacher review diagnostic observation data and teacher's self-assessment.
- At the conclusion of the conference, the pre-conference for the Pilot Teacher Evaluation formal observation will be scheduled.

Subsequent Years: Goal Setting and Professional Growth Planning Conference

- Goal Setting and Professional Growth Planning Conference will be held following completion of the Self Assessment prior to October 15th and before **November 1st**.
- Self-assessment, Goal Setting, and Goal Setting Conferences processes:
 - Teachers will complete a self-assessment using all Elements in the Descriptors of Practice and the feedback from the prior observations. Teacher will identify goals for professional growth.
 - Non-tenured teachers will develop professional growth goals from the 8 Essential Components of the *Framework for Teaching*.
 - For tenured teachers, supervising administrators will suggest four Components from the 8 Essential Components. Teachers will suggest four additional Components from the *Framework for Teaching* from which additional professional growth goals will be developed.
 - The teacher and supervising administrator will discuss options for professional growth related to the selected Components.
 - The teacher will develop a professional growth plan, which will be submitted to the administrator within ten school days.
 - If necessary, the teacher and/or administrator may schedule an additional meeting to clarify any aspect of the professional growth plan.
- At the conclusion of the conference, the pre-conference for the first formal observation will be scheduled.

III. First Formal Observation

The first of two formal observations will be conducted by the building administrator *and* the external observer between the planning/goal-setting conference and the last day of the first semester, approximately **January 21st**.

- Formal Observation processes:
 - The pre-observation conference is held with the building administrator. A classroom observation is announced (at least **two work days [48 hrs]** in advance). A post-observation is scheduled to follow the observation of teaching practice.
 - The teacher will provide the building administrator with lesson plans for the scheduled classroom visit **one work day prior** to the observation.
 - Classroom-observation is **at least 30 minutes**. The classroom observation will be conducted by the building administrator *and* the external observer.

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- The focus of the observation will be on the **8 Essential Components in the first year of participation.**
- Following the first observation, the building administrator and the external observer will independently interpret their observation evidence on the level of performance related to the Descriptors of Practice that were observed during the lesson.
- The administrator will provide the teacher with a draft of the marked Descriptors of Practice, with cited evidence, at the **Element level** for the 8 Essential Components **within five school days of the observation.**
- The Pilot Teacher Evaluation teacher will complete the Lesson Reflection form **within 1 day of the observation** to guide discussion at the post-observation conference.
- The Pilot Teacher Evaluation teacher and the administrator will participate in a post-observation conference.
 - The teacher may present additional artifacts at the post-observation conference (e.g. samples of assessments, student work, etc.).
 - Teachers are strongly encouraged to bring artifacts that demonstrate competency in those Components not observed during the classroom observation (e.g. Domain 1 and 4 Components).
- The administrator will provide a final draft of the Descriptors of Practice, with cited evidence, **within five school days of the post-observation conference.**

IV. Second Formal Observation

The second formal observation will be conducted by the building administrator the first day of the second semester and **May 1st**. The building administrator will provide the teacher with the dates of a one-week window during which the second observation will occur. The administrator will conduct a pre-observation conference with the teacher, following the agenda and process of the Pilot Teacher Evaluation formal observation. The second formal observation will focus on the 8 Essential Components, any other Components agreed upon with tenured teachers, and the identified and agreed upon goals.

- Second Formal Observation Processes:
 - The pre-observation conference is held with the building administrator. The classroom observation is scheduled to occur on **any work day within five work days** following the conference. A post-observation is scheduled to follow the observation of teaching practice.
 - The teacher will provide the building administrator with a lesson overview for the week of the scheduled classroom visit.
 - The classroom-observation is at **least 30 minutes**. The classroom observation will be conducted by the building administrator.
 - The focus of the observation will be on the **8 Essential Components in the first year of participation.**
 - The administrator will provide the teacher with a draft of the marked Descriptors of Practice, with cited evidence, at the Element level for the 8 selected Components **within five school days of the observation.**

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- The Pilot Teacher Evaluation teacher will complete the Lesson Reflection form **within 1 day of the observation** to guide discussion at the post-observation conference.
- The Pilot Teacher Evaluation teacher and the administrator will participate in a post-observation conference.
 - The teacher may present additional artifacts at the post-observation conference (e.g. samples of assessments, student work, etc.).
 - Teachers are encouraged to bring artifacts that demonstrate competency in those Components not observed during the classroom observation (e.g. Domain 1 & 4 Components).
- The administrator will provide a final draft of the Descriptors of Practice, with cited evidence, **within five school days of the post-observation conference.**
- The teacher or administrator may request a third formal observation.

V. Summative Evaluation Conference

The building administrator and Pilot Teacher Evaluation teacher will participate in a final summative evaluation conference following the second observation conference and no later than **May 15th**.

- Summative Evaluation Conference processes and agenda:
 - The building administrator and Pilot Teacher Evaluation teacher will establish a time for the summative evaluation conference following the completion of the second formal observation.
 - The following topics will be reviewed at the conference:
 - The 8 Essential Components
 - The goals developed by the teacher, and any evidence collected which demonstrates growth and attainment of the goals (year 2).
 - A review of the marked Descriptors of Practice from the two formal observations to determine areas of growth in practice.
 - A review of any additional artifacts the teacher presents to demonstrate professional growth and/or competency (e.g. student work, parent/family contact logs, assessments, lesson plans, etc.)
 - Teachers are encouraged to bring artifacts that demonstrate competency in those Components not observed during the classroom observation (e.g. Domain 1 & 4 Components).
 - At the conclusion of the summative evaluation conference the administrator will complete the Summative Evaluation Form, which will be signed by the teacher and administrator and submitted to the Department of Human Resources.

VII. Appeal Process

In accordance with existing evaluation policies and procedures, teachers who dispute their evaluations may pursue an appeal. Please see PGCEA contract, and department of Human Resources for procedures and requirements.