

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 toward goals he/she has set on systemwide 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.

Examples of 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, socioeconomic background, or prior educational background and achievement	does not hold all students to high standards and expectations
plans and delivers lessons that challenge students without overwhelming them	delivers lessons that bore or frustrate students
sends these key messages to students through instructional practices and interactive behavior: <ul style="list-style-type: none"> 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

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

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 extracurricular areas	does not encourage students to challenge themselves for personal growth in academic, vocational, arts, and other extracurricular areas
promotes students' social and emotional development	ignores students' social and emotional skill development
encourages students to set their own academic, social, and extracurricular goals	does not involve students in academic, social, and extracurricular goal-setting
teaches students to reflect on and to apply standards and criteria to their work	does not give students the information they need to evaluate their own work
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
takes responsibility for academic growth and achievement of all students	takes the approach that says: "I taught it. If they didn't learn it, it's their fault"
provides opportunities for students to receive individual support as needed; perseveres in outreach to students	does not provide opportunities for individual support to students
uses different instructional strategies when students do not meet objectives	does not modify instructional strategies when students do not meet objectives
uses differentiated activities and assignments that reflect high standards for all students	uses 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

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.

Examples of 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; includes all curricular goals with appropriate sequencing and time allocation	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 possible student misconceptions, difficulties, and confusion
identifies and uses a variety of sources of information within his/her subject(s)	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 multiple sources of information
models and teaches a variety of organizational strategies to link ideas and develop understanding	does not use or teach a variety of organizational strategies
models and teaches a variety of research strategies	does not teach research strategies

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

provides appropriate opportunities for divergent thinking	does not allow disagreement or different views
models and teaches students a variety of ways to share their learning	does not give students an opportunity 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 on students' developmental stages and how students think and learn
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 useful or relevant
plans lessons that focus on mastery objectives and communicates those objectives to students	plans lessons that focus only on coverage or activities
pre-assesses (formally and/or informally) student knowledge and skills in order to plan instruction	does not pre-assess student knowledge and skills
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	fails to link instruction to students' prior knowledge
consults with colleagues (in or outside the building) to develop lessons or units	plans only in isolation; never collaborates with colleagues 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
uses strategies that apply to a variety of learning styles	uses one type of strategy that applies to one learning style
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
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 or to real-life applications
plans for flexible student grouping to maximize student learning	provides only whole-class instruction or keeps students in same inflexible groups for 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.

Examples of 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	discourages students from using each other as sources of knowledge; does not model or promote listening to and showing respect for others' contributions
communicates the following messages: You can do it Effective effort leads to achievement	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 the learning process	does not encourage all students to participate in class discussions and/or to take risks in the learning process
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	uses few multicultural resources; makes no effort to obtain multicultural resources
involves students in setting classroom standards	sets most or all classroom standards without student input
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 establishes inflexible routines that do not meet group/individual needs
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, failing to make smooth transitions or not having materials ready

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
communicates (telephone calls, interim reports, notes, conferences with family members, etc.) with families and responds to concerns	fails to communicate with families
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	allows the use of equipment, materials and/or the arrangement of furniture to inhibit engagement in learning.
extends the learning environment beyond the classroom to include the media center, computer lab, community, etc.	does not use resources beyond the textbook
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.

Examples of 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's previous performance; 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
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 communicate clear criteria for success for student work; does not use models, rubrics, exemplars/anchor papers, etc.
assesses student progress before instruction (<i>pre-assessment</i>), during instruction (<i>formative assessment</i>), and after instruction (<i>summative assessment</i>)	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 or uses a grading system that is inconsistent 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	fails to inform students and families of student progress
uses assessment data to ensure that every student is progressing toward state, local, and school system standards	does not use assessment data to analyze student progress
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; 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.

Examples of 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 the effectiveness of their instructional practice
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
analyzes 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), or 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), or supervisory staff
participates in workshops, conferences, activities sponsored by professional organizations, etc.; brings ideas back to the school and tries them in own instructional practice	never participates in workshops, conferences, activities sponsored by professional organizations, etc.
reviews current research; uses current research as a foundation for planning instructional content and delivery	does not review or 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	completes a full multi-year evaluation cycle without engaging in peer visitation with reflection
examines student work with colleagues to analyze and adjust instruction	does not work with colleagues to analyze student work

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

supports vertical teaming efforts	does not support vertical teaming efforts even when time is provided
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, defensively, or reluctantly 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 accept the support of colleagues

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.

Examples of evidence of leadership, professionalism, and routines

The teacher

Meets standard	Below standard
uses practices and procedures that align with MCPS vision, goals, policies, and regulations	uses practices and procedures that are inconsistent with MCPS vision, goals, policies, and regulations
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, or school-level decision making (i.e., Faculty Administration Collaboration Committees)	does not participate in required professional development or leadership activities within the school
participates in system-based representative structures (Council on Teaching and Learning, Council on Instruction or district wide work groups) and professional organizations	does not use appropriate avenues for expressing professional concerns
engages in dialogue, problem solving, planning, or curricular improvement with other teachers in the same grade level or subject discipline within the school or across the district	does not respond to opportunities for dialogue or collaborative work with teachers in the same subject or grade level
serves as a formal or informal mentor to others	seldom dialogues with colleagues about teaching
represents the school well when dealing with students, parents, and other members of the community	does not represent the school well when dealing with students, parents, and other members of the community
interacts in a respectful manner with all members of the school community	shows a lack of respect or professional courtesy to 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 teach objectives consistent with local school improvement goals

Standard VI: Teachers exhibit a high degree of professionalism.

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 participate in or support any student extracurricular activities
participates in required staff, team, committee, department meetings, and parent conferences	frequently misses or arrives late to meetings or conferences
performs required nonclassroom school duties such as hall monitoring, bus monitoring, chaperoning	is late for or is absent from required nonclassroom school duties
regularly monitors student behavior beyond the classroom and reinforces appropriate student behavior	does not address student behavior beyond the classroom
reports discipline or other problems to the administration in a timely manner after making appropriate attempts to solve problematic classroom situations	frequently refers students for disciplinary action without adequate cause or documentation; does not take responsibility for attempting to solve problems
meets professional obligations in a timely fashion (e.g., submits paperwork, reports, and responses to requests for information on time)	does not meet professional obligations in a timely fashion; does not submit paperwork
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, or annual reviews, 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.

Evidence of beliefs, commitment, and tenacity

- Appointments with students (artifact examination and observation)
- Assignments, projects, warm-ups
- Communication of standards and criteria for success on tasks
- Communications to students and parents
- Feedback on student work
- Grading policies and practices
- Records of data analysis and goal setting
- Reteaching loops and material to challenge high-performing students
- Student work samples and portfolios
- Unit or long-term lesson plans

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

Evidence of knowledge, planning skills, and successful instruction

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

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

- Feedback on work and on student-set goals
- Grouping policies and practices
- Planning for technology incorporation
- Reflective conversations about responses to situations, overarching objectives, routines and expectations, student goal setting
- Room tours (e.g., what public messages are posted, what values are revealed)
- Records of communication to parents
- Student records of goal setting and self-analysis of work

- Student and parent survey data

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

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

Evidence of reflection and collaboration for personal growth

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

Performance Standard VI: Teachers exhibit a high degree of professionalism.

Evidence of leadership, professionalism, and routines

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

APPENDIX C
COMAR Regulation on evaluation

.02 Minimum Requirements for Evaluation of Professionally Certificated Personnel

A. General Standards.

- (1) An evaluation shall be based on written criteria established by the local board of education, including but not limited to scholarship, instructional effectiveness, management skills, professional ethics, and interpersonal relationships.
- (2) An evaluation shall provide, at a minimum, for an overall rating.
- (3) An overall rating that is not satisfactory or better is considered unsatisfactory.
- (4) An evaluation shall be based on at least two observations during the school year.
- (5) An unsatisfactory evaluation shall include at least at least one observation by an individual other than the immediate supervisor.
- (6) The written evaluation report shall be shared with the certificated individual who is the subject of the evaluation.
- (7) The certificated individual shall receive a copy of and sign the evaluation report.
- (8) The signature of the certificated individual does not necessarily indicate agreement with the evaluation report.
- (9) An evaluation shall provide for written comments and reactions by the individual being evaluated, which shall be attached to the evaluation report.

B. Frequency of evaluations.

- (1) Standard Professional Certificate. An individual holding a Standard Professional Certificate shall be evaluated at least once annually.
- (2) Advanced Professional Certificate
 - (a) An individual holding an Advanced Professional Certificate shall receive an evaluation at least twice during the validity period of each certificate. The first evaluation shall occur during the initial year of the certificate.
 - (b) An individual holding an Advanced Professional Certificate who receives an unsatisfactory overall rating shall be evaluated at least once annually until receiving a satisfactory rating.
 - (c) If an individual holding an Advanced Professional Certificate receives an overall rating of satisfactory or better, subsequent annual performance shall be considered satisfactory in the absence of an annual evaluation.

APPENDIX D

Forms

**Montgomery County Public Schools
PROFESSIONAL GROWTH SYSTEM
Post-Observation Conference Report
(MCPS Form 425-38)**

Teacher: _____ Observation Date: _____
Observer: _____ Observation Time: _____ to _____

School: _____ Conference Date: _____

Subject/Grade: _____

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

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 attach their comments.)

**MONTGOMERY COUNTY PUBLIC SCHOOLS
PEER ASSISTANCE AND REVIEW PROGRAM
Evaluation Form for Tenured Teachers in PAR**

This form is compiled by the co-chairs of the Peer Assistance and Review Panel.

Teacher in PAR:
School Year:
School:
Principal:
Consulting Teacher:

Rating _____ Meets Standard _____ Below Standard

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.

Date(s) of observations by principal, immediate supervisor or qualified observer

Observation _____

Post-observation conference _____

I have submitted the observation reports and other pertinent data on this teacher's performance to the PAR Panel.

Principal or Immediate Supervisor Date

Date(s) of observations by Consulting Teacher

Observation _____

Post-observation conference _____

I have submitted the observation reports, the Final Summative report and other pertinent data on this teacher's performance to the PAR Panel.

Consulting Teacher Date

We affirm that the PAR Panel has reviewed the observation reports, the Final Summative report and other pertinent data on this teacher's performance. The rating above is the result of this review, the appeal process, and the PAR Panel discussion and decision as stipulated in the Teacher PGS handbook.

Principal PAR Panel co-chair Date

Teacher PAR Panel co-chair Date

Yearly Evaluation Report for MSDE Certificate Renewal for Tenured Teachers in Professional Growth Years

This form, to be completed by the principal, certifies to the state that the teacher's performance is **satisfactory** ("meets standard") during the professional growth years. This form should be kept in school files. It is suggested that the principal give the teacher a copy of this form at check-out on the last day of school. This form is available on-line.

Office of Human Resources MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland 20855	YEARLY EVALUATION REPORT FOR MSDE CERTIFICATE RENEWAL
<p>INSTRUCTIONS: To comply with the MSDE certification bylaws, please complete this evaluation report for all certificate holders by the dates established by MCPS procedures. Based on Maryland state law, performance criteria must include, but not be limited to, scholarship, instructional effectiveness (if applicable), management skills, professional ethics, and interpersonal relationships. Professionals (certificate holders) will be evaluated using the appropriate performance standards developed for their assignment.</p>	
<p>Certificate holder's name _____ <i>Last</i> <i>First</i> <i>MI</i></p> <p>Position _____ Social Security Number ____ - ____ - _____</p> <p>Location _____</p>	
<p>OVERALL EVALUATION (check one):</p> <p style="text-align: center;"> <input type="checkbox"/> Satisfactory/Meets standard <input type="checkbox"/> Unsatisfactory/Below standard </p> <p>Overall evaluation is based upon the six MCPS performance standards. If performance is Unsatisfactory/ Below standard, the PAR process will be initiated.</p>	
<p>Written comments by the certificate holder can be attached</p> <p style="text-align: center;"> _____ <i>Signature, Certificate Holder</i> _____ <i>Date</i> </p> <p style="text-align: center;"> _____ Signature, Principal/Director/Supervisor _____ Date </p>	
<p>MCPS Form 430-66, 10/02 DISTRIBUTION: ORIGINAL/School and Office file with observation/conference records; COPY 2/Certificate holder.</p>	

**Montgomery County Public Schools
Peer Assistance and Review Program
Mid-Year Summative**

Name of Teacher:

Consulting Teacher:

Status:

School:

Date Entered Program:

Areas of Strength:

Areas of Need:

Interventions / Supports:

Number of visits:

***Next Steps / Current Status Regarding Meeting Standards:**

Not meeting MCPS teacher standards could result in non-renewal/dismissal.

(Consulting Teacher's Name)

Consulting Teacher _____ Date: _____

Teacher _____ Date: _____

Teacher's signature indicates that teacher has read and reviewed the mid-year summary, not necessarily that the teacher concurs with the contents. Teachers may choose to attach comments.

** If a **growth plan** has been developed, please attach a copy.*

**Montgomery County Public Schools
PEER ASSISTANCE AND REVIEW PROGRAM
Final Summative Report**

TEACHER:

DATE:

STATUS:

SCHOOL:

SUBJECT/GRADE:

OBSERVER:

Directions: Observers complete a narrative description based on the following standards and the indicators. The description includes classroom observations, and any other documents collected by the observer and/or the teacher during the length of the time in the PAR Program.

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

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

Performance Standard II. Teachers know the subjects they teach and how to teach them to students.

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

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

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

Performance Standard VI. Teachers exhibit a high degree of professionalism.

Summary

Dates of Observations:

Dates of Conferences:

Final Rating: Meets Standards

Below Standards

Observer's Signature _____ Date _____

Teacher's Signature _____ Date _____

Teacher's signature above indicates he/she has read the report. Signature does not necessarily indicate agreement with the report.

Montgomery County Public Schools
PROFESSIONAL DEVELOPMENT PLAN (PDP) FORM
(MCPS Form 425-35)

Name: _____	Date: _____
Position: _____	
School: _____	
Length of Professional Growth Cycle: ___3-year ___4-year ___5-year (check one)	
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?

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/Videotape 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.

Montgomery County Public Schools
PROFESSIONAL DEVELOPMENT PLAN
PROGRESS CHECK POINT
(MCPS Form 425-36)

Name: _____ Date: _____

Position: _____

School: _____

Length of Professional Growth Cycle: ___3-year ___4-year ___5-year (check one)

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: _____

Montgomery County Public Schools
PROFESSIONAL DEVELOPMENT PLAN
END OF PDP CYCLE REVIEW FORM
(MCPS Form 425-37)

To be completed by teacher before conference with staff development teacher.

Name: _____ Date: _____

Position: _____

School: _____

Length of Professional Growth Cycle: ___3-year ___4-year ___5-year (check one)

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?

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)

Staff Development Teacher: _____
(Signature)

Date of Conference: _____

Reviewed by Principal/Administrator: _____
(Signature)

APPENDIX E

Sample Post-Observation Conference Reports and Sample Evaluation Reports

The following documents are provided to illustrate the format of observations and evaluations.

When reviewing the **observation documents**, note—

- the connections between teacher behaviors and the impact on student achievement,
- the opportunity for the teacher to reflect on data to inform the practice of teaching, and
- the dialogue between the teacher and the observer around professional growth and student achievement.

When reviewing the **evaluation documents**, note the multiple data sources that can be used to capture a teacher’s effectiveness in supporting student achievement as well as their own professional growth.

Office of Human Resources MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland 20855	PROFESSIONAL GROWTH SYSTEM Observation Conference Report
INSTRUCTIONS: Observer completes a narrative description of the classroom observation and observation conference based on the MCPS Performance Standards. Use additional sheets as necessary.	
Name: <u>Ms. Alice Wells</u>	
Observation Date: <u>January 8, 2008</u>	
Observer: <u>Mrs. Dionne Smith</u>	
Observation Time: from <u>1:15</u> to <u>1:38 pm</u> [announced]	
School: <u>Montgomery ES</u>	
Observation Conference Date: <u>January 10, 2008</u>	
Subject/Grade: <u>Reading Grade 4</u>	
Observer Description	
<p>Ms. Wells is a veteran teacher of 5 years. She is currently in her first year of teaching fourth grade and her first year of teaching at Montgomery Elementary School. The class consisted of 23 students (12 girls, 11 boys.) There were eight ESOL students and one student with an IEP for speech. Students were seated at their desks in three tables facing the white board. The lesson was from the MCPS Grade 4 Quarter 2 Curriculum Guide. This lesson comes in the middle of a lesson sequence focusing on identifying mood and theme. In the fourth grade schedule, reading takes place in the afternoon following lunch, recess, and a 15 minute “cool down”/silent reading period. Following reading, students have writing. This was an announced observation.</p> <p>Where Ms. Wells clearly defined what students were to know by the end of the lesson, the lesson did not support mastery of the concept of theme. The posted and stated objective of the lesson was for students to “identify the theme of poetry and historical fiction text through analyzing the author’s word choice.” The modeled activity and instruction presented to students focused more on mood than theme. Ms. Wells shared a poem highlighting vocabulary for ESOL students, and specific words an author chose for a purpose of communicating the theme and mood. Students were instructed to think about and visualize how the author’s words made them feel. A whole group discussion on the theme and mood of the poem</p>	

followed. The class then transitioned into guided reading groups where Ms. Wells modeled again using a historical fiction text. At the end of this story, students were to determine the theme individually. Ms. Wells assessed the students by having them complete a BCR explaining the theme of a text using supporting evidence from the text. 18 of the 23 students successfully completed their BCR.

Throughout the lesson, Ms. Wells used a number of explanatory devices to effectively present information to the class. At the beginning of the lesson, she showed various pictures of daffodils to students while explaining the way they grow. She said, “This will give you a visual.” Thus, students had a visual reference of the subject of the poem read later in the lesson. Ms. Wells also used the document camera projector to highlight various vocabulary words in the poem by underlining them. She pointed to each underlined word and explained their meaning. She said, “Let’s go over some vocabulary... ‘Haste’ is to move quickly... ‘Decay.’ We talked about it in science when things go in the earth and disappear.” By previewing certain vocabulary, students would be able to better understand the poem as it was being read. In the small group setting, Ms. Wells explicitly modeled a strategy for students through the use of a think aloud. She said, “What I will do is model a strategy. Every time I think the author put in a word to make me feel, I will use a sticky note.” As a result, students were able to see how they should go about using the sticky note strategy when they read independently. (Std 2)

Ms. Wells was able to get inside students’ heads by checking for understanding and unscrambling confusion several times throughout the lesson. When highlighting new vocabulary, Ms. Wells asked students if they had any questions. One student commented about how “dew” would appear when it rained. Ms. Wells said, “No, dew is when it didn’t rain and it is still wet.” Thus, the student’s thinking was corrected in a manner which helped him to gain a better understanding of the poem’s vocabulary. Ms. Wells also checked for understanding later in the lesson when she asked students, “So, is this a happy poem?” As a result of student raised hand responses, Ms. Wells was able to quickly assess their understanding of the poem’s mood. After the class had finished their discussion about the poem, Ms. Wells explained to students their assignments during guided reading groups. After her explanation, Ms. Wells asked, “Any questions before we start?” Thus, students were given the opportunity to assess their understanding of the directions and ask any questions they had before working independently. (Std 2)

Ms. Wells effectively used tools to create mental engagement. She invited students to make cognitive connections when she asked, “How do people feel when they get flowers?... Cheery, so maybe don’t think about that. It’s a hint.” “How did you feel when you saw the flowers?” Thus, students had to think about what they already knew about the poems subject, and then, based on Ms. Wells’ “hint,” remember to determine if their connections fit the poem. Later in the lesson, Ms. Wells continued to make cognitive connections for students by contrasting what they have already learned to the text they were about to read. She said, “Our characters don’t fit what we read before because we’re reading historical fiction, unlike before where we read realistic fiction.” As a result, students were able to mentally prepare themselves to read about new characters, rather than the ones they had been reading about up to this point. Ms. Wells used the think-pair-share strategy five times. After reading some passages, she said, “... Think for 10 seconds and then tell an elbow partner...” Thus, students were able to process what they heard and check on their understanding. (Std 1,2)

Ms. Wells continually created a positive climate to motivate her students. She gave and negotiated tasks with students. She said, “You don’t have to underline.” As a result, students were given the opportunity to develop ownership of their learning by deciding whether or not to use this strategy. Ms. Wells also responded to student answers in a way which allowed for students to feel comfortable answering questions. She responded to students in various ways such as, “Ok, Jenny [on observing Jenny complete a task.]” and “You picked up on it completely!” Thus, the students experienced her message that they could do the work. Ms. Wells also used grouping to differentiate student learning by ability levels. She

said, “I put three groups on the back board...Check your group.” Thus, students are put in flexible groupings that can change showing they can learn from each other. (Std 1, 3)

During the post-observation conference, we discussed the day’s objective, how the students were assessed, what happened next, instructional strategies used in the classroom, and Ms. Wells’ reflection of the lesson. Reflecting on the mastery objective, Ms. Wells stated that she would have changed the mastery objective to state that students were to use the author’s word choice to determine the mood of a text, not the theme. She said that “talking about the mood helps lead the students to the theme.” She said that discussing them at the same time did cause some confusion. She went on to state that this would be a topic addressed in the next couple of lessons.

Ms. Wells’ analysis of the BCR results led her to plan a small group re-teaching session for the five who did not meet the objective. (Std 4) When asked about her giving students ownership of their learning by allowing them the choice to underline or not, Ms. Wells stated, “A choice was given because some students need interaction and others get distracted from it. Plus, they were to later highlight and circle, so not making them underline was a choice so they would not have too many marks on their paper.” When asked if there was anything she would upgrade, Ms. Wells reflected on her choice of text. She felt that it was too long to use in a small group. She would use a shorter text to model the sticky note strategy so there would be more emphasis on the strategy, and less on the story. She also repeated that she would have changed the objective to center around mood instead of theme. After reflection and discussion, Ms. Wells stated a goal saying, “I am going to try to make my objectives more specific to the day’s lesson, rather than to the lesson sequence I am in the middle of teaching.”

In summary, Ms. Wells taught a lesson based on curriculum indicators without an appropriately focused mastery objective. In her instruction, Ms. Wells used explanatory devices to present information to her students, got inside her students’ heads by checking for understanding and unscrambling confusion, used various tools to create mental engagement, and created a positive climate. Furthermore, she had students demonstrate their understanding of the objective by having them complete a BCR. As a reflective practitioner, she openly discussed how she would upgrade her lesson in the future, and set a goal to make sure her mastery objective closely matches her daily instruction.

Observer’s Signature _____ Date _____

Signature _____ Date _____

(Signature indicates that the teacher has read and reviewed the Observation Conference Report, not necessarily that the teacher concurs with the contents.)

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

Name: ___Mr. Carl Jones

Observation Date: ___Nov 17, 2008

Observer: ___Mr. Sean Leeder

Observation Time: from _10:10_ to _10:40_ [unannounced]

School: ___Montgomery MS

Observation Conference Date: ___Nov 19, 2008

Subject/Grade: ___Algebra / Grade 8

Observer Description

Mr. Jones is a first year teacher. There were twenty students present, eleven boys and nine girls [5 ELL, 1 with a 504, 5 African American, 2 Hispanic, 8 Caucasian, and 5 Asian. Desks were arranged in groups of three to four students. This was the second lesson for the students regarding direct variation from Unit 2 of the algebra curriculum. The observation was unannounced.

The lesson was planned for mastery. The objective “SWBAT write and graph direct variation and solve problems involving direct variation”, and the agenda were posted and verbally reviewed. The lesson followed the math block [warm up involving linear functions, exploration on the patterns as a small group activity, guided practice with students working in pairs, and a summarizer with a self assessment]. Students were able to master the content as assessed through teacher observation, class discussion, and completion of class work and an independent exit card. All 20 students successfully completed the exit card requiring them to complete a graph and complete one application problem.

Mr. Jones had varying degrees of effectiveness in communicating standards for her students.

- She reinforced the standard for working in groups.
 - “If you need to talk with your buddies next to you that’s OK, but you have to keep your voices down.”
 - “Maybe you could move your book over a little bit.” [to a student in a group struggling to find space for the exploration.]
- She held students accountable for completing work.
 - While students worked on the warm-up, she checked to see who had their homework and recorded the information on sticky notes.
 - “What you don’t finish today will be homework, so it’s in your best interest to work hard.”

As a result, students knew these standards were important in Mr. Jones’s classroom. (S-3)

- She did not provide clear directions for the different activities.
 - To start the exploration activity she said, “You are going to work in groups to complete the data analysis worksheet and then we will discuss the patterns.”

As a result, students did not know who to sit with or how long they had for the task. This lack of direction resulted in 4 minutes being spent creating groups and another 5 minutes transitioning out of the activity.

Mr. Jones was somewhat effective guiding students’ thinking to be focused on the objective.

- During the warm up, Mr. Jones consistently asked students for answers and then asked them to explain how they attained the answer. “Juan, what is #3? ... What did you do to get that value?”

As a result, students were focused on the justification of the answer rather than just the correctness.

- After the exploration she summarized the findings rather than elicit responses. “In #1 you should have looked at the ratios between x and y. Since all the ratios are... your equation would be...” “Ok, we talked about a positive and

negative slope... a zero slope ... if $m = 0$... We can easily find the K if the y values are the same and the x values are different..."

By not being asked questions, students did not experience the thinking process used to arrive at the conclusions.

- The exploration worksheet's directions focused students on tables and charts of data. Mr. Jones posed the question, "What patterns do you see in the data?"

As a result of this broad question, students were observed identifying patterns within the individual independent variable entries and the dependent variable entries rather than on the relationship pattern between the independent and the dependent variables. (S-2)

Mr. Jones used effective personal relationship techniques.

- She celebrated a student's birthday. "OK, it's Lana's birthday so we'll start a card around. Lana, how old are you?"
- She invited students into activities. "I like you close to me, Angelise, so you can help me out... You are doing a nice job this morning... Thank you, Lee, for being a model of our classroom standards." These comments also served to re-gain the attention of off-task students.
- She called on a variety of students always using their first names. *Jason...Deena...Vicky...Tomas*

As a result, students appear to feel valued as important members of the group. (S-3)

Mr. Jones adapted her instruction based on student performance on an exit card given during the previous lesson.

Mr. Jones shared her reasoning for the review of previously taught concepts during the post-observation conference. She said, "They had a difficulty accurately seeing patterns within tables. They knew how to graph the values but could not generate the equations." Because of this, Mr. Jones decided that she should begin with linear functions to build the concept of variation. She shared their exit cards saying, "Now they have it. They made the connection from patterns in tables from Chapter 4." As a result of Mr. Jones's change in plans, students were able to build the connection of prior learning to their understanding of direct variation. (S-4)

The following topics were discussed in the post-observation conference:

- Mr. Jones discussed the scope and sequence of the last few concepts she has taught. She said, "It would have been nice to teach the patterns from Chapter 4 first, then teach direct variation, and then go on to slope and slope-intercept form." It was suggested that even though the concept of slope was taught before direct variation, she could still use the students' understanding of patterns as a way to introduce direct variation. She will continue to work to plan lessons that provide connections to previously taught concepts.
- Mr. Jones reflected upon her review of concepts saying, "I'm only reviewing it for the ones that got it (when going over the notes.) The ones that don't understand need to look from another perspective." It was suggested that she use constructivist strategies whenever possible. This may enable students to build concrete understanding before moving on to more abstract models. It was also suggested that Mr. Jones might want to first model solving example problems, and then have students practice while she checks for understanding, before having them work independently. Mr. Jones has set a goal to plan lessons to help students to first gain concrete and pictorial understanding before having them move towards a more abstract understanding. She will also work to give sufficient guided practice before independent work is assigned.
- Mr. Jones previously set a goal to utilize more effective classroom management strategies. She is working on giving clear directions and setting a time frame before having students begin working. She said, "When I forget to do this, that is when things fall apart." She communicated that behavior in this class has improved, however she will continue to use new management strategies and reflect upon their effect on her students.

In summary, Mr. Jones planned and implemented a lesson for student mastery. Mr. Jones had varying degrees of effectiveness in communicating standards for her students. Mr. Jones was somewhat effective guiding students' thinking to be focused on the objective. Mr. Jones used effective personal relationship techniques. Mr. Jones adapted her instruction based on student performance on an exit card given during the previous lesson. She has set goals to build lessons that make more connection and use a constructivist approach. She will continue to reflect on her use of management techniques and the impact of her directions and structures.

Observer's Signature _____ Date _____

Signature _____ Date _____

(Signature indicates that the teacher has read and reviewed the Observation Conference Report, not necessarily that the teacher concurs with the contents.)

Mr. Palmer is in his fifth year of public school teaching, his 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 biweekly) to plan. 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. His 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 framework objective and unit planning from which the observed lesson had been developed. 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 10/11/07 and 12/20/07). During staff development days with his team, 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 curriculum. What do we want to do here—go ahead to fourth 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 10/11/07 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 students’ academic growth to include the social-emotional health of his students. He had a student this year with a significant psychological problem that needed some careful handling and specific techniques of intervention periodically (see 12/20/07). 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 a significant number of class 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 10/11/07, 12/20/07, and 2/20/08). 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 taught, 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 2/20/08 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 his 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 approximately 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. 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 5 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 10/11/07 and 12/20/07). 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 2/20/08) 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’s 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 his assigned duties, shares responsibility for the halls, and delivers and retrieves his 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 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.

Sample Post-Observation Conference Reports and Sample Evaluation Reports

**Montgomery County Public Schools
PROFESSIONAL GROWTH SYSTEM
FINAL EVALUATION REPORT
(MCPS Form 425-39)**

Teacher: Sylvia Marsh

Employee Number: 00009999

Principal: Ms. Brenda Espisito

Years of MCPS Experience: 5

Type: First-Year Probationary
 with CT
 without CT
 Second-Year Probationary
 Third-Year Probationary
 Special Evaluation

Tenured (3-year cycle)
 Tenured (4-year cycle)
 Tenured (5-year cycle)

SCHOOL: Sample Middle School

SUBJECT OR GRADE LEVEL: Math 7 and 8

Directions: 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.

Performance Standards:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for establishing and managing student learning in a positive learning environment.
4. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.
5. Teachers are committed to continuous improvement and professional development.
6. Teachers exhibit a high degree of professionalism.

Dates of Observations: 10/16/07 11/28/07 2/12/08 3/21/08

Dates of Conferences: 10/17/07 11/29/07 2/14/08 3/25/08

Final Rating: () Meets Standard
 (x) Below Standard

Evaluator's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Ms. Marsh is in her fifth year of teaching with MCPS. She teaches Math B, Math C, 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 master 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 (10/16/07, 11/28/07, 3/21/08), Ms. Marsh went through the same process of reviewing homework problems one by one and calling only on students who raised their hands to assist 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 and 11/28, 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 April 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 period 7. 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 every showed up. She said, “Rarely.” When I suggested she make appointments with the ones who she 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 follow-through with 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 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 problems means that students currently performing in the middle and lower third of the class are less likely to be successful on the mandatory High School Assessments 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 10 minutes up to the bell. No group work or use of 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.” Ms. Marsh and the resource teacher 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, she said that 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 department. Graphing calculators were used only once. Ms. Marsh admits that she has not yet included technology in her course designs or in 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 observations conducted this year. Student scans at five-minute intervals revealed over 50 percent 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 or 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 that 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 despite 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 3/21/08).

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 local school or countywide assessments. Three of these lesson plan reviews (12/4/07, 3/21/08, 4/2/08) occurred—
 - a. after Ms. Marsh had indicated that she did not understand how she was to “use all this test stuff” (10/16/07) 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 2006 and March 2008. When we conferred on 4/2/08, 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 (10/16/07, 11/28/07, and 3/21/08) Ms. Marsh responded to this request by distributing worksheets and a game, both of which were yellowed and several 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 3/21/08 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 pretesting conducted by the seventh grade teams in November 2007 and again in January 2008, Ms. Marsh’s students were significantly less able to correctly complete 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 knew about her students’ 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 eighth 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 support 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 acknowledged 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.