

Staff Development Teacher Evaluation Instrument

**Performance Standards, Criteria,
and Descriptive Examples**

Introduction

The six performance standards are defined and further supported by performance criteria. Descriptive examples of what a staff development teacher might do in order to meet a specific standard are provided. The examples create a picture of what the facilitation of staff development looks like when it meets and does not meet standard and to assist the staff development teacher, administrator, and professional staff in collaboratively defining a staff development model that meets the needs of their school. **These examples are not provided to suggest that every staff development teacher is expected to be doing all or everything described.** They are **not** intended to isolate strategies or behaviors in a checklist for assigning a numerical rating to performance. They define a range of behaviors and provide examples and indicators. The examples provided are designed intentionally to reflect a high standard of performance.

Standard I: Staff development teachers, through their work with professional staff, show their commitment to teacher learning in order to support student achievement.

Performance Criteria

- A. The staff development teacher acts on the belief that every professional staff member can build on his/her existing skills and knowledge.
- B. The staff development teacher supports the work of professional staff in producing measurable growth in student learning.
- C. The staff development teacher recognizes individual differences and different needs of professional staff and adjusts his/her practices accordingly.

Examples of evidence of beliefs, commitment, and tenacity

The staff development teacher...

| Meets standard | Below standard |
|--|--|
| works with staff in a way that communicates high standards and high expectations for all professional staff, signaling that they are either engaging in or are capable of effective instruction for all students | acts on the belief that some staff are not capable of providing effective instruction to all students |
| provides multiple opportunities and options for professional staff to challenge themselves for professional growth | provides few opportunities for professional growth; seldom helps meet teachers' need to expand their repertoires and improve their teaching skills |

| Meets standard | Below standard |
|--|---|
| demonstrates strategies that inspire confidence in the belief that all students are capable of meeting high standards and high expectations, regardless of differences such as racial/ethnic group membership, gender, disabilities, socioeconomic background, or prior educational background and achievement | does not help the teaching staff develop successful strategies and the confidence that they can make a difference in the lives of students who may not have a history of academic success |
| demonstrates commitment to MCPS priorities for staff development by providing appropriate training opportunities for professional staff aimed at improving student achievement | plans and delivers training opportunities for professional staff which consistently disregard MCPS priorities |
| helps professional staff understand the importance of the choices they make regarding the curriculum, formative assessments, and planning for instruction establishing appropriately high standards and expectations | fails to focus on the MCPS curriculum, planning, or instruction, or the implications of choices made for expectations and beliefs about student achievement |
| differentiates professional development opportunities to match the individual needs of professional staff | fails to take into consideration the unique teaching assignment, strengths, and weaknesses of each teacher when interacting with the teacher regarding professional development needs |

Standard II: Staff development teachers use a variety of strategies to communicate about successful research-based practices to professional staff.

Performance Criteria

- A. The staff development teacher uses and teaches effective communication strategies to encourage professional dialogue.
- B. The staff development teacher uses comprehensive planning skills to design professional development opportunities.
- C. The staff development teacher shares research-based instructional strategies with professional staff.
- D. The staff development teacher offers multiple paths to knowledge.

Examples of evidence of knowledge, planning skills, and successful instruction

The staff development teacher...

| Meets standard | Below standard |
|---|--|
| uses and teaches effective communication strategies (e.g., sets and follows agendas, gathers input and acts on that input, uses active listening strategies, and the like. | communicates in a disorganized and unclear fashion |
| models, supports, and creates a high degree of comfort with and receptivity to peer visits with reflection as a professional development plan (PDP) requirement | fails to support the PDP requirement of peer visits with reflection, or takes a mechanical, unsupportive, or unrealistic approach to implementation |
| creates staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques | creates staff development opportunities that do not reflect the use of effective planning |
| provides clear explanations of instructional strategies; supports professional staff as they develop and use a variety of strategies | provides minimal or confusing explanations of instructional strategies |
| uses and shares a wide variety of resources (e.g., other school system personnel, consultants, technology-based information sources, periodicals) both within and beyond the school to enhance the learning of professional staff | does not use or share a variety of instructional materials or other resources |
| assists professional staff in the development and implementation of a meaningful PDP | does not work collaboratively with professional staff on developing PDPs that are meaningful and useful to the teacher |
| plans with professional staff to ensure that classroom instruction and lesson plans reflect the curriculum for the subject area(s) and grade level(s), as defined by Maryland and MCPS curriculum standards | does not reference the curriculum for the subject area(s) and grade level(s), as defined by Maryland and MCPS curriculum standards in planning classroom instruction and lessons with professional staff |

| Meets standard | Below standard |
|--|--|
| supports the goals of the school improvement plan with staff development | plans staff development opportunities inconsistent with the school improvement plan |
| models effective teaching strategies in teachers' classes | does not model effective teaching strategies in teachers' classes |
| creates opportunities for professional staff to make connections between prior understanding and new knowledge | presents new knowledge without connection to prior learning |
| matches staff development opportunities to staff's professional development needs; adapts professional development in response to staff input | plans staff development opportunities without considering staff needs and failing to take advantage of opportunities for staff input |
| provides opportunities for professional staff to reflect on what they have learned, articulate why it is important, and extend their thinking | does not provide meaningful opportunities and time for reflection |
| applies research in the field of staff development when planning professional development opportunities and training utilizing job-embedded, individualized professional development | plans staff development opportunities and training that rely on "sit-and-get" whole staff training without considering research-based or classroom-tested strategies |
| checks for understanding in a variety of ways, and modifies staff development opportunities or training in response | presses on during training without checking for understanding; checks for understanding but does not modify training in response |

Standard III: Staff development teachers support the establishment and facilitation of a professional learning community.

Performance Criteria

- A. The staff development teacher fosters a professional climate that promotes openness, mutual respect, support, and inquiry in support of student learning and well-being.
- B. The staff development teacher advocates for the individual professional development needs of staff.
- C. The staff development teacher seeks, analyzes, and uses input from staff and administration to determine professional development.
- D. The staff development teacher facilitates learning in a variety of settings.
- E. The staff development teacher facilitates conversations between teachers that focus on teaching and learning.
- F. The staff development teacher manages the professional learning community by effectively organizing available resources.

Examples of evidence of positive climate and collegial relationships

The staff development teacher...

| Meets standard | Below standard |
|--|--|
| works collaboratively with the faculty and staff, soliciting input so that a learning community is established with a sense of teacher ownership | ignores feedback data and other input from faculty and staff as it relates to the school’s professional learning community |
| encourages all professional staff to be active participants in the professional learning community | does not use different strategies and flexible approaches to create a climate of commitment involving all professional staff |
| promotes a non-threatening environment in which professional staff feel comfortable taking intellectual risks | creates an environment in which risk-taking is discouraged and errors are viewed as failures |
| solicits input and uses feedback from professional staff (including but not limited to staff survey) in planning staff development opportunities | plans staff development opportunities regardless of staff needs or input |
| encourages and provides opportunities for professional staff to provide input into the development and implementation of the school improvement plan | helps create the school improvement plan in collaboration only with the school administrative team |

| Meets standard | Below standard |
|---|---|
| works with staff to foster a culture of collegiality in which teachers learn from one another | does not value or make known the strengths, skills, and knowledge of the school staff as resources for each other |
| provides learning opportunities for professional staff in a variety of settings (e.g., whole staff, departments, teams, small groups, special interest groups, partners, and the like). | routinely delivers staff development opportunities in a whole staff setting or only in a limited number of ways |
| models and teaches the use of a variety of professional growth strategies (e.g., peer visits with reflection, peer reflective conversations, study groups, action research, collaborative planning, team teaching, and the like). | presents professional staff with a limited variety of professional growth strategies |
| uses coaching techniques to provide instructional support to professional staff | uses a directive approach in providing instructional support |
| supports vertical articulation efforts | does not encourage dialogue on teaching and learning beyond the local school |
| manages his/her own schedule both proactively and in response to the needs of professional staff | does not demonstrate effective time management skills |
| clarifies and emphasizes the value using the staff development substitute teacher (SDST) | neglects to motivate teachers to use the SDST |
| coordinates and manages the effective use of SDSTs to the best advantage of the staff | organizes the use of the SDSTs without consideration of staff requests and staff needs |

Standard IV: Staff development teachers continually assess student progress, analyze the results, and adapt staff development to improve student achievement.

Performance Criteria

- A. The staff development teacher works with professional staff to analyze student performance data and adapt instruction based on data.
- B. The staff development teacher gathers and uses data from a variety of formal and informal sources.
- C. The staff development teacher analyzes data and plans staff development opportunities accordingly.

Examples of evidence of assessment, analysis, and adaptation of instruction

The staff development teacher...

| Meets standard | Below standard |
|---|---|
| supports professional staff in using assessment data appropriately to ensure that every student is progressing toward national, state, and MCPS standards | does not refer to student data when working with staff; neglects to inform staff of standards, or inappropriately focuses on standardized test scores as the only measure |
| assists professional staff in using formal and informal data to establish PDP outcomes and to monitor progress toward those outcomes | does not promote the use of multiple sources of data for staff members who are creating PDP outcomes and monitoring progress |
| assists professional staff in using multiple measures of student learning regularly to plan and modify instruction | does not assist staff in using data to plan instruction or fails to use multiple measures of student learning |
| assists professional staff in developing and using rubrics/scoring tools to evaluate student work | does not help staff to understand and use tools to better evaluate student work |
| assists professional staff in using a variety of formal and informal assessment formats, before instruction (pre-assessment), during instruction (formative assessment), and after instruction (summative assessment) | does not provide help to professional staff in developing and using pre-assessment and formative assessment instruments |
| assists professional staff in making accommodations to assessments to meet the needs of students with differing learning styles or special needs | provides little in the way of resources or insight with respect to how best to provide assessment accommodations |
| assists professional staff in using student performance data and other relevant information from prior grade or school to plan for appropriate instruction and/or placement | plays no role in facilitating communication between teachers of different grades or disciplines for planning instruction or placement |

| Meets standard | Below standard |
|--|--|
| assists professional staff in using student achievement data to design instructional activities that support academic growth and achievement for all students | trains staff to design instructional activities without reference to student achievement data |
| regularly monitors the staff development needs of professional staff and plans multiple opportunities and options to meet these needs | limits opportunities to receive input from professional staff in regard to training needs; plans limited opportunities to meet these needs |
| plans and conducts meetings/training to share information and successful research-based practices and classroom-tested strategies as indicated by formal and informal data | seldom enables staff to learn from successful research-based practices and classroom-tested strategies as indicated by formal or informal data |

Standard V: Staff development teachers are committed to their own continuous improvement and professional development.

Performance Criteria

- A. The staff development teacher continually reflects upon the impact of his/her practice in working with professional staff to promote student learning.
- B. The staff development teacher draws upon educational research and successful research-based practices as he/she reflects upon his/her work.
- C. The staff development teacher engages faculty and staff representatives in soliciting and interpreting that feedback and uses that input to inform his/her own professional development choices.

Examples of evidence of reflection and collaboration for personal growth

The staff development teacher...

| Meets standard | Below standard |
|--|--|
| reflects on own strengths and weaknesses and modifies professional activities accordingly | does not reflect on the effectiveness of his/her support to professional colleagues |
| seeks the support of colleagues and is open to applying advice or suggestions | is not receptive or open to advice, suggestions, or support from colleagues |
| solicits and uses feedback from the Staff Development Teacher Survey and from the school administration; reflects on feedback and makes appropriate modifications | neglects to solicit feedback or to make appropriate modifications to practice based on feedback |
| creates 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 |
| analyzes the success of efforts taken during the professional growth years of the cycle; initiates reflective conversations with PDP support team, other peers, staff development teachers, 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 teachers, or supervisory staff |
| develops and maintains a portfolio or other means of assembling evidence of meeting evaluation standards | assembles little or no evidence of meeting evaluation standards |
| uses SDT colleagues as critical friends to discuss ways to promote collegiality among staff members | does not seek input or advice from SDT colleagues about establishing collegial relationships among staff members |
| shares with SDT colleagues ways in which instruction can be improved to enhance student learning; participates in planning and sharing with other SDTs | keeps information about ways in which instruction can be improved to enhance student learning to him/herself; does not participate in planning and sharing with other SDTs |

| Meets standard | Below standard |
|--|---|
| keeps up to date on current educational research and successful research-based practices | does not explore current educational research and successful research-based practices |
| seeks opportunities to enhance professional development through training sessions, information from specialists, conferences, professional organizations, etc.; brings ideas back to the school and models the use of these strategies in his/her own practice | rarely seeks opportunities to enhance professional development or bring ideas back to the school |
| engages teaching staff representatives, selected by the staff, in review and discussion of the results of the Staff Development Teacher Survey and plans for continuous improvement | fails to engage members of the teaching staff in meaningful reflection on staff survey feedback as evidence of commitment to continuous improvement |

Standard VI: Staff development teachers exhibit a high degree of professionalism.

Performance Criteria

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

Examples of evidence of leadership, business, and routines

The staff development 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 |
| participates in system-based representative structures (Council on Teaching and Learning, Council on Instruction, or districtwide work groups) and professional organizations | does not use appropriate avenues for expressing professional concerns |
| participates in and/or takes a leadership role in professional development activities, committees, or school-level decision making (e.g., Leadership Team, grade-level/department meetings, Faculty/Administration Collaboration Committees) | does not participate in required professional development or leadership activities within the school; contributes little to school-level decision making |
| informs school leadership team of staff development initiatives and priorities | fails to inform school leadership team of MCPS staff development initiatives and priorities |
| encourages professional staff inquiries and responds clearly | avoids communication with staff |
| works effectively with other professionals to support teachers (consulting teachers, mentors, specialists, resource teachers, etc.) | plans supports to teachers, regardless of the priorities and activities of other professionals |
| works with staff development teacher colleagues to analyze and identify ways to achieve school and MCPS goals | plans school staff development in isolation from his/her staff development teacher colleagues |
| works with staff development teacher colleagues and specialists to promote vertical articulation | focuses work on the teachers with his/her building, regardless of initiatives and priorities within the cluster |
| solicits input from colleagues and works with school leadership to create and implement the school improvement plan | creates the leadership plan in isolation, or with contributions only from leadership team members |

| Meets standard | Below standard |
|--|--|
| 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 of professional courtesy to some members of the school community |
| serves as a formal or informal mentor to other professional staff | does not reach out to support other professional staff |
| 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 |
| monitors student behavior and reinforces appropriate behavior | ignores inappropriate student behavior |

**Evaluation Process for
Staff Development Teacher
(.5 and above)**

Formal Evaluation Schedule

Tenured, Experienced, or Veteran Staff Development Teachers

Staff development teachers who are experienced in the position will be evaluated formally according to their placement on the Professional Growth Cycle, as determined by their years of service in MCPS. Also, they may be evaluated whenever the evaluator has observed and documented that a formal evaluation is needed in lieu of a professional development year, following the same special evaluation criteria developed for teachers.

New Staff Development Teachers (Tenured MCPS Teachers)

Tenured MCPS teachers who accept the position of staff development teacher are in a unique category. Although they are veteran MCPS educators, they are new to the position and must build their repertoire of strategies, and shift their skill set from that of a classroom teacher to that of a staff development teacher.

In their first year of service as staff development teacher, they will be formally evaluated regardless of their standing in the professional growth cycle. They will not be required to complete a Professional Development Plan. Once they have demonstrated through a formal evaluation that they have met the Professional Standards for Staff development teachers, they will continue in the professional growth cycle already set in motion while they were teachers.

Example: If a teacher with six years of service becomes a staff development teacher at the start of her seventh year with MCPS, she will be formally evaluated during that first year as a staff development teacher. Assuming that the evaluation demonstrated that standards had been met, the staff development teacher would continue in his/her professional growth cycle the next year (year 8) and be formally evaluated next in year 9.

New Staff development teachers (Teachers New to MCPS)

Staff development teachers who are new to MCPS have probationary status. They will be formally evaluated during the first two years in the position. They will not be required to complete a Professional Development Plan. If the performance is designated “meets standard,” the staff development teacher will be granted tenure after two years and will go into the regular professional growth cycle for future evaluations, based on years of experience in MCPS.

Staff Development Teachers in Multiple Positions

This evaluation process applies to any staff development teacher who serves in the position .5 and above. The evaluation of any staff development teacher who is in multiple positions, such as teaching positions, resource teachers (RT), IRTs, or department chairs will include evaluation on the standards of all positions held.

Example: A staff development teacher who has classroom teaching responsibilities will be evaluated during his/her first year as a staff development teacher, regardless of where he/she was

on the schedule for evaluation and professional development as a classroom teacher. Once he/she has demonstrated through a formal evaluation that he/she has met the standards as a staff development teacher, he/she will continue in the professional growth cycle already set in motion while he/she was a teacher. From that point on the evaluation standards will include both the staff development teacher and teacher standards.

Formal evaluation of staff development teachers in multiple positions will include appropriate consideration and elements of the performance standards for each position. An RT who also serves as a staff development teacher will be evaluated relative to his/her responsibilities as a classroom teacher, resource teacher, and staff development teacher. The administrator will customize the evaluation report to reflect these multiple responsibilities.

Staff Development Teacher Observation

Staff development teachers should be observed conducting a variety of professional activities, because they provide an array of services to support school staff and students.

Observed activities may include—

- small-group training (departments, teams, special groups);
- meeting facilitation (teams for looking at student work, study groups);
- one-to-one job-embedded training (lesson planning, peer visits and reflections, data collection and analysis);
- large-group training (staff meetings, half- or full-day staff development);
- participation in leadership team, grade-level, or department meetings; or
- demonstration lessons.

The role of the staff development teacher involves confidential interaction with individual teachers, both formally and informally. It should be understood that some of the significant work of the staff development teacher cannot be observed directly. Staff development teachers should be encouraged to keep portfolios and/or reflective journals to document that the staff development teacher performance standards have been met.

Definition of Formal Observation for Staff Development Teachers

- In a formal evaluation year, three observations are required. Two observations must occur for a minimum of 30 minutes each. One of these observations should be announced, with a pre-observation conference. Due to the varied nature of the staff development teacher role and responsibilities, it is recommended that these observations be of different activities in different settings.
- The compilation of a series of brief observations within a two-week period, (not less than 10 minutes each) that cumulatively add up to 30 minutes, may be used for one formal observation.
- Due to the sensitive, confidential nature of some work with individual teachers, observation conducted during these conversations must be announced, agreed upon, and include a pre-observation conference. If a staff development teacher is going to

be observed in a peer visit or reflective conference, the teacher will be notified and give consent.

- All observations shall include a post-observation conference.
- In the case of 30-minute observations, post-observation conferences should be held within three school days after the observation. Post-observation conferences not held within that time frame for extenuating circumstances may be delayed by mutual agreement. When a compilation of brief observations is used in lieu of observing for a 30-minute period, then the observation conference should be held within three school days after 30 minutes of observation time has accrued.
- Staff development teachers may respond to observation report write-ups by submitting a written response to their file.
- The observation report is considered a stand-alone document. Any notes taken by the school administrator may be shared with the staff development teacher, but not considered part of the formal documentation.
- The observation report is reviewed by the administrator and the staff development teacher and is housed in the local school file.

Observations for the purpose of evaluation of staff development teachers may be conducted by—

- school administrators.

Additional Data Sources

In addition to observations, other data sources must be included during formal evaluation of staff development teachers. Staff development teachers are encouraged to assemble a portfolio of documentation that demonstrates that the Professional Standards for Staff development teachers have been met.

Additional data sources may include—

- evidence of work on professional development plans with teachers;
- needs assessment results and training implementation plans;
- teacher survey results and/or summaries;
- documentation from training provided (outcomes, agendas, staff feedback, materials created, and the like);
- samples of teacher work based on training or coaching provided,
- classroom materials created or collaborated on;
- staff development teacher logs or reflective journals;
- written communication with staff in response to teacher inquiries;
- notes or minutes from team, committee, or department meetings facilitated by a staff development teacher or that reflect staff development teacher participation;
- log of staff participation in staff development opportunities (professional visits, peer coaching, study groups, and the like);
- staff development substitute teacher calendar and log;
- evidence of collaboration on the development of assessment and instructional materials;
- evidence of workshop or training attendance and follow-up reflection about integrating workshop content into practice;

- materials created to monitor student data and to assist teachers in monitoring student data;
- evidence of analysis of data sources to plan and implement training;
- notes and plans from demonstration lessons or team teaching lessons, including student work; or
- evidence of participation in cluster or county committees or initiatives—agendas, notes, and products created.