

ARTICLE 24

EMPLOYEE EVALUATION

- A. All monitoring or observation of the work of an employee will be conducted openly.
- B. An employee will be given upon request a copy of any class visit or evaluation report prepared by his or her evaluator. No such report will be placed in the employee's personnel file without his or her prior knowledge.
- C. No material derogatory to an employee's conduct, service, character, or personality will be placed in his or her personnel file unless the employee has had an opportunity to review such material. The employee will acknowledge that he or she has had an opportunity to review such material by affixing his or her signature to the copy to be filed with the expressed understanding that such signature in no way indicates agreement with the contents.
- D. The Board agrees to protect the confidential nature of personal references, academic credentials, and other similar documents.
- E. A formal evaluation of each employee will be done annually and completed no later than May 1 for nontenured employees and June 1 for tenured employees except that evaluations of principals and vice principals will be completed by June 30.
- F. Observations and evaluations of employees who have not achieved tenure will be in accordance with procedures adopted by the local Board of Education and will be consistent with the requirements of the State Board of Education and the statutory provision of The Public School Laws of Maryland.
- G. Each employee who has not achieved tenure status will be observed at least two (2) times and evaluated at least once during the first year. If an observation documents a possible evaluation of less than satisfactory, the observations will indicate that possibility clearly, and the employee will receive no fewer than four observations each year until he or she achieves a satisfactory or better overall rating on his or her evaluation. Employees who are rated overall satisfactory in Year 1 and Year 2 will be observed at least twice and evaluated at least once each year until the employee receives tenure.
- H. If the material in an employee's file is found by the Superintendent or his or her designee to be improper, incorrect, or unjust, the material shall be destroyed.

- I. Upon request of the employee, the school file kept by the principal or school administrator on an employee must be emptied of notes, correspondence, and all other materials except for formal observations and evaluations signed by the principal and the employee when either the principal or the employee leaves the school so as not to be prejudicial to the incoming administration. Such requests must be made in writing to the Office of Human Resources prior to the start date of the new administration.
- J. Prior to a formal observation of teachers, the administrator will conduct a pre-observation meeting, in which teachers will be provided with the expectations/ criteria on which their performance will be evaluated. This preconference may be done with the entire staff, but individual conferences will be held with first and second year teachers and any teacher who requests one. No other formal observation shall be held until after a post-observation conference was held from the previous observation.
- K. Employee Evaluation Instruments

Section 1 – Teacher Evaluation Instrument:

The teacher evaluation instrument will comprise two parts: 1) Professional Practice, worth 50% of the evaluation and 2) Student Growth, worth 50% of the evaluation.

Part A: Professional Practice

The professional practice portion of the evaluation will be based on no fewer than two (2) classroom observations. This portion of the evaluation is divided into four domains that are weighted as follows:

Domain 1: Planning and Preparation – 10 points

Domain 2: Classroom Environment – 15 points

Domain 3: Instruction – 15 points

Domain 4: Professional Responsibilities – 10 points

| Each domain above will have components [and rubrics](#) as provided in Appendix 3.

Portfolios

Teachers will not be required to complete a portfolio for Domains 1-3. A portfolio will be required for Domain 4 only, for non-tenured teachers and those in the cohort being observed in any given year. The due date for Domain 4 Portfolio will be April 1 or the first day back in April, if April 1 falls on a holiday. Teachers will be required to submit two (2) artifacts per component for the Domain 4 Portfolio. Portfolios will be scored | using the Charles County Public Schools rubrics that are referenced in Appendix [36](#).

Section 2 – Ratings

Within each domain, using the rubric in the Danielson Framework for Teaching, the evaluator will determine if the educator is Ineffective, Developing, Effective, or Highly Effective for each component. The evaluator will assign the following point values for each component:

Ineffective – 1 point
Developing – 2 points
Effective – 3 points
Highly Effective – 4 points

The percentage of possible points obtained for each domain will be multiplied by the weighting factor for that domain (10% or 15%), then added with the results from other domains to get the Professional Practice Rating. Of the 50 points possible for the Professional Practice portion of the evaluation:

0 – 15 points = Ineffective
15.1 – 25 points = Developing
25.1 – 40 points = Effective
40.1 – 50 points = Highly Effective

Part B: Student Growth

The student growth portion of the teacher evaluation will be based on the following components and points as follows:

Classroom SLO #1 – 15 points
Classroom SLO #2 – 15 points
School SLO #1– 5 points
School SLO #2– 5 points
CCPS index from previous year's school (see Stipulation 5 below) – 10 points

Part C: Overall Ratings

Points for both parts will be added and the total score will be used to assign an overall rating as follows:

0-30.99 – Ineffective
31-49.99 – Developing
50-81.99 – Effective
82-100 – Highly Effective

If a teacher is rated overall effective or highly effective in any given year, that year will be reported to MSDE by the Board as satisfactory for purposes of certificate renewal and verification of experience.

If a teacher is rated overall developing in any given year, that year will be reported to MSDE by the Board as satisfactory for purposes of certificate renewal, verification of experience, and other documentation if the teacher's score lies in the top half of the point range for "developing." A teacher can continue with an overall rating of developing for two years, after which he or she must achieve an effective rating or else be rated ineffective.

Scoring Student Growth

General Stipulations:

- 1) Each teacher will develop two (2) classroom SLOs in collaboration with the evaluator.
 - a. Each educator who teaches an HSA-tested subject will write one (1) SLO referencing the HSA scores, which will count towards the following year's student growth component score.
 - b. Teachers will receive student data reports (e.g., pre-test results) at least three (3) weeks prior to the SLOs being due.
 - c. The Rigor Chart provided by CCPS is not mandated and will be used only as a guideline for setting growth targets. The Rigor Chart will be reviewed and updated annually based on the outcomes of the prior pre- and post-test data.
 - d. All SLOs must be approved by the evaluator and finalized by the first Friday in November~~last work day in October~~.
 - e. If the educator and the evaluator cannot agree on whether a classroom SLO is appropriate, the disagreement will be appealed to the Board's Assistant-Deputy Superintendent-of-Instruction, who will consider comparable SLO targets system-wide in rendering a decision.
- 2) Complexity factors for all student growth measures identified within the SLO will be considered in the final evaluation.
 - a. The attributable students for student growth objectives/targets will not include:
 - i. students who were not enrolled in the educator's classroom by the First Friday in October~~Sept 30th of a given year~~ or
 - ii. any student who is absent 15% of the days within the measured growth period.

Unless, during the midyear review and discussion of complexity factors, both the educator and the evaluator agree to include students described in i or ii above.

- 3) Interim review - during the first three weeks of January, the educator and evaluator will have the option to meet to discuss the progress of attributable students towards the identified classroom SLOs as well as interventions and supports put in place by the educator. Based on consideration of changing complexity factors, the teacher and evaluator may modify the SLO by mutual consent of both parties at this meeting.
- 4) For each component of student growth (SLO, etc.), if the target/goal is met, or if there is satisfactory evidence that the teacher has implemented interventions and supports towards meeting the target goal, then the teacher will receive full credit (100% of the points) for that component. If the teacher fails to meet the target and has not implemented significant supports or interventions towards meeting that goal, then he or she will receive only partial credit towards the points for that component, proportional to the extent to which he or she did not meet the target and failed to implement significant supports and interventions to meet it. If the educator and the evaluator cannot agree as to whether sufficient supports and interventions have been implemented, the disagreement will be appealed to the Board's Assistant Deputy Superintendent of Instruction or designee if the remedy sought will change the teacher's overall rating.
- 5) The components and scoring rubric for the Schools Making a Difference index will be as described in Appendix 7 titled SMAD Guiding Questions. The educator's score on the SMAD index will be determined according to the rubric. Because the SMAD index contains lag data, if the SMAD score changes a teacher's evaluation from ineffective to effective, the index from the school at which the educator taught the previous year will be used in the current year's evaluation.
- 6) If an educator is absent due to FMLA, Leave of Absence, or Workers' Compensation qualifying reasons for 15% of the days within the measured growth period, that year's student growth data will not be counted in his or her evaluation for that year. The educator's evaluation for that year will be based only on the professional practice component.
- 7) The process for setting teacher classroom SLO's and other measures will be revisited, and changed if necessary, by the EACC and the Board jointly as needed, with the consent of both parties.

Frequency of Teacher Evaluation

- 1) All ~~teachers~~~~employees~~ will receive an annual evaluation using both Professional Practice and Student Growth Measures.
- 2) Non-tenured teachers will be ~~observed~~~~evaluated~~ annually ~~using both~~ ~~for~~ ~~the~~ Professional Practice ~~and Student Growth Measures~~ until tenure is attained.
- 3) 3) Tenured teachers will ~~be~~ ~~receive~~ ~~an~~ ~~annual~~ ~~evaluation~~ ~~comprising~~ ~~both~~ ~~the~~ observed for Professional Practice ~~and Student Growth Measures~~ once every three years.
 - a. Teachers who will be observed for Professional Practice during the current school year shall be notified in writing by their direct supervisor by September 15.
 - b. Teachers in the second and third year of the evaluation cycle will be evaluated using the Student Growth Measures coupled with a carryover of their Professional Practice rating from year one of the cycle.
 - 3)c. Any teacher who has been rated ineffective or developing during the previous year's evaluation cycle will receive an evaluation using both professional practice and student growth until such time an effective rating has been achieved.

Section 2 – Evaluation of Other Unit I Employees

EACC and the Board will continue to collaborate on a professional practice model pertinent to each of the Unit I job categories listed below, including indicators and mini portfolios with rubric scoring: School Counselors, Media Specialists, Athletic Directors, Testing Coordinators, Resource Teachers, ~~Counselors, Media Specialists,~~ PPWs, ~~Testing Coordinators, Resource Teachers,~~ IEP Facilitators, Reading Recovery Teachers, Teachers at Stethem, ~~and~~ Teachers in the STAY program, Infant and Toddler Teachers, and Special Education Compliance Facilitators ~~Directors~~. The Portfolio criteria and scoring rubric is based on Charlotte Danielson's Framework of Teaching and includes the four domains which are included in Section 1.

The evaluation for employees in these positions will be scored based on the following components and points:

- Professional Portfolio – 30 points
- School SLO #1 – 5 points
- School SLO #2 – 5 points
- SMAD index from previous year's school (see Stipulation 5 above) – 10 points

Points for all components will be added and the total score will be used to assign an overall rating as follows:

- 0-15 – Ineffective
- 15.5-24.5 – Developing
- 25-40.5 – Effective
- 41-50 – Highly Effective

The due date for portfolios will be April 1st.

Section 3: Principal, Vice Principal and Administrative [Assistant Intern](#) Evaluation Instruments

A goal of the Charles County Public Schools system is to graduate world-class citizens who will become quality contributors in their communities and beyond. To meet this goal, an administrator must have vision and must be a strong instructional leader that can lead the efforts of his or her school team to continue to excel and to meet the challenges within their individual school populations.

The principal, vice principal and administrative [assistantintern](#) evaluation will be a tool that measure the effectiveness of the individual in implementing best practices in conjunction with strong leadership skills, communication skills and human relation skills.

The principal, vice principal and administrative [assistantintern](#) evaluation instrument will be comprised of two parts: 1) Professional Practice, worth 50 points of the evaluation and 2) Student Growth, worth 50 points of the evaluation. The evaluator for principals will be their direct supervisor or his or her designee. The evaluator for the vice principal and administrative [assistantintern](#) is the building principal.

Part A: Professional Practice for Principals

Each principal will choose three (3) best practices that they are planning on implementing or continuing to implement and refine at their school. These best practices must be driven by data and address significant initiatives for school improvement. Each of the best practices should be explained through a variety of means including a descriptive paragraph and accompanying data (graphs, spreadsheet, tables, etc.) that relates to the goals, results and outcomes.

The Professional Practice portion of the principal, vice principal and administrative [internassistant](#) evaluation will be based on the Professional Standards for Educational Leaders.

Best practices will be due to the direct supervisor by the 3rd Friday in May. Scores will be given based on a rubric matching the Professional Standards for Educational Leaders. Please see Appendix 4.

Part B: Professional Practice for Vice Principals and Administrative

Interns Assistants

In collaboration with the building principal, each vice principal and administrative **internassistant** will choose one (1) best practice that they are planning on implementing or continuing to implement and refine at their school. This best practice must be driven by data and address significant initiatives for school improvement. The best practices should be explained through a variety of means including a descriptive paragraph and accompanying data (graphs, spreadsheet, tables, etc.) that relates to the goals, results and outcomes. (30 points)

In addition, vice principals and administrative **internassistants** will select ten (10) priority initiatives within the scope of their job duties on which to focus. Vice principals and administrative **internassistants** will be required to produce no more than three (3) artifacts for each priority. (20 points)

The evaluator will assign the following point value for each component:

0	Minimal Attainment
1	Partial Attainment
2	Full Attainment

Best practices and priority initiatives will be due to the direct supervisor by the 3rd Friday in May. Scores will be given based on a rubric matching the Professional Standards for Educational Leaders. Please see Appendix 4 **and Appendix 6**.

Part C: Student Growth

The student growth portion of the principal/vice principal evaluation will be based on the following components and points:

School SLO # 1 –	15 points
School SLO # 2 –	15 points
Gap SLO –	10 points
SMAD Index –	10 points

Scoring Student Growth Measurement for Principals and Vice Principals

General Stipulations:

- 1) In evaluating a principal's/vice principal's success under the student growth component, the evaluator will consider both the evidence of student learning, the

attainment of set targets, and the interventions and support that the principal/vice principal has implemented in order to achieve targets and goals.

- 2) The attributable students for student growth objectives/targets will not include
- a. students who were not enrolled in the principal's school by Sept 30th of a given year or
 - b. any student who is absent for more than 15% of the days within the measured growth period.

unless, during the midyear review and discussion of complexity factors, both the principal/vice principal and the evaluator agree to include students described in a or b above

- 3) School SLO's will be developed by the principal in collaboration with the evaluator by October 18th of the school year. Each principal will develop two school SLO's, one of which must be tied to measurable academic achievement.
- 4) For each component of student growth (SLO, etc.), If the target/goal is met, or if there is satisfactory evidence that the principal/vice principal has implemented interventions and supports towards meeting the target goal, then the principal/vice principal will receive full credit (100% of the points) for that component. If the principal/vice principal fails to meet the target and has not implemented significant supports or interventions towards meeting that goal, then he or she will receive only partial credit towards the points for that component, proportional to the extent to which he/she did not meet the target and failed to implement significant supports and interventions to meet it. If the principal/vice principal and the evaluator cannot agree as to whether sufficient supports and interventions have been implemented, the disagreement will be appealed to the Superintendent. If the vice principal and the evaluator cannot agree as to whether sufficient supports and interventions have been implemented, the disagreement will be appealed to the [Assistant Deputy Superintendent of School Administration](#) or designee.
- 5) The components of the SMAD index and the rubric used to score it will be mutually developed by the Board of Education and the EACC and incorporated into this agreement prior to the implementation of the evaluation instrument. Because the SMAD index contains lag data, the index from the school at which the educator worked the previous year will be used in the current year's evaluation. Principals/vice principals in their first year of service with Charles County Public Schools will not use the SMAD index and will have that 10% component divided equally between any two School SLO's.
- 6) If a principal/vice principal is absent due to an FMLA, Leave of Absence, or Workers' Compensation qualifying reason for 15% of the days, within the

measured growth period that year's student growth data will not be counted in his/her evaluation for that year. The principal/vice principal's evaluation for that year will be based only on the professional practice component.

- 7) Interim review - during the first three weeks of January, the principal/vice principal and evaluator will have the option to meet to discuss the progress of attributable students towards the identified school SLOs as well as interventions and supports put in place by the principal/vice principal. Based on consideration of changing complexity factors, the principal/vice principal and evaluator may modify the School SLO by mutual consent of both parties at this meeting.
- 8) If a principal/vice principal is rated overall Developing in a given year, that year will be reported by the Board as satisfactory for purposes of certificate renewal, verification of experience, and other documentation if the principal's/vice principal's score lies in the top half of the point range for "developing." A principal/vice principal can continue with an overall rating of Developing for one year, after which time he or she must achieve an effective rating or else be rated ineffective.

The process for setting principal/vice principal SLO's and other measures will be revisited, and changed if necessary, by the EACC and the Board jointly and with the consent of both parties.

Overall Rating

Points for both parts will be added and the total score will be used to assign an overall rating as follows:

- 0-30.99 – Ineffective
- 31-49.99 – Developing
- 50-81.99 – Effective
- 82-100 – High Effective

Frequency of Principal/Vice Principal Evaluations

Principals/vice principals will be evaluated annually using both the Professional Practice and Student Growth Measures.

Section 4: Evaluation of Other Unit II Employees

The evaluation instrument and process to be used for content supervisors, specialists, directors, instructional specialists, supervisors, and other Unit II employees not covered by Section 3 above will be collaboratively developed by EACC representatives and the Board and incorporated into the agreement for the SY 2017-186-17.