

**MEMORANDUM OF UNDERSTANDING BETWEEN
THE EDUCATION ASSOCIATION OF CHARLES COUNTY (EACC)
AND THE BOARD OF EDUCATION OF CHARLES COUNTY (BOARD)**

The Education Association of Charles County and the Board of Education of Charles County agree that for the 2021-2022 school year, Article 24, Section 4, of the Negotiated Agreement, shall read as follows: Teacher Evaluation Instrument for the 2020-2021 school year will be comprised of two parts: (1) Professional Practice, worth 50% of the evaluation and (2) Student Growth, worth 50% of the evaluation.

Section 1 – Teacher Evaluation Instrument

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.

It is understood that although the Evaluation Framework for each employee group is still in effect, an employee will not be penalized if the employee and evaluator jointly agree that components of the evaluation are not able to be observed or are not applicable due to changes in instructional delivery models (i.e. hybrid, or virtual).

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 3.

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 will rely on the following components and points as follows:

- Classroom SLO #1 – 25 points
- Classroom SLO #2 – 25 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. The BOE will provide example classroom SLOs for each content and grade band that could be implemented. Educators are free to create their own classroom SLOs using data that is readily available as part of their classroom assessment process.
 - A. The teacher's draft SLO is due by October 8, 2021.
 - B. All SLOs must be approved by the evaluator and finalized by October 29, 2021.

- C. All SLO data is due on February 11, 2022.
 - D. Scoring of SLOs will occur between February 14 and March 11.
 - E. SLO data submitted between February 14-18, 2022 will be worth 75% of the total earned points.
 - F. SLO data submitted between February 21-25, 2022 will be worth 50% of the total earned points.
 - G. SLO data submitted between February 28 – March 4, 2022 will be worth 25% of the total earned points.
 - H. Any SLO data submitted after March 4, 2022 will receive a zero (0).
 - I. If the educator and the evaluator cannot agree on whether a classroom SLO is appropriate, the disagreement will be appealed to the Board's Deputy Superintendent, 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 or
 - ii. any student who is absent 10% of the days within the measured growth period, or who has not completed the specified assignments that align with the SLO by the time the SLO needs to be finalized.
- 1) If an educator is absent due to FMLA, Leave of Absence, or Workers' Compensation qualifying reasons for 10% 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.
- 2) The process for setting teacher classroom SLOs 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 will receive an annual evaluation using both Professional Practice and Student Growth Measures.
- 2) Non-tenured teachers will be observed annually for Professional Practice until tenure is attained.
- 3) Tenured teachers will be observed for Professional Practice 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.
- 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.
- d. The principal has the right to place teachers in the current cohort being observed prior to September 15, provided a Plan for Professional Growth was in place the prior school year.

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, IEP Facilitators, Reading Recovery Teachers, Teachers at Stethem, Teachers in the STAY program, Infant and Toddler Teachers, Deaf and Hard of Hearing Teachers, and Special Education Compliance Facilitators, Interventionists, and middle school STEM Teachers. 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 – 50 points

Domain 1: Planning and Preparation – 10 points

Domain 2: Classroom Environment – 15 points

Domain 3: Instruction – 15 points

Domain 4: Professional Responsibilities – 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 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 intern evaluation will be a tool that measures 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 intern evaluation instrument will be comprised of Professional Practice, 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 intern 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 intern evaluation will be based on the Professional Standards for Educational Leaders.

Best practices will be due to the direct supervisor by May 20, 2022. 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

In collaboration with the building principal, each vice principal and administrative intern 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 interns will select ten (10) priority initiatives within the scope of their job duties on which to focus. Vice principals and administrative interns 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 May 20, 2022. 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 25 points
- School SLO # 2 25 points

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 2017-18.

This agreement shall not be deemed precedent setting and shall not constitute past practice. If MSDE grants a waiver as provided in this MOU, a new MOU will be developed.

The Memorandum is effective this 30 day of April 2021.

For EACC: Linda McLaughlin Date: 30 April 2021

For EACC: Dawn Ripken Date: 30 April 2021

For BOARD: Amy Hillier Date: May 7, 2021