

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

ARTICLE 24

EMPLOYEE EVALUATION

The Education Association of Charles County (EACC) and the Charles County Board of Education (CCBOE) agree that for the 2022-2023 school year, Article 24, of the Negotiated Agreement, will be revised through this Memorandum of Understanding (MOU) to consider the changes to local and state testing programs, to address changes to assessments used for SLOs, and in recognition of the important work of planning, preparation, assessment, and reflection that should be a regular part of professional practice for all educators in support of student academic achievement. These changes also support our belief that the work of educator growth and development is cyclical and should contain flexibility to encourage reflective practice. This MOU should be used in place of Article 24 in the negotiated agreement.

- 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. The Board agrees to protect the confidential nature of personal references, academic credentials, and other similar documents.
- D. A formal evaluation of each employee will be done annually and completed in accordance with timelines developed and mutually agreed upon between both parties and in accordance with state regulations. Evaluations of principals and assistant principals will be completed by June 30. (reference SY2022-23 Evaluation Dates document.)
- E. 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.
- F. 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.
- G. 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. General expectations/criteria that apply to a school wide focus for all staff can be communicated to the entire staff. Individual pre-conferences will be held with teachers in the formal observation cohort as part of the announced observation process. At least one half of the observations in a year for each teacher will be announced. No other formal observation shall be held until after a post-observation conference was held from the previous observation.
- H. Employee Evaluation Instruments (continued on the next page)

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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 the Domain 4 Portfolio submission will be established by mutual agreement of both parties and published no later than September 30 each year. 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 of the teacher evaluation will be based on the following components and points as follows:

- Classroom SLO #1 – 20 points
- Classroom SLO #2 – 20 points
- School SLO #1– 5 points
- School SLO #2– 5 points

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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 teachers will select SLO measurements from a menu of acceptable measures provided by the Office of Teaching and Learning. These will be based on common assessments. If a common assessment is not available for the specific content area or class, SLOs based on measurable student data outcomes will be considered.
 - A. The teacher's draft SLO is due during the last week of October in accordance with the timeline for Evaluation Dates document that is mutually developed by the Board and the Association.
 - B. All SLOs must be approved by the evaluator and finalized in November in accordance with the established timeline for Evaluation Dates.
 - C. If the educator and the evaluator cannot agree on whether a classroom SLO is appropriate, the disagreement will be appealed to the Superintendent's designee, who will consider comparable SLO targets system-wide in rendering a decision.
 - D. Complexity factors for all student growth measures identified within the SLO will be considered in the final evaluation. Progress toward the established target will be factored into the point values assigned toward each SLO.
 - a. The attributable students for student growth objectives/targets will not include students who were not enrolled in the educator's classroom by the First Friday in October unless, during the midyear review and discussion of complexity factors, both the educator and the evaluator agree to include these students.
 - b. The Board and EACC agree that the goal should be for all students to be included in the SLO to the maximum extent possible. Students who are not available for learning 15% of the instructional period, or withdrawn from the teacher roster, are transferred to a different school, or assigned to an alternate placement will be excluded from the SLO after a teacher administrator conference has been held.

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E. Interim review:

- a. **Yearlong classes** - 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.
 - b. **Semester-long classes** – during the second full week in December, 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 Chief of Teaching and Learning or designee if the remedy sought will change the teacher's overall rating.
 - 5) 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.
 - 6) 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 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 mid-September on the date established in the Evaluation Dates document that is jointly agreed upon.
 - 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.

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- 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, Three Year Old Teachers, Deaf and Hard of Hearing Teachers, Special Education Compliance Facilitators, Interventionists, ESOL Teachers, 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 – 40 points
- School SLO #1 – 5 points
- School SLO #2 – 5 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 in April in accordance with the Evaluation Dates timeline document that is mutually agreed upon by both parties and published each year.

Section 3: Principal, Assistant 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, assistant principal and administrative intern 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.

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The principal, assistant principal and administrative intern 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 assistant 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 evaluation will be based on the Professional Standards for Educational Leaders.

Best practices will be established and due to the direct supervisor as outlined in the Evaluation Dates timeline document that is developed collaboratively between both parties and published no later than Mid-September of each year. Submission of administrators' best practices should be directed to the appropriate supervisor in May in accordance with the evaluation timeline document. Scores will be given based on a rubric matching the Professional Standards for Educational Leaders. See Appendix 4.

Part B: Professional Practice for Assistant Principals and Administrative Interns

In collaboration with the building principal, each assistant 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, assistant principals and administrative interns will select ten (10) priority initiatives within the scope of their job duties on which to focus. Assistant 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 will be established and due to the direct supervisor as outlined in the Evaluation Dates timeline document that is developed collaboratively between both parties and published no later than Mid-September of each year. Submission of administrators' best practices and priority initiatives should be directed to the appropriate supervisor in May in accordance with the evaluation timeline document. Scores will be given based on a rubric matching the Professional Standards for Educational Leaders. See Appendices 4 and 6.

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Part C: Student Growth

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

- School SLO # 1 – 25 points
- School SLO # 2 – 25 points

Scoring Student Growth Measurement for Principals and Assistant Principals

General Stipulations:

- 1) In evaluating a principal's/assistant 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/assistant 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/assistant 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 mid-October in accordance with the timeline established by the Evaluation Dates document that is mutually agreed to both parties. 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/assistant principal has implemented interventions and supports towards meeting the target goal, then the principal/assistant principal will receive full credit (100% of the points) for that component. If the principal/assistant 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 and the evaluator cannot agree as to whether sufficient supports and interventions have been implemented, the disagreement will be appealed to the Chief of Schools or Superintendent.
- 5) If a principal/assistant 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.
- 6) The principal/assistant 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/assistant 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/assistant

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principal. Based on consideration of changing complexity factors, the principal/assistant principal and evaluator may modify the School SLO by mutual consent of both parties at this meeting.

- 8) If a principal/assistant 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/assistant principal's score lies in the top half of the point range for "developing." A principal/assistant 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/assistant 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

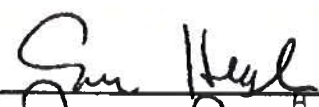
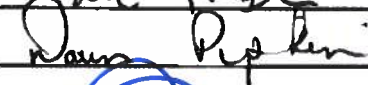
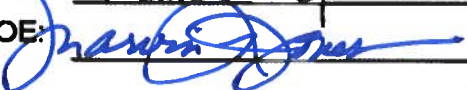
Frequency of Principal/Assistant Principal Evaluations

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

Section 4: Evaluation of Other Unit II Employees

EACC and the Board will continue to collaborate on a professional practice model pertinent to each of the Unit II job categories listed below, including indicators and mini portfolios with rubric scoring: content supervisors, specialists, directors, instructional specialists, supervisors, and other Unit II employees not covered by Section 3 above. This model will be collaboratively developed by EACC representatives and the Board.

This Memorandum was developed collaboratively and mutually agreed to by both the Education Association of Charles County (EACC) and the Charles County Public Schools (CCPS) and instituted effective the 15th of September in the year 2022. It will be in effect for the entire 22-23 school year unless amended and subsequently revised through mutual agreement of both parties.

For EACC:		Date:	<u>9/22/22</u>
For EACC:		Date:	<u>9/22/22</u>
For CCBOE:		Date:	<u>9/26/22</u>