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### Table of Contents

General Overview/Purpose........................................................................................................ 1  
CEA Negotiated Agreement Language .................................................................................. 2  
COMAR Regulations ............................................................................................................... 2  
Criteria for Evaluation .......................................................................................................... 3  
Non-Rated Observations ....................................................................................................... 4  
Rated Observations ............................................................................................................... 4  
Intermediate Evaluations ...................................................................................................... 4  
Summative Evaluations ......................................................................................................... 5  
Non-Tenured Staff Development Plans .............................................................................. 6  
Intensive Development Plans ............................................................................................... 6  
Schedules and Requirements for Observations, Evaluations and Development Plans for:  
  Tenured APC Teachers ......................................................................................................... 7  
  Tenured SPC Teachers ......................................................................................................... 7  
  Non-Tenured/Conditional Certificated Teachers ............................................................. 8  
  Tenured Teachers on Intensive Development Plans ....................................................... 9  
School-Year Timelines for Completion .............................................................................. 10  
Guidance for Self-Reflection Process .................................................................................. 12  
Definitions ............................................................................................................................ 16  
Forms .................................................................................................................................. 18  
Observation/Evaluation Procedures: The Self-Reflection Process .................................. 38  

Revised August 2009
General Overview / Purpose

Calvert County recognizes the complexity and importance of teaching in a high-performing school system, one in which there is an emphasis on continuous improvement and shared accountability for student learning. Consistently good teaching is nurtured in a school and in a school system that values constant feedback, analysis, and refinement of the quality of teaching. The values which the Calvert County Public School System (CCPS) embraces in this process are a commitment to the following:

- Development of units of instruction and lessons that align with the adopted CCPS curriculum standards
- Use of multiple data collection techniques to determine the extent to which students are learning the curriculum and content standards in order to guide instruction appropriately
- Ongoing professional development
- Active collaboration and communication among professional colleagues in a variety of situations
- Timely, specific communication with parents about student progress
- An environment conducive to learning.

This guide has been designed to assist with the supervision and evaluation of teachers, deans, guidance counselors, and learning / teacher specialists. It describes the professional development, observation, and evaluation process followed by CCPS. It delineates the procedures approved by the school system for evaluating each group. (Hereafter, all of these professional groups will be referred to as “teacher” or “employee” unless otherwise specified.) Separate performance criteria exist for some groups because of the unique job duties and functions of each; however, the frequency of evaluation and procedures remain the same for all employees within specified categories of tenure and certification. This guide is intended to assist both teachers and administrators in understanding and following the procedures and practices used in CCPS.

The observation and evaluation process, along with professional development, serves to:

1. Ensure that all teachers demonstrate competency.
2. Ensure that student learning and achievement is reflected in the teaching process.
3. Ensure a high level of teacher performance through a focus on excellence, continual improvement and professional development.

The Teacher Observation and Evaluation Process includes:

- A clear set of skills with descriptors to define satisfactory performance.
- A general schedule of the observation and evaluation and a set of expectations for teachers at various levels of certification and tenure with CCPS.
- Procedures to be followed in the event that a teacher’s performance is unsatisfactory.
- A list of some resources related to enhancing or improving teacher performance.

Revised August 2009
Timelines for completion of evaluations.

References to COMAR regulations related to the observation and evaluation of teachers in the state of Maryland.

COMAR Regulations and CCPS contract information related to teacher observation and evaluation are below. (This is not a complete list of those regulations; see COMAR and the CCPS employee’s Negotiated Agreement for a complete listing.)

2007-2010 CEA Negotiated Agreement

Article IX: Teacher Evaluation

1. All observations will be conducted openly and with full knowledge of the teacher. A rated observation will be followed by a conference, and the teacher will receive a copy of the rating form at or before the conference.
2. Non-tenured teachers will be observed at least four (4) times each year.
3. Non-tenured teachers will have at least three (3) formal conferences per year.
4. At the time of the formal evaluation, a conference will be held and the teacher will receive a copy of the rated observation.

COMAR 13A.07.04.01

Definitions

1) “Evaluation” means a written appraisal of professional performance for a school year based on written criteria and procedures.
2) “Professionally Certificated Personnel” means individuals holding a professional certificate as defined in COMAR 13A.12.01.02B.

General Standards

1) An evaluation shall be based on written criteria established by the local board of education including, but not limited to, scholarship, instruction effectiveness, management skills, professional ethics, and interpersonal relationships.
2) An evaluation shall provide, at a minimum, an overall rated observation.
3) An overall rated observation that is not satisfactory or better is considered unsatisfactory.
4) An evaluation shall be based on at least two (2) observations during the school year.

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5) An unsatisfactory evaluation shall include at least one (1) 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.

Frequency of Evaluations

1) Standard Professional Certificate (SPC)
An individual holding a SPC shall be evaluated at least once annually.

2) Advanced Professional Certificate (APC)
   a. An individual holding an APC 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 APC who receives an unsatisfactory overall rated observation shall be evaluated at least once annually until receiving a satisfactory rating.
   c. If an individual holding an APC receives an overall rating of satisfactory or better, subsequent annual performance shall be considered satisfactory in the absence of an annual evaluation.

Criteria for Evaluation

CCPS uses an equitable teacher appraisal system based upon established criteria and clear descriptors of satisfactory performance. These criteria reflect COMAR standards, past CCPS Coaching Protocols, and a consideration of current research-based characteristics of quality instruction that positively affect student learning.

In order to support discussions about quality instruction and encourage reflection about professional practice, the Charlotte Danielson text, Enhancing Professional Practice: A Framework for Teaching has been referenced and connected to each Essential Skill. These references are identified on a copy of the Rating Observation, Intermediate Evaluation and Summative Evaluation forms found in My Resource Center as indicated by the Domain number and the Component letter (i.e., 3a).

Procedures

The observer must announce to the employee what type of observation is being done. This can be done prior to the observation date or at the time of arrival. Some observers communicate this information non-verbally to the teacher using a predetermined method, such as different colored cards or notebooks.

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Non-Rated Observations

- At least one (1) non-rated observation by both the principal or designee and a supervisor or coordinator must be completed for non-tenured teachers, teachers on conditional certificates, and tenured teachers on Intensive Development Plans.
- A conference must follow the observation within five (5) work days.
- The Non-Rating Observation form is used for these observations.

Rated Observations

- Each of the eight (8) Essential Skills of Teaching listed on the Rating Observation form (or skills/competencies identified for other groups) is given a performance rating of either “Satisfactory,” “Needs Improvement,” or “Not Assessed.”
- Ratings must be based on an observation of at least one-half (1/2) hour in length. At the secondary level, it is suggested that a complete class period be the basis of a rated observation and in elementary one period of direct instruction.
- Written recommendations must be made to address any skill with a rating of “Needs Improvement.”
- Commendations may be made on the form, but are not required.
- General comments may also be made by the observer, but are not required.
- Administrators and supervisors are encouraged to give written feedback on the essential skills.
- Teachers may choose to make a comment directly on the printed form or, if separate, will have their comments attached to the Rating Observation form.
- The Rating Observation form does not include an overall rating of the lesson.
- The observation is followed by a teacher / administrator conference during which the completed form is presented, discussed and signed. This conference is to occur within five (5) work days of the observation.
- School Administrators and Supervisors / Coordinators are to make all efforts to communicate with each other to share concerns about a teacher’s performance and in order to spread out observations within the stated observation / evaluation timeline periods. No observation should take place if a conference has not yet been held for a previous observation.

Intermediate Evaluation and Summative Evaluations

Intermediate Evaluations

- The Intermediate Evaluation Form is completed and presented in a formal evaluation conference involving the teacher, the school administrators, and supervisor / coordinator.
- The Intermediate Evaluation form includes ratings of the Essential Skills, as well as ratings related to performance of Administrative Duties.
- The Intermediate Evaluation is completed with non-tenured teachers, teachers with conditional certificates, and all teachers on Intensive Development Plans.

Revised August 2009
• The Intermediate Evaluation is completed at the conclusion of at least one (1) or two (2) rated observations during Round 1 and Round 2 of the evaluation process.
  o When an employee is on IDP due to an “unsatisfactory rating” in an “administrative duty” on the Rating Observation form only, the IDP is reviewed and two Intermediate Evaluations are held, rating progress on the Administrative Duties. It is possible that rated observations would not be done during these two rounds and the Observable Skills would be marked “NA.”
• The teacher is provided a signed copy of the form at the conference.

**Summative Evaluations**

• The Summative Evaluation Form is completed and presented in a formal evaluation conference involving the teacher, the school administrators, and supervisor / coordinator.
• The Summative Evaluation form includes ratings of the Essential Skills, as well as ratings related to performance of Administrative Duties.
• The Summative Evaluation is completed with all teachers being formally evaluated as the final evaluation of the school year.
• The Summative Evaluation includes an overall rating of satisfactory or unsatisfactory and a recommendation for employment status to the Superintendent for the following year.
• The Summative Evaluation is completed at the conclusion of two rated observations during Round 3 of the evaluation process for non-tenured teachers, teachers with conditional certificates, and teachers on Intensive Development Plans.
  o When an employee is on IDP due to an “unsatisfactory rating” in an “administrative duty” on the Rating Observation form only must also have a Summative Evaluation based on two Rated observations; however, in this case, the rated observations may occur any time throughout the year.
• The Summative Evaluation is completed at the conclusion of two rated observations for Tenured SPC teachers and Tenured APC teachers in years one (1) and four (4) of the five-year certification cycle who maintain satisfactory observations.
• A Summative Evaluation will be completed for a Tenured APC teacher in years two (2), three (3), or five (5) of the five-year certification cycle only if a teacher receives an observation with a Needs Improvement indicated on any of the Essential Skills. (A second Rated Observation would also be required prior to that Summative Evaluation.)
• The teacher is provided a signed copy of the form at the conference.
Non-Tenured Staff Development Plans
(for all non-tenured teachers and teachers with Conditional Certificates)

- The Non-Tenured Staff Development Plan (N-TSDP) should be completed and a conference held to review it by the designated October date.
- Non-Tenured Staff Development Plans should be further reviewed at the Intermediate Evaluation and Summative Evaluation conferences.
- The N-TSDP form is available on My Resource Center. The original signed copy should be maintained by the Principal for update throughout the year. A signed copy of the N-TSDP (and its subsequent updates) should be provided to the teacher and be sent to the appropriate Directors at the Central Office, then to the Human Resources Department.
- The teacher, principal, vice-principal, and supervisor / coordinator are jointly involved with N-TSDP development and conferences throughout the year.
- When the summative evaluation has a Rating of “Unsatisfactory” after the first year, the Non-Tenured Staff Development Plan is revised to provide suggestions for improvement and support. The employee remains on a Non-Tenured Staff Development Plan. The employee does not move to IDP.

Intensive Development Plans
(for tenured teachers on Intensive Development or Second Class)

- The Intensive Development Plan (IDP) should be completed and a conference held to review it by the designated September date.
- The IDP form is available on My Resource Center. The original signed copy should be maintained by the Principal for update throughout the year. A copy of the IDP (and its subsequent updates) should be provided to the teacher and be sent to the appropriate Directors at the Central Office, then to the Human Resources Department.
- The teacher, principal, vice principal, and supervisor / coordinator are jointly involved with IDP development and conferences throughout the year.
- During the year that a teacher is on Intensive Development or Second Class – regular and consistent monitoring should occur.
- IDPs should be further reviewed by the designated September, November, and February dates.
- Observations should be conducted in such a fashion that the observation and its conference are completed before another observation and conference begins.
- Non-Rating Observation Feedback Forms should be maintained during the year of Intensive Development and Second Class. Non-rated observations should be documented with the Non-Rating Observation Feedback Form.
- The IDP may be amended if another essential skill needs to be addressed.
Schedules and Requirements for Observations/ Evaluations

The Department of Human Resources will maintain a list of teachers in each of the categories listed below and share this list with appropriate administrators.

➢ It is the responsibility of Principals and Supervisors to review these lists and notify the Department of any possible errors or changes in teacher status.
➢ It is the responsibility of teachers to update the Department with changes in their credentials, completion of coursework, and results from Praxis tests taken.
➢ If certification changes occur after the start of the school year, for observation/evaluation purposes, the teacher will maintain the schedule of observation/evaluation to which they were assigned in August for the remainder of that school year.

Tenured APC Teachers who maintain satisfactory performance on all Essential Skills of Teaching as indicated on the Summative Evaluation form throughout the 5-year certification period:

• One Rated Observation each by two different administrators (principal or designee and supervisor or coordinator) followed by a Summative Evaluation during Years 1 and 4 of the certification cycle.
• Self-Reflection Process during Years 2, 3, and 5 of that cycle. (See pages with Guidance for Self-Reflection Process for Tenured APC Teachers and related forms on the CCPS website ‘My Resource Center’.)
• Additional informal, non-rated, or rated observations may be done by administrators at any time.
• Summative Evaluations for Tenured APC Teachers are to be completed by the designated April date.

Tenured SPC Teachers who maintain satisfactory performance on all Essential Skills of Teaching and Administrative Duties as indicated on the previous year’s Summative Evaluation form:

• One Rated Observation each by two different administrators (principal or designee and supervisor or coordinator) followed by a Summative Evaluation during each year of SPC certification status.
• Additional informal, non-rated, or rated observations may be done by administrators at any time.
• Summative Evaluations for Tenured SPC Teachers are to be completed by the designated April date.
All Non-Tenured Teachers and Teachers with a Conditional Certificate

These teachers are observed more frequently in order to provide additional assistance, support, and specific feedback related to their performance. The following chart indicates the minimum requirements and schedule of observation and evaluation for these teachers.

<table>
<thead>
<tr>
<th>Round 1: August through the designated October date*</th>
<th>Round 2: November through the designated February date*</th>
<th>Round 3: February through the designated March/April date*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Supervisor or Coordinator Non-Rated Observation</td>
<td>1 School Administrator Rated Observation</td>
<td>1 Supervisor or Coordinator Rated Observation</td>
</tr>
<tr>
<td>1 Supervisor / Coordinator Rated Observation</td>
<td></td>
<td>1 School Administrator Rated Observation</td>
</tr>
<tr>
<td>1 School Administrator Non-Rated Observation</td>
<td></td>
<td>(These observations do not have to occur in the above order.)</td>
</tr>
<tr>
<td>(These observations do not have to occur in the above order.)</td>
<td>Intermediate Evaluation and review of N-TSDP by School Administrator and Supervisor / Coordinator</td>
<td>Summative Evaluation (including employment status determination) and review of N-TSDP done by School Administrator and Supervisor/Coordinator</td>
</tr>
</tbody>
</table>

Intermediate Evaluation and Non-Tenured Staff Development Plan completed by School Administrators and Supervisor/Coordinator

* Note: Refer to the Operational Bulletin for due dates.

**Round 1**: In the event that the teacher receives a “Needs Improvement” on any of the Essential Skills of Teaching during the Supervisor’s Rated Observation, the School Administrator will also complete a Rated Observation before the Intermediate Evaluation is done.

**Round 2**: In the event that the teacher receives a “Needs Improvement” on any of the Essential Skills of Teaching during the School Administrator’s Rated Observation, the Supervisor will also complete a Rated Observation before the Intermediate Evaluation is done.

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Tenured teachers who have not maintained satisfactory performance on all Essential Skills of Teaching as indicated on the previous year’s Summative Evaluation form (Teachers on IDP -Intensive Development Plans).

When an employee is on IDP due to an “unsatisfactory rating” in an “administrative duty” on the Rating Observation form only, the IDP is reviewed and two Intermediate Evaluations are held, rating progress on the Administrative Duties. It is possible that Rated Observations would not be done during these two rounds and the observable skills would be marked “NA.” However, two rated observations are needed to complete the summative evaluation; in this case, they may be completed any time throughout the year.

<table>
<thead>
<tr>
<th>Tenured Teachers on Intensive Development Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following are minimum requirements.</td>
</tr>
<tr>
<td>Administrators or Supervisors may conduct non-rated or rated observations at any time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Round 1: August through the designated October date*</th>
<th>Round 2: November through the designated February date*</th>
<th>Round 3: February through the designated April date*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Supervisor or Coordinator Non-Rated Observation</td>
<td>1 School Administrator Rated Observation</td>
<td>1 Supervisor /Coordinator Rated Observation</td>
</tr>
<tr>
<td>1 Supervisor or Coordinator Rated Observation</td>
<td>1 Supervisor or Coordinator Rated Observation</td>
<td>1 School Administrator Rated Observation</td>
</tr>
<tr>
<td>1 School Administrator Non-Rated Observation</td>
<td>If needed, Director does Non-Rated and Rated Observations</td>
<td></td>
</tr>
<tr>
<td>1 School Administrator Rated Observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(These observations do not have to occur in the above order.)</td>
<td>(These observations do not have to occur in the above order.)</td>
<td>(These observations do not have to occur in the above order.)</td>
</tr>
<tr>
<td>Intermediate Evaluation done by School Administrators and Supervisor/ Coordinator</td>
<td>Intermediate Evaluation done by School Administrator and Supervisor / Coordinator, possibly Director</td>
<td>Summative Evaluation (including employment status determination) done by School Administrator and Supervisor/ Coordinator</td>
</tr>
<tr>
<td>IDP developed by the designated September date and reviewed by the designated October date.</td>
<td>IDP reviewed by the designated November and February dates</td>
<td></td>
</tr>
</tbody>
</table>

Revised August 2009
Timelines for Observations and Evaluations

Specific dates are provided for the observation and evaluation process in the Human Resources section of the Operation Manual. Below is an outline of general time frames for completing this process.

August through October
Observations and Intermediate Evaluations for all Non-Tenured Teachers, Teachers with Conditional Certificates, and Tenured Teachers on Intensive Development Plan (IDP)

Non-Tenured Staff Development Plans submitted to Central Office

Intensive Development Plans completed for Tenured Teachers on IDP

Intensive Development Plans formally reviewed with conference

September 30
Submission of Self-Reflections: Goal for Professional Growth by Tenured APC Teachers in Years 2, 3, and 5 of their certification cycle

October 31
Administrators have completed Goal Development Conferences with Tenured APC Teachers

November through February
Observations and Intermediate Evaluations for all Non-Tenured Teachers, Teachers with Conditional Certificates, and Tenured Teachers with IDP

Review Intensive Development Plans in November and February.

Review Non-Tenured Staff Development Plans

February 1
Tenured APC teachers in Years 2, 3, and 5 of their certification cycle have completed Mid-year Reflections and submitted to the designated administrator

February through March
Observations and Summative Evaluations for all Non-Tenured Teachers and Teachers with Conditional Certificates

Review Non-Tenured Staff Development Plans

April
Observations and Summative Evaluations for Tenured APC Teachers in Year 1 and 4 of their certification cycle

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Observations and *Summative Evaluations* for Tenured SPC Teachers

Observations and *Summative Evaluations* for Tenured Teachers with IDP

**May 1**
Tenured APC teachers in Years 2, 3, and 5 of their certification cycle have completed Final Reflections and submitted these to the designated administrator

**June / last day of school for teachers**
Designated administrators have completed Goal Reflection Conferences with Tenured APC Teachers in Years 2, 3, and 5 of their certification cycle

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Guidance for the Self-Reflection Process
For Tenured Employees with APC Status (YEAR 2, 3, and 5)

Overview

According to the Code of Maryland Regulations (COMAR) teachers who have earned an Advanced Professional Certificate (APC) are required to have:

- an evaluation during the first of the five-year certification period.
- one additional evaluation during this cycle.

The following chart represents the Calvert County Public Schools schedule for the observation and evaluation of tenured employees with APC status who maintain satisfactory observations and evaluations during the five-year certification period.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School-Based Rated Observation</td>
<td>Self-Reflection*</td>
<td>Self-Reflection*</td>
<td>1 School-Based Rated Observation</td>
<td>Self-Reflection*</td>
</tr>
<tr>
<td>1 Supervisor Rated Observation</td>
<td>Employee accesses Self Reflection: Goal for Professional Growth at “My Resource Center” or Angel and submits to the designated administrator by September 30. A mid-year and end-year self reflection are also expected.</td>
<td>Employee accesses Self Reflection: Goal for Professional Growth at “My Resource Center” or Angel and submits to the designated administrator by September 30. A mid-year and end-year self reflection are also expected.</td>
<td>1 Supervisor Rated Observation</td>
<td>Employee accesses Self Reflection: Goal for Professional Growth at “My Resource Center” or Angel and submits to the designated administrator by September 30. A mid-year and end-year self reflection are also expected.</td>
</tr>
<tr>
<td>Summative Evaluation completed by School Administrator and Supervisor (by Mid April)</td>
<td></td>
<td></td>
<td>Summative Evaluation completed by School Administrator and Supervisor (by Mid April)</td>
<td></td>
</tr>
</tbody>
</table>

* Employees during Self-Reflection years must maintain / update the Self-Reflection form at the beginning of each school year. School administration is responsible for having informal conferences about these goals each year.

** In the event that an employee is observed during Years 2, 3, or 5 and receives a ‘Needs Improvement’ for any of the essential skills on a Rating Observation form, a second rated observation by a different administrator would be warranted. A Summative Evaluation will be done within CCPS timelines for completion of summative evaluations.
Purpose of the Self-Reflection Process

During years 2, 3, and 5 of the five-year certification period, tenured employees with APC status will engage in professional development through the Self-Reflection process and professional dialog. This model for Self-Reflection is designed to allow staff to reflect on their own professional growth needs and to set their own professional growth goals. These professional growth goals are linked to the Essential Skills of Teaching, competencies, and/or district initiatives and provide opportunities for collegial dialogue related to improving instructional practice.

Timelines for the Self-Evaluation Process

- **By September 30,** employee accesses the *Self-Reflection: Goal for Professional Growth* form available on *My Resource Center and Angel* (via CCPS website) and submits his/her goal to the designated school administrator.
- **By October 31,** employee and administrator converse about the *Self-Reflection: Goal for Professional Growth* and sign that the Goal Development Conference took place. The administrator will maintain that copy. The teacher will be provided a copy of the signed form.
- **By February 1,** employee updates his/her *Self-Reflection: Goal for Professional Growth* by completing the mid-year reflection sections and submits to the school administrator. This may be submitted via e-mail or hardcopy. A mid-year conference is not required.
- **By May 1,** employee updates his/her *Self-Reflection: Goal for Professional Growth* form by completing the Final Reflection sections in *Angel* and prints out and submits a copy to the administrator.
- **By the last day of school for teachers,** employee and administrator converse about the employee’s attainment of the goal and sign the hard copy indicating that the Goal Reflection Conference took place. The employee will be provided a signed copy. The administrator maintains the original.

Employee Expectations

Teachers may use the *Self-Reflection Worksheet*, based on descriptors related to eight (8) Essential Skills for Teaching, to assist in the thoughtful reflection of their teaching performance. Whereas these reflections are personal and are not intended to be shared with others, they could be useful in determining the teacher’s strengths, possible areas for growth, and goals for the *Self-Reflection: Goal for Professional Growth*.

Employees, other than classroom teachers, can refer to their job descriptions and job competencies for their particular areas to determine a goal for growth. At any time, employees may contact any School Administrator, Supervisor, or colleague to discuss the Self-Reflection process, possible goals, steps to be taken, or resources needed; this contact is the responsibility of the employee.

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Submissions related to the development of goals during a employee’s Year 2, 3, or 5 of their certification cycle are to be completed within stated timelines listed above. Employees should access the Self-Reflection: Goal for Professional Growth form from My Resource Center or Angel on the CCPS website. Employees may:

- fill out the form online, save as a Word document, then print a hard copy to submit to their administrator.
- fill out the form online, save as a Word document, then e-mail the document to the administrator, or
- print the Self-Reflection: Goal for Professional Growth form from ‘My Resource Center’ or Angel, fill out the form by hand, and submit to the administrator.

Employees are expected to complete and submit a mid-year and final reflections at the designated time.

The following additional (optional) resources are available on the CCPS website at My Resource Center and Angel to assist employees with the writing of required Goals during the Self-Reflection years: 1.) Self-Reflection Worksheet, 2.) Questions to Answer When Writing Goals, 3.) The Method of Writing Goals, and 4.) Common Pitfalls of Setting Goals.

Administrator / Supervisor Expectations

School-based administrators are responsible for monitoring the submission of the tenured APC teachers’ Self-Reflection: Goal for Professional Growth in their building during the appropriate years of their certification cycle. They are also responsible for holding conferences with these employees to help develop and / or discuss goals within the October and May timelines set forth in the chart above.

The administrator has the option to include another school administrator or supervisor in the conversation/ conference related to a teacher’s Self-Reflection: Goal for Professional Growth.

The administrator should maintain a signed copy of each teacher’s Self-Reflection: Goal for Professional Growth that provides the documentation that goal conferences have been held. These copies should be maintained at the building for the period of the APC teacher’s five-year certification cycle. After the completion of that five-year cycle, these forms should be shredded.

Supervisors should support employees and building administrators in the development and review of teachers’ goals as requested.

Employees’ Self-Reflection: Goal for Professional Growth forms will be available for review by school administrators and assigned supervisors / coordinators. However, Deans, Learning Specialists, and Core Lead Teachers will not have access to other

Revised August 2009
employees’ Self-Reflection: Goal for Professional Growth forms, unless shared with them by the employee.

The specific goals for an individual employee will be kept confidential among appropriate administrators; however, general knowledge of the goals of employees in a building or within a specific department will provide information that should assist administrators and instructional specialists in the presentation of targeted and effective staff development opportunities for grade level and content teams.

Any school administrator as designated by the principal can be a part of the observation, evaluation, and self-reflection process, especially if they are responsible for a grade level or department.

When an administrator completes any informal observations, positive feedback and / or concerns related to the observations should be articulated to the employee. If the concerns continue to occur in subsequent informal visits or observations, the administrator should have a formal conversation with the employee to explain those concerns, offer resources, and indicate that a Rated Observation would follow. It is expected that the administrator would document the dates of formal conversations.

- A rating of ‘Needs Improvement’ in any essential skill would result in a second Rated Observation by a different administrator, usually the supervisor. A Summative Evaluation will be completed by the school administrator and supervisor within given CCPS timelines and according to county guidance related to Summative Evaluations.

- If all essential skills are rated ‘Satisfactory’ on the Rating Observation form, the teacher would continue with the Self-Reflection process.

The following resources, available for Administrators on the CCPS website at My Resource Center, can be used to assist administrators with conversations about teachers’ goals: 1) Self-Reflection Worksheet, 2) Questions to Answer When Writing Goals, 3) The Method of Writing Goals, 4) Common Pitfalls of Setting Goals, 5) “static” copies of the CCPS Rated Observation, Intermediate and Summative Evaluation forms with references to researched best practices found in Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching.
Definitions

“Angel” - An electronic resource, accessed through the Calvert County Public Schools website, available to Calvert County school employees. It includes resources related to the observation / evaluation process and the self-reflection process and contains the electronic forms needed for both.

APC (Advanced Professional Certificate) - A teacher is granted an APC by the State Department of Education when he / she meets the requirements for that certification. Prior to that, teachers hold a Standard Professional Certificate (SPC) or a Conditional Certificate.

COMAR - The ‘Code of Maryland Annotated Regulations’ delineates the rules and regulations by which all Maryland public agencies, including Maryland local educational agencies / Boards of Education, operate.

Conditional Certificate - Teachers who have not completed the Maryland requirements for a Standard Professional Certificate may be granted a Conditional Certificate which is renewable only with the completion of individualized requirements set by the State and monitored by the CCPS Human Resources Department.

Informal observation – An informal observation, as related to the Self-Reflection process, is a short observation / classroom visit done by a school administrator or supervisor and is not part of an individual employee’s evaluation process. These are often a regular part of a school administrator’s daily routine as they monitor the school building.

Intensive Development Plan – An Intensive Development Plan is created when a tenured employee receives an ‘Unsatisfactory’ rating on any of the Essential Skills and/or Administrative Duties on a Summative Evaluation. This plan addresses the areas identified as unsatisfactory, strategies and resources for improvement, and a timeline for completion.

Intermediate Evaluation - An Intermediate Evaluation is completed with a formal evaluation conference involving the employee, School Administrator(s), and Supervisor / Coordinator and is based on the completion of at least one or two Rated Observations. The Intermediate Evaluation includes ratings on the Essential Skills and those relating to the performance of Administrative Duties.

“My Resource Center” - An electronic resource, accessed through the Calvert County Public Schools (CCPS) website, available to Calvert County school employees. It includes resources related to the observation / evaluation process and the self-reflection process and contains the electronic forms needed for both.

Non-Rated Observation - An observation done by an administrator for which no formal ratings of performance are done. Feedback is provided to the employee during a conference. The Non-Rating Observation form is used for required non-rated observations.

Non-Tenured Staff Development Plan – A Non-Tenured Staff Development Plan is a written plan of staff development for non-tenured employees and employees on conditional certificates that addresses strategies for their continuing development as practitioners, resources for that development, and a timeline for completion.

Revised August 2009
**Rated Observation** - A Rated Observation is a formal observation of the employee’s performance using criteria described in Calvert County by eight (8) Essential Skills of Teaching or other Calvert County Public School Observation Checklists. Each Skill is rated as ‘Satisfactory’, ‘Needs Improvement’, or ‘Not Assessed.’ A Rated Observation also involves a conference between the employee and the observer and signed paperwork.

**Summative Evaluation** - A Summative Evaluation is the final evaluation for the school year that results in a recommendation of an employee’s re-employment status. It is required for all employees who are designated to be formally observed during that school year.

This requires the completion of two (2) Rated Observations and is accompanied with a formal conference and signed paperwork. A Summative Evaluation conference should take place with the employee, school administrator, and supervisor / coordinator present. The employee is provided a copy of the signed Summative Evaluation form at the time of the conference. The Summative Evaluation document includes ratings related to the performance of Administrative Duties, as well as ratings of performance on eight (8) Essential Skills of Teaching.

**Tenure** - Professional staff employed by CCPS is granted tenure by the CCPS Board of Education following the successful completion of two (2) years of employment; tenure begins with the first day of the following school year. There are rare exceptions, at the discretion of the Board of Education, to the two-year requirement. Tenure is not granted to a person who holds a Conditional Certificate.
Calvert County Public Schools  
Prince Frederick, MD 20678  
Non-Rating Observation Feedback Form

Name:_________________________  Date:_______________  Time:______ to _____

School:_______________________  Subject & Grade:__________________________

1. Essentials Skills and Corresponding Activities Observed:

2. Special Strengths Observed:  (skills used with high degree of effectiveness)

3. Recommendations for Improvement:

4. Teacher Comment:

Signature of Teacher:_________________________  Signature of Observer:

_________________________  ____________________________  Date:

The teacher by signing this form does not necessarily have to agree with the content and may attach comments to this form.

Circle One:  Teacher Copy  Principal Copy  Vice Principal Copy  Supervisor Copy
### RATING OBSERVATION FORM

Name:  
Date:  
Time:  
To  

School:  
Subject & Grade:  

#### SKILL

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Rating</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chooses appropriate content</td>
<td>SATISFACTORY</td>
<td>Appropriate content relates directly to the goals of curriculum and curriculum priorities in terms of the emotional maturity and cognitive developmental level of students. <em>Note: A Satisfactory rating may be supported with a specific reference to an observed performance.</em></td>
</tr>
<tr>
<td>2. Presents content in a way that demonstrates mastery of subject matter</td>
<td>NEEDS IMPROVEMENT</td>
<td>Mastery of subject matter reflects an in-depth current knowledge of the content, sufficient to teach the subject matter to facilitate student achievement. <em>Note: A Needs Improvement rating must be supported with a specific reference to an observed performance.</em></td>
</tr>
<tr>
<td>3. Uses instructional time effectively</td>
<td>NOT ASSESSED</td>
<td>Effective use of instructional time is organized and allots time to maximize the opportunities for student achievement. <em>Note: A Satisfactory rating may be supported with a specific reference to an observed performance.</em></td>
</tr>
<tr>
<td>4. Creates a desirable learning environment</td>
<td>SATISFACTORY</td>
<td>A desirable learning environment is one in which the students focus on instruction and interact positively with the teacher and others. Within the classroom all students are engaged in active learning rather than passive reception. This environment can be characterized by openness, academic risk-taking, inquiry, creativity, mutual respect and support. <em>Note: A Needs Improvement rating must be supported with a specific reference to an observed performance.</em></td>
</tr>
<tr>
<td>5. Provides organizing structure</td>
<td>SATISFACTORY</td>
<td>Lesson structure is what the teacher does to help students organize and make sense of their learning. Lesson structure is the skeletal framework that holds the lesson together. Essential elements of the lesson structure include: Evidence of a lesson plan for the class. Identified learning goals, objectives, and student outcomes. Connections between new and prior knowledge. Appropriate reviews, without taking excessive time. Clear and explicit directions. Effective instructional practices that clearly monitor and extend student learning. Emphasis on skills and concepts throughout the lesson. Closure that reflects a summary of the lesson. <em>Note: A Needs Improvement rating must be supported with a specific reference to an observed performance.</em></td>
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</table>

Date:  
Time:  
To  

**Revised: July 2008**
6. **Uses appropriate instructional strategies and learning activities** ...................................................... NEEDS IMPROVEMENT

Instructional strategies and learning activities are used to facilitate learning and to assist students in acquiring information, comprehending ideas, mastering skills, and applying knowledge learned.

- Uses teaching strategies and resources to address the variety of learning styles and intelligences present within the classroom.
- Demonstrates and models essential concepts and skills.
- Scaffolds learning activities to promote student mastery of learning objectives.
- Explains concepts and complex processes one step at a time, followed by questions and discussions to support and extend learning.
- Explains the significance and use of a learning strategy.
- Provides opportunities to apply and develop higher order thinking skills.
- Provides relevant, clear, and challenging assignments.
- Balances teacher presentation with student participation.

**Commendations:**
(Note: A Satisfactory rating may be supported with a specific reference to an observed performance.)

**Recommendations for Improvement:**
(Note: A Needs Improvement rating must be supported with a specific reference to an observed performance.)

7. **Monitors student learning** ........................................................................................................ SATISFACTORY

Monitoring learning involves two closely related tasks: checking to see that students are actively engaged in learning and assessing student understanding using formal and informal methods. It is not enough simply to have students active; the activity should have a learning focus.

- Adjusts instruction appropriately.
- Provides specific feedback to students about their work.
- Encourages students to monitor their own learning.
- Ensures all students are on-task and engaged in the activity.
- Assesses student understanding of specific learning objectives.
- Responds to all students in a manner that conveys high expectations.
- Holds all students accountable for producing quality work.

**Commendations:**
(Note: A Satisfactory rating may be supported with a specific reference to an observed performance.)

**Recommendations for Improvement:**
(Note: A Needs Improvement rating must be supported with a specific reference to an observed performance.)

8. **Questions and responds effectively** .............................................................................................. SATISFACTORY

Effective questions are those that probe for student understanding and help students achieve the learning objectives of the lesson. Appropriate teacher responses to student questions are those that give students relevant feedback and facilitate classroom discourse. In questioning effectively, teachers model and promote communication skills including active listening.

- Asks clear questions varying the level of thinking and cognitive demand.
- Gives all students an equal opportunity to respond and participate effectively.
- Uses appropriate wait time for student answers before restating or redirecting the question.
- Queries more than one student for a point of view or answer.
- Acknowledges student responses by incorporating them into the lesson to stimulate learning.
- Encourages students to answer each other’s questions.
- Models “think aloud” strategies as student questions are answered.

**Commendations:**
(Note: A Satisfactory rating may be supported with a specific reference to an observed performance.)

**Recommendations for Improvement:**
(Note: A Needs Improvement rating must be supported with a specific reference to an observed performance.)
**RATING OBSERVATION FORM**

Name: ___________________________  Date: ___________________________  Time: ___________________________  To ___________________________

School: ___________________________  Subject & Grade: ___________________________

**SKILL**

1. **Chooses appropriate content** .......................................................... SATISFACTORY
   Appropriate content relates directly to the goals of curriculum and curriculum priorities in terms of the emotional maturity and cognitive developmental level of students.
   - Chooses appropriate content that relates directly to curricular goals and reflects state and local curricular priorities. (1a)*
   - Chooses appropriate content based on analysis of student data. (1b, 1e, 3d, 4b)*
   - Selects content that will enable students to achieve mastery with effort. (1c, 2b, 3d, 3e)*
   - Sets high expectations through meaningful, challenging and attainable goals. (2b)*

   **Commendations:** (Note: A Satisfactory rating may be supported with a specific reference to an observed performance.)

   **Recommendations for Improvement:** (Note: A Needs Improvement rating must be supported with a specific reference to an observed performance.)

2. **Presents content in a way that demonstrates mastery of subject matter** ........................................... NEEDS IMPROVEMENT
   Mastery of subject matter reflects an in-depth current knowledge of the content, sufficient to teach the subject matter to facilitate student achievement.
   - Presents key concepts in a manner that suggests a thorough understanding of the knowledge and skills embedded in curricular goals and is able to communicate that understanding to students. (1a, 1d)*
   - Makes connections and extensions within and beyond subject matter as appropriate. (1d)*
   - Presents content and answers questions with accuracy, clarity and specificity. (1c, 3a, 4e)*

   **Commendations:** (Note: A Satisfactory rating may be supported with a specific reference to an observed performance.)

   **Recommendations for Improvement:** (Note: A Needs Improvement rating must be supported with a specific reference to an observed performance.)

3. **Uses instructional time effectively** ................................................... NOT ASSESSED
   Effective use of instructional time is organized and allot time to maximize the opportunities for student achievement.
   - Allocates time so that instruction is paced effectively and momentum is maintained throughout the lesson. (2c)*
   - Begins class promptly and has instructional materials readily available. (2a, 3a, 3e)*
   - Allocates a high percentage of available classroom time to instructional objectives and activities. (1e, 2c, 3e)*
   - Allocates time for closing of the lesson. (1e, 2c, 3e)*

   **Commendations:** (Note: A Satisfactory rating may be supported with a specific reference to an observed performance.)

   **Recommendations for Improvement:** (Note: A Needs Improvement rating must be supported with a specific reference to an observed performance.)

4. **Creates a desirable learning environment** ................................................ Satisfactory
   A desirable learning environment is one in which the students focus on instruction and interact positively with the teacher and others. Within the classroom all students are engaged in active learning rather than passive reception. This environment can be characterized by openness, academic risk-taking, inquiry, creativity, mutual respect and support.
   - Demonstrates a clear sense of order, effective management routines, and good discipline. (2a, 2d)*
   - Sets and communicates high expectations for behavior and holding students accountable. (2b)*
   - Monitors and reinforces appropriate behavior, dealing with misbehavior in a timely and constructive manner. (2d)*
   - Maintains a friendly, but professional relationship with students. (2a, 4f)*
   - Provides constructive and appropriate feedback while avoiding sarcasm, ridicule, or demeaning comments. (2a)*
   - Recognizes students for specific individual, team, and class accomplishments or efforts. (2b)*
   - Arranges classroom space, equipment and materials to support instruction and to accommodate the needs of all students. (2c)*
   - Respects cultural diversity. (2a, 2c)*

   **Commendations:** (Note: A Satisfactory rating may be supported with a specific reference to an observed performance.)

   **Recommendations for Improvement:** (Note: A Needs Improvement rating must be supported with a specific reference to an observed performance.)

5. **Provides organizing structure** .......................................................... SATISFACTORY
   Lesson structure is what the teacher does to help students organize and make sense of their learning. Lesson structure is the skeletal framework that holds the lesson together.
   Essential elements of the lesson structure include:
   - Evidence of a lesson plan for the class. (1e)*
   - Identified learning goals, objectives, and student outcomes. (1c, 1e, 3a)*
   - Connections between new and prior knowledge. (1c, 1e)*
   - Appropriate reviews, without taking excessive time. (1c, 3c)*
   - Clear and explicit directions. (3a)*
   - Effective instructional practices that clearly monitor and extend student learning. (3c, 3e)*
   - Emphasis on skills and concepts throughout the lesson. (1e, 3c)*
   - Closure that reflects a summary of the lesson. (3c)*

   **Commendations:** (Note: A Satisfactory rating may be supported with a specific reference to an observed performance.)

   **Recommendations for Improvement:** (Note: A Needs Improvement rating must be supported with a specific reference to an observed performance.)
6. Uses appropriate instructional strategies and learning activities ..................................................... NEEDS IMPROVEMENT

Instructional strategies and learning activities are used to facilitate learning and to assist students in acquiring information, comprehending ideas, mastering skills, and applying knowledge learned.

- Uses teaching strategies and resources to address the variety of learning styles and intelligences present within the classroom. (1b, 3c)*
- Demonstrates and models essential concepts and skills. (3c)*
- Scaffold learning activities to promote student mastery of learning objectives. (3c)*
- Explains concepts and complex processes step by step, followed by questions and discussions to support and extend learning. (3b)*
- Explains the significance and use of a learning strategy. (3c)*
- Provides opportunities to apply and develop higher order thinking skills. (3b)*
- Provides relevant, clear, and challenging assignments. (3a, 3c)*
- Balances teacher presentation with student participation. (1c, 3c)*

**Commendations:** (Note: A Satisfactory rating may be supported with a specific reference to an observed performance.)

**Recommendations for Improvement:** (Note: A Needs Improvement rating must be supported with a specific reference to an observed performance.)

---

7. Monitors student learning ................................................. SATISFACTORY

Monitoring learning involves two closely related tasks: checking to see that students are actively engaged in learning and assessing student understanding using formal and informal methods. It is not enough simply to have students active; the activity should have a learning focus.

- Adjusts instruction appropriately. (3a, 3b, 3c)*
- Provides specific feedback to students about their work. (3a)*
- Encourages students to monitor their own learning. (3c)*
- Ensures students are on-task and engaged in the activity. (3d)*
- Assesses student understanding of specific learning objectives. (1f)*
- Responds to students in a manner that conveys high expectations. (2b)*
- Balances student accountability for producing quality work. (2a, 2b)*

**Commendations:** (Note: A Satisfactory rating may be supported with a specific reference to an observed performance.)

**Recommendations for Improvement:** (Note: A Needs Improvement rating must be supported with a specific reference to an observed performance.)

---

8. Questions and responds effectively ................................... SATISFACTORY

Effective questions are those that probe for student understanding and help students achieve the learning objectives of the lesson. Appropriate teacher responses to student questions are those that give students relevant feedback and facilitate classroom discourse. In questioning effectively, teachers model and promote communication skills including active listening.

- Asks clear questions varying the level of thinking and cognitive demand. (3b)*
- Gives students an equal opportunity to respond and participate effectively. (3b)*
- Uses appropriate wait time for student answers before restating or redirecting the question. (3b)*
- Queries more than one student for a point of view or answer. (3b)*
- Acknowledges student responses by incorporating them into the lesson to stimulate learning. (2a)*
- Encourages students to answer each other’s questions. (2a)*
- Models “think aloud” strategies as student questions are answered. (2a)*

**Commendations:** (Note: A Satisfactory rating may be supported with a specific reference to an observed performance.)

**Recommendations for Improvement:** (Note: A Needs Improvement rating must be supported with a specific reference to an observed performance.)

---

*Refers to Charlotte Danielson’s Domains, Concepts, and Elements of the Framework for Teaching

**Observer Comments:**

**Teacher Comments:**

Signature of Teacher: ___________________________  Signature of Observer(s): ___________________________

The teacher by signing this form does not necessarily have to agree with the content and may attach comments to this form. Attached comments are to be in quadruplicate, one for the personnel file, one for the observer, one for the teacher, and one for the administrator. Date of Conference: ___________________________

Circle one: Personnel File Copy  Teacher Copy  Principal Copy  Supervisor Copy
**CALVERT COUNTY PUBLIC SCHOOLS**  
Prince Frederick, MD 20678  

**INTERMEDIATE EVALUATION FORM**  
Revised July 2008

**TEACHER’S NAME:**  
**SCHOOL YEAR:**

**SCHOOL:**  
**ASSIGNMENT:**

### OBSERVABLE INSTRUCTIONAL SKILLS

**SPECIFIC RATINGS:**

1. Chooses appropriate content ........................... SATISFACTORY
2. Presents content in a way that demonstrates mastery of subject matter ................................ Satisfactory
3. Uses instructional time effectively ................ SATISFACTORY
4. Creates a desirable learning environment .... SATISFACTORY
5. Provides organizing structure .................... UNSATISFACTORY
6. Uses appropriate instructional strategies and learning activities ................................. SATISFACTORY
7. Monitors student learning ............................. SATISFACTORY
8. Questions and responds effectively ............. SATISFACTORY

### ADMINISTRATIVE DUTIES

**SPECIFIC RATINGS:**

1. Maintains electronic and paper records and reports accurately and submits them by established deadlines ................................ SATISFACTORY
2. Follows federal, state, CCPS, and school laws, regulations, policies, procedures, and/or guidelines ................................. SATISFACTORY
3. Maintains regular attendance and is punctual ................................ SATISFACTORY
4. Maintains effective, appropriate, and professional communications with students, parents, and co-workers ...................... SATISFACTORY
5. Grades consistent with the school system’s grading policy and procedures ............ UNSATISFACTORY

**SUPPORTING DATA** (All Unsatisfactory ratings must be supported with data drawn from classroom observations, anecdotal records or other written documents which have been previously shared with the teacher. Satisfactory ratings may be supported by such data.)

**EVALUATOR’S COMMENTS:**

**TEACHER’S COMMENTS:**

***EMPLOYEE SIGNATURE:**

________________________________  DATE: ____________

**PRINCIPAL/EVALUATOR(S) SIGNATURE:**

______________________________  DATE:  ______________

______________________________  DATE: _______________

**PRINCIPAL/EVALUATOR(S) SIGNATURE:**

______________________________  DATE: ______________

**Circle one:** Personnel File Copy  
Teacher Copy  
Principal Copy  
Supervisor Copy

**Indicates copy has been received and conference has been held to discuss evaluation. Signature does not necessarily indicate agreement with the evaluation. The employee may attach a response.**
### Intermediate Evaluation Form

**Teacher's Name:**

**School:**

**Assignment:**

### Observable Instructional Skills

<table>
<thead>
<tr>
<th>Specific Ratings</th>
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</thead>
<tbody>
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### Administrative Duties

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### Supporting Data

(All Unsatisfactory ratings must be supported with data drawn from classroom observations, anecdotal records or other written documents which have been previously shared with the teacher. Satisfactory ratings may be supported by such data.)

**Evaluator's Comments:**

**Teacher's Comments:**

---

**Employee Signature:**

**Principal/Evaluator(s) Signature:**

---


**Indicates copy has been received and conference has been held to discuss evaluation. Signature does not necessarily indicate agreement with the evaluation. The employee may attach a response.
**TEACHER’S NAME:_________________________ SCHOOL YEAR:_____________________

SCHOOL:_________________________ ASSIGNMENT:_________________________

### OBSERVABLE INSTRUCTIONAL SKILLS
Rate teacher’s overall performance for the year.

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<thead>
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### ADMINISTRATIVE DUTIES
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### SUPPORTING DATA
(All Unsatisfactory ratings must be supported with data drawn from classroom observations, anecdotal records or other written documents which have been previously shared with the teacher. Satisfactory ratings may be supported by such data.)

**EVALUATOR’S COMMENTS:**

**TEACHER’S COMMENTS:**

---

**EMPlOYEE SIGNATURE:**

________________________________ DATE:___________

**OVERALL RATING:**

☐ Satisfactory  ☐ Unsatisfactory

**RECOMMEND:**

☐ Re-employ  ☐ Re-employ on Second Class Certificate

☐ Re-employ on Intensive Development  ☐ Non-renewal  ☐ Dismissal

**PRINCIPAL/EVALUATOR(S) SIGNATURE:**

________________________________ DATE:___________

________________________________ DATE:___________

**Indicates copy has been received and conference has been held to discuss evaluation. Signature does not necessarily indicate agreement with the evaluation. The employee may attach a response.**
Available on the Resource Center
CALVERT COUNTY PUBLIC SCHOOLS
Prince Frederick, MD 20678
SUMMATIVE EVALUATION FORM
Revised July 2008

TEACHER’S NAME: ___________________________ SCHOOL YEAR: _______________________
SCHOOL: ___________________________ ASSIGNMENT: _______________________

### OBSERVABLE INSTRUCTIONAL SKILLS

Rate teacher’s overall performance for the year.

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### ADMINISTRATIVE DUTIES

Rate teacher’s overall performance for the year.

<table>
<thead>
<tr>
<th>SPECIFIC RATINGS</th>
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<tbody>
<tr>
<td>1. Maintains electronic and paper records and reports accurately and submits them by established deadlines (4b)*………… SATISFACTORY</td>
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<tr>
<td>2. Follows federal, state, CCPS, and school laws, regulations, policies, procedures, and/or guidelines. (4f)*………………...SATISFACTORY</td>
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<td>3. Maintains regular attendance and is punctual (4f)*………………...SATISFACTORY</td>
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<td>4. Maintains effective, appropriate, and professional communications with students, parents, and co-workers (4c,4d)*………………...SATISFACTORY</td>
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<td>5. Grades consistent with the school system’s grading policy and procedures (4b)*……..UNSATISFACTORY</td>
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### SUPPORTING DATA

(All Unsatisfactory ratings must be supported with data drawn from classroom observations, anecdotal records or other written documents which have been previously shared with the teacher. Satisfactory ratings may be supported by such data.)

**EVALUATOR’S COMMENTS:**

**TEACHER’S COMMENTS:**

**Employee Signature:**

_________________________ DATE: ____________

OVERALL RATING:

- Satisfactory
- Unsatisfactory

RECOMMEND:

- Re-employ
- Re-employ on Intensive Development
- Re-employ on Second Class Certificate
- Non-renewal
- Dismissal

**Principal/Evaluator(s) Signature:**

_________________________ DATE: ____________

Circle one: Personnel File Copy Teacher Copy Principal Copy Supervisor Copy
Non-Tenured Staff Development Plan

Teacher's Name: ____________________________  School: ______________    School Year: ______________

Principal: _________________________________

Skills to be developed:

Strategies and resources to be used:  *(Include projected date for carrying out each activity.)*

The above plan is accepted as a guide for professional development. It can be modified as the need arises after discussion by all parties concerned.

Principal’s signature: __________________________  Date: ______________

Supervisor's signature: __________________________  Date: ______________

Teacher's Signature: ____________________________  Date: ______________

Modifications of Plan:

Principal’s signature: __________________________  Date: ______________

Supervisor’s signature: __________________________  Date: ______________

Teacher’s Signature: ____________________________  Date: ______________

Circle One:  Personnel File Copy  Teacher Copy  Principal Copy  Supervisor Copy

Orig. 08/06
Intensive Development Plan
(for use with tenured teachers on Intensive Development)

Name: ____________________________  School: ____________________________

1. Goals for Improvement of Essential Skill(s):
   (Identify essential skill(s) from the summative evaluation form.)

2. Activities to Address the Essential Skill(s):
   (Choose a minimum of no fewer than 3 Intensive Development Plan Options related to #1 above.)

3. Implementation Timeline:
   (List the schedule of activities that will be implemented):
   
   By September 30: ____________________________
   
   By November 30: ____________________________
   
   By February 6: ____________________________

4. Development Date by September 5 ____________________________

Principal  Date  Supervisor  Date

Vice Principal  Date  Teacher  Date
5. Review Dates:

By September 30th  (Please note progress on plan or if plan has been revised.)

Comment:

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<tr>
<th>Principal</th>
<th>Date</th>
<th>Supervisor</th>
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<tr>
<td>Vice Principal</td>
<td>Date</td>
<td>Teacher</td>
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By November 30th (Please note progress on plan or if plan has been revised.)

Comment:

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<th>Principal</th>
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<tr>
<td>Vice Principal</td>
<td>Date</td>
<td>Teacher</td>
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By February 6th  (Please note progress on plan or if plan has been revised.)

Comment:

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<th>Principal</th>
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<tr>
<td>Vice Principal</td>
<td>Date</td>
<td>Teacher</td>
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Circle one:  Personnel File Copy  Teacher Copy  Principal Copy  Supervisor Copy
Intensive Development Plan Options

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 of 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.

Workshops/Courses
- Attend courses/workshops
- 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
- Participate in developing and piloting new curriculum and share with colleagues.
- Investigate strategies and activities for the implementation of the curriculum.

Participation in a Course
- Apply strategies learned in the course to current instructional practice and share with colleagues.

Team Teaching
- Plan, teach, and evaluate a unit collaboratively.
- Share responsibility for developing, presenting, and assessing a lesson.

Peer Mentor
- Request a teacher mentor.
Self-Reflection:  
Goal for Professional Growth

Name: _______________________   Assignment: ________________
School: ____________________   School Year: ________________

Each employee is expected to develop one goal for professional growth.

Areas of strength related to the essential skills of teaching* or if appropriate, job description, and competencies:

Areas of professional growth/exploration related to an essential skill of teaching*, job description/competencies or a Calvert County Public Schools system initiative:

Goal:

Action Plan:

Midyear Reflection:

Final Reflection:

Revised August 2009
**GOAL FOR PROFESSIONAL GROWTH**

**SIGNATURE PAGE**

<table>
<thead>
<tr>
<th>Goal Development Conference Date:</th>
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<td>Employee Signature</td>
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<td>Administrator Signature</td>
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<tr>
<th>Goal Reflection Conference Date:</th>
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<td>Employee Signature</td>
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<td>Administrator Signature</td>
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*See the Essential Skills of Teaching as listed on the Rating Observation form (accessed through CCPS website ‘My Resource Center’). One available resource for discussion of research-based best practices related to quality instruction is *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson.

Revised August 2009
Self-Reflection Worksheet for Teachers

Carefully reflect on your teaching performance in all eight (8) Essential Skills. Complete the Worksheet by using the “Key” which defines levels of performance. Use the Worksheet results to help you to write your goals for the year. (Worksheet use is optional for development of Goals.)

**Key**
1… I don’t implement this skill
2… I implement this skill, but could be more effective
3… I implement this skill effectively
4… I am strong at implementing this skill and am willing to share my expertise

### Essential Skill 1: Chooses appropriate content

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<tr>
<td>Chooses appropriate content that relates directly to curricular goals and reflects state and local curricular priorities</td>
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<tr>
<td>Chooses appropriate content based on analysis of student data</td>
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<tr>
<td>Selects content that will enable students to achieve mastery with effort</td>
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<tr>
<td>Sets high expectations through meaningful, challenging and attainable goals</td>
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### Essential Skill 2: Presents content in a way that demonstrates mastery of subject matter

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<tr>
<td>Presents key concepts in a manner that suggests a thorough understanding of the knowledge and skills embedded in curricular goals and is able to communicate that understanding to students</td>
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<tr>
<td>Makes connections and extensions within and beyond subject matter as appropriate</td>
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<tr>
<td>Presents content and answers questions with accuracy, clarity and specificity</td>
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### Essential Skill 3: Uses instructional time effectively

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<tr>
<td>Allocates time so that instruction is paced effectively and momentum is maintained throughout the lesson</td>
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<tr>
<td>Begins class promptly and has instructional materials readily available</td>
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<tr>
<td>Allocates a high percentage of available classroom time to instructional objectives and activities</td>
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<td>Allocates time for closing of the lesson</td>
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### Essential Skill 4: Creates a desirable learning environment

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<tbody>
<tr>
<td>Demonstrates a clear sense of order, effective management routines, and good discipline</td>
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<tr>
<td>Sets and communicates high expectations for behavior and holding students accountable</td>
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<tr>
<td>Monitors and reinforces appropriate behavior, dealing with misbehavior in a timely and constructive manner</td>
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<td>Maintains a friendly, but professional relationship with students</td>
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<td>Provides constructive and appropriate feedback while avoiding sarcasm, ridicule, or demeaning comments</td>
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<tr>
<td>Recognizes students for specific individual, team, and class accomplishments or efforts</td>
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<tr>
<td>Arranges classroom space, equipment and materials to support instruction and to accommodate the needs of all students</td>
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<tr>
<td>Respects cultural diversity</td>
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### Essential Skill 5: Provides organizing structure

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<tbody>
<tr>
<td>Evidence of a lesson plan for the class</td>
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<tr>
<td>Identified learning goals, objectives, and student outcomes</td>
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<tr>
<td>Connections between new and prior knowledge</td>
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<tr>
<td>Appropriate reviews, without taking excessive time</td>
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<tr>
<td>Clear and explicit directions</td>
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<tr>
<td>Effective instructional practices clearly monitor and extend student learning</td>
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<tr>
<td>Emphasis on skills and concepts throughout the lesson</td>
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<tr>
<td>Closure that reflects a summary of the lesson</td>
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Revised August 2009
### Key
1...I don’t implement this skill  
2...I implement this skill, but could be more effective  
3...I implement this skill effectively  
4...I am strong at implementing this skill and am willing to share my expertise

<table>
<thead>
<tr>
<th>Essential Skill 6: Uses appropriate instructional and learning activities</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Uses a variety of teaching strategies and resources to address the variety of learning styles and intelligences present within the classroom</td>
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<tr>
<td>Demonstrates and models essential concepts and skills</td>
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<tr>
<td>Scaffolds learning activities to promote student mastery of learning objectives</td>
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<tr>
<td>Explains concepts and complex processes one step at a time, followed by questions and discussions to support and extend learning</td>
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<tr>
<td>Explains the significance and use of a learning strategy</td>
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<tr>
<td>Provides opportunities to apply and develop higher order-thinking skills</td>
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<tr>
<td>Provides relevant, clear, and challenging assignments</td>
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<tr>
<td>Balances teacher presentation with student participation</td>
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<tr>
<th>Essential Skill 7: Monitors student learning</th>
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<tbody>
<tr>
<td>Adjusts instruction appropriately</td>
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<tr>
<td>Provides specific feedback to students about their work</td>
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<tr>
<td>Encourages students to monitor their own learning</td>
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<tr>
<td>Ensures all students are on task and engaged in the activity</td>
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<tr>
<td>Assesses student understanding of specific learning objectives</td>
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<tr>
<td>Responds to all students in a manner that conveys high expectations</td>
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<td>Holds all students accountable for producing good work</td>
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<tr>
<th>Essential Skill 8: Questions and responds effectively</th>
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<tr>
<td>Asks clear questions varying the level of thinking and cognitive demand</td>
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<tr>
<td>Gives all students an equal opportunity to respond and participate effectively</td>
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<tr>
<td>Uses appropriate wait time for student answers before restating or redirecting the question</td>
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<tr>
<td>Queries more than one student for a point of view or answer</td>
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<tr>
<td>Acknowledges student responses by incorporating them into the lesson to stimulate learning</td>
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<tr>
<td>Encourages students to answer each other’s questions</td>
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<tr>
<td>Models “think aloud” strategies as student questions are answered</td>
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### Self-Reflection Summary and Considerations

<table>
<thead>
<tr>
<th>Noted Areas of Strength</th>
<th>Possible Area for Growth</th>
<th>Suggested Growth Goals</th>
</tr>
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<thead>
<tr>
<th>Activities and Steps to be Taken</th>
<th>Persons/Resources Needed</th>
<th>Timeline and Deadlines</th>
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</table>

Revised August 2009
THE METHOD OF WRITING GOALS

A. Statement of goal
   1. What do I want to accomplish?
      This should be a specific statement describing an activity that represents a positive change in professional and student performance.

   2. Why do I want to accomplish this?
      This should be a statement that presents a significant reason for wanting to accomplish the goal (i.e., improved parent communication, improved instructional strategy for students, professional development that will enable me to…). This statement should identify the person or persons who will profit from this goal.

   3. Who will be involved?
      This should be a statement describing who will be involved with you. This may involve just yourself, or it may include others.

   4. When, where and how often will it be done?
      This should be a statement(s) describing the following, if applicable:
      • When will it be done?
      • Where will it be done?
      • How often will it be done?

B. Responsibilities to be assumed to accomplish the goal (How - Action Plan)

      This should be a specific statement(s) describing those actions that the employee will be taking to achieve the goal.

C. How will I determine whether or not I have achieved the goal?

      This should be a statement(s) describing the observable evidence to determine that I have achieved my goal.

D. Special consideration and constraints (e.g., cost, time, special equipment).
COMMON PITFALLS OF SETTING GOALS

A. Too broad or too global

Frequently educational goals have been stated in broad, intangible, comfortable terms which defy observation. Specific action verbs should be used in phrasing of goal statements.

Sample of a goal which is too broad or too global:
I will keep abreast of trends in my subject matter area.

B. Too trivial

Goals should be significant, represent a needed change in behavior, or constitute a challenge for the person writing the goal. If the goals entail what would be expected for minimal job performance, it is not an acceptable goal. Also, if the goal is formulated merely to complete an "academic assignment" for the principal, it could be very trivial. The easiest goal statements to write are those which are unimportant or trivial.

Sample of a goal which is too trivial:
I will contribute to the teacher’s flower fund.

C. Too ambitious

Many teachers are overly conscientious and may set goals which are far too ambitious to accomplish within a given length of time.

Sample of a goal which is too ambitious:
I will construct eight new learning centers each week in language arts and math.

D. Too unrealistic

Constraints of the school environment, the human environment, and the person involved must be considered. A good idea for a goal can be determined by obstacles which loom so large that the goal cannot be achieved.

Sample of an unrealistic goal:
I will construct and administer a diagnostic mathematics test three times each week and provide a diagnosis and prescription as an instructional guide to each of my 115 students in grade 8 mathematics classes.

E. The goal should not be written in terms of student behavior.

Sample of a goal written in terms of student behavior:
I will increase each child’s reading level by at least two years by the end of the current school year.

A GOOD EXAMPLE OF A WRITTEN GOAL:
I will infuse the thinking-based learning strategy of 2-minutes of guided student reflection for every 10-minutes of direct instruction in my social studies lessons. This strategy will provide opportunities for students to extend and broaden their understanding of key concepts.

A NON-EXAMPLE
I will complete my Doctorate degree in Educational Research by June 2009.

Revised August 2009
QUESTIONS TO ANSWER WHEN WRITING GOALS

1. What is my plan?

2. What strategies will I use to help me reach my goals?

3. What resources will I need?

4. How will it impact students?

5. What is my timeline?

6. How will I know if I have been successful?

7. What will I have as evidence that I’ve made progress towards my goal?

EMPLOYEE’S FINAL SELF-REFLECTION
(Complete at end of year and use during the end-of-year conference.)

1. What steps did I take to accomplish my goals?

2. A. How did the achievement of these goals benefit instruction and performance of students?

   B. What evidence led me to my conclusions? (Performance, Affective, Cognitive)

3. General Comments:

Revised August 2009
Observation/Evaluation Procedures

The Self-Reflection Process

Revised August 2009
What is the Self-Reflection model designed to accomplish?

The model for Self-Reflection is designed to allow teachers to reflect on their own professional growth needs and to set their own professional growth goals.
The Self-Reflection Cycle

Five-Year APC Certification Cycle

- Year 1: Observed & evaluated
- Year 2: Self-reflection
- Year 3: Self-reflection
- Year 4: Observed & evaluated
- Year 5: Self-reflection
Self-Reflection Participants

Beginning with the 2009-2010 school year, this involves teachers in years 2, 3 and 5 of the five-year APC certification cycle.
Timeline...

- **August/September** - cohort orientation meetings are held at the school level
- **By September 30th** – teacher goals are submitted to designated administrator
- **By October 31st** – individual conferences are held with teachers
- **By February 1st** – teachers complete mid-year self-reflections and submit to administrator
- **By May 1st** – teachers complete and submit final reflections
- **By last day of school** – individual conferences held with teachers
Getting Started…

In August or early September, principals are expected to conduct an orientation meeting with their cohort of teachers identified for self-reflection to review the process for writing self-reflection goals.
When should goal setting training occur?

Some suggestions for holding the training with teachers during August or September are:

- Pre-service Days
- 2-hour Early Dismissal Day
  - Bus windows
  - 30-minute portion of teacher’s planning period (see page 10 of CEA Agreement)
- Additional faculty meeting for these teachers (see page 10 of CEA Agreement)
- Other times arranged as per building schedule
What do teachers need and how will they get started?

- The principal leads an orientation to the process.
- The school administrator provides cohort teachers with a copy of the self-reflection documents via email for their use throughout the year.
- Teachers begin the reflection process, complete the “Self-Reflection Goal for Professional Growth” form, and submit the form to the designated administrator by September 30th.

Note: Resources to assist teachers in completing their goals are available in the Observation & Evaluation Procedures document and in “My Resource Center” and “Angel” via the CCPS website.
Professional Growth Goals

Should be:

- linked to the Essential Skills, job descriptions, competencies and/or system initiatives
- connected to improving instructional and professional practice.
Self-Reflection Conference

- By October 31st, administrators will conference with individual teachers to discuss the completed “Self-Reflection: Goal for Professional Growth” document.
- Instructional supervisors/coordinators and school administrators may participate in these meetings.
Mid-Year Reflection

- By February 1st, teachers in the self-reflection process will complete their mid-year reflections on the “Self-Reflection: Goal for Professional Growth” form.
- This mid-year reflection is submitted to the administrator and does not require a meeting unless initiated by either teacher or administrator.
Final Self-Reflection

- By May 1\textsuperscript{st}, cohort teachers will complete their final reflections on the “Self-Reflection: Goal for Professional Growth” form.
- Teachers will submit this document to their administrator via email or hardcopy.
Final Self-Reflection Conference

By the last day of school, administrators will complete Goal Reflection Conferences with teachers who are in the self-reflection process.
Documentation –

- Principals should maintain a completed copy of the “Self-Reflection: Goal for Professional Growth” form with attached signature page for the duration of each teacher’s five-year APC certification cycle.

- These documents may be shredded after that time.
Self-Reflection Process
FAQ
Can the Self-Reflection Process *training* be done with a group of cohort employees?

- Yes, this would be the most efficient way to provide the training. However, it could also be done in small groups or individually depending on what works best in each building.
Is it CCPS’ intent to have non-tenured employees use the same goal-setting process for the Non-Tenured Staff Development Plan (NTSDP)?

- No, the Self-Reflection process is intended for tenured employees who have demonstrated satisfactory performance in their positions/classroom (as noted on their previous evaluation) and have achieved, by virtue of their APC status, a high level of education.
How many goals is the employee required to write/complete for the Self-Reflection process?

- Employees in the self-reflection process are required to submit one goal per year.
Is the Self-Reflection Worksheet a requirement for goal development?

- No, the Self-Reflection Worksheet would be a valuable tool for some employees as they decide on their goal, but it is not a requirement.
- By requiring the Worksheet, the opportunity for employees to take responsibility for their own professional development is diminished.

(Additional tools may be found on p. 35-37 of Observation / Evaluation Procedures Manual.)
Will the Self-Reflection: Goal for Professional Growth form be converted into a form that can be completed and saved?

- Principals can forward all the Self-Reflection documents via email to the employees on self-reflection status. Employees can either print a hard copy or save to their computer for use during the year.

- The documents can also be found on Angel and My Resource Center on CCPS’ website.
How does the self-reflection process work for guidance counselors?

- Same as for teachers; however, they may want to reflect on prior observations, feedback, job descriptions, and job competencies when developing a self-reflection goal.
Could a goal be related to professional responsibilities rather than instruction?

Goals must be:

- linked to Essential Skills, job descriptions and competencies and/or system initiatives, and
- connected to professional practice and student performance.
Can employees set goals that include associated financial costs for the system?

- No, goals should not include any provisions that require financial costs, including substitute coverage.
Can employees work together on their goals?

- Yes. However, if two or three employees work together on a goal, each employee is individually responsible for the goal. The goal must be sustainable without the other members.
Can employees write a two-year goal with milestones for each year?

- This would be dependent upon the goal and the employee’s status within the five-year certification period.
- Each year, employees would be required to determine if they want to continue with or make adjustments to their goal / action plan.
Can the administrator prescribe an employee’s goal for self-reflection?

- No. By definition the self-reflection process is designed for employees who have met satisfactory evaluation standards. This process is to be a meaningful self-reflective experience for professional growth. Goals cannot become a substitute for the Intensive Development Process (IDP).
Can actual Self-Reflection 
Goal Conferences be done as 
a group with the cohort 
teachers?

- No, conferences are to be conducted with 
  individual teachers, even if some teachers 
  share the same goal.
Can supervisors attend Goal Reflection Conferences?

- Supervisors can be requested to attend goal conference meetings; the request may be made by the school administrator or the employee.
What questions might help guide meaningful conversations about self-reflection goals?

Discussions around the following questions may make the conversations about goal-setting meaningful:

- Why did you choose this goal?
- What do you see in your current practice that made you want to explore this area?
- What Essential Skill, job competency, or CCPS initiative are you targeting with this goal?
- How will this impact your instructional or professional practice?
- How will you know that you are approaching or have reached your goal?

The goal should focus on what the employee is going to do to refine his professional practice, not what the students are going to do.
Although it is important that the written outcome be clear and linked to specific Essential Skills, job competencies or CCPS initiatives, it is not the choice of words within the goals that are most important; the meaningfulness of the process will come from the conversation about those goals.
Are employees permitted to complete professional growth goals during the school day?

- Yes. Because goals are related to improving instructional / professional practice, employees will naturally infuse their goals into their instructional day.
- Additional time during the day will not be made available for employees to work on goals.
Is a mid-year conference required as part of the self-reflection process?

- No, a meeting is not required; however, an employee may request a meeting with their administrator(s).
- An employee is required to complete a mid-year reflection on progress towards the completion of the goal and submit those written reflections to their administrator.
Why is the accomplishment of the self-reflection goal not part of the evaluation process?

- The self-reflection process is not an evaluative process.
- According to COMAR, the evaluation process requires two Rating Observations and a Summative Evaluation.
What happens if an employee inadequately completes the Self-Reflection process?

- Even though not evaluative, the process is required by CCPS for those tenured employees on Year 2, 3, and 5 of their certification cycle and must be meaningfully completed. If not adequately completed or not attempted:
  - Conversations related to why the process was inadequately completed may be held with Human Resources.
  - The lack of meaningful completion or non-completion of the process may result in a verbal warning or other disciplinary measures.
- Employees are encouraged to seek assistance and/or support from their administrators/supervisors throughout the year in order to make progress on and successfully complete their self-reflection goal.
What would happen if, during the course of the school year, there are serious concerns about the performance of an employee who is in the self-reflection process?

- When an administrator completes any informal observations, positive feedback and/or concerns related to the observations should be articulated to the employee.
- If the concerns continue to occur in subsequent informal visits or observations, the administrator should have a formal conversation with the employee to explain those concerns, offer resources, and indicate that a Rating Observation would follow. It is expected that the administrator would document the dates of formal conversations.
- If a rating of ‘Needs Improvement’ is given for any Essential Skill, a second Rating Observation by a different administrator would be done.
- A Summative Evaluation would then be completed based on the two Rating Observations and county guidance related to Overall Ratings would be followed.

(See page 15 of Observation / Evaluation document for further information.)