

# State Teacher Evaluation Model

## Professional Practice

50 % Qualitative Measures

*Domain percentages proposed by LEA and approved by MSDE*

Planning and  
Preparation  
12.5%

Instruction  
12.5%

Classroom  
Environment  
12.5%

Professional  
Responsibilities  
12.5%

## Student Growth

50 % Quantitative Measures

*As defined below*



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### Elementary/Middle School Teacher Two Tested Areas

20% MSA Lag Measure based on 10% Reading **and** 10% Math  
15% Annual SLO Measure as determined by priority identification at the district or school level  
15% Annual SLO Measure as determined by priority identification at the classroom level

or

### Elementary/Middle School Teacher One Tested Area

20% MSA Lag Measure based on either 20% Math **or** 20% Reading  
15% Annual SLO Measure as determined by priority identification at the district or school level  
15% Annual SLO Measure as determined by priority identification at the classroom level

or

### High School Teacher Tested Subjects

20% SLO Lag Measure based on HSA Algebra, HSA English 2, HSA Biology, or HSA American Government and including an HSA data point  
15% Annual SLO Measure as determined by priority identification at the district or school level  
15% Annual SLO Measure as determined by priority identification at the classroom level

or

### K-12 Non-Tested Area/Subject Teachers

20% SLO Lag Measure based on School Progress Index Indicators ( Achievement, Gap Reduction, Growth, College and Career Readiness), Advanced Placement Tests, or similarly available measures  
15% SLO Measure as determined by priority identification at the district or school level  
15% Annual SLO Measure as determined by priority identification at the classroom level

# State Principal Evaluation Model

## Professional Practice

50% Qualitative Measures  
12 Domains Each 2-10%

### Maryland Instructional Leadership Framework (8)

- School Vision
- School Culture
- Curriculum, Instruction, and Assessment
- Observation/Evaluation of Teachers
- Integration of Appropriate Assessments
- Use of Technology and Data
- Professional Development
- Stakeholder Engagement

### Interstate School Leaders and Licensure Consortium (4)

- School Operations and Budget
- Effective Communication
- Influencing the School Community
- Integrity, Fairness, and Ethics

## Student Growth

50% Quantitative Measures  
As defined below



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## Elementary/Middle School Principals

- 20% MSA Lag Measure as determined by 10 % Reading MSA and 10% Math MSA
- 10% School Progress Index
- 10% Annual SLO Measure as determined by priority identification at the district level
- 10% Annual SLO Measure as determined by priority identification at the school level

or

## High School Principals

- 20% SLO Lag Measure as determined by 10% HSAs and 10% AP scores, SPI Indicators (Gap Reduction, College & Career Readiness, Achievement), or similar valid delayed measures
- 10% School Progress Index
- 10% Annual SLO Measure as determined by priority identification at the district level
- 10% Annual SLO Measure as determined by priority identification at the school level

or

## Other Principals (e.g., Special Center, PreK-2)

- 20% SLO Lag Measure as determined by 10% HSAs and 10% AP scores, SPI Indicators (Gap Reduction, College & Career Readiness, Achievement), or similar valid delayed measures
- 10% School Progress Index
- 10% Annual SLO Measure as determined by priority identification at the district level
- 10% Annual SLO Measure as determined by priority identification at the school level

# Local Teacher Evaluation Models 2013-2014\*

## Professional Practice

### 50 % Qualitative Measures

Domain percentages proposed by LEA and approved by MSDE

Planning and Preparation

Instruction

Classroom Environment

Professional Responsibilities

Additional Domains Based on Local Priorities

## Student Growth

### 50 % Quantitative Measures

As defined below



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### Elementary/Middle School Teacher Two Content Areas

#### Either

5 % - Reading MSA (Class)  
5 % - Math MSA (Class)  
10%- School Progress Index

or

10%- Reading MSA (Class)  
10%- Math MSA (Class)

and

30% - LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE

or

### Elementary/Middle School Teacher One Content Area

#### Either

10% - Reading MSA (Class) or  
Math MSA (Class)  
10% -School Progress Index

or

20% -Reading MSA (Class) or  
Math MSA (Class)

and

30% - LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE

or

### High School Teacher

LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE; no single measure to exceed 35% . For tested area teachers, one Student Learning Objective must include an HSA data point.

or

### Elementary/Middle School Teacher Non-Tested Subject

LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE; no single measure to exceed 35% .

\* MSA/SPI split increases to 15%/5% in 2014-2015 and becomes 20% MSA/PARCC in 2015-2016

# Local Principal Evaluation Models 2013-2014\*

## Professional Practice

### 50 % Qualitative Measures

Domain percentages proposed by LEA and approved by MSDE

#### Maryland Instructional Leadership Framework (8)

- School Vision
- School Culture
- Curriculum, Instruction, and Assessment
- Observation/Evaluation of Teachers
- Integration of Appropriate Assessments
- Use of Technology and Data
- Professional Development
- Stakeholder Engagement

Additional Domains  
Based on Local  
Priorities

## Student Growth

### 50 % Quantitative Measures

As defined below



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## Elementary & Middle School Principals

### **Either**

- 5 % - Reading MSA (School)
- 5 % - Math MSA (School)
- 10%-School Progress Index

**or**

- 10%- Reading MSA (School)
- 10%- Math MSA (School)

**and**

- 30% - LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE

or

## High School Principals

LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE; no single measure to exceed 35%. One Student Learning Objective must be targeted at HSAs.

or

## Other Principals (e.g., Special Center, PreK-2)

LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE; no single measure to exceed 35%. If appropriate, one Student Learning Objective must be targeted at HSAs.

\* MSA/SPI split increases to 15%/5% in 2014-2015 and becomes 20% MSA/PARCC in 2015-2016