

Kentucky Professional Growth and Effectiveness System

Guidelines and Procedures for Teacher Peer-Observation

1. Peer Observation is collegial and includes conferencing and feedback to impact professional practices.
2. Peer Observation reflects findings from research, including action research from higher education and public schools.
3. The focus of peer observation is to provide educators the opportunity to collect input on professional practices and leadership assets.
4. Peer observers use the observation instruments developed from the Kentucky Teacher and Principals Growth and Effectiveness Frameworks.
5. Peer observation conferences provide feedback on data related to the observable standards in the Kentucky Teacher and Principals Growth and Effectiveness Frameworks.
6. The peer observation process includes a pre-conference, a formal observation and a post conference to provide observation-based feedback.
7. Peer observation data are incorporated in the development of SMART goals identified for the Professional Growth Plan.
8. Peer observation data are to be used as an integral part of the formative process with data informing the summative.

Teacher Professional Growth & Effectiveness Peer Observation Notes

Teacher:

Lesson/Unit:

of Students:

Date:

Time/Period:

Other:

Duration:

Domain I: Instruction	Standard:	Evidence	Sample Observable Accomplished Behaviors <i>Observing one behavior or activity in a given standard does not necessarily merit an accomplished rating. However, it may, if that behavior or activity is critical.</i>
	1.1 Demonstrates content knowledge and research-based practices and strategies appropriate to student learning.		
	1.3 Develops and communicates student-friendly learning targets that lead to mastery of national, state and local standards.	Feedback (Suggestions, Points for Discussion, etc.)	<ul style="list-style-type: none"> • Communicates aligned, student-friendly targets or guiding questions throughout all phases of the lesson.
	1.4 Designs and implements instructional plans that are data-informed and address students' diverse learning needs.		<ul style="list-style-type: none"> • Delivers differentiated instruction based on identified developmental levels, student interests and learning styles.
	1.5 Integrates available technology to develop, design and deliver instruction that maximizes student learning experiences.		<ul style="list-style-type: none"> • Implements research-based, technology-infused instructional strategies to support learning of all. • Integrates varied and authentic opportunities for all students to use appropriate, available technology to further learning. • Models and reinforces ethical uses and applications of technology information and communication.

Domain II: Learning Climate	Standard		Evidence	Sample Observable Accomplished Behaviors
	2.1 Establishes a positive, respectful and safe learning environment where individual needs and risk-taking are valued.			<ul style="list-style-type: none"> • Treats each student with respect. • Demands all students treat others with respect. • Demonstrates awareness of and sensitivity to students' backgrounds, ethnicities, cultures, skills, interests and special needs. • Maintains a fair, respectful, safe and productive classroom environment conducive to learning and the emotional well-being of all students. • Creates a learning environment in which students are motivated to take risks and learn from mistakes.
	2.2 Communicates high expectations for all students.	Feedback (Suggestions, Points for Discussion, etc.)	<ul style="list-style-type: none"> • Communicates confidence in students' ability to achieve behavioral and learning expectations. • Creates a classroom culture characterized by clear, shared and challenging expectations for all students 	
	2.3 Uses time, space and resources effectively and ensures equitable access to all resources for all students.		<ul style="list-style-type: none"> • Maximizes the use of instructional and transitional time. • Uses space (i.e., seating arrangement, learning centers) creatively to facilitate authentic student learning 	
Summary Notes of Professional Growth Plan Connections: (Date each note)				
Peer Observer's Signature:	Date:	Teacher's Signature:	Date:	
Peer Observer's Signature:	Date:	Teacher's Signature:	Date:	
Peer Observer's Signature:	Date:	Teacher's Signature:	Date:	
Comments/Recommendations:				

School Based Support of the Teacher in PAR

- ◆ A CT collaborates with the teacher and administration, team leader, IRT, RT, SDT, mentor, and other school resource personnel.
- ◆ School personnel will assume the responsibility of supporting teachers in their professional growth after their participation in the PAR program.
- ◆ Teachers in PAR are not required to create, or implement previously-written, Professional Development Plans (PDPs)

Teacher Performance Standards

- I. Teachers are committed to students and their learning.
- II. Teachers know the subjects they teach and how to teach those subjects to students.
- III. Teachers are responsible for establishing and managing student learning in a positive learning environment.
- IV. Teachers continually assess student progress, analyze the results and adapt instruction to improve student achievement.
- V. Teachers are committed to continuous improvement and professional development.
- VI. Teachers exhibit a high degree of professionalism.

**More detailed
information is in
The Professional Growth
System Handbook and
[http://www.mcps.k12.
md.us/departments/
personnel/te/](http://www.mcps.k12.md.us/departments/personnel/te/)**

August 2004

A Guide for Teachers in PAR

**The MCPS
Peer Assistance
and Review
(PAR) Program**

Enduring Understanding:

A quality teacher in every classroom is the single most important factor in student achievement.

The Peer Assistance and Review (PAR) Program is a cornerstone of the new evaluation process within the "Professional Growth System." The teachers' union (MCEA) and the administrators' association (MCAASP) jointly run it, representing a qualitative shift in how the school system supports and evaluates teachers, to reach the goal of high quality teaching and learning in every classroom. The PAR program consists of two components, the **Consulting Teachers (CTs)** and the **PAR Panel**. The CTs work to provide intensive, individualized instructional support and resources to every teacher in PAR, including the "novices" (first year teachers with no teaching experience) and the under-performing experienced teachers. The CT shares formal documentation with the building administrator. With the knowledge of the client teacher, the CT may coordinate with other staff to maximize support. The CT does not share information about the teacher's performance with other school staff. The **PAR Panel** is composed of eight administrators and eight teachers who are paired. Each administrator/teacher pair works with a team of CTs. The PAR Pair reviews all CT information monthly, including observation reports and summaries, and also provides suggestions for support and interventions. The PAR Panel uses information from CTs to make recommendations to the superintendent regarding the employment status of teachers.

This brochure highlights information for teachers in PAR, including timelines and procedures.

Role of the Consulting Teacher

The role of the CT is complementary and does not duplicate the role of administrators, staff development teachers (SDTs), resource teachers (RTs), interdisciplinary resource teachers (IRTs), or mentors. The following are highlights of the individualized work that CTs do with teachers.

- ◆ coach teachers to reflect on, analyze, and improve classroom instruction, *Standards I-IV*
- ◆ address issues related to professional growth and professionalism, *Standards V-VI*, when behaviors are directly observed
- ◆ assist teachers with content/curriculum, and make referrals as appropriate to other resources such as team leader, reading specialist, RT, IRT, SDT, or subject area specialist (always with the knowledge and permission of the teacher)
- ◆ arrange for using the staff development substitute teacher (SDST) time to allow the teacher to observe other teachers
- ◆ support teachers with lesson planning, writing objectives, and classroom management, based on the principles from "Studying Skillful Teaching"
- ◆ visit teachers frequently to provide instructional assistance and feedback (need dictates number of visits)
- ◆ report monthly to the PAR Pair on teacher progress
- ◆ make recommendations to the PAR Panel regarding employment status of teachers based on documented progress
- ◆ conduct the review process for teachers who receive a "below standard" evaluation completed by the administrator. Reviews are conducted in April and May, but in some cases may occur in early fall. The CT makes two formal observations (one announced) and a recommendation to the PAR Panel as to whether there are serious instructional deficiencies that warrant CT support the following year

Teachers' Rights in PAR

A teacher's inclusion in the PAR program was designed to provide the support the teacher needs to be successful in meeting the MCPS Teacher Performance Standards, as determined by objective and independent information gathered about the teacher's progress and performance. Administrators maintain a critical role in the observation and evaluation process. There are times when either the teacher or the administrator may disagree with decisions of the PAR Panel. In the following circumstances, both the teacher and the principal are given time to present information to the whole Panel:

- the Panel is considering a recommendation of non-renewal (probationary teacher)
- the Panel is considering a recommendation of dismissal (tenured teacher)
- the CT and the principal have different recommendations regarding inclusion in the PAR program (experienced teachers)
- the CT and the principal have different recommendations regarding employment status after participation in the PAR program

If a teacher chooses to present to the Panel, they may ask to be supported by an MCEA UniServ director.

Administrators' Observations, Documentation, and Evaluations

- ◆ For probationary teachers in PAR, the administrator completes a formal evaluation. A minimum of two formal observations, at least one announced and at least one each semester, is required.
- ◆ For tenured teachers in PAR, administrators may formally observe the teacher receiving PAR support, but are not required to do so
- ◆ Administrators and CTs collect and maintain independent observation data.

Consulting Teachers' Reports

- ◆ CTs complete a minimum of three required formal observations. Usually the first observation is announced, and others are unannounced. After two formal observations are completed, CTs submit a mid-year summary at the December PAR Panel meeting.
- ◆ By April, CTs complete a summative report with a recommendation regarding "meets standard" or "below standard" performance.
- ◆ Both the teacher and the observer sign all reports. Copies go to the teacher, observer, principal, and PAR Panel.

PAR Procedures and Timelines

- ◆ CTs meet on a monthly basis with members of the PAR Panel. Each CT reports to a PAR Pair who advises CTs regarding work with teachers.
- ◆ Due dates for reports are based on state requirements.
- ◆ If there is disagreement regarding inclusion in the PAR program after the review process, principals and teachers may present before the PAR Panel.
- ◆ If after participation in the PAR program there is disagreement regarding the final employment status, principals and teachers may present before the PAR Panel.
- ◆ The normal period of support in the PAR program is from September to March 1 for probationary teachers, or September to April 1 for tenured teachers. In rare cases there may be mitigating circumstances that result in a panel decision in less time, or that may require additional time. These decisions will be considered on a case-by-case basis.
- ◆ The period of support for novice teachers hired in January or February continues until the following December. If they are not meeting standards at that time, their support is extended until March.

Administrative Support of the CT

CTs greatly appreciate:

- ♦ early initial contact with principals for tenured teachers in PAR (Since CTs wait to contact clients until after the meeting with administrators, a prompt initial meeting will facilitate an early start of the CT/teacher work.)
- ♦ established avenues of communication with administrators (through the administrative secretary, e-mail, etc.)
- ♦ introductions to other key staff members (i.e., assistant principal, team leader, IRT, RT, reading specialist, SDT, mentor, etc.) to facilitate the collaborative work among these colleagues
- ♦ updates on instructional concerns, progress, and resources already accessed or still needed
- ♦ shared observations and evaluations

It will also be helpful to the CT if the administrator can provide:

- ♦ visitors' log, sign-in procedures
- ♦ schedule for teacher(s)
- ♦ access to copier, computer, and location to meet with client(s)
- ♦ procedures regarding use of SDST (The SDST is a legitimate resource for CT clients who observe others as well as for special planning sessions, meetings, or conferences for CT and clients.)
- ♦ weekly or monthly calendar with special school programs or events which would affect schedules of teacher(s)

Administrator's Guide to the MCPS Peer Assistance and Review (PAR) Program

The Peer Assistance and Review (PAR) program is an MCPS effort, supported through our partnership with MCAASP and MCEA, to improve standards of teaching and learning in every classroom. It consists of a joint panel of 8 administrators and 8 teachers who work with the consulting teachers (CTs). The CTs, who work in the Office of Organizational Development, collaborate with school administrators and staff to provide resources and instructional support for novice and underperforming teachers. CTs also provide detailed documentation to the PAR Panel in the form of observations and reports. The PAR Panel makes recommendations to the superintendent regarding the employment status of teachers.

This brochure highlights information for administrators that will facilitate their collaborative work with CTs, as well as important due dates and guidelines for observations, documentation, and evaluations.

The Professional Growth System Handbook includes a more detailed description of the PAR program.

Role of the Consulting Teacher

The role of the CT is complementary and does not duplicate the role of administrators, staff development teachers (SDTs), resource teachers (RTs), interdisciplinary resource teachers (IRTs), or other existing positions. Following are some highlights of the CT role. CTs:

- ♦ work with novice teachers with no teaching experience, as well as with teachers (probationary and tenured) rated "below standard"
- ♦ coach teachers to analyze and improve classroom instruction, *Standards I-IV*
- ♦ address issues related to professional growth and professionalism, *Standards V-VI*, when behaviors are directly observed (Teachers assigned a CT do not develop PDPs.)
- ♦ assist teachers with content/curriculum and refer clients to other resources as appropriate (i.e., team leader, reading specialist, RT, IRT, subject area specialist)
- ♦ arrange for the use of staff development substitute teacher (SDST) time to allow the teacher to observe other teachers
- ♦ visit clients frequently to provide instructional assistance (need dictates number of visits)
- ♦ report monthly to the PAR Pair (teacher and administrator on the PAR Panel assigned to support a group of CTs—see PAR Pair Assignments 2004-2005) on client progress
- ♦ make recommendations to the PAR Panel regarding employment status of clients based on documented progress
- ♦ conduct the review process for teachers who received a "below standard" evaluation (completed by the administrator). Reviews are conducted in April and May whenever possible, but in some cases may occur in early fall. The CT makes two formal observations (one announced) and a recommendation to the PAR Panel as to whether there are serious instructional deficiencies that warrant CT support the following year

Observations, Evaluations, and Reports

The support provided by the CT is a key aspect of the PAR program. However, administrators must continue to maintain a critical role in the observation and evaluation process. In the event that CT and administrator have different recommendations regarding inclusion in the PAR program or status after participation in the PAR program, the 16 PAR Panel members carefully review the administrator's written documentation, observations, and evaluations.

Administrators and consulting teachers have distinct requirements and deadlines for observations and written reports.

Administrators' Observations, Documentation, and Evaluations

- ◆ For PROBATIONARY TEACHERS WITH A CT, the administrator MUST complete a formal evaluation. A minimum of two formal observations (at least one announced and at least one each semester) are required.
- ◆ For TENURED TEACHERS in PAR, administrators are required to formally observe the teacher who is receiving PAR support. These observations serve as important data in case of a disagreement with the CT's recommendation.
- ◆ Administrators need to collect independent observation data from that collected by the CT. Data collected by the CT may not be used in administrative reports.

Consulting Teachers' Reports

- ◆ CTs complete a minimum of three required formal observations. (The first observation is announced, others are usually unannounced.) CTs submit a mid-year summary before the December PAR Panel meeting after two formal observations are completed. Copies of the mid-year summary are given to the principal and the teacher.
- ◆ By April, CTs complete a summative report with a recommendation regarding

"meets standard" or "below standard" performance.

- ◆ The CT shares all formal reports with the administrator.

PAR Meetings & Deadlines

- ◆ CTs meet on a monthly basis with members of the PAR Panel. Each CT reports to a PAR Pair who advise CTs regarding work with clients.
- ◆ Ongoing communication between the administrator and CT is essential. If there is a concern and attempts to resolve the issue with the CT are unsuccessful, contact the principal and/or teacher who constitute the PAR Pair assigned to the CT. If necessary, contact one or both of the PAR Panel co-chairs (Bob Bastress and Douglas Prouty) to discuss any concerns.
- ◆ Evaluation due dates are dictated by state requirements. (See chart on Due Dates.) In order for the PAR review process to be completed effectively by the end of the school year, the administrators' final evaluations must meet established timelines.

Principals may present before the PAR Panel when:

- ◆ there is disagreement regarding inclusion in the PAR program after the review process
- ◆ there is disagreement regarding the final employment status after participation in the PAR program

In both cases, the principal needs to:

- ◆ schedule a time with a PAR Panel co-chair to appear before the PAR Panel;
- ◆ assemble all relevant data and make 16 copies of the information so it can be

reviewed by all members of the PAR Panel. If PAR support was provided, administrative documentation should primarily address performance during the current year with CT/PAR support.

EVALUATION DUE DATES

Probationary Teachers	
Meets Standard	Below Standard
6/1	First Monday in March

Tenured Teachers		
Meets Standards	Recommended for PAR Support	In PAR
6/15	3/31 or last workday in March	No formal evaluation is due for tenured teachers in PAR. Administrators should continue to collect data and observe teacher who is receiving PAR support. Administrator should contact the PAR Panel co-chairs by March 31 (or last workday in March) only if the administrator disagrees with the recommendation of CT report, so the administrator can present additional information at the April PAR Panel meeting.

See Professional Growth System Handbook or <http://www.mcps.k12.md.us/departments/personnel/te/>. Note that CT deadlines are earlier than administrative deadlines.

PAR Pairs 2004-2005

Myra Smith/Marianne Shoemaker

Elinor Boyce Paula Schmierer
Elissa Robinson Barbara Travers

Marty Barnett/Mary Lou Winkler

Brent Bowman Debbie Hepner
Michelle Cullather Liz Sutherland

Sandy Walker/Georgene Fountain

Arlene Barte-Lowe Deanna Sebastian
Lisa Henry Sue Senter

Fran Levin/Yvonne Hudson

Cheryl Booker Lisa Farhi
Mark Craemer Tedi Gray

Elizabeth Strubel/Doug Prouty

Jim Bery Terry Kirtz
Bob Durbin Jeff Newby
Nora Jones

Karen Rabin/Mary Thornton

Kirsten Corprew Judith Rosenberg
Ann Petrask Candace Ross

Phil Gainous/Deborah Wilchek

Dale Johnsen Erminia Umana
Thelma Newman Jean Van Duzer
Emily Tien

Bob Bastress/Ronni Farber

Cary Dinmick Ralph Hisle
Karen Emmerich Vickie McDonald
Darlene Grantham

Kentucky Professional Growth and Effectiveness System

Guidelines for Professional Growth Planning

1. Professional Growth Planning incorporates self-reflection, trends from surveys, and student growth data with formal and informal observations information to develop professional growth plans.
2. Professional Growth Planning reflects the research of Robert Marzano, Jodi Peine, James Stronge and Sally Zepeda.
3. The development and implementation of teacher and principal professional growth plans involves a collaborative process between the supervisor and the employee.
4. The Professional Growth Plan is a significant part of the Leadership and Professionalism Domain of the Kentucky Teacher Growth and Effectiveness Framework.
5. The Professional Growth Plan results from a synthesis of data collected from multiple measures of all four domains of the Kentucky Teacher Growth and Effectiveness Framework.
6. The Professional Growth Plan is developed annually with periodic review and revision throughout the school year.
7. Professional Growth Plans incorporate SMART goals identified collaboratively through review of multiple measures' data and results in student achievement.
8. The Professional Growth Planning process involves intentional self-reflection on professional practices on-going impact on teaching and learning.

Professional Growth and Effectiveness System
Teacher Self-Reflection

TEACHER: _____

DATE: _____

	Standard	Planning	Reflection
Domain I: Instruction	1.1 Demonstrates content knowledge and research-based practices and strategies appropriate to student learning.		
	1.2 Plans formative and summative assessments to guide instruction and measure student growth toward learning targets.		
	1.3 Develops and communicates student-friendly learning targets that lead to mastery of national, state and local standards.		
	1.4 Designs and implements instructional plans that are data-informed and address students' diverse learning needs.		
	1.5 Integrates available technology to develop, design and deliver instruction that maximizes student learning experiences.		

	Standard	Planning	Reflection
Domain II: Learning Climate	2.1 Establishes a positive, respectful and safe learning environment where individual needs and risk-taking are valued.	DRAFT	DRAFT
	2.2 Communicates high expectations for all students.		
	2.3 Uses time, space and resources effectively and ensures equitable access to all resources for all students.		

Professional Growth and Effectiveness System
Teacher Self-Reflection

	Standard	Planning	Reflection
DOMAIN III: Leadership and Professionalism	3.1 Engages in professional and leadership activities that enhance personal growth, student learning, and the professional environment of the school.		
	3.2 Designs, implements, and revises a professional growth plan that addresses data-informed priorities and results in improving instruction and learning.		
	3.3 Collaborates with colleagues, parents, and others to enhance student learning.		

Professional Growth and Effectiveness System
Teacher Self-Reflection

DOMAIN IV: Student Growth	Standard	Planning	Reflection
	4.1 Contributes to overall school success and the academic growth of all students, regardless of demographics (e.g., socioeconomic status, ethnicity, gender, disability, prior achievement).		
NEXT STEPS	Based on your planning and self-reflection, what trends and patterns do you notice that will inform your Professional Growth Plan?		

DRAFT

Kentucky Professional Growth and Effectiveness System

Guidelines for Self-Reflection

1. Self-Reflection improves teaching and learning through ongoing thinking on professional practices' impacts on student and teacher learning.
2. Self Reflection reflects the research of Lori Danielson, Grimmert, Erickson and Dewey.
3. The focus of professional self-reflection is to provide educators the opportunity to develop a personal profile of professional practices and leadership assets.
4. Professional Self-Reflection occurs across the standards of all four domains of the Kentucky Teacher and Principals Growth and Effectiveness Frameworks.
5. Professional Self-Reflection results from ongoing thinking on the synthesis of data collected from multiple measures of all four domains of the Kentucky Teacher and Principals Growth and Effectiveness Frameworks.
6. Professional Self-Reflection may occur at the end of the instructional day, the end of a unit of study, prior to establishing professional goals, during planning for instruction, and throughout the performance of curricular and extra-curricular duties.
7. Professional Self-Reflection is incorporated in the development of SMART goals identified for the Professional Growth Plan.
8. Professional Self-Reflection involves a process intentional self-reflection on professional practices' on-going impact on teaching and learning.

Professional Growth Planning

Teacher: _____ School: _____ Date: _____

Teaching Assignment: _____

Part A: Reflection On Professional Practice

1. My Personal Vision of Teaching and Learning

Who am I as a teacher or leader? Use this section to list (or describe in narrative form) your own philosophy of effective teaching and learning. Refer to the Teacher or Principal Framework and use these questions to guide your thinking:

Identify trends and patterns from student growth data, observations, surveys and professional self-reflection.

What are my student growth goals? (SMART)

2. My Professional Development Needs

Where am I going as a teacher/learner? Briefly outline your professional growth goal(s) and the ways in which you might accomplish it (them):

3. My Community of Support

Identify one to three colleagues who share your goal(s) or who could support you in the achievement of your goal(s). These colleagues will become part of your Community of Learners focus group. Meet with your group to explain your goal(s) and how you plan to accomplish it (them). Brainstorm additional ways of accomplishing your goal(s). Your group may also help you refine your goal(s).

Select one goal that you will focus on within your Community of Support Team:

Provide the rationale for adopting these ideas/strategies for achieving your goal.

Describe the outcome(s) you expect to achieve this year. How will you accomplish this goal positively impacting student achievement?

4. Professional Growth Model

How do you learn best? Here are some sample learning opportunities (check as many as apply):

Individually-guided

- Personal study
- Web-based learning
- Anecdotal records
- Reflective journals
- Individual action research
- Log entries
- Other

Development/Improvement Process

- Project-based
- School visits
- Assessment instruments (surveys, questionnaires)
- Authentic teacher made materials (designing quality work for students)
- Other

Instruction/Workshops

- Technology skill training
- Workshops
- Conference
- Other

Observation/Assessment

- Peer coaching (peer-to-peer)
- Cognitive coaching (peer-admin)
- Videotaped lessons
- Team teaching
- Other

Inquiry

- Group action research
- Data collection and analysis
- Study group
- Other

5. Documentation:

Identify documentation that you intend to use to demonstrate your professional growth.

- Artifact reflections that give evidence
- Self-assessment that provides insight into professional growth
- Sharing with colleagues
- Certificate of completion
- Other (please describe)

Part B: Teacher Professional Growth Plan

Growth Objectives: *(Behaviors, Skills and Abilities to be developed)*
SMART (Specific, Measureable, Appropriate, Realistic, Time-bound)
SMART Goal A:

SMART Goal B:

Specific Activities: *(How skills and abilities will be developed.)*
SMART Goal A:

SMART Goal B:

Assistance and Support:

Time Frame:

Expected Outcomes:

Indicators of Success:

Teacher Signature:

Principal Signature:

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