MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

TO: Members of the State Board of Education

FROM: Bernard J. Sadusky, Ed. D. BJS

DATE: January 24, 2012

SUBJECT: Maryland Educator Effectiveness Council

PURPOSE:

To provide an update to the State Board on the December 15th 2011 meeting of the Maryland Educator Effectiveness Council (MEEC). This meeting focused on the progress of the seven Teacher/Principal Evaluation pilot districts.

BACKGROUND/HISTORICAL PERSPECTIVE:

The Maryland Educator Effectiveness Council was created by the Governor's Executive Order on June 1, 2010 and was charged with submitting recommendations for the development of the model evaluation system for educators. These recommendations must address the definition of "effective" teachers and principals, definitions of "highly effective" teachers and principals, and the relationship between the student learning component of educator evaluations and the other components of the evaluations.

EXECUTIVE SUMMARY:

Signed by Governor O'Malley on May 3, 2010, the Education Reform Act of 2010 created a new expectation for Maryland educators: To be effective, teachers and principals must show they can successfully improve student learning. The law established that changes in student growth will become a significant factor in the evaluation of teachers and principals. This legislation created the foundation for a new evaluation system that will more consistently and fairly identify, support, and reward educators who are effective; and identify, develop, or exit those who are ineffective.

The Council met 17 times from August 2010 to June 2011. On December 15, 2011, the Council met again to review the progress to date on the pilots (Baltimore City, and Baltimore, Charles, Kent, Prince George's, Queen Anne's, and St. Mary's Counties).

Pilot districts were asked to describe the status of the design and implementation of their educator effectiveness systems across a variety of dimensions. Overall, the pilots reported that many of them are using the Framework for Teaching developed by Charlotte Danielson or a variation of this model for Professional Practice; their greatest challenge is in the non-tested

areas (69% of teachers are in untested areas); they continue to work on addressing the teacher of record issue for classes with multiple teachers and for new students who enter school during the year. The pilots overwhelmingly recommended that the framework allow for more than three rating categories and expressed support and an exploration on the use of Student Learning Objectives (SLOs).

The purpose of the educator professional growth evaluation system is to strengthen the knowledge, skills, and classroom practices of educators to improve student achievement through professional development. Professional development is to be high quality, targeted, available to every teacher and principal; multiple measures are to set the stage for improved teaching and learning as it offers more complete evidence about student learning and growth; and collaboration is essential to determining a fair, transparent, rigorous, and valid educator professional growth evaluation system. Local school systems, local teachers associations, MSDE and the Maryland State Education Association (MSEA) are all partners in this work and are equally committed to these efforts.

ACTION:

For information and discussion.

BJS:mlg