<h1 style="text-align:center; color:blue;">Achieving Equity in Teacher Distribution</h1>
<p style="text-align:center;">(Kent County Public Schools Teacher Evaluation Systems)</p>

Teacher Evaluation and Race To The Top

During the 2009-2010 school year, the Assistant Superintendent brought together a committee of teachers and administrators to revise the teacher evaluation system in Kent County. Having volunteered to be one of the pilot systems for the state teacher evaluation project under Race to the Top, the committee worked throughout the year to align the qualitative portion of the evaluation to align with the framework developed by Charlotte Danielson. In the summer, the committee worked to develop the portion of the evaluation that is linked to student performance. During the 2011-2012 school year, two teachers from each of the seven schools will pilot the new evaluation system. Throughout the coming year, KCPS staff will working closely with MSDE and the pilot teachers to improve the process so that it will fairly measure whether a teacher is highly effective, effective, or ineffective. At the same time, a committee has convened to begin the process of revising the principals' evaluation process. Aligned to the Maryland Instructional Leadership Standards, this process will evaluate principals on both qualitative and quantitative measures.

Teacher Evaluation[Descriptor (a)(1)]

Kent County Public Schools has a Board of Education approved teacher evaluation system made up of both observations and an annual evaluation. Observations are formative and intended to give ongoing and specific feedback as well as provide ideas for professional growth. Observers rate teacher performance under the major categories of instructional planning, instructional effectiveness, management, and professionalism. Student work is also examined on a regular basis to evaluate the impact of daily instruction. The annual evaluation is summative and includes information from all observations in that time period as well as other relevant information.

All tenured teachers are evaluated at least once every two (2) years by personnel certified by the State Department of Education and designated by the Superintendent. Tenured teachers may be evaluated on a more frequent basis at the determination of the supervisor and principal or at the request of the teacher. Non-tenured teachers are formally evaluated at least once every semester. Each evaluation includes a conference with the school administrator and the supervisor responsible for the teacher's area of certification.

In cases where the need for a Professional Improvement Plan (PIP) has been identified, a plan is designed in collaboration with an educator and an administrator.

The administrator will convene a conference with the educator at a mutually agreeable time to discuss the targeted performance area(s), and to formulate a plan with specific recommendations to assist in improvement. The educator and the administrator will jointly reflect on the area of growth and work collaboratively to improve student learning.

How are the teacher evaluation results used regarding *professional development*?
The results of annual teacher evaluations provide evidence of professional growth as well as areas of need for school-based and system-wide professional development. Kent County Public Schools examine both leading and lagging observation and evaluation data to prioritize professional development needs. Tenured staff develop annual goals related to their written professional plan which includes aspects of teaching that are directly related to their instructional area and in support of improved student achievement. Principals encourage teachers to align their personal professional development goals with needs identified in the System Learning Walks, School Improvement Plans, student data, and system professional development needs.

How are the teacher evaluation results used regarding *compensation*?
Upon a successful evaluation at the end of the school year, teachers are moved to their appropriate Schedule Step and Class in the negotiated agreement and compensated accordingly.

How are the teacher evaluation results used regarding *promotion*?
Evaluations may be considered when teachers apply for administrative and supervisory positions, but are not explicitly required.

How are the teacher evaluation results used regarding *retention* and *removal*?
Teacher evaluation results are used in both the retention and removal processes. All tenured teachers are evaluated at least once every two (2) years by personnel certified by the State Department of Education and designated by the Superintendent. Tenured teachers may be evaluated on a more frequent basis at the determination of the supervisor and principal or by request of the teacher. Non-tenured teachers are formally evaluated at least once every semester. Each evaluation includes a conference with the school administrator and the supervisor responsible for the teacher's area of certification. The results of teacher evaluations are also used to retain teachers. Upon successful evaluations for a two-year period, tenure is granted and teachers may move along the corresponding Step and Class in the negotiated agreement.

2011-2012 Teacher Performance Levels [Indicator (a)(4)]

All KCPS Teachers

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Unsatisfactory	0	0%
Improvement Needed	2	1.2%
Satisfactory	170	98.8%
Total	172	

2011-2012 Teacher Performance Levels by School [Indicator (a)(5)]

Galena Elementary School

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Unsatisfactory	0	0%
Improvement Needed	0	0%
Satisfactory	12	100%
Total	12	

Henry Highland Garnett Elementary School

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Unsatisfactory	0	0%
Improvement Needed	0	0%
Satisfactory	17	100%
Total	17	

Millington Elementary School

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Unsatisfactory	0	0%
Improvement Needed	0	0%
Satisfactory	15	100%
Total	15	

Rock Hall Elementary School

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Unsatisfactory	0	0%
Improvement Needed	0	0%
Satisfactory	16	100%
Total	16	

Worton Elementary School

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Unsatisfactory	0	0%
Improvement Needed	0	0%
Satisfactory	21	100%
Total	21	

2011-2012Teacher Performance Levels by School [Indicator (a)(5)]

Kent County Middle School

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Unsatisfactory	0	0%
Improvement Needed	0	0%
Satisfactory	37	100%
Total	37	

Kent County High School

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Unsatisfactory	0	0%
Improvement Needed	2	4%
Satisfactory	48	96%
Total	50	

Intensive Behavior and Academic Learning Center at Kent County High School

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Unsatisfactory	0	0%
Improvement Needed	0	0%
Satisfactory	4	100%
Total	4	

Achieving Equity in Principal Distribution
(KCPS Principal Evaluation Systems)

Principal Evaluation[Descriptor (a)(2)]

The Superintendent of Schools evaluates all KCPS principals. The Superintendent conducts both formal and informal observations of the principals as they facilitate school-based professional development, lead School Improvement Team meetings, and supervise staff. The formal principal evaluation is based on a performance rating system called the "Principal's Evaluation a Systems Approach." This tool is aligned to the Maryland Principal Standards, and is used to evaluate principals on an annual basis. The evaluation process includes the development of a "Principal Portfolio," showcasing artifacts and data collected as evidence of achieving individual goals. School goals are required to be aligned with system goals and determined primarily by student achievement data (local, state, and national assessments). In completing the evaluation form, the principals are rated by the evaluator as Not Meeting Standards, Partially Meeting Standards, and Meeting Standards. Principals may be evaluated on a more frequent basis at the determination of the superintendent.

How are the principal evaluation results used regarding *professional development*?
Principal evaluations may indicate a need for specific professional development in one or more of the competency indicators. The Superintendent of Schools will identify appropriate staff development activities to help the principal be more effective in the identified area. If a need exists for multiple principals, the Superintendent may recommend a more systematic approach to providing professional development.

How are the principal evaluation results used regarding *compensation*?
Upon a successful evaluation at the end of the school year, principals are moved to their appropriate Schedule Step and Class in the negotiated agreement and compensated accordingly.

Evaluations may be considered when principals apply for other administrative and supervisory positions, but are not explicitly required.

How are the principal evaluation results used regarding *retention* **and** *removal*?
Principal evaluation results are used in both the retention and removal processes. The results are used to retain principals by providing them professional development growth and leadership opportunities as well as their placement of the appropriate Schedule Step and Class in the negotiated agreement. To help retain principals, the evaluation data may also be used to develop a plan of specific activities to assist their professional growth. Principal evaluation results are the basis for the removal or reassignment of a principal based on their performance.

2011-2012Principal Performance Levels [Indicator (a)(7)]

All KCPS Principals

Performance Rating or Level	Number of Principals	Percentage of Principals
Not Meeting Standard	0	0%
Partially Meeting Standard	0	0%
Meeting Standard	8	100%
Total	8	

PART II: Achievement Outcomes and Evaluation Systems
Directions: Check the appropriate response for questions 1 and 2 to report information for indicators **(a)(3) and (a)(6).**

Citation	Description	Rationale
Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the **performance of teachers include student achievement outcomes** or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

1. Do your evaluation systems include student achievement outcomes or student growth? (Mark "Yes" or "No")

    a. _____Yes, the systems used to evaluate the performance of **teachers** include student achievement outcomes or student growth as an evaluation criterion.

    b. If Yes, please respond (check one):

        _____ Student achievement outcomes are included as an evaluation criterion.

        _____ Student growth is included as an evaluation criterion.

    c. __X__No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the **performance of principals include student achievement outcomes** or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

2. Do the systems used to evaluate the performance of **principals** include student achievement outcomes or student growth as an evaluation criterion? (Mark "Yes" or "No")

    a. _____Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.

    b. If Yes, please respond (check one):

        __X__ Student achievement outcomes are included as an evaluation criterion.

        _____ Student growth is included as an evaluation criterion.

    c. _____No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.