

The table below provides an overview of laws and regulations associated with teacher and principal evaluations.

Law or Regulation	Summary
<p style="text-align: center;">Education Reform Act of 2010</p> <p>http://www.marylandpublicschools.org/about/Documents/OTPE/PolicyRegulations/EducationReformAct2010.pdf</p>	<ul style="list-style-type: none"> • Requires annual evaluations for nontenured certificated employees based on established performance evaluation criteria. • Requires the State Board of Education to adopt regulations that establish general standards for performance evaluations for certificated teachers and principals that include observations, clear standards, rigor, and claims and evidence of observed instruction. • Requires the State Board of Education to solicit information and recommendations from local school systems before proposing regulations. • Requires local boards to establish performance evaluation criteria that are mutually agreed upon by local school systems and the exclusive employee representatives for teachers and principals. <ul style="list-style-type: none"> ○ Performance evaluation criteria shall include data on student growth as a significant component of the evaluation and as one of multiple measures. ○ Student growth may not be based solely on existing or newly created single examination or assessment. ○ No single criterion shall account for more than 35% of the total performance evaluation criteria. ○ If the local school system and the exclusive employee representative fail to mutually agree, the model performance evaluation criteria adopted by the State Board shall take effect. • Defines student growth as student progress assessed by multiple measures and from a clearly articulated baseline to one or more points in time.

Law or Regulation	Summary
<p>Code of Maryland Regulation (COMAR)13A.07.09.04</p> <p>Local Education Agency Evaluation System</p> <p>http://www.dsd.state.md.us/comar/comarhtml/13a/13a.07.09.04.htm</p>	<p>Locally developed evaluation systems must be in mutual agreement with the exclusive employee representatives. The Maryland State Department of Education (MSDE) shall review and approve the evaluation system. The evaluation system shall provide, at a minimum, for an overall rating of highly effective, effective, or ineffective.</p> <p><u>Teacher Evaluation</u></p> <ul style="list-style-type: none"> • Shall include at least five components: planning and preparation; classroom environment; instruction; professional responsibility; and student growth. • Observation of teachers shall be conducted by certificated individuals who have completed training that includes identification of teaching behaviors that result in student growth and the use of the selected standards in the observation. • Observations of professional practice shall be based on at least two observations. • Observations, announced or unannounced, shall be conducted with full knowledge of the teacher. • Student growth must be a significant part of the evaluation. <p><u>Principal Evaluation</u></p> <ul style="list-style-type: none"> • Shall be based on the outcomes contained in the Maryland Instructional Leadership Framework and in the Interstate Leadership Licensure Consortium.
<p>COMAR 13A.07.09.05</p> <p>State Default Model</p> <p>http://www.dsd.state.md.us/comar/comarhtml/13a/13a.07.09.05.htm</p>	<p>The default model shall be adopted by the school system if the exclusive employee representatives and the school system do not reach agreement on a locally developed evaluation system. The state model requires an equal weighting of professional practice and student growth. Professional practice domains for teachers align with the Charlotte Danielson Framework for Teaching. Professional practice domains for principals align with outcomes in the Maryland Instructional Leadership Framework and Interstate School Leaders and Licensure Consortium Standards.</p>

Law or Regulation	Summary
<p>COMAR 13A.07.09.06</p> <p>Evaluation Cycle</p> <p>http://www.dsd.state.md.us/comar/comarhtml/13a/13a.07.09.06.htm</p>	<p>All teachers and principals are required to be evaluated annually. Principals and nontenured teachers are evaluated annually on professional practice and student growth. Tenured teachers can be on a three year evaluation cycle. Tenured teachers in year one of this cycle are evaluated on both professional practice and student growth. Tenured teachers in years two and three of the cycle have the option of only being evaluated on student growth.</p>
<p>COMAR 13A.07.09.07</p> <p>Evaluation Report</p> <p>http://www.dsd.state.md.us/comar/comarhtml/13a/13a.07.09.07.htm</p>	<p>Teachers and principals must receive a copy of their evaluation report and acknowledge receipt through signature.</p>
<p>COMAR 13A.07.09.08</p> <p>Appeal of an Evaluation</p> <p>http://www.dsd.state.md.us/comar/comarhtml/13a/13a.07.09.08.htm</p>	<p>If a teacher or principal receives an overall rating of ineffective, the school system shall provide the teacher or principal with the opportunity to appeal in accordance with Education Article §4-205(c)(4).</p>
<p>COMAR 13A.12.04.04</p> <p>Supervisors of Instruction, Assistant Principals, and Principals</p> <p>http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.04.04.htm</p>	<p>All school administrators must receive training on development, observation, and evaluation of staff as part of their administrator preparation program.</p>