

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD)
AND
THE TEACHERS' ASSOCIATION OF BALTIMORE COUNTY (TABCO)

Teacher Observations and Evaluation

Whereas, the Board of Education of Baltimore County (Board) and the Teachers' Association of Baltimore County (TABCO) (hereinafter referred to as "the Parties") recognize that the teacher evaluation process is meant to be a collaborative process with the goal of developing educator skills and improving student instruction, and

Whereas the Parties further recognize that it is intended to foster ongoing professional growth by affording educational leaders the opportunity for one-on-one professional development discussions with their teachers, and

Whereas, the 2021-2022 school year has manifested itself to be a year filled with unique and unexpected challenges.

The Parties therefore agree to the following guidelines for conducting observations and providing feedback to teachers which, with the exceptions relative to the number of observations for effective or highly effective second and third year non-tenured teachers, are in accordance with Article XIII of the Master Agreement between them.

Qualified Observers

- A school's appraisal team shall be comprised of the supervisor/administrator and assistant principal.
- The supervisor/administrator and assistant principal function as qualified observers.

Department Chairs (DC)

- Department chairs, Team Leaders, Professional Development Teachers, and Department of Academics Resource Teachers are not and may not function as qualified observers. Department Chairs, Team Leaders, Professional Development Educators, and Department of Academics Resource Teachers may support the appraisal team as content area specialists.
- Department Chairs, Team Leaders, Department of Academics Resource Teachers and Professional Development Teachers may model instructional strategies, the implementation of curriculum in the classroom, conduct peer observations and engage educators in reflective discussions and data driven dialogue for the purpose of providing effective coaching. Verbal and/or written coaching feedback shall not be directly used in the formal evaluation process.
- Department Chairs may participate in pre- and post-observation conferences as content area specialists but only if the teacher agrees.

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Pre- and Post-Observation Conferences

- Teachers should be afforded the opportunity to participate in a pre-observation conference with the person(s) who will be conducting the observation and will be preparing the written observation report.
- A teacher may opt to NOT have a pre-observation conference.
- A post observation conference must be held within three duty days following the observation. The written observation report must be provided to the teacher within seven duty days of the observation conference.
- Written feedback is intended to provide guidance on professional growth and should be objective, based on data collected during the observation. Feedback should be written in cause/effect or claim, evidence, impact form.
- Commendations/recommendations should be provided as well as next steps to be taken to assist with teacher professional growth. There is not a minimum or maximum number of next steps. However, they should be reasonable and attainable and not overwhelming.

Observations – General Considerations

Article 13.6.2 and 13.8.2 requires that observations last at least 30 minutes. It however allows a qualified observer to spend less time observing a tenured educator in a summative or formative year if the instructional activity requires less time OR if, in the estimation of the qualified observer, the lesson is at least effective. The following guidelines apply

- Probationary and ineffective tenured teachers must be observed a minimum of two times each semester on reasonably spaced occasions.
- Probationary and ineffective tenured teachers are to be observed by more than one qualified observer each year; the same qualified observer cannot perform all observations.
- Tenured teachers in a summative year must be observed a minimum of once each semester. One of the required observations can be a mutually agreed upon alternative such as presenting at a school-based workshop, providing professional development to staff members, etc.
- Tenured teachers in a formative year must be observed a minimum of one time during the school year. That observation can also be a mutually agreed upon alternative such as presenting at a school-based workshop, providing professional development to staff members, etc.
- Educators shall not be formally observed in classes in which curriculum or technology is being piloted or field tested.

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Guidance for Observations for the Remainder of 2021-2022 School Year

COMAR requires all evaluations be based on two observations annually. The TABCO Master Agreement requires summative tenured teachers be observed twice annually, formative tenured teachers once annually and probationary teachers be observed four times per school year. The following guidance is provided regarding the observation of teachers for the remainder of this school year:

- All tenured teachers in a summative year shall be observed twice; once per semester.
- All tenured teachers in a formative year shall be observed once per year.
- All teachers in their first probationary year shall be observed twice per semester.
- All effective or highly effective teachers in their second or third probationary year shall be observed twice for the 2021-2022 school year.
- Administrators may observe teachers on more occasions should they feel it necessary based on the teacher's performance.

Individualized Educator Assistance Plans

- If an assistance plan is needed for an educator, it shall be mutually developed with the educator and the standard BCPS educator assistance plan form shall be used.
- The assistance plan should focus on no more than two or three components of performance needing improvement and should be written as measurable goals that are evidence driven.
- The assistance plan shall be revisited on an ongoing basis to apprise the educator of improvements demonstrated, identify supports needed and identify continued shortcomings.

Teacher Evaluation

- Probationary teachers in years one, two, or three should receive a midyear evaluation and an end of the year evaluation. Both evaluations are rated and with an overall rating based on the body of evidence collected throughout the first semester and the school year respectively.
- Tenured teachers observed to be ineffective in a summative year should receive a mid-year assessment that does not carry an overall rating.
- Tenured teachers rated ineffective in a summative year should receive an end of the year evaluation with an overall rating based on the body of evidence collected.
- Tenured teachers in a formative year rated effective should receive an end of the year evaluation without assigning an overall rating. The rating from the last summative year carries over through both formative years.
- Probationary and tenured teachers who are at risk of or are rated ineffective must follow the timelines found on the Staff Relations Schoology page.

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- If a formative year teacher is observed to be ineffective, it is possible to convert the formative year to a summative one. Steps outlined in Article XIII of the Master Agreement must be followed. The timeline for ineffective tenured teachers in a formative year located on the Staff Relations Schoology page should be consulted.

Questions regarding teacher observation and evaluation can be directed to Joelle Bielski, jbielski@bcps.org or George Duque, gduque@bcps.org.

This Memorandum of Understanding expires on June 30, 2022.