North East School District

Administrator Evaluation Program

A Focus on Evaluating Performance
to Ensure
Continuous Improvement of
District Leaders and the School District

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Statement of Purpose

The fundamental purpose of leadership evaluation is the improvement of the individual and organizational performance. To that end, an Administrator evaluation system must be responsive to different conditions. As the individual leader and the district change, so also must the evaluation system so that improvements and positive changes will offer lasting value to North East School District.

We believe that an Administrator evaluation is …

> ► **Proactive**[1], starting before the first day on the job.
> ► **Reciprocal**[2], where each party to the evaluation contributes ideas on how the Administrator can change, grow, improve, and make better decisions that lead to individual and organizational success.
> ► **Empowering**[3], allowing Administrators the authority to make decisions that will improve their effectiveness and to be active participants in the evaluation process.
> ► **Standards based**[4], providing a fair, accurate, and comprehensive evaluation for proficient and exemplary leadership.
> ► **Truthful**[5], giving honest and accurate feedback.
> ► **Objective**[6], where leadership behaviors are a matter of description rather than conjecture, and allow room for creativity, discretion, and the exercise of authority based on changing circumstances.

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[1] Douglas B. Reeves, *Assessing Educational Leaders*, Thousand Oakes, CA: Corwin Press, 2004, p. 19.
[2] Reeves, p. 20.
[3] Reeves, p. 20
[4] Reeves, p. 21
[5] Reeves, p. 23
[6] Reeves, p. 23

Effective Administrators are educational leaders who promote the success of all students and staff by…

► Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

► Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

► Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

► Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

► Acting with integrity, fairness, and in an ethical manner.

► Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

PA FRAMEWORK FOR LEADERSHIP

Domain 1: Strategic/Cultural Leadership
- Creates an Organizational Vision, Mission and Strategic Goals
- Uses Data for Informed Decision Making
- Builds a Collaborative and Empowering Work Environment
- Leads Change Efforts for Continuous Improvement
- Celebrates Accomplishments and Acknowledges Failures

Domain 2: Systems Leadership
- Leverages Human and Financial Resources
- Ensures a High-Quality, High-Performing Staff
- Complies with Federal, State and LEA Mandates
- Establishes and Implements Expectations for Students and Staff
- Communicates Effectively and Strategically
- Manages Conflict Constructively
- Ensures School Safety

Domain 3: Leadership for Learning
- Leads School Improvement Initiatives
- Aligns Curricula, Instruction and Assessments
- Implements High-Quality Instruction
- Sets High Expectations for All Students
- Maximizes Instructional Time

Domain 4: Professional and Community Leadership
- Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement
- Shows Professionalism
- Supports Professional Growth

OVERVIEW OF ADMINISTRATOR EVALUATION PROGRAM

Track I Professional Growth	Track II Administrator Assistance

Who:
• Administrators who are demonstrating proficiency in the PA Framework for Leadership domains
 	
Purpose:
• To enhance professional growth
• To improve student achievement
• To provide feedback on professional issues
• To focus on school improvement initiatives
 	
What:
• PA Administrator Effectiveness System
 	
Method:
• Ongoing informal discussion of Administrator performance
• Development of District/Building Goal Plan
• Collaboration between Administrator and superintendent
• Establishment of indicators of progress
• Superintendent support of Administrator
• Feedback to Administrator
	Who:
	• Administrator in need of specific professional assistance in identified area(s) of the Dimensions of Effective Leadership
	
	Purpose:
	• To allow an Administrator the opportunity to seek assistance in any Dimension of Effective Leadership
	• To provide a more structured process for an Administrator who may benefit from more support
	• To provide due process for disciplinary action
	
	What:
	• Three phases
	  1. Awareness Phase
	  2. Assistance Phase
	  3. Disciplinary Phase
	
	Method:
	• Observation and feedback focused specifically on identified area(s) of needed improvement.

Administrator Evaluation Process

Track I

Professional Growth

OVERVIEW OF ADMINISTRATIVE EVALUATION PROCESS: TRACK I: PROFESSIONAL GROWTH

Track I
Professional Growth

Who:
- Administrators who are demonstrating proficiency in the PA Framework for Leadership domains

Purpose:
- To enhance professional growth
- To improve student achievement
- To provide feedback on professional issues
- To focus on school improvement initiatives

What:
- PA Administrator Effectiveness System

Method:
- Ongoing informal discussion of administrator performance
- Development of District/Building Goal Plan
- Collaboration between administrator and superintendent
- Establishment of indicators of progress
- Superintendent support of Administrator
- Feedback to Administrator

Principal Effectiveness System in Act 82 of 2012
Effective 2014-2015 SY

Observation/ Evidence
Domains
1. Strategic/Cultural Leadership
2. Systems Leadership
3. Leadership for Learning
4. Professional and Community Leadership

Building Level Data
Indicators of Academic Achievement
Indicators of Closing the Achievement Gap, All Students
Indicators of Closing the Achievement Gap, Subgroups
Academic Growth PVAAS
Other Academic Indicators
Credit for Advanced Achievement

Correlation Data Based on Teacher Level Measures
PVAAS

Elective Data/SLOs
District Designed Measures and Examinations
Nationally Recognized Standardized Tests
Industry Certification Examinations
Student Projects Pursuant to Local Requirements
Student Portfolios Pursuant to Local Requirements

Building Level Data 15%

Correlation between Teacher PVAAS scores and Teacher Danielson rating 15%

Observation / Evidence 50%

Elective Data/ SLOs 20%

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Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333

PRINCIPAL/SCHOOL LEADER RATING FORM

PDE 82-2 (7/14)

Last Name	First	Middle
District/LEA	School	
Rating Date	Evaluation (Check One)	☐ Periodic ☐ Semi-annual ☐ Annual

(A) Principal/School Leader Observation/Evidence

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Strategic/Cultural Leadership		25%		0.75
II.	Systems Leadership		25%		0.75
III.	Leadership for Learning		25%		0.75
IV.	Professional and Community Leadership		25%		0.75
(1) Principal/School Leader Observation/Evidence Rating					3.00

Domain Rating Assignment 0 to 3 Point Scale (A)

Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Multiple Measures - Building Level Data, Correlation Data, and Elective Data

Building Level Score (0 - 107)		(3) Correlation Data Rating	
(2) Building Level Score Converted to 3 Point Rating		(4) Elective Rating	

(C) Final Principal/School Leader Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Observation/Evidence Rating		50%		1.50
(2) Building Level Rating (or substitute)*		15%		0.45
(3) Correlation Data Rating (or substitute)*		15%		0.45
(4) Elective Rating (or substitute)*		20%		0.60
		Total Earned Points		3.00

Conversion to Performance Rating

Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished
Performance Rating	

* Substitutions permissible pursuant to 22 Pa. Code §§ 19.2(IV)(a)(6), (b)(4), (c)(3), or (d).

☐ **Rating: Professional Employee,**   OR   ☐ **Rating: Temporary Professional Employee**

I certify that the above-named employee for the period beginning _____ and ending _____ has received a performance rating of:

(month/day/year)   (month/day/year)

☐ **Distinguished**   ☐ **Proficient**   ☐ **Needs Improvement**   ☐ **Failing**

resulting in a final rating of:

☐ **Satisfactory**   ☐ **Unsatisfactory**

A performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

_____   _____   _____   _____
Date   Designated Rater / Position: Date   Chief School Administrator

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater.
My signature does not necessarily mean that I agree with the performance evaluation.

_____   _____
Date   Signature of Employee

Guidance for Completing the Elective Data / SLO Section of the Rating Tool**
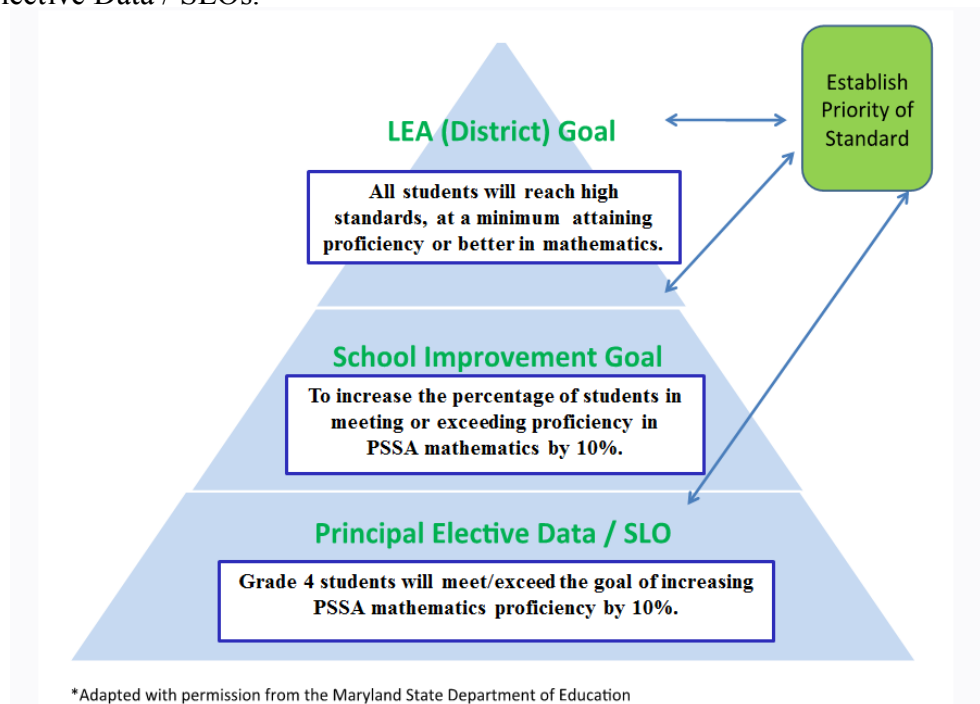
This document is a guide to assist the supervising administrator and principal/school leader in the completion of the Elective Data/SLO Template for principals/school leaders. This guide is provided to spur discussions between a supervising administrator and principal/school leader regarding student achievement. The actual discussions that occur should be determined locally. It is not mandatory to use the process and/or guiding questions outlined below, nor should they be viewed as a "checklist" to be followed. This guide is provided solely as a resource.

The intention is that the Principal Elective Data/SLOs align with LEA and/or schools goals. Results from the Framework for Leadership, Correlation Data, and/or Building Level Score may be used to help inform the focus areas for the Elective Data/SLOs. Elective Data/SLOs are designed to serve several purposes, as follows:*

1. To provide educators with an opportunity to actively participate in their own evaluation
2. To increase student achievement
3. To improve educator effectiveness
4. To foster collaboration among colleagues
5. To align the work of individual educators with LEA and school goals

When determining critical content for the focus of the SLO, teachers and administrators should work to align their objectives with LEA-level priorities and school-level objectives.

The graphic below shows alignment among the LEA (District) Goals, School Improvement Goals, and Principal Elective Data / SLOs.*

Establish Priority of Standard

LEA (District) Goal

All students will reach high standards, at a minimum attaining proficiency or better in mathematics.

School Improvement Goal

To increase the percentage of students in meeting or exceeding proficiency in PSSA mathematics by 10%.

Principal Elective Data / SLO

Grade 4 students will meet/exceed the goal of increasing PSSA mathematics proficiency by 10%.

*Adapted with permission from the Maryland State Department of Education

** Note: Regulation §19.2 Principal/School Leader Effectiveness Rating Tool of Title 22, Chapter 19 Educator Effectiveness Rating Tool

Provided below is a process that supervising administrators and principals/school leaders may find beneficial when completing the **Elective Data/SLO Template for Principals/School Leaders:**

Initial Conference – Summer (prior to the beginning of school)

- This initial conference should be held prior to the beginning of the school year once the principal/school leader(s) has completed a draft of the **Elective Data/SLO Template for Principals/School Leaders** for the upcoming school year.

- Criteria should be collaboratively agreed upon to determine the rating levels of the SLO - Distinguished, Proficient, Needs Improvement and Failing.

- If multiple administrators are working to draft an SLO, the supervising administrator should determine the logistics for the initial meeting.

- The principal/school leader(s) and the supervising administrator should discuss the draft SLO and the alignment of LEA and school goals. Refer to the **Elective Data/SLO Template for Principals/School Leaders – Guiding Questions** to help guide these discussions.

- During or shortly after the initial meeting, the supervising administrator will approve the SLO. If revisions are required, the SLO should be revised and resubmitted by the principal/school leader(s).

- The date of the initial conference and SLO approval date should be noted on the **Elective Data/SLO Template for Principals/School Leaders** and signed by the principal/school leader(s) and the supervising administrator.

Mid-Year Conference

- The principal/school leader(s) and supervising administrator will meet mid-way through the instructional interval to examine any formative data and discuss progress.

- Changes may be made to the SLO by agreement of all parties. This course correction allows for consideration of complexities such as unexpected gaps in student learning or other factors that interfere with the instructional cycle.

- The date of the mid-year conference and SLO approval date should be noted on the **Elective Data/SLO Template for Principals/School Leaders** and signed by the principal/school leader(s) and the supervising administrator.

End-of-Year Conference

- Once student data becomes available, the principal/school leader(s) and the supervising administrator will meet to discuss results.

- The principal/school leader(s) will present data/evidence related to the SLO and discuss outcomes, lessons learned and next steps.

- This meeting will result in a rating (0, 1, 2, or 3) as it pertains to the expectations of performance levels agreed to at the initial conference. The date of the end-of-year conference and SLO approval date should be noted on the **Elective Data/SLO Template for Principals/School Leaders** and signed by the principal/school leader(s) and the supervising administrator.

- The rating should be placed on the Principal/School Leader Rating Form.

pennsylvania
DEPARTMENT OF EDUCATION

Elective Data / SLO Template for Principals/School Leaders*

Administrator's Name _____   **School/Position** _____
Date _____

Components	Administrator Responses
Student Learning Objective (SLO)	1. **State your measurable student academic SLO.** .
Data and Evidence	2. **Describe the data and evidence used to create and measure your SLO.** .
Student Population	3. **Identify the student population(s) selected for this SLO.** .
Action Plan and Timeframe	4. **Describe the action plan and timeframe in reference to implementation, analysis of data, and reporting for this SLO.** .
Performance Indicators	5. **Describe the expected results for students included in this SLO.** .
Performance Level Measures	6. **Describe the performance measures to be used to determine student progress.** .
Principal Expectations	7. **Describe what criteria will be used to determine the levels of Distinguished, Proficient, Needs Improvement, and Failing.** .
Framework for Leadership	8. **Describe your leadership role in facilitating the attainment of this SLO by referencing appropriate components within the four Domains of the Framework for Leadership.** .
Administrator Reflection To be completed by the administrator being evaluated.	

Elective Data / SLO Template for Principals/School Leaders*

Activity	Supervising Administrator's Comments / Signature	Principal/School Leader's Comments / Signature
Initial Conference	Comments: Signature: _____ Date: _____	Comments: Signature: _____ Date: _____
SLO Approved	Signature: _____ Date: _____	Signature: _____ Date: _____
Mid-Year Review	Comments: Signature: _____ Date: _____	Comments: Signature: _____ Date: _____
End of Year Review	Comments: Signature: _____ Date: _____	Comments: Signature: _____ Date: _____
Final Rating & Score (0 – 3)	**3 – Distinguished** **2 – Proficient** **1 – Needs Improvement** **0 – Failing** **Criteria for each level will be agreed upon by both the supervising administrator and the principal/school leader during the initial conference.**	

Administrator Evaluation Process

Track II

Administrator Assistance

OVERVIEW OF ADMINISTRATOR ASSISTANCE EVALUATION PROCESS: TRACK II

Track II
Administrator Assistance

Who:
- Administrators in need of specific professional assistance in identified area(s) of the Framework for Leadership

Purpose:
- To allow an administrator the opportunity to seek assistance in any dimension
- To provide a more structured process for an administrator who may benefit from more support
- To provide due process for disciplinary action

What:
- Three phases
  1. Awareness Phase
  2. Assistance Phase
  3. Disciplinary Phase

Method:
- Observation and feedback focused specifically on identified area(s) of needed improvement.

ADMINISTRATOR ASSISTANCE TRACK FRAMEWORK

PURPOSE

The Administrator Assistance Track will provide a good faith effort to support and guide the administrator to meet the expectations set forth in the North East School District's Dimensions of Effective Leadership. The Administrator Assistance Track has three purposes:

1. To allow an administrator the opportunity to seek assistance in any of the District's Framework for Leadership

2. To create a more structured process for an administrator who by the determination of the superintendent, may benefit from more support, and/or

3. To provide due process for disciplinary action.

This more structured supervision is characterized by recognition on the part of the administrator and the superintendent that the administrator needs assistance with one or more of the North East School District's Framework for Leadership. This process may begin at any time.

The decision regarding implementation should be collaborative, but may be directive. *

Track II, Administrator Assistance Track, is intended to provide the best possible likelihood for professional improvement. Because of the personal nature of this Track, confidentiality is expected of all participants. Track II consists of three phases:

1. AWARENESS PHASE

2. ASSISTANCE PHASE

3. DISCIPLINARY PHASE

IMPORTANT NOTE: If the system has been designed properly and a spirit of professional assistance is guiding the interventions and the relationships within this track, then the administrator who has been placed in the assistance program will never reach this third phase.

The distinct differences between the Awareness Phase and the Assistance Phase are the length of time and the intensity of each phase.

* If participation in this track is self-initiated, the administrator will submit forms and retain documentation. If the administrator is assigned to this track by the superintendent, the district will retain documentation and provide a copy to the administrator.

NORTH EAST SCHOOL DISTRICT
ADMINISTRATOR ASSISTANCE TRACK

AWARENESS PHASE

1. The superintendent and the administrator identify a concern in writing. (**Identification of Concern Form**)

2. The superintendent and the administrator set up a specific time to collaborate and attempt to resolve the concern, within a reasonable time not to exceed 30 working days.

3. At the conclusion of the Awareness Phase, the superintendent will review the administrator's progress and will make one of the following recommendations: (**Awareness Phase – Summary Form**)

   ► The administrator returns to Track I, Professional Growth, or

   ► The administrator remains in the Awareness Phase for another period of time not to exceed 30 days.

   ► In the event the concern is not resolved or is a disciplinary issue, the administrator is placed into either the Assistance Phase or Disciplinary Phase of Track II.

NORTH EAST SCHOOL DISTRICT
ADMINISTRATOR ASSISTANCE TRACK

AWARENESS PHASE: IDENTIFICATION OF CONCERN FORM

Administrator: _____ Date: _____

Check Appropriate Category (ies):

☐ Domain 1 – Strategic/Cultural Leadership
☐ Domain 2 – Systems Leadership
☐ Domain 3 – Leadership for Learning
☐ Domain 4 – Professional and Community Leadership

Specific Concerns:
_____

Next Meeting Date: _____

Administrator's Signature: _____

Superintendent's Signature: _____

Starting Date of Plan: _____ Ending Date of Plan: _____

NORTH EAST SCHOOL DISTRICT
ADMINISTRATOR ASSISTANCE TRACK

AWARENESS PHASE: SUMMARY FORM

Administrator: Date:

Specific Concerns:

Administrative Suggestions:

Administrative Recommendation(s):

☐   Awareness Phase

☐   Professional Growth Phase: ☐Track I   ☐Track II

☐   Assistance Phase

☐   Disciplinary Phase

Next Meeting Date:

Administrator's Signature: _____

Superintendent's Signature: _____

NORTH EAST SCHOOL DISTRICT
ADMINISTRATOR ASSISTANCE TRACK

ASSISTANCE PHASE

1.   Review the recommendations from the Awareness Phase.

2.   A specific plan will be developed which includes: (**Plan of Assistance Form**)

   ► Growth-promoting goals that are specific, measurable, action oriented, realistic, and time bound (S.M.A.R.T.)

   ► Strategies for resolution of the concern

   ► Timelines

   ► Indicators of progress

   ► Resources and support needed

3.   The superintendent and the administrator will set a specific time to review what progress has been made. (**Plan of Assistance Progress Form**)

4.   One of the following recommendations will be made upon reviewing the administrator's progress:

(**Final Summary Form**)

   ► The concern is resolved and the administrator is returned to Track I or Track II, or

   ► The administrator remains in the Assistance Phase with revised goals and timelines as specified in the Plan of Assistance Form, or

   ► The concern is not resolved and the administrator is moved into the Disciplinary Phase.

NORTH EAST SCHOOL DISTRICT
ADMINISTRATOR ASSISTANCE TRACK

ASSISTANCE PHASE: PLAN OF ASSISTANCE FORM

Staff Member: _____Date: _____

Check Appropriate Category (ies):

- ☐ Domain 1 – Strategic/Cultural Leadership
- ☐ Domain 2 – Systems Leadership
- ☐ Domain 3 – Leadership for Learning
- ☐ Domain 4 – Professional and Community Leadership

Specific Concerns:

Plan (Methods/Strategies):

Proposed Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date:

Administrator's Signature:_____

Superintendent's Signature_____

NORTH EAST SCHOOL DISTRICT
ADMINISTRATOR ASSISTANCE TRACK

ASSISTANCE PHASE: PLAN OF ASSISTANCE PROGRESS FORM

Administrator: _____ Date: _____

☐First Meeting   ☐Second Meeting   ☐Third Meeting

Plan:

Resources and Strategies Used to Date:

Indicators of Progress:

Concerns:

Next Meeting:

Administrator's Signature: _____

Superintendent's Signature: _____

NORTH EAST SCHOOL DISTRICT
ADMINISTRATOR ASSISTANCE TRACK

ASSISTANCE PHASE: FINAL SUMMARY FORM

Staff Member: _____ Date: _____

Plan:

Resources and Strategies Used to Date:

Indicators of Progress:

Resources/Support Utilized to Date:

Concerns:

Administrative Recommendation(s)

☐**Professional Growth Phase** ☐**Assistance Phase** ☐**Disciplinary Phase**

Administrator's Signature: _____

Superintendent's Signature: _____

NORTH EAST SCHOOL DISTRICT
ADMINISTRATOR ASSISTANCE TRACK

DISCIPLINARY PHASE

1. The ADMINISTRATOR may be placed in the Disciplinary Phase because of, but not limited to failure to meet the Dimensions for Effective Leadership at a satisfactory level after being in the Assistance Phase

2. The Disciplinary Phase begins with a meeting between the administrator and superintendent.

3. The superintendent will identify in writing the specific Dimension(s), rule, or policy in violation. (**Notice of Intensive Assistance and Placement into Disciplinary Phase Form**) The administrator will be given an opportunity to respond in writing. Following the discussion, the superintendent will indicate the next steps to be taken, such as:
   - ► A specific remedial plan with timeline
   - ► Placement of the administrator on paid or unpaid administrative leave
   - ► Requirement of specific training or evaluation by a professional
   - ► Recommendation for non-renewal of contract

4. This Disciplinary Phase only addresses ongoing performance concerns not corrected by the administrator under either the Awareness Phase or the Assistance Phase.

5. The Disciplinary Phase is not intended as a restriction on the District's right to take appropriate disciplinary action for administrator misconduct without prior resort to either an Awareness Phase or an Assistance Phase.

NORTH EAST SCHOOL DISTRICT
ADMINISTRATOR ASSISTANCE TRACK

NOTICE OF INTENSIVE ASSISTANCE AND PLACEMENT INTO
DISCIPLINARY PHASE

TO: ‾‾‾‾‾

     (Administrator)

FROM: ‾‾‾‾‾

     (Superintendent)

DATE: ‾‾‾‾‾

This notice indicates that you are not currently meeting North East School District's dimensions of effective leadership. Failure to meet these dimensions may cause you to receive an unsatisfactory rating. It is important that we meet to develop an Intensive Assistance Plan. Please schedule a meeting with me within three working days.

Framework for Leadership in Need of Improvement

Below you will find the framework for leadership in need of improvement at this time. At our upcoming meeting, we will identify the specific areas of concern within the dimension needing improvement.

CC: Administrator, Superintendent

NORTH EAST SCHOOL DISTRICT
ADMINISTRATOR ASSISTANCE TRACK

INTENSIVE ASSISTANCE CONFERENCE RECORD

The superintendent will meet with the administrator to develop an intensive assistance plan.

Name _____ Department _____

Assignment _____ Date _____

Conference Attendees in Addition to the Principal and Employee:

_____

Procedures:

1. Review Notice of Intensive Assistance/Disciplinary Phase

2. Identification of concern(s) related to Dimensions of Effective Leadership:

3. Development of Action Plan to Address the Identified Concerns Related to the Framework for Leadership.

4. Signatures of administrator and superintendent documenting that a discussion of the concern(s) has occurred, an assistance plan has been developed, and dates to review the effectiveness of the action plan have been established.

I acknowledge the district's offer to provide intensive assistance. I understand that if I reject the offer of intensive assistance, I may be dismissed.

Signature of Administrator	Signature of Superintendent

Date	Date

NORTH EAST SCHOOL DISTRICT
ADMINISTRATOR ASSISTANCE TRACK

INTENSIVE ASSISTANCE ACTION PLAN

Name _____   Department _____

Position _____   Date _____

Framework for Leadership Dimension in Need of Improvement:

_____

Specific Needs	Strategies for Improvement	Resources/Support	Timelines	Review of Progress

INTENSIVE ASSISTANCE ACTION PLAN CONTINUED

Specific Needs	Strategies for Improvement	Resources/Support	Timelines	Review of Progress

NORTH EAST SCHOOL DISTRICT
ADMINISTRATOR ASSISTANCE TRACK

SUPERINTENDENT'S RECOMMENDATION

After a reviewing the implementation of the Intensive Assistance Action Plan developed for _____, the superintendent recommends the following:

☐   1. The concern has been resolved.

- Administrator is removed from the Administrator Assistance Track II.

- Administrator is reassigned to Track I or Track II.

- Superintendent's Recommendation Form will be placed in administrator's file.

☐   2. The concern has not been resolved.

- Administrator will continue in the Administrator Assistance Track II for an additional period of time to be determined by the superintendent.

- The Intensive Assistance Action Plan will be reviewed, amended, extended, or expanded as required to address continuing concerns.

- Superintendent's Recommendation Form will be placed in the staff member's file.

☐   3. The concern has not been resolved.

- The superintendent recommends the administrator for termination.

- Superintendent's Recommendation Form will be placed in administrator's file.

_____   _____
Administrator's Signature   Superintendent's Signature

_____   _____
Date   Date

Signatures verify that the administrator is aware of the superintendent's recommendation. The signature does not denote that the administrator agrees.

NORTH EAST SCHOOL DISTRICT
ADMINISTRATOR ASSISTANCE TRACK

DISCIPLINARY PHASE
ADMINISTRATOR RESPONSE FORM

Administrator _____   Date _____

Comments:

Administrator's Signature: _____

Superintendent's Signature: _____

Appendix A

Guidelines for Making an Incompetence Case

Professional Code of Conduct

Framework for Leadership

Title 22 Rules & Regulations

GUIDELINES FOR MAKING AN INCOMPETENCE CASE

Guidelines for understanding the requirements and the protections that are a part of making an incompetence case against an administrator are:

► The district must define as clearly as possible the nature and the pattern of the administrator's incompetence.

► The district must establish a record of factual evidence to support the claim of a continuing pattern of the administrator's incompetence.

► The district should consult with its attorney to determine if evidence gathered is sufficient to sustain a charge of incompetence in view of applicable state legal standards.

► The district should consider explanations of facts that may be used in the administrator's defense, such as differences in educational philosophy, difficult working conditions, prejudice against the administrator, and failure to allow adequate opportunity for remediation.

► The district, whenever possible, must make a good faith effort to provide adequate warning of undesirable behavior or incompetence through official remediation notices.

► The district must ensure that desired behavior and practices are substantially related to reasonable expectations in administrator performance.

► The district must ensure that all investigation efforts and evidence gathering has been conduced fairly and objectively.

► The district must be convinced of the seriousness of the charges against the administrator and be prepared to bear the burden of proof in making the case.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the ADMINISTRATOR Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

(a)   Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

  (b)   Professional educators are expected to abide by the following:

       (1)   Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(l), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(l), (2) and (4») and this chapter.

       (2)   Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

       (3)   Professional educators shall maintain high levels of competence throughout their careers.

       (4)   Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

       (5)   Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

       (6)   Professional educators shall impart to their students principles of good citizenship and societal responsibility.

       (7)   Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

       (8)   Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9)   Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10)   Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

(a)   The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.

(b)   The professional educator may not engage in conduct prohibited by:
(1)   The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.
(2)   The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(c)   Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

(1)   Accept employment, when not properly certificated, in a position for which certification is required.

(2)   Assist entry into or continuance in the education profession of an unqualified person.

(3)   Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

(1)   Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling

condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2)   Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

(1)   Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2)   Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

(1)   Knowingly and intentionally distort or misrepresent evaluations of students.

(2)   Knowingly and intentionally misrepresent subject matter or curriculum.

(3)   Sexually harass or engage in sexual relationships with students.

(4)   Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

(1)   Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

(2)   Knowingly and intentionally distort evaluations of colleagues.

(3)   Sexually harass a fellow employee.

(4)   Use coercive means or promise special treatment to influence professional decisions of colleagues.

(5)   Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 235.11.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576

Framework for Leadership

Date _____

_____ **Leader Self-Assessment**

_____ **Evaluator Assessment**

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Domain 1: Strategic/Cultural Leadership

Principals/school leaders systemically and collaboratively develop a positive culture to promote student growth and staff development. They articulate and model a clear vision of the school's culture that involves students, families, and staff.

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<tr>
<th>Component</th>
<th>Failing</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Distinguished</th>
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1a: Creates an Organizational Vision, Mission, and Strategic Goals:

The principal/school leader plans strategically and creates an organizational vision, mission, and goals around personalized student success that is aligned to LEA goals.

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The principal/school leader fails to satisfy the component as defined.

The principal/school leader fails to develop a school wide vision, mission, or strategic goals.

The principal/school leader fails to demonstrate the involvement of staff and stakeholders in a strategic process that leads to the development of the school's vision, mission, and goals.

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The principal/school leader develops school wide vision, mission, and strategic goals based on his/her own individual beliefs regarding future needs of student performance, with limited evidence of stakeholder involvement.

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The principal/school leader implements a process that includes stakeholders for developing a shared vision and strategic goals for student achievement that results in rigor and relevance for students and staff.

The principal/school leader maintains a focus on the vision and strategic goals throughout the school year.

The principal/school leader ensures that staff incorporates the school's vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.

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… and

The principal/school leader designs, initiates, and implements collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals.

The principal/school leader systematically ensures that the school's vision, mission, values, beliefs and goals drive decisions that positively influence the culture of the school.

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Domain 1: Strategic/Cultural Leadership

Principals/school leaders systemically and collaboratively develop a positive culture to promote student growth and staff development. They articulate and model a clear vision of the school's culture that involves students, families, and staff.

Component	Failing	Needs Improvement	Proficient	Distinguished
1b: Uses Data for Informed Decision Making: The principal/school leader analyzes and uses multiple data sources to drive effective decision-making.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to demonstrate the ability to analyze or use data to drive effective decision-making.	The principal/school leader infrequently uses data and assessments to monitor progress. The principal/school leader exhibits the inability to develop the capacity of staff and other stakeholders to use data for decision-making.	The principal/school leader collects, analyzes, monitors, and uses data systematically regarding the school's progress in driving informed decision-making for the attainment of strategic goals and objectives. The principal/school leader develops the capacity of staff and other stakeholders to use data for decision-making.	… and The principal/school leader activates and sustains a school wide system for monitoring and evaluating progress toward achieving school goals and student outcomes. The principal/school leader listens, evaluates, and considers staff and other stakeholders input regarding recommended activities and initiatives.
1c: Builds a Collaborative and Empowering Work Environment: The principal/school leader develops a culture of collaboration, distributive leadership, and continuous improvement conducive to student learning and professional growth. The principal/school leader empowers staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to demonstrate the involvement of staff and stakeholders in discussions and decisions regarding school issues.	The principal/school leader frequently makes unilateral decisions (uses distributive leadership infrequently). The principal/school leader inconsistently includes parents, families, and the larger school community in the decision-making processes. The principal/school leader articulates the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment among staff.	The principal/school leader creates a collaborative work environment predicated upon cooperation among and between students, parents, staff, and the community. The principal/school leader consistently engages in shared decision-making and distributive leadership. The principal/school leader actively models behaviors that promote a sense of empowerment among staff and stakeholders.	… and The principal/school leader empowers staff and other stakeholders to assume responsibility for making decisions regarding the school culture and student achievement. The principal/school leader establishes an environment where staff and other stakeholders: • Select and implement effective improvement strategies. • Assess and monitor progress towards achieving the vision, mission, and strategic

Domain 1: Strategic/Cultural Leadership

Principals/school leaders systemically and collaboratively develop a positive culture to promote student growth and staff development. They articulate and model a clear vision of the school's culture that involves students, families, and staff.

Component	Failing	Needs Improvement	Proficient	Distinguished
				goals. • Lead planning and monitoring efforts.
1d: Leads Change Efforts for Continuous Improvement: The principal/school leader systematically guides staff through the change process to positively impact the culture and performance of the school.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to identify the importance of the change process with no provision for positively impacting the culture and performance of the school.	The principal/school leader articulates the importance of the change process; however, when change occurs, it is only through random processes.	The principal/school leader implements a change process to ensure continuous school improvement.	… and The principal/school leader drives major initiatives that help students become college and career ready. The principal/school leader systematically examines the status quo, identifies beneficial changes, and leads the change process to successful completion.
1e: Celebrates Accomplishments and Acknowledges Failures: The principal/school leader utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to utilize lessons from accomplishments and failures to positively impact the culture and performance of the school.	The principal/school leader inconsistently utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.	The principal/school leader recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals. The principal/school leader utilizes failure as an opportunity to improve school culture and student performance.	… and The principal/school leader utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school.

Domain 2: Systems Leadership

Principals/school leaders ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. They must manage efficiently, effectively and safely to foster student achievement.

Component	Failing	Needs Improvement	Proficient	Distinguished
2a: Leverages Human and Financial Resources: The principal/school leader establishes systems for marshaling all available resources to better serve students, staff, and the school.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to systematically allocate human and financial resources that support the vision, mission, and strategic goals of the school.	The principal/school leader utilizes systems for allocating human and financial resources that are not transparent.	The principal/school leader designs transparent systems to equitably manage human and financial resources. The principal/school leader ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.	… and The principal/school leader integrates school, LEA, and community resources to maximize the efficiency of school operations. The principal/school leader uses data and feedback to assess the success of funding and program decisions.
2b: Ensures a High Quality, High Performing Staff: The principal/school leader establishes, supports and effectively manages processes and systems, which ensure a high quality, high performing staff.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to maintain a high performing staff, which is focused on improving student achievement. The principal/school leader fails to address ineffective teaching and staff performance. The principal/school leader fails to provide induction support to all new staff. The principal/school leader fails to select and retain highly qualified personnel.	The principal/school leader inconsistently supervises and evaluates staff. The principal/school leader provides limited support to all new personnel. The principal/school leader inconsistently selects and retains highly qualified personnel.	The principal/school leader supervises and evaluates all staff in a fair and equitable manner following LEA procedures and uses the results to improve performance. The principal/school leader recruits and retains high quality staff that meets the diverse needs of students. The principal/school leader participates with appropriate personnel to select highly qualified staff. The principal/school leader provides induction processes to support all new personnel. The principal/school leader maintains a high performing	… and The principal/school leader proactively recommends decisions regarding hiring, transfers, retention and dismissal. The principal/school leader proactively recognizes quality teaching and establishes it as an example of expected performance. The principal/school leader ties human resources decisions to achieving the vision and goals of the school. The principal/school leader proactively creates additional induction opportunities to support all new personnel.

Domain 2: Systems Leadership

Principals/school leaders ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. They must manage efficiently, effectively and safely to foster student achievement.

Component	Failing	Needs Improvement	Proficient	Distinguished
			staff, which is focused on improving student achievement.	
2c: Complies with Federal, State, and LEA Mandates: The principal/school leader designs protocols and processes in order to comply with federal, state and LEA mandates.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to comply with policies, mandates, and contractual agreements in a timely and/or complete manner	The principal/school leader inconsistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and/or complete manner.	The principal/school leader designs protocols and processes in order to comply with federal, state and LEA mandates. The principal/school leader consistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and complete manner.	…and The principal/school leader presents federal, state and LEA mandates so that such mandates are viewed as an opportunity for improvement within the school. The principal/school leader identifies opportunities for improvement to develop programs derived from the mandates. The principal/school leader implements related programs supported by the school community.

Domain 2: Systems Leadership

Principals/school leaders ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. They must manage efficiently, effectively and safely to foster student achievement.

Component	Failing	Needs Improvement	Proficient	Distinguished
2d: Establishes and Implements Expectations for Students and Staff: The principal/school leader establishes and implements clear expectations, structures, rules, and procedures for students and staff.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to establish clear expectations, structures, rules, and procedures for students and staff.	The principal/school leader utilizes only school rules and procedures required by LEA administration and/or school policy. The principal/school leader inconsistently communicates and enforces expectations, rules, and procedures for students and staff.	The principal/school leader engages students and staff members in developing expectations for learning and improved performance. The principal/school leader creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning. The principal/school leader communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.	… and The principal/school leader empowers staff to monitor their own performance and exceed school-wide expectations. The principal/school leader encourages students to monitor their performance and strive to exceed expectations set by their teachers, parents and themselves.
2e: Communicates Effectively and Strategically: The principal/school leader strategically designs and utilizes various forms of formal and informal communication with all staff and stakeholders.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to develop a coherent plan to effectively communicate with all staff and stakeholders.	The principal/school leader defines a communications plan for staff and stakeholders; however, actual communications lack purpose, clarity, consistency, or regularity.	The principal/school leader designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders. The principal/school leader provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholders.	… and The principal/school leader ensures that staff and stakeholders are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals.
2f: Manages Conflict Constructively: The principal/school leader	The principal/school leader fails to satisfy the component as defined.	The principal/school leader inconsistently implements processes to resolve problems and/or areas of conflict within	The principal/school leader consistently resolves school-based problems/conflicts in a fair, democratic way.	… and The principal/school leader provides conflict management

Domain 2: Systems Leadership

Principals/school leaders ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. They must manage efficiently, effectively and safely to foster student achievement.

Component	Failing	Needs Improvement	Proficient	Distinguished
effectively and efficiently manages the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff.	The principal/school leader fails to develop and implement conflict management processes to manage the complexity of human interactions and relationships.	the school. The principal/school leader interacts with students, staff and other stakeholders primarily on an as needed basis in order to defuse potentially stressful situations.	The principal/school leader provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues. The principal/school leader implements and reviews solutions that address discordant issues.	and relationship building training for students, staff, and other stakeholders. The principal/school leader empowers students, staff, and others to engage each other in relationship building activities designed to avoid conflict and maintain a positive school climate. The principal/school leader encourages staff and students to accept responsibility for their own actions by adhering to operational norms.
2g: Ensures School Safety: The principal/school leader ensures the development and implementation of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to develop and implement a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.	The principal/school leader lacks a process for reviewing/revising the school safety plan. The principal/school leader lacks a process to collect data on the effectiveness of the school safety plan that includes prevention, intervention, crisis response, and recovery.	The principal/school leader reviews, analyzes and adjusts school safety and discipline plans based on school data, crisis feedback, and current regulations/mandates. The principal/school leader maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents. The principal/school leader communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.	… and The principal/school leader incorporates active involvement of various safety agencies in the development, implementation, and evaluation of the comprehensive safe schools plan.

Domain 3: Leadership for Learning

Principals/school leaders ensure that a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, data on student learning and teacher effectiveness based on research and best practices.

Component	Failing	Needs Improvement	Proficient	Distinguished
3a: Leads School Improvement Initiatives: The principal/school leader develops, implements, monitors, and evaluates a school improvement plan that provides the structure for the vision, goals, and changes necessary for improved student achievement.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to develop a school improvement plan that provides the structure for the vision, goals, and changes necessary for improved student achievement.	The principal/school leader develops a school improvement plan; however, the plan lacks clear and consistent processes and systems to improve student achievement.	The principal/school leader develops a school improvement plan, as well as establishes clear and consistent processes and systems to: • Implement a school improvement plan. • Monitor and evaluate progress toward achieving school improvement goals and student outcomes. • Revise school improvement goals and outcomes based on data analysis.	… and The principal/school leader incorporates principles of continuous improvement into a school improvement plan, which positively impacts the school's culture and exceeds expectations of student achievement.
3b: Aligns Curricula, Instruction, and Assessments: The principal/school leader ensures that the adopted curricula, instructional practices, and associated assessments are implemented within a Standards Aligned System. Data are used to drive refinements to the system.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to monitor that the LEA's curricula are being implemented. The principal/school leader fails to engage staff in curricula planning and instruction.	The principal/school leader inconsistently monitors that the LEA's curricula are implemented with fidelity throughout the school. The principal/school leader inconsistently engages staff in curricula planning and instruction.	The principal/school leader consistently ensures that the LEA's curricula are implemented with fidelity throughout the school. The principal/school leader aligns curricula with assessments and instructional material. The principal/school leader engages staff in curricula planning and instruction based upon state and local assessments. The principal/school leader creates opportunities to	… and The principal/school leader engages staff to assess curricula for strengths and weaknesses. The principal/school leader reports data and recommendations to curriculum committee for refinement of the LEA's curricula.

Domain 3: Leadership for Learning

Principals/school leaders ensure that a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, data on student learning and teacher effectiveness based on research and best practices.

Component	Failing	Needs Improvement	Proficient	Distinguished
			collaboratively use data/assessments to drive instructional decisions and practices.	
3c: Implements High Quality Instruction: The principal/ school leader monitors progress of teachers and staff. In addition, the school leader conducts formative and summative assessments in measuring teacher effectiveness in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences are delivered to and for all students.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to monitor the effectiveness of professional staff in the domains of: • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities.	The principal/school leader inconsistently monitors the effectiveness of and timely feedback to professional staff in the domains of: • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities. The principal/school leader inconsistently participates in ongoing professional development activities to better monitor and coach the use of effective instructional and assessment practices.	The principal/school leader consistently monitors the effectiveness of and timely feedback to professional staff in the domains of: • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities. The principal/school leader participates in professional development activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.	...and The principal/school leader collaboratively works with staff members to: • Identify professional development needs based upon observation data. • Plan short and long-term professional development activities to address identified needs based upon observation data. • Monitor performance following professional development to ensure the application of lessons learned.
3d: Sets High Expectations for All Students: The principal/school leader holds all staff accountable for setting and achieving rigorous performance goals for all students.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to hold all staff accountable for setting and achieving rigorous performance goals for all students.	The principal/school leader inconsistently holds all staff accountable for setting and achieving rigorous performance goals for all students.	The principal/school leader articulates a belief in high measureable goals for all students and staff. The principal/school leader leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling students.	... and The principal/school leader models high expectations for staff and other stakeholders by systematically pursuing performance goals for all students.

Domain 3: Leadership for Learning

Principals/school leaders ensure that a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, data on student learning and teacher effectiveness based on research and best practices.

Component	Failing	Needs Improvement	Proficient	Distinguished
			The principal/school leader holds every staff member responsible and accountable for ensuring that all students achieve the rigorous outcomes established for them.	
3e: Maximizes Instructional Time: The principal/ school leader creates processes which protect teachers from disruption of instructional and preparation time.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to protect teachers from disruption of instructional and preparation time.	The principal/school leader sporadically permits interruptions to instructional and planning time.	The principal/school leader implements processes and schedules in a systematic manner to protect instructional and planning time from interruptions.	... and The principal/school leader structures the school schedule to increase opportunities for teachers to have collaborative planning time. The principal/school leader systematically monitors the effect of the master schedule on collaborative planning and student achievement.

Domain 4: Professional and Community Leadership

Principals/school leaders promote the success of all students, the positive interactions among building stakeholders and the professional growth of staff by acting with integrity, fairness and in an ethical manner.

Component	Failing	Needs Improvement	Proficient	Distinguished
4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement: The principal/school leader designs structures and processes, which result in parent involvement and community engagement, as well as support and ownership for the school.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to design structures and processes, which result in a lack of parent involvement and community engagement.	The principal/school leader's efforts for community outreach do not result in meaningful support for teaching and learning. The principal/school leader unilaterally designs structures and processes that result in limited involvement of parents and other stakeholders.	The principal/school leader creates systems and engages parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school. The principal/school leader collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.	… and The principal/school leader proactively develops relationships with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school's learning agenda.
4b: Shows professionalism: The principal/school leader operates in a fair and equitable manner with personal and professional integrity.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to display honesty in interactions with students, staff, and stakeholders. The principal/school leader fails to recognize student needs and contributes to school practices that result in some students being ill served.	The principal/school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are inconsistent.	The principal/school leader articulates and demonstrates a personal and professional code of ethics (e.g. AASA, NASSP, PAESSP). The principal/school leader displays high standards of honesty, integrity, and confidentiality in interactions with students, staff, and stakeholders. The principal/school leader actively serves students to ensure that all students receive a fair opportunity to succeed.	… and The principal/school leader holds the highest standards of honesty, integrity, and confidentiality. The principal/school leader proactively serves students, seeking out resources when needed. The principal/school leader makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.

Domain 4: Professional and Community Leadership

Principals/school leaders promote the success of all students, the positive interactions among building stakeholders and the professional growth of staff by acting with integrity, fairness and in an ethical manner.

Component	Failing	Needs Improvement	Proficient	Distinguished
4c: Supports Professional Growth: The principal/school leader supports continuous professional growth of self and others through practice and inquiry.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to identify professional growth needs of self and others, which would positively impact the culture and performance of the school.	The principal/school leader implements professional development inconsistently which is not aligned with curricular, instructional, and assessment needs.	The principal/school leader targets professional development toward the improvement of learning experiences, including quality of classroom instruction and the ability of teachers to meet the needs of all students. The principal/school leader plans and routinely participates in professional development focused on improving instructional programs and practices.	...and The principal/school leader ensures that professional development within the school is aligned with curricular, instructional and assessment needs, while recognizing the unique professional development needs of individual staff members and self.

Framework for Leadership/Act 82/PIL Crosswalk			
Domain	**Framework for Leadership Components**	**Alignment with Legislative Categories (Act 82)**	**Alignment with the Pennsylvania Inspired Leadership (PIL) Program**
Domain 1: Strategic/Cultural Leadership	1a: Creates an Organizational Vision, Mission, and Strategic Goals	Planning and Preparation	Core Standards 1,3 Corollary Standard 3
	1b: Uses Data for Informed Decision Making	Planning and Preparation	Core Standard 3 Corollary Standards 3, 6
	1c: Builds a Collaborative and Empowering Work Environment	School Environment Delivery of Service	Corollary Standards 3, 6
	1d: Leads Change Efforts for Continuous Improvement	Planning and Preparation School Environment	Core Standard 1 Corollary Standards 1,2
	1e: Celebrates Accomplishments and Acknowledges Failures	School Environment Delivery of Service	Corollary Standard 1
Domain 2: Systems Leadership	2a: Leverages Human and Financial Resources	Planning and Preparation Delivery of Service	Corollary Standards 2,3, 4
	2b: Ensures a High Quality, High Performing Staff	Planning and Preparation Delivery of Service	Corollary Standards 2, 3, 4
	2c: Complies with Federal, State, and LEA Mandates	Planning and Preparation	Corollary Standard 2
	2d: Establishes and Implements Expectations for Students and Staff	School Environment	Corollary Standard 3
	2e: Communicates Effectively and Strategically	Planning and Preparation School Environment	Core Standard 1 Corollary Standard 3
	2f: Manages Conflict Constructively	School Environment	Corollary Standards 2, 3, 4
	2g: Ensures School Safety	Planning and Preparation School Environment Delivery of Service	Core Standard 3 Corollary Standards 2,3
Domain 3: Leadership for Learning	3a: Leads School Improvement Initiatives	Planning and Preparation Delivery of Service Professional Development	Core Standard 1 Corollary Standards 1, 2, 3, 4
	3b: Aligns Curricula, Instruction, and Assessments	Planning and Preparation Delivery of Service	Core Standards 2, 3 Corollary Standards 1, 3
	3c: Implements High Quality Instruction	Planning and Preparation Delivery of Service Professional Development	Core Standard 3 Corollary Standards 1, 3, 6
	3d: Sets High Expectations for All Students	School Environment Delivery of Service	Core Standards 1, 2, 3 Corollary Standards 1, 3
	3e: Maximizes Instructional Time	Delivery of Service	Core Standard 3 Corollary Standards 1, 2, 3
Domain 4:	4a: Maximizes Professional Responsibilities Through Parent Involvement	Planning and Preparation	Corollary Standards 2, 3, 4, 5

	Framework for Leadership/Act 82/PIL Crosswalk		
Domain	**Framework for Leadership Components**	**Alignment with Legislative Categories (Act 82)**	**Alignment with the Pennsylvania Inspired Leadership (PIL) Program**
Professional and Community Leadership	and Community Engagement	School Environment Delivery of Service	
	4b: Shows professionalism	School Environment	Corollary Standards 2, 4, 5
	4c: Supports Professional Growth	School Environment Delivery of Service Professional Development	Core Standard 2 Corollary Standard 6

<u>The following documents were used as reference in the development of this document:</u>

Colorado Department of Education. (November 2011). *Rubric for Evaluating Colorado's Principals and Assistant Principals*. Denver, Co.

Danielson, C. (2011). Framework for Teaching Evaluation Instrument. The Danielson Group

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RULES AND REGULATIONS

Title 22—EDUCATION

DEPARTMENT OF EDUCATION

[22 PA. CODE CH. 19]

Educator Effectiveness Rating Tool; Principals; Nonteaching Professional Employees

The Department of Education (Department) adopts §§ 19.2 and 19.3 and Appendix A (relating to principal/school leader effectiveness rating tool; nonteaching professional employee effectiveness rating tool; and percentage weights for data components/indicators of the building level score for the educator effectiveness rating tool) to read as set forth in Annex A.

Omission of Proposed Rulemaking

Under section 1123 of the Public School Code of 1949 (act) (24 P. S. § 11-1123), regarding rating systems, amended by the act of June 30, 2012 (P. L. 684, No. 82) (Act 82), the Department is required to develop three rating tools. A rating tool to measure the effectiveness of classroom teachers was published at 43 Pa.B. 3337 (June 22, 2013). This final-omitted rulemaking adopts a rating tool for principals and a rating tool for nonteaching professional employees. Section 1123(c)(3)(i) and (d)(2)(i) of the act requires the Department to publish these two rating tools in the *Pennsylvania Bulletin* by June 30, 2014.

Under section 1123(j) of the act, the publication of a rating tool by the Department is expressly exempt from sections 201—205 the act of July 31, 1968 (P. L. 769, No. 240) (45 P. S. §§ 1201—1205), known as the Commonwealth Documents Law (CDL), section 204(b) of the Commonwealth Attorneys Act (71 P. S. § 732-204(b)) and the Regulatory Review Act (71 P. S. §§ 745.1—745.12). Therefore, the Department is not required to publish a proposed rulemaking as prescribed by the CDL. The rating tool is exempt from the statutory provisions requiring review by the Office of Attorney General. The publication of the rating tool is not subject to review and approval by the Independent Regulatory Review Commission.

Statutory Authority

This final-omitted rulemaking is published under the authority of section 1123(a), (c)(3), (d)(2), (e) and (j) of the act as amended by Act 82 and sections 201 and 506 of The Administrative Code of 1929 (71 P. S. §§ 61 and 186).

Purpose

This final-omitted rulemaking fulfills the directive of section 1123(c)(3)(i) and (d)(2)(i) of the act that the Department "shall develop, issue and publish in the *Pennsylvania Bulletin* a rating tool" for principals and another for nonteaching professional employees. As required under Act 82, the rating tools contain measures based on professional practice and measures of student performance. The rating tools each encompass a form and instructions. The final-omitted rulemaking also includes a process whereby the governing board of a local education agency (LEA) may submit plans for alternative rating tools to the Department for review and approval.

Background and Public Input

Under section 1123(a) of the act, the Department developed the rating tool "in consultation with education experts, parents of school-age children enrolled in a public school, teachers and administrators. . . ." To formally implement this provision, the Department convened a Stakeholders Group. Members of the Stakeholders Group included parents, teachers, administrators, chief executive officers of charter schools, representatives from higher education and others from across this Commonwealth. The Stakeholders Group met and reviewed key elements of the rating tool and provided the Department with feedback.

Provisions of Final-Omitted Rulemaking

Sections 19.2 and 19.3 state that the rating tools function as a framework for the evaluation and summative process for professional educators. In each section, the rating tool consists of the one-page rating form used by LEAs to record the results of the data collection process which provides for a potential overall rating of Failing, Needs Improvement, Proficient or Distinguished. The rating form sets numeric values for these four rating levels on a zero to three point scale.

In Act 82, "principal" is defined as "a building principal, an assistant principal, a vice principal or a director of vocational education." Section 19.2 defines "principal/school leader" as including all four positions. A "nonteaching professional employee" is identified as "NTPE" in § 19.3. This position includes education specialists, supervisors in positions not identified as principals/school leaders and instructional staff who are not categorized as "classroom teachers" as defined in § 19.1(I) (relating to classroom teacher effectiveness rating tool).

Sections 19.2 and 19.3 set forth descriptions of the four areas or domains for professional practice. The rating tool provides descriptions of educator performance or behavior at the four different rating levels in the four areas or domains.

For both sets of professional employees, the rating tool contains "Instructions for Rating Tool—Standards of Use" that are divided into six areas or main paragraphs. The first area includes the definitions for the rating tool. The second area, "General Provisions," contains directions for the evaluation and rating process as well as basic instructions for completing the rating form.

The third area contains procedures for rating professional practice. For principals/school leaders, it accounts for 50% of an employee's total rating. Under Act 82, it is 80% of the total rating for nonteaching professional employees. This area addresses the evaluation of the four domains of professional observation and practice in the form. This area sets forth descriptions of how to develop, combine and calculate the domains into one performance level. LEAs are allowed to use a variety of evidence gathering techniques.

The fourth area includes measures for student performance. For principals/school leaders, this area represents the other 50% of the total rating. It is divided into three categories each assigned a percentage factor by Act 82.

The first category is "Building Level Data" and it covers eight different measurements including exam results, graduation and promotion rates, and attendance data. It is 15% of an employee's total rating.

The second category, "Correlation Data," also comprises 15% of the final rating. It consists of a review of teacher-level measures and teacher observation and practice ratings.

The final area in the rating of principals/school leaders is the "Elective Data" measure which may include various options for measures of student performance. LEAs shall select and develop measures using a Student Learning Objective process. This area is 20% of a principal/school leader's total rating.

For nonteaching professional employees, the "student performance of all students in the school building in which the NTPE is employed" is 20% of the final rating. The "building level score" will be utilized to determine the rating based on student performance of students in the school building. The building level score is consistent with the measures used in the "building level data" provision of both the principal/school leader rating tool and the classroom teacher rating tool. See § 19.1(IV)(a).

Sections 19.2 and 19.3 also include provisions addressing recordkeeping and creation of alternative rating tools.

Affected Parties

Based on data for the 2011-2012 school year, the number of individuals and entities that may be directly affected by the final-omitted rulemaking includes approximately 148,520 professional staff, 1,758,000 students, school districts, area vocational-technical schools, career technology centers and intermediate units.

Benefits

The rating tools will provide for a more effective evaluation of professional employee performance in schools in this Commonwealth. The potential benefits of the rating tool are significant. It will enable LEAs and the Department to document possible trends in principal and professional employee effectiveness. Thereby, local administrators, the Department and State lawmakers will be able to identify principal and professional employee improvement programs that are successful and produce solid results in student learning, achievement and growth.

Cost, Paperwork Estimates and Fiscal Impact

The paperwork costs should be minimal. The Department will provide assistance to LEAs in using electronic formats that will reduce paperwork costs and reduce staff time allotted to tracking and filing evaluations.

Additional costs imposed by this final-omitted rulemaking will be minimal. Annual evaluations of professional employees and semiannual evaluations of untenured employees are already a standard function of LEAs across this Commonwealth.

The Department budget for educator effectiveness programs was approximately $3.7 million in the current

fiscal year. This total is projected to be $1.6 million in 3 years. Therefore, costs will go down as the project proceeds.

Effective Date

This final-omitted rulemaking shall take effect on July 1, 2014. The phase-in for the principal rating tool will begin in 2014-2015 school year.

Regulatory Review

Under section 1123(j) of the act, this final-omitted rulemaking is exempt from the Regulatory Review Act.

Contact Person and Information

For further information, individuals may contact Carolyn C. Dumaresq, Ed.D., Acting Secretary of Education, Department of Education, 333 Market Street, Harrisburg, PA 17126-0333, (717) 783-9780, Ra-educationsecretary@pa.gov. Persons with disabilities may use fax (717) 787-7222 or TTY at (717) 783-8445.

Order

The Department, acting under the authorizing statutes, orders that:

(a) The regulations of the Department, 22 Pa. Code Chapter 19, are amended by adding §§ 19.2 and 19.3 and Appendix A to read as set forth in Annex A.

(b) The Acting Secretary of Education shall submit this order and Annex A to the Office of General Counsel for review and approval as to legality and form as required by law.

(c) The Acting Secretary of Education shall certify this order and Annex A and deposit them with the Legislative Reference Bureau as required by law.

(d) This final-omitted rulemaking shall take effect on July 1, 2014.

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CAROLYN C. DUMARESQ, Ed.D.
Acting Secretary

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Fiscal Note: 6-331. (1) General Fund; (2) Implementing Year 2013-14 is $1,963,000; (3) 1st Succeeding Year 2014-15 is $1,875,000; 2nd Succeeding Year 2015-16 is $1,760,000; 3rd Succeeding Year 2016-17 is $1,760,000; 4th Succeeding Year 2017-18 is $1,760,000; 5th Succeeding Year 2018-19 is $1,760,000; (4) 2012-13 Program—$0; 2011-12 Program—$0; 2010-11 Program—$0; (7) various appropriations; (8) recommends adoption. Funds have been included in the current fiscal year budget to cover this increase, and are built into the 2014-15 Executive Budget proposal.

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Annex A

TITLE 22. EDUCATION

PART I. STATE BOARD OF EDUCATION

Subpart A. MISCELLANEOUS PROVISIONS

CHAPTER 19. EDUCATOR EFFECTIVENESS RATING TOOL

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§ 19.2. Principal/school leader effectiveness rating tool.

The rating tool functions as a framework for the evaluation and summative process for principals, assistant principals, vice principals and directors of vocational education, and is designed for local education agencies providing early childhood, elementary or secondary education across this Commonwealth. The tool is comprised of the form and instructions. The following rating form shall be used to record the results of the data collection process.

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333

PRINCIPAL/SCHOOL LEADER RATING FORM

PDE 82-2 (4/14)

Last Name	First	Middle

District/LEA	School

Rating Date: Evaluation: (Check one)   ☐ Semi-annual   ☐ Annual

(A) Leadership Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Strategic/Cultural Leadership		25%		0.75
II.	Systems Leadership		25%		0.75
III.	Leadership for Learning		25%		0.75
IV.	Professional and Community Leadership		25%		0.75
(1) Leadership Observation & Practice Rating					3.00

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Student Performance—Building Level Data, Correlation Data, and Elective Data

Building Level Score (0—107)	
(2) Building Level Score Converted to 3 Point Rating	

(3) Correlation Rating	
(4) Elective Rating	

(C) Final Principal/School Leader Effectiveness Rating—All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Leadership Observation & Practice Rating		50%		1.50
(2) Building Level Rating*		15%		0.45
(3) Correlation Rating*		15%		0.45
(4) Elective Rating*		20%		0.60
Total Earned Points				3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00-0.49	Failing
0.50-1.49	Needs Improvement
1.50-2.49	Proficient
2.50-3.00	Distinguished
Performance Rating	

* Substitutions permissible pursuant to Paragraphs (IV)(a)(6), (b)(4), (c)(3), or (d).

☐ Rating: Professional Employee,   *OR*   ☐ Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning _____ and ending _____ has received a performance rating of:
                                                        (month/day/year)   (month/day/year)

☐ DISTINGUISHED   ☐ PROFICIENT   ☐ NEEDS IMPROVEMENT   ☐ FAILING

resulting in a FINAL rating of:

☐ SATISFACTORY   ☐ UNSATISFACTORY

A performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

_____   _____   _____   _____
Date   Designated Rater/Position: Date   Chief School Administrator

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater. My signature does not necessarily mean that I agree with the performance evaluation.

                                              _____   _____
                                                Date   Signature of Employee

The four domains for Leadership Observation and Practice in the rating form give due consideration to and incorporate the professional practice areas of planning and preparation, school environment, delivery of service, and professional development, as set forth in sections 1123(c)(1)(i)—(iv) of the Public School Code (24 P. S. §§ 11-1123(c)(1)(i)—(iv)). Descriptions of the four domains in Part (A) Leadership Observation and Practice are summarized in Table A.

Table A: Descriptions of Four Domains	
Domain	**Description**
I. Strategic/Cultural Leadership* **25%**	Principals/School Leaders systematically and collaboratively develop a positive culture to promote continuous student growth and staff development. They articulate and model a clear vision of the school's culture that involves students, families, and staff.
II. Systems Leadership* **25%**	Principals/School Leaders ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. They must manage efficiently, effectively and safely to foster student achievement.
III. Leadership for Learning* **25%**	Principals/School Leaders ensure that a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, data on student learning and teacher effectiveness based on research and best practices.
IV. Professional and Community Leadership* **25%**	Principals/School Leaders promote the success of all students, the positive interactions among building stakeholders and the professional growth of staff by acting with integrity, fairness and ethics.

* Crosswalks pertaining to the four domains in Leadership Observation and Practice in the rating form and the professional practice areas of planning and preparation, school environment, delivery of service, and professional development, as set forth in sections 1123(c)(1)(i)—(iv) of the Public School Code (24 P. S. §§ 11-1123(c)(1)(i)—(iv)) will be available at the Department's website.

Table B summarizes leadership performance levels for each of the Domain Rating Assignments and for the ratings to be assigned for each domain in the "Rating (A)" column.

Table B: Four Levels of Performance in Four Domains				
Domain	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
I. Strategic/Cultural Leadership **25%**	The Principal/School Leader provides little or no strategic direction with most work being done by staff in isolation. Decisions are not student-focused and reflect opinion with little use of data. Despite the need for change, ineffective practices continue.	The Principal/School Leader provides some strategic direction with a few collaborative processes in place. Data is used sparingly to make decisions with some focus on improvement. The culture is moderately student-centered. Change occurs when required by external forces.	The Principal/School Leader utilizes a data-based vision that is student-centered. The culture is collaborative with a focus on continuous improvement. The staff is held accountable for student success. Change is evidence based.	The Principal/School Leader establishes a future-focused, data-based vision around individual student success. The culture is highly collaborative with staff accepting responsibility for the achievement of each student. Change for continuous improvement is embraced.

Table B: Four Levels of Performance in Four Domains				
Domain	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
II. Systems Leadership 25%	The Principal/School Leader establishes an educational environment that is characterized by chaos and conflict with no plan evident for school safety. Resources are allocated with little or no focus on the needs of students. Staff is low performing with no system designed to improve instruction.	The Principal/School Leader establishes an educational environment that is moderately orderly with rules and regulations that partially support school safety. Teacher evaluations are completed as an administrative process. Resources are allocated solely on individual teacher requests.	The Principal/School Leader establishes and communicates a clear plan for the safety of all students and staff. An effective teacher evaluation system is used to improve instruction. Time schedules, student scheduling and other resources are structured to meet the needs of all students.	The Principal/School Leader clearly involves all staff in the development and implementation of a safe school plan. Peer observations, coaching and cooperative lesson planning are mainstays of a plan for improvement of instruction. All staff and students are highly respectful of each other and resources are allocated based upon student need and are aligned with a clearly stated vision.
III. Leadership for Learning 25%	The Principal/School Leader establishes an educational environment that is characterized by low expectations for both students and staff with curriculum, instruction and assessment viewed as independent entities. No plan for improvement exists. Significant interruptions disrupt instruction.	The Principal/School Leader establishes an educational environment that is characterized by varying and inconsistent expectations. Some effort is being made to align curriculum, instruction and assessment. School improvement efforts are sporadic and unclear while the quality of instruction is inconsistent. A moderate number of interruptions disrupt instruction.	The Principal/School Leader regularly and consistently communicates high expectations to staff, students and families. All curriculum, instruction and assessment are aligned. The Principal/School Leader is at the forefront of all improvement efforts and assures high quality instruction is delivered to all students. Instructional time is maximized with few or no interruptions.	The Principal/School Leader ensures students and staff support and maintain high expectations. The Principal/School Leader and staff meet on a consistent basis to align curriculum, instruction and assessment. School improvement efforts are jointly developed by the Principal/School Leader and staff. Instructional time is highly valued and maximized. Interruptions occur only when absolutely necessary.
IV. Professional and Community Leadership 25%	The Principal/School Leader establishes little or no communication among school, families and the community. Staff members exhibit low ethical standards and levels of professionalism. Little or no professional development exists.	The Principal/School Leader establishes moderate levels of communication among school, families and the community. Staff members exhibit moderate levels of ethical standards and professionalism. Isolated professional development activities exist.	The Principal/School Leader ensures all staff members communicate regularly with families about their children's progress. Family and community members are partners in the educational program. All staff members exhibit high ethical standards and levels of professionalism. Professional development is based upon identified needs and is aligned with instructional priorities.	The Principal/School Leader ensures high levels of two-way communication exist between staff, families and the community. Staff members are involved in student participation opportunities outside the school day that support students' academic needs. Staff is highly involved in developing and implementing staff development aligned with instructional priorities.

INSTRUCTIONS FOR RATING TOOL—STANDARDS OF USE

The rating form and related documents are available at the Department's website in electronic versions and Excel worksheet format for scoring and rating tabulation.

I. Definitions.

The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise:

Assessment—The term shall mean the Pennsylvania System of School Assessment test, the Keystone Exam, an equivalent local assessment or another test established by the State Board of Education to meet the requirements of section 2603-B(d)(10)(i) (24 P. S. § 26-2603-B(d)(10)(i)) and required under the No Child Left Behind Act of 2001 (Public Law 107-110, 115 Stat. 1425) or its successor statute or required to achieve other standards established by the Department for the school or school district under 22 Pa. Code § 403.3 (relating to single accountability system).

Chief School Administrator—An individual who is employed as a school district superintendent, an executive director of an intermediate unit or a chief school administrator of an area vocational-technical school or career technology center.

Classroom Teacher—A professional or temporary professional employee who provides direct instruction to students related to a specific subject or grade level and usually holds one of the following:

Instructional I Certificate (see § 49.82),

Instructional II Certificate (see § 49.83),

Vocational Instructional I Certificate (see § 49.142), and

Vocational Instructional II Certificate (see § 49.143).

Department—The Department of Education of the Commonwealth.

Distinguished—The employee's performance consistently reflects the employee's professional position and placement at the highest level of practice.

District-designed measures and examinations, and locally developed school district rubrics—A measure of student performance created or selected by an LEA. The development or design of the measure shall be documented via a Student Learning Objective.

Education Specialist—A person who holds an educational specialist certificate issued by the Commonwealth, including, but not limited to, a certificate endorsed in the area of elementary school counselor, secondary school counselor, school counselor K-12, school nurse, home and school visitor, school psychologist, dental hygienist, or instructional technology specialist.

Employee—A person who is a professional employee or temporary professional employee.

Failing—The employee does not meet performance expectations required for the position.

Keystone Exam—An assessment developed or caused to be developed by the Department pursuant to 22 Pa. Code § 4.51 (relating to state assessment system).

LEA—A local education agency, including a public school district, area vocational-technical school, career technology center and intermediate unit, which is required to use a rating tool established pursuant to section 1123 of the Public School Code (24 P. S. § 11-1123).

Needs Improvement—The employee is functioning below proficient for performance expectations required for continued employment.

Nonteaching Professional Employee—A person who is an education specialist or a professional employee or temporary professional employee who provides services other than classroom instruction.

Performance Improvement Plan—A plan, designed by an LEA with input of the employee, that may include mentoring, coaching, recommendations for professional development and intensive supervision based on the results of the rating provided for under this chapter.

Principal/School Leader—A building principal, an assistant principal, a vice principal or a director of vocational education.

Professional Employee—An individual who is certificated as a teacher, supervisor, principal, assistant principal, vice-principal, director of vocational education, dental hygienist, visiting teacher, home and school visitor, school counselor, child nutrition program specialist, school nurse, or school librarian.

Proficient—The employee's performance consistently reflects practice at a professional level.

PSSA—The Pennsylvania System of School Assessment established in 22 Pa. Code § 4.51 (relating to state assessment system).

PVAAS—The Pennsylvania Value-Added Assessment System established in compliance with 22 Pa. Code § 403.3 (relating to single accountability system) and its data made available by the Department under Section 221 of the Public School Code (24 P. S. § 2-221).

SLO—The Student Learning Objective is a record of the development and application of student performance measures selected by an LEA. It documents the process used to determine a student performance measure and validate its assigned weight. This record will provide for quality assurance in rating a student performance measure on the zero-to-three-point rating scale.

Student Performance—A compilation of performance measures including building level, correlation and elective data as set forth in Paragraph (IV) relating to standards of use for multiple measures of student performance.

Temporary Professional Employee—An individual who has been employed to perform for a limited time the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension or removal.

II. General Provisions.

1. The rating of a Principal/School Leader shall be performed by or under the supervision of the chief school administrator, or, if so directed by the chief school administrator, by an assistant administrator, a supervisor or a principal, who has supervision over the work of the professional employee or temporary professional employee being rated, provided that no unsatisfactory rating shall be valid unless approved by the chief school administrator. (24 P. S. § 11-1123(h)(3))

2. The rating form shall be marked to indicate whether the Principal/School Leader is a professional employee or temporary professional employee.

3. A temporary professional employee must be notified as to the quality of service at least twice a year. (24 P. S. § 11-1108)

4. The rating form includes four measures or rated areas: Leadership Observation and Practice, Building Level, Correlation, and Elective. Application of each measure is dependent on the availability of data. A rating in the range of zero to three based on the "0 to 3 Point Scale" must be given to each of the four rating areas.

5. Leadership Observation and Practice is divided into four domains: I. Strategic/Cultural Leadership; II. Systems Leadership; III. Leadership for Learning; and IV. Professional and Community Leadership. The four domains for Leadership Observation and Practice in the rating form give due consideration to and incorporate the professional practice areas of planning and preparation, school environment, delivery of service, and professional development, as set forth in sections 1123(c)(1)(i)—(iv) of the Public School Code (24 P. S. §§ 11-1123(c)(1)(i)—(iv)). For each domain, an employee must be given a rating of zero, one, two or three which is based on observation, practice models, evidence or documented artifacts.

6. The Building Level Score will be provided by the Department or its designee, and published annually on the Department's website.

7. The Correlation Rating shall include a review of correlation data based on teacher-level measures facilitated through the Correlation Data Performance Level Descriptors and guidance provided by the Department.

8. Data, ratings and weights assigned to measures for the Elective Rating must be recorded by a process provided by the Department.

9. Each of the four measures in Final Principal/School Leader Effectiveness Rating shall be rated on the zero-to-three-point scale. Each number in Rating (C) shall be multiplied by the Factor (D) and the sum of the Earned Points or Total Earned Points shall be converted into a Performance Rating using the table marked Conversion to Performance Rating.

10. An overall performance rating of Distinguished or Proficient shall be considered satisfactory.

11. An initial overall performance rating of Needs Improvement shall be considered satisfactory.

12. The second overall performance rating of Needs Improvement issued by the same employer within 10 years of the first rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory.

13. For professional employees, two consecutive overall unsatisfactory ratings, which include observations, and are not less than four months apart, shall be considered grounds for dismissal.

14. No temporary professional employee shall be dismissed unless rated unsatisfactory, and notification, in writing, of such unsatisfactory rating shall have been furnished the employee within 10 days following the date of such rating.

15. An employee who receives an overall performance rating of Needs Improvement or Failing must participate in a performance improvement plan. No employee will be rated Needs Improvement or Failing based solely on student test scores.

16. The rating form shall be marked to indicate the appropriate performance rating and whether the overall final rating is satisfactory or unsatisfactory.

17. The rating form must be signed by the chief school administrator or by a designated rater, who is an assistant administrator, supervisor or principal, has supervision over the work of the professional employee or temporary professional employee being rated, and is directed by the chief school administrator to perform the rating.

18. A final rating of unsatisfactory will not be valid unless approved and signed by the chief school administrator.

19. A signed copy of the rating form shall be provided to the employee.

20. The rating tool is not intended to establish mandates or requirements for the formative process of supervising professional employees.

21. This rating form, section or chapter may not be construed to limit or constrain the authority of the chief school administrator of an LEA to initiate and take action on a personnel matter, including dismissal of a Principal/School Leader, based on information and data available at the time of the action.

III. Standards of Use for Leadership Observation and Practice.

Part (A) "Leadership Observation and Practice" in the rating form shall be completed using the following standards, calculations and procedures.

(a) *Leadership observation and practice domains.* The rating of a Principal/School Leader for effectiveness in leadership practice shall be based on observation or other supervisory methods. Leadership practice shall comprise 50% of the Final Principal/School Leader Effectiveness Rating of the employee. The percentage factor for each domain is listed in Table C:

Table C: Four Domains	
Domains	*% of 50% allotment*
I. Strategic/Cultural Leadership	25.0
II. Systems Leadership	25.0
III. Leadership for Learning	25.0
IV. Professional and Community Leadership	25.0

(b) *Summative process of evaluation.* LEAs shall utilize leadership practice models (e.g., Department, *Framework for Leadership*) that address the areas related to professional leadership observation and practice contained in the four domains in Table C which give due consideration to and incorporate the professional practice areas of planning and preparation, school environment, delivery of service, and professional development, as set forth in sections 1123(c)(1)(i)—(iv) of the Public School Code (24 P. S. §§ 11-1123(c)(1)(i)—(iv)) and are approved by the Department. The Department shall publish a list of approved practice models for assessing the four domains annually on the Department's website. A Principal/School Leader must be given a rating in each of the four domains. In determining a rating for a Principal/School Leader, an LEA may use any portion or combination of the practice models related to the domains. The four domains and professional practice models establish a framework for the summative process of evaluating

Principal/School Leaders. The form and standards do not impose mandates on the supervisory and formative processes utilized by an LEA.

(c) *Evidentiary sources.* Leadership observation and practice evaluation results and ratings shall be based on evidence. Information, including dates and times, if applicable, on the source of the evidence shall be noted in the employee's record. As appropriate for the employee and the employee's placement in a leadership position, records may include, but not be limited to, any combination of the following items:

(1) Notations of professional observations, employee/rater conferences or interviews, or informal observations or visits, including dates for observations, interviews and conferences.

(2) Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members.

(3) Utilization of formative and summative assessments that impact instruction and critiques of lesson plans.

(4) Agendas and minutes of meetings, programs, courses, or planning sessions.

(5) Family, parent, school and community feedback.

(6) Development and implementation of school improvement plans, professional growth programs, inservice programs, student assemblies, safety programs, and other events or programs that promote educational efficacy, health and safety.

(7) School budget and expenditure reports.

(8) Act 45 documentation.

(9) Examination of sources of evidence provided by the employee.

The documentation, evidence and findings of the rater shall provide a basis for the rating of the employee in the domains of observation and practice.

(d) *Scoring.* An LEA must provide a rating score in each domain. The four leadership observation and practice domains shall be rated and scored on a zero-to-three-point scale. The ratings of Failing, Needs Improvement, Proficient and Distinguished are given numeric values as shown in Table D.

Table D: Domain Rating Assignment—0-3 Scale	
Performance Rating	*Value*
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(e) *Ratings and weighted scoring.* The four domains of leadership observation and practice in Part (A) of the form are each assigned a percentage factor. Each domain shall be scored on the "0-to-3-point scale." The individual score or rating for each domain is adjusted by the percentage factor attributed to that domain. The score of zero, one, two or three for each domain is calculated into points based on its percentage factor. The sum of the points for all domains will be the total Leadership Observation and Practice Rating. The calculation for each domain is set forth in Table E.

Table E: Leadership Observation and Practice Rating					
Domain	*Title*	*Rating (A)*	*Factor (B)*	*Earned Points (A x B)*	*Max Points*
I.	Strategic/Cultural Leadership		25%		0.75
II.	Systems Leadership		25%		0.75
III.	Leadership for Learning		25%		0.75
IV.	Professional and Community Leadership		25%		0.75
Leadership Observation & Practice Points/Rating					3.00

(f) *Administrative action based on available data.* Nothing in these standards of use for leadership observation and practice, this section or this chapter shall be construed to limit or constrain the authority of the chief school administrator of an LEA to initiate and take action on a personnel matter, including dismissal of a Principal/School Leader, based on information and data available at the time of the action.

(IV) Standards of Use for Multiple Measures of Student Performance.

Student Performance is comprised of building level, correlation and elective data. In total, these three measures are 50% of the Final Principal/School Leader Effectiveness Rating. Each area has a prescribed percentage factor of the performance rating as described in Table F.

Table F: Multiple Measure Rating Areas and Percentage Factors of Performance Rating	
Multiple Measure Rating Area	*Factor*
Building Level Rating	15%
Correlation Rating	15%
Elective Rating	20%

(a) *Building level data.*

(1) For the purposes of Paragraph (IV) relating to Standards of Use for Multiple Measures of Student Performance, the term "building" shall mean a school or configuration of grades that is assigned a unique four-digit identification number by the Department unless the context clearly indicates otherwise.

(2) Building level data comprises 15% of the Final Principal/School Leader Effectiveness Rating. Building level data shall include, but is not limited to, the following when data is available and applicable to a building where the Principal/School Leader provides service:

(i) Student performance on assessments.

(ii) Value-added assessment system data made available by the Department under section 221 of the Public School Code (24 P. S. § 2-221).

(iii) Graduation rate as reported to the Department under section 222 of the Public School Code (24 P. S. § 2-222).

(iv) Promotion rate.

(v) Attendance rate as reported to the Department under section 2512 of the Public School Code (24 P. S. § 25-2512).

(vi) Industry certification examinations data.

(vii) Advanced placement course participation.

(viii) Scholastic aptitude test and preliminary scholastic aptitude test data.

(3) As with 22 Pa. Code § 19.1(IV)(a), the Building Level Rating shall be determined through conversion of the Building Level Score. The percentage weight given to each measure component contained in Appendix A will be utilized in Building Level Score computations using available data. The Department or its designee will provide the Building Level Score for each building within an LEA based on available data. Building Level Scores will be published annually on the Department's website.

(4) Each LEA shall utilize the conversions in Table G below to calculate the Building Level Rating for each building with eligible building level data.

Table G: Conversion from 100 Point Scale to 0-3 Scale for Building Level Rating	
Building Level Score	*0-3 Rating Scale**
90.0 to 107	2.50-3.00
70.0 to 89.9	1.50-2.49
60.0 to 69.9	0.50-1.49
00.0 to 59.9	0.00-0.49

*The Department will publish the full conversion formula on its website.

LEAs shall add the Building Level Rating to Parts (B)(2) and (C)(2) of the Rating Form.

(5) If a Principal/School Leader is assigned to two or more buildings, the LEA will use building level data from each building based on the percentage of the employee's work performed in each building in calculating the whole 15% for this portion of the final rating.

(6) For Principal/School Leaders in positions for which there is no Building Level Score reported on the Department website, the LEA shall utilize the rating from the leadership observation and practice portion of the rating form in Part (A)(1) in place of the Building Level Rating.

(b) *Correlation data.*

(1) Correlation data will comprise 15% of the Final Principal/School Leader Effectiveness Rating and features correlation data based on teacher-level measures. For the purpose of Paragraph (IV)(b), the term "teacher-level measures" shall include, but not be limited to, any combination of one or more of the following data for classroom teachers who are evaluated by the Principal/School Leader:

(i) Building level data (22 Pa. Code § 19.1(IV)(a)).

(ii) Teacher specific data (22 Pa. Code § 19.1(IV)(b)).

(iii) Elective data (22 Pa. Code § 19.1(IV)(c)).

(2) The Correlation Data Performance Level Descriptors in Table H below are provided for the rater to use as a basis for developing a rating of 0, 1, 2 or 3 for the Correlation Rating in Parts (B)(3) and (C)(3) of the Principal/School Leader Rating Form. The descriptors are designed to be used in evaluating the Principal/School Leader's knowledge, understanding and intended application of evidence presented regarding the relationship between teacher-level measures and observation and practice ratings (22 Pa. Code § 19.1(III)) for classroom teachers who are evaluated by the Principal/School Leader. The rater shall provide the Principal/School Leader with the opportunity to present evidence and sources.

Table H: Correlation Data Performance Level Descriptors				
Correlation Rating (15%)	*0—Failing*	*1—Needs Improvement*	*2—Proficient*	*3—Distinguished*
Degree of understanding of evidence presented regarding the relationship between teacher-level measures and teacher observation and practice ratings.	Responses demonstrate no understanding of: • The presented teacher-level measures.	Responses demonstrate a limited understanding of: • The presented teacher-level measures.	Responses demonstrate a solid understanding of: • The presented teacher-level measures.	Responses demonstrate a comprehensive understanding of: • The presented teacher-level measures.
Quality of explanation provided for observed relationship between teacher-level measures and teacher observation and practice ratings.	• The nature and plausible cause of the observed relationship between teacher-level measures and teacher observation and practice ratings.	• The nature and plausible cause of the observed relationship between teacher-level measures and teacher observation and practice ratings.	• The nature and plausible cause of the observed relationship between teacher-level measures and teacher observation and practice ratings.	• The nature and plausible cause of the observed relationship between teacher-level measures and teacher observation and practice ratings.

Table H: Correlation Data Performance Level Descriptors				
Correlation Rating (15%)	*0—Failing*	*1—Needs Improvement*	*2—Proficient*	*3—Distinguished*
Plans for how the data will be used to support school and LEA goals.	• How to use this data to support the attainment of school and LEA goals.	• How to use this data to support the attainment of school and LEA goals.	• How to use this data to support the attainment of school and LEA goals.	• How to use this data to support the attainment of school and LEA goals.

(3) The Department will provide guidance for LEAs to use in applying the Correlation Data Performance Level Descriptors in Table H and validating the Correlation Rating for a Principal/School Leader.

(4) For Principals/School Leaders in positions where their duties and responsibilities do not include evaluating and/or signing rating forms for classroom teachers, the LEA shall utilize the Elective Rating in Parts (B)(4) and (C)(4), pursuant to Paragraph (IV)(c), in place of the Correlation Rating.

(c) *Elective data.*

(1) This third area will comprise 20% of the Final Principal/School Leader Effectiveness Rating. Elective Data shall consist of measures of student achievement that are locally developed and selected by the LEA from a list approved by the Department and published in the *Pennsylvania Bulletin* by June 30 of each year, including, but not limited to, the following:

(i) District-designed measures and examinations.

(ii) Nationally recognized standardized tests.

(iii) Industry certification examinations.

(iv) Student projects pursuant to local requirements.

(v) Student portfolios pursuant to local requirements.

(2) LEAs shall use an SLO to document the process to determine and validate the weight assigned to Elective Data measures that establish the Elective Rating. An SLO shall be used to record and verify quality assurance in validating measures of Elective Data on the zero-to-three-point scale and the assigned weight of a measure in the overall performance rating of a Principal/School Leader. The Department will provide guidance and templates for LEAs to use SLOs in selecting, developing and applying Elective Data measures.

(3) All LEAs shall have SLOs in place for collecting Elective Data and ratings for school year 2015-2016 and for school years thereafter. If Elective Data is unavailable in school year 2014-2015, an LEA shall use the rating in Part (A)(1) total Principal/School Leader Observation and Practice Rating of the form for a Principal/School Leader. The rating from Part (A)(1) in the form shall be used in Parts (B)(4) and (C)(4) for the 20% of the Principal/School Leader's overall performance rating.

(4) If multiple Elective Data measures are used for one Principal/School Leader, the LEA shall determine the percentage weight given to each Elective Data measure.

(d) *Transfer option.* A Principal/School Leader who transfers from one building, as defined for building level data (Paragraph (IV)(a)(1)), to another within an LEA, shall have the option of using the Correlation Rating, as set forth in Paragraph (IV)(b) in place of the Building Level Rating for the employee's evaluation in the new placement for two school years starting on the date when the Principal/School Leader begins the assignment in the new location. A Principal/School Leader who elects this option shall sign a statement of agreement giving the LEA permission to calculate the final rating using this method.

(e) *Administrative action based on available data.* Nothing in these standards of use for multiple measures of student performance, this section or this chapter shall be construed to limit or constrain the authority of the chief school administrator of an LEA to initiate and take action on a personnel matter, including dismissal of a Principal/School Leader, based on information and data available at the time of the action.

(V) Recordkeeping: Maintenance of Rating Tool Data, Records and Forms.

(a) *Records to be maintained.* It shall be the duty of the LEA to establish a permanent record system containing ratings for each employee within the LEA and copies of all her or his ratings for the year shall be transmitted to the employee upon her or his request; or if any rating during the year is unsatisfactory copy of same shall be transmitted to the employee concerned. No employee shall be dismissed for incompetency or unsatisfactory performance unless such rating records have been kept on file by the LEA.

(b) *Reporting of data restricted to aggregate results.* Pursuant to Section 1123(i) of the Public School Code 11-1123(i), LEAs shall provide to the Department the aggregate results of all Principal/School Leader evaluations.

(c) *Confidentiality.* Each LEA shall maintain records in accordance with Section 708(b)(7) of the act of February 14, 2008 (P. L. 6, No. 3), known as the "Right-to-Know Law," (65 P. S. § 67.708(b)(7)), and Sections 221(a)(1) and 1123(p) of the Public School Code (24 P. S. §§ 2-221(a)(1) and 11-1123(p)).

(VI) LEA Alternative Rating Tool.

The Department will review at the request of an LEA an alternative rating tool that has been approved by the LEA governing board. The Department may approve for a maximum period of not more than five years any alternative rating tool that meets or exceeds the measures of effectiveness established under 24 P. S. § 11-1123.

§ 19.3. Nonteaching professional employee effectiveness rating tool.

The rating tool functions as a framework for the evaluation and summative process for nonteaching professional employees, and is designed for local education agencies providing early childhood, elementary or secondary education across this Commonwealth. The tool is comprised of the form and instructions. The following rating form shall be used to record the results of the data collection process.

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333

NONTEACHING PROFESSIONAL EMPLOYEE (NTPE) RATING FORM

PDE 82-3 (4/14)

Last Name _____ First _____ Middle _____

District/LEA _____ School _____

Rating Date: _____ Evaluation: (Check one) ☐ Semi-annual ☐ Annual

(A) NTPE Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation		25%		0.75
II.	Educational Environment		25%		0.75
III.	Delivery of Service		25%		0.75
IV.	Professional Development		25%		0.75
(1) NTPE Observation and Practice Rating					3.00

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Student Performance

Building Level Score (0—107)	

(2) Building Level Score Converted to 3 Point Rating	

(C) Final NTPE Effectiveness Rating—All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) NTPE Observation and Practice Rating		80%		2.40
(2) Student Performance Rating*		20%		0.60
Total Earned Points				3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00-0.49	Failing
0.50-1.49	Needs Improvement
1.50-2.49	Proficient
2.50-3.00	Distinguished
Performance Rating	

* Substitutions permissible pursuant to Paragraph (IV)(g).

☐ Rating: Professional Employee, *OR* ☐ Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning _____ and ending _____ has received a performance rating of:
(month/day/year) (month/day/year)

☐ DISTINGUISHED ☐ PROFICIENT ☐ NEEDS IMPROVEMENT ☐ FAILING

resulting in a FINAL rating of:

☐ SATISFACTORY ☐ UNSATISFACTORY

A performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

_____ _____   _____ _____
Date Designated Rater/Position: Date Chief School Administrator

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater. My signature does not necessarily mean that I agree with the performance evaluation.

_____ _____
Date Signature of Employee

Descriptions of the four domains in Part (A) NTPE Observation and Practice are summarized in Table A.

Table A: Descriptions of Four Domains	
Domain	**Description**
I. Planning & Preparation* 25%	Effective nonteaching professional employees (NTPEs) plan and prepare to deliver high-quality services based upon extensive knowledge of their discipline/supervisory position relative to individual and/or systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable and represent relevant goals for the individual and/or system.
II. Educational Environment* 25%	Effective NTPEs assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student relationships, staff interactions, security and maintenance, administration, student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities.
III. Delivery of Service* 25%	Effective NTPE service delivery and practice emanates from a problem-solving process that can be applied to an individual and/or at the systems level and is used to: (a) identify priority areas for improvement; (b) analysis of variables related to the situation; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.
IV. Professional Development* 25%	Effective NTPEs have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPEs communicate with all parties clearly, frequently and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others.

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* Crosswalks pertaining to the four domains for NTPE Observation and Practice in the rating form, as set forth in sections 1123(d)(1)(i)—(iv) of the Public School Code (24 P. S. §§ 11-1123(d)(1)(i)—(iv)), and to professional practice areas attributable to the certifications held by NTPEs will be available at the Department's website.

Table B summarizes NTPE performance levels for each of the Domain Rating Assignments and for the ratings to be assigned for each domain in the "Rating (A)" column.

Table B: Four Levels of Performance in Four Domains				
Domain	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
I. Planning & Preparation 25%	NTPE's planning and preparation reflects little understanding of their discipline/supervisory position relative to individual and/or systems-level needs. Service delivery outcomes, as a function of planning and preparation, are not clear, not measurable and do not represent relevant goals for the individual and/or system.	NTPE's planning and preparation reflects moderate understanding of their discipline/supervisory position relative to individual and/or systems-level needs. Some service delivery outcomes are clear, measurable and represent relevant goals for the individual and/or system.	NTPE's planning and preparation reflects solid understanding of their discipline/supervisory position relative to individual and/or systems-level needs. Most service delivery outcomes are clear, measurable and represent relevant goals for the individual and/or system.	NTPE's planning and preparation reflects extensive understanding of their discipline/supervisory position relative to individual and/or systems-level needs. All service delivery outcomes are clear, measurable and represent relevant goals for the individual and/or system.

Table B: Four Levels of Performance in Four Domains				
Domain	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
II. Educational Environment 25%	Environment is characterized by chaos and conflict, with low expectations for improved academic, behavioral and social-emotional outcomes. There are no clear standards for interactions, student behavior, use of physical space, instruction and intervention with students, maintaining confidentiality, etc.	Adults communicate modest expectations for improved academic, behavioral and social-emotional outcomes. There are some clearly defined standards for interactions, student behavior, use of physical space, instruction and intervention with students, maintaining confidentiality, etc.	Environment functions smoothly, with little or no loss of service delivery time. Expectations for interactions, student behavior, use of physical space, instruction and intervention with students, and maintaining confidentiality are high. Standards for student conduct are clear and the environment supports academic, behavioral and social-emotional growth.	Recipients of services make a substantive contribution to various dimensions of the environment and contribute to improved academic, behavioral and social-emotional outcomes.
III. Delivery of Service 25%	Effective service delivery and practice does not emanate from a problem-solving process that can be applied to an individual and/or at the systems level and is used to: (a) identify priority areas for improvement; (b) analysis of variables related to the situation; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.	Effective service delivery and practice partially emanates from a problem-solving process that can be applied to an individual and/or at the systems level and is used to (a) identify priority areas for improvement; (b) analysis of variables related to the situation; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.	Effective service delivery and practice emanates from a problem-solving process that can be applied to an individual and/or at the systems level and is used to: (a) identify priority areas for improvement; (b) analysis of variables related to the situation; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.	Effective service delivery and practice emanates from a problem-solving process that can be applied to an individual and/or at the systems level and is used to: (a) identify priority areas for improvement; (b) analysis of variables related to the situation; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services. As a function of interdisciplinary collaboration and problem-solving, student and systems-level outcomes improve over time.

Table B: Four Levels of Performance in Four Domains				
Domain	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
IV. Professional Development 25%	NTPE does not adhere to ethical standards or convey a deep sense of professionalism. There is an absence of focus on improving their own service delivery and supporting the ongoing learning of colleagues. Their record keeping systems are inefficient and ineffective. NTPEs communicate ineffectively with all parties as evidenced by lack of clarity, limited frequency and absence of cultural sensitivity. NTPEs do not assume leadership roles within the system and do not engage in a wide variety of professional development activities that would serve to strengthen their practice. Reflection on their practice does not result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.	NTPE partially adheres to ethical standards and conveys an emerging sense of professionalism. There is some focus on improving their own service delivery and supporting the ongoing learning of colleagues. Their record keeping systems are approaching efficiency and effectiveness. NTPEs communicate effectively, albeit inconsistently, with all parties through clarity, frequency and cultural sensitivity. NTPEs inconsistently assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice. Reflection on their practice is beginning to result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.	NTPE fully adheres to ethical standards and conveys an emerging sense of professionalism. There is a solid focus on improving their own service delivery and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPEs communicate effectively with all parties through clarity, frequency and cultural sensitivity. NTPEs consistently assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.	NTPE has exceptional adherence to ethical standards and professionalism. There is always evidence of improvement of practice and support to the ongoing learning of colleagues. Their record keeping systems are exceptionally efficient and effective. NTPEs always communicate effectively with all parties through clarity, frequency and cultural sensitivity. NTPEs always assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice. Reflection on their practice always results in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.

From *Enhancing Professional Practice: A Framework for Teacher, 2nd Edition* (pp 41-42), by Charlotte Danielson, Alexandria, VA ASCD© 2007. Adapted and reproduced with permission.

INSTRUCTIONS FOR RATING TOOL—STANDARDS OF USE

The rating form and related documents are available at the Department's website in electronic versions and Excel worksheet format for scoring and rating tabulation.

I. Definitions.

The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise:

Assessment—The term shall mean the Pennsylvania System of School Assessment test, the Keystone Exam, an equivalent local assessment or another test established by the State Board of Education to meet the requirements of section 2603-B(d)(10)(i) (24 P. S. § 26-2603-B(d)(10)(i)) and required under the No Child Left Behind Act of 2001 (Public Law 107-110, 115 Stat. 1425) or its successor statute or required to achieve other standards established by the Department for the school or school district under 22 Pa. Code § 403.3 (relating to single accountability system).

Chief School Administrator—An individual who is employed as a school district superintendent, an executive director of an intermediate unit or a chief school administrator of an area vocational-technical school or career technology center.

Classroom Teacher—A professional or temporary professional employee who provides direct instruction to students related to a specific subject or grade level and usually holds one of the following:

Instructional I Certificate (see § 49.82),

Instructional II Certificate (see § 49.83),

Vocational Instructional I Certificate (see § 49.142), and

Vocational Instructional II Certificate (see § 49.143).

Department—The Department of Education of the Commonwealth.

Distinguished—The employee's performance consistently reflects the employee's professional position and placement at the highest level of practice.

Education Specialist—A person who holds an educational specialist certificate issued by the Commonwealth, including, but not limited to, a certificate endorsed in the area of elementary school counselor, secondary school

counselor, school counselor K-12, school nurse, home and school visitor, school psychologist, dental hygienist, or instructional technology specialist.

Employee—A person who is a professional employee or temporary professional employee.

Failing—The employee does not meet performance expectations required for the position.

Keystone Exam—An assessment developed or caused to be developed by the Department pursuant to 22 Pa. Code § 4.51 (relating to state assessment system).

LEA—A local education agency, including a public school district, area vocational-technical school, career technology center and intermediate unit, which is required to use a rating tool established pursuant to section 1123 of the Public School Code (24 P. S. § 11-1123).

Needs Improvement—The employee is functioning below proficient for performance expectations required for continued employment.

NTPE—A nonteaching professional employee or a person who is an education specialist or a professional employee or temporary professional employee who provides services other than classroom instruction, and includes supervisors and employees with instructional certification who are not categorized as "classroom teachers" by the LEA.

Performance Improvement Plan—A plan, designed by an LEA with input of the employee, that may include mentoring, coaching, recommendations for professional development and intensive supervision based on the results of the rating provided for under this chapter.

Principal—A building principal, an assistant principal, a vice principal or a director of vocational education.

Professional Employee—An individual who is certificated as a teacher, supervisor, principal, assistant principal, vice-principal, director of vocational education, dental hygienist, visiting teacher, home and school visitor, school counselor, child nutrition program specialist, school nurse, or school librarian.

Proficient—The employee's performance consistently reflects practice at a professional level.

PSSA—The Pennsylvania System of School Assessment established in 22 Pa. Code § 4.51 (relating to state assessment system).

PVAAS—The Pennsylvania Value-Added Assessment System established in compliance with 22 Pa. Code § 403.3 (relating to single accountability system) and its data made available by the Department under Section 221 of the Public School Code (24 P. S. § 2-221).

Student Performance—A compilation of performance measures of all students in the school building in which the NTPE is employed as set forth in Paragraph (IV) relating to standards of use for student performance measures.

Temporary Professional Employee—An individual who has been employed to perform for a limited time the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension or removal.

II. General Provisions.

1. The rating of an employee shall be performed by or under the supervision of the chief school administrator, or, if so directed by the chief school administrator, by an assistant administrator, a supervisor or a principal, who has supervision over the work of the professional employee or temporary professional employee being rated, provided that no unsatisfactory rating shall be valid unless approved by the chief school administrator. (24 P. S. § 11-1123(h)(3))

2. The rating form shall be marked to indicate whether the employee is a professional employee or temporary professional employee.

3. A temporary professional employee must be notified as to the quality of service at least twice a year. (24 P. S. § 11-1108)

4. The rating form includes two measures or rated areas: NTPE Observation and Practice, and Student Performance of all students in the school building. Application of each measure is dependent on the availability of data. A rating in the range of zero to three based on the "0 to 3 Point Scale" must be given to each of the two rating areas.

5. NTPE Observation and Practice is divided into four domains: I. Planning and Preparation; II. Educational Environment; III. Delivery of Service; and IV. Professional Development. For each domain, an employee must be given a rating of zero, one, two or three which is based on observation, practice models, evidence or documented artifacts.

6. The Student Performance score shall be comprised of the Building Level Score which will be provided by the Department or its designee, and published annually on the Department's website.

7. Each of the two measures in Final NTPE Effectiveness Rating shall be rated on the zero-to-three-point scale. Each number in Rating (C) shall be multiplied by the Factor (D) and the sum of the Earned Points or Total Earned Points shall be converted into a Performance Rating using the table marked Conversion to Performance Rating.

8. An overall performance rating of Distinguished or Proficient shall be considered satisfactory.

9. An initial overall performance rating of Needs Improvement shall be considered satisfactory.

10. The second overall performance rating of Needs Improvement issued by the same employer within 10 years of the first rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory.

11. For professional employees, two consecutive overall unsatisfactory ratings, which include professional observations, and are not less than four months apart, shall be considered grounds for dismissal.

12. No temporary professional employee shall be dismissed unless rated unsatisfactory, and notification, in writing, of such unsatisfactory rating shall have been furnished the employee within 10 days following the date of such rating.

13. An employee who receives an overall performance rating of Needs Improvement or Failing must participate in a performance improvement plan. No employee will be rated Needs Improvement or Failing based solely on student test scores.

14. The rating form shall be marked to indicate the appropriate performance rating and whether the overall final rating is satisfactory or unsatisfactory.

15. The rating form must be signed by the chief school administrator or by a designated rater, who is an assis-

tant administrator, supervisor or principal, has supervision over the work of the professional employee or temporary professional employee being rated, and is directed by the chief school administrator to perform the rating.

16. A final rating of unsatisfactory will not be valid unless signed by the chief school administrator.

17. A signed copy of the rating form shall be provided to the employee.

18. The rating tool is not intended to establish mandates or requirements for the formative process of supervising NTPEs.

19. This rating form, section or chapter may not be construed to limit or constrain the authority of the chief school administrator of an LEA to initiate and take action on a personnel matter, including dismissal of an NTPE, based on information and data available at the time of the action.

III. Standards of Use for NTPE Observation and Practice.

Part (A) "NTPE Observation and Practice" in the rating form shall be completed using the following standards, calculations and procedures.

(a) *NTPE observation and practice domains.* The rating of an NTPE for effectiveness in professional practice shall be based on observation or other supervisory methods. Professional practice shall comprise 80% of the Final NTPE Effectiveness Rating of the employee. The percentage factor for each domain is listed in Table C:

Table C: Four Domains	
Domains	*% of 80% allotment*
I. Planning and preparation.	25.0
II. Educational environment.	25.0
III. Delivery of service.	25.0
IV. Professional development.	25.0

(b) *Summative process of evaluation.* LEAs shall utilize professional practice models (e.g., Danielson, *Enhancing Professional Practice: A Framework for Teaching*; Department, *Framework for Leadership*; Department-developed frameworks/rubrics for education specialists) that address the areas related to observation and practice contained in sections 1123(d)(1)(i)—(iv) of the Public School Code (24 P. S. §§ 11-1123(d)(1)(i)—(iv)) and are approved by the Department. The Department shall publish a list of approved practice models for assessing the four domains annually on the Department's website. The list of approved practice models will include frameworks for professional observation and practice, and relevant crosswalks linking frameworks to the four domains in Table C for professional and temporary professional employees holding certificates issued by the Department who are not assigned classroom teacher or principal positions. Examples of certificates for professional and temporary employees include, but are not limited to, the following:

(1) Education specialist (22 Pa. Code §§ 49.101—105).

(2) Instructional (22 Pa. Code §§ 49.82—83, 49.142—143).

(3) Administrative and supervisory (22 Pa. Code §§ 49.111 and 49.121).

LEAs shall assign the appropriate practice model to each NTPE position description. LEAs shall notify NTPEs of the professional practice models assigned to the NTPEs' positions. An NTPE must be given a rating in each of the four domains. In determining a rating for an employee, an LEA may use any portion or combination of the practice models related to the domains. The four domains and practice models establish a framework for the summative process of evaluating NTPEs. The form and standards do not impose mandates on the supervisory and formative processes utilized by an LEA.

(c) *Evidentiary sources.* NTPE observation and practice evaluation results and ratings shall be based on evidence. Information, including dates and times, if applicable, on the source of the evidence shall be noted in the employee's record. As appropriate for the employee and the employee's placement in an LEA program, records may include, but not be limited to, any combination of the following items:

(1) Notations of professional observations, employee/rater conferences or interviews, or informal observations or visits, including dates for observations, interviews and conferences.

(2) Lesson unit plans (types, titles and numbers), materials, technology, resource documents, visual technology, utilization of space, student assignment sheets, student work, instructional resources, student records, grade book, progress reports and report cards.

(3) Development and implementation of improvement plans, professional growth programs, in-service programs, student assemblies, and other events or programs that promote educational efficacy, health or safety.

(4) Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members.

(5) Utilization of formative and summative assessments that impact instruction and critiques of lesson plans.

(6) Agendas and minutes of meetings, programs, courses, or planning sessions.

(7) Budget and expenditure reports.

(8) Interaction with students' family members.

(9) Family, parent, school and community feedback.

(10) Act 48 documentation or continuing education documentation directly related to the employee's position in the LEA.

(11) Use of professional reflections.

(12) Examination of sources of evidence provided by the employee.

The documentation, evidence and findings of the rater shall provide a basis for the rating of the employee in the domains of observation and practice.

(d) *Scoring.* An LEA must provide a rating score in each domain. The four NTPE observation and practice domains shall be rated and scored on a zero-to-three-point scale. The ratings of Failing, Needs Improvement, Proficient and Distinguished are given numeric values as shown in Table D.

Table D: Domain Rating Assignment—0-3 Scale	
Performance Rating	*Value*
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(e) *Ratings and weighted scoring.* The four domains of NTPE observation and practice in Part (A) of the form are each assigned a percentage factor. Each domain shall be scored on the "0-to-3-point scale." The individual score or rating for each domain is adjusted by the percentage factor attributed to that domain. The score of zero, one, two or three for each domain is calculated into points based on its percentage factor. The sum of the points for all domains will be the total NTPE Observation and Practice Rating. The calculation for each domain is set forth in Table E.

Table E: NTPE Observation and Practice Rating					
Domain	*Title*	*Rating (A)*	*Factor (B)*	*Earned Points (A x B)*	*Max Points*
I.	Planning and preparation.		25%		0.75
II.	Educational environment.		25%		0.75
III.	Delivery of service.		25%		0.75
IV.	Professional development.		25%		0.75
NTPE Observation & Practice Points/Rating					3.00

(f) *Administrative action based on available data.* Nothing in these standards of use for NTPE observation and practice, this section or this chapter shall be construed to limit or constrain the authority of the chief school administrator of an LEA to initiate and take action on a personnel matter, including dismissal of an NTPE, based on information and data available at the time of the action.

(IV) Standards of Use for Student Performance Measures.

(a) *Building, school or configuration.* For the purposes of Paragraph (IV) relating to Standards of Use for Student Performance Measures, the term "building" shall mean a school or configuration of grades that is assigned a unique four-digit identification number by the Department unless the context clearly indicates otherwise.

(b) *Percentage.* The student performance for all students in the school building in which the NTPE is employed will be derived from the Building Level Score. As set forth in 22 Pa. Code § 19.1(IV)(a)(3), the Department will provide the Building Level Score for each building within an LEA based on available data. Building Level Scores will be published annually on the Department's website. The Student Performance Rating shall comprise 20% of the Final NTPE Effectiveness Rating.

(c) *Student performance measure.* The student performance measure derived from the Building Level Score shall include, but is not limited to, the following when data is available and applicable to a building where the NTPE is employed:

(1) Student performance on assessments.

(2) Value-added assessment system data made available by the Department under section 221 of the Public School Code (24 P. S. § 2-221).

(3) Graduation rate as reported to the Department under section 222 of the Public School Code (24 P. S. § 2-222).

(4) Promotion rate.

(5) Attendance rate as reported to the Department under section 2512 of the Public School Code (24 P. S. § 25-2512).

(6) Industry certification examinations data.

(7) Advanced placement course participation.

(8) Scholastic aptitude test and preliminary scholastic aptitude test data.

(d) *Building level score.* Comparable to 22 Pa. Code § 19.1(IV)(a), the Student Performance Rating shall be determined through conversion of the Building Level Score. The percentage weight given to each measure component contained in Appendix A will be utilized in Building Level Score computations using available data. The Department or its designee will provide the Building Level Score for each building within an LEA based on available data. Building Level Scores will be published annually on the Department's website.

(e) *Student performance rating.* Each LEA shall utilize the conversions in Table F below to calculate the Student Performance Rating derived from the Building Level Score for each building with eligible building level data.

Table F: Conversion from 100 Point Scale to 0-3 Scale for Student Performance Rating	
Building Level Score	*0-3 Rating Scale**
90.0 to 107	2.50-3.00
70.0 to 89.9	1.50-2.49
60.0 to 69.9	0.50-1.49
00.0 to 59.9	0.00-0.49

*The Department will publish the full conversion formula on its website.

LEAs shall add the Student Performance Rating to Parts (B)(2) and (C)(2) of the Rating Form.

(f) *Multiple building assignments.* If an NTPE performs professional work in two or more buildings where the NTPE is employed, the LEA will use measures from each building based on the percentage of the employee's work performed in each building in calculating the whole 20% for this portion of the final rating.

(g) *Absence of Building Level Score.* For NTPEs employed in buildings for which there is no Building Level Score reported on the Department website, the LEA shall utilize the rating from the NTPE observation and practice portion of the rating form in Part (A)(1) in place of the Student Performance Rating.

(h) *Administrative action based on available data.* Nothing in these standards of use for student performance measures, this section or this chapter shall be

construed to limit or constrain the authority of the chief school administrator of an LEA to initiate and take action on a personnel matter, including dismissal of an NTPE, based on information and data available at the time of the action.

(V) Recordkeeping: Maintenance of Rating Tool Data, Records and Forms.

(a) *Records to be maintained.* It shall be the duty of the LEA to establish a permanent record system containing ratings for each employee within the LEA and copies of all her or his ratings for the year shall be transmitted to the employee upon her or his request; or if any rating during the year is unsatisfactory copy of same shall be transmitted to the employee concerned. No employee shall be dismissed for incompetency or unsatisfactory performance unless such rating records have been kept on file by the LEA.

(b) *Reporting of data restricted to aggregate results.* Pursuant to Section 1123(i) of the Public School Code 11-1123(i), LEAs shall provide to the Department the aggregate results of all NTPEs evaluations.

(c) *Confidentiality.* Each LEA shall maintain records in accordance with Section 708(b)(7) of the act of February 14, 2008 (P. L. 6, No. 3), known as the "Right-to-Know Law," (65 P. S. § 67.708(b)(7)), and Sections 221(a)(1) and 1123(p) of the Public School Code (24 P. S. §§ 2-221(a)(1) and 11-1123(p)).

(VI) LEA alternative rating tool.

The Department will review at the request of an LEA an alternative rating tool that has been approved by the LEA governing board. The Department may approve for a maximum period of not more than five years any alternative rating tool that meets or exceeds the measures of effectiveness established under 24 P. S. § 11-1123.

APPENDIX A

Percentage Weights for Data Components/Indicators of the Building Level Score for the Educator Effectiveness Rating Tool

Appendix A contains the percentage weights assigned to data components for "building level data" and "student performance of all students in the school building" pursuant to section 1123 of the Public School Code (24 P. S. § 11-1123). The data components or indicators comprise the "building level score" for the professional employee or temporary professional employee rating form. The building level score is also the School Performance Profile for a school or building. For the purposes of this appendix, the term "building" shall mean a school or configuration of grades that is assigned a unique four-digit identification number by the Department unless the context clearly indicates otherwise.

Components/Indicators	Building Configurations				
	K-12 Schools	Secondary Schools	Comprehensive CTCs[1]	K-8 Schools with Grade 3	K-8 Schools w/out Grade 3
Academic Achievement (40%)	*% Factor*	*% Factor*	*% Factor*	*% Factor*	*% Factor*
Mathematics/Algebra I—Percent Proficient or Advanced on PSSA/Keystone Exam	7.50	7.50	4.75	7.50	10.00
Reading/Literature—Percent Proficient or Advanced on PSSA/Keystone Exam	7.50	7.50	4.75	7.50	10.00
Science/Biology—Percent Proficient or Advanced on PSSA/Keystone Exam	7.50	7.50	4.75	7.50	10.00
Writing—Percent Proficient or Advanced on PSSA	7.50	7.50	4.75	7.50	10.00
Industry Standards-Based Competency Assessments—Percent Competent or Advanced	2.50	5.00	25.00	Not Applicable	Not Applicable
Grade 3 Reading—Percent Proficient or Advanced on PSSA	2.50	Not Applicable	Not Applicable	10.00	Not Applicable
SAT/ACT College Ready Benchmark	7.50	7.50	4.75	7.50	10.00
Closing the Achievement Gap— All Group (5%)	*% Factor*	*% Factor*	*% Factor*	*% Factor*	*% Factor*
Mathematics/Algebra I—Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Reading/Literature—Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Science/Biology—Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25

Table 1: Building Level Score—All Building Configurations School Years 2012-2013 and 2013-2014

Table 1: Building Level Score—All Building Configurations School Years 2012-2013 and 2013-2014					
Components/Indicators	*Building Configurations*				
	K-12 Schools	*Secondary Schools*	*Comprehensive CTCs[1]*	*K-8 Schools with Grade 3*	*K-8 Schools w/out Grade 3*
Writing—Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Closing the Achievement Gap—Historically Underperforming Students (5%)	*% Factor*	*% Factor*	*% Factor*	*% Factor*	*% Factor*
Mathematics/Algebra I—Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Reading/Literature—Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Science/Biology—Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Writing—Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Academic Achievement Factor Total	*50.00*	*50.00*	*50.00*	*50.00*	*50.00*
Academic Growth (40%)	*% Factor*	*% Factor*	*% Factor*	*% Factor*	*% Factor*
Mathematics/Algebra I—Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
Reading/Literature—Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
Science/Biology—Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
Writing—Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
Academic Growth Factor Total	*40.00*	*40.00*	*40.00*	*40.00*	*40.00*
Other Academic Indicators (10%)	*% Factor*	*% Factor*	*% Factor*	*% Factor*	*% Factor*
Cohort Graduation Rate or Promotion Rate[2] (If No Graduation Rate)	2.50	2.50	2.50	5.00	5.00
Attendance	2.50	2.50	2.50	5.00	5.00
Advanced Placement (AP) or International Baccalaureate (IB) or College Credit	2.50	2.50	2.50	Not Applicable	Not Applicable
PSAT/Plan Participation	2.50	2.50	2.50	Not Applicable	Not Applicable
Other Academic Indicators Factor Total	*10.00*	*10.00*	*10.00*	*10.00*	*10.00*
Overall Factor Total	*100.00*	*100.00*	*100.00*	*100.00*	*100.00*
Extra Credit for Advanced Achievement	*Added Factor is 1% of each of the following except 2% for Advanced Placement:*				
Mathematics/Algebra I—PSSA/Keystone Exam	Percent of Students Advanced on Mathematics/Algebra I PSSA/Keystone Exam				
Reading/Literature—PSSA/Keystone Exam	Percent of Students Advanced on Reading/Literature PSSA/Keystone Exam				
Science/Biology—PSSA/Keystone Exam	Percent of Students Advanced on Science/Biology PSSA/Keystone Exam				
Writing—PSSA	Percent of Students Advanced on Writing PSSA				
Industry Standards-Based Competency Assessments	Percent of Students Advanced on Industry Standards-Based Competency Assessments				
Advanced Placement	Percent of Grade 12 Students Scoring 3 or higher on any one AP Exam (x2.5)				

Notes for Table 1:

[1] Comprehensive CTCs include full-time career technology centers and full-time area vocational-technical schools. Comprehensive CTC academic achievement is weighted at 44% while Closing the Achievement Gap is weighted at 3% for each group.

[2] Promotion rate is not included in 2012-2013 calculations; it will be included in subsequent years.

Components/Indicators[1]	Building Configurations				
	K-12 Schools	Secondary Schools	Comprehensive CTCs[2]	K-8 Schools with Grade 3	K-8 Schools w/out Grade 3
Table 2: Building Level Score—All Building Configurations **School Year 2014-2015 and Thereafter**					
Academic Achievement (40%)	*% Factor*	*% Factor*	*% Factor*	*% Factor*	*% Factor*
Mathematics/Algebra I—Percent Proficient or Advanced on PSSA/Keystone Exam	7.50	7.50	4.75	7.50	10.00
English Language Arts/Literature—Percent Proficient or Advanced on PSSA/Keystone Exam	15.00	15.00	9.50	15.00	20.00
Science/Biology—Percent Proficient or Advanced on PSSA/Keystone Exam	7.50	7.50	4.75	7.50	10.00
Industry Standards-Based Competency Assessments—Percent Competent or Advanced	2.50	5.00	25.00	Not Applicable	Not Applicable
Grade 3 English Language Arts—Percent Proficient or Advanced on PSSA	2.50	Not Applicable	Not Applicable	10.00	Not Applicable
SAT/ACT College Ready Benchmark	5.00	5.00	Not Applicable	Not Applicable	Not Applicable
Closing the Achievement Gap—All Group (5%)	*% Factor*	*% Factor*	*% Factor*	*% Factor*	*% Factor*
Mathematics/Algebra I—Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
English Language Arts/Literature—Percent of Required Gap Closure Met	2.50	2.50	1.50	2.50	2.50
Science/Biology—Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Closing the Achievement Gap—Historically Underperforming Students (5%)	*% Factor*	*% Factor*	*% Factor*	*% Factor*	*% Factor*
Mathematics/Algebra I—Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
English Language Arts/Literature—Percent of Required Gap Closure Met	2.50	2.50	1.50	2.50	2.50
Science/Biology—Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Academic Achievement Factor Total	*50.00*	*50.00*	*50.00*	*50.00*	*50.00*
Academic Growth (40%)	*% Factor*	*% Factor*	*% Factor*	*% Factor*	*% Factor*
Mathematics/Algebra I—Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
English Language Arts/Literature—Meeting Annual Academic Growth Expectations	20.00	20.00	20.00	20.00	20.00
Science/Biology—Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00

Table 2: Building Level Score—All Building Configurations
School Year 2014-2015 and Thereafter

Components/Indicators[1]	Building Configurations				
	K-12 Schools	Secondary Schools	Comprehensive CTCs[2]	K-8 Schools with Grade 3	K-8 Schools w/out Grade 3
Academic Growth Factor Total	40.00	40.00	40.00	40.00	40.00
Other Academic Indicators (10%)	% Factor	% Factor	% Factor	% Factor	% Factor
Cohort Graduation Rate or Promotion Rate[3] (If No Graduation Rate)	2.50	2.50	2.50	5.00	5.00
Attendance	2.50	2.50	2.50	5.00	5.00
Advanced Placement (AP) or International Baccalaureate (IB) or College Credit	2.50	2.50	2.50	Not Applicable	Not Applicable
PSAT/Plan[4] Participation	2.50	2.50	2.50	Not Applicable	Not Applicable
Other Academic Indicators Factor Total	10.00	10.00	10.00	10.00	10.00
Overall Factor Total	100.00	100.00	100.00	100.00	100.00
Extra Credit for Advanced Achievement	Added Factor is 1% of each of the following except 2% for English Language Arts/Literature and Advanced Placement:				
Mathematics/Algebra I—PSSA/Keystone Exam	Percent of Students Advanced on Mathematics/Algebra I PSSA/Keystone Exam				
English Language Arts/Literature—PSSA/Keystone Exam	Percent of Students Advanced on English Language Arts/Literature PSSA/Keystone Exam				
Science/Biology—PSSA/Keystone Exam	Percent of Students Advanced on Science/Biology PSSA/Keystone Exam				
Industry Standards-Based Competency Assessments	Percent of Students Advanced on Industry Standards-Based Competency Assessments				
Advanced Placement	Percent of Grade 12 Students Scoring 3 or higher on any one AP Exam (x2.5)				

Notes for Table 2:

[1] Previous factor weightings assigned to Writing are included in English Language Arts/Literature factor weightings.

[2] Comprehensive CTCs include full-time career technology centers and full-time area vocational-technical schools. Comprehensive CTC academic achievement is weighted at 44% while Closing the Achievement Gap is weighted at 3% for each group.

[3] Promotion rate is not included in 2012-2013 calculations; it will be included in subsequent years.

[4] Plan will be replaced by ACT Aspire when ACT Aspire is fully operational.

[Pa.B. Doc. No. 14-1244. Filed for public inspection June 13, 2014, 9:00 a.m.]

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