



North East School District

Teacher Evaluation Program

*A Focus on
Teachers and Administrators
Working Together to Ensure
the Continuous Improvement of
Teaching and Learning*

August 2014

Table of Contents

Statement of Purpose	3
Effective Teachers Definition	4
Overview of Teacher Evaluation Program	5
Track I: Individual Development.....	8
Form PDE 82-1.....	18
Track II: Professional Growth Evaluation.....	19
Track III: Teacher Assistance / Performance Improvement Plan	24
Teacher Assistance Track III Framework	26
Awareness Phase	28
Assistance Phase.....	30
Disciplinary Phase	34
Appendix: Title 22 Regulations	41

Statement of Purpose

The North East School District is committed to providing the best educational program for its students. To this end, it supports a professional appraisal system that focuses on excellence. The system is based on teachers and administrators working together in the process of continual improvement of teaching and learning.

We believe...

- ▶ All staff members recognize the benefits of professional development to achieve the goals of the district.
- ▶ All staff members are committed to continual improvement of professional performance.
- ▶ Appraisal of performance is based on a cooperative spirit, open communication, and joint responsibility.
- ▶ Appraisal of performance is positive in nature and intent. It recognizes strengths and provides a means for support and improvement.
- ▶ Appraisal of performance is designed to promote excellence in teaching and learning.

Effective teachers* are those who...

- ▶ Through their knowledge of content and pedagogical skills in planning and preparation, make plans and set goals based on the content to be learned, their knowledge of students, and their instructional context.
- ▶ Establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior.
- ▶ Engage students in learning by using a variety of instructional strategies.
- ▶ Demonstrate adherence to school policy, knowledge of the Professional Code of Conduct and full commitment to professional standards, compliance with record keeping and communication with families with full and frequent participation in professional development.

*Refer to Professional Code of Conduct in Appendix

OVERVIEW OF TEACHER EVALUATION PROGRAM

Domains of Effective Teaching

I. Preparation and Planning
II. Classroom Environment

III. Instructional Delivery
IV. Professionalism

Track I Individual Development	Track II Differentiated Supervision	Track III Teacher Assistance & Performance Improvement Plan
<p>Who:</p> <ul style="list-style-type: none"> • Temporary Professionals <p>Purpose:</p> <ul style="list-style-type: none"> • To ensure that Domains of Effective Teaching are understood, accepted, and demonstrated • To provide support in implementing the Domains • To provide accountability for decisions to continue employment <p>What:</p> <ul style="list-style-type: none"> • PA Teacher Effectiveness Model • Portfolio • Reflection • Mentor(s) <p>Method:</p> <ul style="list-style-type: none"> • PA Teacher Effectiveness Model • Review of portfolio • Discussion of professional practices • Mentor support 	<p>Who:</p> <ul style="list-style-type: none"> • Tenured teachers who are demonstrating the Domains of Effective Teaching <p>Purpose:</p> <ul style="list-style-type: none"> • To enhance professional growth • To improve student achievement • To provide feedback on professional issues • To focus on school improvement initiatives <p>What:</p> <ul style="list-style-type: none"> • PA Teacher Effectiveness Model • Differentiated Supervision <p>Method:</p> <ul style="list-style-type: none"> • Ongoing informal discussion of teacher performance • Teacher teams/individual teachers develop a Professional Growth Plan • Collaboration between teacher teams/teacher and administrator • Establishment of indicators of progress • Administrative support of teacher teams/teachers • Feedback to teachers teams/teachers 	<p>Who:</p> <ul style="list-style-type: none"> • Teachers in need of specific professional assistance in identified area(s) of the Domains of Effective Teaching <p>Purpose:</p> <ul style="list-style-type: none"> • To enable a teacher the opportunity to seek assistance in any Domain • To provide a more structured process for a tenured teacher who may benefit from more support • To provide due process for disciplinary action <p>What:</p> <ul style="list-style-type: none"> • Three phases <ol style="list-style-type: none"> 1. Awareness Phase 2. Assistance Phase 3. Disciplinary Phase <p>Method:</p> <ul style="list-style-type: none"> • Observation and feedback focused specifically on identified area(s) of needed improvement.

The district will operate under a four year cycle of supervision. If less than 25% of the teachers in a building are in formal observation in a given year, teachers, that have been in the differentiated supervision mode for two years may request placement in formal observation. These requests will be granted on the basis of first request.

New Teacher Evaluation Process

Track I

Individual Development

OVERVIEW OF NEW TEACHER EVALUATION PROCESS: TRACK I

Domains of Effective Teaching

I. Preparation and Planning

II. Classroom Environment

III. Instructional Delivery

IV. Professionalism

Track I Individual Development

Who:

- Temporary Professionals

Purpose:

- To ensure that Domains of Effective Teaching are understood, accepted, and demonstrated
- To provide support in implementing the Domains
- To provide accountability for decisions to continue employment

What:

- PA Teacher Effectiveness Model
- Portfolio
- Reflection
- Mentor(s)

Method:

- PA Teacher Effectiveness Model
- Review of portfolio
- Discussion of professional practices
- Mentor support

NEW TEACHER EVALUATION FRAMEWORK

PURPOSE:

The New Teacher Evaluation Framework will provide professional assessment guidelines to those teachers who have less than five years of experience or who have not completed a formal Teacher Induction Program.

COMPONENTS:

TRACK I – LEVEL I (Teachers in Years 1, 2, and 3)

- ▶ **Formal Observation by Principal**
 - Once per semester
 - Use of PA Teacher Effectiveness Model
- ▶ **Artifact Conference**
 - Once per quarter between teacher and administrator
 - Observation reviewed
 - Teacher presents a file of materials gathered from everyday lessons. The file must include all of the following:
 - A unit or lesson plan
 - An example of student work
 - An example of student assessment
 - The artifact file could also contain, but is not limited to the following:
 - Evidence of efficient use and/or integration of technology
 - Evidence of collaborative work with colleagues within/among departments, grade levels, or subject areas
 - Evidence of action research materials integrated into a lesson, unit, or overall curriculum
 - Evidence of attendance or presentation at a workshop/conference outside of those provided by the district
 - Evidence of communication with families regarding students' needs/improvement
 - Reflective journal entries
 - Mentor observation feedback
- ▶ **Mentor Monitoring of Level One Teacher's Classroom**
 - Once per quarter for all first year teachers review results of Artifact Conference
 - Once per semester for second and third year teachers review results of Artifact Conference
 - Teacher and mentor meet and discuss visits
 - Shared with others only by agreement of classroom teacher

- ▶ **Classroom Visit to Observe Another Teacher**
 - Once per quarter for all first year teachers
 - Once per semester for all second year teachers
 - No documentation other than what teacher places in personal file

- ▶ **One-on-One Mentor/ New Teacher Experience Before School Year Begins**
 - Mentors and new teachers meet to establish their relationships, to set goals and timelines, and to familiarize the new teachers with the various building routines.

- ▶ **Mid-Year Mentor/Teacher Sharing Day**
 - All district mentors and new teachers meet to review progress, discuss challenges, share ideas, and solve any existing problems.

- ▶ **New Teacher/Mentor Pairing During In-Service Days**
 - During programs of staff development, mentors and new teachers will be assigned to the same activities to allow for dialogue and mutual growth.

New Staff Member: _____

Mentor: _____

New Staff Member Checklist* – Year 1 2 3

This information is taken from the Teacher Evaluation Framework

- One-on-one **Mentor/New Teacher Induction Program** before school year begins

- Once per semester – **Formal Observation** by principal
Semester 1 Date: _____ Semester 2 Date: _____

- Once per semester – **Artifact Conference** with principal
Before conference, mentor and new teacher review artifacts (first review only)
Pre-artifact review with mentor Date: _____

After semester review with principal, review with mentor
 - Semester 1
Artifact Conference with principal Date: _____
Post-artifact review with mentor Date: _____
 - Semester 2
Artifact Conference with principal Date: _____
Post-artifact review with mentor Date: _____

- Once per quarter mentor will monitor/**observe professional employee in his/her professional environment.**
Quarter 1 Date: _____ Quarter 3 Date: _____
Quarter 2 Date: _____ Quarter 4 Date: _____

- Mid-year mentee/mentor **sharing day.**
Review progress, discuss challenges, share ideas and solve problems.
 - Date: _____

- Pair with mentor during **in-service days**
 - Date: _____

Comments (optional): _____

**One copy for staff member, one copy to district personnel file.*

New Staff Member: _____

Mentor: _____

Mentor Checklist – Year 1 2 3

This information is taken from the Teacher Evaluation Framework

One-on-one (mentor/New Employee) Induction Program before school year begins

Once per quarter – **Artifact Conference**

Before conference, mentor and new teacher review artifacts (first review only)

Pre-artifact review with new employee Date: _____

After quarterly review with principal, review with mentor

▪ Quarter 1

Post-artifact review with new employee Date: _____

▪ Quarter 2

Post-artifact review with new employee Date: _____

▪ Quarter 3

Post-artifact review with new employee Date: _____

▪ Quarter 4

Post-artifact review with new employee Date: _____

Once per quarter mentor will monitor/**observe professional employee in his/her professional environment.**

Mentor will give feedback.

▪ Quarter 1 Date: _____

▪ Quarter 2 Date: _____

▪ Quarter 3 Date: _____

▪ Quarter 4 Date: _____

Mid-year **sharing day.**

Review progress, discuss challenges, share ideas and solve problems.

▪ Date: _____

Pair with mentor during **in-service days.**

▪ Date: _____

Comments (optional):

Administrator Checklist for New Staff Member Year 1 2 3

Staff Member Name: _____

This information is taken from the Teacher Evaluation Framework

- Assign mentor:
- Mentor receives induction information and checklist Date:
- Once per semester – **Formal observation by principal**
 - Quarter 1 Date: _____
 - Quarter 2 Date: _____
 - Quarter 3 Date: _____
 - Quarter 4 Date: _____
- Once per semester – **Artifact Conference**
 - Quarter 1 Date: _____
 - Quarter 2 Date: _____
 - Quarter 3 Date: _____
 - Quarter 4 Date: _____

Comments (optional):

Please select performance levels for each component within the domain(s) indicated in your professional growth plan submitted in the beginning of the year.

Domain #1- Planning

	Failing	Needs Improvement	Proficient	Distinguished
Component 1a <i>Demonstrate knowledge of content and pedagogy</i>	<i>The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline</i>	<i>The teacher's plan and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.</i>	<i>The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.</i>	<i>The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.</i>
Component 1b <i>Demonstrate knowledge of students</i>	<i>The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language, proficiency, interests, and special needs, and does not seek such understanding.</i>	<i>The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests and special needs, and attains this knowledge for the class as a whole.</i>	<i>The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests and special needs, and attains this knowledge for groups of students.</i>	<i>The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.</i>
Component 1c <i>Setting instructional outcomes</i>	<i>Instructional outcomes are unsuitable for students, represents trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</i>	<i>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.</i>	<i>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.</i>	<i>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.</i>
Component 1d <i>Demonstrating knowledge of resources</i>	<i>The teacher demonstrate little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.</i>	<i>The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.</i>	<i>The teacher is fully aware of resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</i>	<i>The teacher seeks out resources in and beyond the school or district in professional organizations, on the internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.</i>

<p>Component 1e Designing coherent instruction</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.</p>	<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p>The teacher coordinates knowledge of content of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>	<p>The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.</p>
<p>Component 1f Designing student assessment</p>	<p>The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessments have minimal impact on the design of future instruction.</p>	<p>The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends</p>

<p>Domain #2- Classroom Environment</p>				
	<p>Failing</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Distinguished</p>
<p>Component 2a Creating an environment of respect and rapport</p>	<p>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.</p>	<p>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to cultural and developmental differences among groups of students.</p>	<p>Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</p>
<p>Component 2b Creating a culture for learning</p>	<p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p>	<p>The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement and little student pride in work. Both the teacher and students appear to be only "going through the motions."</p>	<p>The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p>	<p>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance-for example, by initiating improvements to their work.</p>

Component 2c <i>Managing classroom procedures</i>	<i>Much instructional time is lost because classroom routines and procedures for transitions, handling of supplies and performance of noninstructional duties are only partially effective.</i>	<i>Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.</i>	<i>Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.</i>	<i>Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.</i>
Component 2d <i>Managing student behavior</i>	<i>There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</i>	<i>It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</i>	<i>Standards of conduct appear to be clear to students and the teacher monitors student behavior against those standards. The teacher's response to students misbehavior is appropriate and respects the student dignity.</i>	<i>Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</i>
Component 2e <i>Organizing physical space</i>	<i>The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.</i>	<i>The classroom is safe, and essential learning is accessible to most students' the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</i>	<i>The classroom is safe, and learning is accessible to all students, the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.</i>	<i>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</i>

Domain #3- Instruction

	Failing	Needs Improvement	Proficient	Distinguished
Component 3a <i>Communicating with students</i>	<i>Expectations for learning, directions and procedures, and explanation of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.</i>	<i>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.</i>	<i>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.</i>	<i>Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.</i>
Component 3b <i>Using questioning and discussion techniques</i>	<i>The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</i>	<i>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.</i>	<i>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</i>	<i>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</i>

<p>Component 3c <i>Engaging students in learning</i></p>	<p>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>Activities and assignment, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are negative in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>	<p>Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>
<p>Component 3d <i>Using assessment in instruction</i></p>	<p>Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.</p>
<p>Component 3e <i>Demonstrating flexibility and responsiveness</i></p>	<p>The teacher adheres to the instructional plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>

Domain #4- Professional Responsibilities

	Failing	Needs Improvement	Proficient	Distinguished
<p>Component 4a <i>Reflecting on teaching</i></p>	<p>The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.</p>	<p>The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.</p>	<p>The teacher provides an accurate and objective description of the lesson citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.</p>	<p>The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.</p>
<p>Component 4b <i>Maintaining accurate records</i></p>	<p>The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors or confusion.</p>	<p>The teacher's system for maintaining both instructional and noninstructional records are rudimentary and only partially.</p>	<p>The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.</p>	<p>The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.</p>

<p>Component 4c Communicating with families</p>	<p><i>The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.</i></p>	<p><i>The teacher adheres to school procedure for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.</i></p>	<p><i>The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</i></p>	<p><i>The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.</i></p>
<p>Component 4d Participating in a professional community</p>	<p><i>The teacher avoids participating in a professional community or in school and district events and projects, relationships with colleagues are negative and self-serving.</i></p>	<p><i>The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</i></p>	<p><i>The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.</i></p>	<p><i>The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.</i></p>
<p>Component 4e Growing and developing professionally</p>	<p><i>The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.</i></p>	<p><i>The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.</i></p>	<p><i>The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.</i></p>	<p><i>The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.</i></p>
<p>Component 4f Showing professionalism</p>	<p><i>The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.</i></p>	<p><i>The teacher is honest and well intentioned in serving student and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.</i></p>	<p><i>The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.</i></p>	<p><i>The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.</i></p>

PA Teacher Effectiveness Model

Track II

Differentiated Supervision

OVERVIEW OF TEACHER ASSISTANCE EVALUATION PROCESS: TRACK II

Domains of Effective Teaching

- I. Preparation and Planning
- II. Classroom Environment
- III. Instructional Delivery
- IV. Professionalism

Track II Differentiated Supervision

Who:

- Tenured teachers who are demonstrating the Domains of Effective Teaching

Purpose:

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

What:

- PA Teacher Effectiveness Model
- Differentiated Supervision

Method:

- Ongoing informal discussion of teacher performance
- Teacher teams/individual teachers develop a Professional Growth Plan
- Collaboration between teacher teams/teacher and administrator
- Establish indicators of progress
- Administrative support of teacher teams/teachers
- Feedback to teacher teams/teachers



pennsylvania
DEPARTMENT OF EDUCATION

Educator Effectiveness System - Differentiated Supervision

The Pennsylvania Department of Education has identified a supervision model consisting of two modes that will result in the professional development of educators: **Formal Observation** and **Differentiated Supervision**. Formal Observation of the teacher's practice is accomplished through formal and informal observations measured by research-supported best practices: *Danielson's Framework for Teaching**. The collaborative reflections of the observational data will focus the efforts of the teacher on a professional development plan to improve instructional practices and student achievement.

Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment to Formal Observation. In Differentiated Supervision, professional employees develop an action plan for professional development unique to their needs and interests.

The incorporation of Differentiated Supervision into a local education agency's (LEA) supervision plan is a local decision.

**Charlotte Danielson's Framework for Teaching (2007 or later editions)*

Differentiated Supervision Guidelines

Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment of the Formal Observation process using the *Danielson Framework for Teaching*. Differentiated Supervision provides a framework for professional growth designed to improve teacher effectiveness, instructional practices, and student achievement. Differentiated Supervision should be included in written policies of the board and made available to all professional employees. As long as the LEA develops a Differentiated Supervision model based on the Pennsylvania Department of Education's (PDE) guidelines, approval is not required.

PDE recommends that professional employees who received a "Satisfactory" summative rating in the previous two years should be eligible to participate in Differentiated Supervision. Prior to the 2013-14 school year, a "Satisfactory" performance rating using a previously approved rating form (e.g., PDE 5501, PDE 426, PDE 427 or PDE 428) may be used to qualify for participation in Differentiated Supervision. PDE recommends that professional employees newly hired by a district should be eligible to participate in Differentiated Supervision, but only after they have successfully completed their first year in the Formal Observation Model. PDE recommends that temporary professional employees should not participate in Differentiated Supervision.

LEAs should create a **Cycle of Supervision** based on the number of teachers requiring Formal Observations:

- Temporary professional employees
- Professional employees new to a district
- Employees assigned to their required year of Formal Observation
- Employees assigned to a performance improvement plan

Professional employees should be assigned to Differentiated Supervision Modes for the length of the Cycle of Supervision except for the required year of **Formal Observation** (e.g., if a district has a three-year Cycle of Supervision and a teacher is assigned to the Formal Observation Model in the second year of the cycle, the teacher should be placed in the Differentiated Supervision in years one and three of the cycle). A Cycle of Supervision usually lasts for three or four years however, this is a local decision.

The principal and the professional employee should collaboratively create a timeline to ensure the successful completion of the professional's Differentiated Supervision Action Plan. The professional employee should be required to complete a mid-year review and an end-of-the-year self-reflection report with respect to his/her goal setting, planning, progress, and results. It is also recommended that the professional employee report the findings of his/her action plan to a Professional Learning Community (faculty meeting, in-service gathering, PTA/PTO) however, this is also a local decision.

The supervising administrator should select a Differentiated Supervision Mode in collaboration with the teacher. All Differentiated Supervision Modes must be aligned to *the Danielson Framework for Teaching* or a PDE-approved alternative system and/or related to a district or school initiative designed to improve instructional practices and impacts student achievement. Additionally, while formal observations may not occur in Differentiated Supervision, it is recommended informal observations occur throughout the school year. PDE also recommends that the principal reserve the right to remove a teacher from Differentiated Supervision at any time and place the teacher in the **Formal Observation Model** or assign the teacher to a **Performance Improvement Plan** with **Intensive Supervision**.

The overall rating form requires principals/supervisors to provide a rating in the four domains for all teachers every year regardless of their model of supervision. While not collecting evidence through the clinical supervision process, evaluators should use walk-throughs and other strategies to keep informed of the teacher's overall performance throughout the year. In the absence of data to the contrary, the rating assigned to a domain for the employee would revert to their most recent domain performance rating.

While the nomenclature applied to the various Differentiated Supervision Modes may be unique to each LEA, they are generally grouped by common subject matter. Districts are not limited to the following categories as long as the mode meets the requirements and rigor of the PDE Teacher Effectiveness System.

The following descriptions of Differentiated Supervision Modes are to serve as examples:

1. **Peer Coaching Mode** - professional employees work in dyads or triads to discuss and observe their own or another professional employee's pedagogy, student learning, curriculum aligned to the Pennsylvania Core Standards and other pertinent issues in a collaborative manner. The professionals will work together to define their professional needs and develop plans to assist them in the successful completion of the identified tasks including: specific target area(s), the evidence to be collected, observation dates, and a reflective session. Meeting notes, data collection tools, results of the observations, and the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee.

2. **Self-Directed Model/Action Research Mode** - professional employees will develop a structured, on-going reflection of a practice-related issue (*Danielson Framework for Teaching* or a PDE-approved alternative system). Professionals may work individually or in small groups, dyads or triads, to complete the action research project. Meeting notes, resources, data collection tools, and the results of the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee.

3. **Portfolio Mode** - professional employees will examine their own practice in relation to the *Danielson Framework for Teaching* or a PDE-approved alternative system and reflect in a written report and/or documented discussions with colleagues. Portfolios may be developed according to criteria established collaboratively by the administrator and the teacher based upon their interests or needs. Resources, data collection tools, and the results of the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee.

Note: Book/research reviews are unacceptable for a separate Differentiated Supervision mode however; they may be used to develop the research for an action plan.

Teacher Evaluation Process

Track III

*Teacher Assistance &
Performance Improvement Plan*

OVERVIEW OF TEACHER ASSISTANCE EVALUATION PROCESS: TRACK III

Domains of Effective Teaching

- | | |
|-----------------------------|-----------------------------|
| I. Preparation and Planning | III. Instructional Delivery |
| II. Classroom Environment | IV. Professionalism |

Track III Teacher Assistance & Performance Improvement Plan

Who:

- Teachers in need of specific professional assistance in identified area(s) of the Domains of Effective Teaching

Purpose:

- To enable a teacher the opportunity to seek assistance in any Domain
- To provide a more structured process for a tenured teacher 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.

TEACHER ASSISTANCE & PERFORMANCE IMPROVEMENT PLAN TRACK FRAMEWORK

PURPOSE

The Teacher Assistance & Performance Improvement Plan Track will provide a good faith effort to support and guide the teacher to meet the expectations set forth in the North East School District's Domains for Effective Teaching. The Teacher Assistance & Performance Improvement Plan Track has three purposes:

1. To enable a tenured teacher the opportunity to seek assistance in any of the District's Domains For Effective Teaching,
2. To create a more structured process for a tenured teacher who by the determination of the administrative supervisor, 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 teacher and the administrator that the teacher needs assistance with one or more of the North East School District's Domains for Effective Teaching. This process may begin at any time.

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

Track III, Teacher 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 III 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 most staff who have been placed in the assistance program will never reach this third [phase]." Charlotte Danielson, Teacher Evaluation, page 127

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 teacher will submit forms and retain documentation. If the teacher is administratively assigned to this track, the district will retain documentation and provide a copy to the teacher.

TEACHER ASSISTANCE & PERFORMANCE IMPROVEMENT TRACK

AWARENESS PHASE

1. The administrator and the teacher identify a concern in writing. (**Identification of Concern Form**)
2. The administrator and the teacher set up a specific time to collaborate and attempt to resolve the concern, within not less than 20 and not more than 30 school days.
3. At the conclusion of the Awareness Phase, the administrator will review the progress and will make one of the following recommendations: (**Awareness Phase – Summary Form**)
 - ▶ The teacher returns to Track I, Individual Development or Track II, Differentiated Supervision, or
 - ▶ The teacher remains in the Awareness Phase for another period of time (not less than 20 and not more than 30 school days).
 - ▶ In the event the concern is not resolved or is a disciplinary issue, the teacher is placed into either the Assistance Phase or Disciplinary Phase of Track III.

At Phase III, the principal will advise the teacher to discuss the situation with the Superintendent or designated representative. The teacher or the administrator may request other representation in all subsequent meetings regarding the concern.

**North East School District
Teacher Assistance & Performance Improvement Plan Track**

Awareness Phase: Identification of Concern Form

Staff Member:

Date:

Check Appropriate Category (ies):

- Planning and Preparation
- Classroom Environment

- Instructional Delivery
- Professionalism

Specific Concerns:

Next Meeting Date:

Staff Member Signature: _____

Administrator Signature: _____

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

**North East School District
Teacher Assistance & Performance Improvement Plan Track**

Awareness Phase: Summary Form

Staff Member:

Date:

Specific Concerns:

Administrative Suggestions:

Administrative Recommendation(s):

- Awareness Phase
- Professional Growth Phase
- Assistance Phase
- Disciplinary Phase

Next Meeting Date:

Staff Member Signature: _____

Administrator Signature: _____

**North East School District
Teacher Assistance & Performance Improvement Plan 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 administrator and the teacher 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 teacher's progress: (**Final Summary Form**)
 - ▶ The concern is resolved and the teacher is returned to Track I or Track II, or
 - ▶ The teacher 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 teacher is moved into the Disciplinary Phase.

**North East School District
Teacher Assistance & Performance Improvement Plan Track**

Assistance Phase: Plan of Assistance Form

Staff Member:

Date:

Check Appropriate Category (ies):

Planning and Preparation
 Classroom Environment

Instructional Delivery
 Professionalism

Specific Concerns:

Plan (Methods/Strategies):

Proposed Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date: _____

Staff Member Signature: _____

Administrator Signature: _____

**North East School District
Teacher Assistance & Performance Improvement Plan Track**

Assistance Phase: Plan of Assistance Progress Form

Staff Member:

Date:

First Meeting Second Meeting Third Meeting

Plan:

Resources and Strategies Used to Date:

Indicators of Progress:

Concerns:

Next Meeting: _____

Staff Member Signature: _____

Administrator Signature: _____

**North East School District
Teacher Assistance & Performance Improvement Plan 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

Staff Member Signature: _____

Administrator Signature: _____

North East School District
Teacher Assistance & Performance Improvement Plan Track

DISCIPLINARY PHASE

1. The teacher may be placed in the Disciplinary Phase because of, but not limited to:
 - ▶ Failure to meet the Domains for Effective Teaching at a satisfactory level after being in the Assistance Phase,
 - ▶ Insubordination,
 - ▶ Specific policy or rule violation(s).
2. The Disciplinary Phase begins with a meeting between the administrator, teacher, and Superintendent or designated representative. Other resource people may be involved, i.e., central office administrator(s) and/ or NEEA representative.
3. The administrator will identify in writing the specific Domains(s), rule, or policy in violation. (**Disciplinary Phase Form**) The teacher will be given an opportunity to respond in writing. Following the discussion, the administrator will indicate the next steps to be taken, such as:
 - ▶ A specific remedial plan with timeline
 - ▶ Placement of the teacher on paid administrative leave
 - ▶ Requirement of specific training or evaluation by a professional
 - ▶ Recommendation for non-renewal of contract
 - ▶ Recommendation for tenure review (Track I professionals) by the Superintendent and Board of Education
4. This Disciplinary Phase only addresses ongoing performance concerns not corrected by the teacher 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 teacher misconduct without prior resort to either an Awareness Phase or an Assistance Phase.

Guidelines for Making an Incompetence Case

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

- ▶ The district must define as clearly as possible the nature and the pattern of the teacher's incompetence.
- ▶ The district must establish a record of factual evidence to support the claim of a continuing pattern of the teacher'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 teacher's defense, such as differences in educational philosophy, difficult working conditions, prejudice against the teacher, and failure to allow adequate opportunity for remediation.
- ▶ The district should consider the potential effect of a teacher's dismissal on staff morale, including positive effects of establishing high teacher performance standards and negative effects resulting from misunderstanding the grounds for dismissal.
- ▶ 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 teacher performance.
- ▶ The district must ensure that all investigation efforts and evidence gathering has been conducted fairly and objectively.
- ▶ The district must ensure that standards of behavior and teaching practice have been applied fairly and without prejudice.
- ▶ The district must be convinced of the seriousness of the charges against the teacher and be prepared to bear the burden of proof in making the case.

**North East School District
Teacher Assistance & Performance Improvement Plan Track**

Notice of Intensive Assistance/Disciplinary Phase

TO:
(Staff Member)

FROM:
(Principal)

DATE:

This notice indicates that you are not currently meeting North East School District's domains of effective teaching. Failure to meet these domains 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. You may notify your building representative or the NEEA President to represent you at the meeting.

Domain(s) of Effective Teaching In Need of Improvement

Below you will find the domain(s) of effective teaching in need of improvement at this time. At our upcoming meeting, we will identify the specific areas of concern within the domain needing improvement.

CC: Employee, Building Principal, Superintendent

**North East School District
Teacher Assistance & Performance Improvement Plan Track**

Intensive Assistance Conference Record

The principal will meet with the staff member to develop an intensive assistance plan. The staff member may have district and/or association representation at the conference.

Name _____
Assignment _____

School _____
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 Domains of Effective Teaching

3. Development of Action Plan to Address the Identified Concerns Related to the Domains of Effective Teaching (See attached document.)
4. Signatures of staff member and administrator 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 will receive an unsatisfactory rating and may be dismissed.

- I accept the offer of intensive assistance.
 I reject the offer of intensive assistance.

Signature of Staff Member

Signature of Administrator

Date

Date

**North East School District
Teacher Assistance & Performance Improvement Plan Track**

Intensive Assistance Action Plan

Name _____

School _____

Assignment _____

Date _____

Domain of Effective Teaching 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
Teacher Assistance & Performance Improvement Plan Track**

Principal's Recommendation

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

- 1. The concern has been resolved.
 - Staff member is removed from the Teacher Assistance Track III.
 - Staff member is reassigned to Track I or Track II.
 - Principal's Recommendation Form will be placed in staff member's file.

- 2. The concern has not been resolved.
 - Staff member will continue in the Teacher Assistance Track III for an additional period of _____ months. (Time period not to exceed four additional months.)
 - The Intensive Assistance Action Plan will be reviewed, amended, extended, or expanded as required to address continuing concerns.
 - Principal's Recommendation Form will be placed in the staff member's file.

- 3. The concern has not been resolved.
 - The principal recommends the staff member for termination.
 - Principal's Recommendation Form will be placed in staff member's file.

Staff Member Signature

Principal Signature

Date

Date

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

**North East School District
Teacher Assistance & Performance Improvement Plan Track**

Disciplinary Phase
Teacher Response Form

Staff Member _____

Date

Comments:

Staff Member Signature _____

Administrator Signature _____

Appendix A

Title 22 Regulations

RULES AND REGULATIONS

Title 22—EDUCATION

DEPARTMENT OF EDUCATION [22 PA. CODE CH. 19] Educator Effectiveness Rating Tool; Classroom Teachers

The Department of Education (Department) adopts Chapter 19 (relating to 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 a rating tool to measure the effectiveness of classroom teachers. Section 1123(b)(2)(i) of the act requires the Department to publish this rating tool in the *Pennsylvania Bulletin* by June 30, 2013.

Under section 1123(j) of the act, the publication of the 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 notice of 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), (b)(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(b)(2)(i) of the act that the Department “shall develop, issue and publish in the *Pennsylvania Bulletin* a rating tool.” As required under Act 82, the rating tool contains measures based on teacher observation and practice and multiple measures of student performance. The rating tool encompasses a form and instructions. The final-omitted rulemaking also includes a process whereby the governing board of a local education agency (LEA) may submit a plan for an alternative rating tool 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

Section 19.1 (relating to classroom teacher effectiveness rating tool) states:

The rating tool functions as a framework for the evaluation and summative process for classroom teachers, 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 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.

The rating tool includes descriptions of the four areas or domains set forth in Act 82 for teacher observation and practice. The four domains are as follows: planning and preparation; classroom environment; instruction; and professional responsibilities. The rating tool provides descriptions of educator performance or behavior at the four different rating levels in the four areas or domains.

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, “Standards of Use for Teacher Observation and Practice,” accounts for 50% of a teacher’s total rating. It addresses the evaluation of the four domains listed under “(A) Teacher 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 is entitled “Standards of Use for Multiple Measures of Student Performance.” Multiple measures represent the other 50% of a teacher’s total rating and are 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 a teacher’s total rating.

The second category, “Teacher Specific Data,” also comprises 15% of a teacher’s final rating. It consists of measures based upon student performance on assessments, value added assessment system data or the Pennsylvania Value-Added Assessment System data, student progress by means of individual education plans and locally developed school district rubrics.

2013-2014 school year.

The final area in the rating of classroom teachers is the “Elective Data” measure which may include various options regarding measures of student performance selected from a list provided annually by the Department. LEAs shall select and develop measures using a Student Learning Objective process. This area is 20% of a teacher’s total rating.

Section 19.1 also includes provisions addressing record keeping 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 150,980 professional staff, 1.765 million students, school districts, area vocational-technical schools, career technology centers and intermediate units.

Benefits

The rating tool will provide for a more effective evaluation of teacher 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 teacher effectiveness. Thereby, local administrators, the Department and State lawmakers will be able to identify teacher 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 teachers and semiannual evaluations of untenured teachers 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, 2013. The phase-in for the rating tool will begin in

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 Deborah E. Wynn, Executive Policy Specialist, Office of Elementary and Secondary Education, Department of Education, 333 Market Street, Fifth Floor, Harrisburg, PA 17126-0333, (717) 783-1024, dewynn@pa.gov. Persons with disabilities may use fax (717) 214-2786 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, are amended by adding § 19.1 to read as set forth in Annex A.
- (b) The 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 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, 2013.

WILLIAM E. HARNER, Ph.D.,
Acting Secretary

Fiscal Note: 6-330. (1) General Fund;

Annex A

TITLE 22. EDUCATION

PART I. STATE BOARD OF EDUCATION

Subpart A. MISCELLANEOUS PROVISIONS

CHAPTER 19. EDUCATOR EFFECTIVENESS RATING TOOL

§ 19.1. Classroom teacher effectiveness rating tool.

The rating tool functions as a framework for the evaluation and summative process for classroom teachers, 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.

(7) Teacher Professional Development; (2) Implementing Year 2012-13 is \$2,032,000; (3) 1st Succeeding Year 2013-14 is \$2,036,000; 2nd Succeeding Year 2014-15 through 5th Succeeding Year 2017-18 is \$0; (4) 2010-11 Program—\$21,153,000; 2009-10 Program—\$22,750,000; 2008-09 Program—\$39,698,000; (7) PA Assessment; (2) Implementing Year 2012-13 is \$1,693,000; (3) 1st Succeeding Year 2013-14 through 5th Succeeding Year 2017-18 is \$1,620,000; (4) 2010-11 Program—\$31,981,000; 2009-10 Program—\$37,620,000; 2008-09 Program—\$44,600,000;

(8) recommends adoption.

RULES AND REGULATIONS

(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) 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 centers.

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 teaching 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 a certificate endorsed in the area of elementary school counselor, secondary school counselor, social restoration, school nurse, home and school visitor, school psychologist, dental hygienist, instructional technology specialist or nutrition service 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.

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—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.

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))

RULES AND REGULATIONS

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

Domain	Description
I. Planning & Preparation 20%	Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.
II. Classroom Environment 30%	Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.
III. Instruction 30%	In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.
IV. Professional Responsibilities 20%	Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.

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

Domain	Failing	Needs Improvement	Proficient	Distinguished
I. Planning & Preparation 20%	Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned with the goals.	Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans—instructional outcomes, learning activities, materials, resources, and assessments—are in complete alignment and are adapted as needed for individual students.

RULES AND REGULATIONS

Table B: Four Levels of Performance in Four Domains

Domain	Failing	Needs Improvement	Proficient	Distinguished
II. Classroom Environment 30%	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
III. Instruction 30%	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.
IV. Professional Responsibilities 20%	The teacher demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skill in reflection, little or no communication with families or colleagues, and avoidance of school and LEA responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary recordkeeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and LEA projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and LEA events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for recordkeeping and communication with families, leadership roles in both school and LEA projects, and extensive professional development activities. Where appropriate, students contribute to the systems for recordkeeping and family communication.

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

RULES AND REGULATIONS

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) 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 centers.

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 teaching 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 a certificate endorsed in the area of elementary school counselor, secondary school counselor, social restoration, school nurse, home and school visitor, school psychologist, dental hygienist, instructional technology specialist or nutrition service 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—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.

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 four measures or rated areas: Teacher Observation and Practice, Building Level, Teacher Specific, 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.

RULES AND REGULATIONS

5. Teacher Observation and Practice is divided into four domains: I. Planning and Preparation; II. Classroom Environment; III. Instruction; and IV. Professional Responsibilities. For each domain, an employee must be given a rating of zero, one, two or three which is based on classroom 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 Teacher Specific Rating will include statewide assessments and value-added assessment system data if and when such data is available.

8. Data, ratings and weights assigned to measures for locally developed school district rubrics, progress in meeting the goals of student individualized education plans, and the Elective Rating must be recorded by a process provided by the Department.

9. Each of the four measures in Final Teacher 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 classroom 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 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 classroom teachers.

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 classroom teacher, based on information and data available at the time of the action.

(III.) Standards of Use for Teacher Observation and Practice.

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

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

Domains	% of 50% allotment
I. Planning and preparation.	20.0
II. Classroom environment.	30.0
III. Instruction.	30.0
IV. Professional responsibilities.	20.0

(b) *Summative process of evaluation.* LEAs shall utilize classroom practice models (e.g., Danielson, *Enhancing Professional Practice: A Framework for Teaching*) that address the areas related to classroom observation and practice contained in section 1123(1)(i) of the Public School Code (24 P. S. § 11-1123(1)(i)) 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 classroom teacher 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 classroom practice models establish a framework for the summative process of evaluating classroom teachers. The form and standards do not impose mandates on the supervisory and formative processes utilized by an LEA.

(c) *Evidentiary sources.* Teacher 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 their placement in a classroom and educational program, records may include, but not be limited to, any combination of the following items:

(1) Notations of classroom observations, teacher/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, teacher resource documents, visual technology, utilization of space, student assignment sheets,

RULES AND REGULATIONS

student work, instructional resources, student records, grade book, progress reports and report cards.

- (3) Interaction with students' family members.
- (4) Family, parent, school and community feedback.
- (5) Act 48 documentation.
- (6) Use of teaching and learning reflections.
- (7) Examination of sources of evidence provided by the teacher.

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

(d) *Scoring.* An LEA must provide a rating score in each domain. The four teacher 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—
3 Point Scale**

<i>Performance Rating</i>	<i>Value</i>
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(e) *Ratings and weighted scoring.* The four domains of teacher 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 Teacher Observation and Practice Rating. The calculation for each domain is set forth in Table E.

Table E: Teacher Observation and Practice Rating

<i>Domain</i>	<i>Title</i>	<i>Rating (A)</i>	<i>Factor (B)</i>	<i>Earned Points (A x B)</i>	<i>Max Points</i>
I.	Planning & Preparation		20%		0.60
II.	Classroom Environment		30%		0.90
III.	Instruction		30%		0.90
IV.	Professional Responsibilities		20%		0.60
<i>Teacher Observation & Practice Points/Rating</i>					3.00

(f) *Administrative action based on available data.* Nothing in these standards of use for teacher 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 classroom teacher, 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, Teacher Specific and Elective data. In total, these three measures are 50% of the Final Teacher Effectiveness Rating for a classroom teacher. 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

<i>Multiple Measure Rating Area</i>	<i>Factor</i>
Building Level Rating	15%
Teacher Specific 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) This area comprises 15% of the Final Teacher 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 educator 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) The Department or its designee will provide the Building Level Score for each building within an LEA based on available data. LEA building data will be

RULES AND REGULATIONS

published annually on the Department's website. An explanation of the calculation of the building level data and the weight given to each measure utilized for a specific building will be published annually on the Department's website. The Department may add to the list of measures for building level data set forth in Paragraph (IV)(a)(2). Notice of these changes will be published 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.

<i>Building Level Score</i>	<i>0—3 Rating Scale*</i>
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 table on its website.

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

(5) For classroom teachers in positions for which there is no Building Level Score reported on the Department website, the LEA shall utilize the rating from the teacher observation and practice portion of the rating form in Part (A)(1) in place of the Building Level Rating.

(b) *Teacher specific data.*

(1) Teacher specific data shall comprise 15% of the Final Teacher Effectiveness Rating. Teacher specific data shall include, but is not limited to, the following when data is available and applicable to a specific classroom teacher:

- (i) Student performance on assessments.
- (ii) Value-added assessment system data made available by the Department under section 221 (24 P.S. § 2-221).
- (iii) Progress in meeting the goals of student individualized education plans required under the Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.).
- (iv) Locally developed school district rubrics.

Any data used for a rating must be attributable to the specific classroom teacher who is being evaluated and rated.

(2) The following provisions in this subparagraph apply to teacher specific measures based on assessments and value-added assessment system data (Paragraphs (IV)(b)(1)(i) and (ii)).

(i) The portion of the Teacher Specific Rating related to assessments (Paragraph (IV)(b)(1)(i)) shall be calculated annually for a classroom teacher with available assessment data based upon a percentage of students who score proficient or advanced on the assessments. The Department or its designee will provide the performance level results for each student to the LEA. The LEA shall utilize the conversions in Table H below to rate the classroom teacher's rating on a zero to three scale.

<i>% Students at Proficient or Advanced</i>	<i>0—3 Rating Scale</i>
95—100%	3.0
90—94.9%	2.5
80—89.9%	2.0
70—79.9%	1.5
65—69.9%	1.0
60—64.9%	0.5
Below 60%	0.0

(ii) Any score based upon student performance on assessments (Paragraph (IV)(b)(1)(i)) for a classroom teacher with available assessment data shall comprise not more than 5% of the classroom teacher's Final Teacher Effectiveness Rating.

(iii) For the purposes of this section, the portion of the Teacher Specific Rating related to value-added assessment system data made available by the Department under section 221 of the Public School Code (24 P.S. § 2-221) (Paragraph (IV)(b)(1)(ii)) shall be known as PVAAS data.

(iv) Any PVAAS data score attributable to a classroom teacher shall be based on a rolling average of available assessment data during the most recent three consecutive school years.

(v) The Department or its designee will provide the initial 3 year average PVAAS data score to LEAs based on PVAAS data from school years 2013-2014, 2014-2015 and 2015-2016, and will provide the PVAAS rating every year thereafter for classroom teachers with three consecutive school years of PVAAS rating data.

(vi) Each LEA shall use the PVAAS data score provided by the Department or its designee and the conversions in Table I below to calculate a classroom teacher's rating on the zero to three rating scale.

<i>PVAAS Score</i>	<i>0—3 Scale*</i>
90.0 to 100	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 table on its website.

(vii) A score based upon available PVAAS data shall comprise not less than 10% of the classroom teacher's Final Teacher Effectiveness Rating.

(viii) The Department or its designee will annually publish on the Department's website an explanation for the PVAAS data based on the value-added assessment system data (Paragraph (IV)(b)(1)(ii)).

(ix) Whenever PVAAS data is unavailable for evaluation, other data may be substituted under the following conditions:

(A) In school year 2013-2014, an LEA shall use the rating from Subpart (A)(1) of the Teacher Observation and Practice Rating for a classroom teacher with PVAAS

RULES AND REGULATIONS

data in place of the portion of the Teacher Specific Rating based on assessments and value-added assessment system data (Paragraphs (IV)(b)(2)(i) to (vii)) in Subparts (B)(3) and (C)(3) of the rating form.

(B) Starting in school year 2014-2015 and every school year thereafter, if three consecutive school years of PVAAS data are unavailable for the rating of a classroom teacher who provides direct instruction in subjects or grades subject to the assessments, an LEA shall use ratings developed through SLOs for data relating to "progress in meeting the goals of student individualized education plans required under the Individuals with Disabilities Education Act" (IEPs progress) if applicable, and locally developed school district rubrics (Paragraph (IV)(b)(3)).

(3) The following provisions in this subparagraph apply to teacher specific measures based on data related to IEPs progress and locally developed school district rubrics (Paragraphs (IV)(b)(1)(iii) and (iv)).

(i) The portion of the Teacher Specific Rating based on IEPs progress (Paragraph (IV)(b)(1)(iii)) shall be developed by the LEA and validated through an SLO pursuant to Paragraph (IV)(c)(2).

(ii) Any score attributable to a classroom teacher relating to IEP progress (Paragraph (IV)(b)(1)(iii)) and calculated through an SLO shall comprise no more than 5% of the classroom teacher's Final Teacher Effectiveness Rating.

(iii) The portion of the Teacher Specific Rating related to locally developed school district rubrics as listed in Paragraph (IV)(b)(1)(iv) may be based upon rubrics created by the LEA or an LEA may select a measure available through Paragraph (IV)(c) relating to Elective Data. An LEA shall utilize an SLO as set forth in Paragraph (IV)(c)(2) of this section to measure and validate a locally developed school district rubric.

(iv) Any score obtained from locally developed school district rubrics shall comprise not more than 5% of the Final Teacher Effectiveness Rating for a classroom teacher with PVAAS data as defined in Paragraph (IV)(b)(2)(iii).

(v) For a classroom teacher without any attributable assessment or PVAAS data (Paragraphs (IV)(b)(1)(i) and (ii)), or data related to IEP progress (Paragraph (IV)(b)(1)(iii)), the locally developed school district rubric or rubrics as described in Paragraphs (IV)(b)(1)(iv) and (b)(3)(iii) shall comprise no more than 15% of a classroom teacher's Final Teacher Effectiveness Rating.

(vi) For classroom teachers with no assessment data, no PVAAS data and no SLOs for IEP progress or locally developed school district rubrics in school year 2013-2014, an LEA shall use the rating from Subpart (A)(1) for total Teacher Observation and Practice Rating for a classroom teacher in Subparts (B)(3) and (C)(3) of the rating form.

(4) If a classroom teacher, who is working or has worked for other LEAs in the Commonwealth, is being considered for employment by a different LEA, the prospective employer may ask the teacher for written authorization to obtain the teacher's teacher specific data from a current or previous employer to provide for the continuity of the 3 year rolling average described in Paragraph (IV)(b)(2)(iv).

(c) *Elective data.*

(1) This third area will comprise 20% of the Final Teacher 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, IEPs progress or locally developed school district rubrics on the zero-to-three-point scale and the assigned weight of a measure in the overall performance rating of a classroom teacher. The Department will provide direction, 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 2014-2015. If Elective Data is unavailable in school year 2013-2014, an LEA shall use the rating in Subpart (A)(1) total Teacher Observation and Practice Rating of the form for a classroom teacher. The rating from Subpart (A)(1) in the form shall be used in Subparts (B)(4) and (C)(4) for the 20% of the classroom teacher's overall performance rating.

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

(d) *Transfer option.* A classroom teacher 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 Teacher Specific Rating 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 classroom teacher begins the assignment in the new location. A classroom teacher 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 classroom teacher, 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

RULES AND REGULATIONS

11-1123(i), LEAs shall provide to the Department the aggregate results of all classroom teacher 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. § 1123.

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Appendix B

Student Learning Objective

Rating Conversion Scale

**NORTH EAST SCHOOL DISTRICT
STUDENT LEARNING OBJECTIVE
RATING CONVERSION SCALE**

Percent Score on SLO	NESD Grade Equivalent	SLO Evaluation Points	SLO Evaluation Rating
0% - 68%	F	0	Failing
69% - 76%	D	1	Needs Improvement
77% - 92%	C & B	2	Proficient
93% - 100%	A	3	Distinguished