

2020-2021

Nazareth Area School District

Supervision and Evaluation Manual

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District Goal

In response to the unique circumstances our community is facing during this COVID-19 pandemic, our district goal for the 2020-2021 school year will focus on providing our students with high-quality educational programming in a flexible and engaging manner while maximizing the safety and well-being of our students, staff and families.

Educator Effectiveness Overview

Pennsylvania passed Act 82-Teacher Effectiveness System in 2012 and it began implementation in the 2013-2014 school year. During that first year, teachers' evaluation scores were calculated with 85% of the score based on observation/portfolio and 15% of the score based on the School Performance Profile score.

During the second year of the Teacher Effectiveness system (2014-2015), an additional portion was added-the Student Learning Outcome or SLO. In this second year, teachers' evaluation scores were calculated with 50% of the score based on observation/portfolio, 15% of the score based on the School Performance Profile (SPP), and 35% of the score based on the Student Learning Outcome (SLO).

During the third year of the Teacher Effectiveness system (2015-2016), the final portion was added-Teacher Specific Data, which included data from a variety of sources that was available for each teacher, depending on position or role. In this third year, teachers' evaluation scores were calculated with 50% of the score based on observation of practice, 15% of the score based on the School Performance Profile (SPP), 20% of the score based on the Student Learning Outcome (SLO), and 15% of the score based on Teacher-Specific Data.

The Teacher Effectiveness system continued to evaluate teachers in this same manner through the 2018-2019 school year. Due to the COVID-19 pandemic extended school closure in spring 2020, the Pennsylvania Department of Education set guidelines for all professional staff evaluations to be calculated on 100% Observation and Practice for the 2019-2020 school year only. For the 2020-2021 school year, teachers' evaluation scores will return to being calculated with 50% of the score based on observation of practice, 15% of the score based on the School Performance Profile (SPP), 20% of the score based on the Student Learning Outcome (SLO), and 15% of the score based on Teacher-Specific Data, unless otherwise specified by the Pennsylvania Department of Education.

Teacher-Specific Data are measures of student achievement that are specific to the role of the professional employee. The law requires that Teacher-Specific Data measures be included in the final teacher evaluation if the data is available and applicable to the professional employee. Teacher-Specific Data include the following measures: (1) PSSA achievement; (2) student growth as measured by the Pennsylvania Value Added Assessment System (PVAAS); (3) student progress on IEP goals; and (4) Locally Developed Rubric or SLO process.

For more information on Educator Effectiveness please visit the Educator Effectiveness Administrative Manual found on PDE's website: <https://goo.gl/ijtF1S>

Professional Employee Groupings

Each professional employee member is grouped based on their position in the district and by the data *available* and *applicable* for the position.

Group A: Regular Education Teachers in tested subject areas where PVAAS data is available- Grades 4-8, HS Biology, HS Algebra I, HS English 10, and LTS in these positions in the district for 71 days or more consecutively.

Group B: Special Education Teachers/Case Managers in tested subject areas where PVAAS data is available ($n > 11$). Includes teachers that pull out students or push into the classroom in grades 4-8, HS Biology, HS Algebra I, HS English 10, and LTS in these positions in the district for 71 days or more consecutively.

Group C: Regular Education Teachers in tested subject areas where PVAAS data is NOT available, including teachers of grade 3 students, teachers with a service break for 3 year rolling average of PVAAS, new hires, and LTS in these positions in the district for 71 days or more consecutively.

Group D: Special Education Teachers/Case Managers in tested subject areas where PVAAS is NOT available ($n < 11$), including teachers of grade 3 students, teachers with a service break for 3 year rolling average of PVAAS, new hires, and LTS in these positions in the district for 71 days or more consecutively.

Group E: Regular Education Teachers in a non-tested subject areas, including teachers of grade K-2 students, special area teachers, secondary teachers in non-tested subject areas, and LTS in these positions in the district for 71 days or more consecutively.

Group F: Special Education Teachers/Case Managers in non-tested subject areas, including teachers with a K-2 case load, high school teachers that push into SS, Math (not Algebra I), ELA (not English 10), Science (not Biology), and LTS in these positions in the district for 71 days or more consecutively.

Group G: Instructionally Certified Non-Teaching Professional Employees under Act 82 are employees working under an *instructional certification* who do not provide direct instruction to students in a specific grade level or content area and include: Reading Specialists, Math Specialists, RTII Coordinators, Speech Pathologists, Teachers of the Gifted, Title I Teachers, ESOL Teachers, Hearing Support Teachers, and Library Media Specialists and LTS in these positions in the district for 71 days or more consecutively.

Group H: Educational Specialists Non-Teaching Professional Employees under Act 82 are employees working under the scope of their *specialist certification* as described in the Certification and Staffing Policies and Guidelines (CSPG) which include: Counselors, Nurses, Psychologists, Technology Integration Specialists, and Behavior Specialists and LTS in these positions in the district for 71 days or more consecutively.

How will Teaching Professional Employees in [Groups A-F](#) be evaluated?

Teaching Professional employees will be evaluated using the 82-1. Evaluation scores will be comprised of two main parts:

1. **Teacher Observation & Practice Rating (50%)**—Teaching Professional Employees will be assigned to either the Formal Observation Model or Differentiated Model for Supervision. Both modes of evaluation will be completed through the use of the Pennsylvania Electronic Teacher Evaluation Portal (PA-Etep). All evidence in this area is tied to the components in the Danielson Framework.
2. **Student Achievement Data (50%)**--Student Achievement Data is based upon multiple measures of student achievement and are comprised of the following data when *available* and *applicable* to the teaching professional employee:
 - a. **Elective Data Rating - (20%)**—**Required by PDE.** Elective Data consists of a Student Learning Objective (SLO). All professional employees are required by PDE to submit a SLO, unless the employee is an LTS in the district for less than 71 days. PA-Etep will be used for the development and submission of SLO information which includes supporting evidence.
 - b. **Building Level Rating- (15%)**—**Provided by PDE**-Building specific data consists of the School Performance Profile score (SPP score) that is calculated by PDE. SPP scores are released by PDE at the beginning of the school year for the previous school year. Therefore, final evaluations will not be available until SPP scores are released.
 - c. **Teacher-Specific Rating-(15%) - Required by PDE-** The Teacher-Specific rating consists of student performance data on PSSA and/or Keystone exams (percent proficient and advanced), PVAAS-3 year rolling average, progress in meeting the goals of student individualized education plans, and Student Learning Objective.

How will Non-Teaching Professional Staff in [Group G](#) be evaluated?

Instructionally Certified Non-teaching Professional staff will be evaluated using the 82-1. Non-teaching professionals are defined by PDE under Act 82 as an employee working under an *instructional certification* who does not provide direct instruction to students in a specific grade level or content area. This includes: Reading Specialists, Math Specialists, RTII Coordinators, Speech Pathologists, Teachers of the Gifted, ESOL Teachers, Title I Teachers, Hearing Support Teachers, and Library Media Specialists. An Instructionally Certified Non-Teaching professional employee's evaluation scores will be comprised of two main parts:

1. **Teacher Observation & Practice Rating (85%)**—Teaching Professional Employees will be assigned to either the Formal Observation Model or Differentiated Model for Supervision. Both modes of evaluation will be completed through the use of the Pennsylvania Electronic Teacher Evaluation Portal (PA-Etep). All evidence in this area is tied to the components in the Danielson Framework.
2. **Building Level Rating- (15%)**—**Provided by PDE**-Building specific data consists of the School Performance Profile score (SPP score) that is calculated by PDE. SPP scores are released by PDE at

the beginning of the school year for the previous school year. Therefore, final evaluations will not be available until SPP scores are released.

How will Non-Teaching Professional Employees in Group H be evaluated?

Educational Specialist Non-teaching Professional employees will be evaluated using the 82-3. Educational Specialists Non-Teaching Professional Employees under Act 82 are employees working under the scope of their *specialist certification* as described in the Certification and Staffing Policies and Guidelines (CSPG). This includes: Counselors, Nurses, Psychologists, Technology Integration Specialists, and Behavior Specialists. An Educational Specialists Non-Teaching professional employee's evaluation scores will be comprised of two main parts:

- 1. Teacher Observation & Practice Rating (80%)**—Teaching Professional Employees will be assigned to either the Formal Observation Model or Differentiated Model for Supervision. Both modes of evaluation will be completed through the use of the Pennsylvania Electronic Teacher Evaluation Portal (PA-ETEP). All evidence in this area is tied to the components in the PDE approved Educational Specialist rubric. (Click below to access rubrics)
 - a. Instructional Technology Specialist: <https://tinyurl.com/instructionaltechspecialists>
 - b. Secondary School Counselor: <https://tinyurl.com/secondaryschoolcounselor>
 - c. Elementary School Counselor: <https://tinyurl.com/elemschoolcounselor>
 - d. School Nurse: <https://tinyurl.com/y37zc4y3>
 - e. School Psychologist: <https://tinyurl.com/yyk95aob>
 - f. Behavioral Specialist: <https://tinyurl.com/BehaviorSpec>

- 2. Building Level Rating- (20%)**—**Provided by PDE**-Building specific data consists of the School Performance Profile score (SPP score) that is calculated by PDE. SPP scores are released by PDE at the beginning of the school year for the previous school year. Therefore, final evaluations will not be available until SPP scores are released.

The chart below shows the percentage breakdown for each group’s Educator Effectiveness evaluation rating:

			Elective Data		Teacher Specific Data				
Group		Obs & Practice	SPP	SLO	PVAAS	PSSA % Prof.	IEP Goals	Total	Evaluation Form
A	Regular Education Teachers in tested subject area where PVAAS is available- HS Biology, HS Algebra I, HS English 10, and Grades 4-8, and LTS in the district for 71 days or more consecutively	50%	15%	24%	10%	1.00%	0%	100%	82-1
B	Special Education Teachers/Case Managers in tested subject areas where PVAAS is available (n>11). Includes teachers that pull out students or push into the classroom in grades 4-8, HS Biology, HS Algebra I, HS English 10, and LTS in the district for 71 days or more consecutively	50%	15%	23%	10%	1.00%	1%	100%	82-1
C	Regular Education Teachers in tested subject area where PVAAS is NOT available, including teachers of grade 3 students, teachers with a service break for 3 year rolling average of PVAAS, new hires, and grade 3 LTS in the district for 71 days or more consecutively	50%	15%	34%	0%	1.00%	0%	100%	82-1
D	Special Education Teachers/Case Managers in tested subject area where PVAAS is NOT available (n<11), including teachers of grade 3 students, teachers with a service break for 3 year rolling average of PVAAS, new hires, and grade 3 LTS in the district for 71 days or more consecutively	50%	15%	33%	0%	1.00%	1%	100%	82-1
E	Regular Education Teachers in a non-tested subject area, including teachers of grade K-2 students, special area teachers, secondary teachers in non- tested subject areas, and LTS in the district for 71 days or more consecutively	50%	15%	35%	0%	0%	0%	100%	82-1
F	Special Education Teachers/Case Managers in non-tested subject areas, including teachers with a K-2 case load, high school teachers that push into SS, Math (not Algebra I), ELA (not English 10), Science (not Biology), and LTS in the district for 71 days or more consecutively	50%	15%	34%	0%	0%	1%	100%	82-1
G	Non-Teaching Professional Staff under Act 82 are an employee working under an instructional certification and does not provide direct instruction to students in a specific grade level or content area which include: Reading Specialists, Math Specialists, RTII Coordinators, Speech Pathologists, Teacher of the Gifted, ESOL Teachers, Title I Teachers, Hearing Support Teacher, and Library Media Specialists.	85%	15%	0%	0%	0%	0%	100%	82-1
H	Educational Specialists Non-Teaching Professional Staff under Act 82 are employees working under the scope of their specialist certification as described in the Certification and Staffing Policies and Guidelines (CSPG) which include: Counselors, Nurses, Psychologists, Technology Integration Specialists, and Behavior Specialists.	80%	20%	0%	0%	0%	0%	100%	82-3

Supervision Model

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***.

- 1. 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 or the PDE approved Educational Specialist rubric (for staff in Group H). 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.
- 2. 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.

SUBMITTED IN PA-EPEP

Mode 1: Formal Observation

For Group A-G staff, the formal observation/practice portion of teacher evaluation is based in the Danielson Framework and includes four areas, also referred to as "Domains,": (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction and (4) Professional Responsibilities. Within these domains, there are clearly defined teaching skills, also referred to as competencies, as well as specific examples of how these skills are effectively executed. These pieces provide evaluators with the necessary information to effectively observe teaching practice and provide meaningful feedback.

District offices, in collaboration with building principals, have created a Three Year Cycle of Supervision for all professional employees. Currently, we are in the first year of a new three year cycle that starts with the 2020-2021 school year. As a district, we will utilize all of the components within each of the 4 Domains of the Danielson Framework for Teaching during the school year for evaluative purposes.

The identified groups of professional employees involved in the Formal Observation Mode will include all Level I certified employees and Long Term Substitutes, as well as at least one third of the Level II certified employees:

- Level I certified employees and Long Term Substitutes will be assigned two Formal Observations per year for three years. The observation(s) may be announced or unannounced.
- Level I certified employees who only received one Formal Observation in the 2019-2020 school year due to the extended school closure, will receive three Formal Observations in the 2020-2021 school year to provide them with the opportunity to earn the six satisfactory formal observations within three years.
- Tenured professionals will be assigned to the Formal Observation Mode for one year during the three-year supervision cycle. The observation(s) may be announced or unannounced.
- Tenured professionals new to the district will be placed on the Formal Observation Mode for their first year. The observation(s) may be announced or unannounced.
- Professionals who have been identified by administration as needing improvement will be placed on Formal Observation Mode. The observation(s) may be announced or unannounced.

The Formal Observation mode will use the Danielson Framework for Teaching (for staff in Groups A-G) and the PDE approved Educational Specialist rubric (for staff in Group H). All Formal Observations will

be completed through Pennsylvania Electronic Teacher Evaluation Portal or PA-ETEP. Formal Observations may be announced or unannounced observations.

Professional employees will be evaluated through formal observations and walk-through data collection.

Formal Observation Process

STEP	WHO	PAPERWORK	WHAT
1	Administrator	None	<ol style="list-style-type: none"> Administrator schedules pre-observation conference (2-3 days prior to observation) Administrator schedules formal classroom observation. Administrator schedules post-observation conference (2-3 days after observation). Administrator begins Formal Observation process in PA-ETEP.
2	Teacher	Teacher Observation Tool with rubrics and lesson plan	<ol style="list-style-type: none"> Teacher completes Pre-Observation questionnaire in PA-ETEP. Teacher submits lesson plan to administrator prior to pre-observation conference. Administrator reviews teacher's lesson plan and pre-observation questionnaire in PA-ETEP.
3	Administrator & Teacher	Teacher Observation Tool with rubrics and lesson plan	Pre-observation conference held.
4 (Unannounced Formal Observation begins at Step 4)	Administrator	Teacher Observation Tool with rubrics and lesson plan	Administrator completes formal observation of teacher and collects evidence in domains 2 and 3, using PA-ETEP.
5	Teacher	Teacher Observation Tool with rubrics and lesson plan	<ol style="list-style-type: none"> Administrator submits Formal Observation in PA-ETEP. In PA-ETEP, teacher adds additional evidence, if desired. Teacher completes Post-observation questionnaire in PA-ETEP. Teacher completes Self-Assessment Rubrics in PA-ETEP.
6	Administrator	Teacher Observation Tool with rubrics and lesson plan	<ol style="list-style-type: none"> Administrator reviews teacher's post-observation questionnaire and self-assessment rubrics. Administrator completes assessment rubrics in PA-ETEP.
7	Teacher & Administrator	Teacher Observation Tool with rubrics and lesson plan	<ol style="list-style-type: none"> Administrator and teacher compare performance level ratings at post-observation conference. Teacher and administrator review evidence, when there is a discrepancy in rating. Administrator determines final performance ratings. Administrator and teacher complete Summary form in PA-ETEP.
8	Teacher & Administrator	Authentication	Teacher and administrator "electronically sign" formal observation in PA-ETEP.

Mode 2: Differentiated Supervision/Informal

The identified groups of professional employees involved in the **Differentiated Supervision Mode** will include all professional staff members **not evaluated through the Formal Observation Mode**.

The Differentiated Supervision Mode provides a framework for professional growth designed to improve teacher effectiveness, instructional practices, and student achievement.

Teachers in the Differentiated Model will use the PA-ETEP form through the PA Electronic Teacher Evaluation Portal. The NAEA and NASD have provided and agreed to the example on page 17.

Differentiated Supervision Mode options include:

- Peer Coaching
- Action Research
- Other- identified and proposed by professional staff, such as a book study

Step 1: Teachers under the Differentiated Model may identify their own plan and/or area of interest. Options include, but are not limited to:

- **Student focused:** Investigate concerns in cognitive behavioral, social/emotional, or psychomotor domains of the student
- **Teaching practice focused:** investigate different aspects of teaching practice and implement those practices in the classroom
- **Teacher focused:** focus on the personal aspects of teaching such as work habits, career stage developments, or other aspects of teaching.
- **Curriculum focused:** focus on a specific aspect of the current curriculum or implementation of a new curriculum approved by supervisor.
- **School Organization Focused:** examine the structures, policies, and procedures in the school setting and rethink changes to improve the school environment
- **Areas related to the Danielson Framework**

Teachers are encouraged to select a topic that relates to their current classroom practices or experience.

Step 2: Teachers are required to complete a one-page form on PA-ETEP using the attached timeline. The PA-ETEP form shall not be the only method of a teacher's final evaluation.

While formal observations may **not** occur in Differentiated Supervision, walkthroughs will occur throughout the school year. Principals also reserve the right, with rationale, to remove a teacher from the Differentiated Supervision Model and place the teacher in the Formal Observation Model.

Differentiated Supervision Process

Step	What	When
1. Differentiated Supervision Plan Proposal	Professional employee completes Differentiated Supervision Proposal in PA-ETEP	By Third Friday in October
2. Review Differentiated Supervision Plan	Professional employee and evaluator discuss the Plan to make improvements and additions for approval.	Within ten school days of submission
3. Submit Mid-Year Check-in	Professional employee completes the Mid-Year Check-in using PA-ETEP	No later than second Friday in February
4. Submit Year-End Update and Self-Assessment Rubric	Professional employee completes the Year-End Update and Self-Assessment Rubric	No later than second Friday in May

Use the following link to view a Tutorial on using PA-ETEP for Differentiated Supervision: <https://goo.gl/R2uonP>

<p>Type of Differentiated Supervision: <i>Select one of the following- Peer Coaching, Action Research, or Other</i></p>
<p>Component Focus: <i>Select at least one and no more than three components from the Danielson Framework that your Differentiated Supervision Plan will focus on: Component 3b Remove highlight? I didn't put this one in</i></p>
<p>Project Goal: Describe the goal of your Differentiated Supervision Action Plan. <i>Increase the use of higher order questioning techniques in classroom instruction.</i></p>
<p>Purpose/Rationale: Describe the rationale for selecting and implementing your Differentiated Supervision Action Plan. <i>Questioning is a key aspect of the teaching and learning process. Questions should draw students into the learning process as well as checking on acquisition of knowledge. When students ask questions this leads to higher level thinking resulting in academic benefits.</i></p>
<p>Steps and/or Activities to Achieve Goal: Describe the various steps and/or activities that will be involved in completing your Differentiated Supervision Action Plan. <i>I, along with my grade 6 science team, will complete a book study of: <i>Questioning for Classroom Discussion: Purposeful Speaking, Engaged Listening, Deep Thinking</i> by Jackie Acree Walsh and Beth Dankert Sattes.</i></p>
<p>Implementation Timeline: Describe how you will implement your Differentiated Supervision Action Plan over the course of the school year. <i>I, along with my grade 6 science team, will read the book, and meet three times during team time from September through January to talk over the instructional strategies discussed in the book. In February through April, I will develop and implement one lessons that uses higher order questioning techniques.</i></p>
<p>Indicators of Effectiveness/Measures of Student Success: Describe what you will use to measure student success and/or the effectiveness of your Differentiated Supervision Action Plan. <i>Develop one lesson that use higher order questioning techniques. The lesson can be provided upon request.</i></p>
<p>Mid-Year Progress Update</p>
<p>Provide an update on your progress toward meeting the goal of your action plan. <i>As of February, I have completed the book study and identified one strategy that I will use in the classroom to engage students in meaningful classroom discussion. The strategy is using Bloom's Taxonomy to develop open-ended questions throughout the lesson.</i></p>
<p>Year-End Progress Update</p>
<p>Describe the final results of your action plan and how successful you were in meeting your goal and impacting student achievement. <i>Using Bloom's Taxonomy to develop higher order questions ahead of time, transformed the classroom discussion. It helped students to explore and diversify their perspectives. It encouraged attentive and respectful listening. More importantly it helped students connect with the content and develop the ability to synthesize and justify their beliefs.</i></p>
<p>Recommendations - Describe the recommendations you have for moving forward and how you might share what you learned with others. <i>I will continue to purposefully develop lessons that integrate higher order questioning techniques in my daily lessons using Bloom's Taxonomy. I will also share the lesson with other grade 6 science teachers in Schoology.</i></p>

Note: This is a sample of a Differentiated Supervision Plan completed as a team. Each team member is still responsible for submitting their own individual plan in PA-EETEP.

Framework for Walk-throughs

The Framework for Walk-Throughs is based on the Danielson Framework. All walk-throughs will be completed in PA-ETEP. Walk-through data can be used as part of the evaluative evidence, using the Danielson Framework Domains 2 and 3. Evidence will be collected in Domains 2 and 3 with examples listed below.

Domain 2: Classroom Environment

<p>2a: Creating an Environment of Respect and Rapport: <i>managing relationships with students and ensuring that relationships among students are positive and supportive.</i></p>	<ul style="list-style-type: none"> • Respectful talk, active listening, and turn-taking • Acknowledgment of students' backgrounds and lives outside the classroom • Body language indicative of warmth and caring shown by teacher and students • Physical proximity of teacher • Politeness, encouragement and fairness between teacher and students and students and students
<p>2b: Establishing a Culture for Learning: <i>the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher.</i></p>	<ul style="list-style-type: none"> • Belief in the value of what is being learned • High expectations, supported through both verbal and nonverbal behaviors for learning and participation • Expectation of high-quality work on the part of students • Expectations and recognition of effort and persistence on the part of students • High expectations for expression and work products by students
<p>2c: Managing Classroom Procedures: <i>establish and monitor routines and procedures for smooth operation and efficient use of time.</i></p>	<ul style="list-style-type: none"> • Smooth functioning of all classroom routines • Little or no loss of instructional time • Students playing an important role in carrying out the routines • Students knowing what to do, where to move
<p>2d: Managing Student Behavior: <i>standards of conduct, students know what they are permitted to do and what they can expect of their classmates.</i></p>	<ul style="list-style-type: none"> • Clear standards of conduct are established, implemented, possibly posted and referred to during class • Absence of acrimony between teacher and students concerning behavior • Teacher is aware of student misconduct and responds to the misbehavior • Preventive action when needed by the teacher • Reinforcement of positive behavior • Absence of misbehavior
<p>2e: Organizing physical space</p>	<ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources

Domain 3: Instruction

<p>3a: Communicating with Students: convey that teaching and learning are purposeful activities</p>	<ul style="list-style-type: none"> • Clearly stated lesson’s goals and purpose • Explanation of content is clear, correct, and invites students participation and thinking • Students engage with the learning task, indication they understand what they are doing • Teacher’s vocabulary and academic vocabulary usage are correct and appropriate to students age and development
<p>3b: Using Questioning and Discussion Techniques: techniques used to deepen student understanding</p>	<ul style="list-style-type: none"> • Questions of high cognitive challenge, inviting students to think, formulated by both students and teacher • Questions with multiple correct answers or multiple approaches, even if there is a single correct response • Effective use of student responses and ideas • Effective use of wait time • Discussions, with the teacher stepping out of the central, mediating role • Discussion asks students to justify their reasoning, focus on the reasoning exhibited by students in discussion, both in give-and-take with teacher and classmates • Many students actively engaged in the discussion
<p>3c: Engaging Students: developing an understanding through what students do, intellectually active in learning</p>	<ul style="list-style-type: none"> • Student enthusiasm, interest, thinking, and problem solving • Learning tasks that require high-level student thinking and have multiple correct responses and approaches • Students are motivated to work on all tasks and are persistent even when the tasks are challenging • Students actively “working” rather than watching their teacher “work” • Pacing of the lesson provides for intellectual engagement, with time for closure and student reflections
<p>3d: Using Assessment in Instruction: to know whether students have learned what was intended</p>	<ul style="list-style-type: none"> • Teacher pays close attention to evidence of student understanding • Teacher makes the standards of high-quality work clear to students • Teacher poses specifically created questions to elicit evidence of student understanding • Students are invited to assess their own work and make improvements • Teacher circulating to monitor student learning and to offer feedback which includes specific and timely guidance • When improvising becomes necessary, the teacher makes adjustments to the lesson in response to understanding
<p>3e: Demonstrating Flexibility and Responsiveness: making adjustments in a lesson to respond to changing conditions</p>	<ul style="list-style-type: none"> • Teacher incorporates students’ interests and daily events into a lesson • Teacher conveys other approaches to try when students experience difficulty • Teacher adjusts instruction in response to evidence of student understanding, improvises when necessary • Teacher seizes on a teachable moment

Elective Data

Student Learning Objective (SLO)

All teaching professional employees are required by PDE to submit a Student Learning Objective. The SLO will be developed and submitted in PA-ETEP. In addition, all supporting evidence for the SLO will be uploaded into PA-ETEP.

Documents to upload into PA-ETEP as evidence of your SLO should include:

- Copies of Assessments used for SLO
- Summary of Assessment Results
- Data from each Performance Measure (assessment)
- Copies of assessment rubrics/student samples of work

In order to provide a more consistent framework for teacher evaluations, the following ranges have been established for use in Section 5: Elective Rating on SLOs.

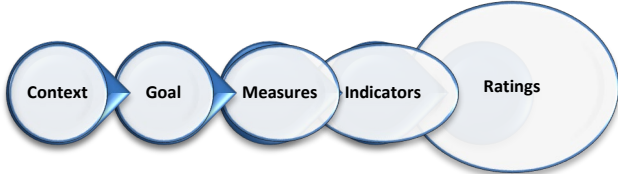
All professional employees submitting SLOs will use the appropriate Elective Rating Ranges as defined below:

Student Learning Objective Section 5 Elective Rating Ranges				
	Failing	Needs Improvement	Proficient	Distinguished
All K-3 Teachers, Teachers in Grades 4-12 in Tested Subjects	0%-59%	60%-69%	70%-89%	90%-100%
All Special Area Teachers and Teachers in Non-Tested Subjects in Grades 4-12	0%-59%	60%-69%	70%-94%	95%-100%
Special Education Teachers	0%-25%	26%-49%	50%-79%	80%-100%

Student Learning Outcome (SLO) Form

STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



1. Classroom Context				
1a. Name		1b. School		1c. District
1d. Class/ Course Title		1e. Grade Level		1f. Total # of Students
1g. Typical Class Size		1h. Class Frequency		1i. Typical Class Duration

2. SLO Goal	
2a. Goal Statement	
2b. PA Standards	
2c. Rationale	

3. Performance Measures (PM)				
3a. Name	PM #1: PM #2: PM #3: PM #4: PM #5:	3b. Type	<input type="checkbox"/> District-designed Measures and Examinations <input type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input type="checkbox"/> Student Projects <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Other: _____	
3c. Purpose	PM #1: PM #2: PM #3: PM #4: PM #5:	3d. Metric	<input type="checkbox"/> Growth (change in student performance across two or more points in time) <input type="checkbox"/> Mastery (attainment of a defined level of achievement) <input type="checkbox"/> Growth and Mastery	
3e. Administration Frequency	PM #1: PM #2: PM #3: PM #4: PM #5:	3f. Adaptations/ Accommodations	<input type="checkbox"/> IEP <input type="checkbox"/> ELL	<input type="checkbox"/> Gifted IEP <input type="checkbox"/> Other

3g. Resources/ Equipment	PM #1: PM #2: PM #3: PM #4: PM #5:	3h. Scoring Tools	PM #1: PM #2: PM #3: PM #4: PM #5:
3i. Administration & Scoring Personnel	PM #1: PM #2: PM #3: PM #4: PM #5:	3j. Performance Reporting	PM #1: PM #2: PM #3: PM #4: PM #5:

4. Performance Indicators (PI)															
4a. PI Targets: All Student Group	PI Target #1: PI Target #2: PI Target #3: PI Target #4: PI Target #5:														
4b. PI Targets: Focused Student Group (optional)	PI Target #1: PI Target #2: PI Target #3: PI Target #4: PI Target #5:														
4c. PI Linked (optional)		4d. PI Weighting (optional)	<table border="1"> <thead> <tr> <th>PI</th> <th>Weight</th> </tr> </thead> <tbody> <tr><td>#1</td><td></td></tr> <tr><td>#2</td><td></td></tr> <tr><td>#3</td><td></td></tr> <tr><td>#4</td><td></td></tr> <tr><td>#5</td><td></td></tr> </tbody> </table>	PI	Weight	#1		#2		#3		#4		#5	
PI	Weight														
#1															
#2															
#3															
#4															
#5															

5. Elective Rating				
5a. Level	<u>Failing</u> 0% to __ % of students will meet the PI targets.	<u>Needs Improvement</u> __% to __% of students will meet the PI targets.	<u>Proficient</u> __% to __% of students will meet the PI targets.	<u>Distinguished</u> __% to 100% of students will meet the PI targets.

Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

5b. Rating	<input type="checkbox"/> Distinguished (3) <input type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)	<u>Notes/Explanation</u>
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

Appendix A: Danielson Framework

THE COMPONENTS OF PROFESSIONAL PRACTICE (2013)

Domain 1: Planning and Preparation

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students' prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teachers work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way.

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Distinguished
1a: Demonstrating knowledge of content and pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject..	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b: Demonstrating knowledge of students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages
1c: Setting instructional outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d: Demonstrating knowledge of resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e: Designing coherent instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f: Designing student assessment	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Domain 2: The Classroom Environment

Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available.

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
<i>2b: Establishing a culture for learning</i>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
<i>2d: Managing student behavior</i>	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
<i>2e: Organizing physical space</i>	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

All students are highly engaged in learning and make significant contribution to the success of the class through participation in equitable discussions, active involvement in their learning and the learning of others. Students and teachers work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teachers recognize their responsibility for student learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Distinguished
3a: Communicating with students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b: Using questioning and discussion techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c: Engaging students in learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d: Using assessment in instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
3e: Demonstrating	The teacher ignores students' questions; when students	The teacher accepts responsibility for the success of all students but has	The teacher successfully accommodates students' questions and	The teacher seizes an opportunity to enhance learning, building on a

<i>flexibility and responsiveness</i>	have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
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Domain 4: Professional Responsibilities

Effective teachers have high ethical standards and a deep sense of professionalism. They utilize integrated systems for using student learning data, record keeping and communicating with families clearly, timely and with cultural sensitivity. They assume leadership roles in both school and district projects, and engage in a wide-range of professional development activities. Reflection on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teachers who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and student learning in ways that are respectful and responsive to the needs and backgrounds of all learners.				
Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Distinguished
<i>4a: Reflecting on teacher and student learning</i>	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
<i>4b: System for managing students' data</i>	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
<i>4c: Communicating with families</i>	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
<i>4d: Participating in a professional community</i>	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
<i>4e: Growing and developing professionally</i>	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

<p><i>4f: Showing professionalism</i></p>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>for ways to contribute to the profession.</p> <p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
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Educator Evaluation Form 82-3

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333			
NON TEACHING PROFESSIONAL RATING FORM					
PDE 82-3 (12/14)					
Last Name		Middle			
District/LEA		School			
Rating Date	Evaluation (Check One) <input type="checkbox"/> Periodic <input type="checkbox"/> Semi-annual <input type="checkbox"/> Annual				
(A) Non Teaching Professional Observation and Practice					
Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation		25%		0.75
II.	Educational Environment		25%		0.75
III.	Delivery of Service		25%		0.75
IV.	Professional Development		25%		0.75
(1) Non Teaching Professional Observation and Practice Rating					3.00
Domain Rating Assignment 0 to 3 Point Scale (A)					
Rating	Value				
Failing	0				
Needs Improvement	1				
Proficient	2				
Distinguished	3				
(B) Student Performance/Multiple Measures - Building Level Data					
Building Level Score (0 - 107)					
(2) Building Level Score Converted to 3 Point Rating					
(C) Non Teaching Professional Effectiveness Rating - All Measures					
Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points	
(1) Observation and Practice Rating		80%		2.4000	
(2) Building Level Rating (or substitute)*		20%		0.6000	
Total Earned Points (truncated to two decimal places)				3.00	
Conversion to Performance Rating					
Total Earned Points	Rating				
0.00 - 0.49	Failing				
0.50 - 1.49	Needs Improvement				
1.50 - 2.49	Proficient				
2.50 - 3.00	Distinguished				
Performance Rating					
Date	Designated Rater / Position:	Date	Chief School Administrator		
Date	Signature of Employee				