# Educator Effectiveness

## Observation and Practice

Dr. Jay D. Badams
*Superintendent of Schools*

July 2014

# Review of the Evaluation Process

# Observation and Evidence Committee

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Table of Contents

# Act 82 - Chapter 1: Act 82 Teacher Effectiveness: Chapter 1

(Published in Section 1123 of the School Code)

## Classroom Teachers Act 82

Beginning with the *2013-2014 school year, the evaluation of the effectiveness of **professional and temporary professional employees** serving as classroom teachers**,** (a professional employee or temporary professional employee who provides direct instruction to students related to a specific subject or grade level), shall give due consideration to the following:

1. The Pennsylvania Department of Education shall develop a rating tool to reflect student performance measures and employee observation results.
2. Classroom observation and practice models that are related to student achievement shall comprise fifty percent (50%) of the overall rating in each of the following areas:
   1. Planning and preparation
   2. Classroom environment
   3. Instruction
   4. Professional responsibilities
3. Student Performance, which shall comprise fifty (50%) of the overall rating of the professional employee or temporary employee serving as a classroom teacher and shall be based upon **multiple measures** of student achievement.

Charter schools are not included in this rating system but may choose to participate.

## Rating Form Act 82

Each rating form shall identify the overall performance rating of the professional employees and temporary professional employees serving as classroom teachers, principals, and non-teaching professional employees as one of the following:

1. Distinguished- shall be considered **satisfactory**
2. Proficient- shall be considered **satisfactory**
3. Needs improvement-shall be considered **satisfactory**, except that any subsequent overall rating of "needs improvement" issued by the same employer with ten (10) years of the first overall performance rating of "needs improvement" where the employee is in the same certification shall be considered **unsatisfactory**
4. Failing- shall be considered **unsatisfactory**

Professional Employees shall be rated at least annually and temporary professional employees shall be rated at least twice annually.

*Erie's Public Schools new Supervision/Evaluation process will begin in 2014-2015 school year.

Teachers who receive an overall performance rating of **Needs Improvement or Failing** are required by Act 82 to participate in a **Performance Improvement Plan**. A **Performance Improvement Plan** shall be designed with the professional employee's input addressing the area(s) of concern, recommendations for Professional Development, types of data (evidence) that will be collected to determine improvement, and an observation schedule with **Intensive Supervision.**

**Current Rating Systems under existing collective bargaining agreements or contracts** must be discontinued in any new or renewed agreements or contracts or during the "status quo" period after an expired contract. No new agreements or contract may provide for a rating system other than what is provided by Act 82.

# Rating Form

The rating form and related documents are available in electronic versions and Excel worksheet format for the scoring and rating tabulation at the Department's website www.education.state.pa.us on the Educator Effectiveness Project page.

**Professional/Temporary Professionals Serving as Classroom Teachers Rating Form**

# Classroom Teachers Regulation

*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 the classroom observation and practice contained in the 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, a LEA may use any combination of the components in the practice model related to the domains. The four domains in the 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 a LEA.

The pie chart following the regulations serves as a visual depicting the rating tool of the Teacher Effectiveness System for professional and temporary professional employees serving as classroom teachers with eligible PVAAS (Pennsylvania Value Added Assessment System) Scores. For more information see Chapter 6, for classroom teachers without eligible PVAAS Scores, see Chapter 7.

# Teacher Effectiveness System in Act 82 of 2012

**Teacher Observation & Practice**

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

**Building Level Data/School Performance Profile**

Indicators of Academic Achievement
Indicators of Closing the Achievement Gap, All Students
Indicators of Closing the Achievement Gap, Historically
   Underperforming Students
Indicators of Academic Growth/PVAAS
Extra Credit for Advanced Achievement

**Building Level Data, 15%**

**Teacher Specific Data, 15%**
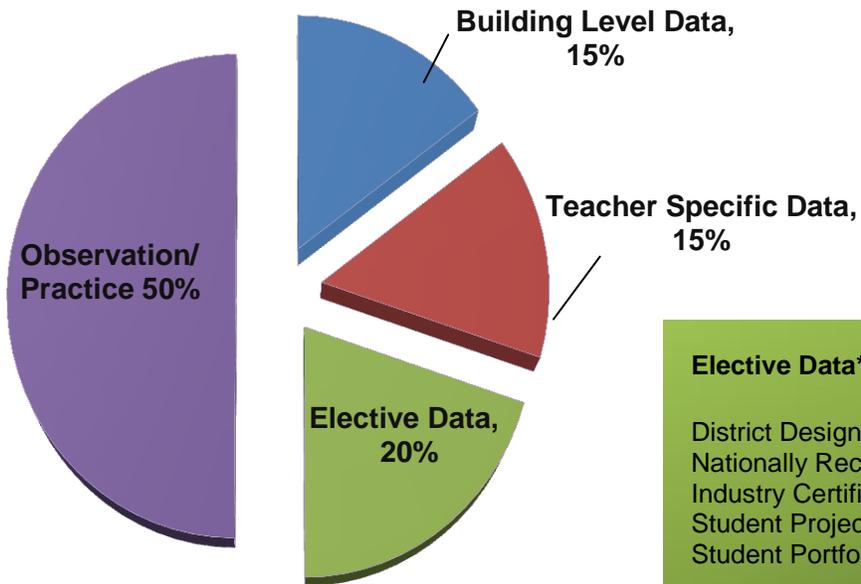
**Teacher Specific Data**

Student Performance on Assessments
PVAAS 3-Year Rolling Average
IEP Goals Progress*
LEA Developed Rubrics*

**Observation/ Practice 50%**

**Elective Data, 20%**

**Elective Data***

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

***Student Learning Objective Process**

# Pennsylvania Dept of Education Classroom Teacher Rating Tool Form

Commonwealth of Pennsylvania

333 Market St., Harrisburg, PA 17126-0333

**pennsylvania**
DEPARTMENT OF EDUCATION

## CLASSROOM TEACHER RATING TOOL FORM

| Last Name | First | Middle |
|---|---|---|
| District/LEA | School | |

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

### (A) Teacher Observation and Practice

| Domain | Title | *Rating* (A) | Factor (B) | Earned Points (A x B) | Max Points | *Domain Rating Assignment* 0 to 3 Point Scale (A) | |
|---|---|---|---|---|---|---|---|
| | | | | | | Rating | Value |
| I. | Planning & Preparation | | 20% | | 0.60 | Failing | 0 |
| II. | Classroom Environment | | 30% | | 0.90 | | |
| III. | Instruction | | 30% | | 0.90 | Needs Improvement | 1 |
| IV. | Professional Responsibilities | | 20% | | 0.60 | Proficient | 2 |
| (1)Teacher Observation & Practice Rating | | | | | 3.00 | Distinguished | 3 |

### (B) Student Performance - Building Level Data, Teacher Specific Data, and Elective Data

| Building Level Score (0 – 107) | | (3) Teacher Specific Rating | |
|---|---|---|---|
| (2) Building Level Score Converted to 3 Point Rating | | (4) Elective Rating | |

### (C) Final Teacher Effectiveness Rating – All Measures

| Measure | Rating (C) | Factor (D) | Earned Points (C x D) | Max Points | Conversion to Performance Rating | |
|---|---|---|---|---|---|---|
| | | | | | Total Earned Points | Rating |
| | | | | | 0.00-0.49 | Failing |
| (1) Teacher Observation & Practice Rating | | 50% | | 1.50 | 0.50-1.49 | Needs Improvement |
| (2) Building Level Rating | | 15% | | 0.45 | | |
| (3) Teacher Specific Rating | | 15% | | 0.45 | 1.50-2.49 | Proficient |
| (4) Elective Rating | | 20% | | 0.60 | 2.50-3.00 | Distinguished |
| Total Earned Points | | | | 3.00 | Performance Rating | |

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

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

□ DISTINGUISHED          □ PROFICIENT          □ NEEDS IMPROVEMENT          □ FAILING

resulting in a FINAL rating of:

□ SATISFACTORY          □ UNSATISFACTORY

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

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

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

# Act 82 - Chapter 2: Supervision of Classroom Teachers Observation/Evidence

## Act 82

Beginning with the 2013-2014* school year, the evaluation of the effectiveness of the **professional and temporary professional employees with instructional certificates** serving as classroom teachers, a professional employee or temporary professional employee who provides direct instruction to students related to a specific subject or grade level, shall be given due to consideration to the following:

1. Classroom observation and practice models that are related to student achievement shall comprise fifty percent (50%) of the overall rating in each of the following areas:

   1. Planning and preparation
   2. Classroom environment
   3. Instruction
   4. Professional responsibilities

2. Student Performance, which shall comprise fifty percent (50%) of the overall rating of the professional employee or temporary employee serving as a classroom teacher, shall be based upon **multiple measures** of student achievement. (Chapters 3,4,5)

Ratings 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, 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.

Act 82 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 82 requires that all teachers will be rated as Distinguished, Proficient, Needs Improvement, or Failing.

An overall performance rating of either Proficient or Distinguished shall be considered satisfactory. An overall performance rating of Needs Improvement shall be considered as satisfactory, except when any subsequent overall rating of Needs Improvement issued by the same employer within ten (10) years of the first overall performance rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory.

An overall performance rating of "Needs Improvement" or "Failing" shall require the employee to participate in a Performance Improvement Plan. No employee shall be rated "Needs Improvement" or "Failing" based solely upon students test scores. An overall performance rating of "Failing" shall be considered unsatisfactory.

Professional employees and temporary professional employees serving as classroom teachers may be evaluated through the use of a rating tool developed by individual school districts, intermediate units, or area vocational-technical schools that the department has approved as

*Erie's Public Schools new Supervision/Evaluation process will begin in 2014-2015 school year

meeting or exceeding the measures of effectiveness. An alternative rating form application may be found on the PDE website www.education.state.pa.us Educator Effectiveness Project.

## Regulations

**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. The percentage factor for, and description of, each domain is listed in Table A.

### Table A: Descriptions of Four Domains

| Domain | Description |
|---|---|
| 1. **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. |
| 2. **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. |
| 3. **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 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 to 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. |
| **4. 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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## 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 and definitions as shown in Table B.

### Table B: Domain Rating Assignment- 3 Point Scale

| Performance Rating | Value | Rating Tool Regulation Definition |
|---|---|---|
| Failing | 0 | The employee does not meet performance expectations required for the position. |
| Needs Improvement | 1 | The employee is functioning below proficient for performance expectations required for continued employment. |
| Proficient | 2 | The employee's performance consistently reflects practice at a professional level. |
| Distinguished | 3 | The employee's performance consistently reflects teaching at the highest level of practice. |

## Rating and Performance in Four Domains

Table C 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 on the next page in Table D. 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.

### Table C: Four Levels of Performance in Four Domains

| 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. |
| **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 | 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 | 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. |

| | | another with disrespect. | physical environment supports 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 student's 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 | 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 | 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 | 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 |

| | responsibilities and participation in activities for professional growth. | regarding participation in school and LEA projects and activities for professional growth. | school and LEA events, and engaging in activities for professional development. | contribute to the systems for recordkeeping and family communication. |
|---|---|---|---|---|

## 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 D.

### Table D: Teacher Observation and Practice Rating

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

### Rating Form

A rating form tool is provided to facilitate the final entry and calculation of all measures associated with determining the final performance rating for a teacher. For part (A) teacher Observation and Practice, the tool allows entry of the individual ratings for each domain in the *Rating* column and automatically calculates (1) Teacher Observation & Practice Rating which is used as the final Observation and Practice measure combined with the other multiple measures to determine the final performance rating. The rating form tool and related documentation are available at www.education.state.pa.us under the Educator Effectiveness Project

## Summative Evaluation

The data from Danielson's *Framework for Teaching*, and other observational data will be used to determine the teacher observation and practice rating.

## Rating and Evaluation Procedure

*Rating and Evaluation Procedure:* The rater shall determine and assign a performance rating for teacher practice. The rater shall base the evaluation upon the preponderance of evidence gathered.

## Evidence/ Documentation

*Evidence/documentation:* As appropriate, records for the employee and their placement in a classroom and educational program shall be documented by the rater. Documentation may include, but not be limited to, a combination of any of the following items:

- Documented notations of classroom observations, teacher/rater conferences or interviews, or informal observations or visits.
- Lesson unit plans (types, titles and numbers), materials, technology, teacher resource documents, visual technology, space, student assignment sheets, student work, instructional resources, student records, grade book, progress reports and report cards
- Interaction with student's family
- Family, parent, school and community feedback
- Act 48 documentation
- Use of teaching and learning reflections

The documentation, evidence and findings of the rater, shall provide the basis for the rating of the employee's complete tool in each of the four domains. See Information on the Danielson *Framework for Teaching* later in this section.

## Formative Supervision Framework for Teaching

The Pennsylvania Department of Education is recommending a supervision system consisting of two models: **Formal Observation and Differentiated Supervision.**

Formal Observation of the teacher practice is accomplished through formal and informal observations measured by research supported best practices: Danielson's *Framework for Teaching.* The assessment supported by Danielson's *Framework for Teaching*, and other observational data is **formative**. The collaborative reflections of the observational data may focus the efforts of the teacher on a professional development plan to improve instructional practices and student achievement.

**Pennsylvania Department of Education has recognized the Charlotte Danielson's *Framework for Teaching* as the model for the supervision of classroom teachers. Classroom observations by the principal/supervisor will include demonstrated behaviors associated with improving student achievement. There are four (4) Domains that describe the effective teaching process:**

- o **Domain 1-***Planning and preparation,* including selecting standards-based lesson goals and designing effective instruction and assessment;
- o **Domain 2-***Classroom environment,* including establishing a culture for learning and appropriate classroom management techniques that maximize instructional time;
- o **Domain 3-***Instruction,* including the use of research-based strategies which engage students in meaningful learning and utilize assessment results to make decisions about student needs; and
- o **Domain 4-***Professional responsibilities,* including using systems for managing student data and communicating with student families.

## Formal Observation Process

A **Formal Observation** should include the following three elements:

A **Pre-observation conference** should* be held before the observation. Prior to the pre-conference, the teacher should provide the observer a copy of the lesson plan (Domain 1). The teacher should add additional input to the lesson plan that emerges from the pre-observation conference.

The **Observation conference** should begin with the observer arriving prior to the start of the lesson. The evaluator provides the teacher a completed observation form as soon as possible after the observation. Prior to the post conference, the teacher should complete a self-assessment rubric for the observer prior to the post-conference.

The **Post-observation conference** should be held in a reasonable timeframe after the observation. At the post-observation conference, the comparison of the observer's report and the teacher's summary should be reviewed. The evaluator notes the components agreement and then invites the teacher to take the lead in discussing the other components where agreement does not occur.

* Erie's Public School's **are requiring** a preconference for all formal observations.

## Informal Observation Process

Informal Observations may include but are not limited to the following: walkthroughs, presentations, meetings, communications, and other evidence of classroom practice.

## Differentiated Supervision

Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment to Formal Observation. Professional employees will develop an action plan for professional development unique to their needs and interests. (Information on Differentiated Supervision can be found in Chapter 9 of The Administrative Manual.) Professional employees in Differentiated Supervision do require an overall performance rating in each domain and must receive an annual rating.

## Information on the Danielson *Framework for Teaching*

**Teachers interested in experiencing a training module relative to Charlotte Danielson's *Framework for Teaching* may review Teachscape's *Framework for Teaching Effectiveness* Series that will result in 2 hours of Act 48 Professional Development.**

The Danielson Framework for Teaching can be found on SAS portal website at: **http://www.pdesas.org** Click on "Instruction" on the home page of the SAS portal.

## Act 82 - Chapter 9: Differentiated Supervision

### Eligibility to Participate in Differentiated Supervision

PDE recommends that professional employees who have received a Satisfactory summative rating in the previous two years should be eligible to participate in Differentiated Supervision. Prior to the 2013-2014 school year, a Satisfactory performance rating using a previously approved rating form, e.g., PDE 426, or 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 successfully completing their first year in the Formal Observation Model. PDE recommends that temporary professional employees should not participate in Differentiated Supervision.

### Cycle of Supervision

LEA's 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 a performance improvement plan
- Employees assigned to their required year of Formal Observation

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 would be placed in Differentiated Supervision in years one and three of the cycle. A Cycle of Supervision usually lasts for three (3) or four (4) 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's Framework for Teaching or a PDE approved alternative system and/or related to a district or school initiative designed to improve instructional practices and impact student achievement. Additionally, while formal observations may not occur in Differentiated Supervision, it is recommended informal observations occur throughout the school year. PDE recommends that the principal also reserves 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.

## Differentiated Supervision Modes

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's *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's *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.

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

## Performance Improvement Plan

Teachers who receive an overall performance rating of **Needs Improvement or Failing** are required by Act 82 to participate in a **Performance Improvement Plan**. A **Performance Improvement Plan** shall be designed with the professional employee's input addressing the area(s) of concern, recommendations for Professional Development, types of data (evidence) that will be collected to determine improvement, and an observation schedule with Intensive Supervision. PDE recommends that an Intensive Supervision timeline is established to implement the Performance Improvement Plan. At the conclusion of the allotted time, the data will be analyzed and used to make a determination of the employee's level of performance and ultimately their employment status. It is recommended that the administrator recruit a colleague such as an assistant principal or the administrator's immediate supervisor in this process to provide additional reliability to the final determination of the professional employee's continuation of employment.

When the Performance Improvement Plan has been successfully completed and a Proficient rating has been achieved, it is recommended the professional employee be placed in the Formal Observation Model for at least a full school year and temporary professional employee remains in the Formal Observational Model until tenure is granted.

## Guidelines

The complete guidelines can be found at the following link: www.education.state.pa.us on the Educator Effectiveness Project page.

| Erie's Public Schools |
| :---: |
| Supervision/Evaluation Procedures for Teacher Observations and Practice |

- It is the expectation of the administration to support all professional teaching staff to reach and maintain proficiency according to the domain rubrics.
- In the 2014-2015 school year all teachers will be supervised using the standard mode of supervision. This mode requires a collection of evidence from both formal and informal observations.
- The Educator Effectiveness Committee will convene during the 2014-2015 school year to determine the procedures for the cooperative self-directed or other modes of supervision.
- Administrators will continue to attend inter-rater reliability training throughout the academic year.

**Informal Observations**
- Walkthroughs
    - Administrators will conduct walkthroughs throughout the academic year. These may occur at any time during the school day or at any school activity.
    - Walkthroughs are a valuable part of the supervision and evaluation process. These informal observations are sources of evidence that will be included in the teacher's final end of year evaluation.
    - Teachers will be given written documentation which may include, but is not limited to: a brief summary of the visit, thoughts and input from the administrator/rater, suggestions for improvement, positive aspects of the lesson, or a general overview of what was observed. This documentation may be in the form of an email, handwritten note or formal walkthrough form created by the Teacher Observation and Practice committee. A copy of any information collected during the walkthrough will be given to the teacher.

**Formal Observations**
- The formal observation period will last at least 30 minutes or the entire class period. The formal observation will be scheduled at a mutually agreeable time and class period.
- Professional educators (tenured teachers) will be formally observed once per year. Temporary educators (non-tenured teachers) will be formally observed twice per year.
- Tenured teachers who are new to a school building or who have changed grade levels will be formally observed once each semester (twice a year for their first year in the new building or grade level). However, if the administrator/rater has determined the teacher is demonstrating proficiency according to the rubrics, he/she may allow the teacher to be formally observed once per year. If this determination is made, the administrator will notify the teacher of this change.

**Pre-conferences**
- Pre-conferences <u>are required</u> for all teachers before the formal observation.
- The teacher will meet with the administrator prior to the formal observation. Preferably, the pre-conference should be held in the teacher's classroom so the teacher may easily provide information to the administrator/rater. However, there may be instances where this is not possible.
- The administrator will ask the teacher to answer pre-conference questions in an effort to generate discussion topics at the pre-conference. These questions will be sent to the teacher in advance of the preconference. The teacher will answer the questions and return them to the administrator prior to the preconference.
- The purpose of the pre-conference is for the administrator to discuss what he or she will be viewing in the upcoming lesson. This is an opportunity for the teacher to provide evidence in the Planning and Preparation portion of the rubric.

**Classroom Observation**
- The formal observation will last at least 30 minutes or the entire class period.
- The teacher will be made aware of the time and class period for the observation. This will be a mutually agreeable time and class period between the teacher and administrator/rater.
- During the observation, the administrator/rater will collect evidence primarily in the domains of Classroom Environment and Instruction. However, they may also note evidence in other domains during this observation.
- Formal observations should be completed by the **end of the 3$^{rd}$ week of May**.

**Post-conferences**
- Post-conferences <u>are required</u> for all formal observations.
- The administrator will review the evidence collected during the observation along with the performance rating of the teacher from the domain rubrics.
- Teachers may offer to complete their own self-assessment rubric ratings, but the final performance rating for the observation will be determined solely by the administrator/rater.
- Teachers will need to provide sources of evidence for the domain of Professional Responsibilities during this post conference. A list of suggestions for domain 4 has been provided in the addendum B. These suggestions are not comprehensive, but other sources that are not listed may be provided.
- All post-conferences should be completed <u>within 5 school days</u> of the observation. Exceptions should be agreed upon <u>by both</u>, the teacher and the administrator.

**Supervision Supports for Employees**

      If an administrator identifies an area of concern as a result from informal or formal observations **during the current academic year**, the teacher will be supported through the use of an **Awareness Plan**. If a teacher receives **a final end of the year performance rating** of Needs Improvement or Failing **a Performance Improvement Plan** will be developed at the **beginning of the next academic year.**

**Awareness Plan (Developed during the current school year)**
- This document is created <u>during a current school year</u>, when based upon a collection of evidence from either formal or informal observations, there is an area of concern that could result in a Failing or Needs Improvement performance rating in one of the four domains.
- The main goal of the Awareness Plan is to make the teacher aware of a concern that could result in a Failing or Needs Improvement performance rating in one of the four domains. It is also designed to support the teacher to become proficient according to the domain rubrics.
- The Awareness Plan specifically outlines the area of concern, specific suggestions for improvement and suggested supports for the employee to aid them in demonstrating proficiency.
- The Awareness Plan will be created by the administrator (with input from the teacher) to support the teacher to demonstrate proficiency according to the rubrics. <u>This plan will remain in effect for the entire school year.</u> If the teacher has or is making progress towards proficiency/correction of the area of concern, he or she will be made aware during follow-up meetings discussing this plan. However, the plan will formally remain in effect until the end of the current academic year when the teacher receives their end of year final evaluation.
- The administrator/rater will hold <u>a minimum of two meetings to discuss this plan:</u>
    - The first meeting is to initially review the plan and explain the area of concern, suggested improvements, and supports to the teacher.
    - A second follow-up meeting will be held within 30 days to discuss the teacher's progress on the plan.
    - Additional meetings and supports may be identified if the teacher is not demonstrating proficiency in the area of concern according to the rubrics.

**Performance Improvement Plan (The beginning of the next school year)**
- Teachers who receive an overall **end of year** performance rating of **Needs Improvement or Failing** are required by Act 82 to participate in a **Performance Improvement Plan**.
- A **Performance Improvement Plan** shall be designed with the teacher's input addressing the area(s) of concern, recommendations for Professional Development, types of data (evidence) that will be collected to determine improvement, and an observation schedule with Intensive Supervision.
- PDE recommends that an Intensive Supervision timeline is established to implement the Performance Improvement Plan. At the conclusion of the allotted time, the data will be analyzed and used to make a determination of the teacher's level of performance and ultimately their employment status.
- It is recommended that the administrator recruit a colleague such as an assistant principal or the administrator's immediate supervisor in this process to provide additional reliability to the final determination of the teacher's continuation of employment.

- If a teacher receives a <u>final performance rating of Needs Improvement,</u> please see the information below.
    - If a teacher receives his/her <u>first overall end of year performance rating of Needs Improvement</u>, this evaluation will be <u>scored as satisfactory</u>. However, the teacher will be placed on a Performance Improvement Plan for the upcoming academic year.
    - If a teacher receives <u>a second overall performance rating of Needs Improvement within a ten year period on the same certificate, this evaluation will be considered unsatisfactory</u>. The teacher will then be placed on a Performance Improvement plan for the upcoming school year.
- <u>No teacher may receive an overall performance rating of Needs Improvement or Failing based solely upon student test scores.</u>
- The Performance Improvement Plan will be developed by the administrator with teacher input. It will remain in place for the first four months of the upcoming academic year. After four months the teacher may be formally evaluated again.
- If a teacher receives <u>two consecutive Failing final performance ratings,</u> the teacher will be considered for termination as stated in the ACT 82 legislation.

## Overall Performance Rating- The Classroom Teacher Rating Form

- The Pennsylvania Classroom Teacher Rating Form based upon ACT 82 legislation will serve as the final end of year performance rating for an teacher. 50% of this final performance rating is determined by Teacher Observation and Practice (the four domains of Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities) and 50% Student Performance Data (Building Level Data, Teacher Specific Data and Elective Data). There is a sample Classroom Teacher Rating form completed in the section below.
- Each teacher will receive a final performance rating of 0,1,2,3 for each of the four domains of the Teacher Observation and Practice section (Part A) on the Classroom Teacher Rating Form.
- <u>No teacher may receive a overall performance rating of Needs Improvement or Failing based solely upon student test scores.</u>
- This Classroom Teacher Rating Form, section or chapter may not be construed to limit or constrain the authority of the chief school administrator of the LEA to initiate and take action on a personnel matter, including dismissal of the classroom teacher, based on information and data available at the time of action.
  When a single gross deficiency or a single incident is sufficiently serious, it will **warrant an immediate Unsatisfactory rating.**
- The domain rubric scores in Part A of the Classroom Teacher Rating Form will be scored based upon a preponderance of evidence using a variety of sources, but not limited to the items listed below:
  - *At least one formal observation, multiple sources of evidence from walkthroughs, lesson plans, unit plans, teacher reflections, meetings with the teacher, written feedback from the administrator, informal observations, and other sources of evidence provided by the teacher or administrator.*
- The administrator/rater will determine the teacher's overall end of year rating performance in Teacher Observation and Practice using the rubrics found below.
- The administrator will review all of the evidence collected to determine the overall performance final rating (0,1,2,3) for each domain by using the rubrics below. These overall performance rubrics are found in the ACT 82 legislation and also in *Enhancing Professional Practice: A Framework for Teachers 2nd Edition* by Charlotte Danielson.

| Domain | Failing 0 | Needs Improvement 1 | Proficient 2 | Distinguished 3 |
|---|---|---|---|---|
| Planning and Prep 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 | 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 | Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most | Teacher's plans, based upon extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans, instructional |

| | | | | |
|---|---|---|---|---|
| | inadequate. | to assessment are partially aligned with the goals. | elements of the instructional design, including the assessments are aligned to the goals. | outcomes, learning activities, materials, resources, and assessments are in complete alignment and are adapted as needed for individual students. |
| 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 respect. | Classroom environment functions smoothly, with little or no loss of instructional time. Expectations fr 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. |
| 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 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 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. |
| Professional Responsibilities 20% | The teacher demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skill in | The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary recordkeeping | The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection | The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for |

| | | | |
|---|---|---|---|
| | reflection, little or no communication with families or colleagues, and avoidance of school and LEA responsibilities and participation in activities for professional growth. | 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. | on instruction, maintaining accurate records, communicating frequently with families, actively participating in school LEA events, and engaging in activities for professional development. | 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. Pc 2007 by ASCD adapted and reproduced with permission.

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

**CLASSROOM TEACHER RATING FORM**

PDE 82-1 (4/13)

| **Last Name** | | **First** | Sample | **Middle** |
|---|---|---|---|---|
| **District/LEA** Erie's Public Schools | | **School** | Roosevelt Middle School | |
| **Rating Date** | 6/13/2015 | **Evaluation (Check One)** | ☐ Periodic ☐ Semi-annual ☒ Annual | |

**(A) Teacher Observation and Practice**

| Domain | Title | *Rating* (A) | Factor (B) | Earned Points (A x B) | Max Points |
|---|---|---|---|---|---|
| I. | Planning & Preparation | 3 | 20% | 0.60 | 0.60 |
| II. | Classroom Environment | 2 | 30% | 0.60 | 0.90 |
| III. | Instruction | 2 | 30% | 0.60 | 0.90 |
| IV. | Professional Responsibilities | 1 | 20% | 0.20 | 0.60 |
| | (1) Teacher Observation & Practice Rating | | | 2.00 | 3.00 |

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

**(B) Student Performance - Building Level Data, Teacher Specific Data, and Elective Data**

| | |
|---|---|
| Building Level Score (0 - 107) | 55.0 |
| (2) Building Level Score Converted to 3 Point Rating | 0.45 |

| | |
|---|---|
| (3) Teacher Specific Rating | 2.00 |
| (4) Elective Rating | 2.00 |

**(C) Final Teacher Effectiveness Rating - All Measures**

| Measure | Rating (C) | Factor (D) | Earned Points | Max Points |
|---|---|---|---|---|
| (1) Teacher Observation & Practice Rating | 2.00 | 50% | 1.00 | 1.50 |
| (2) Building Level Rating | 0.45 | 15% | 0.07 | 0.45 |
| (3) Teacher Specific Rating | 2.00 | 15% | 0.30 | 0.45 |
| (4) Elective Rating | 2.00 | 20% | 0.40 | 0.60 |
| | Total Earned Points | | 1.77 | 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 | Proficient |
|---|---|

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

I certify that the above-named employee for the period beginning ___8/21/2014___ and ending ___6/10/2015___ has received a performance rating of:

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

☐ Distinguished    ☒ Proficient    ☐ Needs Improvement    ☐ Failing

resulting in a final rating of:

☒ Satisfactory    ☐ Unsatisfactory

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

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

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

_____    _____
Date                    Signature of Employee

**APPENDIX A**

**FORMS**

# Awareness Plan

**Teacher: _____**   **Plan Beginning Date: _____**

**School: _____**   **Administrator: _____**

**Domain**: *Planning and Preparation     Classroom Environment        Instruction      Professional Responsibilities*

**Specific Area of Concern**: *Please indicate the specific component from the rubric as well as a summary of the area of concern.*

**Suggestions for Improvement:**

**Identify Supports Offered by the Administrator/Rater:**

**_____**                    **_____**

      **Supervisor        Date**                                   **Teacher        Date**

**Meeting Documentation**

*Briefly list the dates and topics of discussion related to the items in the Awareness Plan. Please make additional copies of this form if needed. A minimum of two meetings are required.*

**Initial Meeting Date: _____     Individuals Present: _____**

**Summary Notes of the Meeting and Supports Offered: (Review and discuss the plan)**

---

**Follow-Up Meeting Date (within 30 days) : _____   Individuals Present: _____**

**Summary Notes of the Meeting and Supports Offered: (Report of progress on the plan)**

---

*Additional Meetings*

**Date: _____                    Individuals Present: _____**

**Summary Notes of the Meeting:**

---

**Date: _____                    Individuals Present: _____**
**Summary Notes of the Meeting:**

# Performance Improvement Plan.

Teacher: _____     Administrator:_____

School: _____     Plan Beginning Date: _____

The teacher is being placed on this plan because he/she had received an overall performance rating of(circle one): **Needs Improvement or Failing** for the _____ school year. The overall performance rating of Needs Improvement or Failing was given to the teacher on _____.

**Briefly describe the area of concern that lead to the overall performance rating of Failing or Needs Improvement.**

**Suggestions for Improvement**

**Resources Needed**

**Timeline and Data to be Collected**

_____          _____

**Supervisor          Date**                              **Teacher          Date**

## Meeting Documentation

*Briefly list dates and topics of discussion related to the items discussed in Performance Improvement Plan. A minimum of one meeting will be held every thirty days to offer feedback and progress on this plan. Frequency of these meetings may be increased based upon teacher's performance.*

**Date: _____**          **Individuals Present: _____**

**Summary Notes of the Meeting:**

---

**Date: _____**          **Individuals Present: _____**

**Summary Notes of the Meeting:**

---

**Date: _____**          **Individuals Present: _____**

**Summary Notes of the Meeting:**

---

**Date: _____**          **Individuals Present: _____**

**Summary Notes of the Meeting:**

**APPENDIX B**

**SUGGESTION OF EVIDENCE**

**DOMAIN 4**

The following are suggestions (but not limited to) of items to show as evidence/artifacts for Domain 4

## Domain 4: Professional Responsibilities

4a: Reflecting on teacher and student learning
- Lesson Plans – Two consecutive weeks each quarter which shows notes and adjustments to plans based on student performance
   Specific examples of how the lesson was adjusted based on evidence
   Formative assessment used
   Collaborative work with colleagues
   Other resources
- Written documentation – Self reflection
   Summary of suggestions for improvement/change/enhancement for future teaching


4b: System for managing students' data
- Grade book
   Rubrics used on assessments
   How student data was used for planning
   Student assessment of their data
   Updates on parent portal
   Student progress/regress through portfolios/folders
   Student completion of assignments
- PSSA/Keystone Data Benchmark assessment
   CDTs
   4Sight
- Non-instructional records
   Behaviors (BEST or SAP) referrals
   Emails to support staff


4c: Communicating with families
- Communication with families (Verbal and Written)
   Parent Log
   Newsletter home
   Progress reports
   Invitation to special events
- Updates on parent portal

4d: Participating in a professional community
- Professional Learning Community information
  - Sign in sheet
  - Agenda
  - Material used – handouts, books read and discussed
  - Professional notes
- Professional emails to colleagues
- School/District contributions
  - Projects
  - Peer Collaborations
  - Lead Professional Development
    - In school building
    - District wide


4e: Growing and developing professionally
- Professional Development
  - Participation in School district PD
    - Handouts
    - Sign in sheet
    - Agendas
    - Professional Notes
    - Follow up initiation of work
  - Leading PD
    - Handouts
    - Sign in sheets
    - Agendas
    - Professional Notes
  - College Courses and ACT 48 courses currently taking
- EDUCATIONAL AFFILIATIONS
  - Professional Membership
  - Professional Magazines
    - Teacher's written summary for professional growth and future implication
- Action research
  - Hypothesis
  - Conclusion
- Feedback
  - Data
  - Surveys

- Activities contributing to the profession
  - List of Committee participation
    - Agendas
    - Handouts
    - Professional notes
  - List of School event participation – Before and after school
    - Program books
    - Receipts
    - Admission stubs
    - Photos
    - Correspondence with the community

4f: Showing professionalism
- Student advocate
  - BEST/SAP team referral
  - List of meeting with parents and outcomes
  - List of school event participation
- Leadership role with colleagues
- Being available
  - Document time and activity
- Research presentation
- Major educational decisions
  - Document the important decision and why it was made (rationale)
  - Document outcome of decision

**APPENDIX C**


**Glossary**

# Glossary

**ACT 82**—Passed on June 30, 2012 with requirements for evaluation in Section 1123 of the School Code

**Alternative Evaluation Plan**—An Individual School District Evaluation Plan (Must be approved by PDE).

**Assessment**—The term shall mean the Pennsylvania System of School Assessment test, the Keystone Exam, an equivalent local assessment of another test established by the State Board of Education to meet the requirements of section of 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 of the school or school district under 22 Pa. Code § 403.3 (relating to single accountability system)

**CDT**—Classroom Diagnostic Tools

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

**Classroom Teacher**—A professional or temporary professional employee who provides direct instruction to students related to a specific subject or grade level and usually holds one of the following:
- Instructional I Certificate (see § 49.82)
- Instructional II Certificate (see § 49.83)
- Vocational Instructional I Certificate (see § 49.142), and
- Vocational Instructional II Certificate (see § 49.143)

**Department**—The Department of Education of the Commonwealth

**Differentiated Supervision Model**—Used by schools to diversify evaluations of Instructional II Staff.

**Direct Instruction**—The planning and providing of instruction, and assessing the effectiveness of that instruction.

**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.

**Educator Effectiveness**—The program developed by PDE to improve teaching and learning.

**EVAAS™**--Education Value-Added Assessment System is the methodology used for PVAAS.

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

**FFL**—Framework For Leadership

FFT—Framework For Teaching (Danielson)

**FFTES**—Framework For Teacher Effectiveness Series

**FOCUS**—The inter-reliability course PDE is currently offering to PA evaluators (formerly called **FFTPS**—Framework for Teaching Proficiency System).

**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)

**Multiple Measures**—The right side of the effectiveness pie chart that looks at student performance.

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

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

**Overall Performance Ratings**—Distinguished, Proficient, Needs Improvement, Failing

**PDE**—Pennsylvania Department of Education

**Performance Improvement Plan**—District plan to improve performance of professional employees based on contents of the rating tool for ratings of failing and needs improvement with the evaluator and employee input

**Principal**—An individual who is certified as 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).

**PIL**—Pennsylvania Inspired Leadership Program

**PIMS**—Pennsylvania information Management System

**PPID**—Pennsylvania Personal Identification Number

**Principal Effectiveness Instrument**—The rating tool used to evaluate a principal.

**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 221of the Public School Code (24 P.S. § 2-221).

**Rating Tool**—An instrument used to determine an evaluation.

**RTT-** Race to the Top

**Rubric**—Information used to determine an evaluation.

**SAS**—Standards Aligned System

**School Profile**—Evaluation Score determine by student performance and school assessments.

**SIG Schools**—School Improvement Grant Schools

**SLO**—The Student Learning Objective is a record of the development and application of student performance measures selected by an LEA. It document 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.

**APPENDIX D**


**Rubric Assessment**

| | RUBRIC ASSESSMENT | | | |
|---|---|---|---|---|

**Date_____ Teacher Self-Assessment** ☐ **Evaluator Assessment** ☐

**Formal Observation** ☐ **Individual Growth Project** ☐ **Intensive Support Plan** ☐ **Summative** ☐

### 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 | Failing | Needs Improvement | Proficient | Distinguished |
|---|---|---|---|---|
| *1a: Demonstrating knowledge of content and pedagogy* | Teacher's plans and practice demonstrate evidence of little to no knowledge of the important concepts in the discipline, prerequisite relationships between them, or of the instructional practices specific to that discipline and alignment to PA Academic Standards. | Teacher's plans and practice demonstrate evidence of knowledge of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline and their alignment to PA Academic Standards. | Teacher's plans and practice demonstrate evidence of the application of the important concepts in the discipline, prerequisite relationships between them and of the instructional practices specific to that discipline and their alignment to PA Academic Standards. | Teacher's plans and practice demonstrate evidence of extensive knowledge and application of the important concepts and structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when designing instruction and designs strategies for causes of student misunderstanding. Teacher shows strong evidence of building alignment with PA Academic Standards and differentiates for student progress in planning. |
| *1b: Demonstrating knowledge of students* | Teacher 's plans contain little to no evidence of knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and | Teacher shows awareness of the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and has added | Evidence that the teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and seeks to incorporate that knowledge into the planning for specific | Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and uses this knowledge regularly in planning for the benefit of individual students. |

| | | | | |
|---|---|---|---|---|
| | has done nothing to seek such understanding. | to that knowledge for the class as a whole. | groups of students. | |

| | | | | |
|---|---|---|---|---|
| *1c: Setting instructional outcomes* | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, do not relate to PA Academic Standards or are stated only as activities. They do not permit viable methods of assessment. | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of unrelated activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, are appropriate for different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and PA Academic Standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students and different styles of learning. |
| *1d: Demonstrating knowledge of resources* | Teacher demonstrates little to no familiarity with resources to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge. | Teacher shows evidence of some familiarity with resources available through the school or district to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not actively seek to extend such knowledge. | Teacher is fully aware of resources available through the school or district to enhance own knowledge and develops and maintains a database or list of resources, and uses them in teaching, or to meet individual student needs. | 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, and uses them in teaching, and to meet individual student needs. |
| *1e: Designing coherent instruction* | The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. | The series of learning experiences shows evidence of partial alignment with instructional outcomes, some of which may engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. | Teacher coordinates and aligns knowledge of content, of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | Teacher coordinates and aligns 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's structure is clear and includes different pathways according to student needs. |

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| *1f: Designing student assessment* | 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. There is no evidence that assessment results influence planning. | Teacher's plan for student assessment is partially aligned with the standards and instructional outcomes, contains no clear criteria, and is inappropriate for at least some students. Teacher shows some evidence of intent to use assessment results to plan for future instruction for the class as a whole. | Teacher's plan for student assessment is aligned with the standards and instructional outcomes, uses clear criteria, and is appropriate to the needs of students. Teacher shows specific evidence of intent to use assessment results to plan for future instruction for groups of students. | Teacher's plan for student assessment is fully aligned with the standards and instructional outcomes, uses clear criteria that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher shows clear evidence of intent to use assessment results to plan future instruction for individual students. |

## Domain 2: The Classroom Environment

**Teacher Self-Assessment** ☐　　　**Evaluator Assessment** ☐

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 | Failing | Needs Improvement | Proficient | Distinguished |
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| *2a: Creating an environment of respect and rapport* | 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. Standards of behavior are not clear or visible in the classroom. | 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. Minimal evidence of clear standards of behavior being visible in the classroom. | Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. Standards of behavior are clear and visible and there is evidence that standards are consistently maintained. | Classroom interactions among 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. Evidence that the teacher places a high priority on appropriate and respectful behavior and interaction and behavioral standards are clear and consistent. |

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| 2b: Establishing a culture for learning | 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. | Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject in evidence, modest expectations for student achievement, and little student pride in work. Evidence that both teacher and students appear to be only "going through the motions." | The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating visible pride in their work. | Evidence of high levels of student energy and teacher passion for the subject that create a culture for learning in which everyone shares a belief in the importance of the subject. All students hold themselves to high standards of performance, for example by initiating improvements to their work. |
| 2c: Managing classroom procedures | Much instructional time is lost due to inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. | Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Little instructional time is lost due to classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Class period runs smoothly and efficiently. | Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Evidence of a community that takes pride in their classroom operation. |
| 2d: Managing student behavior | No evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is inconsistent, repressive, or disrespectful of student dignity. | Evidence 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. | Evidence that standards of conduct are clear to students, and that the teacher monitors student behavior against those standards. Teacher response to student misbehavior is consistent, appropriate and respects the students' dignity. | Standards of conduct are clear, with evidence of student participation in setting and maintaining 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. |
| 2e: Organizing physical space | The physical environment is unsafe, or some students do not have access to learning. There is | The classroom is safe, and essential learning is accessible to most students. Teacher's use of physical | The classroom is safe, and learning is accessible to all students. The teacher ensures that the physical arrangement | The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Opportunities are available to all learning styles. Students contribute to the use or adaptation of the physical |

| | poor alignment between the physical arrangement and the lesson activities. | resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. | is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. | environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |
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## Domain 3: Instruction

**Teacher Self-Assessment** ☐      **Evaluator Assessment** ☐

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

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

## Domain 4: Professional Responsibilities

Teacher Self-Assessment ☐         Evaluator Assessment ☐

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 | Failing | Needs Improvement | Proficient | Distinguished |
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| *4a: Reflecting on teacher and student learning* | Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved. | Teacher's reflection is a sometimes accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved. | Teacher's reflection accurately assesses the lesson's effectiveness and the degree to which outcomes were met and cites evidence to support the judgment. Teacher makes specific suggestions for lesson improvement. | Teacher's reflection accurately and effectively assesses the lesson's effectiveness and the degree to which outcomes were met, cites specific examples; offers specific alternative actions drawing on an extensive repertoire of skills. |
| *4b: System for managing students' data* | Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is either absent, incomplete or in disarray. | Teacher's information management system for student completion of assignments, progress in learning and non-instructional activities is ineffective or rudimentary, not maintained and/or requires frequent monitoring for accuracy. | Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is fully effective. | Teacher's information management system for student completion of assignments, progress in learning and non-instructional activities is fully effective and is used frequently to guide planning. Students contribute to the maintenance and/or interpretation of the information. |

| 4c: Communicating with families | Teacher provides little/no culturally-appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program. | Teacher provides minimal and/or occasionally insensitive communication and response to family concerns. Partially successful attempts are made to engage families in the instructional program with no attention to adaptations for cultural issues. | Teacher provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns. Frequent, successful efforts to engage families in the instructional program are the result of flexible communication. | Teacher provides frequent, culturally-appropriate information to families with student input; successful efforts are made to engage families in the instructional program to enhance student learning. |
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| 4d: Participating in a professional community | Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects. | Professional relationships are cordial and fulfill required school/district duties. The teacher will sometimes become involved in a culture of inquiry, school events and/or school/district projects when asked. | Professional relationships are characterized by mutual support and cooperation; include voluntary active participation and substantial contributions to a culture of professional inquiry, school events and school/district projects. | Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects. |
| 4e: Growing and developing professionally | Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher engages in professional activities to a limited extent and/or accepts feedback on performance with reluctance and no evidence of change and/or finds limited ways to contribute to the profession. | Teacher engages in seeking out professional development opportunities, welcomes feedback on performances, and adapts suggestions for change and participates actively in assisting other educators. | Teacher engages in seeking out opportunities for leadership roles in professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession. |

| 4f: Showing professionalism | Teacher's professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations. | Teacher's interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations. | Teacher's interactions are characterized by honesty, integrity, confidentiality and assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations. | Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenges negative attitudes and practices, and promotes full compliance with regulations. |
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