Professional Growth Plan for Teachers

A *differentiated supervision and evaluation program*

Tuesday, August 17, 2010

2010-2011 Pilot Draft #8
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<tr>
<td>Chris Allman</td>
<td>Science Department Chair</td>
<td>Springdale Junior/Senior High School</td>
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<td>Cheryl A. Griffith</td>
<td>Superintendent</td>
<td>Administration</td>
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<tr>
<td>Leonard Herrington</td>
<td>Social Studies Department Chair</td>
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<td>Greg Heavner</td>
<td>Administrator and Supervisor of Elementary Education</td>
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<td>Gary Lemon</td>
<td>Practical Arts Department Chair</td>
<td>Springdale Junior/Senior High School</td>
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<td>Jennifer Novich</td>
<td>Allegheny Valley Education Association President Learning Support Teacher</td>
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<td>Janice Nuzzo</td>
<td>Director of Student Achievement</td>
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<td>Roberta Rowan</td>
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<td>Toni Saul</td>
<td>Federal Programs Coordinator Teacher</td>
<td>Acmetonia Primary School</td>
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<tr>
<td>Doug Skoretz</td>
<td>Band Teacher</td>
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<td>Chris Squire</td>
<td>English Department Chair</td>
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<td>Jay Swigart</td>
<td>Former Fine Arts Department Chair</td>
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<td>Dan Swoger</td>
<td>Special Education Teacher</td>
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<td>Doug Ward</td>
<td>Fine Arts Department Chair</td>
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<td>Josh Weaver</td>
<td>Administrator</td>
<td>Springdale Junior/Senior High School</td>
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Introduction

Allegheny Valley School District Professional Growth Plan is based on the four Domains, 22 Components and 76 Elements of the Framework for Teaching: Enhancing Professional Practice by Charlotte Danielson and is closely aligned with the Pennsylvania Department of Education Teacher Evaluation Forms for Instructional Level I and II Teachers. Teachers are defined as certificated professionals including teachers, counselors, nurses and librarians.

The Allegheny Valley School District will use the PDE 426 form with teachers who have Instructional Level I Certification, followed by the use of the PDE 427 form for obtaining their Instructional II certification. All other Instructional II teachers will be evaluated using the PDE 428 form. This formal practice, required by State Code is commonly referred to as summative evaluation. Administrators will also use formative assessments for gauging teachers’ professional growth and development.

Philosophy

Allegheny Valley School District recognizes that the Professional Growth Plan is a continuous process designed to improve teaching and learning and that the ultimate goal is to enhance student achievement. The Allegheny Valley School District supports both formative and summative assessment practices designed to support and guide new teachers, to affirm and challenge experienced teachers and to direct and assist struggling teachers.
Allegheny Valley School District
Mission

The mission of the AVSD,
A group of small traditional communities,
is to educate all students to achieve their maximum potential.
A dedicated staff
in partnership with school, home and community will
empower students
to become responsible and contributing citizens
able to meet challenges in an international society.

Allegheny Valley School District
Beliefs

We believe that students will be able to ethically function in an international society.

We believe education is the foundation of future success and must have application to real-life situations.

We believe education is the shared responsibility of the school, family and community.

We believe that technology will be used as a learning tool.

We believe each person learns through a variety of experiences.

We believe that all students are capable of responsible and respectful behavior.

We believe in the worth and dignity of all individuals.

We believe each person has value and the capability to learn and achieve success.

We believe each person is able to learn and achieve through life to reach his or her maximum potential.
Professional Development Committee
Mission

To develop a
Professional Growth Plan
which supports teachers as lifelong learners
and reflective practitioners
who facilitate student achievement.

Professional Development Committee
Beliefs

We believe that effective teachers are lifelong learners.

We believe that effective teachers improve, learn and change.

We believe that effective teachers benefit from differentiated methods of supervision.

We believe that effective teachers support a culture of learning that increases student achievement.

We believe that effective teachers are committed to students’ holistic growth and development.

We believe that effective teachers grow through self-assessment and personal reflection.

We believe that effective teachers use research-based practices.

We believe that effective teachers value the professional learning community.
Purposes of Professional Growth Plan

Allegheny Valley School District is committed to providing all students with exceptional learning opportunities to ensure their future success as productive citizens. Because student achievement improves with increased teacher effectiveness, the Professional Growth Plan is designed to develop a cooperative, collaborative relationship among administrators and teachers. In doing so, the Professional Growth Plan provides opportunities for positive reinforcement and development of competent and proficient teachers at all levels of experience and maturity.

Working together toward this common goal of providing high quality classroom instruction and improving student achievement, teachers and administrators will use formal and informal assessment activities. Both formative and summative methods are an integral part of the Plan.

The primary purpose of the Professional Growth Plan is to:

Develop a differentiated supervision model that meets the individual needs of all teachers, promotes effective instruction and improves student achievement.

The secondary purposes of the Professional Growth Plan are to:

- Develop a common language for professional conversations about the 4 Domains of teaching and the concept of effective instruction: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities
- Define and communicate expectations of effective teaching behaviors.
- Ensure equitable and uniform application of the supervisory process across the District.
- Assess teacher performance based on the identified effective teaching behaviors.
- Improve teacher performance through mutually developed plans that provide the resources and support to address individual needs.
- Foster research-based effective instructional practices that promote better teaching and learning.
- Encourage the creation of a professional learning community.
- Fulfill the legal requirements of the Pennsylvania Department of Education and the Pennsylvania School Code.
A Tiered Approach to Professional Growth

To address the varied needs of teachers based on their experience and expertise, the District has adopted a tiered approach to professional development through differentiated supervision.

TIER 1 DIRECTED PROFESSIONAL GROWTH PLAN: INSTRUCTIONAL LEVEL I OR II TEACHERS

Tier 1 teachers are professional teachers, part or full time, non-tenured or tenured including long term substitutes who are new to the District. The initial Instructional Level I Certificate is valid for a maximum of six service years and is not renewable. During those six years, the holder must complete 24 credits at the graduate or undergraduate level at a four-year, degree-granting college or university or 24 PDE approve Intermediate Unit credits or obtain a Master’s degree. Tier 1 teachers will participate in and successfully complete the Allegheny Valley School District Induction Plan.

Typically, the Instructional Level I teacher, after serving a 3 year probationary period and receiving 6 Satisfactory ratings, is awarded tenure. Achievement of tenured status and Instructional II Certification may be concurrent, but in some circumstances a teacher may have tenure, but not Instructional II Certification.

Non-tenured teachers and long term substitute teachers will remain in the Tier 1 Directed Professional Growth Plan for no less than three years or until they receive their Instructional Level II Certification. Teachers new to the District who enter with Instructional II Certification will remain in the New Teacher Induction Program through their first year of employment in the District.

Teachers in Tier 1 will engage in the Directed Professional Growth Plan which is a systematic, structured process designed to improve teaching and learning. With the use of a Professional Growth Plan, which includes annual goal setting, teachers will participate in a series of formal observations supervised by an administrator and receive a final performance review. The Directed Professional Growth Plan allows teachers to work with an administrator in a clinical setting for one year to reflect on, examine, refine and enhance professional performance.

Teachers, in consultation with an administrator, will identify performance objectives that focus directly on techniques that will result in the improvement and/or enhancement of their instructional practices. These objectives will be based on current research regarding effective instructional practices.

Formal observations, both announced and unannounced, will continue throughout the year for teachers in the Directed Professional Growth Plan. Each lesson observation may include:

- Optional pre-observational activities such as a conference between an administrator and teacher that may include a discussion of the lesson to be observed and goals of the observation.

- An administrator will observe the lesson and collect data and other anecdotal information that is descriptive of the classroom environment and the teaching and learning processes.
• An administrator and the teacher will analyze collected data during the teaching and learning process.

• After the observation, the administrator and teacher will discuss their analysis of the lesson observed including anecdotal and observational data and will offer feedback that will improve the teacher’s instruction and overall performance.

TIER 2 SELF-DIRECTED PROFESSIONAL GROWTH PLAN: INSTRUCTIONAL LEVEL II TEACHERS

Teachers who are not new to the District and who have earned their Instructional Level II Certification are included in this Tier. During this time, administrators conduct annual evaluations, summative evaluations, using the PDE 428 PA Annual Employee Evaluation Form for Instructional Level II Teachers. Administrators may also use formative assessments and/or occasional informal observations, for gauging teachers’ professional growth and development. Tier 2 teachers will engage in the Self-Directed Professional Growth Plan in conjunction with an administrator.

TIER 3 DIRECTED PROFESSIONAL GROWTH PLAN: FOCUSED ASSISTANCE TEACHERS

Teachers may be identified for inclusion in Tier III if they have demonstrated a need for improvement in one or more of the four Categories as listed on the PDE 426 Semi-Annual Employee Evaluation Form for Instructional Level I, the PDE 427 Instructional Level I to Instructional Level II Assessment Form or the PDE 428 PA Annual Employee Evaluation Form for Instructional Level II Teachers.

Teachers may be placed in Tier 3 Directed Supervision Focused Assistance when their level of performance does not meet the competencies in any one of the four areas of professional practice:

- Category 1: Planning and Preparation
- Category 2: Classroom Environment
- Category 3: Instruction
- Category 4: Professional Responsibilities.

This decision may occur at any time during the school year regardless of the teachers’ current Tier when the level of performance does not meet the competency levels in the 4 Categories of professional practice. An Improvement Plan will be developed collaboratively with a teacher who is placed in Focused Assistance. This Improvement Plan will list specific deficiencies and will include strategies for improvement, timelines for implementation and feedback. Additional administrative support may also be necessary.

Teachers in Tier 3 will be formally observed multiple times and will confer with the administrator(s) for each of these observations. Administrator(s) will collect and document data collection activities based on the teachers’ role and responsibilities. The administrator will determine if the teacher has improved sufficiently to meet the competencies identified in the Improvement Plan. If the teacher has sufficiently
improved, the teacher will move to the appropriate Tier. If the teacher has not sufficiently improved, the administrator will make a recommendation to the Superintendent concerning the employment status of the teacher: either to maintain the teacher in Tier 3 for another year or to terminate the teacher’s contract.
Tier 1 Directed Professional Growth Plan:

Instructional Level I or II Teachers

The Tier 1 Directed Professional Growth Plan, which includes the Induction Program, focuses on teachers new to the profession or new to the District. It is critical that Tier 1 teachers understand the expectations of the District. They must learn the values that define the rules and the functions of the District, and the appropriate ways of relating to students, other professionals, classified teachers, and parents. The Mentor Teacher and other district personnel will provide opportunities and support for the Tier 1 teacher to make a successful transition into the District. Consequently, the Teacher Induction Program is required for teachers new to the profession and/or new to the district. It may also be required for experienced teachers and long-term substitutes.

The Induction Program complements and supplements the existing staff development program in the district and, when necessary, includes such additional components as required by the Commonwealth of Pennsylvania. A successful Induction Program provides teachers with opportunities to acquire, develop, and refine knowledge and skills at a differentiated rate. The entire staff serves as the educational unit for induction. Any and all staff members are mentors in some aspects of the program.

This Induction Plan is designed to facilitate the orderly transition of new teachers to practicing professionals. The design reflects the cooperative input of classroom teachers, administrators, Department of Education leadership, and the local and state education association. The committee supports the Teacher-Mentor relationship and submits the Induction Plan as an instrument to further refine the incoming teachers of the Allegheny Valley School District.

GENERAL POLICIES

The State Board of Education adopted regulations in September 1987 requiring an induction program to include a mentoring component for all newly employed professional educators.

REQUIREMENTS

1. Induction Program

All school districts, intermediate units, charter schools, cyber schools, independent schools, and area vocational-technical schools must have a Pennsylvania state-approved induction plan.

- All full and part-time regularly employed teachers engaged in their initial teaching experience in a Pennsylvania public school entity must participate in the entity’s induction program.
- Substitute teachers and other professional teachers may be required or minimally afforded the opportunity to participate in an induction program at the option of the employing school entity.
- Newly employed educators with prior school experience may be required to participate in local, district-based induction program at the option of the employing school entity.
• Participation in the induction program process is optional for nonpublic and private school entities K-12, but is required for permanent certification. Nonpublic and private school entities may submit induction plans to the Department for approval. *Title 22 Education, Chapter 49 Certification of Professional Personnel; PDE CSPG 7 July 2004*

### 2. Induction and Permanent Certification

All persons who receive their Instructional I or Vocational Instructional I Certificate on or after June 1, 1987 must present evidence of having successfully completed a PDE-approved induction program in order to qualify for an Instructional II or Vocational Instructional II Certificate. Individuals holding Educational Specialist I Certificates issued in accordance with September 1, 1999 regulations must also complete a PDE approved induction program.

**LEGAL AUTHORITY**

A. State Code 49.16 Board Policy and Resolution. A teacher must satisfactorily complete an Induction Program in order to secure an Instructional II Certificate.

B. Allegheny Valley School District Policy #403 provides district authority for the implementation of the Induction Plan.

C. Chapter 4 Regulations for academic standards and assessment in Pennsylvania requires an updated Induction Plan be submitted with Strategic Plan II.

**Summer Induction Academy**

A Summer Induction Academy is established for all new teachers to the Allegheny Valley School District. The 4 day Academy is scheduled in late August prior to the start of school and consists of 7 hours and fifteen minutes per daily session. Inductees will be given time to work in their classrooms with Mentor Teachers to discuss pertinent information regarding the transition for the first day of school.

The Summer Induction Academy will consist of the following activities:

• General introduction to district administration and support staff

• A review of the District Mission, goals and expectations of district professional teachers

• Tour of the district and schools

• Overview of the 3-year induction program and expectations for the inductee

• Review of the professional contract

• Technology training

• Orientation of classroom management and building level discipline procedures
• Review of child development from a building level perspective
• Lesson design
• Review of teacher observation and evaluation
• Mentor Teachers introductions and activities
• Preparation for the first day activities

Role of the Building Administrator:
  1. Recommends the mentor for new teachers who are assigned to the school
  2. Provides building orientation
  3. Meets with the mentor teachers and their inductees regularly
  4. Assesses inductee’s progress and provides assistance where needed
  5. Formally observes non-tenured teachers at least 2 times per semester
  6. Notifies Superintendent and Induction Coordinator of Inductee’s successful completion of the Induction Program and presents appropriate documentation

Role of the Inductee:
  1. Attends the Summer Induction Academy and all scheduled meetings
  2. Maintains a journal detailing experiences during the Induction Program
  3. Completes all district requirements of the 3 year Induction Program as outlined in the Induction Handbook
  4. Seeks the guidance of the mentor as questions arise
  5. Seeks the guidance of the administrator or Induction Coordinator should serious conflicts arise between the Inductee and the Mentor

Role of the Mentor:
  1. Meets with inductee during the Summer Induction Academy
  2. Attends a Mentor responsibility overview meeting
  3. Insures that the Inductee’s performance concerns are being met
  4. Maintains an open dialogue with the administrator and Induction Coordinator concerning the progress of the inductee
  5. Evaluates and recommend improvements to the Induction Program
  6. Completes all responsibilities to the inductee as outlined in the Mentor Handbook
  7. Notifies Induction Coordinator of inductee’s successful completion of the first year of the Induction Program

Role of the Department Chair:
  1. Meets with inductee during the Summer Induction Academy
  2. Partners with the inductee during year two to identify a specific department project
  3. Provides guidance as needed during the completion of the department project

Role of the Induction Coordinator:
  1. Coordinates the District Induction Program
  2. Identifies training needs of new staff members
  3. Evaluates the Program and makes recommendations and revisions as needed
4. Assigns a Mentor to each inductee
5. Resolves concern of the Mentor or inductee in a professional, democratic manner
6. Manages and verifies that all components of the Induction Program have been satisfied by the inductee
7. Recommends names of the inductees to the Superintendent for tenure

THE PROCESS
The Induction Program is a 3 year process with specific requirements for each of the years. The inductee will:

Year 1

1. Participate in the Summer Induction Academy
2. Identify 2 professional growth goals: 1 personal and 1 professional
3. Write entries into a professional journal
4. Compile a professional portfolio
5. Successfully complete 7 induction modules
6. Participate in mentor meetings and observations

Year 2

1. Reflect on Year 1 and revise goals accordingly
2. Continue compilation of professional portfolio
3. Complete a special project and provide evidence of being a productive department member
4. Attend seminars focusing on data driven decision making and instructional strategies, videotaping classroom instruction for professional growth
5. Volunteer to participate in an extracurricular activity
6. Review and participate in a discussion of a professional book
7. Incorporate technology into classroom instruction
8. Participate in staff development programs and department presentation

Year 3

1. Reflect on Year 2 and revise next year’s goals accordingly
2. Participate in professional development activities and present to department/team members
3. Continue compilation of professional portfolio
4. Attend seminars focusing on data analysis
5. Review and participate in a discussion of a professional book
Forms

Tier 1: Directed Professional Growth Plan

Instructional Level I Teachers
SEMI-ANNUAL EMPLOYEE EVALUATION FORM FOR INSTRUCTIONAL TEACHERS

Employee’s Last Name  First  Middle  Positions(s) of Employee

District/UJ School Evaluator Interview/Conference Date

School Year:  2010 - 2011  Evaluation: (Check 1)  □ One  □ Two

This form is to serve as a permanent record of an administrator’s evaluation of a teacher’s performance during a specific time period based on specific criteria.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Refer to the rubric language, checking the appropriate aspects of teaching, and indicating the sources of evidence used to determine the evaluation of the results in each category. Finally, assign an overall evaluation of performance, sign the form and gain the signature of the employee.

Category I: Planning and Preparation — Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category Irreversibility: Knowledge of Content and Pedagogy, Knowledge of Pennsylvania Academic Standards, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

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<tr>
<th>SATISFACTORY</th>
<th>UNSATISFACTORY</th>
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<tr>
<td>Teacher’s performance demonstrates:</td>
<td>Teacher’s performance demonstrates:</td>
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<tr>
<td>o Adequate knowledge of content and pedagogy</td>
<td>o Limited or partial knowledge of content and pedagogy</td>
</tr>
<tr>
<td>o Adequate knowledge of Pennsylvania’s Academic Standards</td>
<td>o Limited or partial knowledge of Pennsylvania Academic Standards</td>
</tr>
<tr>
<td>o Adequate knowledge of students and how to use this knowledge to direct and guide instruction</td>
<td>o Irrelevant or partial knowledge of students and how to use this knowledge to direct and guide instruction</td>
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<tr>
<td>o Appropriate instructional goals that reflect standards and reasonable expectations for students</td>
<td>o Unclear or trivial instructional goals and absence of expectations for students</td>
</tr>
<tr>
<td>o Reasonable awareness of resources, materials, or technology available through the school or district or professional organizations</td>
<td>o Little or no awareness of resources, materials, and technology available through the school or district or professional organizations</td>
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<tr>
<td>o Appropriate instructional design in which plans for various elements are partially aligned with the instructional goals and have a recognizable sequence with some adaptations for individual student needs</td>
<td>o Inappropriate or incoherent instructional design in which plans for elements are not aligned with the instructional goals, and have few or inappropriate adaptations for individual student needs</td>
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<td>o Appropriate reflection on teaching and learning to enhance instruction</td>
<td>o Little or no reflection on teaching and learning to enhance instruction</td>
</tr>
<tr>
<td>o Appropriate assessments of student learning mostly aligned to the instructional goals and partially adapted as needed for student needs</td>
<td>o Inappropriate assessments of student learning not aligned to the instructional goals nor adapted as needed for student needs</td>
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Sources of Evidence (Check all that apply and include dates, types/titles and number)

- Lesson/Unit Plans  See Attachment 426 A
- Resources/Materials/Technology  See Attachment 426 A
- Assessment Materials  See Attachment 426 A
- Information About Students  See Attachment 426 A
- Classroom Conferences/Interviews  See Attachment 426 A
- Classroom Observations  See Attachment 426 A
- Teacher Resource Documents  See Attachment 426 A
- Other  See Attachment 426 A

Justification for Evaluation
### Category II: Classroom Environment

- **Teacher's performance demonstrates:**
  - Clear and moderate expectations for student achievement with reasonable value placed on the quality of student work.
  - Moderate attention to equitable learning opportunities for students.
  - Appropriate interactions between teacher and students and among students.
  - Effective classroom routines and procedures resulting in little or no loss of instructional time.
  - Clear standards of conduct and effective management of student behavior.
  - Safe and adequate organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials, and technology.

- **Teacher's performance demonstrates:**
  - Low or unclear expectations for student achievement with little or no value placed on the quality of student work.
  - Little or no attention to equitable learning opportunities for students.
  - Inappropriate or disrespectful interactions between teacher and students and among students.
  - Inefficient classroom routines and procedures resulting in loss of instructional time.
  - Absent or unclear standards of conduct, or ineffective management of student behavior.
  - Unsafe or inadequate organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials, and technology.

### Sources of Evidence (Check all that apply and include dates, types, titles, and number)

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<td>Teacher Conferences/Interviews</td>
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### Justification for Evaluation
### Category III: Instructional Delivery

Teachers, through their knowledge of content and their pedagogy and skill in delivering instruction, engage students in learning by using a variety of instructional strategies. Category III reviews: Communication, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness.

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<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s performance demonstrates:</td>
<td>Teacher’s performance demonstrates:</td>
</tr>
<tr>
<td>o Adequate communication of procedures and clear explanations of content</td>
<td>o Unclear or inappropriate communication of procedures and poor explanations of content</td>
</tr>
<tr>
<td>o Adequate use of questioning and discussion strategies that encourage many students to participate</td>
<td>o Ineffective use of questioning and discussion strategies and little student participation</td>
</tr>
<tr>
<td>o Reasonable engagement of students in learning and adequate pacing of instruction</td>
<td>o Little or no engagement of students in learning and poor pacing of instruction</td>
</tr>
<tr>
<td>o Adequate feedback to students on their learning</td>
<td>o Inaccurate or inappropriate feedback to students on their learning</td>
</tr>
<tr>
<td>o Adequate use of informal and formal assessments to meet learning goals and to monitor student learning</td>
<td>o Little or inappropriate use of form and informal assessments to meet learning goals and to monitor student learning</td>
</tr>
<tr>
<td>o Reasonable flexibility and responsiveness in meeting the learning needs of students</td>
<td>o Inflexibility in meeting the learning needs of students</td>
</tr>
</tbody>
</table>

#### Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- [ ] Classroom Observations  See Attachment 426 A
- [ ] Informal Observations/Visits  See Attachment 426 A
- [ ] Assessments Materials  See Attachment 426 A
- [ ] Teacher Conferences/Interviews  See Attachment 426 A
- [ ] Student Assignment Sheets  See Attachment 426 A
- [ ] Student Work  See Attachment 426 A
- [ ] Instructional Resources/Materials/Technology  See Attachment 426 A
- [ ] Other  See Attachment 426 A

#### Justification for Evaluation
Category IV: Professionalism — Professionalism is demonstrated through qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. Category IV reviews: Maintaining Clear and Accurate Records, Communication with Families and Students, Contributing to School and District, Developing Professionalism.

<table>
<thead>
<tr>
<th>SatisFACtoRy</th>
<th>UnsatisFACtoRy</th>
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</thead>
<tbody>
<tr>
<td>Teacher’s performance demonstrates:</td>
<td>Teacher’s performance demonstrates:</td>
</tr>
<tr>
<td>o Adherence to school and district procedures and regulations related to attendance, punctuality and the like</td>
<td>o Failure to adhere to district procedures and regulations related to attendance, punctuality and the like</td>
</tr>
<tr>
<td>o Knowledge of the Professional Code of Conduct</td>
<td>o Lack of knowledge of the Professional Code of Conduct</td>
</tr>
<tr>
<td>o Compliance with school or district requirements for maintaining accurate records, communicating with families</td>
<td>o Lack of compliance with school or district requirements for maintaining accurate records, communicating with families</td>
</tr>
<tr>
<td>o Compliance with participating in school and/or district events and school or district professional growth and development opportunities</td>
<td>o Lack of compliance in participating in school and/or district events and school or district professional growth and development opportunities</td>
</tr>
</tbody>
</table>

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- Teacher Conference/Interviews See Attachment 426 A
- Observations/Visual Technology See Attachment 426 A
- Artifact/Interaction with Family See Attachment 426 A
- Student Records/Grade Book See Attachment 426 A
- Progress Reports/Report Cards See Attachment 426 A
- Parent/School/Community Feedback See Attachment 426 A
- Artifacts: Professional Development/Act 48 Documentation Perceptive Use of Teaching/Learning Reflections See Attachment 426 A
- Other See Attachment 426 A

Justification for Evaluation

---

4 PDE-426
I certify that the before named employee for the period beginning ___/___/___ and ending ___/___/___ has been evaluated with an overall level of proficiency that is: [☐] Satisfactory, [☐] Unsatisfactory

______________________________
Signature of Principal/Assistant Principal  Date
(Evaluator)

______________________________
Signature of Superintendent or I.U. Executive Director  Date

Overall Justification for Evaluation


Commendations (optional)


Professional Development Areas:


______________________________  ________________________________  ________________________________
Name of Employee  Signature of Employee  Date

PDE-426
### Category I:

#### Lesson Unit Plans: Types Titles and Numbers

#### Resources / Materials / Technology:

#### Assessment Material:

#### Information About Students:

#### Teacher Conferences Interviews:

#### Classroom Observations:

#### Teacher Resource Documents:

#### Other:
### Category II:

<table>
<thead>
<tr>
<th>Classroom Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Informal Observations/Visits:</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Teacher Conferences/Interviews:</th>
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<table>
<thead>
<tr>
<th>Visual Technology:</th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Resources/Materials/Technology/Space:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Other:</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
### Category III:

#### Classroom Observations:

#### Informal Observations/Visits:

#### Assessment Materials:

#### Teacher Conferences/Interviews:

#### Student Assignment Sheets:

#### Student Work:

#### Instructional Resources/Materials/Technology:

#### Other:
PDE Form 426 Attachment A

Category IV:

<table>
<thead>
<tr>
<th>Teacher Conferences/Interviews:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations/Visual Technology:</td>
</tr>
<tr>
<td>Artifacts/Interaction with Family:</td>
</tr>
<tr>
<td>Student Records/Grade book:</td>
</tr>
<tr>
<td>Progress Reports/Report Cards:</td>
</tr>
<tr>
<td>Parent/School/Community Feedback:</td>
</tr>
<tr>
<td>Artifacts: Professional Development/Act 48 Documentation</td>
</tr>
<tr>
<td>Perceptive Use of Teaching/Learning Reflections:</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

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PDE-426A
## INSTRUCTIONAL I TO INSTRUCTIONAL II ASSESSMENT FORM

<table>
<thead>
<tr>
<th>Applicant’s Last Name</th>
<th>First</th>
<th>Middle</th>
<th>Positions( ) of Employee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>District/TU</th>
<th>School</th>
<th>Evaluator</th>
<th>Interview/Conference Date</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Directions:** This form is used after having reviewed 6 satisfactory semi-annual employee evaluations of the teacher’s performance. All categories in this form must be assessed as well as all sources of evidence provided by the teacher. The evaluator should bear in mind the aspects of teaching for each category and refer to the rubric language. If applicable, record commendations. Finally, assign an overall assessment, sign the form and gain Superintendent’s review and signature.

### Category I: Planning/Preparation—Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Pennsylvania’s Academic Standards, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

**Teacher’s performance demonstrates:**
- In-depth and thorough knowledge of content and pedagogy
- In-depth and thorough knowledge of Pennsylvania’s Academic Standards
- In-depth and thorough knowledge of students and how to use this knowledge to inform instruction
- Clear and appropriate instructional goals that reflect content standards and high expectations for students
- Thorough awareness of resources, materials, and technology available through the school or district or professional organizations
- Appropriate and coherent instructional design in which plans for all elements are completely aligned with the instructional goals, have a clear sequence, and include adaptations for individual student needs
- Appropriate and clear assessments of student learning completely aligned to the instructional goals, and adapted as required for student needs

**Sources of Evidence (Check all that apply and include dates, types/titles and number):**
- Lesson/Unit Plans
- Resources/Material/Technology
- Assessment Materials
- Information About Students
- Teacher Conferences/Interviews
- Classroom Observations
- Teacher Resource Documents
- Other

**Assessment of Category I Factors (Discussion):**

---

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- 1 -
### Category II: Classroom Environment

Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of a Learning Environment, Student Interaction.

**Teacher's performance demonstrates:**
- High and clear expectations for student achievement in a challenging and dynamic learning environment, with value placed on high quality student work
- Significant attention to equitable learning opportunities for students
- Appropriate and highly respectful interactions between teacher and students and among students
- Highly effective classroom routines and procedures resulting in effective use of instructional time
- Clear standards of conduct and highly effective and preventive management of student behavior
- Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials, and technology

**Sources of Evidence (Check all that apply and include dates, types/titles, and number):**
- Classroom Observations
- Informal Observations/Visits
- Teacher Conferences/Interviews
- Visual Technology
- Resources/Materials/Technology/Space
- Other

**Assessment of Category II Factors (Discussion):**

### Category III: Instructional Delivery

Teachers, through their knowledge of content and their skill in delivering instruction, engage students in learning by using a variety of instructional strategies. Category III reviews: Communication, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness.

**Teacher's performance demonstrates:**
- Clear and appropriate communication of procedures and high-quality explanations of the content
- Highly effective use of different levels of questioning and discussion strategies that encourage most, if not all, students to participate
- High-level engagement of students in learning and appropriate pacing of instruction
- Equitable, accurate, and constructive feedback to students on their learning
- Informed and appropriate use of formal and informal assessments to meet learning goals and to monitor student learning
- High degree of flexibility and responsiveness in meeting the learning needs of students

**Sources of Evidence (Check all that apply and include dates, types/titles, or number):**
- Classroom Observations
- Informal Observations/Visits
- Assessment Materials
- Teacher Conferences/Interviews
- Student Assignment Worksheets
- Student Work
- Instructional Resources/Materials/Technology
- Other

**Assessment of Category III Factors (Discussion):**
Category IV: Professionalism—Professionalism is demonstrated through qualities that characterize a professional person in aspects occurring in and beyond the classroom/building. Category IV review: Maintaining Clear and Accurate Records, Communication with Families, and Students, Contributing to School and District, Developing Professionalism.

**Teacher’s performance demonstrates:***
- Efficient and effective system for maintaining accurate and complete records consistent with school or district guidelines
- Effective communication with families regarding student needs and development
- Frequent participation in professional development opportunities, consistent application of new learning in the classroom, and sharing of learning with colleagues
- Full commitment to professional standards
- Full and active compliance with school and district policies
- Perceptive reflection on teaching and learning and use of reflection to future instruction planning
- Full knowledge of Professional Code of Conduct

**Sources of Evidence (Check all that apply and include dates, types/titles, and number):***
- Teacher Conferences/Interviews
- Progress Reports/Report Cards
- Teacher Reflection
- Parent/School/Community Feedback
- Observations/Visual Technology
- Artifacts: Professional Development
- Artifacts: Interaction with Family
- Student Records/Grade Book
- Act 44 Documentation
- Other

**Assessment of Category IV Factors (Discussion):***
Commonwealth of Pennsylvania  DEPARTMENT OF EDUCATION  333 Market St., Harrisburg, PA 17126-0333

Teacher’s Name ___________________ Social Security Number ___________________

I certify that the before named applicant for the period beginning ___________ and ending ___________ has received an overall assessment that is:

___Satisfactory  ___Unsatisfactory

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

_________________________________________  _______________________
Signature of Principal/Assistant Principal (Assessor)  Date

_________________________________________  _______________________
Signature of District Superintendent or I. U. Executive Director  Date  LEA Name

Overall Justification for Assessment

________________________________________________________________________________________

________________________________________________________________________________________

Commendations (optional)

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Name of Applicant  ___________________ Signature of Applicant  ___________________ Date

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- 4 -
### PDE Form 427 Attachment A

**Category I:**

<table>
<thead>
<tr>
<th>Lesson Unit Plans: Types Titles and Numbers</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources / Materials / Technology:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessment Material:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Information About Students:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher Conferences/Interviews:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Classroom Observations:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher Resource Documents:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
</tr>
</thead>
</table>

- [ ]

- [ ]

- [ ]

- [ ]

- [ ]

- [ ]

- [ ]
## Category II:

### Classroom Observations:

### Informal Observations/Visits:

### Teacher Conferences/Interviews:

### Visual Technology:

### Resources/Materials/Technology/Space:

### Other:
PDE Form 427 Attachment A

Category III:

<table>
<thead>
<tr>
<th>Classroom Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Informal Observations/Visits:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Assessment Materials:</th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Teacher Conferences/Interviews:</th>
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</thead>
<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Student Assignment Worksheets:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Student Work:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Instructional Resources/Materials/Technology:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

- 3 -  

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PDE Form 427 Attachment A

Category IV:

Teacher Conferences/Interviews:

Observations/Visual Technology:

Artifacts/Interaction with Family:

Student Records/Gradebook:

Progress Reports/Report Cards:

Parent/School/Community Feedback:

Artifacts: Professional Development/Act 48 Documentation

Perceptive Use of Teaching/Learning Reflections:

Other

- 4 -
### New Teacher Induction Module Summary

**Allegheny Valley School District**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School</th>
<th>Date</th>
</tr>
</thead>
</table>

The Module Summary is to be completed by both inductee and mentor and submitted at the end of the induction cycle to the building administrator. The intent of this summary is for the inductee to reflect upon each of the 12 modules and write a reflective narrative for each module. As you complete each of the modules, reflect upon the interaction that you have experienced with other staff, mentor, administration and others regarding the module topic. Provide a brief description of who, what, when and where this module was completed and how it was presented to you. The second phase of this summary is your own personal reaction to the module. Describe if the module was helpful to you or if there were gaps in its presentation. This should be your own personal opinion of the presentation and value of this module to the induction process.

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Topic</th>
</tr>
</thead>
</table>

What did I learn from this module that was helpful to me as a new teacher? (Brief description)

What was confusing to me that need additional clarification?

Personal reflection: was this module informative, was it presented well, what could have changed, what went well, what didn’t, did I get the right people to present the material?

Teacher Signature
Listed below are the documents that are required to successfully complete your first year induction program. These documents are to be submitted by you, the inductee, at the end of the school year to your building administrator. They will determine whether you have satisfactorily completed the Year One Induction program at their level. The building administrator will then submit your materials along with a recommendation regarding the status of your first year induction program: completed or still in progress. Please note, you must satisfactorily complete your induction program to receive permanent certification. Responsibility checklist for inductees:

1. Inductee has completed the Summer Induction Academy.

2. Inductee has completed written reflection on visitation to mentor’s classroom.

3. Inductee’s has completed the modules and the module verification sheet has been signed by identified presenters and building administrator.

4. Inductee has completed a module reflection summary on each of the twelve modules.

5. Inductee has completed and mentor has signed off on the both the teaching (Professional) goals and personal goal: the original identification sheet, monthly reflections and final meeting with the administrator.

6. Inductee has completed the end of year evaluation for the induction program.

7. Inductee has compiled a new teacher induction portfolio.

8. Inductee has registered for a staff development course that will apply to the 48 course requirements, especially for CPR and AED training.

9. Inductee has met monthly with building administrator.

10. End of year meeting was held with the building administrator to review all induction requirements and inductee documentation.

Submit this checklist with all other documentation to the building administrator at your end of year meeting.

<table>
<thead>
<tr>
<th>Inductee signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator’s signature</td>
<td>Date</td>
</tr>
<tr>
<td>Completion</td>
<td>Approval Date</td>
</tr>
</tbody>
</table>
## Inductee Assessment of Induction Program

**Allegheny Valley School District**

Place an X under the column on the right of each statement that reflects the extent to which the program accomplished the following objectives:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assistance in implementing the district curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Structure to familiarize Inductee with:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.a. District policies</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>2.b. District procedures</td>
<td></td>
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<td></td>
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<tr>
<td>2.c. Resources</td>
<td></td>
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<td></td>
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<tr>
<td>2.d. Contractual information</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2.e. Parental relations</td>
<td></td>
<td></td>
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<tr>
<td>3. Provision for peer support and modeling of successful teaching techniques</td>
<td></td>
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<td></td>
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<tr>
<td>4. Opportunities for problem solving</td>
<td></td>
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<tr>
<td>5. Assistance in learning the district’s instructional skills development model</td>
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<tr>
<td>6. Professional Development Requirements</td>
<td></td>
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<tr>
<td>7. Opportunity to evaluate the Induction Program</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Extent to which the program objectives were met</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. Did the program provide the support you needed to make a smooth transition to AVSD? Explain.</td>
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<tr>
<td>10. What would you suggest be added to aid an incoming teacher?</td>
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<tr>
<td>11. What changes in the program would you recommend?</td>
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</tr>
</tbody>
</table>

Inductee signature

Date
The portfolio serves as a way of reflecting on the transition into the district and teaching as well as a collection of teacher selected artifacts. The portfolio is a work in progress over the three-year Induction Program and should evolve as the inductee evolves in his/her role as a teacher. The portfolio should be developed around the following four categories of the PDE 426 Semi-Annual Employee Evaluation Form for Instructional Level I Teachers and should include sections as follows:

<table>
<thead>
<tr>
<th>I</th>
<th>PLANNING AND PREPARATION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Artifacts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Artifacts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Involvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Document the relevant data and evidence of student learning that is included for Category I.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II</th>
<th>CLASSROOM ENVIRONMENT</th>
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<tbody>
<tr>
<td></td>
<td>Student Artifacts</td>
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</tr>
<tr>
<td></td>
<td>Student Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Artifacts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Involvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Document the relevant data and evidence of student learning that is included for Category II.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III</th>
<th>INSTRUCTIONAL DELIVERY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Artifacts</td>
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<tr>
<td></td>
<td>Student Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Artifacts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Involvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Document the relevant data and evidence of student learning that is included for Category III.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV</th>
<th>PROFESSIONALISM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Artifacts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Artifacts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Involvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Document the relevant data and evidence of student learning that is included for Category IV.</td>
<td></td>
</tr>
</tbody>
</table>
Tier 2 Self-Directed Professional Growth Plan: Instructional Level II Teachers

The Allegheny Valley Professional Growth Plan is a process, which connects teachers’ professional development and their goals with the district goals and initiatives. Teachers included in this Tier are tenured, Instructional Level II teachers who are not in Tier 1 or Tier 3.

Role of the administrator:

1. Inform teachers of the level in which they will participate
2. Approve the tentative Self-Directed Professional Growth Plan of the Instructional Level II teacher
3. Review progress on the Self-Directed Professional Growth Plan
4. Conduct a minimum of 1 formative assessment per year
5. Conduct at least 1 summative evaluation per year using the PDE 428

Role of the teacher:

1. Develop a Self-Directed Professional Growth Plan and submit an executive summary for administrative review
2. Meet with administrator to discuss Self-Directed Professional Growth Plan
3. Implement the Self-Directed Professional Growth Plan and document evidence of progress toward the achievement of goals e.g. lesson plans, student work, student/parent feedback, colleague feedback
4. Reflect on Self-Directed Professional Growth Plan and conduct a personal self-assessment
5. Confer with the administrator and provide a periodic Executive Summary upon request

The Tier 2 Self-Directed Professional Growth Plan Instructional Level II Teachers component is intended to address the individual needs and interests of effective teachers who wish to enhance their personal and professional development by choosing an area of study and engaging in a highly reflective individual activity. Teachers will confer with administrators to discuss writing a proposal for Tier 2 Self-Directed submitted by the teacher. Teachers will describe their goals, project activities, rationale and any required resources. Administrators will clarify the project focus, ask probing questions and discuss ways to assess results. During the year, teachers and administrators may participate in interim and summative conferences. These conferences, initiated by the administrator or teacher, this will enable a review of documentation, assessment of results, and definition of the project impact. If a teacher is moved from Tier 2 to Tier 3 while a Tier 2 Self-Directed Professional Growth Plan is in process, that Plan may be revised or suspended in keeping with the Tier 3 Directed Professional Growth Plan and/or Plan for Improvement.

Teachers engaged in Tier 2 options will maintain accurate and complete documentation needed to complete the following documents:

1. Tier 2 Proposal for Self-Directed Professional Growth Plan
2. Interim Report of Self-Directed Professional Growth Plan progress
3. Final Executive Summary including self assessment and final evaluation of the Self-Directed Professional Growth Plan
Teachers may use the following steps as a general guideline for planning, organizing and developing a Self-Directed Professional Growth Plan. Such a plan must exceed past practice, current experience and present roles and responsibilities. It should reflect a “stretch” into a continuous professional growth and learning cycle. This will serve as the basis for an informal proposal to the administrator for review and discussion during the first nine week period of the school year in which it will be implemented. The teacher-developed Self-Directed Professional Growth Plan includes, but is not limited to, these tasks:

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Label and title the plan that will be used to support professional growth.</td>
<td></td>
</tr>
<tr>
<td>Identify which of the 4 categories of professional practice the plan is related to and why it was selected.</td>
<td></td>
</tr>
<tr>
<td>Write the purpose or goal of the plan and the expected outcome.</td>
<td></td>
</tr>
<tr>
<td>List all participants.</td>
<td></td>
</tr>
<tr>
<td>Define the target audience such as students, department members, faculty, community.</td>
<td></td>
</tr>
<tr>
<td>Identify the resources: human, financial, time and materials, needed to implement this plan.</td>
<td></td>
</tr>
<tr>
<td>Create a timeline for the plan. Set a start date, interim review dates with administrator and completion date.</td>
<td></td>
</tr>
<tr>
<td>Describe the relevance of this Plan to classroom instruction and improved student achievement.</td>
<td></td>
</tr>
<tr>
<td>Confer with your administrator to review, discuss and obtain approval of the plan. Teachers may schedule reviews and updates with your administrator at mutually agreeable times either by email, face-to-face conference or written report.</td>
<td></td>
</tr>
<tr>
<td>Describe what you think success looks like in relationship to your goal and use this to create a three point rubric. See these websites for examples of rubrics:</td>
<td><a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a> and <a href="http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Guidelines.html">http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Guidelines.html</a></td>
</tr>
<tr>
<td>Implement the plan making necessary adjustments if required.</td>
<td></td>
</tr>
<tr>
<td>Complete the plan using the proposed timeline.</td>
<td></td>
</tr>
<tr>
<td>Reflect on your expectations for the planned outcomes as compared with the outcomes achieved. Evaluate the plan and identify recommendations for improvements. Share the results of the evaluation with your administrator and decide whether the plan might be helpful to others if it were shared with them in some mutually agreeable way.</td>
<td></td>
</tr>
<tr>
<td>Initiate planning for the next year of self-directed professional growth.</td>
<td></td>
</tr>
</tbody>
</table>
**IDEAS FOR DEVELOPING THE TIER 2 SELF-DIRECTED PROFESSIONAL GROWTH PLAN**

**Allegheny Valley School District**

Ideas for the tier 2 self-directed professional growth plan include, but are not limited to the following examples:

<table>
<thead>
<tr>
<th>IDEAS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOOK STUDY GROUP</td>
<td>Facilitate a Professional Book Club or Study Group. This structure provides staff with a collegial and collaborative opportunity to select a topic or theme and then identify ways to study it. The mechanism for studying may involve discussions of current practices, analysis and case studies or selected readings, field trips, guest speakers, and interviews.</td>
</tr>
<tr>
<td>COMPILER A PORTFOLIO</td>
<td>Compile a Professional Portfolio. See this website for examples of portfolios: <a href="http://www.vickiblackwell.com/portfolio.html">http://www.vickiblackwell.com/portfolio.html</a></td>
</tr>
<tr>
<td>CONDUCT AN ACTION RESEARCH PROJECT</td>
<td>Professional teachers who elect to participate in action research/reflective research select an area of focus, develop a research question, identify a data collection plan, and create a plan for analysis of data.</td>
</tr>
<tr>
<td>CONDUCT A CURRICULUM AUDIT</td>
<td>Conduct a curriculum audit in a subject area based on the district curriculum cycle that is formulated on best practices in conjunction with external professional organizations.</td>
</tr>
<tr>
<td>CO-TEACH</td>
<td>Co-teach with a member of another department to create an interdisciplinary unit or with special education teacher and implement inclusive practices.</td>
</tr>
<tr>
<td>CREATE SURVEY</td>
<td>Create an electronic survey of a specific audience to gather information relative to textbook use, content area ideas or instructional strategies.</td>
</tr>
<tr>
<td>DEVELOP AND DELIVER A PAPER OR A PRESENTATION AT A CONFERENCE OR SERIES OF WORKSHOPS</td>
<td>Write a handbook, brochure, flyer for students, parents, colleagues or other audience on a particular topic such as, but not limited to, senior project, reading in the content area strategies, study skills, mnemonics to improve memory, substitute teacher packet, professional portfolio guidelines, annotated bibliography of website for specific content areas, working with volunteers, student teachers, paraprofessionals, how to... etc.</td>
</tr>
<tr>
<td>E-NEWSLETTER</td>
<td>Write and publish an e-newsletter for a target audience: students, parents, department members.</td>
</tr>
<tr>
<td><strong>E-PORTFOLIO</strong></td>
<td>Develop an e-Portfolio for students to compile their work.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>INSERVICE DAY PRESENTATION</strong></td>
<td>Organize and implement workshops related to a school or district goal and present one on an inservice day.</td>
</tr>
<tr>
<td><strong>MINI PRESENTATION</strong></td>
<td>Present a research-based instructional strategy to other faculty members via email or in person over a semester or year.</td>
</tr>
<tr>
<td><strong>PEER COACHING</strong></td>
<td>Coach a peer using a process such as working with a pair or trio of colleagues to observe each other’s work. The teacher-to-teacher reflection and skill development should result in teachers becoming more self-directed decision-makers in their classroom. Increased professional dialogue will occur.</td>
</tr>
<tr>
<td><strong>PRESENT CONFERENCE INFORMATION TO COLLEAGUES</strong></td>
<td>Attend a professional development conference or workshop and synthesize the information and resources for other faculty members.</td>
</tr>
<tr>
<td><strong>PROCESS PORTFOLIOS</strong></td>
<td>Compile a portfolio that demonstrates professional reflection, analysis and professional growth. Teachers who are working to master the use of performance assessment in their classroom may choose to experience the process themselves in this option. Portfolios begin with a belief statement and banner question and progress to a plan. Portfolios include a collection of artifacts and evidence that represent growth in thinking, planning, delivering, and assessing teaching.</td>
</tr>
<tr>
<td><strong>PROFESSIONAL LEARNING COMMUNITY</strong></td>
<td>Lead a Professional Learning Community such as, but not limited to, reading and discussing a professional book, watching and discussing a professional DVD, taking an online course with others, participating in a webinar.</td>
</tr>
<tr>
<td><strong>REFLECTIVE JOURNALS</strong></td>
<td>Maintain a daily or weekly reflective journal is to provide a framework for writing thoughts and perceptions related to instructional and educational experiences. Journaling is designed to promote the processing of those experiences. Time for reflection fosters analysis. Journal formats may include a variety of forms: free writing, interactive journals, reaction, contemplation, elaboration, or cause and effect.</td>
</tr>
<tr>
<td><strong>RESEARCH AN ALTERNATIVE CURRICULUM OR INSTRUCTIONAL MODEL</strong></td>
<td>Explore innovative programs that respond to curricular and/or instructional needs. Curriculum study is not the completion of mapping activities or writing curriculum/syllabi.</td>
</tr>
<tr>
<td><strong>RESOURCE DIRECTORY</strong></td>
<td>Compile annotated resources to share with your department such as, but not limited to, graphic/advance organizers, rubrics for various student projects or other department or grade level projects.</td>
</tr>
<tr>
<td>SELF-APPRASIAL/SELF-STUDY</td>
<td>Pursue an avenue for professional growth through reflection self-analysis, and self-study. The system focuses on the professional selecting individual goals to be appraised and studied throughout the growth option.</td>
</tr>
<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td>SERVICE LEARNING PROJECT</td>
<td>Implement a Service Learning Project with students.</td>
</tr>
<tr>
<td>STUDENT DATA NOTEBOOKS</td>
<td>Use PSSA scores, PVAAS cohort analysis and other data sources through the EdInsight Data Analyzer, teach students to compile their own data charts and notebooks to track their own progress in the reporting categories in Reading, Math and Science.</td>
</tr>
<tr>
<td>TEACHER INTERNSHIP</td>
<td>Collaborate with a business or community groups in order to expand the school-to-work concept. The business resource may be utilized on a class, school or district-wide basis.</td>
</tr>
<tr>
<td>TEACHER-MADE ASSESSMENTS</td>
<td>Develop pre and post testing programs to evaluate student learning. Collect your own teacher-made assessments and analyze them based on a predetermined rubric such as Bloom’s Revised Taxonomy or some similar benchmark.</td>
</tr>
<tr>
<td>TEACH IN THE INDUCTION PROGRAM</td>
<td>Plan, develop and teach a component of the induction model for new teachers.</td>
</tr>
<tr>
<td>TEAM COLLABORATION</td>
<td>Organize a grade level or content area team and work collaboratively on a project of mutual interest that results in student achievement.</td>
</tr>
<tr>
<td>TECHNOLOGY SKILL</td>
<td>Learn and implement a new medium for presenting students’ work: video, PowerPoint, electronic portfolio.</td>
</tr>
<tr>
<td>VIDEO/AUDIOTAPE ANALYSIS</td>
<td>Develop an avenue to view, create or listen to lessons, analyze them and identify areas of strength as well as strategies that might be executed differently.</td>
</tr>
<tr>
<td>VIRTUAL FIELD TRIP TRIPTIK</td>
<td>Implement virtual field trips and/or “sister” classes in other school districts using SKYPE.</td>
</tr>
<tr>
<td>VISITATION</td>
<td>Visit another school district to gather information on a timely topic: new textbooks, instructional strategies, professional development ideas The purpose of this option is to provide the professional teacher the opportunity to observe other classrooms or programs within or outside the district for a specific purpose as outlined in the action plan.</td>
</tr>
<tr>
<td>WEBQUEST</td>
<td>Develop a WebQuest for a course that includes all the elements of effective WebQuest design as shown on <a href="http://webquest.sdsu.edu/designsteps/index.html">http://webquest.sdsu.edu/designsteps/index.html</a> by Bernie Dodge.</td>
</tr>
<tr>
<td>WEBSITE</td>
<td>Develop a Website that facilitates teacher, parent, and student communications and includes resources for students to access and use.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>WIKISPACE</td>
<td>Develop a WikiSpace that facilitates teacher, parent and student communications and includes resources for colleagues and students to access and use.</td>
</tr>
<tr>
<td>WRITE AN ARTICLE FOR PUBLICATION</td>
<td>Produce a written document such as, but not limited to, an article or case study, based on research, experience, observation and/or data analysis and submit it for publication in a professional journal. It can clarify thinking and offer other useful information to enhance teaching and learning.</td>
</tr>
<tr>
<td>WRITE A GRANT PROPOSAL</td>
<td>Identify an innovative project or event for their students and seek a funding source to support it. Research funding sources that support public education, write a proposal and submit it to an outside foundation or organization for funding.</td>
</tr>
<tr>
<td>YOUR OWN IDEA</td>
<td>Propose an idea that you think is worthy of becoming a self-directed professional growth project, present it to your administrator for discussion, review and possible pre-approval.</td>
</tr>
</tbody>
</table>
Forms

Tier 2: Self-Directed Professional Growth Plan
Instructional Level II Teacher
EMPLOYEE EVALUATION FORM FOR INSTRUCTIONAL II TEACHERS

Employee’s Last Name  First  Middle  Position(s) of Employee

District/IU  School  Evaluator  Interview/Conference Date

School Year: 2002 - 2003  Evaluation: (Check 1)  No  One  Two

This form is to serve as a permanent record of an administrator’s evaluation of a teacher’s performance during a specific time period based on specific criteria.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Refer to the rubric language, checking the appropriate aspects of teaching, and indicating the sources of evidence used to determine the evaluation of the results in each category. Last, assign an overall evaluation of performance, sign the form and gain the signature of the employee.

Category I: Planning and Preparation — Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Demonstrates:</strong></td>
<td><strong>Performance Demonstrates:</strong></td>
</tr>
<tr>
<td>o In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards</td>
<td>o Limited or partial knowledge of content, pedagogy and Pa. Academic Standards</td>
</tr>
<tr>
<td>o Thorough knowledge of students and how to use this knowledge to direct and guide instruction</td>
<td>o Irrelevant or partial knowledge of students and how to use this information to direct and guide instruction</td>
</tr>
<tr>
<td>o Clear and appropriate instructional goals that reflect Pa standards and high expectations for students</td>
<td>o Unclear or trivial instructional goals and low expectations for students</td>
</tr>
<tr>
<td>o In-depth and thorough awareness of resources, materials, or technology available through the school or district or professional organizations</td>
<td>o Little or no awareness of resources, materials, or technology available through the school or district or professional organizations</td>
</tr>
<tr>
<td>o Appropriate instructional design in which plans for various elements are aligned with the instructional goals and have a recognizable sequence and required adaptations for individual student needs</td>
<td>o Inappropriate or incoherent instructional design in which plans for elements are not aligned with the instructional goals, and have few or inappropriate adaptations for individual student needs</td>
</tr>
<tr>
<td>o Appropriate assessments of student learning completely aligned to the instructional goals and adapted as needed for student needs.</td>
<td>o Inappropriate assessments of student learning not aligned to the instructional goals not adapted as needed for student needs.</td>
</tr>
</tbody>
</table>

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- Lesson/Unit Plans  See Attachment 418 A
- Resources/Materials/Technology  See Attachment 418 A
- Assessment Materials  See Attachment 418 A
- Information About Students  See Attachment 418 A

- Teacher Conferences/Interviews  See Attachment 428 A
- Classroom Observations  See Attachment 428 A
- Teacher Resource Documents  See Attachment 428 A
- Other  See Attachment 428 A

Justification for Evaluation

- 1 -
### Category II: Classroom Environment

Teachers establish and maintain a purposeful and equitable environment for learning in which students feel safe, valued, and respected by involving routines and by setting clear expectations for student behavior.

#### Category II reviews:
- Teacher Interaction with Students
- Establishment of an Environment for Learning
- Student Interaction

#### Satisfactory Performance Demonstrates:
- High and clear expectations for student achievement with value placed on the quality of student work
- Significant attention to equitable learning opportunities for students
- Appropriate and highly respectful interactions between teacher and students and among students
- Highly effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources.

#### Unsatisfactory Performance Demonstrates:
- Low or unclear expectations for student achievement with little or no value placed on the quality of student work
- Little or no attention to equitable learning opportunities for students
- Inappropriate or disrespectful interactions between teacher and students and among students
- Inefficient classroom routines and procedures resulting in loss of instructional time
- Absent or unclear standards of conduct, or ineffective management of student behavior
- Unsafe or inadequate organization of physical space, to the extent it is under the control of the teacher, to provide accessibility to learning and to the use of resources, materials, and technology.

#### Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- Classroom Observations
- See Attachment 428 A
- Visual Technology
- See Attachment 428 A
- Informal Observations/Visits
- See Attachment 428 A
- Resources/Materials/Technology/Space
- See Attachment 428 A
- Teacher Conferences/Interviews
- See Attachment 428 A
- Other
- See Attachment 428 A

#### Justification for Evaluation
### Category III: Instructional Delivery

Through their knowledge of content and their pedagogy and skill in delivering instruction, teachers engage students in learning by using a variety of instructional strategies. Category III addresses: Communication, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness.

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Demonstrates:</td>
<td>Performance Demonstrates:</td>
</tr>
<tr>
<td>o Clear and appropriate communication of procedures and high quality explanations of content</td>
<td>o Unclear or inappropriate communication of procedures and poor explanations of content</td>
</tr>
<tr>
<td>o Highly effective use of questioning and discussion strategies that encourage many students to participate</td>
<td>o Ineffective use of questioning and discussion strategies and little student participation</td>
</tr>
<tr>
<td>o High-level engagement of students in learning and adequate pacing of instruction</td>
<td>o Little or no engagement of students in learning and poor pacing of instruction</td>
</tr>
<tr>
<td>o Equitable, accurate and constructive feedback to students on their learning</td>
<td>o Inaccurate or inappropriate feedback to students on their learning</td>
</tr>
<tr>
<td>o Informed and appropriate use of informal and formal assessments to meet learning goals and to monitor student learning</td>
<td>o Little or inappropriate use of formal and informal assessments to meet learning goals and to monitor student learning</td>
</tr>
<tr>
<td>o High degree of flexibility and responsiveness in meeting the learning needs of students</td>
<td>o Inflexibility in meeting the learning needs of students.</td>
</tr>
</tbody>
</table>

**Sources of Evidence (Check all that apply and include dates, types/titles, or number)**

- Classroom Observations: See Attachment 428 A
- Informal Observations/Visits: See Attachment 428 A
- Assessment Materials: See Attachment 428 A
- Teacher Conferences/Interviews: See Attachment 428 A

- Student Assignment Sheets: See Attachment 428 A
- Student Work: See Attachment 428 A
- Instructional Resources/Materials/Technology: See Attachment 428 A
- Other: See Attachment 428 A

**Justification for Evaluation**
### Category IV: Professionalism

Professionalism refers to those aspects of teaching that occur in and beyond the classroom/building. Category IV addresses:
- Adherence to School and District Procedures
- Maintaining Accurate Records
- Commitment to Professional Standards
- Communicating with Families
- Demonstrating Professionalism

#### Satisfactory

- Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like.
- Full knowledge of Professional Code of Conduct and full commitment to professional standards.
- Full and active compliance with school and district requirements for maintaining accurate and complete records.
- Full and active compliance with district requirements for communicating with families regarding student needs/improvement.
- Full and frequent participation in professional development events/opportunities; consistent application of new learning in the classroom, and sharing of learning with colleagues.

#### Unsatisfactory

- Little and/or irregular compliance to school and district procedures and regulations related to attendance, punctuality, and the like.
- Little knowledge of Professional Code of Conduct and little commitment to professional standards.
- Insufficient or ineffective system for maintaining accurate records that is not in compliance with school or district guidelines and infrequent or inappropriate communication with families to understand student needs and development.
- Little or infrequent participation in professional development opportunities, little application of new learning in the classroom and little sharing of learning with colleagues.

### Sources of Evidence

- Teacher Conferences/Interviews
- Observations/Visual Technology
- Artifacts/Interaction with Family
- Student Records/Grade Book

- Progress Reports/Report Cards
- Parent/School/Community Feedback
- Artifacts: Professional Development/Act 48 Documentation
- Perceptive Use of Teaching/Learning Reflections
- Other

### Justification for Evaluation

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PDE-428
Evaluation:
I certify that the before named employee for the period beginning ___ and ending ___ has been evaluated
(month/day/year) (month/day/year)
to have an overall level of proficiency that is: ☐ Satisfactory; ☐ Unsatisfactory; ☐ Commendable

Signature of Principal/Assistant Principal (Evaluator) Date

Signature of I. U. Director or Superintendent Date

Overall Justification for Evaluation

Commendations (optional)

Professional Development Areas:

Name of Employee Signature of Employee Date
### PDE Form 428 Attachment A

**Category I:**

**Lesson Unit Plans: Types Titles and Numbers:**

**Resources / Materials / Technology:**

**Assessment Material:**

**Information About Students:**

**Teacher Conferences Interviews:**

**Classroom Observations:**

**Teacher Resource Documents:**

**Other:**

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PDE-428A
## PDE Form 428 Attachment A

### Category II:

<table>
<thead>
<tr>
<th>Classroom Observations:</th>
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<table>
<thead>
<tr>
<th>Informal Observations/Visits:</th>
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<table>
<thead>
<tr>
<th>Teacher Conferences/Interviews:</th>
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<table>
<thead>
<tr>
<th>Visual Technology:</th>
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<table>
<thead>
<tr>
<th>Resources/Materials/Technology/Space:</th>
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<table>
<thead>
<tr>
<th>Other:</th>
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</table>
### Tier 2 Self-Guided Professional Growth Plan Proposal

**Allegheny Valley School District**

Please submit your Proposal to the building administrator as an email attachment using this form.

<table>
<thead>
<tr>
<th>Title of Proposal:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>School</th>
<th>School Year</th>
<th>Date Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Audience</td>
<td>Time Line Start</td>
<td>Time Line Finish</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Statement of S.M.A.R.T. Goal</th>
<th>Relevance</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Planning and Preparation</td>
<td>What do you want to accomplish?</td>
<td>Why did you choose this goal? How is this goal relevant to your content and to student learning?</td>
<td>What are the human, financial and material resources you need to achieve this goal?</td>
</tr>
<tr>
<td>II Classroom Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV Professionalism</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Administrator comments or notes:

<table>
<thead>
<tr>
<th>Administrator</th>
<th>Date Approved</th>
</tr>
</thead>
</table>
Tier 2 Self-Guided Professional Growth Plan
Interim Report

Allegheny Valley School District

Please submit your Interim Report documenting your progress on your Professional Growth Plan as an email attachment to the building administrator by December 15 and March 15 of each year.

Title of Proposal:

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>School</th>
<th>School Year</th>
<th>Date Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Audience</td>
<td>Time Line Start</td>
<td>Time Line Finish</td>
<td></td>
</tr>
</tbody>
</table>

Evidence
What evidence do you have which supports your assessment of progress?

Reflection
What learning have you acquired during this process? What impact has this had on your teaching and on student learning?

Administrator comments or notes:

Administrator Date Approved
Please submit your Final End-of-Year Report documenting the completion of your Professional Growth Plan as an email attachment to the building administrator by May 15 of each year.

Title of Proposal:

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>School</th>
<th>School Year</th>
<th>Date Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Audience</td>
<td>Time Line Start</td>
<td>Time Line Finish</td>
<td></td>
</tr>
</tbody>
</table>

Evidence
What evidence do you have which supports your assessment of progress?

Reflection
What learning have you acquired during this process? What impact has this had on your teaching and on student learning?

Administrator comments or notes:

Administrator | Date Approved
## ELEMENTS OF A S.M.A.R.T. GOAL

### Allegheny Valley School District

Goals are the ends, the desired results, toward which specific time, effort and human, financial and material resources are directed. Use this format as an organizer for your personal planning purposes.

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
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### PRIORITY GOAL TITLE:

### PRIORITY GOAL STATEMENT:

<table>
<thead>
<tr>
<th>SPECIFIC</th>
<th>What exactly do you want to accomplish?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Detailed, particular, focused; the exact, task, project or activity to be achieved; write the outcomes in a way that ensures that everyone reading them come to the same understanding of what the intended outcomes really mean.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEASURABLE</th>
<th>How will you measure or evaluate the extent to which you have accomplished the goal?</th>
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<tbody>
<tr>
<td></td>
<td>Quantifiable, a standard of comparison, the means to a specific result, limiting use numbers #, percentages %, dollars $, frequency to quantify the expected outcomes. What are the deliverables? What is the end product you want to have in hand at the end of this process?</td>
</tr>
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<table>
<thead>
<tr>
<th>ACTION-ORIENTED</th>
<th>What exactly needs to be done to accomplish the goal?</th>
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<tr>
<td></td>
<td>Write the specific action steps that need to be done so that the goal can be achieved: developed, created, evaluated or identified.</td>
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<thead>
<tr>
<th>REALISTIC</th>
<th>Why is this goal necessary and how realistic is it that you can achieve it?</th>
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<tr>
<td></td>
<td>Practical, achievable, accurate, possible; write the outcomes in a way that demonstrate that they are not beyond reach yet they are not easy to attain.</td>
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<thead>
<tr>
<th>TIME AND RESOURCE CONSTRAINED</th>
<th>When will you complete this goal?</th>
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<tr>
<td></td>
<td>Scheduled, planned, regulated by time, a finite duration of the activity, the extent of the resources: human, financial, material and the time allowed; set a deadline; state the specific time frame during which each aspect of each activity will occur.</td>
</tr>
</tbody>
</table>
Conduct a task analysis of what needs to be done to achieve this goal and use this format as a preliminary planner.

**GOAL STATEMENT:**

<table>
<thead>
<tr>
<th>List each of the specific tasks that need to be done to accomplish the Priority Goal listed above</th>
<th>Person Responsible</th>
<th>Cost: Materials</th>
<th>Money</th>
<th>Time</th>
<th>Personnel</th>
<th>Due Date</th>
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Tier 3 Directed Professional Growth Plan: Focused Assistance Teacher

Focused Assistance Teachers demonstrate an identified need for improvement in one or more areas which has not been satisfactorily addressed through the Tier 1 and Tier 2 Supervisory Processes. Teachers may or may not have had an Unsatisfactory rating, but an Unsatisfactory rating automatically places the teacher in the Tier 3 Focused Assistance program. Professional teachers shall be placed on Focused Assistance if they have received an Unsatisfactory Rating or have an identified need for improvement based on formative and summative assessment documentation.

Focused assistance is an intense supervisory process designed to support teachers and offer them useful feedback on instructional strengths and needs. This evaluation may be used to assist in decisions of continued employment for at-risk staff and to provide counsel, when appropriate, on how to make changes in the classroom.

Focused assistance provides the data required for decision making regarding continued employment. Teachers assigned to Tier 3 Focused Assistance will be involved in a variety of differentiated supervisory experiences for a specific period of time for the purpose of strengthening areas of weakness in content and/or pedagogy. The Focused Assistance Plan of Improvement will be developed by the administrator who is directly responsible for the teacher’s summative evaluation. A variety of types of directed supervision experience may be included in a Tier 3 Focused Assistance Plan of Improvement.

The Tier 3 Focused Assistance directed supervision process will consist of a preconference, classroom observation, written reflection, and a post conference. Other supervisory models may also be used as needed.

Professional learning opportunities may be offered to assist the teacher in the area of need. The steps involved in the writing of a Tier 3 Focused Assistance Improvement Plan include the delineation of the purpose of the plan, background and circumstances that required the plan, and common understandings and expectations of the teacher. The administrator will work in collaboration with the Tier 3 Focused Assistance Teacher to develop an improvement plan. Teachers shall be given an opportunity to provide input into the steps that they will take to meet expectation, the assistance to be provided and the timeline of those expectations. In addition, the Tier 3 Focused Assistance Improvement Plan must outline the performance expectations of the teacher, how success will be measured, the timeline for completion and the supports that the building administrator will provide to assist the teacher to achieve a Satisfactory rating.

The administrator responsible for the Summative Evaluation of the teacher being placed on the Focused Assistance Improvement Plan will inform the teacher of being placed on the plan and identify the specific reasons why and explain the process.

The Tier 3 Focused Assistance Teacher component of the professional growth model is intended to address the needs of staff members when the administrator has identified serious concerns with performance of responsibilities. Participants involved in the Tier 3 Focused Assistance Teacher
component will be formally observed a minimum of four times throughout the school year and will engage in pre and post conferences with their administrator or district level administrator on each of these observations. Administrators will document multiple classroom visitations and related data/artifact collection activities. The initial conference will focus on goal setting and result in the development of a formal improvement plan and timeline for the school year. This plan will be developed cooperatively with the administrator and teacher. The teacher must demonstrate and/or document a level of effective practice as determined in the improvement plan. Exit from the Tier 3 Focused Assistance Teacher evaluation component is dependent on the correction of any deficiencies in current practice defined by the teacher’s administrator.

The initial conference focus will include:

1. Setting specific goals and a timeline to address identified deficiencies
2. Identification of specific strategies, activities, approaches, and/or behaviors through which the faculty member can reasonably reach the established goals and remediate deficiencies
3. Determination of special assistance, supervision, or materials which could reasonably aid the improvement process and are available within the means of the evaluator, school, and district
4. Establishing a system to ensure follow-through on intensified assistance and monitoring measures developed for the improvement plan

Teachers assigned to the Tier 3 Focused Assistance Improvement Plan must compile a professional portfolio that must include the following data:

1. Specific goals and activities and evidence of accomplishment
2. Teacher summaries of improvement activities
3. Formal classroom observation summaries
4. Memos, records and sample student/teacher artifacts
5. Notes of meetings regarding observations
6. Detailed summative evaluation report including recommendations of administrator
7. Sample lesson plans, student work, student/teacher artifacts, supportive data and staff development activities

Teachers assigned the Tier 3 Focused Assistance Improvement Plan:

1. Confer with the building administrator and/or, when appropriate, the program administrator prior to the first day of the new school year to determine the focus of the improvement plan for the upcoming school year and to develop the plan collaboratively.
2. Fully participate in formal clinical observations during the school year. Observations shall be conducted by the building administrator but may include observations by another District administrator. Other informal and unannounced observations will take place as necessary.

3. Tier 3 Focused Assistance teachers have the responsibility for keeping the administrator aware of performance through the sharing of lesson plans, student portfolios, or self-designed progress reports.

4. Comply with and satisfactorily fulfill the obligations identified in the Tier 3 Focused Assistance Improvement Plan.

Administrator’s Role:

For staff members placed in the Tier 3 Focused Assistance phase of the Directed Supervision Plan, the administrator will:

1. Identify and inform the professional staff member who will be in the Tier 3 Focused Assistance mode.

2. Identify and communicate the reasons for placing a staff member in Tier 3 Focused Assistance and provide a Tier 3 Focused Assistance Improvement Plan that includes area(s) of deficiency, strategies for improvement, and timelines. The intent of the Tier 3 Focused Assistance Improvement Plan is to correct deficiencies and to improve the professional teacher’s performance.

3. Prepare a Tier 3 Focused Assistance Improvement Plan.

4. Discuss with the Superintendent and the other appropriate administrators, who should also participate in the Tier 3 Focused Assistance Plan.

5. Communicate information on the process and observation sequence of the Tier 3 Focused Assistance Improvement Plan with any identified administrators.

6. Conduct regular classroom observations and post-observation conferences of the professional staff member in the Tier 3 Focused Assistance Plan.

7. Provide ongoing feedback to the teacher regarding the progress or lack of progress relating to the identified deficiencies and accomplishment of the Tier 3 Focused Assistance Improvement Plan goals and timelines.

8. Conduct unannounced observations and walk-through visits to evaluate the performance of the teacher.
9. Document and maintain all paperwork associated with the appropriate number of Directed Supervision cycles, including the observation summary completed by the administrator and keep appropriate records, such as observations reports, PDE 426 or PDE 428, evaluations, documentation and comments relevant to the professional criteria in Board Policy.

10. Assign Tier 3 Focused Assistance teacher who satisfactorily completes the plan to Tier 1 or Tier 2 based on the documentation and evidence collected and analyzed.
Forms

Tier 3: Directed Professional Growth Plan

Focused Assistance Teacher
The Focused Assistance Operational Improvement Plan is designed to identify specific behaviors that are in need of improvement so that the professional teacher had a clear direction and complete understanding regarding performance expectations. Pennsylvania law states that 2 consecutive Unsatisfactory Ratings of a professional teacher, not less than 4 months apart, are necessary to support a dismissal on the grounds of incompetency or Unsatisfactory teaching performance. Teachers who have received an initial Unsatisfactory Rating shall be given an opportunity to improve prior to a second Unsatisfactory Rating. The Focused Assistance Plan shall provide a behavioral description so the professional teacher has the opportunity to improve and thus avoid a subsequent Unsatisfactory Rating. While the professional teacher is performing under the guidance of the Focused Assistance Plan, it is understood that conditions of employment may differ in these ways: teacher may be observed more frequently; all communications will be confirmed in writing with copies to appropriate persons; all concerns including those involving students, parents, colleagues and administrators will be clearly communicated.

<table>
<thead>
<tr>
<th>1. INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
</tr>
<tr>
<td>Employee</td>
</tr>
<tr>
<td>Supervisor</td>
</tr>
<tr>
<td>Evaluator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. CONTEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
</tr>
<tr>
<td>Background</td>
</tr>
<tr>
<td>Understandings</td>
</tr>
</tbody>
</table>

| 3. PERFORMANCE OBJECTIVES |

| 4. PERFORMANCE ASSIGNMENTS FOR EACH OBJECTIVE |

| 5. PROFESSIONAL GROWTH OPPORTUNITIES |

| 6. ASSISTANCE |

| 7. EVIDENCE OF COMPLETION |

<table>
<thead>
<tr>
<th>8. DATE OF COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Name</td>
</tr>
</tbody>
</table>
Appendix

Documents Applicable to All Teachers
OVERVIEW OF 3 TIERED PROFESSIONAL GROWTH PLAN

TIER 1  THE DIRECTED SUPERVISION PROFESSIONAL GROWTH PLAN ACCOMMODATES THE NEEDS OF:
A.  Non-Tenured Instructional Level I Teachers who are in the Induction Plan
B.  Tenured Teachers who have successfully completed 3 years of Induction, attained tenure, but have not completed all the requirements to move to Level II
C.  Tenured Instructional Level II who are new to the district

Participants include teachers new to profession and/or new to the district

Administrator conducts the Summative Evaluation Process a minimum of 2 times per semester

The goal of Summative Evaluation is for the administrator to make an accurate judgment concerning the teacher’s tenure and permanent certification

The administrator conducts the Formative Assessment and Supervisory Process a minimum of 2 times per semester with a focus on growth, but related to Summative Evaluation

The goal of Formative Assessment and Supervision is to maximize teacher growth in support of Summative Evaluation

TIER 2  SELF-DIRECTED SUPERVISION PROFESSIONAL GROWTH PLAN ACCOMMODATES THE NEEDS OF:
Tenured Instructional Level II Teachers

Participants include teachers who are tenured and have Instructional Level II, permanent certification

Administrator conducts the Summative Evaluation Process a minimum of 1 time per year

The goal of Summative Evaluation is for the administrator to assess quality of performance and identify areas for continued growth

The administrator conducts the Formative Assessment and Supervisory Process a minimum of 1 time per year using a method chosen by the teacher and agreed upon by the administrator

The goal of Formative Assessment and Supervisory process is to affirm the teacher’s growth toward excellence

TIER 3  DIRECTED SUPERVISION PROFESSIONAL GROWTH PLAN ACCOMMODATES THE NEEDS OF:
Instructional Level I or II Teachers who would benefit from Focused Assistance

Participants include teachers who demonstrate Unsatisfactory performance in one or more of the categories

Administrator conducts the Summative Evaluation Process a minimum of 2 times per year until performance is Satisfactory

The goal of Summative Evaluation is to guide and assist teacher to reach a Satisfactory level of performance

The administrator conducts the Formative Assessment and Supervisory Process a minimum of 2 times per semester; directed by administrator and augmented with specific help from the administrative team; tied closely with summative evaluation

The goal of Formative Assessment and Supervision is to correct identified deficiencies and provide relevant support
<table>
<thead>
<tr>
<th>TIMELINES</th>
<th>TIER 1 DIRECTED PROFESSIONAL GROWTH PLAN</th>
<th>TIER 2 SELF-DIRECTED PROFESSIONAL GROWTH PLAN</th>
<th>TIER 3 DIRECTED PROFESSIONAL GROWTH PLAN: FOCUSED ASSISTANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 20-25</td>
<td>Building Administrator informs teacher as to Tier of Professional Growth Plan</td>
<td>Building Administrator informs teacher as to Tier of Professional Growth Plan</td>
<td>Building Administrator informs teacher as to Tier of Professional Growth Plan</td>
</tr>
<tr>
<td>May 1-September 30</td>
<td>Teacher completes Professional Development Plan targeting area of focus for Directed Supervision</td>
<td>Professional staff member complete Professional Development Proposal identifying option and topic for self-study Professional Development Goal</td>
<td>Teacher completes Professional Development Plan targeting area of focus for Directed Supervision</td>
</tr>
<tr>
<td>On or Before September 30</td>
<td>Teacher submits Professional Development Action Plan to building administrator as an email attachment for approval</td>
<td>Teacher submits Professional Development Proposal to building administrator as an email attachment for approval.</td>
<td>Teacher confers with building administrator to develop the Focused Assistance Improvement Plan</td>
</tr>
<tr>
<td>On or before October 15</td>
<td>Building administrator notifies teachers individually of plan approval status</td>
<td>Building administrator notifies teachers individual of proposal approval status</td>
<td>Building administrator conducts interim conference with teacher</td>
</tr>
<tr>
<td>On or before December 15</td>
<td></td>
<td>Teacher submits first Interim Report to building administrator as an email attachment for approval.</td>
<td>Building administrator conducts interim conference with teacher</td>
</tr>
<tr>
<td>On or before March 15</td>
<td></td>
<td>Teacher submits second Interim Report to building administrator as an email attachment for approval.</td>
<td>Building administrator conducts interim conference with teacher</td>
</tr>
<tr>
<td>On or before May 15</td>
<td>Teacher submits report as to completion of professional goal summary</td>
<td>Teacher submits the Final End-of-Year Report to the building administrator</td>
<td>Building administrator conducts interim conference with teacher</td>
</tr>
<tr>
<td>On or Before June 1</td>
<td>Building administrator conducts end-of-year conferences with all staff in this mode and issues Summative Evaluation PDE 426</td>
<td>Building administrator conducts end-of-year reflection meetings and issues Summative Evaluation or PDE 428</td>
<td>Building administrator conducts end-of-year conference teacher and issues Summative Evaluation PDE 426 or PDE 428</td>
</tr>
</tbody>
</table>
Examples of Evidence of Student Learning

Evidence is accurate, unbiased, relevant tangible proof that student learning has occurred. Evidence may include artifacts that represent actions and statements by teacher or students, questions, indications of engagement, Intellectual challenge of activities and assignments. It also includes interactions among teachers and students. Specific features of the classroom may also serve as evidence of student learning. While not all evidence may be collected, the evidence that is collected should be accurately representative of the total teaching and learning that occurs in the classroom.

Evidence should be aligned with evaluative criteria, be representative of the teacher and students’ total performance, represent a “natural harvest” of teachers’ work i.e. not be overly-burdensome and promote professional learning. Some possible sources of evidence include: observations of practice, unit and lesson plans, samples of student assessments, analyses of student work and professional artifacts.

Quantitative Evidence

Evidence may also be quantitative or qualitative. Quantitative evidence is represented numerically such as scores on tests or survey scales. The advantage of this type of evidence is ease of collection and ease of analysis. Calculations and comparisons can be made across time and between groups. It is generalizable, but its limitation is that it often doesn’t answer the question “Why?”

Qualitative Evidence

Qualitative evidence is data that are represented in narrative or prose format such as in interviews, focus groups and open-ended questions on surveys. The advantage of such evidence is that it provides very rich, full information. However, it is limited in that it is more difficult to analyze and to make direct comparisons. It is not generalizable and methods of ensuring reliability are difficult and time consuming.

Direct Evidence

Evidence may be direct or indirect. Direct evidence is clear and compelling. It demonstrates actual student learning. It includes senior theses, exhibits, projects; internship ratings of performance; written work scored using a rubric; capstone or research projects; portfolios; formative, summative and benchmark assessment scores. Examples of direct evidence include, but are not limited to:

- DIBELS Scores
- Examples of Rubrics and Other Graded Student Work
- GMade Scores
- Individual Student Assessment Scores
- PSSA Scores
- Progress Reports
- PVAAS Data that reveals student achievement over time
- Report Cards
- Rubrics Used to Assess Student Work
- Standardized Test Results
- Student Achievement Data
- Student Work Samples, Records, Grade Books

Indirect Evidence

Indirect evidence is evidence that generally perception or comparison data that allows you to make inferences about learning, but does not demonstrate actual learning. It measures perception or demographic indicators that imply that learning has occurred. This may include: focus groups, alumni surveys, employer surveys, student surveys or inventories, course grades, placement data, student ratings of knowledge and skills. It may also include
student essays, personal interviews or conferences and results of perception inventories. Examples of indirect evidence include, but are not limited to:

Accommodations for Students with Special Needs
Act 48 Progress
Copies of Classroom Rules, Procedures, Expectations and Consequences
Courses and Workshop Successfully Completed
Descriptions or Photographs of Learning Centers
Examples of the application of concepts/materials acquired through collegial book study or conferences and workshops
Examples of Communications with Parents, Students, Colleagues, Administrator, Administrator
Examples of Differentiated Instruction for Both Enrichment and Remediation
Examples of Effective and Accurate Record Keeping
Examples of How Connections Were Made Between New and Prior Knowledge
Examples of Reading and Writing in Content Areas
Examples of Rigor and Relevance in Instruction
Examples of Rubrics and Other Graded Student Work
Examples of teacher-created lessons/tests that demonstrate teacher accommodation for varying learning styles
Examples of teacher using a variety of data sources to evaluate and plan for student achievement
Examples of Use of Resources, Materials, Technology Formative Classroom Observations
Lesson Plans
Log of Professional Goals and Accomplishments
Notes from Interactions with Students’ Families
Notes on Journal Articles or Professional Books Read
Parent and/or Community Feedback
Parent Teacher Conference Notes
Participation as a Trainer, Presenter or Member of a School or District Committee
Perceptive Use of Reflections of Teaching and Learning Practices
Photographs of the Classroom
Posting Homework on Webpage
Professional Development, Act 48 documentation
Review(s) that outline how data lead to changes in instruction including follow-up evaluation
Samples of Classroom Handouts and Other Teacher-Created Materials Used to Supplement the Text
Samples of Classroom Activities That Reinforce Students’ Ability to Think Critically and Creatively
Samples of Cooperative Learning Activities
Samples of Long-Term, Self-Directed, Experience-Based Learning Activities that Reflect the Real World
Seating Charts
Student Assignment Sheets
Student Individual Education Plans
Summary outline of learning centers, bulletin boards, assessment or other items which demonstrate the types of instructional activities that occur in the classroom
Summative Classroom Observations
Teacher Attendance Record
Teacher Developed Quizzes and Tests
Teacher evaluation of learning activities that were successful/unsuccessful including what the teacher will repeat and what activity will be changed
Teacher Log of Parent Contacts
Teacher Portfolio
Teacher Reflection on Success of a Lesson
Teacher Resource Documents
Teacher Website
Teacher WikiSpace
Unit Plans
Use of Data Analysis in Planning Instruction
Use of Tutoring Software Programs for Remediation
Visual Representations of Classroom Arrangements
Visual Technology: PowerPoint, Videos, Photographs
Glossary of Teacher Evaluation Terms

**ACCOUNTABILITY**  the responsibility for implementing a process or procedure, for justifying decisions made, and for results or outcomes produced. Teachers are often said to be accountable for their students' learning in the assigned subject area, within the limits of the students' abilities and the time and resources available.

**ADMINISTRATOR**  the person who is responsible for the management of the organization within which the teacher works, who usually is in charge of the evaluation of teachers, and who is accountable for the quality of teaching and for ensuring that teachers have, to the extent possible, the resources needed to perform their duties and professional responsibilities.

**ALIGNMENT**  the process of strengthening the linkage between job responsibilities and teacher evaluation systems, or between curriculum/instruction and assessment.

**ALTERNATIVE ASSESSMENT**  a variety of assessment approaches that do not use multiple-choice or closed-response items, but instead require the teacher or students to generate or produce responses. Examples of alternative assessments are portfolios, interviews, and observations.

**ANALYSIS**  the treatment of data and information in order to elicit certain statistical data, assessment results, and evaluative conclusions.

**ANECDOTAL RECORD**  a short narrative of an event or activity that may be used to support generalizations about the performance of a teacher.

**ANNOUNCED OBSERVATION, VISIT**  an observation or visit that is prearranged with the teacher to be evaluated and for which the teacher can prepare.

**ARTIFACT**  a product developed by the teacher or another individual. Examples include a sample lesson plan based on a designated chapter in a book, or a letter to parents from the teacher regarding an upcoming change in homework policy; an artificial statistical phenomenon or result (e.g., test ceiling and floor, lack of reliability, limited sampling of teaching performance); that which is artificial, contrived, or fictitious.

**ASSESSMENT**  the process of or instrument for measuring, quantifying, and/or describing those aspects of teaching related to the attributes covered by the evaluation.

**AUTHENTIC ASSESSMENT**  an assessment approach that has been designed to provide a realistic task, simulation, or problem related to that attribute or performance being measured.

**BEHAVIORS**  the actions of the teacher or others, including the students, that are specific and observable.

**BENCHMARK**  a referenced behavior for comparing observed performance at a given level.

**CERTIFICATE/LICENSE**  the approval by a governmental agency, usually at the state level, for an individual to be a teacher in the designated state, grade levels, subject areas, and specialties. Licensure indicates that the candidate has met a minimum level of requirements, designed to ensure the protection of student, public health, safety, and welfare interests.
**CLINICAL SUPERVISION**  a process of collaboration between the teacher and administrator, designed to improve the teacher’s performance. This process usually includes pre-observation conference, observation and data collection, data analysis, post-observation conference, and post-observation conference evaluation report.

**CONFERENCE**  a meeting between the teacher and the assessor or evaluator to discuss mutual concerns and to promote the understanding of the assessments being used, the evaluation procedures, the criteria and standards being applied, and how the results will be used. The conference can also be an opportunity to collect teacher responses if the conference includes an interview.

**C.I.P. CURRENT INSTRUCTIONAL PRACTICES** measures classroom teachers' current instructional practices relating to a subject-matter versus a learner-based instructional approach in the classroom based on the research Christopher Moersch. [www.loticonnection.com](http://www.loticonnection.com)

**CRITERION, CRITERIA**  a dimension along which performance (e.g., effective teaching) is rated or judged as successful or meritorious. Each criterion falls within a domain covered by the evaluation system and is defined by elements, indicators, and descriptors (see below for examples). The indicators and descriptors should be stated specifically and in measurable or observable terms. Satisfactory levels of performance on criteria are specified by standards.

- **Example of a Criterion** - The teacher can select and create materials that are related to the subject area and are developmentally appropriate for the students.
- **Domain** - a broad area covered by a teacher evaluation system and for which criteria and standards are specified for assessing performances in that domain.

**Example of Domain** - I. Knowledge of Instructional Design

- **Element** - a major category of teacher knowledge, skills, abilities, behaviors, and attributes within a domain.

**Examples of Elements for Domain I.** -
- I.A. Planning of Courses and Lessons
- I.B. Selection and Creation of Instructional Materials

- **Indicator** - for each element, the types of knowledge, skills, abilities, behaviors, and attributes that are empirically or by definition connected to the criterion.

**Examples of Indicators for Element I.B.** -
- I.B.2. Materials selected/created are current, correct, developmentally appropriate, and comprehensive.
- I.B.3. Materials created by the teacher are readable to the students in terms of level of content difficulty, design, and printing quality.

- **Descriptor** - for each indicator, a specific example of the performance being assessed.

**Examples of Descriptors for Indicator I.B.1.** -
- I.B.1.a. Teacher’s handout refers to some topics covered in previous lessons.
- I.B.1.b. Homework assignment addresses two of the district’s instructional goals and objectives in this subject area for this grade level.
CRITICAL INCIDENT  a significant and observable episode or performance (effective or ineffective) in a teacher’s career that alters the direction of subsequent teaching behaviors, activities, or events. Such events may include noteworthy accomplishments, substantive improvement, and/or significant failures that are not typical of the teacher’s performance, but which should be considered as potential information for the evaluation of that teacher’s performance.

CRITICAL INCIDENT APPRAISAL  the use of documentation concerning critical incidents when evaluating and making decisions about a teacher’s current and potential performance.

CURRICULUM  a comprehensive overview, including activities planned for delivery to the students, the scope of content, the sequence of materials, interpretation and balance of subject matter, and motivational, instructional, and assessment techniques to be used; a set of ordered intended learning outcomes.

CYCLE  a term referring to the combined events of the pre-observation conference, observation and post-observation conference.

DIRECTED SUPERVISION  a process of administrator support for professional teachers that includes a focus, a pre-observation conference, observation and post-observation conference.

DESIRED OUTCOMES  the results or products that a training program, process, instructional unit, or learning activity strives to achieve, as defined in measurable terms.

DEVELOPMENTALLY APPROPRIATE a characteristic of an assessment task that reflects the skills and knowledge which teachers and students, with a given level of training and experience, have had a reasonable chance of acquiring or learning.

DIAGNOSIS  The process of determining a teacher’s strengths and weaknesses, based on the results of the assessments use in the evaluation. Diagnosis is an essential preliminary to preparing a professional development plan for a teacher or a plan of assistance in cases where remediation is needed.

DIFFERENTIATED SUPERVISION  supervisory practice that recognizes the administration’s obligation to provide opportunities for professional learning based upon the differing needs of the professional staff as well as the necessity of their active engagement in the process.

DOCUMENTATION  the collection or compilation of all tangible materials, records, and forms used in the assessment of a teacher and the evaluation of teaching performance.

DOCUMENTING  the process of recording and providing tangible evidence and information about the performance of a teacher.

EVALUATION  the systematic process of determining the merit, value, and worth of someone (the evaluatee, such as a teacher, student, or teacher) or something (the evaluand, such as a product, program, policy, procedure, or process); the process by which teachers are assessed professionally. The primary purpose of summative evaluation is to make comprehensive judgments about teacher performance and competence as a basis for personnel decisions like tenure and/or Satisfactory performance.

EVALUATION STAGES  the major steps in the teacher evaluation process (e.g., orientation meeting; distribution of copies of job descriptions, evaluation procedures, and timelines; scheduling of the first conference and the first formal observation).
EVALUATOR  a person, who assembles data and information collected about a teacher, analyzes them, makes judgments as to whether that teacher’s performance level meets the pre-specified standards, prepares a summary report, writes recommendations, and may provide feedback to the teacher, directly or through another person. In general, one evaluator determines the overall merit, value, and/or worth of the evalee; an administrator with proper Pennsylvania certification who assembles data and information collected about a teacher, analyzes data, and makes judgments as to whether that teacher’s performance level meets the acceptable standards, prepares a summary report, writes recommendations, and provides feedback to the teacher.

EVALUATEE, EVALUATEE  the person whose qualifications and performance are being evaluated.

EVIDENCE  the documentation and verbal statements by credible witnesses (e.g., students, peers, administrator) concerning the knowledge, skills, abilities, and behaviors of a teacher. Evidence is used both to generate and to justify judgments about a teacher’s performance for purposes of evaluation.

EXCELLENCE  quality or state of high or superior performance, or of having virtues and values surpassing most others.

EXEMPLARY TEACHER  a teacher whose level on some aspect of performance is regarded as deserving of imitation and modeling.

EXPECTATION  the anticipated performance of a teacher. The performance of a teacher can be affected by the expectations that the assessor or evaluator has for the teacher being evaluated. If the evaluator has high expectations for the teacher being assessed, there is an increased likelihood of the teacher performing at a higher level than he/she might otherwise; holding low expectations for a teacher can reduce performance levels. Sometimes the opposite impact can occur. Too high expectations can undermine a teacher’s confidence, while too low expectations can impel the teacher to strive for greater performance. The same applies with regard to teachers’ expectations of students.

FEEDBACK  the information and recommendations provided to a teacher about his/her performance based on the results of that teacher’s evaluation and designed to help the teacher improve his/her performance and make decisions concerning professional development and improvement.

FOCUSED ASSISTANCE  professional staff member who has a specific need that has been identified through supervision and evaluation in the Directed Supervision mode. The staff member may or may not have had an Unsatisfactory rating, but receiving a "needs improvement" or "Unsatisfactory" rating on classroom observations places that staff member automatically in the focused assistance mode.

FORMATIVE TEACHER EVALUATION  an evaluation conducted primarily for the purpose of improving the teacher’s knowledge and/or skills by identifying the teacher’s strengths and weaknesses. Formative evaluation informs the teacher about current practice and is typically part of professional growth and development plan.

H.E.A.T.  HIGHER ORDER THINKING, ENGAGEMENT OF STUDENTS, AUTHENTIC LEARNING, TECHNOLOGY  a 6 level rubric designed to assess those four aspects of teaching and learning that take place in the classroom based on the research Christopher Moersch.  www.loticonnection.com

IMPROVEMENT PLAN  an individual action plan that identifies areas of deficiency, time line or benchmarks for improvement, and expected levels of Satisfactory performance.

INDUCTION  an initial period of exposure to a school or work setting during which the teacher learns local policies and practices and the norms of teaching in that setting.
**INSTRUCTION** the systematic provision of information, opportunities, and resources to promote the development of a repertoire of knowledge and skills.

**INSTRUCTIONAL GOAL** a statement of what students are expected to learn in a given lesson, unit, course, program, or across educational and training programs.

**INSTRUMENT** device used to collect data, information, and evidence. These devices can include tests, questionnaires, application forms, interview schedules, checklists, rating scales, and observation records.

**INTERDISCIPLINARY** covering of knowledge and skills from several academic subject areas and/or domains.

**INTERN** a new teacher who receives support from a mentor teacher as part of a professional development process.

**JOB ANALYSIS** a technique for studying a teaching job in terms of the knowledge, skills, and abilities (KSAs) needed to perform the job in a minimally acceptable manner as well as the functions and tasks that are performed as part of the job. This process may involve observation of teachers while they are doing their jobs as well as interviews with these teachers, and possibly their administrators, and review of such documents as job descriptions, school procedures, and teacher products.

**JOB ASSIGNMENT** the designated position of a teacher, including the grade levels and the students to be taught, the curricular areas to be covered, the work location, the duration of employment, and non-instructional responsibilities.

**JOB DESCRIPTION** a summary of the qualifications, duties, responsibilities, physical and mental demands, and working conditions associated with a specific job.

**KNOWLEDGE** the sum of the information and experience the teacher has acquired or learned and is able to recall or use.

**KSA** an abbreviation for knowledge, skills, and abilities

**LEARNING ENVIRONMENT** The setting in which student instruction occurs.

**LEARNING OUTCOMES** the products of instruction or exposure to new knowledge or skills. Examples include the mastery of a new skill or successful completion of a training program.

**LEGALLY DEFENSIBLE** an action, conclusion, or statement that can be upheld under current legislation, governmental mandates, and court decisions.

**LESSON** the content that is to be taught or the activity that is to be done during a specific period of instructional time.

**LICENSE/CERTIFICATE** the approval by a governmental agency, usually at the state level, for an individual to be a teacher in the designated state, grade levels, subject areas, and specialties. Licensure indicates that the candidate has met a minimum level of requirements, designed to ensure the protection of student, public health, safety, and welfare interests.

**LONG-TERM SUBSTITUTE** a temporary professional staff member who is not under contract with the District, serving in a teaching position for a contracted person on temporary leave from the district for one semester or longer.
L.O.T.I. LEVELS OF TEACHING INNOVATION refers to a 6 level rubric designed to assess the types and quantity of innovative practices teachers employ in their classroom based on the research Christopher Moersch.

www.loticonnection.com

MASTER TEACHER teacher who has been identified as exhibiting superior performance and expertise.

MENTOR TEACHER an experienced, often specially trained, teacher who works with new teachers, interns, or regular teachers in a professional improvement program. Mentors serve as resources, coaches, advisors, and confidants to other teachers and may be involved in formative evaluation activities as well as in the development and implementation of the plan of assistance.

MENTORING the provision of support by experienced teachers to promote the development of new or less experienced teachers.

MULTIPLE MEASURES the array of different types of evidence that are collected or assessment instruments that are used to better assess a teacher’s knowledge, skills, and performance. Together, multiple measures of the same attribute provide a more comprehensive, reliable, and valid measure of that attribute than any one measure alone.

NEW STAFF tenured professional staff member, entering the District with less than one year under contract in the district.

NON-TENURED STAFF professional staff member who has fewer than three contractual years of service in the district and has not received six Satisfactory ratings as recorded on PDE 426.

OBSERVABLE that which can be seen and documented by another person. For example, the tone of the teacher’s voice can be observed and recorded, but the thinking of the teacher that determined the tone of voice cannot be observed.

OBSERVATION one of several methods used to collect data about a teacher’s performance. It may also cover student behavior, the teaching context, and the learning environment. Observing should include the recording of evidence and notes while watching the teacher. Observations typically occur in the teacher’s own classroom, but they may also occur in other settings (e.g., playground, staff meeting, parent-teacher conference) or may be based on audio tapes or videotapes; typically a time when the administrator physically observes a lesson or a learning activity. A discussion regarding a specific event could serve as an observation for other instructional staff such as counselors and nurses.

OBSERVER the person who collects evidence and notes about what he/she is observing, either in a classroom or another setting. The observer is an assessor, but may or may not be an evaluator.

PEDAGOGY the art and science of teaching. Some pedagogical skills apply across teaching situations whereas others apply only to specific subject areas (pedagogical content knowledge).

PEER REVIEW the evaluation of a teacher by other teachers, usually done to provide feedback to the valuedee for purposes of professional development and improvement or to provide subject-matter and context-related expertise not possessed by others involved in the evaluation process.

P.C.U. PERSONAL COMPUTER USE FRAMEWORK an assessment tool that measures classroom teachers’ fluency with using digital tools and resources for student learning based on the research Christopher Moersch.

www.loticonnection.com
PILOT TESTING  a preliminary try-out of a new or revised assessment or process. Pilot testing considers such areas as comprehensiveness and clarity of directions, format of assessment materials, adequacy of resources or equipment to be used for the assessment, quality of assessor/evaluator training programs, and timing of assessment tasks.

PLAN OF ASSISTANCE  a strategy for professional development and growth designed to address a teacher’s deficiencies in meeting designated performance standards, based on the results of an evaluation. The plan of assistance should indicate goals and objectives for improvement, an action plan for improvement, what staff and resources are available, the timeline for development activities, benchmarks for ensuring that professional growth is occurring, and measures for verifying achievement of the goals and objectives.

PORTFOLIO  purposeful collection of documents concerning a teacher’s performance (e.g., testimonials, student learning outcome reports, samples of students’ work) and of products produced by the teacher (e.g., a lesson plan, a critique of a textbook chapter, a videotape of a lesson, a teacher-made unit test). The types of documents to be included may be specified, or the teacher may be free to choose what types of documents to include. A Professional Portfolio is a tool for growth-oriented supervision, evaluation and professional development.

PROFESSIONAL DEVELOPMENT ACTION PLAN  All teachers will participate in annual goal setting, established collaboratively between the teacher and building administrator. The Professional Development Action Plan will be used to assist the staff member in organizing the studies while they are involved in the Self-Directed Supervision mode.

PROFESSIONAL GOAL PLAN plan that includes a goal statement using the S.M.A.R.T. Goal method, specific actions to be taken to achieve the goal, and a description of the measurement process for goal achievement.

REFLECTION  the process by which teachers reviews their past performance as a means of improving future performance.

RUBRIC  a set of rules, guidelines, or benchmarks at different levels of performance, or prescribed descriptors for use in quantifying measures of teacher attributes and performance.

SCRIPTING  narrative written to document the actions of the teacher and the students during a lesson. It includes notes detailing all classroom activities that occur while the observer is present. Scripting does not include making judgments or interpreting the evidence and notes. Scripting may be continuous throughout the activity or intermittent at pre-specified time intervals (e.g., 3 minutes on, 2 minutes off).

SELF-ASSESSMENT  the process of judging one’s own teaching performance for the purpose of self-improvement. A teacher may use such techniques as self-viewing on a videotape, observing and modeling exemplary teachers, filling out self-rating forms, completing open-ended self-reports, keeping a log, compiling a portfolio, or using self-study handbooks and materials.

SELF-EVALUATION  the process of reviewing one’s own behavior and student learning outcomes for the purpose of monitoring and changing one’s own teaching performance.

SELF-REPORT MEASURES  those instruments in which teachers record their own recollections of events, feelings, judgments, and attitudes.

SELF-STUDY MATERIALS  programs designed for use by a teacher in assessing his/her own teaching behaviors.
STUDENT LEARNING OUTCOMES the measures of student achievement of knowledge and skills and other educational outcomes such as improved student attitudes and behaviors that should have been taught to them by the teacher being evaluated. This term covers acquisition, retention, application, transfer, and adaptability of knowledge and skills.

SUMMATIVE TEACHER EVALUATION an evaluation conducted primarily for the purpose of making personnel decisions about the teacher (e.g., merit pay, reassignment, promotion, dismissal, tenure). Summative evaluation usually is done by an administrator rather than an administrator or another teacher.

SUPERVISION process of administrative support leading to continuous professional growth. The purpose of supervision is to promote growth beyond the teacher’s current level of performance.

TEACHER all certificated school professionals including teachers, counselors, nurses and librarians.

TEACHER LOG journal or diary, maintained by the teacher, administrator, assessor, or administrator, that includes such topics as decisions, plans, activities, results, changes, and reflections. The log can serve as a source of information for self-assessment or an evaluation or can be included as part of a portfolio.

TEAM MEMBERS an individual or group of two to four professionals who have a common focus or interest for a study which should improve student or program performance.

TIER 1 DIRECTED PROFESSIONAL GROWTH PLAN: INSTRUCTIONAL LEVEL I OR LEVEL II TEACHERS the supervisory process for Instructional Level I teachers who are new to the profession and/or to the District. These teachers engage in the Induction Plan.

TIER 2 SELF-DIRECTED PROFESSIONAL GROWTH PLAN: INSTRUCTIONAL LEVEL II TEACHERS the supervisory process for Instructional Level II teachers who have demonstrated Satisfactory knowledge and skills in each of the four Categories: Planning and Preparation, Classroom Environment, Instruction and/or Professional Responsibilities. Tier 2 provides a variety of options for the teacher to continue professional growth and development in more individualized ways.

TIER 3 DIRECTED PROFESSIONAL GROWTH PLAN: FOCUSED ASSISTANCE TEACHERS the supervisory process for teachers who need direct assistance in improving their knowledge and/or skills. The Focused Assistance Teacher component of the professional growth model and is intended to address the needs of staff members when the administrator has identified serious concerns with performance of responsibilities. It may involve an Instructional Level I or Instructional Level II teacher who had demonstrated Unsatisfactory performance in any of the four Categories: Planning and Preparation, Classroom Environment, Instruction and/or Professional Responsibilities.

TRIANGULATION method used to obtain more valid results by using multiple sources of data about one aspect of performance, multiple methods of collecting data, and/or multiple interpretations of the same data.
GLOSSARY OF RESEARCH-BASED, BEST INSTRUCTIONAL PRACTICES

ACTIVE STUDENT ENGAGEMENT Learning is superficial until the learner is actively engaged. Teaching that emphasizes active engagement helps students process and retain information. It leads to self-questioning, deeper thinking, and problem solving. Engagement strategies like repetition, trial and error, and posing questions move the brain into active and constructive learning. And such activities can lead to higher student achievement.

ADVANCE ORGANIZERS, CUES AND QUESTIONS Help students to retrieve what they already know on a topic. Cues are straightforward ways of activating prior knowledge; questions help students to identify missing information; advance organizers are structured frameworks presented in advance of the learning; 22%ile gain

ASKING HIGHER ORDER THINKING QUESTIONS A process that stimulates thinking and requires students to analyze, synthesize or evaluate information and their responses to questions in the pursuit of knowledge. Emphasizes higher order thinking (HOT). Use of Bloom’s Taxonomy to develop questions that challenge students’ thinking.

ASSIGNING HOMEWORK AND PRACTICE Provides students with opportunities to deepen their understanding and skills relative to presented content. Effectiveness depends on the quality and frequency of teacher feedback among other factors; 28%ile gain

CHECKING FOR UNDERSTANDING Periodically assessing whether students understand a concept, principle or process by asking them to summarize the learning; using hand signals to show comprehension of a concept; asking questions of the students; having students post their questions about a concept or topic in a question box or bulletin board; or asking students to develop a nonlinguistic representation of the concept.

CLEAR STANDARDS Establish what all students need to know and be able to accomplish based on the Academic Standards proposed by the Commonwealth of PA, the Assessment Anchors and the Eligible Content;

CLOSURE Those actions or statements used by teachers to bring a lesson to an appropriate conclusion. Closure helps students bring things together in their own minds and to make sense out of what has just been taught. It is particularly for students to bring closure to a lesson by summarizing what the lesson was about or what they learned from the lesson.

COMPARING, CONTRASTING, CLASSIFYING, ANALOGIES AND METAPHORS Identifying similarities and differences with Venn diagrams, charts, graphs; 45%ile gain

COOPERATIVE LEARNING GROUPS A teaching and learning strategy in which small groups of students of differing ability levels use various methods to acquire knowledge and skills. 27%ile gain

CREATING NON-LINGUISTIC REPRESENTATIONS All senses come into play in learning. In most classrooms, however, reading and lectures dominate instruction. This is engaging students through the linguistic mode. Learners also acquire and retain knowledge non-linguistically, through visual imagery, kinesthetic or whole body
modes, and auditory experiences or through the fine arts: drama, performance, art, dance and/or music. To take advantage of all learning modes teachers can encourage students to create nonlinguistic representations of their thinking such as idea webs, dramatizations, poems, sculpture, mobile, painting, photograph, drawing, musical score or performance etc. Computer simulations also encourage exploration and experimentation by allowing learners to manipulate their learning experience and to visualize results. When student then explain their models verbally or in writing, they are putting their thinking into words. This may lead to new questions and discussions, which in turn will promote deeper thinking and better understanding. 27%ile gain

www.marzanoandassociates.com

**CURRICULUM FRAMEWORK** The curriculum framework specifies big ideas, concepts, competencies, essential questions, exemplars and vocabulary in each subject area and at each grade level. www.pdesas.org

**EXPLICIT OR DIRECT INSTRUCTION** Explicit instruction is a systematic instructional approach that includes set of delivery and design procedures derived from effective schools research merged with behavior analysis. There are two essential components to well designed explicit instruction: (1) visible delivery features are group instruction with a high level of teacher and student interactions, and (2) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

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- **Big Ideas:** Big ideas function as the keys that unlock content for the range of diverse learners. Those concepts, principles or heuristics facilitate the most efficient and broadest acquisition of knowledge. Teaching using big ideas is one promising means of striking a reasonable balance between unending objectives and no objectives at all.

- **Conspicuous Strategies:** People accomplished at complex tasks apply strategies to solve problems. Empirical evidence suggests that all students in general and diverse learners in particular, benefit from having good strategies made conspicuous for them. This paired with great care taken to ensure that the strategies are well-designed result in widely transferable knowledge of their application.

- **Mediated Scaffolding:** This temporary support/guidance is provided to students in the form of steps, tasks, materials, and personal support during initial learning that reduces the task complexity by structuring it into manageable chunks to increase successful task completion. The degree of scaffolding changes with the abilities of the learner, the goals of instruction, and the complexities of the task. Gradual and planned removal of the scaffolds occurs as the learner becomes more successful and independent at task completion. Thus, the purpose of scaffolding is to allow all students to become successful in independent activities. There are at least two distinct methods to scaffold instruction; teacher assistance and design of the examples used in teaching.

- **Strategic Integration:** An instructional design component, strategic integration, combines essential information in ways that result in new and more complex knowledge. Characteristics of strategic instruction include: a) curriculum design that offers the learner an opportunity to successfully integrate several big ideas, b) content learned must be applicable to multiple contexts, and c) potentially confusing concepts and facts should be integrated once mastered. The strategic integration of content in the curriculum can help students learn when to use specific knowledge beyond classroom application.
Judicious Review: Effective review promotes transfer of learning by requiring application of content at different times and in different contexts. Educators cannot assume that once a skill is presented and "in" the learner’s repertoire that the skill or knowledge will be maintained. Planned review is essential to ensure that students maintain conceptual and procedural "grasp" of important skills and knowledge (Big Ideas). Judicious review requires that the teacher select information that is useful and essential. Additionally, review should be distributed, cumulative, and varied. Requirements for review will vary from learner to learner. To ensure sufficient judicious review for all learners, teachers must regularly monitor progress of the students to inform continued instruction and needed review activities. Review that is distributed over time, as opposed to massed in one learning activity/unit, contributes to long-term retention and problem solving.

Primed Background Knowledge: Acquisition of new skills and knowledge depends largely upon a) the knowledge the learner brings to the task, b) the accuracy of that information, and c) the degree to which the learner can access and use that information. Priming background knowledge is designed to strategically cultivate success by addressing the memory and strategy deficits learners may bring to the new task. The functions of priming background knowledge are to increase the likelihood that students will be successful on new tasks by making explicit the critical features, and to motivate learners to access knowledge they have in place. www.cast.org

FAIR ASSESSMENTS Fair assessments are aligned to the Pennsylvania Academic Standards, Assessment Anchors, and Eligible Content. Various assessments are used to gather data in differing ways for different purposes; www.pdesas.org

GENERATING AND TESTING HYPOTHESES Involves students directly in applying knowledge to a specific situation and using deductive thinking, making predictions about a future action or event, which is more effective than inductive thinking, drawing conclusions based on information known or presented. 25%ile gain www.marzanoandassociates.com

GRAPHIC ORGANIZERS A nonlinguistic or pictorial way to organize information to gain understanding, increase recall, construct knowledge or learn new content or skills.

GUIDED PRACTICE Allows students to demonstrate that they have grasped the skills, concepts and modeling that the teacher presented to them during the instruction. These can be individual or cooperative learning small group activities. While students are engaged in guided practice, the teacher circulates around the classroom and provides assistance as needed on the activities the students are doing. The teacher also observes the students’ level of master of the material to inform future teaching.

HANDS ON MANIPULATIVE DEVICES Items or materials that represent concepts that can be used to correspond to information acquire knowledge or develop skills

INSTRUCTION Teaching that is aligned with the Academic Standards to identify strategies that are best suited to help students achieve expected performance

INTERACTIVE MEDIA A form or interaction between a user and print, electronic or digital media that is designed to promote learning or acquire skills; includes DVD, CD, PlayStations, PodCasts, Social Networking, Microsoft Office Suite applications, Internet research.

METACOGNITION Metacognition is part of planning, monitoring and evaluating the learning process. Knowledge about one’s own cognitive system; thinking about one’s own thinking; essential skill for learning to learning. Includes thoughts about what are we know or don’t know and regulating how we go about learning. It involves
both the conscious awareness and the conscious control of one’s learning. Learning how to learn involves possessing or acquiring the knowledge and skill to learn effectively in whatever learning situation learners encounters. www.cast.org

MODELING Teacher shows, models or demonstrates the behaviors or skills that are expected of the student. Teacher demonstrates the behavior or skill and student watches. Teacher and student work together on the behavior or skill. Student works alone on the skill or behavior and the teacher watches. Modeling provides students with a clear, multisensory representation of a skill or concept. I do. We do. You do. www.cast.org

PRINCIPLES OF LEARNING

Organizing for Effort
1. A clear, high minimum set of standards that every student is expected to meet is established in each subject.
2. All students are taught a curriculum that prepares them to meet the standards.
3. Additional instruction and learning time is provided for students who need it in order to meet the standards.
4. When there are special learning opportunities, a willingness to do the work is the primary admission criterion.
5. Students are responsible for completing academic work that has been specified and negotiated.
6. There are specified bodies of work e.g. reading a certain number of books, writing a research paper, performing school service that students must accomplish by the end of key stages of schooling

Clear Expectations
1. Standards that include models of student work are available to and discussed with students.
2. Students judge their work with respect to the standards.
3. Intermediate expectations leading to the formally measured standards are specified.
4. Families and community are informed about the accomplishment standards that children are expected to achieve.

Fair and Credible Evaluations
1. Exams and tests are referenced to standards and designed to be studied for. The exams and tests are valid when students directly prepare to take them.
2. Exams, tests and class work are graded against absolute standards, not on a curve.
3. A reporting system exists that makes it clear to students and their parents how they are progressing toward expected standards.
4. Assessments validly test the full range of adopted standards.
5. Curriculum and assessments are aligned.
6. Public accountability assessment instruments and instructional assessments are aligned.

Recognition of Accomplishment
1. Frequent and regular occasions for recognizing student accomplishment linked to standards are established.
2. Recognitions mark real accomplishment – meeting a standard or intermediate expectation.
3. Enough clearly demarcated progress points are set so that all students experience recognition and celebration of their accomplishments periodically.
4. Families and other community members who matter to students participate in celebrations and recognition events.
5. Employers and colleges recognize and ask for evidence of academic accomplishments for high school students.
Academic Rigor in a Thinking Curriculum

Commitment to a Knowledge Core
1. There is an articulated curriculum in each subject that avoids needless repetition and progressively deepens understanding of core concepts.
2. The curriculum and instruction are clearly organized around major concepts specified in the standards.
3. Teaching and assessment focus on students’ mastery of core concepts.

High-Thinking Demand
1. In every subject, students are regularly expected to raise questions, to solve problems, to think and to reason.
2. Students are doing challenging, high level assignments in every subject.
3. Assignments in each subject include extended projects in which original work and revision to standards are expected.
4. Students are challenged to construction explanations and to justify arguments in each subject.
5. Instruction is organized to support reflection on learning processes and strategies.
6. 

Active Use of Knowledge
1. Each subject includes assignments that require students to synthesize several sources of information.
2. Students in each subject are challenged to construct explanations and to test their understanding of concepts by applying and discussing them.
3. Students’ prior and out of school knowledge is used regularly in the teaching and learning process.
4. Instructional tasks and classroom discourse require students to interpret texts and construct solutions.

Accountable Talk

Engagement with Learning through Talk
1. A substantial portion of instructional time involves students in talk related to the concepts delineated in the standards.
2. Accountable Talk sharpens students’ thinking by reinforcing their ability to build and use their knowledge.
3. Teachers created the norms and skills of Accountable Talk in their classrooms by modeling appropriate forms of discussion and by questioning, probing and leading conversations.

Accountability to the Learning Community
1. Students actively participate in classroom talk.
2. Students listen attentively to one another.
3. Students elaborate and build upon ideas and each others’ contributions.
4. Students work toward the goal of clarifying or expanding a proposition.

Accountability to Knowledge
1. Students make use of specific and accurate knowledge.
2. Students provide evidence for claims and arguments.
3. Students identify the knowledge that may not be available yet which is needed to address and issue.

Accountability to Rigorous Thinking
1. Students synthesize several sources of information.
2. Students construct explanations.
3. Students formulate conjectures and hypotheses.
4. Students test their own understanding of concepts.
5. Classroom talk is accountable to generally accepted standards of reasoning.
6. Students challenge the quality of each other’s evidence and reasoning.
7. Classroom talk is accountable to standards of evidence appropriate to the subject matter.

Socializing Intelligence
Beliefs

1. I have the right and obligation to understand and make things work better.
2. Problems yield to sustained effort.

Skills

1. Cognitive
2. Social

Disposition

1. Habits of mind
2. Tendency to try to actively analyze problems, ask questions and get information.
4. Students acquire and use strategies for appropriate getting and giving help in learning.
5. Staff communicate to all students that they are already competent learners and are able to become even better through their persistent use of strategies and by reflecting on their efforts.
6. Classroom practice holds students accountable for using learning, problem solving and helping strategies.
7. Students are persistent when working on challenging problems.
8. Students regularly expect to do better than before.

Self-Management of Learning

1. Within the context of instruction and learning in the various subject areas, metacognitive strategies are explicitly modeled, identified, discussed and practiced.
2. Students are expected and taught to play an active role in monitoring and managing the quality of their learning.
3. Teachers scaffold students’ performance during initial stages of learning and then gradually remove supports.

Learning as Apprenticeship

1. A substantial portion of instruction and learning occurs in the context of extended, interdisciplinary projects culmination in presentations of unfinished work.
2. Student products meet publicly agreed upon standards of quality.
3. Experts from within the school for from the community critique and guide student work.
4. Learning strategies and thinking are overtly modeled and discussed.

http://www.lrdc.pitt.edu/about

PROBLEM-BASED OR PROJECT-BASED LEARNING PBL is at the heart of effective instruction because it brings together intellectual inquiry, rigorous, real-world standards and student engagement in relevant and meaningful work. It is a comprehensive instructional model in which project work is central to student understanding of the essential concepts and administrators of the disciplines. Student centered learning that occurs in small student groups with the teacher acting as a facilitator or guide; problems are posed to organize the focus of the learning and provide stimulus for the learning. The problems are a vehicle for the development of clinical problem-solving
skills; new information is acquired by the students through self-directed learning. PBL usually results in well-crafted projects that engage and build on student interests and passions; provide a meaningful and authentic context for learning and immerse students in complex, real-world problem solving and investigations without a predetermined solution.

**REINFORCING EFFORT AND PROVIDING RECOGNITION**

Simply teaching many students that added effort would pay off in terms of achievement actually increases student achievement more than techniques for time management and comprehension of new material. Praise, when recognizing students for legitimate achievements, is also effective. 29%ile gain; [www.marzanoandassociates.com](http://www.marzanoandassociates.com)

**RESEARCH BASED EFFECTIVE TEACHING PRINCIPLES:**

1. Students learn more when they are actively engaged in instructional tasks.
2. High success rates correlate positively with student learning outcomes.
3. The more content covered, the greater the potential for student learning.
4. Students achieve more in classes where they spend most of their time being directly taught by a teacher.
5. Students become independent, self-regulated learners through instruction that is deliberately and carefully scaffolded. Teachers provide support and structure, then systematically remove guidance and increase student competence.
6. The critical forms of knowledge (declarative, procedural, and conditional) must be addressed in order for students to become independent, self-regulated learners: Declarative - factual information; Procedural - how to use the knowledge in specific ways; Conditional - knowing when and where to apply the knowledge
7. Learning is increased when teaching is presented in a manner that assists students in organizing, storing, and retrieving information.
8. Strategic instruction will help students to become more independent, self-regulated learners. Strategic instruction is designed to teach students how to apply techniques, principles, or rules in order to solve problems and complete tasks successfully and independently.
9. Students can become more independent, self-regulated learners through instruction that is explicit.
10. By teaching sameness both within and across subjects, teachers promote the ability of students to access knowledge in any problem-solving situation. Teaching sameness is linking a single concept with many ideas and providing students with numerous examples to promote generalization.


**ROLE PLAY**

Teaching and learning process in which students place themselves in another person’s position and act out the role of another to see or experience the others’ points of view and to develop particular skills and to meet specific learning objectives.

**SCAFFOLDING**

A process that enables students to solve a problem, carry out a task or achieve a goal which would be beyond their unassisted efforts and in addition to helping children complete tasks they could not otherwise complete, scaffolding can aid students by helping them to better complete a task, to complete a task with less stress or in less time, or to learn more fully than they would have otherwise. Scaffolding should be seen as a technique that is flexible and temporary. Once the students are able to successfully accomplish the task, the scaffold should be gradually decreased and removed.
Providing assistance for improved performance is known as scaffolding. Common elements of scaffolding include task definition, direct or indirect instruction, specification and sequencing of activities, provision of materials, equipment and facilities and other environmental contributions. Scaffolding may include assistance with planning, organizing, doing and/or reflecting on the specific task. Such assistance is best made available in a timely manner matched to the learning needs and interests of the learner. Effective scaffolding makes two major contributions: it makes it easier for the learner to undertake a task successfully and thus expands the possible learning activities and experiences; increases the rate at which learning may be achieved; extends what is possible for a learner to perform and thus expands the Zone of Proximal Development (ZPD) since the provision of powerful tools and well formed instructions enable higher order problems to be solved more rapidly. Traditionally the assistance of scaffolding was provided by a teacher directly to a learner in real time. Scaffolding can also be provided indirectly as in the tutorial materials such as worksheets; www.cast.org

SETTING OBJECTIVES AND PROVIDING FEEDBACK Goal setting is the process of establishing direction and purpose for the teaching and learning. Providing frequent and specific feedback related to the attainment of the learning objectives is one of the most effective strategies to increase student achievement; 23%ile gain www.marzanoandassociates.com

SUMMARIZING AND NOTE TAKING To summarize is to fill in missing information and to translate information into a synthesized, brief form. Note taking is the process of students using written notes as a work in progress and or teachers’ preparing notes to guide instruction; 34%ile gain; www.marzanoandassociates.com

TECHNOLOGY Includes the rich resources, new tools and powerful learning environments provided by technological advances including handheld devices, DVD, CD, podcasts, RSS feeds, computer hardware and software, social networking sites, Internet research sites. Technology offers teachers alternative ways to convey information and student’s alternative ways to demonstrate their learning.

TRANSITIONS Transitions are the times between teaching and learning activities when teacher and students are moving from one subject, project or situation to another. Transitions are a key component to creating a smooth and fluid lesson. Transitions do more than provide students with direction. They also ensure effective classroom management. By creating smooth transitions, supported by consistent routines, students know what to expect from the teacher and what is expected of them. This leads to a reduction of classroom interruptions and behavior problems that erode instructional time.

VOCABULARY Research indicates that student achievement will increase by 12%ile points when students are taught 10-12 words per week; 33%ile points when vocabulary is focused on specific words important to what students are learning and specific teaching methods are employed.
Professional Educator Code of Conduct


Section 1. Mission
The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction
(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. §§ 12-1255(a) (10).

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

Section 3. Purpose
(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

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

Section 4. Practices
(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator’s conduct
toward students and colleagues, and the educator’s employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

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

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

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

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

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

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

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

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

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

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

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

Section 5. Conduct
Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations
(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1251-12-1268), known as the Teacher Certification Law.
(b) The professional educator may not engage in conduct prohibited by:
(1) The Public School Code of 1949 (24 P. S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.


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

Section 7. Certification
The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.
(2) Assist entry into or continuance in the education profession of an unqualified person.
(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights
The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline
(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
(2) Exploit a professional relationship for personal gain or advantage

Section 10. Relationships with students
The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.
(2) Knowingly and intentionally misrepresent subject matter or curriculum.
(3) Sexually harass or engage in sexual relationships with students
(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships
The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
(2) Knowingly and intentionally distort evaluations of colleagues.
(3) Sexually harass a fellow teacher.
(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.
(6)