Evaluation System

Shippensburg Area School District

K-12 Licensed/Certified Employees

This evaluation system is in alignment with the Pennsylvania Teacher Effectiveness Evaluation Guidelines per Act 82

Adopted by the

Shippensburg Area School Board

10/10/2016

Contents

INTRODUCTION

Our children are the future of Shippensburg. In seeking to provide them with the best chances to thrive in an ever changing and highly technological world, they must receive the very best education that we can provide to them. Hence, our system of public instruction must continue to evolve to meet the needs of our most important asset – our children!

Accordingly, the Pennsylvania Department of Education has developed this revised teacher evaluation process to comply with the requirements of the Pennsylvania Code which provides for teacher evaluation, specifically Act 82.

The revised evaluation process is designed:

- To serve as a positive mechanism for providing constructive feedback.
- To assist instructional staff to enhance the quality and variety of instructional methodologies and techniques applied within our system.

The use of evaluative data is a well-known method of assessing and enhancing the performance of professionals in all walks of life. These methods in the public school settings lead to increased student performance.

The performance instrument addressed in this manual is intended to strengthen teacher performance through the development of cohesive standards leading to the impartial assessment of the instructional practices utilized by the staff within the Shippensburg Area School District.

As alluded to above, improving instructional performance is a shared responsibility between local school boards, school administrators, and instructional staff. Each has a role to play, and each has opportunities to contribute to the process.

Some of the most crucial interactions that occur during our professional lives are those occurring between supervisors and employees. Hence, the accurate assessment of employee performance and the need to develop an atmosphere conducive to continuous employee skill development is one of the most critical responsibilities that supervisors undertake.

As a consequence, performance evaluation instruments and policies must be reliable assessment tools and be capable of being applied to diverse employees with varying and different teaching styles.

In recognizing the diversity of styles and approaches that are present within our system, a tiered evaluation instrument has been developed to promote flexibility in the teacher assessment process.

Also, this revised system is founded on accepted practices and techniques, and this system is designed to empower and assist staff in attaining an unparalleled level of excellence.

The evaluation process is a collaborative one between our school board, administrative staff, and instructional personnel. We are a team that is committed to providing excellence in public education.

Please direct any questions regarding the policy, the process, or the materials included in this document to your immediate supervisor.

Integral to the evaluation process is the use of a variety of sources to collect evidence to evaluate teachers using the state approved rubrics. In addition to the requirements relative to the tier upon which K-12 licensed professional staff are placed, the following are sample sources for data collections that may be used to evaluate performance:

- Formal observation reports
- Written feedback from informal observations/walk-throughs
- Structured interviews
- Written communications initiated by teachers (emails, notes to students, memos, letters, newsletters, course syllabus, etc.)
- Classroom assessments, benchmark tests, PSSA or Keystone tests, grade distribution reports, PVAAS growth data, Student Learning Objectives (SLOs)
- Written communications about the teacher (letters/notes/emails from parents, volunteers, businesses, community representatives, district administration, support personnel, etc.)
- Documentation of the teacher's involvement in school and professional development activities.
- Plan book, grade book, (electronic printouts are acceptable)
- Professional development plans
- Conversations and conferences individually, or during study groups, faculty meetings, team meetings, department meetings, and/or grade level meetings
- Portfolio, teacher-prepared materials for student use
- Oral feedback from parents, other administrators, counselors, and students.
- Pattern of discipline referrals and follow-up
- Request for student placement
- Teacher's logs/records of after school communications
- After school assistance provided to students
- Substitute plans
- Phone logs/parent-teacher conference records

STANDARDS OF PERFORMANCE

Classroom Teacher

The classroom teacher is defined as an employee who is paid on the teacher scale via the Professional Collective Bargaining Agreement and is directly responsible for providing daily instructional services to a group of students. This also includes counselors, nurses, media specialists, and other specialists who are included in the SAEA Collective Bargaining Agreement.

The evaluation of classroom teachers shall be based upon four identified domains of performance and teacher effectiveness based upon Charlotte Danielson's Four Domains for Effective Teaching:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment

- Domain 3: Instruction
- Domain 4: Professional Responsibilities

The standards of performance are measured through the use of a rubric of indicators described under each performance standard. The indicators enable teachers and evaluators to assess the quality of performance. They also serve as building blocks on which teachers can continue to expand their teaching repertoire of skills. Because these indicators are based upon research on effective teaching practices that cause learning to occur, they are effective in measuring the expected responsibilities of a teacher.

The following description of the performance indicators is intended to assist both teachers and supervisors in understanding the expectations upon which decisions will be made by the teacher in completing the self-assessment and by the principal/supervisor during the summative evaluation.

THE FRAMEWORK FOR TEACHING

Domain 1: Planning and Preparation
  a. Demonstrating knowledge of content and pedagogy
  - Knowledge of content and the structure of the discipline
  - Knowledge of prerequisite relationships
  - Knowledge of content-related pedagogy
  b. Demonstrating knowledge of students
  - Knowledge of child and adolescent development
  - Knowledge of the learning process
  - Knowledge of students' skills, knowledge, and language proficiency
  - Knowledge of students' interests and cultural heritage
  - Knowledge of students' special needs
  c. Selecting instructional outcomes
  - Value, sequence, and alignment
  - Clarity
  - Balance
  - Suitability for diverse learners
  d. Demonstrating knowledge of resources
  - Resources for classrooms use
  - Resources for extended content knowledge and pedagogy
  - Resources for students
  e. Designing coherent instruction
  - Learning activities
  - Instructional materials and resources
  - Instructional groups
  - Lesson and unit structure
  f. Designing student assessment

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments

Domain 2: The Classroom Environment

a. Creating an environment of respect and rapport
- Teacher interaction with students
- Student interactions with one another

b. Establishing a culture for learning
- Importance of the content
- Expectations for learning and achievement
- Student pride in work

c. Managing classroom procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

d. Managing student behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

e. Organizing physical space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 3: Instruction

a. Communicating with students
- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

b. Using questioning and discussion techniques
- Quality of questions
- Discussion techniques
- Student participation

c. Engaging students in learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

d. Using assessment in instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

e. Demonstrating flexibility and responsiveness
- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

a. Reflecting on teaching
- Accuracy
- Use in future teaching

b. Maintaining accurate records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

c. Communicating with families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

d. Participating in a professional community
- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

e. Growing and developing professionaly
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

f. Demonstrating professionalism
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making

FLOWCHART FOR TIER 1 TEACHERS

Tier 1 teachers are:

1. **All instructional Level I, non-tenured professional employees**
2. **All new employees**
3. **Employees on an improvement plan**
4. **Level II professional employees who are cycled for formal observation**

Principal will orient the staff during the first 30 days of school

⬇

Instructional Level I, non-tenured professional employees: Principal/Supervisor will conduct 2 formal observation (preconference, observation, and post conference) and at least 2 informal (walk through) observations. **Instructional Level I, tenured and Level II professional employees:** Principal/Supervisor will complete at least 1 formal observation and at least 2 informal (walk through) observations.

⬇

Each teacher will complete a self-assessment prior to each post-conference using the rubric forms provided in the PA-ETEP system.

⬇

Conduct Summative Evaluation and conference by March 1st.

⬇

Submit Summative Evaluation forms to the District Office by March 10th.

⬇

Informal (walk through) observations will continue to be conducted from March 1 until the end of the school year.

⬇

Principal/Supervisor will upload the Summative Evaluation into the PDE rating tool as outlined in Act 82. (This rating form can be found in the PA-ETEP system.

Note: Any teacher hired prior to or on November 30th shall receive a formal evaluation during that school year. If hired after November 30th, the teacher will receive a formal evaluation the following school year unless the principal/supervisor chooses to begin the evaluation during the year in which the teacher is hired.

FLOWCHART FOR TIER 2 TEACHERS

Tier 2 teachers are:

Employees on Tier 2 who are cycled for differentiated supervision

Principal will orient the staff during the first 30 days of the school year. teachers will be notified of their Tier status and whether or not they are on Differentiated Supervision or formal observations for the year.

Principal/Supervisor will conduct at least 2 informal (walk through) observations during the school year.

Differentiated Supervision Cycle:

3-year cycle	Every 3rd year, employees revert to Tier 1 for formal observation	Principal/Supervisor has created and will update the 3-year cycle

The teacher will create a portfolio and submit the portfolio to the principal by April 15th in an organized manner with a binder or folder that is appropriately labeled.

Principals/Supervisors will complete the summative evaluation form and conduct a summative evaluation conference by the end of the school year.

Principal/Supervisor will update all summative evaluation files contained within the PA-ETEP system within 10 days after the last student day of the school year. Principal/Supervisor will upload the Summative Evaluation into the PDE rating tool as outlined in Act 82.

Orientation

Prior to the 30th day of school, the principal/supervisor is required to meet with the staff to discuss expectations and the process of evaluation. Such meetings can set the tone for a collaborative partnership in the program for performance evaluation. During the meeting, the principal/supervisor may want to discuss the following:

- The role of the teachers and the administrators in the evaluation process
- School and district goals and how they relate to expectations of teacher performance. Such information may impact what the principal/supervisor may be looking for during formal and informal observations or data a teacher may collect and include as part of the portfolio.
- The relationship between teachers performance and student learning
- Timelines in the evaluation process
- Key components of the policy
- Procedures the principal/supervisor may use to collect data on teacher performance
- The importance of collegial relationships and the sharing of ideas to help teachers frow and improve performance
- Other information related to teacher performance

Self-Assessment

Self-assessment is a part of the process for formal observations. Completing a self-assessment provides the opportunity to reflect upon professional practices. It can also be used as a benchmarking tool, and/or as part of a professional growth plan relative to the impact of one's efforts on student learning and school improvement.

Underlying the use of a self-assessment process are the following beliefs:

- All K-12 licensed staff members can grow and improve
- K-12 licensed professional staff members want to improve their practices and knowledge about the teaching/learning process
- K-12 licensed professional staff members should periodically reflect upon the professional standards that they are expected to perform
- K-12 licensed professional staff members are capable of assuming responsibility for much of their own professional growth and development, given the time, encouragement, and resources
- Self-assessment provides a base for collaborative dialogue between the evaluator and the professional staff member which enriches individualized professional growth and development
- Self-assessment provides for a a bottom-up approach to the improvement of individual performance
- Self-assessment makes those being evaluated aware of the strengths and weaknesses of their own practices
- Self-assessment encourages ongoing teacher development and discourages unchanging classroom beliefs, routines, and methods

Portfolio Development

The portfolio is one of the requirements for documentation of performance for teachers on **Tier 2.** A portfolio is a purposeful collection of materials that document or are representative evidence of a teacher's practices, knowledge, and skills. Portfolios present authentic views of learning and teaching, offering a more complete and valid picture of teacher performance. Researchers believe that portfolios promote professional development by providing teachers with a structure and process for documenting and reflecting on their practice.

The portfolio can take many different forms. However, it should only contain the documentation required by policy. Although, teachers may use creativity to elaborately assemble an eye-catching portfolio, principals/supervisors should evaluate the content of the portfolio. Keep in mind that the portfolio is one type of data for making decisions about the performance of the teacher. More important, the portfolio can provide for discussion points during the summative conference.

The first requirement for the portfolio is to provide a statement of measurable objectives for the students assigned to the teacher. Simply stated, the teacher will write a paragraph that describes what the students will learn and/or should be able to do by the conclusion of the school year, and how the teacher plans to measure whether the objectives have been accomplished. Other requirements of the portfolio are:

- a list of school and district professional development activities attended
- sample records of parent communication
- logs/records of before/after school assistance provided to students
- record of telephone calls, emails, and conferences with parents
- sample unit lesson plan
- student or parent survey; sample of formative, authentic, and summative assessments used to evaluate students
- summative record of benchmark test results; sample lesson plans; peer observations (if any)
- a summative record of grades for at least one grading period

Principals/supervisors examining the teacher portfolios should follow a systematic review process that includes the following steps:

- Read the entire portfolio to get a sense of the overall performance
- Review the portfolio in light of the policy requirements regarding the content and the standards which measure performance
- Take notes about significant pieces of information in the portfolio
- Provide feedback to the teacher during the summative conference

Formal Observations

The formal observation is a classroom visitation that lasts for a period of time sufficient to gather data regarding planning, delivery of instruction, and classroom management. During this observation, the principal/supervisor gathers data by observing the teacher and the students. Although not a requirement, in order to make the formal observation process an opportunity for teacher growth and to maximize the understanding of the observer, the following artifacts should be available for review:

- The lesson plans that includes the lesson's objective
- Student assessment and achievement data
- Assessment tools
- Classroom rules/procedures

Following the classroom visit, the principal/supervisor will complete the observation form and in a timely manner schedule a post-observation conference with the teacher. The principal/supervisor may require the teacher to bring to the conference any artifacts that will assist in establishing a clear picture of the teacher's performance.

The following are questions that will be used in the PA-ETEP system and referenced during the post-observation conference to gather more information on the lesson observed:

- What reflections caused you to design the lesson as you did? After the lesson, state whether the objectives have been met, specifically by whom, and how you know.
- How do you track student learning as it relates to this lesson?
- What specifically have you learned by communicating with families that impacted your planning of this lesson?
- In what ways is today's lesson related to collaboration with colleagues?
- What aspects of this lesson are the result of some recent professional learning?
- In what ways have you been an advocate for students that relate directly to this lesson?

The following are additional questions that may be asked by the evaluator during the post-observation conference to gather more information on the lesson observed:

- What did you expect the students to learn from this lesson?
- How was the lesson observed related to the standards or objectives in the curriculum map?
- Where were you and the students in the unit of study? What activities did the students engage in before and after my visit?
- Were there any special circumstances in the classroom that affected the learning or learning environment?
- How did you assess the students for mastery learning on this unit?
- Is there anything that you would have done differently in teaching the lesson observed?
- When I come back for a formal or informal observation, is there anything you want me to specifically observe?

Informal (walk-through) Observations

Walk-throughs are informal brief classroom visitations that may be used for gathering data or to focus on particular teaching and learning behaviors. It is important that during walkthroughs the principal/supervisor looks for conditions that promote a high level of student learning.

Researchers suggest that the focus of a walkthrough should be as follows:

- What are the students learning?
- How are the student's learning/practicing/applying skills, knowledge and concepts?
- How does this learning correlate to the standards or curriculum maps and to the needs of the students?
- How does this work help students meet performance standards?
- Is the pacing appropriate?
- Are the students actively engaged?
- Is the environment appropriate for learning?
- Is the teacher managing student behavior?

Intensive Support Plans

The purpose of an Intensive Support Plan (ISP) is to document efforts to assist in the improvement of performance that needs improvement or is unsatisfactory or severely impedes the students' learning.

The Intensive Support Plan identifies the following:

- Notification to the teacher that an Intensive Support Plan will be implemented
- Clear and measurable area(s) of deficiencies
- Strategies to provide remediation of deficiencies
- Who is responsible (principal/supervisor, teacher, or other) for specific tasks that will provide assistance in the remediation of deficiencies
- How performance will be assessed based upon the implementation of the strategies used to remediate deficiencies
- Clear time lines for assessing whether the teacher is improving
- Written notice on the progress of the Intensive Support Plan following completion of the plan

The Framework for Teaching rubrics with the four domains can be found in the PA-ETEP system. Currently, rubrics for three (3) licensed professional groups exist:

1. *Teaching Professionals*
2. *Non-Teaching Professionals (Counselors, Nurses, School Psychologists, Home School Visitors)*
3. *Administrators – Principals, Associate Principals, and Assistant Principals*

PORTFOLIO ASSESSMENT RUBRIC

Performance Level	Failing (0)	Needs Improvement (1)	Proficient (2)	Distinguished (3)	Score
Preparation and Planning (Lesson plans should be in alignment with the PA Common Core standards)	Little or no evidence of lesson plans exist. Goals are not clear and objectives are not evident or not stated as student activities. Goals do not permit viable methods of assessment. Resources for planning are not evident.	Only a few examples of lesson plans exist. IEP goals and other objectives exist but are moderately clear and may not permit viable methods of assessment. Resources for planning are limited.	Lesson plans are evident, organized and clear. IEP or other goals and objectives are clear and include activities. Most permit viable methods of assessment. Resources are evident and documented.	Exemplary documentation of planning exists. Several lesson or unit plans evidence standards- based practices and include a coherent, well- organized structure. Many resources are evidenced and documented.	_____
Classroom Environment	Portfolio contains no or poorly constructed examples of classroom displays. No examples of classroom discipline procedures are included.	Only a few examples of classroom displays are present. Discipline procedures may be evident but poorly stated and without clear consequences.	Standards of student conduct are clear to students and include consequences that are appropriate and not demeaning to students.	Several artifacts are included to illustrate a positive classroom climate with standards of student conduct evident that appear to have been developed with student participation.	_____
Instruction	Learning activities and materials are not suitable for students and are unorganized or outdated. Lesson plans do not have a clearly defined structure. Evidence of appropriate student engagement in learning activities is not present. No examples of feedback to students are present.	Only some of the documents illustrate learning activities and materials suitable for the students and are only somewhat organized. Lesson plan structure is recognizable but does not exhibit engaged student learning. Student feedback examples are included but may not be stated to enhance student achievement.	Learning activities and materials are suitable for students, organized and demonstrate use of current instructional practices. Lesson structure is clearly defined with examples of varied instructional groups suitable for various learning situations. Student feedback examples are included and clearly stated for student understanding.	Learning activities are highly relevant to students and instructional goals with coherent progression and structure that reflects recent professional research. Many examples are included that exemplify varied instructional activities. Student feedback examples are clearly stated to enhance student achievement.	_____
Professional Responsibilities	Teacher's system for maintaining information grades and assignments is in disarray. No system for monitoring student progress is evident. Documentation of communication to families is not included or not evident of engagement of families in the learning of the child. Teacher reflective exercises are not included and no measure of a lesson's success is evident.	Teacher's system for maintaining information grades and assignments is in disarray. No system for monitoring student progress is evident. . Documentation of communication to families is included but may be not evident of active engagement of families in the learning of the child. Teacher reflective exercises are included with limited information of the measure of a lesson's success.	Teacher's system for maintaining information grades and assignments is effective with some examples. Teacher's system for monitoring student progress is effective. Teacher communicates with families regularly and provides information frequently. Teacher reflective exercises are included with thoughtful references to support and assess a lesson's success.	Teacher's system for maintaining information grades and assignments is fully effective and many examples are provided. Teacher's system for monitoring student progress is efficient and effective. Teacher communicates with families frequently and positively and provides information frequently. Teacher reflective exercises are included with many thoughtful references to support and assess a lesson's success. Teacher participated in meetings and professional development activities as requested. If absent, participated in makeup meetings.	_____

Total Score:_____/12 Additional Comments: See the reverse side of this document.

_____   _____
Signature/Date, Teacher   **Signature/Date, Principal/Supervisor**

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

_____   _____
Dr. Chester Mummau, Superintendent of SASD   **Date**

STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

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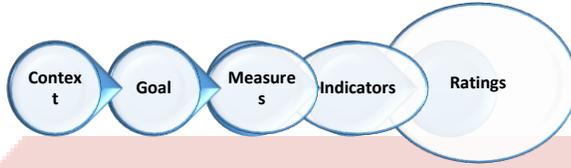
2. Classroom Context

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

3. SLO Goal

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

1. Performance Measures (PM)

3a. Name	PM #1: PM #2: PM #3: PM #4: PM #5:	**3b. Type**	☐ District-designed Measures and Examinations ☐ Nationally Recognized Standardized Tests ☐ Industry Certification Examinations ☐ Student Projects ☐ Student Portfolios ☐ Other:_____
3c. Purpose	PM #1: PM #2: PM #3: PM #4: PM #5:	**3d. Metric**	☐ Growth (change in student performance across two or more points in time) ☐ Mastery (attainment of a defined level of achievement) ☐ Growth and Mastery
3e. Administration Frequency	PM #1: PM #2: PM #3: PM #4: PM #5:	**3f. Adaptations/ Accommodations**	☐ IEP ☐ Gifted IEP ☐ ELL ☐ Other
3g. Resources/ Equipment	PM #1: PM #2: PM #3: PM #4: PM #5:	**3h. Scoring Tools**	PM #1: PM #2: PM #3: PM #4: PM #5:
3i. Administration & Scoring Personnel	PM #1: PM #2: PM #3: PM #4: PM #5:	**3j. Performance Reporting**	PM #1: PM #2: PM #3: PM #4: PM #5:

4. Performance Indicators (PI)				
4a. **PI Targets:** **All Student Group**	PI Target #1: PI Target #2: PI Target #3: PI Target #4: PI Target #5:			
4b. **PI Targets:** **Focused Student Group** **(optional)**	PI Target #1: PI Target #2: PI Target #3: PI Target #4: PI Target #5:			
4c. **PI Linked** **(optional)**		**4d.** **PI Weighting** **(optional)**	**PI**	**Weight**
			#1	
			#2	
			#3	
			#4	
			#5	

5. Elective Rating				
5a. Level	*__Failing__* 0% to ___ % of students will meet the PI targets.	*__Needs Improvement__* ___% to ___% of students will meet the PI targets.	*__Proficient__* ___% to ___% of students will meet the PI targets.	*__Distinguished__* ___% to 100% of students will meet the PI targets.

Teacher Signature _____Date_____ Evaluator Signature _____Date_____

5b. Rating	☐ Distinguished (3) ☐ Proficient (2) ☐ Needs Improvement (1) ☐ Failing (0)	**Notes/Explanation**

Teacher Signature _____Date_____ Evaluator Signature _____Date_____