

No. 4220  
SECTION: PERSONNEL  
TITLE: TEACHER EVALUATION:  
PROFESSIONAL TEACHING STAFF

ADOPTED: 6/11/77  
READOPTED: 6/21/10;1/29/14;11/15/16;  
8/20/19;3/16/21  
REVISED: 11/17/87;2/1/00;1/28/03;  
12/16/03;5/15/06;6/15/09

## OXFORD AREA SCHOOL DISTRICT

- A. Performance of the professional teaching staff is a primary factor in the quality of a school system. Recognizing that evaluating the professional teaching staff is one means by which the Oxford Area School District may continuously improve the level of instruction for its students, the Superintendent of Schools is directed to formulate and implement a plan whereby this objective may be achieved.
- B. The evaluation plan should incorporate the following:
1. Evaluation is to be used as:
    - a. a constructive measure to counsel and guide the teacher to his/her highest level of competency
    - b. to provide a basis for decision making; particularly relative to tenure, permanent certification and continued employment
  2. The evaluation procedure is to be a dynamic process which may be improved through the adoption of better methods and techniques as they are developed.
  3. Professional staff may have a role in designing the evaluation process.
  4. Data recorded as a result of the evaluation process will be treated as confidential material.
- C. Each building principal or other appropriate administrator shall send the written evaluation for each teacher supervised to the Superintendent of Schools by the last student day of the school year.
- D. Approved Pennsylvania Department of Education forms shall be used as the official evaluation forms of the Oxford Area School District for all professional teaching staff and as the evaluation form for all Instructional I teachers applying for their Instructional II certificate.
- E. The Superintendent of Schools shall develop procedures for the implementation of this policy.

OXFORD AREA SCHOOL DISTRICT  
NO.4220 TEACHER EVALUATION: PROFESSIONAL TEACHING STAFF

ADMINISTRATIVE PROCEDURES

INTRODUCTION

1. To implement the policy of the Board of School Directors and the provisions of the Pennsylvania School Code concerning teacher evaluation, the following is established for all Certificated Professional and Temporary Professional Employees of the Oxford Area School District utilizing *The Framework for Teaching: Components of Professional Practice* by Charlotte Danielson.
2. One of the most important professional functions required of an administrator is the evaluation and supervision of the professional staff. It is by providing feedback to professional staff that instruction is strengthened, resulting in optimal student achievement.

A. OBJECTIVES OF TEACHER EVALUATION

1. Improve the instruction of students through evaluation of teacher performance, teacher reflection and self-assessment
2. Enhance teacher effectiveness through self-assessment and analysis of strengths and needs
3. Enhance each teacher's professional instructional practices and professional responsibilities
4. Promote positive interpersonal relationships between students, parents and staff
5. Foster an environment that sustains cooperative planning and understanding among the professional staff
6. Increase teacher and administrator knowledge of curriculum, PA Core Academic Standards, pedagogy, planning and preparation, student assessment and progress monitoring
7. Provide evidence of teacher performance in determining tenure, permanent certification and continued employment
8. Provide evidence of teacher performance through a variety of measures and sources

## B. TEACHER PERFORMANCE ASSESSMENT PROCEDURES

1. All teachers and professional specialists will complete a beginning of the school year self-reflection and assessment of his/her current practices utilizing *The Framework for Teaching: Components of Professional Practice* Rubric document, labeled SE/1A(See Appendix A) to be discussed in a goals meeting with the building principal/administrator. This goals meeting will be conducted by September 30<sup>th</sup> each year to determine, through collaboration with the building administrator and the professional employee, the placement on the Cycle of Supervision that will best enhance professional growth. Differentiated Supervision Models will be discussed as appropriate for professional employees who have completed all requirements for consideration of the same.
2. Walkthrough informal observations, approximately five (5) to ten (10) minutes in length, will be conducted by the building administrator and/or district professional staff or administrators a minimum of twice a year. Form SE/2B(see Appendix B)  
Evidence/Informal, Ancillary and/or subject/content area specific checklist will be completed and provided to the teacher/professional specialist in a timely manner.
3. Clinical/Formal Classroom Observations will be completed a minimum of twice per year for a Temporary Professional Employee, Emergency Certified, Long Term Substitute (semester or year), a Professional Employee who has received an unsatisfactory performance rating/evaluation and any Professional Employee at the discretion of a building/district administrator.
4. The Differentiated Evaluation Program Options (see SE/1C, Appendix C) will be reviewed with each Professional Employee during the beginning of the school year goals conference with the building principal/administrator. During the goals conference, the Professional Employee and building principal will select an Differentiated Supervision Individualized Professional Growth Plan (DSIPGP) option and the Professional Employee will develop a written DSIPGP as described by the Step-by-Step Through the Professional Growth Plan document (see SE/1D, Appendix D). The written DSIPGP will be submitted to the building principal/administrator by October 15<sup>th</sup> of the school year. The Professional Employee will share evidence of the implementation and success of the DSIPGP throughout the school year and in the PDE-82-1 Summative Assessment document (effective 2013-2014 as per Act 82 of 2012) (see SE/1E and SE/1EA, Appendix E).

### C. FORMAL CLINICAL OBSERVATION PROCEDURES

1. Step #1: Form FO/1A, Evidence For Domains 1&4 (see FO/1A, Appendix F) is to be completed by the teacher/professional specialist in advance for announced observation and sent to the evaluator two (2) days before the scheduled observation. This form should also be completed by the Professional Employee after an unannounced observation and submitted no later than two (2) days after the formal observation to the evaluator.
2. Step #2: Form FO/1B, Evidence For Domains 2&3, FO/1B, (see Appendix G) is to be completed by the evaluator during the formal observation.
3. Step #3, Form FO/1C, the teacher/professional specialist should complete the Teacher Self-Assessment (See Appendix H) document by highlighting descriptors within the levels of proficiency in the rubric for each component area and submit to the evaluator at least one day before the post-teaching conference.
4. Step #4, Form FO/1C, the Evaluator Assessment (see Appendix H) document is to be completed by the evaluator with the teacher for components of difference and should highlight the determined descriptors within the levels of proficiency in the rubric during the post-teaching conference. Page five (5) of the document is also to be completed by the evaluator with both teacher and evaluator signatures and date of conference. A copy of the Evaluator Assessment should be provided to the teacher at the conclusion of the conference and a copy sent to the Superintendent attached to the PDE 82-1 (see Appendix I) Professional Employee Evaluation forms to be placed in the employee's personnel file.
5. Any professional staff member who wishes to appeal an overall clinical observation Evaluator Assessment or proficiency level, may submit a written request within five school days for a follow-up observation.
  - a. The staff member must state the specific component part of the Evaluator Assessment to be appealed and why it is unacceptable.
  - b. The staff member is entitled to request, through the original evaluator, an alternate evaluator for the follow-up observation.
  - c. Copies of the appeal request will be forwarded by the staff member to the evaluator who will initial a second copy and forward it to the administration office for inclusion in the personnel file.

- d. Within five (5) school days after the filing of the appeal request, a follow-up observation will be arranged by the evaluator and the staff member.
- e. The Evaluator Assessment document resulting from the follow-up observation shall be designated as an appeal observation. On this Evaluator Assessment document, particular note should be made regarding the staff member's application of the evaluator's Areas for Growth in the Teacher's Practice from the preceding Evaluator Assessment document.
- f. If subsequent teacher evaluations have not shown the desired improvement, PDE-82-1 may be issued reflecting failing/unsatisfactory performance.

E. PDE 82-1

- 1. This state-issued teacher effectiveness rating tool is the official evaluation form for the Oxford Area School District to comply with the requirements of Act 82 of 2012 and Section 1108 and 1123 of the Pennsylvania School Code. This form will be used to evaluate all Instructional I and II employees, unless otherwise designated and all Temporary Professional Employees Interim or Emergency Certification and Long-Term Substitutes (semester or year) teachers.
- 2. Administration of the PDE 82-1
  - a. The PDE 82-1 shall be administered by the Superintendent and designated evaluator after a conference discussing the strengths and needs of each employee.
  - b. This form shall be completed in duplicate. The original shall be given to the employee and a copy shall be placed in the employee's personnel file.

F. PDE-427 INSTRUCTIONAL I TO INSTRUCTIONAL II ASSESSMENT FORM (See Appendix J)

- 1. The PDE-427 shall be administered by the Superintendent and designated evaluator after a conference discussing the strengths and needs of each employee.
- 2. This form shall be completed in duplicate. The original shall be given to the employee and a copy shall be placed in the employee's personnel file.
- 3. The PDE-427 shall be administered to all Instructional I certified professionals applying for their Instructional II certificate in Pennsylvania. This form is used after having received a minimum of

six (6) consecutive satisfactory semiannual employee performance evaluations (PDE 82-1) of the teacher's performance. In addition, the employee shall complete a teacher induction program and successfully complete a minimum of twenty-four graduate credits. All categories in this form must be assessed with artifacts that are provided by the professional employee as evidence of successful performance.

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 the Superintendent's review and signature. This form **MUST BE** included as part of the Instructional II application submitted to the PA Department of Education.

Policy 4220

Adopted: 6/11/77

Readopted: 6/21/10;1/29/14;3/16/21

Revised: 11/17/87;2/1/00;1/28/03;12/13/03;5/15/06;6/15/09

# Oxford Area School District – Form SE/1A – Appendix A

Teacher \_\_\_\_\_

## The Framework for Teaching: Components of Professional Practice

### Domain 1: Planning and Preparation

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

# Oxford Area School District – Form SE/1A – Appendix A

## Domain 2: The Classroom Environment

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.



# Oxford Area School District – Form SE/1A – Appendix A

## Domain 3: Instruction

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3a:</b> <i>Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<b>3b:</b> <i>Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<b>3c:</b> <i>Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<b>3d:</b> <i>Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<b>3e:</b> <i>Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

# Oxford Area School District – form SE/1A – Appendix A

## Domain 4: Professional Responsibilities

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4a: Reflecting on Teaching</b>	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
<b>4b: Maintaining Accurate Records</b>	Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is either absent, incomplete or in disarray.	Teacher's information management system for student completion of assignments, progress in learning and non-instructional activities is ineffective or rudimentary, not maintained and/or requires frequent monitoring for accuracy.	Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is fully effective.	Teacher's information management system for student completion of assignments, progress in learning and non-instructional activities is fully effective and is used frequently to guide planning. Students contribute to the maintenance and/or interpretation of the information.
<b>4c: Communicating with Families</b>	The educator provides little/no culturally appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
<b>4d: Participating in a Professional Community</b>	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
<b>4e: Growing and Developing Professionally</b>	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
<b>4f: Showing Professionalism</b>	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.

# OXFORD AREA SCHOOL DISTRICT - FORM SE/1B - APPENDIX B

## WALK-THROUGH OBSERVATION

Evidence for Domains 1, 2, 3 and 4

Teacher:\_\_\_\_\_ Observer:\_\_\_\_\_ Date:\_\_\_\_\_

Evidence	Related Components	Component Strength and Comment
Domain 1-Planning & Preparation		1
Domain 2-Classroom Environment		
Domain 3-Instruction		2
Domain 4-Professional Responsibilities		

Teacher response/evidence(optional):

## OXFORD AREA SCHOOL DISTRICT – FORM SE/1C – APPENDIX C

### Professional Employee Differentiated Evaluation Program Options:

Each Professional Employee will participate in a three year supervision cycle. The cycle will include clinical supervision and approved differentiated supervision. Non-tenured teachers are required to participate in clinical supervision, tenured teachers may choose; in consult with their Principal; an approved differentiated supervision model. Self selected differentiated supervision will require a teacher to submit a supervision plan (DSIPGP) for approval to his/her direct Supervisor for review and approval effective beginning in the 2013-2014 school year. Effective the 2014-2015 school year, the teacher supervision plan (for teachers with no PVASS scores) will align to the Student Learning Objective (SLO) requirement of PDE Act 82 of 2012.

### Differentiated Supervision Individualized Professional Growth Plan

Formal/Clinical Observation	Determined by regulation and Administrator Approval
Differentiated Supervision-DSIPGP Topics	<b>Best Practices Approach: Self Assessment and Selection of Focus Component is followed by...</b>
Self Directed/Action Research Mode	Professional Employee will develop a structured, on-going reflection of a practice-related issue. Notes, resources, data and results of the reflective sessions should be shared with Principal and used in formative assessments and summative evaluations. May Include: a) National/State Conference Presentation coupled with District staff development presentation b) Author and publish in a professional journal, contribution to research based evidenced practice that has application in the district
Team Focused/Peer Coaching Mode	Professional employees work in dyads/triads to discuss and observe their own or another professional employee's pedagogy, student learning, etc. in a collaborative manner. The purpose to define professional needs and develop plans to meet those needs. Notes, collected data, observations and reflective sessions should be shared with Principal and used in evaluations.
Portfolio Mode	Professional employees will examine their own practice in relation to the <i>Danielson Framework for Teaching</i> and reflect in a written report. Portfolios may be developed according to criteria established collaboratively by the administrator and the teacher based upon their interests or needs. Resources, data collection tools, and the results of the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee.

## **OXFORD AREA SCHOOL DISTRICT – FORM SE/1C – APPENDIX C**

In the best practices approach, self-assessment is always the first step, with the selection of a component in need of attention. Once this focus component is identified, then an activity or series of them are chosen to help address the need, activities need to be job-embedded. In other words, your DSIPGP needs to present itself in your teaching affecting student learning and evidence should be collected to show that this is the case.

There are two types of evidence to be provided through the DSIPGP:

- Evidence that your plan was job-embedded: what characteristics of my teaching were different because of this plan?
- Evidence that student learning was, or was not, positively impacted by the effect.

Therefore, an appropriate DSIPGP does not begin with the selection of an activity or series of them. It begins by identifying an area of teaching in need of growth, and this is done through self-assessment. Activities, both inside and outside the classroom, are then chosen to meet the need and evidence is collected along the way.

Once a topic has been identified, a written explanation of what you will be doing , accompanied by a timeline and belief statement regarding how the topic will impact your teaching should be given to the building Principal. After the second marking period an update on your progress should be submitted to the building Principal. During the month of May a completed analysis of the Differentiated Supervision Individualized Professional Growth Plan must be provided to the building principal. A year end evaluation will be completed utilizing form PDE-82-1.

## Step-by-Step Through the Differentiated Supervision Individualized Professional Growth Plan

**Step One: Reflection and Self-Assessment:** Meaningful professional learning, according to the research on adult learning, begins with a self-assessment of current practice. Most practices contain a mix of proficient, distinguished and even basic characteristics.

**Step Two: Analyze Your Practice:** Study your self-assessment. What are your strengths? In what areas would you like to grow? Why? Which components of your practice, when strengthened, would have a significant impact upon student learning? Reflection is only effective when it's based upon EVIDENCE, so be sure you know how you know what you know.

**Step Three: Select Your Focus Component/Target Level:** Select the component that will be the foundation of your professional growth plan for this year. It's best to select just one component, since real learning tends to come from narrow and deep study, rather than broad and shallow. You may choose a component that is, or is not an area of strength for you. In other words, you may choose to build on either a strength or a weakness. Collaboration with an administrator will assist you in making a good decision.

Focus Component/Target Level:

3c: Engaging Students in Learning, Distinguished

### **Step Four: Look in the Mirror**

- a. Describe your current level of performance in your focus component in more detail. Why are you at that level? What evidence lets you know? Be honest. This is your baseline/starting point. You will not be evaluated on this point. It's just a clear descriptor of where you're beginning as it relates to your focus.

**Step Five: Backward Mapping:** In order for you to move your practice to a higher level in your focus component, you will need to start with where you want to be and think backward to exactly how you will get there. Study the key features of your desired level of performance and decide what you need to do differently to achieve those features. Think also about what STUDENTS need to be taught to do differently, as appropriate. Make sure that you clearly articulate the steps necessary for your practice to reach the desired level in the focus component. Refer to the attached examples.

## OXFORD AREA SCHOOL DISTRICT – FORM SE/1D – APPENDIX D

Add more rows to the chart below as you need to.

<b>Key features of focus component at the target level (Targets)</b>	<b>Step(s) I need to take to get there or what students need to learn/be taught for me to get there</b>
<p>“Students contribute to representation of content.”</p>	<p>I need to find and administer a learning styles inventory for students. We will discuss and analyze the results and what this means for their learning.</p> <p>I need to give students several choices of ways to learn the content and allow them to vote on the one that best meets their learning style. I'll use this information when planning the unit.</p> <p>I will invite students to brainstorm ways to learn the content, list these, discuss them and we'll select two of the best options from which students may choose.</p> <p>Also, I will ask students to reflect upon the previous unit as to how well the activities contained in it met their particular learning needs, and what ways might better do so.</p> <p>I want to attend a conference that is focused upon increasing students' ownership over their own learning.</p>
<p>Students initiate or adapt activities and projects to enhance their understanding.</p>	<p>Initially, I will ask students to reflect on the degree to which a proposed assignment might, or might not meet their needs. I want to start them thinking about their own understanding and which activities seem to enhance it and which don't.</p> <p>Later on, I will invite students to make improvements to a proposed activity/assignment: “What would make this assignment better for you? How could you learn more or better?” In this way, students will start to make adaptation to assignments so they can better learn.</p>
<p>Students take the initiative to influence instructional groups to advance their understanding.</p>	<p>I will help students to create an assessment for group performance. This will be given at the conclusion of group activities, so students can think in a structured way about how the group is functioning. I will work with the teacher next door, Mr. X, to help me design this assessment, as I know he does this type of thing often.</p> <p>I will teach conflict resolution skills with help from the guidance counselor. I want students to know how to talk to each other successfully when everyone in the group isn't pulling their weight. We will review these skills regularly, and I will comment publicly when I hear them in use.</p>

## OXFORD AREA SCHOOL DISTRICT – FORM SE/1D – APPENDIX D

Students initiate the choice, adaptation or creation of materials to enhance their own purposes.	<p>I will share a planned lesson with students for their input regarding materials. I envision doing this once a week, with the idea that students can suggest materials that would make the lesson more interesting, or more challenging.</p> <p>I will offer choices regarding materials for a given lesson and permit each student to choose. I can't see doing this every day for every lesson, especially at first. Maybe once a week or so.</p>
--	---

**Step Six: Embed Your Work in Teaching:** Professional learning for adults is most effective when it's job-embedded. (Job-embedded in this case refers to embedded in teaching.) It's also more efficient. However, not all aspects of a good plan must be embedded in your teaching. Therefore, articulate the aspects of your plan that are, and that are not, job-embedded. There is no rule for how many activities should or must be job-embedded, but keep in mind that your professional growth plan **MUST** wind up in the classroom eventually, and the more job-embedded aspects you include, the more efficient your work will be.

See attached example(s)

Add more rows to the chart as you need to.

<b>Aspects of my plan that ARE job-embedded</b>	<b>Aspects of my plan that are NOT job-embedded</b>
Administer learning styles inventory	Locating the appropriate learning styles inventory.
Student analysis of previous lesson/unit	Planning with the guidance counselor.
Student selection of appropriate activities, materials.	Working with Mr. X
Free feedback from administrator	Observe Mr. X
	Attend conference

### **Step 7: Think About Evidence**

Professional learning is enhanced when it produces evidence that can be shared. Therefore, your professional growth plan should articulate the evidence that will be produced for each significant step in the process. Evidence is simply the product of your efforts. For example, if you will take an on-line course as one step in your pro-grow plan, then the documents it produces would be evidence. Or, if you will teach students how to keep track of the types of questions they ask you, their charts would be evidence. Or if you will be questioning students to see if they understand the goals you write and communicate to them, the record of your questioning would be evidence.



## OXFORD AREA SCHOOL DISTRICT – FORM SE/1D – APPENDIX D

The best types of evidence are not fancy, and represent a “natural harvest” of the work you already do. So, depending upon the component that is your focus, samples of student work would be evidence. So would student assessments, or lesson plans, or any other products of your daily work, if they constitute evidence of your working toward a higher level of your focus component.

Peers can collect and provide evidence for you, so you don’t have to do it yourself. For example, if you want to measure the types of questions you ask, a peer can observe and collect this data for you by tallying higher- versus lower-order questions.

Videotaping can provide evidence also. You might choose to videotape the way you manage classroom procedures at the start of your project, and then videotape how students are able to manage them by the end of your project.

**Evidence is about quality, not quantity. There is no magic number for pieces of evidence. What matters is that you are collecting some “stuff” that shows that a) you are implementing your project, and that b) it is, or is not achieving the desired results. A good plan may not receive the desired results at no penalty to you. What is important is what you conclude as to the reasons the plan did not reach the end you had in mind, and what your suggestions are for improving it.**

Here are some guiding questions to help you:

- What, in my own practice, am I trying to change with respect to my focus component? What is the minimum amount of evidence can I collect to show this?
- What, about students’ behavior or learning am I trying to change? What is the minimum amount of evidence can I collect to show this?

<b>My Targets (Key Features the desired level of performance for my focus component)</b>	<b>Evidence (What I can collect, assemble, develop, write, request, or document to show movement toward the targets)</b>
Students initiate the choice, adaptation or creation of materials to enhance their own purposes.	Learning styles inventory, inventory summary, lesson plans with student-generated ideas highlighted, charts of student-brainstormed lists. I’ll also submit a summary of what I learned during the conference and I’ll include lesson plans that reflect the application of that learning in the classroom.
Students take the initiative to influence instructional groups to advance their understanding.	Group performance assessment, performance assessment summaries
Students initiate or adapt activities and projects to enhance their understanding	Student work with their own adaptations, lesson plans with student-suggested activities highlighted. I’ll submit selected student projects that represent their own initiative and/or input.
“Students contribute to representation of content.”	

## OXFORD AREA SCHOOL DISTRICT – FORM SE/1D – APPENDIX D

**Step 8: Collaborate:** You will dialogue with your administrator prior to implementing your plan, so you can receive feedback as to:

- Whether your proposed plan is effective in achieving the proposed targets
- Whether your proposed evidence submission will be sufficient to document your work and to show whether you did or did not meet your target goals in your focus component.

The goal of this collaborative conversation is to make sure that you haven't over-planned, nor planned in a way that is somehow off-target and also to elicit the types of support that you may need to be successful.

<b>Types of Support I Need for My Prof. Growth Plan</b>
Money to attend a conference on ways to increase student ownership of learning
Release time to observe Mr. X who is skilled in group process and performance assessment
Money for anticipated resources that reflect student learning styles.
Free feedback observations (at least 2) by administration.

**Step 9: Implement the Plan:** You will develop a timeline including a mid-point review with your administrator and a yearend summative evaluation. Whenever possible, any formal evaluation or observation should support your professional growth plan. The purpose of this is to assist you by providing you with another source of evidence for your plan. A teacher may also request additional observations if these will assist the teacher to reach the desired targets.

**Step 10: Reflect, Self-Assess and Share:** The final step in your plan is for you to reflect upon the project and the evidence you've been collecting all year. What does it tell you about the degree to which your targets were, or were not, achieved? What, specifically, has changed in your practice? What do students now know that they didn't know before? What can they now do that they couldn't/didn't before?

1. You should now self-assess your **current typical practice**. You may notice that as a result of your intense focus upon one component of the framework that other components of your practice have changed as well. This is typical of intense, focused professional development.
2. Share your evidence with your administrator and arrange a presentation to staff. Remember, your evidence is to show that a) you implemented your plan reasonably effectively, and b) that student learning was, or was not impacted.

## OXFORD AREA SCHOOL DISTRICT – FORM SE/1D – APPENDIX D

3. Below are the key talking points you can anticipate:
  - What was your goal? (Component/level of performance)?
  - Why did you select this particular component/level?
  - What specifically did you intend to change in your practice relative to your focus component/target level?
  - To what degree were you successful in this endeavor?
  - What evidence supports your conclusion?
  - What did you intend for students to learn/be able to do, relative to your focus component/target level?
  - To what degree were students successful?
  - What evidence supports your conclusion about students?
  - What other framework components were impacted during your work in your pro-grow plan? How do you know?
  - Did you modify your plan at any point in the process? If so, why?
  - How effective was the support you requested?
  - What would you do differently were you to attempt this same project again?
  - What is the strongest piece of evidence that resulted from your work? Why?
  - What is the least strong piece of evidence that resulted from your work? Why?
  
4. Be prepared to share your learning with your colleagues.

Teacher: _____ Observer: _____ Date: _____			
Completed with teacher through rubric comparison	<b>LESSON PLAN: EVIDENCE OF DOMAINS 1 &amp; 4</b>	To be completed by the teacher in advance of announced observation and sent to evaluator 2 days in advance.	Completed with teacher through rubric comparison
	<b>DOMAIN 1</b>	<b>DOMAIN 4</b>	
F NI P D	<b>1a. Demonstrating Knowledge of Content and Pedagogy:</b> What is the content to be taught? What prerequisite learning is required?	<b>4a. Reflecting on Teaching:</b> Collect samples of the students work from the observed lesson that represent a range of student performance. Discuss the degree to which students met your objectives and how the work shows this.	F NI P D
F NI P D	<b>1b. Demonstrating Knowledge of Students:</b> Characterize the class. How will you modify this lesson for groups or individual students?	<b>4b. Maintaining Accurate Records:</b> How do you track student learning as it relates to this lesson?	F NI P D
F NI P D	<b>1c. Selecting Instructional Outcomes:</b> What do you want students to learn during this lesson?	<b>4c. Communicating with Families:</b> What specifically have you learned by communicating with families that impacted your planning of this lesson?	F NI P D
F NI P D	<b>1d. Demonstrating Knowledge of Resources:</b> What resources were considered for this lesson and rejected? Why? What resources will be used? Why?	<b>4d. Participating in a Professional Community:</b> In what ways is today's lesson related to collaboration with colleagues?	F NI P D
F NI P D	<b>1e. Designing Coherent Instruction:</b> List very briefly the step of the lesson.	<b>4e. Growing and Developing Professionally:</b> What aspects of this lesson are the results of some recent professional learning?	F NI P D
F NI P D	<b>1f. Designing Student Assessments:</b> How will you measure the goals articulated in 1c? What does success look like?	<b>4f. Showing Professionalism:</b> In what ways have you been an advocate for students that relate directly to the lesson?	F NI P D

Teacher: _____ Observer: _____ Date: _____			
Completed with teacher through rubric comparison	<b>OBSERVATION: EVIDENCE OF DOMAINS 2 &amp; 3</b>		Completed with teacher through rubric comparison
	<b>DOMAIN 2</b>	<b>DOMAIN 3</b>	
F NI P D	2a. Creating a Climate of Respect and Rapport: Teacher interaction with students, student interactions with one another	3a. Communicating with Students: Expectations for learning, directions and procedures, explanations of content, use of oral and written language	F NI P D
F NI P D	2b. Creating a Culture for Learning: Importance of the content, expectations for learning and achievement, student pride in work	3b. Using Questioning and Discussion Techniques: Quality of questions, discussion techniques, student participation	F NI P D
F NI P D	2c. 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	3c. Engaging Students in Learning: Activities and assignments, grouping of students, instructional materials and resources, structure and pacing	F NI P D
F NI P D	2d. Managing Student Behavior: Expectations, monitoring of student behavior, response to student misbehavior	3d. Assessing Student Learning: Assessment criteria, monitoring of student learning, feedback to students, student self-assessment and monitoring of progress	F NI P D
F NI P D	2e. Organizing the Physical Space: Safety and accessibility, arrangement of furniture and use of physical resources	3e. Demonstrating Flexibility and Responsiveness: Lesson adjustment, response to students, persistence	F NI P D

TEACHER OBSERVATION - SUMMARY

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Component Strenghts of the Teacher's Practice (list no more than two components).

Component Areas for Growth in the Teacher's Practice (list no more than two components).

Next Steps:

We have conducted a conversation and rubric assessment on the above items.

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# OASD Teacher Evaluation Assessment Rubric – FO/1C – Appendix H

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_

## The Framework for Teaching: Components of Professional Practice

### Domain 1: Planning and Preparation

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.



# OASD Teacher Evaluation Assessment Rubric – FO/1C – Appendix H

## Domain 2: The Classroom Environment

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

# OASD Teacher Evaluation Assessment Rubric – FO/1C – Appendix H

## Domain 3: Instruction

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3a: Communicating with students</b>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<b>3b: Using questioning and discussion techniques</b>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<b>3c: Engaging students in learning</b>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<b>3d: Using Assessment in Instruction</b>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<b>3e: Demonstrating flexibility and responsiveness</b>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

# Oxford Area School District – form FO/1C – Appendix H

## Domain 4: Professional Responsibilities

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4a: Reflecting on Teaching</b>	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
<b>4b: Maintaining Accurate Records</b>	Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is either absent, incomplete or in disarray.	Teacher's information management system for student completion of assignments, progress in learning and non-instructional activities is ineffective or rudimentary, not maintained and/or requires frequent monitoring for accuracy.	Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is fully effective.	Teacher's information management system for student completion of assignments, progress in learning and non-instructional activities is fully effective and is used frequently to guide planning. Students contribute to the maintenance and/or interpretation of the information.
<b>4c: Communicating with Families</b>	The educator provides little/no culturally appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
<b>4d: Participating in a Professional Community</b>	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
<b>4e: Growing and Developing Professionally</b>	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
<b>4f: Showing Professionalism</b>	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.



**pennsylvania**  
DEPARTMENT OF EDUCATION

## CLASSROOM TEACHER RATING TOOL FORM

<b>Last Name</b>	<b>First</b>	<b>Middle</b>
<b>District/LEA</b>	<b>School</b>	
<b>Rating Date:</b>	<b>Evaluation: (Check one)</b>	<input type="checkbox"/> <b>Semi-annual</b> <input type="checkbox"/> <b>Annual</b>

### (A) Teacher Observation and Practice

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

<b>*Domain Rating Assignment*</b> <b>0 to 3 Point Scale (A)</b>	
<b>Rating</b>	<b>Value</b>
<b>Failing</b>	<b>0</b>
<b>Needs Improvement</b>	<b>1</b>
<b>Proficient</b>	<b>2</b>
<b>Distinguished</b>	<b>3</b>

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

<b>Building Level Score (0 – 107)</b>	
<b>(2) Building Level Score Converted to 3 Point Rating</b>	

<b>(3) Teacher Specific Rating</b>	
<b>(4) Elective Rating</b>	

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

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Teacher Observation & Practice Rating	...	50%		1.50
(2) Building Level Rating		15%		0.45
(3) Teacher Specific Rating		15%		0.45
(4) Elective Rating		20%		0.60
<b>Total Earned Points</b>				<b>3.00</b>

Conversion to Performance Rating	
Total Earned Points	Rating
0.00-0.49	Failing
0.50-1.49	Needs Improvement
1.50-2.49	Proficient
2.50-3.00	Distinguished
Performance Rating	

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

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

☐ **DISTINGUISHED**      ☐ **PROFICIENT**      ☐ **NEEDS IMPROVEMENT**      ☐ **FAILING**

☐ SATISFACTORY      ☐ UNSATISFACTORY

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

\_\_\_\_\_  
**Date**                      **Designated Rater / Position:**                      \_\_\_\_\_  
**Date**                      **Chief School Administrator**

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

## Appendix J

**INSTRUCTIONAL I TO INSTRUCTIONAL II ASSESSMENT FORM**

Applicant's Last Name	First	Middle	Positions(s) of Employee
-----------------------	-------	--------	--------------------------

District/IU	School	Evaluator	Interview/Conference Date
-------------	--------	-----------	---------------------------

**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 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)

- |  |   |
|--|---|
| <input type="checkbox"/> Lesson/Unit Plans _____             | <input type="checkbox"/> Teacher Conferences/Interviews _____ |
| <input type="checkbox"/> Resources/Material/Technology _____ | <input type="checkbox"/> Classroom Observations _____         |
| <input type="checkbox"/> Assessment Materials _____          | <input type="checkbox"/> Teacher Resource Documents _____     |
| <input type="checkbox"/> Information About Students _____    | <input type="checkbox"/> Other _____                          |

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

**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)

- |   |   |
|---|---|
| <input type="checkbox"/> Classroom Observations _____         | <input type="checkbox"/> Visual Technology _____                    |
| <input type="checkbox"/> Informal Observations/Visits _____   | <input type="checkbox"/> Resources/Materials/Technology/Space _____ |
| <input type="checkbox"/> Teacher Conferences/Interviews _____ | <input type="checkbox"/> 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: Communications, 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)

- |   |   |
|---|---|
| <input type="checkbox"/> Classroom Observations _____         | <input type="checkbox"/> Student Assignment Worksheets _____                |
| <input type="checkbox"/> Informal Observations/Visits _____   | <input type="checkbox"/> Student Work _____                                 |
| <input type="checkbox"/> Assessment Materials _____           | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Teacher Conferences/Interviews _____ | <input type="checkbox"/> 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 reviews: Maintaining Clear and Accurate Records, Communication with Families and Students, Contributing to School and District, Developing Professionalism.**

Teacher's performance demonstrates:

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

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

- |   |   |
|---|---|
| <input type="checkbox"/> Teacher Conferences/Interviews _____     | <input type="checkbox"/> Progress Reports/Report Cards _____    |
| <input type="checkbox"/> Teacher Reflection _____                 | <input type="checkbox"/> Parent/School/Community Feedback _____ |
| <input type="checkbox"/> Observations/Visual Technology _____     | <input type="checkbox"/> Artifacts: Professional Development/   |
| <input type="checkbox"/> Artifacts: Interaction with Family _____ | Act 48 Documentation _____                                      |
| <input type="checkbox"/> Student Records/Grade Book _____         | <input type="checkbox"/> Other _____                            |

**Assessment of Category IV Factors (Discussion)**

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

\_\_\_\_\_ Satisfactory \_\_\_\_\_ Unsatisfactory

\_\_\_\_\_  
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