PALISADES | school district
INSPIRED TO LEAD...PREPARED TO SUCCEED

2018

Palisades School District Supervision and Evaluation Plan

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TABLE OF CONTENTS

Topic	**Page**

MISSION/VISION

"Inspired to lead. Prepared to succeed."

Palisades School District is a community of learners. Working collaboratively, we will provide a safe, enriching environment wherein all students can achieve academic excellence and demonstrate leadership.

In order to promote academic excellence for all students, the goals of the Palisades Supervision and Evaluation Plan are as follows:
- To define what constitutes excellence in teaching
- To foster professional relationships between administrators and teachers based upon mutual respect
- To provide an environment that encourages reflection, self-assessment, risk taking, problem solving, and collaboration
- To provide a structure to guide meaningful conversation between administrators and teachers that enhances teaching and student learning
- To provide structure, clear language, and procedures to evaluate the professional staff
- To encourage continuous professional growth by incorporating both clinical and differentiated modes of supervision

The Palisades School District Supervision and Evaluation Plan has been developed to reflect the mission and vision of supervision and evaluation of the district in compliance with the Pennsylvania Educator Effectiveness System – Act 82, which requires that the evaluation of the effectiveness of professional and temporary employees incorporate both classroom observation and practice (50%) as well as student performance, including building data (15%), elective data (20%), and teacher specific data. (15%)

Elective Data
The elective data portion of the teacher evaluation system comprises 20% of each teacher's evaluation and is developed, tracked, and evaluated using the Student Learning Objective (SLO) process.

The PA Department of Education guidelines specify that most decisions related to SLO implementation will be made at the local school district level. The following guidelines were established for Palisades School District by the district administrative team in consultation with the Palisades Supervision & Evaluation Committee:

- Course-specific Student Learning Objectives (SLO) templates were developed by teachers during the 2013-2014 school year
    - SLO's are common by course and by grade level
- At the elementary level, three templates were created for each grade level – one in reading, one in writing and one in math
- At the secondary level, one template was created for each course offered

During the school year, each Palisades teacher will select and implement one or more of the available templates for the courses/grade levels they teach. Selection will be based on individual teacher goals, PGOs, and/or building/grade level goals. These SLOs are available on the M drive.
- For secondary teachers, this one template can be applied to one section of a course OR to all sections of the same course
- Teachers may choose to pursue up to two additional SLOs if they wish

Each teacher will consult with their principal/supervising administrator each Fall and commit to their SLO(s), which will be implemented during the school year, and assessed at the end of the school year for inclusion in the final evaluation.

Teacher-Specific Data

In July of 2014, Pennsylvania school districts were notified by the PA Department of Education via its updated Educator Effectiveness Administration Manual that prior PDE interpretations of the 15% teacher-specific data portion of the new teacher evaluation system were incorrect. Districts were directed to develop a plan for implementation of a newly-interpreted 15% teacher-specific section of all teachers' evaluations. Following is a description of how the 15% teacher-specific data portion of the evaluation will be calculated in our district.

Note: In all cases, we recommend electing to use a threshold of N=11. This is allowable per PDE guidelines.

- Whether a teacher meets the N of 11 threshold to develop an SLO or be assigned teacher-specific data is determined by the number of students assigned to him/her on or before the FALL data evaluation meeting with the principal during which the SLO is approved.
- If a teacher does not have at least 11 students assigned in any area at that time, the teacher-specific and/or SLO portions of the evaluation will be derived from the Danielson rating.
- The composition of the 15% teacher-specific portion of the evaluation will vary by teacher, depending upon whether or not he/she has available & applicable data in an area *and* meets the N=11 threshold (ex. State Assessment Results)

PART ONE: State Assessment Results – 2% of evaluation for teachers in tested grades and subjects only

According to the regulations, "The portion of the Teacher Specific Rating related to assessments…shall be calculated annually for a classroom teacher with available assessment data based upon a percentage of students who score proficient or advanced on the assessments. The Department or its designee will provide the performance level results for each student to the LEA. The LEA shall utilize the conversions in Table H below to rate the classroom teacher's rating on a zero to three scale."

| Table H: Conversion from % Scale to 0-3 Scale for Assessment Rating ||
% Students at Proficient or Advanced	*0-3 Rating Scale*
95-100%	3.0
90-94.9%	2.5
80-89.9%	2.0
70-79.9%	1.5
65-69.9%	1.0
60-64.9%	0.5
Below 60%	0.0

PART TWO: PVAAS 3-Year Average – 10% of the evaluation for eligible teachers
In order for the 3-year average to count as teacher specific data, representing 10 % of the total evaluation, a teacher must have PVAAS growth data for three consecutive years. This data is based on growth derived on PSSA or Keystone testable subjects/grades, as follows: Teachers of Math, Science, ELA (grades 4-8) assessed through PSSA; and Algebra, Literature, or Biology (assessed through Keystones).

PDE shares that: *In order to combine the PVAAS 3 year rolling average scale with the other multiple measures of student achievement, it is necessary to convert the PVAAS 3 year rolling average to a 0 to 3 scale. The following table illustrates the conversion from the PVAAS 3 year rolling average to a 0 to 3 scale. Values between the displayed values are scaled proportionally. The rating tools will automatically crosswalk the value of the PVAAS 3 year rolling average score converted to the 0-3 scale.*

PVAAS Color	PVAAS 3-Year Rolling Average Growth Index	PVAAS 100 point scale	PVAAS Teacher Rating 0-3 Scale
Dark Blue	+3.00 or greater	100	3.00
Dark Blue	+2.00 to +2.99	90.00 – 99.99	2.50 to 2.99
Light Blue	+1.00 to +1.99	80-89.99	2.00 to 2.49
Green	-1.00 to +.99	70.00-79.99	1.50 to 1.99
Yellow	-2.00 to -1.01	60.00 to 69.99	0.50 to 1.49
Red	-3.00 to -2.01	50.00 – 59.99	0.41 to 0.49
Red	-3.01 or less	49.00	0.40

Some examples of circumstances where teachers qualify/do not qualify for a 3-year PVAAS average are as follows:

Example A – Year 1- Teaches 5th grade (growth measured), Year 2-Teaches 5th grade (growth measured), Year 3: Teaches 4th grade (growth measured))
Teacher will have a 3 year PVAAS average assigned

Example B – Year 1- Teaches Algebra I (Keystone tested), Year 2 – Teaches Geometry, (not Keystone tested), Year 3-Teaches Algebra I (Keystone tested)
Teacher will not have a 3 year PVAAS average assigned, since Geometry is not a Keystone tested subject

Example C – Year 1- Teaches 3rd grade (no growth measured), Year 2 – Teaches 4th Grade (growth measured), Year 3 – Teaches 5th Grade (growth measured)
Teacher will not have a 3 year PVAAS average assigned, as Grade 3 is not a growth-measured grade

Example D – Year 1- Teaches 7th grade ELA (growth measured), Year 2-Teaches 7th Grade Social Studies (not PSSA tested), Year 3 –Teaches 7th grade ELA (growth measured)
Teacher will not have a 3 year PVAAS average assigned, as grade 7 Social Studies is not a tested subject

PART THREE: IEP Goal Progress – 3% of evaluation for teachers who provide instruction to help students meet goals in the focus area selected by the district. (See SLO Template in Appendix A)

According to PDE document entitled "Student Performance Measures for Classroom Teachers Frequently Asked Questions (FAQ)" and dated 10/2014, "LEAs may choose to aggregate all IEP goals or identify a particular targeted subject area as an area of focus." It also stipulates that these data "shall be validated through an SLO process to compile a score for such measure."

Recommend using the attached SLO document and selecting MATH and SPEECH as focus area for goals. This limited focus will balance out the ELA focus in the "locally developed rubrics" section, which is comprised of READING MAP data and will allow for speech teachers to have more data that is directly applicable to their work with students.

All teachers who provide instruction in mathematics to eleven or more students with MATH IEP goals as of the October data meeting with their principal would use the attached SLO and 3% of their evaluation would be determined by its outcome.

PART FOUR: Locally Developed Rubrics – between 3% and 15% of a teacher's evaluation, depending on whether they have applicable state assessment results and/or IEP progress results (See SLO Template in Appendix B)

This portion of a teacher's evaluation will be determined by the percentile equivalent of the average NWEA/MAP RIT score for all students assigned to his or her classes during the school year (50-51st percentile on 2015 *SPRING Reading or Math RIT Score to Percentile Rank Conversion Chart*). The score will be derived from the SPRING administration of the READING MAP test.

Note: MATH results will be applied to PALMS mathematics teachers only in lieu of the reading test.

MAP scores in reading and/or math will be applied to those teachers for whom it is applicable, as described above. Those teachers for whom MAP data is not applicable (wellness/fitness, art, music, technology education, world language, FCS, business, high school mathematics) will have the elective data portion of their evaluation (SLOs) increased to make up the difference in this section. This would mean that their elective data/SLO would count for up to 35% of their overall evaluation.

Regarding outliers (teachers who are assigned to instruct students who may have significant learning difficulties or deficits) – If the average FALL MAP score for all students assigned to the teacher is below the 35th percentile on the *2015 FALL Reading RIT Score to Percentile Rank Conversion* Chart), that teacher will work with his or her principal with assistance as needed from the Director of Curriculum and/or department head, to develop an alternate SLO that will incorporate growth (preferable) or include adjusted expectations for students' average SPRING RIT scores.

- Note: Average READING FALL RIT Score to qualify for this exception must be equal to or lower than:

K	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11	Gr12
136	156	169	182	192	200	205	209	211	214	214	216	216

- Note: Average MATH FALL RIT Score to qualify for this exception must be equal to or lower than:

Gr6	Gr7	Gr8
212	216	219

Measuring Educator Effectiveness

Tom Corbett, Governor · Carolyn C. Dumaresq, Acting Secretary of Education   www.education.state.pa.us

Teacher Effectiveness System in Act 82 of 2012

Teacher Observation/ Practice

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Building Level Data/School Performance Profile

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

Building Level Data 15%

Teacher Specific Data 15%

Teacher Specific Data

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

Observation/ Practice 50%

Elective Data 20%

Elective Data*

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

*Student Learning Objective Process
June 26, 2014

MODES OF SUPERVISION

The Palisades School District recognizes the effectiveness of both clinical and differentiated modes of supervision in the development and evaluation of teachers. In order to implement the PA Educator Effectiveness System with fidelity, it is expected that 60% – 80% of staff in a specific building will participate in the differentiated mode of supervision in a given year, while 20%-40% participate in the clinical mode of supervision. Once tenured, it is required that professional employees return to the clinical mode at least every four years. Through conversations with teachers, administrators will consider the growth and development needs of individual teachers in assigning teachers to these modes.

CLINICAL SUPERVISION MODE-A method of supervision that enables a professional staff member to work with an administrator to examine, refine, and enhance professional performance.   This process of supervision includes a PGO (personal growth objective), pre-observation conference, classroom observation, reflection on data gathered through the observation, post observation conference, and follow up observation. Two full cycles of clinical observation per year are required for teachers assigned to this mode.

Eligibility-
1. All non-tenured teachers,
2. All teachers with less than 2 years of satisfactory experience in Palisades
3. All teachers at least once every 4 years
4. Professional Staff utilizing the PAT Team (Professional Assistance Team)
5. Tenured staff at least once every four years

Responsibility of Professional Staff-
1. Indicate preference for Clinical Supervision Mode during the month of May of the preceding year; be confirmed for inclusion in this mode by the supervisor at the start of the next school year
2. With administrator, develop, present, and obtain approval of PGO by September 30 of current school year
3. Complete PGO requirements
4. Participate in pre-observation conference, observation, reflection, post-observation conference, and follow-up observation Note: For tenured teachers in the clinical cycle, follow-up observations are optional, and are at teacher or administrator request/discretion.

Responsibility of Administrator-
1. Inform professional staff who will be directed into Clinical Supervision Mode in September
2. Assist in the development of Professional Growth Objectives

5. Conduct pre-observation conference, observation, post-observation conference, and follow-up observation. Note: For tenured teachers in the clinical cycle, follow-up observations are optional, and are at teacher or administrator request/discretion.

DIFFERENTIATED SUPERVISION MODE- A method of supervision that offers the professional staff options for their supervision based upon their experience and skill level.

Options:

1. Action Research/Self Study – Professional staff work individually or as a group to identify and analyze an educational question in order to improve professional practice. Professional staff would question their own practice, collect data in a systematic way as a tool for studying their teaching, and ultimately to enhance their practice to benefit student learning

2. Cyber Collaboration- Professional staff study an area of educational growth through collaboration using Web 2.0 tools, such as Wikis, Blogs, Twitter, Edmodo, Google Docs, Blackboard, etc. Membership in an on-line community may involve one individual collaborating with others outside of the district or a group of colleagues working together within the district. The collaboration may include discussions and/or research of best practices, enhancement of on-line learning opportunities (MOOCs- Mass Open Online Courses), or opportunities for global learning.

3. Grant Writing**-** Grant writing can be used to develop or enhance an educational program in the school district. This may involve individual or group authorship, including working with educators/professionals from outside of the school district. Appropriate grants for the desired program/project will be sought out and shared with the supervising administrator, as well as the district business manager for approval. Grant research and completion and filing of the application are required. Within the process, district guidelines for grant application and administration will be followed.

4. Leadership Study**-**In this option, professionals work with their administrative liaison to plan and carry out a leadership experience that represents significant new learning for the employee and is beneficial to students and staff members in the district. This mentoring option includes:
   ● a formal internship through an accredited institution and leading to certification as K-12 Principal, Supervisor of Curriculum, Special Education Supervisor, or Superintendent/ Assistant Superintendent
   ● an extension of a formal internship experience that allows an employee who is a certified supervisor to continue work beyond the internship period
   ● chairperson of a committee or team in the area school improvement, staff development, strategic planning
   ● a department head or member of smaller department who leads the curriculum review process
   ● unique opportunities as approved by a cooperating administrator

5. Mentoring **-**Mentoring professionals take a leadership role orienting new faculty members to the Palisades School District. They help to identify appropriate resources, strategies, ideas

and materials for lesson plan development and instructional use. The mentor also acclimates the new faculty member to building and district initiatives. Additional responsibilities of a mentor professional include observing and providing appropriate feedback, analyzing student work, demonstrating lessons and instructional practices, and providing guidance and expertise related to district policies and procedures. The mentoring option includes:

- the cooperating teacher relationship for an assigned student teacher
- a district-assigned mentor during the first year of the induction program
- a district-assigned mentor for a tenured teacher new to the district or to the building/subject area of assignment
- other mentor relationships as approved by the building principal.

6. Peer Coaching -One staff member is paired with another staff member in a collaborative setting to examine, refine, and enhance professional performance through classroom planning, observation, and reflection. (Note: Inclusion in this mode requires participants to attend a half-day orientation in the fall. This will be held during the school day.)

7. Professional Portfolio- A portfolio is the systematic collection of artifacts and information from classroom practice that surrounds an individual's pursuit of an instructional goal. The main focus of this process is a clearly identified educational goal with a delineated process that includes well defined indicators for improvement/achievement toward the goal. Portfolios show process and growth from the beginning of the year to the end of the year through artifact collection. Artifacts can be teacher-generated; student-generated; peer, parent, or supervisor-generated. This can include portfolio collection for the purpose of seeking or renewing National Board Certification.

8. Study Group -A small group of professionals (2-5) meet regularly to focus on a topic or issue of common concern. Activities may include reading articles and books, sharing practices, experimenting with new practices, and attending workshops and conferences

9. Writing for Publication - Writing for publication involves the collection, organization, and analysis of visual and text materials intended for publication in a local or wider-area book, magazine, journal, or periodical whose purpose is to inform other educators about an education-based issue. Publications could be scholarly journals or professional publications. This may involve individual or group authorship, including educators from outside of the school district. Authors will meet the requirements and conventions of the school district and the intended publication. Authors will submit their manuscript for internal critique, and will submit their final copy for publication.

Eligibility
- Tenured professionals, permanently certified, with at least two previous years of satisfactory teaching in Palisades.
- Participation for a maximum of three consecutive years before returning to the clinical supervision mode for a year

Responsibility of Professional Staff

1. At end-of-year evaluation conference, discuss with administrator preferred mode/option for subsequent year and proposed PGO (Final copy due September 30)
2. Meet with administrator by September 30 for sharing and approval of differentiated mode plan and PGO. PGO may be aligned to differentiated mode, or developed separately.
3. Participate in Mid-Year Progress Conference
4. Participate in Drop-In Observations
5. **Submit final documentation to administrator by May 7th (Be sure to include all evidence noted in your chosen differentiated mode, as listed in the forms for that mode on Talent Ed.)**

Responsibility of Administrator

1. At end-of-year evaluation conference, discuss differentiated mode opportunities and PGO ideas for subsequent school year
2. By the first day of school, notify teachers of supervision mode (clinical or differentiated) for the current school year
3. By September 30, meet with teacher to finalize differentiated mode plan and/or PGO PGO may be aligned to differentiated mode, or developed separately.
4. Schedule and participate in mid-year progress conference
5. Conduct drop-in observations
6. **Request final documentation of differentiated mode evidence (Due by May 7). Request will be limited to evidence of identified domains/components noted on "Differentiated Supervision Planning Form".**

PALISADES SCHOOL DISTRICT
DIFFERENTIATED SUPERVISION
PLANNING FORM
(Please complete through Talent Ed system)

Name _____

School _____

School Year _____

I. Option Chosen (please check one)

___a. Action Research/Self Study
___b. Cyber Collaboration
___c. Grant Writing
___d. Leadership Study
___e. Mentoring
___f. Peer Coaching
___g. Portfolio
___h. Study Group
___i. Writing for Publication

II. If working with others, please list partners.

_____

For end of the year evaluations, most recently attained clinical ratings will automatically be carried over in Domains 2 and 3. Domain 4 will be re-evaluated. If your differentiated mode proposal is also tied to Domain 1, that Domain will be re-evaluated. Otherwise, the Domain I rating will be carried over from the most recently attained clinical rating.

If applicable, please check the components of Domain 1 tied to your differentiate mode. These components will be re-evaluated, and Domain I will be re-evaluated incorporating these component ratings.
____ 1a. Demonstrates knowledge of content and pedagogy
____ 1b. Demonstrates knowledge of students
____ 1c. Sets instructional outcomes
____ 1d. Demonstrates knowledge of resources
____ 1e. Designs coherent instruction
____ 1f. Designs student assessment

Teacher's signature _____ Date _____

Administrator's signature _____ Date _____

(Note: All activities related to this plan need to be completed by May 7. Please attach mode specific action plan sheet by October 1)

Please complete mode-specific plan form on Talent Ed. All supporting forms can be accessed through Talent Ed

OBSERVATION

CLINICAL OBSERVATION PROCESS AND TIMELINE

Note: All forms associated with teacher observations and evaluations will be provided and completed electronically through the TalentEd system, which can be accessed at: https://palisades.tedk12.com/perform/Login.aspx. No forms will be completed on paper. However, the final summative rating form for each professional staff member will be printed and signed upon completion. A copy will be provided to the staff member, and the original placed in his or her personnel file.

This process will be completed twice per year with each tenured member of the professional staff participating in the clinical mode of supervision. It will be completed four times per year (twice each semester) with each non-tenured member of the professional staff participating in the clinical mode.

Initial Observation

1. Administrator initiates the observation process by proposing an observation date and pre-observation conference time via Outlook or email, at least 4 workdays prior to the proposed observation date. This will also prompt the teacher to complete the **"Pre Observation Form- Domain I"** in the TalentEd system.

2. Teacher **completes "Pre-Observation Form - Domain 1"** document in the TalentEd system and submits it to the administrator for review.

3. Administrator schedules and holds mandatory pre-observation conference with teacher. At that time, the "**Pre-Observation Form - Domain 1**" document is discussed. **TIMELINE:** Conference to be held at least 2 school days prior to proposed observation.

4. Administrator **observes lesson and scripts evidence for inclusion in the "Evidence Collection - Domains 2 & 3"** form during the observation. **TIMELINE:** Date of Observation

5. Administrator completes and **forwards "Evidence Collection - Domains 2 & 3"** form to the teacher and schedules a post-observation conference to be held within six days following the observation. **TIMELINE:** Within 24 hours of the observation

6. In preparation for the post observation conference, the teacher will complete all of the following. **TIMELINE:** Within 2 school days after receiving observation evidence.
   ● Adds evidence to the "**Evidence Collection - Domains 2 & 3"** form
   ● Completes at least component 4a on "**Post-Observation Form - Domain 4**" document

- Completes "**Teacher Self-Assessment Rubric**" form by highlighting phrases that reflect lesson performance and scoring him or herself in each component according to the rubric criteria. Phrases can be highlighted across multiple levels of performance.

7. In preparation for the post-observation conference, the administrator reviews the evidence presented and the teacher's self-assessment and completes the **"Administrator Copy - Teacher Observation Rubric."** The administrator then records areas of agreement between the administrator and teacher on the "**Teacher Formal Observation Rubric,"** which serves as the final rubric for the observation.
TIMELINE: Within 1 school day of receipt of these completed items

8. Administrator holds the post-observation conference**. TIMELINE:** As soon as possible, but no later than 6 workdays after the observation. * At the conference, the teacher and administrator discuss and reach agreement on components not yet marked on the "**Final Observation Rubric**" document. The "**Observation Summary**" will be completed collaboratively between the teacher and administrator, with a focus on the teacher doing the reflecting. This "**Observation Summary**" will provide the components to focus on during the follow-up observation. Teacher and Administrator electronically sign the "**Observation Summary**" at the meeting.
*If more than 6 workdays expire before the observation conference is held, teacher and administrator may mutually agree to extend the timeline.

Follow Up Observation
1. Teacher or Administrator proposes a date/time for the follow-up observation to be conducted, and reach agreement on a date/time. Generally, this will be conducted within a month following the post-observation conference.
2. Administrator observes at the agreed date/time, using "**Follow-Up Observation Form**" to record evidence in area(s) previously selected for growth, identifying component strengths and comments. The form will be provided electronically for review by the teacher, who will have the opportunity to add written response/comments if they wish.
3. The completion of the follow-up observation ends this clinical observation cycle.

DROP IN OBSERVATION PROCESS

The drop in observation process will be utilized for those in the differentiated mode of supervision. The drop-in observation form can be accessed on Talent Ed. Typically, the administrator will complete the drop in observation process from one to four times per year. Drop in observations will be unannounced, and will typically last about 15 minutes. The administrator will note the date and which specific components were observed at the proficient or distinguished levels. At the completion of the drop in observation, the administrator will use Talent Ed to forward the completed form to the teacher.

Should the administrator have a concern, it will be noted on the form, and discussed with the teacher within 3 workdays of the observation.

SUMMATIVE EVALUATION PROCEDURES AND PROCESSES

INFORMATION SOURCES COMPRISING THE EVALUATION RATING

In Compliance with Act 82, teacher evaluation will be based on the following:

50% observation and practice - this is gathered through the observation process for those in either the clinical or differentiated mode of supervision using the Danielson Framework.

50% data - multiple measures as described below:

- 15% Building Level Data - The source of this 15% is the School Performance Profile for the building(s) of assignment, the details of which can be found at: http://paschoolperformance.org/

- 15% Teacher Specific Data - The source of this 15% is student performance on assessments, including: performance on the PSSA test or Keystone exams, PVAAS Growth, IEP goal progress/attainment, and locally-developed rubrics.

- 20% Student Learning Objectives - The source of this 20% is the student learning objectives which were developed collaboratively

EVALUATION PROCEDURES/PROCESSES

The evaluation process is three-phased.

PHASE I

Part A of the PDE Classroom Teacher Rating Tool Form (PDE 82-1) will be completed at the close of each semester for Temporary Professional Employees (TPE's), and at the close of each school year for Professional Employees. The process to be used is as follows:
1. By January 2 (or next workday) for mid-year evaluations, and by April 23 (or next workday) for end-of year evaluations, the administrator will request any required supportive artifacts from the teacher. Artifacts will be due by January 15 (or next workday) for mid—year evaluations, and by May 7 (or next workday) for end-of-year evaluations.
2. The administrator will consider all evidence and complete the Palisades Evaluation Worksheet. For those in the clinical mode, the evaluation will include a descriptor for each component. For those in the differentiated mode, Professional Responsibilities

(domain 4) and the domain related to the chosen mode will be evaluated by component. The other two domain ratings will be carried over from the most recently completed clinical evaluation cycle. Extra-ordinary circumstances may necessitate an updated rating in these areas.

3. The administrator will schedule an evaluation conference with each teacher to be held at least two workdays prior to the end of the semester (mid-year evaluations) and two workdays prior to the last student day (end-of-year evaluations).
4. The administrator will provide the teacher with a copy of the draft Palisades Evaluation Worksheet at least 24 hours prior to the scheduled evaluation conference. If the teacher wishes to provide additional evidence, this evidence should be brought to the conference.
5. The evaluation conference will be held. The conference will incorporate the following format:
   ● Discuss teacher's strengths as recognized on the Palisades Evaluation Worksheet
   ● Discuss possible growth areas indicated by the Palisades Evaluation Worksheet
   ● Discuss possible PGO's based on the Palisades Evaluation Worksheet
   ● Teacher and administrator sign the Palisades Evaluation Worksheet to indicate that Part A of the evaluation has been completed
   ● Provide teacher with a copy of the Pennsylvania Comprehensive Teacher Rating Tool Form (PCTRTF) with section A completed
   ● Discuss types of support/resources teacher feels they need in order to continue to grow

6. Following a mid-year TPE evaluation conference, the PTE will sign and return the form to the administrator by the last day of the semester.

PHASE II

Each professional staff member will meet with their supervising administrator in September for the following purposes:

To Initiate the Supervision and Evaluation process for the current year:

● Confirm mode of supervision for the current academic year
● Finalize PGO for the current academic year
● Confirm SLO's for the current academic year

To discuss data in preparation for Phase III (below):

● Teacher presents student achievement data, student work, and calculations for the SLO portion (20%) of their prior year evaluation
● Teacher and administrator discuss teacher-specific data, with the exception of PVAAS growth measures which will not yet be available, for 15% of their prior year evaluation

PHASE III -Close out of Supervision/Evaluation Process for Prior Year

Within 2 weeks of receipt of state data each fall, a faculty meeting will be held to share and discuss the building level School Performance Profile. Within the next 4 weeks, the principal will meet with each professional staff member to complete the PCTRTF (PDE 82-1) form, reflecting all data for the previous school year. The administrator will sign the form, and present it to the teacher for signature. The teacher will return the signed document to the administrator within two work days. The original will be sent to district office to be included in the personnel file, and a copy will be provided to the professional for their records.

COURSE SELECTION

Course approval requests for professional staff members completing credits beyond a master's degree will be approved if they are aligned with any one of the following:

- Professional Growth Objective (PGO)
- Student Learning Objective (SLO)
- Differentiated mode of supervision

PROFESSIONAL ASSISTANCE TEAM

A teacher may voluntarily request the support of the Professional Assistance Team at any time. While an administrator may offer the PAT as an option, it is the teacher's responsibility to refer him/herself to the team if he/she so desires. The Palisades Education Association will publish the names of the members of the PAT annually. A teacher seeking assistance from the PAT needs to directly contact a member of the PAT to initiate the process.

A Professional Assistance Team will offer peer assistance and peer intervention to any teacher experiencing difficulty. The team, with the teacher, will develop a plan of action designed to promote professional growth. This plan may include professional development activities, peer tutoring, research, etc. ***Note: Novice teachers who have an appointed mentor should use the support of the mentor and the building administrator, rather than the PAT.***

The PAT will be composed of three PEA-appointed teachers in addition to two administrators named by the superintendent. One additional Palisades professional may be added to the team at the request of the teacher seeking assistance. Membership on the PAT will be reviewed annually. The team will meet, as needed, to develop and implement the action plan. Copies of the plan will be given to the teacher, the building administrator, and the Superintendent.

The initial meeting of the PAT and the teacher will include the following:

1. Documentation of the concern.

2. Discussion of the purpose of the intervention; clarification may be requested of the teacher.

3. The role of the team in the assistance process.

The initial meeting of the PAT and the supervising administrator will include the following:
1. Cause for concern.

2. Teaching components which require improvement in order to alleviate the concern.

Subsequent meetings of the PAT will be held to develop and carry out an action plan, which may include:
1. Description of type of assistance offered

2. Length of intervention (timeline)

3. Check-points on progress

Once the action plan is developed, it should be presented to involved for signature for agreement in the following order:
- Teacher
- Building Administrator
- Superintendent
- Chairperson of the PAT Team

Following the intervention, the team will review the specific help offered and assess the effectiveness of the intervention. The PAT will prepare a final report on the effectiveness of the plan, with copies given to the teacher, building administrator, and Superintendent. This report may be placed in a teacher's personnel file at the teacher's request.

The recommendations and assessment of effectiveness of the intervention by the PAT team does not guarantee a satisfactory rating. Overall evaluations and ratings will still conducted/assigned by the building administrator.

Appendix A: SLO for IEP Progress

Teacher Name:	
Approximate Number of STUDENTS with IEPs for whom the teacher has instructional responsibility in either MATH or SPEECH.	
Approximate number of MATH or SPEECH goals for which the teacher has instructional responsibility. *Note: This number must be equal to or greater than 11 for this portion of teacher-specific data to be applied to a teacher's rating.*	

SLO Goal related to Progress in Meeting the Goals of Student Individualized Education Plans as required under the Individuals with Disabilities Education Act and Chapter 14)	
2a. Goal Statement	All students with special needs as identified in their Individualized Education Plans will make meaningful progress toward attainment of their IEP goals, as documented by progress monitoring data.
2b. Rationale	The Individuals with Disabilities Education Act (IDEA) and Chapter 14 (PA School Code) require that students with disabilities are provided with specially designed instruction to aid them in meeting the goals as outlined in their Individualized Education Plans (IEPs).

Rating				
3a. Level	*Failing* 0% to 69% of students will make progress towards meeting their IEP goals as documented by MP4 IEP progress monitoring data.	*Needs Improvement* 70% to 79% of students will make progress towards meeting their IEP goals as documented by MP4 IEP progress monitoring data.	*Proficient* 80% to 89% of students will make progress towards meeting their IEP goals as documented by MP4 IEP progress monitoring data.	*Distinguished* 90% to 100% of students will make progress towards meeting their IEP goals as documented by MP4 IEP progress monitoring data.

Teacher Signature _____Date_____

Evaluator Signature _____ Date_____

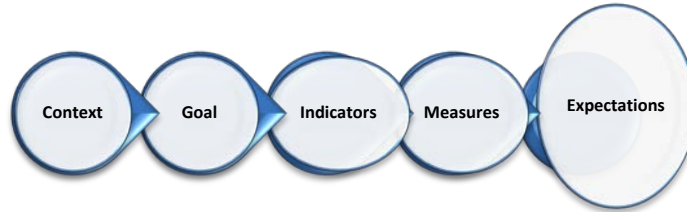|		
4a. Rating	☐ Distinguished (3) ☐ Proficient (2) ☐ Needs Improvement (1) ☐ Failing (0)	**Notes/Explanation**

Teacher Signature _____Date_____

 Evaluator Signature _____ Date_____

Appendix B: SLO for Locally-Developed Rubrics

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).

Context → Goal → Indicators → Measures → Expectations

1. Classroom Context					
1a. Name		**1b. School**		**1c. District**	Palisades SD

2. SLO Goal	
2a. Goal Statement	Students will read and comprehend a variety of texts that are appropriate for their age and grade level.
2b. PA Standards	1.1 – Foundational Skills (Pre K-5) 1.2 – Reading Informational Text 1.3 – Reading Literature
2c. Rationale	All students must be able to read proficiently in order to achieve academic success, and all teachers are responsible for assisting students as they develop skills in this area.

3. Performance Measures (PM)				
3a. Name	PM #1: NWEA MAP Reading Assessment	**3b. Type**	☐ District-designed Measures and Examination ☒ Nationally Recognized Standardized Tests ☐ Industry Certification Examinations ☐ Student Projects ☐ Student Portfolios	
3c. Purpose	PM #1: The NWEA MAP test for READING measures student achievement in the following areas for primary students (Grades K-2): phonological awareness, phonics, concepts of print, vocabulary and word structure, comprehension, and writing. The NWEA MAP test for READING measures student achievement in the following areas for intermediate elementary students (Grades 3-5): Learning to Read (Text Structure and Vocabulary); Learning to Read (Comprehension Strategies); Reading Critically in all Content Areas; Reading, Analyzing, and Interpreting Literature. The NWEA MAP test for READING measures student achievement in the following areas	**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

20

	for middle and high school level students (Grades 6-12): Reading Informational Text, Reading Literature, and Vocabulary Acquisition and Use.

3e. Administration Frequency	PM #1: The assessment is administered once per year in Kindergarten, three times per year in grades 1-8 and twice per year in grades 9-12. For the purpose of this SLO, we will be using the SPRING administration only.	**3f. Adaptations/ Accommodations**	☒ IEP ☐ Gifted IEP ☒ ELL ☒ Other
3g. Resources/ Equipment	PM #1: Computers	**3h. Scoring Tools**	PM #1: Scoring is completed electronically by NWEA
3i. Administration & Scoring Personnel	PM #1: Scoring is completed electronically by NWEA	**3j. Performance Reporting**	PM #1: Individual and group score reports generated by NWEA

4. Performance Indicators (PI)					
4a. PI Targets: All Student Group	PI Target #1: The average/mean score for all students assigned to an individual teacher will meet or exceed the 2011 RIT Scale Norms as published by the NWEA.				
4b. PI Targets: Focused Student Group (optional)	PI Target #1: None				
4c. PI Linked (optional)	None	**4d. PI Weighting (optional)**	**PI**	**Weight**	
			#1		
			#2		
			#3		
			#4		
			#5		

5. Rating				
5a. Level	*Failing* The mean score for all students assigned to teacher is below the 19th percentile.	*Needs Improvement* The mean score for all students assigned to teacher is between the 20th and the 34th percentile.	*Proficient* The mean score for all students assigned to teacher is between the 35th and the 80th percentile.	*Distinguished* The mean score for all students assigned to teacher is above the 80th percentile.

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_____