Educator Evaluation Handbook

2017 - 2018

First Edition

Teacher Evaluation

Non-Teaching Professional Employee Evaluation

Tomorrow’s Possibility. Captured Today.
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Our Mission

The School District of Philadelphia strives for children across the city to have a great school, close to where they live. You, our School Leaders, Teachers, and Non-Teaching Professional Employees, possess the potential to make this a reality. Consequently, the District has identified you as one of four anchor goals: 100% of schools having great Principals and Teachers (Action Plan 3.0). Foundational to achieving this anchor goal is the ability to capture the quality of practice occurring throughout the District, to celebrate accomplishments and to identify areas and opportunities for growth. Educator Evaluation serves this purpose.

Evaluation captures the great work educators are doing on a daily basis. Across the District, educators work tirelessly to ensure students not only grow intellectually but also build strong character to meet both current and future challenges.

Evaluation also identifies opportunities for growth. As professionals, educators are expected to constantly refine their craft. Evaluation helps build a roadmap for professional growth; providing insight into the paths that should be taken to ensure that we, as a District, are able to meet the diverse needs of our students.

If implemented with this in mind, celebrating our accomplishments and acknowledging our areas for improvement, evaluation can serve as a powerful tool to help us fulfill our potential as a District. In line with this, the Evaluation Team asks that all educators apply the following practices to each evaluation system:

- Understand the policies and processes
- Prepare for and fully participate in each measure
- Gather data, artifacts, and evidence to support performance

In return, the Evaluation Team strives to live up to these guiding principles and help actualize this potential by committing to:

- Provide timely support to aid the implementation of the evaluation system
- Create evaluation policies that align with state mandates, union contracts, and existing District processes and practices that educators are being asked and supported to engage in
- Strive for constant improvement to better serve educators through professional and personal growth

The Evaluation Team looks forward to working with you throughout this and every school year as we strive towards providing a great school, close to every child in Philadelphia.

Please contact the Educator Evaluation team at effectiveness@philasd.org with any questions!
Background Statement

While evaluation is not new to Philadelphia or education in general, the means by which educators are evaluated has changed in recent years. In 2012, the Pennsylvania legislature passed Act 82, which enacted into law new evaluation systems for Principals, Assistant Principals, Teachers, and Non-Teaching Professional Employees (NTPEs). These systems are collectively referred to as the Educator Effectiveness System. The new evaluation systems moved beyond solely relying on classroom observations to gauge an educator’s effectiveness by introducing measures of student achievement.

For Principals and Teachers, their evaluation systems will be comprised of 50% observation and 50% measures of student achievement. While Assistant Principals and NTPE’s evaluation systems will be comprised of 15% and 20% of measures of student achievement, respectively, with the remaining percentage attributed to observation. An in-depth look at each educator’s evaluation system can be found in the following chapters of this handbook.

SY 2016-17 was the first year in which all measures of each evaluation system were implemented. The Pennsylvania Department of Education staggered the rollout of these measures to afford districts throughout the Commonwealth time to plan and implement each measure with fidelity. So, before we look ahead, it is important that we look back at where we have been.

With all the measures implemented, it is our goal to begin improving the policies and processes that undergird the measures and build capacity so the evaluation system better meets the needs of the District. The intended purpose of this handbook is to guide both evaluators and evaluatees in understanding the policies and practices behind the implementation of each measure as it pertains to Principal, Assistant Principal, Teacher, and Non-Teaching Professional Employee Evaluation Systems.
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Teacher Observation

What is Teacher Observation?
Teacher observation and practice is conducted using the School District of Philadelphia’s Modified Danielson Framework for Teaching (see Appendix A for full rubric). Teaching skills and competencies are divided into four Domains of the framework: Planning & Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.

Who is Formally Observed?
The District implements a differentiated supervision model. This means that the number of formal observations a teacher receives depends on how many years of service they have with the District (Professional Growth System Status or PGS Status).

A Temporary Professional Employee (TPE) is a non-tenured teacher in the first, second or third year of teaching. First-year TPEs are formally observed once in the Spring. Second-year and Third-year TPEs are observed once in the Fall and once in the Spring.

Tenured teachers enter into the formal observation cycle and are formally observed every third year instead of yearly (Formal Observations in years 6, 9, 12, 15...).

The following table shows how many formal observations are required for each teacher type, and during which observation window.

<table>
<thead>
<tr>
<th>Teacher Groups</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>Non-Tenured (Temporary Professional Employee)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Year</td>
<td>--</td>
<td>1*</td>
</tr>
<tr>
<td>2nd and 3rd Year</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Formal Observation Year</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Tenured (Professional Employee)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Assistance and Review (PAR)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Professional Development Plan (PDP)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Special Observation Status (SOS)</td>
<td>--</td>
<td>1*</td>
</tr>
<tr>
<td>Year 0 Teachers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers Hired after Leveling</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

*Teachers in PAR will be observed during the last five months of the 10-month PAR process. Teachers starting PAR in January will be observed in the fall.*

Please consult the PGS Manual for more information on how PGS Status affects the formal observation cycle.
How do formal observations capture teaching practice?

When teachers are formally observed, they receive a numerical score of 0, 1, 2, or 3 on each of the 10 Danielson components. Component scores correspond with performance levels ranging from Distinguished (3) to Failing (0).

Component scores within the same Domain are averaged together to create a Domain score. Each Domain score is weighted and then added together to give an overall observation score. Domains I and IV each account for 20% of the overall score, and Domains II and III each account for 30% of the overall score. If a teacher has had more than one observation, the scores are averaged across the rating period to produce one observation score to be factored into the teacher’s Effectiveness rating.

Observation scores and ratings are outlined below. Please note the next steps for teachers receiving Needs Improvement or Failing observation scores, as additional actions may need to be taken. For an in-depth look at these policies, consult page 12.

Overall Observation Scores:

Overall observation scores are calculated when the observation is submitted in EDS. Once it is completed, the formal observation will show the numeric score and corresponding performance level (i.e., Distinguished, Proficient, Needs Improvement, or Failing).

In-Depth Look: Teacher Observations

The School District of Philadelphia utilizes three types of observations to capture teaching practice: Walkthrough Observations, Informal Observations, and Formal Observations. Of the three observation types, only Formal observation scores count towards a teacher’s Effectiveness rating. Teachers can be formally observed by their Principal, Assistant Principal, or Assistant Superintendent. Formal observations include both numerical scores (0-3) and qualitative, written feedback on each of the 10 components. The formal observation process includes three key steps: pre-observation conference, formal observation, and post-observation conference.
Adding Artifacts:
All educators can add artifacts to an observation in EDS just as they would upload attachments to an email. Before and observation is submitted, an artifact can be uploaded by selecting ‘Artifact’ on the left side of the observation template and uploading any relevant documentation.

Teacher Observation Exceptions:
There are some extenuating circumstances in which a teacher is unable to be observed, but that teacher remains on the Principal’s observation caseload (e.g., the teacher is on sabbatical, on maternity leave).

Principals are provided with an interactive Educator Evaluation Dashboard (in Google Drive) to show which educators still require an observation, and allow school leaders to indicate whether any remaining educators cannot be observed, and for what reason.

This tool can be found in the School Educator Evaluation Google Drive folder.

---

### Failing and Needs Improvement Observation Scores

For 2nd and 3rd year TPEs and tenured teachers who receive a Failing observation: Administrator must share observation via EDS within 5 working days and schedule a conference. Teachers may request PFT representation at the conference. Together, an action plan is developed and monitored at the school level.

For 2nd and 3rd year TPEs and tenured teachers who receive a Needs Improvement observation: Administrator must share observation via EDS within 5 working days; it is recommended that together they develop an action plan to be monitored at the school level. Follow-up observations are recommended within same rating period.

The pre-observation conference should be scheduled a minimum of 48 hours in advance of the lesson.

Teachers complete the Pre-Observation Form (available in the [PGS manual](#)) to discuss with the observer(s) during the Pre-Observation Conference.

During the Pre-Observation Conference, the observer(s) should refer the teachers to the 10 components of the Danielson Framework.
During the observation, observers are taking notes and collecting evidence of instruction and student behavior, particularly as it relates to Domain II (The Classroom Environment) and Domain III (Instruction) - also known as the “on-stage components.” Evidence of performance in Domain I (Planning and Preparation) and Domain IV (Professional Responsibilities) - the “off-stage components” - can be added by the teacher as artifacts in EDS, and during the pre- and post-observation conferences.

The observer will enter scores and written feedback for all 10 observation components in EDS. Principals should share the observation as a “Draft” with the teacher, to allow teachers to respond to feedback, and upload relevant artifacts and evidence.

Teachers complete the Post-Observation Form (available in the PGS Manual) after the formal observation, and bring it with them to this meeting to guide discussion with the observer. This is an opportunity to discuss the lesson, feedback, supplemental evidence and artifacts, areas of strength and opportunities for growth. The conference should include “bite-sized” action steps and a plan for how the observer(s) will follow up on areas of improvement.

After the Post-Observation Conference, observers will submit the formal observation as complete in EDS.

The Pre-Observation form contains these prompts:

- List the objective(s) for the lesson
- Describe your process for determining the objective(s) for this lesson and what you considered to ensure it was at the appropriate level of rigor for your students.
- What key questions will you ask in order to determine if students understand the content?
- What methods will you use to check for understanding during this lesson?
- Describe what you will use to assess whether your students mastered the skill at the end of this lesson.
- What else should the observer look for (particular students, student engagement, classroom climate, instructional strategies, etc.)?

The Post-Observation form contains these prompts:

- Did your students master the objective? How do you know?
- Did you deviate from your plan? If so, how and why?
- If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution?

The PGS Manual contains blank versions of the Pre- and Post-Observation Conference forms.
**In-Depth Look: Failing and Needs Improvement Observation Policies**

**Failing Observations:**

Principals must give a teacher who receives a failing (unsatisfactory) observation score a copy of the failing (unsatisfactory) observation no more than five working days after the observation has been conducted. A post-observation conference must be scheduled with the teacher. Teachers may request PFT representation at this conference. The Principal will draft and document an action plan to direct the teacher’s improvement. The Principal must create and monitor this plan at the school level. The plan should contain the following:

- One, high-leverage area of focus that will have the biggest impact on student outcomes
- Specific strategies/tools to support improvement
- Clear criteria for what success will look like
- Timelines for follow up

**Failing Observations: 2 + 1 Policy**

Teachers who receive a Failing Observation Score (Unsatisfactory) are required to be formally observed again within the same rating period. If the first observation is Failing, a second observation is required and must be performed by the Principal. If the second observation is also Failing, a third observation is required by the Assistant Superintendent. Follow-up observations are not required for teachers in PAR (1st year teachers or tenured teachers who were rated Unsatisfactory the previous rating cycle).

1. **If 1st Observation is...**
   - Failing
   - Needs Improvement
   - Proficient
   - Distinguished

2. **2nd Obs. by Principal**

3. **If 2nd Observation is...**
   - Failing
   - Needs Improvement
   - Proficient
   - Distinguished

4. **3rd Obs. by AS**

5. **If 3rd Observation is...**
   - Failing
   - Needs Improvement
   - Proficient
   - Distinguished

Note that all required additional observations must be completed within the same rating period. Since the rating period for 2nd and 3rd year non-tenured (TPE) teachers is 5 months, all observations must be completed within the fall window (January 12, 2018), or the spring window (May 18, 2018), based on when the Failing observation occurred.
**Needs Improvement Observations:**

The Principal must give a teacher who receives a Needs Improvement (Satisfactory) score a copy of the Needs Improvement (Satisfactory) observation no more than five working-days after the observation was conducted. The Principal will draft and document an action plan to support the teacher's improvement.

The Principal creates and monitors this plan at the school level. The plan should contain the following:

- One, high-leverage area of focus that will have the biggest impact on student outcomes
- Specific strategies/tools to support improvement
- Clear criteria for what success will look like
- Timelines for follow up
- A follow-up observation should be scheduled

**Special Observation Status (SOS):**

The Principal may request that the PAR Panel place a tenured teacher who is not in a formal observation year in SOS if there are concerns about classroom performance (Domains II and III only).

In order to recommend a teacher for SOS, the Principal or Assistant Principal completes **at least three informal observations** in the fall, and submits the application by **January 10th, 2017**. Please refer to the [PGS Manual](#) for detailed information about SOS and the application process.

SOS teachers receive one formal observation conducted by their Principal and receive coaching from a Consulting Teacher who collects evidence of the teacher’s practice during the spring observation period.

**Required Formal Observation for Tenured Teachers in SOS versus PDP year**

<table>
<thead>
<tr>
<th>Teacher Groups</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured (Professional Employee)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Professional Development Plan (PDP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Observation Status (SOS)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The PAR Panel uses the formal observation conducted by the Principal and the recommendation of the Consulting Teacher to help determine whether the teacher will be rated Satisfactory or Unsatisfactory.

- If the teacher is rated Unsatisfactory, they will be placed in PAR for the next school year
- If the teacher is rated Satisfactory, the Special Observation Status ends, and the teacher will go back into the observation cycle based on his/her PGS Status (Years of Service)
Teacher Student Learning Objectives

What are Teacher Student Learning Objectives?

Student Learning Objectives (SLOs) assess a teacher’s ability to support student growth over a period of time. Teachers set a standards-aligned goal for a group of students. Next, teachers create or select an appropriate pre-assessment and post assessment, then they set and monitor progress toward growth targets. A teacher’s SLO score will be measured by the percent of students who have met the growth targets, which corresponds with one of four performance levels.

Who completes Teacher Student Learning Objectives?

All teachers who meet the following criteria must complete an SLO (with the exception of fully released teachers):

- Works under an instructional certificate
- Provides direct instruction to 11 or more students at least once a week
- Hired before leveling (see “Year 0 Teachers” in side bar)

This includes Pre-K, Special Education, and English as a Second Language teachers. Teacher eligibility for all teachers must be determined by September 5, 2017. If required to complete an SLO, teachers will start the SLO process, described below.

How do Teacher Student Learning Objectives capture teaching practice?

Teachers will be evaluated based on the percent of students who meet their growth target, which corresponds with one of four performance levels (below).

<table>
<thead>
<tr>
<th>Percent of Students Who Met Their Growth Target</th>
<th>0%-64%</th>
<th>65%-70%</th>
<th>71%-89%</th>
<th>90%-100%</th>
<th>Teacher is not eligible to receive an SLO Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corresponding SLO Score &amp; Rating Level</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Falling</td>
<td>Needs Improvement</td>
<td>Proficient</td>
<td>Distinguished</td>
<td>Not Applicable</td>
<td></td>
</tr>
</tbody>
</table>

In-Depth Look: Teacher Student Learning Objective Process

**Step 1. Starting the SLO Process**

The SLO process aligns with the work teachers already do throughout the school year. The teacher begins by selecting the students that are monitored and evaluated using the criteria outlined on the next page. Once the class or group of students is identified, the teacher creates a goal on which to focus their SLO and select assessments that will be used to track student growth relative to the goal. Next, growth targets are set. Finally, the teacher’s SLO score is calculated as the percent of students who meet their growth target.
Students selected at the beginning of the SLO process will be the only ones eligible to be included in the teacher’s SLO.

Any teacher who utilizes a District-approved assessment for their SLO and administers the test during the assessment window provided by the Office of Curriculum, Instruction, and Assessment can use that data for the SLO pre-assessment in order to limit the number of times students are assessed.

*Teachers using a course that is less than a semester long for their SLO will administer their pre-assessment and set growth targets during the first week of the course*

---

<table>
<thead>
<tr>
<th>Step 1. Starting the SLO process</th>
<th>When?</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose class/group of students</td>
<td>By September 29</td>
<td>Teachers will implement the SLO process for only ONE class or caseload</td>
</tr>
<tr>
<td>Create one SLO goal</td>
<td>By September 29</td>
<td>Teachers will create a single SLO goal that will be the foundation for the SLO process</td>
</tr>
<tr>
<td>Determine Pre- and Post-Assessments; complete online SLO template</td>
<td>By September 29</td>
<td>Teachers will create a pre- and post-assessment or select a previously created assessment. Teachers will complete online SLO template in EDS</td>
</tr>
<tr>
<td>Principals approve online SLO template</td>
<td>By October 13</td>
<td>Principals will review and approve the online SLO template in EDS</td>
</tr>
<tr>
<td>Administer and score pre-assessment; Set growth targets</td>
<td>By November 9th or First Week of Course</td>
<td>Teachers will administer and score the pre-assessment prior to the end of the pre-assessment window (November 9th). Teachers will upload Progress Monitoring Chart with student growth targets in EDS</td>
</tr>
<tr>
<td>Principals approve Progress Monitoring Chart</td>
<td>By November 22</td>
<td>Principals will approve updated Progress Monitoring Chart in EDS</td>
</tr>
</tbody>
</table>

**Choose Class/Group of Students**

**How?**

**Classroom Teachers: Selecting a Class**

All teachers who have at least one assigned class, including Special Education and ESOL teachers, must follow the guidelines in this section. Remember, in order for a class to be eligible for your SLO, it must contain 11 or more eligible students.

*Teachers in a Self-Contained Classroom*

All students in a self-contained classroom who meet the student criteria (shown to the left) must be included in an SLO.

*Teachers with Multiple Sections - Same Subject and/or Different Grades*

Teachers will choose one grade level and/or one class that has 11 or more students who meet the student criteria (shown to the left). If the teacher has multiple eligible sections, teachers should try to choose a class that is reflective of all students they educate.

**Teachers with Caseloads: Selecting Students in Caseload**

All teachers who are assigned a caseload of students to support, including Special Education and ESOL teachers, should follow the guidelines in this section.

*Special Education Teachers*

Teachers should select a group of 11 or more students in their caseload that share academic goals within the same subject. For example, a special education teacher implementing a Reading/English Language Arts SLO will include all students within their caseload that have a Reading/English Language Arts academic goal in their IEP. Please keep in mind, Special Education Teachers can include students with and without an IEP.
**English as Second Language Teachers**

**K-8 ESOL Teachers**

Teachers of grades K-8 who serve students in multiple grades and proficiency levels should select a grade-band of up to 3 consecutive grades (e.g. K-2, 4-6, 6-8) such that the total number of students within the teacher’s SLO equals or exceeds 11.

**High School ESOL Teachers**

High School ESOL teachers should select students from any grade, which do not have to be consecutive (e.g., 9th-11th grade, 9th and 11th grade).

Based on the eligible classes or groups of students, teachers may have multiple classes/subjects that can be used. Teachers select only one class/subject. Once a class or subject is selected, teachers create their SLO goals based on the three following factors:

1. Teachers review the scope and sequence for the course/subject they are using for their SLO to understand what content will be covered during the interval of instruction.
2. Teachers align the SLO Goal to the PA Core Standards addressed during the interval of instruction.
3. Teachers create their SLO Goal based on a targeted area for growth utilizing class-level; data (PVAAS, AIMSweb, DRA2 levels, Lexia, etc.)

Teachers review the academic standards that align to their SLO goal. Then, teachers create or select an assessment that captures student ability only on the skills and standards related to the SLO goal.

**Teacher-Created Assessment**

Teacher-created assessments should be aligned to the content of the SLO, which reflect PA Core Standards. Assessments can be developed in collaboration with other teachers, and common assessments can be used. When appropriate to the learning content, teachers are encouraged to use performance-based assessments.

**Teacher-Selected Assessment**

Teachers can select assessments that have already been developed and deemed valid. Teachers should ensure the selected assessment aligns with the learning content and is designed at an appropriate level of cognitive challenge for their SLO.
For teachers in a yearlong or semester-long course, Principals must approve Teacher Eligibility, SLO Goal and Pre- and Post-Assessments by October 13th. To facilitate this process, teachers must complete the online SLO Template in EDS.

For teachers in a course shorter than a semester, Principals must approve Teacher Eligibility, SLO Goal and Pre- and Post-Assessments by the end of the first week of the course of Quarter 2. To facilitate this process, teachers must complete the online SLO Template in EDS.

Teachers administer their pre-assessment prior to the November 9th deadline. In the case of teachers using a course that is less than a semester, the pre-assessment must be administered by the end of the first full week of the course.

Students who are absent on the day of the test must be given the assessment when they return, as long as it is prior to the end of the pre-assessment window.

Pre-assessments must be scored in teams, unless teachers utilize computerized assessments or tests that are scored in real-time via a performance task (e.g., AIMSweb®).

Scoring teams must...

- Be at least 3 teachers
- Be from the same grade or grade band

Teachers should utilize multiple data sources when setting growth targets. This includes current/previous student work, pre-assessment scores, and scores from previous years’ classes to gauge how much growth should occur during the interval of instruction relative to the SLO Goal.

The three acceptable methods for identifying growth targets are:

- Banded or tiered
- Increase in rubric level/status
- Individualized growth

An in-depth look at each of these growth target setting strategies is provided on the next page.

Teachers can combine the banded or tiered strategy with the Individualized growth strategy to set targets. Likewise, teachers have the ability to utilize the increase in rubric level/status growth target setting strategy with the individualized growth.

Suggested Resources when creating an assessment:

- Acuity®
- Curriculum Engine
- Pennsylvania Department of Education Standards Aligned System: [https://www.pdesas.org/Assessment](https://www.pdesas.org/Assessment)

Example Assessments:

- AIMSweb®
- Developmental Reading Assessment® (DRA2)
- Research-Based Computerized Assessments
- Fitness Gram for Physical Education
- Health Education Assessment Project (HEAP)

**Administer and Score Pre-Assessment**

Teachers administer their pre-assessment prior to the November 9th deadline. In the case of teachers using a course that is less than a semester, the pre-assessment must be administered by the end of the first full week of the course.

Students who are absent on the day of the test must be given the assessment when they return, as long as it is prior to the end of the pre-assessment window.

Pre-assessments must be scored in teams, unless teachers utilize computerized assessments or tests that are scored in real-time via a performance task (e.g., AIMSweb®).

Scoring teams must...

- Be at least 3 teachers
- Be from the same grade or grade band

**Set Growth Targets**

Teachers should utilize multiple data sources when setting growth targets. This includes current/previous student work, pre-assessment scores, and scores from previous years’ classes to gauge how much growth should occur during the interval of instruction relative to the SLO Goal.

The three acceptable methods for identifying growth targets are:

- Banded or tiered
- Increase in rubric level/status
- Individualized growth

An in-depth look at each of these growth target setting strategies is provided on the next page.

Teachers can combine the banded or tiered strategy with the Individualized growth strategy to set targets. Likewise, teachers have the ability to utilize the increase in rubric level/status growth target setting strategy with the individualized growth.
Principals must approve the teacher-identified growth targets for each student by November 22, 2017. To facilitate this process, teachers must complete the first three columns of the SLO Progress Monitoring Chart and upload it to the online SLO Template in EDS by selecting “My SLO” under “Educator Development” by November 9, 2017.

Link to download Progress Monitoring Chart: https://goo.gl/QziNSD

There are various strategies for setting growth targets. Please refer to the table below for three different methods.

<table>
<thead>
<tr>
<th>Banded or Tiered aka Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be divided into groups — usually 3: low, medium, and high — based on their pre-assessment scores. All students in each identified band or tier must hit the specified growth target for that band or tier.</td>
</tr>
</tbody>
</table>

**EXAMPLE**

Students in Teacher A’s class scored from 0-70 on the pre-assessment out of 100. Based on this, previous student achievement data, and the teacher’s experience, Teacher A grouped the students by their score and set the growth targets, both shown below. For your SLO, you will need to utilize pre-assessment scores to create meaningful groupings and growth targets. Please keep in mind, teachers can have students who score very high (e.g. 90 or 95) maintain their performance by setting growth targets that are the same as their pre-assessment score.

<table>
<thead>
<tr>
<th>Score Groups</th>
<th>Pre-Assessment Score Ranges</th>
<th>Teacher A Growth Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>51 - 70</td>
<td>85</td>
</tr>
<tr>
<td>Medium</td>
<td>31 - 50</td>
<td>70</td>
</tr>
<tr>
<td>Low</td>
<td>0 – 30</td>
<td>55</td>
</tr>
</tbody>
</table>

**Increase in Rubric Level/Status**

On measures where students are either identified at a particular level of proficiency on a rubric (i.e., a “3” on a 4-point rubric), targets focus on increasing students’ performance levels. In some cases, maintaining the current level could be acceptable (i.e., those students already evaluated as a “4” on the 4-point rubric)

**EXAMPLE**

Students in Teacher B and Teacher C’s classes were graded on a 4-point rubric (your rubric can contain as many levels as deemed necessary). Based on their assessment, course content, achievement data, and experience, Teachers B and C have slightly different growth targets. This is fine as growth targets should take into account the uniqueness of each teacher’s class.

<table>
<thead>
<tr>
<th>Pre-Assessment Score (4-point rubric)</th>
<th>Teacher B: Growth Targets</th>
<th>Teacher C: Growth Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Individualized Growth**

Teachers differentiate targets based on knowledge of their students. Teachers can utilize a rubric or point system to score student achievement but will set individual growth targets for each student. In addition, this can be used in conjunction with either of the previous two growth target setting strategies as it may be appropriate to differentiate growth targets for certain students.
**Step 2. Monitoring the SLO Process**

During the SLO cycle, students are engaged in learning that provides them with the opportunities to grow towards their goal. Educators are encouraged to use formative assessments to measure ongoing student learning. This data will help teachers determine progress toward goals and will guide adjustments to instructional practice to meet the needs of students.

<table>
<thead>
<tr>
<th>Step 2. Monitoring the SLO process</th>
<th>When?</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Point Reflection</td>
<td>Mid-point interval of instruction</td>
<td>During the SLO process, teachers will reflect on the progress students have made</td>
</tr>
<tr>
<td>Adjust Growth Targets (If applicable)</td>
<td>By end of interval of instruction</td>
<td>Teachers are able to request adjustments in the SLO growth targets due to extenuating circumstances</td>
</tr>
</tbody>
</table>

**Mid-Point Reflection**

After gathering student work and available data, teachers should use the following guiding questions to help reflect on progress made to-date.

- Are all students on-track to meet their growth target? What evidence/data do you have to support your thinking?
- What are some areas to be celebrated? What do you think caused this success?
- What might explain less progress than expected? How can you address these challenges?
- Based on your current review of student progress, what short-term objectives are you considering to assist you in reaching your SLO goal?
- What changes in your instructional practice or professional development opportunities are available to help you meet your students’ needs?

**Adjust Growth Targets**

Extenuating circumstances may arise that will require a student’s growth target to be adjusted, such as when a student has been issued an IEP in the middle of the interval of instruction. Principals must approve any adjustments to student growth targets. Approved growth target adjustment must be documented in Column D of the Progress Monitoring Template.

**Step 3. Closing Out the SLO Process**

At the end of the SLO process, post-assessments are administered and scored, documenting whether students met their growth targets. The percent of students who met their growth target results in a score that is converted into an Effectiveness score, representing how the teacher impacted student growth during the interval of instruction. To close out the SLO process, teachers and Principals should follow the steps below.
In situations where teachers are unable to be grouped with teachers in similar grades and/or subjects, the teacher should first identify whether other subjects are comparable (e.g., some CTE teachers can pair with the science or math department). If they are unable to identify comparable subjects, they will be able to score tests with teachers outside the school but must receive permission to do so from their principal.

When scoring the post-assessments, student names should be covered to eliminate potential bias, and teachers should have a random sampling of work from each of the other teacher’s classes.

If a scoring discrepancy occurs, teachers should meet to discuss the discrepancy and come to an agreement on the performance level.

If a teacher who is eligible for an SLO score is on leave during the Post-Assessment window, the Principal is responsible for ensuring the post-assessment is administered.

---

<table>
<thead>
<tr>
<th>Step 3. Closing Out the SLO Process</th>
<th>When?</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer and score post-assessments</td>
<td>January 22 – February 9</td>
<td>Teachers will administer and score their students’ post-assessments prior to the end of the post-assessment window</td>
</tr>
<tr>
<td></td>
<td>Semester or shorter courses</td>
<td>April 30 – May 16</td>
</tr>
<tr>
<td></td>
<td>Year-long courses</td>
<td></td>
</tr>
<tr>
<td>Determine student eligibility</td>
<td>By May 16</td>
<td>Teachers use criteria to evaluate whether the student is eligible to be included in the teacher’s SLO</td>
</tr>
<tr>
<td>Determine teacher eligibility</td>
<td>By May 16</td>
<td>Principals use criteria to evaluate whether the teacher is eligible to receive an SLO score</td>
</tr>
<tr>
<td>Calculate and enter teacher’s SLO score</td>
<td>May 23</td>
<td>Principals calculate the percent of students who met their growth target for each teacher, and enter score(s) into EDS</td>
</tr>
</tbody>
</table>

**Administer and Score Post-Assessments**

Post-assessments must be scored in teams, unless teachers use computerized assessments or tests that are scored in real-time via performance tasks (e.g., AIMSweb).

Scoring teams must...
- Be at least 3 teachers
- Be from the same grade or grade band

**Determine Student Eligibility**

After administering the post-assessment, teachers will need to confirm which students are eligible to be included in their SLO. To be eligible for inclusion in a teacher’s SLO, a student must meet BOTH criteria below:

1. Took both the pre- and post-assessment for that SLO

Because the SLO is based on the percentage of students who met their growth target, students must have taken the pre- and post-assessment for that SLO.

2. Attendance rate greater than or equal to 85% during the interval of instruction

Students need to have an attendance rate greater than or equal to 85%. The attendance rate is specific to the SLO course. Thus, the attendance rate should:
- Count for only the days in which the teacher delivers direct instruction to the student. (e.g., 5 days/week, 1 day/week, etc.)
- Factor in days in which the student was truant or absent during the period or class in which teacher delivers content specific to the SLO subject
After teachers determine eligibility for each student, Principals will determine which teachers are eligible to receive an SLO score. All teachers who started an SLO must meet the following criteria in order to receive an SLO score.

1. Provided Direct Instruction throughout the Interval of Instruction

If a teacher is no longer assigned to the class or caseload of students used in their SLO, they will not be eligible to receive an SLO score of 0, 1, 2, or 3. Instead, they will receive a score of N/A.

2. Teacher attendance rate greater than or equal to 85% during the interval of instruction

Teachers need to have an attendance rate greater than or equal to 85% to be eligible to receive an SLO score of 0, 1, 2, or 3. The attendance rate should be specific to the SLO course. Thus, the attendance rate should

- Count for only the days in which the teacher delivers direct instruction to the students. (e.g., 5 days/week, 1 day/week, etc.)

If a teacher is prevented from providing direct instruction to students in their SLO class, these days should be counted as missing when calculating the attendance rate (e.g.; sabbatical, maternity, approved medical leave, etc.). A teacher cannot count a day in which they administer an assessment specific to their job as an absence (e.g., ESOL teachers administering ACCESS test, Classroom teacher administering Pennsylvania State Standardized Assessment (PSSA) or Keystone Exam).

### Interval of Instruction

The interval of instruction is based on the course length shown below. Only count the number of days you are scheduled to provide direct instruction relative to your SLO goal.

<table>
<thead>
<tr>
<th>Yearlong</th>
<th>Semester-Long</th>
<th>Shorter than a Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 9th</td>
<td>November 9th</td>
<td>First Day of Course’s 2nd Week</td>
</tr>
<tr>
<td>April 27th</td>
<td>January 19th</td>
<td>Administration of Post-Assessment</td>
</tr>
</tbody>
</table>

The Principal will then enter the teacher’s SLO score into EDS by cross-walking the Percent of Students Who Met their Growth Target with one of the four performance categories as shown below. If a teacher is not eligible to receive an SLO score, the Principal will select the “N/A” option in EDS, which means that the teacher will not receive an SLO score and that 20% of the MMS is attributed to the observation score. If no score is entered, but they are eligible, they will get a default score of “2” (Proficient).
Once the ‘Percent of Students Who Met Their Growth Target’ is calculated, the Principal will cross-walk it with the scoring rubric below to determine the teacher’s SLO score and rating.

<table>
<thead>
<tr>
<th>Percent of Students Who Met Their Growth Target</th>
<th>Teacher is not eligible to receive an SLO Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%-64%</td>
<td>65%-70%</td>
</tr>
<tr>
<td>71%-89%</td>
<td>90%-100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Corresponding SLO Score &amp; Rating Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>Failing</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

After the Principal calculates the teacher’s SLO score, they will enter it into EDS. Any teacher who does not have a score of N/A, 0, 1, 2, or 3 entered in EDS will automatically receive a default score of 2 (Proficient) for their SLO, even if they were not eligible to receive a score.

If a teacher fails to complete the SLO process, they should receive a score of 0 (Failing).
What is PVAAS Teacher-Specific Reporting?

The Pennsylvania Value-Added Assessment System (PVAAS) teacher-specific reports provide an estimate of the academic growth of a teacher’s group of students in a state assessed content area for a specific school year. Each year, teachers of those state assessed content areas will receive a PVAAS composite score, which is a combined measure of all the tested subjects, grades, and Keystone courses taught. Additionally, diagnostic reports are provided for teachers to use in order to improve instructional practices and to assess the academic growth of students at varying achievement levels and demographic subgroups.

Who receives a PVAAS Teacher-Specific Report?

Teachers who are permanent or temporary professional employees, who hold a valid PA teaching certificate, and who have full or partial responsibility for content-specific instruction of assessed eligible content on Pennsylvania’s state assessments (PSSA and/or Keystone exams) receive a Teacher-Specific Report. This includes:

- Teachers of grades 4-8 PSSA ELA and Math, grades 4 and 8 PSSA Science, and Keystone content areas (Algebra I, Biology, Literature)
- All other teachers responsible for content-specific instruction of assessed eligible content, including ESOL, special education, intervention, and enrichment teachers, etc. (regardless of area of certification)

In-Depth: Teacher-Specific PVAAS Reporting

What is the PVAAS Teacher-Specific Reporting Process?

Teacher-specific PVAAS depends on student performance on state-standardized assessments. Beyond administering state assessments, PVAAS involves: PVAAS Reporting and Roster Verification.

This sample Teacher Value Added Summary indicates a Growth Index of 0.71 as a 3-Year Composite score, resulting in a 3-Year Composite Score of 1.90 for the teacher’s Effectiveness rating. The following chart explains how the components of the 3-Year Composite score are determined.
PVAAS provides a measure of academic growth for a group of students by taking into account both their endpoint and their entering achievement level. To be included in the overall Effectiveness rating, a teacher must have three years of consecutive PVAAS scores, which make up the “3-Year Composite.” In mid-October, teachers will have access to review their PVAAS scores their 0-3 converted ratings. Please refer to the table below for a crosswalk from 3-year Composite Scores to PVAAS Teacher Specific Ratings. The 3-Year Composite from the previous school year will be used in the current school year’s ratings due to the lagged timing of the data release. Thus, the 3-Year Composite score from the 2016-2017 school year will be reflected in teachers’ 2017-2018 Effectiveness rating.
In Depth: PVAAS Roster Verification

What is PVAAS Roster Verification?

Roster verification is a process in May and June that allows teachers and principals to adjust and verify the percentages of instructional responsibility for every student, for each state assessment. Adjusting the percentages of instructional responsibility results in the students being weighted appropriately in the value-added analyses for PVAAS teacher-specific reporting. Students with less than 100% instructional responsibility will be weighted less in a teacher’s PVAAS reporting than those students who have been claimed at 100%. There are two aspects of instructional responsibility

- Percentage of Student + Teacher Enrollment
- Full or Partial Percentage of Instruction

Understanding the Percentage of Student + Teacher Enrollment Calculation

The Percentage of Student + Teacher Enrollment calculation is based on the number of days a student and a teacher are enrolled together (concurrently enrolled) over the course of the instructional window. Starting with Day One of the instruction (subject/grade/course) for the state assessment, up to and including the last school day before the District’s testing window opens for that state assessment, teachers will use the formula below to calculate the overall percentage for Student + Teacher Enrollment.
A teacher must participate in PVAAS Roster Verification in order to get a Teacher Specific Report. However, not all teachers who participate in Roster Verification will receive a Teacher-Specific Report.

**Minimum Requirements for teachers to receive a report:**

1) **Overall N Count:** A teacher must have a minimum of 11 students who took the PSSA on his/her roster

2) **A student must be claimed for a minimum threshold of 10% total Instructional Responsibility to be included in the value-added reporting**

3) **Active N Count:** The active N count must be a full-time equivalent of 6 students, or 600% for Instructional Responsibility (i.e.; a student claimed as 25% is a .25 active student or a student claimed as 50% is a .5 active student)

Total # of Minutes Teacher is Responsible for Instruction
Divided by
Total # of Minutes for the Course/Subject/Grade

This percentage is based upon enrollment, **not attendance**. This percentage can only be adjusted for long-term, approved absences, such as medical leaves, student hospitalization, resignations, etc. The percentage of Student + Teacher Enrollment will be entered by teachers during the Teacher Verification Phase of Roster Verification. Once calculated, teachers will verify or edit the percentage in the Student + Teacher Enrollment column of the verification table.

**Understanding Full or Partial Percentage of Instruction and how to calculate**

Full or Partial Percentage of Instruction is the percentage of content-specific instruction for a state assessment for which a teacher is responsible for providing to a specific student. The percentage is 100% for a student if only one teacher is responsible for providing instruction to that student in that subject area. If more than one teacher is responsible for content-specific instruction, then the percentage is shared between those teachers (i.e., if a student receives one period of math instruction from a classroom teacher per day and one period of math per day with a special education teacher, then each teacher claims 50% for instructional responsibility). This may occur when there is co-teaching, pull-out or push-in support, content preps, or pull-out interventions.

The percentage for Full or Partial Instruction will be verified or edited by teachers during the Teacher Verification Phase of Roster Verification. Once calculated, teachers will verify or edit the Full or Partial Percentage of Instruction in the appropriate column of the verification table. Teachers who have rosters to verify will receive email notifications from EVAAS Support with information about deadlines and login information. Teachers who do not receive these emails should consult with their school Principal to determine eligibility.
Principals have the ability to create and modify PVAAS School User Accounts for their schools. Follow this PVAAS Account Stepper to set up the permissions for additional support with Roster Verification (Assistant Principals, Roster Chairs or School Based Teacher Leaders). Please note that Principals must remove school account access to teachers after the Preview Phase.

Principals should begin collaborating with teachers at the beginning of the school year and provide time for teachers to discuss and agree on shared instructional responsibility. Please see “Tracking Sheet for Student + Teacher Concurrent Enrollment” to facilitate accurate record keeping. This sheet can be found in Appendix B. During these two weeks, Principals and/or Assistant Principals should review completed Tracking Sheets with teachers.

During the Preview Phase of Roster Verification, Principals should ensure that all teachers have a roster for each content-specific course (tested grade/subject) that they teach. Even if there are only a few students on that teacher’s caseload for a specific subject, the teacher must have a roster for that class. If a teacher does not have a roster, one should be created.
See checklist below to ensure all the steps to the Teacher Verification process have been completed.

- Teachers should have a roster for EACH state assessed grade, subject, and course for which they have full or partial responsibility towards the assessed eligible content as assessed by the PSSA or Keystone exams
  - Add and remove rosters as needed
  - If teachers have 1st semester Keystone course(s) and/or 2nd semester Keystone course(s)/full-year course(s), teachers should have a roster for each (Winter tested and Spring tested)

- Teachers should ensure that all students for which they have provided either full or partial instruction throughout the year are included on the roster for each tested subject and grade, or course
  - Add and remove students from each roster(s) as needed

- Verify and/or edited the % Student + Teacher Enrollment for EACH student on EACH roster

- Verify and/or edit the Full/Partial Percent of Instruction for EACH student on EACH roster

- Resolve all issues of over-claimed students within your school with the assistance of your Principal/Assistant Principal, if needed

- Complete the verification of all data for all rosters

- Submit all rosters to the Principal/Assistant Principal by the end of the Teacher Verification Phase (Rosters can be submitted prior to the end of the teacher phase)
  - Include a note/comment to the Principal/Assistant Principal about any issues unable to be resolved or needing assistance
In order to access Roster Verification:

- Go to https://pvaas.sas.com
- Enter your username and password
- Roll your mouse over the “Reports” tab in the upper left corner of the screen
- Click on Roster Verification
- Enter your PPID (Personal Professional Identification Number) which can be found on the Pennsylvania Department of Education website

Principals must also submit the following documentation when submitting teacher rosters to their Assistant Superintendents:

2017-18 Over and Under Claimed Documentation Spreadsheet which is found in the School Educator Evaluation Dashboard

See checklist below to ensure all the steps to the Administrator Verification process have been completed.

- Verify that ALL teachers have a roster for EACH grade, subject, and course for which they have full or partial responsibility for the assessed eligible content as assessed by a PSSA or Keystone exam
  - Add, copy, and remove rosters as needed
  - Each teacher who teaches a 1st semester Keystone course(s) and/or 2nd semester Keystone course(s)/full-year course(s) has a roster for each (Winter tested and Spring tested)

- Verify that ALL students for which teachers provide full or partial instruction are included on rosters for each respective tested subject and grade, or course
  - Add, copy, and remove students as needed

- Verify the Percentage of Total Instructional Responsibility (Percentage of Student + Teacher Enrollment and Full/Partial Percentage of Instruction) for each student on each roster is accurate

- Verify that all issues of under-claimed students are correct and legitimate
  - This includes reviewing students who have been removed from rosters to ensure accuracy of this information, as well as contacting other district schools to determine the reason why a shared student may be under claimed
  - Refer to the guidance sheet for specific examples
  - You must document all instances of under claiming using the spreadsheet attached to your Educator Evaluation Dashboard in Google Drive.

- Resolve all issues of over-claimed students with the teachers involved within your school and across schools
  - This includes all over-claimed students within the district AND any students shared simultaneously with another LEA.
  - You must contact other district schools and document all instances of over claiming.

- Return to teachers any rosters that require changes. Then, re-approve those rosters

- Complete all rosters for teachers unable/unavailable to verify during the the Teacher Verification window
  - Approve and submit all rosters to the district (a.k.a. your Assistant Superintendent) by the end of the School Administrator Verification Phase (School Administrators do not have to wait until the end of the school verifier window to submit rosters to the district).
See checklist below to ensure all the steps to the District Administration Approval process have been completed.

- Verify that ALL issues of under-claimed students are correct and legitimate
  - Review numbers of over and under claiming at each school in consultation with the Evaluation Team
  - Each school in the network provided documentation for under claimed students

- All Principals/Assistant Principals have resolved all issues of over-claimed students with the School Administrators and teachers involved
  - This includes all over-claimed students only within the district
  - Any students over claimed with another LEA will be resolved proportionally by PDE

- Return to Principals/Assistant Principals any schools’ rosters that require changes. Then, re-approve those rosters
  - All Principals/Assistant Principals communicated to teachers (suggest via email for a history of this communication) any changes to a teacher’s roster during the District Administrator Verification window as rosters cannot be returned to the teacher during the District Administration window

- Approve all of your schools’ rosters in order to be submitted to SAS EVAAS® by District Administration at the end of the LEA Administration Verification window

In order to access Roster Verification:
- Go to https://pvaas.sas.com
- Enter your username and password
- Roll your mouse over the “Reports” tab in the upper left corner of the screen
- Click on Roster Verification
- Enter your PPID (Personal Professional Identification Number) which can be found on the Pennsylvania Department of Education website
**Teacher School Performance Profile**

**What is the School Performance Profile?**

School Performance Profile (SPP) is Pennsylvania’s school accountability model used to capture a school’s overall performance. The SPP incorporates a variety of weighted indicators—both academic and nonacademic—to capture a school’s overall performance. These include student performance and growth on PSSA or Keystone Exams, school graduation rate and/or promotion rates, and attendance, among other indicators. SPP scores range from 0 to 107. Schools can earn up to 100 points based on a school’s performance across four categories (*Academic Achievement, Academic Growth, Closing the Achievement Gap, and Other Academic Indicators*). Additionally, schools have the opportunity to earn up to seven “extra credit” points for advanced student performance.

**Who receives a School Performance Profile score?**

SPP scores will be included in all Teachers’ Effectiveness ratings except those who meet the following criteria:

- First year teaching in the District
- Pre-K Teacher
- Title I Teacher in Non-Public Programs
- Centrally located and NOT assigned to provide direct services to any school
- Teachers assigned to a school that does not receive an SPP score

**What is the School Performance Profile Process?**

Since SPP scores are calculated by the Pennsylvania Department of Education, teachers do not need to submit anything to receive an SPP score. Schools receive one SPP score that applies to all teachers in that building (i.e., a building-level score).

**How does the SPP capture Teacher Performance?**

Since a school’s SPP score for the current academic year is not released until fall of the following school year, the SPP score used to calculate a teacher’s overall rating relates to the school(s) at which a teacher taught during the *PREVIOUS* school year. Specifically, the SPP is based on the school(s) that the teacher was associated with from February 1 and June 1 of the previous school year.

The school’s SPP score (ranging from 0-107) is converted to a 0-3 score which are then used in teachers’ Effectiveness ratings. The conversions are calculated using the following formulas provided by the Pennsylvania Department of Education. Please keep in mind that teachers who were at different schools on February 1 and June 1 of the previous school year will first need to calculate the 0-3 score for each school and then average them together.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>FORMULA</th>
</tr>
</thead>
<tbody>
<tr>
<td>For SPP score less than 60.0</td>
<td>SPP Score x .0083</td>
</tr>
<tr>
<td>For SPP score 60.0 or greater but less than 70.0</td>
<td>(SPP Score x .10)-5.5</td>
</tr>
<tr>
<td>For SPP score 70.0 or greater but less than 100.0</td>
<td>(SPP Score x .05)-2.0</td>
</tr>
<tr>
<td>For SPP score 100.0 or greater</td>
<td>3.00</td>
</tr>
</tbody>
</table>

*Note: Manually calculated values should be truncated to 2 decimal places.*
What is a Multiple Measure Summary?

Teachers are evaluated on four measures of Educator Effectiveness, which determine the overall Effectiveness Rating: Observation, Student Learning Objectives, Teacher-Specific PVAAS, and School Performance Profile. The Multiple Measure Summary (MMS) shows a teacher’s score for each measure, when available, and their overall Effectiveness Score and Rating.

Who receives a Multiple Measure Summary?

All teachers receive an MMS every year based on currently available data for each of the four measures of Effectiveness.

<table>
<thead>
<tr>
<th>Teacher Type</th>
<th>Principal Review &amp; Release to Teacher</th>
<th>Deadline for Teachers to Receive MMS Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Year MMS</td>
<td>2nd &amp; 3rd Year TPE</td>
<td>January 31, 2018</td>
</tr>
<tr>
<td>End-of-Year MMS</td>
<td>All Teachers</td>
<td>June 30, 2018</td>
</tr>
</tbody>
</table>

How does the Multiple Measure Summary capture Teaching Practice?

Each measure of the Teacher Evaluation System assesses different aspects of teacher practice. Collectively, the measures provide a holistic view of a teacher’s effectiveness as it captures both teacher practice and student outcomes.

To calculate a teacher's overall Effectiveness Rating, the score from each Effectiveness measure is converted to a 0-3 scale. These converted scores are multiplied by their respective weights described on the next page, and then added together to create a final Teacher Effectiveness Score. Scores for each measure and the overall Effectiveness Rating correspond with four performance levels, shown below.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 - 0.49</td>
<td>Failing</td>
</tr>
<tr>
<td>0.50 - 1.49</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>1.50 - 2.49</td>
<td>Proficient</td>
</tr>
<tr>
<td>2.50 - 3.00</td>
<td>Distinguished</td>
</tr>
</tbody>
</table>

What is the Multiple Measure Summary Process?

At the conclusion of the rating period, the Evaluation team works with the District’s Office of Information Systems to calculate every teachers’ MMS. For most teachers, this occurs at the end of their 10-month rating period in the spring. Once the score has been calculated, a Multiple Measures Summary Report is uploaded to EDS, which is then to be reviewed and released by the Principal. Effectiveness Ratings must be released to teachers by January 31st (if applicable) and June 30th, therefore any outstanding MMS reports are automatically released on those dates.
In-Depth Look: Multiple Measure Summary
Teacher Effectiveness Ratings are based on all available data, with scores from each measure weighted according to Pennsylvania Department of Education (PDE) regulation. Not all teachers have data for each of the measures. Also, note that if a teacher is in a PDP year, the most recent observation score will be used in the MMS calculation. The tables below show the different ways a teacher’s Effectiveness Score can be calculated based on available data.

### All Data Available

<table>
<thead>
<tr>
<th>Teacher Observation</th>
<th>Student Learning Objectives</th>
<th>Teacher-Specific PVAAS</th>
<th>School Performance Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>20%</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>

### One Missing Component

<table>
<thead>
<tr>
<th>Observation</th>
<th>SLO</th>
<th>PVAAS</th>
<th>SPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>35%</td>
<td>—</td>
<td>15%</td>
</tr>
<tr>
<td>65%</td>
<td>20%</td>
<td>15%</td>
<td>—</td>
</tr>
<tr>
<td>70%</td>
<td>—</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>

### Two Missing Components

<table>
<thead>
<tr>
<th>Observation</th>
<th>SLO</th>
<th>PVAAS</th>
<th>SPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>65%</td>
<td>35%</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>85%</td>
<td>—</td>
<td>—</td>
<td>15%</td>
</tr>
<tr>
<td>85%</td>
<td>—</td>
<td>15%</td>
<td>—</td>
</tr>
</tbody>
</table>

### Three Missing Components

<table>
<thead>
<tr>
<th>Observation</th>
<th>SLO</th>
<th>PVAAS</th>
<th>SPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

Understanding the Teacher Multiple Measure Summary
The following page shows an example MMS Report. As shown, scores for each measure are presented in addition to Domain-level observation scores. The key terms below will help guide understanding of Effectiveness Scores and Ratings.

**Rating:** 0-3 score teacher received for that measure

**Factor:** Weight for that score (e.g., a factor of 15% for Teacher-Specific PVAAS means that score counts towards 15% of the teacher’s Effectiveness Score)

**Earned Points:** Total amount of points for that measure that will contribute to the teacher’s Effectiveness Rating and Score. Can be found be multiplying the Rating by the Factor. The maximum earned points total is 3

**Teacher Effectiveness Rating Earned Points:** Overall Teacher Effectiveness Score

**Teacher Effectiveness Rating Converted:** Effectiveness Rating/Performance Level

**Overall Rating:** Designation of Satisfactory or Unsatisfactory

---

Available Data from Previous Year
Tenured teachers currently in a PDP year who received a Proficient or Distinguished rating the previous rating period are not formally observed. Thus, the observation score used to calculate their Effectiveness Score and Rating comes from their most recent formal observation year.

Teacher-Specific PVAAS and SPP scores come from Pennsylvania’s Department of Education and are provided in fall of the following school year. In order to deliver Effectiveness Scores and Ratings at the conclusion of the fall rating period, the District uses Student Learning Objective, Teacher-Specific PVAAS, and SPP scores from the previous school year. To calculate Effectiveness Scores and Ratings at the conclusion of the spring rating period, the District uses Teacher-Specific PVAAS and SPP scores from the previous school year.

Only teachers who are on a 5-month rating period will receive an MMS following the fall rating period (i.e., a Mid-Year MMS).
1st Year Teachers and Tenured Teachers in PAR

1st Year Teachers and Tenured Teachers in PAR do not receive an Effectiveness Rating for Distinguished, Proficient, Needs Improvement, or Failing. Instead, the teacher’s overall rating of Satisfactory or Unsatisfactory will be made by the PAR Panel.

Implications for Needs Improvement Ratings

Teachers who receive a Needs Improvement Effectiveness rating must complete a Performance Improvement Plan (PIP), which can be coach-driven or self-directed. Furthermore, any teacher who receives a Needs Improvement rating will be formally observed the following school year. The length of the PIP and frequency of formal observations will be based on their tenured status.

<table>
<thead>
<tr>
<th>Teacher Type</th>
<th>PIP Length</th>
<th>Number of Formal Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Tenured Teacher</td>
<td>5-months</td>
<td>1</td>
</tr>
<tr>
<td>Tenured Teacher</td>
<td>10-months</td>
<td>2</td>
</tr>
</tbody>
</table>

The second Effectiveness Rating of Needs Improvement in the same certification within a span of 10 years of the first Needs Improvement Rating will be considered Unsatisfactory.

Implications for Failing Ratings

Tenured teachers who receive a Failing End-of-Year rating will be enrolled in the Peer Assistant and Review (PAR) program for the following school year. Non-Tenured (2nd and 3rd year) teachers who receive a Failing rating can be dismissed, a recommendation made by the Principal. Those who are retained will complete a coach-driven PIP.

<table>
<thead>
<tr>
<th>Teacher Type</th>
<th>Implications &amp; PIP Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Tenured Teacher: Mid-Year MMS</td>
<td>Grounds for Dismissal If Retained:</td>
</tr>
<tr>
<td></td>
<td>• Complete PIP</td>
</tr>
<tr>
<td>Non-Tenured Teacher: End-of-Year MMS</td>
<td>Grounds for Dismissal</td>
</tr>
<tr>
<td>Tenured Teacher</td>
<td>Enter Peer Assistance and Review</td>
</tr>
</tbody>
</table>

Performance Improvement Plan (PIP): An individualized support plan that is developed in collaboration with the Principal and teacher to address areas of concern related to the contributing factors of a teacher’s Multiple Measures Summary (MMS). The PIP will last the duration of next rating period.

Peer Assistance and Review (PAR): A year-long program for all first year temporary professional teaching employees and for tenured employees who received an Unsatisfactory Effectiveness rating the previous rating period. Teachers in PAR receive one formal observation towards the end of the spring observation window.

Pre-K Teachers: Pre-K teachers do not participate in the PAR program regardless of their effectiveness rating.

See PGS Manual for more information on Performance Improvement Plan requirements and policies.
## MMS Rating

**Overall Score** Satisfactory

### Domain I

**Planning and Preparation - Earned Points**

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Preparation Rating</td>
<td>1.5</td>
</tr>
</tbody>
</table>

### Classroom Environment - Earned Points

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Environment Rating</td>
<td>2</td>
</tr>
</tbody>
</table>

### Instruction - Earned Points

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Rating</td>
<td>1.33</td>
</tr>
</tbody>
</table>

### Professional Responsibility - Earned Points

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Responsibility Rating</td>
<td>2</td>
</tr>
</tbody>
</table>

### Teacher Observation and Practice Earned Points Sum

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Preparation Points</td>
<td>0.3</td>
</tr>
<tr>
<td>Classroom Environment Points</td>
<td>0.6</td>
</tr>
<tr>
<td>Instruction Points</td>
<td>0.4</td>
</tr>
</tbody>
</table>

## Student Performance

### SPP

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building-level Score</td>
<td>0</td>
</tr>
<tr>
<td>Building-level Rating Converted</td>
<td>0</td>
</tr>
</tbody>
</table>

### PVAAS

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-specific Rating</td>
<td>2</td>
</tr>
<tr>
<td>Elective Rating</td>
<td>2</td>
</tr>
</tbody>
</table>

### Observation

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Observation and Practice Score Factor</td>
<td>65%</td>
</tr>
<tr>
<td>Teacher Observation and Practice Earned Points</td>
<td>1.11</td>
</tr>
<tr>
<td>Building-level Score Factor</td>
<td>0</td>
</tr>
<tr>
<td>Building-level Earned Points</td>
<td>0</td>
</tr>
<tr>
<td>Teacher-Specific Score Factor</td>
<td>15%</td>
</tr>
<tr>
<td>Teacher-Specific Earned Points</td>
<td>0.3</td>
</tr>
</tbody>
</table>

### Elective Data Score Factor

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Data Score Factor</td>
<td>20%</td>
</tr>
<tr>
<td>Elective Data Earned Points</td>
<td>0.4</td>
</tr>
</tbody>
</table>

## Final Performance Rating

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Effectiveness Rating Earned Points</td>
<td>1.81</td>
</tr>
<tr>
<td>Teacher Effectiveness Rating Converted</td>
<td>PROFICIENT</td>
</tr>
</tbody>
</table>

**Submitted**
Educator Evaluation Handbook

Non-Teaching Professional Educator Evaluation SY 2017 - 2018

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  What is the Multiple Measure Summary Process?
  In-Depth Look: Multiple Measure Summary
  Understanding the NTPE Multiple Measure Summary

Questions about Counselor Evaluation?
Contact the Prevention & Intervention Team
440 N. Broad Street, Philadelphia PA 19130
Office: (215) 400 - 4220 (option 6)
Email: preventionandintervention@philasd.org
Lori Paster, Deputy of Prevention & Intervention

Questions about Nurse Evaluation?
Contact the Office of Specialized & Student Support Services
440 N. Broad Street, Suite 206, Philadelphia PA 19130
Office: (215) 400 - 6953
Tracey Williams, Director of Student Health Services
NTPE Evaluation Timeline SY 2017-2018

- **September 5**: NTPE Observation: Fall Window Opens
- **January 12**: NTPE Observation: Fall Window Closes
Non-Teaching Professional Employee Observation

What is Non-Teaching Professional Employee Observation?
NTPE observation and practice is evaluated using a rubric specific to the NTPE’s job duties and responsibilities (see Appendix C and D for Nurse and Counselor Observation rubrics, respectively). Skills and competencies are divided into four Domains: Planning & Preparation, Educational Environment, Delivery of Service, and Professional Development.

Who is Formally Observed?
NTPEs follow an observation cycle specific to their position. Counselors and nurses are formally observed and evaluated by their Principal while the other groups are observed by a centrally located supervisor. This table shows the frequency of observations required by the Principal.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>September 5, 2017 - January 12, 2018</td>
<td>February 1, 2018 - May 18, 2018</td>
</tr>
<tr>
<td>Nurses</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Counselors</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

How do formal NTPE observations capture NTPE practice?
When NTPEs are formally observed, they will receive a numerical score of 0, 1, 2, or 3 on each of the 10 components in their rubric. Component scores correspond with performance levels ranging from Distinguished (3) to Failing (0). Component scores within the same Domain are averaged together to create a Domain score. An overall observation score is calculated by averaging the Domain scores. All observation scores are averaged across the rating period to produce one observation score to be factored into the Effectiveness Rating.

What is the formal observation process?
NTPEs can be observed by their Principal, Assistant Principal, or Assistant Superintendent. Formal observations include both numerical scores (0-3) and qualitative, written feedback on all 10 components. Since the work of nurses and counselors is sensitive in nature, observers will primarily use evaluative conferences with the NTPE to collect evidence and discuss performance relative to the 10 components of their rubric. Within the rubric, there are components with evidence that can be collected via direct observation. In this case, observers should follow the same process used for teachers which involves a pre- and post-conference and observation.

Default Observation Scores:
NTPEs who do not receive a required formal observation(s) are given a default score of 2 (Proficient) for that observation.

Note: All other NTPEs not listed here are observed by a Central Office Administrator.
Evaluative Conferences can occur as frequently as needed to collect evidence relative to each of the 10 components of the rubric. The conferences offer an opportunity for rich discussion between the NTPE and observer in addition to providing opportunities for NTPEs to share evidence that highlights the portfolio of their work.

**In-Depth Look: NTPE Observations**

<table>
<thead>
<tr>
<th>NTPE Formal Observation</th>
<th>When?</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Observation Conference</td>
<td>Prior to Formal Observation/Evaluative Conference</td>
<td>Principals will hold a Pre-Observation Conference with the NTPE, in which they discuss the activities they will observe the NTPE performing</td>
</tr>
<tr>
<td>Evaluative Conference</td>
<td>Fall: September 5, 2017 – January 12, 2018</td>
<td>Spring: February 1, 2018 – May 18, 2018</td>
</tr>
<tr>
<td>Post-Observation Conference</td>
<td>Following the Formal Observation/Evaluative Conference</td>
<td>Principals will hold a Post-Observation Conference with the NTPE, in which they discuss the observation, Principal’s feedback, supplemental evidence, and artifacts</td>
</tr>
</tbody>
</table>

The formal observation should be scheduled in advance with enough time for both the NTPE and observer to adequately prepare for the observation. The Pre-Observation Conference should be scheduled a minimum of 48 hours in advance of the activities being observed. The Pre-Observation Conference may address some of the following items and more:

- List the objective(s) for the activities
- Describe your process for determining the objective(s) and what you considered to ensure they were the appropriate objectives
- How will you determine success or positive outcome for these activities?
- What else should the observer look for?

During the Pre-Observation Conference, observers should refer the NTPE to the 10 components of their rubric. This is an opportunity for observers and NTPEs to have a professional conversation reinforcing and enhancing practices.
The purpose of observations is to verify and validate performance and support growth for NTPEs across the District. In addition, they will be used to provide effective feedback, constructive criticism, as well as the strengths, and opportunities for improvement in the NTPE’s practice. During the observation, observers should take notes and collect evidence relative to the observable components. Additional evidence can be added by the NTPE as artifacts in EDS, and during the pre- and post-observation conferences.

The observer will enter scores and written feedback for the observable components in EDS. Observers should share the observation as a “Draft” with the NTPE, to allow NTPEs to respond to feedback, and upload relevant artifacts and evidence.

The Post-Observation Conference is another important opportunity to engage in professional dialogue regarding the complexities of their practice. The Post-Observation Conference may address some of the following items and more:

- Did you accomplish the objectives of the activity? How do you know?
- If you had a chance to perform this activity again, what would you do differently, from planning through execution?

For school counselors, Principals will also review evidence via portfolio and case examples. After the Post-Observation Conference, Principals will submit the formal observation as complete in EDS.
What is the School Performance Profile?

School Performance Profile (SPP) is Pennsylvania’s school accountability model used to capture a school's overall performance. The SPP incorporates a variety of weighted indicators—both academic and nonacademic—to capture a school's overall performance. These include student performance and growth on PSSA or Keystone Exams, school graduation rate and/or promotion rates, and attendance, among other indicators. SPP scores range from 0 to 107. Schools can earn up to 100 points based on a school’s performance across four categories (Academic Achievement, Academic Growth, Closing the Achievement Gap, and Other Academic Indicators). Additionally, schools have the opportunity to earn up to seven “extra credit” points for advanced student performance.

Who receives a School Performance Profile score?

Only NTPEs who were assigned to a school prior to February 1 will receive an SPP score. Additionally, NTPEs who were centrally located and not assigned to provide direct services to any school would not receive an SPP score.

What is the School Performance Profile Process?

Since SPP scores are calculated by the Pennsylvania Department of Education, NTPEs do not need to submit anything relative to their SPP.

How does the School Performance Profile Capture NTPE Performance?

Since, a school’s SPP score for the current academic year won’t be released until fall of the following school year, the SPP score used to calculate an NTPE’s overall rating relates to the school(s) they were at during the previous school year. Specifically, the SPP is based on the school(s) that the NTPE was associated with on January 31 through the end of the previous school year.

The school's SPP score (ranging from 0-107), is converted to a 0-3 score using the following formulas provided by the Pennsylvania Department of Education. Please keep in mind that NTPEs who were at different schools from January 31 through the end of the previous school year will first need to calculate the 0-3 score for each school and then average them together.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>FORMULA</th>
</tr>
</thead>
<tbody>
<tr>
<td>For SPP score less than 60.0</td>
<td>SPP Score x .0083</td>
</tr>
<tr>
<td>For SPP score 60.0 or greater but less than 70.0</td>
<td>(SPP Score x .10)-5.5</td>
</tr>
<tr>
<td>For SPP score 70.0 or greater but less than 100.0</td>
<td>(SPP Score x .05)-2.0</td>
</tr>
<tr>
<td>For SPP score 100.0 or greater</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Note: Manually calculated values should be truncated to 2 decimal places.
NTPE Multiple Measure Summary

What is a Multiple Measure Summary?

Non-Teaching Professional Employees (NTPEs) are evaluated on two measures of Educator Effectiveness, which determine the overall Effectiveness Rating: Observation and School Performance Profile. The Multiple Measure Summary (MMS) shows the score for each measure, when available, and their overall Effectiveness Score and Rating.

Who receives a Multiple Measure Summary?

All NTPEs receive an MMS every year based on currently available data for each of two measures of Effectiveness. The NTPE rating period is 10 months, so all data available during that window is averaged into one score for each respective measure (i.e., multiple observations during the school year are averaged into one Observation score for the End-of-Year MMS Report).

<table>
<thead>
<tr>
<th>Principal Review &amp; Release to NTPE</th>
<th>Deadline for NTPE to Receive MMS Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-Year MMS</td>
<td>5/31/18 – 6/13/18</td>
</tr>
</tbody>
</table>

How does the Multiple Measure Summary capture NTPE practice?

Each measure of the NTPE Evaluation System captures different aspects of practice. Collectively, the measures provide a comprehensive assessment of effectiveness as it captures both NTPE practice and building-level indicators.

To calculate an overall Effectiveness Rating, the score from each Effectiveness measure is converted to a 0-3 scale. These converted scores are multiplied by their respective weights described below, and then added together to create a final NTPE Effectiveness Score. Scores for each measure, and the overall Effectiveness Rating correspond with four performance levels, shown below.

<table>
<thead>
<tr>
<th>0.00 - 0.49</th>
<th>0.50 - 1.49</th>
<th>1.50 - 2.49</th>
<th>2.50 - 3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failing</td>
<td>Needs Improvement</td>
<td>Proficient</td>
<td>Distinguished</td>
</tr>
</tbody>
</table>

What is the Multiple Measure Summary Process?

At the conclusion of the rating period, the Evaluation team works with the District’s Office of Information Systems to calculate every NTPE’s MMS. Once the score has been calculated, a Multiple Measures Summary Report is uploaded to EDS, which is then to be reviewed and released by the Principal. Effectiveness Ratings must be released to NTPEs by June 30th, therefore any outstanding MMS reports are automatically released on those dates.
In-Depth Look: Multiple Measure Summary

NTPE Effectiveness Scores and Ratings are based on all available data, with scores from each measure weighted according to Pennsylvania Department of Education (PDE) regulation. The table below show two ways an NTPE’s Effectiveness Score can be calculated based on the number of measures for which an NTPE has available data.

**All Data Available**

<table>
<thead>
<tr>
<th>NTPE Observation</th>
<th>School Performance Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>20%</td>
</tr>
</tbody>
</table>

**One Missing Component**

<table>
<thead>
<tr>
<th>NTPE Observation</th>
<th>School Performance Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>—</td>
</tr>
</tbody>
</table>

Understanding the NTPE Multiple Measure Summary

The following page shows an example MMS Report. As shown, scores for each measure are presented in addition to Domain-level observation scores. The key terms below will help guide your understanding of the Effectiveness Score and Rating.

- **Rating**: 0-3 score received for that measure
- **Factor**: Weight for that score (e.g., a factor of 80% for Observation and Practice Score means that score counts towards 80% of the NTPE Effectiveness Score)
- **Earned Points**: Total amount of points for that measure that will contribute to the Effectiveness Rating and Score. Can be found by multiplying the Rating by the Factor. The maximum earned points total is 3
- Teacher Effectiveness Rating Earned Points: Overall NTPE Effectiveness Score
- **Teacher Effectiveness Rating Converted**: Effectiveness Rating or Performance Level
- **Overall Rating**: Designation of Satisfactory or Unsatisfactory

If there is no SPP score, the Observation will count as 100% of the NTPE Effectiveness Score.
## Multiple Measures Summary

### Overall Score: Satisfactory

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
<th>Score</th>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain I</td>
<td>Planning and Preparation - Earned</td>
<td>0.57</td>
<td>2.25</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Planning and Preparation Rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Environment - Earned</td>
<td>0.54</td>
<td>2.17</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Educational Environment Rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delivery of Service - Earned</td>
<td>0.54</td>
<td>2.17</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Delivery of Service Rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Development - Earned</td>
<td>0.57</td>
<td>2.25</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Professional Development Rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observation and Practice Earned</td>
<td>2.22</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observation and Practice Score Factor</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observation and Practice Earned Points</td>
<td>1.77</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building-level Score</td>
<td>97.3</td>
<td></td>
<td>2.87</td>
</tr>
<tr>
<td></td>
<td>Building-level Rating Converted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NTPE Effectiveness Rating - Earned</td>
<td>2.34</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observation and Practice Score Factor</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observation and Practice Earned Points</td>
<td>1.77</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building-level Score Factor</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building-level Earned Points</td>
<td>0.57</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Performance Rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effectiveness Rating Earned Points</td>
<td>2.34</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effectiveness Rating Converted</td>
<td></td>
<td></td>
<td>PROFICIENT</td>
</tr>
</tbody>
</table>
APPENDIX

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### Danielson Framework for Teaching

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Improvement</th>
<th>Failing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>Some outcomes are not suitable for all students.</td>
<td>Outcomes are not suitable for many students in the class.</td>
<td>Most outcomes are suitable for all students in the class.</td>
<td>All outcomes are suitable for all students in the class.</td>
</tr>
<tr>
<td>Class Setting</td>
<td>Outcomes are not clearly defined.</td>
<td>Outcomes are not clear or defined.</td>
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<td>All outcomes are clearly defined.</td>
</tr>
<tr>
<td>Instructional Materials and Resources</td>
<td>Outcomes lack rigor.</td>
<td>Outcomes lack rigor.</td>
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**Domain 1: Planning and Preparation**
<table>
<thead>
<tr>
<th>Component</th>
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</table>
## Domain 2: The Classroom Environment

<table>
<thead>
<tr>
<th>Component</th>
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<th>Proficient</th>
<th>Distinquished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Use</td>
<td>Students use language to communicate high expectations for learning</td>
<td>The teacher uses language to communicate high expectations for learning</td>
<td>The teacher uses language to communicate high expectations for learning</td>
<td>The teacher uses language to communicate high expectations for learning</td>
</tr>
<tr>
<td></td>
<td>Students do not insist that students complete the task at the expected level</td>
<td>The teacher monitors the task at the expected level</td>
<td>The teacher monitors the task at the expected level</td>
<td>The teacher monitors the task at the expected level</td>
</tr>
<tr>
<td></td>
<td>Students exhibit a limited understanding of high-level expectation</td>
<td>Students exhibit a limited understanding of high-level expectation</td>
<td>Students exhibit a limited understanding of high-level expectation</td>
<td>Students exhibit a limited understanding of high-level expectation</td>
</tr>
<tr>
<td></td>
<td>Students struggle to complete work of high expectation</td>
<td>Students struggle to complete work of high expectation</td>
<td>Students struggle to complete work of high expectation</td>
<td>Students struggle to complete work of high expectation</td>
</tr>
</tbody>
</table>

### Danielson Framework for Teaching

- **Proficient**
  - The teacher uses language to communicate high expectations for learning.
  - The teacher monitors the task at the expected level.
  - Students exhibit a limited understanding of high-level expectation.
  - Students struggle to complete work of high expectation.

- **Needs Improvement**
  - Students use language to communicate high expectations for learning.
  - The teacher monitors the task at the expected level.
  - Students exhibit a limited understanding of high-level expectation.
  - Students struggle to complete work of high expectation.

- **Failing**
  - Students do not insist that students complete the task at the expected level.
  - The teacher monitors the task at the expected level.
  - Students exhibit a limited understanding of high-level expectation.
  - Students struggle to complete work of high expectation.

- **Distinquished**
  - The teacher uses language to communicate high expectations for learning.
  - The teacher monitors the task at the expected level.
  - Students exhibit a limited understanding of high-level expectation.
  - Students struggle to complete work of high expectation.
<table>
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<tr>
<th>Component</th>
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<tr>
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</tr>
<tr>
<td>Behavior</td>
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</table>

**Danielson Framework for Teaching**
## Danielson Framework for Teaching

### Domain 3: Instruction

<table>
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<tr>
<th>Component</th>
<th>Distinctive</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Failing</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
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<td></td>
</tr>
<tr>
<td>Distinguished</td>
<td>Proficient</td>
<td>Needs Improvement</td>
<td>Failing</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
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<td>------------------</td>
<td>--------</td>
<td></td>
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<tr>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

**Danielson Framework for Teaching**

**3b. Using Questioning and Discussion to Develop Student Thinking**

<table>
<thead>
<tr>
<th>Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student thinking</td>
</tr>
<tr>
<td>An open-ended question to engage the entire class.</td>
</tr>
<tr>
<td>Teacher asks the question.</td>
</tr>
<tr>
<td>Students respond.</td>
</tr>
<tr>
<td>Teacher listens for understanding.</td>
</tr>
<tr>
<td>Teacher follows up with a probe.</td>
</tr>
<tr>
<td>Students reflect on their responses.</td>
</tr>
<tr>
<td>Teacher provides feedback.</td>
</tr>
</tbody>
</table>

**Educator Evaluation**

**Tomorrow’s Possibility: Captured Today.**

**Danielson Framework for Teaching**
## Danielson Framework for Teaching

### 3. Engaging Students

<table>
<thead>
<tr>
<th>Component</th>
<th>Distinctly Engaged</th>
<th>Partially Engaged</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</table>

**Educator Evaluation**

Educator Evaluation and opportunities for reflection

Students learn in the instructional environment and discussions of the lesson

The lesson is integrated into the larger educational goals, and students are engaged in the instructional activity.

Activities are appropriately selected to achieve the lesson's objectives.

Opportunities for students to demonstrate understanding

The teacher uses appropriate strategies and materials to support learning.

The teacher probes students' thinking and encourages self-reflection.

The teacher provides timely feedback and constructive criticism.

The teacher tailors instruction to meet students' diverse needs.

Engagement

Students are actively engaged in the lesson.

The lesson is relevant and meaningful to students.

The lesson is designed to meet the needs of all students.

Involvement

Students participate in the lesson.

The lesson is participatory.

The lesson is interactive.

The lesson is open to feedback and reflection.

Creativity

Students are encouraged to think creatively.

The lesson is designed to promote creativity.

The lesson is designed to promote critical thinking.

The lesson is designed to promote problem-solving.

The lesson is designed to promote collaboration.

Taking Action

Students are given clear and specific directions.

The lesson is designed to promote active learning.

The lesson is designed to promote collaboration.

The lesson is designed to promote problem-solving.

The lesson is designed to promote critical thinking.

The lesson is designed to promote creativity.

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The lesson is designed to promote active learning.
### Domain 4: Professional Responsibilities

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**Danielson Framework for Teaching**


54 Danielson Framework for Teaching
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<th>Last Day Enrolled</th>
<th>First Day Enrolled</th>
<th>% of Enrollment Enrolled</th>
<th>Enrollment Total</th>
<th>Enrollment Total</th>
<th>% of Enrollment Enrolled</th>
<th>Last Day Enrolled</th>
<th>First Day Enrolled</th>
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</tr>
</tbody>
</table>

**Please note:** Full day Pd days, holidays, and full snow days do not count. All other school days count, including half days Pd, any other events (dismissal days, etc.).

Educator Evaluation | Tomorrow’s Possibility Captured Today.

PVAAS Tracking Sheet
## Nurse Observation Rubric and Evidence

### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Component</th>
<th>Distinguished</th>
<th>Proficient</th>
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<th>Failing</th>
<th>Evidence/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health History to aid in Physical Assessment of the Student</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Health history is collected and documented accurately.</td>
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<tr>
<td>Physical Assessment of the Student</td>
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<td>2</td>
<td>1</td>
<td>0</td>
<td>Physical assessment is performed with accuracy.</td>
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<tr>
<td>Utilizes Available Student Information</td>
<td>3</td>
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<td>1</td>
<td>0</td>
<td>Student information is used effectively to plan care.</td>
</tr>
<tr>
<td>Teacher Observations and Student Evaluation Data</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>Observations and evaluations are recorded and utilized.</td>
</tr>
<tr>
<td>Assessment of the Student</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Student assessment is comprehensive and accurate.</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Component</td>
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<td>Needs Improvement</td>
<td>Failing</td>
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<td>Immunization Compliance</td>
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**Nurse Observation Rubric and Evidence**
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**Domain 2: Educational Environment**

Nurse Observation Rubric and Evidence
<table>
<thead>
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**Nurse Observation Rubric and Evidence**
<table>
<thead>
<tr>
<th>Domain 3: Delivery of Service</th>
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<tbody>
<tr>
<td>Nurse Observation Rubric and Evidence</td>
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<table>
<thead>
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<tr>
<td>3</td>
<td>3</td>
<td>2</td>
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</table>

Note: The table above shows the evaluation criteria for the Component at various levels of proficiency. The criteria include effective oral and written communication skills, positive and professional engagement, and the ability to disseminate communications.
<table>
<thead>
<tr>
<th>Nurse Observation Rubric and Evidence</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Failing</th>
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**Educator Evaluation**

**Tomorrow's Possibility. Captured Today.**

**Nurse Observation Rubric and Evidence**
<table>
<thead>
<tr>
<th>Component</th>
<th>Distincted</th>
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<th>Failing</th>
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<tr>
<td>3</td>
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**Nurse Observation Rubric and Evidence**
<table>
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<th>Evidence</th>
<th>Examples</th>
<th>Evidence</th>
<th>Examples</th>
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<tbody>
<tr>
<td>The CSN is an active and accountable member of the school community and accessible, effective, providing data for the School Health Advisory Committee for their use in developing student wellness programs.</td>
<td>The CSN provides data to the School Health Management Team. The CSN provides information to the CSN Management Team. The CSN provides information to the School Health Advisory Committee for their use in developing student wellness programs.</td>
<td>The CSN provides data to the School Health Management Team. The CSN provides information to the CSN Management Team. The CSN provides information to the School Health Advisory Committee for their use in developing student wellness programs.</td>
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<table>
<thead>
<tr>
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</tr>
<tr>
<td>Component 2</td>
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**Nurse Observation Rubric and Evidence**
The following documents were used as references in the development of this document:

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<td>1</td>
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<td>3</td>
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**Nurse Observation Rubric and Evidence**
## Counselor Observation Rubric and Evidence

### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Component</th>
<th>Distinguished</th>
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<th>Failing</th>
<th>Failure</th>
</tr>
</thead>
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<td>1</td>
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</tr>
</tbody>
</table>

Based methodologies.
- Continuum of evidence.
- Appropriate usage.

and developmental.
- Are the highly customized.
- Comprehensive services.
- Child and adolescent.
- Knowledge of child and adolescent.
- Knowledge of child.
- Knowledge of child and adolescent.

- Developmentally appropriate.
- Developmentally appropriate.
- Developmentally appropriate.
- Developmentally appropriate.
- Developmentally appropriate.

- Knowledge of child.
- Knowledge of child.
- Knowledge of child.
- Knowledge of child.
- Knowledge of child.

- Development.
- Development.
- Development.
- Development.
- Development.

- Students.
- Students.
- Students.
- Students.
- Students.

- Demonstrating.
- Demonstrating.
- Demonstrating.
- Demonstrating.
- Demonstrating.

- Complete.
- Complete.
- Complete.
- Complete.
- Complete.

---

Educator Evaluation | Tomorrow's Possibility, Captured Today. 66
<table>
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<tr>
<th>Component</th>
<th>4: Counseling</th>
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<tr>
<td>1. Demonstrating Knowledge of Resources and High-Quality Instructional Materials</td>
<td>SC demonstrates limited knowledge of evidence-based knowledge of resources and high-quality instructional materials. Evidence includes:</td>
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<tr>
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<td>SC demonstrates deep knowledge of evidence-based resources and high-quality instructional materials. Evidence includes:</td>
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**SC-2030 Counseling Observation Form**

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<td>Proficient</td>
</tr>
<tr>
<td>2</td>
<td>Distinguished</td>
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</table>

**Evidence Examples**

- SC relies on one or two resources to review cases for students who need support and does not review current literature and best practices in school counseling.
- SC has an ongoing relationship with only one professional association that provides counseling services.
- SC shares knowledge of local community resources and resources that are accessible to high school students.
- SC collaborates with other state and regional stakeholders to build capacity.
<table>
<thead>
<tr>
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**Educational Observation Rubric and Evidence**
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</table>

**Table Notes:**
- DI: Distinguished
- PI: Professional
- 1: Needs Improvement
- 0: No Competency
<table>
<thead>
<tr>
<th>Component</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Failing</th>
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</table>
| Physical Space | SC makes poor use of the physical environment | Needs reorganization | Management and accessibility to all the learning space | accessibility to all learning materials.
| 2          | 1             | 0          |                   |         |

**Counselor Observation Rubric**

- **Distinguished**: Professional, organized, and supportive of the learners.
- **Proficient**: Organized and supportive, with occasional need for reorganization.
- **Needs Improvement**: Organization and support are lacking, requiring more attention.
- **Failing**: Organization and support are inadequate, leading to poor learning environment.

---

**Physical Space**

- SC makes poor use of the physical environment.
- Needs reorganization and accessibility to all learning materials.
- Management and accessibility to all learning materials.

---

**Managing Environment**

- The environment supports the learners, with clear and accessible learning materials.
- Supports all aspects of the learning environment, including accessibility to all learning materials.

---

**Environmental Supports**

- The environment is well-organized and supportive of the learners.
- Supports all aspects of the learning environment, including accessibility to all learning materials.

---

**Support and Environment**

- SC provides a safe and supportive environment for all learners.
- Supports all aspects of the learning environment, including accessibility to all learning materials.

---

**Evidence/Examples**

- SC provides comprehensive information.
- SC keeps students on track.
- SC shows evidence of proficient performance.
- SC demonstrates exceptional performance.

---

**Conclusion**

- SC shows evidence of exceptional performance.
- SC demonstrates proficient performance.
- SC shows evidence of proficient performance.
- SC provides comprehensive information.

---

**Educator Evaluation**

- Tomorrow's Possibility. Captured Today.
- Counselor Evaluation
- Observation Rubric

---

**Notes**

- For students who are off-task, environmental distractions or some suggestions on behavior.
- SC shows evidence of exceptional performance.
- SC demonstrates proficient performance.
- SC shows evidence of proficient performance.
- SC provides comprehensive information.
<table>
<thead>
<tr>
<th>Component</th>
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<td>Listening and taking note</td>
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<td>Engaging in meaningful conversation</td>
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<td>Using clear and concise language</td>
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<td>Communicating effectively in writing</td>
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**Defining Footer**

**Evidence Examples**

- **Teaching and Learning**
  - Evidence through observation and discussion.
  - Examples of student engagement during the lesson.
  - Specific questions asked and student responses.

**Conclusion**

The educator has effectively facilitated student engagement and critical thinking in the classroom.
<table>
<thead>
<tr>
<th>Component</th>
<th>Performance</th>
<th>Evidence</th>
<th>Improvement</th>
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</table>
### Conseilor Observation Rubric and Evidence

#### Domain 4: Professional Development

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>Educator evaluation and outcomes, address school, mini-course students, and assess students' progress.</td>
</tr>
<tr>
<td>Evidence and Examples</td>
<td>Process and improvement with evidence and examples.</td>
</tr>
</tbody>
</table>

#### SC: Performance/Assessment

- **Process:** Communication with families.
- **Evidence/Examples:**SC process: performance/assessment.

#### SC: Programs/Services

- **Process:** Communicate with school, school, assessment services, and school assessment services.
- **Evidence/Examples:**SC process: program/services.

#### SC: PLC/Team

- **Process:** Communicate with school, school, assessment services, and school assessment services.
- **Evidence/Examples:**SC process: PLC/team.

#### SC: Professional Development

- **Process:** Communicate with school, school, assessment services, and school assessment services.
- **Evidence/Examples:**SC process: professional development.

---

**Educator Evaluation:** Tomorrow's Possibility. Captured Today.
<table>
<thead>
<tr>
<th>Component</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Failing</th>
</tr>
</thead>
</table>
| School Counseling | Learning community and leadership role both within and external to the profession. | Communicate to the profession and network with other counselors and professional development opportunities. Welcomes feedback and engages in seeking additional opportunities. | Professional performance reflects some accumulated knowledge with others to share feedback and makes no effort to share feedback and makes no effort to share feedback and makes no effort to share feedback and makes no effort to share feedback and makes no effort to share feedback. | Proficiently developing and 
| | School counseling and the learning community | | | |
| Community | Community | Community | Community | Community |
### Counselor Observation Rubric and Evidence

<table>
<thead>
<tr>
<th>Component</th>
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**Educator Evaluation**

- tomorrow's possibility captured today.
- Counselor Observation Rubric
- Requires evidence, board approval, and periodic review.
- Rubric includes professional development, school counseling, and ASCA National Standards.

---

## Appendix E

**Counselor Observation In-Depth Workbook**

### Domain 1: Planning & Preparation/Component 1b

<table>
<thead>
<tr>
<th>Component</th>
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<td>1b. Demonstrates Knowledge of Child/Adolescent Development</td>
<td>Little to No Knowledge of Development</td>
<td>Some Knowledge of Development</td>
<td>Adequate Knowledge of Development</td>
<td>Extensive Knowledge of Development</td>
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<tr>
<td></td>
<td>Learning to Develop Services: Differentiated Developmentally Appropriate</td>
<td>Provides Services: Differentiated Developmentally Appropriate</td>
<td>Provides Services: Developmentally Appropriate</td>
<td>Provides Services: Evidence-Based Developmentally Appropriate Highly Customized</td>
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</tr>
</tbody>
</table>

**School Counselor should present/Principal can ask to see:**

- Case examples of children of different chronological/developmental ages, performance levels (high need/low performance; high need/high performance; low need/high performance; low need/low performance)
- Individual Tier 2 service plans (i.e. counseling plan, behavioral plan, academic plan, college/career plan)
- Group Tier 2 programs (i.e. Social/Emotional Curriculum, Check In/Check Out)
- Individual Tier 3 involvement (i.e. Collaboration for referral and intervention strategies with school-based program, BHRS, STS, CASST, TESC, on-site OP or external MH service provider, SAP team)
- School-wide intervention advocated, supported or developed
- Interdisciplinary team meeting notes, including facilitation of discussion and recommendations for developmentally appropriate and evidence-based strategies/services
- Above examples show:
  - Justification for service delivery and/or referral
  - Rationale for developmental appropriateness
  - Data used related to child/teen development, the need for the service, to determine goals/interventions/strategies, for progress monitoring
  - Evidence-based practices

**Principal Can Observe:**

- Interagency Meeting
- Social/emotional curriculum or groups (No individual counseling observation)

**Assess for the Following:**

1. Services provided are developmentally appropriate for (age-related needs, gender, culture, skills/interests, learning capacity, social/emotional ability)
2. Service development and delivery considers special developmental concerns/needs (i.e. SPED, Mental Health diagnoses, history of trauma, poverty, grief, DHS involvement, teen pregnancy, juvenile justice involvement, etc.)
3. Services provided are
   - Evidence-based
   - Data Driven
   - Comprehensive to address behavioral, mental health, social, academic needs
   - Highly customized/individualized /differentiated for typical development and special concerns

**Possible Guiding Questions:**

- How do you ensure that your program is differentiated and developmentally appropriate?
- In planning for your program, how do you adapt to the varying needs of your students?
- Tell me what your greatest challenges are in meeting the needs of all students.
### Domain 1: Planning & Preparation/Component 1d

<table>
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<th>Component</th>
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<tbody>
<tr>
<td><strong>1d. Demonstrates Knowledge of Resources and Programs</strong></td>
<td>Limited to No Knowledge Not Expanding</td>
<td>Some Knowledge Some Expanding</td>
<td>Adequate Knowledge Continues Expanding</td>
<td>Extensive Knowledge Actively Searches Collaborates w/ Stakeholders</td>
</tr>
<tr>
<td>Resources are Mainly NOT:</td>
<td>Resources are: EB High quality Multi-disciplinary Local</td>
<td>Resources are: EB High quality Multi-disciplinary Local</td>
<td>Resources are: EB High quality Multi-disciplinary Local Informational Programmatic</td>
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</table>

**School Counselor should present/Principal can ask to see:**
- Portfolio of resources covering multi-disciplinary, comprehensive and specialized needs – i.e. females, males, LGBTQ, trauma, teen pregnancy, grief/loss, mental health, physical disability, learning disability, college/career.
- Range of categories and knowledge within each of the above categories – i.e. Mental Health specialties in anxiety, divorce, grief loss, trauma
- Resources that are evidence-based
- Combination of resources that are informational, programmatic, community-based, family-based, evidence-based
- Evidence of going to PD, ideas/resources brought back and programming or PD facilitated
- Examples with rationale of how counselor differentiated referral linkage for different children/families
- Evidence of work with SAP assessor, DHS, CUA, CRC, Mental Health Providers (referral made and outcomes)
- Evidence of work with families on obtaining MA

**Principal Can Observe:**
- Interagency Meeting regarding resource linkage
- PD facilitation related to resource linkage

**Assess for the Following:**
1. Resources are multi-disciplinary, comprehensive, differentiate and evidence-based
2. Resources are extensive, are utilized in practice to meet data-driven needs of school:
   - Extensive resource library appropriate for needs of the school
   - Resources span beyond local community, to include state and national resources
   - Counselor uses resources to comply with regulations and best practices
   - Counselor uses resources to develop individual, group or school-wide programming
3. Counselor uses resources to make appropriate referrals
4. Counselor is linked with community providers to provide essential needs of the child/family and students
   - Knows and utilizes SAP assessor with follow up
   - Counselor has relationships with mental health, community, college and career resource and works in partnership to provide services or information
   - Counselor has relationships with partial and inpatient hospitalizations and Crisis Response Center
     - Makes appropriate referrals
     - Participates in discharge planning meetings
   - Counselor has relationship with DHS and CUA and works appropriately with these entities
   - Counselor understands the MA process and successfully assists families obtaining MA
   - Counselor is a member of local, state, or national organizations

**Possible Guiding Questions:**
- What evidence-based programs are you using?
- How do you collaborate with stakeholders to identify and locate resources?
- What are your “go to” resources and why?
School counselor should present/Principal can ask to see:

- Student Recognition – Individual, group or school wide programs
- Meeting notes with student and/or families documenting student strengths
- Strength-based programming (group or individual) to develop child resiliency

Principal Can Observe:

- Interagency Team Meetings where counselor shows respect, rapport and strength-based approaches to addressing issues
- Group social/emotional curriculum which teaches and models respect and rapport building through cultural, age, developmental and personal sensitivities

Assess for the Following:

1. Counselor has genuine relationships with students – i.e. knows students’ names and uses them, interacts with students and knows them as individuals, know their interests, who their friends are, what they needs and want
2. Counselor approaches students as individuals and understand individual needs, cultural, age and developmental difference
3. Counselor takes initiative to assist students and families
   - Counselor builds rapport and respect by showing interest in child, cares and initiates help for child and family
   - Counselor seeks out students with internalizing behaviors who others may overlook
4. Counselor is strength-based
   - Counselor builds programs to foster child resiliency
   - Counselors have strength-based views of and relationships with families
5. Students, teachers, parents seek out counselor for assistance

Possible Guiding Questions:

- How do you model respect and rapport for all students and staff?
- How do you see your modeling of respect and rapport influencing student behavior?
School Counselor should present/Principal can ask to see:

- Universal behavior planning for Tier 1
- Tier 2 – Classroom or group behavior planning
- Individual Tier 2 Behavior Planning with supporting:
  - FBA or ABC data collected
  - Collaboration with the child, teacher and family to identify target behaviors and replacement behaviors, Development of measurable behavioral goals
  - Development of antecedent, modeling/teaching, consequent and reinforcement interventions
  - Progress monitoring and revision of goals and interventions based on progress
  - Example of de-escalation attempt that resulted in child calming down, with explanation why it was successful
  - Example of de-escalation attempt that resulted in crisis and what contributed to that (child’s mental state due to trauma, what could have been done differently, etc.)
- Tier 3 Referral with justification and evidence of Tier 2 interventions

Principal Can Observe:

- Social/Emotional Curriculum, Conflict Resolution
- Documentation: FBA, Behavioral Data, Safety Plan, Tier 2 Plan

Assess for the Following:

1. Counselor upholds classroom rules, motivates students, and students are responsive
2. Counselor recommends/develops behavior support strategies that are measurable and appropriate for universal, classroom, individual
3. Counselor uses appropriate crisis management and de-escalation techniques
   - Counselor follows appropriate behavioral health emergency protocol
   - Counselor is not a trigger to escalate by using inappropriate technique
   - Counselor is not a bystander

Possible Guiding Questions:

- How does your management program take into account child development theory?
- How do you exhibit respect for students while refusing to accept negative behavior?
**Domain 2: Educational Environment/Component 2e**

<table>
<thead>
<tr>
<th>Component</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>2e. Organizing Physical Space</td>
<td>Use of space results in:</td>
<td>Use of space results in:</td>
<td>Use of space results in:</td>
<td>Use of space results in:</td>
</tr>
<tr>
<td>unsafe conditions</td>
<td>Safe conditions</td>
<td>Safe conditions</td>
<td>Safe conditions</td>
<td>Safe conditions</td>
</tr>
<tr>
<td>Inaccessibility</td>
<td>Accessibility</td>
<td>Accessibility</td>
<td>Accessibility</td>
<td>Accessibility</td>
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<tr>
<td>Activities not conducive to space</td>
<td>Activities somewhat conducive to space</td>
<td>Activities conducive to space</td>
<td>Activities conducive to space and to learning</td>
<td></td>
</tr>
</tbody>
</table>

**School Counselor should present/Principal can ask to see:**
- Examples of strategies for physical environment that are evidence-based and cases where implemented effectively
- Example of strategies for individual student that are evidence based to reduce distraction and off-task behavior and show how it was effective

**Principal Can Observe:**
- Counselor PD and resources on reducing environmental distraction
- Counselor running a group in appropriate environment, physical set up

**Assess for the Following:**
1. Counselor office is safe, organized and clutter-free
2. Counselor uses appropriate structure of seating and room conducive to group and to individual counseling and to social/emotional teaching
3. Counselor keeps confidential information out of sight and in locked cabinet
4. Counselor contributes as a resource for organizing space to enhance climate and safety

**Possible Guiding Questions:**
- How do you make the best use of your physical space when delivering services to students?
- Does your use of physical space promote your role as a counselor?
- Is your physical space arranged to promote confidentiality when working with students and others?
School Counselor should present/Principal can ask to see:

- Proactive written correspondence addressing a student
- Example of strength-based communication
- Resiliency-based programming
- Bibliotherapy utilized in counseling
- Example of individual and group sessions that have:
  - Short-term and long-term goals
  - Corresponding lesson plan content that is
    - Age appropriate
    - Academically appropriate
    - Developmentally appropriate
  - How progress was monitored
  - Student Follow Up and Feedback

Principal Can Observe:

- Social/emotional Lesson Plan
- Counselor Meeting with student

Assess for the Following:

1. Counselor communicates effectively to individual students or groups, using age, academic and developmentally appropriate language and materials
2. Counselor communication is strength-based
3. Counselor closes the loop, provides follow up or feedback
   - Counselor encourages student responding and students are responsive to counselor
4. Counselor completes long-term group and individual counseling plans
   - Counselor reviews and ensures understanding of session goals and content at each session, monitors student responses, communicates feedback and provides supportive follow up
   - Counselor monitors student response to interventions and progress
5. Uses appropriate bibliotherapy in counseling

Possible Guiding Questions:

- How do you check for student understanding when delivering services?
- What media do you use to communicate with your stakeholders?
- How do you view your role in communicating with stakeholders?
**Domain 3: Delivery of Service/Component 3b**

<table>
<thead>
<tr>
<th>Component</th>
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<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3b. Using Questioning &amp; Discussion</td>
<td>Poor quality</td>
<td>Adequate quality</td>
<td>High quality</td>
<td>Uniformly high quality</td>
</tr>
<tr>
<td>Technique</td>
<td>Inaccurate</td>
<td>Inconsistent</td>
<td>Accurate</td>
<td>Accurate and Anticipatory</td>
</tr>
<tr>
<td></td>
<td>Unclear</td>
<td>Sometimes clear</td>
<td>Clear and substantive</td>
<td>Clear and engaging</td>
</tr>
<tr>
<td></td>
<td>Does not give time to think</td>
<td>Gives adequate time to think before</td>
<td>Gives enough</td>
<td>Promotes student participation</td>
</tr>
<tr>
<td>before responding</td>
<td></td>
<td>responding</td>
<td>time to think before responding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>responding</td>
<td></td>
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</tbody>
</table>

**School Counselor should present/Principal can ask to see:**
- Examples of group curriculum using creative techniques to elicit discussion from all participants
- Example of collaboration with teacher to create cooperative learning groups to address behavioral, emotional, development needs

**Principal Can Observe:**
- Group Curriculum

**Assess for the Following:**
1. Counselor has discussions in the appropriate place and time
2. Counselor uses open-ended questions to elicit responses
3. Counselor focus is on child during the discussion without distraction
4. Counselor focuses fairly on all children in group
5. Counselor collaborates with teacher to create cooperative learning groups

**Possible Guiding Questions:**
- How do you employ questioning and discussion techniques to improve your students’ understanding?
- How do you encourage students to ask questions?
- Are you comfortable with permitting open discussion in a student group?
School Counselor should present/Principal can request to see:

- Examples of Service planning, which includes:
  - Individual, small group, class, school-wide program delivery
  - Research and consultation to develop and implement effective interventions (i.e. data from Naviance, grades, assessments, college and career data, attendance and truancy, Behavioral health data for tier 2 interventions and tier 3 referral)
  - Data used to assess individual and school-wide needs to inform program planning
  - Programming that considers at-risk and other behavioral, emotional, social, developmental, and physical information
  - Evidence-based strategies and interventions used
  - Positive outcomes (i.e. reduced suspensions, crises calls, bullying reports, etc.)
  - Revision of programming as appropriate based on outcome data and progress monitoring

Assess for the Following:

1. Programming is responsive to the needs of the school
   - Counselor uses data about individual child or school-wide data
2. Counseling plan addresses all the needs of each child
3. Programs address the needs of all students across the school
4. Programming is strength-based
5. Counselor uses evidence-based practices to address needs
6. Programs have positive outcomes
7. Programming is flexible to address changing concerns and outcomes

Possible Guiding Questions:

- How do you respond when a student challenges your presentation?
- How do you demonstrate flexibility when a student(s) does not appear to be responding to your presentation?
- When results are unfavorable or unexpected how do you modify your approach?
**Domain 4: Professional Development & Responsibility/Component 4c**

<table>
<thead>
<tr>
<th>Component</th>
<th>0</th>
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<th>3</th>
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</thead>
<tbody>
<tr>
<td>4c. Communicating with Families</td>
<td>Failing</td>
<td>Needs Improvement</td>
<td>Proficient</td>
<td>Distinguished</td>
</tr>
<tr>
<td></td>
<td>Little or no attempt to engage families, Poor relationships, Cultural insensitivity</td>
<td>Inconsistent attempt to engage families</td>
<td>Consistent efforts to build partnerships with families</td>
<td>Very effective in establishing and maintaining partnerships with families</td>
</tr>
</tbody>
</table>

**School Counselor should present/Principal can ask to see:**
- Brochure about school counseling program
- Information posted for families on website
- Weekly calendar of events posted on website or sent to families
- Communication with family – i.e. log to share student strengths/successes, welcome packets

**Principal Can Observe:**
- Family Meeting
- Interagency Meeting

**Assess for the Following:**
1. Counselor method of communication is flexible and based on family need
2. Counselor is accessible, i.e. comes to back to school night, responsive to emails and calls
3. Counselor involves family and student in planning for academic, emotional/social, behavioral, mental health and career planning
4. Counselor is strength-based and proactive in addressing needs of family
5. Counselor is culturally competent
6. Counselor researches and consults to identify and address barriers to engagement

**Possible Guiding Questions:**
- How do you manage difficult situations involving family members?
- How can you deliver bad news and still maintain a working relationship?
- How do you maintain appropriate boundaries between your professional and personal relationships with families?
School Counselor should present/Principal can request to see:

- Evidence of Professional Development Participation
- PD planner registration
- Certificates for webinars, conferences, courses, etc,
- Professional journals, conference materials used in practice
- How Professional Development is applied:
  - How PD is pertinent to population and data driven needs at your school
  - How counselor plans or has turned around the PD to school staff
- Evidence-based practices put in place as a result
- Membership or leadership roles in professional organizations, committees, etc.
- ASCA standard, Ethical, Professional Conduct, laws, policies and procedures for school counseling
- Example of how uphold, how often review, how referenced
- Presentation materials counselor facilitated in school, district, professional conference at local, state, national level

Principal Can Observe:

- Counselor facilitation of PD or turnaround PD programs

Assess for the Following:

- Counselor attends and participates in professional development activities that are pertinent to school’s needs
- SC is knowledgeable of ASCA standards, ethics and laws, policies and procedures for SC position and upholds them
- SC facilitates learning on topics in school and professional org conference, district, state or national level. SC has leadership role in professional organization
- SC shares knowledge with others

Possible Guiding Questions:

- How do you view professional development?
- What professional development activities have you participated in during the past year?
Process for Counselor Evaluation

Pre-Conference

Similar to the process of teachers receiving a formal observation, a pre-conference between the observer and the observee is designed to discuss mutual expectations for the observation, including: what will be observed, examples of evidence representative of distinguished and proficient performance and confirmation of the observee’s understanding of the rubric.

Post-Conference

Upon entering the observation in the Education Development Suite (EDS), the observer will share a “Draft” of the observation with the observee no more than 5 days after the observation. Upon receiving the draft, the observee may respond with general questions or comments as well as upload any artifacts to refute any evidence presented in the observation. A final post conference should be held to discuss the findings shared in the draft prior to the observation being formally “submitted” in the EDS System. During this conference, the observer and observee discuss the final observation score and the observer submits the observation as final in EDS. In the event that the “Draft” observation shared with the observee is Unsatisfactory, a PFT representative should be invited to attend the post-conference on behalf of the observee.

For questions or concerns related to Counselor Evaluation please contact:
Lori Paster
Deputy Chief, Prevention & Intervention
215-400-6791 – office
215-834-7020 – cell
lpaster@philasd.org
### Domain 4: Professional Development & Responsibility/Component 4e

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<thead>
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<th>Component</th>
<th>0</th>
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<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td><strong>4e. Growing and Developing Professionally</strong></td>
<td><strong>Failing</strong></td>
<td><strong>Needs Improvement</strong></td>
<td><strong>Proficient</strong></td>
<td><strong>Distinguished</strong></td>
</tr>
<tr>
<td>Limited PD activities</td>
<td>Limited PD activities</td>
<td>Seeks PD opportunities</td>
<td>Seeks PD opportunities</td>
<td></td>
</tr>
<tr>
<td>Resists performance feedback</td>
<td>Does not seek out feedback/ accepts with reluctance</td>
<td>Welcomes feedback</td>
<td>Seeks out feedback</td>
<td></td>
</tr>
<tr>
<td>No responsibility to profession or sharing knowledge</td>
<td>Limited contribution to profession</td>
<td>Active participation in school and in assisting other SC</td>
<td>Does research initiates activities to contribute to profession</td>
<td>Assumes leadership role in school and counseling profession</td>
</tr>
</tbody>
</table>