

Wilson Area School District Teacher Evaluation Policy

I. PURPOSE

The Wilson Area Board of Education recognizes that one of the most significant influences on a school district's culture is a system for teacher evaluation that outlines expectations for performance, as well as, promotes professional growth. Furthermore, the Board recognizes the system needs to allow teachers instructional flexibility when teaching their students.

The Wilson Area School District evaluation system needs to be based on common language with clear levels of performance for teachers to use when reflecting upon their instruction. The teacher evaluation system must be designed to help improve the quality of instruction throughout the District at all times, and provide a valuable vehicle for all teachers to dialogue on effective teaching practices.

Charlotte Danielson: Framework for Teaching - Pathwise Observation format will be utilized as the observation instrument for charting teacher's professional growth.

The Framework for Teaching identifies 22 cultural components of teaching. The components are research based and promote improved student learning. The 22 cultural components are organized into four general domains: Planning and Preparation; The Classroom Environment; Instruction and Professional Responsibilities.

II. OBJECTIVES

The Wilson Area School District Teacher Evaluation System:

1. Will be designed to help improve the quality of instruction throughout the district at all levels (elementary, intermediate school, high school).
2. Will provide for a fair and equitable assessment of job performance for all teachers in the district.
3. Will provide information to teachers regarding their relative strengths and weaknesses.
4. Will provide useful information for developing in-service and job upgrading programs designed to strengthen teachers in their areas of weakness.

OBJECTIVES (cont.)

5. Will provide a basis for granting or withholding teacher tenure.
6. Will provide each teacher with information so that he/she will have an understanding of the instructional improvement policy.
7. Will provide information to the administrators to aid them in making wise administrative decisions regarding total staff, groups of teachers, and individual teachers (i.e., grade placement, teaching schedule).

The observation/evaluation system will not be used as a vehicle to determine the order of release of personnel should furlough become necessary due to declining enrollment or program discontinuation. It may impact upon a teacher's continuance in the District reflective of their individual performance. The observation/evaluation format shall result in the issuance of a PDE 426 (Instructional I) or PDE 428 (Instructional II) or PDE 5501 for non-classroom personnel.

III. DELEGATION OF RESPONSIBILITIES

The evaluation of professional personnel is ultimately the responsibility of the District Superintendent or his certified designee. In the Wilson Area School District, this would include the following administrators at the following levels:

- A. District Wide -
Director of Student Services
Director of Curriculum and Instruction
- B. High School -
Principal and
Assistant Principal
- C. *Intermediate School* -
Intermediate School Principal and
Assistant Principal
- D. Elementary -
Elementary Schools Principal

In addition, when deemed appropriate, administrators may observe and evaluate across grade level configurations if appropriately certified for those levels. I.E. - High School Principal at *Intermediate School* or Elementary if certified K-12.

IV. GUIDELINES

The evaluation of a professional employee will be primarily based on classroom observation, but not strictly limited to those observations. Other factors included may be informal observations, activities, incidents, etc. which may yield specific individual recognition in the form of commendations or reprimands (either verbal or written). It is recognized that any teaching staff will be composed of professionals with varying levels of experience. Therefore, the following schedule indicates the minimum number of observations at each experience level.

A. Tenured Teachers

A minimum of one observation a year. Pre and post conferences are required components of the process. A tenured teacher who has yet to acquire an Instructional II Certificate shall receive a minimum of two observations.

B. First Year Tenured and Non Tenured Teachers

Shall receive a minimum of one observation each semester with a minimum of two per year. All observations shall include pre and post conference activities.

It is understood that the above schedule stipulates minimum requirements.

C. *Length of Observation*

- a. For observations which will result in a written narrative, the observation will last one complete lesson.

D. Recording Observations

All observations shall reflect use of the District developed pre-observation, observation, and post observation forms. These documents include:

- a. Pre Observation Planning Tool/Class Profile – Planning Questions (completed prior to pre-conference by the teacher and discussed in pre-conference meeting).
- b. Observation Recording Instrument (used by the administrator during the classroom observation to record evidence and artifact of performance).

GUIDELINES (cont.)

- c. Teacher Post-Observation Reflection Form (completed by the teacher for review by the observer prior to or at the post observation conference).
 - d. Post Observation/Observation Feedback Form (completed by the administrator at or after the post-observation conference following discussion of each evaluated category).
 - e. Evaluation Documentation/Teaching Profile (completed by the teacher each year and provided to the evaluator prior to completion of the PDE 426 or PDE 428).
 - f. Copies of the observation form will be given to each of the following:
 - the Teacher
 - the Principal
 - the Superintendent
 - g. The Superintendent's copy of each observation will be kept in the teacher's permanent file.
- E. Criteria for Observation/Evaluation

Domain 1: Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy are extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
1c: Selecting Instructional Goals	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
1d: Demonstrating Knowledge of Resources	Teacher is unaware of school or district resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school or district resources available either for teacher or for students who need them.	Teacher is fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them.	Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1e: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
1f: Assessing Student Learning	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals.	Teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.

Domain 2: The Classroom Environment

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflicts.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
2b: Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the parts of both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
2c: Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
2d: Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2e: Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Communicating Clearly and Accurately	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
3b: Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
3c: Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content or uneven structure or pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

3d: Providing Feedback to Students	Teacher's feedback to students is of poor quality and is not given in a timely manner.	Teachers' feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Domain 4: Professional Responsibility

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Teaching	Teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved.	Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the lesson, citing general characteristics. Teacher makes some specific suggestions about how it might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining Accurate Records	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
4c: Communicating with Families	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Teacher communicates frequently with families and successfully engages them in the instructional program.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.
4d: Contributing to the School and District	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically	Teacher participates actively in school and district projects, and maintains positive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.

4e: Growing and Developing Professionally	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	requested. Teacher's participation in professional development activities is limited to those that are convenient.	Teacher participates actively in professional development activities and contributes to the profession.	Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
4f: Showing Professionalism	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students based on the best information are genuine but inconsistent.	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

F. Right to Review Provisional or Unsatisfactory Rating

- a. Any teacher receiving a provisional or unsatisfactory rating will be re-evaluated within a period of not less than ten school days nor more than thirty school days following the provisional or unsatisfactory evaluation. Only one re-evaluation will be required per semester.
- b. Any teacher who is dissatisfied with the results of an evaluation may request a review by the Superintendent. The Superintendent shall review all materials submitted by the evaluators, confer with the evaluators and collect such additional information as may be indicated. The Superintendent shall then conduct an evaluation review conference with the teacher.

IV. State Rating Requirement

If an employee receives a minimum of two overall evaluations of unsatisfactory on two consecutive Teacher Evaluation Record Forms (see attached form), he/she may receive a final rating of unsatisfactory on the State Rating Form (PDE 426, PDE 428, PDE 5501).

The state rating forms PDE 426 and 428 correspond closely to the District adapted observation evaluation forms. These forms require additional documentation, rationale and artifact beyond classroom observation documentation. (See attached copies of PDE 426, 428, and 5501 for specifics of items which may be included as rationale and artifact.)