

APPENDIX "G"

PDE Forms 427 and 428

INSTRUCTIONAL I TO INSTRUCTIONAL II ASSESSMENT FORM

Applicant's Last Name	First	Middle	Positions(s) of Employee
District/IU	School	Evaluator	Interview/Conference Date

Directions: This form is used after having reviewed 6 satisfactory semi-annual employee evaluations of the teacher's performance. All categories in this form must be assessed as well as all sources of evidence provided by the teacher. The evaluator should bear in mind the aspects of teaching for each category and refer to the rubric language. If applicable, record commendations. Finally, assign an overall assessment, sign the form and gain Superintendent's review and signature.

Category I: Planning/Preparation--Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. **Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Pennsylvania Academic Standards, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.**

Teacher's performance demonstrates:

- In-depth and thorough knowledge of content and pedagogy
- In-depth and thorough knowledge of Pennsylvania's Academic Standards
- In-depth and thorough knowledge of students and how to use this knowledge to inform instruction
- Clear and appropriate instructional goals that reflect content standards and high expectations for students
- Thorough awareness of resources, materials, and technology available through the school or district or professional organizations
- Appropriate and coherent instructional design in which plans for all elements are completely aligned with the instructional goals, have a clear sequence, and include adaptations for individual student needs
- Appropriate and clear assessments of student learning completely aligned to the instructional goals, and adapted as required for student needs

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

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

Assessment of Category I Factors (Discussion)

<p>Category II: Classroom Environment --Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of a Learning Environment, Student Interaction.</p>								
<p>Teacher's performance demonstrates:</p> <ul style="list-style-type: none"> <input type="checkbox"/> High and clear expectations for student achievement in a challenging and dynamic learning environment, with value placed on high quality student work <input type="checkbox"/> Significant attention to equitable learning opportunities for students <input type="checkbox"/> Appropriate and highly respectful interactions between teacher and students and among students <input type="checkbox"/> Highly effective classroom routines and procedures resulting in effective use of instructional time <input type="checkbox"/> Clear standards of conduct and highly effective and preventive management of student behavior <input type="checkbox"/> Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials, and technology 								
<p>Sources of Evidence (Check all that apply and include dates, types/titles, and number)</p> <table border="0"> <tr> <td><input type="checkbox"/> Classroom Observations _____</td> <td><input type="checkbox"/> Visual Technology _____</td> </tr> <tr> <td><input type="checkbox"/> Informal Observations/Visits _____</td> <td><input type="checkbox"/> Resources/Materials/Technology/Space _____</td> </tr> <tr> <td><input type="checkbox"/> Teacher Conferences/Interviews _____</td> <td><input type="checkbox"/> Other _____</td> </tr> </table>	<input type="checkbox"/> Classroom Observations _____	<input type="checkbox"/> Visual Technology _____	<input type="checkbox"/> Informal Observations/Visits _____	<input type="checkbox"/> Resources/Materials/Technology/Space _____	<input type="checkbox"/> Teacher Conferences/Interviews _____	<input type="checkbox"/> Other _____		
<input type="checkbox"/> Classroom Observations _____	<input type="checkbox"/> Visual Technology _____							
<input type="checkbox"/> Informal Observations/Visits _____	<input type="checkbox"/> Resources/Materials/Technology/Space _____							
<input type="checkbox"/> Teacher Conferences/Interviews _____	<input type="checkbox"/> Other _____							
<p>Assessment of Category II Factors (Discussion)</p>								
<p>Category III: Instructional Delivery --Teachers, through their knowledge of content and their skill in delivering instruction, engage students in learning by using a variety of instructional strategies. Category III reviews: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness.</p>								
<p>Teacher's performance demonstrates:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear and appropriate communication of procedures and high-quality explanations of the content <input type="checkbox"/> Highly effective use of different levels of questioning and discussion strategies that encourage most, if not all, students to participate <input type="checkbox"/> High-level engagement of students in learning and appropriate pacing of instruction <input type="checkbox"/> Equitable, accurate, and constructive feedback to students on their learning <input type="checkbox"/> Informed and appropriate use of formal and informal assessments to meet learning goals and to monitor student learning <input type="checkbox"/> High degree of flexibility and responsiveness in meeting the learning needs of students 								
<p>Sources of Evidence (Check all that apply and include dates, types/titles, or number)</p> <table border="0"> <tr> <td><input type="checkbox"/> Classroom Observations _____</td> <td><input type="checkbox"/> Student Assignment Worksheets _____</td> </tr> <tr> <td><input type="checkbox"/> Informal Observations/Visits _____</td> <td><input type="checkbox"/> Student Work _____</td> </tr> <tr> <td><input type="checkbox"/> Assessment Materials _____</td> <td><input type="checkbox"/> Instructional Resources/Materials/Technology _____</td> </tr> <tr> <td><input type="checkbox"/> Teacher Conferences/Interviews _____</td> <td><input type="checkbox"/> Other _____</td> </tr> </table>	<input type="checkbox"/> Classroom Observations _____	<input type="checkbox"/> Student Assignment Worksheets _____	<input type="checkbox"/> Informal Observations/Visits _____	<input type="checkbox"/> Student Work _____	<input type="checkbox"/> Assessment Materials _____	<input type="checkbox"/> Instructional Resources/Materials/Technology _____	<input type="checkbox"/> Teacher Conferences/Interviews _____	<input type="checkbox"/> Other _____
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<input type="checkbox"/> Assessment Materials _____	<input type="checkbox"/> Instructional Resources/Materials/Technology _____							
<input type="checkbox"/> Teacher Conferences/Interviews _____	<input type="checkbox"/> Other _____							
<p>Assessment of Category III Factors (Discussion)</p>								

Category IV: Professionalism--Professionalism is demonstrated through qualities that characterize a professional person in aspects occurring in and beyond the classroom/building. Category IV reviews: Maintaining Clear and Accurate Records, Communication with Families and Students, Contributing to School and District, Developing Professionalism.	
Teacher's performance demonstrates:	
<ul style="list-style-type: none"> o Efficient and effective system for maintaining accurate and complete records consistent with school or district guidelines o Effective communication with families regarding student needs and development o Frequent participation in professional development opportunities, consistent application of new learning in the classroom, and sharing of learning with colleagues o Full commitment to professional standards o Full and active compliance with school and district policies o Perceptive reflection on teaching and learning and use of reflection to in future instruction planning o Full Knowledge of Professional Code of Conduct 	
Sources of Evidence (Check all that apply and include dates, types/titles, and number)	
<input type="checkbox"/> Teacher Conferences/Interviews _____	<input type="checkbox"/> Progress Reports/Report Cards _____
<input type="checkbox"/> Teacher Reflection _____	<input type="checkbox"/> Parent/School/Community Feedback _____
<input type="checkbox"/> Observations/Visual Technology _____	<input type="checkbox"/> Artifacts: Professional Development/Act 48 Documentation _____
<input type="checkbox"/> Artifacts: Interaction with Family _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> Student Records/Grade Book _____	
Assessment of Category IV Factors (Discussion)	

PDE Form 427 Attachment A

Category I:

Lesson Unit Plans: Types Titles and Numbers
Resources / Materials / Technology:
Assessment Material:
Information About Students:
Teacher Conferences/Interviews:
Classroom Observations:
Teacher Resource Documents:
Other:

PDE Form 427 Attachment A

Category II:

Classroom Observations:
Informal Observations/Visits:
Teacher Conferences/Interviews:
Visual Technology:
Resources/Materials/Technology/Space:
Other:

PDE Form 427 Attachment A

Category III:

Classroom Observations:
Informal Observations/Visits:
Assessment Materials:
Teacher Conferences/Interviews:
Student Assignment Worksheets:
Student Work:
Instructional Resources/Materials/Technology:
Other:

PDE Form 427 Attachment A

Category IV:

Teacher Conferences/Interviews:
Observations/Visual Technology:
Artifacts/Interaction with Family:
Student Records/Gradebook:
Progress Reports/Report Cards:
Parent/School/Community Feedback:
Artifacts: Professional Development/Act 48 Documentation
Perceptive Use of Teaching/Learning Reflections:
Other

EMPLOYEE EVALUATION FORM FOR INSTRUCTIONAL II TEACHERS

Employee's Last Name	First	Middle	Position(s) of Employee
District/IU	School	Evaluator	Interview/Conference Date
School Year:		Evaluation: (Check 1) <input type="checkbox"/> One <input type="checkbox"/> Two	

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific time period based on specific criteria.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Refer to the rubric language, checking the appropriate aspects of teaching, and indicating the sources of evidence used to determine the evaluation of the results in each category. Last, assign an overall evaluation of performance, sign the form and gain the signature of the employee.

Category I: Planning and Preparation -- Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

<input type="checkbox"/> SATISFACTORY	<input type="checkbox"/> UNSATISFACTORY
Performance Demonstrates: <ul style="list-style-type: none"> ○ In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards ○ Thorough knowledge of students and how to use this knowledge to direct and guide instruction ○ Clear and appropriate instructional goals that reflect Pa. standards and high expectations for students ○ In-depth and thorough awareness of resources, materials, or technology available through the school or district or professional organizations ○ Appropriate instructional design in which plans for various elements are aligned with the instructional goals and have a recognizable sequence and required adaptations for individual student needs ○ Appropriate assessments of student learning completely aligned to the instructional goals and adapted as needed for student needs. 	Performance Demonstrates: <ul style="list-style-type: none"> ○ Limited or partial knowledge of content, pedagogy and Pa. Academic Standards ○ Irrelevant or partial knowledge of students and how to use this information to direct and guide instruction ○ Unclear or trivial instructional goals and low expectations for students. ○ Little or no awareness of resources, materials, and technology available through the school or district or professional organizations ○ Inappropriate or incoherent instructional design in which plans for elements are not aligned with the instructional goals, and have few or inappropriate adaptations for individual student needs ○ Inappropriate assessments of student learning not aligned to the instructional goals nor adapted as needed for student needs.

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

<input type="checkbox"/> Lesson/Unit Plans	See Attachment 428 A	<input type="checkbox"/> Teacher Conferences/Interviews	See Attachment 428 A
<input type="checkbox"/> Resources/Materials/Technology	See Attachment 428 A	<input type="checkbox"/> Classroom Observations	See Attachment 428 A
<input type="checkbox"/> Assessment Materials	See Attachment 428 A	<input type="checkbox"/> Teacher Resource Documents	See Attachment 428 A
<input type="checkbox"/> Information About Students	See Attachment 428 A	<input type="checkbox"/> Other	See Attachment 428 A

Justification for Evaluation

<p>Category III: Instructional Delivery -- Through their knowledge of content and their pedagogy and skill in delivering instruction, teachers engage students in learning by using a variety of instructional strategies. Category III addresses: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness</p>																	
<input type="checkbox"/> SATISFACTORY	<input type="checkbox"/> UNSATISFACTORY																
<p>Performance Demonstrates:</p> <ul style="list-style-type: none"> o Clear and appropriate communication of procedures and high quality explanations of content o Highly effective use of questioning and discussion strategies that encourage many students to participate o High-level engagement of students in learning and adequate pacing of instruction o Equitable, accurate and constructive feedback to students on their learning o Informed and appropriate use of informal and formal assessments to meet learning goals and to monitor student learning o High degree of flexibility and responsiveness in meeting the learning needs of students. 	<p>Performance Demonstrates:</p> <ul style="list-style-type: none"> o Unclear or inappropriate communication of procedures and poor explanations of content o Ineffective use of questioning and discussion strategies and little student participation o Little or no engagement of students in learning and poor pacing of instruction o Inaccurate or inappropriate feedback to students on their learning o Little or inappropriate use of formal and informal assessments to meet learning goals and to monitor student learning o Inflexibility in meeting the learning needs of students. 																
<p>Sources of Evidence (Check all that apply and include dates, types/titles, or number)</p> <table border="0"> <tr> <td><input type="checkbox"/> Classroom Observations</td> <td>See Attachment 428 A</td> <td><input type="checkbox"/> Student Assignment Sheets</td> <td>See Attachment 428 A</td> </tr> <tr> <td><input type="checkbox"/> Informal Observations/Visits</td> <td>See Attachment 428 A</td> <td><input type="checkbox"/> Student Work</td> <td>See Attachment 428 A</td> </tr> <tr> <td><input type="checkbox"/> Assessments Materials</td> <td>See Attachment 428 A</td> <td><input type="checkbox"/> Instructional Resources/Materials/Technology</td> <td>See Attachment 428 A</td> </tr> <tr> <td><input type="checkbox"/> Teacher Conferences/Interviews</td> <td>See Attachment 428 A</td> <td><input type="checkbox"/> Other</td> <td>See Attachment 428 A</td> </tr> </table>		<input type="checkbox"/> Classroom Observations	See Attachment 428 A	<input type="checkbox"/> Student Assignment Sheets	See Attachment 428 A	<input type="checkbox"/> Informal Observations/Visits	See Attachment 428 A	<input type="checkbox"/> Student Work	See Attachment 428 A	<input type="checkbox"/> Assessments Materials	See Attachment 428 A	<input type="checkbox"/> Instructional Resources/Materials/Technology	See Attachment 428 A	<input type="checkbox"/> Teacher Conferences/Interviews	See Attachment 428 A	<input type="checkbox"/> Other	See Attachment 428 A
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<input type="checkbox"/> Teacher Conferences/Interviews	See Attachment 428 A	<input type="checkbox"/> Other	See Attachment 428 A														
<p>Justification for Evaluation</p> 																	

Category IV: Professionalism — Professionalism refers to those aspects of teaching that occur in and beyond the classroom/building. Category IV addresses: Adherence to School and District Procedures, Maintaining Accurate Records, Commitment to Professional Standards, Communicating with Families, Demonstrating Professionalism.

<input type="checkbox"/> SATISFACTORY	<input type="checkbox"/> UNSATISFACTORY																				
<p>Performance Demonstrates:</p> <ul style="list-style-type: none"> ○ Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like. ○ Full knowledge of Professional Code of Conduct and full commitment to professional standards ○ Full and active compliance with school and district requirements for maintaining accurate and complete records ○ Full and active compliance with district requirements for communicating with families regarding student needs/improvement ○ Full and frequent participation in professional development events/opportunities, consistent application of new learning in the classroom, and sharing of learning with colleagues 	<p>Performance Demonstrates:</p> <ul style="list-style-type: none"> ○ Little and/or irregular compliance to school and district procedures and regulations related to attendance, punctuality, and the like ○ Little knowledge of Professional Code of Conduct and little commitment to professional standards ○ Inefficient or ineffective system for maintaining accurate records that is not in compliance with school or district guidelines ○ Infrequent or inappropriate communication with families to understand student needs and development ○ Little or infrequent participation in professional development opportunities, little application of new learning in the classroom and little sharing of learning with colleagues 																				
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		<input type="checkbox"/> Other	See Attachment 428 A																		
<p>Justification for Evaluation</p>																					

Evaluation:

I certify that the before named employee for the period beginning (month/day/year) and ending (month/day/year) has been evaluated with a overall assessment that is: Satisfactory Unsatisfactory Commendable

Signature of Principal/Assistant Principal (Evaluator) Date

Signature of Superintendent or I. U. Director Date

Overall Justification for Evaluation

Commendations (optional)

Professional Development Areas:

Name of Employee

Signature of Employee

Date

PDE Form 428 Attachment A

Category I:

Lesson Unit Plans: Types Titles and Numbers:
Resources / Materials / Technology:
Assessment Material:
Information About Students:
Teacher Conferences Interviews:
Classroom Observations:
Teacher Resource Documents:
Other:

PDE Form 428 Attachment A

Category II:

Classroom Observations:
Informal Observations/Visits:
Teacher Conferences/Interviews:
Visual Technology:
Resources/Materials/Technology/Space:
Other:

PDE Form 428 Attachment A

Category III:

Classroom Observations:
Informal Observations/Visits:
Assessment Materials:
Teacher Conferences/Interviews:
Student Assignment Sheets:
Student Work:
Instructional Resources/Materials/Technology:
Other:

PDE Form 428 Attachment A

Category IV:

Teacher Conferences/Interviews:
Observations/Visual Technology:
Artifacts/Interaction with Family:
Student Records/Gradebook:
Progress Reports/Report Cards:
Parent/School/Community Feedback:
Artifacts: Professional Development/Act 48 Documentation:
Perceptive Use of Teaching/Learning Reflections:
Other: