

Derry Area School District

TEACHER INDUCTION PLAN



Inductee Handbook

7/2015

TEACHER INDUCTION PLAN

I. Philosophy

Derry Area is a school district that has as its focal point the holistic welfare of all students, teachers and district employees. We believe that an involved and committed teacher will result in the most effective instruction. The district considers any program which devotes the necessary time and attention to developing instructional skills in a beginning teacher as imperative. It is the belief of the district that the role of the teacher is to guide the student through those areas of which he/she is unfamiliar and to inspire, instruct and encourage the student to study in depth where there is familiarity and interest. The administration, faculty and school board are united in a mutual effort to provide the best possible education.

II. Definition

An induction program is a planned experience consisting of activities and studies to heighten the inductee's awareness of the profession, to assist in the refinement of teaching skills, and to provide support for achieving the most effective instruction. The term **teacher** in the context of this plan refers to all professional personnel.

III. Legal Authority

Chapter 49, Section 16, State Board of Education regulations require that all school districts, intermediate units, and area vocational technical schools have a state-approved induction plan. A teacher **must** satisfactorily complete an induction program in order to receive an Instructional II Certificate. (22PA Code, Section 49.17)

IV. Purpose

The Derry Area School District Induction Plan implements an intensive, three year support framework for new teachers and others as needed. The Induction Team comprised of administrators, the Lead Mentor(s), and teacher representatives. The Induction Team meets, as needed, to identify induction training needs and review Induction Plan goals and objectives. In addition, the team meets annually to schedule induction activities to accomplish Plan competencies. Each inductee is assigned a mentor to support inductee attainment of Induction Plan goals, objectives and competencies. A Lead Mentor oversees the induction process and executes program operations. Ultimate responsibility for administration of the Induction Plan and programs is assigned to the Assistant Superintendent.

This plan shall correspond philosophically with the district's Staff Development Program. Participation is mandatory for inductees, teachers new to the district, new administrators, long-term substitutes, and staff who are reassigned based on changes in position or certification. The program is also available to staff members who receive an unsatisfactory evaluation. Each staff person will be encouraged to develop an individual growth plan with the help of district support personnel.

V. Induction Plan Goals

- A. Inductee will know, understand and implement instructional practices validated by the Derry Area School District as known to improve student achievement.
- B. Inductees will assign challenging work to diverse student populations.
- C. Inductees will know the basic details and expectations related to the school, district and state-wide initiatives, practice, policies and procedures, as well as, professional education requirements.
- D. Inductees will know and apply the school district's endorsed classroom management strategies.
- E. Inductees will know and utilize school and school district resources that are available to assist students in crisis.
- F. Inductees will understand and collaborate in the mentoring supervision process based on the Danielson framework.
- G. Inductees will be provided a support system through the use of a lead mentor and individually assigned mentor.
- H. Inductees will be provided with a formal training on the Standards Aligned Systems, PA-Etep, and other data websites used by the district.
- I. Inductees will complete activities designed to facilitate the inductee's collegial and social integration in to the school community.

VI. Inductee

- A. Definition of inductee: Any professional employee:
 - 1. Non-tenured teacher new to teaching
 - 2. Non-tenured teacher new to district
 - 3. Long-term substitute teacher

VII. Informal Inductee

- A. Definition of informal inductee: Any professional employee:
 - 1. New staff assignment based on a change in position, certification and/or building.
 - 2. New to district having tenure
- B. Will participate in induction activities and workshops in consultation with the principal and lead mentor.

VIII. Induction Team

A. Recommended Membership

1. Act 48 Coordinator
2. Building Administrators
3. Teacher representatives from each organizational level
4. Lead Mentor(s)
5. School Directors
6. Other personnel as needed

B. Goals (Purpose)

1. To develop orientation plan (summer).
2. To evaluate total induction plan and modify as needed.

C. Role of Team

1. To evaluate and to recommend change, if needed, in the district's induction program.
2. To serve as a resource of ideas for mentor teachers and inductees.
3. To act as liaison between intermediate unit and district.
4. To meet as needed for the purpose of guiding the implementation of the induction program.
5. To plan, implement and evaluate annually --- dates can be determined by the Team.

D. Role of the Building Administrator

1. To oversee the implementation and coordination of the Induction Program at the building level.
2. To be sensitive to the needs of the beginning teacher and mentor teacher.
3. To promote a positive rapport among the induction team members.
4. To make available professional material for the inductee.
5. To disseminate information regarding policies and procedures to the inductee.
6. To guide the inductee to outside resources.
7. To provide release time for meetings of beginning and mentor teachers.
8. To meet with inductee and mentor teacher on a regular basis.
9. To attend teacher induction seminars and activities.
10. To promote professionalism.
11. To verify completion of the induction program.
12. To participate in the evaluation of induction program.
13. Work with Lead mentor to assign new teacher inductees.
14. To conduct frequent observations of inductee's instructional practice to identify needs.

VIII. Induction Team (continued)

E. Role of the Lead Mentor Teacher(s)

1. Participate in Lead Mentor training.
2. Serve as an active member of the Induction Team.
3. Promote professionalism.
4. Monitor the induction process:
 - a. Work with administration to assign mentors to new teacher inductees.
 - b. Meet with mentor teachers as a group, each semester.
 - c. Review documentation (Mentor Log) of mentor/inductee meetings.
 - d. Meet with mentors and inductees individually by request.
5. Serve as a supportive resource to mentor teachers during the Induction Process; to oversee the work of mentor teachers and provide assistance as needed.
6. Participate in the evaluation of the mechanics of the teacher induction program.
7. Serve as a liaison between mentors and the administration.
8. Participate in all training and other in-service programs scheduled by the DASD Induction Committee and the DASD Act 48 Committee related to induction process.
9. Conduct faculty in-service regarding the role of mentor teachers; actively recruit new mentor teachers; train teachers to serve as mentor teachers
10. Coordinate inductee classroom visits and observations within and outside of the district.
11. Maintain a log of lead mentor activities for documentation purposes to be submitted to the Assistant Superintendent.

F. Lead Mentor Teacher Qualifications

1. Has demonstrated outstanding leadership within a department or school in curriculum or program development.
2. Is respected by fellow professionals.
3. Has demonstrated outstanding knowledge of instructional and professional skills.
4. Has a positive attitude toward the teaching profession.

G. Lead Mentor Teacher Selection

1. Candidates for Lead Mentor Teacher must apply for the position.
2. The Assistant Superintendent will review all applications and appoint the Lead Mentor Teacher for a period of one year.

H. Lead Mentor Teacher Compensation

1. The Lead Mentor Teacher will receive a supplemental contract with compensation based on the number of inductees/mentors as specified in the current contract, Article VII, Appendix A.

VIII. Induction Team (continued)

I. Role of the Mentor Teacher

1. To help inductee to focus on district mission, goals and learning standards.
2. To attend the new teacher orientation as needed.
3. To help new teachers to identify the most immediate and pressing needs.
4. To help with ways to organize and manage the classroom.
5. To suggest ways to plan for instruction, including review of inductee's lesson plans.
6. To help with strategies for teaching the district curriculum.
7. To assist with all aspects of the teaching process, including review of teacher-made assessments (formative and summative), and review of data from the assessment(s).
8. To suggest positive ways to communicate with parents.
9. To frequently observe the instructional practices of the inductee in order to identify professional learning needs aligned with the Danielson framework for Effective Teaching.
10. To serve as a sounding board and supportive colleague on a regular basis.
11. To provide activities to promote a positive self-concept in the inductee.
12. To promote professionalism.
13. To participate in the evaluation of the mechanics of the teacher induction program.
14. To make an on-going commitment to the inductee.
15. To schedule regular meetings with inductee to reflect upon instructional practice and identify professional learning needs.
16. To make the inductee aware of multiple sources of student achievement assessment data.
17. To review the inductee's log of instructional activities.

J. Role of the Inductee

1. To actively participate in structured activities involving the examination of the district's mission, goals, and learning academic standards.
2. To work cooperatively with the induction team and mentor teacher(s).
3. To meet with the mentor teacher on a regular basis.
4. To communicate needs to respective induction team members.
5. To implement suggestions or recommendations agreed upon by induction team members.
6. To observe the teaching of the mentor and other staff members. Substitute teachers will be utilized as needed.
7. To participate in inductee seminars, activities, and district-wide in-services.
8. To promote professionalism.
9. To participate in the evaluation of the induction program.

VIII. Induction Team (continued)

K. Role of the Informal Inductee

1. To actively participate in structured activities involving the examination of the district's mission, goals, and learning academic standards.
2. To work cooperatively with the induction team and mentor teacher(s).
3. To meet with the mentor teacher on a regular basis.
4. To communicate needs to respective induction team members.
5. To implement suggestions or recommendations agreed upon by induction team members.
6. To observe the teaching of the mentor and other staff members as recommended by building administration. Substitute teachers will be utilized as needed.
7. To participate in activities, professional development workshops and district-wide in-services as recommended by building administration.
8. To promote professionalism.

L. Mentor Teacher Qualifications

1. Must be a tenured teacher, if possible.
2. Has demonstrated leadership within a department or school in curriculum or program development.
3. Is respected by fellow professionals.
4. Demonstrates a knowledge of instructional and professional skills.
5. Has a positive attitude towards the teaching profession.

M. Mentor Teacher Selection Procedure*

1. Annually, volunteers from the professional staff will be solicited.
2. Every attempt will be made to utilize qualified volunteer mentors on an equitable basis.

N. Mentor Teacher Training

1. Review of the Induction Plan.
2. Review the role of the mentor.
3. Development of effective conferencing skills.

O. Mentor Compensation

1. Summer in-service/training for mentor teachers will be paid at a rate commensurate with curriculum writing at current contractual rate.
2. Substitute time provided for up to a total of nine half days for the purpose of observation/interaction during the school day as needed.

VIII. Induction Team (continued)

O. Mentor Compensation

3. Time will be provided beyond the school day of one hour per week or a total of 36 hours/per inductee as needed; compensation will be at the curriculum rate as per the current contract.

P. Inductee Responsibilities

1. Inductee will be responsible for:
 - a. Completion of Inductee checklist for the appropriate year in the induction program.
 - b. Garnering all signatures on Teacher Induction Record for the appropriate year in the induction program.
 - c. Garnering Mentor signatures on observation sign-off sheet.
 - d. Maintain and submit a log summarizing instructional activities.
 - e. Submission and presentation of a Professional Portfolio to the Superintendent at the conclusion of the induction process.

*A mentor has the right to withdraw from the program at any time, or an inductee has the right to request a mentor change due to personality conflict, subject to review by the Induction Team.

Suggested timetable of induction activity topics.

CALENDAR

<u>Year One</u>	
Activities	Person Responsible
Schedule yearly induction activities for all participants.	Induction Team
Role and responsibilities of the mentor(s).	Lead Mentor
August Orientation for new inductees	Assistant Superintendent/Principals
1. Presentation of the role, responsibilities and expectations	
2. Introduction to the district's philosophy and support service.	
3. Act 48/Continuing Education requirements	
4. Introduction to the district's and school's Comprehensive Plans	
5. Introduction to the district's Literacy and Transition Plans	
6. Overview of district policies and procedures.	
7. Edline/Schoolwires email training	
8. Individual school orientation	
9. Overview of Faculty Manuals	
10. Expectation for Lesson Plans	
11. Introduction to Portfolio expectations	
12. Tour of the district and district facilities	
13. Provide inductees with resource materials	
Meetings with Mentor	Mentor
Professional Development workshops (see Induction Staff Development calendar, page 11)	Assistant Superintendent
Scheduled Observations (1 per semester)	Mentor/Inductee/Lead Mentor
Social Integration and Team Building	Principal/Lead Mentor/Mentor
Video Taping	Mentor/Inductee
SAS online course, if needed (Lead Mentor/Principal recommendation)	Inductee
Annual review of portfolio	Principal

Suggested timetable of induction activity topics.

CALENDAR

Year Two

Activities	Person(s) Responsible
Book Study - as chosen by Lead Mentor	Lead Mentor
SAS online course, if needed (Lead Mentor/Principal recommendation)	Inductee
Professional Development workshops (see Induction Staff Development Calendar, pg.11)	Assistant Superintendent
Social Integration and Team Building	Principal/Lead Mentor/Mentor
Meetings with Mentor	Mentor/Inductee/Lead Mentor
Scheduled Observations	Mentor/Inductee/Lead Mentor
Video Taping	Mentor/Inductee
Annual Review of portfolio	Principal

Year Three

Activities	Person(s) Responsible
Book Study - as chosen by Lead Mentor	Lead Mentor
Professional Development Workshops based on Needs Assessment (see Induction Staff Development Calendar, pg.11)	Assistant Superintendent
Committee involvement	Inductee/Principal
Social Integration and Team Building	Principal/Lead Mentor/Mentor
Meetings with mentor, as needed	Inductee/Mentor/Lead Mentor
Scheduled Observations	Mentor/Inductee/Lead Mentor
Final review of portfolio	Superintendent
SAS online course	Inductee

INDUCTION STAFF DEVELOPMENT CALENDAR

DESCRIPTION	TIME LINE	PERSON(S) RESPONSIBLE
YEAR ONE		
Everyday Math - ½ day workshop (elementary only)	Week prior to the beginning of school year	Everyday Math trainer, math curriculum leader
Emergency Management Procedures moodle	Prior to beginning of school year	Assistant Superintendent/Inductee
Student Learning Objectives (SLO)	September	Middle School Principal
Professional Ethics, including relationships with students - 2 hour workshop, after school	September	Assistant Superintendent
Student Assistance Program	September, during seminar	Mentor
Legal Issues Related to Special Education, Gifted Education - 2 hour workshop, after school	October	Director of Special Services
Parent Involvement workshop	October	Lead Mentor, Teacher Panel
Standards Aligned Systems workshop	January	Assistant Superintendent
Classroom Management - 2 hour workshop, after school	February	Lead Mentor, Teacher Panel
ePortfolio Training - 2 hour workshop, after school	March	Technology Staff Developer(s)
YEAR TWO		
ADAPT / Gifted Ed. - ½ day workshop	September	Special Education Teachers
On Hand Schools - 2 hour workshop	September	Coaches
H.E.A.T. and Best Instructional Practices - 2 hour workshop	October	Coaches
Assessment Workshop - ½ day workshop	November	Assistant Superintendent
DASD Literacy Initiatives/PLN Best Practices - ½ day workshop	November	Elementary Principal, Literacy Coaches
Conflict Resolution - 2 hour workshop, after school	January	Assistant Superintendent
YEAR THREE		
Differentiated Supervision - 1 hour workshop, after school	April	Assistant Superintendent
Staff Development will be individualized, as per recommendation of Principals, Lead Mentor, Mentor		

INDUCTEE CHECKLISTS

DERRY AREA SCHOOL DISTRICT
DERRY PENNSYLVANIA 15627

INFORMAL INDUCTEE CHECKLIST - YEAR ONE ONLY

	✓
ATTEND DISTRICT ORIENTATION	
ADDRESS LOCAL CONCERNS WITH MENTOR policies, procedures, building orientation	
REVIEW OBSERVATION TOOL (see Appendix A)	
REVIEW GENERAL INFORMATION WITH MENTOR resources available, support services, etc.	
ATTEND SCHEDULED INDUCTEE MEETINGS/WORKSHOPS AS PER PRINCIPAL REQUEST	
MEET WITH MENTOR REGULARLY	
COMPLETE 2-4 CLASSROOM OBSERVATIONS As per Principal request	
OBTAIN ALL REQUIRED SIGNATURES FOR TEACHER INDUCTION RECORD & MENTOR OBSERVATION SIGN-OFF SHEET	

DERRY AREA SCHOOL DISTRICT
DERRY PENNSYLVANIA 15627

INDUCTEE CHECKLIST - YEAR ONE

	✓
ATTEND DISTRICT ORIENTATION	
ADDRESS LOCAL CONCERNS WITH MENTOR policies, procedures, building orientation	
REVIEW OBSERVATION TOOL (see Appendix A)	
REVIEW GENERAL INFORMATION WITH MENTOR resources available, support services, etc.	
ATTEND ALL INDUCTION WORKSHOPS	
ATTEND SCHEDULED INDUCTEE MEETINGS	
MEET WITH MENTOR REGULARLY	
COMPLETE 4 CLASSROOM OBSERVATIONS	
Do 1 observation in your content area or grade level	
Do 1 observation in another discipline or grade level	
Do 1 observation outside the district or your building	
Do 1 observation chosen by your mentor	
VIDEO TAPE 2 CLASSROOM LESSONS; HOLD FOLLOW-UP CONFERENCES WITH MENTOR (Use evidence rubric for Domains 2 & 3 on page 21 as a self-evaluation tool.)	
Video 1 lesson during Semester 1	
Video 1 lesson during Semester 2	
BEGIN TO DEVELOP PORTFOLIO (Be prepared for annual portfolio review with principal)	
MENTOR WILL OBSERVE YOU AND OFFER FEEDBACK minimum of 1 classroom observation each semester	
OBTAIN ALL REQUIRED SIGNATURES FOR TEACHER INDUCTION RECORD & MENTOR OBSERVATION SIGN-OFF SHEET	

DERRY AREA SCHOOL DISTRICT
DERRY PENNSYLVANIA 15627

INDUCTEE CHECKLIST - YEAR TWO

	✓
PARTICIPATE IN MONTHLY BOOK STUDY GROUP/meetings (Focus will be on effective teaching strategies)	
MEET WITH MENTOR ON A REGULAR BASIS	
CLASSROOM OBSERVATIONS (Focus on area of need or interest)	
1 during Semester 1	
1 during Semester 2	
VIDEO TAPE 1 LESSON (Use evidence rubric for Domains 2 & 3 on page 21 as a self-evaluation tool.) (Have follow-up conference with mentor)	
ATTEND SCHEDULED INDUCTEE MEETINGS/WORKSHOPS	
CONTINUE TO DEVELOP PORTFOLIO (Be prepared for annual portfolio reflection with principal)	
MENTOR WILL OBSERVE YOU AND OFFER FEEDBACK minimum of 1 classroom observation each semester	

DERRY AREA SCHOOL DISTRICT
DERRY PENNSYLVANIA 15627

INDUCTEE CHECKLIST - YEAR THREE

	✓
PARTICIPATE IN MONTHLY BOOK STUDY GROUP/MEETINGS Focus will be on instructional design	
COMPLETE ON-LINE COURSE (SAS Website, EduPlanet, H. E. A. T., etc.) or PLN or other college course taken toward Level II certification.	
COMPLETE ACTIVITIES/STUDIES TO MEET GOALS OF ACTION PLAN Action Plan will address area(s) of need or interest Plan can be developed by inductee, mentor, and/or administration	
BECOME AN ACTIVE PARTICIPANT IN A BUILDING OR DISTRICT-WIDE COMMITTEE	
MEET WITH MENTOR AS NEEDED	
MENTOR WILL OBSERVE YOU AND OFFER FEEDBACK minimum of 1 classroom observation each semester	
ATTEND SCHEDULED INDUCTEE MEETINGS AND WORKSHOPS	
COMPLETE PORTFOLIO; PREPARE FOR FINAL REVIEW WITH PRINCIPAL	
SCHEDULE FINAL PORTFOLIO REVIEW WITH SUPERINTENDENT OR DESIGNEE BY THE LAST WEEK OF MAY	

INDUCTEE FORMS

DERRY AREA SCHOOL DISTRICT
DERRY PENNSYLVANIA 15627

TEACHER INDUCTION RECORD
INFORMAL INDUCTEE

Inductee: _____

Mentor: _____

School Year: _____

Mentor: Please initial upon completion

I. District Orientation

II. Local Concerns

(district policies, procedures, building orientation, etc.)

III. General Information

(resources available, special placement of students, etc.)

IV. Review Observation Tool

V. Meetings with Mentor Teacher(s)

VI. Scheduled Observations:

In Content Area

(If required)

Other Discipline/Grade

Add dates

Outside District/Building

Mentor's Choice

VII. Professional Development Workshops:

Name of workshop:

Signature:

Informal Inductee Year 1 Only:

Mentor

Date

Principal

Date

TEACHER INDUCTION RECORD

YEAR 1

School Year: _____

DERRY AREA SCHOOL DISTRICT
DERRY PENNSYLVANIA 15627

TEACHER INDUCTION RECORD
YEAR 2

Inductee: _____

Mentor: _____

School Year: _____

Lead Mentor/Mentor: Please initial upon completion

I. General Information

(resources available, special placement of students, etc.)

II. Meetings with Mentor Teacher(s)

III. Video Taping and Follow-up Conference:

IV. Scheduled Observations:

Semester 1

Semester 2

V. Participation in Monthly Book Study Group/Meetings

VI. Annual Portfolio Review

VII. Professional Development Workshops:

Name of workshop:

Signature:

Year Two:

Mentor

Date

Principal

Date

DERRY AREA SCHOOL DISTRICT
DERRY PENNSYLVANIA 15627

TEACHER INDUCTION RECORD
YEAR 3

Inductee: _____

Mentor: _____

School Year: _____

Lead Mentor/Mentor: Please initial upon completion

I. Review General Information
(resources available, special placement of students, etc.)

II. Meetings with Mentor Teacher(s)

III. Participation in Monthly Book Study Group/Meetings

IV. Committee Involvement

V. Completion of online course or college coursework

VI. Final Presentation of Portfolio

VII. Professional Development Workshops:

Name of workshop:

Signature:

Year Three:

Mentor Date

Principal Date

District Coordinator Date

Superintendent Date

DERRY AREA SCHOOL DISTRICT
DERRY PENNSYLVANIA 15627

INDUCTEE OBSERVATION FORM (Inductee Observing Other Teachers) EVIDENCE FOR DOMAINS 2 AND 3 (on stage)			
	DOMAIN 2	DOMAIN 3	
<input type="radio"/> O <input type="radio"/> NO <input type="radio"/> N/A	2a. Creating a Climate of Respect and Rapport Teacher Interaction with Students Student Interactions with One Another Comments:	3a. Communicating with Students Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language Comments:	<input type="radio"/> O <input type="radio"/> NO <input type="radio"/> N/A
<input type="radio"/> O <input type="radio"/> NO <input type="radio"/> N/A	2b. Creating a Culture for Learning Importance of the Content Expectations for Learning and Achievement Student Pride in Work Comments	3b. Using Questioning and Discussion Techniques Quality of Questions Discussion Techniques Student Participation Comments:	<input type="radio"/> O <input type="radio"/> NO <input type="radio"/> N/A
<input type="radio"/> O <input type="radio"/> NO <input type="radio"/> N/A	2c. Managing Classroom Procedures Management of Instructional groups Management of Transitions Management of Materials and Supplies Performance of Non-Instructional Duties Supervision of Volunteers and Paraprofessionals Comments:	3c. Engaging Students in Learning Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing Comments:	<input type="radio"/> O <input type="radio"/> NO <input type="radio"/> N/A
<input type="radio"/> O <input type="radio"/> NO <input type="radio"/> N/A	2d. Managing Student Behavior Expectations Monitoring of Student Behavior Response to Student Misbehavior Comments:	3d. Assessing Student Learning Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress Comments:	<input type="radio"/> O <input type="radio"/> NO <input type="radio"/> N/A
<input type="radio"/> O <input type="radio"/> NO <input type="radio"/> N/A	2e. Organizing the Physical Space Safety and Accessibility Arrangement of Furniture and Use of Physical Resources Comments:	3e. Demonstrating Flexibility and Responsiveness Lesson Adjustment Response to Students Persistence Comments:	<input type="radio"/> O <input type="radio"/> NO <input type="radio"/> N/A

Key: O = Observer NO =Not Observed N/A = Not Applicable

(Continued)

Strategies observed to implement in my classroom:

Domain/Element:

Reflection:

Domain/Element:

Reflection:

Domain/Element:

Reflection:

Domain/Element:

Reflection:

Domain/Element:

Reflection

DERRY AREA SCHOOL DISTRICT
DERRY PENNSYLVANIA 15627

OBSERVATION SIGN-OFF SHEET

(Mentors Observing Inductees)

YEAR 1

Observation Date: _____

Subject/Class Observed: _____

Type of Lesson: _____

(e.g. lecture, small group instruction, hands-on activity)

Discussed Lesson and Offered Feedback? YES NO (shared lesson feedback

form)

Mentor Signature: _____

Observation Date: _____

Subject/Class Observed: _____

Type of Lesson: _____

(e.g. lecture, small group instruction, hands-on activity)

Discussed Lesson and Offered Feedback? YES NO

Mentor Signature: _____

YEAR 2

Observation Date: _____

Subject/Class Observed: _____

Type of Lesson: _____

(e.g. lecture, small group instruction, hands-on activity)

Discussed Lesson and Offered Feedback? YES NO (shared lesson feedback

form)

Mentor Signature: _____

Observation Date: _____

Subject/Class Observed: _____

Type of Lesson: _____

(e.g. lecture, small group instruction, hands-on activity)

Discussed Lesson and Offered Feedback? YES NO

Mentor Signature: _____

DERRY AREA SCHOOL DISTRICT
DERRY PENNSYLVANIA 15627

OBSERVATION SIGN-OFF SHEET

(Mentors Observing Inductees)

YEAR 3 Observation Date: _____
Subject/Class Observed: _____
Type of Lesson: _____
(e.g. lecture, small group instruction, hands-on activity)

Discussed Lesson and Offered Feedback? YES NO (shared lesson feedback
form)

Mentor Signature: _____

Observation Date: _____
Subject/Class Observed: _____
Type of Lesson: _____
(e.g. lecture, small group instruction, hands-on activity)
Discussed Lesson and Offered Feedback? YES NO
Mentor Signature: _____

APPENDICES

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Appendix C: Derry Area School District Information	page 38
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Appendix E: Individual Teacher Information	page 43

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333
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CLASSROOM TEACHER RATING FORM

PDE 82-1 (4/13)

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

(A) Teacher Observation and Practice

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

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

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

Building Level Score (0—107)	
(2) Building Level Score Converted to 3 Point Rating	

(3) Teacher Specific Rating	
(4) Elective Rating	

(C) Final Teacher Effectiveness Rating—All Measures

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

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

☐ Rating: Professional Employee,

OR

☐ Rating: Temporary Professional Employee

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

☐ DISTINGUISHED☐ PROFICIENT☐ NEEDS IMPROVEMENT☐ FAILING

resulting in a FINAL rating of:

☐ SATISFACTORY☐ UNSATISFACTORY

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

Date _____ Designated Rater / Position: _____ Date _____ Chief School Administrator

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

Date _____

Signature of Employee _____

Appendix A: NonTeaching Professional Rating Form 82-3

APPENDIX A

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg PA 17126-0333
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NON TEACHING PROFESSIONAL RATING FORM

PDE 82-3 (4/14)

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

(A) Non Teaching Professional Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I	Planning & Preparation		25%		0.75
II	Educational Environment		25%		0.75
III	Delivery of Service		25%		0.75
IV	Professional Development		25%		0.75
(1) Non Teaching Professional Observation and Practice Rating					3.00

Domain Rating Assignment	
0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Student Performance/Multiple Measures - Building Level Data

Building Level Score (0 - 107)	
(2) Building Level Score Converted to 3 Point Rating	

(C) Non Teaching Professional Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Observation and Practice Rating		80%		2.40
(2) Building Level Rating (or substitute)*		20%		0.60
Total Earned Points				3.00

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

* Substitutions permissible pursuant to 22 Pa. Code §19.3(IV)(f).

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

I certify that the above-named employee for the period beginning _____ and ending _____ has received a performance rating of:

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

☐ Distinguished ☐ Proficient☐ Needs Improvement☐ Failing

resulting in a final rating of:

☐ Satisfactory ☐ Unsatisfactory

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

Date _____ Designated Rater / Position: _____

Date _____

Chief School Administrator

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

Date _____

Signature of Employee _____

Descriptions of the four domains in Part (A) Teacher Observation and Practice are summarized in Table A.

Table A: Descriptions of Four Domains	
Domain	Description
I. Planning & Preparation 20%	Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.
II. Classroom Environment 30%	Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.
III. Instruction 30%	In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.
IV. Professional Responsibilities 20%	Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.

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Table B summarizes teacher performance levels for each of the Domain Rating Assignments and for the ratings to be assigned for each domain in the Rating (A) column.

Table B: Four Levels of Performance in Four Domains				
Domain	Failing	Needs Improvement	Proficient	Distinguished
I. Planning & Preparation 20%	Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned with the goals.	Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans—instructional outcomes, learning activities, materials, resources, and assessments—are in complete alignment and are adapted as needed for individual students.

Table B: Four Levels of Performance in Four Domains

Domain	Failing	Needs Improvement	Proficient	Distinguished
II. Classroom Environment 30%	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
III. Instruction 30%	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.
IV. Professional Responsibilities 20%	The teacher demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skill in reflection, little or no communication with families or colleagues, and avoidance of school and LEA responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary recordkeeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and LEA projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and LEA events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for recordkeeping and communication with families, leadership roles in both school and LEA projects, and extensive professional development activities. Where appropriate, students contribute to the systems for recordkeeping and family communication.

From *Enhancing Professional Practice: A Framework for Teachers, 2nd Edition* (pp. 41-42), by Charlotte Danielson, Alexandria, VA: ASCD. © 2007 by ASCD. Adapted and reproduced with permission.

INSTRUCTIONS FOR RATING TOOL—STANDARDS OF USE

The rating form and related documents are available at the Department's website in electronic versions and Excel worksheet format for scoring and rating tabulation.

(I.) Definitions.

The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise:

Assessment—The term shall mean the Pennsylvania System of School Assessment test, the Keystone Exam, an equivalent local assessment or another test established by the State Board of Education to meet the requirements of section 2603-B(d)(10)(i) and required under the No Child Left Behind Act of 2001 (Public Law 107-110, 115 Stat. 1425) or its successor statute or required to achieve other standards established by the Department for the school or school district under 22 Pa. Code § 403.3 (relating to single accountability system).

Chief School Administrator—An individual who is employed as a school district superintendent, an executive director of an intermediate unit or a chief school administrator of an area vocational-technical school or career technology centers.

Classroom Teacher—A professional or temporary professional employee who provides direct instruction to students related to a specific subject or grade level and usually holds one of the following:

Instructional I Certificate (see § 49.82),

Instructional II Certificate (see § 49.83),

Vocational Instructional I Certificate (see § 49.142), and

Vocational Instructional II Certificate (see § 49.143).

Department—The Department of Education of the Commonwealth.

Distinguished—The employee's performance consistently reflects teaching at the highest level of practice.

District-designed measures and examinations, and locally developed school district rubrics—A measure of student performance created or selected by an LEA. The development or design of the measure shall be documented via a Student Learning Objective.

Education Specialist—A person who holds an educational specialist certificate issued by the Commonwealth, including a certificate endorsed in the area of elementary school counselor, secondary school counselor, social restoration, school nurse, home and school visitor, school psychologist, dental hygienist, instructional technology specialist or nutrition service specialist.

Employee—A person who is a professional employee or temporary professional employee.

Failing—The employee does not meet performance expectations required for the position.

Keystone Exam—An assessment developed or caused to be developed by the Department pursuant to 22 Pa. Code § 4.51 (relating to state assessment system).

LEA—A local education agency, including a public school district, area vocational-technical school, career technology center and intermediate unit, which is required to use a rating tool established pursuant to section 1123 of the Public School Code (24 P. S. § 11-1123).

Needs Improvement—The employee is functioning below proficient for performance expectations required for continued employment.

Nonteaching Professional Employee—A person who is an education specialist or a professional employee or temporary professional employee who provides services other than classroom instruction.

Performance Improvement Plan—A plan, designed by an LEA with input of the employee, that may include mentoring, coaching, recommendations for professional development and intensive supervision based on the results of the rating provided for under this chapter.

Principal—A building principal, an assistant principal, a vice principal or a director of vocational education.

Professional Employee—An individual who is certificated as a teacher, supervisor, principal, assistant principal, vice-principal, director of vocational education, dental hygienist, visiting teacher, home and school visitor, school counselor, child nutrition program specialist, school nurse, or school librarian.

Proficient—The employee's performance consistently reflects practice at a professional level.

PSSA—The Pennsylvania System of School Assessment established in 22 Pa. Code § 4.51 (relating to state assessment system).

PVAAS—The Pennsylvania Value-Added Assessment System established in compliance with 22 Pa. Code § 403.3 (relating to single accountability system) and its data made available by the Department under Section 221 of the Public School Code (24 P. S. § 2-221).

SLO—The Student Learning Objective is a record of the development and application of student performance measures selected by an LEA. It documents the process used to determine a student performance measure and validate its assigned weight. This record will provide for quality assurance in rating a student performance measure on the zero-to-three-point rating scale.

Temporary Professional Employee—An individual who has been employed to perform for a limited time the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension or removal.

(II.) General Provisions.

1. The rating of an employee shall be performed by or under the supervision of the chief school administrator, or, if so directed by the chief school administrator, by an assistant administrator, a supervisor or a principal, who has supervision over the work of the professional employee or temporary professional employee being rated, provided that no unsatisfactory rating shall be valid unless approved by the chief school administrator. (24 P. S. § 11-1123(h)(3))

2. The rating form shall be marked to indicate whether the employee is a professional employee or temporary professional employee.

3. A temporary professional employee must be notified as to the quality of service at least twice a year. (24 P. S. § 11-1108)

4. The rating form includes four measures or rated areas: Teacher Observation and Practice, Building Level, Teacher Specific, and Elective. Application of each measure is dependent on the availability of data. A rating in the range of zero to three based on the "0 to 3 Point Scale" must be given to each of the four rating areas.

5. Teacher Observation and Practice is divided into four domains: I. Planning and Preparation; II. Classroom Environment; III. Instruction; and IV. Professional Responsibilities. For each domain, an employee must be given a rating of zero, one, two or three which is based on classroom observation, practice models, evidence or documented artifacts.

6. The Building Level Score will be provided by the Department or its designee, and published annually on the Department's website.

7. The Teacher Specific Rating will include statewide assessments and value-added assessment system data if and when such data is available.

8. Data, ratings and weights assigned to measures for locally developed school district rubrics, progress in meeting the goals of student individualized education plans, and the Elective Rating must be recorded by a process provided by the Department.

9. Each of the four measures in Final Teacher Effectiveness Rating shall be rated on the zero-to-three-point scale. Each number in Rating (C) shall be multiplied by the Factor (D) and the sum of the Earned Points or Total Earned Points shall be converted into a Performance Rating using the table marked Conversion to Performance Rating.

10. An overall performance rating of Distinguished or Proficient shall be considered satisfactory.

11. An initial overall performance rating of Needs Improvement shall be considered satisfactory.

12. The second overall performance rating of Needs Improvement issued by the same employer within 10 years of the first rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory.

13. For professional employees, two consecutive overall unsatisfactory ratings, which include classroom observations, and are not less than four months apart, shall be considered grounds for dismissal.

14. No temporary professional employee shall be dismissed unless rated unsatisfactory, and notification, in writing, of such unsatisfactory rating shall have been furnished the employee within 10 days following the date of such rating.

15. An employee who receives an overall performance rating of Needs Improvement or Failing must participate in a performance improvement plan. No employee will be rated Needs Improvement or Failing based solely on student test scores.

16. The rating form shall be marked to indicate the appropriate performance rating and whether the overall final rating is satisfactory or unsatisfactory.

17. The rating form must be signed by the chief school administrator or by a designated rater, who is an assistant administrator, supervisor or principal, has supervision over the work of the professional employee or temporary professional employee being rated, and is directed by the chief school administrator to perform the rating.

18. A final rating of unsatisfactory will not be valid unless signed by the chief school administrator.

19. A signed copy of the rating form shall be provided to the employee.

20. The rating tool is not intended to establish mandates or requirements for the formative process of supervising classroom teachers.

21. This rating form, section or chapter may not be construed to limit or constrain the authority of the chief school administrator of an LEA to initiate and take action on a personnel matter, including dismissal of a classroom teacher, based on information and data available at the time of the action.

(III.) Standards of Use for Teacher Observation and Practice.

Part (A) "Teacher Observation and Practice" in the rating form shall be completed using the following standards, calculations and procedures.

(a) *Teacher observation and practice domains.* The rating of a classroom teacher for effectiveness in teacher practice shall be based on classroom observation or other supervisory methods. Teacher practice shall comprise 50% of the Final Teacher Effectiveness Rating of the employee. The percentage factor for each domain is listed in Table C:

Table C: Four Domains	
Domains	% of 50% allotment
I. Planning and preparation.	20.0
II. Classroom environment.	30.0
III. Instruction.	30.0
IV. Professional responsibilities.	20.0

(b) *Summative process of evaluation.* LEAs shall utilize classroom practice models (e.g., Danielson, *Enhancing Professional Practice: A Framework for Teaching*) that address the areas related to classroom observation and practice contained in section 1123(1)(i) of the Public School Code (24 P. S. § 11-1123(1)(i)) and are approved by the Department. The Department shall publish a list of approved practice models for assessing the four domains annually on the Department's website. A classroom teacher must be given a rating in each of the four domains. In determining a rating for an employee, an LEA may use any portion or combination of the practice models related to the domains. The four domains and classroom practice models establish a framework for the summative process of evaluating classroom teachers. The form and standards do not impose mandates on the supervisory and formative processes utilized by an LEA.

(c) *Evidentiary sources.* Teacher observation and practice evaluation results and ratings shall be based on evidence. Information, including dates and times, if applicable, on the source of the evidence shall be noted in the employee's record. As appropriate for the employee and their placement in a classroom and educational program, records may include, but not be limited to, any combination of the following items:

(1) Notations of classroom observations, teacher/rater conferences or interviews, or informal observations or visits, including dates for observations, interviews and conferences.

(2) Lesson unit plans (types, titles and numbers), materials, technology, teacher resource documents, visual technology, utilization of space, student assignment sheets,

student work, instructional resources, student records, grade book, progress reports and report cards.

(3) Interaction with students' family members.

(4) Family, parent, school and community feedback.

(5) Act 48 documentation.

(6) Use of teaching and learning reflections.

(7) Examination of sources of evidence provided by the teacher.

The documentation, evidence and findings of the rater shall provide a basis for the rating of the employee in the domains of teacher observation and practice.

(d) *Scoring.* An LEA must provide a rating score in each domain. The four teacher observation and practice domains shall be rated and scored on a zero-to-three-point scale. The ratings of Failing, Needs Improvement, Proficient and Distinguished are given numeric values as shown in Table D.

**Table D: Domain Rating Assignment—
3 Point Scale**

Performance Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(e) *Ratings and weighted scoring.* The four domains of teacher observation and practice in Part (A) of the form are each assigned a percentage factor. Each domain shall be scored on the "0-to-3-point scale." The individual score or rating for each domain is adjusted by the percentage factor attributed to that domain. The score of zero, one, two or three for each domain is calculated into points based on its percentage factor. The sum of the points for all domains will be the total Teacher Observation and Practice Rating. The calculation for each domain is set forth in Table E.

Table E: Teacher Observation and Practice Rating

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

(f) *Administrative action based on available data.* Nothing in these standards of use for teacher observation and practice, this section or this chapter shall be construed to limit or constrain the authority of the chief school administrator of an LEA to initiate and take action on a personnel matter, including dismissal of a classroom teacher, based on information and data available at the time of the action.

(IV.) Standards of Use for Multiple Measures of Student Performance.

Student Performance is comprised of Building Level, Teacher Specific and Elective data. In total, these three measures are 50% of the Final Teacher Effectiveness Rating for a classroom teacher. Each area has a prescribed percentage factor of the performance rating as described in Table F.

**Table F: Multiple Measure Rating Areas and
Percentage Factors of Performance Rating**

Multiple Measure Rating Area	Factor
Building Level Rating	15%
Teacher Specific Rating	15%
Elective Rating	20%

(a) *Building level data.*

(1) For the purposes of Paragraph (IV) relating to Standards of Use for Multiple Measures of Student

Performance, the term "building" shall mean a school or configuration of grades that is assigned a unique four-digit identification number by the Department unless the context clearly indicates otherwise.

(2) This area comprises 15% of the Final Teacher Effectiveness Rating. Building level data shall include, but is not limited to, the following when data is available and applicable to a building where the educator provides service:

(i) Student performance on assessments.

(ii) Value-added assessment system data made available by the Department under section 221 of the Public School Code (24 P.S. § 2-221).

(iii) Graduation rate as reported to the Department under section 222 of the Public School Code (24 P.S. § 2-222).

(iv) Promotion rate.

(v) Attendance rate as reported to the Department under section 2512 of the Public School Code (24 P.S. § 25-2512).

(vi) Industry certification examinations data.

(vii) Advanced placement course participation.

(viii) Scholastic aptitude test and preliminary scholastic aptitude test data.

(3) The Department or its designee will provide the Building Level Score for each building within an LEA based on available data. LEA building data will be

published annually on the Department's website. An explanation of the calculation of the building level data and the weight given to each measure utilized for a specific building will be published annually on the Department's website. The Department may add to the list of measures for building level data set forth in Paragraph (IV)(a)(2). Notice of these changes will be published on the Department's website.

(4) Each LEA shall utilize the conversions in Table G below to calculate the Building Level Rating for each building with eligible building level data.

Table G: Conversion from 100 Point Scale to 0—3 Scale for Building Level Rating	
<i>Building Level Score</i>	<i>0—3 Rating Scale*</i>
90.0 to 107	2.50—3.00
70.0 to 89.9	1.50—2.49
60.0 to 69.9	0.50—1.49
00.0 to 59.9	0.00—0.49

*The Department will publish the full conversion table on its website.

LEAs shall add the Building Level Rating to (B)(2) and (C)(2) of the Rating Form.

(5) For classroom teachers in positions for which there is no Building Level Score reported on the Department website, the LEA shall utilize the rating from the teacher observation and practice portion of the rating form in Part (A)(1) in place of the Building Level Rating.

(b) *Teacher specific data.*

(1) Teacher specific data shall comprise 15% of the Final Teacher Effectiveness Rating. Teacher specific data shall include, but is not limited to, the following when data is available and applicable to a specific classroom teacher:

- (i) Student performance on assessments.
- (ii) Value-added assessment system data made available by the Department under section 221 (24 P.S. § 2-221).
- (iii) Progress in meeting the goals of student individualized education plans required under the Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.).
- (iv) Locally developed school district rubrics.

Any data used for a rating must be attributable to the specific classroom teacher who is being evaluated and rated.

(2) The following provisions in this subparagraph apply to teacher specific measures based on assessments and value-added assessment system data (Paragraphs (IV)(b)(1)(i) and (ii)).

(i) The portion of the Teacher Specific Rating related to assessments (Paragraph (IV)(b)(1)(i)) shall be calculated annually for a classroom teacher with available assessment data based upon a percentage of students who score proficient or advanced on the assessments. The Department or its designee will provide the performance level results for each student to the LEA. The LEA shall utilize the conversions in Table H below to rate the classroom teacher's rating on a zero to three scale.

Table H: Conversion from % Scale to 0—3 Scale for Assessments Rating	
<i>% Students at Proficient or Advanced</i>	<i>0—3 Rating Scale</i>
95—100%	3.0
90—94.9%	2.5
80—89.9%	2.0
70—79.9%	1.5
65—69.9%	1.0
60—64.9%	0.5
Below 60%	0.0

(ii) Any score based upon student performance on assessments (Paragraph (IV)(b)(1)(i)) for a classroom teacher with available assessment data shall comprise not more than 5% of the classroom teacher's Final Teacher Effectiveness Rating.

(iii) For the purposes of this section, the portion of the Teacher Specific Rating related to value-added assessment system data made available by the Department under section 221 of the Public School Code (24 P.S. § 2-221) (Paragraph (IV)(b)(1)(ii)) shall be known as PVAAS data.

(iv) Any PVAAS data score attributable to a classroom teacher shall be based on a rolling average of available assessment data during the most recent three consecutive school years.

(v) The Department or its designee will provide the initial 3 year average PVAAS data score to LEAs based on PVAAS data from school years 2013-2014, 2014-2015 and 2015-2016, and will provide the PVAAS rating every year thereafter for classroom teachers with three consecutive school years of PVAAS rating data.

(vi) Each LEA shall use the PVAAS data score provided by the Department or its designee and the conversions in Table I below to calculate a classroom teacher's rating on the zero to three rating scale.

Table I: Conversion from 100 Points Scale to 0—3 Scale for PVAAS Rating	
<i>PVAAS Score</i>	<i>0—3 Scale*</i>
90.0 to 100	2.50—3.00
70.0 to 89.9	1.50—2.49
60.0 to 69.9	0.50—1.49
00.0 to 59.9	0.00—0.49

*The Department will publish the full conversion table on its website.

(vii) A score based upon available PVAAS data shall comprise not less than 10% of the classroom teacher's Final Teacher Effectiveness Rating.

(viii) The Department or its designee will annually publish on the Department's website an explanation for the PVAAS data based on the value-added assessment system data (Paragraph (IV)(b)(1)(ii)).

(ix) Whenever PVAAS data is unavailable for evaluation, other data may be substituted under the following conditions:

(A) In school year 2013-2014, an LEA shall use the rating from Subpart (A)(1) of the Teacher Observation and Practice Rating for a classroom teacher with PVAAS

data in place of the portion of the Teacher Specific Rating based on assessments and value-added assessment system data (Paragraphs (IV)(b)(2)(i) to (vii)) in Subparts (B)(3) and (C)(3) of the rating form.

(B) Starting in school year 2014-2015 and every school year thereafter, if three consecutive school years of PVAAS data are unavailable for the rating of a classroom teacher who provides direct instruction in subjects or grades subject to the assessments, an LEA shall use ratings developed through SLOs for data relating to "progress in meeting the goals of student individualized education plans required under the Individuals with Disabilities Education Act" (IEPs progress) if applicable, and locally developed school district rubrics (Paragraph (IV)(b)(3)).

(3) The following provisions in this subparagraph apply to teacher specific measures based on data related to IEPs progress and locally developed school district rubrics (Paragraphs (IV)(b)(1)(iii) and (iv)).

(i) The portion of the Teacher Specific Rating based on IEPs progress (Paragraph (IV)(b)(1)(iii)) shall be developed by the LEA and validated through an SLO pursuant to Paragraph (IV)(c)(2).

(ii) Any score attributable to a classroom teacher relating to IEP progress (Paragraph (IV)(b)(1)(iii)) and calculated through an SLO shall comprise no more than 5% of the classroom teacher's Final Teacher Effectiveness Rating.

(iii) The portion of the Teacher Specific Rating related to locally developed school district rubrics as listed in Paragraph (IV)(b)(1)(iv) may be based upon rubrics created by the LEA or an LEA may select a measure available through Paragraph (IV)(c) relating to Elective Data. An LEA shall utilize an SLO as set forth in Paragraph (IV)(c)(2) of this section to measure and validate a locally developed school district rubric.

(iv) Any score obtained from locally developed school district rubrics shall comprise not more than 5% of the Final Teacher Effectiveness Rating for a classroom teacher with PVAAS data as defined in Paragraph (IV)(b)(2)(iii).

(v) For a classroom teacher without any attributable assessment or PVAAS data (Paragraphs (IV)(b)(1)(i)) and (ii)), or data related to IEP progress (Paragraph (IV)(b)(1)(iii)), the locally developed school district rubric or rubrics as described in Paragraphs (IV)(b)(1)(iv) and (b)(3)(iii) shall comprise no more than 15% of a classroom teacher's Final Teacher Effectiveness Rating.

(vi) For classroom teachers with no assessment data, no PVAAS data and no SLOs for IEP progress or locally developed school district rubrics in school year 2013-2014, an LEA shall use the rating from Subpart (A)(1) for total Teacher Observation and Practice Rating for a classroom teacher in Subparts (B)(3) and (C)(3) of the rating form.

(4) If a classroom teacher, who is working or has worked for other LEAs in the Commonwealth, is being considered for employment by a different LEA, the prospective employer may ask the teacher for written authorization to obtain the teacher's teacher specific data from a current or previous employer to provide for the continuity of the 3 year rolling average described in Paragraph (IV)(b)(2)(iv).

(c) *Elective data.*

(1) This third area will comprise 20% of the Final Teacher Effectiveness Rating. Elective Data shall consist

of measures of student achievement that are locally developed and selected by the LEA from a list approved by the Department and published in the Pennsylvania Bulletin by June 30 of each year, including, but not limited to, the following:

- (i) District-designed measures and examinations.
- (ii) Nationally recognized standardized tests.
- (iii) Industry certification examinations.
- (iv) Student projects pursuant to local requirements.
- (v) Student portfolios pursuant to local requirements.

(2) LEAs shall use an SLO to document the process to determine and validate the weight assigned to Elective Data measures that establish the Elective Rating. An SLO shall be used to record and verify quality assurance in validating measures of Elective Data, IEPs progress or locally developed school district rubrics on the zero-to-three-point scale and the assigned weight of a measure in the overall performance rating of a classroom teacher. The Department will provide direction, guidance and templates for LEAs to use SLOs in selecting, developing and applying Elective Data measures.

(3) All LEAs shall have SLOs in place for collecting Elective Data and ratings for school year 2014-2015. If Elective Data is unavailable in school year 2013-2014, an LEA shall use the rating in Subpart (A)(1) total Teacher Observation and Practice Rating of the form for a classroom teacher. The rating from Subpart (A)(1) in the form shall be used in Subparts (B)(4) and (C)(4) for the 20% of the classroom teacher's overall performance rating.

(4) If multiple Elective Data measures are used for one classroom teacher, the LEA shall determine the percentage weight given to each Elective Data measure.

(d) *Transfer option.* A classroom teacher who transfers from one building, as defined for building level data (Paragraph (IV)(a)(1)), to another within an LEA, shall have the option of using the Teacher Specific Rating in place of the Building Level Rating for the employee's evaluation in the new placement for two school years starting on the date when the classroom teacher begins the assignment in the new location. A classroom teacher who elects this option shall sign a statement of agreement giving the LEA permission to calculate the final rating using this method.

(e) *Administrative action based on available data.* Nothing in these standards of use for multiple measures of student performance, this section or this chapter shall be construed to limit or constrain the authority of the chief school administrator of an LEA to initiate and take action on a personnel matter, including dismissal of a classroom teacher, based on information and data available at the time of the action.

(V) Recordkeeping: Maintenance of Rating Tool Data, Records and Forms

(a) *Records to be maintained.* It shall be the duty of the LEA to establish a permanent record system containing ratings for each employee within the LEA and copies of all her or his ratings for the year shall be transmitted to the employee upon her or his request; or if any rating during the year is unsatisfactory copy of same shall be transmitted to the employee concerned. No employee shall be dismissed for incompetency or unsatisfactory performance unless such rating records have been kept on file by the LEA.

(b) *Reporting of data restricted to aggregate results.* Pursuant to Section 1123(i) of the Public School Code

11-1123(i), LEAs shall provide to the Department the aggregate results of all classroom teacher evaluations.

(c) *Confidentiality*. Each LEA shall maintain records in accordance with Section 708(b)(7) of the act of February 14, 2008 (P. L. 6, No. 3), known as the "Right-to-Know Law," (65 P. S. § 67.708(b)(7)), and Sections 221(a)(1) and 1123(p) of the Public School Code (24 P. S. §§ 2-221(a)(1) and 11-1123(p)).

(VI.) LEA Alternative Rating Tool.

The Department will review at the request of an LEA an alternative rating tool that has been approved by the LEA governing board. The Department may approve for a maximum period of not more than five years any alternative rating tool that meets or exceeds the measures of effectiveness established under 24 P. S. § 1123.

[Pa.B. Doc. No. 13-1115. Filed for public inspection June 21, 2013, 9:00 a.m.]

Community Information

The school district is approximately 109 square miles in area and consists of three municipalities: Derry Township, Derry Borough, and the borough of New Alexandria.

Derry, originally known as Derry Station, was created in 1852 to serve the Pennsylvania Railroad. It was named after the village on PA Route 982 originally known as Derry and now known as New Derry (even though it is older than the community being discussed here). The original “Derry” in Westmoreland County, Pennsylvania was named after the city, Derry, in Northern Ireland, because the area’s first non-Indian inhabitants were Scotch-Irish.

Derry was ideally suited for major railroad facilities because of its ready access to water from McGee Run (essential in the era of steam locomotives) and because it sits atop a slight summit along the railroad right-of-way. In Derry’s heyday in the late 1800’s, it had four hotels, mainly to serve railroad workers, as well as a roundhouse for locomotive maintenance and a massive railroad yard. Derry was incorporated as a borough on October 22, 1881.

Derry served as the terminal for Pittsburgh commuter trains until 1964, when the Pennsylvania Railroad ceased operating its commuter service. The annual *Railroad Days* Festival serves to remind residents of Derry’s railroading heritage. Little remains of Derry’s railroading boom.

Demographic Information for Derry Area School District (taken from the 2010 census)

Population	17,750
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Racial Makeup

White, nonhispanic	97.61%
African American	1.18%
Native American	0.11%
Other races	1.14%
Hispanic or Latino	0.59%

Income

Median household income	\$41,474.00
Population below poverty line	16.55%
% of students on free/reduced lunch	44%

Community Information**School District Statistics**

Total number of students K-12	2,158
Cost per pupil	\$15, 043
Student/Teacher ratio	14:1
Grades 9-12 drop out rate	6%
Percentage of students with IEP's	12.5%

Industry and higher education in Derry Area and the surrounding communities:

Derry has several industries in the area: Aero Die Casting (manufacturer of castings and powdered metal components) and Westinghouse (a leading supplier of nuclear grade tubing). Area colleges and universities include: Indiana University of PA, Saint Vincent College, Seton Hill University, University of Pittsburgh at Greensburg, Westmoreland County Community College, and Cambria Rowe Business College in Johnstown. Technical and vocational schools in the area include: ITT Tech in Greensburg, Triangle Tech, Business Careers Institute, Pittsburgh Beauty Academy, and Wyotech in Blairsville.

Derry Area School District Information

Mission Statement:

The mission of the Derry Area School District is to develop responsible citizens and life-long learners who are prepared to adapt and succeed in a global society.

Vision Statement:

Derry Area students will develop a respect for learning through self-reflection, personal responsibility in the learning process, and individual goal setting. Involvement in school activities and community programs will reinforce rigorous classroom learning and develop qualities of tolerance, commitment, self-worth, and the expectation of success. The teacher, as a facilitator of teaching and learning, will participate in a dynamic, differentiated program of professional development to build and maintain a range of evidence based instructional strategies.

A flexible integrated curriculum will support 21st century student learning and teacher instruction. Within a supportive learning environment, student engagement with high level tasks will promote the acquisition of critical thinking skills and knowledge. Students will be articulate, literate learners and problem solvers. The use of a variety of technologies will allow students to prepare for and adapt to an every changing, global society. Multi-disciplinary learning activities will create a realistic environment which will encourage creativity and reinforce both independent and team problem solving skills, while impacting the local community through collaborative project solutions. Ongoing, varied assessment practices will accommodate various learning styles and emphasize accomplishment while identifying individual student learning needs. The curriculum will establish respect for all cultures as well as tolerance for individual differences.

Shared Values:

The shared values of the Derry Area School District comprise the foundation that frames every aspect of our educational and co-curricular programs. We believe that:

- Education must be a partnership of school, home and community in order for students to realize their full potential.
- It is essential that the district provide all students with a wide array of opportunities, curricular and co-curricular, that will individualize and maximize academic, moral and ethical growth.
- It is the district's responsibility to instill tolerance and respect for diversity that will cultivate respect for one's self and others.
- Every student's talents and potential are unique.
- Learning is a process of refinement, reflection and experimentation. Students must be provided with multiple opportunities to revisit and revise their understanding/work.
- Success is achieved through applied learning in conjunction with effort and perseverance.
- All students should experience access to and participation in district resources and services according to their needs.

Derry Area School District Information

District Administration

<http://derryasd.schoolwires.com> >>Admin >> Contact Info

Superintendent: **Cheryl A. Walters**

Office location: 2nd floor administration building

Phone: 724-694-1400

Ext. 1400

Confidential Executive Secretary/Foundation Secretary - Brenda Bitz

Phone: 724-694-1400

Assistant Superintendent:

Office location: 2nd floor administration building

Phone: 724-694-1405

Ext. 1405

Confidential Executive Secretary - Rachelle Snyder

Phone 724-694-1405

Business Manager - **Joseph Koluder, Jr.**

Office location: 2nd floor administration building

Phone: 724-694-1402

Ext. 1402

Confidential Executive Secretary - Terri Roble

Phone: 724-694-1402

Payroll, Confidential Secretary - Darla Irvin

Phone: 724-694-1407

Ext. 1407

Psychologist/Director of Special Services - **David Momper**

Office Location: 2nd floor administration building

Phone: 724-694-1408

Ext. 1408

Special Services Secretary - Lucy Byers

Phone: 724-694-1408

Derry Area School District Information

System Administrator Technology Dept. - **Jeramy Kopacko**

Office Location: Middle School

Phone: 724-694-1381

Ext. 1381

Secretary, Technology Department - Amy Nitkiewicz

Ext. 1380

District Supervisors:

Athletic Director, Transportation & Coordinator of Community Recreation Programs - **Brett Miller**

Office Location: 1st floor administration building

Phone: 724-694-1419

Ext. 1419

Secretary, Athletics - Keegan Watson

Phone: 724-694-1409

Supervisor of Buildings and Grounds - **Rick Naeger**

Assistant Supervisor of Buildings & Grounds - **Gene Stofko**

Office Location: 1st floor administration building

Phone: 724-694-1415

Ext.: 1412 (Rick)

Ext.: 1418 (Gene)

Secretary, Maintenance - Karen Siko

Phone: 724-694-1415

Fiscal Manager/Board Secretary, Open Records Office - **Barbara Visconti**

Office Location: 2nd floor Administration Building

Phone: 724-694-1404

Ext.: 1404

Derry Area School District Information

District Supervisors:

Food Service Director - **Gwen Kozar**

Office Location: High School Cafeteria

Phone: 724-694-1442

Ext.: 1442

Assistant to the Food Service Director - Cheryl Benson

Ext.: 1476

School Wide Information

	Tour and introductions
	Copier use
	Breakfast/lunch procedures
	Emergency/Safety Plan/Fire Drill
	Parking
	Forms (guidance referral, supply requests, etc.)
	Student/Parent Handbook
	Weekly Calendar
	Monthly Calendar
	Secretaries/Custodians
	Teacher Handbook
	Recess procedures (EL only)
	In-service/Modified Days
	Sign in/out of the building
	Assigned duties
	Room sign-out procedure (Library, computer lab, etc)
	AV equipment/COWS
	Grading/Edline/Gradebook
	District website/On Hand Schools

Individual Teacher Information

Review the following with your Year 1 Inductee:

	Bell schedule/teaching schedule
	Flip chart/Emergency procedures
	Rules, expectations, procedures, discipline strategies
	Safety equipment
	Substitute Folder/Emergency Back-up Plan
	Addressing special needs students/PCA introductions
	Security of room and materials
	Phone use
	Communicating with: <ul style="list-style-type: none"> • Principals • Other administrators • Guidance counselors • Parents
	Attire
	Tutoring/curriculum hours
	Attendance/promptness