



Professional Development Assessment Manual

8500 Oliver Road
Erie, Pennsylvania 16509-4699

www.ects.org

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The Erie County Technical School is pleased to be an
Equal Opportunity School and Employer

**Erie County Technical School
Administrative Procedure 412—
Evaluation of Professional and Temporary Professional Employees**

Purpose of Procedure

This administrative procedure is intended to establish a sound process for the annual observation and evaluation of professional and temporary professional employees. As stated in Erie County Technical School (ECTS) Operating Committee policies 412 and 413, the objectives of employee observations and evaluations shall be to:

1. Aid the teacher to grow professionally.
2. Raise the standards of the profession as a whole.
3. Raise the quality of instruction and educational services to the students being taught.

Beginning in 2013-2014, the Pennsylvania Department of Education (PDE) instituted a required Educator Effectiveness program. This new program is much more comprehensive, in terms of observation and evaluation activities that must occur, as compared with the previous PDE requirements. The Educator Effectiveness Program also requires that the evaluation process and model reflect the *Framework for Teaching* created by Charlotte Danielson.

The table below describes:

1. The required PDE evaluation measures
2. The weight assigned to each measure by PDE
3. The ECTS evaluation strategy that assesses the PDE measures
4. The weight of the ECTS strategy

PDE Measure	PDE Weight	ECTS Strategy to Assess the PDE Measure	ECTS Weight
A. Teacher Observation & Practice Rating	50%	1. Formal Observations 2. Informal Walk-throughs	1. 50% 2. 15%
B. Building Level Rating	15%	<i>Part-time career and technical education centers do not receive a building level rating from PDE. The 15% assigned to this measure for other teachers in Pennsylvania schools is allocated to the Teacher Observation & Practice Rating</i>	0%
C. Teacher Specific Rating	15%	1. Professional Development Portfolio 2. NOCTI Action Plan 3. Curriculum Audit	1. 10% 2. 2.5% 3. 2.5%
D. Elective Rating	20%	1. Student Learning Objective—NOCTI Written Score (achievement) 2. Student Learning Objective—Industry Certification (achievement)	1. 10% 2. 10%
Total	100%		100%

Manual

A manual is available that contains the PDE documents related to the Educator Effectiveness Program, the Danielson *Framework for Teaching*, and the ECTS documents used in the observation and evaluation process.

Online Process Management Tool

The ECTS utilizes an online management tool, eWalk Plus, to facilitate enhance communication during the observation and evaluation processes, and to manage the documentation associated with these processes. All faculty and staff are expected to acquaint themselves with the online tool and use it to complete all professional reflections, self-assessments, supervisory assessments and to provide dialogue and feedback at the various stages of the processes.



Last Name	First	Middle
District/LEA	School	
Rating Date:	Evaluation: (Check one)	☐ Semi-annual ☐ Annual

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

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

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

(3) Teacher Specific Rating	
(4) Elective Rating	

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	

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)

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.

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.

Erie County Technical School
PDE Educator Effectiveness Rating Tool
ECTS Administrative Procedure 412:
Evaluation of Professional and Temporary Professional Employees
Final Teacher Effectiveness Rating--All Measures

Pennsylvania Department of Education					Erie County Technical School	
Measure	Rating ¹	Factor	Earned Pts.	Max Pts.	Measure--ECTS Components	Factor
(1) Teacher Observation & Practice Rating	0	0.65	0	1.95	Formal Observation(s)	0.500
					Informal Walk-throughs	0.150
(2) Building Level Rating ²						
(3) Teacher Specific Rating	0	0.15	0	0.45	Professional Portfolio	0.100
					NOCTI Action Plan	0.025
					Curriculum Audit	0.025
(4) Elective Rating	0	0.20	0	0.60	SLO--NOCTI Written Score	0.100
					SLO--Industry Certification Test	0.100
Total Earned Points	0	1.00	0	3.00		1.000

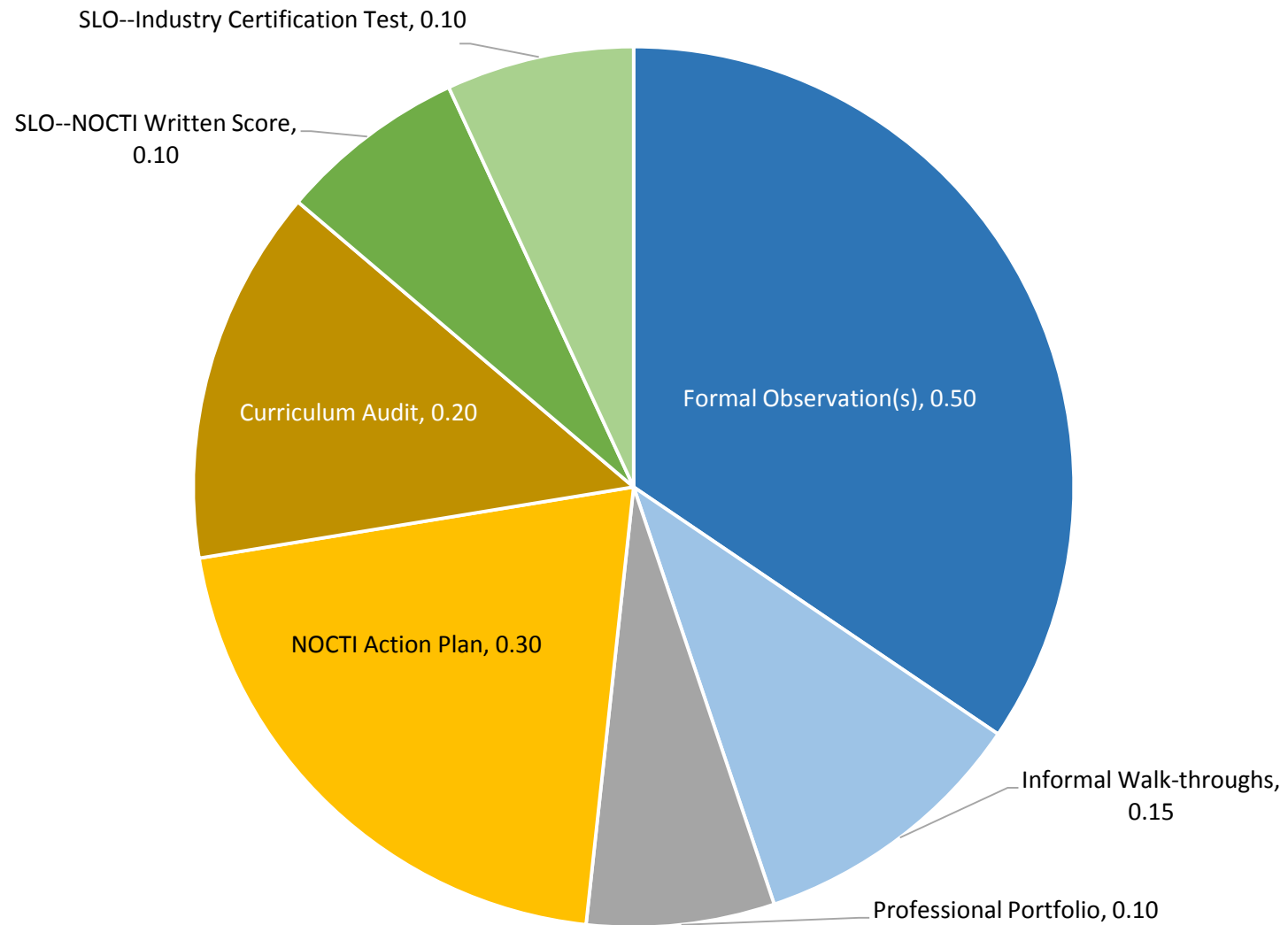
1--Rating Scale 0 to 3, whole numbers only

2--No Building Level Rating for PT CTCs, Factor (.15) and Pts. Included in Teacher Observation & Practice Rating

Domain Rating Assignment	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

Conversion to Performance Rating	
Total Points Earned	Rating
0.0 - .049	Failing
0.5 - 1.49	Needs Improvement
1.5 - 2.49	Proficient
2.5 - 3.00	Distinguished

Educator Effectiveness Rating
PDE Measure and ECTS Components



DOMAIN 1: PLANNING & PREPARATION

A. DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY				Eligible Assessment Points
1. Instructor has made industry site visits within the last year. (excludes field trips)				Portfolio
2. National skill standards are incorporated into the curriculum.				Portfolio, Audit
3. Instructor demonstrates expertise in technical skills.				Portfolio, Observe
4. Instructor selects delivery methods to meet a variety of learning styles.				Portfolio, Pre-Conf, Observe
5. Instructor plans for the integration of a variety of methods and disciplines for instruction. (e.g. videos, projects)				Portfolio, Pre-Conf, Observe
Failing	Needs Improvement	Proficient	Distinguished	
In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	
B. DEMONSTRATING KNOWLEDGE OF STUDENTS				Eligible Assessment Points
6. Instructor creates a classroom environment appropriate for persons of diverse backgrounds.				Pre-Conf, Observe
7. Instructor reviews students IEP's annually.				Portfolio, Audit
8. Instructor plans for necessary instruction appropriate for all students.				Portfolio, Pre-Conf
Failing	Needs Improvement	Proficient	Distinguished	
The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	

DOMAIN 1: PLANNING & PREPARATION

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2. National skill standards are incorporated into the curriculum.			Portfolio, Audit
3. Instructor demonstrates expertise in technical skills.			Portfolio, Observe
4. Instructor selects delivery methods to meet a variety of learning styles.			Portfolio, Pre-Conf, Observe
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B. DEMONSTRATING KNOWLEDGE OF STUDENTS			Eligible Assessment Points
6. Instructor creates a classroom environment appropriate for persons of diverse backgrounds.			Pre-Conf, Observe
7. Instructor reviews students IEP's annually.			Portfolio, Audit
8. Instructor plans for necessary instruction appropriate for all students.			Portfolio, Pre-Conf
Failing	Needs Improvement	Proficient	Distinguished
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DOMAIN 1: PLANNING & PREPARATION			
C. SELECTING INSTRUCTIONAL OUTCOMES			Eligible Assessment Points
9. Program guide/sequence chart are updated and available to students.			Portfolio, Observe, Audit
10. Course syllabi and the Duty & Task list are used with students in the program.			Portfolio, Observe, Audit
11. Outcomes reflect different types of rigorous learning. (knowledge, conceptual understanding, thinking skills)			Portfolio, Pre-Conf
12. Outcomes are appropriate for all students in the class.			Pre-Conf, Observe
Failing	Needs Improvement	Proficient	Distinguished
The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
D. DEMONSTRATING KNOWLEDGE OF RESOURCES			Eligible Assessment Points
13. Current computer technology appropriate to the lab is researched and used in lesson planning.			Portfolio, Pre-Conf
14. Instructional materials are current and professional in appearance.			Portfolio, Pre-Conf, Observe, Audit
15. Instructional materials align with learning outcomes.			Portfolio, Pre-Conf
16. Instructor seeks resources that further their professional knowledge.			Portfolio
17. Community resources are utilized (e.g. field trips, guest speakers).			Portfolio, Pre-Conf, Observe
18. Instructor uses resources that are appropriately challenging for students.			Pre-Conf, Observe
Failing	Needs Improvement	Proficient	Distinguished
The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

DOMAIN 1: PLANNING & PREPARATION

E. DESIGNING COHERENT INSTRUCTION			Eligible Assessment Points
19. Instruction is designed to engage students and advance them through the content.			Portfolio, Pre-Conf
20. Instructional materials are appropriate to the learning needs of the students.			Portfolio, Pre-Conf
21. Instructional groups are organized to support student learning.			Pre-Conf, Observe
22. Lesson and unit structure is clear and sequenced to advance students' learning.			Portfolio, Pre-Conf, Audit
23. Instructor routinely incorporates reading, math and writing exercises into the lesson plans.			Portfolio, Pre-Conf, Observe
Failing	Needs Improvement	Proficient	Distinguished
Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
F. DESIGNING STUDENT ASSESSMENT			Eligible Assessment Points
24. Student achievement is measured with a variety of assessment tools (tests, quizzes, and projects).			Portfolio, Audit
25. Assessments match learning expectations.			Portfolio, Pre-Conf, Observe
26. The instructor assesses employability skills and includes them in the students' grades.			Portfolio, Audit
27. Results of assessments guide future planning.			Portfolio, Pre-Conf
Failing	Needs Improvement	Proficient	Distinguished
Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

DOMAIN 2: CLASSROOM ENVIRONMENT			
A. CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT			Eligible Assessment Points
28. Instructor establishes an environment where students are attentive and take direction from the Instructor.			Observe
29. Instructor works to build relationships that are consistent, stable and respectful.			Pre-Conf, Observe
30. An environment of mutual respect is evident in students' interactions with one another.			Pre-Conf, Observe
31. Instructor creates a classroom environment appropriate for persons of diverse backgrounds.			Pre-Conf, Observe
Failing	Needs Improvement	Proficient	Distinguished
Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

DOMAIN 2: CLASSROOM ENVIRONMENT			
B. ESTABLISHING A CULTURE FOR LEARNING			Eligible Assessment Points
32. Students are on task.			Observe
33. Instructor conveys the importance of the content and learning.			Pre-Conf, Observe
34. There are expectations for learning and achievement.			Pre-Conf, Observe
Failing	Needs Improvement	Proficient	Distinguished
The culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have aptitude for the subject.	The culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

DOMAIN 2: CLASSROOM ENVIRONMENT			
C. MANAGING CLASSROOM PROCEDURES			Eligible Assessment Points
35. Classroom routines are efficient and provide effective transitions from one activity to the next.(including start, end)			Observe
36. Instructor possesses a proactive relationship with instructional support staff.			Observe
37. Instruction assists students to enable them to work effectively in groups.			Pre-Conf, Observe
38. Materials and supplies are managed efficiently and effectively.			Pre-Conf, Observe
39. Instructor manages non-instructional duties efficiently and effectively. (attendance, permission slips)			Pre-Conf, Observe
Failing	Needs Improvement	Proficient	Distinguished
Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, is consistently successful. With minimal guidance and prompting, students follow established classroom routines, and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Paraprofessionals make an independent contribution to the class.
D. MANAGING STUDENT BEHAVIOR			Eligible Assessment Points
40. Instructor uses appropriate techniques to diffuse negative behavior and reinforces positive behavior.			Observe
41. Students are aware of and actively illustrate the adherence to classroom rules.			Observe
42. Instructor deals with serious discipline problems in an expedient and appropriate manner.			Observe
43. Instructor monitors and is attuned to what is happening in the classroom.			Observe
Failing	Needs Improvement	Proficient	Distinguished
There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

DOMAIN 2: CLASSROOM ENVIRONMENT			
E. ORGANIZING PHYSICAL SPACE			Eligible Assessment Points
44. Instructor has a system to effectively and safely organize and store materials, equipment and tools.			Portfolio, Observe
45. Lab is maintained in a safe and organized manner.			Observe, Audit
46. Broken tools and equipment are repaired immediately or tagged out of service.			Observe, Audit
47. Students wear safety glasses when in the lab.			Observe, Audit
48. Students wear safety glasses when in the lab.			Observe, Audit
49. Safety guards are used on equipment.			Portfolio, Observe, Audit
50. Physical arrangements of the classroom provide the opportunity for teachers to advance learning.			Pre-Conf, Observe
Failing	Needs Improvement	Proficient	Distinguished
The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

DOMAIN 3: INSTRUCTIONAL DELIVERY			
A. COMMUNICATING WITH STUDENTS			Eligible Assessment Points
51. The instructor clearly communicates goals for learning to students.			Observe
52. Directions for activities are clear and provided in writing, orally or some combination.			Observe
53. Explanations of technical content are clear and possible misconceptions are anticipated.			Pre-Conf, Observe
54. Language, both oral and written, is correct and imaginative, and aligned to industry standards.			Pre-Conf, Observe
Failing	Needs Improvement	Proficient	Distinguished
The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

DOMAIN 3: INSTRUCTIONAL DELIVERY			
B. USING QUESTIONING AND DISCUSSION TECHNIQUES			Eligible Assessment Points
55. The instructor uses high quality questions and prompts, and incorporates career relevant scenarios.			Pre-Conf, Observe
56. Effective discussion techniques are used.			Pre-Conf, Observe
57. There is evidence of high levels of student participation.			Observe
Failing	Needs Improvement	Proficient	Distinguished
The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTIONAL DELIVERY			
C. ENGAGING STUDENTS IN LEARNING			Eligible Assessment Points
58. Delivery methods are engaging, interesting, and motivating.			Observe
59. Instructor uses a variety of activities and assignments for instruction that are relevant to the industry.			Portfolio, Observe
60. The instructor utilizes literacy activities as a tool to promote learning and engage students in occupational content.			Pre-Conf, Observe, Audit
61. Instructor uses a variety of materials and resources to deliver instruction. (e.g. software, videos)			Portfolio, Pre-Conf, Observe
62. Instructor uses grouping of students to enhance instruction.			Pre-Conf, Observe
Failing	Needs Improvement	Proficient	Distinguished
The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

DOMAIN 3: INSTRUCTIONAL DELIVERY			
D. USING ASSESSMENT IN INSTRUCTION			Eligible Assessment Points
63. Students are aware of and understand the criteria for assessment.			Portfolio, Pre-Conf, Observe
64. Instructor has a plan for the monitoring of student learning especially in lab activities.			Portfolio, Pre-Conf
65. The instructor gives feedback in a timely, constructive manner in order to assist with improved performance.			Pre-Conf, Observe
66. Students conduct self-assessments and monitor their own learning.			Portfolio, Pre-Conf, Observe
Failing	Needs Improvement	Proficient	Distinguished
Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is evidence that they have contributed to the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. Forms of feedback, from both teacher and peers, are accurate and specific and advances learning. Students self-assess/monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

DOMAIN 3: INSTRUCTIONAL DELIVERY			
E. DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS			Eligible Assessment Points
67. The instructor adjusts the lesson plan, as needed, during the course of the lesson.			Observe
68. Instructor takes the opportunity for a “teachable moment”.			Observe
69. Instructor persists when students encounter difficulties in learning.			Observe
Failing	Needs Improvement	Proficient	Distinguished
The teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don’t understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

DOMAIN 4: PROFESSIONALISM			
A. REFLECTING ON TEACHING			Eligible Assessment Points
70. Instructor accurately reflects on lessons using realistic expectations.			Portfolio
71. Instructor seeks feedback from students to improve instruction.			Portfolio, Observe
72. Instructor uses reflections in future teaching.			Portfolio, Audit
Failing	Needs Improvement	Proficient	Distinguished
The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
B. MAINTAINING ACCURATE RECORDS			Eligible Assessment Points
73. The instructor utilizes the electronic grading system provided by the organization.			Portfolio, Audit
74. Instructor documents serious discipline issues.			Portfolio, Audit
Failing	Needs Improvement	Proficient	Distinguished
The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.

DOMAIN 4: PROFESSIONALISM			
C. COMMUNICATING WITH FAMILIES			Eligible Assessment Points
75. Instructor offers opportunities for parents to participate in the learning process.			Portfolio
76. Information regarding the program and student progress is shared to families on an ongoing basis.			Portfolio, Audit
Failing	Needs Improvement	Proficient	Distinguished
The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
D. PARTICIPATING IN A PROFESSIONAL COMMUNITY			Eligible Assessment Points
77. Instructor shares materials and ideas with other Instructors and regularly shows teamwork skills.			Portfolio
78. Instructor participates in school committees or extracurricular activities as appropriate.			Admin Notation
79. Instructor interacts with the business community.			Portfolio
Failing	Needs Improvement	Proficient	Distinguished
The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

DOMAIN 4: PROFESSIONALISM			
E. GROWING AND DEVELOPING PROFESSIONALLY			Eligible Assessment Points
80. Instructor remains current by participating in professional development activities.			Portfolio
81. Instructor possesses industrial certification.			Portfolio
82. Instructor belongs to professional associations.			Portfolio
83. Instructor establishes contact with other schools offering similar programs.			Portfolio
Failing	Needs Improvement	Proficient	Distinguished
The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

DOMAIN 4: PROFESSIONALISM			
F. DEMONSTRATING PROFESSIONALISM			Eligible Assessment Points
84. Instructor acts with integrity and honesty.			Admin Notation
85. Instructor solves problems with students' needs as a priority.			Admin Notation
86. Instructor complies with all federal, state and local requirements to maintain instructional position.			Admin Notation
87. The guidance office is utilized for appropriate interventions.			Admin Notation
88. An organized cost-effective approach is used to operate the program.			Admin Notation
89. Occupational Advisory Committee has reviewed curriculum within the past year.			Portfolio
90. There is evidence students have passed a safety test prior to the use of lab equipment.			Portfolio, Audit
91. Emergency evacuation plans are posted and instructor participates as directed in drills.			Portfolio, Audit
92. The SDS system is up-to-date and posted in classroom.			Portfolio, Audit
93. Instructor has immediate access to the safe schools plan and procedures are followed as outlined.			Audit
94. Professional obligations are met in a timely, organized manner and are of high quality.			Admin Notation
95. Instructor remains current with teacher certification requirements and Act 48 hours.			Portfolio
Failing	Needs Improvement	Proficient	Distinguished
The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher plays a role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Faculty Member's Name:		
	Evidence Supporting Proficient	Evidence Supporting Distinguished
DOMAIN 1: PLANNING/PREPARATION		
A. Demonstrating Knowledge of Content and Pedagogy		
1. Instructor has made an industry site visit within the last year. (Field Trips excluded)	Business card of the individual visited; copy of an industry site visit form.	Communication of the planned visit and the purpose. Summary of the impact to the programs' curriculum with plans.
2. National skills standards have been incorporated in the curriculum.	Description of alignment or pages from duty/task list	National skills standards identified on assignments or lesson plans; assessments aligned to skill standards
B. Demonstrating Knowledge of Students		
8. Instructor plans for necessary instruction appropriate for all students.	Supply an adaptation utilized for a student ##	A descriptive purpose and example of an adaptation for a student/students; adaptation clearly addresses student's weakness; involves instructional activity
C. Selecting Instructional Outcomes		
10. Course syllabi and the Duty & Task list are used with students in the program.	Submit three samples of course syllabi with evidence of student availability	Revision date on syllabi; revised in last two years; student sign-off; note on revisions
D. Demonstrating Knowledge of Resources		
14. Instructional materials are current and professional in appearance.	May include sources from #8	Incorporates color, graphics, photos, white space; free of spelling or grammatical errors; includes logo, revision date; revised within two years
E. Designing Coherent Instruction		
23. Instructor routinely incorporates reading, math and writing exercises into the lesson plans.	Submit at least three exercises ##	Tied to quarterly literacy plan- "Writing for Thinking"; relevant to lab or employability skills; accounts for learning styles or special needs; dated; throughout the year; exercises occur at <i>Depth of Knowledge</i> Levels 4 or 3
24. Student achievement is measured with a variety of assessment tools (tests, quizzes, and projects).	A sample of each assessment type ##	Clearly identified; aligned to a course, syllabus competency or sequence chart
26. Employability skills are assessed and included in the student's grade.	Description of how skills are assessed or a copy of a weekly grade worksheet; eDesk report for a student ##	A list of behaviors assessed; description of how shared with students; screen shot of Graded Activities in Employability Skills component
DOMAIN 2: CLASSROOM ENVIRONMENT		
E. Organizing Physical Space		
44. Instructor has a system to effectively organize and store materials, equipment and tools.	Evidenced with a brief description	A thorough description of your system for materials storage and disposal; equipment and tools storage, up-keep, and disposal

Faculty Member's Name:		
	Evidence Supporting Proficient	Evidence Supporting Distinguished
DOMAIN 3: INSTRUCTIONAL DELIVERY		
C. Engaging Students in Learning		
60. The instructor utilizes literacy activities as a tool to promote learning and engage students in occupational content.	Submit at least 3 exercises. May include sources from #8, #14, and #23 ##	Tied to quarterly literacy plan; relevant to lab or employability skills; accounts for learning styles or special needs; dated; throughout the year; exercises occur at <i>Depth of Knowledge</i> Levels 4 or 3
61. Instructor uses a variety of materials and resources to deliver instruction. (e.g. software, videos)	May include sources from #8, #14, and #23	Methods occur at <i>Depth of Knowledge</i> Levels 4 or 3; incorporates technology, outside resources, collaborative learning, cooperative teaching
DOMAIN 4: PROFESSIONALISM		
A. Reflecting on Teaching		
70. Instructor accurately reflects on lessons using realistic expectations.	The reflection on a specific lesson includes the instructor's opinion of how effective the instructional activities were in meeting the lesson objective. The reflection includes several ideas of how the lesson could be improved the next time it is taught.	The reflection on a specific lesson includes an analysis of specific indicators of effectiveness (e.g., student feedback, assessment results), citing both positive and negative observations. The instructor describes alternative actions that might be used the next time the lesson is taught that would work within the current program design.
71. Instructor seeks student feedback to improve instruction.	Submit the feedback instrument and your response and/or plan to utilize ##	Feedback at the lesson or unit level; your response to students; your action plan
C. Communicating with Families		
75. Instructor offers opportunities for parents to participate in the learning process.	Correspondences with parents/guardians engaging them in the learning process.	Newsletter, frequent emails that display an engagement. Student is an active member of the learning process team.
76. Information regarding the program and student progress is shared with families on an ongoing basis.	Progress reports, grade cards, letters or emails on an as-needed basis; families invited to participate in program	Newsletters, frequent emails, shares current course topics or projects; students play a role in media and messages
D. Participating in a Professional Community		
77. Instructor shares materials and ideas with other Instructors and regularly shows teamwork skills.	Regularly volunteers and participates in school initiatives and activities related to professional inquiry.	Takes leadership role in promoting activities of professional inquiry and school initiatives.
78. Instructor participates in school committees or extracurricular activities as appropriate.	Instructor supports and cooperates with school committees and activities; volunteers to participate in school events.	Instructor takes leadership role in school committees and activities; making substantial contributions to the processes.
79. Instructor interacts with the business community.	Submit field trip request, guest speaker, Co-op visit, NOCTI proctors	Lesson plan with rationale and curriculum alignment; handouts for activity; dated
E. Growing and Developing Professionally		

Faculty Member's Name:		
	Evidence Supporting Proficient	Evidence Supporting Distinguished
80. Instructor remains current by participating in professional development activities.	Copy of activities participated in	Minutes; Agendas; Products
81. Teacher possesses industrial certification.	Copy of industrial certification	Test results; certification card; dated; current; requires recertification based on competence; clearly aligned to program
82. Teacher belongs to professional associations.	Submit copy of membership not including ACTE or AFT	Membership card, receipt, credit card statement
83. Instructor establishes contact with other schools offering similar programs.	Submit school contact and purpose of the collaboration.	Demonstrate a curriculum adjustment or improvement because of the collaboration with a lesson plan or curriculum change.
F. Demonstrating Professionalism		
89. Occupational Advisory Committee has reviewed curriculum within the past year	Evidence of curriculum presented at OAC meeting	OAC members sign-off on sequence chart; minutes of meeting with notes on discussion; evidence of preview by OAC members prior to meeting
90. There is evidence students have passed a safety test prior to the use of lab equipment.	Supply a quiz, test or sign-off sheet ##	Syllabus identifying assessment; agency created test or check-off sheet; student recourse if failure included on assessment; written and performance

Erie County Technical School Professional Development Portfolio Electronic Portfolio Instructions

This work instruction outlines the steps you follow to create an electronic portfolio. Your use of an electronic portfolio is required for the 2014-2015 academic year. If you have questions or encounter difficulty creating your electronic portfolio, you can seek assistance from the Director.

Step 1:

Here are some notes on selecting files to attach to your electronic portfolio:

- A. The following file formats are accepted by eWalkPlus:
 - 1) .csv (Comma Separated Value)
 - 2) .txt (Windows text file)
 - 3) .pdf (Adobe)
 - 4) .ppt (PowerPoint)
 - 5) .pptx (PowerPoint 2010)
 - 6) .xls (Excel)
 - 7) .xlsx (Excel 2010)
 - 8) .doc (Word)
 - 9) .docx (Word 2010)
- B. Only one document can be selected at a time.
- C. Documents containing actual student work will need to be scanned first.
- D. If you intend to include photographs as part of your binder, insert them in a Word document, and then attach that document to your portfolio.
- E. Before you begin to attach electronic documents, you must first assign a document number to each piece of evidence you intend to attach.
- F. The document number will be the Element Number assigned in the Professional Development Portfolio 2014-2015 document. The Professional Development Portfolio 2014-2015 document can be found in Tab 5 of your binder.
- G. The number is placed before the file name of your document. The four-part convention to use is:
 - 1. Portfolio Element Number, followed by a period, followed by the number 1, and then followed by the document name.
 - 2. If you have more than one document for an element, use a series of numbers after the period to show the sequence—2 for the second document, 3 for the third document, etcetera.

For example:

- Element Number 1 is: "Instructor has made an industry site visit within the last year."
- You want to attach three documents to demonstrate your proficiency.
- Document number one is an email from the company confirming the visit. Label the document as follows:

1.1 Email from Company XYZ

- Document number two is a summary of how the visit improved your instruction. Label this document as follows:

1.2 Summary of Company XYZ Visit

- Document number one is an email from the company confirming the visit. Label the document as follows:

1.3 Thank You Email to Company XYZ

- H. The numbering system for documents in Element Number 2 would look like this: 2.1 and then 2.2.
- I. Once you have your documents properly numbered, you are ready to begin attaching them to your electronic portfolio.

Step 2:

1. **Sign-in** to eWalkPlus as you normally do
2. Select **Manage**
3. Select **Views**
4. Click on the **Professional Portfolio** icon (purple arrow)
5. Click on the **New** icon
6. In the *Select Template menu*, the **ECTS—Professional Portfolio** should be showing
7. In the *Select Person menu*, **Select** the **administrator** assigned to your end-of-year evaluation (Principal or Director).
8. Click on the **Create** button

You will see a row titled "Attach Files" (fourth row down)

9. Click on the **Select File** button
10. **Browse to the location/file folder** which contains your electronic portfolio documents (this should be a folder you created on your T:\ drive)
11. **Click on the document** you want to attach to your portfolio
12. Click the **Open** button

The document you selected will now appear in a pane below the "Attach File" row.

13. When you are done selecting documents to attach, Click on the **Upload File(s)** button.
14. You can **delete** your uploaded files at any time. If you want to delete an uploaded file, Click on the Ø symbol next to the file name.

This document is also available on SharePoint under Teacher Effectiveness.

Instructor	Program Title

This NOCTI Improvement Plan Rubric is part of the Erie County Technical School's Professional Development Assessment and accounts for 2.5% of a faculty member's overall performance rating and is accounted for in the Teacher Specific Rating. The faculty member will use this rubric to self-assess the plan and will submit the self-assessment and plan at least one week before the lesson is taught.

The Erie County Technical School maintains an effective system for controlling any curriculum products, services or curriculum-related products or services that do not conform to stated requirements. This Curriculum Audit process conforms to ISO Quality Policy Number: 8.3 Control of Nonconforming Product.

Topic of Lesson: _____ Time Frame for Instruction: _____

Category	Distinguished 3	Proficient 2	Needs Improvement 1	Failing 0	Administrator's Rating
1. Alignment to Lower Performing NOCTI Written or Performance Competencies	The strategies <i>were clearly focused</i> on the identified lower performing NOCTI competencies.	The strategies <i>appeared to be related</i> to the identified lower performing NOCTI competencies.	It was unclear how the strategies related to the identified lower performing NOCTI competencies.	The strategies did not relate to identified lower performing NOCTI competencies or they were not identified.	
2. Variety and Rigor of RtII in PA Instructional Strategies	Both High Impact Strategies and Effective Teaching Principles were included in the plan.	High Impact Strategies were included in the plan.	Effective Teaching Principles were included in the plan.	Neither RtII in PA High Impact Strategies or Effective Teaching Principles were included in the plan.	
3. Resources Utilized	The instructor's knowledge of challenging resources for classroom use and professional development is extensive and includes resources from the community, professional organizations and the Internet.	The instructor displays awareness of challenging resources beyond those provided by the school for classroom use and professional development including the Internet and seeks out such resources.	The instructor displays some awareness of challenging resources beyond those provided by the school for classroom use and for professional development but does not seek to expand this knowledge.	The instructor is unaware of challenging resources to assist student learning beyond materials provided by the school, nor is the teacher aware of resources for expanding one's own professional skill.	

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Category	Distinguished 3	Proficient 2	Needs Improvement 1	Failing 0	Administrator's Rating
4. Instructional Activities	The sequence of learning activities is aligned to instructional goals and engages students in high-level cognitive activity with reasonable time allocations. Activities are differentiated for individual learners and groups are varied, with opportunity for student choice.	Most of the learning activities are aligned to instructional goals, have reasonable time allocations, represent significant cognitive challenge with some differentiation for groups of students and varied use of grouping.	Some of the learning activities are aligned with instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Groups partially support activities with some variety. Progress is uneven with only some reasonable time allocations.	Learning activities are poorly aligned with instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity and have unrealistic time allocations. Groups are not suitable to the activities and offer no variety.	
5. DOK Levels for Instructional Outcomes	The highest level activity was DOK Level 4.	The highest level activity was DOK Level 3.	The highest level activity was DOK Level 2.	The highest level activity was DOK Level 1	
6. Accommodations and Adaptations	The instructor acquires information about levels of development for individual students and plans activities that meet the students' learning styles and special needs. Outcomes are differentiated as needed for individual students.	The instructor acquires information about levels of development for groups of students and plans activities that meet the students' learning styles and special needs. Outcomes are differentiated as needed for groups of students.	The instructor displays generally accurate knowledge of how students learn, yet may apply this knowledge not to individual students but to the class as a whole. Outcomes are suitable for most of the students in the class.	The instructor displays minimal understanding of how students learn and little knowledge of varied approaches to learning and special needs. Accommodations and adaptations are not planned. Outcomes reflect only one type of learning and are suitable for only some students.	

Category	Distinguished 3	Proficient 2	Needs Improvement 1	Failing 0	Administrator's Rating
7. Assessment Strategies	All instructional outcomes may be assessed, with clear criteria for assessing student work. Formative assessment includes students and is well designed.	All outcomes may be assessed. The instructor has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria are unclear. Formative assessment is very basic.	The instructor has no plan to incorporate formative assessment in the lesson. Assessment procedures are not aligned with instructional outcomes and lack criteria.	
8. Plan Details	The plans were very detailed and clear. Materials or assignment sheets were provided.	The plans were somewhat detailed but left the reviewer with one or two questions.	The plans were sketchy and hard to follow. The reviewer had three or four questions.	The plans were unclear and disjointed, leaving the reviewer with many questions.	
Total Score (24 points possible)					
Rating (Total Score/8)					

Comments:

Instructor's Signature: _____

Date: _____

Reviewer's Signature: _____

Date: _____

Erie County Technical School
Curriculum Audit Rubric

2014-2015
Page 1

CIP Code	Program Title	Program Type	Program Start Year
00.0000		Program of Study	

This curriculum audit is part of the Erie County Technical School's Professional Development Assessment and accounts for 2.5% of a faculty member's overall performance and is accounted for in the Teacher Specific Rating. This document is for planning purposes only. All curriculum audits will be conducted through the eWalk professional assessment system.

The Erie County Technical School maintains an effective system for controlling any curriculum products, services or curriculum-related products or services that do not conform to stated requirements. This Curriculum Audit process conforms to ISO Quality Policy Number: 8.3 Control of Nonconforming Product.

Reviewer: _____

Date of Review: _____

Curriculum Items Reviewed	Distinguished 3	Proficient 2	Needs Improvement 1	Failing 0
1. Course Sequence Chart				
A. Revision date	During current academic year	During last academic year	Within past two academic years	Greater than two academic years ago
B. OAC minutes reflect curriculum discussion	During current academic year	During last academic year	Within past two academic years	Greater than two academic years
2. Program Guide				
A. Standardized Occupational Code (SOC)	All SOCs are listed and described	SOCs are listed but not described	Some, but not all, SOCs are listed	SOC are not listed
B. High Priority Occupations (state and regional)	All HPOs are listed and current	HPOs are listed but not current	Some, but not all, HPOs are listed; some or all are out-of-date	HPOs are not listed
C. Industry accreditations	All accreditations are listed and described	Accreditations are listed but not described	Some, but not all, accreditations are listed	Accreditations are not listed
D. Student certifications	All certifications are listed and are offered annually	All certifications are listed but not all are offered annually	Some, but not all, certifications are listed	Certifications are not listed and not offered
E. Prerequisites	The prerequisites include basic academic capabilities and aptitudes, career and personal interests; refers to desired behaviors and physical capabilities and considerations	The prerequisites omit two or fewer categories identified in the distinguished category	The prerequisites mentions a few categories identified in the distinguished category	Prerequisites are absent on the Program Guide

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Curriculum Items Reviewed	Distinguished 3	Proficient 2	Needs Improvement 1	Failing 0
F. Course Sequence Chart	All courses match the Course Sequence chart	All but a couple of courses match the Course Sequence chart	Three or more courses do not match the Course Sequence chart	There are significant discrepancies between the Course Sequence chart and the courses
G. Instructional hours	All course hours match the chart	All but a couple of course hours match the chart	3 or more course hours do not match the chart	There are significant discrepancies between the chart and course hours
H. Student-supplied tool list	All tools are listed and presented by year/level and include costs and photographs	Nearly all tools are listed and presented by year/level and include costs and photographs	Tools are listed, but not presented by year/level, and no costs or photographs are available	Tools are needed but a list is not available
3. Duty/Task List				
A. Current courses	All current courses match the Duty/Task List	All but a couple of current courses match the Duty/Task List	Several current courses do not match the Duty/Task List	There are significant discrepancies between the Duty/Task List and current courses
B. National skill standards	All tasks are aligned to a national standard	All but a couple of tasks are aligned to a national standard	Some, but not all, tasks are aligned to a national standard	Very few, if any, tasks are aligned to a national standard
C. PA Math Standards	All tasks are aligned to a math standard	All but a couple of tasks are aligned to a math standard	Some, but not all, tasks are aligned to a math standard	Very few, if any, tasks are aligned to a math standard
D. PA Reading Standards	All tasks are aligned to a reading standard	All but a couple of tasks are aligned to a reading standard	Some, but not all, tasks are aligned to a reading standard	Very few, if any, tasks are aligned to a reading standard
E. PA Writing Standards	All tasks are aligned to a writing standard	All but a couple of tasks are aligned to a writing standard	Some, but not all, tasks are aligned to a writing standard	Very few, if any, tasks are aligned to a writing standard
F. PA Career Education & Work Standards	All tasks are aligned to a CEW standard	All but a couple of tasks are aligned to a CEW standard	Some, but not all, tasks are aligned to a CEW standard	Very few, if any, tasks are aligned to a CEW standard
G. Tasks cross-walked to NOCTI	All tasks are cross-walked to the NOCTI test or accounted for	All but a couple of the tasks are cross-walked to the NOCTI test or accounted for	More than 3 tasks are not cross-walked to the NOCTI test or accounted for	Very few, if any, tasks are aligned to the NOCTI test or accounted for

Curriculum Items Reviewed	Distinguished 3	Proficient 2	Needs Improvement 1	Failing 0
4. Course Syllabi				
A. Program courses	Every course has a syllabus, which is accurate; adheres to the current ECTS template; is professional in appearance	All but a few courses have syllabi, all of which are accurate; adheres to the current ECTS template; is professional in appearance	Some, but not all courses have syllabi, course information is inaccurate and the format does not adhere to the current ECTS template	Very few, if any, courses have a syllabus, course information is inaccurate and the format does not adhere to the current ECTS template
B. National Skill Standards	All syllabi identify a skill standard	All but a couple syllabi identify a skill standard	Some, but not all, syllabi identify a skill standard	Very few, if any, syllabi identify a skill standard
C. Instructional activities and assignments	Course activities and assignments are described in detail; are written primarily at DOK Levels 3 and 4	Course activities and assignments are described in detail; are written primarily at DOK Levels 2 and 3	Course activities and assignments are vague; are written primarily at DOK Levels 1 and 2	Course activities and assignments are vague and not clearly identified; are written primarily at DOK Level 1
D. Duty/Task List	All tasks on the syllabi match the Duty/Task List	All but a couple of tasks on the syllabi match the Duty/Task List	Several tasks on the syllabi do not match the Duty/Task List	There are significant discrepancies between the Duty/Task List and the syllabi tasks
E. Grading system	The grading system aligns completely with the school-wide system and includes performance expectations	The grading system aligns completely with the school-wide system	There are notable differences between the grading system included and the school-wide grading system	There is no reference to the school-wide grading system
F. Course syllabi shared with students	Each student receives a copy of the syllabi; receipt is verified; syllabi are also available publicly	Each student receives a copy of the syllabi; receipt is <u>not</u> verified; syllabi are <u>not</u> available publicly	Syllabi are only available to the students in a public manner	Syllabi are not distributed to the students
5. Program of Study (POS)				
A. PDE POS crosswalked to the curriculum (verified to the PDE website)	The curriculum has complete alignment with the most current PDE Program of Study	The curriculum is significantly aligned with the most current PDE Program of Study, with only minor deviations	There are notable differences between the curriculum and the most current PDE Program of Study	There is no alignment between the curriculum and the most current PDE Program of Study

Curriculum Items Reviewed	Distinguished 3	Proficient 2	Needs Improvement 1	Failing 0
B. PDE POS is cross-walked to the Duty/Task List	All tasks are cross-walked to the most current Program of Study	All but a couple of the tasks are cross-walked to the current Program of Study	Several tasks are not cross-walked to the most current Program of Study	Very few, if any, tasks are aligned to the most current Program of Study
6. Career Pathway Plan of Study				
A. Use with the students	Each student receives a copy of the Career Pathway template and uses it to develop an individualized plan; receipt is verified; the Career Pathway is also available publicly	Each student receives a copy of the Career Pathway and uses it to develop an individualized plan; receipt is <u>not</u> verified; the Career Pathway is <u>not</u> available publicly	The Career Pathway is only available to the students in a public manner and students do not develop an individualized plan	The Career Pathway is not available to the students
7. DACUM Information				
A. DACUM input	There is detailed evidence; all DACUM recommendations are incorporated into the curriculum and instructional delivery	There is good evidence; most DACUM recommendations are incorporated into the curriculum and instructional delivery	There is minimal evidence; some, but not all, DACUM recommendations are incorporated into the curriculum and instructional delivery	There is no evidence; DACUM recommendations are not incorporated into the curriculum or instructional delivery

Comments:

Plan for corrections, timeline, describe what supports are needed, when work will be accomplished:

Instructor's Signature: _____

Date: _____

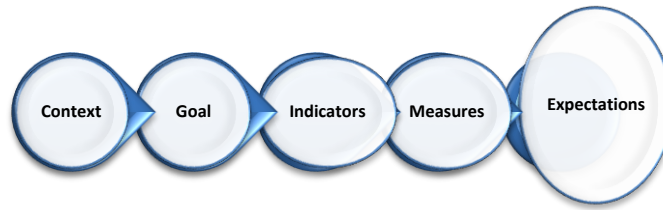
Reviewer's Signature: _____

Date: _____

ISO Form #: 1300.04.01	Revision Date: August 11, 2014
This is a controlled document. Hard copies must conform to the Forms Index date.	
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STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



1. Classroom Context



1a. Name		1b. School		1c. District	
1d. Class/ Course Title		1e. Grade Level		1f. Total # of Students	
1g. Typical Class Size		1h. Class Frequency		1i. Typical Class Duration	

2. SLO Goal



2a. Goal Statement	
2b. PA Standards	
2c. Rationale	

3. Performance Indicators (PI)



3a. PI Targets: All Student Group	- PI Target #1 - PI Target #2 - PI Target #3 - PI Target #4 - PI Target #5																
3b. PI Targets: Focused Student Group (optional)	- PI Target #1 - PI Target #2 - PI Target #3 - PI Target #4 - PI Target #5																
3c. PI Linked (optional)		3d. PI Weighting (optional)		<table><tr><th>PI</th><th>Weight</th></tr><tr><td>#1</td><td></td></tr><tr><td>#2</td><td></td></tr><tr><td>#3</td><td></td></tr><tr><td>#4</td><td></td></tr><tr><td>#5</td><td></td></tr></table>	PI	Weight	#1		#2		#3		#4		#5		
PI	Weight																
#1																	
#2																	
#3																	
#4																	
#5																	



4. Performance Measures (PM)



4a. Name	- PM #1 - PM #2 - PM #3 - PM #4 - PM #5	4b. Type	___ District-designed Measures and Examinations ___ Nationally Recognized Standardized Tests ___ Industry Certification Examinations ___ Student Projects ___ Student Portfolios ___ Other: _____	
4c. Purpose	- PM #1 - PM #2 - PM #3 - PM #4 - PM #5	4d. Metric	☐ Growth (change in student performance across two or more points in time) ☐ Mastery (attainment of a defined level of achievement) ☐ Growth and Mastery	
4e. Administration Frequency	- PM #1 - PM #2 - PM #3 - PM #4 - PM #5	4f. Adaptations/ Accommodations	☐ IEP ☐ ELL	☐ Gifted IEP ☐ Other
4g. Resources/ Equipment	- PM #1 - PM #2 - PM #3 - PM #4 - PM #5	4h. Scoring Tools	- PM #1 - PM #2 - PM #3 - PM #4 - PM #5	
4i. Administration & Scoring Personnel	- PM #1 - PM #2 - PM #3 - PM #4 - PM #5	4j. Performance Reporting	- PM #1 - PM #2 - PM #3 - PM #4 - PM #5 - Summary	

5. Teacher Expectations



5a. Level	<u>Failing</u> 0% to ___ % of students will meet the PI targets.	<u>Needs Improvement</u> ___ % to ___ % of students will meet the PI targets.	<u>Proficient</u> ___ % to ___ % of students will meet the PI targets.	<u>Distinguished</u> ___ % to 100% of students will meet the PI targets.
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

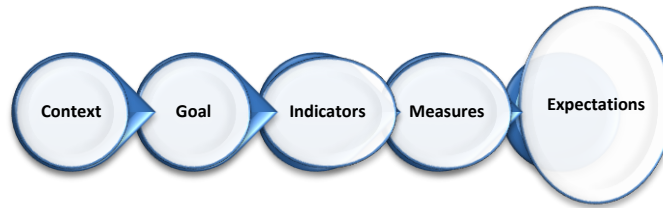
5b. Elective Rating	☐ Distinguished (3) ☐ Proficient (2) ☐ Needs Improvement (1) ☐ Failing (0)	<u>Notes/Explanation</u>
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____



STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



1. Classroom Context

1a. Name	Teacher Name	1b. School	Erie County Tech	1c. District	N/A
1d. Class/ Course Title	Any Class	1e. Grade Level	10, 11 or 12	1f. Total # of Students	15
1g. Typical Class Size	15	1h. Class Frequency	3 Days @ 2.5 hrs.	1i. Typical Class Duration	15 hrs.

2. SLO Goal

2a. Goal Statement	Students will demonstrate their proficiency on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces in general industry.
2b. PA Standards	Local Course: Varies
2c. Rationale	To ensure that students, as workers, are more knowledgeable about workplace hazards and their rights. Achieving OSHA 10 certification demonstrates a student's proficiency with this set of skills and dramatically improves their opportunities employment.

3. Performance Measures (PM)

3a. Name	PM #1: Achieve a score of 70% or better on the OSHA 10 General Safety examination	3b. Type	☐ District-designed Measures and Examinations ☐ Nationally Recognized Standardized Tests ☒ Industry Certification Examinations ☐ Student Projects ☐ Student Portfolios ☐ Other:_____		
3c. Purpose	PM #1: To measure a student’s proficiency to recognize, avoid, abate, and prevent safety and health hazards in workplaces in general industry.	3d. Metric	☐ Growth (change in student performance across two or more points in time) ☒ Mastery (attainment of a defined level of achievement) ☐ Growth and Mastery		
3e. Administration Frequency	PM #1: Annually during the 1 st quarter of the first year.	3f. Adaptations/ Accommodations	☒ IEP ☐ ELL	☐ Gifted IEP ☐ Other	
3g. Resources/ Equipment	PM #1: OSHA 10 General Safety course materials; availability of online examination; fee for course materials and exam.	3h. Scoring Tools	PM #1: The exam is scored by the course vendor. Performance criteria are established by the US Dept. of Labor, Occupational Safety and Health Administration.		

3i. Administration & Scoring Personnel	PM #1: The administration and scoring of the exam is conducted by the course vendor.	3j. Performance Reporting	PM #1: The course vendor provides an examination performance summary of all students who took the exam and whether they achieved a 'pass or fail' score.
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4. Performance Indicators (PI)

4a. PI Targets: All Student Group	PI Target #1: Students will achieve a score of 70% on the end-of-course exam.				
4b. PI Targets: Focused Student Group (optional)	PI Target #1: The target applies equally to all students.				
4c. PI Linked (optional)	None	4d. PI Weighting (optional)		PI	Weight
				#1	100%
				#2	
				#3	
				#4	
				#5	

5. Elective Rating

5a. Level	<u>Failing</u> 0% to 59 % of students will meet the PI targets.	<u>Needs Improvement</u> 60% to 74% of students will meet the PI targets.	<u>Proficient</u> 75% to 89% of students will meet the PI targets.	<u>Distinguished</u> 90% to 100% of students will meet the PI targets.
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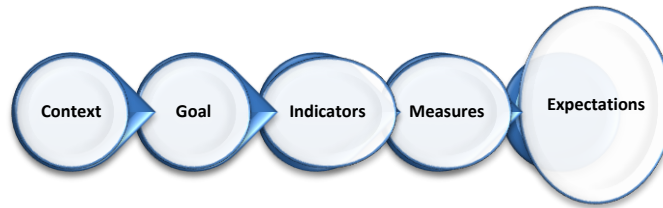
Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

5b. Rating	☐ Distinguished (3) ☐ Proficient (2) ☐ Needs Improvement (1) ☐ Failing (0)	<u>Notes/Explanation</u>
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



1. Classroom Context

1a. Name	Teacher Name	1b. School	Erie County Tech	1c. District	N/A
1d. Class/ Course Title	Tourism & Hospitality	1e. Grade Level	11 & 12	1f. Total # of Students	20
1g. Typical Class Size	20	1h. Class Frequency	6 Days @ 2.5 hrs	1i. Typical Class Duration	15 hrs.

2. SLO Goal

2a. Goal Statement	Students will demonstrate their proficiency for the safe handling and preparation of food in a commercial environment.
2b. PA Standards	Local Course: THM336; 15 hrs.; Food Safety Management Principles
2c. Rationale	The handling and preparation of food safely is a critical skill in the food service and hospitality industry. Achieving food safety certification demonstrates a student's proficiency with this set of skills and dramatically improves their opportunities employment.

3. Performance Measures (PM)

3a. Name	PM #1: Achieve a score of 80% or better on the Certified Food Protection Manager examination	3b. Type	☐ District-designed Measures and Examinations ☐ Nationally Recognized Standardized Tests ☒ Industry Certification Examinations ☐ Student Projects ☐ Student Portfolios ☐ Other:_____		
3c. Purpose	PM #1: To measure a student’s proficiency for handling food in a commercial environment safely.	3d. Metric	☐ Growth (change in student performance across two or more points in time) ☒ Mastery (attainment of a defined level of achievement) ☐ Growth and Mastery		
3e. Administration Frequency	PM #1: Annually during the 2 nd semester.	3f. Adaptations/ Accommodations	☒ IEP ☐ ELL	☐ Gifted IEP ☐ Other	
3g. Resources/ Equipment	PM #1: Certified Food Safety Manager course materials; purchase of on-line or paper/pencil examination.	3h. Scoring Tools	PM #1: On-line assessment scored in real time; paper/pencil exams submitted for scoring to vendor.		

3i. Administration & Scoring Personnel	PM #1: The administration of the exam is conducted by a non-program staff member. The course instructor is prohibited from administering the exam.	3j. Performance Reporting	PM #1: The exam vendor provides a performance summary report of all students who took the exam and whether they achieved a 'pass' score.
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4. Performance Indicators (PI)

4a. PI Targets: All Student Group	PI Target #1: Students will achieve a score of 80% on the end-of-course exam.				
4b. PI Targets: Focused Student Group (optional)	PI Target #1: The target applies equally to all students.				
4c. PI Linked (optional)	None	4d. PI Weighting (optional)		PI	Weight
				#1	100%
				#2	
				#3	
				#4	
				#5	

5. Elective Rating

5a. Level	<u>Failing</u> 0% to 59 % of students will meet the PI targets.	<u>Needs Improvement</u> 60% to 74% of students will meet the PI targets.	<u>Proficient</u> 75% to 89% of students will meet the PI targets.	<u>Distinguished</u> 90% to 100% of students will meet the PI targets.
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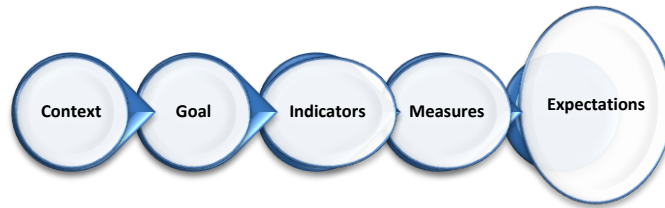
Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

5b. Rating	☐ Distinguished (3) ☐ Proficient (2) ☐ Needs Improvement (1) ☐ Failing (0)	<u>Notes/Explanation</u>
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



1. Classroom Context

1a. Name	Teacher Name	1b. School	Erie County Tech	1c. District	N/A
1d. Class/ Course Title	Automotive Technology	1e. Grade Level	12	1f. Total # of Students	20
1g. Typical Class Size	20	1h. Class Frequency	45 Days @ 2.75 hrs.	1i. Typical Class Duration	120 hrs.

2. SLO Goal

2a. Goal Statement	Students will demonstrate their proficiency in properly conducting a PA Vehicle Safety Inspection.
2b. PA Standards	Local Course: AUT 391, AUT 392, and AUT 393
2c. Rationale	Mechanics must possess state certification in order to conduct vehicle safety inspections. Achieving vehicle safety inspection certification demonstrates a student's proficiency with this set of skills and dramatically improves their opportunities employment.

3. Performance Measures (PM)

3a. Name	PM #1: Achieve a score of 80% or better on the PA Vehicle Safety Inspection Mechanic examination	3b. Type	☐ District-designed Measures and Examinations ☐ Nationally Recognized Standardized Tests ☒ Industry Certification Examinations ☐ Student Projects ☐ Student Portfolios ☐ Other:_____		
3c. Purpose	PM #1: To measure a student’s proficiency for conducting a proper vehicle safety inspection.	3d. Metric	☐ Growth (change in student performance across two or more points in time) ☒ Mastery (attainment of a defined level of achievement) ☐ Growth and Mastery		
3e. Administration Frequency	PM #1: Annually during the 1 st quarter of the senior year.	3f. Adaptations/ Accommodations	☒ IEP ☐ ELL	☐ Gifted IEP ☐ Other	
3g. Resources/ Equipment	PM #1: PA Vehicle Safety Inspection Mechanic course materials; availability of written and practical examinations.	3h. Scoring Tools	PM #1: Both written and practical exam are scored by the course instructor. Performance criteria are established by the PA Dept. of Motor Vehicles.		

3i. Administration & Scoring Personnel	PM #1: The administration and scoring of the exam is conducted by the course instructor.	3j. Performance Reporting	PM #1: The course instructor provides to the DMV an examination performance summary of all students who took the exam and whether they achieved a 'pass or fail' score.
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4. Performance Indicators (PI)

4a. PI Targets: All Student Group	PI Target #1: Students will achieve a score of 80% on the end-of-course exam.				
4b. PI Targets: Focused Student Group (optional)	PI Target #1: The target applies equally to all students.				
4c. PI Linked (optional)	None	4d. PI Weighting (optional)		PI	Weight
				#1	100%
				#2	
				#3	
				#4	
				#5	

5. Elective Rating

5a. Level	<u>Failing</u> 0% to 59 % of students will meet the PI targets.	<u>Needs Improvement</u> 60% to 74% of students will meet the PI targets.	<u>Proficient</u> 75 % to 89% of students will meet the PI targets.	<u>Distinguished</u> 90% to 100% of students will meet the PI targets.
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

5b. Rating	☐ Distinguished (3) ☐ Proficient (2) ☐ Needs Improvement (1) ☐ Failing (0)	<u>Notes/Explanation</u>
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

ERIE COUNTY TECHNICAL SCHOOL

SECTION: PROFESSIONAL EMPLOYEES

TITLE: EVALUATION OF
PROFESSIONAL EMPLOYEES

ADOPTED: December 19, 1996

REVISED:

	412. EVALUATION OF PROFESSIONAL EMPLOYEES
1. Purpose	There shall be a plan for regular evaluation of all professional employees of the school.
2. Authority SC 1123	The evaluation plan for professional employees shall be in accordance with the State plan for such purposes or in accordance with Operating Committee approval and these guidelines.
3. Guidelines	Teachers, both tenured and nontenured, shall be rated and evaluated in accordance with the forms and standards approved by the Department of Education. All supervisory personnel shall be responsible for evaluating the performance for employees assigned to their phase of operation. Dual evaluations will be made for employees working under more than one (1) supervisor. The Director shall have the final decision in all ratings. Observations and evaluations shall be done with the following objectives: 1. Aid the teacher to grow professionally. 2. Raise the standards of the profession as a whole. 3. Raise the quality of instruction and educational services to the students being taught.
4. Delegation of Responsibility	The Director shall prepare procedures for the conduct of employee evaluations.

ERIE COUNTY TECHNICAL SCHOOL

SECTION: PROFESSIONAL EMPLOYEES

TITLE: EVALUATION OF
TEMPORARY PROFESSIONAL
EMPLOYEES

ADOPTED: December 19, 1996

REVISED:

1. Purpose SC 1108, 1123 2. Authority SC 1123 Pol. 412 3. Guidelines SC 1108 4. Delegation of Responsibility SC 1108	413. EVALUATION OF TEMPORARY PROFESSIONAL EMPLOYEES There shall be a plan for the evaluation of temporary professional employees that recognizes their special needs and the special requirements of law for such employees. The Operating Committee directs that the evaluation plan for temporary professional employees shall utilize the State approved evaluation form, or an evaluation form equivalent to the State approved form and approved by the Operating Committee, and shall be consistent with the evaluation plan for professional employees wherever possible. The Director shall develop procedures for the evaluation of temporary professional staff members which shall include notification to the employee as to their progress at least twice each year during the first three (3) years of employment. Observations and evaluations shall be done with the following objectives: 1. Aid the teacher to grow professionally. 2. Raise the standards of the profession as a whole. 3. Raise the quality of instruction and educational services to the children being taught. Administrators responsible for supervising temporary professional employees shall make every effort to assist such staff members in the improvement of deficiencies disclosed by observation and evaluation. The Director shall have the final decision in all ratings. The Director shall certify as to the evaluations of all temporary professional employees during the last four (4) months of the initial three (3) years of employment as required by law.
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413. EVALUATION OF TEMPORARY PROFESSIONAL EMPLOYEES - Pg. 2

School Code 1108, 1123	
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