



THE SCHOOL DISTRICT OF PHILADELPHIA
440 N. BROAD STREET
PHILADELPHIA, PA 19130



PHILADELPHIA FEDERATION OF TEACHERS
1816 CHESTNUT STREET
PHILADELPHIA, PA 19103

The School District of Philadelphia
In partnership with
The Philadelphia Federation of Teachers

Professional Growth System

Manual
2019-2020 Edition



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Overview of Professional Growth System

The Professional Growth System is a collaborative effort between the School District of Philadelphia and the Philadelphia Federation of Teachers designed to improve instruction at all schools. PGS is an aligned system that sets clear expectations for teachers and administrators, defines standards of practice, creates transparency, provides data on teacher performance and focuses on teacher support and improvement. PGS aligns teaching standards, professional development, observation tools and evaluation tools.

PGS is made up of two components: the Peer Assistance and Review Program (PAR) and the Formal Observation Cycle (FO Cycle).

Peer Assistance and Review (PAR)

PAR is mandatory for all new teachers. New teachers are teachers in their first year of employment with the School District who are not tenured in Pennsylvania.

PAR is also mandatory for tenured teachers who have been rated unsatisfactory in the previous school year.

A tenured teacher who believes that his/her teaching competence will benefit from PAR also may request participation. Principals may also request that tenured teachers who are in their PDP years participate in PAR as part of Special Observation Status.

Formal Observation Cycle (FO Cycle)

During years 2 and 3, non-tenured teachers are classified by the PA Department of Education as Temporary Professional Employees and are rated on a biannual basis (Sept-Jan and Feb-June). TPEs are formally observed at least once during each rating period.

Tenured teachers enter into the formal observation cycle. Tenured teachers rated satisfactory will be *formally observed* every third year instead of yearly as determined by system seniority (Formal observations in years 6, 9, 12, 15, 18, 21...). In years when the teacher is not formally observed, they will create a Professional Development Plan (PDP in years 4, 5, 7, 8, 10, 11, 13, 14, 16, 17, 19, 20...)

PAR Panel

The PAR Program is led by a Panel comprised of eight (8) members, four (4) of whom are selected by the Federation and four (4) of whom are selected by the School District. The Chair of the Panel alternates annually between the Superintendent and/or CEO and the President of the Federation, or their designees.

The Panel is divided into PAR Pairs consisting of one (1) Federation-appointed member and one (1) District-appointed member.

Consulting Teachers (CTs) provide job-embedded support for teachers in PAR. PAR Pairs meet regularly with Consulting Teachers to review their work and the progress of teachers assigned to them. The Panel makes all discretionary decisions regarding the PGS, including: determining eligibility for the PAR Program; monitoring the overall progress of teachers participating in PAR; making retention recommendations for new teachers and tenured teachers participating in PAR; creating and monitoring processes of the PGS.

Members of the PAR Panel

Denise Rogers, PFT Co-Chair	Shawn Bird, SDP Co-Chair
LeShawna Coleman, PFT	Amelia Coleman Brown, SDP
Cyndi Bolden, PFT	Michael Farrell, SDP
Ed Olsen, PFT	Meredith Mehra, SDP

Design Team

The PGS Design Team develops both components of the PGS, consistent with terms and agreement of the Collective Bargaining Agreement between the District and the Federation. The Design Team is comprised of six (6) members, three (3) of whom are selected by the District and three (3) of whom are selected by the Federation. The members of the PGS Design Team are:

Denise Rogers, PFT	Leta Johnson-Garner, SDP
Cyndi Bolden, PFT	Daria Silvestro, SDP
Wendy G. Coleman, PFT	Marjani Merritt, SDP

Marjani Merritt, SDP and Denise Rogers, PFT serve as Co-Chairs of the *Design Team*.

Roles and Responsibilities of PGS Design Team

Observation Cycle and PDP	Peer Assistance and Review Program
Determine, design and implement professional development regarding observation cycles and Professional Development Plan	Determine, design and implement professional development for Consulting Teachers, principals, Central/Regional office staff and teachers
Development Plan (PDP) for principals, Central/Regional office staff and teachers	Develop forms, activities, timelines and design all processes for PAR
Develop forms, activities, timelines and design documents for implementing the Professional Growth System	Develop and design documents for the PAR Program
Develop monitoring systems for PGS	Develop meeting schedule
Develop meeting schedule	Coordinate and supervise Consulting Teacher application and candidate testing process

PGS Implementation Team

The Implementation Team supports the work of the Design Team and monitors the PGS components as they are implemented. The Implementation Team includes the members of the Design Team as well as additional members named by the Federation and the District. The additional members are:

Daria Silvestro, SDP	LeShawna Coleman, PFT
Marjani Merritt, SDP	Denise Rogers, PFT

Marjani Merritt, SDP and Denise Rogers, PFT serve as Co-Chairs of the *Implementation Team*.

Roles and Responsibilities of the PGS Implementation Team

Observation Cycle and PDP	Peer Assistance and Review Program
Review, monitor and make recommendations regarding the implementation of all PGS processes and documents	Make school visits to support the work of Consulting Teachers & principals and help coordinate other resources
Plan and/or deliver professional development for principals, Central/Regional office staff, teachers and Consulting Teachers	Support Consulting Teachers
Review, monitor and make recommendations regarding the implementation of all PGS processes and documents, and make recommendation	Support Consulting Teachers in their planning and preparation of intensive assistance for teachers

Peer Assistance and Review: FAQs

What do Consulting Teachers (CTs) do?

- CTs provide job-embedded support for the following groups of teachers:
 - new, non-tenured (TPE) teachers
 - tenured teachers rated unsatisfactory during the previous school year
 - teachers in Special Observation Status
 - teachers requesting voluntary support

How many formal observations do teachers in PAR receive?

- New, non-tenured or tenured teachers rated as unsatisfactory in previous year: One formal observation *will* occur. Preferably, this observation should be completed towards the end of the rating cycle (i.e. April or May) to allow maximum time for growth.
- Special Observation Status (SOS): One formal observation will occur while in SOS in the spring window.
- Voluntary Support: Formal observations should be aligned with the teacher's PGS status for the year.

How many formal observations must be completed for teachers in their second and third years?

- Teachers in their second and third years (TPEs) have two 5-month rating cycles (fall and spring) and within each rating cycle at least one formal observation must be completed. If the formal observation is satisfactory, additional formal observations are not required in that cycle. If the formal observation is unsatisfactory, the principal conducts a follow-up observation. If the follow-up is unsatisfactory, the Assistant Superintendent conducts a third formal observation in the rating cycle.

When can informal observations occur?

- At any time.

Can a teacher in the PAR Program be dismissed from the District?

- Using evidence from the Consulting Teacher and principal, the PAR Panel will make a recommendation that a new or unsatisfactory rated teacher is retained or dismissed. This decision comes at the teacher's completion of the PAR program.
- Using evidence from the Consulting Teacher and principal, the PAR Panel will determine if an SOS teacher is rated satisfactory or unsatisfactory.
- The PAR Panel does not make any recommendations for voluntary participants in PAR.

Can a TPE receiving additional PAR support be dismissed from the District at the end of their rating cycle?

- Yes, with completion of all observations, supporting documentation and formal conferences when appropriate.

What is a Mid-Year Intensive Support Plan?

- Standards aligned goals that are identified, clear, specific, supported, and monitored by Consulting Teachers for teachers who are not meeting standards.

Can Consulting Teachers provide professional development in your school?

- CTs provide professional development **ONLY** to teachers they support.

Is PAR optional or mandatory?

- PAR is a mandatory process for new, non-tenured (TPE) teachers, tenured teachers rated unsatisfactory from the previous rating period, and teachers in Special Observation Status.
- PAR is optional for teachers requesting voluntary support.



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Date:

Dear Principal,

I have been assigned to your school as a Consulting Teacher.

As part of the Peer Assistance and Review Program (PAR), a joint effort between the School District of Philadelphia and The Philadelphia Federation of Teachers, I will be supporting newly hired teachers as well as veteran teachers who are in PAR in your school. As a Consulting Teacher, I will assess the needs of each teacher and then provide supports that may include modeling lessons, co-teaching, providing professional development, developing action plans and giving feedback to the teachers assigned to my caseload.

I will be in your school regularly, based on need, and look forward to working with you and your team as we collaborate to support teachers in improving their practice.

Sincerely,

Consulting Teacher

cc: PAR Pair



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Welcome Participating Teacher,

The School District of Philadelphia and The Philadelphia Federation of Teachers jointly provide an innovative support system, Peer Assistance and Review (PAR) for teachers in the School District of Philadelphia. PAR is a required program for new, non-tenured teachers and teachers rated as unsatisfactory in the previous year.

I have been assigned as your Consulting Teacher. I will provide you with support in the areas of planning and preparation, classroom environment and instruction. The process begins with a joint assessment of your instructional needs. I will then provide supports that may include modeling lessons, co-teaching, professional development, developing action plans and giving feedback.

I look forward to working with you to make this year teaching in Philadelphia a successful one.

Sincerely,

Consulting Teacher

cc: PAR Pair

Voluntary PAR Participation Criteria

Any appointed teacher who believes that his or her teaching competence may benefit from coaching support may request participation by submitting the PAR Request for Support form. The PAR Panel will review requests for help from individual teachers. The Panel will promptly notify the teacher of the determination of whether assistance will be provided. Such communication will be kept completely confidential. **No voluntary participation can be initiated after January 1st of any school year.**

Voluntary PAR Participation Process

The Consulting Teacher shall develop a plan to assist a Participating Teacher tailored to the specific needs of that teacher and will work with the teacher directly for not more than one year. The Consulting Teacher will also observe Participating Teachers and prepare a status report documenting their observations.

Teachers receiving voluntary support are still subject to the regular rating cycle. The PAR Panel does not make a recommendation for a teacher receiving voluntary support.



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REQUEST FOR VOLUNTARY SUPPORT

For teachers not currently participating in the Peer Assistance and Review Program

Name:

Grade/Subject:

School:

Principal:

Type of Employee:

Please provide a brief description (at least three examples) of your need for support in the applicable Domain(s).

- *Domain I – Planning and Preparation*
- *Domain II – Classroom Environment*
- *Domain III – Instruction*
- *Domain IV – Professionalism*

Have any of the following resources been utilized?

<input type="checkbox"/>	Peer/Mentor
<input type="checkbox"/>	School Based Teacher Leader/other school-based support
<input type="checkbox"/>	Professional Development
<input type="checkbox"/>	Principal/AP
<input type="checkbox"/>	Other (please specify below)

Signature:	Date
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Please submit this written request to both parties listed below:

The School District of Philadelphia Office of Teaching and Learning 440 N. Broad Street, 2nd Floor Suite 210 Philadelphia, PA 19130 professionaldevelopment@philasd.org	Philadelphia Federation of Teachers Denise Rogers 1816 Chestnut Street Philadelphia, PA 19103 execoffice@pft.org or 215-665-1903 Fax
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APPROVAL FOR VOLUNTARY SUPPORT

Date

Dear:

In response to your application for voluntary participation in the PAR program, we are pleased to inform you that your application has been accepted.

You have been assigned _____ as your coach. She/He will contact you within seven (7) working days.

Your coach looks forward to working with you to make this year of teaching in Philadelphia a successful one.

Sincerely,

PAR Panel



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DENIAL OF VOLUNTARY SUPPORT

Date:

Dear:

Thank you for your application for voluntary participation in the PAR program.

We regret to inform you that we are unable to provide you with PAR services at this time. In the event that PAR services do become available, we will contact you.

Sincerely,

PAR Panel



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CONSULTING TEACHER SITE VISIT FORM

Site Visit

Teacher was present

Yes No

Number of Coaching Hours

Decimal format

Number of Coaching Hours

Type of Visit

Type of Visit +

Danielson Component of Focus

Danielson Component of Focus +

Successes

Grows

Challenges

Grows

Student Outcome Goal

Action Steps

Current Status

Meeting Standards

Approaching Standards

Not Meeting Standards

Notes

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Consulting Teachers will summarize each visit using the above form. Notes and next steps will be shared confidentially with the teacher following each visit.



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**PEER ASSISTANCE AND REVIEW
Intensive Support Plan**

Teacher:	Consulting Teacher:
School:	Principal:
Date:	

Domain to be strengthened:				
	By When	Met	Not Met	Comments & Evidence
Overall goal: Measure of success (#, %, other):				
Short-term objective 1: Measure of success (#, %, other):				
Short-term objective 2: Measure of success (#, %, other):				
Short-term objective 3: Measure of success (#, %, other):				

How will successfully meeting these goals impact student achievement?

Teacher's Signature:	Date:
Consulting Teacher's Signature:	Date:

Tracking Sustained Goals

Domain to be strengthened:				
	Additional Follow Up	Met	Not Met	Comments & Evidence
Overall goal:				
Measure of success (#, %, other):				
Short-term objective 1:				
Measure of success (#, %, other):				
Short-term objective 2:				
Measure of success (#, %, other):				
Short-term objective 3:				
Measure of success (#, %, other):				



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PRINCIPAL MID-YEAR SUMMARY REPORT

The Principal's Mid-Year Summary Report serves as a checkpoint to monitor the progress of teachers in PAR. Please use the informals as the basis for your assessment of the teacher's progress. It is noted that for teachers in PAR, only one formal observation is to be completed for the school year, preferably towards the end.

Principal:	Name of School:
Teacher:	CHECK ONE: <input type="checkbox"/> TPE (non-tenured) <input type="checkbox"/> PE (tenured)

Check one of the two:

	Satisfactory
	Satisfactory – Needs Improvement
	Unsatisfactory

All principals will receive a request from the Office of Teaching and Learning to share mid-year summaries via email.



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MID-YEAR INTENSIVE SUPPORT PLAN

Date:

To: Teacher
Name of School

From: , PAR Pair Member
, PAR Pair Member

Subject: Mid-Year Review Memo
Review of Teaching Performance

Through documentation from _____,
your PAR Consulting Teacher, it has been determined you are not making satisfactory
progress. Based on the evidence of the Consulting Teacher's work with you, there are
deficiencies in the following areas of the Danielson Framework for Teaching:

Domain(s):

Your Consulting Teacher has developed, and will discuss with you, an Intensive Support
Plan focused on the domains that do not meet standards. The plan will have specific
goals and timelines that you are expected to meet. The Intensive Support Plan will be
used as an additional data source in making recommendations for retention or dismissal.

cc: Consulting Teacher



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PROGRESS OF MID-YEAR INTENSIVE SUPPORT PLAN

Date:

To: New Teacher
 Name of School

From: , PAR Pair Member
 , PAR Pair Member

Subject: Progress of Mid-Year Intensive Plan

Using documentation gathered from your Intensive Support Plan by _____, your Consulting Teacher, we are providing you with a summary of your progress on goals outlined in your Mid-Year Intensive Support Plan.

Goal	Domain	Component	Status (not meeting, approaching, meeting)

Be advised that if there is a lack of progress in the domain/s listed above, it may have a negative impact on your end of year rating.

Thank you.

cc: Consulting Teacher



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PROGRESS OF PERFORMANCE IMPROVEMENT PLAN

Date:

To: New Teacher
 Name of School

From: , PAR Pair Member
 , PAR Pair Member

Subject: Progress of Performance Improvement Plan

Using documentation gathered from your Performance Improvement Plan by _____, your Consulting Teacher, we are providing you with a summary of your progress on the goals outlined in this plan.

Goal	Domain	Component	Status (not meeting, approaching, meeting)

Be advised that if there is a lack of progress in the domain/s listed above, it may have a negative impact on your end of year rating.

Thank you.

cc: Consulting Teacher

EVALUATION MATRIX

Employee Type	EDS Window	Number of Observations this Year	Procedures
Teachers in PAR (Peer Assistance and Review)			
Professional/Tenured teacher in Peer Assistance and Review Program (PAR) due to unsatisfactory rating prior school year	Spring Window January 13, 2020 – May 29, 2020	1	One Formal Observation by May 29, 2020 <ul style="list-style-type: none"> ● Principal and Consulting Teacher make recommendation to PAR Panel. The PAR Panel makes FINAL recommendation and will override Formal Observation and /or Multiple Measures Summary. ● Multiple Informal Observations
1st year teacher, non-tenured (TPE) <ul style="list-style-type: none"> ● Hired from September 1st – Leveling 	Spring Window January 13, 2020 – May 29, 2020	1	One Formal Observation by May 29, 2020 <ul style="list-style-type: none"> ● Principal and Consulting Teacher make recommendation to PAR Panel. The PAR Panel makes FINAL recommendation and will override Formal Observation and /or Multiple Measures Summary. ● Multiple Informal Observations
Teachers Rated Needs Improvement in previous rating cycle			
2nd and 3rd Year non-tenured (TPE) <ul style="list-style-type: none"> ● Satisfactory/Needs Improvement 	Fall Window September 3, 2019 - January 10, 2020 Spring Window January 13, 2020 – May 29, 2020	2	One Formal Observations per Rating Cycle (total of 2 Formal Observations in school year) <ul style="list-style-type: none"> ● 1st observation by January 10, 2020 = 1st Effectiveness Rating calculated by January 20, 2020 <ul style="list-style-type: none"> ○ If 1st observation is Failing then Principal performs a 2nd Observation by January 10, 2020 ○ If 2nd observation is Failing then AS performs 3rd observation by January 10, 2020 ● 1st observation by May 29, 2020 = 2nd Effectiveness Rating calculated by June 30, 2020 <ul style="list-style-type: none"> ○ If 1st observation is Failing then Principal performs a 2nd Observation by May 29, 2020 ○ If 2nd observation is Failing then AS performs 3rd observation by May 29, 2020 ● Must complete Performance Improvement Plan (PIP) ● Multiple Informal Observations
Teachers Rated Needs Improvement in previous rating cycle (CONT'D)			

Professional Tenured Teacher Satisfactory/Needs Improvement	Fall Window September 3, 2019 - January 10, 2020 Spring Window January 13, 2020 – May 29, 2020	2	Two Formal Observations <ul style="list-style-type: none"> ● 1st Observation by January 10, 2020 ● 2nd Observation by May 29, 2020 ● If 1st and 2nd observations are BOTH Failing then AS Performs 3rd observation by May 29, 2020 <ul style="list-style-type: none"> ○ If ONLY 2nd observation is Failing then Principal performs a 3rd observation by May 29, 2020 ○ If 3rd observation is Failing then AS performs 4th observation by May 29, 2020 ● 1st and 2nd Observations (+ additional formal observations if applicable) = Effectiveness Rating calculated by June 8, 2020 ● Must complete Performance Improvement Plan (PIP) <ul style="list-style-type: none"> ○ A Teacher will not complete a PDP if they are participating PIP ● Multiple Informal Observations
Temporary Professional Employees (TPE) Rated Satisfactory in previous rating cycle			
2nd and 3rd year, non-tenured (TPE) who were rated as Satisfactory the previous year	Fall Window September 3, 2019 - January 10, 2020 Spring Window January 13, 2020 – May 29, 2020	2	One Formal Observations per Rating Cycle (total of 2 Formal Observations in school year) <ul style="list-style-type: none"> ● 1st observation by January 10, 2020 = 1st Effectiveness Rating calculated by January 14, 2019 <ul style="list-style-type: none"> ○ If an observation is Failing then Principal performs a second Observation by January 10, 2020 ○ If 2nd observation is Failing then AS performs 3rd observation by January 10, 2020 ● 1st observation by May 29, 2020 = 2nd Effectiveness Rating calculated by June 8, 2020 <ul style="list-style-type: none"> ○ If an observation is Failing then Principal performs a second Observation by May 29, 2020 ○ If 2nd observation is Failing then AS performs 3rd observation by May 29, 2020 ● Multiple Informal Observations
Tenured Teachers in their Formal Observation year			
Professional/Tenured Teacher – Formal Observation Year <ul style="list-style-type: none"> ● Satisfactory/Distinguished or Proficient in previous school year ● Not in PDP year 	Fall Window September 3, 2019 - January 10, 2020 Spring Window January 13, 2020 – May 29, 2020	2	Two Formal Observations <ul style="list-style-type: none"> ● 1st Observation by January 10, 2020 ● 2nd Observation by May 29, 2020 ● If 1st and 2nd observation are BOTH Failing then AS Performs 3rd observation by May 29, 2020 <ul style="list-style-type: none"> ○ If ONLY 2nd observation is Failing then Principal performs a 3rd observation by May 29, 2020 ○ If 3rd observation is Failing then AS performs 4th observation by May 29, 2019

			<ul style="list-style-type: none"> • 1st and 2nd Observations = Effectiveness Rating calculated by June 8, 2020 • Multiple Informal Observations
Teachers in Professional Development Year			
Professional/Tenured teacher	N/A	0	<ul style="list-style-type: none"> • Multiple Informal Observations • See Special Observation Status Process, if applicable • PDP post conference completed by last Friday in May of each school year
Teachers in Special Observation Status (SOS)			
Professional/Tenured teacher in PDP year who is moved into SOS	Spring Window January 13, 2020 – May 29, 2020	1	One Formal Observation by May 29, 2020 <ul style="list-style-type: none"> • Principal must complete SOS application and submit all required paperwork to support request. PAR Panel must approve SOS request. • Principal and Consulting Teacher make recommendation to PAR Panel. The PAR Panel makes FINAL recommendation and will override Effectiveness Rating. • Multiple Informal Observations
Teachers Hired after Leveling (Year 0)			
Year 0 teacher, Non-tenured (TPE) Hired after Leveling	N/A	0	<ul style="list-style-type: none"> • Multiple Informal Observations • Teachers hired after Leveling will be considered a “Year 0” teacher, and will enter PAR as a 1st year teacher the following school year if they are non-tenured. Tenured teachers in “Year 0” status will enter the Formal Observation cycle as a Tenured teacher the following school year.

Observation and Multiple Measures Summary (MMS) Timeline

Rating Cycle	Teacher Type	Formal Observation Window	Principal window to Release Teacher MMS Reports
5-month	2 nd & 3 rd year TPE	9/3/19 - 1/10/20	1/20/20 - 1/24/20
		1/13/20 - 5/29/20	6/8/20 - 6/12/20
10-month	Teachers in PAR (1 st year non-tenured or tenured teachers rated Unsatisfactory the previous year)	1/13/20 - 5/29/20	6/8/20 - 6/12/20
10-month	Tenured Teacher in Formal Observation year	(F) 9/3/19 - 1/10/20 (S) 1/13/20 - 5/29/20	6/8/20 - 6/12/20
5-month	Tenured Teacher in PDP year on SOS	1/13/20 - 5/29/20	6/8/20 - 6/12/20



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PROFESSIONAL DEVELOPMENT PLANS

To: Principals and Teachers

From: Larisa Shambaugh, Chief Talent Officer
Shawn Bird, Chief Schools Officer, Co-Chair PAR Panel

Subject: Professional Growth System:
Professional Development Plan (PDP)

Per the Collective Bargaining Agreement between the Philadelphia Federation of Teachers and The School District of Philadelphia, (Article XI.C), professional employees will engage in the Professional Growth System (PGS). One element of the PGS is the Professional Development Plan (PDP) for professional employees. Professional employees who participate in the PDP are defined as tenured employees with at least three years of service with the School District of Philadelphia.

The PDP is an annual professional growth plan of continuous instructional improvement. Professional employees in their Professional Development Plan years must complete a designed plan in collaboration with you. The content of the PDP must align with your school's data and goals reflected in the school's Action Plan. The focus of the PDP is to support professional development activities that are of value to professional employees and that are planned to improve student achievement and school results. Principals and eligible professional employees (not in PAR, not in formal observation year) should begin to collaborate on the upcoming school year's PDP once the school's Action Plan has been approved.

Professional employees may begin thinking about their PDP as early as July 1st. The approved PDP template will be shared with Principals in August. The collaborative meeting between principal and professional employee should occur prior to the implementation of the PDP. The PDP Form should be completed and signed by both parties no later than October 20th of each year. You or your designee shall meet with each professional employee at least one time per year to review the PDP. You will also meet for an end of year review of the PDP.

Please reference the Staff Management Systems (SMS) and the key as cited below to determine which professional employees are in the PDP years. The PDP year is based on the hire date of the professional employee. A professional employee's year number in the PGS is based upon the anniversary of his/her hire date. If the professional employee's hire date is September 1 of a given year, that is YEAR 1 in the PGS. If the professional employee's hire date is after the date set for leveling in October, YEAR 1 in the PGS does not begin until the following school year.

Key

FO = Formal Observation Year

PDP = Professional Development Plan (PDP) Year

Years	4	5	6	7	8	9	10	11	12	13	14
Type	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP

Years	15	16	17	18	19	20	21	22	23	24	25
Type	FO	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP	FO	PDP

Years	26	27	28	29	30	31	32	33	34	35	36
Type	PDP	FO	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP	FO

Years	37	38	39	40
Type	PDP	PDP	FO	PDP

The following timeframe may be used for the development and monitoring of the PDP:

- June-October: PDP collaborative meeting *no later than October 20th*
- Mid-year review meeting *no later than January 15th*
- End of the year review meeting *no later than May 15th*

To summarize, it is imperative that developed goals on the PDP are:

- **Specific**, with outcome that show progress over time
- **Measurable**
- **Attainable** within the PDP cycle
- **Relevant** to the school data and approved Action Plan
- **Timely**, so that progress can be assessed during the appropriate review dates

PDP activities completed should be documented on the PDP form. The PDP is to be kept in a portfolio and maintained in the professional employee’s school file.

Should you have any questions or require information, contact the Office of Teaching and Learning at professionaldevelopment@philasd.org.

Example:

Hire Date: Before Leveling

School Year	PGS Year
2013-14	1
2014-15	2
2015-16	3
2016-17	4
2017-18	5
2018-19	6
2019-2020	7

Hire Date: After Leveling

School Year	PGS Year
2013-14	0
2014-15	1
2015-16	2
2016-17	3
2017-18	4
2018-19	5
2019-2020	6



THE SCHOOL DISTRICT OF PHILADELPHIA
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PROFESSIONAL DEVELOPMENT PLAN PRE-PLANNING CONSIDERATIONS AND GUIDELINES

(to be used with coordinating template that follows)

Areas of strength:

Identify what your successes have been with student achievement.
Identify what areas of professional development have been most successful.
What are you really good at?

Area(s) for targeted growth:

Identify areas for growth.
What is the subject, content, focus of your plan?

Rationale for selecting topic:

Why have you chosen this area of focus?
What problem or issue would you like to resolve?

Professional goal:

What do you want to know or be able to do at the completion of the plan?
How will you be a more proficient educator when you have completed the plan?

Essential question:

What do you want to know?
Does the question have the answer?
Is the question too narrow or too broad?
Do you know the answer to the question?

Action plan to accomplish goals:

What steps will you follow to complete the plan?
What resources will you review?

Resources needed:

What resources do you need to complete the plan?
What experts in the building will assist you?

PROFESSIONAL DEVELOPMENT PLAN TEMPLATE

Name:	Date:
School:	Principal:
PGS Year:	

Areas of strength:

Area(s) for targeted growth:

Rationale for selecting topic including type of data referred to:

Professional goal(s) and short-term objectives for each goal:

Essential question:

Action plan to accomplish goals: <i>(inclusive of tentative timeline for implementation of plan and benchmarks to assess progress)</i>

Resources needed:

Professional Development Options/Strategies/Techniques

(Choose minimum of two)

Collaborative Options:

	Peer Visits with Reflection and Conversations
	Study Groups
	Audio/Video Taping Analysis
	Delivery of Workshops/Course/Professional Development to Peers or Parents
	Team Planning/Grade Group Planning
	New Curriculum Development
	Co-Teaching
	Professional Development Participation

Independent Option:

	Journal Writing
	Professional Reading
	Teaching Reflection
	Peer Critique
	Analysis of Current Research
	Video Viewing
	Online Learning
	Professional Development outside of school day
	Action Research

Action Research:

	Studying and documenting own teaching/learning
	Studying own documenting with peers instructional practices

Other:

	To be developed in collaboration with principals
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Teacher's Signature:	Date:
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Administrator's Signature:	Date:
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ADMINISTRATOR'S PDP CHECKLIST TEACHER SELF-ASSESSMENT CHECKLIST

Name:	Date:
School:	Principal:
PGS Year:	

The Administrator will use this checklist during the initial PDP conference, which shall occur no later than October 20th of each year. The teacher will use the checklist as a guide in developing the teacher's PDP. At least one box should be checked in each category.

Category: Areas of Strength

	Employee identified past successes with student achievement
	Employee identified the areas of professional development that have been most successful.

Category: Area(s) for targeted growth

	Employee identified areas for growth that are in alignment with School Improvement Plan
	Employee identified the subject, content and/or focus of their plan that is in alignment with School Improvement Plan

Category: Rationale for selecting topic

	Employee provided a reason for choosing this area of focus
	Employee described the problem or issue that they would like to resolve

Category: Professional goal

	Employee identified what they want to know or be able to do at the completion of the plan
	Employee described how he/she will be more effective educator at the completion of the plan
	Employee identified an essential question

Category: Action Plan to Accomplish Goal(s)

	Employee identified steps for completing the plan
	Employee identified the resources they will utilize

Category: Resources Needed

	Employee identified resources necessary for completion of the plan
--	--

Notes:



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PROFESSIONAL DEVELOPMENT PLAN MID-YEAR REVIEW

1. In reviewing the PDP, what have you learned since beginning implementation?

2. What needs to be accomplished before the end of the year?

3. Are there any changes needed for the PDP? If yes, please describe.

4. What additional support is needed for plan implementation?

Teacher's Signature:	Date:
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Administrator's Signature:	Date:
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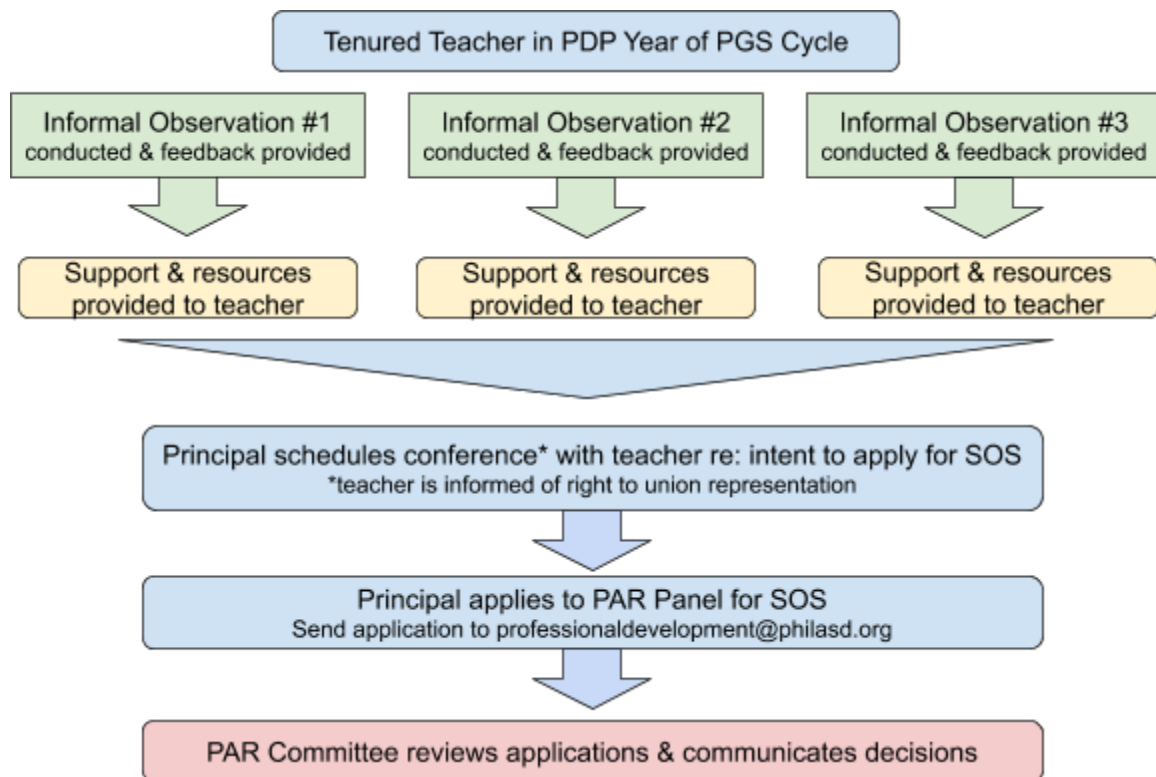
Next Review Date:

SPECIAL OBSERVATION STATUS

**All documentation should be submitted electronically to professionaldevelopment@philasd.org by December 16th with the subject line "SOS."*

Special Observation Status (SOS) is for Tenured Teachers who are in their PDP year. If a principal has concerns about the classroom performance of a tenured teacher in PDP, s/he may request that the PAR Panel place the teacher on Special Observation Status (SOS). This means the teacher will receive a formal rating. The request for SOS does not impact the teacher in implementing the scheduled Professional Development Plan. SOS is not subject to appeal.

Overview of SOS Process



SOS Directions for Principals

<p>Step 1: Conduct at least 3 informal observations, share feedback, and provide support.</p> <p>Timeline: September to December</p>	<p>Principals must:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus <i>only</i> on Danielson Domains II & III <input type="checkbox"/> Complete <u>at least three informal observations</u> and provide written feedback to the teacher after each informal. <input type="checkbox"/> Provide and document support and resources at the school level to support teacher's implementation of feedback <input type="checkbox"/> Provide reasonable time between each observation for the teacher to implement feedback
<p>Step 2: Draft SOS application</p> <p>Timeline: After all informals are completed, and before a conference is scheduled with the teacher.</p>	<p>Principals must:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draft a one-page narrative summary explaining the reason for the application; including feedback, recommendations, and supports provided to the teacher. <input type="checkbox"/> Draft the Request for SOS form; include copies of all three informal observations; include copies of the written feedback provided to the teacher after each informal observation.
<p>Step 3: Notify teacher of intent to apply for SOS</p> <p>Timeline: before application is submitted, on or before Dec 16*</p> <p>*Provide sufficient time for scheduling with teacher and representative</p>	<p>Principals must:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule a conference to discuss intent to apply for SOS. <input type="checkbox"/> Provide conference notice to teacher at least 24 hours in advance of the conference date. <input type="checkbox"/> Attach the draft SOS application materials to the conference notice. <input type="checkbox"/> Notify teacher of the right to union representation at the conference.
<p>Step 4: Submit SOS application</p> <p>Timeline: Due by December 16</p>	<p>Principals must:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Send all documentation electronically no later than December 16, 2019 to professionaldevelopment@philasd.org with the subject line "SOS." <p><i>If principal's paperwork is not completed, does not meet deadline, or does not focus on Domains II or III, the request will not be considered.</i></p>
<p>PAR Panel will communicate decisions to principals by December 23, 2019.</p> <p><i>If SOS request is approved, principals will conduct one formal observation in the Spring Window. The teacher will continue their PDP throughout the school year.</i></p>	

PAR Panel and Consulting Teacher Roles in SOS Process

<p>PAR Panel</p>	<ul style="list-style-type: none"> • Reviews documentation & evidence to support the request; responds by December 23, 2019. • Informs the principal of response to application; in the event the application is approved, the PAR Panel will inform both the principal and the teacher of the decision. • Assigns a Consulting Teacher to the SOS teacher. • After reviewing the Consulting Teacher recommendation and the principal's formal observation, THE PAR PANEL MAKES FINAL DECISION REGARDING EOY MMS RATING of either Satisfactory or Unsatisfactory. <ul style="list-style-type: none"> • A Satisfactory rating returns the teacher to their normal PGS cycle. An Unsatisfactory rating places the teacher in PAR for the following school year. • If the principal's and Consulting Teacher's recommendations are a discrepancy, each party will be required to provide evidence in defense of their recommendation to the PAR Panel, who will make the final determination.
<p>Consulting Teacher</p>	<ul style="list-style-type: none"> • Assesses the performance of the teacher; submits to the PAR Pair a support plan for the teacher. • Continues support through the end of the school year. • Provides ongoing documentation of teacher's performance, particularly in Domains II and III. Documentation is regularly shared with the teacher and the PAR Pair. • Provides a recommendation of meeting standards or not meeting standards to the PAR Panel.



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Sample Document

**REQUEST FOR SPECIAL OBSERVATION STATUS
DURING A TEACHER’S PROFESSIONAL DEVELOPMENT YEAR**

Please complete the following information along with a one-page narrative summary on a separate sheet of the concerns, recommendations and supports provided related to Domain(s) II and/or III. Include copies of a minimum of three (3) informal observations.

School _____ Date _____

Principal _____

Principal’s Signature _____

Teacher _____ PD Year _____

Subject/Grade _____

Dates of the three (3) Informal Observations _____

Dates of written feedback to teacher _____

Date of conference with teacher and union representative to discuss request for S.O.S

Once completed, please e-mail to professionaldevelopment@philasd.org due by December 16th with the subject line “SOS.”



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Sample Document

**CONSULTING TEACHER
 END OF YEAR SUMMARY OF SUPPORT
 SPECIAL OBSERVATION STATUS (SOS) TEACHER**

Consulting Teacher:
 Support Start Date:
 Number of Visits:

Teacher:
 Principal:

Visit Dates: (Please bold dates when teaching practice was observed)

	Meets Standards
	Does Not Meet Standards

FORMAL AND INFORMAL CLASSROOM OBSERVATIONS

Formal classroom observations and informal observations are an essential component for the professional growth and development. The purpose of the observations is to verify, validate, and support teaching and learning within The School District of Philadelphia (SDP). In addition, they will be used to provide effective feedback, constructive criticism, as well as the strengths, weaknesses, and opportunities for improvement in classroom engagement and instruction.

Prior to the formal observation, administrators should hold individual *Pre-Observation Conferences* with each teacher. Teachers are to complete the *Pre-Observation Form* prior to the pre-observation conference with the administrator. After the formal observation, administrators should hold individual *Post-Observation Conferences* with each teacher. Administrators should use the *Post-Observation Form* to conduct the post-observation conference.

Pre-Observation Form

Teachers are to complete this form prior to the formal observation and bring it to the pre-observation conference. Coverage will be provided for you.

Teacher		Grade		Subject	
Week of Observation		Date		Time	

List the objective(s) for the lesson:

Describe your process for determining the objective(s) for this lesson and what you considered to ensure it was at the appropriate level of rigor for your students.

What key questions will you ask in order to determine if students understand the content?

What methods will you use to check for understanding during this lesson?

Describe what you will use to assess whether your students mastered the skill at the end of this lesson.

What else should the observer look for (i.e. particular students, student engagement, classroom climate, instructional strategies, etc.)?

Post-Observation Form

Teachers are to complete this form after the formal observation and bring it to the post-observation conference. Coverage will be provided for you.

Teacher		Grade		Subject	
Date of Observation				Time	

Did your students master the objective? How do you know?

Did you deviate from your plan? If so, how and why?

If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution?

Strengths to leverage: *Identify the two biggest strengths that this teacher brings to the work that can be leveraged to enhance his or her practice.*

Strength	Evidence from observation

Areas for growth: *Identify the two areas of highest priority for this teacher to develop.*

Growth area	Evidence from observation

Access The School District of Philadelphia Danielson Rubric [HERE](#).

THE SCHOOL DISTRICT OF PHILADELPHIA **DOMAIN 1- PLANNING AND PREPARATION**

1c **SETTING INSTRUCTIONAL OUTCOMES - Danielson 2013**

	FAILING - 0	NEEDS IMPROVEMENT - 1	PROFICIENT - 2	DISTINGUISHED - 3
CRITICAL ATTRIBUTES	<ul style="list-style-type: none"> Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in class. 	<ul style="list-style-type: none"> Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> Outcomes represent high expectations and rigor. Outcomes are related to "big ideas" of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range of types; factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. Outcomes, differentiated where necessary, are suitable to groups of students in the class. 	<ul style="list-style-type: none"> The teacher's plans reference curricular framework or blueprints to ensure accurate sequencing. The teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.

1e **DESIGNING COHERENT INSTRUCTION - Danielson 2013**

	FAILING - 0	NEEDS IMPROVEMENT - 1	PROFICIENT - 2	DISTINGUISHED - 3
CRITICAL ATTRIBUTES	<ul style="list-style-type: none"> Learning activities are boring and/or not well aligned to the instructional goals. Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random, or they only partially support objectives. Lesson structure is uneven or may be unrealistic about time expectations. 	<ul style="list-style-type: none"> Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. The teacher provides a variety of appropriately challenging material and resources. Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. The plan for the lesson or unit is well structured, with reasonable time allocations. 	<ul style="list-style-type: none"> Activities permit student choice. Learning experiences connect to other disciplines. The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs.

THE SCHOOL DISTRICT OF PHILADELPHIA DOMAIN 2- THE CLASSROOM ENVIRONMENT

2b

ESTABLISHING A CULTURE FOR LEARNING - *Danielson 2013*

	FAILING - 0	NEEDS IMPROVEMENT - 1	PROFICIENT - 2	DISTINGUISHED - 3
CRITICAL ATTRIBUTES	<ul style="list-style-type: none"> The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly; the teacher does not correct them. 	<ul style="list-style-type: none"> The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." The teacher's primary concern appears to be to complete the task at hand. The teacher urges, but does not insist, that students use precise language. 	<ul style="list-style-type: none"> The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher demonstrates a high regard for students' abilities. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher insists on precise use of language by students. 	<ul style="list-style-type: none"> The teacher communicates passion for the subject. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work. Students correct one another in their use of language.

2c

MANAGING CLASSROOM PROCEDURES - *Danielson 2013*

	FAILING - 0	NEEDS IMPROVEMENT - 1	PROFICIENT - 2	DISTINGUISHED - 3
CRITICAL ATTRIBUTES	<ul style="list-style-type: none"> Students not working with the teacher are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures. 	<ul style="list-style-type: none"> Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly. 	<ul style="list-style-type: none"> Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distributions and collection of materials and supplies work efficiently. Classroom routines function smoothly. 	<ul style="list-style-type: none"> With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.

THE SCHOOL DISTRICT OF PHILADELPHIA DOMAIN 2- THE CLASSROOM ENVIRONMENT

2d

MANAGING STUDENT BEHAVIOR - Danielson 2013

	FAILING - 0	NEEDS IMPROVEMENT - 1	PROFICIENT - 2	DISTINGUISHED - 3
CRITICAL ATTRIBUTES	<ul style="list-style-type: none"> The classroom environment is chaotic, with no standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. 	<ul style="list-style-type: none"> The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. 	<ul style="list-style-type: none"> Standards of conduct appear to have been established and implemented successfully. Overall, student behavior is generally appropriate. The teacher frequently monitors student behavior. The teacher's response to student misbehavior is effective. 	<ul style="list-style-type: none"> Student behavior is entirely appropriate, and student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

THE SCHOOL DISTRICT OF PHILADELPHIA DOMAIN 3- INSTRUCTION

3a

COMMUNICATING WITH STUDENTS - Danielson 2013

	FAILING - 0	NEEDS IMPROVEMENT - 1	PROFICIENT - 2	DISTINGUISHED - 3
CRITICAL ATTRIBUTES	<ul style="list-style-type: none"> At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through their questions that they are confused about the learning task. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. The teacher's vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> The teacher provides little elaboration or explanation about what the students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher makes no serious content errors but may make minor ones. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. The teacher must clarify the learning task so students can complete it. The teacher's vocabulary and usage are correct but unimaginative. When the teacher attempts to explain academic vocabulary, it is only partially successful. The teacher's vocabulary is too advanced, or too juvenile, for students. 	<ul style="list-style-type: none"> The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. Students engage with the learning task, indicating that they understand what they are to do. If appropriate, the teacher models the process to be followed in the task. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. The teacher's vocabulary is appropriate to students' ages and levels of development. 	<ul style="list-style-type: none"> If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher points out possible areas for misunderstanding. The teacher invites students to explain the content to their classmates. Students suggest other strategies they might use in approaching a challenge or analysis. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. Students use academic language correctly.

3b

USING QUESTIONING AND DISCUSSION TECHNIQUES - *Danielson 2013*

	FAILING - 0	NEEDS IMPROVEMENT - 1	PROFICIENT - 2	DISTINGUISHED - 3
CRITICAL ATTRIBUTES	<ul style="list-style-type: none"> • Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking. • Only a few students dominate the discussion. 	<ul style="list-style-type: none"> • The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher invites students to respond directly to one another's class ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • The teacher asks students to explain their reasoning, but only students attempt to do so. 	<ul style="list-style-type: none"> • The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most attempt to do so. 	<ul style="list-style-type: none"> • Students initiate higher-order questions. • The teacher builds on and uses student responses understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion.

3c

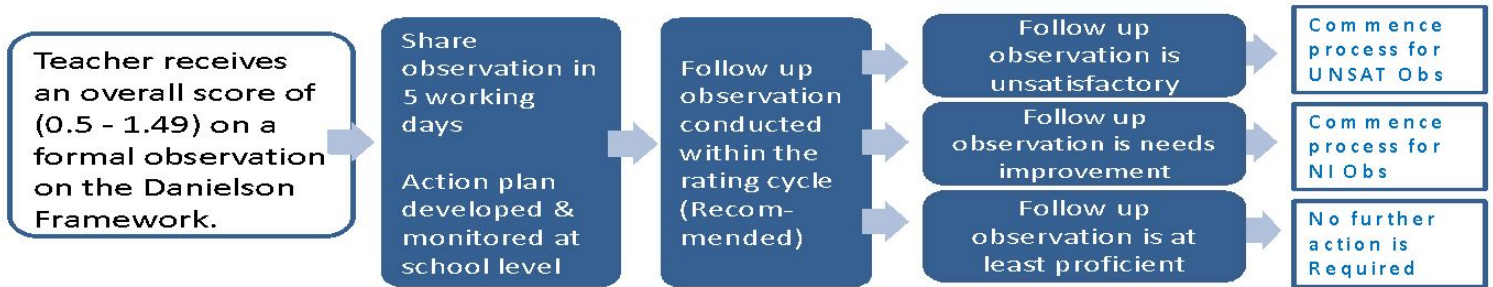
ENGAGING STUDENTS IN LEARNING - *Danielson 2013*

	FAILING - 0	NEEDS IMPROVEMENT - 1	PROFICIENT - 2	DISTINGUISHED - 3
CRITICAL ATTRIBUTES	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety would promote more students engagement. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recalls. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the material and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven-suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities. 	<ul style="list-style-type: none"> • Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggestion modifications to the grouping patterns uses, and/or (3) suggestions modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

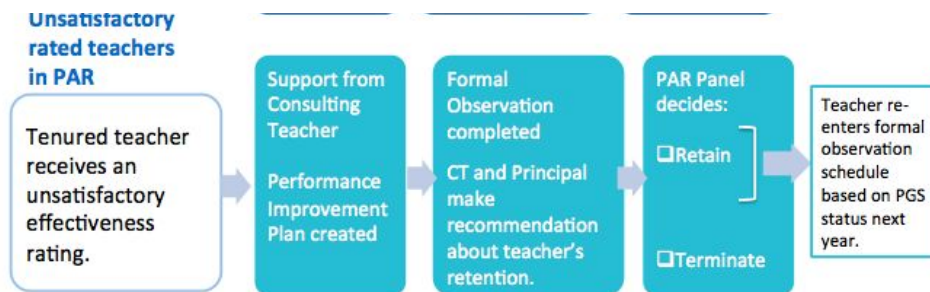
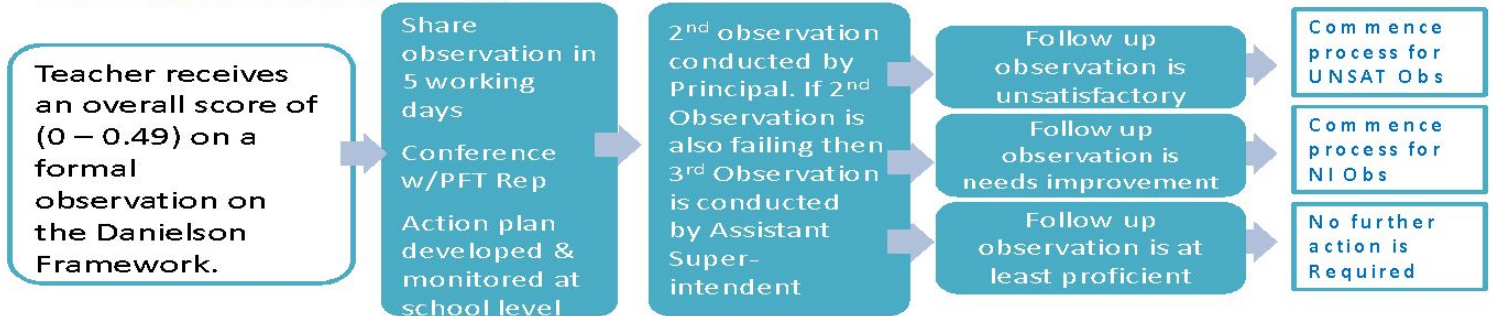
POLICY ON UNSATISFACTORY AND SATISFACTORY-NEEDS IMPROVEMENT FORMAL OBSERVATIONS

OBSERVATIONS for 2nd and 3rd-year TPE's and Tenured Teachers

Satisfactory: Needs Improvement Observation



Unsatisfactory: Failing Observation



In the above scenarios, domains do not play a role; it does not matter which domains include "0's" or "1's" If you or they have any questions, please reach out to "effectiveness@philasd.org" and we will provide a prompt response.

Performance Improvement Plans (PIP)

What is a PIP?

- An individualized support plan that is developed in collaboration with a principal and a teacher to address areas of concern related to the contributing factors of a teacher's Multiple Measures Summary (MMS). The MMS includes all of the factors used to calculate an educator's rating.

For whom is a PIP designed?

- Act 82 states that teachers rated as Needs Improvement or Failing are required to participate in a PIP. Decisions about PIP status are based on a teacher's Effectiveness Rating.

What are the requirements of a PIP?

- Designed by a principal and/or coach with the teacher's input
- Addresses the areas of concern
- Makes recommendations for specific professional development
- Identifies the types of data (evidence) that will be collected to determine improvement
- Explains how intensive supervision will be provided

Can a person refuse the support of a PIP?

- If a teacher meets the requirements (Failing or Needs Improvement Effectiveness Rating) they cannot refuse.

Who manages the design and implementation of the PIP?

- Teachers who are required to participate in a PIP may receive the support of a coach. The coach (if applicable), principal and teacher will write the plan in collaboration. The coach and/or principal will also provide individualized support, create action steps, set measurable goals and work with the teacher to build and enhance skills. The principal will continue to monitor progress through regular informal observations.

For how long is the PIP implemented?

- A PIP is implemented for one rating period. For TPEs this is equivalent to 5 months. For Professional Employees, this is equivalent to 10 months.

What are the observation requirements for a teacher on a PIP?

- The teacher's rating officer completes the amount of formal observations necessitated by that teacher's PGS status.

What if a teacher is in their PDP year and they meet the requirements for a PIP?

- The PIP replaces the Professional Development Plan.
- The teacher is treated as a satisfactory teacher in his/her formal observation year. The teacher will receive two formal observations within the 10-month rating period (one formal observation in the fall and one in the spring at the conclusion of the PIP.)

What if someone is rated Unsatisfactory?

- Teachers who are rated Unsatisfactory will still remain in the PAR program. Their Consulting Teacher will work with them on a Performance Improvement Plan.

Additional Information

pa.aft.org – see the FAQ document on the website

The Pennsylvania Bulletin - <http://www.pabulletin.com/secure/data/vol44/44-24/1244.html>

Sample Document



Performance Improvement Plan

Teacher		Principal	
Coach		School	

Duration of Coaching and Performance Improvement Plan: 5 months 10 months

Tenure Status: Tenured Temporary Professional Employee (Non-Tenured)

Growth Areas: Place a check mark in the box next to any domain below that is in need of growth:

<input type="checkbox"/>	1c Setting Instructional Outcomes	<input type="checkbox"/>	3a Communicating with Students
<input type="checkbox"/>	1e Designing Coherent Instruction	<input type="checkbox"/>	3b Using Questioning and Discussion Techniques
<input type="checkbox"/>	2b Establishing a Culture for Learning	<input type="checkbox"/>	3c Engaging Students in Learning
<input type="checkbox"/>	2c Managing Classroom Procedures	<input type="checkbox"/>	4a Reflecting on Teaching
<input type="checkbox"/>	2d Managing Student Behavior	<input type="checkbox"/>	4c Using Questioning and Discussion Techniques

Growth Area 1 List Domain	Supporting Teacher & Student Evidence/Data for Growth Area	Teacher Actions/Goals to Address Growth Area	Student Outcome Goal (if applicable)	Activities, Professional Development, Resources to Support Improvement

Growth Area 2 List Domain	Supporting Teacher & Student Evidence/Data for Growth Area	Teacher Actions/Goals to Address Growth Area	Student Outcome Goal (if applicable)	Activities, Professional Development, Resources to Support Improvement

Growth Area 3 List Domain	Supporting Teacher & Student Evidence/Data for Growth Area	Teacher Actions/Goals to Address Growth Area	Student Outcome Goal (if applicable)	Activities, Professional Development, Resources to Support Improvement

Notification of 1st Needs Improvement - Mid Year TPE



THE SCHOOL DISTRICT OF
PHILADELPHIA

Dear _____,

Your most recent rating was Needs Improvement. Based on your multiple measure rating in <Month, Year>, your Overall Effectiveness rating was <score>. Multiple measure ratings are comprised of several data points, including:

- 2019-20 Fall Formal Observation Score
- 2018-19 SLO Score
- and 2018-19 SPP (building level) Score, if applicable.

Please follow the steps below to access your Multiple Measure Summary (MMS):

- Log into Cornerstone through the <https://www.philasd.org/login/>
- Hover over **PERFORMANCE** > click **Performance Tasks** > click **My Personal Reviews**
- Your most recent MMS will be listed with the title “2019-2020 [rating period] Teacher Multiple Measure Summary”
- Click on the **title** of the review to download your MMS report (if the review does not automatically appear, check the Downloads folder on your desktop).

This is your first Needs Improvement rating. For the duration of the subsequent rating period, your development will be guided by a Professional Improvement Plan (PIP).

Please be advised that, under Act 82, a second Needs Improvement rating that meets the following criteria will **automatically** be converted to a Failing rating:

1. The second Needs Improvement is in the same certification area as the first Needs Improvement.
2. The second Needs Improvement rating is within 10 years of the first Needs Improvement rating.

A Failing rating for a non-tenured teacher is grounds for dismissal. A Failing rating for a tenured teacher results in that teacher being placed in the Peer Assistance and Review (PAR) program.

In order to support your development, a Performance Improvement Plan (PIP) will be put in place.

- If you received a Proficient observation rating, your PIP will be administered by your principal and will be discussed in the conference mentioned below.
- If you received a Needs Improvement or Failing observation rating, your PIP will be administered by an Academic Coach, who will be assigned to you within 1-2 weeks of your receipt of this letter.

Your principal will schedule a formal conference with you to discuss your rating. You have the right to bring union representation to this conference. At this conference, your rating officer will explain your scores and you will have the opportunity to ask questions and discuss evidence in support of or contrary to the rating. This conference should occur in a timely fashion.

To address some of the questions you may have after receiving this letter, please consult the 2018-19 Educator Evaluation Handbook (https://drive.google.com/file/d/1EjVEEfrpawAUNV9SHVsm-ho_LmW2JWBm/view?usp=sharing). Pages 30-33 specifically explain the Multiple Measure Summary and performance plans.

Thank you,
The Office of Leadership Development and Evaluation

Notification of 1st Needs Improvement - End of Year TPE or Tenured



THE SCHOOL DISTRICT OF
PHILADELPHIA

Dear <NAME>,

Your most recent rating was Needs Improvement. Based on your multiple measure rating in <Month, Year>, your Overall Effectiveness rating was <score>. Multiple measure ratings are comprised of several data points, including:

- 2019-20 Overall Formal Observation Score
- 2019-20 SLO Score, if applicable
- 2018-19 PVAAS (teacher-specific) Score, if applicable
- and 2018-19 SPP (building level) Score, if applicable.

Please follow the steps below to access your Multiple Measure Summary (MMS):

- Log into Cornerstone through the <https://www.philasd.org/login/>
- Hover over **PERFORMANCE** > click **Performance Tasks** > click **My Personal Reviews**
- Your most recent MMS will be listed with the title “2019-2020 [rating period] Teacher Multiple Measures Summary”
- Click on the **title** of the review, or task, to download your MMS report (if the review does not automatically appear, check the Downloads folder on your desktop).

This is your first Needs Improvement rating. For the duration of the subsequent rating period, [insert next rating period/year], your development will be guided by a Professional Improvement Plan (PIP).

Please be advised that, under Act 82, if you receive a second Needs Improvement rating that meets the following criteria, it will **automatically** be converted to a Failing rating:

1. The second Needs Improvement is in the same certification area as the first Needs Improvement.
2. The second Needs Improvement rating is within 10 years of the first Needs Improvement rating.

A Failing rating for a non-tenured teacher is grounds for dismissal. A Failing rating for a tenured teacher results in that teacher being placed in the Peer Assistance and Review (PAR) program.

In order to support your development, a Performance Improvement Plan (PIP) will be put in place.

- If you received a Proficient observation rating, your PIP will be administered by your principal and will be discussed in the conference mentioned below.
- If you received a Needs Improvement or Failing observation rating, your PIP will be administered by an Academic Coach, who will be assigned to you within 1-2 weeks of the start of the school year.

Unsatisfactory - Failing: 0.0 - 0.49
Satisfactory - Needs Improvement: 0.5 - 1.49
Satisfactory - Proficient: 1.5 - 2.49
Satisfactory - Distinguished: 2.5 - 3.0

Your principal will schedule a formal conference with you to discuss your rating. You have the right to bring union representation to this conference. At this conference, your rating officer will explain your scores and you will have the opportunity to ask questions and discuss evidence in support of or contrary to the rating. This conference should occur within 5-10 **school days** from receipt of this letter (by September 6, 2019 at the latest).

To address some of the questions you may have after receiving this letter, please consult the 2018-19 Educator Evaluation Handbook: (https://drive.google.com/file/d/1EjVEEfrpawAUNV9SHVsm-ho_LmW2JWBm/view?usp=sharing). Pages 30-33 specifically explain the Multiple Measure Summary and performance plans.

Thank you,
The Office of Leadership Development and Evaluation

Notification of 2nd Needs Improvement - TPE Teacher



Dear <NAME>,

Your most recent rating was Needs Improvement. Based on your multiple measure rating in <MONTH YEAR>, your Overall Effectiveness rating was <SCORE>. Multiple measure ratings are comprised of several data points, which are the following:

- 2018-19 Fall Formal Observation Score: <OBS score> weighted at <OBS weight>
- 2017-18 SLO Score: <SLO score> weighted at <SLO weight>
- and 2017-18 SPP (building level) Score: <SPP score> weighted at <SPP weight> of your MMS rating.

Please follow the steps below to access your Multiple Measure Summary (MMS):

- Log into Cornerstone through the <https://www.philasd.org/login/>
- Hover over **PERFORMANCE** > click **Performance Tasks** > click **My Personal Reviews**
- Your most recent MMS will be listed with the title "2018-2019 [rating period] Teacher Multiple Measures Summary"
- Click on the **title** of the review to download your MMS report (if the review does not automatically appear, check the Downloads folder on your desktop).

Unsatisfactory - Failing: 0.0 - 0.49

Satisfactory - Needs Improvement: 0.5 - 1.49

Satisfactory - Proficient: 1.5 - 2.49

Satisfactory - Distinguished: 2.5 - 3.0

This is your second Needs Improvement rating. Under Act 82, a second Needs Improvement rating that meets the following criteria will *automatically* be converted to a Failing rating:

1. The second Needs Improvement is in the same certification area as the first Needs Improvement.
2. The second Needs Improvement rating is within 10 years of the first Needs Improvement rating.

Your second Needs Improvement rating meets both criteria listed above. Therefore, your Overall Effectiveness rating on your most recent MMS has been converted to Failing.

A Failing rating for a non-tenured teacher is grounds for dismissal.

In the event that your rating officer does not wish to petition for dismissal, you will be placed on a Performance Improvement Plan (PIP) to guide your development.

- If your contributing Observation score was proficient, the PIP will be implemented on a school level and be guided and drafted by your principal/rating officer.
- If your contributing Observation score was below proficient, you will be assigned an Academic Coach (AC) to support your development. Your AC will begin coaching support within 1-2 weeks of your receipt of this letter. For the duration of the subsequent rating period, your development will be guided by a PIP, which will be drafted and implemented by your AC, with input from you and your principal.

Your principal will schedule a formal conference with you to discuss your rating. You have the right to bring union representation to this conference. At this conference, your rating officer will explain your scores and you will have the opportunity to ask questions and discuss evidence in support of or contrary to the rating. This conference should occur within 1-2 school weeks from receipt of this letter (by September 6, 2019 at the latest).

To address some of the questions you may have after receiving this letter, please consult the 2018-19 Educator Evaluation Handbook (https://drive.google.com/file/d/1EjVEEfpawAUNV9SHVsm-ho_LmW2JWBm/view?usp=sharing). Pages 30-33 specifically explain the Multiple Measure Summary and performance plans.

Thank you,
Office of Leadership Development & Evaluation

Notification of 2nd Needs Improvement - Tenured Teacher



Dear <NAME>,

Your most recent rating was Needs Improvement. Based on your multiple measure rating in <MONTH YEAR>, your Overall Effectiveness rating was <SCORE>. Multiple measure ratings are comprised of several data points, which are the following:

- 2018-19 Fall Formal Observation Score: <OBS score> weighted at <OBS weight>
- 2017-18 SLO Score: <SLO score> weighted at <SLO weight>
- and 2017-18 SPP (building level) Score: <SPP score> weighted at <SPP weight> of your MMS rating.
- PVAAS?

Please follow the steps below to access your Multiple Measure Summary (MMS):

- Log into Cornerstone through the <https://www.philasd.org/login/>
- Hover over **PERFORMANCE** > click **Performance Tasks** > click **My Personal Reviews**
- Your most recent MMS will be listed with the title “2018-2019 [rating period] Teacher Multiple Measures Summary”
- Click on the **title** of the review to download your MMS report (if the review does not automatically appear, check the Downloads folder on your desktop).

Unsatisfactory - Failing: 0.0 - 0.49

Satisfactory - Needs Improvement: 0.5 - 1.49

Satisfactory - Proficient: 1.5 - 2.49

Satisfactory - Distinguished: 2.5 - 3.0

This is your second Needs Improvement rating. Under Act 82, a second Needs Improvement rating that meets the following criteria will *automatically* be converted to a Failing rating:

1. The second Needs Improvement is in the same certification area as the first Needs Improvement.
2. The second Needs Improvement rating is within 10 years of the first Needs Improvement rating.

Your second Needs Improvement rating meets both criteria listed above. Therefore, your Overall Effectiveness rating on your most recent MMS has been converted to Failing (documented by this letter).

A Failing rating for a tenured teacher results in that teacher being placed in the Peer Assistance and Review (PAR) program.

As a participant in the PAR program, you will be assigned a Consulting Teacher (CT) to support your development. Your CT will begin coaching support within 1-2 weeks of the start of the school year. For the duration of the subsequent rating period, your development will be guided by a Professional Improvement Plan (PIP), which will be drafted and implemented by your CT, with input from you and your principal.

Your principal will schedule a formal conference with you to discuss your rating. You have the right to bring union representation to this conference. At this conference, your rating officer will explain your scores and you will have the opportunity to ask questions and discuss evidence in support of or contrary to the rating. This conference should occur within 1-2 school weeks from receipt of this letter (by September 6, 2019 at the latest).

To address some of the questions you may have after receiving this letter, please consult the 2018-19 Educator Evaluation Handbook (https://drive.google.com/file/d/1EjVEEfpawAUNV9SHVsm-ho_LmW2JWBm/view?usp=sharing). Pages 30-33 specifically explain the Multiple Measure Summary and performance plans.

Thank you,
Office of Leadership Development & Evaluation



THE SCHOOL DISTRICT OF PHILADELPHIA
440 N. BROAD STREET
PHILADELPHIA, PA 19130



PHILADELPHIA FEDERATION OF TEACHERS
1816 CHESTNUT STREET
PHILADELPHIA, PA 19103

Sample Document

Date:

TO: Larisa Shambaugh, Interim Chief Talent Officer
Office of Talent

FROM: Name of Principal
School

SUBJECT: Principal Recommendations for Teachers

Name of Teacher:	
------------------	--

Select appropriate status of teacher and your recommendation.

- New, non-tenured teacher***
 - Retention in the district
 - Retention in the district with additional coaching support
 - Dismissal from the district

- Special Observation Status***
 - Satisfactory
 - Unsatisfactory

- Teacher rated unsatisfactory from previous school year***
 - Retention in the district
 - Dismissal from the district

CLASSROOM TEACHER RATING FORM

PDE 82-1 (7/14)

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

(A) Classroom Teacher Observation and Practice

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

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

(B) Multiple Measures - Building Level Data, Teacher Specific Data, and Elective Data

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

(3) Teacher Specific Rating	
(4) Elective Rating	

(C) Final Classroom Teacher Effectiveness Rating - All Measures

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

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

* Substitutions permissible pursuant to 22 Pa. Code §§ 19.1 (IV)(a)(5), (b)(2)(ix), (b)(3)(vi), (c)(3), or (d)

Rating: Professional Employee, OR Rating: Temporary Professional Employee

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

Distinguished
 Proficient
 Needs Improvement
 Failing
 resulting in a final rating of:
 Satisfactory
 Unsatisfactory

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

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

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

Date	Signature of Employee
------	-----------------------

End of Year PAR Recommendation



THE SCHOOL DISTRICT OF PHILADELPHIA
440 N. BROAD STREET
PHILADELPHIA, PA 19130



PHILADELPHIA FEDERATION OF TEACHERS
1816 CHESTNUT STREET
PHILADELPHIA, PA 19103

Date:

To: <<Teacher>>
<<School>>

Sample Document

From: PAR Panel

Subject: End of Year Teaching Performance

During the <<School Year>> School Year you were a participant in the Peer Assistance and Review (PAR) Program and served as a teacher at <<School>>. You received the support of a Consulting Teacher who provided instructional guidance, standard-aligned professional goal setting, and mentoring in elements of effective teaching.

Based on evidence collected and submitted by your Principal and Consulting Teacher, it is the decision of the Peer Assistance and Review Panel that your teaching performance for the school year was Satisfactory with a recommendation for:

	<i>Additional coaching support during the <<School Year>> school year, to be reviewed in January <<Year>></i>
	<i>No additional coaching support</i>

We commend you on making consistent improvement, and it is our hope that you will continue your professional growth.

Thank you.

CC: Consulting Teacher

Special Observation Status End of Year Summary



THE SCHOOL DISTRICT OF PHILADELPHIA
440 N. BROAD STREET
PHILADELPHIA, PA 19130



PHILADELPHIA FEDERATION OF TEACHERS
1816 CHESTNUT STREET
PHILADELPHIA, PA 19103

Date:

Sample Document

To: <<Teacher>>
<<School>>

From: PAR Panel

Subject: Special Observation Status End of Year Summary

During the <<School Year>> school year you were placed on Special Observation Status. You received the support of a Consulting Teacher who provided instructional guidance, standard-aligned professional goal setting, and mentoring in elements of effective teaching.

Based on the evidence collected and submitted by your Principal and Consulting Teacher, it is the decision of the Peer Assistance and Review Panel that your teaching performance for the school year was Unsatisfactory. You will be rated Unsatisfactory and will be placed into the Peer Assistance and Review program next year.

It is our hope that you will achieve significant growth in your professional performance next year with the continued support you receive from the PAR program.

Thank you.

CC: Consulting Teacher

Special Observation Status End of Year Summary



THE SCHOOL DISTRICT OF PHILADELPHIA
440 N. BROAD STREET
PHILADELPHIA, PA 19130



PHILADELPHIA FEDERATION OF TEACHERS
1816 CHESTNUT STREET
PHILADELPHIA, PA 19103

PEER ASSISTANCE AND REVIEW

Sample Document

Date:

To: <<Teacher>>
<<School>>

From: PAR Panel

Subject: Special Observation Status End of Year Summary

During the <<School Year>> school year you were placed on Special Observation Status. You received the support of a Consulting Teacher who provided instructional guidance, standard-aligned professional goal setting, and mentoring in elements of effective teaching.

Based on the evidence collected and submitted by your Principal and Consulting Teacher, it is the decision of the Peer Assistance and Review Panel that your teaching performance for the school year was Satisfactory. You are no longer on Special Observation Status.

We commend you on making consistent improvement and it is our hope that you will continue your professional growth.

Thank you.

CC: Consulting Teacher



THE SCHOOL DISTRICT OF PHILADELPHIA
 440 N. BROAD STREET
 PHILADELPHIA, PA 19130



PHILADELPHIA FEDERATION OF TEACHERS
 1816 CHESTNUT STREET
 PHILADELPHIA, PA 19103

Sample Document

**Consulting Teacher
 End of Year Summary of Support**

Consulting Teacher:
 Support Start Date:
 Grade/Subject:
 Principal:

Teacher:
 Tenure Status:
 Number of Visits:
 School:

Visit Dates: (Please bold dates when teaching practice was observed)

Intensive Support Plan: Yes/No

If yes, date of implementation:

Recommendation:

	Retention
	Retention with additional coaching support
	Dismissal

Collective Bargaining Agreement

***This section will be updated when the most current collective bargaining agreement has been published.*

XI. Assessment of Performance and Interventions

(e) Any teacher who has a reasonable basis for needing such assistance and or receives an unsatisfactory rating may request assistance from the Peer Intervention Program, in writing on a form promulgated by the Panel. The Panel will review requests and promptly notify the teacher of the determination as to whether assistance will be provided in that case. Such communications will be kept completely confidential.

(f) For three (3) months following the start of the intervention period, the Principal will not evaluate or observe the participating teacher for his/her instructional performance. However, no intervention process can be initiated after January 15 of any school year. Teachers participating in this process who were rated unsatisfactory in the previous school year will have their rating period extended until June 30.

(g) All communications between the intervener and the participating teacher shall be completely confidential. As a condition of involvement in the program, all participants in the program, including the intervener and the participating teacher, must consent to the confidentiality provisions set forth in this paragraph. The School District and the Federation agree that the intervener, or any other person involved in the Peer Intervention Program, shall not be subpoenaed by the School District or the Federation or called to testify, produce documents or participate in any other way concerning the intervention in any proceeding involving the participating teacher, including potential subsequent proceedings under the School Code. No arbitrator, in any proceeding under the parties' control, shall accept evidence regarding such communications.

(h) Except as otherwise herein provided, the Federation, the School District or any participating teacher may exercise any constitutional, statutory, regulatory or contractual right otherwise provided by law, regulation or contract.

(i) The School District agrees to make available on a best efforts basis, alternative career opportunities for teachers who decide to leave the teaching profession in the course of or following intervention.

(j) Administrative procedures for effectuation of these provisions will be formulated by the Panel in consultation with the School District and the Federation and thereafter distributed by the Panel.

(k) These procedures relate solely to issues of competency and no other grounds of discipline.

(l) The acts of the Panel, intervenor, coordinator, Federation and School District shall be final.

C. Professional Growth and Peer Assistance and Review System

1. The School District and Federation agree to establish a Peer Assistance and Review Program (PAR) as part of a Professional Growth System. The Parties shall establish a Design Team comprised of six (6) members. One half of the members shall be appointed by the President of the Federation and the other half by the Superintendent. The Design Team will develop the PAR Program consistent with terms of this Agreement. The work of the Design Team will be implemented by and

Implementation Team to be named in equal numbers by the PFT and the District. The Implementation Team will include the members of the Design Team as well as the additional members named by the Parties.

XI. Assessment of Performance and Interventions

2. PAR is a mandatory program for all New Teachers. New Teachers are teachers in their first year of employment with the School District, who are not tenured in Pennsylvania. PAR is also available to non-tenured teachers following their first year of employment on an as needed basis.

3. PAR is a mandatory program for tenured teachers who have been rated unsatisfactory in the previous school year. Participation in PAR may also be requested by a tenured teacher who believes that his/her teaching competence will benefit from PAR.

4. PAR Panel

(a) The PAR Program will have ongoing leadership provided by a Panel comprised of eight (8) members, four (4) of whom shall be selected by the Federation and four (4) of whom shall be selected by the School District. Should a vote be required for any action or decision, an affirmative vote of at least five (5) members is necessary. The Chair of the PAR Panel shall alternate annually between the Superintendent and/or CEO and the President of the Federation, or their designee.

(b) The Panel will be divided into PAR Pairs consisting of one (1) Federation appointed member and one (1) District appointed member.

(c) The PAR Panel shall make discretionary decisions regarding eligibility for the Program; monitor the overall progress of teachers participating in the Program; and make retention recommendations for new teachers and tenured teachers participating in PAR.

(d) PAR Pairs will meet regularly with Consulting Teachers to review the work of the Consulting Teachers and the progress of teachers assigned to the PAR Pair, to evaluate teachers and make retention recommendations to the PAR Panel.

(e) The PAR Panel will make retention recommendations for all New Teachers participating in the Program. New Teachers who are not recommended for retention by the PAR Panel will be dismissed by the School District. The PAR Panel will make retention recommendation for tenured teachers who have been placed in the PAR Program and where the Panel recommends dismissal, the teacher will be rated unsatisfactory and dismissed.

(f) The deliberations of the PAR Panel shall be closed and confidential. Its decisions shall be based upon classroom performance and information provided by the Consulting Teacher and the Principal.

(g) The acts of the PAR Panel and the Consulting Teacher shall be final, subject only to appeal by a teacher through the grievance process or through the teacher's statutory rights for review under the Public School Code.

(h) PFT members participating in the PAR Program, as Consulting Teachers or as members of the PAR Panel, shall be indemnified and held harmless by the District against any and all claims arising as a result of their actions within the scope of their duties.

5. Consulting Teacher

(a) Consulting Teacher shall be selected by the PAR Panel, utilizing the criteria and selection process developed by the Design and the Implementation Teams.

XI. Assessment of Performance and Interventions

(b) During the phase-in, teachers who are assigned as New Teacher Coaches shall be eligible for consideration for selection as Consulting Teachers.

(c) Consulting Teachers shall have terms of no more than four (4) years. A Consulting Teacher who has completed a term must return to the classroom for a minimum of two (2) years before reapplying to the Program.

(d) A Consulting Teacher returning to the classroom will be treated as a forced transfer and shall be eligible to select a position for which s/he is certified.

(e) Consulting Teachers shall work a twelve (12) month administrative year and day and shall receive a twelve (12) month teacher salary.

(f) Consulting Teachers will observe and review teachers who are assigned as part of their caseloads' plan and implement professional development for teachers assigned to their caseloads; make recommendations for retention to the PAR Pair for New Teachers assigned to the Consulting Teacher; and draft status reports for tenured teachers assigned to the Consulting Teacher. Consulting Teachers shall submit ongoing reports to the PAR Pair. A final status report will be submitted to the PAR Panel. Final status reports shall not be confidential.

(g) All communication between the Consulting Teacher and the participating teacher shall be completely confidential. The Consulting Teacher and the principal for each teacher in the Consulting Teacher's caseload will communicate regarding the progress of the participating teacher.

6. PAR Program for New Teachers

(a) During the phase-in of this Program, all New Teachers who are not participating in the PAR Program will be provided with support in accordance with

Article X, Section C(3).

(b) The PAR Program will have primary responsibility for coaching, reviewing and evaluating New Teachers assigned to the Program. School principals will retain responsibility for evaluating all New Teachers who are not participating in the Program and for all New Teachers for aspects related to non-instructional conduct. Principals will conduct one (1) formal observation for all New Teachers assigned to the PAR Program.

(c) New Teachers in the PAR Program who are not making satisfactory progress will be reviewed by the PAR Pair and an intensive assistance plan shall be created by the Consulting Teacher. New Teachers who are not making satisfactory progress shall receive written notification of deficiencies and a written copy of the assistance plan.

(d) New Teachers who are making satisfactory progress shall receive assistance at a level to be determined by the Consulting Teacher.

7. PAR Program for Tenured Teachers

(a) The PAR Program will have primary responsibility for coaching, reviewing and evaluating a tenured teacher who has been rated unsatisfactory and assigned to the Program. Teachers participating in this Program who were rated unsatisfactory in the previous school year will have their rating period extended until June 30.

(b) Any tenured teacher who believes that his/her teaching competence may benefit from participation in the PAR Program may request participation in PAR, in writing, on a form promulgated by the Panel. The Panel will review requests for help from individual teachers. The Panel will promptly notify the teacher of the determination of whether assistance will be provided. Such communication will be kept completely confidential.

(c) No voluntary participation can be initiated after January 15 of any school year.

(d) The Consulting Teacher shall develop a plan to assist a participating tenured teacher tailored to the specific needs of that teacher and will work with the teacher directly for not more than one (1) year. The Consulting Teacher will also observe participating teacher and prepare a status report documenting their observations.

(e) Upon receipt of a Consulting Teacher's status report, the PAR Pair shall make a retention recommendation for a tenured teacher that has completed the PAR Program to the PAR Panel. IF the PAR Panel recommends dismissal the District will dismiss the teacher. This retention decision will be subject to the grievance and arbitration procedures contained in this Agreement and/or the statute and appeal provisions contained in the Public School Code.

8. Professional Development Plan

(a) Each tenured teacher shall design, in collaboration with the Principal, a multi-year Professional Development Plan (PDP) for continuous improvement covering the professional development years (years one (1) and two (2)), which the Principal shall approve and which approval shall not be unreasonably denied. The Principal, or the Principal's designee, and the teacher shall meet at least once per year to review the PDP. The only teachers who are not required to work on a PDP are: non-tenured teachers; tenured teachers receiving PAR support; and tenured teachers in their formal evaluation year.

(b) The focus of the PDP is to support professional development activities that are of value to teachers and that are planned to improve student achievement and school results.

9. Peer Intervention

(a) The Peer Intervention Program will continue in existence during the three (3) year phase-in of the PAR Program. At the conclusion of the third year, the Peer intervention Program will be discontinued. If the PAR Program is suspended, then the Peer Intervention Program will be reestablished.

10. PAR will be phased in over three (3) years.

(a) In 2010-2011, PAR shall be implemented in forty-five (45) schools as determined by the Design and Implementation Team.

(b) In 2011-2012, PAR shall be implemented in at least half of the District's schools. The Design and/or Implementation Teams shall determine the schools in which to implement PAR.

(c) In 2012-2013, PAR shall be implemented in all schools.

11. Role of Principal

(a) Principals will communicate with Consulting Teachers assigned to teachers in their building regarding the principal's observations of teachers in the PAR Program.

(b) Principals will conduct one (1) formal observation for any teacher participating in PAR.

12. Either party may opt out of the PAR Program with sixty (60) days' notice.