

**INSTRUCTIONAL I TO INSTRUCTIONAL II ASSESSMENT FORM**

Applicant’s Last Name                      First    Middle    Positions(s) of Employee

District/IU                                      School    Evaluator    Interview/Conference Date

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

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

- Teacher’s performance demonstrates:
- o In-depth and thorough knowledge of content and pedagogy
  - o In-depth and thorough knowledge of Pennsylvania’s Academic Standards
  - o In-depth and thorough knowledge of students and how to use this knowledge to direct and guide instruction
  - o Clear and appropriate instructional goals that reflect content standards and high expectations for students
  - o Thorough awareness of resources, materials, and technology available through the school or district or professional organizations
  - o Appropriate and coherent instructional design in which plans for all elements are completely aligned with the instructional goals, have a clear sequence, and include adaptations for individual student needs
  - o Perceptive reflection on teaching and learning and use of such in future instruction planning
  - o Appropriate and clear assessments of student learning completely aligned to the instructional goals, and adapted as required for student needs.

- Sources of Evidence** (Check all that apply and include dates, types/titles and number)
- |  |                      |   |                      |
|--|----------------------|---|----------------------|
| <input type="checkbox"/> Lesson/Unit Plans             | See Attachment 427 A | <input type="checkbox"/> Teacher Conferences/Interviews | See Attachment 427 A |
| <input type="checkbox"/> Resources/Material/Technology | See Attachment 427 A | <input type="checkbox"/> Classroom Observations         | See Attachment 427 A |
| <input type="checkbox"/> Assessment Materials          | See Attachment 427 A | <input type="checkbox"/> Teacher Resource Documents     | See Attachment 427 A |
| <input type="checkbox"/> Information About Students    | See Attachment 427 A | <input type="checkbox"/> Other                          | See Attachment 427 A |

**Assessment of Category I Factors (Discussion)**

**Category II: Classroom Environment --Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of a Learning Environment, Student Interaction.**

Teacher's performance demonstrates:

- o High and clear expectations for student achievement in a challenging and dynamic learning environment, with value placed on high quality student work
- o Significant attention to equitable learning opportunities for students
- o Appropriate and highly respectful interactions between teacher and students and among students
- o Highly effective classroom routines and procedures resulting in effective use of instructional time
- o Clear standards of conduct and highly effective and preventive management of student behavior
- o Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials, and technology.

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

- |   |                      |   |                      |
|---|----------------------|---|----------------------|
| <input type="checkbox"/> Classroom Observations         | See Attachment 427 A | <input type="checkbox"/> Visual Technology                    | See Attachment 427 A |
| <input type="checkbox"/> Informal Observations/Visits   | See Attachment 427 A | <input type="checkbox"/> Resources/Materials/Technology/Space | See Attachment 427 A |
| <input type="checkbox"/> Teacher Conferences/Interviews | See Attachment 427 A | <input type="checkbox"/> Other                                | See Attachment 427 A |

**Assessment of Category II Factors (Discussion)**

**Category III: Instructional Delivery --Teachers, through their knowledge of content and their skill in delivering instruction, engage students in learning by using a variety of instructional strategies. Category III reviews: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness.**

Teacher's performance demonstrates:

- o Clear and appropriate communication of procedures and high-quality explanations of the content
- o Highly effective use of different levels of questioning and discussion strategies that encourage most, if not all, students to participate
- o High-level engagement of students in learning and appropriate pacing of instruction
- o Equitable, accurate, and constructive feedback to students on their learning
- o Informed and appropriate use of formal and informal assessments to meet learning goals and to monitor student learning
- o High degree of flexibility and responsiveness in meeting the learning needs of students.

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

- |   |                      |   |                      |
|---|----------------------|---|----------------------|
| <input type="checkbox"/> Classroom Observations         | See Attachment 427 A | <input type="checkbox"/> Student Assignment Worksheets                | See Attachment 427 A |
| <input type="checkbox"/> Informal Observations/Visits   | See Attachment 427 A | <input type="checkbox"/> Student Work                                 | See Attachment 427 A |
| <input type="checkbox"/> Assessment Materials           | See Attachment 427 A | <input type="checkbox"/> Instructional Resources/Materials/Technology | See Attachment 427 A |
| <input type="checkbox"/> Teacher Conferences/Interviews | See Attachment 427 A | <input type="checkbox"/> Other  | See Attachment 427 A |

**Assessment of Category III Factors (Discussion)**

**Category IV: Professionalism--Professionalism is demonstrated through qualities that characterize a professional person in aspects occurring in and beyond the classroom/building. Category IV reviews: Maintaining Clear and Accurate Records, Communication with Families and Students, Contributing to School and District, Developing Professionalism.**

Teacher's performance demonstrates:

- o Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like.
- o Full knowledge of Professional Code of Conduct and full commitment to professional standards
- o Full and active compliance with school and district requirements for maintaining accurate and complete records and communicating with families regarding student needs/improvement
- o Frequent participation in school and district professional development events/opportunities, consistent application of new learning in the classroom and sharing of learning with colleagues

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

- |  |                      |   |                      |
|--|----------------------|---|----------------------|
| <input type="checkbox"/> Teacher Conferences/Interviews    | See Attachment 427 A | <input type="checkbox"/> Progress Reports/Report Cards                            | See Attachment 427 A |
| <input type="checkbox"/> Observations/Visual Technology    | See Attachment 427 A | <input type="checkbox"/> Parent/School/Community Feedback                         | See Attachment 427 A |
| <input type="checkbox"/> Artifacts/Interaction with Family | See Attachment 427 A | <input type="checkbox"/> Artifacts: Professional Development/Act 48 Documentation | See Attachment 427 A |
| <input type="checkbox"/> Student Records/Grade Book        | See Attachment 427 A | <input type="checkbox"/> Perceptive Use of Teaching/Learning Reflections          | See Attachment 427 A |
|  |                      | <input type="checkbox"/> Other  | See Attachment 427 A |

**Assessment of Category IV Factors (Discussion)**

Teacher's Name

Social Security Number

I certify that the before named applicant for the period beginning \_\_\_\_\_ and ending \_\_\_\_\_ has received an overall assessment that is:  
(month/day/year) (month/day/year)

**SATISFACTORY**

**UNSATISFACTORY**

\_\_\_\_\_  
Signature of Principal/Assistant Principal (Assessor)

Date

\_\_\_\_\_  
Signature of District Superintendent or  
I. U. Executive Director

Date

**Overall Justification for Assessment**

**Commendations (optional)**

Name of Applicant

\_\_\_\_\_  
Signature of Applicant

Date

NOTE: Only page 4 is returned to the Pa. Dept. of Education as a part of the application for a Level II certificate.

PDE-427