Pennsylvania
Department of Education

Educational Specialist I to Educational Specialist II Assessment Form

Non-Teaching Professional

Educator's Information

Last Name   First Name   Middle Name

Position(s) of Educator

Local Education Agency (LEA)   School

Evaluator   Interview/Conference Date

The Instructional I to Instructional II Assessment Form is completed **after three years of satisfactory service on a Level I certificate**. All domains must be assessed with verification of evidence related to satisfactory performance, referring to the Framework for Observation and Practice as necessary.

DOMAIN 1: Planning and Preparation

Effective Non-Teaching Professionals (NTPs) plan and prepare to deliver high-quality services equitably to all learners based upon extensive evidence-based knowledge of their discipline relative to individual and systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable, and represent relevant goals for the individual and system. *

Educator's performance demonstrates:

Knowledge of Content and Pedagogy

Knowledge of Resources

Knowledge of Learners

Design Coherent Instruction and Service Delivery

Setting Instructional Outcomes

Design of Learner Assessments

Sources of Evidence Related to the Components of Planning and Preparation (Check all that apply):

Notations of professional observations, employee/rater conferences or interviews, or informal observations or visits

Communication logs (such as emails, letters, notes regarding conversations with parents, staff, students, community members)

Utilization of formative and summative assessments that impacts instruction for learners

Agendas and minutes of meetings, programs, courses or planning sessions

Development and implementation of school improvement plans, professional growth programs, in-service programs, student assemblies, safety programs, and other events or programs that promote educational efficacy, health and safety

Budget and expenditure reports

Professional development documentation toward continuance of certification or licensure or both

Use of professional reflections

Examination of sources of evidence provided by the employee

Assessment of Domain 1 Components:

DOMAIN 2: Educational Environment

Effective NTPs assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student relationships, staff interactions, security and maintenance, administration, student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities. *

Educator's performance demonstrates the ability to:

Create an Environment of Respect and Rapport

Establish a Culture for Learning

Manage Procedures

Manage Learning Behavior

Organize the Environment

Sources of Evidence Related to the Components of Classroom Environment (Check all that apply):

Notations of professional observations, employee/rater conferences or interviews, or informal observations or visits

Communication logs (such as emails, letters, notes regarding conversations with parents, staff, students, community members)

Utilization of formative and summative assessments that impacts instruction for learners

Agendas and minutes of meetings, programs, courses or planning sessions

Development and implementation of school improvement plans, professional growth programs, in-service programs, student assemblies, safety programs, and other events or programs that promote educational efficacy, health and safety

Budget and expenditure reports

Professional development documentation toward continuance of certification or licensure or both

Use of professional reflections

Examination of sources of evidence provided by the employee

Assessment of Domain 2 Components:

DOMAIN 3: Delivery of Service

Effective NTP service delivery and evidence-based practice originate from a problem-solving process that can be applied at the individual, group, and systems level and is used for: (a) identification of priority areas for improvement; (b) analysis of variables related to the situation, including student needs and backgrounds; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.*

Educator's performance demonstrates the ability to:

Communicate with Learners

Use Questioning and Discussion Techniques

Engage Learners in Learning

Use Assessments in Instruction and Service Delivery

Demonstrate Flexibility and Responsiveness

Sources of Evidence Related to the Components of Instruction (Check all that apply):

Notations of professional observations, employee/rater conferences or interviews, or informal observations or visits

Communication logs (such as emails, letters, notes regarding conversations with parents, staff, students, community members)

Utilization of formative and summative assessments that impacts instruction for learners

Agendas and minutes of meetings, programs, courses or planning sessions

Development and implementation of school improvement plans, professional growth programs, in-service programs, student assemblies, safety programs, and other events or programs that promote educational efficacy, health and safety

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Use of professional reflections

Examination of sources of evidence provided by the employee

Assessment of Domain 3 Components:

DOMAIN 4: Professional Development

Effective NTPs have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery in an equitable and inclusive manner and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPs communicate with all parties clearly, frequently and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen evidence-based practices. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others. *

Educator's performance demonstrates the ability to:

Reflect on Practice

Participate in a Professional Community

Maintain Accurate Records

Grow and Develop Professionally

Communicate with Stakeholders

Show Professionalism

Sources of Evidence Related to the Components of Professional Responsibilities (Check all that apply):

Notations of professional observations, employee/rater conferences or interviews, or informal observations or visits

Communication logs (such as emails, letters, notes regarding conversations with parents, staff, students, community members)

Utilization of formative and summative assessments that impacts instruction for learners

Agendas and minutes of meetings, programs, courses or planning sessions

Development and implementation of school improvement plans, professional growth programs, in-service programs, student assemblies, safety programs, and other events or programs that promote educational efficacy, health and safety

Budget and expenditure reports

Professional development documentation toward continuance of certification or licensure or both

Use of professional reflections

Examination of sources of evidence provided by the employee

Assessment of Domain 4 Components:

I certify that the Educator has completed all necessary requirements of the Level I certification and has achieved a Satisfactory Rating on PDE approved Evaluation forms. The evaluation forms are maintained in the Educator's personnel file.

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Signature of Evaluator   Date

_____

Signature of Chief School Administrator   Date

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LEA Name

Overall Justification for Assessment:

_____

Name and PPID of Educator

_____

Signature of Educator   Date

This form will be maintained in the Educator's personnel file.