Bend-La Pine Schools

Professional Advancement and Support System Handbook

2015-16

3rd Edition
(Working Draft)

Est. 1883
BEND LAPINE
Schools
EDUCATING THRIVING CITIZENS

BEND-LA PINE SCHOOLS
MISSION STATEMENT

Bend-La Pine Schools, in partnership with our community, will prepare each student with the knowledge, skills, confidence and personal integrity to contribute as a thriving citizen in our ever-changing global society.

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ACKNOWLEDGEMENTS

The committee would like to gratefully and sincerely acknowledge the Bend-La Pine Schools Board Members for their vision, understanding, and most importantly, their support during this lengthy process. Their willingness to break from the set standards of educational leadership provided a catalyst for the work of the committee:

Julie Craig, Ron Gallinat, Cheri Helt, Andy High, Nori Juba, Peggy Kinkade, Dr. Stuart Young
Former Board Members: Wells Ashby, Beth Bagley, Kelly Goff, Mike Jensen, Tom Wilson

We would also like to acknowledge the dedication of Career Pathways and Compensation Committee members who worked on designing the framework for the Professional Advancement and Support System:

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TABLE OF CONTENTS

Mission Statement 1
Acknowledgements 2
Table of Contents 3
Introduction
Rationale 4
System Overview 5
Salary Schedule – 2015-16 6
PASS Eligibility for New Employees – 2015-16 7
Early Career Educator
Rationale 10
Five-Year Advancement Plan 11
Level Review Components 12
Task 1 – *Teaching Practice and Learning Environment* 14-25
Task 2 – *On-Demand Assessment* 28-36
Task 3 – *Action Research Project* 38-43
Professional and Master Educator
Professional Educator Rationale 46
Master Educator Rationale 47
Acceleration Requirements 48
Level Review Resubmissions 49
Appendix
Early Career Educator Forms 52-55
Level Review Forms 56-65
Appeals Process 66
Flow Chart 67
Forms 68-70
References 71-72

RATIONALE

Underlying the philosophy of the Bend-La Pine Schools' teacher compensation system is the belief that teachers should be recognized for work that improves the quality of their instructional practice and the learning outcomes of their students. In designing a new advancement and compensation system, district staff and school board members want to emphasize their appreciation and support for the dynamic nature of teaching and learning.

Traditional teaching salary schedules tie advancement to years of experience and completion of college course credits. This system of advancement offers limited recognition and/or encouragement for teachers to participate in more meaningful professional growth opportunities and to truly focus on improved professional practice. It also fails to recognize many of the dynamics of teaching and learning.

The designers of Bend-La Pine Schools' new system recognize that a teaching career is characterized by more than years of experience and credits attained. As teachers grow in their own learning and experience, they need different levels and types of professional learning, support and feedback. They also recognize that teachers can and should be supported to develop and grow at different rates. Compensation and advancement models such as ours help foster productive differentiation.

Finally, it should be noted that although Bend-La Pine Schools embrace the vision of a Master Level teacher in every classroom, the district acknowledges that a teaching force in a rapidly growing school district will always be made up of teachers at different professional levels. It also recognizes that other factors in the life of a teacher may influence the individual's ability to advance at an aggressive pace. While having a Master Level teacher in every classroom may be a vision, it is expected that highly functioning Professional Level teachers will achieve outstanding results with their students. This system is designed to support and acknowledge teachers at all levels, while providing a compensation structure that encourages continued growth.

A collaborative team of teachers, building and district administrators, and school board members joined in the development of this model. All involved believe it offers exciting opportunities for the future of Bend-La Pine educators and their students and will encourage the highest level of instructional practice.

SYSTEM OVERVIEW

The new BLS PASS (Professional Advancement and Support System) is designed to align compensation and career advancement with evidence of instructional proficiency, application of meaningful professional learning and effective use of student achievement data to drive instruction.

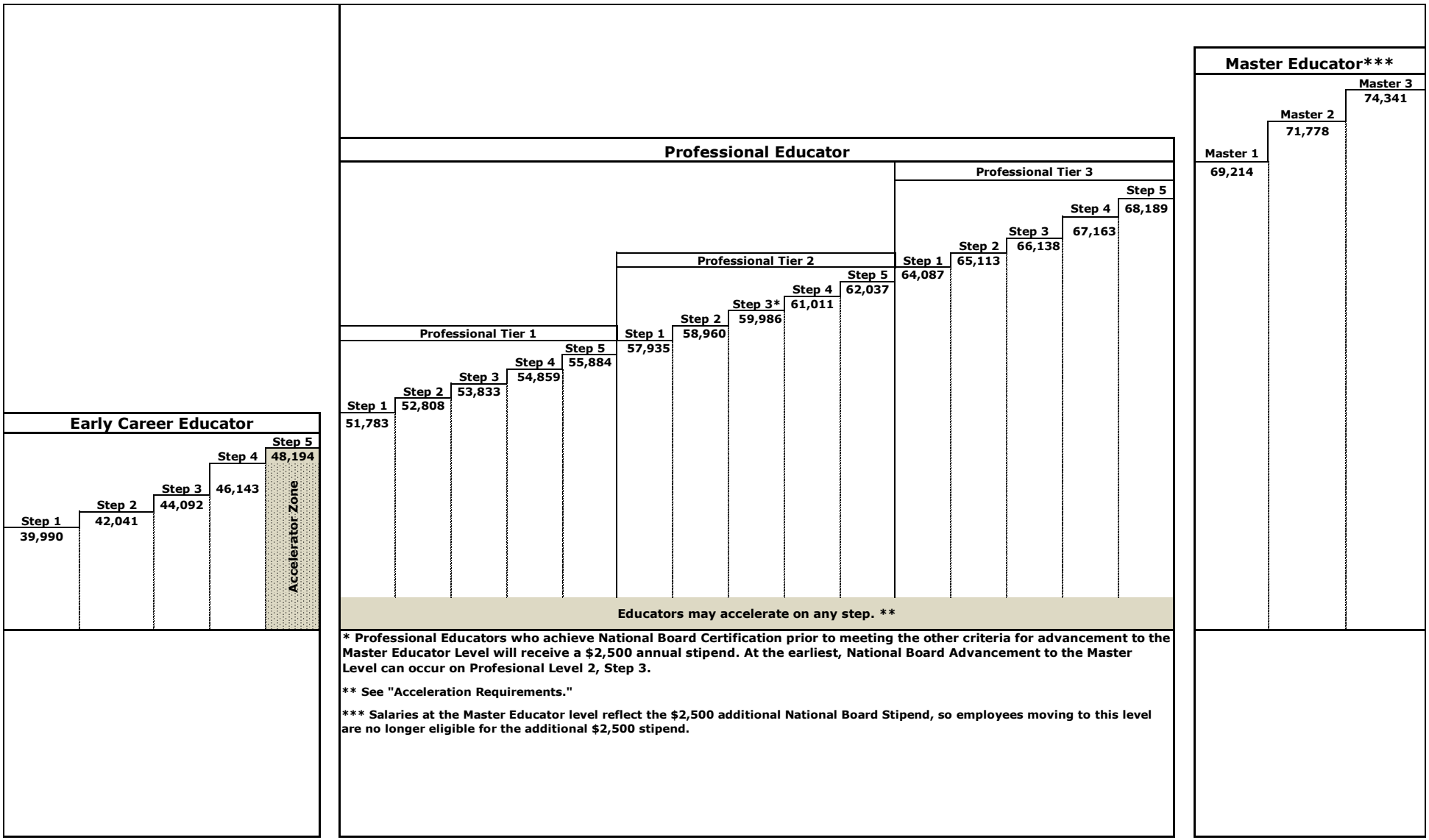
The structure of the PASS identifies three major levels of teachers' careers: Early Career Educator, Professional Educator, and Master Educator. Advancement is contingent upon a passing score on your Level Review which is assessed by a trained district team of teachers and administrators.

As the PASS system's capacity continues to develop, the expectation for higher-level roles and responsibilities will be an element of Master Educator level attainment and continuation.

PROFESSIONAL ADVANCEMENT & SUPPORT SYSTEM – BEND-LA PINE SCHOOLS

2015-16

190-day Schedule – Reflects 2.0% COLA Increase from 2014-15 Schedule



*** Professional Educators who achieve National Board Certification prior to meeting the other criteria for advancement to the Master Educator Level will receive a $2,500 annual stipend. At the earliest, National Board Advancement to the Master Level can occur on Profesional Level 2, Step 3.**

**** See "Acceleration Requirements."**

***** Salaries at the Master Educator level reflect the $2,500 additional National Board Stipend, so employees moving to this level are no longer eligible for the additional $2,500 stipend.**

9/10/2015

PASS ELIGIBILITY
FOR NEW EMPLOYEES – 2015-16

Eligibility Qualifications:

The following rules govern eligibility for the Professional Advancement and Support System:

Year 1 Certified Classroom, ERC/Life Skills Teachers:

1. Teachers who hold a valid teaching or professional license/certificate issued by the Oregon Teacher Standards and Practice Commission (TSPC) and are in their first year of their teaching career will be automatically placed on the PASS (Early Career Educator, Step 1).
2. Teachers must be employed in a position of .5 FTE or greater.
3. The position can be temporary or permanent.

Year 2 Certified Classroom, ERC/Life Skills Teachers

1. Teachers who hold a valid teaching or professional license/certificate issued by the Oregon Teacher Standards and Practice Commission (TSPC) and are in their second year of their teaching career will be given the option of choosing the PASS (Early Career educator, Step 2) or the traditional salary schedule.
2. Teachers must be employed in a position of .5 FTE or greater.
3. The position can be temporary or permanent.

Non-classroom teachers and teachers in their third year or beyond of the teaching profession will not be eligible for the PASS in the 2015-16 school year. Future plans include the development of the placement process for these teachers onto the PASS.

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EARLY CAREER EDUCATOR

EARLY CAREER EDUCATOR

Rationale

Bend-La Pine Schools is committed to supporting staff in their quest to become better educators. Through a comprehensive and prescribed program, our Early Career Educators will have the opportunity to grow their practice while meeting Oregon's licensure requirements for TSPC. This cost-effective program will provide structured support for teachers new to the profession, allowing them to grow through experience, professional learning, graduate-level classes, and action research. In addition to meeting TSPC requirements, this program is designed to meet Bend-La Pine School's expectations for the Early Career Educator (ECE) Five-Year Advancement Plan, which culminates in promotion to the Professional Educator Tier 1, Step 1.

Teachers who meet level requirements for advancement are identified using the following InTASC assumptions:

1. Learning and teaching are complex.
2. Teaching expertise can be learned, develops over time, and is not linear.
3. Growth can occur through reflection upon experience, feedback, or professional learning experiences.
4. Student development depends on the teacher's understanding of context and knowledge of how to support learning.
5. It is about the teaching practice, not about the teacher.
6. Each task is designed to move a teacher's practice along a continuum from being more directive to more facilitative to more collaborative.

EARLY CAREER EDUCATOR
Five-Year Advancement Plan

ACQUISITION			APPLICATION		
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**LEVEL REVIEW**
Mentor Program and New Teacher Induction Program *[1] (2 credits)	Mentor Program and New Teacher Induction Program *[1] (2 credits)	SIOP/Portfolio*[5] (3 credits)	Action Research Course (2 credits)	Action Research Project: Data Informed Instruction (2 credits)	
Integrated Technology Course I (1 credit)	Integrated Technology Course II (1 credit)		Elective(s)*[4] (1 credit)	Elective(s) *[4] (1 credit)	
Performance Evaluation*[2]	Performance Evaluation*[2]	Performance Evaluation*[2]	Performance Evaluation*[2]	Performance Evaluation*[2]	
Professional Goal Setting and Review*[3]	Professional Goal Setting and Review*[3]	Professional Goal Setting and Review*[3]	Professional Goal Setting and Review*[3]	Professional Goal Setting and Review*[3]	

*[1]New Teacher Induction is offered to all new teachers and includes mentor support, monthly coursework aligned with InTASC standards and a summer professional development training day.

*[2]In order to submit for Level Review, teachers may not have been on a support strategy or Plan of Assistance during that instructional year. Being placed on a Plan of Assistance at any time during the year prohibits a teacher from moving to the next step the following year.

*[3]Professional goal setting and review are required annually for all Bend-La Pine teachers.

*[4]Elective(s) are one or two credit courses taken over time with a focus on content and/or pedagogical knowledge. These courses may be taken at any time during the first five years of service.

*[5]SIOP may be taken at any time during a teacher's first five years.

Successful completion of all courses is required.

EARLY CAREER EDUCATOR
Level Review Components

TASK 1 – TEACHING PRACTICE AND LEARNING ENVIRONMENT

- Two – 10-minute videos
  - same class, same unit, two different lessons
- Content area: different from Task 2 for elementary
- Written or videotaped commentary
  - provide context of classroom
  - describe lessons
  - reflect on teaching practices and learning environment
  - analyze your teaching practices and learning environment

TASK 2 – ON-DEMAND ASSESSMENT

- Controlled testing environment
- Teacher brings three samples of student work (choice of: audio, visual, written)
  - Samples should represent a high, medium and low level of performance related to the assigned task
- Written response to prompts
- Student samples used as context for analysis and reflection
- Focus on teacher's content knowledge
- Content area: different from Task 1 for elementary

TASK 3 – ACTION RESEARCH PROJECT

- Content area: teacher's choice
- Based on work completed in Action Research class

All submissions will be presented to the Level Review Panel. There will be no interview or presentation component.

Rubrics will be used to score each task.

LEVEL REVIEW

TASK 1

TEACHING PRACTICE

AND

LEARNING ENVIRONMENT

EARLY CAREER EDUCATOR
TASK 1
Teaching Practice and Learning Environment

Content

I. Overview
II. Understanding the Task Requirements
III. Recording Videos
IV. Video Analysis Questions
V. Submission
VI. Scoring Rubric
VII. Writing about Teaching

EARLY CAREER EDUCATOR
TASK 1

Overview

Task 1 summarizes details from your instructional planning and evidence of your teaching based on two videos. Evaluation is based on evidence of practice, analysis of instruction, student engagement, and the learning environment.

What Do I Need to Do?

Your two videos should show evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons should demonstrate your knowledge of the content area, different instructional formats, and a repertoire of strategies.

Describe, analyze and reflect on your learning environment and teaching practice. Show the assessors clear and concise evidence of your effective teaching.

EARLY CAREER EDUCATOR
TASK 1

Understanding the Task Requirements

The requirements for this task are as follows:

- choose one class or subject period to best demonstrate the broadest possible range of your teaching practice.
- choose two different lessons with unique lesson goals and objectives from one unit of instruction.
- submit two 10 minute videos of your teaching practices.
- submit a cover sheet for Level Review submission.
- describe your instructional planning for each lesson featured in video and submit appropriate supporting materials.

Submit a written or video commentary for each video where you:

- review your teaching practice from the lessons.
- analyze if you met the goals of your lessons.
- reflect on what your next steps are in relation to the lessons.

EARLY CAREER EDUCATOR
TASK 1

Recording Videos

Video Requirements

- Two 10 minute videos
- Same class, same unit

Why Your Video Is Important

The purpose of the videos is to provide an authentic and complete view of your teaching. The Level Review Panel is not able to visit your class; therefore, a video recording is the only illustration of

- how you interact with students and how they interact with you and with each other.
- the climate you create in the classroom.
- the ways in which you engage students in learning.

1. Decide on the sessions to record. This process will be most beneficial if you record multiple sessions with a variety of lessons and/or students within your teaching assignment. The lessons you record should be important for students' learning.

2. Immediate reflection after teaching can help when later working on the analysis of a recording. At a minimum, note the following:
   - any particular instructional challenges offered by the students
   - the learning goals (lesson objectives) for the lesson
   - your opinion about the overall success of the lesson (i.e., were the learning goals met?)
   - a description of any instructional materials used in the lesson

Recording Your Videos

Use a Swivl or reliable video camera to videotape lessons. Each school, as well as the Mentor Program, has Swivls available for loan.

EARLY CAREER EDUCATOR
TASK 1

Video Analysis Questions

Video-recorded teaching sessions offer particularly strong evidence of a teacher's knowledge and ability. Ask yourself these questions:

- How did your instructional decisions during the lesson align with your planning?
- What specific approaches, strategies, techniques and/or activities did you use to promote active student engagement in the lesson? (Cite examples from video recording.)
- How did you establish a safe, fair, equitable and challenging environment for all students?
- How did you monitor and assess students' progress during the lesson?
- Did you achieve the lesson's goals? How do you know? (Cite evidence)
- What would you do differently, if anything, if you were to teach this again? Why?

Video Evidence in a Language other than English

Student work samples and video evidence may include expressions or phrases in a language other than English. If key information would benefit the Level Review Panel, please submit it. A translator will be available for the Level Review Panel, if necessary.

EARLY CAREER EDUCATOR
TASK 1

Submission

Before You Submit

As you work on completing your task, you should reflect on ways to improve your responses by asking yourself these questions:

- Does the task, taken as a whole, accurately represent my teaching?
- Are there important aspects of my teaching that the task does not capture?
- Do I address each of the questions listed in the written commentary instructions?
- In what ways could I improve my responses to the questions in the task?
- In what ways might my responses be incomplete or unclear to someone who is not familiar with my content or classroom?

What Do I Need to Submit?

For this entry you must submit the evidence described in this section.

- Cover sheet for Level Review submission (one for each video)
- Written or videotaped reflection commentary
- Two videos
  - Two video recordings (10 minutes each) from two different lessons (same class, same unit)

Format

- 12 pt. Arial font
- 2-page limit
- 1 inch margin

Ethics and Collaboration

You may collaborate with colleagues and have discussions about your work; and have them help you record, watch, and analyze the recordings. The written or videotaped commentary you submit must feature teaching that you did and work that you oversaw. If you work as a member of a team of teachers, you have an opportunity to collaborate with other members of the team who are going through the assessment. However, all of the work you submit as part of your response to this entry must be yours and yours alone.

EARLY CAREER EDUCATOR
TASK 1

Teaching Practice and Learning Environment
Level Review Scoring Rubric

Level 4 *Clear, consistent and convincing evidence*	**Level 3** *Clear evidence*	**Level 2** *Limited evidence*	**Level 1** *Little or no evidence*
Safe, fair, equitable, student centered, and challenging environment			
Teacher appropriately promotes self-directed learning and active student engagement with the teacher and other students. When ideas are shared, students converse purposefully and appropriately, and always listen attentively during activities as students explore topics of substance.	Teacher directly promotes self-directed learning and active student engagement with the teacher and other students. When ideas are shared, students converse purposefully and in general listen attentively during activities as they explore topics of substance.	Teacher sometimes promotes self-directed learning and student engagement with the teacher and other students. When ideas are shared, students converse and sometimes listen attentively during activities as they explore topics of study.	Teacher rarely promotes self-directed learning and student engagement with the teacher and other students. When ideas are shared, students sometimes converse and rarely listen attentively during activities as they explore topics of study.
Collaboration and Questioning			
Teacher skillfully facilitates the inquiry process and expertly equips students with skills that support collaboration. Students are prompted to appropriately ask thoughtful questions, respond respectfully to others' ideas, build consensus, compromise, negotiate, and accept ambiguity.	Teacher facilitates the inquiry process and equips students with skills that support collaboration. Students are prompted to ask thoughtful questions, respond to others' ideas, build consensus, compromise, negotiate, and accept ambiguity.	Teacher sometimes facilitates the inquiry process and attempts to equip the students with skills for collaboration. Students sometimes are prompted to ask questions and respond to others' ideas with possible compromise and negotiation.	Teacher rarely facilitates the inquiry process and insufficiently attempts to equip students with collaboration skills. Students are rarely prompted to ask questions and respond to others' ideas inappropriately.

Level 4 *Clear, consistent and convincing evidence*	**Level 3** *Clear evidence*	**Level 2** *Limited evidence*	**Level 1** *Little or no evidence*
Student Learning and Feedback			
Student learning is expertly monitored and evaluated. Clear and concise instructional adjustments are made for assessment. Regular constructive feedback is given to students.	Student learning is monitored and evaluated. Instructional adjustments are made for assessment. Constructive feedback is given to most students.	Student learning is sometimes monitored and an attempt at evaluation is made. Instructional adjustments are sometimes made for assessment. Some feedback is given to students.	Student learning is rarely monitored or evaluated. Few instructional adjustments are made for assessment. Little to no feedback is given to students.
Equity			
All students are appropriately supported in developing the dispositions and proficiencies necessary for learning the dispositions and proficiencies necessary for learning.	Almost all students are supported in developing dispositions and proficiencies necessary for learning.	Some students are supported in developing dispositions and proficiencies necessary for learning.	Students are rarely supported in developing dispositions necessary for learning.
Instructional Practices			
Activities implemented are expertly connected to the learning goals. Teacher appropriately sequences and structures instruction so students can achieve goals.	Activities implemented are connected to the learning goals. Teacher sequences and structures instruction so most students can achieve the goals.	Activities implemented are sometimes connected to the learning goals. Teacher attempts to sequence and structure instruction so some students can achieve the goals.	Activities implemented rarely are connected to the learning goals. Teacher shows little to no attempt to sequence or structure instruction and students rarely achieve goals.

Level 4 *Clear, consistent and convincing evidence*	**Level 3** *Clear evidence*	**Level 2** *Limited evidence*	**Level 1** *Little or no evidence*
Knowledge of Students - Contextual (Teacher Commentary)			
Teacher knows students' backgrounds, needs, abilities, and interests. High, worthwhile, and attainable goals are selected. Instructional approaches and instructional resources selected support goals.	Teacher knows most students' backgrounds, needs, abilities, and interests. Challenging, worthwhile, and mostly attainable goals are selected. Instructional approaches and instructional resources selected almost always support goals.	Teacher knows some student backgrounds, abilities, and interests. Worthwhile and sometimes attainable goals are selected. Instructional approaches and instructional resources selected sometimes support goals.	Teacher shows little knowledge of student backgrounds, abilities, and interests. Goals selected may not be worthwhile or attainable. Instructional approaches and instructional resources selected provide little to no support for goals.
Communication - Contextual (Teacher Commentary)			
Pedagogical decisions made before, during, and after instruction are communicated persuasively. Teacher describes and analyzes their practice accurately, fully, and thoughtfully. Teacher reflects insightfully on implications for future teaching. Teacher seeks ways to improve practice to promote student learning.	Pedagogical decisions made before, during, and after instruction are communicated clearly. Teacher describes and analyzes practice in detail. Teacher reflects on implications for future teaching. Teacher seeks ways to improve practice to promote student learning.	Pedagogical decisions made before, during, and after instruction are sometimes communicated. Teacher sometimes describes and analyzes practice in detail. Teacher may reflect on implications for future learning. Teacher sometimes seeks ways to improve practice to promote student learning.	Pedagogical decision may not be made before, during, and after instruction and may not be communicated clearly. Teacher did not describe or analyze practice with clarity. Teacher reflection on implications for future learning may be weak or non-existent. Teacher shows no evidence of seeking ways to improve practice or promote student learning.

EARLY CAREER EDUCATOR
TASK 1

Writing About Teaching

Task 1 requires description, analysis, and reflection of your teaching practice. This process involves

- describing what happened in a classroom situation
- analyzing the "how," "why," or "in what way" a particular lesson was or was not successful in teaching students
- reflecting on how you would handle this same situation in the future

This brief guide to writing about teaching is really a guide to the summary activity that brings together all the hard work—the thinking, talking, discussing, prewriting, and rethinking—that you are doing during this process and that development of the tasks is designed to elicit.

Why Written Commentary Is Important

Remember that the only information available to the Level Review Panel is what is provided in these tasks—video recordings, instructional materials, and written commentary. Regardless of the strength of the evidence presented in the videos, the commentary is crucial in demonstrating reflective and effective teaching practices.

Keep the essential differences among descriptive, analytical, and reflective writing in mind as you prepare your written commentary. The scoring rubric for each task calls for each of these kinds of writing; providing an appropriate response is essential to a complete presentation of your work.

Descriptive Writing

In this context, a description involves the most important facts of what happened in a classroom situation. It is meant to "set the scene" for the Level Review Panel. Your description should be logically ordered and detailed enough to give assessors a basic sense of your classroom situation so that they can understand the context for your later analysis and reflection.

When you are asked to describe, be certain that your response meets these criteria:

- contains accurate and precise enumeration and/or explanation of critical features;
- provides clear and logical ordering of the elements or features of the event person, concept or strategy;

- includes all features or elements that an outsider would need to be able to see;
- specifies the meaning of any abbreviation or acronym the first time it is used.

Analytical and Reflective Writing

Analysis is grounded in concrete evidence provided in the materials submitted. Analytical writing shows assessors the thought processes that you used to arrive at your conclusions about a given teaching situation. It also demonstrates the significance of the evidence you submit.
Reflective thought may occur at any time throughout the teaching practice. The reflection component of the commentary is where assessors see learning from teaching experiences, informing and improving practice in the future.

For the purposes of this written commentary, analysis involves interpretation and examination of why elements or events described are the way they are, while reflection always suggests self-analysis, or retrospective consideration, of your practice.

Analyzing requires showing the success of a particular lesson or some specific teaching. Do not simply explain what happened, which would be a description. Further, do not state a conclusion ("The lesson was a success") or simply note the fulfillment of your learning goals ("Students gained a better understanding of multiculturalism in our society") without also giving evidence or examples to support the statement.

Ask yourself these questions:

- What did my students know before this teaching experience?
- What did my students learn because of this teaching experience?
- What did I know about my students and their knowledge before this teaching (which is both analytical and reflective)?
- What did I learn about my students and my practice because of this teaching experience (which is both analytical and reflective)?

Use the "Collecting Evidence of Accomplished Teaching Steps" to help guide writing and show evidence of your knowledge of students, your purposeful instruction and reflective teaching practice. Steps 1, 2, and 3 refer to planning and steps 4, 5, and 6 refer to reflection.

Source: From 'Component 2 and 3: All Certificate Areas,' by National Board for Professional Teaching Standards, 2015, p. 13-16. Copyright 2015. Excerpted by permission.

COLLECTING EVIDENCE OF ACCOMPLISHED TEACHING STEPS

	Description	Core Proposition Demonstrated	Collecting Evidence of Accomplished Teaching
Step 1	Know students and subject area	Teachers are committed to students and their learning.	Who are my students? Where are they now? What do they need? In what order do they need it? Where should I begin?
Step 2	Set Learning Goals	Teachers are committed to students and their learning.	What high and worthwhile goals can be provided, at this time, in this setting, that are appropriate for these students.
Step 3	Implement Instruction to Achieve Goals	Teachers know the subjects they teach and how to teach those subjects to students.	What instructional strategies would be most effective for meeting goals? What materials, people or places can I use to enhance student learning?
Step 4	Evaluate Student Learning	Teachers are responsible for managing and monitoring student learning.	Determine by evaluating student learning in relation to instruction – have goals been met?
Step 5	Reflect on Teaching Practices	Teachers *think* systematically about their practice and learn from experience.	What would I do differently? What are my next steps?
Step 6	Set New Learning Goals	Teachers are responsible for managing and monitoring student learning.	Based on evaluations of student learning of these students at this time, what goals would now be appropriate to set for students?

Source: From 'Component 2 and 3: All Certificate Areas,' by National Board for Professional Teaching Standards, 2015, p. 5. Copyright 2015. Reprinted by permission.

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LEVEL REVIEW

TASK 2

ON-DEMAND ASSESSMENT

EARLY CAREER EDUCATOR
TASK 2

On-Demand Assessment

Content

I. Overview
II. Analysis Questions
III. Student Work Samples
IV. Scoring Rubric
V. Writing about Teaching

EARLY CAREER EDUCATOR
TASK 2

Overview

Task 2 requires you to use student work to analyze and reflect on your own teaching practice (focusing heavily on Steps 4, 5, and 6 of the Accomplished Teaching Steps). You will use three student work samples to respond to the given prompt.

Understanding the Task Requirements

The requirements for this task are the following:

- Select three student work samples that best exemplify the wide range of students in your classroom. You will select a high, medium and low level of performance as assessed by the task;
- All student work samples must be from the same unit of study;
- You will receive a prompt directing you to analyze student data and write a reflection upon teaching and learning;
- This task will not be scored based on student achievement but on the reflection and refinement of teaching practices as a result of student work analysis.

What Do I Need to Do?

Identify the unit of study and activity from which you will select student work samples. Depending on your area of instruction, samples may be audio, visual, or written. Select three student work samples to analyze and reflect upon that best show the range of your students' skills and understanding in relation to the activity.

Carefully read the prompt given to you at the time of task completion. Make sure your analytical and reflective response addresses all aspects of the prompt.

EARLY CAREER EDUCATOR
TASK 2

Analysis Questions

Prior to the completion of the task, use these questions to practice analyzing student work samples.

- What strengths are shown in each student sample?
- What needs for improvement are shown in each student sample?
- What are the major similarities and differences among work samples of varying levels?
- How did your plan of instruction change throughout the unit to best support student growth?
- What did you observe through student work samples that caused you to refine/change your lessons?
- What are your next steps to help ensure each student's growth in skills and understanding?
- How would you change your unit of instruction for the future? Why?

EARLY CAREER EDUCATOR
TASK 2

Student Work Samples

Submission of Work Samples

Student work samples must be submitted at the time of task completion. Photocopies may be submitted of written work.

Evidence in a Language Other than English

Student work samples and video evidence may include expressions or phrases in a language other than English.

EARLY CAREER EDUCATOR
TASK 2

On-Demand Assessment
Level Review Scoring Rubric

Level 4 *Clear, consistent and convincing evidence*	**Level 3** *Clear evidence*	**Level 2** *Limited evidence*	**Level 1** *Little or no evidence*
Cognitive demand of assigned task			
Learning task appropriately challenges students by promoting higher-order thinking or application.	Learning task generally challenges most students by including opportunities for higher-order thinking or application.	Learning task primarily focuses on facts or a singular interpretation; students are constrained in development of knowledge and skills.	Learning task is completely characterized by rote activities and/or a singular interpretation.
Learning task has multiple "entry points" for students with varying skill levels.	Learning task may have more than one "entry point" or includes appropriate scaffolding for students with varying skill levels.	Learning task may not be accessible by all learners.	Learning task is not accessible to all learners.
For each student sample in response to the task, teacher's identification and analysis of student's strength and areas for growth			
Discussion of strengths and growth areas is accurate, detailed, and insightful.	Discussion of strengths and growth areas is accurate and reflects some insight.	Discussion of strengths and growth areas is overly general or vague.	Discussion of strengths and growth areas is inaccurate or incomplete.
Analysis reflects deep knowledge of content and pedagogy.	Analysis reflects knowledge of content and pedagogy.	Analysis reflects limited knowledge of content and pedagogy.	Analysis reflects little or no knowledge of content and pedagogy.

Level 4 *Clear, consistent and convincing evidence*	**Level 3** *Clear evidence*	**Level 2** *Limited evidence*	**Level 1** *Little or no evidence*
For each student sample in response to the task, teacher's identification of a learning goal and plan for supporting strategies, materials, and/or resources			
Goal and plan are tightly connected and logical. Identified strategies, etc., reflect deep understanding of developmentally appropriate practices.	Goal and plan are connected. Identified strategies, etc., are developmentally appropriate.	Goal and plan are loosely connected and illogical. Developmental appropriateness of identified strategies is questionable.	No clear connection between goal and plan. Identified strategies are not developmentally appropriate.
For each student sample in response to the task, teacher's rationale for identified goal and selection of supporting strategies, materials, and/or resources			
Rationale clearly focuses on connections among student's strengths and needs, strategies and materials. Rationale reflects deep knowledge of content and pedagogy.	Rationale includes connection among student's strengths and needs, strategies and materials. Rationale reflects knowledge of content and pedagogy.	Rationale does not show a clear link among students' strengths and needs, strategies and materials. Rationale reflects limited knowledge of content and pedagogy.	Rationale does not include any linkage among students' strengths and needs, strategies and materials. Rationale reflects little or no knowledge of content and pedagogy.

EARLY CAREER EDUCATOR
TASK 2

Writing About Teaching

Task 2 requires on-demand description, analysis, and reflection of student work as it informs your instruction. This process involves the following:

- describing the unit of instruction from which these work samples were taken;
- analyzing the work samples of students, including background on where students began, where they are at the point when samples were selected, strengths, struggles, and next steps;
- reflecting on how you would refine this unit of study in the future.

This brief guide to writing about teaching is really a guide to the summary activity that brings together all the hard work—the thinking, talking, discussing, prewriting, and rethinking—that you are doing during this process and that development of the tasks is designed to elicit.

Why Written Commentary Is Important

Remember that the only information available to the Level Review Panel is what is provided in these tasks—student work samples and your reflection and response to the prompt. Your response is crucial in demonstrating reflective teaching practice.

Keep the essential differences among descriptive, analytical, and reflective writing in mind as you prepare your written commentary. The Scoring Rubric for each task calls for each of these kinds of writing; providing an appropriate response is essential to a complete presentation of your work.

Descriptive Writing

In this context, a description is a retelling of the facts of what happened in a classroom situation. It is meant to “set the scene” for the Level Review Panel. Your description should be logically ordered and detailed enough to give assessors a basic sense of your classroom situation so that they can understand the context for your later analysis and reflection.

When you are asked to describe, be certain that your response meets these criteria:

- contains accurate and precise enumeration and/or explanation of critical features;
- provides clear and logical ordering of the elements or features of the event person, concept or strategy;

- includes all features or elements that an outsider would need to be able to see;
- specifies the meaning of any abbreviation or acronym the first time it is used.

Analytical and Reflective Writing

Analysis is grounded in concrete evidence provided in the materials submitted. Analytical writing shows assessors the thought processes you used to arrive at your conclusions about a given teaching situation. It also demonstrates the significance of the evidence you submit.

Reflective thought may occur at any time throughout the teaching practice. The reflection component of the commentary is where assessors see learning from teaching experiences, informing and improving practice in the future.

For the purposes of this written commentary, *analysis* involves interpretation and examination of why elements or events described are the way they are, while *reflection* always suggests self-analysis, or retrospective consideration, of your practice.

Analyzing requires showing the success of a particular lesson or some specific teaching. Do not simply explain what happened, which would be a description. Further, do not state a conclusion ("The lesson was a success") or simply note the fulfillment of your learning goals ("Students gained a better understanding of multiculturalism in our society"), without also giving evidence or examples to support the statement.

Ask yourself these questions:

- What did my students know before this teaching experience?
- What did my students learn because of this teaching experience?
- What did I know about my students and their knowledge before this teaching (which is both analytical and reflective)?
- What did I learn about my students and my practice because of this teaching experience (which is both analytical and reflective)?

Use the "Collecting Evidence of Accomplished Teaching Steps" to help guide writing and show evidence of your knowledge of students, your purposeful instruction and reflective teaching practice. Steps 1, 2, and 3 refer to planning and steps 4, 5, and 6 refer to reflection.

Source: From 'Component 2 and 3: All Certificate Areas,' by National Board for Professional Teaching Standards, 2015, p. 13-16. Copyright 2015. Excerpted by permission.

COLLECTING EVIDENCE OF ACCOMPLISHED TEACHING STEPS

	Description	Core Proposition Demonstrated	Collecting Evidence of Accomplished Teaching
Step 1	Know students and subject area	Teachers are committed to students and their learning.	Who are my students? Where are they now? What do they need? In what order do they need it? Where should I begin?
Step 2	Set Learning Goals	Teachers are committed to students and their learning.	What high and worthwhile goals can be provided, at this time, in this setting, that are appropriate for these students.
Step 3	Implement Instruction to Achieve Goals	Teachers know the subjects they teach and how to teach those subjects to students.	What instructional strategies would be most effective for meeting goals? What materials, people or places can I use to enhance student learning?
Step 4	Evaluate Student Learning	Teachers are responsible for managing and monitoring student learning.	Determine by evaluating student learning in relation to instruction – have goals been met?
Step 5	Reflect on Teaching Practices	Teachers *think* systematically about their practice and learn from experience.	What would I do differently? What are my next steps?
Step 6	Set New Learning Goals	Teachers are responsible for managing and monitoring student learning.	Based on evaluations of student learning of these students at this time, what goals would now be appropriate to set for students?

Source: From 'Component 2 and 3: All Certificate Areas,' by National Board for Professional Teaching Standards, 2015, p. 5. Copyright 2015. Reprinted by permission.

LEVEL REVIEW

TASK 3

ACTION RESEARCH PROJECT

EARLY CAREER EDUCATOR
TASK 3

Action Research Project Assessment

Content

I. Overview

II. Scoring Rubric

III. Writing about Teaching

EARLY CAREER EDUCATOR
TASK 3

Overview

Task 3 is the action-research paper, in which you will describe in detail all the stages of your classroom- or school-embedded action-research project. All task requirements will be discussed in depth during the action-research class required of all fourth-year teachers.

EARLY CAREER EDUCATOR
TASK 3

Action Research Project Level Review
Scoring Rubric

Level 4 *Strong*	**Level 3** *Proficient*	**Level 2** *Developing*	**Level 1** *Basic*
Explanation of Context, Problems, Issue			
Makes strong case for the need and desirability for improvement.	Adequately explains the benefits for the researcher's teaching or the student's learning.	Demonstrates awareness of possible benefits for teaching and learning.	Declare the hope for change and improvement.
Perceives and explores a broad range of implications beyond the case at hand.	Recognizes and explains the applicability of this inquiry to other educators.	Seems unsure or unclear about relevance beyond the case at hand.	Doesn't address applicability beyond the case at hand.
Provides readers with enough contextual data to take into account the uniqueness of the context.	Recognizes and addresses the relevant and unique characteristics of the researcher's context.	Provides accurate but incomplete report on research context.	Reports on context but leaves out several critical details.
Theoretical Perspective			
Provides a thorough literature review presented in a logical, clear and concise manner.	Demonstrates an understanding of key research findings or commentaries on the issue or problem.	Shows a basic understanding of major premises behind intervention.	Demonstrates awareness of the procedures recommended by developers of an intervention.
Detailed, logical and clear explanation for the theory informing the proposed intervention.	Provides a logical and clear explanation of the researcher's theory.	Explains the rationale behind proposed intervention	Explains how the researcher intends to implement the intervention.
The proposed intervention logically follows from the findings of others and the researcher's own theory.	The proposed intervention is justified based on the researcher's theoretical stance.		

Level 4 Strong	**Level 3** Proficient	**Level 2** Developing	**Level 1** Basic
Research Design			
The research design takes into account and adequately controls for most apparent and possible extraneous or intervening variables.	The research design makes appropriate use of triangulation to corroborate and support findings.	The research design uses authentic or recognized techniques to determine impact.	A technique or techniques are proposed to demonstrate impact.
The research design uses sampling techniques that make accurate findings highly likely.	The research design makes use of multiple data points to increase accuracy.	The research design reflects an awareness of the risk of inaccuracy.	The techniques have the potential for accurately reflecting performance.
Analysis of Data			
All reported findings and conclusions are supported by multiple and credible pieces of data.	All findings are supported by credible pieces of data.	The conclusions are logical and generally supported by the available data.	Conclusions are not contradicted by the available data.
Reasonable alternative interpretations of the data are recognized and discussed.	Reasonable alternative interpretations of data are reported.	The potential for alternative interpretation is recognized.	
Reasonable limitations are recognized and addressed along with suggestions for overcoming them.	Reasonable limitations are addressed.	The researcher shows an awareness that possible limitations exist.	
Action Planning			
The plan is a direct and logical extension of the findings and conclusions.	The plan is consistent with the data and conclusion.	The plan has reasonable face validity.	The plan is consistent with a theory.
Based on the available data, it appears likely that student performance will improve if and when the plan is followed.	The findings suggest the plan will make a difference in student performance.	The available data appears supportive of the plan.	The plan is not contradicted by available data.
The theory behind the plan is clearly outlined and addressed.	The theory behind the plan is addressed.	The plan seems logical.	

Level 4 Strong	**Level 3** Proficient	**Level 2** Developing	**Level 1** Basic
Action Planning (continued)			
The assessment plan should provide valuable evidence of the effectiveness of the plan.	The action plan contains a viable assessment strategy.		
The researcher and other educators are likely to benefit from data on the eventual implementation of the plan.	The researcher should benefit from data on the implementation of the action plan.		
Editing			
Writer makes few or no errors in usage, spelling or punctuation.	While writer makes a few errors in usage, spelling or punctuation, these do not impede readability.		Editing errors impede readability.
Presentation			
	Writer generally uses APA formatting correctly for cover page, in-text citations, incorporation of text, headings and references.		Writer makes multiple errors in APA formatting.

Adapted: From 'The Action Research Guidebook: A Four-Stage Process for Educators and School Teams,' by Sagor, R. (2011), Copyright 2015.

COLLECTING EVIDENCE OF ACCOMPLISHED TEACHING STEPS

	Description	Core Proposition Demonstrated	Collecting Evidence of Accomplished Teaching
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PROFESSIONAL

EDUCATOR

AND

MASTER

EDUCATOR

PROFESSIONAL EDUCATOR RATIONALE

The structure of the Professional Educator level consists of three tiers of advancement. Within each stage, there are opportunities for advancement based on advanced work and proficiency. Each tier will have a focus that refines and advances professional practice: equity, curriculum and instruction, or leadership. While educators may choose the order of their focus areas, they will be expected to complete all three by the end of Tier 3.

Advancement at each tier is contingent upon the successful completion of a literature review, action research aligned to the literature review, and reflection on the research—all connected to the educator's choice of focus. Educators will also demonstrate proficient practice, complete professional learning requirements, assume professional roles and/or facilitate site-based projects, and receive positive evaluations.

In order to advance from tier to tier, the educator will need to successfully complete Tier 1 and Tier 2 Reviews. Advancing to the Master Educator level requires the educator to complete a Professional Level Review.

Educators will have the opportunity to accelerate (skip one step) within each tier by completing additional relevant endorsements, receiving an Initial Administrative License (IAL), or receiving a D.Ed or Ph.D. in education.

MASTER EDUCATOR RATIONALE

Educators who successfully complete their final Professional Level Review advance to the Master Educator level. While there is not yet a profile available for Master Educators, the following descriptors will help differentiate Professional Educators from Master Educators:

- The Master Educator level is distinguished from the Profession Educator level by expectations for educational leadership. Master Educators possess exemplary knowledge and skills and effectively lead professional learning efforts.
- Master Educators seek out or create roles and responsibilities at the building, district, regional, and/or state level that contribute to system analysis and improvement.
- The leadership of a Master Educator will be reflected in his/her classroom, student results, professional practice, and in the professional practice of others in the educational community.

Because our district/schools have significant expectations of leadership for Master Educators, not every educator will achieve Master Educator status or choose to remain at the Master Educator level.

ACCELERATION REQUIREMENTS

Early Career Educator

In order to accelerate you must do the following:

- satisfactory completion of *all* components in Step 1, 2, 3 including electives
- in Step 4 completion of the action research class and the action research project
- successful completion and a passing score on all tasks (Task 1, 2, and 3) for the Level Review

If the above requirements are met, then the educator may accelerate and skip Early Career Educator, Step 5. This will place the educator on Professional Educator, Tier 1, Step 1 for the following school year.

Professional Educator

Educators may accelerate and skip any Step at the Professional Educator level. In order to accelerate, educators must do ONE of the following:

- receive an endorsement (as recognized by TSPC)
- complete Initial Administrators License (IAL)
- other criteria to be determined

Educators may skip only one Step for each of the criteria listed above.

Educators must complete all Tier Level Reviews.

LEVEL REVIEW RESUBMISSIONS

If educators do not pass all required tasks of the Level Review, they may resubmit any task that did not meet the performance standards.

Educators will remain on the same Step and Tier the school year following an unsuccessful Level Review and may resubmit during that year.

For example, if an educator attempted the Level Review during the 2015-16 school year and did not pass, he/she will remain on the same Step for 2016-17. During the 2016-17 school year, he/she may resubmit the tasks that did not originally meet the performance standards.

If educators disagree with the scores received on the tasks, the educator may appeal. Please see "Appeals Process."

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APPENDIX

EARLY CAREER EDUCATOR

Timeline Plan

STEP 1 – YEAR 1		Date Completed	Credits
New Teacher Induction Program			2
Instructional Technology Course I			1
Performance Evaluation			N/A
Professional Goal Setting Review			N/A
STEP 2 – YEAR 2		**Date Completed**	**Credits**
New Teacher Induction Program			2
Instructional Technology Course II			1
Performance Evaluation			N/A
Professional Goal Setting Review			N/A
STEP 3 – YEAR 3		**Date Completed**	**Credits**
SIOP/Portfolio Project	Approved alternate:		3
Performance Evaluation			N/A
Professional Goal Setting Review			N/A
STEP 4 – YEAR 4		**Date Completed**	**Credits**
Action Research Course			2
Performance Evaluation			N/A
Professional Goal Setting Review			N/A
STEP 5 – YEAR 5		**Date Completed**	**Credits**
Action Research Course: Data Informed Instruction	Approved alternate:		2
Performance Evaluation			N/A
Professional Goal Setting Review			N/A
ELECTIVES (2 credits required) – Years 1-5		**Date Completed**	**Credits**
Elective 1	Name:		
Elective 2	Name:		

EARLY CAREER EDUCATOR
INTENT TO SUBMIT FOR LEVEL REVIEW

Name of Applicant:	**Employee ID Number:**	
School:	**Grade/Subject Area**	**Current PASS Level + STEP:**

You are submitting a request for consideration of a Level Review

- Submit to michele.oakes@bend.k12.or.us

*Incomplete submissions **will not** be reviewed. Applicant will need to resubmit a complete portfolio the following school year. If you decide not to submit your portfolio, you will not be penalized.*

The following criteria must be submitted:

- Task 1 – Teaching Practices and Learning Environment
- Task 2 – On-Demand Assessment
- Task 3 – Action Research Project

☐ I intend to submit my portfolio for Level Review for the _____ school year.

Teacher Name Printed	Signature	Date
Confirmation by HR Representative Name Printed	Signature	Date

DUE DATE: Friday before winter break

EARLY CAREER EDUCATOR

COURSE WAIVER

Name of Applicant:	**Employee ID Number:**	
School:	**Grade/Subject Area**	**Current PASS Level + STEP:**

Course to be waived:

How does your class meet the qualifications of the class to be waived?
Attach Supporting Documentation

Signature:

Teacher Name Printed | Signature | Date

You must submit a class syllabus and an unofficial transcript with a passing grade.
The class must be from an accredited university recognized by TSPC and taken within three years of the course requirement.

EARLY CAREER EDUCATOR

Elective Credit Waiver

In some situations, educators may have the opportunity to take advantage of a class, workshop, etc., that will further their professional development, but is **not offered for credit**. Early Career Educators may use these classes as elective credits if classes meet the requirements below:

- Class/workshop, etc. is professional development in either:
  - Educational practice
  - Content area of educator
- Seat time is equal to college-credit seat time
- Class is pre-approved by Bend-La Pine Schools (see below)

Course Name: _____

Institute/Agency offering Course: _____

Course Date(s): _____ Course times: _____

Credit Available (Y/N)? _____ Credits requested (1 or 2)? _____

Description of course: _____

How will this course further your professional development and improve your practice?

Name: _____ Site: _____

Signature: _____ Date: _____

Office Use Only

☐ Approved

☐ Rejected for the following reason(s): _____

Director of Human Resources **Signature** **Date:**

EARLY CAREER EDUCATOR
TASK 1

Cover Sheet for Level Review Submission
(Video 1)

Name of Applicant:	**Employee ID Number:**	
School:	**Grade/Subject Area**	**Current PASS Level + STEP:**

Please describe the following regarding your unit of instruction:

I. Indicate the unit of instruction

2. Indicate instructional goals of the unit and of the specific lesson videotaped

3. Indicate the instructional format chosen for this lesson

4. Describe the materials of resources used in this lesson

In addition, please submit a two-page commentary. Your two-page commentary should include the following:

- The unit goals and lesson goals;
- Evidence of the following in your analysis and reflection:
  - safe, fair, equitable, student-centered and challenging environment;
  - collaboration and questioning;
  - student ownership of learning;
  - feedback;
  - instructional practices;
  - knowledge of students

Submit one (1) for each video
Format: Arial, 12 pt font with 1 inch margins not to exceed two (2) pages.

You may choose to record a video commentary instead of submitting the written commentary.

EARLY CAREER EDUCATOR
TASK 1

Cover Sheet for Level Review Submission
(Video 2)

Name of Applicant:	**Employee ID Number:**	
School:	**Grade/Subject Area**	**Current PASS Level + STEP:**

Please describe the following regarding your unit of instruction:

1. Indicate the unit of instruction
2. Indicate instructional goals of the unit and of the specific lesson videotaped
3. Indicate the instructional format chosen for this lesson
4. Describe the materials of resources used in this lesson

In addition, please submit a two-page commentary. Your two-page commentary should include the following:

- The unit goals and lesson goals;
- Evidence of the following in your analysis and reflection:
  - safe, fair, equitable, student-centered and challenging environment;
  - collaboration and questioning;
  - student ownership of learning;
  - feedback;
  - instructional practices;
  - knowledge of students

Submit one (1) for each video
Format: Arial, 12 pt font with 1 inch margins not to exceed two (2) pages.

You may choose to record a video commentary instead of submitting the written commentary.

EARLY CAREER EDUCATOR
TASK 2

Cover Sheet for Level Review Submission

Name of Applicant:	**Employee ID Number:**	
School:	**Grade/Subject Area**	**Current PASS Level + STEP:**

In regards to your unit of instruction, please describe the following:

1. Indicate the unit of instruction;
2. Indicate instructional goals of the unit and of the specific lesson videotaped;
3. Indicate the instructional format chosen for this lesson;
4. Describe the materials or resources used in this lesson.

EARLY CAREER EDUCATOR
TASK 3

Cover Sheet for Level Review Submission

Name of Applicant:	**Employee ID Number:**	
School:	**Grade/Subject Area**	**Current PASS Level + STEP:**

In regards to your unit of instruction, please describe the following:

1. Indicate the unit of instruction;
2. Indicate instructional goals of the unit and of the specific lesson videotaped;
3. Indicate the instructional format chosen for this lesson;
4. Describe the materials or resources used in this lesson.

SUBMISSION FOR LEVEL REVIEW

Name of Applicant:	**Employee ID Number:**	**Date of Submission:**
School:	**Grade/Subject Area**	**Current PASS Level + STEP:**

You are submitting a request for consideration of a Level Review

- Submit to michele.oakes@bend.k12.or.us

*Incomplete submissions **will not** be reviewed. Applicant will need to resubmit a complete portfolio the following school year.*

The following criteria must be submitted:

☐ Task 1 – Teaching Practices and Learning Environment Submitted on: _____

☐ Task 2 – On-Demand Assessment Completed on: _____

☐ Task 3 – Action Research Project Submitted on: _____

☐ Transcripts for Literature Review, Action Research, Electives

☐ Documentation of ongoing Professional Development, extra-duty contracts for additional roles and/or site based projects, electives, or site-based administrator statement attesting to these activities.

☐ Site-based evaluation

Teacher Name Printed	Signature	Date
Confirmation by HR Representative Name Printed	Signature	Date

LEVEL REVIEW DECISION

Name of Applicant:	Employee ID Number:	
School:	Grade/Subject Area	Current PASS Level + STEP:

Scores:

Task 1 – Teaching Practices and Learning Environment _____

Task 2 – On-Demand Assessment Center _____

Task 3 – Action Research Project _____

Overall Score _____

Applicant met the requirements for the following:

- ☐ Transcripts for Literature Review, Action Research, Electives
- ☐ Documentation of ongoing Professional Development, extra-duty contracts for additional roles and/or site based projects, electives, or site-based administrator statement attesting to these activities.
- ☐ Site-based evaluation

Decision:

- ☐ Level Review **Accepted**. Applicant will now advance to _____ (Level)
- ☐ Level Review **Denied**. Applicant will stay at _____ (Level)

Director of Human Resources **Signature** **Date:**

FOR OFFICE USE ONLY

- ☐ Approved
- ☐ Sent to Loni Pence, Human Resources
- ☐ Filed in Personnel File
- ☐ Sent to Payroll

PROFESSIONAL & MASTER EDUCATOR

REQUEST FOR STEP ACCELERATION
COMPONENT SUBSTITUTION

Name of Applicant:	**Employee ID Number:**	
School:	**Grade/Subject Area**	**Current PASS Level + STEP:**

Step component to be substituted:

_____

How does your class meet the qualifications of the component to be substituted?
Attach Supporting Documentation

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signature:

_____ _____ _____
Teacher Name Printed Signature Date

You must submit a class syllabus and an unofficial transcript with a passing grade.
The class must be from an accredited university recognized by TSPC and taken within two years of the substituted Step component.
This substitution is for ONE (1) Step only. It may not be used for multiple Steps.

PROFESSIONAL & MASTER EDUCATOR

REQUEST FOR STEP ACCELERATION
COMPONENT SUBSTITUTION

Name of Applicant:	**Employee ID Number:**	
School:	**Grade/Subject Area**	**Current PASS Level + STEP:**

Accelerating to Step:

Qualifications for acceleration (*Select One*):

- ☐ Reading Endorsement
- ☐ Math Endorsement
- ☐ ESOL Endorsement
- ☐ Special Education Endorsement
- ☐ Initial Administrator License
- ☐ CTE Certification
- ☐ Content course with a passing Praxis score including additions to current subject area endorsement, i.e., Advanced Math

**One would still need to do the Level Review to move to the next Level.*

Teacher Name Printed	Signature	Date
Director of Human Resources	Signature	Date

FOR OFFICE USE ONLY

- ☐ Approved
- ☐ Sent to Loni Pence, Human Resources
- ☐ Filed in Personnel File
- ☐ Sent to Payroll

PASS APPEALS PROCESS

Level Review appeals will be considered only with a complete petition submitted within the first 10 working days of receiving score sheet. Completed petitions include all supporting documents. Incomplete initial submission for Level Review Panel will be denied and will not be eligible for appeal. The appeals panel will consist of the individuals with similar roles as the Level Review Panel.

Teachers are able to appeal the decision of the Level Review Panel for one of the following reasons:

1. Errors in process or procedures beyond the control of the teacher;
2. Disagreement with decision.

Appeal of Level Review:

Process

- Includes rescoring of submitted task by a different Level Review Panel;
- Does not provide feedback;
- An appeal is allowed once per level per year.

Procedure

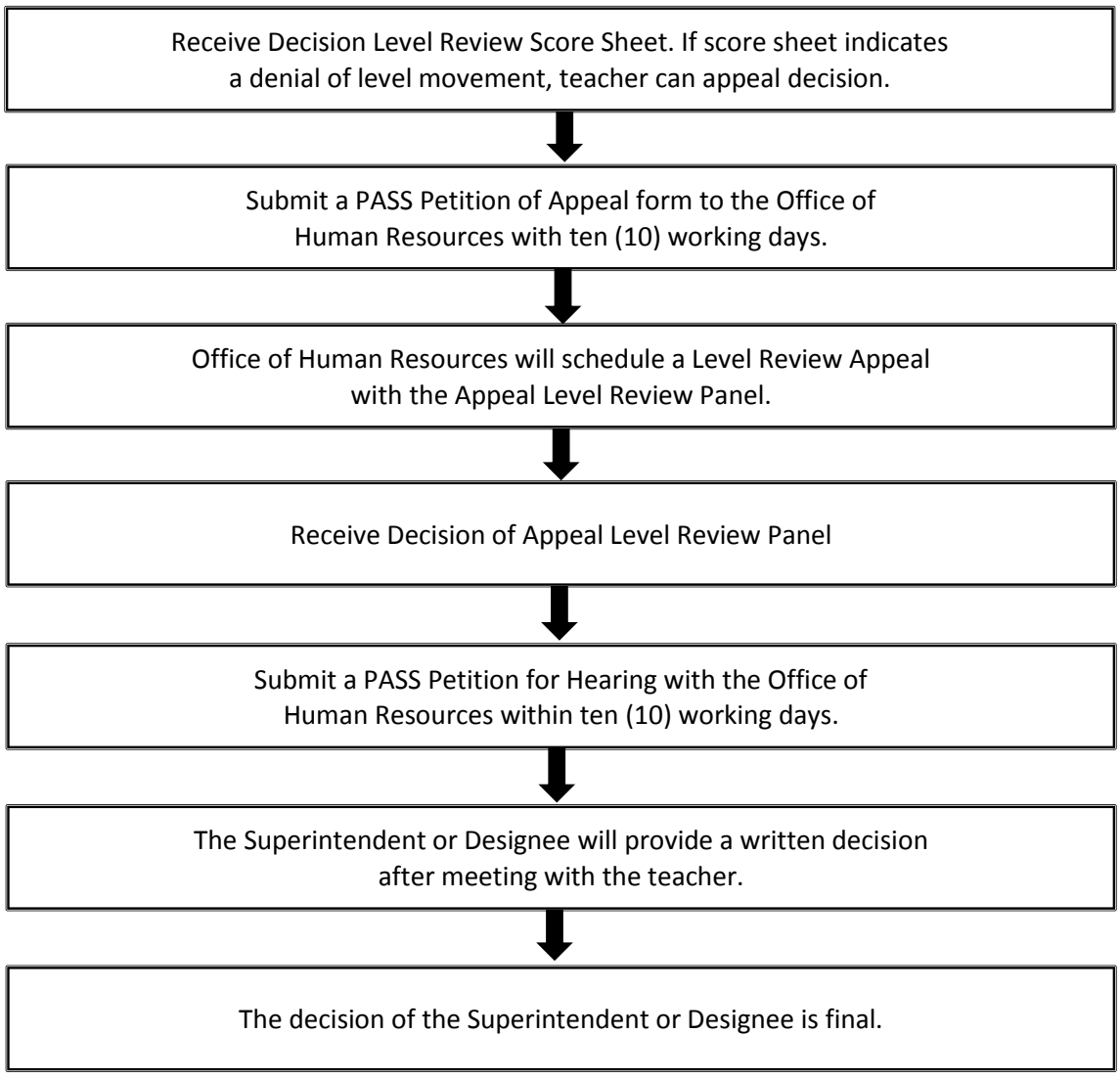
- Applicant must submit completed Petition for Appeal (See Forms: Petition for Appeal) to Human Resources
  - Write an explanation detailing the reason(s) for the appeal
  - The Appeals Panel will use only the appeal request and the original Level Review submission.
- Petition for Appeal form must be submitted within 10 days of receiving score sheet.

Hearing:

- Teacher may request a hearing of the appeal decision (see forms: Petition for Hearing).
- Teacher must submit completed Petition for Hearing form to Human Resources within 10 days.
- The superintendent or designee will conduct the hearing and make a decision.
- Decisions are final.
- After a hearing determination, all further appeals must be done through the Collective Bargaining Agreement grievance process.

APPEALS PROCESS FLOW CHART

In the event a teacher receives notice from the Level Review Panel that they are not meeting the standards based on the Level Review Scoring Rubric, the following appeals process may be followed:



No change in level shall occur until the Appeals Process has been completed or the deadline for the appeal has passed.

PASS PETITION FOR APPEAL

Name of Applicant:	**Employee ID Number:**	**Date of Submission:**
School:	**Grade/Subject Area**	**Current PASS Level & Step:**

You are appealing the Level Review decision based on the following reason:

- ☐ Error in process or procedures beyond the control of the teacher
- ☐ Disagreement with outcome

Which task component(s) are you appealing?

_____

Basis of Appeal (Attach All Supporting Documents):

Signature of Applicant:

Teacher Name Printed	Signature	Date

All original material will be returned if Petition for Appeal is granted

PASS APPEAL DECISION

Name of Applicant:	Employee ID Number:	
School:	Grade/Subject Area	Current PASS Level & Step:

Date of Appeal Submission:

You appealed the Level Review decision based on the following reason:

- ☐ Error in process or procedures beyond the control of the teacher
- ☐ Disagreement with outcome

Task component(s) appealed: _____
(Task Component)

Decision:

- ☐ Appeal for change of score is **Denied**.
- ☐ Appeal for change of score is **Granted**.

New Score _____

Applicant will now advance to: _____
(Level)

Director of Human Resources **Signature** **Date:**

FOR OFFICE USE ONLY

- ☐ Approved
- ☐ Sent to Loni Pence, Human Resources
- ☐ Filed in Personnel File
- ☐ Sent to Payroll

PASS PETITION FOR HEARING

Name of Applicant:	Employee ID Number:	Date of Submission:
School:	Grade/Subject Area	Current PASS Level & Step:

You are requesting a hearing of the appeal decision. Explain why you are requesting a hearing:
Attach Supporting Documentation

Signature of Appellant:

Teacher Name Printed | Signature | Date

PASS HEARING DECISION

Name of Applicant:	Employee ID Number:	
School:	Grade/Subject Area	Current PASS Level & Step:

Date of Appeal Submission:

You requested a hearing of the appeal decision of your Level Review Panel:

Decision:

- ☐ Appeal Hearing finds the request to change of score is **Denied**.
- ☐ Appeal Hearing finds the request to change of score is **Granted**.

  New Score _____

  Applicant will now advance to: _____
  (Level)

Level Review Appeals Members

Print Name	Signature	Date:

Director of Human Resources	Signature	Date:

FOR OFFICE USE ONLY

- ☐ Approved
- ☐ Sent to Loni Pence, Human Resources
- ☐ Filed in Personnel File
- ☐ Sent to Payroll

PASS CONFIDENTIALITY AGREEMENT

Name of Applicant:	Employee ID Number:	
School:	Grade/Subject Area	Current PASS Level & Step:

Process for which this pertains:

- ☐ Level Review
- ☐ Appeal
- ☐ Appeal Hearing

Confidentiality throughout and after the Level Panel Review process is the highest priority. Bend-La Pine Schools' employees involved in any phase of the Level Panel Review process will not divulge any information regarding individual applicants, team discussions, submitted evidence, or decisions with any person except other Level Review Panel team members. This directive includes communicating directly with any applicant outside the process. All inquiries from applicant need to be directed to a PASS Program Coordinator. Level Review Panel team members who are unable to abide by this requirement should remove themselves as participants in this process. Employees who violate the confidentiality of the Level Review Panel process may be subject to discipline.

Print Name	Signature	Date:

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