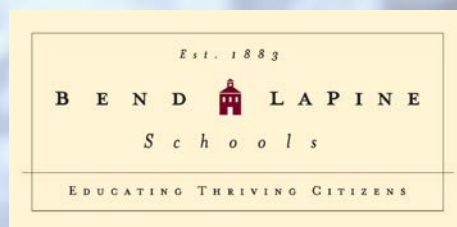


# Bend-La Pine Schools

## Professional Advancement and Support System Handbook

4th Edition



## **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.*

### **Board of Education**

Peggy Kinkade, Chair  
Andy High, Vice Chair  
Julie Craig, Director  
Ron Gallinat, Director  
Cheri Helt, Director  
Dr. Stuart Young, Director

### **Administration**

Shay Mikalson, Superintendent  
Jay Mathisen, Deputy Superintendent  
Lora Nordquist, Assistant Superintendent Teaching  
and Learning  
Jon Lindsay, Co-Director of Human Resources  
Licensed Staff

## 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, Peggy Kinkade, Dr. Stuart Young  
*Former Board Members:* Wells Ashby, Beth Bagley, Kelly Goff, Mike Jensen, Tom Wilson, Nori Juba,

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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:

*Dan Jones	CLASS Project and TIF Grant Coordinator
*Ron Wilkinson	Superintendent
*Heather Anderson	Teacher
Carrie Baisch	Teacher
Mary Doyle	Student Services Coordinator
Stephen DuVal	Assistant Principal
Paul Galvin	Teacher
Seth Graham	Teacher
Kristin Jones	Teacher
Kate Kranzush	Teacher
Chris Kuka	Teacher
Bob Markland	Bend Education Association President
Jay Mathisen	Deputy Superintendent
*Michael McDonald	Assistant Principal
Ned Myers	Assistant Principal
*Michele Oakes	Mentor Coordinator/PASS Coordinator
Gaile Pascua	Teacher
Cindy Perkins	Teacher
Janelle Rebick	Teacher
*Karen Stiner	Assistant Principal
Roger Williams	Teacher

\*Original Committee Chairs

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## 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

2016-17

190-day Schedule – Reflects 2.4% COLA Increase from 2015-16 Schedule

<p><b>Early Career Educator</b></p> <table border="1"> <tr> <td>Step 1</td> <td>Step 2</td> <td>Step 3</td> <td>Step 4</td> <td>Step 5</td> </tr> <tr> <td>40,950</td> <td>43,050</td> <td>45,150</td> <td>47,250</td> <td>49,350</td> </tr> </table> <p>Accelerator Zone</p>	Step 1	Step 2	Step 3	Step 4	Step 5	40,950	43,050	45,150	47,250	49,350	<p><b>Professional Educator</b></p> <table border="1"> <tr> <td colspan="5"><b>Professional Tier 1</b></td> <td colspan="5"><b>Professional Tier 2</b></td> <td colspan="5"><b>Professional Tier 3</b></td> </tr> <tr> <td>Step 1</td> <td>Step 2</td> <td>Step 3</td> <td>Step 4</td> <td>Step 5</td> <td>Step 1</td> <td>Step 2</td> <td>Step 3*</td> <td>Step 4</td> <td>Step 5</td> <td>Step 1</td> <td>Step 2</td> <td>Step 3</td> <td>Step 4</td> <td>Step 5</td> </tr> <tr> <td>53,025</td> <td>54,075</td> <td>55,125</td> <td>56,175</td> <td>57,225</td> <td>59,325</td> <td>60,375</td> <td>61,425</td> <td>62,475</td> <td>63,525</td> <td>65,625</td> <td>66,675</td> <td>67,725</td> <td>68,775</td> <td>69,825</td> </tr> </table> <p><b>Master Educator***</b></p> <table border="1"> <tr> <td>Master 1</td> <td>Master 2**</td> <td>Master 3**</td> </tr> <tr> <td>TBD</td> <td>TBD</td> <td>TBD</td> </tr> </table>	<b>Professional Tier 1</b>					<b>Professional Tier 2</b>					<b>Professional Tier 3</b>					Step 1	Step 2	Step 3	Step 4	Step 5	Step 1	Step 2	Step 3*	Step 4	Step 5	Step 1	Step 2	Step 3	Step 4	Step 5	53,025	54,075	55,125	56,175	57,225	59,325	60,375	61,425	62,475	63,525	65,625	66,675	67,725	68,775	69,825	Master 1	Master 2**	Master 3**	TBD	TBD	TBD	
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<b>Educators may accelerate on any step. **</b>																																																															
<p>* 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 Professional Tier 2, Step 3.</p> <p>** See "Acceleration Requirements."</p> <p>*** 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.</p>																																																															

## **PASS ELIGIBILITY FOR NEW EMPLOYEES**

### **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 fourth year or beyond of the teaching profession will not be eligible for the PASS. 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 Recommended Five-Year Advancement Plan

ACQUISITION			APPLICATION		LEVEL REVIEW
Step 1	Step 2	Step 3	Step 4	Step 5	
Mentor Program and New Teacher Induction Program *1 (2 credits)	Mentor Program and New Teacher Induction Program *1 (2 credits)	SIOP/Portfolio*5 (2 credits)	Action Research Course (2 credits)	Elective(s) *4 and *5 (1 credit)	
Integrated Technology Course I *5 (1 credit)	Integrated Technology Course II *6 (1 credit)		Elective(s)*4 and *5 (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	

\*1New 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.

\*2In 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.

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

\*4Elective(s) are one or two credit courses taken over time with a focus on content and/or pedagogical knowledge.

\*5Integrated Technology Course 1, SIOP and electives must be completed during the teacher's first five steps.

\*6Integrated Technology Course 2 is optional.

**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 videos and the written commentaries 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 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.

#### Editing Your Videos

You may edit your video in order to provide strong evidence of your learning environment and teaching practice.

## **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 and do I have clear evidence as cited on the rubric?
- 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 reflection commentary (one for each video) – 2 to 4 page limit
- Two videos
  - Two video recordings (10 minutes each) from two different lessons (same class, same unit)

#### Format

- 12 pt. Arial font
- 1 inch margin
- 2-4 pages
- double-spaced

#### Ethics and Collaboration

You may collaborate with colleagues and have discussions about your work; they may help you record, watch, and edit the recordings; they may help edit your written work. The written 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

<b>Level 4</b> <i>Clear, consistent and convincing evidence</i>	<b>Level 3</b> <i>Clear evidence</i>	<b>Level 2</b> <i>Limited evidence</i>	<b>Level 1</b> <i>Little or no evidence</i>
<p><b>Safe, fair, equitable, student centered, and challenging environment</b></p> <p><i>Teachers create a safe instructional setting that promotes rigorous student-driven learning and risk taking.</i></p>			
<p>Teacher appropriately promotes self-directed learning and active student engagement with the teacher and other students.</p> <p>When ideas are shared, students converse purposefully and appropriately, and always listen attentively during activities as students explore cognitively demanding tasks. Teachers create instructional settings that promote rigorous learning for all students.</p> <p>Students demonstrate a growth mindset, take risks, learn from their mistakes and problem solve with limited teacher guidance.</p>	<p>Teacher directly promotes self-directed learning and active student engagement with the teacher and other students.</p> <p>When ideas are shared, students converse purposefully and in general listen attentively during activities as they explore cognitively demanding tasks.</p> <p>Students demonstrate a growth mindset, take limited risks, learn from their mistakes and problem solve with teacher guidance.</p>	<p>Teacher sometimes promotes self-directed learning and student engagement with the teacher and other students.</p> <p>When ideas are shared, students converse and sometimes listen attentively during activities as they explore tasks.</p> <p>Students sometimes demonstrate a growth mindset, take limited risks, and problem solve with direct teacher input.</p>	<p>Teacher rarely promotes self-directed learning and student engagement with the teacher and other students.</p> <p>When ideas are shared, students sometimes converse and rarely listen attentively during activities as they explore tasks.</p> <p>Students rarely demonstrate a growth mindset, do not take risks, and problem solve with direct teacher input.</p>

<b>Level 4</b> <i>Clear, consistent and convincing evidence</i>	<b>Level 3</b> <i>Clear evidence</i>	<b>Level 2</b> <i>Limited evidence</i>	<b>Level 1</b> <i>Little or no evidence</i>
<b>Collaboration and Questioning</b> <i>Teachers facilitate the inquiry process in which students engage in meaningful collaborative conversations.</i>			
<p>Teacher skillfully facilitates the inquiry process and expertly equips students with skills that support collaboration.</p> <p>Students are prompted to appropriately ask thoughtful questions, respond respectfully to others' ideas, build consensus, compromise, negotiate, and accept ambiguity.</p>	<p>Teacher facilitates the inquiry process and equips students with skills that support collaboration.</p> <p>Students are prompted to ask thoughtful questions, respond to others' ideas, build consensus, compromise, negotiate, and accept ambiguity.</p>	<p>Teacher sometimes facilitates the inquiry process and attempts to equip the students with skills for collaboration.</p> <p>Students sometimes are prompted to ask questions and respond to others' ideas with possible compromise and negotiation.</p>	<p>Teacher rarely facilitates the inquiry process and insufficiently attempts to equip students with collaboration skills.</p> <p>Students are rarely prompted to ask questions and respond to others' ideas inappropriately.</p>
<b>Student Learning and Feedback</b> <i>Teachers use assessments to monitor student learning, give meaningful feedback, and make instructional adjustments.</i>			
<p>Student learning is expertly monitored and evaluated.</p> <p>Clear and concise instructional adjustments are made for assessment.</p> <p>Regular constructive feedback is given to students.</p>	<p>Student learning is monitored and evaluated.</p> <p>Instructional adjustments are made for assessment.</p> <p>Constructive feedback is given to most students.</p>	<p>Student learning is sometimes monitored and an attempt at evaluation is made.</p> <p>Instructional adjustments are sometimes made for assessment.</p> <p>Some feedback is given to students.</p>	<p>Student learning is rarely monitored or evaluated.</p> <p>Few instructional adjustments are made for assessment.</p> <p>Little to no feedback is given to students.</p>

<b>Level 4</b> <i>Clear, consistent and convincing evidence</i>	<b>Level 3</b> <i>Clear evidence</i>	<b>Level 2</b> <i>Limited evidence</i>	<b>Level 1</b> <i>Little or no evidence</i>
<b>Equity</b> <i>Teachers are fair and impartial with a commitment to the acceptance and appreciation of others</i>			
<p>All students are appropriately supported in developing the dispositions and proficiencies necessary for learning.</p> <p>Teachers recognize that their classroom is full of diverse learners and create instructional settings that promote learning for all students.</p>	<p>Almost all students are supported in developing dispositions and proficiencies necessary for learning.</p> <p>Teachers recognize that their classroom is full of diverse learners and create instructional settings that promote learning for most students.</p>	<p>Some students are supported in developing dispositions and proficiencies necessary for learning.</p> <p>Teachers recognize that their classroom is full of diverse learners and create instructional settings that promote learning for some students.</p>	<p>Students are rarely supported in developing dispositions necessary for learning.</p> <p>Teachers recognize that their classroom is full of diverse learners and create instructional settings that promote learning for few or no students.</p>
<b>Instructional Practices</b> <i>Teachers thoughtfully and deliberately implement a standards-based curriculum using a variety of high-quality instructional strategies and resources to support students in achieving learning goals.</i>			
<p>Activities implemented are expertly connected to the learning goals.</p> <p>Teacher appropriately sequences and structures instruction so students can achieve goals.</p>	<p>Activities implemented are connected to the learning goals.</p> <p>Teacher sequences and structures instruction so most students can achieve the goals.</p>	<p>Activities implemented are sometimes connected to the learning goals.</p> <p>Teacher attempts to sequence and structure instruction so some students can achieve the goals.</p>	<p>Activities implemented rarely are connected to the learning goals.</p> <p>Teacher shows little to no attempt to sequence or structure instruction and students rarely achieve goals.</p>

<b>Level 4</b> <i>Clear, consistent and convincing evidence</i>	<b>Level 3</b> <i>Clear evidence</i>	<b>Level 2</b> <i>Limited evidence</i>	<b>Level 1</b> <i>Little or no evidence</i>
<b>Knowledge of Students</b> <i>Teachers reflect on what they know about their students as learners, how they know it, and how they can apply this knowledge to improve instruction.</i>			
<p>Teacher knows students' backgrounds, needs, abilities, and interests.</p> <p>Challenging, worthwhile, and attainable goals are selected.</p> <p>Instructional approaches and instructional resources selected support goals.</p>	<p>Teacher knows most students' backgrounds, needs, abilities, and interests.</p> <p>Worthwhile, and mostly attainable goals are selected.</p> <p>Instructional approaches and instructional resources selected almost always support goals.</p>	<p>Teacher knows some student backgrounds, abilities, and interests.</p> <p>Worthwhile and sometimes attainable goals are selected.</p> <p>Instructional approaches and instructional resources selected sometimes support goals.</p>	<p>Teacher shows little knowledge of student backgrounds, abilities, and interests.</p> <p>Goals selected may not be worthwhile or attainable.</p> <p>Instructional approaches and instructional resources selected provide little to no support for goals.</p>
<b>Reflection</b> <i>Teachers are continually analyzing and reflecting upon their practice to improve instruction.</i>			
<p>Pedagogical decisions made before, during, and after instruction are communicated persuasively.</p> <p>Teacher describes and analyzes their practice accurately, fully, and thoughtfully.</p> <p>Teacher reflects insightfully on implications for future teaching.</p> <p>Teacher seeks ways to improve practice to promote student learning.</p>	<p>Pedagogical decisions made before, during, and after instruction are communicated clearly.</p> <p>Teacher describes and analyzes practice in detail.</p> <p>Teacher reflects on implications for future teaching.</p> <p>Teacher seeks ways to improve practice to promote student learning.</p>	<p>Pedagogical decisions made before, during, and after instruction are sometimes communicated.</p> <p>Teacher sometimes describes and analyzes practice in detail.</p> <p>Teacher may reflect on implications for future learning.</p> <p>Teacher sometimes seeks ways to improve practice to promote student learning.</p>	<p>Pedagogical decision may not be made before, during, and after instruction and may not be communicated clearly.</p> <p>Teacher did not describe or analyze practice with clarity.</p> <p>Teacher reflection on implications for future learning may be weak or non-existent.</p> <p>Teacher shows no evidence of seeking ways to improve practice or promote student learning.</p>



## 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 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.

## 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 <i>think</i> 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?

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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. 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:

- Give your students an authentic assessment or performance task;
- 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;
- Once at the testing site, you will receive prompts 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.

### What Do I Need to Submit?

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

- Cover sheet for Level Review submission
- Written reflection commentary – 6 to 10 page limit
- Three student work samples

## 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.

Label work samples: Student 1, Student 2 and Student 3

#### **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

<b>Level 4</b> <i>Clear, consistent and convincing evidence</i>	<b>Level 3</b> <i>Clear evidence</i>	<b>Level 2</b> <i>Limited evidence</i>	<b>Level 1</b> <i>Little or no evidence</i>
<b>Cognitive demand of assigned task</b> <i>Teachers submit a task which promotes higher-order thinking that can be accessed by students of varying skill levels.</i>			
<p>Learning task appropriately challenges students by promoting higher-order thinking or application.</p> <p>Learning task has multiple “entry points” for students with varying skill levels.</p>	<p>Learning task generally challenges most students by including opportunities for higher-order thinking or application.</p> <p>Learning task may have more than one “entry point” or includes appropriate scaffolding for students with varying skill levels.</p>	<p>Learning task primarily focuses on facts or a singular interpretation; students are constrained in development of knowledge and skills.</p> <p>Learning task may not be accessible by all learners.</p>	<p>Learning task is completely characterized by rote activities and/or a singular interpretation.</p> <p>Learning task is not accessible to all learners.</p>
<b>Data Analysis</b> <i>Teachers use data to identify and analyze students’ strengths and areas for growth.</i>			
<p>Discussion of strengths and growth areas is accurate, detailed, and insightful.</p> <p>Analysis reflects deep knowledge of content and pedagogy.</p>	<p>Discussion of strengths and growth areas is accurate and reflects some insight.</p> <p>Analysis reflects knowledge of content and pedagogy.</p>	<p>Discussion of strengths and growth areas is overly general or vague.</p> <p>Analysis reflects limited knowledge of content and pedagogy.</p>	<p>Discussion of strengths and growth areas is inaccurate or incomplete.</p> <p>Analysis reflects little or no knowledge of content and pedagogy.</p>

<b>Level 4</b> <i>Clear, consistent and convincing evidence</i>	<b>Level 3</b> <i>Clear evidence</i>	<b>Level 2</b> <i>Limited evidence</i>	<b>Level 1</b> <i>Little or no evidence</i>
<b>Learning Goals and Strategies</b> <i>Teachers have a strong rationale on how learning goals and strategies are connected.</i>			
<p>Goal and plan are tightly connected and logical.</p> <p>Identified strategies reflect deep understanding of developmentally appropriate practices.</p>	<p>Goal and plan are connected.</p> <p>Identified strategies are developmentally appropriate.</p>	<p>Goal and plan are loosely connected and illogical.</p> <p>Developmental appropriateness of identified strategies is questionable.</p>	<p>No clear connection between goal and plan.</p> <p>Identified strategies are not developmentally appropriate.</p>
<b>Knowledge of Students and Content</b> <i>Teachers leverage knowledge of content and pedagogy to meet the needs of their students.</i>			
<p>Rationale clearly focuses on connections among student's strengths and needs, strategies and materials.</p> <p>Rationale reflects deep knowledge of content and pedagogy.</p>	<p>Rationale includes connection among student's strengths and needs, strategies and materials.</p> <p>Rationale reflects knowledge of content and pedagogy.</p>	<p>Rationale does not show a clear link among students' strengths and needs, strategies and materials.</p> <p>Rationale reflects limited knowledge of content and pedagogy.</p>	<p>Rationale does not include any linkage among students' strengths and needs, strategies and materials.</p> <p>Rationale reflects little or no knowledge of content and pedagogy.</p>

## 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 this task—student work samples, your reflection and response to the prompts. 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.

## 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?
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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?

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**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- or fifth-year teachers.

#### **What Do I Need to Submit?**

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

- Cover sheet for Level Review submission
- Action Research Project

#### **Format**

- APA format

#### **Ethics and Collaboration**

You may collaborate with colleagues and have discussions about your work; they may help edit your written work. The action research project 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. 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 3

### Action Research Project Level Review Scoring Rubric

<b>Level 4</b> <i>Clear, consistent and convincing evidence</i>	<b>Level 3</b> <i>Clear evidence</i>	<b>Level 2</b> <i>Limited evidence</i>	<b>Level 1</b> <i>Little or no evidence</i>
<b>Explanation of Context, Problems, Issue</b> <i>Teacher-researchers provide rationale to justify the importance of their work.</i>			
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.
<b>Theoretical Perspective</b> <i>Teacher-researchers' interventions are grounded in a body of evidence.</i>			
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.		

<b>Level 4</b> <i>Clear, consistent and convincing evidence</i>	<b>Level 3</b> <i>Clear evidence</i>	<b>Level 2</b> <i>Limited evidence</i>	<b>Level 1</b> <i>Little or no evidence</i>
<b>Research Design</b> <i>Teacher-researchers adhere to established standards in their design plans.</i>			
<p>The research design takes into account and adequately controls for most apparent and possible extraneous or intervening variables.</p> <p>The research design uses sampling techniques that make accurate findings highly likely.</p>	<p>The research design makes appropriate use of triangulation to corroborate and support findings.</p> <p>The research design makes use of multiple data points to increase accuracy.</p>	<p>The research design uses authentic or recognized techniques to determine impact.</p> <p>The research design reflects an awareness of the risk of inaccuracy.</p>	<p>A technique or techniques are proposed to demonstrate impact.</p> <p>The techniques have the potential for accurately reflecting performance.</p>
<b>Analysis of Data</b> <i>Teacher-researchers provide support for their findings, recognizing alternative explanations and limitations.</i>			
<p>All reported findings and conclusions are supported by multiple and credible pieces of data.</p> <p>Reasonable alternative interpretations of the data are recognized and discussed.</p> <p>Reasonable limitations are recognized and addressed along with suggestions for overcoming them.</p>	<p>All findings are supported by credible pieces of data.</p> <p>Reasonable alternative interpretations of data are reported.</p> <p>Reasonable limitations are addressed.</p>	<p>The conclusions are logical and generally supported by the available data.</p> <p>The potential for alternative interpretation is recognized.</p> <p>The researcher shows an awareness that possible limitations exist.</p>	<p>Conclusions are not contradicted by the available data.</p>
<b>Action Planning</b> <i>Teacher-researchers' action plans are aligned with findings and designed for students' success.</i>			
<p>The plan is a direct and logical extension of the findings and conclusions.</p> <p>Based on the available data, it appears likely that student performance will improve if and when the plan is followed.</p>	<p>The plan is consistent with the data and conclusion.</p> <p>The findings suggest the plan will make a difference in student performance.</p>	<p>The plan has reasonable face validity.</p> <p>The available data appears supportive of the plan.</p>	<p>The plan is consistent with a theory.</p> <p>The plan is not contradicted by available data.</p>

<b>Level 4</b> <i>Clear, consistent and convincing evidence</i>	<b>Level 3</b> <i>Clear evidence</i>	<b>Level 2</b> <i>Limited evidence</i>	<b>Level 1</b> <i>Little or no evidence</i>
<b>Action Planning (continued)</b>			
The theory behind the plan is clearly outlined and addressed.	The theory behind the plan is addressed.	The plan seems logical.	
The assessment plan should provide valuable evidence of the effectiveness of the plan.  The researcher and other educators are likely to benefit from data on the eventual implementation of the plan.	The action plan contains a viable assessment strategy.  The researcher should benefit from data on the implementation of the action plan.		
<b>Editing</b> <i>Teacher-researchers ensure their writing is carefully prepared.</i>			
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.
<b>Presentation</b> <i>Teacher-researcher present their work as professionals.</i>			
	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.

Educators will demonstrate proficient practice, complete professional learning requirements, assume professional roles and/or facilitate site-based projects, and receive positive evaluations.

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* course requirements
- in Step 4 completion of the action research class
- satisfactory completion of elective course(s) and requirements
- 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 in each tier for each of the criteria listed above.

## 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

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

<b>COURSE REQUIREMENTS</b>		<b>Date Completed</b>	<b>Credits</b>
New Teacher Induction Program 1 <i>Step 1</i>			2
New Teacher Induction Program 2 <i>Step 2</i>			2
Instructional Technology Course I <i>Step 1 through Step 5</i>			1
Instructional Technology Course II <i>Optional</i>			1
SIOP/Portfolio Project <i>Step 1 through Step 5 or Waiver</i>	<i>Approved Alternate:</i>		2
Action Research Course <i>Step 4 or 5</i>			2
Elective 1 <i>Step 1 through Step 5</i>	<i>Course Name:</i>		
Elective 2 <i>Step 1 through Step 5</i>	<i>Course Name:</i>		

<b>PERFORMANCE EVALUATION PROFESSIONAL GOAL SETTING REVIEW</b>		<b>Date Completed</b>	<b>Credits</b>
Step 1			N/A
Step 2			N/A
Step 3			N/A
Step 4			N/A
Step 5			N/A

## 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](mailto: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.

I have attended a Level Review informational session.

I chose not to attend a Level Review informational session and will be responsible for understanding the material and demonstrating proficiency.

\_\_\_\_\_  
Teacher Name Printed

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Confirmation by HR Representative Name  
Printed

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**DUE DATE: Friday before winter break**



## 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 – Teaching Practice and Learning Environment

### Cover Sheet for Level Review Submission (Video 1)

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

Please submit 1 page in which you 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

#### **Ethics and Collaboration**

You may collaborate with colleagues and have discussions about your work; they may help you record, watch, and edit the recordings; they may help edit your written work. The written 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.

I have read the above "Ethics and Collaboration" statement and attest that the work submitted is my own.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## EARLY CAREER EDUCATOR TASK 1 - Teaching Practice and Learning Environment

### Cover Sheet for Level Review Submission (Video 2)

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

Please submit 1 page in which you 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

#### **Ethics and Collaboration**

You may collaborate with colleagues and have discussions about your work; they may help you record, watch, and edit the recordings; they may help edit your written work. The written 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.

I have read the above "Ethics and Collaboration" statement and attest that the work submitted is my own.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## EARLY CAREER EDUCATOR TASK 2 – On-Demand Assessment

### Cover Sheet for Level Review Submission

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

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

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

#### **Ethics and Collaboration**

You may collaborate with colleagues and have discussions about your work prior to the assessment date. The written commentary you submit must feature teaching that you did and work that you oversaw. All of the work you submit as part of your response to this entry must be yours and yours alone.

I have read the above "Ethics and Collaboration" statement and attest that the work submitted is my own.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## EARLY CAREER EDUCATOR TASK 3 – Action Research Project

### Cover Sheet for Level Review Submission

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

#### **Ethics and Collaboration**

You may collaborate with colleagues and have discussions about your work. Colleagues may read, comment on your analysis of data, and edit your work. The written analysis and evidence you submit must feature teaching that you did and work that you oversaw. All of the work you submit as part of your response to this entry must be yours and yours alone.

I have read the above "Ethics and Collaboration" statement and attest that the work submitted is my own.

Signature

Date

## SUBMISSION FOR LEVEL REVIEW

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

You are submitting a request for consideration of a Level Review

- Submit to [michele.oakes@bend.k12.or.us](mailto: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:

- |   |                     |
|---|---------------------|
| <input type="checkbox"/> Task 1 – Teaching Practices and Learning Environment   | Submitted on: _____ |
| <input type="checkbox"/> Task 2 – On-Demand Assessment  | Completed on: _____ |
| <input type="checkbox"/> Task 3 – Action Research Project   | Submitted on: _____ |
| <input type="checkbox"/> Transcripts for Literature Review, Action Research, Electives  |                     |
| <input type="checkbox"/> 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. |                     |
| <input type="checkbox"/> Site-based evaluation  |                     |

Teacher Name Printed	Signature	Date
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Confirmation by HR Representative Name Printed	Signature	Date
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## 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 \_\_\_\_\_

Task 3 – Action Research Project \_\_\_\_\_

Overall Score \_\_\_\_\_

**Applicant met/did not meet the requirements due to the following:**

- Transcripts for all course requirements submitted
- Site-based evaluation and goal setting submitted
- Applicant did not submit tasks and/or course requirements.

**Decision:**

Level Review **Accepted**. Applicant will now advance to

\_\_\_\_\_  
(Level)

Level Review **Denied**. Applicant will stay at

\_\_\_\_\_  
(Level)

Applicant will stay at

Reason: \_\_\_\_\_

\_\_\_\_\_  
(Level)

\_\_\_\_\_  
**Director of Human Resources**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date:**

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**FOR OFFICE USE ONLY**

- Approved
- Not 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:

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

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**Signature:**

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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

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

<b>Accelerating to Step:</b>
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**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

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**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**

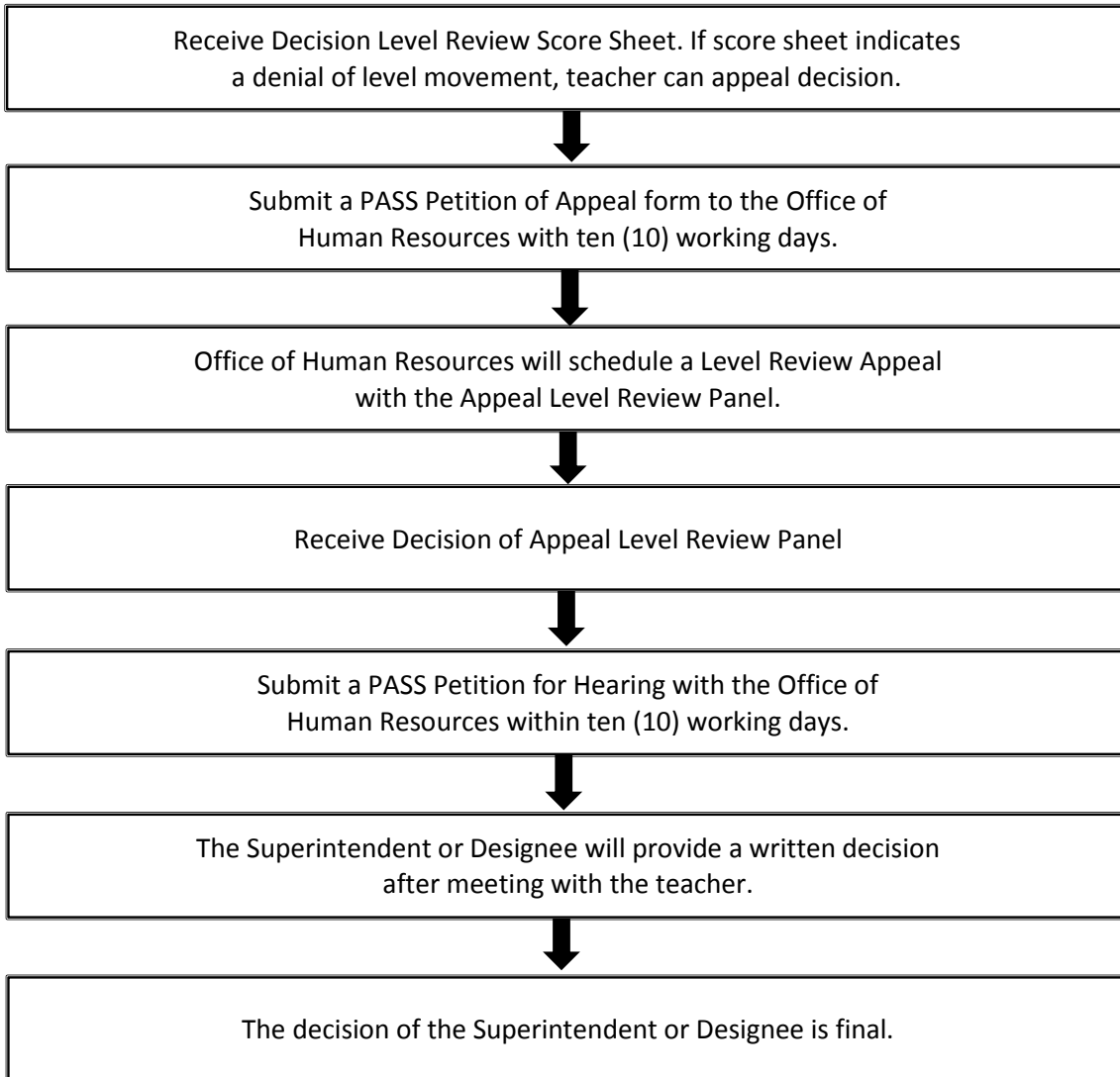
- Applicant must submit completed Petition for Appeal (See Forms: Petition for Appeal) to Human Resources
  - Write an explanation detailing the reason(s) for the appeal
  - The Appeals Panel will use only the appeal request and the original Level Review submission.
- Petition for Appeal form must be 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 APPEAL DECISION

<b>Name of Applicant:</b>	<b>Employee ID Number:</b>	
<b>School:</b>	<b>Grade/Subject Area</b>	<b>Current PASS Level &amp; Step:</b>

<b>Date of Appeal Submission:</b>
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**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:**

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### FOR OFFICE USE ONLY

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



## PASS HEARING DECISION

<b>Name of Applicant:</b>	<b>Employee ID Number:</b>	
<b>School:</b>	<b>Grade/Subject Area</b>	<b>Current PASS Level &amp; Step:</b>

<b>Date of Appeal Submission:</b>
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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:

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**FOR OFFICE USE ONLY**

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

## PASS CONFIDENTIALITY AGREEMENT

<b>Name of Applicant:</b>	<b>Employee ID Number:</b>	
<b>School:</b>	<b>Grade/Subject Area</b>	<b>Current PASS Level &amp; Step:</b>

**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.

<b>Print Name</b>	<b>Signature</b>	<b>Date:</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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