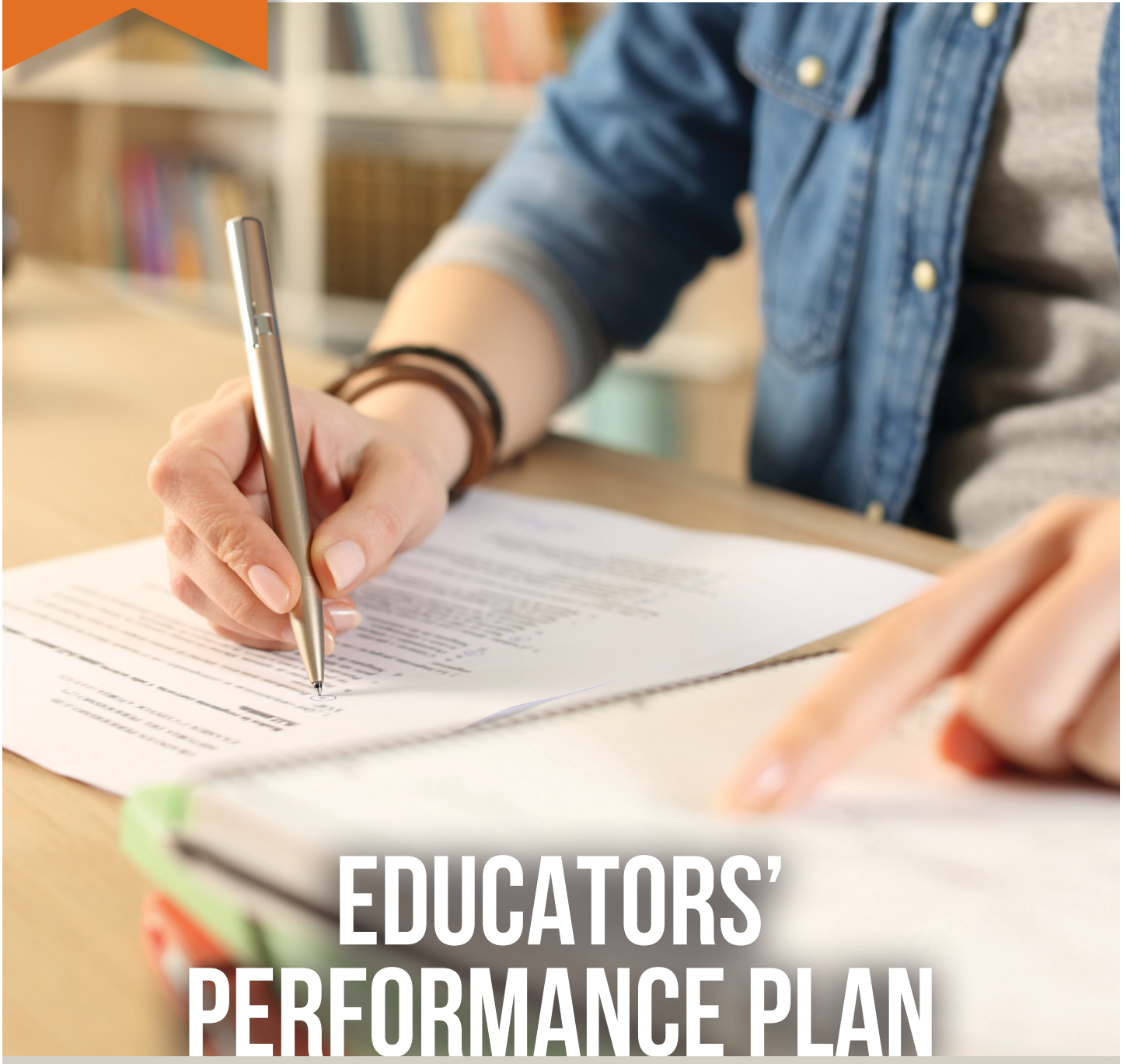




# West Shore SCHOOL DISTRICT

INSPIRE • ENGAGE • EMPOWER



## EDUCATORS' PERFORMANCE PLAN

**2023-2024** | [www.wssd.k12.pa.us](http://www.wssd.k12.pa.us) | **#WestShoreProud**

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# West Shore

## SCHOOL DISTRICT

INSPIRE • ENGAGE • EMPOWER

### OUR WHY

**We are committed to providing students with inspiring and relevant experiences so they may live meaningful, purposeful, and impactful lives.**

### OUR WHAT

To provide a place where staff want to work, students want to be, and families want to live.

### OUR HOW

- Make student-centered decisions.
- Support a service-oriented organization.
- Personalize learning experiences
- Treat people with respect, dignity, and empathy.
- Support a culture that promotes collaboration.
- Provide excellent academic and extra-curricular programs.
- Provide staff with up-to-date tools and resources.
- Build and maintain meaningful relationships.
- Communicate in a clear and timely manner.
- Maintain a highly trained staff.

# WEST SHORE SCHOOL DISTRICT EDUCATORS' PERFORMANCE PLAN

## I PURPOSE OF PLAN

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The West Shore School District is committed to maintaining a positive atmosphere for the supervision and evaluation of employee performance. The Educators' Performance Plan (EPP) contained herein recognizes that an evaluation plan must meet certain legal requirements while emphasizing professional employee growth to improve instruction and student learning. Specifically, this plan recognizes the varying levels of mastery and encourages alternative evaluation, as defined in this document. In this spirit, the West Shore School District Educators' Performance Plan is designed to accomplish the following purposes:

- A. To define current best practices in delivery of instruction, including but not limited to, Danielson's components of professional practice, personalized learning and data informed practices.
- B. To ensure the observation and evaluation processes clearly link effective instruction to the Pennsylvania Core Standards, PA Academic Standards, Industry Standards and National Standards.
- C. To inform professional employees of the West Shore School District's performance expectations as specified in the job descriptions contained in this document.
- D. To foster professional growth of the employee's performance.
- E. To provide benchmarks for professional employee self-evaluation and growth.
- F. To provide data that will assist the District to:
  - 1. Satisfy the tenure and certification rating requirements of the Pennsylvania Department of Education (PDE) and the Pennsylvania School Code.
  - 2. Plan and implement professional growth and staff development programs.
  - 3. Evaluate employees for additional job responsibilities and making staffing decisions.
- G. To comply with PDE provisions, "Standards for Alternative Rating Forms."
- H. To provide a variety of tools which accommodate the assessment of instruction in a variety of contexts and through a variety of methods.

## II PHILOSOPHY OF TEACHING

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Educators have the responsibility to make a positive, lifelong impact on students. The profession of teaching requires constant vigilance to achieve the goals of the West Shore School District:

- Alignment of instruction to the standards across the curriculum;
- Recognition of the priorities of current federal requirements;
- Utilization of best practices across all areas of learning;
- Achievement for all students that reflect yearly progress as prescribed by the legislation;
- Continuing professional growth through staff development opportunities.

Educators must also have a belief system that:

- Requires an ongoing commitment to create a student-centered environment conducive to learning
- Remains open-minded toward educational research
- Encourages professional communication, collaboration, and collegiality
- Embraces paradigm shifts
- Possesses a genuine warmth for all children with a personality that is understanding and receptive to the differences, needs, and concerns of others
- Practices the qualities of good judgment, patience, and tact
- Understands the importance of integrating technology throughout the curriculum

In order to maintain the high standards established by the West Shore School District, educators will be evaluated as prescribed by this *Educators' Performance Plan*. It is the intent of this plan to establish an atmosphere of shared responsibility and empowerment to promote professional growth.

## **III PHILOSOPHY OF SUPERVISION AND EVALUATION**

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The purpose of the evaluation process is to enhance the professional skills of educators. Evaluation and assessment of teaching and service delivery will incorporate a differentiated approach to supervision using the *Educators' Performance Plan*.

The evaluation process includes the following:

- enhance the professional skills of educators
- evaluate and assess teaching practices and service delivery
- ensure effective instruction and supports for all learners
- improve the quality of instruction and service delivery
- collect evidence to inform supervision and evaluation

### **Supervision and Evaluation Options**

Evaluation and assessment of teaching and service delivery will incorporate a differentiated approach using the *Educators' Performance Plan*. Each professional will qualify in one of two (2) categories as listed below:

#### **Category A**

##### **1. Temporary Professional Employee**

The formal observation cycle for a temporary professional employee will be as follows:

- Four (4) formal observations per year in the first calendar year of employment. In the second calendar year of employment, three (3) formal observations. In the third calendar year of employment, two (2) formal observations
- Annual Student Learning Objective (SLO) as appropriate
- At least one in-depth observation
- Regular walk-through observations
- Mid-year and end-of-year summative conference with ratings

##### **2. Permanent Professional Employee**

The formal observation cycle for a permanent professional employee will be as follows:

- Two (2) formal observations per year
- Annual Student Learning Objective (SLO) as appropriate
- In-depth observation at the discretion of the Supervisor/Administrator(s)
- Regular walk-through observations
- End-of-Year summative conference with final rating

### 3. Employee in Need of Assistance

The formal observation cycle for an employee in need of assistance and/or on a Performance Plan will be determined by degree of need.

**OR**

#### **Category B**

#### **Permanent Professional Employee in good standing**

The West School District’s Differentiated Supervision plan is committed to cultivating an environment within the school that enhances instruction and promotes the growth of professionals. Differentiated options are outlined below.

#### Option 1 – Building Level Project

The plan for an employee in this category is as follows:

- One formal observation per year
- Annual Student Learning Objective (SLO) as appropriate
- Self-Directed Plan (SDP) approved by the supervisor/administrator(s) at BOY
- Regular walk-through observations
- MOY meeting
- End-of-Year summative conference with final rating

#### Option 2 – District Level Project (can span 2 years)

The plan for an employee in this category is as follows:

- No formal observation required
- Annual Student Learning Objective (SLO) as appropriate
- Self-Directed Plan (SDP) approved by the supervisor/administrator(s)
- Regular walk-through observations
- MOY meeting
- End-of-Year summative conference with final rating

### **DIFFERENTIATED OPTIONS**

<b>Option 1</b>	<b>Option 2</b>
Parent Clinics	Curriculum Development
Book Studies	Professional Development/Turn Around Training
Student Improvement Activities	Community Projects (aligned with District Initiatives)
Research	Action Research
Leadership Team	Focus Group (exemplary strategies, tech integration, etc.)
Peer Coaching	Special Project with District impact
Team Teaching	
Special Project with building-wide impact	
Curriculum	

# **IV** SELF-DIRECTED PLAN (SDP)

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## **The Purposes of a Self-Directed Plan**

- A. To encourage professional staff to become reflective, self-correcting, and self-directing professionals.
- B. To provide professional staff with a meaningful and collaborative role in the evaluation process.
- C. To build a sense of ownership and pride of accomplishment in professional staff performance and growth.
- D. To promote skills in collaborative and self-assessment.
- E. To develop a structure for accomplishing the above that is valued by the professional staff, principal, supervisor, and Board of Education.
- F. To increase rigor and relevance in education.
- G. To address one or more of the following:
  - Communication with families
  - Contributing to the school/district
  - Professional growth and development
  - Demonstrating professionalism

## **Guidelines for Self-Directed Plan:**

- A. Self-directed activities are listed in Appendix D.
- B. A Self-Directed Plan should be submitted to your immediate supervisor/administrator by following fall building data review using Appendix E.
- C. The plan must be approved by the supervisor/administrator.
- D. Participants will adhere to established activities and proposed timelines as outlined in the Self-Directed Plan.
- E. A mid-project or mid-year conference will be held to report, review, and reflect on the plan.
- F. Completed Self-Directed Plan and any accompanying materials will be submitted to your immediate supervisor/administrator by mid-May.
- G. A summary conference will be held prior to the end of the school year.



# **V** OBJECTIVES OF EDUCATORS' PERFORMANCE PLAN

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The purpose of the plan is to establish standards, procedures, and an instrument with which to make effective and informed professional judgments of professional staff performance as a basis for improving instruction and delivery of service. The plan shall conform to the provisions of the Pennsylvania School Code and to the philosophy and policies of the West Shore School District.

A number of critically important objectives are:

- A. To identify and measure the observable and/or perceivable characteristics of professional staff performance.
- B. To communicate to each professional employee the criteria which comprise the District's Educators' Performance Plan.
- C. To ensure the consistency and reliability of measuring professional practices.
- D. To foster the development of each member of the professional staff.
- E. To provide data that will assist the District in satisfying state tenure and certification requirements.
- F. To recognize the professional employee's knowledge and utilization of the District's approved curriculum, as well as state and national standards.
- G. To provide feedback to assist the District in the planning of staff development activities.
- H. To promote research-based effective teaching strategies.

Explanations of the performance descriptors are listed and explained under each of the four (4) domains found herein.

## ACT 13

Act 13 of 2020, signed into law by Governor Tom Wolf on March 27, 2020, revises the Act 82 Educator Effectiveness (EE) process used to evaluate professional employees and temporary professional employees in PK-12 education across the commonwealth. The revised rating system applies to classroom teachers and nonteaching professionals as defined in Act 13.

The revised frameworks remain consistent with the original paradigms but include newly incorporated references to commonwealth priorities as delineated in Pennsylvania's ESSA Consolidated State Plan:

- Practices that support **equity** in education (i.e., ensuring every child has an equal chance for success).
- Practices that support **cultural competence** in education (i.e., valuing the diversity among students and designing an educational system to serve all).
- Practices that encourage **inclusion** in education (i.e., providing students with special needs the same educational setting as non-disabled peers, where appropriate).
- Practices that foster **social and emotional learning** (i.e., the process by which students understand and manage emotions and their effect on relationships and decisions).
- Practices that further **career readiness** (i.e., attainment of broad competencies for a successful transition to the workplace).
- Practices that encompass **research-based strategies** (e.g., scaffolding or project-based learning).
- Practices that facilitate synchronous and asynchronous **remote learning** (i.e., when a student is not physically present in a traditional classroom).

Classroom teacher is defined as a professional employee or temporary professional employee who provide direct instruction to students related to a specific subject or grade level.

Nonteaching professional is defined as an educational specialist or a professional employee or temporary professional employee who provides services and who is not a classroom teacher.

[The Educator Effectiveness page](#) of SAS includes trainings, rubrics and resources for professional staff. Please access the site to learn more.

### RUBRICS

The District utilizes the Danielson Framework for teaching and non-teaching professionals for supervision and evaluation of practice. Below are links to the various rubrics. Please familiarize yourself with your rubric as this is the vehicle for ratings.

[Framework for Observation & Practice – Classroom Teacher](#)

[Framework for Observation & Practice – NTPE Speech Language Pathologist](#)

[Framework for Observation & Practice – NTPE Social Worker](#)

[Framework for Observation & Practice – NTPE School Psychologist](#)

[Framework for Observation & Practice – NTPE School Health Specialist](#)

[Framework for Observation & Practice – NTPE School Counselor PK-12](#)

[Framework for Observation & Practice – NTPE Instructional Technology Specialist](#)

[Framework for Observation & Practice – NTPE General](#)

[Student Performance Measures](#) are part of the evaluation system. Please visit the site to learn more about the measures. The [Act 13 Overview](#) presentation outlines various professional roles and what components of the rating tool apply to which roles.

## **Types of 13 Rating Forms**

### **13-1 Rating Form for Classroom Teachers**

### **13-2 Rating Form for Principals**

- Principals
- Assistant/Vice Principals
- CTC Directors
- Directors of Special Education

### **13-3 Rating Form for Nonteaching Professionals (NTPs)**

- Educational Specialists
- Instructional professionals other than classroom teachers
- Supervisor professionals other than supervisors of special education

### **13-4 Interim Rating Form**

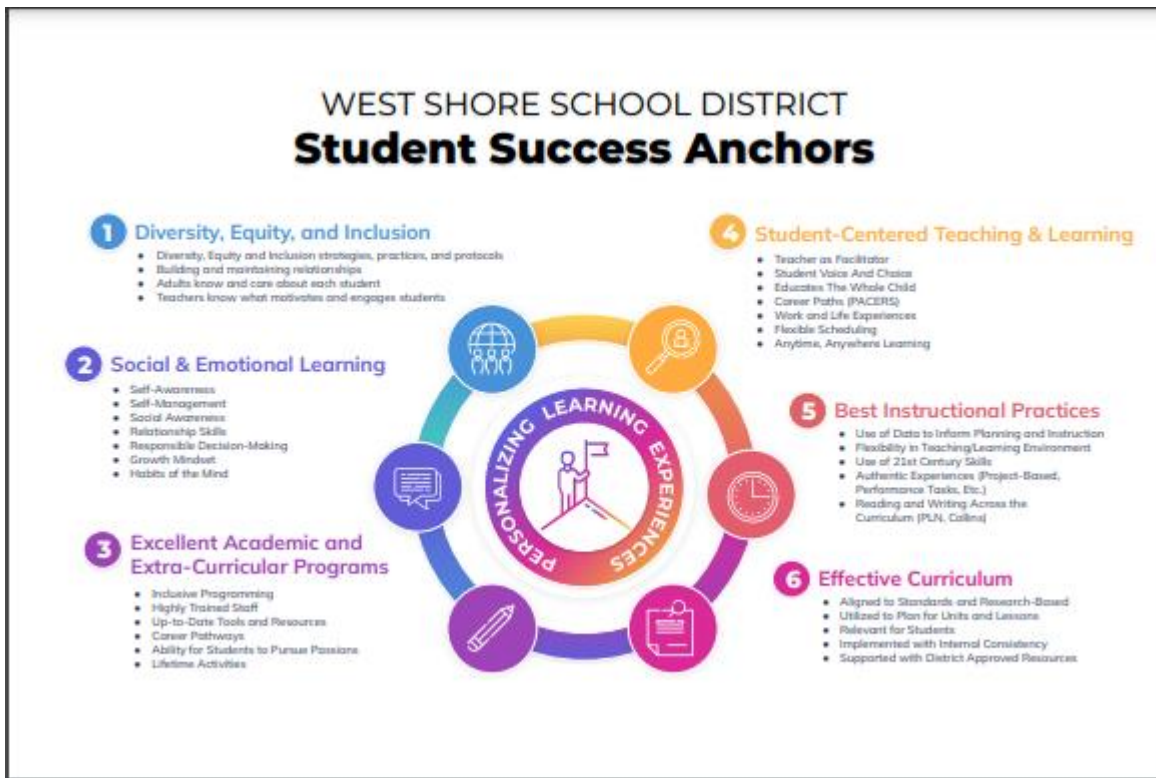
Professional employees who are considered unsatisfactory shall be rated at least annually. The first rating shall be calculated using the evaluation measures and weighting delineated in the rating tools as applicable to the employee (i.e., 13-1, 13-2, 13-3). See Appendices for forms

## **PLANNING EXPECTATIONS**

Planning and preparation for teaching and service delivery are both collaborative and personal. In order to successfully plan for optimal student growth and achievement it is necessary for collaboration among the members of a grade/subject/department level as well as between grade and subject levels. The information shared during those interactions then needs to be utilized by the professional to meet an individual's style as well as the learning styles of the students. The plans created by individual/groups of teachers/professionals should have common elements: WHAT the student will learn, HOW they will be engaged in that learning, and what type of ASSESSMENT will be used to determine the level of learning.

Goals should be selected based on the Pennsylvania and National Standards for the grade/subject/department level as well as the West Shore School District Curriculum. Teachers and non-teaching professionals are encouraged to develop a comprehensive knowledge of their standards and structure their lessons and service delivery to ensure these standards, and all facets of the curriculum, are addressed.

A final component of planning and preparation is tied to the knowledge of subject matter and effective teaching and service delivery strategies that a professional possesses. Research has shown that these, as well as knowledge of each student, are some of the mostly highly rated components of a successful learning environment.



## **DOMAIN 1 PLANNING AND PREPARATION**

### **Application**

There is much research regarding how children learn best and our student success anchors reference many. It is important to utilize the anchors when planning and delivering instruction and/or services.

- Student-centered teaching and learning/service delivery
- Best instructional practices
- Adults know and care about each student
- Authentic experiences and assessments
- Personalized learning experiences
- Differentiated
- Data-informed
- Relevant and engaging

These practices used consistently and pervasively have been shown to improve student achievement for all students.

## **Expectations**

Teaching and service delivery plans may utilize a variety of formats. Teaching plans must contain at a minimum:

- An essential question
- An activating strategy
- Teaching strategies
- Differentiation
- Summarization
- Assessment

### **Service Delivery Plans**

These vary widely depending on the service. Typically a plan includes:

- Setting
- Format
- Dosage
- Provider

Goals are developed based on data, progress monitoring occurs along the way and then the plan is evaluated based on outcomes.

Teaching plans will include reference to Pennsylvania Core Standards where approved standards exist or to applicable PA Academic or National Standards. Plans should be made for teaching a concept and may cover more than one cycle day.

Plans must be available electronically or in hard copy for building administration. See “Lesson Plan” section on page 8 for more information.

## **DOMAIN 2**

### **CLASSROOM ENVIRONMENT/EDUCATIONAL ENVIRONMENT**

#### **Philosophy**

We want to provide a place where students want to be, therefore, it is essential to create an atmosphere of respect and rapport. The interactions, although non-instructional in nature, are necessary for effective instruction and delivery of service. Professional staff are expected to establish a comfortable and respectful classroom and school environment which cultivates a culture for learning and creates a safe place for risk-taking. Non-instructional routines and procedures are handled efficiently; student behavior is cooperative and non-disruptive, and the physical environment supports the stated instructional purposes.

#### **Application**

Professional staff must have high expectations for and a genuine commitment to all students. Students respond to this approach by feeling safe and knowing that they can count on their teachers and professional staff to be fair, and when necessary, compassionate.

## **Expectations**

**Respect and Rapport:** Teaching and service delivery is a matter of developing relationships among individuals. These relationships should be grounded in the rapport and mutual respect developed both between the teacher/professional and student as well as among the students in the class or small group.

**Culture for Learning:** A strong culture for learning exists, everyone, including the teacher/professional, is engaged in pursuits of value. A culture for learning implies high expectations for all students as well as a safe environment for risk taking.

**Classroom/Behavior Management (procedures and behavior):** Teaching and service delivery require good management before good instruction is possible. This is obtained through the following:

- Efficient use of instructional time as a result of the development of procedures for the smooth operation of the classroom.
- Efficient and respectful management of student behavior developed through agreed-upon standards of conduct and clear consequences for non-observance of those standards.

**Organization of Physical Space:** This component encompasses concerns for safety and accessibility to learning, arrangement of furniture and the use of physical resources. All of these send signals to students about how professionals view learning.

## **DOMAIN 3** **INSTRUCTION AND ASSESSMENT/DELIVERY OF SERVICE**

### **Philosophy**

The primary mission of schools is to enhance student growth and achievement. This implies that students must be actively engaged in learning with optimal time on task. The elements: communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students and demonstrating flexibility and responsiveness, are unified through student construction of meaning and participation in a community of learners.

### **Application**

Students learn best when they are actively engaged in their learning. This happens when they understand the Unit/Lesson Essential Question/goals of a session, how those essential questions/goals connect to concepts they already know, how the lesson is applicable in real life situations, and how they will be accountable for the knowledge or skill learned in the lesson. Knowledge is assimilated and retained for a longer period of time when students understand the relevance of the information to prior learning and how that information will benefit them in the long term. Knowing why the information is important is a key motivating factor.

By inviting students to engage in this exploration of learning with them, the teacher/professional creates motivation. The ways in which the teacher/professional activates prior knowledge, organizes and presents the content, expects students to assume active roles by talking about the content, and utilizes summarizing strategies as essential parts of the lesson, will motivate students to excel.

### **Expectations**

Linking each step of the learning process to the one before and the one to come is essential to gaining active student involvement in the learning process.

- **Communication:** must always be clear and accurate, utilizing vivid and expressive language. This is accomplished through two elements: clarity of directions and procedures and the quality of oral and written communication.
- **Questioning and Discussion techniques:** Carefully phrased questions that result in students reflecting on their understanding and considering new possibilities. Of equal importance is sufficient wait time to construct a response. Discussions engage all students, with the teacher/professional as the facilitator for a variety of ideas. Follow-up for questions and discussion topics often extend the learning to a higher level.
- **Engaging Students in Learning:** Student engagement is intellectual involvement with the content or active construction of understanding.
- **Providing Feedback to Students:** This incorporates any type of information given to students about their progress in learning. It is essential that feedback be given to all students and that it be more than just a grade on a test or project. Feedback should be accurate, constructive, substantive, specific and timely. To maximize feedback, students need to use it in their learning.
- **Demonstrating Flexibility and Responsiveness:** Teachers/Professionals may demonstrate their flexibility and responsiveness in major and minor ways. There are three types of situations in which flexibility and responsiveness may be observed:
  - An instructional activity that is not working. This may result in abandoning the activity or altering it.
  - A spontaneous event that provides an opportunity for valuable learning.
  - A teacher’s/professional’s awareness of efficacy and commitment to the learning of all students. This usually involves an alternative approach for some students.

## **DOMAIN 4** **PROFESSIONAL RESPONSIBILITIES**

### **Philosophy**

While the acts of teaching and service delivery, with all of their requisite components are vital, professional responsibilities are what enable a professional to grow in the ability to more

effectively refine the art of teaching/service delivery and to document effective strategies and student progress in the learning community.

- Reflecting on Teaching/Service Delivery
- Maintaining Accurate Records
- Communicating with families
- Contributing to the School and District
- Growing and Developing Professionally
- Showing Professionalism

### **Application**

It is expected that all components pertain to the educator's professional responsibilities. It is expected that through reflection, professionals are able to expand their repertoire and continue to grow professionally.

### **Expectations**

Reflection on teaching/service delivery involves a consideration of whether or not the goals of the lesson were met. It incorporates both the quantity and quality of student engagement. Novice professionals will need time to develop a sense of accuracy in their reflection. In addition, the reflections made must be utilized in the future.

Accuracy in record keeping pertains to assignment deadlines, student learning, and non-instructional activities essential to smooth classroom and department operations. The system for monitoring student progress must align with the professional's approach to assessment.



# VI

## GUIDELINES FOR CLASSROOM OBSERVATIONS

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Data concerning the performance of professional employees can be obtained by observing teaching/learning situations in the classroom or space where services are being delivered. Observations of such performance will be made and reported in accordance with the following guidelines:

### A. Types of Classroom/Service Delivery Observations

Classroom/service delivery observations may be scheduled or unscheduled. These observations can also be formal or in-depth. Formal observations may include a pre-observation conference, observation by the administrator for the duration of the instructional period, data collection on an information gathering template, and a post-observation conference to establish professional dialogue and direction with the professional staff. An in-depth observation is similar in nature to the formal observation with the addition of a pre-observation conference and the addition of one more day of observation to get a “bigger” picture of the overall session goals. In order to get a better understanding of instructional practices with the building, administrators may conduct informal observations and classroom walk-throughs.

### B. Reporting Classroom/Service Delivery Observations

#### 1. Pre-observation Conferences (as a minimum)

- a. For Category A, employees, a pre-observation conference will precede their first formal observation. Category B employees, at the discretion of the supervisor/administrator, may participate in a pre-observation conference prior to their first formal observation. The purpose of this conference is to solidify performance activities, set the observation direction and clarify goals and objectives of the lesson.

Pre-observation conferences will occur in conjunction with in-depth observations.

- b. The Pre-observation Form within PAETEP will be used as a record of each such conference.
- c. Pre-observation conferences, when feasible, should occur within 1-3 working days prior to the observation or, in the case of special subjects, prior to the next class meeting. Should an observer be unable to observe the predetermined class, the pre-observation conference will become invalid. The process would commence anew so the conferences would pertain to the class to be observed.

#### 2. Data Capture

The observer will take formative notes during the observation. These notes are the property of the observer but may be shared with the professional staff to enhance

professional dialogue.

### 3. Observation Report

Following the observation, the observer will complete the Observation Summary based on (a) what was observed during the class period, (b) written planning and (c) class record, and other appropriate records and information.

## C. Lesson Plans

The written plan for the lesson, including appropriate lesson materials (textbooks, classroom records, worksheets, activity packets, etc.) will be available to the evaluator. The purpose of planning is to provide a framework for instruction and assessment of learning to allow the professional staff to make a smooth and educationally sound progression through instructional activities.

1. Each professional staff will maintain lesson plans that contains plans for all sessions for the weekly period which begins on Monday A.M. and ends on Friday P.M. Lessons shall be available should illness or other reason(s) necessitate coverage of the class or classes.
2. Teacher and Service Delivery Plans

Teacher written plans should include:

- a. Reference to Pennsylvania Core Standards (where approved Standards exist)
- b. Essential questions
- c. Activating strategies
- d. Teaching strategies
- e. Differentiation
- f. Summarizing strategies
- g. Assessment

Service delivery plans should include:

- a. Setting
- b. Format
- c. Dosage
- d. Provider

Additional written details in the lesson plans and supplements or addenda to include clearly stated objectives, descriptive methodologies, descriptions for using special materials or equipment, evaluation models, *etc.*, are encouraged. Long term planning, beyond the required weekly period, is also encouraged. Such planning will be

considered as part of the total record when plans are evaluated. Suggested alternatives to allow one to meet the above guidelines are found in this booklet.

3. Flexibility is an essential element in good lesson planning. Weekly plans can and should be adjusted to meet the needs and progress of the students.

#### **D. Classroom Records**

At the time of the observation, the following records are to be made available upon request:

1. Current seating charts for all classes
2. Class rosters
3. Grade records
4. IEPs including specially designed instruction; 504 service plans for protected handicapped students.
5. Lesson plans
6. Current Module

#### **E. Benchmark Conferences**

Special consideration may be appropriate in the process of evaluation of professional personnel who may spend the majority of their time outside the formal classroom or laboratory setting: counselors, dental hygienist, school nurses, school psychologists, and instructional advisors. Benchmark conferences may also be used for other professionals, including classroom professional staff. Benchmark conference write-ups should include specific, observable examples of professional conduct beneficial to meeting the District's goals, building focus areas, and/or any of the Domains listed on the EPP document.

#### **F. Post-Observation Conference**

Observers will confer in private with employees concerning their findings during observations **within six (6) school days after the date(s) of the observation(s)** unless a later date is mutually agreeable. During the conference, the observer will inform the employee of the level of performance during the observation and make suggestions as to how that performance might be improved. The official copy of the Observation Summary will be housed in PAETEP. Refusal to sign will be noted by the administrator on the Observation Summary.

An employee may submit a supplementary narrative to the observer within six (6) school days of the post-observation conference if there is disagreement. Copies of this narrative will be attached to the building and District personnel file copy of the Observation Summary.

#### **G. Observation Steps**

All observation documents are housed in PAETEP and can be accessed any time by the evaluator and evaluatee. Steps for PAETEP can be found below.

a. Formal Observation Steps

- Step 1: Professional staff completes the pre-observation questionnaire...and submits.
- Step 2: Professional staff meets with supervisor (pre-observation conference)
- Step 3: Supervisor completes observation and scripts evidence...and submits
- Step 4: Professional staff reviews evidence (add comments if needed)...and submit
- Step 5: Professional staff completes the post-observation questionnaire...and submits
- Step 6: Professional staff completes the self-assessment rubric...and submits
- Step 7: Supervisor reviews and completes the self-assessment rubric...and submits
- Step 8: Professional staff meets with supervisor (post-observation conference)
- Step 9: Supervisor completes observation summary form...and submits
- Step 10: Professional staff and supervisor authenticate the observation

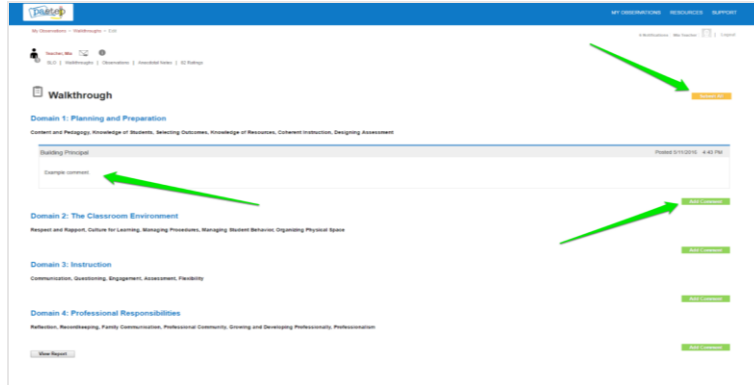
b. Differentiated Observation Steps

- Step 1: Professional staff selects type of differentiated supervision and component focus areas and completes the differentiated observation action plan...and submits
- Step 2: Supervisor reviews and adds comments...and submits
- Step 3: Professional staff completes mid-year progress update...and submits
- Step 4: Supervisor reviews and adds comments...and submits
- Step 5: Professional staff completes year-end progress update...and submits
- Step 6: Supervisor reviews and adds comments...and submits
- Step 7: Professional staff completes self-assessment rubric...and submits
- Step 8: Supervisor reviews and completes self-assessment rubric...and submits

c. Walkthroughs

Walkthrough are initiated by a supervisor. Teacher/NTPEs will receive an email notification when a supervisor completes and submits a walkthrough. Once submitted,

the professional staff/NTPE will have the option to review the evidence collected in the walkthrough and submit back to the supervisor any feedback and/or comments.



PAETEP Walkthrough Information

PAETEP <https://paetep.net/getting-started-guide-for-teachers-walkthrough-observations/>

#### d. NTPE Observation Steps

Step 1: NTPE creates a new NTPE observation and selects the appropriate supervisor

Step 2: NTPE completes the NTPE observation...submits

- Enter goals
- Select component focus areas
- Enter comments/evidence for each component focus area using the rubric language, guiding questions, and types of evidence resources as a guide

Step 3: Supervisor reviews, adds comments and approves...and submits

Step 4: Once approved, the NTPE returns to their NTPE observation at any time throughout the school year and enters and updates...and submits.

Step 5: Supervisor reviews, adds comment...and submits

Step 6: When appropriate, the NTPE completes the self-assessment rubric...and submits

Step 7: Supervisor reviews and completes self-assessment rubric...and submits

Step 8: NTPE and supervisor authenticate the observation

# VII

## GUIDELINES FOR RATINGS

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### A. Due Dates for Rating Reports

1. Category A professional employees will be rated at least two (2) times each school year. Rating reports will be filed with the Human Resources Office by the last day of the first semester and within three (3) weeks of the public release of the PDE data that is needed to finalize ratings. A rating conference will be scheduled with each professional employee prior to submitting the rating report.
2. Category B professional employees will be rated at least one (1) time each semester/school year with rating reports due in the Human Resources Office within three (3) weeks of the public release of the PDE data that is needed to finalize ratings. A rating conference will be scheduled with each professional employee prior to submitting the rating report.
3. Ratings can occur at any time during the year with opportunity for improvement (PIP) to occur between ratings. Ratings must be at least 4 months apart.

### B. Rating Criteria

1. Each professional employee will be rated on the four domains identified by the Pennsylvania Department of Education. For teaching professionals these domains include: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. Domains are tailored for non-teaching professionals to reflect their unique roles and responsibilities. For non-teaching professionals, these domains include Planning and Preparation, Educational Environment, Service and Delivery, and Professional Responsibility
2. Ratings will be based upon anecdotal records, communications from supervisors/administrators to professional employees, an applicable professional job description, observation and benchmark reports, walk-throughs, self-directed activities or artifact collections. Only those supervisors/administrators authorized by the Pennsylvania School Code will rate professional employee performance. Raters will review with employees' information relative to their performance in a timely fashion rather than waiting until the end of the rating period. The final rating conference for a professional employee will be conducted by an administrator who has observed that employee at least once during the rating period. All ratings will be submitted on the Professional Employee Rating Report.
3. For purposes of rating, evaluators will apply the appropriate objectives for Educators' Performance Plan as outlined in Section V and the job description items as delineated in Section VI. Each of the four (4) criteria will be evaluated in terms of 4 descriptors: Distinguished, Proficient, Needs Improvement and Failing.

### **C. Determination of Total Rating**

PDE uses 2 forms for final evaluation of professional staff:

- 13-1 PE & 13-1 TPE are for teaching professionals
- 13-3 PE & 13-3 TPE are for nonteaching professionals

The total ratings will be determined utilizing these forms and their weighting of indicators.

\*The evaluator may assign an unsatisfactory total rating should a severe and undesirable action or actions by an employee so warrant.

### **D. Employee Signature**

The same conditions and procedures apply as in Section VI. G.

### **E. Unsatisfactory Ratings**

The first unsatisfactory rating of performance in this plan will be considered a satisfactory rating within the provisions of the Pennsylvania School Code. Furthermore, when an employee receives a second unsatisfactory rating, the administrator will record the second rating as "Unsatisfactory." Raters must be prepared to substantiate unsatisfactory ratings with anecdotal records citing the dates, times and places of any incidents or events considered by the rater, memos, observation reports and other formative data. As required by the School Code and Department of Education regulations, the **Superintendent of Schools must approve and sign unsatisfactory ratings.**

### **F. Unsatisfactory Ratings Required for Dismissal**

Two (2) unsatisfactory ratings of a professional employee within a 10-year period shall be necessary to dismiss on the grounds of incompetency. This requirement ensures that dismissal is not based on the first instance of unsatisfactory performance, but that dismissal follows notice and an opportunity for the professional employee to improve performance. It is important to note that two (2) unsatisfactory ratings can occur within the school year.

# VIII IMPROVEMENT OF PROFESSIONAL EMPLOYEE PERFORMANCE

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The major objective of the Educators' Performance Plan (EPP) is to communicate with employees about their performance, assess performance, and to encourage ongoing professional growth. When, through the observation process, an employee demonstrates a need for substantial improvement in one or more of the domains or goal areas, the following levels of assistance are available:

## ***LEVEL 1 ASSISTANCE PERFORMANCE IMPROVEMENT PLAN (PIP) L1***

All professionals and temporary professionals who are in need of improvement will develop a Performance Improvement Plan in consultation with or at the direction of their supervisor/administrator. Together, the supervisor/ administrator(s) and the professionals and temporary professionals will review the progress of the PIP L1 at intervals identified in the plan. Determination of the success of the plan will be made within a 6-9-week period based on identified goals and evidence. Professionals and temporary professionals on a PIP may be required to begin a 4-month formal PDE evaluation cycle.

The administrator and the professional or temporary professional will meet to review the professional or temporary professional's needs and prioritize which areas to develop first, etc. The result of the discussion and timeline will be summarized in a plan.

## ***LEVEL 2 ASSISTANCE PERFORMANCE IMPROVEMENT PLAN (PIP) L2***

### **Intensive Assistance Team**

If, after the identified time period, the primary evaluator determines a need to move to Level 2 Assistance, an Intensive Assistance Team will be formed. The primary evaluator and the professional or temporary professional will select up to three (3) team members willing to review and analyze the problem(s) and develop a Performance Improvement Plan relative to identified areas of needed improvement. If there is disagreement in selecting the team members and it cannot be resolved, the primary evaluator will choose the members to serve on the team. Team members, to complement the primary evaluator, will consist of other professional staff members and may include any of the following:

- Professional Peer/Department Head = a building professional staff knowledgeable and experienced in the subject area and familiar with West Shore policies and procedures.
- Education Advisor = a District administrator knowledgeable and experienced in the subject area and familiar with West Shore policies and procedures.
- Director of Elementary Education, Director of Secondary Education, Director of Pupil Services, Director of Special Education or Supervisor of Special Education.

The primary evaluator and administrators will observe the professional or temporary professional to evaluate performance. Together, the supervisor/ administrator(s) and the professional will review the progress of the PIP L2 at intervals identified in the plan.



Determination of the success of the plan will be made within a 6 to 9-week period. Professionals or temporary professionals on a PIP will begin or continue the 4-month formal PDE evaluation cycle.

***LEVEL 3 ASSISTANCE***  
***PERFORMANCE IMPROVEMENT PLAN (PIP) L3***

**Multi-Appraisal Support Team**

If the Level II plan does not result in proficient professional performance, the professional or temporary professional will be informed in writing by the primary evaluator. A Multi-Appraisal Support Team will be created by the primary evaluator who will request the assistance of up to three (3) members for the team. Disciplinary Action may be taken at this time as well as recommendation for dismissal.

**WEST SHORE SCHOOL DISTRICT PERFORMANCE IMPROVEMENT PLAN**

**STATUS**

- 1<sup>st</sup> Year Temporary Professional Employee
- 2<sup>nd</sup> Year Temporary Professional Employee
- 3<sup>rd</sup> Year Temporary Professional Employee
- Tenured Professional Employee
- Other \_\_\_\_\_

**LEVEL OF IMPROVEMENT PLAN**

Level 1 Date Range \_\_\_\_\_  
 Level 2 Date Range \_\_\_\_\_  
 Level 3 Date Range \_\_\_\_\_

Professional: \_\_\_\_\_

Administrator(s): \_\_\_\_\_

School/Location: \_\_\_\_\_

Position: \_\_\_\_\_

Place a check mark in the box of the domain(s) where the professional is in need of improvement. This means the professional has a NI or Failing in a rating or observation that indicates components within a domain need improvement.

**13-1 Professional**

- Planning and Preparation     Classroom Environment     Instruction     Professional Responsibilities

**13-3 Professional**

- Planning and Preparation     Educational Environment     Delivery of Service     Professional Development

In the space below, describe the following: Identify specific components to be addressed; list goals to address the components; list differentiated activities to support the professional’s improvement in the areas listed; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Domains/Components	Goals	Resources	How will the improvement be assessed?	Timeline
Domains/Components	Goals	Resources	How will the improvement be assessed?	Timeline

WEST SHORE SCHOOL DISTRICT PERFORMANCE IMPROVEMENT PLAN



List of Participants during meeting:

Initial Date:

Signature of Professional \_\_\_\_\_ Signature of Administrator:  
\_\_\_\_\_

Assessment of Progress during 6-9 (weekly or bi-weekly)

Review Date 1:	Recommendations:	Initials: _____
Review Date 2:	Recommendations:	Initials: _____
Review Date 3:	Recommendations:	Initials: _____
Review Date 4:	Recommendations:	Initials: _____

Include additional dates as dictated by plan.

\*\*\*\*\*

Final Review Date \_\_\_\_\_ for Level \_\_\_\_\_ Plan

Progress Summary:  
Recommendation:

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Professional's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Cc: Personnel File

	<b>LEVEL I</b>	<b>LEVEL II</b>	<b>LEVEL III</b>
<b>ELEMENTARY</b>	Primary Evaluator Elementary Principal Elem. Asst. Principal Coach Mentor	Professional Peer Primary Evaluator Multi-evaluators	Supervisor Elementary Principal Elementary Assistant Principal Director of Elementary Education Assistant Superintendent Superintendent of Schools
<b>SECONDARY</b>	Primary Evaluator Secondary Principal Secondary Asst. Principal Coach Mentor	Professional Peer Primary Evaluator Multi-evaluators	Supervisor Principal Assistant Principal Director of Secondary Education Assistant Superintendent Superintendent of Schools
<b>SPECIAL EDUCATION</b>	Primary Evaluator Elem./Sec. Principal Elem./Sec. Asst. Principal Coach Mentor	Professional Peer Primary Evaluator Multi-evaluators	Supervisor Principal Assistant Principal Director of Special Education Director of Pupil Services Director of Elem./Sec. Education Assistant Superintendent Superintendent of Schools
<b>OTHER PROFESSIONAL POSITIONS</b>	Primary Evaluator	As appropriate	As appropriate

# **IX**

## **APPEAL PROCEDURES**

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Concerns may arise because of a sincere difference of opinion, an error in judgment, an oversight, or a misinterpretation. It is the intent of the appeal procedure that concerns be resolved promptly so the instructional process is not interrupted. If a professional employee is dissatisfied with a summative rating report, that employee may initiate the following appeal procedure:

- A. An appeal must be presented, in writing, to the administrator or supervisor who issued the rating. Appeal forms may be obtained at each school office or the District Office. The appeal must be filed within seven (7) business days\* after the rating conference.
- B. If the appeal has been presented in accordance with Step A, and the matter has not been satisfactorily settled within ten (10) business days after the rating conference, the employee may present the appeal in writing to the Superintendent or designee. The appeal to the Superintendent or designee must be presented within fifteen (15) business days after the rating conference.
- C. The appellant will be notified within thirty (30) business days of the Superintendent's or designee's decision relative to the appeal.

\*A business day is one that the District office is open for business.

# X

## ADMINISTRATIVE RESPONSIBILITIES

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For purposes of performance evaluation, a primary evaluator is that administrator having the mandated responsibility to observe a professional employee and conduct the related conference(s), and to complete the rating process described in Section VII of this Plan. A secondary evaluator is an administrator encouraged to observe, evaluate, etc., in a given area of responsibility and to provide input into the primary evaluator's rating of a professional employee(s).

### A. Superintendent of Schools

The Superintendent of Schools will, from time to time, be directly responsible for evaluating and rating a professional employee and may serve as a secondary evaluator as needed. The Superintendent will review the ratings of non-tenured employees and submit recommendations to the Board of School Directors regarding recognition of professional employee status. As required by the School Code and the Department of Education regulations, the Superintendent will approve and sign all unsatisfactory ratings. In the event of an appeal of a rating, the Superintendent or designee has the final responsibility to resolve the issue.

### B. Assistant Superintendent

The Assistant Superintendent will be responsible for the implementation and operation of the Educators' Performance Plan in the District. The Assistant Superintendent will establish procedures aimed to achieve objectivity and consistency in the evaluation of all District professional employees and will review, with the director of elementary and secondary education, the monthly observation reports of administrators to ensure observations are being conducted according to the provisions of the Plan. Also, when second opinions of performance are needed, the Assistant Superintendent or designee may have input in the process of observations of professional employees by administrators/supervisors other than those having primary responsibility for the observation and rating of those employees.

### C. Director of Human Resources

The Director of Human Resources will ensure the maintenance of personnel files that include copies of all pertinent evaluations of professional employees. At the start of each semester, the Director of Human Resources will prepare and distribute to each administrator a list of all Tier I employees, showing the administrator responsible for rating each employee.

The Director of Human Resources **may** have responsibility as a primary or secondary evaluator (depending upon certification).

### D. Director of Student Services

The Director of Student Services will assume primary responsibility for observing and rating coordinator of student services, dental hygienist, coordinator of safety & student attendance, and school social workers. As requested, the Director will provide a formal assessment or benchmark observation of Certified School Nurses and counselors.

The Director will consult with elementary, middle and high school principals regarding the performance of these employees.

**E. Director of Special Education**

The Director of Special Education will have the primary responsibility for observing and rating the special education coordinator, the special education instructional advisors, Professional staff of the Deaf/Hard of Hearing, Professional staff of the Visually Impaired, occupational therapists, and transition coordinator. Upon request, the Director will provide formal assessments or benchmark evaluations of building special education staff.

**F. Director of Elementary Education/Director of Secondary Education**

The Directors of Elementary and Secondary Education may observe professional staff to assure consistency in the articulation of the curriculum. The Directors will work cooperatively with building administrators prior to the rating process for these departments. The Directors will file monthly observation reports with the Assistant Superintendent by the first Friday of each month.

**G. Principals/Assistant Principals**

Building administrators will serve as the primary evaluators of classroom performance for all professional staff assigned to the building, with the exception of those specifically assigned above. The building administrator of the building of home-base assignment of a professional staff will have classroom performance evaluation and/or rating responsibility. Other principals supervising an itinerant will serve as secondary evaluators. When a second opinion of performance is needed, the Assistant Superintendent or designee will be contacted.

**H. Coordinator of Special Education**

The Coordinator of Special Education will serve as the primary evaluator of the special education instructional advisors. Upon request, the Coordinator will provide formal assessments or benchmark evaluations of building special education staff.

**I. Coordinator of Student Services**

The Coordinator of Student Services will serve as the primary evaluator of the behavior specialists and school psychologists. Upon request, the Coordinator will provide formal assessments or benchmark evaluations of building special education staff.

**J. Other Considerations for Building Administrators**

1. Specific primary evaluation assignments:

Natorium Instructional Personnel:	Red Land Principal
Alternative Education:	CCHS

2. The principal will review the evaluations of his/her assistant principal(s) to ensure consistency in the rating of all professional employees in the unit.
3. Building level administrators will assure that a copy of each observation or other evaluative report is forwarded to the professional's subject area supervisor.

Principals and assistant principals will file monthly professional employee observation reports with the Director of Elementary and Secondary Education by the first Friday of each month.

# XI

## APPENDICES

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[Educators' Performance Plan Evaluation 13-1](#)

[Educators' Performance Plan Evaluation 13-1 TPE](#)

[Educators' Performance Plan Evaluation 13-3](#)

[Educators' Performance Plan Evaluation 13-3 TPE](#)

[Framework for Observation & Practice – Classroom Teacher](#)

[Framework for Observation & Practice – NTP Instructional Technology Specialist](#)

[Framework for Observation & Practice – NTP Other](#)

[Framework for Observation & Practice – NTP School Counselor PK-12](#)

[Framework for Observation & Practice – NTP School Psychologist](#)

[Framework for Observation & Practice – NTP School Health Specialist](#)

[Framework for Observation & Practice – Social Worker / Home & School Visitor](#)

[Framework for Observation & Practice – NTP Speech & Language Pathologist](#)

[Educators' Performance Plan Benchmark Sheet](#)

[Professional Employee Observation/Rating Appeal](#)

[Self-Directed Plan \(Purposes\)](#)

[Self-Directed Plan \(Goals, Timeline, Activities\)](#)

[Student Learning Objectives \(SLO\) Steps](#)

[Student Learning Objectives \(SLO\) Process Template](#)

[EPP Observation Rubric](#)

[2018-2019 EPP Review Committee](#)



# **XII**    **JOB DESCRIPTIONS**

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## **A.    TEACHER (BASIC) JOB DESCRIPTION**

**TITLE:**                                **TEACHER**

**QUALIFICATIONS:**            1. As established by state certification laws and regulations  
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test  
3. Required to stand for extended periods of time up to six (6) hours per day\*\*  
4. Required to lift objects up to fifty (50) pounds\*\*

**REPORTS TO:**                    Principal and/or Supervisor

**JOB GOAL:**                        To facilitate student intellectual, social, emotional, and physical growth and to enable each student to contribute to the fulfillment of his/her potential as an able and responsible citizen.

### **PERFORMANCE RESPONSIBILITIES:**

1. Collaborates with other staff members in the educational process and assists with the smooth operation of the building.
2. Displays an interest in and participates in the total school program.
3. Exhibits enthusiasm, dependability, punctuality, consistent and regular attendance, and active participation in assigned teaching, instructional and non-instructional duties, attendance at meetings, and in the use and care of equipment and facilities.
4. Displays positive personal traits, such as neatness, integrity, character, good citizenship, respect for others, honesty, and responsibility and acts as an appropriate role model for students.
5. Abides by the Pennsylvania School laws and regulations, Federal and State laws and regulations governing educational and civil rights of all students and others, Child Protective Services Act, and the terms of the Collective Bargaining Agreement.
6. Upholds and enforces school rules, administrative regulations, and Board policies and maintains confidentiality.
7. Dresses in a professional manner appropriate for the position so as to serve as a role model for the students.
8. Works cooperatively with and maintains open lines of communication with administrators, parents, students, staff members, and the general public.
9. Participates in curriculum review and redesign (Instructional Design Cycle) as required by department, subject area, or grade level.
10. Participates in an ongoing staff development program to enhance professional competence and abides by state law and regulations regarding continuing education.
11. Integrates Chapter 4 Regulations and the West Shore Strategic Plan into the instructional program.

12. Incorporates the philosophy, objectives, and expectations of this *Educators' Performance Plan* in the attainment of professional goals.
13. Uses *Instructional Design* as the basic structural framework for the development of instructional programs and works toward the achievement of the standards.
14. Develops, maintains, and accurately completes all required written records and reports within established time lines.
15. Creates and utilizes a variety of instructional strategies to attain lesson objectives and to provide students with opportunities which extend beyond the classroom.
16. Diagnoses and evaluates student abilities and progress to develop effective instructional strategies to help students meet instructional objectives and provides timely feedback to students concerning their progress.
17. Recognizes and uses appropriate technology relevant to the curriculum taught.
18. Establishes an educational environment which appreciates a multi-cultural understanding within the classroom.
19. Promotes and utilizes a proactive, positive, and constructive approach in dealing with conflict.
20. Complies with and is familiar with all students' IEPs, Service Plans, action plans, or other administratively approved adaptations and appropriately accommodates disabilities in accordance with applicable laws and regulations.
21. Demonstrates understanding and concern for each student in meeting his or her educational needs, including the recommendation for the evaluation of students thought to be exceptional or in need of special education, gifted education, or accommodations.

\*\*Unless otherwise accommodated.

REVISED 08/2014  
Shared/EPP/07-08/JobDescriptions

**TITLE:** **ALTERNATIVE EDUCATION TEACHER\***

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*

**REPORTS TO:** Principal

**JOB GOAL:** To direct students in learning both academic and life-skills and in developing appropriate behaviors and social skills that will allow them to succeed in the regular education program or job market.

**PERFORMANCE RESPONSIBILITIES:**

1. Provides additional materials and assignments to be used when students have completed regular assignments.
2. Participates on the Screening and Review Committee.
3. Supervises assignments and provides instruction as needed for students to complete assigned work.
4. Provides necessary remediation as needed in basic skill areas.
5. Provides daily assignments in the core subjects based on the established curriculum.
6. Provides assignments geared to increasing students' general understanding of the world and of different cultures and lifestyles.
7. Collaborates frequently with at-risk counselor, administration, and service agencies to secure necessary services for the learner.

\*All components of the Teacher job description apply.

\*\*Unless otherwise accommodated

**TITLE:** **AQUATICS INSTRUCTOR\***

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*
5. Possess a valid Red Cross Lifeguard Certificate
6. Possess a valid Red Cross Water Safety Instructor Certificate
7. Possess a Red Cross First Aid Certificate
8. Possess a valid Red Cross CPR for the Professional Rescuer Certificate
9. Possess a valid PA Fish and Boat Commission Boating Safety Awareness Instructor Certificate

**REPORTS TO:** Principal

**JOB GOAL:** To implement the West Shore School District Aquatics Program as defined in the *Instructional Design*.

**PERFORMANCE RESPONSIBILITIES:**

1. Helps to coordinate and monitor the activities of the assigned aides.
2. Provides aquatic instruction to students of the West Shore School District.
3. Develops or reinforces attitudes of positive self-esteem with reluctant students.
4. Screens students' aquatic levels and recommends appropriate placement.
5. Helps to serve as an aquatics resource person to administration.
6. Administers tests, schedules conferences, and functions as a member of the aquatics staff.
7. Assists with the selection, maintenance, and storage of aquatic supplies and equipment.
8. Assists in curriculum development for pilot projects and *Instructional Design*.
9. Completes and maintains a departmental inventory of all reference materials, supplies, and specialized equipment for the natatorium.
10. Assumes responsibility for the protection of life and the enforcement of all pool regulations during school-day aquatic activities.
11. Assists in keeping the natatorium area safe, clean, and neat.
12. Performs such other tasks and assumes such other responsibilities as from time to time may be assigned by the Aquatics Coordinator.
13. Prepares lessons to implement the instruction.
14. Prepares records, schedules, and management forms in cooperation with the Aquatics Coordinator.
15. Issues appropriate Red Cross or PA Fish and Boat Commission certificates to qualifying students.
16. Helps to design and implement adult and community aquatic programs.

17. Maintains up-to-date health records and protects their confidentiality.
18. Assists in the research and completion of all departmental reports to central administration and State agencies.
19. Participates in all aspects of the boating safety program to include: lifting, operating, and propelling a canoe.
20. Operates a Hoyer Lift with students weighing up to 160 pounds.

\*All components of the Teacher job description apply.

\*\*Unless otherwise accommodated.

REVISED 08/2014  
Shared/EPP/07-08/JobDescriptions

**TITLE:** **BEHAVIOR SPECIALIST**

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to sit and stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*
5. Ability to engage in the physical activities of a crisis intervention team member, including possible physical exertion
6. Possess a valid Pennsylvania driver's license
7. Minimum of three years' experience in the public school setting as a Behavior Specialist
8. Master's degree in a mental health field. Hold a current Board Certified Behavior Analyst certificate obtained through the Behavior Analyst Certification Board (BACB) or current license as a Behavior Specialist in Pennsylvania

**REPORTS TO:** Director of Special Education

**JOB GOAL:** Provide leadership necessary to develop and implement quality behavioral interventions in the District.

Essential Elements:

1. Reads and abides by the Pennsylvania School laws and regulations, Federal and State laws and regulations governing educational and civil rights of students and others, Child Protective Services Act, the policies of the Board of Education, administrative manuals, and the terms of the Collective Bargaining Agreement.
2. Reads, interprets, and incorporates *Instructional Design*, Chapter 4 regulations, and *Comprehensive Plan* as appropriate.
3. Communicates clearly, concisely, and effectively, both orally and in writing, with the administrative staff, professional and support staff, students, parents, and community.
4. Possesses and applies computer skills necessary to the job, and is able to engage in repetitive hand movements as required for using the computer.
5. Operates office machines, files materials in filing cabinets, and is able to lift and carry up to, or occasionally in excess of, fifty pounds.
6. Complies with all requirements of the evaluation, reevaluation and IEP process as specified in state and federal regulations.
7. Assists with ongoing functional assessments and functional analyses of student behavior associated with developmental and behavioral disorders and reports to the team on findings.
8. Provides consultative and direct support for students with a wide range of disabilities including, but not limited to, autism, social-emotional disabilities, intellectual disabilities, and multiple disabilities.
9. Assists building and IEP teams in the development, implementation, monitoring and revision of IEP goals, objectives, specially designed instruction and Positive Behavior Support plans, both formal and informal, for students with challenging behaviors.

*Reasonable accommodations under Qualifications and Performance Responsibilities will be in compliance with the Americans with Disabilities Act (ADA).*

10. Assists staff with the development of specific intervention methods using the principles of applied behavior analysis including data collection and analysis.
11. As requested, provides specific training to District staff, parents and community agency representatives.
12. Consults with education staff the selection of educational and motivational materials and activities for students with challenging behaviors.
13. Engages in activities relevant to preventing problem behaviors and multi-tiered systems of support.
14. Works directly with outside consultants and agencies to coordinate behavioral interventions.
15. Provides clinical supervision experiences for specific staff.
16. Performs other duties as assigned.

\*\*Unless otherwise accommodated.

REVISED 05 5/19/2017

**TITLE:** **CAREER COORDINATOR\***

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*

**REPORTS TO:** Principal

**JOB GOAL:** To build a system of K-12 Career Education, to increase awareness of post secondary education/training choices, and to participate in local workforce development.

**PERFORMANCE RESPONSIBILITIES:**

1. Provides leadership for the connection between education and the workplace through the development of a cross-community system.
2. Produces and provides multiple services for educators and a wide range of community partners (materials, networking resources, consultation, and program development).
3. Coordinates learning and collaborative activities through an active calendar of professional development sessions and community events which integrate career, workforce, and economic development.
4. Shares information with educators/administrators spotlighting the need and value of understanding workforce and economic development programming within schools.
5. Provides materials, professional development sessions, “exchange” opportunities among schools, and individual consultation to assist with the planning and implementation of the PA Academic Career Education and Work Standards, K-12.
6. Provides a network of contacts and facilitates strong connections between education and the workplace, that lead to work-based experiences for students (job shadows, internships, etc.) and employer participation within the schools (classroom, speakers, career fair participants, career pathway panels, curriculum advisory committees).
7. Provides a “relevance” component for schools through the direct connections to opportunities in the workplace for students and for educators and to the labor market information.
8. Participates in a large community network which highlights the partnership as a strong “partnering resource” to be used by schools in grant writing.
9. Conducts Educators in the Workplace opportunities that showcase updated career, industry, and hiring information, a short-term, direct-connect, and relevant experience for educators that impacts the classroom (e.g. Educator in the Workplace Spring Series, June Leadership Academy).
10. Educates the community about “the changing workplace,” the need for K-12 career development, and focused planning as students transition to meaningful steps post high school graduation.
11. Serves as an intermediary organization for resources, guidance, and interactive professional development, which assists schools in making career development systemic.



12. Coordinates two educational consortiums for area districts/vocational technical schools that feature schools working collectively to enhance career development programming and unique career exploration/work-based experiences, and credentialing opportunities for students. Consortiums meet regularly to maintain quality projects.
13. Promotes awareness of career opportunities in local and targeted industries as indicated by the State and South Central Workforce Investment Board.
14. Informs and plans with community partners on State Initiatives that impact curriculum and worksite programs.
15. Educates schools about the extensive range of postsecondary options for effective education and training.
16. Partners with postsecondary schools and training programs to facilitate increased opportunities for students in high school (e.g. dual enrollment, apprenticeship).
17. Coordinates with State and Area organizations to enrich regional career, workforce, and economic development (e.g. youth council and Harrisburg Regional Chambers).
18. Represents the CAIU and participating schools at the State level (e.g. Governors Institute for Career Education and Work, Career Development Leaders Network, Career Education and Work Standards Outreach Project).

\*All components of the Teacher job description apply.

\*\*Unless otherwise accommodated.

REVISED 01/2008  
Shared/EPP/07-08/JobDescriptions

**TITLE:** **COUNSELOR**

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*

**REPORTS TO:** Principal/Director of Student Services

**JOB GOAL:** To assist students in making appropriate educational, personal, and career decisions; to assist the building staff and parents by providing relevant information concerning each student's educational development and potential.

**PERFORMANCE RESPONSIBILITIES:**

1. Serves as the liaison for community agencies.
2. Collaborates with other staff members in the educational process and assists with the smooth operation of the building.
3. Displays an interest in and participates in the total school program.
4. Exhibits enthusiasm, dependability, punctuality, consistent and regular attendance, and active participation in assigned teaching, instructional and non-instructional duties, attendance at meetings, and in the use and care of equipment and facilities.
5. Displays positive personal traits, such as neatness, integrity, character, good citizenship, respect for others, honesty, and responsibility and acts as an appropriate role model for students.
6. Abides by the Pennsylvania School laws and regulations, Federal and State laws and regulations governing educational and civil rights of all students and others, Child Protective Services Act, and the terms of the Collective Bargaining Agreement.
7. Upholds and enforces school rules, administrative regulations, and Board policies and maintains confidentiality.
8. Dresses in a professional manner appropriate for the position so as to serve as a role model for the students.
9. Works cooperatively with and maintains open lines of communication with administrators, parents, students, staff members, and the general public.
10. Maintains a systematic method of communication with parents.
11. Supervises the collection, maintenance, and purging of student records and provides interpretation of those records to parents, staff, and students.
12. Assists students, parents, staff, and other District personnel in gathering information required for program evaluation.
13. Assists with student scheduling and fixing course conflicts when appropriate.
14. Assists with the preparation, distribution, and collection of PSSA and other standardized test materials.
15. Participates in an ongoing staff development program to enhance professional competence and abides by state law and regulations regarding continuing education.

16. Integrates Chapter 4 Regulations and the West Shore Strategic Plan into the instructional program.
17. Develops, maintains, and accurately completes all required written records and reports within established time lines.
18. Diagnoses and evaluates student abilities and progress to develop effective instructional strategies to help students meet instructional objectives and provides timely feedback to students concerning their progress.
19. Participates in appropriate parent and staff conferences and/or meetings.
20. Conducts and/or assists with parent and staff inservice programs concerning student development and social and emotional needs.
21. Assists with the preparation and administration of the District's variety of testing programs.
22. Conducts appropriate student, parent, and staff orientation sessions.
23. Counsels students, individually and/or in a group setting, who exhibit problems of a personal, social, family, or academic nature.
24. Establishes an educational environment which appreciates a multi-cultural understanding within the classroom.
25. Promotes and utilizes a proactive, positive, and constructive approach in dealing with conflict.
26. Complies with and is familiar with all students' IEPs, Service Plans, action plans, or other administratively approved adaptations and appropriately accommodates disabilities in accordance with applicable laws and regulations.
27. Demonstrates understanding and concern for each student in meeting his or her educational needs, including the recommendation for the evaluation of students thought to be exceptional or in need of special education, gifted education, or accommodations.
28. Implements the District's Counseling Plan.

\*\*Unless otherwise accommodated.

REVISED 08/2014  
Shared/EPP/07-08/JobDescriptions

**TITLE:** **DEAN OF STUDENTS**

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Master's Degree preferred with an administrative certification
4. Minimum four (4) year classroom teaching experience
5. Required to stand for extended periods of time up to six (6) hours per day
6. Required to lift objects up to fifty (50) pounds

**REPORTS TO:** Principal

**JOB GOAL:** Serve as an educational partner with building administrators and faculty. Assist administrators and faculty to address the changing demographics of the building population ensuring outreach to families and staff as we transition students in to the district. Help reduce the disciplinary workload of administrators. Promote education of students in a quality program. Help students resolve both academic and non-academic problems which may interfere with their getting the greatest benefit from the school's educational programs. To help students achieve the fullest benefits from the school's programs, services and offerings.

**PERFORMANCE RESPONSIBILITIES:**

1. Assists the principal in the resolution of all discipline problems in a fair and just manner, and maintains records of any action taken; the principal will make the final decision on all discipline matters.
2. Provides documentation and recommendation to the principal regarding the suspension and expulsion of all students; the principal makes the final decision regarding the suspension and/or expulsion of any student.
3. Assists with Level III and IV disciplinary issues. Recommend both in-school and out-of-school suspensions.
4. Assists in developing and carrying out policies, and supervising practices dealing with campus control and supervision.
5. Participates with the student assistance program and coordinates school and community resources for students at risk.
6. Researches matters of discipline and welfare by conferring with parents, teachers, counselors, support service personnel, and students with the final decision made by the principal.
7. Assists with matters of student attendance and makes recommendations to the principal for resolution of chronic attendance problems.
8. Serve as a district representative during Truancy Elimination Plan (TEP) process and attend court proceedings.

9. Works with community and government agencies on problems relating to drug abuse and truancy from school.
10. Assists in the dissemination of information regarding school and district programs, policies, and procedures to students, parents, staff and community.
11. Participates in the coordination, implementation and supervision of the extracurricular programs of the school and responds to student-initiated requests for specific new extracurricular clubs, activities and programs.
12. Assists with the supervisory responsibility for student activities, programs of student orientation, and similar activities; any schedule changes that affect other teachers will be made by the principal.
13. Serve as the Local Educational Authority (LEA) in Individualized Education Plan (IEP) meetings.
14. Act as liaison for district in Children and Youth and Child Line cases/referrals.
15. Provide formal instructional support to teachers.
16. Work with administrative team to support teachers on instructional improvement plans.
17. Participate in supervisory/corrective action planning for staff (directives and support planning).
18. Develop and deliver professional development activities.
19. Works with faculty in a cooperative manner to develop rules and regulations to effect positive student behavior in the school.

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**TITLE:** **DENTAL HYGIENIST**

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*

**REPORTS TO:** Director of Student Services

**JOB GOAL:** To provide an educational program concerning proper dental care practices for students and communicating same to parents as necessary.

**PERFORMANCE RESPONSIBILITIES:**

1. Serves as a referral source for families requiring dental health services.
2. Collaborates with other staff members in the educational process and assists with the smooth operation of the building.
3. Displays an interest in and participates in the total school program.
4. Exhibits enthusiasm, dependability, punctuality, consistent and regular attendance, and active participation in assigned teaching, instructional and non-instructional duties, attendance at meetings, and in the use and care of equipment and facilities.
5. Displays positive personal traits, such as neatness, integrity, character, good citizenship, respect for others, honesty, and responsibility and acts as an appropriate role model for students.
6. Abides by the Pennsylvania School laws and regulations, Federal and State laws and regulations governing educational and civil rights of all students and others, Child Protective Services Act, and the terms of the Collective Bargaining Agreement.
7. Upholds and enforces school rules, administrative regulations, and Board policies and maintains confidentiality.
8. Dresses in a professional manner appropriate for the position so as to serve as a role model for the students.
9. Works cooperatively with and maintains open lines of communication with administrators, parents, students, staff members, and the general public.
10. Participates in an ongoing staff development program to enhance professional competence and abides by state law and regulations regarding continuing education.
11. Continues educational pursuits to maintain professional competence.
12. Conducts the school dental program and administers the appropriate examinations and treatments.
13. Conducts classroom instruction relative to the dental health program.
14. Oversees the fluoride supplement program in eligible schools.
15. Maintains a dental record system for students.
16. Develops, maintains, and accurately completes all required written records and reports within established

time lines.

17. Creates and utilizes a variety of instructional strategies to attain lesson objectives and to provide students with opportunities which extend beyond the classroom.
18. Provides information to students, parents, and staff concerning student dental health needs.
19. Provides dental health information to staff, students, and parents.
20. Recognizes and uses appropriate technology relevant to the curriculum taught.
21. Promotes and utilizes a proactive, positive, and constructive approach in dealing with conflict.
22. Complies with and is familiar with all students' IEPs, Service Plans, action plans, or other administratively approved adaptations and appropriately accommodates disabilities in accordance with applicable laws and regulations.
23. Demonstrates understanding and concern for each student in meeting his or her educational needs, including the recommendation for the evaluation of students thought to be exceptional or in need of special education, gifted education, or accommodations.

\*\*Unless otherwise accommodated.

REVISED 08/2014  
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**TITLE:** **DEPARTMENT HEAD**

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*

**REPORTS TO:** Principal and/or Supervisor

**JOB GOAL:** The Department Head shall serve as the instructional leader for the members of the department. He/she must be recognized as a master teacher, and is expected to oversee the development, delivery, and assessment of the prioritized curriculum; promote the use of exemplary teaching and assessment practices; and coordinate the work of the members of the department.

For those Department Heads that are “District” Department Heads (i.e. Art, World Language, Nurse, etc.), responsibilities include all affected buildings, not solely the home-based building of the Department Head.

**PERFORMANCE RESPONSIBILITIES:**

1. Motivate, encourage and support the staff.
2. Assist teachers in the development of Personal Growth Plans (PGP) as they pertain to the department.
3. Orient department members so they fully understand department programs, policies and procedures.
4. Assist the Curriculum Chair to develop agendas and conduct department/mini-curricular committee meetings.
5. Assist substitute teachers/staff as they assume the work of classroom teachers/staff within the subject/nursing area.
6. Partner with building principals in developing teacher/master schedules.
7. Develop and conduct in-service programs in conjunction with other building and district office administrators.
8. Coordinate departmental matters with the appropriate administrator.
9. Provide vision and leadership in the creation and revision of the curriculum in cooperation with the Assistant Superintendent.
10. Provide vision and leadership in the development, piloting, and implementation of courses of study.
11. Promote curricular changes which increase the effectiveness of programs.
12. Keep staff members informed of educational trends and teaching strategies.
13. Encourage the use of available teaching aids and technology.
14. Keep administrators and department members informed of the instructional guidelines and state and national standards/regulations associated with the department.
15. Assist administrators in the preparation and completion of required state and federal reports.



16. Model effective teaching strategies and effective use of equipment, materials and technology.
17. Along with the Curriculum Chair, develop annual department goals.
18. Explore and evaluate new instructional materials and programs.
19. Analyze and interpret available research and data to make decisions affecting curriculum.
20. Using fiscal responsibility, collect and compile departmental budget requests. Submit budgets to the appropriate administrator in a timely manner.
21. Manage the system of internal accounting for the department, to include the maintenance of an inventory of textbooks, supplies, and equipment. A physical inventory of all textbooks will be submitted to the Assistant Superintendent by the end of the school year. Ensure the proper storage of textbooks and other instructional materials.
22. Work with counselors, staff members and students regarding course selection offerings and sequences for students.
23. Organize and coordinate departmental activities such as contests, displays, publications, and other student activities.
24. Keep abreast of current trends in education by reading publications and educational literature.
25. Attend district approved conferences and workshops.
26. Actively participate in the Secondary Academic Forum, Mini-Curriculum Committee, and Curriculum Council.

Revised 08/2014  
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**TITLE:** ENGLISH LANGUAGE DEVELOPMENT (ELD) TEACHER\*

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day \*\*
4. Required to lift objects up to fifty (50) pounds\*\*

**REPORTS TO:** Principal

**JOB GOAL:** To intervene with students identified as English Language Learners.

To assist students identified as needing corrective/remedial help in content areas to develop appropriate skills and attitudes and to assist staff with the total ESL program.

**PERFORMANCE RESPONSIBILITIES:**

1. Coordinates and monitors the activities of the assigned paraprofessional(s).
2. Prepares records, management forms, and required state reports in cooperation with classroom teachers and parents.
3. Facilitates and monitors the District ESL program and assists the classroom teachers and parents by providing and suggesting appropriate materials and instructional strategies.
4. Assesses students' understanding and comprehension of English language, and recommends, coordinates, and facilitates appropriate placement and/or corrective assistance.
5. Provides instruction for students in need of English language and language-related assistance per *Instructional Design* and Pennsylvania standards.
6. Provides remedial instruction, as appropriate.
7. Serves as an English as a Second Language resource person to District staff and administration.
8. Monitors progress of identified English Language Learners and provides appropriate instruction.
9. Assists English Language Learners in meeting the District's graduation requirements.
10. Organizes and implements motivational programs and special events within the building ESL program.
11. Develops or reinforces attitudes of positive self-esteem with ESL learners.
12. Schedules and conducts conferences with staff and parents/guardians regarding the remedial needs and interventions required for English Language Learners.
13. Assists parents in understanding and completing necessary paperwork for ESL program implementation with the aid of a qualified interpreter, as necessary.
14. Provides learning experiences to encourage English Language Learners.
15. Creates awareness for students of opportunities to participate in extra-curricular activities (music, sports, clubs, etc).
16. Provides leadership and direction in ESL curriculum development.

17. Participates in building-level intervention planning meetings (Child Study, SAT, etc.) as necessary.
18. Maintains open lines of communication with administrators, parents, students, staff members, and outside agencies.

\*All components of the Teacher job description apply.  
\*\*Unless otherwise accommodated.

REVISED 08/2014  
Shared/EPP/07-08/JobDescriptions

**TITLE:** **GIFTED SUPPORT RESOURCE ROOM TEACHER\***

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*

**REPORTS TO:** Principal/Supervisor of Special Education/Director of Special Education

**JOB GOAL:** To provide appropriate programs in acceleration and enrichment in compliance with state and District guidelines.

**PERFORMANCE RESPONSIBILITIES:**

1. Serves as liaison between the subject area teacher and the academically gifted child.
2. Cooperates with and involves other staff members in the educational process by utilizing team teaching, specialists, interdisciplinary projects, etc.
3. Strives to meet students' educational needs through an understanding of and concern for each student.
4. Assists the child with critical thinking skills, study methods, etc., thereby providing exposure to new areas that are not a part of the traditional curriculum, as well as opportunities to explore beyond the scope of the regular curriculum through expansion, enrichment, and acceleration.
5. Participates in the Gifted Individual Educational Plan process and is responsible for information gathering which will be used when writing the Individual Educational Plan.
6. Coordinates and facilitates the gifted program for each gifted student, providing qualitatively different programs through enriched instruction, career exploration, small group seminars, leadership training, and academic acceleration where appropriate.
7. Keeps the appropriate administrator aware of current activities, needs, and supplies data for ongoing program evaluation.
8. Maintains open lines of communication with administrators, parents, students, and staff members.

\*All components of the Teacher job description apply.

\*\*Unless otherwise accommodated.

The rating category in which the item shall be considered is indicated in parentheses.

REVISED 08/2014  
Shared/EPP/07-08/JobDescriptions

**TITLE:** **INTENSIVE MANAGEMENT EXPERIENCE (I.M.E.)\***

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*
5. Show significant graduate degree work toward an administrative certification with valid certification.
6. Have at least five (5) years of satisfactory certificated professional experience.

**REPORTS TO:** Assigned building-level and/or District-level administrator

**JOB GOAL:** To allow the incumbent to experience various administrative functions throughout the School District. The incumbent shall have the opportunity, via designed activities, to interact with teachers and administrators as the means to accomplish the duties and functions listed below.

**PERFORMANCE RESPONSIBILITIES:**

1. Learns, from practical experience, the skills pertinent to making the transition from teacher to administrator.
2. Develops an understanding of the role and function of building principal; serves in an intern capacity at a selected building(s).
3. Overviews general program and operational procedures at the building level.
4. Interns with selected central office administrators to gain a working knowledge of all aspects of the school program.
5. Develops an appreciation for viable communications through participation in the planning, conduct, and follow-up activities associated with Administrative Council, SPARC, DAC, PTO, School Board meetings, etc.
6. Develops expertise in budget development logistics through observing and assisting with the annual budget process.
7. Becomes familiar with state curriculum regulations and District curriculum process.
8. Participates, under the supervision of the assigned administrator(s), in activities designed to further the completion of goals and objectives of the experience.
9. Gains an understanding of the value of student activities through visibility at various school/District events.
10. Observes, with prior agreement of the teacher, classroom presentations from an experiential standpoint and without formal evaluation procedures.
11. Assists in the development of public relations materials including staff newsletters, the community newsletter, etc.
12. Cooperates in planning, developing, and implementing of staff development, parent workshops, and student extra-curricular events.

\*All components of the Teacher job description apply.

\*\*Unless otherwise accommodated.

REVISED 06/2011  
Shared/EPP/07-08/JobDescription

**TITLE:** **INSTRUCTIONAL ADVISOR ENGLISH LANGUAGE DEVELOPMENT (ELD)\***

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*
5. ESL Teacher certification
6. Reading Specialist Certificate

**REPORTS TO:** Director of Federal Programs

**JOB GOAL:** To identify students who are English Learners (ELs).

To be an advocate for students identified as EL.

To assist students identified as needing corrective/remedial help in content areas to develop appropriate skills and attitudes, and to assist staff with the total ELD program.

To serve as a resource person for the English Language Development (ELD) program and assist staff in meeting the individual needs of ELs.

**PERFORMANCE RESPONSIBILITIES:**

1. Coordinates and monitors the activities of the assigned ELD paraprofessional(s).
2. Serves as an ELD resource person to District staff and administration.
3. Provides leadership and direction in ELD curriculum development.
4. Assesses students' understanding and comprehension of English language and facilitates appropriate placement.
5. Assists parents in understanding and completing necessary paperwork for ELD program implementation with the aid of a qualified interpreter, as necessary.
6. Prepares records, management forms, and required state reports in cooperation with classroom teachers and parents.
7. Evaluates strengths and needs of ELs struggling in the core academic areas and assists teachers in planning and developing individual instruction.
8. Participates in intervention planning meetings of ELs (Title III, MTSS, SAT, IEP etc.) as necessary.
9. Meets with teacher teams to analyze and interpret data and utilizes this analysis to enhance instruction in all content areas for ELs.
10. Models explicit instruction and practice in using various learning strategies effective for teaching ELs.
11. Helps teachers acquire curriculum-based materials adapted for the proficiency levels of specific English Learners.
12. Mentors teachers by observing students during instruction and providing feedback, collaborating with the teacher to determine the instructional approaches that meet the students' needs, observing the teacher as he/she implements changes in instructional approaches, and modeling strategies.

13. Provides limited remedial instruction, as appropriate.
14. Assists ELs in meeting the District's graduation requirements.
15. Organizes and implements programs and special events within the District ELD program.
16. Maintains open lines of communication with administrators, parents, students, staff members, and outside agencies.
17. Provides staff development to groups of district staff including administrators, teachers, ELD teachers, and support staff on a broad range of topics.
18. Monitors the progress of ELs to ensure adequate yearly progress is being maintained throughout the school year.
19. Develops or reinforces attitudes of positive self-esteem with ELs.
20. Participates in interviews of ELD teaching and support candidates.
21. Coordinates state required annual English language proficiency assessment (ACCESS for ELLs ).
22. Demonstrates strong communication skills and team-oriented working approach as a means of working cooperatively with professional staff within the building to provide EL support to the student and the general education teacher.
23. When working in a Title III school and after consultation with the Director of Federal Programs/building principal, ensure building level compliance with Title III regulations and District Policy.
24. Meets regularly (ex. bi-weekly) with the Director of Federal Programs to review benchmarks and established data points to assess student progress towards established instructional goals.

\*All components of the Teacher job description apply.

\*\*Unless otherwise accommodated.



**TITLE:** **INSTRUCTIONAL ADVISOR FOR SPECIAL EDUCATION**

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*
5. Possess a valid Pennsylvania Instructional II Certificate, in Special Education
6. Minimum of three years successful certificated experience in the area of responsibility.
7. Master's degree in Special Education preferred.

**REPORTS TO:** Director of Special Education/Director of Student Services

**JOB GOAL:** To provide sound educational programs for the District's identified exceptional students.

**PERFORMANCE RESPONSIBILITIES:**

1. Provides supplementary assistance as guided by Director of Special Education to special education and regular education staff.
2. Cooperates with and involves other staff members in offering recommendations within the educational process.
3. Participates in the development and delivery of professional development training for Special Education staff.
4. Collaborates with other staff members and administration in the delivery of Special Education and Gifted services and assures the full implementation of said documents.
5. Displays an interest in and participates in the total school program.
6. Exhibits enthusiasm, dependability, punctuality, consistent and regular attendance, and active participation in assigned teaching, instructional and non-instructional duties, attendance at meetings, and in the use and care of equipment and facilities.
7. Displays positive personal traits, such as neatness, integrity, character, good citizenship, respect for others, honesty, and responsibility and acts as an appropriate role model for students.
8. Abides by the Pennsylvania School laws and regulations, Federal and State laws and regulations governing educational and civil rights of all students and others, Child Protective Services Act, and the terms of the Collective Bargaining Agreement.
9. Upholds and enforces school rules, administrative regulations, and Board policies and maintains confidentiality.
10. Dresses in a professional manner appropriate for the position so as to serve as a role model for the students.
11. Coordinates and facilitates all special education placements in collaboration with building and special education office administration.
12. Participates in an ongoing staff development program to enhance professional competence and abides by state law and regulations regarding continuing education.
13. Monitors the development and updating of all IEPs in District classes.

14. Provides assistance to teachers and administrators in acquiring basic instructional and supplemental materials and equipment.
15. Participates in building-level intervention planning meetings, including but not limited to, Child Study, ESAT, and SAT, as requested by building staff.
16. Informs the Director of Special Education and building principals of current special education activities and needs and supplies data for ongoing program evaluation.
17. Maintains open lines of communication with administrators, parents, students, staff members, and outside agencies.
18. Develops, maintains, and accurately completes all required written records and reports within established time lines, through adherence to Special Education timelines and regulations.
19. Assists teachers in the evaluation of student abilities and progress to develop effective instructional strategies to help students meet instructional objectives and provides timely feedback to students concerning their progress.
20. Promotes and utilizes a proactive, positive, and constructive approach in dealing with conflict.

\*\*Unless otherwise accommodated.

REVISED 05/14/2018  
Shared/EPP/07-08/JobDescriptions

**TITLE:** **INSTRUCTIONAL ADVISOR FOR TECHNOLOGY\***

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*
5. Possess a valid Pennsylvania Instructional II Certification; Instructional Technology Specialist (ITS)
6. Minimum of five years of successful teaching experience
7. Bachelor's Degree with additional experience in instructional technology

**REPORTS TO:** Assistant Superintendent

**JOB GOAL:** To provide the instructional staff of the district with technology awareness, training, assistance with technology integration, and an appreciation for the value of technology in society and to the education of each student.

**PERFORMANCE RESPONSIBILITIES:**

1. Serves as a liaison between the technology and media services department and classroom teachers.
2. Ensures the highest degree of confidentiality appropriate to the position.
3. Works the hours inherent to the position.
4. Stays current with new and innovative technological practices and attends conferences as requested.
5. Reads, interprets, and incorporates *Instructional Design* and the Strategic Plan as the common and basic structural foundation for the development of instructional programs which incorporate technology.
6. Communicates clearly, concisely, and effectively, both orally and in writing, with the administrative and professional staff, students, parents, and community.
7. Possesses and applies computer skills to the job.
8. Maintains all required records and reports.
9. Initiates and participates in activities designed to further the goals of the District technology plan.
10. Teaches scheduled classes as assigned by the supervisor.
11. Serves on the mini-curriculum committees for business and computer education and monitors activities related to technology in all mini-curriculum committees.
12. Provides materials to explain, enhance, and suggest strategies to support and encourage technology in the school and home setting.
13. Completes all other assignments as directed.

\*All components of the Teacher job description apply.

\*\*Unless otherwise accommodated

REVISED 08/2014  
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**TITLE:** **LIBRARY MEDIA SPECIALIST\***

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*

**REPORTS TO:** Principal/Supervisor

**JOB GOAL:** To provide students and staff with an enriched library environment containing materials in varied formats that will invite intellectual growth and to assist students in acquiring the skills needed to be effective users of ideas and information.

**PERFORMANCE RESPONSIBILITIES:**

1. Participates in the design, writing, and implementation of curriculum that integrates information management skills and the use of information in the total educational program.
2. Assists teachers in selecting, retrieving, evaluating, and providing materials and information services most appropriate to the needs of the program and the students.
3. Maintains a comprehensive and efficient system for cataloging and circulating library materials while following nationally recognized professional standards.
4. Selects library materials for purchase and discards items to effectively maintain a library collection to best meet the needs of students and staff.
5. Produces library management reports and other documentation to support programs and services.
6. Provides training to staff in the use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.
7. Instructs and helps students to develop information literacy skills.
8. Operates, supervises, and assesses the use of the library(ies) assigned.
9. Collaborates with teams, departments, and/or individual teachers in planning and facilitating learning.
10. Establishes short- and long-range goals for the operation and continued improvement of the media center.
11. Arranges for access to information and materials outside the library media center and the school building through interlibrary loan, online searching of databases, and partnerships with local public libraries.
12. Coordinates, instructs, and monitors library media personnel, parent volunteers, and/or student assistants to perform library media duties efficiently.
13. Assists students with computer literacy skills.
14. Provides guidance to administrators, staff, and students concerning literacy and the responsible use of information.
15. Develops and implements consistent guidelines for student management and behavior.
16. Counsels with and gives book selection guidance to students.

17. Promotes an appreciation for literature and reading by means of displays, storytelling, guest speakers, book talks, and/or special events or activities.
18. Provides a safe, attractive, and usable learning environment.

\*All components of the Teacher job description apply.  
\*\*Unless otherwise accommodated.

REVISED 08/2014  
Shared/EPP/07-08/JobDescriptions

**TITLE:** **INSTRUCTIONAL MATH COACH**

**QUALIFICATIONS:**

1. Valid PA Teaching Certificate appropriate to grade levels served.
2. Compliance with employment eligibility, including all required background checks, and physical examination/TB test standards.
3. Ability to sit and stand for extended periods of time.\*
4. Required to stand for extended periods of time up to six (6) hours per day\*

**REPORTS TO:** District building administrator math chair

**JOB GOAL:** To assist the District in providing a quality K-8 math program to all students.

To assist classroom teachers in providing appropriate interventions to all students in the general classroom setting.

To design and deliver math professional development to teachers.

To provide scientific, research-based interventions to at-risk students to meet established benchmarks.

**PERFORMANCE RESPONSIBILITIES:**

1. Assist teachers with the implementation of Common Core State Standards of Mathematics including the Standards for Mathematical Practice.
2. Assist district building administrator math chairs and directors in creating and implementing a district Mathematics Plan based on the Common Core State Standards of Mathematics
3. Demonstrate exemplary math instruction to teachers through the following: researched-based practices: observation, coaching, model lessons, collaborative lesson planning and small and large group professional development
4. Help provide common foundational mathematics training for all teachers (regular classroom, SPED, ESL, etc.)
5. Assist teachers in diagnosing individual student mathematics weaknesses and match these areas of need with appropriate instructional strategies and resources based on the Common Core State Standards of Mathematics
6. Assist with disaggregating and analyzing Benchmark, and other district assessment data to help guide teacher's instructional decisions
7. Assist the building administrator math chairs and directors in regards to district assessments and their appropriateness to the Common Core State Standards of Mathematics
8. Assist with MTSS meetings as they relate to math
9. Help make recommendations regarding instructional materials.
10. Help create mathematics common assessments as needed.
11. Attend "Instructional Coaches Training" at the Capital Area Intermediate Unit.
12. Participate in various training sessions for leaders of mathematics.
13. Meet twice a month with the district building administrator math chairs and directors.

*\* Reasonable accommodations under Qualifications and Performance Responsibilities will be in compliance with the American Disabilities Act (ADA).*

**TITLE:** **LITERACY SPECIALIST**

**QUALIFICATIONS:**

1. Valid PA Teaching Certificate appropriate to grade levels served.
2. Valid Reading Specialist Certificate.
3. Compliance with employment eligibility, including all required background checks, and physical examination/TB test standards.
4. Ability to sit and stand for extended periods of time.\*
5. Required to stand for extended periods of time up to six (6) hours per day\*

**REPORTS TO:** Building Administrator

**JOB GOAL:** To assist classroom teachers in providing appropriate interventions to all students in the general classroom setting.

To design and deliver literacy professional development to teachers.

To provide scientific, research-based interventions to at-risk students to meet established benchmarks.

**PERFORMANCE RESPONSIBILITIES:**

1. Coordinates and monitors the activities of the assigned reading aides(s).
2. Prepares records and manages literacy data in cooperation with classroom teachers and building administrators.
3. Actively participates on the Multi-tiered Systems of Support (MTSS) teams in the development, implementation, and assessment of literacy interventions to students.
4. Carries out interventions directly with students as required.
5. Supports administration in monitoring the building literacy program and assists the classroom teachers by providing and suggesting appropriate materials and instructional strategies in reading.
6. Serves as a reading resource person to administration, building staff, and parents.
7. Organizes and implements motivational programs and special events within the building literacy program.
8. Conducts conferences with parents/guardians regarding interventions required and remedial needs and procedures.
9. Demonstrates strong communication skills and team-oriented working approach as a means of working cooperatively with professional staff within the building to provide literacy support to the student and the general education teacher.
10. When working in a Title I school and after consultation with the building principal, ensure building level compliance with Title I regulations and District Policy, most specifically the Parent-Teacher Involvement Policy –Title I as it relates to reading.
11. Conducts meetings with the building Parent Advisory Council (PAC) to promote parent involvement in the Title I literacy program.
12. Participates in the annual Title I District Literacy Advisory Council meeting.

*\* Reasonable accommodations under Qualifications and Performance Responsibilities will be in compliance with the American Disabilities Act (ADA).*

REVISED 12/01/2016  
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**TITLE:** **OCCUPATIONAL THERAPIST**

**QUALIFICATIONS:**

1. As established by state licensure.
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*

**REPORTS TO:** Supervisor of Special Education/Director of Special Education

**JOB GOAL:** To assist children in preparing for and sustaining learning readiness in the school setting and to assist the building staff and parents by providing relevant information concerning each student's educational development and their potential.

**PERFORMANCE RESPONSIBILITIES:**

1. Provides inservice training to District staff members as it relates to occupational therapy.
2. Serves as a liaison for community and professional agencies.
3. Collaborates with other staff members in the educational process and assists with the smooth operation of the building.
4. Displays an interest in and participates in the total school program.
5. Exhibits enthusiasm, dependability, punctuality, consistent and regular attendance, and active participation in assigned teaching, instructional and non-instructional duties, attendance at meetings, and in the use and care of equipment and facilities.
6. Displays positive personal traits, such as neatness, integrity, character, good citizenship, respect for others, honesty, and responsibility and acts as an appropriate role model for students.
7. Abides by the Pennsylvania School laws and regulations, Federal and State laws and regulations governing educational and civil rights of all students and others, Child Protective Services Act, and the terms of the Collective Bargaining Agreement.
8. Upholds and enforces school rules, administrative regulations, and Board policies and maintains confidentiality.
9. Dresses in a professional manner appropriate for the position so as to serve as a role model for the students.
10. Works cooperatively with and maintains open lines of communication with administrators, parents, students, staff members, and the general public.
11. Participates in IEP, MDE, Child Study, and staffing meetings when appropriate.
12. Obtains parent and physician permission for services as needed.
13. Schedules occupational therapy services for students as needed.
14. Maintains procedural safeguards related to due process procedures.
15. Complies with all rules of student confidentiality, standards of practice, and ethical conduct of the occupational therapy profession in all phases of program operation.

16. Provides classroom monitoring, consultation, and individual services to teachers and students in both special and regular education.
17. Provides screening, assessment, evaluation, and treatment services to students as appropriate.
18. Utilizes the IEP and MDE processes in formulating interventions for students.
19. Designs, constructs, and adapts classroom equipment and related devices, as necessary, for use with students.
20. Provides assessment and evaluation of children who have been referred by the professional educators of the school District through the building referral process.
21. Assists teachers with the development of IEP goals.
22. Performs other program-related activities and responsibilities as assigned by the building principal, Coordinator of Special Education, or the Director of Pupil Services.
23. Develops, maintains, and accurately completes all required written records and reports within established time lines.
24. Diagnoses and evaluates student abilities and progress to develop effective instructional strategies to help students meet instructional objectives and provides timely feedback to students concerning their progress.
25. Recognizes and uses appropriate technology relevant to the curriculum taught.
26. Promotes and utilizes a proactive, positive, and constructive approach in dealing with conflict.
27. Demonstrates understanding and concern for each student in meeting his or her educational needs, including the recommendation for the evaluation of students thought to be exceptional or in need of special education, gifted education, or accommodations.

\*\*Unless otherwise accommodated.

REVISED 08/2014  
Shared/EPP/07-08/JobDescriptions

**TITLE:** SCHOOL NURSE

**QUALIFICATIONS:**

1. As established by state certification laws and regulations, including Bachelor's Degree, PDE Certification, and State license as a Registered Nurse
2. Possess valid CPR and First Aid certifications
3. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
4. Required to stand for extended periods of time up to six (6) hours per day\*\*
5. Required to lift objects up to fifty (50) pounds\*\*

**REPORTS TO:** Principal/Director of Student Services

**JOB GOAL:** To assist students, staff, and parents in matters relating to the well-being of children which would include removing health related educational barriers, improving health decisions, and working within a modified health program.

**PERFORMANCE RESPONSIBILITIES:**

1. Reports, on behalf of the school, information about students to the appropriate community agency and facilities and community-based health advisory boards.
2. Maintains proper communications and serves as a referral between families and community health services to promote wellness.
3. Collaborates with other staff members in the educational process and assists with the smooth operation of the building.
4. Displays an interest in and participates in the total school program.
5. Exhibits enthusiasm, dependability, punctuality, consistent and regular attendance, and active participation in assigned teaching, instructional and non-instructional duties, attendance at meetings, and in the use and care of equipment and facilities.
6. Displays positive personal traits, such as neatness, integrity, character, good citizenship, respect for others, honesty, and responsibility and acts as an appropriate role model for students.
7. Abides by the Pennsylvania School laws and regulations, Federal and State laws and regulations governing educational and civil rights of all students and others, Child Protective Services Act, and the terms of the Collective Bargaining Agreement.
8. Upholds and enforces school rules, administrative regulations, and Board policies and maintains confidentiality.
9. Dresses in a professional manner appropriate for the position so as to serve as a role model for the students.
10. Works cooperatively with and maintains open lines of communication with administrators, parents, students, staff members, and the general public.
11. Maintains up-to-date, confidential, cumulative health records and transfers them from school to school as appropriate.
12. Provides staff members with appropriate information concerning health/medical problems of students, participates as a member of SAT, IEP, and MDE teams as appropriate, and assists as necessary with students suspected of being abused.
13. Administers medications/treatments/medical procedures as mandated by the Pennsylvania State Board of

Nursing, health care providers, school physicians, and West Shore School District policy.

14. Participates in an ongoing staff development program to enhance professional competence and abides by state law and regulations regarding continuing education.
15. Coordinates the immunization requirements for students.
16. Administers the school health services and assists with physical examinations as required by the State of Pennsylvania.
17. Implements policy on exclusion and readmission of students with infections and contagious diseases.
18. Presents educational programs relating to health care to students, oversees the school health program, and serves on crisis management teams as needed.
19. Provides primary health care when the need arises.
20. Screens new students as necessary and serves as a health services manager for the District by assisting in identifying high-risk students.
21. Assists the nurse practitioner/school physician with physicals as needed and requested.
22. Recognizes and uses appropriate technology relevant to the curriculum taught.
23. Establishes an educational environment which appreciates a multi-cultural understanding within the classroom.
24. Promotes and utilizes a proactive, positive, and constructive approach in dealing with conflict.
25. Complies with and is familiar with all students' IEPs, Service Plans, action plans, or other administratively approved adaptations and appropriately accommodates disabilities in accordance with applicable laws and regulations.
26. Demonstrates understanding and concern for each student in meeting his or her educational needs, including the recommendation for the evaluation of students thought to be exceptional or in need of special education, gifted education, or accommodations.
27. In addition to the above, the school nurse practitioner shall assume the following responsibilities.
  - a. Obtains information concerning health status through the use of histories completed by the student and/or the parent.
  - b. Conducts interviews with students and parents in regard to physical, cognitive, social, and emotional concerns.
  - c. Performs evaluative procedures, i.e., physical examinations and other special procedures.
  - d. Develops problem-oriented records for each student evaluated.
  - e. Develops a management plan in cooperation with the student, family, school personnel, and outside agencies.
  - f. Implements the management plan for potential resolution of identified problems.
  - g. Obtains interval histories and conducts periodic interviews to evaluate the current health status of the students.

- h. Consults with the pediatric consultant to review assessment concerns and the management of students' health concerns.
- i. Performs other activities consisting of:
  - 1) Athletic physical examinations for middle school students.
  - 2) Physical examinations for students seeking work certificates.
  - 3) Physical examinations for students participating in the Special Olympics, etc.

\*\*Unless otherwise accommodated.

REVISED 08/2014  
Shared/EPP/07-08/Job Descriptions

**TITLE:** SCHOOL PSYCHOLOGIST

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*

**REPORTS TO:** Director of Student Services

**JOB GOAL:** To function as part of a diagnostic team for the identification, placement, and remediation of children who are classified as exceptional and to serve as a resource person for building level staff in helping to understand children.

**PERFORMANCE RESPONSIBILITIES:**

1. Serves as a liaison between District staff and community agencies concerning the welfare of exceptional students and/or at-risk students.
2. Collaborates with other staff members in the educational process and assists with the smooth operation of the building.
3. Displays an interest in and participates in the total school program.
4. Exhibits enthusiasm, dependability, punctuality, consistent and regular attendance, and active participation in assigned teaching, instructional and non-instructional duties, attendance at meetings, and in the use and care of equipment and facilities.
5. Displays positive personal traits, such as neatness, integrity, character, good citizenship, respect for others, honesty, and responsibility and acts as an appropriate role model for students.
6. Abides by the Pennsylvania School laws and regulations, Federal and State laws and regulations governing educational and civil rights of all students and others, Child Protective Services Act, and the terms of the Collective Bargaining Agreement.
7. Upholds and enforces school rules, administrative regulations, and Board policies and maintains confidentiality.
8. Dresses in a professional manner appropriate for the position so as to serve as a role model for the students.
9. Participates in an ongoing staff development program to enhance professional competence and abides by state law and regulations regarding continuing education.
10. Works cooperatively with and maintains open lines of communication with administrators, parents, students, staff members, and the general public.
11. Maintains confidential records.
12. Develops, maintains, and accurately completes all required written records and reports within established time lines.
13. Administers tests, schedules conferences, and functions as a member of the multi-disciplinary team which recommends placement for exceptional students.
14. Conducts reevaluations of exceptional students.
15. Assists special staff and regular education teachers with test score interpretation.

16. Provides staff members with procedures and recommendations for dealing effectively with exceptional students and/or at-risk students.
17. Conducts parent and student conferences to interpret evaluation results and forwards appropriate recommendations.
18. Establishes an educational environment which appreciates a multi-cultural understanding within the classroom.
19. Demonstrates understanding and concern for each student in meeting his or her educational needs, including the recommendation for the evaluation of students thought to be exceptional or in need of special education, gifted education, or accommodations.

\*\*Unless otherwise accommodated.

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**TITLE:** **SCHOOL SOCIAL WORKER/HOME AND SCHOOL VISITOR**

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*
5. Licensed by the Commonwealth of Pennsylvania as a Social Worker and possess or be eligible for certification as a Home and School Visitor or possess other relevant experience.
6. Possess an undergraduate degree in education, social work, or related field; Master's Degree preferred
7. Have knowledge of community mental health agencies
8. Have experience with students exhibiting behavioral and emotional concerns
9. Have experience working in a human services field or counseling, preferably in a public school setting
10. Demonstrate an understanding of Special Education processes and procedures

**REPORTS TO:** Director of Student Services

**JOB GOAL:** To help students resolve such personal, emotional, and social problems that interfere with their adjustment to school and the capacity to obtain maximum benefit from their educational program.

**PERFORMANCE RESPONSIBILITIES:**

1. Supports the educational program of elementary students receiving Emotional Support special education services.
2. Collaborates with other staff members in the educational process and assists with the smooth operation of the building.
3. Displays an interest in and participates in the total school program.
4. Exhibits enthusiasm, dependability, punctuality, consistent and regular attendance, and active participation in assigned teaching, instructional and non-instructional duties, attendance at meetings, and in the use and care of equipment and facilities.
5. Displays positive personal traits, such as neatness, integrity, character, good citizenship, respect for others, honesty, and responsibility and acts as an appropriate role model for students.
6. Abides by the Pennsylvania School laws and regulations, Federal and State laws and regulations governing educational and civil rights of students and others, Child Protective Services Act, and the terms of the Collective Bargaining Agreement.
7. Upholds and enforces school rules, administrative regulations, and Board policies and maintains confidentiality.
8. Dresses in a professional manner appropriate for the position so as to serve as a role model for the students.
9. Works the hours inherent to the position.
10. Works cooperatively with and maintains open lines of communication with administrators, parents, students,



staff members, and the general public.

11. Develops, maintains, and accurately completes all required written records and reports within established time lines.
12. Performs casework service with at-risk students as a means of correcting personal, social, or social maladjustments related to their educational and social progress.
13. Works with parents/guardians as an integral part of the task of helping them understand that their constructive participation in resolving their child's problems is important to increase their knowledge and use of available resources.
14. Facilitates referrals to appropriate mental health agencies as deemed appropriate.
15. Supervises the referral of students to and serve as a liaison with outside agencies such as Department of Welfare, Mental Health/Mental Retardation/Drug and Alcohol, Children and Youth Services, CASSP, Juvenile Probation, and other private agencies and programs providing mental health services to students.
16. Provides assistance to building teams for students with behavioral/emotional concerns prior to referral to special education or alternative education programs.
17. Supports the educational staff in their roles in the implementation of the Individualized Education Plan.
18. Assumes other responsibilities as assigned by the Director of Pupil Services.
19. Establishes an educational environment, which appreciates a multi-cultural understanding within the classroom.
20. Complies with and is familiar with all students' IEPs, Service Plans, action plans, or other administratively approved adaptations and appropriately accommodates disabilities in accordance with applicable laws and regulations.
21. Demonstrates understanding and concern for each student in meeting his or her educational needs, including the recommendation for the evaluation of students thought to be exceptional or in need of special education, gifted education, or accommodations.
22. Implements affective and behavioral goals as prescribed in students' Individualized Education Plan.

\*\*Unless otherwise accommodated.

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**TITLE:** **SPECIAL NEEDS SCHOOL-TO-WORK TRANSITION COORDINATOR\***

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*
5. Possess a valid Pennsylvania Instructional II certificate
6. Minimum of three (3) years of successful certificated teaching experience
7. Experience working with life-skills students and other physically involved students
8. Master's degree in Special Education preferred

**REPORTS TO:** Supervisor of Special Education/Director of Special Education

**JOB GOAL:** To coordinate and provide all School-to-Work transition services and training activities before job placement occurs for the District's exceptional high school students housed within the District and those District students attending the Cumberland/Perry Vocational Technical School.

**PERFORMANCE RESPONSIBILITIES:**

1. Serves as a student liaison and student advocate with and among the parent, family, the District's cooperative education teacher, the student's employer, possible potential employers, the Cumberland/Perry Vocational Technical School, the student's special education and mainstreamed teachers, the District's occupational therapist, and county and state agencies to monitor life-skills and academic progress, student involvement, training, and attainment before job placement occurs or at the request of the cooperative education teacher. An emphasis will be placed on working particularly with the District's identified life-skills students and most physically involved students.
2. Serves as liaison with Cumberland/Perry Vocational Technical School's Transition Coordinating Council.
3. Cooperates with and involves other District staff members in offering recommendations for transition planning for the MDE process.
4. Identifies, establishes, and maintains linkages with community, county, and state agencies as well as the cooperative education instructor supporting exceptional students as it ensures that the IEP team develops and implements the transition outcomes and the instructional areas with specially designed instruction and services needed for students with disabilities.
5. Provides the special education technical support and promotes the public relations, awareness, and understanding necessary for potential employers to open their businesses and industries to exceptional students while participating in interagency agreements through Cumberland/Perry Transition Coordinating Council.
6. Informs the Coordinator of Special Education and building principals of current transition activities and needs as necessary and required.
7. Prepares exceptional students for School-to-Work responsibilities and adult life.
8. Serves as a student liaison to identify, assist, and remediate the necessary and appropriate academic and physical accommodations needed for each exceptional student before being assigned to a work experience.
9. Disseminates special education transition planning information to teachers, building administrators, parents, school community members, and the District's School-to-Work grant writer.

## SPECIAL NEEDS SCHOOL-TO-WORK TRANSITION COORDINATOR

10. Assists the District's special education administrators with the identification and referral of students for vocational assessments within the School District and at regional centers such as the CAIU, CIT, Goodwill, etc.
11. Develops formal school-based academic training sites which will prepare the student for employment as it networks with all appropriate community agencies and organizations; gathers information on service providers to link students with agency services.
12. Identifies, coordinates, and supplies, when necessary, transportation options and services to exceptional students, to permit them to begin their transition activities from School-to-Work.
13. Coordinates, conducts, and escorts tours for the District's exceptional students to employment centers, vocational training opportunity centers, and job fairs and provides counseling and support to pursue future educational options.
14. Participates in the students' MDE and IEP meetings to assist the exceptional students and their parents in transition planning and pursuing further educational placement options.
15. Gathers, surveys, and reviews job market for exceptional students and provides follow-up data for local and state Transition Coordinating Council.
16. Assists with School-to-Work program evaluation activities which may include school and community needs assessments, identifying gaps in transition services, contacting support agencies, developing evaluation forms, and conducting follow-up studies of immediate and past District graduates.
17. Becomes familiar with child labor laws and employment responsibilities of the exceptional student.
18. Completes other duties as may be assigned by the Coordinator of Special Education and the Director of Pupil Services as they relate to transition activities and responsibilities.
19. Links the exceptional students' School-to-Work training with the District's strategic plan.
20. Assists special education teachers, mainstream instructors, and the cooperative education instructor in interpreting job placement assessment results and recommending the appropriate academic interventions necessary to increase or ensure the chances of the student's continued work success.
21. Links the School District's in-house, academic, work-based learning opportunities which would prepare students to count money, deal with physical and emotional work safety issues, teach necessary cleaning skills, and promote physical cleanliness, timeliness, and accountability. Serves as the student's liaison between home, school, and job responsibilities, which identifies the necessary in-school and community supports for effective transition.
22. Serves as the District's teacher representative to the Intermediate Unit and the District's administrative grant writer for School-to-Work. Provides the necessary components and suggests means of funding the exceptional student's successful transition from School-to-Work.
23. Encourages training for self-advocacy.

\*All components of the Teacher job description apply.

\*\*Unless otherwise accommodated.

REVISED 08/2014  
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*Reasonable accommodations under Qualifications and Performance Responsibilities will be in compliance with the American Disabilities Act (ADA).*

**TITLE:** **SPECIAL EDUCATION TEACHER\***

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*

**REPORTS TO:** Principal and/or Supervisor

**JOB GOAL:** To assist students with disabilities in the development of intellectual, social, emotional, and physical growth and to enable those students to contribute to the fulfillment of their potential as responsible citizens.

**PERFORMANCE RESPONSIBILITIES:**

1. Integrates Chapter 4 and Chapter 4 Regulations with Federal Law and the West Shore Strategic Plan into the instructional program.
2. Evaluates student abilities and progress toward Individualized Educational Plan (IEP) goals in a systematic manner in accordance with required timelines.
3. Completes all requirements of the Re-evaluation and IEP process including appropriate individualized instructional strategies within the required timelines in accordance with State and Federal Laws and Regulations.

\*All components of the Teacher job description apply.

\*\*Unless otherwise accommodated.

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**TITLE:** **SPEECH AND LANGUAGE CLINICIAN\***

**QUALIFICATIONS:**

1. As established by state certification laws and regulations
2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
3. Required to stand for extended periods of time up to six (6) hours per day\*\*
4. Required to lift objects up to fifty (50) pounds\*\*
5. Bachelor's degree in Speech Pathology, Master's degree in Speech Pathology preferred

**REPORTS TO:** Principal/ Supervisor of Special Education/Director of Special Education

**JOB GOAL:** To provide a comprehensive clinical speech and language program to school-age pupils diagnosed as having educationally relevant communication disorders.

**PERFORMANCE RESPONSIBILITIES:**

1. Functions as an integral part of the Speech and Language Itinerant Program as it is part of the total Pupil Services Department.
2. Provides in-service training to District staff members as it relates to the area of communication disorders.
3. Interacts with other professional staff members in program planning and evaluative efforts. (Personality)
4. Functions as a member of the Speech and Language Diagnostic Team, Child Study, and building staffings as needed and appropriate.
5. Maintains procedural safeguards related to due process procedures.
6. Maintains a base of current information in the field of communication disorders to facilitate the delivery of a quality clinical program.
7. Functions as a resource specialist/consultant in the area of augmentative communication and assistive devices.
8. Provides a full range of clinical services to students with communication disorders in the areas of impaired language, voice, fluency, or articulation, as mandated in the Regulations and Standards for Special Education.
9. Complies with all rules of student confidentiality in all phases of program operation.
10. Performs other program-related activities and responsibilities as assigned by the building principal, Coordinator of Special Education, or the Director of Pupil Services.
11. Performs formal and informal assessments and evaluations as part of the MDE process for students with suspected speech-language impairments, interprets test results, and writes reports accordingly to make determination of eligibility for services.
12. Consults with parents and appropriate personnel involved with the pupil's educational, medical, and/or remedial program.
13. Participates in early intervention transition meetings, plannings, and assessments.

\*All components of the Teacher job description apply.

\*\*Unless otherwise accommodated.

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*Reasonable accommodations under Qualifications and Performance Responsibilities will be in compliance with the American Disabilities Act (ADA).*

**TITLE:** **STUDENT SUPPORT COACH**

- QUALIFICATIONS:**
1. Secondary certification required
  2. Act 34 Clearance, Act 151 Clearance, Act 114 Clearance, Form I-9, TB Test
  3. Bilingual preferred
  4. Minimum of three (3) years classroom teaching experience
  4. Required to stand for extended periods of time up to six (6) hours per day\*\*
  5. Required to lift objects up to fifty (50) pounds\*\*
  6. Safe Crisis Management certification preferred
  7. Ability to communicate effectively orally and in writing with clarity and conciseness.

**REPORTS TO:** Principal

**JOB GOAL:** Serve as an educational partner with students, parents, teachers, school counselors, building administrators, district social workers, and student support specialist to develop strategies and plans to support positive student behavior and to create and sustain a positive and inclusive school culture. Assist administrators and faculty to address the changing demographics of the building population ensuring outreach to families and staff as we transition new students in to the district. Help students resolve academic and non-academic problems which may interfere with their achieving the greatest benefit from the school's educational programs.

The Student Support Coach works with a high level of independence and professional discretion under the general supervision of the principal. The work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, direction of the principal, and performance standards and expectations as set forth in the collective bargaining agreement.

**PERFORMANCE RESPONSIBILITIES:**

1. Builds positive relationships with students, building staff, administrators, and parents and serves as resource to create and maintain a positive school climate.
2. Meets with newly enrolled students to assimilate and acclimate new families to the school community.
3. Participate in relevant student intervention and support meetings including, but not limited to, IEP, SAP, CST, TEP, 504, etc.)
4. Provides students and staff with strategies for student success.
5. Refers students to appropriate school-based liaison for possible student support services.
6. Assists in the identification, planning and delivery of professional development for school staff in regards to supporting positive behavior and school culture.
7. Assists teachers and administrators in monitoring and analyzing discipline and progress monitoring data in order to support positive behavior and school culture.
8. Displays positive personal traits, such as neatness, integrity, character, good citizenship, respect for others, honesty, and responsibility and act as an appropriate role model for students.
9. Upholds and enforces school rules, administrative regulations, and Board policies and maintains confidentiality.
10. Dresses in a professional manner appropriate for the position so as to serve as a role model for the students.
11. Works cooperatively and maintains open lines of communication with administrators, parents, students, staff members, and the general public.
12. Promotes and utilizes a proactive, positive, and constructive approach in dealing with conflict.

Shared/EPP/18-19/Job Descriptions

## BIBLIOGRAPHY

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A review of current literature endorses and holds true that although systems of supervision which feature a “menu” of choices from which the professional may select for enhancement of professional growth and development, verification studies of indicators reflect that the clinical supervision model, and its’ hybrids, are most valid to foster growth and development of the teacher and to promote student learning.

This bibliography is provided to enrich and extend the knowledge base of the teachers and administrators. All sources listed in some way impacted the EPP. Documents are available upon request.

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# **G**LOSSARY

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The following definitions will apply throughout this plan:

## **Accommodation**

Adapting material and strategies to become suitable to meet a variety of student needs

## **Anecdotal Record**

An evaluator's written account of an occurrence as it relates to employee performance.

## **Artifact Collection**

Materials gathered by a teacher. Teaching artifacts provide a viable representation of teacher performance. Examples of artifacts may include, but are not limited to, a copy of a unit, an activity or assignment that engages students in authentic work, samples of student work, etc., as listed in the Appendix.

## **Benchmark**

A written formative evaluation relative to the total job performance for a defined period of time. This evaluation will be recorded through the use of the Continuation Sheet.

## **Danielson Framework and Domains:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

## **Evaluation**

A variety of data sources used to provide an accurate and reliable portrait of teacher performance. A process designed to make comprehensive judgments regarding teacher performance and competence for the purposes of personnel decisions such as tenure and continuing employment.

## **Formative Report**

A written document, describing teacher performance, to be considered for purposes of rating; an observation report represents the most common example.

## **Formal Observation**

Written formative evaluation using the domain specific data collection tool to document performance. Formal observations will be defined as one learning session of not less than thirty (30) minutes.

## **In-Depth Observation**

Formal observation by the same observer of the same professional employee meeting two consecutive learning sessions, with the same group of students. Observation reports shall be completed for each of the sessions observed. *Required for Category A employees.*



**Informal Observation**

A domain specific walk-through form will be utilized for informal observations.

**Multi-Appraisal Support Team**

A team used in Level III assistance to assist the professional in remediating areas of identified concern or deficiency.

**PDE**

Pennsylvania Department of Education

**Peer Coaching**

A self-directed activity in which mutually agreed upon teams are established to review a lesson.

**Pennsylvania Core Standards and Pennsylvania Academic Standards**

A set of defined criteria or goals by which curriculum should be aligned. Pennsylvania Core Standards, for example, are the underpinnings of PSSA and Keystone testing.

**Performance Activity**

An opportunity intended to positively enhance employee performance.

**Performance Improvement Plan (PIP)**

Focused area(s) of concentrated effort in the performance of a job descriptor(s) deemed basic or unsatisfactory by the supervisor. PIP will establish specific actions and performance targets required to improve performance in area(s) identified. PIP can apply to all *categories* of employees. PIP can progress through a series of three (3) levels depending upon degree of need.

**Performance Levels**

The level at which an employee is functioning within the job description. The four (4) categories, *as defined in the Detailed Performance Guidelines*, are as follows:

- Distinguished
- Proficient
- Needs Improvement
- Failing

**Portfolio**

A professional growth activity in which the employee provides documentation of a pre-established professional goal through the inclusion of at least ten (10) samples of artifacts as determined at the initial *Self-Directed Plan* conference.

**Planning and Preparation**

A State mandated rating category which is used to define performance responsibilities as defined in the job description.

**Professional Literature Study Group**

Two (2) or more professional employees will choose professional literature to read and review as fulfillment of the *Self-Directed Plan*.

**Professional Workshop**

Development and presentation of a workshop designed for teachers, parents, or students in fulfillment of the *Self-Directed Plan*.

**PSSA**

Pennsylvania System of School Assessment.

**Rating**

A summative report of employee performance for a given interval of time.

**Recorded Review**

A self-directed activity by which the professional records and evaluates his/her teaching.

**Research Project**

A project in an area of education to be completed in fulfillment of the *Self-Directed Plan*.

**Satisfactory**

An appraisal indicating that an employee meets or exceeds expected performance established in the plan.

**Self-Directed Plan – Option 1**

A building level activity which takes the place of one (1) formal classroom observation as designed collaboratively between the supervisor and employee. A list of activities is found in this booklet in Section IV.

**Self-Directed Plan – Option 2**

A long-term District level activity which takes the place of formal classroom observations as designed collaboratively between the supervisor and employee. A list of activities is found in this booklet in Section IV.

**Standard(s)**

A defined level of achievement as determined by the Pennsylvania Department of Education or National Organization.

**Summative Report**

A concluding written report of teacher performance; a rating report would represent the most common example.

**Supervision**

A process concerned with promoting teacher growth which in turn leads to improvement in teaching performance and greater student achievement.

**Technique**

A state-mandated rating category which is used to define performance responsibilities as defined in the job description.

**Unsatisfactory**

An overall rating whereby an employee fails to meet a basic level of performance.



# WEST SHORE SCHOOL DISTRICT

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## **Administration**

Todd B. Stoltz, Ed.D., Superintendent  
Mathew F. Gay, Assistant Superintendent

The West Shore School District will provide to all persons equal access to all categories of employment in this District, regardless of race, age, color, creed, religion, sex, gender, gender identity, sexual orientation, ancestry, genetic information, marital status, pregnancy, national origin, handicap/disability, or differently-abled status, in accordance with state and federal laws governing educational and vocational programs and in its recruitment and employment practices. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

Inquiries concerning the application of Title VII, Title IX, Section 504, the ADA, and the implementing regulations may be referred to the Director of Human Resources, 507 Fishing Creek Road, P.O. Box 803, New Cumberland, PA 17070-0803, telephone 717-938-9577.