



Alaska Teacher Performance Review  
Handbook and Scoring Guide

March 2006

# Alaska Teacher Performance Review Handbook and Scoring Guide

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Section I  
Alaska Teacher Performance Review  
Overview and Guidelines

# Overview

In September 2005, teacher certification in Alaska became a three-tiered, performance-based system consisting of Initial, Professional and Master certification. The new system requires teachers to demonstrate both their content knowledge as well as their ability to deliver content knowledge to students. The Alaska Teacher Performance Review is one aspect of the teacher certification process.

The Alaska Teacher Performance Review is required of all teachers initially certified on September 1, 2006, or later, who seek Professional certification. The Alaska Teacher Performance Review consists of a 45-minute videotape and the Supporting Documentation for the videotape. Teachers subject to the performance review requirements in regulation must submit two performance reviews to Teacher Certification prior to the end of their second year of Initial certification in Alaska.

Teachers may also use the performance review process for:

- Moving to Master certification
- Renewing Master certification
- Earning highly qualified status for the purposes of No Child Left Behind
- Earning Public Recognition

The performance standards which form the foundation of the scoring guide are based upon the Standards for Alaska's Teachers and are the result of the work of various committees and stakeholder groups within Alaska.

The Supporting Documentation you provide sets the context for the videotaped lesson. It is important that you be clear and detailed when you provide the information for the Supporting Documentation. Scorers have been trained to look for evidence on the videotape that supports the contextual information provided in the Supporting Documentation.

The Alaska Teacher Performance Review is scored by trained reviewers who are classroom teachers in Alaska. The reviewers represent all geographic areas of the state including rural and urban communities. The reviewers also represent a wide variety of endorsement areas as well as grade levels.

## General Guidelines

- Before beginning the performance review, read through the Alaska Teacher Performance Review Handbook and Scoring Guide to become familiar with the requirements and scoring of the performance review.
- Provide all the requested information. Failure to do so will result in the performance review materials being returned without being scored.
- If you submit videotapes and Supporting Documentation for the purpose of becoming highly qualified under the HOUSSE (high, objective, uniform, state standard of evaluation), or receiving public recognition, the cost is \$25 per submission.
- The Scoring Guide provides the performance standards, levels of performance, and indicators of performance. It will be helpful to review these before and after making the videotape.
- The Supporting Documentation will provide the reviewers with information that may not be readily seen on the videotape but is necessary to understand the instruction on the videotape. Be clear and detailed when completing the Supporting Documentation.
- If you choose not to complete the Supporting Documentation using a word processing program, write legibly and **use ink** when completing the Supporting Documentation and the classroom map.
- The Supporting Documentation is used during the scoring process. You may wish to review your videotape to compare what is on the tape with your responses to the items in the Supporting Documentation. Make sure the provided information supports the instruction seen on the videotape.
- It is important for you to clearly communicate your practice to the reviewers. Grammar mistakes and spelling errors detract from written communication. Proofread your Supporting Documentation to make sure the information you provided is clearly conveyed.
- Be sure to define any acronyms or abbreviations used when providing the requested information in the Supporting Documentation, e.g. DOL (Daily Oral Language).

- Prior to making your videotape, you may want to find out if there is a fire drill or other school wide process planned during the instruction. Interruptions may make it difficult to complete the videotaping within the time requirements.
- You may want to consider putting a sign, such as “Taping- Do Not Disturb” on your classroom door to let others know when you are in the process of making your videotape.
- You should make a copy of your performance review (Supporting Documentation and videotape) for your records. Although the videotape will be returned to you after 90 days, the Supporting Documentation will become a part of your permanent file in Teacher Certification and will not be returned.
- It is strongly suggested that you view the copy of your videotape to make sure it has copied.
- When mailing your Performance Review, it is strongly suggested you package the video and Supporting Documentation in a sturdy container. Using a tracking slip will provide you confirmation of delivery. Damaged videotapes will not be scored and will be returned to you.

# About the Videotape

## **Videotape Requirements:**

- Your videotape must show 45 minutes of instruction in your teaching assignment.
- If the instruction shown on the videotape exceeds 45 minutes, only the first 45 minutes of instruction will be scored.
- Videotapes less than 45 minutes long will be returned to you without being scored.
- The videotape must be clearly labeled with your name.
- The videotape must roll continuously once the recording starts. Any stops during the recording that result in a break or interruption of the recording, will result in your video being returned to you without being scored.
- The videotape may not be edited in any way. This includes audio deletions, subtitles, freeze-frames, or other special effects.
- The audio and video recordings must be clear so the reviewers are able to clearly view and hear your instruction as well as students' responses.
- The submitted videotape must not be damaged or broken.
- Make sure the completed videotape is completely rewound before it is submitted.

## **Videotape Tips:**

The following guidelines are provided to help you prepare the videotape of your classroom instruction for your performance review. It is the quality of the lesson presented, not the quality of the video that is most important. However, a quality video will easily allow reviewers to see your instruction.

You may want to practice videotaping prior to recording your instruction for the performance review. This will help both you and your students to become familiar with the video camera.

You may either do the videotaping yourself or ask someone to do it for you. When you have someone do the videotaping for you, be sure to allow the person time to become familiar with the equipment he or she will be using.

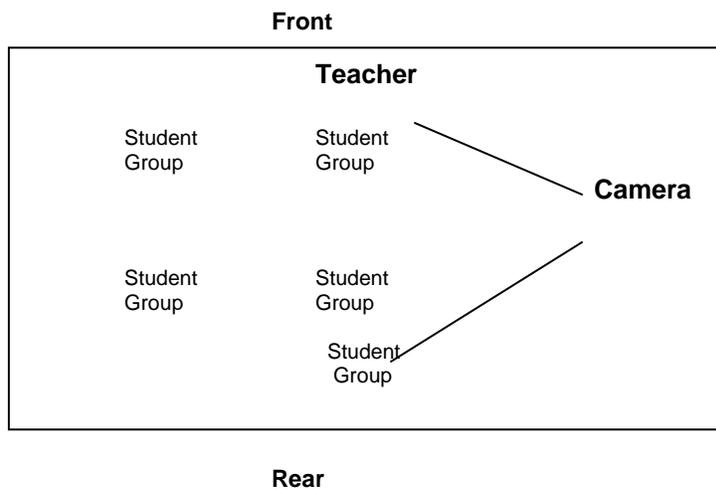
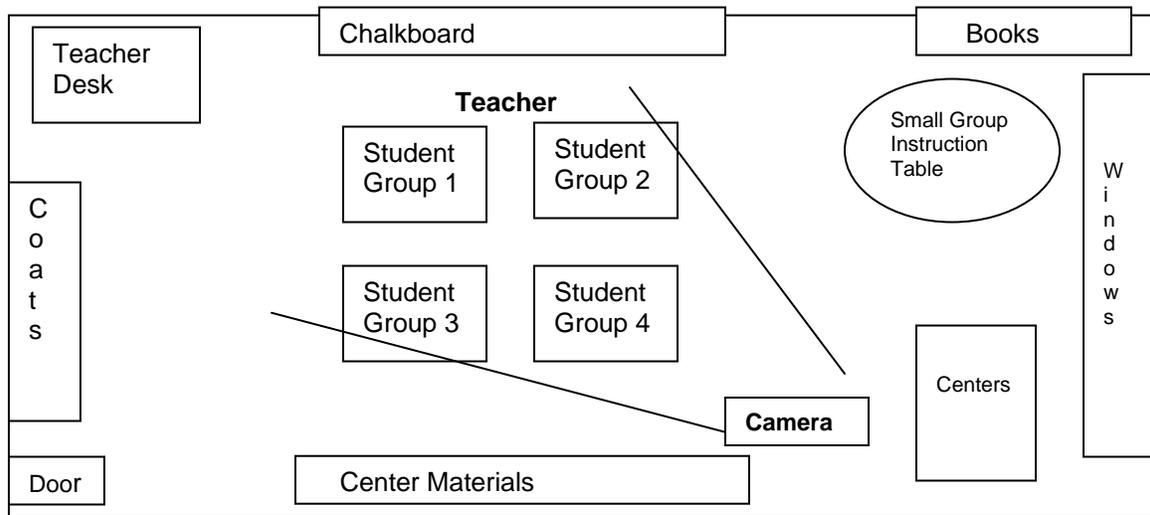
In order to avoid accidentally recording over your finished videotape, make sure the “write protector” or “record protector” tab has been broken out on your finished videotape. If you use 8mm digital videotape, make sure the tab on the cassette has been moved into the “save” position.

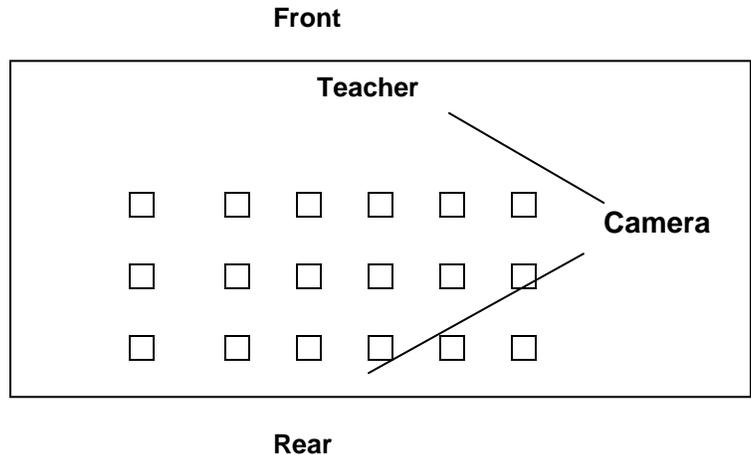
While not required, it is strongly suggested that you make an additional copy of your videotape.

- Purchase high-quality, blank videotapes. Shorter tapes generally offer better quality than longer tapes.
- Record your lesson in “Standard Play Mode” on the videotape.
- Operate your camera on AC power whenever possible. Should you choose to use battery power, make sure that you have a fully charged battery in reserve.
- Keep the camera and tapes away from magnetic fields.
- If possible, use a tripod. This helps to achieve smooth, steady images.
- Do not videotape facing bright sunlight. If possible, place the camera near the windows with the light behind the camera.
- Turn off the Date/Time function on the camera.
- Press the record button 5 seconds before the actual time you wish to start taping and leave the camera running five seconds after you are finished.
- Set the focus and white balance on the camera. Tape a few seconds and double check the quality before you start taping for your instruction. Use the automatic setting for white balance unless you have experience with setting the white balance manually.
- Consider using an external microphone to ensure that your instruction and student responses can be heard on the videotape.
- Keep the lens cap on the camera when you are not taping to prevent excess light from entering the lens.
- Medium colors and plain designs videotape better than dark colors, very bright colors and plaids.
- Avoid unnecessary panning and zooming as these can cause images to appear fuzzy.

- Review your video in its entirety to check its quality. If the sound and visual quality are not good, you may wish to videotape another lesson.
- When finished recording, the record-enabling tab on the spine of the videocassette should be removed in order to prevent the accidental taping over of your lesson.

Following are examples of camera set-ups. You may want to experiment with camera placement in your classroom in order to achieve the best results for your particular situation.





### Audio Quality Tips:

- Always keep the microphone toward what is happening in the classroom. Consider carrying an external microphone, if you are moving around your classroom during your instruction.
- Use an external PZM ® microphone to enhance sound quality.
- Eliminate noises that might interfere with taping such as fans. Try not to compete with outside noises such as recess or band practice.
- If you have a camera operator, have the person wear headphones so that as problems with the audio occur, they can be fixed.
- Be sure that all cables are secured and if necessary use masking tape to keep them in place. Many audio problems are the result of faulty connections, not poor equipment quality.

# Terms used in the Alaska Teacher Performance Review and Scoring Guide

## **alignment**

The effort to ensure that what teachers teach is in accord with what the curriculum says will be taught and what is assessed on official tests.

## **assessment**

Assessment is measuring the learning and performance of students or teachers. Different types of assessment instruments include achievement tests, minimum competency tests, developmental screening tests, aptitude tests, observation instruments, performance tasks, and authentic assessments.

- Formative assessment occurs while the topic is being taught, provides diagnostic information on specific mistakes and misconceptions, and leads to instructional adaptations
- Summative assessment is the process of evaluating (and grading) the learning of students at a point in time. Accountability decisions are derived from summative assessment data.

## **building resources**

Includes other educators as well as teaching materials that are shared between classrooms.

## **classroom climate**

The "feel" or tone of a classroom, indicated by the total environment, including especially the way teacher and students relate to one another.

## **classroom management**

The way a teacher organizes and administers routines to make classroom life as productive and satisfying as possible.

## **classroom routines**

Classroom routines are non-instructional, organizational, administrative or repetitive activities such as roll-taking, pencil-sharpening, or the distribution of materials and equipment. The distribution of materials and equipment may be to prepare for instruction.

## **collaboration**

Collaboration is a relationship between individuals or organizations that enables the participants to accomplish goals more successfully than they could have separately.

**content standards**

Content standards are broad statements of what students should know and be able to do as a result of their public school experience.

**cooperative learning**

A teaching strategy combining teamwork with individual and group accountability. Working in small groups, with individuals of varying talents, abilities, and backgrounds, students are given one or more tasks. The teacher or the group often assigns each team member a personal responsibility that is essential to successful completion of the task.

**curriculum**

Although this term has many possible meanings, it usually refers to a written plan outlining what students will be taught (a course of study). Curriculum documents often also include detailed directions or suggestions for teaching the content. Curriculum may refer to all the courses offered at a given school, or all the courses offered at a school in a particular area of study. For example, the English curriculum might include English literature, literature, world literature, essay styles, creative writing, business writing, Shakespeare, modern poetry, and the novel. The curriculum of an elementary school usually includes language arts, mathematics, science, social studies, and other subjects.

**differentiated instruction**

In differentiated instruction several different learning experiences are offered in response to students' varied needs. Learning activities and materials may be varied by difficulty to challenge students at different readiness levels, by topic in response to students' interests, and by students' preferred ways of learning or expressing themselves. In differentiated instruction individual student assessment data is used to plan instruction.

**direct instruction**

Instruction in which the teacher explains the intended purpose and presents the content in a clear, orderly way. Contrasts with inductive, discovery, or constructive teaching, in which students are led, by means of investigation or discussion, to develop their own ideas.

**diversity**

In education, discussions about diversity involve recognizing a variety of student needs including those of ethnicity, language, socioeconomic class, disabilities, and gender.

**environment for learning**

The environment for learning takes into consideration both the physical and social aspects of the classroom. It is the setting where learning takes place. Teachers create an environment of respect and rapport while they establish a culture for learning. Teachers manage classroom procedures and student behavior within the environment for learning.

**grade level expectations (GLEs)**

Are statements that define what all students should know and be able to do at the end of a given grade level. They are meant to further define a content standard.

**implementation of instruction**

In the implementation of instruction teachers engage students in learning through their use of questioning and discussion techniques. Teachers provide students with feedback on their learning.

**inclusion**

The practice of educating all children in the same classroom, including children with physical, mental, and developmental disabilities.

**indicators**

As used in the Alaska Teacher Performance Review, indicators give teachers and reviewers an idea of what might be evident in a teacher's practice at a given performance level.

**instructional strategies**

The following list is not all inclusive. It is intended to give teachers and reviewers an idea of the instructional strategies that may be seen on the videotapes:

K-W-L chart	guided practice	scaffolding
questioning	drill and practice	memorization
literature circles	learning centers	think, pair, share
journals	guided reading	direct instruction
think aloud	role playing	lecture
cooperative learning	brainstorming	discussion
inquiry	use of manipulatives	modeling
activate prior knowledge	problem solving	computer-assisted instruction
choral response	games	simulations
centers	project-based learning	demonstrations

**interdisciplinary**

A way of organizing the curriculum in which content is drawn from two or more subject areas to focus on a particular topic or theme.

**performance standards**

Performance standards provide a road map for the development of assessment items for Alaska’s Standard-Based Assessment. In Alaska the performance standards are measured annually at the end of grades 3 through 10.

**planning and preparation**

In planning and preparation for instruction teachers demonstrate their content knowledge, their knowledge of students and knowledge of instructional resources. They demonstrate their ability to select instructional goals and design instruction to meet those goals. They plan their assessment of student learning as well as how to use the results of assessments.

**scaffolding**

Students are given support until they can apply new skills and strategies independently. When students are learning new or difficult tasks they are given more assistance. As students begin to demonstrate mastery, the assistance or support is decreased gradually.

**technology**

The term technology has a variety of applications from pencil to computer. The following list is not all inclusive. Its purpose is to give teachers and reviewers an idea of what technology might be in use in a classroom:

calculator	computer	CD-ROM
video/DVD player	camera	overhead projector
LCD projector	Smart board	White board
tape recorder	instructional software programs	personal fm units
communication boards	speech synthesizers	phonic phones
whisper phones		

**tools of inquiry**

Each content area has tools of inquiry used to help students explore the natural or material world and lead to asking questions and making discoveries in the search for new understandings.

**transitions**

Transitions are non-instructional organizational or administrative moves from one classroom activity or context to another. They may occur between instructional and non-instructional activities.



Section II  
Alaska Teacher Performance Review  
Questions and Answers

## Timelines

### **I am a classroom teacher. What are my timelines for completing the performance review?**

You must submit two performance reviews prior to the end of your second year of Initial certification.

Should you not meet the performance review requirement by the end of your second year of Initial certification, you may submit additional performance reviews as necessary to meet the requirement. There is no limit on the number of performance reviews you can submit.

### **When is my first performance review due?**

While there is no requirement for submission of the first performance review, it is strongly recommended that you plan to submit your first performance review prior to the end of your first year of Initial certification.

### **I have Initial certification but I am not a classroom teacher. What are my timelines for completing the performance review?**

If you are in a non-instructional position, you may move to Professional certification without completing the performance review. When you apply for Professional certification, you must provide Teacher Certification verification that you hold a non-instructional position.

In order to maintain your Professional certification when you obtain an instructional position, you will need to meet the performance review requirements within two years of obtaining the instructional position.

### **What happens if I can't complete the performance review within the required time?**

A teacher who does not meet the performance review requirement to move to Professional certification prior to the expiration date on his or her Initial certificate may be eligible, under certain circumstances to reapply for Initial certification. The teacher must contact Teacher Certification to verify his or her eligibility prior to making another application for Initial certification.

## Cost

### **How much does the performance review cost?**

Teachers holding Initial certification may submit up to three performance reviews for the purpose of moving to Professional certification without paying a fee. Each succeeding submission costs \$25.

Teachers holding Professional certification, who wish to obtain Master certification, or renew Master certification, are not required to submit a fee.

Teachers who wish to receive points on the HOUSSE (high, objective, uniform, state standard of evaluation), and/or receive public recognition pay a fee of \$25 for each performance review submitted.

## Videotapes

### **What happens if my videotape is too long?**

Only the first 45 minutes of instruction will be viewed. The videotape will be stopped at 45 minutes.

### **What happens if my videotape is too short?**

Videotapes and Supporting Documentation not meeting the 45 minute requirement will not be scored and will be returned to the teacher.

### **What happens if my videotape is not scorable?**

Videotapes that cannot be scored will be returned to the teacher. If a tape is returned, another tape will need to be submitted.

### **Where do I get the videotape equipment?**

Many schools and districts have video equipment that can be checked out by teachers. Teachers should check with their schools and/or districts to determine what equipment, if any, is available.

### **Can I submit a videotape in VHS-C or 8mm format?**

Yes. In fact, the videotape can be VHS, VHS-C, MiniDV, Digital 8, Hi-8, or 8mm. If you are planning to videotape your lesson in a format not listed, please contact the Performance Review Program Manager.

### **Can I submit my performance review on a DVD?**

No. The regulation governing this process stipulates that your lesson must be videotaped.

## Performance Review

### **How do I choose a lesson for my performance review?**

Your lesson should demonstrate your ability to deliver standards-based instruction in your content area. Review the performance standards, levels of performance and indicators prior to choosing your lesson so that you have a clear understanding of the expectations. This will help you to choose your lesson.

**Should I use the performance standards, levels of performance and indicators when planning my lesson?**

Yes. The performance standards are what a teacher is supposed to know and be able to do. The levels of performance denote what a teacher's practice would look like for the standard at a given level. Level 2 is considered proficient. The indicators indicate what might be in evidence in a lesson at a given performance level. It is important to note the indicators are not used as a checklist in scoring.

**Is the Supporting Documentation important?**

**Yes.** The Supporting Documentation is very important in the preparation as well as scoring of the performance review. The Supporting Documentation provides evidence for performance reviewers in areas that are not readily seen on a videotape. The reviewers will use information provided in the Supporting Documentation when scoring performance reviews.

**What do I do when I teach primary students and 45 minutes is too long for one lesson?**

In a 45 minute period a primary teacher may be doing more than one lesson and have transitions between lessons. It is the teacher's responsibility to clearly explain in the Supporting Documentation all instruction and transitions seen on the videotape.

**How can I complete the review, when my class periods are not 45 minutes long?**

You can work with the teachers in your building that would be impacted by your needing more time with students to work out a schedule that will allow you the time needed to complete a videotape for the performance review.

**What happens if I don't pass the performance review?**

You have several opportunities to pass the performance review during your Initial certification period (three years).

If a teacher does not pass the performance review during the Initial certification period and is not eligible for Professional certification, the teacher may be eligible to reapply for Initial certification. Teachers in this situation must contact Teacher Certification to determine their eligibility.

**See also the section on Reconsideration and Appeals.**

**How many times can I do the performance review?**

You may submit as many videotapes and Supporting Documentation as you need to pass the performance review.

### **Should I keep a copy of my performance review?**

It is strongly suggested you keep a copy of your Supporting Documentation and videotape in the event your tape is lost in the mail or received damaged or broken.

## **Scoring**

### **Who will score my performance review?**

Performance reviews will be scored by classroom teachers who have been trained to do the scoring. Whenever possible, performance reviews that cover specific content areas will be reviewed by teachers with a background in the content area.

### **What makes a performance review unscorable?**

A performance review will not be scored when:

- the Supporting Documentation is not complete
- the Supporting Documentation is illegible
- applicable fees are not included
- a copy of a photo id is not included
- the application is not signed by the applicant and/or lacks a verification signature
- there is poor audio quality at any point in the videotape that results in reviewers not being able to hear the instruction on the videotape
- there is poor video quality at any point in the videotape that impedes viewing the videotape
- the teacher and/or students are not visible or audible on the videotape
- the videotape shows less than 45 minutes of instruction
- there is evidence of editing
- there are stops during the recording that result in a break or interruption of the recording
- the videotape is not submitted in the specified format
- the videotape is received damaged or broken

*Unscorable performance reviews will be returned to the applicant.*

### **How will my performance review be scored?**

- Each performance review will be scored independently by two performance reviewers.
- Prior to viewing a teacher's videotape, the reviewer reads the teacher's Supporting Documentation and documents evidence of the performance standards from the Supporting Documentation.
- The reviewer then views the videotape in its entirety to collect evidence that supports the standards being met.

- After viewing the videotaped lesson through once, a reviewer may choose to return to the tape to gather more evidence of the standards.
- Prior to making a final scoring decision, the reviewer will compare evidence gathered from the videotaped lesson with what the teacher has reported in his or her Supporting Documentation.
- If there is not congruence between the Supporting Documentation and the videotaped lesson the standards will not have been met at a proficient level.
- Once the reviewer has completed the scoring process, the evidence and scores are recorded and turned into Teacher Certification.

**What happens when the reviewers don't agree on the scores?**

When there is not agreement between performance reviewers, the performance review will be assigned to a third reviewer to conduct a performance review.

As with all performance reviews, reviewers will not have knowledge of whether or not a performance review has been conducted prior to his or her review.

**What happens to my performance review after it has been scored?**

The Supporting Documentation will be scanned into teachers' files in Teacher Certification. Videotapes will be kept in Teacher Certification for 90 days after the performance review. After the 90 days the videotape will be returned to the applicant. The Supporting Documentation will become a part of a teacher's permanent file and will not be returned.

**What happens if I don't agree with my score on the performance review?**

If the score on the performance review would result in the denial of certification, you may request reconsideration. If you think your score should have been higher but the score you received does not have the result of denying you certification, you may not request reconsideration.

**What happens if I am denied certification as a result of my performance review?**

Under certification regulations, a teacher who is denied certification as a result of the performance review may request reconsideration from the department. A request for reconsideration must be filed in writing within 15 days after the teacher receives notice that he or she has not successfully completed the review. The request must set out in detail the reasons why the teacher believes the review was in error.

Should there be administrative proceedings regarding a performance review, the videotape will be returned to the applicant following the termination of those proceedings.

## Miscellaneous Questions

### **What do I do when a parent won't let his or her child be seen on the videotaped lesson?**

You may want to consider:

- including the student in the lesson while seating the student out of camera range during the videotaping
- asking a colleague to allow the student to work independently in his or her classroom

### **What's the best way to mail the videotape and Supporting Documentation?**

There are mailers available for videotapes at many post offices. If this is not an option at your local post office, you may want to consider mailing the tape in an insulated mailing envelope.

### **How will I know if my performance review materials got to Teacher Certification?**

Using a delivery confirmation label will allow you to track the performance review materials and know the date of delivery to the state. Teacher Certification usually receives mail the day after it has been delivered to the state's central mail office.

### **How soon will I know my score on the performance review?**

Applicants should receive official scores on the performance review within 4-6 weeks after the performance review is received by Teacher Certification.

### **Can I submit more than one performance review at a time?**

Yes. Each review will be conducted independently. Teachers submitting more than one performance review at a time must clearly label the performance review materials. Each performance review must have its own cover sheet and Supporting Documentation and must indicate which materials belong together.

### **What if I am not working in a teaching position during my Initial certification period?**

Teachers not working in a teaching position during their Initial certification period do not have to complete the performance review in order to move to Professional certification. However, they must complete all other certification requirements within the Initial certification period.

Teachers working in a school district in a position other than that of a classroom teacher will need to submit a letter from the school district that verifies their position in the district or a copy of his or her current contract with the school district as part of the completed application.

Teachers, who are not working in a school district, may submit a letter attesting to the fact they are not teaching as part of their completed application.

**How many performance reviews must I successfully complete to earn the points for the HOUSSE? Are there additional fees?**

In order to receive the 100 points for the HOUSSE, a teacher must obtain a total score of 16 on each of **two** performance reviews, with no individual score on a standard below 2, the proficient level. There are no points awarded until the second performance review has been passed at the proficient level. Teachers wishing to use the performance review to build a HOUSSE must include a \$25 fee with each submission.

**How many performance reviews must I complete to obtain Master certification or to renew my Master certification? Are there additional fees?**

In order to earn Master certification a teacher must obtain a total score of 24 on each of two performance reviews with no individual score below a 3. There are no additional fees to move from Initial certification to Master certification.

Teachers holding Professional certification, who wish to obtain Master certification, or renew Master certification, are not required to submit a fee.

**How can I use the performance review to move from Initial certification to Master certification? Are there any additional fees for this?**

It is possible for a teacher to move from Initial certification to Master certification if the required scores are met. There are no additional fees for this.

**Who will see my performance review?**

Only trained performance reviewers will view the videotapes.

## Reconsideration and Appeals

**How will I know that I didn't pass the performance review?**

You will be notified by both email and regular mail. You must keep current email and regular mail addresses on file in teacher certification:

[tcertwebmail@eed.state.ak.us](mailto:tcertwebmail@eed.state.ak.us).

**When can I request reconsideration?**

You can request reconsideration if you have already passed one performance review.

When you receive notification that you did not pass the performance review you may request reconsideration.

Your request for reconsideration must be received in Teacher Certification within 15 days after you have received notice that you have not successfully completed a performance review.

**How do I request reconsideration?**

You need to use the Request for Reconsideration Form. You must set out in detail why you believe the determination of your performance review was in error.

**What is the timeline for requesting reconsideration?**

Your request for reconsideration must be received in Teacher Certification within 15 days after you have received notice that you have not successfully completed a performance review.

**What happens if my not passing the performance review makes me ineligible to obtain Master certification?**

You may request a reconsideration if you have already passed one performance review and achieved the score necessary for Master certification.

**When can I appeal the performance review?**

You may request an appeal when the results of a performance review result in your being denied Professional or Master certification. In order to request an appeal you must have already met all other criteria for the certification you seek.

Please contact Teacher Certification for the requirements for your specific certificate.

**What is the appeals process?**

The appeals process is through the Professional Teaching Practices Commission. Please contact the PTPC for information on the appeals process.





Section III  
Alaska Teacher Performance Review  
Sample Forms



Please complete and submit this form with the videotape for review. Submit all materials to:

Teacher Certification  
Alaska Department of Education & Early Development  
801 West 10<sup>th</sup> Street, Suite 200  
P.O. Box 110500  
Juneau, Alaska 99811-0500

All videotapes submitted are confidential and will be returned to the sender after the expiration of 90 days from the completion of the performance review, or the termination of administrative or court proceedings related to a review under 4 AAC 12.320, whichever is later.

You must keep a current address on file with Teacher Certification 4 AAC 12.415. It is your responsibility to email [tcwebmail@eed.state.ak.us](mailto:tcwebmail@eed.state.ak.us) or call (907) 465-2831 to inform Teacher Certification of address changes after you have submitted your videotape.

If your video is returned to Teacher Certification due to an incorrect address on file, it will be destroyed.

**Your videotape must be 45 minutes of recorded instruction in your teaching assignment and must not be edited.**

*I certify I am the teacher delivering instruction in the classroom shown on the videotape and further understand that providing false information could be cause for suspension of my teaching certificate under AS 14.20.480.*

\_\_\_\_\_  
Signature Date \_\_\_\_\_

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### Verification Signature

**Directions:** This portion of the Supporting Documentation must be completed by your building principal, head teacher, or other district administrator that is responsible for your direct supervision.

*I verify the teacher named above is the teacher shown instructing on the videotape being submitted.*

\_\_\_\_\_  
Signature Title \_\_\_\_\_

Printed Name \_\_\_\_\_ Date \_\_\_\_\_

Application must include a photocopy of photo identification, e.g., passport, driver's license, etc...

Please provide a photocopy of a photo ID such as your driver's license.

*This permission slip is included for your use if permission is needed in accordance with your school district policy. Permission slips should not be included with your performance review. They are for your records only.*

## **Permission to Videotape**

Dear Parent/Guardian:

As part of obtaining my teacher certification, I am required to submit two videotapes of lessons taught in your child's class to the Alaska Department of Education & Early Development. The primary focus of the videotapes is on my instruction and not on the students in the class. During the course of videotaping, your child may appear on the videotape.

I am requesting your permission to allow your child to participate as part of the videotaping of my classroom instruction. All videotapes will be kept confidential.

Sincerely,

\_\_\_\_\_  
(Your child's teacher)

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Permission Slip (Return to your child's teacher)

Student name \_\_\_\_\_

Address \_\_\_\_\_

School/Teacher \_\_\_\_\_

I am the parent/legal guardian of the student named above. I have received and read your letter regarding the videotaping for teacher certification.

- I give permission to you to include my child's image in videotape as he or she participates in your class.
- I do not give permission to videotape my child.

Signature of parent or guardian \_\_\_\_\_

Date \_\_\_\_\_



## Alaska Teacher Performance Review Score Report

Name \_\_\_\_\_ Applicant ID \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

### Content Area/Teaching Assignment for Performance Review

### Performance review submitted for (Check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> <b>Initial</b> to Professional or Master certification<br><input type="checkbox"/> <b>Professional</b> to Master certification<br><input type="checkbox"/> Public Recognition | <input type="checkbox"/> Renewal of Master certification<br><input type="checkbox"/> HOUSSE **<br><input type="checkbox"/> |
|--|--|

\*\*High Objective Uniform State Standard of Evaluation

If you are using the performance review to become highly qualified, you must submit a copy of this score sheet to your district.

Planning and Preparation		Environment for Learning		Implementation of Instruction			
A.1	A.2	B.1	B.2	C.1	C.2	C.3	C.4

Total Score: \_\_\_\_\_ Pass  No pass

**Professional certification** requires on each of two performance reviews a total score of 16 with no individual score below a 2.

**Master certification** requires on each of two performance reviews a total score of 24 with no individual score below a 3.

**HOUSSE** requires on each of two performance reviews a total score of 16 with no individual score below a 2.

**Public recognition** requires on each of two performance reviews a total score of 16 with no individual score below a 2.



## Alaska Teacher Performance Review Request for Reconsideration

Name \_\_\_\_\_ SSN# \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Email (**required**) \_\_\_\_\_

I am requesting a reconsideration of my performance review for  
(check one):

Professional certification \_\_\_\_\_ Master certification \_\_\_\_\_

I believe the review was in error for the following reasons. (You must be  
specific).

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Section IV  
Alaska Teacher Performance Review  
Scoring Guide

# Performance Standards

## **Planning and Preparation**

A. 1 Draws from a wide repertoire of strategies, including the use of technology-when appropriate.

A.2 Organizes instruction based on characteristics of students and the goals of the lesson.

## **Environment for Learning**

B.1 Communicates high expectations and clear standards for students.

B.2 Manages the classroom to maintain an engaging, inclusive, and safe learning community in which all students can learn.

## **Implementation of Instruction**

C. 1 Uses instructional strategies and resources appropriate to the individual and special needs of students.

C. 2 Uses knowledge of the content area including its tools of inquiry and central concepts.

C. 3 Applies strategies to assess students' learning.

C.4 Connects instruction to other content areas and to practical situations.

## Performance Standards with Performance Levels and Indicators

Planning and Preparation				
	1	2	3	4
<p><b>A. 1 Draws from a wide repertoire of strategies, including the use of technology-when appropriate.</b></p>	<p>Seldom or never draws on a repertoire of strategies, including the use of available technology.</p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• uses one or two strategies exclusively</li> <li>• uses strategies that are not appropriate to content, age of students or student abilities</li> <li>• does not use available technology when appropriate</li> <li>• does not utilize available building resources</li> </ul>	<p>Draws from a repertoire of strategies. When appropriate uses available technology.</p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• uses strategies appropriate to content, age of students, and student abilities</li> <li>• utilizes available technological materials and resources when appropriate</li> <li>• uses building's resources to enhance teacher's repertoire of strategies</li> </ul>	<p>Draws from a repertoire of strategies; plans differentiated instruction. Integrates available technology.</p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• uses multiple strategies appropriate to content, age of students, and student abilities</li> <li>• applies flexible grouping practices to address diverse needs of students</li> <li>• uses results of assessments to guide instruction, meet students' current needs and promote their further development</li> <li>• selects materials and media to match student learning styles</li> <li>• participates in collaborative planning with teacher specialists</li> <li>• integrates available technological materials and resources effectively to engage students in varied learning experiences</li> </ul>	<p>Draws from a wide repertoire of strategies; differentiates instruction to engage students, uses available technology in meaningful ways.</p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• creates interdisciplinary learning experiences for students</li> <li>• analyzes, adapts, and creates materials and experiences that encourage critical and higher level thinking from students</li> <li>• disaggregates data to improve instruction and student learning</li> <li>• initiates collaboration with class, building, district, and community resources to meet student needs</li> <li>• designs instruction to facilitate student use of technology that enhances individual student learning</li> </ul>

Planning and Preparation				
	1	2	3	4
<b>A.2 Organizes instruction based on characteristics of students and the goals of the lesson.</b>	Little or no evidence to organize instruction based on characteristics of students and lesson goals.	Organizes instruction based on the goals of the lesson and recognizes characteristics of individual students.	Organizes instruction reflecting characteristics of individual students and lesson goals.	Organizes and differentiates instruction based on the characteristics of individual students and lesson goals.
	The teacher:	The teacher:	The teacher:	The teacher:
	<ul style="list-style-type: none"> <li>plans instruction that is not based on Alaska student content and performance standards, and is not suitable to students or instructional goals</li> <li>chooses resources and materials that are unrelated to the goals of the lesson and do not engage students in learning.</li> <li>has limited use of knowledge of the characteristics of students' local and community culture in planning</li> </ul>	<ul style="list-style-type: none"> <li>selects appropriate student objectives for the lesson consistent with Alaska student content and performance standards</li> <li>selects resources and materials that are aligned with the goals of the lesson and engage students in learning.</li> <li>uses knowledge of the characteristics of students' local and community culture in planning</li> </ul>	<ul style="list-style-type: none"> <li>selects appropriate student objectives for the lesson consistent with Alaska student content and performance standards</li> <li>employs a wide range of resources and materials that are aligned with the goals of the lesson to engage students in meaningful learning</li> <li>incorporates students' interests, prior knowledge, instructional and linguistic learning needs in planning</li> </ul>	<ul style="list-style-type: none"> <li>selects appropriate student objectives for the lesson consistent with Alaska student content and performance standards</li> <li>analyzes, adapts, and creates a wide range of relevant instructional materials and resources that are aligned with the goals of the lesson and that allow a differentiated learning experience for individuals or groups of students</li> <li>uses deep knowledge of students' interests, prior knowledge, instructional and linguistic learning needs to select and differentiate learning to extend student understanding</li> </ul>

Environment for Learning				
	1	2	3	4
<b>B.1 Communicates high expectations and clear standards for students.</b>	Attempts to communicate high expectations and clear standards are either not observed or poorly communicated.	Communicates high expectations and clear standards for students.	Communicates high expectations and clear standards for students at the beginning of the lesson in an age appropriate manner and actively encourages students.	Communicates high expectations and clear standards during the lesson in an age appropriate manner; actively encourages and provides opportunities for student feedback reflective of the lesson goals.
	The teacher:	The teacher:	The teacher:	The teacher:
	<ul style="list-style-type: none"> <li>• does not articulate clear standards and expectations or standards and expectations are unclear, inconsistent, or limited in their scope</li> <li>• does not articulate clear instructional procedures and classroom rules</li> <li>• does not communicate high expectations and standards for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• articulates clear learning goals, standards, and expectations</li> <li>• articulates clear instructional procedures and classroom rules</li> <li>• communicates high expectations and standards for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• ensures that students understand short and long term learning goals which reflect high expectations and challenge students at appropriate levels</li> <li>• applies age-appropriate expectations and standards which are appropriate to student achievement levels</li> <li>• incorporates strategies that assist students in developing and maintaining instructional procedures</li> </ul>	<ul style="list-style-type: none"> <li>• creates activities that provide students opportunities to participate in setting, revising and achieving learning goals</li> <li>• creates a classroom environment that fosters students' independent learning, collaboration, choice and leadership</li> <li>• promotes an environment where students show ownership of instructional procedures</li> </ul>

Environment for Learning				
	1	2	3	4
B.2 Manages the classroom to maintain an engaging, inclusive, and safe learning community in which all students can learn.	Attempts to maintain an engaging, inclusive, and safe learning community are either not observed or poorly demonstrated.	Maintains a safe learning environment and encourages participation of all students.	Maintains a safe learning environment; all students are engaged by encouraging student participation.	Uses innovative techniques and best practices for classroom management; providing an engaging, inclusive, and safe community for all students to learn.
	The teacher:	The teacher:	The teacher:	The teacher:
	<ul style="list-style-type: none"> <li>• does not establish classroom routines</li> <li>• arranges classroom so that learning is inhibited</li> <li>• interacts with students in ways which are inappropriate to the students' ages or culture</li> <li>• includes only some students in learning</li> <li>• makes little or no attempt to engage all students</li> </ul>	<ul style="list-style-type: none"> <li>• establishes classroom routines</li> <li>• arranges classroom to facilitate learning (see classroom map)</li> <li>• interacts with students in age-appropriate and culturally appropriate ways</li> <li>• includes and engages all students in learning</li> <li>• encourages students to participate in learning</li> <li>• encourages student responsibility for self.</li> </ul>	<ul style="list-style-type: none"> <li>• establishes classroom routines that promote collaboration.</li> <li>• utilizes a classroom layout that is integral to learning</li> <li>• promotes positive interactions of age and culture among students</li> <li>• includes and engages students by varying learning experiences that promote student choice</li> <li>• facilitates student development in individual responsibility and recognition of other's rights and needs</li> </ul>	<ul style="list-style-type: none"> <li>• establishes classroom routines that foster self-directed student behavior</li> <li>• designs and creates a classroom layout that promotes individual and group learning</li> <li>• assists students in developing independent learning, collaboration, and choice</li> <li>• fosters an environment where students exhibit equity, caring and respect</li> <li>• promotes a climate where students exhibit responsibility, socially and academically, to create a positive environment</li> </ul>

Implementation of Instruction				
	1	2	3	4
C. 1 Uses instructional strategies and resources appropriate to the individual and special needs of students.	Lesson is not flexible to accommodate different learning styles; few adjustments made in instruction based on desired results of student learning.	Demonstrates instructional strategies and uses resources appropriate to the individual and special needs of students.	Utilizes knowledge of student needs in approaches to teaching and learning. Lesson is flexible and instructional adjustments are based on desired results of student learning.	Utilizes knowledge of student needs for various approaches to teaching and learning as well as adjusts instruction based on student learning. Collaborates with resources outside the classroom.
	<p>The teacher:</p> <ul style="list-style-type: none"> <li>• does not use language that reflects respect for student or student's age or ability level</li> <li>• uses materials unsuitable for age and ability of students and content conveyed</li> <li>• uses lesson pace that is not appropriate for age and ability of students</li> <li>• adheres rigidly to lesson plan with no flexibility to student needs</li> <li>• does not recognize or respond to student lack of engagement</li> <li>• seeks no additional strategies (#4) or resources to meet individual student needs</li> </ul>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>• uses language appropriate to the age and ability of students</li> <li>• uses instructional resources referred to in the packet (#4)</li> <li>• paces/adjusts lesson as appropriate to age and ability of students</li> <li>• addresses needs of students in approachable, non-intrusive ways</li> <li>• engages students in their learning</li> <li>• directs and accesses resources and activities based on appropriate student needs</li> </ul>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>• communicates effectively and to support student learning</li> <li>• uses several instructional strategies and materials to address student needs</li> <li>• paces/adjusts lesson with all students in mind</li> <li>• varies delivery methods to adjust the lesson based on desired results of student learning</li> </ul>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>• encourages and challenges students through the appropriate use of language</li> <li>• employs a wide range of instructional strategies and materials to address the diverse student needs and maximize learning</li> <li>• paces/adjusts as indicated/required throughout the lesson</li> <li>• collaborates with external resources such as teacher specialists to individualize instruction</li> <li>• exhibits infectious enthusiasm for the content and for student learning</li> </ul>

Implementation of Instruction				
	1	2	3	4
C. 2 Uses knowledge of the content area including its tools of inquiry and central concepts.	Provides confusing or inaccurate content information.	Demonstrates accurate understanding of content and is able to apply tools of inquiry and central concepts within lesson.	Demonstrates understanding of content, provides opportunities for questions, responds accurately to content questions.	Demonstrates current content knowledge and relates knowledge to central concepts. Encourages student questions and provides detailed and clear examples.
	The teacher:	The teacher:	The teacher:	The teacher:
	<ul style="list-style-type: none"> <li>lacks effective communication strategies</li> <li>does not clearly and effectively convey central concepts</li> <li>demonstrates inaccurate content knowledge or gives inaccurate information that confuses students or develops misconceptions</li> <li>is unaware of standards and curriculum</li> <li>does not use strategies to assess student learning throughout the lesson</li> </ul>	<ul style="list-style-type: none"> <li>models effective communication strategies in conveying ideas and information</li> <li>conveys central concepts of the lesson clearly</li> <li>demonstrates accurate content knowledge and is comfortable in interactions with student inquiry</li> <li>delivers content that is age-appropriate and standards-based</li> <li>asks questions to assess student learning (oral or written)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates thorough content knowledge and confidence in responding to student questions</li> <li>allots time for questions and responds appropriately</li> <li>uses probing question strategies</li> <li>links central concepts to content</li> </ul>	<ul style="list-style-type: none"> <li>links content with student prior knowledge and experience</li> <li>facilitates student inquiry of central concepts to extend learning</li> <li>exhibits extensive content knowledge, which reflects current information and/or research</li> <li>engages students through exploration of content by providing multiple perspectives, developing relationships and/or examining themes</li> <li>encourages student questions and responds appropriately to extend or clarify learning</li> </ul>

Implementation of Instruction				
	1	2	3	4
<b>C. 3 Applies strategies to assess students' learning.</b>	<p>No apparent or appropriate attempt to monitor or check for student learning</p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>uses assessment strategies that are inappropriate to either the goals of the lesson or to the students</li> <li>limits teacher-student interaction</li> <li>does not solicit or use student feedback to assess student learning throughout the lesson</li> </ul>	<p>Uses an appropriate tool to determine student learning within the lesson.</p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>selects assessment strategies that are appropriate to the goals of the lesson and to the students</li> <li>has students interact to assess/ extend learning</li> <li>has students indicate learning in a recognizable way</li> </ul>	<p>Uses the data from a variety of assessment tools to determine and direct student learning within the lesson.</p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>uses a variety of assessment strategies that are appropriate to the goals of the lesson and to the students</li> <li>assists students in reflecting on and assessing their own work</li> <li>provides opportunities for students to demonstrate learning through written or creative expression</li> </ul>	<p>Uses both formative and summative assessment tools to determine student learning. Uses data to guide decision-making within the lesson and adjust for individual student learning as appropriate.</p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>embeds a wide variety of on-going assessments in the lesson</li> <li>integrates student self-assessment and reflection into the lesson</li> <li>encourages students to demonstrate learning throughout the lesson and uses this information to adjust the lesson as appropriate</li> </ul>

Implementation of Instruction				
	1	2	3	4
<b>C.4 Connects instruction to other content areas and to practical situations.</b>	<p>Does not establish the relevance of the lesson.</p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• does not clearly express the relevancy of the lesson</li> <li>• does not attempt to connect lesson to other content areas or life</li> </ul>	<p>Establishes the relevancy of the lesson in relation to life or work or community and/or other content areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• expresses the relevancy of the lesson outside the classroom or to other content areas</li> <li>• draws on student background</li> </ul>	<p>Connects the relevancy of the lesson in relation to life or work or community and/or other content areas. Provides students opportunities to make connections.</p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• shares examples of how the content is important outside the classroom</li> <li>• articulates the interrelatedness of the disciplines</li> </ul>	<p>Establishes the lesson's relevancy by facilitating students' articulation of how content connects instructional activities to life, work, community, and/or other content areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• modifies instruction to make lesson relevant to students' lives and community</li> <li>• encourages students to express how the content is relevant outside the classroom</li> <li>• creates learning experiences that are interdisciplinary</li> <li>• draws on student background to make connections throughout the lesson</li> </ul>



Section V  
Alaska Teacher Performance Review  
Application and Checklist



Please complete and submit this form with the videotape for review. Submit all materials to:

Teacher Certification  
Alaska Department of Education & Early Development  
801 West 10<sup>th</sup> Street, Suite 200  
P.O. Box 110500  
Juneau, Alaska 99811-0500

All videotapes submitted are confidential and will be returned to the sender after the expiration of 90 days from the completion of the performance review, or the termination of administrative or court proceedings related to a review under 4 AAC 12.320, whichever is later.

You must keep a current address on file with Teacher Certification 4 AAC 12.415. It is your responsibility to email [tcwebmail@eed.state.ak.us](mailto:tcwebmail@eed.state.ak.us) or call (907) 465-2831 to inform Teacher Certification of address changes after you have submitted your videotape.

If your video is returned to Teacher Certification due to an incorrect address on file, it will be destroyed.

**Your videotape must be 45 minutes of recorded instruction in your teaching assignment and must not be edited.**

*I certify I am the teacher delivering instruction in the classroom shown on the videotape and further understand that providing false information could be cause for suspension of my teaching certificate under AS 14.20.480.*

\_\_\_\_\_  
Signature Date\_\_\_\_\_

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### Verification Signature

**Directions:** This portion of the Supporting Documentation must be completed by your building principal, head teacher, or other district administrator that is responsible for your direct supervision.

*I verify the teacher named above is the teacher shown instructing on the videotape being submitted.*

\_\_\_\_\_  
Signature Title\_\_\_\_\_

Printed  
Name\_\_\_\_\_Date\_\_\_\_\_

Application must include a photocopy of photo identification, e.g., passport, driver's license, etc...

Please provide a photocopy of a picture ID such as your driver's license.

## Supporting Documentation

The information you provide in your Supporting Documentation will help the performance reviewers understand the context of your classroom, the instruction leading up to the videotaped lesson, and what followed the instruction shown on the videotape.

When responding to the items in the Supporting Documentation, it is important you be clear and detailed as you articulate your practice. The information you provide will be used in addition to the videotaped lesson to score your performance review. Reviewers will look for the congruence between information provided in your Supporting Documentation and the lesson they view on the videotape.

The performance standards found on pages 32-40 in this guide should be used as you prepare your Supporting Documentation and videotaped lesson for the performance review. The standards are the criteria on which your scores are based. The standards should be at the forefront as you think about the lesson you plan to use for your performance review,

Prior to videotaping your lesson, complete the following in the Supporting Documentation:

- Part I Classroom Information (Planning and Preparation, Environment for Learning)
- Part II Classroom Layout (Planning and Preparation, Environment for Learning)
- Part III Information about Instruction  
# 1, 2, 3, 4, 5, 6, 7, 8

After you have videotaped your lesson you should review your lesson and complete the following in the Supporting Documentation:

- Part III Information about Instruction # 9, 10, 11, 12, 13

The following table shows where each standard is addressed in the Part III of the Supporting Documentation.

Planning and Preparation	Environment for Learning	Implementation of Instruction
1, 2, 3, 4, 5, 6, 7, 12, 13	1, 2, 3, 4, 8, 12	9, 10, 11, 12

Prior to submitting your videotape, you should review the information you have provided in your Supporting Documentation to make sure you have clearly articulated your practice.

**Part I Classroom Information (Planning and Preparation, Environment for Learning)**

1. Which of the following best describes the grade level of the class shown on the videotape?

- Kindergarten-Grade 2
- Grades 3-5
- Grades 6-8
- Grades 9-12
- More than one of the levels above  
(specify)\_\_\_\_\_

2. Which of the following best describes the content of the lesson shown on the videotape? Check all that apply:

- Art
- Bilingual/Bicultural Education
- Business
- Computer science/technology
- Early childhood
- Elementary education
- English as a second language
- World language
  - Specify the language of instruction\_\_\_\_\_
- Geography
- Health/physical education
- History
- Home economics
- Language arts
- Mathematics
- Music
- Reading
- Science
  - Specify the area of science\_\_\_\_\_
- Social studies
  - Specify the area of social studies\_\_\_\_\_
- Special education
  - Specify the area of special education, e.g., (Learning disabled)  
\_\_\_\_\_
- Speech communication
- Theater/drama
- Vocational education
  - Specify the area of instruction\_\_\_\_\_
- Other (please specify)\_\_\_\_\_

3. What is the total number of students enrolled in the class shown on the videotape?

- \_\_\_\_\_

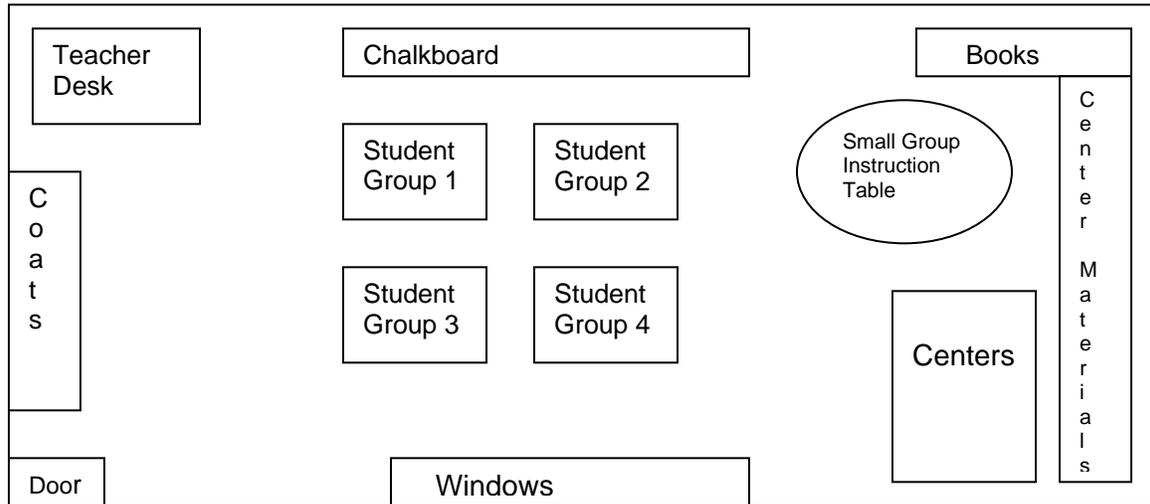
4. What is the age range for all of the students in the class shown on the videotape?
- \_\_\_\_\_
5. What is the percentage of the students in the class shown on the videotape from the following language categories?
- \_\_\_\_\_ English-language proficient
- \_\_\_\_\_ Limited-English-language proficient
6. What is the percentage of students with disabilities in the class shown on the videotape?
- \_\_\_\_\_ %
7. Which best classifies your school district?
- \_\_\_\_\_ Rural
- \_\_\_\_\_ Urban
8. Does the instruction on the videotape take place in your own classroom or in a classroom you use on an occasional basis?
- \_\_\_\_\_ Own classroom
- \_\_\_\_\_ Regularly use, but not own classroom
- \_\_\_\_\_ Occasionally use
- \_\_\_\_\_ Other (Please explain)
9. Are the students shown in the lesson shown on the videotape, students you interact with on a regular basis?
- \_\_\_\_\_ yes
- \_\_\_\_\_ no
10. Please provide any other information you feel would be helpful in understanding your classroom context (e.g. school-wide discipline policies or procedures, cultural context, behavior patterns of certain students) for the purpose of the videotape.  
**(Environment for Learning, Planning and Preparation)**

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## Part II Classroom Layout (Environment for Learning)

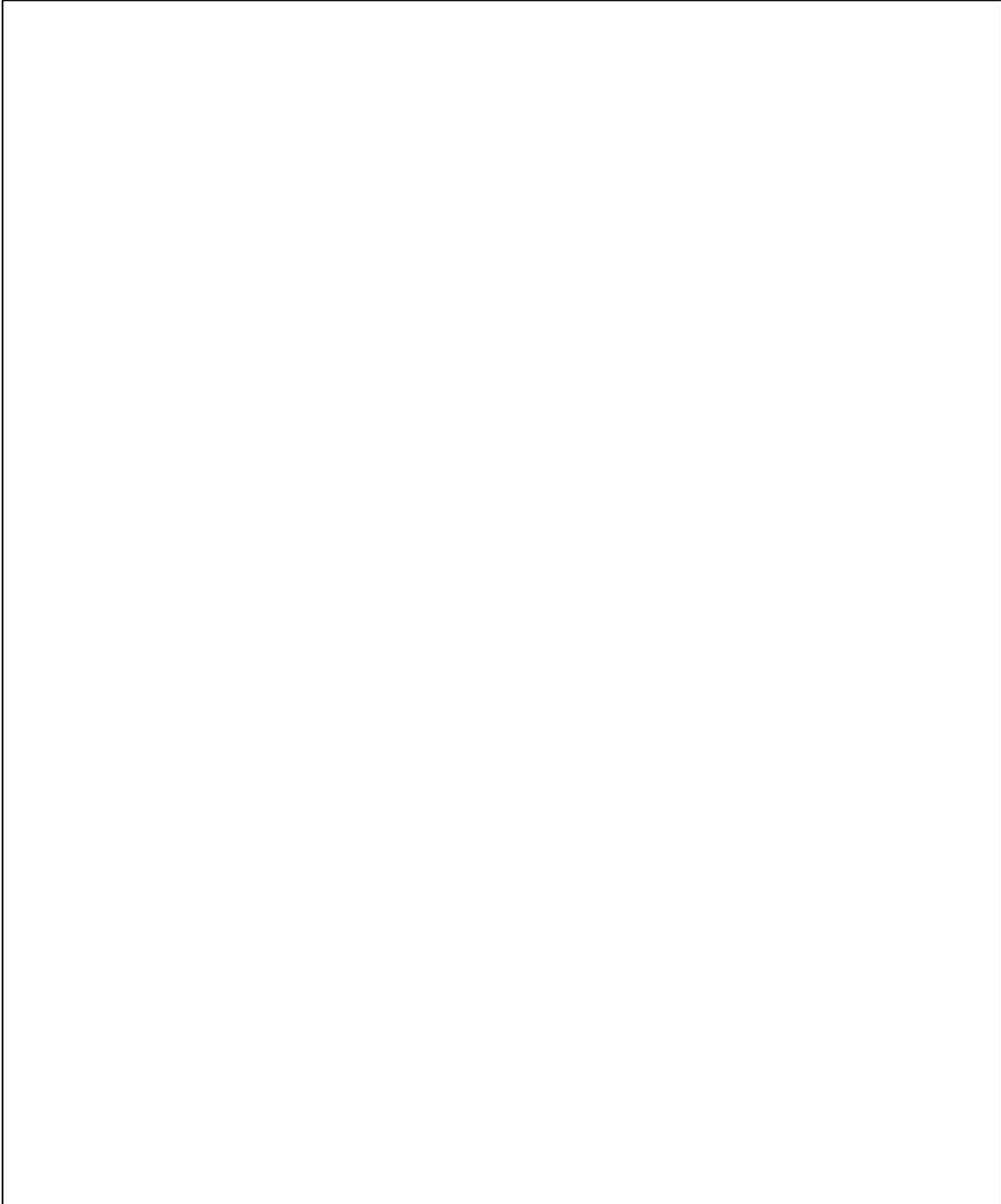
Please make a drawing of the physical layout of the classroom as it appears in the videotape. The drawing will provide reviewers with a context for the videotape since the camera cannot capture the whole classroom.

Sample:



**Layout of Classroom seen on the videotape: (Environment for Learning)**

Please use ink if you choose to draw your classroom layout.

A large, empty rectangular box with a thin black border, intended for drawing a classroom layout. The box is centered on the page and occupies most of the vertical space below the instructions.

**Part III Information about Instruction:**

1. Write out the content standard(s), performance standard(s), or grade level expectations addressed in the instruction shown on the videotape. Be sure to indicate whether the standards are Alaska or national standards. **(Planning and Preparation, Environment for Learning)**

2. What do you expect students to learn or be able to do as a result of the instruction that you plan to provide in the lesson on the videotape? **(Planning and Preparation, Environment for Learning)**

3. Why are these expectations appropriate for this group of students? **(Planning and Preparation, Environment for Learning)**

4. What instructional strategies, materials and building resources do you plan to use in the lesson shown on the videotape? **(Planning and Preparation, Environment for Learning)**

5. During your lesson, how do you plan to assess student achievement of the lesson expectations? What procedures will you use? **(Planning and Preparation)**

6. Describe the instruction you provided prior to and following the lesson shown on the videotape. **(Planning and Preparation)**

7. Where does the lesson shown on the videotape fit within the instructional sequence or curriculum? **(Planning and Preparation)**

8. What important classroom rules, procedures, routines, and expectations for behavior will be evident during the instruction shown on the videotape? **(Environment for Learning)**

9. Describe the lesson shown on the videotape. Include how the instruction shown on the videotape connects to other content areas and practical situations. **(Implementation of Instruction)**

10. Did you use the planned instructional strategies, materials and building resources? Why or why not? **(Implementation of Instruction)**

11. How did the results of the assessment used during the instruction shown on the videotape effect your instruction? **(Implementation of Instruction)**

12. Are there factors such as school wide discipline policies or procedures that are not easily observed on the videotape that may have affected the lesson shown on the videotape? **(Planning and Preparation, Environment for Learning, Implementation of Instruction)**

13. Using the results of your assessments, what instruction will you provide to build upon or extend the instruction shown on the videotape? **(Planning and Preparation)**

## Alaska Teacher Performance Review Checklist

Please verify the following with your initials:

- \_\_\_\_\_ I reread my Supporting Documentation and watched my entire videotaped lesson. My completed performance review accurately reflects my professional practices.
- \_\_\_\_\_ Application cover page is completed and signed.
- \_\_\_\_\_ Verification signature of your building principal, head teacher, or a district administrator who is responsible for your direct supervision is included.
- \_\_\_\_\_ Copy of photo ID is included.
- \_\_\_\_\_ Videotape is labeled with your name.
- \_\_\_\_\_ Videotape is rewound.
- \_\_\_\_\_ Protective tab on the videotape has been broken out or the videotape has been locked to prevent accidental erasure of your videotaped lesson.
- \_\_\_\_\_ Videotape is 45 minutes in length, continuous and unedited.
- \_\_\_\_\_ Audio is clear.
- \_\_\_\_\_ Supporting Documentation is complete and legible.
- \_\_\_\_\_ If applicable, \$25 fee is included.
- \_\_\_\_\_ Videotape is packaged to avoid damage during shipping.

**Please submit the checklist with your videotape and Supporting Documentation.**



Section VI  
Alaska Teacher Performance Review  
Appendix

Appendix  
Code of Ethics

**20 AAC 10.020. CODE OF ETHICS AND TEACHING STANDARDS. (a) The following code of ethical and professional standards governs all members of the teaching profession. A violation of this section is grounds for discipline as provided in AS 14.20.030.**

**(b) In fulfilling obligations to students, an educator:**

- (1) repealed 10/25/2000;
- (2) may not deliberately distort suppress, or deny access to curricular materials or educational information in order to promote the personal view, interest, or goal of the educator;
- (3) shall make reasonable effort to protect students from conditions harmful to learning or to health and safety;
- (4) may not engage in physical abuse of a student or sexual conduct with a student and shall report to the commission knowledge of such an act by an educator;
- (5) may not expose a student to unnecessary embarrassment or disparagement;
- (6) may not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;
- (7) may not use professional relationships with students for private advantage or gain;
- (8) shall keep in confidence information that has been obtained in the course of providing professional service, unless disclosure serves a compelling professional purpose or is required by law;
- (9) shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

**(c) In fulfilling obligations to the public, an educator:**

- (1) repealed 10/25/2000;
- (2) shall take reasonable precautions to distinguish between the educator's personal views and those of any educational institution or organization with which the educator is affiliated;
- (3) shall cooperate in the statewide student assessment system established under 4AAC 06.710-4 ACC 06.790 by safeguarding and maintaining the confidentiality of test materials and information;
- (4) repealed 10/25/2000;
- (5) may not use institutional privileges for private gain, to promote political candidates, or for partisan political activities;
- (6) may not accept a gratuity, gift, or favor that might influence or appear to influence professional judgment, and may not offer a gratuity, gift, or favor to obtain special advantage;

(7) may not knowingly withhold or misrepresent material information in communicating with the school board regarding a matter before the board for its decision; and

(8) may not use or allow the use of district resources for private purposes not related to the district programs and operation.

**(d) In fulfilling obligations to the profession, an educator:**

(1) may not, on the basis of race, color, creed, sex, age, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, and may not discriminate in employment practice, assignment, or personnel evaluation;

(2) shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;

(3) may not use coercive means or promise special treatment in order to influence professional decisions of colleagues;

(4) may not sexually harass a fellow employee;

(5) shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;

(6) shall provide, upon the request of the affected party, a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment, or termination of employment;

(7) may not deliberately misrepresent the educator's or another's professional qualifications;

(8) repealed 10/25/2000;

(9) may not falsify a document, or make a misrepresentation on a matter related to licensure, employment evaluation, test results, or professional duties;

(10) may not intentionally make a false or malicious statement about a colleague's professional performance or conduct;

(11) may not intentionally file a false or malicious complaint with the commission;

(12) may not seek reprisal against any individual who has filed a complaint, provided testimony or given other assistance in support of a complaint filed with the commission;

(13) shall cooperate fully and honestly in investigations and hearings of the commission;

(14) repealed 10/25/2000;

(15) may not unlawfully breach a professional employment contract;

(16) shall conduct professional business through appropriate channels;

(17) may not assign tasks to unqualified personnel;

(18) may not continue in or seek professional employment while unfit due to (A) use of drugs or alcohol that impairs the educator's competence or the safety of students or colleagues; (B) physical or mental disability that impairs the educator's competence or the safety of students or colleagues;

(19) may not interfere with a colleague's exercise of political or citizenship rights and responsibilities

(Eff. 1/30/75, Register 53; am 8/10/80, Register 75; am 6/16/84, Register 90; am 8/5/90, Register 115; am 7/21/91, Register 119; am 7/28/94, Register 131; am 4/8/99, Register 150; am 10/25/2000, Register 156)

Authority:

AS 14.20.030 (a)

AS 14.20.370

AS 14.20.450

AS 14.20.460

AS 14.20.480

**20 AAC 10.030. MORAL TURPITUDE.** For the purpose of **AS**

**14.20.030(a)(2)**,

(1) "moral turpitude" means conduct that is wrong in itself even if no statute were to prohibit the conduct; and

(2) a crime involving moral turpitude includes:

- (A) homicide;
- (B) manslaughter;
- (C) assault;
- (D) stalking;
- (E) kidnapping;
- (F) sexual assault;
- (G) sexual abuse of minor;
- (H) unlawful exploitation of a minor;
- (I) robbery;
- (J) extortion;
- (K) coercion;
- (L) theft;
- (M) burglary;
- (N) arson;
- (O) criminal mischief;
- (P) forgery;
- (Q) criminal mischief;
- (R) forgery;
- (S) criminal impersonation;
- (T) bribery;
- (U) perjury;
- (V) unsworn falsification;
- (W) jury tampering;
- (X) terroristic threatening;
- (Y) possession or distribution of child pornography;
- (Z) unlawful distribution or possession for distribution or possession for distribution of a controlled substance;
- (AA) unlawfully furnishing alcohol to a minor. (Eff 4/8/99, Register 150)
- (BB) felony possession of a controlled substance. (History: Eff.

4/8/99, Register 150; am 12/25/2005, Register 176)

Authority:

AS 14.20.030

AS 14.20.450

AS 14.20.460

**20 AAC 10.900. DEFINITIONS:** In this chapter,

(1) “sexual conduct” includes solicitations for sex; explicit sexual jokes and stories; discussion of the educator’s sexual feelings or activities; discussion, outside of a professional teaching or counseling context, of a student’s sexual feelings or activities; and ‘sexual penetration’ and ‘sexual contact’ as those terms are defined in AS 11.81.900(j).

(2) “physical abuse” is an action beyond reasonable discipline that results in an adverse physical effect upon a student.