

Lehigh Area School District Teacher/NTPE Supervision Model 2023-2026



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Leighton Area School District

Achieving Excellence

Guiding Principles

Mission: *Partnering with students, families, and community to provide opportunities for life-long success through academic excellence and individual growth in a safe and supportive environment.*

Vision: *The Leighton Area School District's vision is to embody a community that shares in:*

1. *Meaningful collaboration.*
2. *A commitment of rigorous instruction and high expectations for 21st century learning, academic achievement and career readiness.*
3. *Data driven decision making.*
4. *A commitment to the physical and mental well-being of all.*
5. *Developing partnerships and resources to enrich and strengthen civic engagement and community involvement.*
6. *A safe and supportive environment through inclusive practices and equal opportunities for all students.*

Tell me
and I forget.
Teach me
and I remember.
Involve me
and I learn.

Benjamin Franklin

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Act 13 Requirements

Classroom Teachers

13-1 70% Observation 10% Building Score 10% PVAAS 10% SLO	Percentage	Evidence
	70%	- Observation/Practice - Formal Observation or DSP - Anecdotal Notes & Walkthroughs
	10%	Building Level Score assigned by the state (SPP Score)
	10%	Building PVAAS Score of Proficient & Advanced
	10%	SPM/SLO

NTPE Staff

13-3 80% Observation 10% SLO 10% Building Score	Percentage	Evidence
	80%	- Observation/Practice - NTPE DSP - Anecdotal Notes & Walkthroughs
	10%	Building Level Score assigned by the state (SPP Score)
	10%	SPM/SLO

Classroom visitations and lesson evaluation by school principals are an essential part of the professional development of the professional personnel in the Lehigh Area School District. The LASD Teacher/NTPE Supervision plan is committed to providing teachers/NTPE staff with an environment in which the teacher/NTPE and the school administration will work collaboratively to enhance instruction and promote student achievement.

The record for walkthroughs, as well as other anecdotal records of the school principals, along with being a useful tool in helping educational staff to be better educators and what makes them better, also serves as a basis for the annual completion of PDE's Danielson Teacher Effectiveness Tool.

WALKTHROUGHS

Classroom walkthroughs are a tool to observe teaching as it occurs in a learning environment. The point of classroom walkthroughs is to observe teacher and student performance, provide the teacher with actionable feedback on those observations, and engage the teacher in dialogue regarding the observed teaching strategies and student engagement.

Although the walkthrough is not an evaluative tool in of itself, it does provide an opportunity for teachers to engage in additional dialogue with their administrator regarding the practices within their classroom. The classroom walkthrough model consists of frequent unannounced classroom visits where the administrator is present to look for evidence in any of the 4 Domains of Educator Effectiveness. The observations last anywhere from five-ten minutes, and are intended to support the teacher in the delivery of instruction and curriculum.

During a walkthrough the administrator will be:

- Gathering data about instructional practices/strategies
- Gathering data about student learning & engagement

For the purpose of:

- Stimulating collegial conversations about teaching and learning
- Deepening understandings and improving practices through continuous feedback

ANECDOTAL NOTES

Anecdotal Notes provide a means for administrators/supervisors and teachers to document and share additional evidence that might not be observed during a Walkthrough or Formal Observation. Anecdotal Notes may be initiated completed by both Teachers **and** Administrators/Supervisors.

Teachers can use Anecdotal Notes to share evidence about their practice, including authentic assessments, unit plans, communications with families, or anything important to note, allowing them to build a portfolio of artifacts. This is an important tool for

teachers where they can share additional things that are occurring in their classrooms, creating a professional portfolio in the process.

Administrators can use Anecdotal Notes to document aspects about a teacher's practice or leadership within the school/district. For example, administrators can document conversations or emails with teachers, positive emails received from parents or community members, or observed extra efforts such as attending after school events, mentoring students and collaborative practices with other teachers.

Both the teacher initiated and the administrator initiated documentation in Anecdotal Notes will provide additional evidence/data in each domain. This evidence/data can be added to the collegiate dialogue when completing the Act 13 form.

FORMAL OBSERVATIONS

Teachers designated in the Formal Observation cycle chart below will receive a formal observation in the school year designated. Teachers, who are not identified as the target group for formal observation, will complete a Differentiated Supervision Plan. NTPE Staff will complete a NTPE DSP each year. All teachers/NTPE staff will complete a SLO/SPM each year.

FORMAL OBSERVATION SCHEDULE

Elementary Center Primary K-2

2023-24	2024-25	2025-26
Tenured Professionals	Tenured Professionals	Tenured Professionals
Pre-K & Kindergarten	Grade 1	Grade 2
ENCORE Teachers		
• Temporary Professionals • Non-tenured/Level I • Long-Term Subs	• Temporary Professionals • Non-tenured/Level • Long-Term Subs	• Temporary Professionals • Non-tenured/Level • Long-Term Subs
At Risk Professionals	At Risk Professionals	At Risk Professionals

Elementary Center Intermediate 3-5

2023-24	2024-25	2025-26
Tenured Professionals	Tenured Professionals	Tenured Professionals
Grade 3	Grade 4	Grade 5
ENCORE		

• Temporary Professionals • Non-tenured/Level I • Long-Term Subs	• Temporary Professionals • Non-tenured/Level I • Long-Term Subs	• Temporary Professionals • Non-tenured/Level I • Long-Term Subs
At Risk Professionals	At Risk Professionals	At Risk Professionals

Middle School

2023-24	2024-25	2025-26
Tenured Professionals	Tenured Professionals	Tenured Professionals
Grade 8 Physical Ed.	Grade 7 Music & Art	Grade 6 Library/Business/FCS
• Temporary Professionals • Non-tenured/Level I • Long-Term Subs	• Temporary Professionals • Non-tenured/Level I • Long-Term Subs	• Temporary Professionals • Non-tenured/Level I • Long-Term Subs
At Risk Professionals	At Risk Professionals	At Risk Professionals

High School

2023-24	2024-25	2025-26
Tenured Professionals	Tenured Professionals	Tenured Professionals
15-20 Teachers	15-20 Teachers	15-20 Teachers
• Temporary Professionals • Non-tenured/Level I • Long-Term Subs	• Temporary Professionals • New Professionals • Non-tenured/Level I	• Temporary Professionals • Non-tenured/Level I • Long-Term Subs
At Risk Professionals	At Risk Professionals	At Risk Professionals

Teacher/NTPE Definitions:

Tenured teaching professionals, except those new to the district, will complete one formal observation or one DSP/SLO per school year. The plan provides for a self-directed, team focused, and clinical supervision model. As per the Formal Observation schedule below, formal observations will occur on a rotating basis. On alternating years that a tenured teacher does not have a formal observation, they will complete the Differentiated Supervision (DSP) model.

Non-tenured/Level I teaching professionals will participate in a formal observation/evaluation per school semester until they achieve tenure or Level II certification. In order to apply for Level II certification, a Level I teacher must have 6 consecutive satisfactory evaluations. Level I teachers have 6 years to meet the requirements of 6 satisfactory and 24 post-graduate credits necessary for Level II certification.

At-Risk or Teacher in Corrective Action will participate in an observation/evaluation per school semester until they achieve a satisfactory observation and/or complete the improvement plan goals. The Principal or Supervisor determines when a teacher is considered At-Risk or in Corrective Action based on observations, walkthroughs or documented issues that rise to the level of Needs Improvement or Unsatisfactory components in a domain.

NTPE professionals are defined as non-teaching professional educators such as School Nurses, School Social Workers, and Guidance Counselors will participate in an annual goal oriented formal observation/evaluation. The plan provides for self-directed goal setting in collaborative process with their direct supervisor. The NTPE educator at the beginning of each year, in collaboration with their direct supervisor, will choose a goal to be reviewed mid-year and at the end of year to document data.

WHO WILL DO THE OBSERVATIONS?

The Building Principal/Supervisor will be responsible for ensuring that the defined observations are completed as per the defined timeline. In most cases, the Building Principal/Supervisor will conduct the observation, however, they may delegate part of these responsibilities to assistant principals or other certified employees able to conduct an evaluation. In some situations, the Superintendent, Assistant to the Superintendent, the Director of Instructional Technology and/or the Director of Special Education will also perform these formal observations. The Building Principal/Supervisor will create an annual list of those teachers who will participate in the formal observation or Differentiated Supervision model for the school year.

TIMELINE FOR SCHEDULING

Type of Supervision Model	Timeframes for observation or differentiated supervision plan review.		Once a year for Level I or Twice a year for Level II	
			Semester 1	Semester 2
Formal Observation	Pre-Conference	1 wk prior to observation	Semester 1	Aug-Jan
	Observation	Class period at least 35-45 min	Semester 2	Feb-June
	Post Conference	1 wk post observation		
DSP/ SLO/SPM	Beginning of Year	Aug.-Sept.	To develop goal(s)	
	Mid-Year	Jan.-Feb.	To review data/progress	
	End of Year	May-June	To determine goal completion	

Formal Observations:

1. The Building Principal/Supervisor will develop a schedule for formal observations each semester with a Pre-Observation meeting at least 1 week prior to observation, date/time of observation, and Post-Observation meeting within one week following the observation.
2. These scheduled observations can be rescheduled, but teachers should be notified at least 3 days prior to originally scheduled observation.

Differentiated Supervision Plans:

1. A beginning of the year meeting will be scheduled by their building principal or supervisor to develop a goal, as well as a measurable rubric.
2. A mid-year meeting, with the teacher and building principal, will be held to review progress and make any adjustments based on the data collected by mid-year.
3. At the end of year meeting, the teacher will review the data with their building principal or supervisor and determine whether they have met the criteria set forth in their rubric for Distinguished, Proficient, Needs Improvement or Unsatisfactory.

FORMAL OBSERVATION

Pre-Observation Questionnaire (Domain 1)

Off-Stage

- **1a. Demonstrating Knowledge of Content and Pedagogy:** What is the content to be taught? What prerequisite learning is required?
- **1b. Demonstrating Knowledge of Students:** Characterize the class. How will you modify this lesson for groups or individual students?
- **1c. Selecting Instructional Outcomes:** What do you want students to learn during this lesson?
- **1d. Demonstrating Knowledge of Resources:** What resources were considered for this lesson and rejected? Why? What resources will be used? Why?
- **1e. Designing Coherent Instruction:** List very briefly the steps of the lesson.
- **1f. Designing Student Assessments:** How will you measure the goals articulated in 1c? What does success look like?

Observation (Domains 2 & 3)

On-Stage

- **2a Creating an Environment of Respect and Rapport:** The teacher's interactions with students demonstrate caring and sensitivity to students' needs, and students treat each other in a similarly appropriate manner.
- **2b Establishing a Culture for Learning:** The teacher conveys a passion for learning and its educational value so all students are challenged and encouraged to achieve expectations.

- **2c Managing Classroom Procedures:** The teacher transitions between instructional modalities seamlessly and effectively, and all students are empowered to manage learning routines and procedures with agency.
- **2d Managing Student Behavior Expectations:** The teacher establishes equitable standards of conduct and uses preventative measures to reinforce positive behavior and student interactions.
- **2e Organizing Physical and Digital Space:** The teacher organizes classroom space to engage all learners and makes safe use of physical and virtual space. The learning environment is accessible to all learners and engages students in digital tools and platforms to enhance learning.
- **3a: Communicating with Students:** The teacher sets clear expectations and utilizes a variety of instructional techniques and ongoing assessment to adapt to all students' knowledge and needs.
- **3b: Questioning and Discussion Techniques:** The teacher uses a variety of questioning techniques to ensure students are actively engaged in learning with opportunities for all students to share content through varied discussion formats.
- **3c: Engaging Students in Learning Activities and Assignments:** The teacher engages all students in varied instructional modalities, as well as encouraging independent and social-emotional learning using meaningful grouping methodologies.
- **3d: Using Assessment in Instruction:** The teacher utilizes ongoing strategies to gauge student knowledge and understanding, empowering students to self-assess, to monitor progress, and to establish high standards for assessment.
- **3e: Demonstrating Flexibility and Responsiveness:** The teacher demonstrates adaptability to adjust and differentiate instruction for all students and promotes learning through extensive instructional strategies and flexibility for student interests and teachable moments.

Post-Observation Questionnaire (Domain 4) *Off-Stage*

- **4a. Reflecting on Teaching:** What reflections caused you to design the lesson as you did? After the lesson, state whether the objectives have been met, specifically by whom, and how you know.
- **4b. Maintaining Accurate Records:** How do you track student learning as it relates to this lesson?
- **4c. Communicating with Families:** What specifically have you learned by communicating with families that impacted your planning of this lesson?
- **4d. Participating in a Professional Community:** In what ways is today's lesson related to collaboration with colleagues?
- **4e. Growing and Developing Professionally:** What aspects of this lesson are the result of some recent professional learning?
- **4f. Showing Professionalism:** In what ways have you been an advocate for students that relate directly to this lesson?

Pa-ETEP Formal Observation Process

1. Formal or Classroom Observations are initiated by supervisors.
2. Teachers will receive an email notification when their supervisor initiates the formal observation process.

3. The Formal Observation process has three main phases, including the Pre-Observation, Classroom Observation, and Post-Observation phases.

Steps in the Process

- **Step 1** – Principal/Supervisor opens a Formal Observation for the teacher.
- **Step 2** – Teacher completes the pre-observation questionnaire... and Submits
- **Step 3** – Teacher meets with supervisor (pre-observation conference)
- **Step 4** – Supervisor completes classroom observation and scripts evidence... and Submits
- **Step 5** – Teacher reviews evidence (adds comments if needed)... and Submits
- **Step 6** – Teacher completes the post-observation questionnaire... and Submits
- **Step 7** – Teacher completes the self-assessment rubric... and Submits
- **Step 8** – Supervisor reviews and completes the self-assessment rubric... and Submits
- **Step 9** – Teacher meets with supervisor (post-observation conference)
- **Step 10** – Supervisor completes observation summary form... and Submits (in post-observation conference)
- **Step 11** – Teacher and supervisor authenticate the observation (in post-observation conference)

DIFFERENTIATED SUPERVISION PLAN

The Differentiated Supervision Plan (DSP) is the observation model to be utilized on the school years the teacher is not assigned for a Formal Observation. Only NTPE, tenured and Level II teachers, who are not new to the district or are not identified At-Risk/Corrective Action plan, are eligible to do a differentiated supervision plan. The purpose of the DSP is to set a measurable annual goal, collect data throughout the year related to the goal and determine whether the goal was achieved at the end of the year based on the teacher made rubric.

GOAL SETTING

All goals should be developed within the structure of the S.M.A.R.T. goals process.* S.M.A.R.T. goals stand for Specific, Measurable, Achievable, Relevant and Time-Bound goals. Crafting S.M.A.R.T. Goals are designed to assist individuals identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language, but include relevant information.

Below are examples of guiding questions that are helpful when evaluating your goal(s).

Specific - What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?

Measurable - How can you measure progress and know if you've successfully met your goal?

Achievable - Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?

Relevant - Why am I setting this goal now? Is it aligned with overall objectives?

Time-Bound - What's the deadline and is it realistic?

* [IC-SMART-Goals-Worksheet-9237-PDF.pdf \(smartsheet.com\)](https://www.smartsheet.com/IC-SMART-Goals-Worksheet-9237-PDF.pdf)

Lehigh Area School District believes that, at the heart of teacher/NTPE evaluation is goal setting. There are four types of goals that are the focus of these guidelines:

1. **Teaching Goals** are built around teacher behaviors that are directly related to student achievement.

Examples:

- Teach each lesson with a focus on summarizing strategies during and at the end of each lesson
- Incorporate strategies such as Ticket out the Door to assess comprehension
- Utilize Essential Questions/questioning strategies through WEBS DOK

2. **Learning Goals** relate directly to solving a specific learning problem or improving some particular student deficit.

Examples:

- Use various forms of differentiated instruction to address learner profiles
- Use cooperative learning strategies to address different levels of achievement among students
- Use specific behavior strategies to increase attention or engagement
- Utilize technology resources to support instruction for learning loss and enrichment

3. **Program Goals** relate to curriculum areas, course outlines, materials selection, etc.

Examples:

- Integrate The Science of Reading strategies in all ELA courses

- Implement new textbook series or technology resources designed for support the curriculum
- Utilize Trauma Informed Care practices in classroom behavior practices

4. **Organizational Goals** focus on administrative criteria as might be found in the district's yearly goals or Comprehensive Plan.

Examples:

- Write Lesson plans consistent with district guidelines
- Incorporate a Comprehensive Planning Goal, such as improving student engagement through the use of School-wide Positive Behavior Supports
- Improve data analysis practices

Pa-ETEP Differentiated Supervision Plan Process

1. Differentiated Observations are initiated by a supervisor.
2. Teachers will receive an email notification when a supervisor initiates the differentiated observation process.
3. The Differentiated Observation process has three main phases, including the Action Plan, Mid-Year Progress update, and Year-End Progress update / Self-Assessment Rubric rating.

Steps in the Process

- **Step 1** – Principal/Supervisor opens a Formal Observation for the teacher
- **Step 2** – Teacher selects type of differentiated supervision and component focus areas and completes the differentiated observation action plan... and Submits
- **Step 3** – Supervisor reviews/adds comments... and Submits
- **Step 4** - Teacher completes mid-year progress update... and Submits
- **Step 5** – Supervisor reviews/adds comments... and Submits
- **Step 6** – Teacher completes year-end progress update... and Submits
- **Step 7** – Supervisor reviews/adds comments... and Submits
- **Step 8** – Teacher completes self-assessment rubric... and Submits
- **Step 9** – Supervisor reviews and completes self-assessment rubric... and Submits

STUDENT PERFORMANCE MEASURE/ STUDENT LEARNING OBJECTIVE

Act 13 of 2020 revised the Act 82 Educator Effectiveness (EE) process used to evaluate professional employees in PK-12 education across the commonwealth. These revisions took effect in the 2021-22 school year. As part of the Act 13 changes, a new template is available for teachers to complete. The new template is called [Student Performance Measure \(SPM\) - LEA Selected Measure](#) and is posted on PDE's Standards Aligned System for review.

The purpose of the SLO/SPM is to:

- Align an identified student challenge or need to related school-level objectives and/or LEA-level priorities
- Encourage instructional innovation based on latest research and trends
- Improve educator practices based on researched based instructional strategies and tools

Prior to the initial conference, the educator should reflect on student challenges/needs and draft a plan of action, referencing the Framework for Observation and Practice to inform the response.

During the initial conference, the educator and supervising administrator should:

- review and revise the draft, as appropriate, aligning the work to related school-level objectives and/or LEA-level priorities.
- agree upon the student performance measure(s) and criteria for delineating the four levels of student performance used to inform the educator rating

During the Mid-Point Review, the educator and supervising administrator should:

- complete the Midpoint Reflection field
- examine initial evidence of student performance and discuss progress, unanticipated barriers, and needed supports, revising the SPM Template as appropriate and agreed upon by the educator and supervising administrator

At the End-of-Rating Review, the educator and supervising administrator should:

- complete the Final Reflection field
- examine final evidence of student performance and discuss successes, unanticipated barriers, and any supports that might have been useful to the educator

Pa-ETEP SLO/SPM Process

1. SLOs are initiated by the teacher.
2. When a teacher first starts an SLO, they are prompted to select the supervisor that will be responsible for reviewing and approving their SLO.
3. The SLO process has three main phases, including the completion and approval of the SLO, updates (as needed), and final submission.

Steps in the Process

- **Step 1** – Teacher creates a new SLO and selects the appropriate supervisor
- **Step 2** – Teacher completes the SLO (five sections)... and Submits
 - **Section 1** – Classroom Context
 - **Section 2** – Goal
 - **Section 3** – Performance Measures
 - **Section 4** – Performance Indicators
 - **Section 5** – Teacher Expectations
- **Step 3** – Supervisor reviews, adds comments, and approves... and Submits
- **Step 4** – Once approved, teacher returns to the SLO at any time throughout the school year and enters updates... and Submits
- **Step 5** – As needed, supervisor reviews / adds comments... and Submits
- **Step 6** – When appropriate, teacher provides final update... and Submits for Finalization
- **Step 7** – Supervisor reviews, adds comments, and rates the SLO... and Submits

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