

**Mifflinburg Area School District
Mifflinburg, Pennsylvania**

Differentiated Supervision Plan for Professional Growth

Professional Education Committee

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Differentiated Supervision Plan for Professional Growth

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A primary intent of supervision is to promote the growth and development of professionals by meeting the various learning needs of all adults in a school community. Beyond the obvious characteristics of a faculty lie similar but distinctly different adult learning needs, different learning styles (auditory, visual, and so on), and different motivation levels. The Mifflinburg Area School District is committed to providing quality education for life-long learning not only for its students but for the professional staff as well. Learning should be connected to teachers' work, organized around problem solving, informed by research, and sustained over time by ongoing conversations and coaching.

Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment to formal observation. This plan is committed to providing teachers with a differentiated supervision model and an environment that will offer support, remediation, enrichment and incentive for each professional staff member. Enhancing instructional skills to ensure quality education for all students and promote student achievement is the focus. The plan encourages teachers to:

- grow professionally through a process of goal setting;
- understand and use student data to target professional development needs;
- identify and utilize research-based instructional practices;
- clearly separate supervision from evaluation; and
- maximize student learning.

Objectives

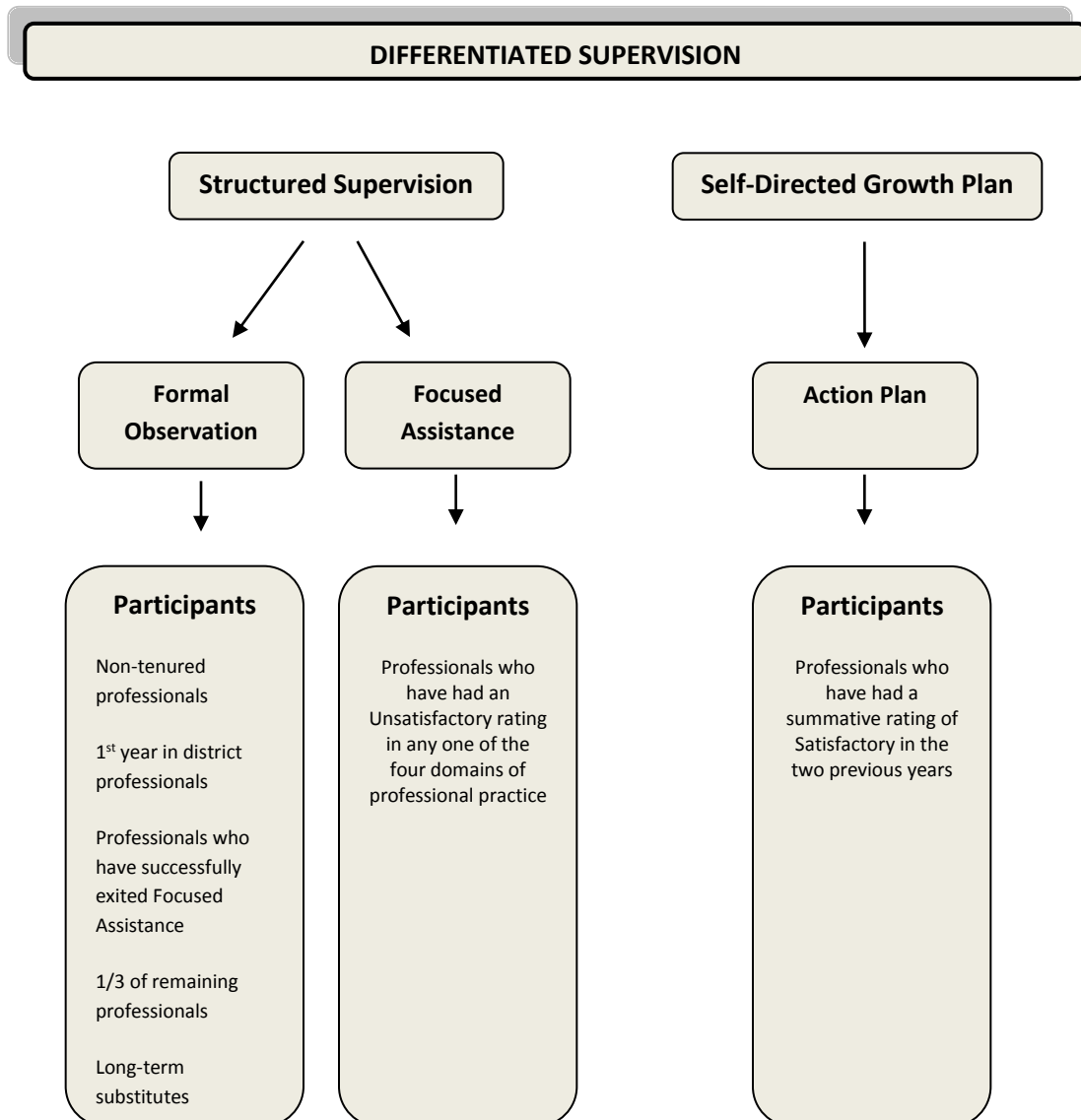
The objectives of the Mifflinburg Area School District's Differentiated Supervision Plan for Professional Growth are to:

- 1) provide opportunities for teachers to make decisions regarding their professional growth through the process of goal setting;
- 2) foster growth of professional staff;
- 3) encourage self-reflection, self-assessment, and self-direction;
- 4) optimize supportive collaboration between administration and teaching staff;
- 5) enable teachers to assume personal accountability;
- 6) support retention decisions;
- 7) demonstrate consistency with State and District policies for evaluation, induction/mentoring and professional development;
- 8) coordinate evaluation, induction/mentoring and professional development to improve curriculum, instruction and assessment; and
- 9) contribute to a community of professional learners.

The Pennsylvania Department of Education (PDE) recommends that Local Education Agencies (LEAs) create a cycle of supervision based on the number of teachers requiring formal observations, such as the following:

- temporary professional employees;
- professional employees new to a district;
- employees assigned to their required year of formal observation;
- employees requiring a Focused Assistance Mode of Supervision; and
- employees who have successfully exited a Focused Assistance Mode of Supervision.

A cycle of supervision in the Mifflinburg Area School District will last three (3) years. Professional employees should select the Self-Directed Model of Supervision for the length of the supervision cycle except for the required year of Structured Supervision, or formal observation. For example, if a teacher is assigned to Structured Supervision in the second year of the cycle, the teacher would be placed in a Self-Directed Model of Supervision in years one and three of the cycle. The illustration below describes the supervision models and who may participate in those respective models.



PDE recommends that professional employees who received a “Satisfactory” summative rating in the previous two years should be eligible to participate in a Self-Directed Model of Supervision. PDE recommends that professional employees newly hired by a district should be eligible to participate in a Self-Directed Model of Supervision, but only after they have successfully completed their first year in the Structured Supervision Model. PDE recommends that temporary professional employees not participate in a Self-Directed Model of Supervision.

Goal-Setting

Goal setting is a critical component of professional growth and contributes to supervision and professional development; consequently, goal setting is an essential component of the district’s Differentiated Supervision Plan. All teachers will participate in annual goal setting. Teachers will be able to select a domain and component(s) from the *Danielson Framework for Teaching* on which to focus their professional growth to best impact student achievement. The goal should be in an area determined to serve students well and result in a goal that is specific, measureable, achievable, relevant, trackable, and ongoing. There are three kinds of goals a teacher or team of teachers may consider:

- 1) **Enhancement Goal** - refining current teaching practice
Examples: Use instructional time more efficiently, maximizing time on task
Teach each lesson with a focus on student engagement
Raise the level of teacher questioning
- 2) **Renewal Goal** - acquiring new knowledge or skill(s)
Examples: Learn how to use differentiated instruction to address learners’ needs
Learn how to use behavioral modification strategies
Learn how to integrate instructional technology into lessons
- 3) **Restructuring Goal** - redesigning curriculum, instruction or assessment
Examples: Integrate writing skills into the teaching of a specific content area
Develop a unit that introduces the elements of narrative text based on a novel
Develop, use, and analyze common assessments with team members

When setting goals, the following three questions should be considered:

- How will the goal impact student learning and achievement?
- How will the goal be assessed?
- How will the chosen option(s) for supervision help achieve the goal?

Individual goal-setting conferences promote a professional relationship between a teacher and supervisor. Encouraging teachers to identify both short and long-term goals can help them stay focused on their development and help the supervisor provide the necessary support. Progress toward goals need not stop at year’s end. Often teachers take the summer to reflect on their year, attend workshops, reconfigure curriculum materials, and refine their instructional approaches. Therefore, the beginning of the school year is an opportune time for teachers to set goals, which in turn can frame the supervisor’s work with teachers throughout the year. In addition, it makes sense that a goal can be repeated for more than one year of a differentiated supervision cycle.

Goals should be:

- **Specific:** Goals are specific when they are clearly stated and understood. Specific goals are less likely to be ignored if each teacher is involved in generating his or her own professional development goals.
- **Measurable:** Measurable goals are precise. Although there are no absolutes in meeting goals, articulated goals can be measured over time. Through classroom observations and discussions that follow, the supervisor and teacher are able to discuss progress toward achieving goals. Additionally, professional development activities and supporting materials tied to supervision can support the achievement of goals.
- **Achievable:** Goals are achievable if they are realistic. Effective principals encourage teachers to set goals that will make them stretch rather than allow them to coast. Growth occurs as a result of achievable goals. The effort needed to reach a goal can inspire even greater effort; unrealistic goals are self-defeating.
- **Relevant:** Goals are relevant if they are viewed as important to the individual and to the organization. Superficial goals are often forgotten because they have no meaning to the individual or to the organization.
- **Trackable:** Goals need to be time sensitive and trackable in order for progress to be monitored. Goals should not be so numerous or complex that they confuse rather than direct the actions of those involved in accomplishing them.
- **Ongoing:** Because professional development is an ongoing process, not all goals will be completed by the end of the year. Some goals are achieved over a longer period of time; others can be reached more quickly. Therefore, the same goal may be used for more than one year.

Structured Supervision Model (Formal Observation)

The Structured Supervision Model is a systematic, structured process that enables a teacher to decide on a goal and work with his or her supervisor for the purpose of enhancing the teaching and learning environment by focusing on pedagogy, methodologies, resources, and techniques using the *Danielson Framework for Teaching*. This Structured Supervision model includes a pre-observation conference, a formal observation, and a post-observation conference. This approach to supervision allows the teacher to work with a supervisor in a collaborative setting for one full year in order to examine, refine and enhance the teacher's professional performance. The Structured Supervision model is a process that helps to inform a teacher's summative evaluation.

The following classifications of professional employees will participate in the Structured Supervision Model:

1. Non-tenured professionals will be placed in the Formal Observation mode of Structured Supervision and will be evaluated twice a year until tenure is granted.
2. Tenured professionals new to the district will be placed in the Formal Observation Mode of Structured Supervision for one (1) year prior to being eligible for the Self-Directed Model of Supervision.
3. Tenured professionals will be required to participate in the Formal Observation Mode of Structured Supervision for one (1) year during the three-year cycle of supervision.
4. Employees who have successfully exited a Focused Assistance Mode of Supervision.
5. Long-term substitute teachers.

Structured Supervision Model with Focused Assistance

Teachers who receive an overall performance rating of Needs Improvement or Failing are required by Act 82 to participate in an intensive supervision model with focused assistance. This is initiated by an employee's overall unsatisfactory performance rating in any one of the four domains of professional practice (Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities) and is accompanied by a Performance Improvement Plan. The decision to place a teacher in Focused Assistance can occur at any time during the school year regardless of the employee's current supervisory mode. A Performance Improvement Plan will be developed in collaboration with a teacher who is placed in Focused Assistance. The plan will list specific deficiencies and will include strategies for improvement, timelines from implementation to improvement, and ongoing feedback. The purpose of focused assistance is to ensure that the Performance Improvement Plan is enacted with fidelity and data is collected to determine the employment status of the employee.

Participants in the Structured Supervision Model with Focused Assistance will be formally observed as necessary and will engage in conferences with the administrator for each of the observations. Transition from Focused Assistance is dependent on the correction of the deficiencies in current practice as defined by the teacher's supervisor. If the teacher has not sufficiently improved, the supervisor will make a recommendation to the Superintendent concerning the employment status of the teacher, either to maintain the teacher in Focused Assistance for another year or to move toward dismissal.

When the Performance Improvement Plan has been successfully completed by a tenured employee, the employee should be placed in Formal Observation of Structured Supervision for at least one (1) full school year. Non-tenured professionals who have successfully completed a Performance Improvement Plan will remain in Formal Observation of Structured Supervision until tenure is granted.

Process for Structured Supervision (Formal Observation and Focused Assistance)

Beginning with the 2013-2014 school year, teachers in the Structured Supervision model (Formal Observation and Focused Assistance), except those professionals certified as Educational Specialists, will be evaluated using the *Pennsylvania Department of Education's Teacher Effectiveness Instrument and Process*. A PDE-developed rubric specific to Educational Specialists will be ready for use beginning with the 2014-2015 school year. A person who holds an Educational Specialist certificate issued by the Commonwealth of Pennsylvania include elementary and secondary guidance counselors, social workers, school nurses, home and school visitors, school psychologists, dental hygienists, instructional technology specialists and nutrition service specialists.

Requirements of the Structured Supervision model (Formal Observation and Focused Assistance) include a pre-observation conference, an observation, and a post-observation conference. The use of PAe-tep (Pennsylvania Electronic Teacher Evaluation Portal) will walk supervisors and teachers through the process as described below:

- 1) Supervisors will identify and inform professional staff members if they will be assigned to Structured Supervision by the last day of the current school year.
- 2) The supervisor will initiate a formal observation with a teacher at the appropriate time by requesting the teacher to complete the electronic pre-observation form.
- 3) The teacher will complete the form and submit it to the supervisor.
- 4) The supervisor will request additional information from the teacher, if needed.

- 5) The supervisor will establish a date and time with the teacher to conduct the pre-observation conference at which time the teacher's goal can be discussed. During the pre-observation conference, a date and time to conduct the formal observation will be established.
- 6) The supervisor will observe the teacher's class and collect evidence to correspond with Domains 2 and 3.
- 7) The supervisor will submit the evidence to the teacher.
- 8) The teacher will add additional comments to the observation form and resubmit the form to the supervisor.
- 9) The teacher will rate him or herself as Distinguished, Proficient, Needs Improvement, or Failing using the Danielson Framework rubric on each component of each domain and submit it to the supervisor.
- 10) The supervisor will rate the teacher as Distinguished, Proficient, Needs Improvement, or Failing using the Danielson Framework rubric on each component of each domain.
- 11) The supervisor will establish a date for the post-observation conference. Both parties will have an opportunity to discuss any discrepancies in the ratings that may exist during the post-observation conference. If no common understanding is reached, the supervisor's rating will override the teacher's rating.
- 12) The supervisor and teacher will meet to discuss the observation evidence, commendations, and recommendations for growth prior to authenticating the observation in PAe-tep.
- 13) The supervisor will continue to conduct unannounced walk-through observations as a means to support the teacher in his or her professional goal and growth area.
- 14) This information will contribute to the overall evaluation of the teacher.

Self-Directed Model of Supervision

The reality of "life in schools" for adults will remain grim unless adults find opportunities that address specific needs from which they can grow and learn from the work they accomplish. To foster adult learning and professional growth, unique needs must be supported. Therefore, the purpose of providing differentiated supervision choices is to support the ongoing professional growth of teachers as a means to achieve their selected goal and positively influence student achievement. Self-directed teacher growth intrinsically motivates competent professionals through ownership and a personal commitment.

The Self-Directed Model of Supervision is available for all tenured, professional staff members who have been employed in the Mifflinburg Area School District for two or more years. This is an opportunity for tenured staff to commit themselves to professional growth for two years of the three-year cycle. Teachers may choose to work alone or in collaboration with other colleagues to establish goals and professional growth experiences, to share expertise, and to provide each other with support, feedback and technical assistance.

In doing so, teachers as individuals, pairs, or teams collaborate with their supervisor(s) to establish professional growth goals or inquiry questions and submit a plan to increase knowledge, skills, or teaching performance. These goals and questions serve as the basis for identifying the most effective pathway of professional growth for each individual teacher. Self-directed supervision requires that the teacher or teacher team design and implement an action plan or series of activities leading to professional growth. The outcome of a Self-Directed Model

of Supervision is a quality program that is of value to staff and benefits student learning. The plan might include an instructional enhancement, a plan to develop expertise and knowledge in a specific instructional strategy, or the development of specific curricular programs and goals. Beginning with the 2014-2015 school year, the action plan may align to the Student Learning Objective (SLO) requirement of Act 82 of 2012.

Brief and unannounced walk-through observations by a supervisor will be used to provide feedback, support, and encouragement to the professional staff member and to monitor student learning. If there are concerns about an employee's performance in the Self-Directed Model of Supervision, formal observations of employees may be conducted at the discretion of the supervisor.

Process for the Self-Directed Model of Supervision

Beginning with the 2013-2014 school year, teachers in the Self-Directed Model of Supervision, except those professionals certified as Educational Specialists, will be evaluated using the *Pennsylvania Department of Education's Teacher Effectiveness Instrument and Process*. A PDE-developed rubric specific to Educational Specialists will be ready for use beginning with the 2014-2015 school year. A person who holds an Educational Specialist certificate issued by the Commonwealth of Pennsylvania include elementary and secondary guidance counselors, social workers, school nurses, home and school visitors, school psychologists, dental hygienists, instructional technology specialists and nutrition service specialists.

Requirements of the Self-Directed Model of Supervision include establishing a goal, designing an action plan, and evaluating the achievement of the established goal and its impact on student learning at both the mid-year point and at the end of the school year. The use of PAe-tep (Pennsylvania Electronic Teacher Evaluation Portal) will walk supervisors and teachers through the process for the Self-Directed Model of Supervision as described below:

- 1) Supervisors will identify and inform professional staff members if they will be eligible to participate in the Self-Directed Model of Supervision by the last day of the current school year.
- 2) The supervisor will initiate an email by the second Tuesday of September to request the teacher to begin establishing a professional goal, choosing an appropriate domain and component(s) on which to focus, and completing an action plan using PAe-tep. The plan should be completed and returned to the supervisor using PAe-tep by the last Friday of September.
- 3) The supervisor will request additional information from the teacher, if needed.
- 4) The supervisor has the option of suggesting to the teacher other building personnel who may have an interest in the same topic. Sharing plans with other administrators and/or staff members is deemed appropriate.
- 5) The teacher will submit to the supervisor a mid-year progress update at the appropriate time using PAe-tep.
- 6) The supervisor will review the mid-year progress update and discuss the progress with the teacher.
- 7) The teacher will complete the year-end progress update and the self-assessment rubric at the appropriate time and submit them to the supervisor.
- 8) The supervisor will review the year-end progress update and complete the self-assessment rubric.
- 9) The supervisor and teacher will meet to discuss the results of the action plan, how the results impacted student achievement, and how the findings will be

shared with others prior to authenticating the Self-Directed Model of Supervision in PAe-tep.

- 10) The supervisor will continue to provide ongoing support for the teacher in his or her established area of professional growth.
- 11) This information will contribute to the overall evaluation of the teacher.

When selecting activities to support one’s action plan, it is critical for teachers to think about the direct connections the activity has to the specific learning outcomes desired for the professional as well as the direct impact the activity can have on teaching and learning in the educational setting. The following is a list of professional growth activities that individuals may use in order to support their learning goals or inquiry questions. This list is not exhaustive as other activities may be used to carry out an action plan. Administrative consideration will be given to staff members who propose an alternative plan. These activities are intended to support the achievement of one’s goal and not be used as a sole means to accomplish the goal.

Possible Activities to Support an Action Plan

Activity	Purpose	Process	Comments
Action Research	This option is a specific process for conducting inquiry involving problem posing, planning, systematic data collection, and interpretation of the data. The goal of action research is to improve teaching by asking well defined questions about teaching practices, followed by systematically gathering and interpreting data to answer those questions. The final step in the process is to take action to improve teaching practice. Action research can be conducted by individuals or in groups.	<ol style="list-style-type: none"> 1. The teacher identifies a research question regarding the classroom, instructional practices, or educational theories. 2. A research plan is developed and shared with the supervisor. The plan will include: what data will be collected, how it will be analyzed, how results will be shared, and a timeline for the research process. 3. As the research progresses, teachers may opt to keep a reflective journal. 4. The teacher is encouraged to share findings with other staff members. 	Cost consideration – The district will give consideration to reasonable requests for financial support to purchase materials and resources to carry out action research.
Coursework	This option is offered to the professional employee who wishes to pursue a topic or area connected to his or her goal through coursework. The course should be selected to provide the staff member with new or improved skills that will benefit students.	<ol style="list-style-type: none"> 1. The course must be mutually agreed upon by the professional employee and the supervising administrator and support the learning goals of the differentiated supervision plan. Learning from the coursework should be evidenced through classroom practice and the impact on student learning. 	<p>Cost consideration – Payment for coursework will be in line with the terms of the current Collective Bargaining Agreement.</p> <p>Courses provided by the Central Susquehanna Intermediate Unit will be acceptable.</p>
Lesson Study	The lesson study model goes beyond collaboration and includes co-planning and observing actual lessons with a focus on student thinking. This option allows a teacher to plan, observe, and refine "research lessons" designed to make long-term goals for student learning and development. A teacher will work with colleagues or departments to develop a lesson together. One teacher will teach while others observe the lesson. All teachers will meet to discuss what went well, what could have been better, and what adjustments to the lesson	<ol style="list-style-type: none"> 1. Identify lesson. 2. Identify teacher group. 3. Plan the lesson. 4. Identify “teacher” of lesson and observers. 5. Assess and gather resources. 6. Plan the assessment. 7. Implement the lesson. 8. Evaluate the lesson between “teacher” and “observers”. 9. Adjust as agreed. 10. Re-teach with role changes at least once. 11. Participants will submit a written reflection about the experience to their supervisor. 12. An agreed upon number of 	Possible cost consideration for substitute teacher.

	could be made.	lesson studies per year will be determined by the teacher(s) and supervisor.	
Process Portfolio	Teachers who are working to master the use of performance assessment in their classrooms may choose to experience the process themselves in this option. Portfolios begin with a focus question and progress to a plan to answer that question. Portfolios include a collection of artifacts and evidence that represent growth in thinking, planning, delivering, and assessing the science of teaching.	<ol style="list-style-type: none"> 1. The topic of the portfolio should be agreed upon between the supervising administrator and professional employee. 2. The portfolio should demonstrate growth in a particular area of choice, such as differentiated instruction, inclusion strategies or a district/building goal. 3. A portfolio may be audio or video in nature and may include samples of tasks, student work, lesson plans, and snapshots or photos. Sometimes student letters, parent letters, research or graduate work related to the portfolio topic may be included. 4. Reflective captions should be included for each piece of evidence selected for the portfolio. 5. Portfolios should not simply be scrapbooks of lesson plans and student work, but rather they should be focused on the portfolio topic and should demonstrate growth. The collection, selection and reflection, not the format, are the focus. 6. Periodically the teacher will share the portfolio with the supervisor as agreed. 	
Video/Audio Tape Analysis	The purpose of this process is to provide an avenue to view, create, or listen to lessons with the focus on analysis and identification of areas of strength as well as strategies that might be executed differently.	<ol style="list-style-type: none"> 1. The initial plan on the use of video or audio must be mutually agreed upon between the supervising administrator and professional employee. Technological support should also be identified at this time. 2. This activity is repeated over time and should be centered on a concept or activity mutually agreed upon between the supervising administrator and professional employee. 3. Recordings can be analyzed individually or compared to previous recordings. 4. Observations on the thinking, behavior, and outcomes derived from the process must be shared in a reflective journal with the supervisor at least two times per year. 	Parent permission to videotape students must be obtained prior to any videotaping.
Visitation	The purpose of this option is to provide the professional employee the opportunity to observe other classrooms or programs within or outside the district for a specific purpose.	<ol style="list-style-type: none"> 1. The professional employee and supervisor agree upon the purpose outlined in the proposal. The evaluator should serve as a resource for locations to visit based upon the purpose. The methods of sharing the growth from the process will be identified within the action plan. 2. Up to three visits should be scheduled pending approval of dates by the supervisor. 3. A rationale for selecting the 	Cost consideration for substitute teachers and travel expenses.

		<p>site and a focus for the site visit must precede the visit.</p> <p>4. A formal written summary of each visitation and how the learning will be applied to the teacher's classroom practice will be ongoing and shared with the supervisor.</p>	
Teacher-Community Partnership	<p>This option allows teachers to collaborate with a business, community group or institution (education affiliate) to extend the school to community partnerships for the benefit of students and/or the identified partner with the goal of a mutually beneficial partnership that is directly related to the teacher's learning goal.</p>	<ol style="list-style-type: none"> 1. Teacher will develop a plan for partnership (could be short or long term). 2. Teacher will submit the plan for approval with appropriate administrator(s). 3. Pending approval, the teacher will establish a meeting with the community partner to discuss goals and outcomes of partnership. 4. Upon conclusion, a written summary or media summary will be shared with administrator(s) annually regarding the status of the partnership. 	
Reflection Journal	<p>The purpose of a reflective journal is to provide a framework for writing about thoughts and perceptions relating to instructional and educational experiences or literature. Journaling is designed to promote the processing of those experiences. Time for reflection fosters analysis. Journal formats may include a variety of forms: free writing, interactive journals, reaction, contemplation, elaboration, or cause and effect.</p>	<p>The professional employee will state the purpose of the reflective writing and the format it will take. The methods of sharing the growth from the process will be identified within the action plan. In addition, teachers may elect to create a collaborative journal process with colleagues.</p>	Digital journaling is acceptable.
Peer Observations	<p>Peer observing is a method of supervision that enables a staff member to work with a peer teacher in a clinical setting to examine, refine, and enhance professional performance. The peers work in a collaborative relationship that involves the teacher identifying the area of study and together the staff members will conduct a series of pre-conferences, observations, and post-conferences.</p>	<p>The process is designed to improve instruction by shared analysis of lesson planning, details of the lesson, observational data and feedback.</p>	
Examining Student Work	<p>Examining student work enables teachers to develop a common understanding of good work, identify student misconceptions, and evaluate teaching methods.</p>	<p>Through the use of a protocol, teachers share student work, or their assignments and rubrics, describing the context in which the work is used. Other teachers ask questions and then provide feedback on how the work may be fine-tuned to improve student learning.</p>	Resources: Blythe, Allen, and Powell (1999) and Brown-Easton (1999)
Professional Learning Communities	<p>Professional Learning Communities counteract teacher isolation, create shared teacher responsibility for all students, and expose teachers to instructional strategies or knowledge they did not have access to previously.</p>	<p>Teachers collaborate to analyze their practice and discuss new strategies and tactics, test them in the classroom and report the results to each other.</p>	In combination with other activities, this targets a specific area of practice.

Ongoing Supervision: Walk-Through Observations

As an instructional leader, the supervisor must be in the classroom on a regular basis in order to support and lead the instructional direction of the school as well as the district. Therefore, walk-through observations are an integral part of the district's Differentiated Supervision Plan for Professional Growth. Supervisors will conduct walk-through observations to support all supervision models for the purpose of the following, all of which are important aspects of professional growth:

- conducting short, focused, informational observations;
- identifying possible areas for teacher reflection;
- focusing on curricular components and instructional practices; and
- having reflective and collaborative conversation with teachers.

Summative Evaluation

Evaluation refers only to the summative formal rating of an individual and complements the formative supervision process. Act 82 of 2012 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. The data from *Danielson's Framework for Teaching*, other observational data, and the multiple measures data will be used to determine a summative performance rating. Act 82 requires that all teachers will be rated as Distinguished, Proficient, Needs Improvement or Failing. An overall performance rating of either Proficient or Distinguished shall be considered satisfactory. An overall performance rating of Needs Improvement shall be considered as satisfactory, except that any subsequent overall rating of Needs Improvement issued by the same employer within ten (10) years of the first overall performance rating of Needs Improvement where the employee is in the same certification shall be considered Unsatisfactory. An overall performance rating of Failing shall be considered Unsatisfactory. Unsatisfactory overall performance ratings require a Performance Improvement Plan with intensive supervision and focused assistance that is enacted for evaluation purposes based upon the Performance Improvement Plan.

Summary

This Differentiated Supervision Plan is equal to the sum of its parts: goal setting, differentiated supervision, and *Danielson's Framework for Teaching*. In one way or another, all of those elements are related. It is the committee's belief that teachers appreciate the opportunity to interact in positive ways with their supervisor(s) and colleagues. Teachers love to talk about their craft, about their success, and about new strategies. This Differentiated Supervision Plan for Personal Growth allows such positive interaction to occur. As each teacher is able to define his or her personal goal for the year and discuss it with the building principal, individual plans for supervision will emerge. The intended outcome is an enhanced sense of professional growth.

Exemplar: Self-Directed Action Plan

Project Goal: Describe the goal of your Differentiated Supervision Action Plan.

The goal of my Differentiated Supervision Action Plan is an **enhancement goal**. I will focus on increasing the DOK level of questioning in daily instruction.

Purpose/Rationale: Describe the rationale for selecting and implementing your Differentiated Supervision Action Plan.

Often lower performing students are denied access to higher level questions because they still have difficulty with skills. However, higher level thinking questions are sometimes easier for such students to answer because open-ended questions have more entry points and require more “think time” thus engaging more students. When a class is heavily focused on recall questions, lower readers may be limited because of their need for processing time. When students work at higher DOK levels, students are prepared to transfer their learning to other situations and non-routine applications.

Steps and/or Activities to Achieve Goal: Describe the various steps and/or activities that will be involved in completing your Differentiated Supervision Action Plan.

- A) I will read educational literature on Webb’s Depth of Knowledge and write reflectively.
- B) I will explain to my students the different DOK levels of questioning and model appropriate responses to the different levels.
- C) I will write into my daily lesson plans one specific question at the DOK3 level.
- D) I will conduct one peer observation per month as a means to collect question stems for the development of higher-level questions.
- E) In the classroom, I will track the students who answer DOK3 questions successfully and keep a portfolio of selected pieces of student work.

Implementation Timeline: Describe how you will implement your Differentiated Supervision Action Plan over the course of the school year.

- A) I will add literature on Webb’s Depth of Knowledge to my educational readings and will continue to read current literature on effective questioning throughout the school year.
- B) I will begin to teach and model the DOK levels of questioning to my students beginning in September.
- C) I will write into my daily lesson plans one specific question at the DOK3 level by the end of September.
- D) I will begin conducting monthly peer observations in October as a means to collect question stems for the development of higher-level questions.
- E) I will track the students who answer the DOK3 questions successfully and keep a portfolio of selected pieces of student work from October through April.

Indicators of Effectiveness/Measures of Student Success: Describe what you will use to measure student success and/or the effectiveness of your Differentiated Supervision Action Plan.

- A) I will present a log of reading literature as well as a reflective journal write for each article.
- B) I will identify in my lesson plans when I have taught and modeled (and retaught and remodeled) the differences in the DOK levels and how to successfully respond to a DOK3 questions.
- C) I will maintain lesson plans as artifacts.
- D) I will record the dates I observed other teachers as well as notes from those observations.
- E) I will provide a completed form tracking students' success when answering DOK3 questions and share my portfolio of selected pieces of student work with my supervisor.

Indicator of Effectiveness: 65% of the students will successfully answer a DOK3 question at the end of the first marking period; 75% of the students will successfully answer a DOK3 question at the end of the second marking period, 85% of the students will successfully answer a DOK3 question at the end of the third marking period, and 95% of the students will successfully answer a DOK3 question at the end of April.

Mid-Year Check Update: Provide an update on your progress toward meeting the goal of your action plan.

I have chosen to present my evidence in the form of a portfolio and have submitted it to you on January 20, 2015.

- I have read the following literature on assessment and have included a reflective journal write for each article:
 - 1) Blackburn, B. (2013). Rigor is not a four-letter word. NY, New York: Eye on Education.
 - 2) Moore, B. & Todd, S. (2013). Critical thinking and formative assessments: Increasing the rigor in your classroom. Larchmont, NY: Routledge.
 - 3) Rosemartin, D. (2013). Assessment for Learning: Shifting Our Focus. *Kappa Delta Pi*, 49 (1), 21.

- Lesson plans are included in the portfolio that document the teaching of the DOK levels.

- I have observed the following teachers and placed my observation notes in the portfolio.
 - 1) Teacher A on October 16, 2014
 - 2) Teacher B on November 19, 2014
 - 3) Teacher C on December 15, 2014
 - 4) Teacher D on January 12, 2015

- I have included a tracking form with each student's name, date, and measure of success on each DOK3 question throughout the first semester and have maintained a portfolio of selected pieces of student work.

- **Indicator of Effectiveness:** Less than 60% of my students were successfully answering a DOK3 question by the end of the first marking period, and only 72% were successful at the end of the second marking period, despite the use of advanced graphic organizer.

Year-End Progress Update: Describe the final results of your action plan and how successful you were in meeting your goal.

- I continued to read the following literature on assessment and have included a reflective journal write for each article:
 - 1) Walsh, J. & Sattes, B. (2011). Thinking through quality questioning: Deepening student engagement. Thousand Oaks, CA: Corwin Press.
 - 2) Brookhart, S. (2014). How to design questions and tasks to assess student thinking. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lesson plans are included in the portfolio that document the teaching of the DOK levels.
- I have observed the following teachers and placed my observation notes in the portfolio.
 - 1) Teacher E on February 19, 2015
 - 2) Teacher F on March 19, 2015
 - 3) Teacher G on April 15, 2015
- I have included a tracking form with each student's name, date, and measure of success on each DOK3 question throughout the second semester and have maintained a portfolio of selected pieces of student work.

I continued to read literature on assessment and effective questioning. I also continued to identify DOK3 levels of questioning in my lesson plans. I observed three additional teachers (one per month) in order to collect question stems and continued to track students' success on DOK3 questions throughout the second semester. Additionally, I worked individually with students who were experiencing less success than the established measure.

Less than 60% of my students were successfully answering a DOK3 question by the end of the first marking period and only 72% were successful at the end of the second marking period, despite the use of advanced graphic organizers. At that point, I decided to have the students work in groups. I grouped successful students with struggling students and asked the students to model their thinking aloud. Sometime in March, I had students create their own DOK3 level questions and acceptable responses. By the end of the third marking period, 93% of my students were successfully answering a DOK3 question. By the end of April, 97% of my students were successfully answering a DOK3 level question.

Recommendations - Describe the recommendations you have for moving forward and how you might share what you learned with others.

Research shows that only 5% of teacher-directed questions are higher-order, divergent questions, and study after study reveals that although educators know that the higher-order, divergent questions hold significantly more power to engage the learner and ensure transfer of knowledge, we consistently retreat to using lower-order, convergent style questions when teaching and testing students (Wilens, 1991). I would like to share my experience with my colleagues. More specifically, I will encourage the members of my team to raise their level of questioning and help them understand what that looks and sounds like. I am also willing to share the resources (literature) with another teacher should my supervisor know of a teacher with a similar goal for other school years.

