

EASTON AREA SCHOOL DISTRICT

DIFFERENTIATED SUPERVISION MODEL

ADMINISTRATORS' MANUAL

2014-2015

To be implemented for the 2014-2015 school year

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I. Introduction to EASD Differentiated Supervision Model

Evaluations are based on the premise that all professionals have a desire and commitment to reach a high level of performance.

The EASD Differentiated Supervision Manual's purpose is to assist, support and encourage self-directed professional growth, and to improve professional practice and accountability to the performance standards as represented in Charlotte Danielson's "Framework for Teaching."

Charlotte Danielson has provided a "Framework for Teaching" that is incorporated into this manual as a tool to help Administrators and Staff work together to reach a level of performance that provides the best quality of education for our students.

The "Framework for Teaching" is a set of performance standards designed to promote professional growth and skills. The result, if successful, is the improvement of the quality of instruction and achievement for our students.

Certificated staff will be evaluated using the following processes beginning with the 2014 – 2015 school year. Certificated staff members are defined as professionals with a PDE Instructional I or II certificate.

EASD Supervision and Evaluation

II. EASD SUPERVISION AND EVALUATION

Charlotte Danielson's "Framework for Teaching" is the basis for the EASD Supervision and Evaluation Model. This framework is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex art and task of teaching.

Charlotte Danielson's "Framework for Teaching:"

- The framework will serve as the foundation of EASD's recruitment and hiring, mentoring, coaching, professional development, and Teacher evaluation processes; thus linking all these activities together and helping Teachers become more thoughtful practitioners.
- All of the Danielson Frameworks are organized around levels of performance that represent an educator's growth and development throughout his/her career. The Danielson model is focused on accountability for all aspects of the profession. Just as educators work to meet the needs of each student learner, this model addresses the needs of each individual certified staff member.
- The actions Teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility:
 - Planning and Preparation
 - The Classroom Environment
 - Instruction
 - Professional Responsibilities.

Within the 4 domains are 22 components and 76 descriptive elements that further define and refine our understanding of what teaching is all about. The framework is further defined with four levels of performance for each component as represented in a rubric.

PDE Guidelines:

Act 82 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. The data from the *Danielson's Framework for Teaching*, other observational data, and the Multiple Measures data will be used to determine a performance rating (Summative Evaluation). Act 82 requires that all teachers will be rated as Distinguished, Proficient, Needs Improvement, or Failing. An overall rating of Distinguished and Proficient shall be considered satisfactory. An overall performance rating of Needs Improvement shall be considered 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 as unsatisfactory.

EASD Process:

The EASD Differentiated Supervision Model is designed to promote, through realistic goal setting, the professional and personal growth of each professional employee of Easton Area School District. Supervision and support of teacher practice will be accomplished through a Differentiated Supervision Model, which is aligned to Charlotte Danielson's Framework for Teaching and PDE Guidance.

The EASD Differentiated Supervision Model is based on research findings associated with effective schools, effective classrooms and effective leadership. The Supervisee shall determine annually, in concert with the Supervisor, appropriate goals for professional growth.

The EASD Differentiated Supervision Model offers professional employees two models of supervision. These models include:

- Clinical Supervision Model (Formal Evaluation)
- Informal Supervision Model (Informal Evaluation)

It shall be the annual responsibility of the Supervisor to evaluate each teacher in his/her charge and to submit a recommended rating for each professional and temporary professional to the Director of Human Resources. All staff will be evaluated using the Danielson Framework for all models of supervision.

Cycle of Supervision

EASD has created a four year Cycle of Supervision for our Differentiated Supervision Model.

Within the four year cycle:

Temporary professional employees will be rated a minimum of two times during the school year using the Clinical Supervision Observation Model.

Professional employees will be rated a minimum of one time during the school year. Supervisors will place the **professional employee** in either the Clinical Supervision Model, or in the Informal Supervision Model cycle.

All staff will be evaluated under the Clinical Supervision Model (Formal Evaluation) a minimum of once every four years. The Supervisor reserves the right to remove a teacher from the Informal Supervision Model at any time and place the teacher in the Formal Model.

Additionally, while Formal Observations may not occur in the Informal Model, Informal Observation(s) or walkthroughs will occur throughout the school year. Supervisors are required to provide a score in the four domains for all teachers every year regardless of

their model of supervision. Therefore, evidence will be collected in each of the four domains through informal observations, conversations and “tagged” evidence.

Regardless of the Supervision Model a teacher participates in, it is the teacher's responsibility to collect **exemplar evidence** throughout each school year in Domains 1 and 4 of the Framework.

See Supporting Resource 2A OBSERVATION SCHEDULE under EASD Differentiated Supervision Model (EASD website- Human Resources- Employee Resources)

Charlotte Danielson's
Framework for Teaching:
Components of Professional Practice

III. RULES AND REGULATIONS

Descriptions of the four domains in Part (A) Teacher Observation and Practice are summarized in Table A.

Table A: Descriptions of Four Domains	
Domain	Description
I. Planning & Preparation 20%	Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding.
II. Classroom Environment 30%	Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.
III. Instruction 30%	In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.
IV. Professional Responsibilities 20%	Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wider range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving

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Table B summarizes teacher performance levels for each of the Domain Rating Assignments and for the ratings to be assigned for each domain in the Rating (A) column.

Table B: Four Levels of Performance in Four Domains				
Domain	Failing	Needs Improvement	Proficient	Distinguished
I. Planning & Preparation 20%	Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate, assessment methodologies are inadequate.	Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned with the goals.	Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans, instructional outcomes, learning activities, materials, resources, and assessments are in complete alignment and are adapted as needed for individual students.

Table B: Four Levels of Performance in Four Domains				
Domain	Failing	Needs Improvement	Proficient	Distinguished
II. Classroom Environment 30%	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modes of expectations for student learning and conduct, and classroom routines and use of space that partially supports student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
III. Instruction 30%	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.
IV. Professional Responsibilities 20%	The teacher demonstrates low ethical standards and level of professionalism, with poor record-keeping systems and skill in reflection, little or no communication with families or colleagues, and avoidance of school and LEA responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and level of professionalism, with rudimentary record-keeping systems and skill in reflection, moderate communication with families or colleagues, and compliance with expectations regarding participation in school and LEA projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and LEA events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record-keeping and communication with families, leadership roles in both school and LEA projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record-keeping and family communication.

From *Enhancing Professional Practice: A Framework for Teachers*, 2nd Edition (pp. 41-42), by Charlotte Danielson, Alexandria, VA: ASCD. © 2007 by ASCD. Adapted and reproduced with permission.

EASD Differentiated Supervision Model

“A Four Year Cycle”

IV. EASD Differentiated Supervision Model “At a Glance”

PDE-82-1-Will be completed for all Instructional I certified professional employees at least twice during the school year (once each semester).

PDE-82-1-Will be completed for all professional employees in possession of an Instructional II certificate at least once during the school year. The teacher evaluations are separated into the following subgroups: A-G, H-K, L-R, and S-Z. This year, professional employees with the last names beginning with the letters **H-K** are to be **formally** evaluated by their supervisors. Professional employees with the last names beginning with the letters A-G and L-Z will be evaluated by their supervisor, utilizing the Informal Evaluation Process, and receive the 82-1 evaluation form at the end of the school year.

Clinical Supervision Model

(Formal Evaluation)

Clinical Supervision Model Overview:

The Clinical Supervision Model is grounded in the four Domains of Professional Practice: Planning and Preparation, Classroom Environment, Instruction, and Professionalism. There will be a minimum of two formal observations and evaluations per year for staff working under a PDE Level I Instructional Certificate. A minimum of one formal observation and evaluation per year is required for staff working under a PDE Level III Instructional Certificate.

A staff member may be placed in the Clinical Supervision Model (Formal) at any time if there is documented evidence of unsatisfactory performance, regardless of the model the staff member is currently placed in. In addition, the supervisor has the right to place any staff member in the Clinical Supervision Model (Formal), based on the individual staff's growth plan.

All teachers are required to collect evidence supporting Domains 1 and 4. A minimum of four data tags (**Form 4I**) for Domains 1 and 4 are required to be submitted prior to the final PDE 82-1 form being completed by the supervisor.

See Supporting Resource 4I Data Tag under EASD Differentiated Supervision Model (EASD website- Human Resources- Employee Resources)

Membership:

- Instructional I (non-tenured or tenured) teachers
- 1st and 2nd year Instructional II teachers (Teacher has tenure upon date of hire in EASD)
- Instructional II teachers new to a building
- All other tenured teachers cycle through the clinical supervision model every 4 years

Steps for the Formal Observation and SLO Process:

1. Teachers will complete a Student Learning Objective (SLO), using the attached form and submit it to their supervisor by the September 26, 2014. **(Form 4A)**

See Supporting Resource 4A SLO Process Template under EASD Differentiated Supervision Model (EASD website- Human Resources- Employee Resources)

2. Supervisor will schedule a meeting with teacher to review the SLO and

schedule the formal classroom observation.

3. Teacher completes "Pre-observation" form using the attached document and brings it to the pre-observation meeting with the supervisor. **(Form 4B)**

See Supporting Resource 4B Pre-observation Form under EASD Differentiated Supervision Model (EASD website- Human Resources- Employee Resources)

4. Supervisor collects evidence using the attached "Classroom Observation" form. **(Form 4C, 4D, or 4E)**

See Supporting Resources 4C, 4D, and 4E Classroom Observation under EASD Differentiated Supervision Model (EASD website- Human Resources- Employee Resources)

5. Teacher completes the attached "Post-Observation Rubric" form by highlighting the words that best describe the lesson performance and submit it to the supervisor within forty-eight (48) hours of formal observation. **(Form 4F)**

See Supporting Resource 4F Clinical Post-Observation Rubric under EASD Differentiated Supervision Model (EASD website- Human Resources- Employee Resources)

6. Supervisor schedules the post-observation conference with the teacher to review the highlighted "Post-Observation Rubric" form.

7. Post-observation conference conducted between Supervisor/Teacher to review/discuss professional performance, strengths and areas for growth within five days of the date of the observation.

8. Supervisor completes attached "Observation Summary" form and sends it to teacher for review and signature. Once signed by the teacher, the "Observation Summary" form is sent back to the Supervisor. **(Form 4G).**

See Supporting Resource 4G Clinical Observation Summary under EASD Differentiated Supervision Model (EASD website- Human Resources- Employee Resources)

9. A mid-year/semester review of each teacher's SLO progress will be scheduled with the supervisor. For a yearlong course, the SLO mid-year review will occur in January. For a semester course, the SLO mid-semester review will occur in November and/or March.

10. A final review of each teacher's SLO will occur in January for semester courses or May for yearlong courses.

11. Supervisor completes PDE-82-1 and provides it to Instructional I teachers semi-annually and to Instructional II teachers annually.

Walk-Through Observation Steps:

1. Walk-through observations will be conducted and provide evidence of teacher professional practices that align with the Charlotte Danielson Framework for Teaching.

2. Supervisors will use the attached "EASD Walk-Through" form(**Form 4H**) to collect evidence of Teachers' professional practices.

See Supporting Resource 4H Walk-through Form under EASD Differentiated Supervision Model (EASD website- Human Resources- Employee Resources)

Informal Supervision Model

Membership:

Any Teacher not meeting the Formal Clinical Supervision Model Criteria

Process:

1. Teachers will complete a Student Learning Objective (SLO), using **Form 4A** and submit it to their supervisor by September 26, 2014.
2. Supervisor will schedule a meeting with teacher to review the SLO.
3. A mid-year/semester review of each teacher's SLO progress will be scheduled with the supervisor. For a yearlong course, the SLO mid-year review will occur in January. For a semester course, the SLO mid-semester review will occur in November and/or March.
4. A final review of each teacher's SLO will occur in January for semester courses or May for yearlong courses.

Walk-Through Observation Steps:

1. Walk-through observations will be conducted at a minimum of two throughout the school year. Walkthroughs will provide evidence of teacher professional practices that align with the Charlotte Danielson Framework for Teaching.
2. Supervisors will use the "EASD Walk-Through" **Form 4H** to collect evidence of Teachers' professional practices.

V. Collection of Evidence for Domains I and 4

1. All teachers are required to collect evidence supporting Domains 1 and 4.
2. A minimum of four data tags(**Form 4I**) for Domains 1 and 4 are required to be submitted prior to the final PDE 82-1 form being completed by the supervisor.