CASD Differentiated Supervision Program 2024-2029

2024-2025 - Year 1 of the 5-Year Differentiated Supervision Cycle
2025-2026 - Year 2 of the 5-Year Differentiated Supervision Cycle
2026-2027 - Year 3 of the 5-Year Differentiated Supervision Cycle
2027-2028 - Year 4 of the 5-Year Differentiated Supervision Cycle
2028-2029 - Year 5 of the 5-Year Differentiated Supervision Cycle

Clinical Year – Tenured professionals will participate in the clinical model/drop-in process 1 time every five-year cycle unless the Principal has determined a need to occur more frequently

- **Clinical Model & Drop-In Observation (minimum of 1)**
  - Pre-observation conference
  - Observation of teaching
  - Post-observation conference
  - Use of Frontline for evidence collection

Note - Teachers new to the district (1st year) and Non-tenured teachers will participate in the clinical model. They will receive two comprehensive Classroom Observations. One in the Fall and one in the Spring.

- **Clinical Model & Drop-In Observation (minimum of 2)**
  - Pre-observation conference
  - Observation of teaching
  - Post-observation conference
  - Use of Frontline for evidence collection

Peer Coaching Year – Tenured professionals will participate in peer coaching/drop in process 1 time every five-year cycle

- **Peer Coaching & Administrator Drop-In Observations (minimum of 2) -** Peer coaching is a professional development strategy for educators to:
  - consult with one another
  - to discuss and share teaching practices
  - to observe one another's classrooms
  - to promote collegiality and support
  - to help ensure quality teaching for all students.

  In peer coaching, two teachers come together, share in conversations, and reflect on and refine their practice. Their relationship is built on confidentiality and trust in a non-threatening, secure environment in which they learn and grow together.

Available Supervision Options for the other 3 Years of the Cycle

- **Administrator Drop-In Observations (minimum of 2)**
    - 15 - 20 minute drop in observations
    - Administrator collects evidence via Frontline
    - Feedback provided to teacher via Frontline
    - Teacher Reflection

- **Portfolio & Administrator Drop-In Observations (minimum of 2)**
  A portfolio is a tool for self-reflection that can lead to professional growth. A portfolio can:
    - provide structure to record evidence of best practices in teaching
    - lead to professional growth through discussions and sharing with peers
    - support mentoring and coaching relationships by providing artifacts to extend professional discussions

- **Faculty Study Group & Administrator Drop-In Observations (minimum of 2)**
  A study group is a group of people interested in collegial study and action. In schools, study groups can meet to study and support one another as they do the following:
    - design curriculum and instruction innovations
    - integrate a school's practices and programs
    - study the latest research on teaching and learning
    - monitor the impact of new practices on students and staff
    - analyze and target a school wide need

- **Action Research & Administrator Drop-In Observations (minimum of 2)**
    - Action research is a process of asking important questions and looking for answers in a methodical way.
    - The questions are meaningful; that is, the researcher wants or needs to know the answers to the question, and the questions are closely connected to real work.
    - Action research is very practical and is grounded in the day-to-day work of the researcher.

- Different from traditional or scientific research because the researcher is not removed from what is being studied, but rather is a part of it.