Upper Merion Area School District
Professional Supervision and Evaluation Plan



2025-2026

TABLE OF CONTENTS

Introduction……2,3,4

PA-ETEP……..…5

Walkthroughs……..5

Student Performance Measures……5,6

Differentiated Modes…….……..

Formal Observation…….

Peer Coaching……

Portfolio……...

Self-Directed/Team-Directed……...

Final Rating Forms……

13-1

13-2

13-3

Upper Merion Area School District
*Professional supervision and evaluation plan**

Years of research have proven that nothing schools can do for their students matters more than giving them effective teachers. A few years with effective teachers can put even the most disadvantaged students on the path to college. A few years with ineffective teachers can deal students an academic blow from which they may never recover.

*Jordan, Mendro, and Weerasinghe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997

Mission Statement: *The mission of the Upper Merion Area School District is to inspire excellence...in every student, every day.*

Danielson Framework for Teaching: Danielson divides the complex activity of teaching into twenty-two components clustered into four domains of teaching responsibility: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities.

Walkthroughs: Walkthroughs are initiated by a supervisor. Teachers/NTPEs will receive an email notification when a supervisor completes and submits a walkthrough. Once submitted, the teacher/NTPE will have the option to review the evidence collected in the walkthrough and submit back to the supervisor any feedback and/or comments.

Student Performance Measures: The Student Performance Measure (SPM) Template, crafted as a customizable document, is designed to facilitate active participation in the evaluation process while:

- Aligning an identified student challenge or need to related school-level objectives and/or LEA-level priorities,
- Encouraging instructional innovation based on latest research and trends, and improving educator practice.

Differentiated Supervision: The Pennsylvania Department of Education explains differentiated supervision in the following manner:

"Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment to Formal Observation. In Differentiated Supervision, professional employees develop an action plan for professional development unique to their needs and interests."

Goal: As educators, we believe differentiated instruction to be valuable; therefore, as reflective learners our goal is to examine and engage in varied modes for professional growth to improve our practice and student achievement.

Modes:

- Formal Observation: The formal observation mode enables a teacher to work with his/her supervisor for the purpose of improving the teaching/learning environment by focusing on pedagogy, methodologies, resources, and techniques using the *Danielson Framework for Teaching*. Working through a

collaborative process, a teacher and supervisor can foster a climate to bring instructional improvement. This mode includes a pre-observation conference, a formal observation, and a post-observation conference.

- Peer Coaching: Peer coaching (collegial consultation) enables a teacher to collaborate with a colleague in a clinical setting to examine and refine present skills, analyze and seek solutions for classroom-related problems and enhance professional performance through reflective practice. This mode builds bridges between colleagues and classrooms, capitalizes on sharing the talent and expertise of a diverse faculty and encourages teachers to take risks in a non-threatening manner. The teachers identify the areas of study and then together conduct a series of pre-conferences, observations, and post-conferences. The process is designed to improve instruction and student achievement by shared analysis of lesson planning, details of the lesson, observational data and feedback.

- Portfolio: Professional employees will examine their own practice in relation to the Danielson Framework for Teaching and reflect in a written report and/or documented discussions. Portfolios will be developed according to criteria established by Upper Merion Area School District with a basis in teacher interests or professional needs. Resources, artifacts, data collection tools, and the results of the reflective sessions will be shared with the principal and used as evidence in the supervision and evaluation of the employee. Portfolios can be submitted in binder form or electronically.

- Self-Directed/Team-Directed Learning: Teachers will develop a structured on-going reflection of a practice-related issue, based on the Danielson Framework. Teachers may work individually or in small groups (limit of three teachers/groups), to complete the project. Teachers will propose a goal for investigation. A plan for that investigation will be submitted, based on knowledge gained, along with desired outcomes, leading to a final reflection.

Cycle of Supervision: Three-Year Cycle

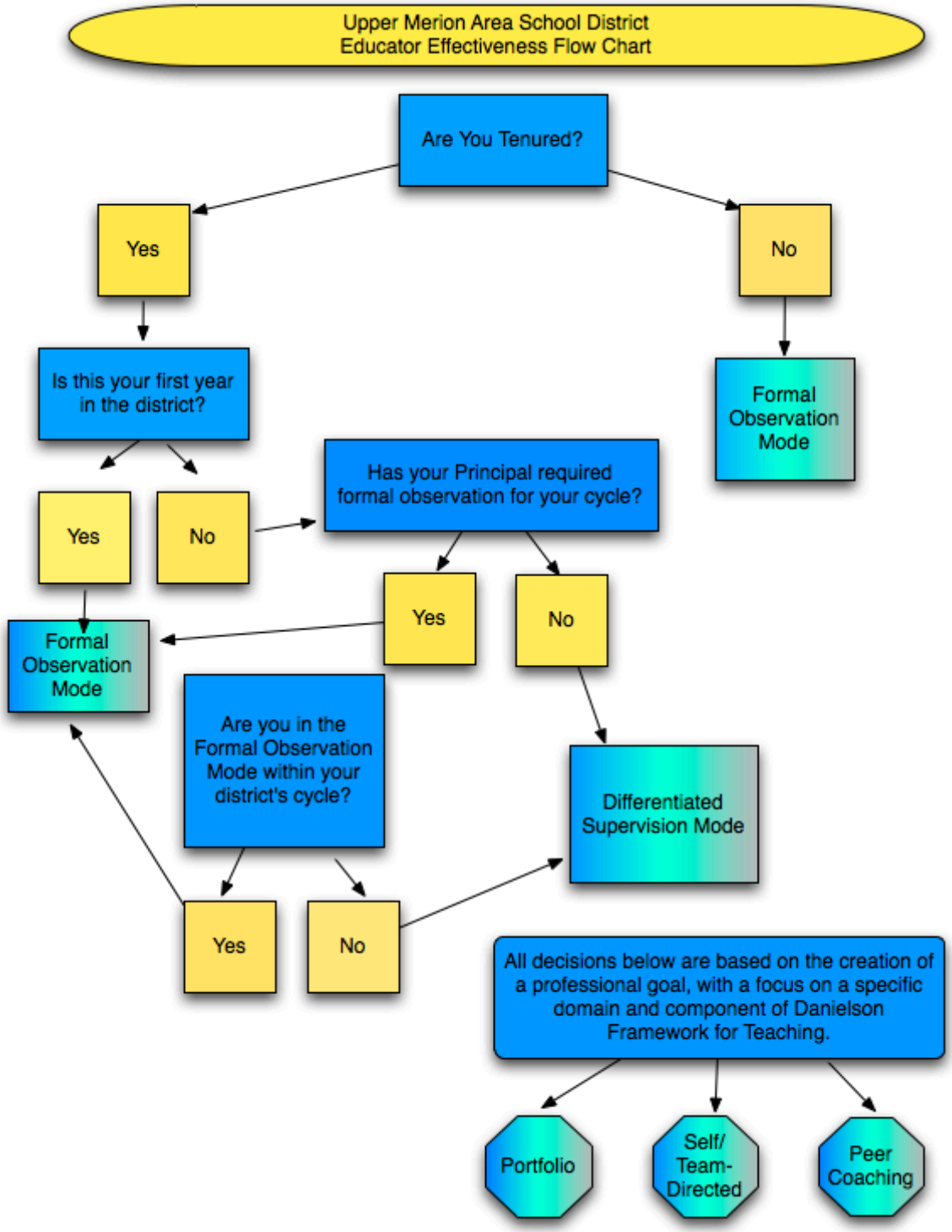
Employees to Complete Required Formal Observation Mode:

Temporary professional employees
Professional employees new to district (Tenured professional employees in their first year in the district)
Employees assigned to their required year of Formal Observation
Employees assigned to a performance improvement plan

Employees to participate in Differentiated Supervision:

Professional employees should be assigned to Differentiated Supervision Modes for the length of the Cycle of Supervision except for the required year of Formal Observation (e.g., The district has a three-year Cycle of Supervision and a teacher is assigned to the Formal Observation Model in the second year of the cycle, the teacher will be placed in the Differentiated Supervision modes in years one and three of the cycle).

*UMASD administrators, teachers and staff utilize the **PA-ETEP system for** Pennsylvania's electronic evaluation portal for educators. **PA-ETEP** is fully aligned to the PDE adopted process and allows for real time access to evidence and feedback for both the teacher and supervisor. Click here for link to PA-ETEP.



PA-ETEP

UMASD utilizes the online platform (PA-ETEP) for the supervision of teaching and learning.

Registration

- New teachers and non-teaching professionals (NTPEs) should register on their district's PA-ETEP portal at www.paetep.com/nameofyourschooldistrict/
- How to Register Video, click here.

Overview Tutorials

Walkthroughs

Classroom walkthroughs are brief (5 to 10 minutes) visits to the classroom or educational space. Walkthroughs provide valuable information to inform the participants with regard to effective instructional practices. Focused walkthrough observations with post-reflection opportunities provide the following:.

- Teacher sharing of best practices;
- Increased principal awareness of what is happening in classrooms;
- Increase in teacher time on task;
- Better principal understanding of curriculum gaps and inconsistencies;
- Better principal understanding of professional development needs;
- Improvement in the quality of student work;
- Improved quality of conversations about instruction; and
- Development of a common language around instruction.*

*Protheroe, Nancy. Using Classroom Walkthroughs to Improve Instruction, https://www.naesp.org/

Timeline for Walkthroughs

Walkthroughs are continuous.

Student Performance Measures

A process-oriented approach to action planning and data collection based on student needs. Educator voice in determining student needs, plans of action, and success criteria. Multifaceted success criteria that can include both qualitative and quantitative data. Reflection and documentation of unanticipated challenges, potential supports, and context-available resources. Documented, evidence-driven collaboration between educators and evaluators.*

The template for SPMs may be found in PA-ETEP. Examples may also be found on https://www.pdesas.org/EducatorFrameworks/EducatorEffectiveness/?SectionPageItemId=12209

*PSEA Education Services

Timeline for Student Performance Measures

August/September/October: Principals meet with staff to share building and District goals as well as student data. Teachers meet with their Principal and begin to complete their individual SPM goals. Teachers submit to their Principal by the end of September
January/February: Principals meet with teachers for a mid-year review of their goal progress.
May/June: Principals meet with teachers for their final discussion of their goals and determine SPM rating.

FORMAL OBSERVATION MODE

Formal Observation Description: The intended purpose of the Upper Merion Area School District Evaluation Process is to assess the teacher's performance in relation to the Pennsylvania Department of Education Educator Effectiveness Rating Tool and to design a plan for professional growth. The principal or a designee (hereinafter "observer") will conduct the evaluation process in which the teacher will actively participate through the use of self- assessment, reflection, presentation of artifacts, and classroom demonstration(s).

The Upper Merion Area School District Formal Observation mode shall include the following components:

Training: Before participating in the formal observation process, teachers will complete training on the evaluation process.

Orientation: Within two weeks of a teacher's first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of:

A. The Danielson Framework for Teaching 2013 version.

B. The UMASD Teacher Evaluation Tool and Procedures Handbook.

C. Copy of PDE Title 22 – Education – Rules and Regulations

D. A schedule for completing all the components of the evaluation process.

(Copies may be provided by electronic means.)

Pre-Observation Conference: Before the first formal observation, the observer shall meet with the teacher to discuss the teacher's self- assessment based on the Framework Rubrics for Domains 1/4 and the lesson(s) to be observed. The teacher will provide the observer with a written description of the lesson(s) to be observed and the completed Pre-/Post- sheets two days in advance of the pre-observation conference. The goal of this conference is to prepare the observer for the observation.

Observations:

A. A formal observation shall last at least forty minutes or an entire class period.

B. Non-tenured Teachers - The principal shall conduct at least two formal observations of all non-tenured teachers.

C. Tenured Teachers - Tenured teachers shall be evaluated annually.

D. Observers should hand in their observation notes to the teacher within two days of the formal observation.

Teacher Self-Assessment: Using the Danielson Framework Rubrics, the teacher shall rate his or her own performance and review the observer's information.

Post-Observation Conference: The observer shall conduct a post-observation conference no later than three school days after each formal observation. During the post-observation conference, the observer and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

Summary Evaluation Conference and Scoring the Teacher Summary Rating Form (PDE 13-1/PDE 13-2, formerly 82-1/82-2): Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self- assessment and the components of the UMASD Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric. The PDE 13-1 or PDE 13-2 form will be completed by the observer and submitted to the Pennsylvania Department of Education.

Formal Observation Forms

PEER COACHING MODE

Peer Coaching: The Pennsylvania Department of Education defines the Peer Coaching Mode for Differentiated Supervision as:

> *"professional employees work in dyads or triads to discuss and observe their own or another professional employee's pedagogy, student learning, curriculum aligned to the Pennsylvania Core Standards and other pertinent issues in a collaborative manner. The professionals will work together to define their professional needs and develop plans to assist them in the successful completion of the identified tasks including: specific target area(s), the evidence to be collected, observation dates, and a reflective session. Meeting notes, data collection tools, results of the observations, and the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee."*

Peer Coaching Description: Peer coaching (collegial consultation) enables a teacher to collaborate with a colleague in a clinical setting to examine and refine present skills, analyze and seek solutions for classroom-related problems and enhance professional performance through reflective practice. This mode builds bridges between colleagues and classrooms, capitalizes on sharing the talent and expertise of a diverse faculty and encourages teachers to take risks in a non-threatening manner. The teachers identify the areas of study and then together conduct a series of pre-conferences, observations, and post-conferences. The process is designed to improve instruction and student achievement by shared analysis of lesson planning, details of the lesson, observational data and feedback.

Training Required: Teachers who elect to use this mode will participate in district training in reflective practices during their August in-service.

Components:

- Teachers work in dyads or triads (triads are defined as teachers working in a co-teaching classroom/s)
- Teachers meet in a confidential, trusting manner to record, share and analyze objective data
- Goals include one competency from each of the four domains (Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities) with self-collected observable data
- Teachers make decisions about future instruction and learning based on the analysis of the data
- Artifacts reflect progress made toward goals
- Consultations are collaborative and constructive (not evaluative)

Process:

- Teachers will complete at least 3 cycles (per professional) of collegial consultations throughout the year (each cycle includes a pre-coaching conference, observation, and post-coaching conference)
- Options for classroom observations include live and/or video-taped lessons
- Teachers record objective data, share, and analyze that data with each other in a confidential manner.
- The pair or team of teachers will meet its immediate supervisor at the beginning of the year, mid-year, and end of the year to report progress towards the goals of the action plan.
- Each teacher will submit a self-reflection aligned with the identified domain at the end of the coaching year.
- Each teacher is responsible for completing the Peer Coaching Action Plan. The Summative Peer Coaching Narratives will be attached to the teacher's signed evaluation.
- Timeline:
    - August/September - Pair/Triad meet to determine goals an action plan
    - September - Peer Coaching Action Plan reviewed with Principal
    - January/February - mid-year check-in with Principal
    - June - Final meeting with Principal and submission of Summative Narrative
- Artifacts may be included to show changes from peer coaching suggestion

Suggested project themes might include:

- Literacy
- Blended/Flipped Classroom
- Integrating Technology
- Effective Instructional Practices
- Differentiated Instruction
- Assessment Literacy
- Inclusion/Co-teaching

Peer Coaching Forms:

Upper Merion Area School District
Peer Coaching Action Plan
(To Be Completed by Each Professional within Pair/Triad)

Name:_____
Date:_____

Competencies from Danielson's Framework for Teaching (at least one from each domain) that will be addressed:

1. Planning and Preparation ____1a. Demonstrating Knowledge of Content and Pedagogy ____1b. Demonstrating Knowledge of Students ____1c. Setting Instructional Outcomes ____1d. Demonstrating Knowledge of Resources ____1e. Designing Coherent Instruction ____1f. Designing Student Assessments	2. The Classroom Environment ____2a. Creating an Environment of Respect and Rapport ____2b. Establishing a Culture for Learning ____2c. Managing Classroom Procedures ____2d. Managing Student Behavior ____2e. Organizing Physical Space
3. Instruction ____3a. Communicating with Students ____3b. Using Questioning and Discussion Techniques ____3c. Engaging Students in Learning ____3d. Using Assessment in Instruction ____3e. Demonstrating Flexibility and Responsiveness	4. Professional Responsibilities ____4a. Reflecting on Teaching ____4b. Maintaining Accurate Records ____4c. Communicating with Families ____4d. Participating in the Professional Community ____4e. Growing and Developing Professionally ____4f. Showing Professionalism

Competency Area and Goal/Desired Outcome:_____

Consultation Period	Focus of Consultation
1.	
2.	
3.	

Supervisor's Signature:_____ Date_____
Teacher's Signature:_____ Date_____

Upper Merion Area School District
Mid Year Check in
(To Be Completed by Each Professional within Pair/Triad)

Name:_____
Date:_____

Comments:

Supervisor's Signature:_____ Date_____
Teacher's Signature:_____ Date_____

Upper Merion Area School District
Peer Coaching Summative Narrative
(To Be Completed by Each Professional within Pair/Dyad)

Name:_____ Date:_____

Competency Area and Goal/Desired Outcome:

Consultation Period	Focus of Consultation
1.	
2.	
3.	

1. How has participation in this mode benefitted your professional practice and student achievement? Please include evidence:

1. Identify opportunities for improvement:

1. Next steps to address opportunities for improvement:

Supervisor's Signature:_____ Date_____
Teacher's Signature:_____ Date_____

PORTFOLIO MODE

Portfolio Description: Professional employees will examine their own practice in relation to the Danielson Framework for Teaching and reflect in a written report and/or documented discussions. Portfolios will be developed according to criteria established by Upper Merion Area School District with a basis in teacher interests or professional needs. Resources, artifacts, data collection tools, and the results of the reflective sessions will be shared with the principal and used as evidence in the supervision and evaluation of the employee. Portfolios can be submitted in binder form or electronically.

Training:

- Electronic portfolio binder
- Setting SMART goals (incorporating one component from each domain into one overall goal)

Components:

- Portfolio binder should include:
    - Four sections according to the four components included in the goal setting
    - Evidence for each of the components. Evidence may include artifacts (see examples below) or a written summary of activities.
    - A one-page summary of each of the four components
    - Mid-Year and End of Year Reflection Process Forms

Portfolio Timeline:

- August-September: Attend portfolio training & complete Portfolio Proposal
- October-January: Begin Artifact Collection
- January: Complete Mid- Year Portfolio Progress Report
- February-April: Continue Artifact Collection
- May: Complete Year-End Portfolio Process Reflection

Examples of Evidence and Artifacts:

PLEASE NOTE: For a complete portfolio, you will be expected to submit at least ***two*** artifacts for each Danielson component you have chosen on the Action Plan Proposal Form.

DOMAIN 1: PLANNING AND PREPARATION

Lesson and/or Unit plans
Behavior plans
Assessment plan for student achievement
Bulletin boards
Student work samples/portfolios
Student and parent surveys
Charts with data collected from student files, test data, etc.
Examples of getting to know students: interest inventories, etc.
Examples of anecdotal records on students

Examples of modifications/differentiation of assessments, assignments, lessons for SPED, ELL, Gifted (recognize IEPs and 504 Plans)
Examples of pre- and post-assessments
Rubric samples and important concepts reflected in lesson plans
Notes on collaboration with grade level teams
Lesson plans and logs of meetings that that involve collaborating with district specialists
List of professional books, resources and materials used to create lesson plan
Electronic bookmarks of educational sites/resources used
Collaborative lesson plans between classroom teachers and specialists
Examples of grouping based on pre-tests
Examples of visual aids
Examples of educational games to reinforce skills
Examples of re-teaching with websites, math videos
Examples of student-designed rubrics
Examples of varied assessment for large units
Examples of pre-tests/entrance slips/exit slips
Examples of daily essential questions, goals, and objectives
Examples of computer usage and technology

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Electronic presentations
Interviews
Homework plan
Log of parent contacts
Incentive and reward plans
Unit bulletin boards
Seating chart
Diagram and photographs of room layout
Daily, weekly routine, schedules
Examples of classroom management plan
Evidence of character lessons, posters, and charts
Anecdotal records of student sharing
Notes on behavioral intervention
Examples of cooperative group activities
Modeling appropriate classroom behavior
Examples of student rubrics
Examples of work completed checklist
Examples of positive feedback to and from students (certificates, notes)
Examples of student self-assessment
A collection of content specific resources (books, references, etc.)
Examples of learning stations (e.g. Writer's Workshop)
Content related, relevant artifacts on walls
Sign-ups for computer access, publishing conferences
Documentation and use of transition strategies (music, saying, clapping, lights, etc.)
Plans for instructional assistants and volunteers
Individual student schedules
Student checklists (for routines)
Examples of time management supports (timers, hand signals, lights, etc.)
Notes on strategies for students
Documentation of behavior intervention
Examples of positive intervention strategies and recognitions (i.e. marble jar, class and individual

rewards, tally marks, etc.)
Student work displayed (in classroom, halls)
Examples of written objective for unit and lesson
Examples of content relevant posters

DOMAIN 3: INSTRUCTION

Student achievement data
Student work samples
Units of study
Technology links
Video and audio records of student performance
Modifications
Examples of written feedback
Differentiation samples: extension, enrichment, and readiness activities
Copies of quizzes, tests, assignments
Examples of journaling and autobiographies
Examples of student projects
Examples of objectives and goals, clear expectations
Examples of blogging, podcasting through practitioner's website
Examples of syllabus with expectations
Student answers/participation documented
Pictures or video of students utilizing a variety of materials/resources (Smartboards, computers,
leveled books, math games, etc.)
Examples of graphic organizers
Creation of leveled groups based on pre and post assessment
Conferencing notes
Class meeting notes
Videotaped instruction/interactions with students

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Log of parent contacts
Newsletters
Published articles
Parent surveys
Voice mail and email logs
Reflection sheets and journals
Notes on lesson reflections and ideas for improvement
Parent letters and emails
Teacher certification classes, workshops
District, building committees
PD documentation
Community service
National Board Accreditation
Presentations or workshops delivered
Coursework/Transcripts
Examples of progress monitoring data and plans changed based on progress
Notes/information from committee meetings, professional journals, team meetings/grade level meetings
Handouts and notations on continued professional development (conferences, workshops, conventions)

Participation log of activities in professional organizations
Log of tutorials used for technology or other educational purposes
Notes from site visits to other institutions
Notes from working collaboratively with colleagues
Examples of participation in after school activities (i.e. Bingo Night)
Examples of professionalism based on participation with education association
Noted parent feedback based on teacher and student performance
Examples of providing extra support to students outside of assigned school hours
Examples of advocacy with attendance at PTC, board meeting, student events
Examples of attending student activities outside the school day

Portfolio Action Plan Forms:

Upper Merion Area School District
Portfolio Action Plan Proposal

Name:_____ Date:_____

Goal statement: [*Write a SMART goal that is specific, measureable, attainable, realistic, and timely]*

Identify at least one component from each of the four Danielson domains.

1. Planning and Preparation ____1a. Demonstrating Knowledge of Content and Pedagogy ____1b. Demonstrating Knowledge of Students ____1c. Setting Instructional Outcomes ____1d. Demonstrating Knowledge of Resources ____1e. Designing Coherent Instruction ____1f. Designing Student Assessments	2. The Classroom Environment ____2a. Creating an Environment of Respect and Rapport ____2b. Establishing a Culture for Learning ____2c. Managing Classroom Procedures ____2d. Managing Student Behavior ____2e. Organizing Physical Space
3. Instruction ____3a. Communicating with Students ____3b. Using Questioning and Discussion Techniques ____3c. Engaging Students in Learning ____3d. Using Assessment in Instruction ____3e. Demonstrating Flexibility and Responsiveness	4. Professional Responsibilities ____4a. Reflecting on Teaching ____4b. Maintaining Accurate Records ____4c. Communicating with Families ____4d. Participating in the Professional Community ____4e. Growing and Developing Professionally ____4f. Showing Professionalism

PLEASE NOTE: At least two artifacts per component must be included in your portfolio.

Supervisor's Signature:_____ Date_____
Teacher's Signature:_____ Date_____

Mid-Year Reflection Form

Name:_____ Date:_____

1. What is working in your portfolio development process and achievement of your portfolio goal?

2. What challenges have you encountered during your portfolio development process?

3. Are there any areas where you need assistance? If so, please indicate the specific areas in which you would like support: Technology, Curriculum & Instruction, Professional Development, Other, No Assistance Needed at this Time.

Supervisor's Signature:_____ Date_____
Teacher's Signature:_____ Date_____

Upper Merion Area School District
End-of-Year Process Reflection Form

Name:_____ Date:_____

1. What have you learned or had reaffirmed about teaching and learning as a result of reflecting on the four components this year?

2. Describe any changes you have made this year, or plan to make for next year as a result of your reflections on the four components.

3. Did you meet your goals described in your proposal? If not, what changes would be necessary to meet those goals?

4. Be prepared to discuss each artifact and its relevance to each of the five components.

Supervisor's Signature:_____ Date_____
Teacher's Signature:_____ Date_____

SELF-DIRECTED/TEAM-DIRECTED LEARNING MODE

Self-Directed/Team-Directed Learning Description: Teachers will develop a structured on-going reflection of a practice-related issue, based on the Danielson Framework. Teachers may work individually or in pair/triad, to complete the project. Teachers will propose a goal for investigation. A plan for that investigation will be submitted, based on knowledge gained, along with desired outcomes, leading to a final reflection.

Process: Goal setting is an essential component of both Self-directed and Team-directed models. Teachers in the Differentiated Mode will identify a domain and component on which to focus their professional growth to best impact student achievement. This focus should be an area of need for a teacher or team and result in a goal(s) that are specific, measurable, attainable, realistic, and timely.

Suggested project themes might include:

- Literacy
- Blended/Flipped Classroom
- Integrating Technology
- Effective Instructional Practices
- Differentiated Instruction
- Assessment Literacy
- Inclusion/Co-teaching

Characteristics of Self-directed/Team-Directed Learning

Gaining new knowledge: A teacher's goal may include the implementation of researched-based ideas or instructional strategies that are new to his/her practice.

Refining knowledge: A teacher's goal may include the use of the district training and resources already provided to improve his/her classroom use of these strategies to increase student achievement.

Creating knowledge: A teacher's goal may include application of training and knowledge to create something new for their profession and/or their students.

Self-Directed/Team Directed Learning Forms:

Upper Merion Area School District
Self-Directed/Team-Directed Learning Proposal
(If appropriate, to be completed by each professional in the team)

Name:_____ Date:_____

Goal statement: *Write a SMART goal that is specific, measureable, attainable, realistic, and timely.* Reflect on the past. Identify an existing need or area for improvement to focus on.

Rationale for Goal: Why are you picking this goal? Why is this goal important for your practice? Why is this goal important for the students?

Desired Outcome: What do you want to be able to observe when you are done? How will you know if you were successful?

Steps for achieving desired outcome and plan for evidence collection: What are you reading to prompt your thinking? Who are you talking to prompt your thinking? What are the checkpoints along the way that you will need to observe/measure? What resources/supports will you need to achieve your goal?

Provide a brief description of the project:

Identify the component from each Domain that is captured within the goal:

1. Planning and Preparation ____1a. Demonstrating Knowledge of Content and Pedagogy ____1b. Demonstrating Knowledge of Students ____1c. Setting Instructional Outcomes ____1d. Demonstrating Knowledge of Resources ____1e. Designing Coherent Instruction ____1f. Designing Student Assessments	2. The Classroom Environment ____2a. Creating an Environment of Respect and Rapport ____2b. Establishing a Culture for Learning ____2c. Managing Classroom Procedures ____2d. Managing Student Behavior ____2e. Organizing Physical Space
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Supervisor's Signature:_____ Date_____
Teacher's Signature:_____ Date_____

Upper Merion Area School District
Self-Directed/Team-Directed Learning
Mid-Year
(If appropriate, to be completed by each professional in the team)

Name:_____ Date:_____

What did you learn? State the benefits and insights gained as you worked toward your goal.

What kinds of difficulty did you encounter? What action steps did you take to address these difficulties?

How did your goal and actions change student instruction and/or your professional practice? Provide evidence.

Next steps for continued improvement in this area:

Please list your suggestions or needs as you continue your pursuit of enhanced student learning and/or your professional practice.

Supervisor's Signature:_____ Date_____
Teacher's Signature:_____ Date_____

Upper Merion Area School District
Self-Directed/Team-Directed Learning
End-of-Year
(If appropriate, to be completed by each professional in the team)

What did you learn? State the benefits and insights gained as you worked toward your goal.

What kinds of difficulty did you encounter? What action steps did you take to address these difficulties?

How did your goal and actions change student instruction and/or your professional practice? Provide evidence.

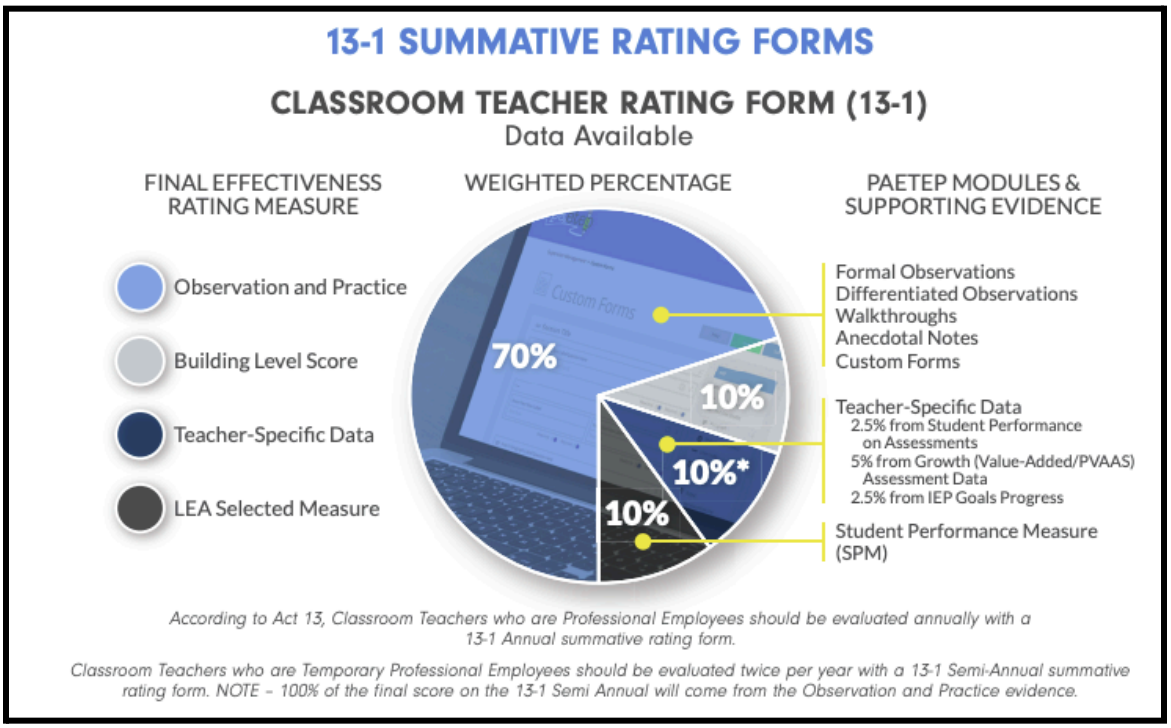
Next steps for continued improvement in this area:

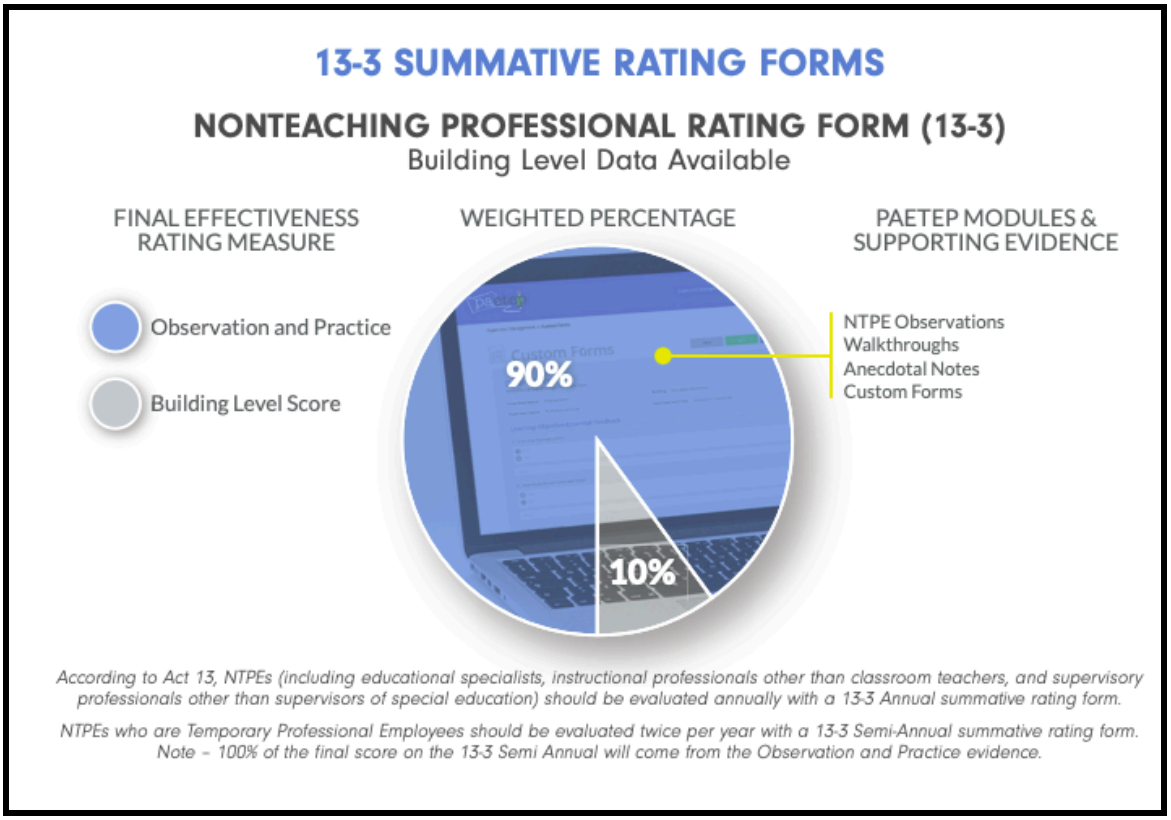
Please list your suggestions or needs as you continue your pursuit of enhanced student learning and/or your professional practice.

Supervisor's Signature:_____ Date_____
Teacher's Signature:_____ Date_____

Final Rating Forms

The final rating forms are created through cumulative data from walkthroughs, student performance measures (SPM), formal and informal observation modes, anecdotal records and artifacts throughout the school year. No one source of data determines the final rating.





Timeline for Staff Evaluations

An observation/differentiated supervision mode is one point in time. This is one data point that helps to inform the final rating documentation called the 13-1 or 13-3 Form.

The final rating form includes 1) observation & practice rating, 2) Building Level data, and 3) Teacher Specific Data - SPM ratings.

The Observation and Practice rating is composed of observation data/differentiated supervision data, walkthrough data, and 4) anecdotal notes.

Please note that every non-tenured teacher must have two per year for three years. Each year, one must be completed by January 15th and the other by the last teacher day.

Mid-Year for Non-Tenured Staff: 13-1 or 13-3 must be finalized in PA-ETEP by January 15th

End of Year for Non-Tenured Staff: 13-1 or 13-3 Danielson Domains are completed in PA-ETEP by the last teacher day.

The final rating includes 1) observation rating, 2) SPM rating, 3) Walkthrough ratings, and 4) anecdotal notes as a culmination of the year's work. This must be completed once the SPP information has been added.

However, all other data points must be completed, such as a formal observation or differentiated supervision mode. This involves the supervision process as documented in the Educator Effectiveness Handbook.

Formal Observation:

1. Pre-meeting to discuss observation
2. Observation
3. Post-observation meeting to discuss results of teacher reflection and administrator ratings (Danielson domains and competencies) completed by last teacher day.

Differentiated Supervision:

1. Pre-meeting to discuss focus of DS mode for Principal approval.
2. Mid-year (January) check-in on progress
3. Post-meeting to discuss teacher reflection and administrator ratings (Danielson domains and competencies) completed by last teacher day.