

**SHAMOKIN AREA SCHOOL
DISTRICT**

**DIFFERENTIATED SUPERVISION
AND EVALUATION PLAN
FOR PROFESSIONAL EMPLOYEES**

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2019 Differentiated Supervision and Evaluation Plan **for Professional Employees Committee**

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Shamokin Area School District

Professional Growth and Evaluation Plan

The language, processes, procedures, and recommendations of this plan come from a variety of sources, drawing from the best research available on differentiated supervision. Many of these sources borrowed from one source or another, or were publically shared as models at conferences and I.U. Institutions. As these sources become interchangeable, they are not cited individually throughout the plan, but recognized in a Works Cited page at the end of this document. The Shamokin Area School District is grateful to these individuals and LEAs for sharing their work, which has become the foundation of our plan.

INTRODUCTION

It is the mission of our district to provide an educational program in a safe environment that ensures students the opportunity to reach their fullest potential. We believe that our professional growth and evaluation plan should be founded on a number of fundamental principles implied by the mission. To serve our students well and meet the needs of faculty, teacher growth and evaluation should:

- Maximize student learning
- Promote lifelong learning
- Encourage teachers to grow professionally through a process of goal setting
- Help teachers understand and use data to target professional development needs
- Help teachers identify and utilize research-based instructional practices
- Establish an atmosphere of supportive attitudes and mutual trust
- Clearly separate supervision (staff development) from evaluation
- Be applied in accordance with teachers' different levels of experience and learning styles
- Provide for the professional growth of each individual
- Be a continuous and cooperative process

Just as an instructional program is designed to be developmentally appropriate for meeting the needs of a diverse student population, professional development for teachers must meet the needs of each teacher of the professional team. This Professional Growth and Evaluation Plan is committed to providing teachers with both a cycle of supervision options and a supportive environment that will enhance instruction and promote student achievement growth.

The district's Professional Growth and Evaluation Plan consists of two modes:

- A. Formal Observation
- B. Differentiated Supervision

Formal Observation: This 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 the collaborative process, a teacher and supervisor can foster a climate to bring about instructional improvement. This Formal Observation Mode includes a pre-observation conference, a formal observation, and a post-observation conference. Non-tenured teachers, teachers new to the district (tenured or not), and teachers on an improvement plan are required to participate in the Formal Observation Mode. Additionally, a minimum of 25% of the tenured teaching staff in each building, as assigned by the building administrator, will be required to participate in a Formal Observation Mode once every 4 years. A teacher may, upon needing improvement, be required to participate in the Formal Observation Mode at any time, if necessary, at the direction of the building administrator. This Formal Observation is a process that helps to develop a teacher's summative evaluation.

Differentiated Supervision: Tenured teachers, when not in their Formal Observation year, will participate in a Differentiated Supervision Mode. In this mode, they may choose between two models: Self-directed or Team-directed professional growth. Differentiated options provide an opportunity for teachers to identify a professional goal aligned to a domain and component from the Danielson Framework that will focus their professional development, with the aim of increasing student achievement. When in this mode, a teacher's professional development activities, as they apply to the Danielson Framework for Teaching, and other professional evidence collected throughout the year, are used to develop the teacher's summative evaluation.

Regardless of which mode a teacher is in, 100% of teachers will be evaluated using Danielson's Teacher Effectiveness Instrument, as per state legislation. Teachers in the Formal Observation Mode and the Differentiated Supervision Mode will be evaluated on all four, applicable domains of the Framework.

FORMAL OBSERVATION MODE

Definition:

Formal Observation is a mode of supervision that enables the teacher to work with his/her supervisor for the purpose of improving the teaching/learning environment by focusing on pedagogy, methodologies, resources, and techniques. Working through the collaborative process, the teacher and supervisor can foster a climate to bring about instructional improvement. This mode includes a pre-observation conference, a formal observation, and a post-observation conference to determine areas for growth and serve as data for the summative evaluation.

Requirements:

All non-tenured teachers, newly-hired-tenured teachers, tenured teachers who have received an unsatisfactory/needs improvement/failing evaluation in the previous two years, and teachers in intensive supervision are required to participate in the formal observation mode for two years. Tenured teachers will be required to participate in the formal observation mode once every 4 years. A teacher may require multiple years in the formal observation mode, and a principal may place a teacher in the formal observation mode at any time during the school year or cycle should a need arise.

Characteristics of Formal Observation:

Beginning in the 2018-19 school year, all Formal Observation will use the Teacher Effectiveness Instrument, based upon the Charlotte Danielson model. Requirements of the Formal Observation Mode using the Teacher Effectiveness Instrument and District Guidelines are as follows:

- 1 The administrator will fill out all of the applicable dates on the *Observation Timelines* sheet (Appendix B) and provide this to the teacher before the timeline begins.
- 2 The teacher will create and submit a written lesson plan and evidence of Domains 1 and 4 using the district-provided form or online program prior to the pre-observation conference.

Evidence of Domains 1 & 4 Form (Appendix).

- 3 The teacher and administrator will discuss these documents during the pre-observation conference.
- 4 The supervisor will conduct a formal observation of the lesson discussed in the pre-observation conference, collecting evidence from Domains 2 and 3 using the district-provided form or online program. Feedback from this observation will be provided to the teacher.

Evidence of Domains 2 & 3 Form (Appendix).

- 5 The teacher will self-reflect on the lesson observed, adding additional evidence from Domains 2 & 3, and will use the Danielson Framework rubric to categorize his or her performance on each component. This reflection is handed in to the supervisor at least one day prior to the post-observation conference.
- 6 The supervisor and teacher will meet in a post-observation conference as scheduled. They will discuss the evidence and rubric, identify categories of performance for the applicable components, and identify an area of improvement.
- 7 The supervisor will conduct an unannounced walk-throughs per year in the classroom. If walk-through is a concern by administrator, the administrator will request a conference with teacher. Additional walk-throughs should occur if the teacher has not demonstrated growth in his/her area of improvement until the teacher experiences observable success.
- 8 Beginning with the school year 2018-2019, teachers in Formal Observation Mode will receive the appropriate rating on the Teacher Effectiveness Instrument, as evident through the complete Danielson model, and dictated by the state.
- 9 *A Formal Observation Flow Chart* is available for further clarification (Appendix).

DIFFERENTIATED MODE

GOAL SETTING: SELF-DIRECTED AND TEAM-DIRECTED MODELS

Goal Setting:

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) which is specific, measurable, attainable, realistic, and timely.

There are three types of goals a teacher might consider:

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

Examples:

- Use instructional time efficiently, maximizing time on task
- Teach each lesson with a focus on student engagement.
- To enhance instructional clarity by using such strategies as anticipatory set, outlines and cloze notes, demonstrations, questioning, and closure.

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

Examples:

- Use various forms of differentiated instruction to address learner profiles.
- Use flexible grouping to address the different levels of achievement among students.
- Use behavioral modification strategies with six students in order to increase their spans of attention.

3. Program Goals relate to curriculum areas, course outlines, articulation activities, materials selection, and so on.

Examples:

- Integrate writing skills (specific procedural directions) into the teaching of sixth grade science.
- Integrate the teaching of American history and literature

Goal Development Process:

1. Reflecting on the past, identify an evidence-based, existing need or area for improvement to focus on.
2. Identify the domain and component of focus this need relates to.
3. State your goal.

4. State your reasons for choosing this goal (needs assessment).
5. State your projected increase in student achievement/benefit(s) for students.
6. Describe how you will assess whether you have achieved this goal. What evidence will be collected? (Include strategies, observations, reflective practices, and method of collecting results, including benchmarks and/or timelines.)
7. Describe how the chosen model of supervision (self-directed vs. team-directed) will help you achieve this goal?
8. Describe any resources/supports needed to achieve your goal.

The *Goal and Action Plan Request Form* is to be submitted according to district timelines (Appendix). Please refer to the goal setting sheet below as a reference for developing solid, measurable, and clearly-defined professional goals.

Sample Goal Statements with Commentary:

Example 1: I will create differentiated assessments for my inclusion students this year. I am going to do this through self-directed growth and I will know if I achieved my goal if my students do better on the assessments.

- *This is a poorly defined goal. The focus of the goal is too broad, it is not clearly defined, and is not measurable as written. It does not define how self-directed growth will help the teacher achieve the goal nor does it discuss the benefit to the student.*

Example 2: I am going to differentiate my instruction for my biology classes. The students will benefit because they will learn at their pace and instruction will be at each student's level of understanding.

- *This is a poorly defined goal. Differentiated Instruction covers a wide variety of instructional approaches and methods. The goal does not discuss the chosen differentiated supervision option and how it will help the teacher achieve his or her goal. There is no measure defining how the teacher will assess whether he or she achieved the goal. The goal does discuss student benefit. The goal is a worthy goal however, needs to be narrower in focus (one or two methods of differentiation, specify method(s), identify the supervision option and how it will assist the teacher in meeting the goal (i.e., self-directed growth would be appropriate because it would allow the teacher to implement and keep record of the implementation), and the measure of assessment needs to be identified.*

Example 3: My goal is to utilize upgraded technology for video monitoring and conferencing with students. I will produce student DVD's for language arts oral presentations. This will allow me to showcase students' communication and summarizing skills by showing student/teacher produced "I Movies." I will pursue self-directed growth by keeping records of the students' progress and my implementation of the technology in a journal. The impact/benefit will be the capability to integrate digital media resources into the curriculum and improve students' oral presentation skills through students viewing and conferencing concerning the videos.

- *This is a well-written goal. The teacher has clearly stated the goal which is concrete, focused, and measurable through the production of the DVD and the progress notes kept in the self-reflective journal. The manner in which self-directed growth supports the goal is clearly stated as is the impact on the students and the method for determining the achievement of the goal.*

Example 4: My goal is to continue to improve students' "thinking" about their reading. I will do more modeling earlier in the year with "read alouds," more sharing among peers, and involve parents by having them respond to reader workshop letters. I will use self-directed growth to achieve my goal by keeping a journal (notebook) of my new strategies and how they impacted both student writing and peer and parent responses. I will use my notes to assess the effectiveness of the strategies I implement. My goal will benefit the students as they will not only have their teacher but also peers and parents responding to their thinking about their reading. They will be exposed to more modeling, sharing, and writing and as a result more thinking. I hope this will impact all areas of learning.

- *This is an exemplary goal. The teacher has stated the goal in a clear, concise, and concrete manner that is measurable. The teacher clearly answered the three questions from the goal box on the supervision option form. It is also clear as to how the goal will benefit the teacher and the students.*

DIFFERENTIATED MODE

SELF-DIRECTED MODEL

Definition:

The Self-directed model of supervision enables an individual teacher to engage in a sustained study of a particular domain and component of the Danielson Framework that will enhance teaching skills and increase student achievement as evidenced by supporting data. This practice is also known as action research.

Requirements:

To participate in the Self-Directed Professional Growth model, a teacher must:

1. Have tenure.
2. Have received two consecutive, summative ratings of satisfactory/proficient/distinguished.
3. Receive approval from a designated supervisor on the *Goal and Action Plan Request Form*.
4. Conduct a mid-year review with the supervisor to monitor progress toward goal (Appendix).
5. Conduct an end of year review with the supervisor to reflect on this year's goal and share initial thoughts for a goal for the following school year, if applicable, (Appendix).

Characteristics of Self-Directed/Action Research:

Self-directed action research enables the individual teacher to work independently on professional growth concerns in the areas of research, special teaching projects, or any other areas of personal interest.

Focused activities enable the teacher to work on a particular topic of professional interest, which results in the teacher gaining new knowledge, refining practices and knowledge, or creating new knowledge that will benefit student achievement. Below is a description of each possibility followed by a professional example. These are examples, and not an exhaustive list of possibilities.

- **Gaining new knowledge:** A teacher's goal may include the implementation of research-based ideas or instructional strategies that are new to his practice.
 - *i.e. In year one, a physics teacher, whose assessments show evidence that his male students are underperforming his female students, is curious about the research-based effects of single-gender classroom instruction. He attends two workshops on this topic and completes a book study to gain background knowledge on this topic. After presenting his findings to the administration, he is given permission in year two, to implement optional single-sex physics classes. In this year, he collects evidence in a portfolio regarding the performance of his male and female students, and sets a direction for the following year.*

- **Refining knowledge:** A teacher's goal may include the use the district training and resources already provided to improve her classroom use of these strategies to increase student achievement.
 - *i.e. The teacher will identify through previous trainings, how her use of graphic organizers can be improved. She will create new graphic organizers for each unit based on her training and reflect on the effectiveness of these improvements in a portfolio of evidence including student achievement data.*

- **Creating knowledge:** A teacher's goal may include the application of training and knowledge to create something new for their profession and/or their students.
 - *i.e. The teacher will develop an online course to make his/her classroom activities accessible to students at home.*
 - *i.e. The teacher will create a professional development module that will allow his 7th and 8th grade colleagues to better understand the Common Core Math Eligible Content, resulting in higher achievement on the Algebra I Keystone Assessment.*

DIFFERENTIATED MODE

TEAM-DIRECTED MODEL

Definition:

Team-directed model is a collaborative process in which two or more teachers agree to work together for their own professional growth to improve the achievement of their students. This process may take place in an individual classroom, in a team-teaching set up, or in an interdisciplinary cooperative setting.

Requirements:

To participate in the Team-Directed Professional Growth model, teachers must:

- 1 Have tenure.
- 2 Have received two consecutive summative ratings of satisfactory, proficient or distinguished.
- 3 Receive approval from a designated supervisor on the *Goal and Action Plan Request Form* (Appendix).
- 4 Conduct a Mid-year Review Conference with the supervisor to monitor progress toward goal (Appendix).
- 5 Conduct an End of Year Summary Conference with the supervisor to reflect on this year's goal and share initial thoughts for a goal for the following school year, if applicable, (Appendix).

Characteristics of Team-Directed/Action Research:

Team-directed action research enables the individual teacher to work collaboratively with colleagues on professional growth concerns in the areas of research, special teaching projects, or any other areas of personal interest. Focused activities enable teachers to work on particular topics of interest, which results in the team gaining new knowledge, refining practices and knowledge, or creating new knowledge that will benefit student achievement. Below is a description of each possibility followed by a professional example.

Gaining new knowledge: The team will conduct research through a variety of sources on a topic of interest; implement the strategies in their rooms, level, or grades. Through a portfolio, evidence will provide implementation results.

- *i.e. The team will conduct a book study on the book entitled Explicit Instruction by Anita Archer. These strategies will be implemented in their classrooms throughout the year. A portfolio of evidence from the impact of these strategies regarding student achievement is presented at the end of the year.*
- **Refining knowledge:** The team's goal may include using district training and resources already provided to improve their classrooms use of these strategies to increase student achievement.
 - *i.e. The 10th grade English teachers will use the SAS and district resources available to them regarding the Common Core Non-fiction Standards to examine and refine their current non-fiction units. They will assess students collaboratively as they go and refine re-teaching strategies and resources to increase student achievement on the Keystone Literature exam.*
- **Creating knowledge:** The team's goal may include applying training and knowledge to create something new for their profession and/or their students.
 - *i.e. The team of teachers will create benchmark assessments in mathematics aligned to the PA Common Core Standards. The team will utilize Webb's Depth of Knowledge (DOK) to include higher order questioning strategies comprised of Levels 2, 3, and 4. They will keep the benchmarks and their student's performance on them in a portfolio.*

Note: Within a 4 year period, all teachers will cycle into Formal Observation Mode for a 1 year period. During this time, teachers may also participate in a Team-directed model, if it pertains to their content or grade.

INTENSIVE SUPERVISION

Definition:

A professional may be placed in the Intensive Supervision program by a supervisor because he or she has been identified as at risk through observation. An at-risk employee has been identified as needing improvement or failing on the Danielson Framework for teaching. Every professional placed in the Intensive Supervision program will receive a Performance Improvement Plan within two week of the observation unless under investigation/special circumstances. The individual will be placed on the Formal Observation Mode. The administrator will conduct meetings and/or professional conferences with the teacher at least every four to six weeks through the improvement plan. The teacher will be required to document/summarize in written form the discussions of the conferences and submit as an artifact of the plan.

*** The plan does not need to be completed prior to the first conference. The individual will follow the due dates of the plan set by the administrator***

Requirements:

Whenever a professional is placed in this mode of supervision, the administrator will:

1. Meet with the professional to discuss the areas needing to be addressed.
2. Establish a Performance Improvement Plan with the professional's input, addressing the areas of concern, the types of data that will be collected, observations, and feedback following all observations. In addition, the plan will require peer observations assigned by the administrator.
3. Create an Intensive Supervision timeline to observe the professional using the Formal Observation Mode addressing the performance improvement plan. Within the plan, the administrator will assign a peer mentor to support the individual through the process in reaching his/her goals of the plan.
4. Determine if the professional is making progress to a proficient rating level.
5. Determine if the professional has made sufficient progress to earn a proficient rating and maintain employment.

Whenever, this remedial mode of supervision has been successfully completed by the at-risk employee (a proficient rating), it is recommended that the professional will be placed in the Formal Observation Mode.

**SHAMOKIN AREA SCHOOL DISTRICT
FOCUSED PLAN OF INTENSIVE SUPERVISION**

Teacher: _____

School: _____

School Year: _____

Date: _____

Supervisor: _____

The focused plan of assistance for _____ will be in effect for the _____ school year and will consist of the following items/ expectations: *(Provide a bulleted, detailed list of all items expectations with due dates for each domain that requires improvement.)*

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

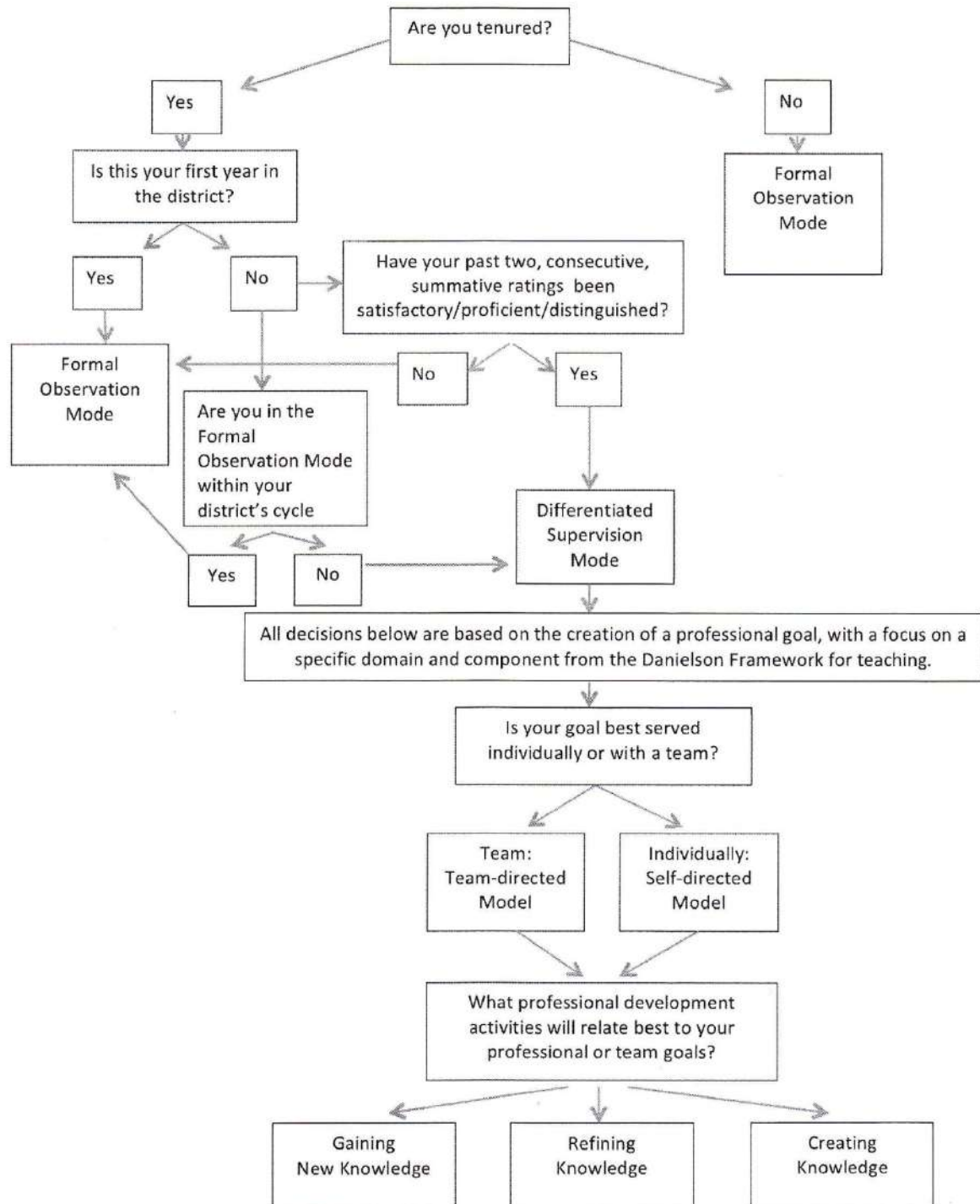
Teacher

Supervisor

Central Office Administrator

APPENDIX

Professional Growth and Evaluation: Flow Chart of Decisions



**SHAMOKIN AREA SCHOOL DISTRICT
PROFESSIONAL GROWTH ACTION PLAN REQUEST FORM**

Faculty Member _____ **Date** _____

Required Portfolio Dates: Completion _____ Additions/Revisions _____

Format (Check preference)

Self-directed _____ Team-directed _____ Formal _____

Participants:

Participant(s) signature

Length of plan: _____ 1 year _____ 2 years

Plan Approved by:

Administrator: _____ Date: _____

Title: _____

SAMPLE

Faculty Member Second Grade Teacher **Date** 8/1/2013

Required Portfolio Dates: Completion _____ Additions/Revisions _____

Format (Check preference)

Self-directed _____ Team-directed X Formal _____

Participants: All second grade classroom teachers.

Participant(s) signature

Length of plan: X 1 year _____ 2 years

Plan Approved by:

Administrator: _____ Date: _____

Title: _____

Teacher: _____

Observer: _____

Date: _____

LESSON PLAN:

EVIDENCE OF DOMAINS 1 AND 4

(To be completed by the teacher in advance of announced observation and sent to evaluator 2 days in advance)

DOMAIN 1:

1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required?

1b. Demonstrating Knowledge of Students: Characterize the class. How will you modify this lesson for groups or individual students?

1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson?

1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why?

1e. Designing Coherent Instruction: List very briefly the steps of the lesson.

1f. Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like?

Teacher: _____

Observer: _____

Date: _____

LESSON PLAN:

EVIDENCE OF DOMAINS 1 AND 4

(To be completed by the teacher in advance of announced observation and sent to evaluator 2 days in advance)

DOMAIN 4:

4a. Reflecting on Teaching: (Following the lesson) Collect samples of the student work from the observed lesson that represents a range of student performance. Discuss the degree to which students met your objectives and how the work shows this.

4b. Maintaining Accurate Records: How do you track student learning as it relates to this lesson?

4c. Communicating with Families: What specifically have you learned by communicating with families that impacted your planning of this lesson?

4d. Participating in a Professional Community: In what ways is today's lesson related to collaboration with colleagues?

4e. Growing and Developing Professionally: What aspects of this lesson are the results of some recent professional learning?

4f. Showing Professionalism: In what ways have you been an advocate for students that relate directly to this lesson?

Teacher: _____ Observer: _____ Date: _____

**OBSERVATION:
EVIDENCE FOR DOMAINS 2 AND 3**

DOMAIN 2:

2a. Creating a Climate of Respect and Rapport:

Teacher Interaction with Students
Student Interactions with One Another

2b. Creating a Culture for Learning:

Importance of the Content
Expectations for Learning and Achievement
Student Pride in Work

2c. Managing Classroom Procedures:

Management of Instructional Groups
Management of Transitions
Management of Materials And Supplies
Performance of Non-Instructional Duties
Supervision of Volunteers and Paraprofessionals

2d. Managing Student Behavior:

Expectations
Monitoring of Student Behavior
Response to Student Misbehavior

2e. Organizing the Physical Space:

Safety and Accessibility
Arrangement of Furniture and Use of Physical Resources

Teacher: _____	Observer: _____	Date: _____
OBSERVATION: EVIDENCE FOR DOMAINS 2 AND 3		
DOMAIN 3:		
3a. Communicating with Students: Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language		
3b. Using Questioning and Discussion Techniques: Quality of Questions Discussion Techniques Student Participation		
3c. Engaging Students in Learning: Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing		
3d. Assessing Student Learning: Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress		
3e. Demonstrating Flexibility and Responsiveness: Lesson adjustment Response to Students Persistence		

T= Teacher E= valuator			
BEFORE		DURING	AFTER
Step #1	Step #2	Step #3	Step #4
<ol style="list-style-type: none"> 1. T: Using the Shamokin Area Evidence of Domains 1 and 4 Form, answer the guiding questions, providing evidence where appropriate. 2. T: Hand in to E before the conference. 3. T and E meet to discuss the questions and answers provided. 	<ol style="list-style-type: none"> 1. E: Arrive 5 minutes prior to observation to “read the room.” 2. E: Collect evidence (non-evaluative) including student interview questions. 3. E: Match up evidence with domain and component. 4. E: Send the teacher this completed form by the end of the day. 	<ol style="list-style-type: none"> 1. T: If you have additional evidence, add it to each component. 2. T: Use this form to highlight statements on the Rubric that you feel apply to you. These statements may appear in multiple categories (i.e. Distinguished and Proficient). 3. T: Hand this in to the E prior to your post-conference. 4. E: Review the T’s comments and put an “A” where you agree. Also, highlight in a different color additional statements that you feel apply. 	<ol style="list-style-type: none"> 1. T: Attend post conference and bring physical evidence to support your self- assessment. 2. T and E: Discuss highlights on the rubric. Based on the review of evidence, determine the rating for each component. Fill this rating out on the State Form. 3. T and E: Set one or two goals for improvement to target during unannounced walk-throughs. If evidence toward the goal cannot be collected during the walk-through, an additional walk-through will be performed <p>Conversation Stems:</p> <ul style="list-style-type: none"> • Comment on the evidence for... • Let’s look at the rubric for... • Tell me more about... • What is the backstory for... • Describe what led you to... • Expand on your thinking about... • What were your reasons for.. • Let’s look at the language that was highlighted here...talk about the evidence for this in the lesson...

			<p>The goal is professional conversation and growth, not offense/defense.</p>
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Differentiated Supervision – Action Plan

Type of Differential Supervision: (peer Coaching, Portfolio, Action Research, Other)
Component Focus:
Project Goal: Describe the goal of your Differentiated Supervision Action Plan.
Purpose/Rationale: Describe the rationale for selecting and implementing you Differentiated Supervision Action Plan.
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.
Implementation Timeline: Describe how you will implement your Differentiated Supervision Action Plan over the course of the school year.
Indicators of Effectiveness/Measurers of Student Success: Describe what you will use to measure student success and/or the effectiveness of your Differentiated Supervision Action Plan.
MID-YEAR PROGRESS UPDATE
Provide and update on your progress toward meeting the goal of your action plan.
YEAR-END PROGRESS UPDATE
Describe the final results of your action plan and how successful you were in meeting your goal and impacting student achievement.
Recommendations – Describe the recommendations you have for moving forward and how you might share what you learned with others.

Tools for Teacher Evaluation

Paula Bevan, D.Ed., 2011

Formal Evaluation Tools

(Optional)	Formative	Summative	(Optional)
<u>This column completed with teacher through rubric comparison</u>	LESSON PLAN: EVIDENCE OF DOMAINS 1 AND 4 (To be completed by the teacher in advance of announced observation and sent to evaluator 2 days in advance) (Evidence not required for each D4 component for 1 lesson)		<u>This column completed with teacher through rubric comparison</u>
	DOMAIN 1	DOMAIN 4:	
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D	1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required?	4a. Reflecting on Teaching: (Following the lesson) Collect samples of the students work from the observed lesson that represent a range of student performance. Discuss the degree to which students met your objectives and how the work shows this.	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D	1b. Demonstrating Knowledge of Students: Characterize the class. How will you modify this lesson for groups or individual students?	4b. Maintaining Accurate Records: How do you track student learning as it relates to this lesson?	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D	1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson?	4c. Communicating with Families: What specifically have you learn by communicating with families that impacted your planning of this lesson/	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D	1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why?	4d. Participating in a Professional Community: In what ways is today's lesson related to collaboration with colleagues?	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D	1e. Designing Coherent Instruction: List very briefly the steps of the lesson	4e. Growing and Developing Professionally: What aspects of this lesson are the result of some recent professional learning?	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D	1f. Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like?	4f. Showing Professionalism: In what ways have you been an advocate for students that relate directly to this lesson?	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D
<u>This column completed with</u>	OBSERVATION: EVIDENCE FOR DOMAINS 2, 3 ____ Announced ____ Unannounced		<u>This column completed with teacher through</u>

<u>teacher through rubric comparison</u>	<u>Formative</u> <u>Summative</u>		<u>rubric comparison</u>
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D	2a. Creating a Climate of Respect and Rapport Teacher Interaction with Students Student Interactions with One Another	3a. Communicating with Students Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D	2b. Creating a Culture for Learning <i>Importance of the Content</i> <i>Expectations for Learning and Achievement</i> <i>Student Pride in Work</i>	3b. Using Questioning and Discussion Techniques <i>Quality of Questions</i> <i>Discussion Techniques</i> <i>Student Participation</i>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D	2c. Managing Classroom Procedures <i>Management of Instructional Groups</i> <i>Management of Transitions</i> <i>Management of Materials And Supplies</i> <i>Performance of Non-Instructional Duties</i> <i>Supervision of Volunteers And Paraprofessionals</i>	3c. Engaging Students in Learning <i>Activities and Assignments</i> <i>Grouping of Students</i> <i>Instructional Materials and Resources</i> <i>Structure and Pacing</i>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D	2d. Managing Student Behavior Expectations Monitoring of Student Behavior Response to Student Misbehavior	3d. Assessing Student Learning Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D

<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D	2e. Organizing the Physical Space Safety and Accessibility Arrangement of Furniture and Use of Physical Resources.	3e. Demonstrating Flexibility and Responsiveness Lesson adjustment Response to Students Persistence	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D
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Observation Summary

Component Strengths of the Teacher's Practice (List no more than two components.)

Component Areas for Growth in the Teacher's Practice (List no more than two components)

Next Steps:

We have conducted a conversation and rubric assessment on the above items.

Teacher's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

WALK-THROUGH OBSERVATION

EVIDENCE FOR DOMAINS 1, 2, 3, and/or 4

Date:

Evidence	Related Components	Component Strength and comment:
		Component for Focus and comment:

Teacher response/evidence (optional):

Teacher Self-assessment			Evaluator Assessment		
Domain 1: Planning and Preparation					
Component	Failing	Needs Improvement	Proficient	Distinguished	N/A
1a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.	
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.	
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.	
1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.	
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.	
1f: Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.	

Domain 2: The Classroom Environment

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

Component	Failing	Needs Improvement	Proficient	Distinguished	N/A
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.	
<i>3b: Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.	
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure	
<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.	
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.	

Component	Failing	Needs Improvement	Proficient	Distinguished	N/A
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.	
4c: Communicating with Families	The educator provides little/no culturally-appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/response to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.	
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.	
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.	
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.	

Domain 4: Professional Responsibilities

GOALS FRAMEWORK

Identifying the Characteristics of S.M.A.R.T. Goals

To begin in self or team-directed growth, teachers are required to develop goals that are specific, actionable, and measurable. In addition, these goals must be accompanied by action plans with benchmarks to assess progress. The S.M.A.R.T. goals framework is a useful tool that individuals and teams can use to create effective goals and action plans. The key characteristics of S.M.A.R.T. goals are as follows:

S = Specific and Strategic – Goals should be specific so that at the end of the evaluation cycle educators and evaluators can determine whether they have been achieved. Goals should also be strategic, i.e., serve an important purpose for students, the school, and/or the district.

M = Measurable – Goals should be measurable so that progress toward a goal can be evaluated and managed.

A = Action Oriented – Goals have active, not passive verbs. The action steps attached to the goals indicate who is doing what.

R = Realistic (Rigorous, and Results Focused) – Goals should make clear what will be different as a result of achieving the goal. A goal needs to describe a realistic yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement, but it should not be out of reach.

T = Timed and Tracked – A goal needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved. Tracking the progress on both action steps and outcome benchmarks is important, as they help educators know whether they are on track to achieve the goal, and give educators information they need to make midcourse corrections.

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SHAMOKIN AREA SCHOOL DISTRICT - Goal Worksheet

School:

Team Name:

Members of Team in Action Research:

District Goal(s):

School Goal(s):

Domain and Components:

- 1) Put an X next to the domain and component that your goal is *focusing* on.
- 2) Record a component (s) in each of the *other* domains that will be impacted by your goal.

Focus	Domain	Component
	Planning and Preparation	
	The Classroom Environment Preparation	
	Instruction	
	Professional Responsibilities	

Our Current Reality:

Team	Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness

Glossary

Professional Growth and Evaluation Plan--This plan will combine both supervision and evaluation in order to provide a framework for professional development as it recognizes the level of experience, effectiveness, and professionalism of teachers. This plan should relate to district or building initiatives designed to improve student achievement and must contain a cyclical timeline. It is aligned to the Danielson Framework for teaching which is the system supported by PDE including formative and summative observations and evaluations.

Supervision- -An organizational function designed to enhance/promote teacher learning and growth and, as a consequence, improve student learning. Teaching is a complex activity that requires lifelong learning in a collegial relationship between teachers and supervisors with both partners bringing different but equally important knowledge and skills to the process. In supervision the learning process should be personalized and differentiated to fit the needs of the teacher.

Evaluation--An organizational function designed to assess and make judgments about the quality of teacher performance/competencies and identify areas for growth. Evaluation fulfills the state's obligation to protect children and is global and comprehensive. The task of the evaluator is to make objective judgments about the teacher's performance based upon evidence. It is the role of the supervisor to conduct a standardized process utilizing an identified criteria resulting in some form of summative rating.

Formal Observation Mode--Formal Observation is a mode of supervision that enables the teacher to work with his/her supervisor for the purpose of improving the teaching/learning environment by focusing on pedagogy, methodologies, resources, and techniques. Working through the collaborative process, the teacher and supervisor can foster a climate to bring about instructional improvement. This mode includes a pre-observation conference, a formal observation, and a post-observation conference to determine areas for growth and serve as data for the summative evaluation.

Self-Directed Model--The Self-directed model of supervision enables an individual teacher to engage in a sustained study of a particular domain and component of the Danielson Framework that will enhance teaching skills and increase student achievement as evidenced by supporting data.

Team-Directed Model--A collaborative process in which two or more teachers agree to work together for their own professional growth. This process may take place in an individual classroom, in a team teaching set up, or in an interdisciplinary cooperative setting.

Intensive Supervision Assistance Plan--Intensive supervision is where professionals are placed in the Intensive Supervision program by a supervisor because they have been identified through observation as being an at-risk employee. An at-risk employee has been identified as needing improvement or failing on the Danielson Framework for teaching. Every professional placed in the Intensive Supervision program will receive a Performance Improvement Plan that will require the formal observation mode at least every six weeks.

Categories of Performance-- Failing, Needs Improvement, Proficient, Distinguished

Walk-through observation--The walk-through can be defined as a brief, structured classroom observation by the supervisor that is followed by a conversation between the supervisor and the teacher about what was observed. Walk-throughs are formative observations that develop summative evaluations.

Portfolio--A portfolio is a tool used to collect evidence needed to document progress toward an identified goal. The items or artifacts gathered within it are reflective of the Four Domains of Charlotte Danielson: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.

Action Research--A process, which can be carried out by a single teacher or group of teachers, allowing for problem solving, searching for solutions, experimentation, analysis, and reflection through the development of research questions, literature reviews, methodology, research design, data collection, data analysis and interpretation, and drawing conclusions and is measurable by data or an instrument of data. This process is goal-driven, closes the gap between conducting research and implementing research, and can translate into improved classroom practice and student achievement.

Goals--Based on a domain and component from the Danielson Framework, goals focus on a teacher's or team's professional needs, resulting in student achievement. Goals should be specific, measurable, attainable, realistic, and timely.