

Derry Township School District



**Supervision and Evaluation
Manual**

TABLE OF CONTENTS

ACT 82: EDUCATOR EFFECTIVENESS	3
TEACHER SUPERVISION AND EVALUATION	4
CYCLE OF SUPERVISION	4
OBSERVATION AND PRACTICE	5
FORMAL OBSERVATION	5
ACTION RESEARCH	5
PEER COACHING	6
PORTFOLIO	6
INTENSIVE SUPERVISION (PERFORMANCE IMPROVEMENT PLAN)	6
ARTIFACT BINDER	6
OBSERVATION/PRACTICE TIMELINE	7
BUILDING LEVEL DATA	8
INDICATORS OF ACADEMIC ACHIEVEMENT	8
INDICATORS OF CLOSING THE ACHIEVEMENT GAP – ALL STUDENTS	8
INDICATORS OF CLOSING THE ACHIEVEMENT GAP – UNDERPERFORMING STUDENTS	8
INDICATORS OF ACADEMIC GROWTH/PVAAS	8
OTHER ACADEMIC INDICATORS	8
TEACHER SPECIFIC DATA	9
STUDENT PERFORMANCE ON ASSESSMENT	9
VALUE ADDED ASSESSMENT DATA	9
PROGRESS IN MEETING STUDENT IEP GOALS	9
SLO DATA	9
ELECTIVE DATA	10
STUDENT LEARNING OBJECTIVE TIMELINE	10
SUPERVISION TRACKS	11
FORMAL OBSERVATION TRACK	11
ACTION RESEARCH TRACK	12
PEER COACHING TRACK	13
PORTFOLIO TRACK	14
INTENSIVE ASSISTANCE TRACK	15
ARTIFACT BINDER	17
FORMS	18
TRACK PROPOSAL	18
ACTION RESEARCH – ACTION PLAN	19
ACTION RESEARCH – MID-YEAR OR END-OF-YEAR REPORT	21
PEER COACHING ACTION PLAN	23
PEER COACHING MID-YEAR OR END-OF-YEAR EVALUATION	25
PEER COACHING OBSERVATION REPORT FORM	27
PORTFOLIO TRACK – ACTION PLAN	28
PORTFOLIO TRACK– MID-YEAR OR END-OF-YEAR REPORT	30
DIFFERENTIATED SUPERVISION CHART	32
STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE	33

Act 82: Educator Effectiveness

With the passage of Act 82 of 2012, the Pennsylvania Department of Education adjusted how professional employees are evaluated. The new system uses Charlotte Danielson's *Framework for Teaching*, or an alternative rating system approved by PDE, to evaluate professional employees. With that being said, fifty (50) percent of the evaluation for classroom teachers is based on observation and practice while the other fifty (50) percent is based on student performance. For non-teaching professionals eighty (80) percent of the evaluation is based on observation and practice while only twenty (20) percent is comprised of student performance. Act 82 also mandates the use of a four category rating system: Distinguished, Proficient, Needs Improvement, and Failing. All professional employees are rated by using one of the two systems indicated below.

Classroom Teachers

50% - Observation and Practice

Danielson's Framework for Teaching is utilized with evidence collected in each domain. The four domain percentages are:

- Domain 1: Planning and Preparation 20%
- Domain 2: Classroom Environment 30%
- Domain 3: Instruction 30%
- Domain 4: Professional Responsibility 20%

15% - Building Level Data/School Performance Profile

This data will be represented using the academic score determined via the Pennsylvania School Performance Profile (SPP).

15% - Teacher-Specific Data

Teacher Specific Data will comprise fifteen (15) percent of the overall rating for classroom teachers. Any data used for a rating must be attributable to the specific classroom teacher who is being evaluated and rated. If applicable, the data shall include:

- Student Performance on assessments (percent proficient and advance)
- PVAAS Data
- Progress in meeting IEP goals
- SLO's

20% - Elective Data

The Student Learning Objective (SLO) is twenty (20) percent of the overall performance rating for all classroom teachers, is based upon summative assessments which could be any of the following:

- District Designed Measures and Examinations
- Nationally Recognized Standardized Tests
- Industry Certification Examinations
- Student Projects Pursuant to Local Requirements
- Student Portfolios Pursuant to Local Requirements

Non-Teaching Professionals

80% - Observation and Practice

Danielson's Framework for Teaching is utilized with evidence collected in each domain. The four domain percentages are:

- Domain 1: Planning and Preparation 20%
- Domain 2: Educational Environment 30%
- Domain 3: Delivery of Service 30%
- Domain 4: Professional Development 20%

15% - Building Level Data/School Performance Profile

This data will be represented using the academic score determined via the Pennsylvania School Performance Profile (SPP).

Teacher Supervision and Evaluation

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

The DTSD Differentiated Supervision Model is based on research findings associated with effective schools, effective classrooms, and effective leadership. Each professional employee shall determine annually, in concert with their administrative supervisor, appropriate goals for professional growth.

The DTSD Differentiated Supervision Model offers professional employees five tracks of supervision. These tracks include:

- Formal Observation
- Action Research
- Peer Coaching
- Portfolio
- Intensive Supervision (Performance Improvement Plan)

It shall be the annual responsibility of the administrative supervisor to evaluate each professional and/or temporary professional employee in his/her charge and to submit a rating for each professional and/or temporary professional employee to the Assistant to the Superintendent for Personnel and Student Services. All staff will be evaluated using the Danielson Framework for all models of supervision.

Cycle of Supervision

The Differentiated Supervision Model at Derry Township School District is based on a four-year cycle of supervision.

- Temporary professional employees will be formally observed and rated a minimum of two times during the school year using the Formal Observation Track. Professional employees will be rated a minimum of one time during the school year using either PDE form 82-1 (Classroom Teachers) or 82-3 (Non-Teaching Professionals).
- All staff will be evaluated under the Formal Observation Track a minimum of once every four years. Otherwise, each professional employee may select the differentiated supervision track that best meets his or her needs. The Administration reserves the right to remove a teacher from any of the differentiated tracks at any time and place the staff member in the Formal Observation Track.
- While Formal Observations may not occur in Action Research, Peer Coaching or Portfolio Tracks, Supervising Administrators are required to provide a rating in the four domains for all staff every year regardless of their supervision track. Therefore, professional and temporary professional employees are required to collect evidence of practice in each of the four domains via an artifact binder.

Observation and Practice

(50% Classroom Teachers or 80% Non-Teaching Professionals)

Derry Township School District's Observation & Practice (Differentiated Supervision) Tracks provide opportunities for staff to follow one of the five options listed below. The supervision track along with the artifact binder shall determine the professional and temporary professional employee's rating for Observation and Practice.

Formal Observation

- *Temporary professional employees* will be observed at least two times per year inclusive of a preconference, observation, and post conference. *Professional employees* will be observed at least one time per year inclusive of a preconference, observation, and post conference.
- Formal Observation of professional employees is accomplished through formal observations measured by research supported best practices: Danielson's *Framework for Teaching*. The assessment supported by Danielson's *Framework for Teaching*, and other observational data is formative. The collaborative reflections of the observational data may focus the efforts of the teacher on a professional development plan to improve instructional practices and student achievement.
- Pennsylvania Department of Education has recognized Charlotte Danielson's *Framework for Teaching* as the model for the supervision of classroom teachers. Classroom observations by the principal/supervisor will include demonstrated behaviors associated with improving student achievement. There are four (4) Domains that describe the effective teaching process:
 - **Domain 1 - Planning and preparation**, including selecting standards-based lesson goals and designing effective instruction and assessment;
 - **Domain 2 - Classroom environment**, including establishing a culture for learning and appropriate classroom management techniques that maximize instructional time;
 - **Domain 3 - Instruction**, including the use of research-based strategies which engage students in meaningful learning and utilize assessment results to make decisions about student needs; and
 - **Domain 4 - Professional responsibilities**, including using systems for managing student data and communicating with student families.

Action Research

- Professional employees will develop a structured, on-going reflection of a practice-related issue (Danielson's *Framework for Teaching*). Professionals may work individually or in small groups, dyads or triads, to complete the action research project. Meeting notes, resources, data collection tools, and the results of the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee.

Peer Coaching

- 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.

Portfolio

- Professional employees will examine their own practice in relation to Danielson's *Framework for Teaching* and reflect in a written report and/or documented discussions with colleagues. Portfolios may be developed according to criteria established collaboratively by the administrator and the teacher based upon their interests or needs. Resources, data collection tools, and the results of the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee.

Intensive Supervision (Performance Improvement Plan)

- Professional employees who have been evaluated as “*failing*” in one or more domains of Danielson's *Framework for Teaching* model will participate in a Performance Improvement Plan. The plan will be designed with the professional employee's input in addressing the area(s) of concern, recommendations for professional development, types of data (evidence) that will be collected to determine improvement, and an observation schedule with intensive supervision. The Performance Improvement Assistance Team will establish the intensive supervision timeline.

Artifact Binder

- Act 82 of 2012 requires that a portion of each professional employee's evaluation be based on evidence/documentation that is collected throughout the year that pertains to the teacher's practice. As a result, all professional and temporary professional employees are required to submit an artifact binder to demonstrate their mastery of teacher practice. The artifact binder should contain evidence that showcases the staff member's accomplishments and student achievement with regards to the components of each domain.

Observation/Practice Timeline

September - October

In September, the administration will meet with professional employees as a group to review the process followed during the year. The meeting will address the requirements and timelines for data collection and reporting. An individual goal(s) conference is then arranged by the supervising administrator with each professional employee. During this conference, the professional employee and supervising administrator will review and adjust (if necessary) established goal(s), set direction and officially select a differentiated supervision track for the year. In addition to establishing goals for the differentiated supervision track, the professional employee shall submit his/her Student Learning Objective(s) for review and approval.

October - January

Professional employees collect data and generate documentation to show progress toward the achievement of his/her identified goal(s). The professional employee and supervising administrator may meet periodically to review progress, and the professional employee should prepare mid-year documentation for his/her administrator indicating progress toward goal attainment during the first half of the school term. If applicable, this includes SLO data.

January - February

A Mid-Year Conference with the supervising administrator is held to discuss and summarize progress made toward the achievement of identified goals and to refine existing goals relevant to the chosen differentiated supervision track. During the conference, the professional employee will be asked to report progress, discuss continuing work, and/or to modify his/her goal(s) if appropriate. In addition, the professional employee should provide data and report progress with regard to his/her SLO (if applicable).

February - April

Professional employees should collect data and generate documentation to show progress toward the achievement of his/her identified goal(s). The professional employee and supervising administrator may meet periodically to review progress, and the professional employee should prepare end-of-the-year documentation for the administrator indicating progress toward goal attainment during the school term. Documentation should include SLO Data, Artifact Binder evidence, and data pertaining to his/her differentiated supervision track.

May - June

An End-of-Year Conference with the supervising administrator is held to discuss and summarize progress made toward the achievement of identified goals. During this conference, the professional employee must report progress relative to his/her differentiated supervision track. In order for the administration to provide the professional employee with Teacher Specific and Elective Data ratings, the professional employee must provide the supervising administrator with necessary data pertaining to his/her SLO's.

Building Level Data

(15% Classroom Teachers or 20% Non-Teaching Professionals)

Building level data will be represented using the academic score determined via the Pennsylvania School Performance Profile (SPP). The SPP score will provide a quantitative academic score based upon a 100-point scale to represent the overall academic performance of each school in Pennsylvania. Scores are calculated based upon defined weighted data elements. If a school is missing a data element and thus, its representative performance measures, the display area will reflect that circumstance and the calculation for the academic score will be adjusted accordingly. For Educator Effectiveness System, the 100-point scale is converted to a (0 – 3) scale to facilitate combining with the other multiple measures. The score for a school is based upon indicators that define a high performing school. Many data elements come together to create the academic score. These indicators are categorized into five areas.

The first three areas represent 50% of the building level score when all applicable data elements are available:

Indicators of Academic Achievement

Include PSSA, PASA, and/or Keystone Exam performance, industry standards-based competency assessment performance (NOCTI/NIMS), grade 3 reading proficiency, and SAT/ACT college ready benchmarks.

Indicators of Closing the Achievement Gap – All Students

All Students measure how well a school is making progress toward proficiency of all students in the school who take the PSSA, PASA, and/or Keystone Exams.

Indicators of Closing the Achievement Gap – Underperforming Students

Historically Underperforming Students measure how well a school is making progress toward proficiency of high needs students who have historically not demonstrated proficiency. Students with disabilities, English Language Learners and economically disadvantaged students in a non-duplicated count form this group. Applicable assessments are the PSSA, PASA, and/or Keystone Exams.

The fourth area represents 40% of the building level score when all applicable data elements are available:

Indicators of Academic Growth/PVAAS

This data measures the school's impact on the academic growth of students from year- to-year on PSSA and/or Keystone Exams.

The fifth area represents 10% of the building level score when all applicable data elements are available:

Other Academic Indicators

Included in these indicators are factors that contribute to student achievement such as graduation rate (or promotion rate), attendance rate, enrollments in courses of rigor (International Baccalaureate Diploma, Advanced Placement, enrollments in college courses credit programs), and PSAT/ASPIRE participation.

Extra Points

Schools may earn additional points via Extra Credit for Advanced Achievement (up to 7 Points) depending on school configuration based on advanced performance on state assessments, industry standards-based competency assessments, and advanced placement exams.

Teacher Specific Data

(15% – Classroom Teachers Only)

Teacher Specific Data shall comprise 15% of the final teacher evaluation and shall include the following when data is available and applicable to a specific classroom teacher: Below are the questions to address when determining if following data should be used in determining a rating for Teacher Specific Data for each classroom teacher.

Student Performance on Assessment

(Shall comprise no more than 5%)

1. Is Student Performance Assessment Data available for the teacher in tested grades and subjects (PSSA, Keystones, PASA)?
 - a. Yes - Go to number 2
 - b. No - Assessment Data is not available
2. Is the teacher responsible for the direct instruction of eleven or more students in a tested grade or subject?
 - a. Yes - This data is available and applicable.
 - i. Refer to the Student Performance Assessment Table
 - ii. Shall comprise no more than 5%
 - b. No - Assessment Data is not applicable

Value Added Assessment Data

(Shall comprise no less than 10%, no more than 15%)

1. Is there a Value Added Teacher Report that contains a three year consecutive rolling average?
 - a. Yes - This data is available and applicable.
 - i. Refer to PVAAS Table
 - ii. Shall comprise not less than 10% nor more than 15%
 - b. No - Value Added Data is not available

Progress in Meeting Student IEP Goals

(Shall comprise no more than 5%)

1. Is IEP progress data available for this teacher?
 - a. Yes - Go to question 5
 - b. No - This data is not available
2. Is this teacher responsible for planning, teaching and assessing eleven or more students in the attainment of IEP goals (*as defined by IDEA and Chapter 14*) in a specific content area or skill?
 - a. Yes - This data is applicable and available
 - i. Use the SLO Process to address IEP progress
 - ii. Shall comprise no more than 5%
 - b. No - This data is not applicable

SLO Data

(Shall comprise no more than 15%)

For classroom teachers without any attributable assessment or PVAAS data and/or data related to IEP progress the locally developed school district rubric (SLO) or rubrics shall comprise no more than 15% of a classroom teachers final teacher effectiveness rating. A SLO Process will be used to validate the LDR and shall select a measure relating to elective data*.

Student Performance Assessment Table	
Percent of Students Proficient or Advanced	0 - 3 Rating Scale
95—100%	3.0
90—94.9%	2.5
80—89.9%	2.0
70—79.9%	1.5
65—69.9%	1.0
60—64.9%	0.5
Below 60%	0.0

PVAAS Table	
PVAAS Score	0—3 Scale*
90.0 to 100	2.50—3.00
70.0 to 89.9	1.50—2.49
60.0 to 69.9	0.50—1.49
00.0 to 59.9	0.00—0.49

Elective Data

(20% – Classroom Teachers Only)

The overall performance rating for all classroom teachers, summative evaluation will include measures of student achievement that are locally developed. As indicated, elective data or Student Learning Objectives (SLO's) will count for 20% of the teachers overall rating.

The SLO process should be a collaborative effort between the supervising administrator and the classroom teacher. PDE requires the Student Learning Objective (SLO) process consist of the following sections.

- Classroom Context
- SLO Goal
- Performance Measures (PM)
- Performance Indicators (PI)
- Elective Rating

Student Learning Objective Timeline

September/October

This initial conference should be held in September/October once the teacher has completed a draft of the SLO Template for the upcoming school year. This conference should be held in conjunction with the teacher's differentiated supervision meeting. During the meeting, the teacher(s) and the supervising administrator should discuss the draft SLO and collaboratively agree upon the criteria to determine the rating levels of the SLO – (Distinguished, Proficient, Needs Improvement, and Failing). During or shortly after the initial meeting, the supervising administrator will approve the SLO. If revisions are required, the SLO should be revised and resubmitted by the teacher(s). The SLO approval date should be noted on the SLO Template and signed by the teacher(s) and the supervising administrator. (*Located under 5.A of the SLO Template*)

- If multiple teachers are working to draft an SLO, the supervising administrator should determine the logistics for the initial meeting.

January/February

The teacher and supervising administrator should meet mid-way through the instructional interval to examine any formative data and discuss progress. As mentioned previously, this meeting should take place with the teacher's differentiated mid-year meeting. During the meeting the supervising administrator and the teacher should discuss any changes that may need to be made to the SLO.

May/June

Once student data becomes available, the teacher(s) and the supervising administrator will meet to discuss results. During the meeting, the teacher(s) will present data/evidence related to the SLO and discuss outcomes, lessons learned and next steps. After the teacher has an opportunity to present the evidence related to the SLO the supervising administrator will determine a rating (0, 1, 2, or 3) as it pertains to the expectations of performance levels agreed to at the initial conference. This meeting should be part of the teacher's differentiated supervision end-of-year meeting.

Supervision Tracks

Formal Observation Track

Forward

The Formal Observation Supervision Track is an administrative monitoring track utilizing a research-based framework to enhance professional practice. The feedback is based upon the four domains of Professional Practice (Danielson model). The four domains are Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Danielson model provides a common language for talking about and assessing teaching; clear concise levels of performance to aid self-assessment; and structured observations and dialogue through which professional staff, with the assistance of their administrators, can develop and hone their skills.

Qualifications

- All temporary professional employees
- All professional employees new to the district during their first year of employment
- Professional employees are assigned to the formal observation track at least once during their four-year supervision cycle

Goals

- To increase instructional effectiveness and improve student achievement
- To encourage and promote professional dialogue
- To encourage educators to become reflective practitioners
- To encourage ongoing professional growth, risk taking, and innovation

Requirements

- Complete all the required information in TowerMetrix
- Attend pre and post observation meetings
- Professional employees will be observed at least one time per year
- Temporary professional employees will be observed at least two times per year
- Submission of an artifact binder

Evaluation

The administrator will evaluate professional staff participating in the Formal Observation Supervision Track using the Teacher Effectiveness Model prescribed by the Pennsylvania Department of Education. Data collection will relate back to the four domains of Professional Practice (Danielson Model).

Action Research Track

Forward

Tenured professional employees may select to participate in Action Research, either self-directed or team-focused.

A professional employee must develop an action plan that includes a research review, timeline, resources needed, and data collection, analysis of data. Prior to approval a meeting with a school administrator to review the action plan must be held, with any revisions documented.

Groups may include no more than five (5) people. If a professional employee needs guidance in finding or forming a group, he or she may seek help from an administrator.

Goals

- To update professional staff members on relevant educational issues.
- To enhance instructional planning and practices, particularly through the utilization of student data.
- To provide opportunities for extended educational learning through collegial interaction.
- To enhance professional practice resulting in increased student achievement.

Requirements:

- Action Research topics will relate to one or more of the four domains of Danielson's Professional Practice as well as focus on a district initiative or other current educational topics as agreed upon by group members and the supervising administrator(s).
- Professional employees will be required to do outside reading and actively participate in discussions, if applicable.
- Each member of an Action Research group must submit an Action Plan to his or her supervising administrator by the established due date.
- Each member will be required to document his or her growth through mid and end-of-year reports.
- At a minimum, Action Research Team-Focused groups will meet five times (i.e. October, November, February, March, April) for one hour (before or after school) during the school year. Once the group is formed, group members will determine dates for meetings. A list of meeting dates and locations will be submitted to the supervising administrator(s).
- Participants are expected to attend all Team-Focused group meetings. Should an extenuating circumstance occur, one absentee report may be utilized with prior approval of the supervising administrator(s).
- If extenuating circumstances make it necessary to miss more than one Team-Focused group meeting, the participant must, in consultation with their supervising administrator, choose a different track.
- Mid-Year and End-Of-Year Reports will be submitted to the supervising administrator twice a year (January/February and April/May). These reports are for information only and not for evaluative purposes.
- Each member must keep a reflective journal.
- Submission of an artifact binder

Evaluation

The administrator will evaluate professional staff participating in an Action Research Supervision Track using the Teacher Effectiveness Model prescribed by the Pennsylvania Department of Education. Data collection will relate back to the four domains of Professional Practice (Danielson Model).

Peer Coaching Track

Requirements

With a clear understanding and adherence to the requirements and responsibilities of the Peer Coaching Track, participants will enable the partnership to function successfully. Requirements and responsibilities are to be accomplished in accordance with the guidelines. Participants unable to fulfill the requirements of the Peer Coaching Track during the school year may be reassigned in consultation with the supervising administrator.

Participants must:

- Obtain pre-approval of quantitative goals by the building administrators
- Attend Peer Coaching Training (Or a refresher if training was more than 5 years ago)
- Adhere to peer observation guidelines
- Attend all scheduled meetings
- Keep appropriate records
- Submit appropriate forms
- Devise goals and assist partner in goal setting
- Meet with supervising administrator mid-year and end of the year to review goals and accomplishments
- Keep a log of activities as they relate to peer coaching
- Submission of an artifact binder

Observation Guidelines

The program requires a minimum of two observations per semester, for a total of four per year, for each partner. Additional observation requests may be submitted to the supervising administrator.

Peer coaching partners are encouraged to exercise maximum flexibility in length and frequency of visits, in conference scheduling, and in completion of other program components to maximize partner goals and objectives. Professional staff guide and choose their own professional goals with observations that are objective and data driven. Administration recognizes that observations and collaboration should not be limited to planning periods. Release time is available to accommodate the program. Partners may request class coverage for each observation or may utilize internal coverage. Planning should be done as far in advance as possible to facilitate the coordination of coverage.

Each participant must submit the Observer Report Form within five school days of the observation. Copies of this form will be forwarded to the observer, the professional employee, and the supervising administrator to confirm that the observation took place.

Accommodations will be made for cross-building observations.

Evaluation

The administrator will evaluate professional staff participating in the Peer Coaching Supervision Track using the Teacher Effectiveness Model prescribed by the Pennsylvania Department of Education. Data collection will relate back to the four domains of Professional Practice (Danielson Model).

Portfolio Track

Forward

The Portfolio Track has been developed as part of the Derry Township School District's commitment to staff development and as a means of differentiating supervision under the Teacher Effectiveness Model (2013).

The Portfolio Track is one option that professional employees may select as part of the Differentiated Supervision Model. The portfolio is a process through which a professional staff member collects and reflects upon their craft and knowledge for the purpose of refining present skills, learning new skills and/or solving classroom-related problems. It is the intent of the program that professional employee will see growth in instructional effectiveness and will be encouraged to be risk-takers and innovators. The Portfolio Track must consist of a data collection process.

Goals

- To increase instructional effectiveness and improve student achievement
- To encourage and promote professional reflection
- To encourage ongoing professional growth, risk-taking, and innovation

Requirements

With a clear understanding and adherence to the requirements and responsibilities of the Portfolio Track, participants will identify a specific Domain and Component(s) from the Danielson's *Framework for Teaching*. Participants are to establish a goal area and track beginning data and culminating data to support growth professionally as measured by student outcomes. Requirements and responsibilities are to be accomplished in accordance with the guidelines. Participants unable to fulfill the requirements of the Portfolio Track during the school year will be reassigned in consultation with the supervising administrator.

Participants must:

- Obtain pre-approval of quantitative goals by the building administrators
- Attend all scheduled meetings
- Keep appropriate records
- Submit appropriate forms
- Meet with building administrator mid-year and end of the year to review goals and accomplishments
- Keep a portfolio of evidence related to the identified goal area
- Submit an artifact binder

Evaluation

The administrator will evaluate professional staff participating in the Portfolio Supervision Track using the Teacher Effectiveness Model prescribed by the Pennsylvania Department of Education. Data collection will relate back to the four domains of Professional Practice (Danielson Model).

Intensive Assistance Track

Rationale

Derry Township School District is committed to providing each student with the best possible education, as well as to providing each teacher with the knowledge and skills necessary to do so. In order to achieve that goal, Derry Township School District will provide intensive professional support to the staff member whose immediate supervisor deems will benefit from such assistance. This staff member has been evaluated as failing in one or more domains of the framework based upon a preponderance of evidence, ideally from multiple sources.

A distinction between teacher compliance/conduct and professional learning needs is necessary since compliance and/or conduct matters may not warrant intensive assistance services.

The goal of Derry Township School District is to take steps designed to remediate the teacher.

Team Members

- The Teacher
- Supervising Administrator
- Additional Supervisor - Selected by District Administration, given the unique needs of the teacher
 - The role of the additional supervisor is to:*
 - *Serve as another source of evaluative evidence collection*
 - *Advise upon the development /implementation of the plan*
 - *Provide coordination of team efforts*
- Formative Assessor (mutually agreed upon)
 - A formative assessor will have received training in the collection of evidence of classroom practice and formative assessment, and will provide to the teacher evidence of the targeted (and related) components over time. S/he will refrain from giving advice/opinion, and will keep the collected evidence in strictest confidence, separate from the evaluative portion of the Intensive Support Track.*
- HEA Representative, if desired
 - An HEA Representative attends all team meetings and serves in an advisory capacity with the teacher's ultimate best interest in mind.*

Procedures

- The supervisor must have evaluated the employee's performance as failing and notified the employee via a conference and in writing of the need for assistance.
- The supervisor must notify the Assistant to the Superintendent for Personnel & Student Services in writing of the need for the development of an Intensive Assistance Team, including the domains that are deficient.
- Team membership is then identified. At least one team member will provide formative assessment and not contribute to the evaluative decision.

- The team will work cooperatively to develop a written plan of action for improvement that is linked to the domains. The plan should include:
 - Specific measurable goals/outcomes

The focus of goal setting should be the achievement of satisfactory movement from left to right across the targeted component rubrics, rather than mastery of a given performance level or levels. While the latter is desirable, it is not always reasonable to expect within a given measure of time. Therefore, it is assumed that satisfactory movement toward the targeted levels, once begun, will continue within the context of the Formal Supervision Track, with appropriate support.
 - Resources needed
 - Specific timelines with evaluative checkpoints
 - Identified support personnel
- The content of the plan will reflect the needs of the individual teacher. The elements of the plan, however, will include the key components of professional learning as follows:
 - Collaboration
 - Self-Assessment based on evidence
 - Formative Assessment based on evidence
 - Inquiry into practice/action research
 - Community of Learners
 - Reflection based on evidence

Evidence of professional growth is expected to be provided by both the teacher and his/her supervisor throughout the process, as necessary.

- At each checkpoint, positive changes are expected. If checkpoints are not reflective of progress, the team will revisit the plan and modify it so as to impact more positively the learning of the teacher.
- Written progress reports will be submitted to the Assistant Superintendent for Personnel & Student Services at the completion of each checkpoint along the timeline, signed by all team members
- The team provides the professional employee with confidential guidance and assistance as the plan is implemented.
- Supervisory team members will evaluate the progress and decide whether the goals in the improvement plan have been fulfilled.
- Upon completion of the plan, the employee's immediate supervisor will complete a summative evaluation.
- Satisfactory demonstration of professional growth in the targeted components will eliminate the need for further assistance with the Intensive Assistance Team. The teacher will then continue in the Formal Observation Supervision Model for the remainder of that school year.
- If cumulative evidence reveals that satisfactory professional growth did not occur, the employee may receive another failing/unsatisfactory rating.

Artifact Binder

Forward

Act 82 of 2012, requires that a portion of each professional employee's evaluation be based on evidence/documentation that is collected throughout the year that pertains to teacher practice (Planning & Preparation, Classroom Environment, Instruction and Professional Responsibilities). Although the Pennsylvania Department of Education does not mandate how evidence/documentation is collected the department does provide guidance with regard to what is considered evidence/documentation (as noted below). As a result, the District believes the best way for professional employees to demonstrate their mastery of teacher practice is to submit an artifact binder that contains evidence showcasing their accomplishments with regards to the components of each domain.

Requirements (Minimum):

- Submission of one artifact for each of the twenty-two (22) Classroom Observation and Practice Components.
- Written reflection for each of the four (4) Classroom Observation and Practice Domains.
- Completion of a self-assessment using the artifact binder rubric.

Scoring:

- Artifacts are scored using the artifact binder rubric. The rubric is based on Charlotte Danelson's (2007) *Framework for Teaching* model.

Evidence/documentation. As appropriate, records for the employee and his/her placement in a classroom and educational program shall be documented by the rater. Documentation may include, but not be limited to a combination of any of the following items:

- Documented notations of classroom observations, teacher/rater conferences or interviews, or informal observations or visits.
- Lesson unit plans (types, titles and numbers), materials, technology, teacher resource documents, visual technology, space, student assignment sheets, student work, instructional resources, student records, grade book, progress reports and report cards.
- Student Surveys
- Interaction with student's family
- Family, parent, school and community feedback
- Act 48 documentation
- Use of teaching and learning reflections

The documentation, evidence and findings of the rater, shall provide the basis for the rating of the employee's complete tool in each of the four domains.

DERRY TOWNSHIP SCHOOL DISTRICT

TRACK PROPOSAL



Name: _____

Building: _____

School Year: _____

Supervision Track:

- ☐ Formal Observation (Predetermined by the supervising administrator)
- ☐ Peer Coaching
- ☐ Portfolio
- ☐ Action Research
 - ☐ Self-Directed
 - ☐ Team-Focused

In the space provided, briefly state the professional growth area(s) on which you would like to focus. The growth area(s) should be linked to at least one of Danielson's Framework for Teaching Domains.

Select the Domain(s) that are best linked to your professional growth area(s):

- | | |
|--|---|
| <input type="checkbox"/> Domain 1: Planning and Preparation | <input type="checkbox"/> Domain 2: Classroom Environment |
| <input type="checkbox"/> Domain 4: Professional Responsibilities | <input type="checkbox"/> Domain 3: Instructional Delivery |

- ☐ **Approved**
- ☐ **Disapproved**

Employee Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

The Track Proposal form should be submitted to your supervising administrator by the due date.
A copy will be returned to you upon approval.

DERRY TOWNSHIP SCHOOL DISTRICT

ACTION RESEARCH – ACTION PLAN



Name: _____

Building: _____

School Year: _____

Mode: _____

Team Members (if applicable):

1. _____

2. _____

3. _____

4. _____

Literature Review Information:

Text Request: _____

Author: _____

ISBN: _____

Please briefly answer the following questions:

Identify the educational challenge or problem that you wish to address through your professional dialogue reading and discussion.

Danielson's Framework for Teaching defines four Domains of Professional Practice. The Domain of Instruction is the single most important determinant of student learning. Considering the Domain of Instruction and the topic you have chosen, please list and rationalize the specific measureable goal(s) you have developed as a result of enhancing your professional practice.

Domain 3: Instructional Delivery Component: _____

Goal:

Describe the research review utilized to develop the action plan (include bibliography).

What data will be collected that demonstrates the successful completion of your goals?

How will implementation of this plan positively impact student achievement? (Must be specific and measureable)

- ☐ **Approved**
☐ **Disapproved**

Employee Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

*Note to Administrator: Please return this original form to the professional staff member; make a copy for your files.

DERRY TOWNSHIP SCHOOL DISTRICT

ACTION RESEARCH — MID-YEAR OR END-OF-YEAR REPORT



Name: _____

Building: _____

School Year: _____

Date of Meeting: _____

Action Research Topic:

Educational Challenge or Problem Area:

Specific and Measurable Objective:

Please briefly answer the following questions:

Domain of Instructional Delivery

Component: _____

Given the specific measurable goal above, please state and provide evidence of progress (Attachments as necessary):

What major action steps have you taken toward achieving your goal and positively affecting your professional practice?

Based on your goal and evidence to date, explain the changes(s) that you have implemented or plan to implement in your classroom or in the educational community. How will this change help to solve the educational challenge or problem and assist you in meeting your specific and measureable goal?

Domains of Planning and Preparation, Classroom Environment and/or Professional Development

How have your action steps and implementation efforts enhanced your planning and preparation, improved your classroom environment and/or promoted your professional growth? *State your response in terms of one or more of the indicators for the Domains of Planning and Preparation, Classroom Environment, and/or Professional Responsibilities.*

Employee Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

DERRY TOWNSHIP SCHOOL DISTRICT

PEER COACHING ACTION PLAN



Name: _____

Building: _____

School Year: _____

Coaching Partner: _____

In the space provided, briefly state the professional goal(s) or area(s) you wish to focus on during your peer coaching relationship. The goal(s) or area(s) should be linked to at least one of Danielson's *Framework for Teaching* Domains and/or components.

Select the Domain(s) and/or Components that are best linked to your professional goal(s) or area(s):

Describe any strategies, decisions, resources and actions necessary to attain your goals.

Describe the quantitative outcomes that will indicate success for each goal or area of focus.

- ☐ **Approved**
☐ **Disapproved**

Employee Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

*Note to Administrator: Please return this original form to the professional staff member; make a copy for your files.

DERRY TOWNSHIP SCHOOL DISTRICT

PEER COACHING MID-YEAR OR END-OF-YEAR EVALUATION



The goals of the Peer Coaching Track are to increase instructional effectiveness, to encourage and promote professional collaboration and to encourage ongoing professional growth, risk taking, and innovation. Please evaluate the impact the Peer Coaching Track has had on your teaching and evaluate the program design and implementation this far.

Date: _____

Name: _____

Building: _____

School Year: _____

Please use the following criteria:

4 – Significant Impact

3 – Moderate Impact

2 – Little Impact

1 – No impact

What impact has the Peer Coaching Track had ...

_____ on your instructional effectiveness?

_____ on enhancing professional collaboration?

_____ in terms of your ongoing professional growth and development?

_____ in terms of your willingness to try new techniques or strategies in your teaching?

What qualitative and quantitative evidence have you acquired that demonstrates progress toward your goal?

Has your work prompted you to modify your goals in any way? Please describe.

Have you changed any of your instructional practices or strategies to help attain your goal? Please describe.

What data that was collected has been the most impactful to your learning experience?

Describe how the peer coaching experience and your learning will impact your practice in the future.

*Professional employees will also be evaluated utilizing the Teacher Effectiveness Model rubric (Domains 1 and 4).

DERRY TOWNSHIP SCHOOL DISTRICT

PEER COACHING OBSERVATION REPORT FORM



Pre-Observation Conference Date: _____

Observation Date: _____

Observation Time: _____

Post-Observation Date: _____

Course/Subject Observed: _____

Observation Objective(s):

Peer Coaching Requirement Information

Semester: One - Two

Observation: One - Two

Teaching Partner Name: _____ Signature: _____

Observing Partner Name: _____ Signature: _____

*Professional employee should submit a copy of this form to his/her supervising administrator

DERRY TOWNSHIP SCHOOL DISTRICT

PORTFOLIO TRACK – ACTION PLAN



Name: _____

Building: _____

School Year: _____

Portfolio Mode: _____

Please briefly answer the following questions:

Identify the educational challenge or problem that you wish to address through your professional dialogue reading and discussion.

Danielson's Framework for Teaching defines four Domains of Professional Practice. The Domain of Instruction is the single most important determinant of student learning. Considering the Domain of Instruction and the topic you have chosen, please list and rationalize the specific measureable goal(s) you have developed as a result of enhancing your professional practice.

Domain 3: Instructional Delivery Component: _____

Goal:

Describe the anticipated artifacts you intend to collect as evidence toward achievement of your goal.

What data will be collected that demonstrates the successful completion of your goals?

How will implementation of this plan positively impact student achievement? (Must be specific and measureable)

- ☐ **Approved**
☐ **Disapproved**

Employee Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

*Note to Administrator: Please return this original form to the professional staff member; make a copy for your files.

DERRY TOWNSHIP SCHOOL DISTRICT

PORTFOLIO TRACK— MID-YEAR OR END-OF-YEAR REPORT



Name: _____

Building: _____

School Year: _____

Date of Meeting: _____

Educational Challenge or Problem Area:

Specific and Measurable Objective:

Please briefly answer the following questions:

Domain of Instructional Delivery

Component: _____

Given the specific measureable goal above, please state and provide evidence of progress (Attachments as necessary:

What major action steps have you taken toward achieving your goal and positively affecting your professional practice?

Based on your goal and evidence to date, explain the changes(s) that you have implemented or plan to implement in your classroom or in the educational community. How will this change help to solve the educational challenge or problem and assist you in meeting your specific and measureable goal?

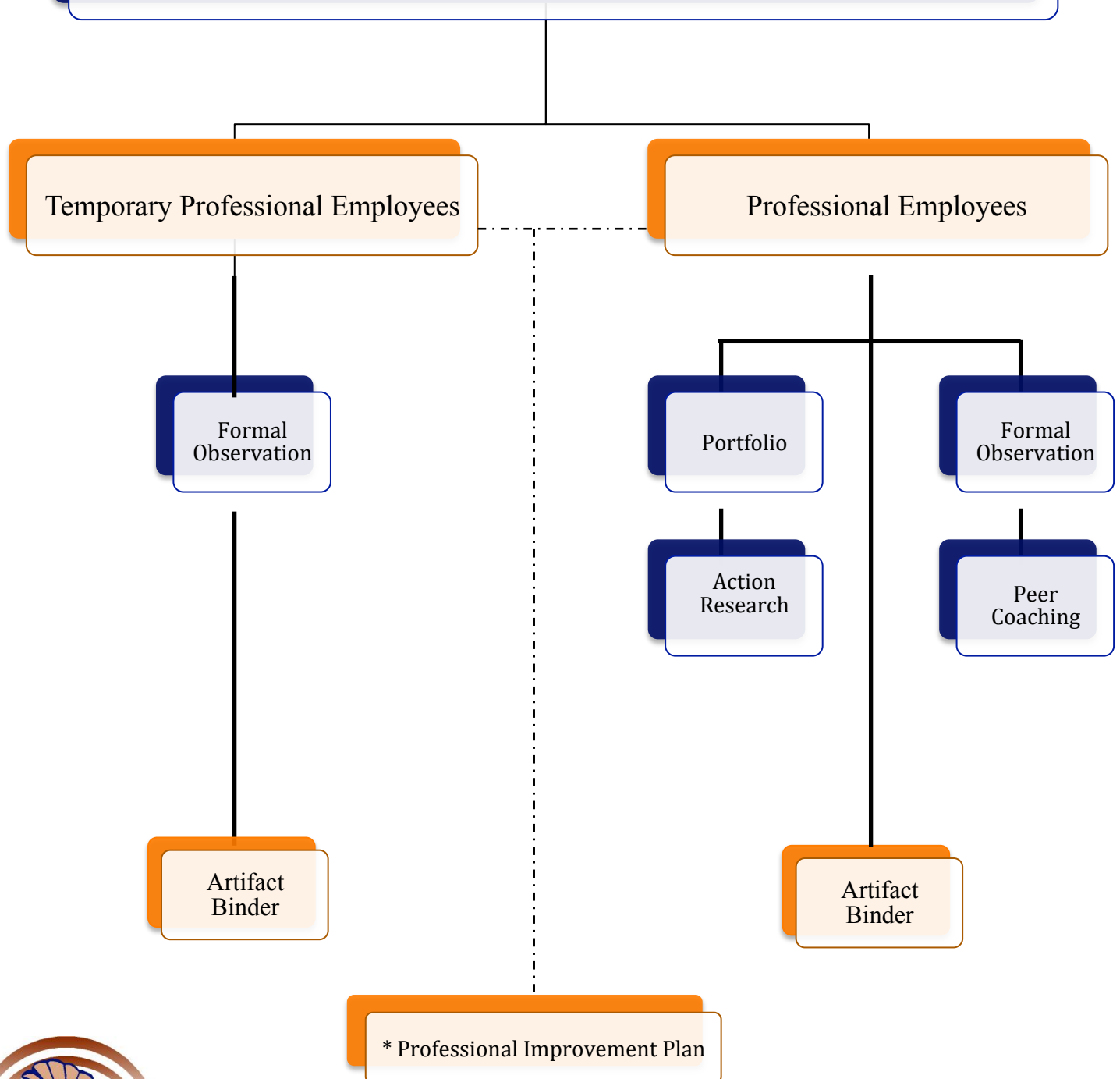
Domains of Planning and Preparation, Classroom Environment and/or Professional Development

How have your action steps and implementation efforts enhanced your planning and preparation, improved your classroom environment and/or promoted your professional growth? *State your response in terms of one or more of the indicators for the Domains of Planning and Preparation, Classroom Environment, and/or Professional Responsibilities.*

Employee Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

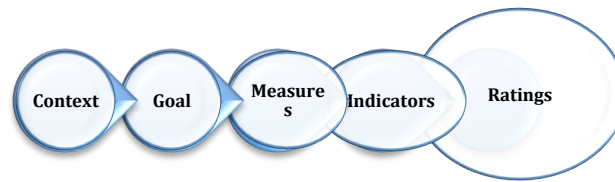
DTSD Differentiated Supervision Tracks



* This track is only for temporary professional or professional employees that have been evaluated as “failing” in one or more domains of Danielson's *Framework for Teaching* model

STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



1. Classroom Context

1a. Name		1b. School		1c. District	
1d. Class/ Course Title		1e. Grade Level		1f. Total # of Students	
1g. Typical Class Size		1h. Class Frequency		1i. Typical Class Duration	

2. SLO Goal

2a. Goal Statement	
2b. PA Standards	
2c. Rationale	

3. Performance Measures (PM)

3a. Name	PM #1: PM #2: PM #3: PM #4: PM #5:	3b. Type	<input type="checkbox"/> District-designed Measures and Examinations <input type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input type="checkbox"/> Student Projects <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Other: _____		
3c. Purpose	PM #1: PM #2: PM #3: PM #4: PM #5:	3d. Metric	<input type="checkbox"/> Growth (change in student performance across two or more points in time) <input type="checkbox"/> Mastery (attainment of a defined level of achievement) <input type="checkbox"/> Growth and Mastery		
3e. Administration Frequency	PM #1: PM #2: PM #3: PM #4: PM #5:	3f. Adaptations/ Accommodations	<input type="checkbox"/> IEP <input type="checkbox"/> ELL	<input type="checkbox"/> Gifted IEP <input type="checkbox"/> Other	
3g. Resources/ Equipment	PM #1: PM #2: PM #3: PM #4: PM #5:	3h. Scoring Tools	PM #1: PM #2: PM #3: PM #4: PM #5:		
3i. Administration & Scoring Personnel	PM #1: PM #2: PM #3: PM #4: PM #5:	3j. Performance Reporting	PM #1: PM #2: PM #3: PM #4: PM #5:		

4. Performance Indicators (PI)

4a. PI Targets: All Student Group	PI Target #1: PI Target #2: PI Target #3: PI Target #4: PI Target #5:																
4b. PI Targets: Focused Student Group (optional)	PI Target #1: PI Target #2: PI Target #3: PI Target #4: PI Target #5:																
4c. PI Linked (optional)		4d. PI Weighting (optional)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 2px 5px;">PI</th> <th style="padding: 2px 5px;">Weight</th> </tr> <tr><td style="text-align: center; padding: 2px 5px;">#1</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="text-align: center; padding: 2px 5px;">#2</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="text-align: center; padding: 2px 5px;">#3</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="text-align: center; padding: 2px 5px;">#4</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="text-align: center; padding: 2px 5px;">#5</td><td style="padding: 2px 5px;"></td></tr> </table>	PI	Weight	#1		#2		#3		#4		#5		
PI	Weight																
#1																	
#2																	
#3																	
#4																	
#5																	

5. Elective Rating

5a. Level	<i>Failing</i> 0% to ____ % of students will meet the PI targets.	<i>Needs Improvement</i> ____ % to ____ % of students will meet the PI targets.	<i>Proficient</i> ____ % to ____ % of students will meet the PI targets.	<i>Distinguished</i> ____ % to 100% of students will meet the PI targets.
------------------	---	---	--	---

Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

5b. Rating	<input type="checkbox"/> Distinguished (3) <input type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)	<u>Notes/Explanation</u>
-------------------	---	---------------------------------

Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____