

**NORTH SCHUYLKILL SCHOOL DISTRICT**  
**Differentiated Supervision Plan for Professional Growth**  
**2017-2018**



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## INTRODUCTION

North Schuylkill School District has developed a Differentiated Supervision Plan to promote professional growth, which positively affects higher student achievement and insures the continued employment of quality staff.

The Pennsylvania Department of Education (PDE) has developed professional development evaluation forms based on the work of Charlotte Danielson. We are adopting the Differentiated Supervision Plan (DSP) to align with the PDE evaluation forms. This DSP is a collaborative, ongoing effort of Professional development. Much of what is listed in this plan is already taking place in many North Schuylkill School District classrooms. This plan is an efficient method of documenting successes. It provides an opportunity for reflection and dialogue among colleagues in order to promote improved teacher performance and subsequently student achievement.

All staff will be formally evaluated two times during the school year. Tenured staff will also have the option of completing one of the models listed in this plan to implement during the school year which will replace one of the two formal observations. This selection will provide teachers with the opportunity to choose a self-directed model based on personal need and/or interest. For the Action Research Model, teachers may work individually or with a group of teachers (groups will be limited to a maximum of five).

The DSP integrates two important components: a qualitative approach to teacher evaluation and professional growth. The essential elements of the system are as follows:

1. Four clear performance domains for teacher performance, based on Charlotte Danielson's *Framework for Teaching*, with performance criteria for how the domains are to be met and descriptive examples of observable teaching behaviors.
2. Training for evaluators and teachers that creates not only a common language for the discussion of what good teaching is and is not, but also develops skills of analysis and critique that will make the dialogue a rich and data-driven one.
3. A professional growth cycle that integrates formal observations with professional growth, allows for continual reflection on goals and progress meeting those goals, with collegial interaction.
4. Formal Observations and evidence-based assessment to improve teaching.
5. Professional development that is structured around a collaborative learning culture among teachers in each school, integrating individual or collegial goals into school goals, and utilizing student achievement and other data about student results.

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. The NSSD 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. To meet the rigor of the new teacher evaluation system, along with using the recommendations from the state, the NSSD will implement the new DSP for the 2017-2018 school year.

## **DIFFERENTIATED OPTIONS AT NORTH SCHUYLKILL**

**Nontenured teachers** will participate in:

- 2 Formal Observations **and** 1 DSP Model (*Action Research – Study Group or Individual Self-Directed Group, Grant Writing, Peer Coaching*)
- Walk Through Observations

**Tenured teachers** will participate in:

- 2 Formal Observation **or** 1 Formal Observation with 1 DSP (*Action Research – Study Group or Individual Self-Directed Group, Grant Writing, Peer Coaching*)
- Walk Through Observations

**General procedures for choosing Action Research, Grant Writing, or Peer Coaching:**

1. Complete the statement of intent form and the Focus form. Sign and submit both to building principal by **September 30th**. The principal will return the signed statement of intent form in a folder to be used to house all artifacts for the year. It is the responsibility of each staff member to keep all the appropriate documentation throughout the year.
2. The Mid-Year review should be done by **January 30th**.
3. Submit the Final Results form and completed DSP by **April 30th** to your building principals.

### **Formal Observation Model**

The formal observation of teacher supervision includes a minimum of three phases -- a pre-observation conference, observation of teaching, a post-observation conference, and follow-up targeted walk through observations to identify growth in areas identified. The purpose of the pre-observation conference is to plan for the observation. During the observation, the administrator will gather data on the objectives agreed upon in the pre-observation conference, and in the post-observation conference, discussion and reflection will occur relative to the extent to which the teacher was able to reach the goals based upon data collected during the observation.

This method of supervision enables individuals to work with building principals in a classroom setting to examine and refine instructional practices with the goal of improving student achievement. Working through the collaborative process, the teacher and

supervisor can foster a climate to bring about instructional improvement. This model 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.

Professional staff members will participate in the Formal Observation model each year. These individuals include all non-tenured teachers, tenured teachers assigned to the Formal Observation model, and teachers in the Intensive Supervision model. A teacher may require multiple years in the Formal Observation model for improvement and a principal may place a teacher in the Formal Observation model at any time during the school year or cycle should a need arise.

### **Action Research Plan (Study Group or Individual/Self Directed)**

An action research plan can be done as a group or individually. Self-directed study is a professional development experience planned and implemented by a teacher to improve an identified instructional skill(s) or program(s) of his or her choice. A study group is a collection of people who gather together to examine a predetermined topic. Professional educators often form study groups out of recognized need or interest or in recognition of the importance of constantly improving their own learning. Study groups provide participants with a forum for learning together, planning together, testing ideas, and reflecting together. The following are general characteristics of study groups:

- Participants construct knowledge through research, interaction with selected materials, and collegial discourse.
- Participants acknowledge that each person brings expertise to the group and has a contribution to make. Study groups provide an avenue for renewal, atmosphere of companionship, and an opportunity for growth.
- Participants make a commitment to create new knowledge and to use this knowledge to positively affect perspectives, policies, and practice.

The topic selected by the Individual or study group must be consistent with the goals of the district professional development plan or building goals. Participants in the individual or study group must identify the area(s) of the teacher evaluation form that is being addressed by the chosen topic (Planning and Preparation, Classroom Environment, Instructional Delivery, or Professionalism). PLC topics may be incorporated into this plan.

Requirements for Study Group:

- Complete the district Differentiated Supervision Plan Statement of Intent form, the Focus form, and submit to building administrator by **September 29<sup>th</sup>**.
- Attend a majority of the group meetings
- Complete the form for the mid-year review
- Submit all documentation to the building principals by **April 30<sup>th</sup>**

Requirements for Individual/Self-Directed Study:

- Complete the district Differentiated Supervision Plan Statement of Intent form, the Focus form, and submit to building administrator by: **September 29<sup>th</sup>**.
- Complete the mid-year review form.
- Submit the Final Results form and all documentation by **April 30<sup>th</sup>**.

## **Grant Writing**

Teachers may write and submit a grant proposal in order to create a specific program, project, or partnership. Furthermore the purpose of the grant may be to create a teaching module, participate in research and/or join in business/community partnership that will enhance personal knowledge and skills as well as enhance the curriculum and improve student achievement.

The grant must tie into district and/or building professional development plans. Participants in grant writing must identify the area(s) of the teacher evaluation form that is being addressed by the chosen topic (Planning and Preparation, Classroom Environment, Instructional Delivery, or Professionalism).

### Requirements:

- Complete the district Differentiated Supervision Plan Statement of Intent form, Focus form, and submit to building administrator by: **September 29<sup>th</sup>**.
- Submit the mid-year review form.
- Submit the Final Results form and all documentation by **April 30<sup>th</sup>**.

## Peer Coaching

Peer coaching can be used to focus on student learning in the classroom and improve lesson delivery. Peer coaching is a professional development strategy for educators to consult with one another, to discuss and share teaching practices, to observe one another's classrooms, to promote collegiality and support, and to help ensure quality teaching for all students.

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

Peer coaching provides job-embedded, ongoing professional support. Peer coaching is effective for the following reasons:

- It allows teachers to work together professionally, thereby eliminating feelings of isolation.
- It encourages reflection and analysis of teaching practice.
- It promotes specific feedback over time.
- It fosters collaboration among teachers throughout the school building.

As a result, teachers experience positive changes in their teaching practice.

Participants in peer coaching must identify the area(s) of the teacher evaluation form that is being addressed by the chosen topic (Planning and Preparation, Classroom Environment, Instructional Delivery, or Professionalism).

Requirements:

- Complete the district Differentiated Supervision Plan Statement of Intent form, Focus form, and submit to building administrator by: **September 29<sup>th</sup>**.
- A lesson is developed by 2-3 teachers (as a group).
- One member implements the lesson while observed by other group member(s).
- Group meets together to evaluate lesson (discussions may include commendations, improvements, how you would refine the lesson, etc.)
- Other group members(s) implement refined lesson.
- Continue to reevaluate the lesson until all members of the group have had the opportunity to teach the lesson.
- Complete the mid-year review form.
- Submit the Final Results form and all documentation by **April 30<sup>th</sup>**.



The overriding goal of the PGM and DSP is to increase student achievement. This model provides opportunities for reflection on teaching practices (both individual and collegially) that lead to continuous improvement of teaching practices. In this model, teachers may choose between two modes of professional growth: Self-directed or Team-directed. In both modes, teachers design a single-year or multi-year Professional Development Plan that includes a goal aligned to the *Framework for Teaching*. Opportunities for professional growth may occur during the formal observations, walk through observations, action research planning, peer coaching, and/or PLC/common planning time.

### **Walk Through Observations:**

Walk through observations will be done randomly during the year for each teacher. They will be done in the classroom, during assigned duties, and/or any time during the school day. Walk through observations revolve primarily around domains 2 and 3 of the Danielson framework.

# Glossary

**Action Research**--A process of supervision/evaluation which can be carried out by a single teacher or group. The process allows for problem-solving, searching for solutions, experimentation, analysis, and reflection through the development of research questions, literature review, methodology, research design, data collection, data analysis and interpretation, and drawing conclusions. This process closes the gap between doing and implementing research and can translate into improved classroom practice and student achievement.

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

**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.

**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.

**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..

**Self Directed Mode**--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.

**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.

**Team Directed Mode**--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.

**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 inform summative evaluations.

**Formal Observation  
and  
Professional Growth Model  
Documents**

<i>Ic: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students,	Instructional outcomes are of moderate rigor and are suitable	Instructional outcomes are stated as goals reflecting high-level	Instructional outcomes are stated as goals that can be assessed, reflecting
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**RUBRIC ASSESSMENT**

Date \_\_\_\_\_ Teacher Self-Assessment  Evaluator Assessment

Formal Observation  Individual Growth Project  Intensive Support Plan  Summative

**Domain 1: Planning and Preparation**

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students' prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teachers work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way.

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Ia: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice demonstrate evidence of little to no knowledge of the important concepts in the discipline, prerequisite relationships between them, or of the instructional practices specific to that discipline and alignment to PA Academic Standards.	Teacher's plans and practice demonstrate evidence of knowledge of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline and their alignment to PA Academic Standards.	Teacher's plans and practice demonstrate evidence of the application of the important concepts in the discipline, prerequisite relationships between them and of the instructional practices specific to that discipline and their alignment to PA Academic Standards.	Teacher's plans and practice demonstrate evidence of extensive knowledge and application of the important concepts and structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when designing instruction and designs strategies for causes of student misunderstanding. Teacher shows strong evidence of building alignment with PA Academic Standards and differentiates for student progress in planning.
<i>Ib: Demonstrating knowledge of students</i>	Teacher's plans contain little to no evidence of knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and has done nothing to seek such understanding.	Teacher shows awareness of the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and has added to that knowledge for the class as a whole.	Evidence that the teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and seeks to incorporate that knowledge into the planning for specific groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and uses this knowledge regularly in planning for the benefit of individual students.

	represent trivial or low-level learning, do not relate to PA Academic Standards or are stated only as activities. They do not permit viable methods of assessment.	for some students, but consist of a combination of unrelated 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.	learning and curriculum standards. They are suitable for most students in the class, are appropriate for different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	rigorous learning and PA Academic Standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students and different styles of learning.
<i>Id: Demonstrating knowledge of resources</i>	Teacher demonstrates little to no familiarity with resources to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher shows evidence of some familiarity with resources available through the school or district to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not actively seek to extend such knowledge.	Teacher is fully aware of resources available through the school or district to enhance own knowledge and develops and maintains a database or list of resources, and uses them in teaching, or to meet individual student needs.	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, and uses them in teaching, and to meet individual student needs.
<i>Ie: Designing coherent instruction</i>	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 shows evidence of partial alignment with instructional outcomes, some of which may engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates and aligns 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 and aligns 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 includes different pathways according to student needs.
<i>If: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. There is no evidence that assessment results influence planning.	Teacher's plan for student assessment is partially aligned with the standards and instructional outcomes, contains no clear criteria, and is inappropriate for at least some students. Teacher shows some evidence of intent 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 standards and instructional outcomes, uses clear criteria, and is appropriate to the needs of students. Teacher shows specific evidence of intent to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the standards and instructional outcomes, uses clear criteria that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher shows clear evidence of intent to use assessment results to plan future instruction for individual students.

**Domain 2: The Classroom Environment**  
**Teacher Self-Assessment**  **Evaluator Assessment**

Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available.

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 are characterized by sarcasm, put-downs, or conflict. Standards of behavior are not clear or visible in the classroom.	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. Minimal evidence of clear standards of behavior being visible in the classroom.	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. Standards of behavior are clear and visible and there is evidence that standards are consistently maintained.	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. Evidence that the teacher places a high priority on appropriate and respectful behavior and interaction and behavioral standards are clear and consistent.
<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 in evidence, modest expectations for student achievement, and little student pride in work. Evidence that 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 visible pride in their work.	Evidence of high levels of student energy and teacher passion for the subject that create a culture for learning in which everyone shares a belief in the importance of the subject. 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. Class period runs smoothly and efficiently.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Evidence of a community that takes pride in their classroom operation.
<i>2d: Managing student behavior</i>	No evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is inconsistent, repressive, or disrespectful of student dignity.	Evidence that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Evidence that standards of conduct are clear to students, and that the teacher monitors student behavior against those standards. Teacher response to student misbehavior is consistent, appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting and maintaining them. The teacher's monitoring of student behavior is subtle and preventive, and the 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 do not 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. 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. The 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. Opportunities are available to all learning styles. 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**  
**Teacher Self-Assessment**  **Evaluator Assessment**

<p>All students are highly engaged in learning and make significant contribution to the success of the class through participation in equitable discussions, active involvement in their learning and the learning of others. Students and teachers work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teachers recognize their responsibility for student learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.</p>				
Component	Failing	Needs Improvement	Proficient	Distinguished
<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's 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. The students are engaged and 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 and ineffective 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 and effective for 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 developed or maintained.	Activities and assignments, materials, and groupings of students are fully appropriate and effective for 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 pacing.	Students are highly intellectually engaged throughout the lesson in significant learning and make relevant and substantive contributions to the activities, student groupings, and materials. The lesson is adapted to the needs of individuals, and the structure and pacing allow for student reflection and closure.

<p><i>3d: Using assessment in instruction</i></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><i>3e: Demonstrating flexibility and responsiveness</i></p>	<p>Teacher adheres to the instruction plan, even when a change would improve the lesson or students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. Teacher lacks a repertoire of strategies to allow for adaptation of the lesson.</p>	<p>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.</p>	<p>Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. Teacher maintains a broad repertoire of strategies and uses them quickly and effectively.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or expression of student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies and shows evidence of actively seeking new strategies.</p>

**Domain 4: Professional Responsibilities**  
**Teacher Self-Assessment**  **Evaluator Assessment**

Effective teachers have high ethical standards and a deep sense of professionalism. They utilize integrated systems for using student learning data, record keeping and communicating with families clearly, timely and with cultural sensitivity. They assume leadership roles in both school and district projects, and engage in a wide-range of professional development activities. Reflection on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teachers who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and student learning in ways that are respectful and responsive to the needs and backgrounds of all learners.

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>4a: Reflecting on teacher and student learning</i>	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 sometimes 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 and the degree to which outcomes were met and cites evidence to support the judgment. Teacher makes specific suggestions for lesson improvement.	Teacher's reflection accurately and effectively assesses the lesson's effectiveness and the degree to which outcomes were met, cites specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
<i>4b: System for managing students' data</i>	Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is either absent, incomplete or in disarray.	Teacher's information management system for student completion of assignments, progress in learning and non-instructional activities is ineffective or rudimentary, not maintained and/or requires frequent monitoring for accuracy.	Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is fully effective.	Teacher's information management system for student completion of assignments, progress in learning and non-instructional activities is fully effective and is used frequently to guide planning. Students contribute to the maintenance and/or interpretation of the information.

<i>4c: Communicating with families</i>	Teacher 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.	Teacher provides minimal and/or occasionally insensitive communication and response to family concerns. Partially successful attempts are made to engage families in the instructional program with no attention to adaptations for cultural issues.	Teacher 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 are the result of flexible communication.	Teacher provides frequent, culturally-appropriate information to families with student input; successful efforts are made to engage families in the instructional program to enhance student learning.
<i>4d: Participating in a professional community</i>	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. The teacher will sometimes become involved in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include voluntary active participation and substantial contributions to a culture of professional inquiry, school events and school/district projects.	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.
<i>4e: Growing and developing professionally</i>	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 feedback on performance with reluctance and no evidence of change and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances, and adapts suggestions for change and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for leadership roles in professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
<i>4f: Showing professionalism</i>	Teacher's 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's 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's interactions are characterized by honesty, integrity, confidentiality and 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, challenges negative attitudes and practices, and promotes full compliance with regulations.

NORTH SCHUYLKILL SCHOOL DISTRICT  
DIFFERENTIATED SUPERVISION PLAN  
**STATEMENT OF INTENT**  
(DUE September 29th)

Each staff member will complete this form indicating which supervision model he/she has selected for the current academic year.

1. Indicate Your Level:

- Non-Tenured Professional Employee
- Tenured Professional Employee

2. Formal Observation Model

- 2 Formal Observations
- 1 Formal Observation and 1 DSP (Please Complete #3)

3. Check the option selected for the academic school year:

- Action Research (Group Study or Individual/Self Selected)
- Grant Writing
- Peer Coaching

Teacher's Name Printed: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Reason: \_\_\_\_\_

**DIFFERENTIATED SUPERVISION PLAN**  
**FOCUS FORM**  
(DUE September 29th)

Domains that you will focus on for this DSP (*please circle all that apply*):

- 1a: Demonstrating knowledge of content and pedagogy
- 1b: Demonstrating knowledge of students
- 1e: Designing coherent instruction
- 1f: Designing student assessment
- 1c: Setting instructional outcomes
- 1d: Demonstrating knowledge of resources

- 3a: Communicating with students
- 3b: Using questioning and discussion techniques
- 3c: Engaging students in learning
- 3d: Using assessment in instruction
- 3e: Demonstrating flexibility and responsiveness

- 2b: Establishing a culture for learning
- 2a: Creating an environment of respect and rapport
- 2c: Managing classroom procedures
- 2d: Managing student behavior
- 2e: Organizing physical space

- 4a: Reflecting on teacher and student learning
- 4b: System for managing students' data
- 4c: Communicating with families
- 4d: Participating in a professional community
- 4f: Showing professionalism
- 4e: Growing and developing professionally

**1. Please describe the goal of your DSP:**

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**2. What are the steps or activities needed to achieve the goal:**

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**3. Timeline:**

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**4. Forms of assessment used to evaluate achievement of goal:**

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Teacher's Name Printed: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_





DIFFERENTIATED SUPERVISION PLAN  
**FINAL RESULTS FORM**  
(DUE April 30, 2018)  
Meeting with Building Principal

1. Please explain the final results of the DSP and make recommendations for moving forward:

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Teacher's Name Printed: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Reason: \_\_\_\_\_