

Revised June 2015

Derry Area School District

Differentiated Teacher Supervision Model



982 N. Chestnut Street Ext, Derry, PA 15627-7600

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PHILOSOPHY

The Derry Area School District, in cooperation with the Derry Area Education Association, recognizes the importance of providing continuous improvement of teaching skills for all professional employees. Differentiated Supervision recognizes the level of experience, effectiveness, and professionalism of teachers as well as the intensity and time commitment of the formal observation process using the Danielson Framework for Teaching (2007 or later edition). Differentiated Supervision provides a framework for professional growth designed to improve teacher effectiveness, instructional practices, and student achievement.

OBJECTIVES OF THE PLAN

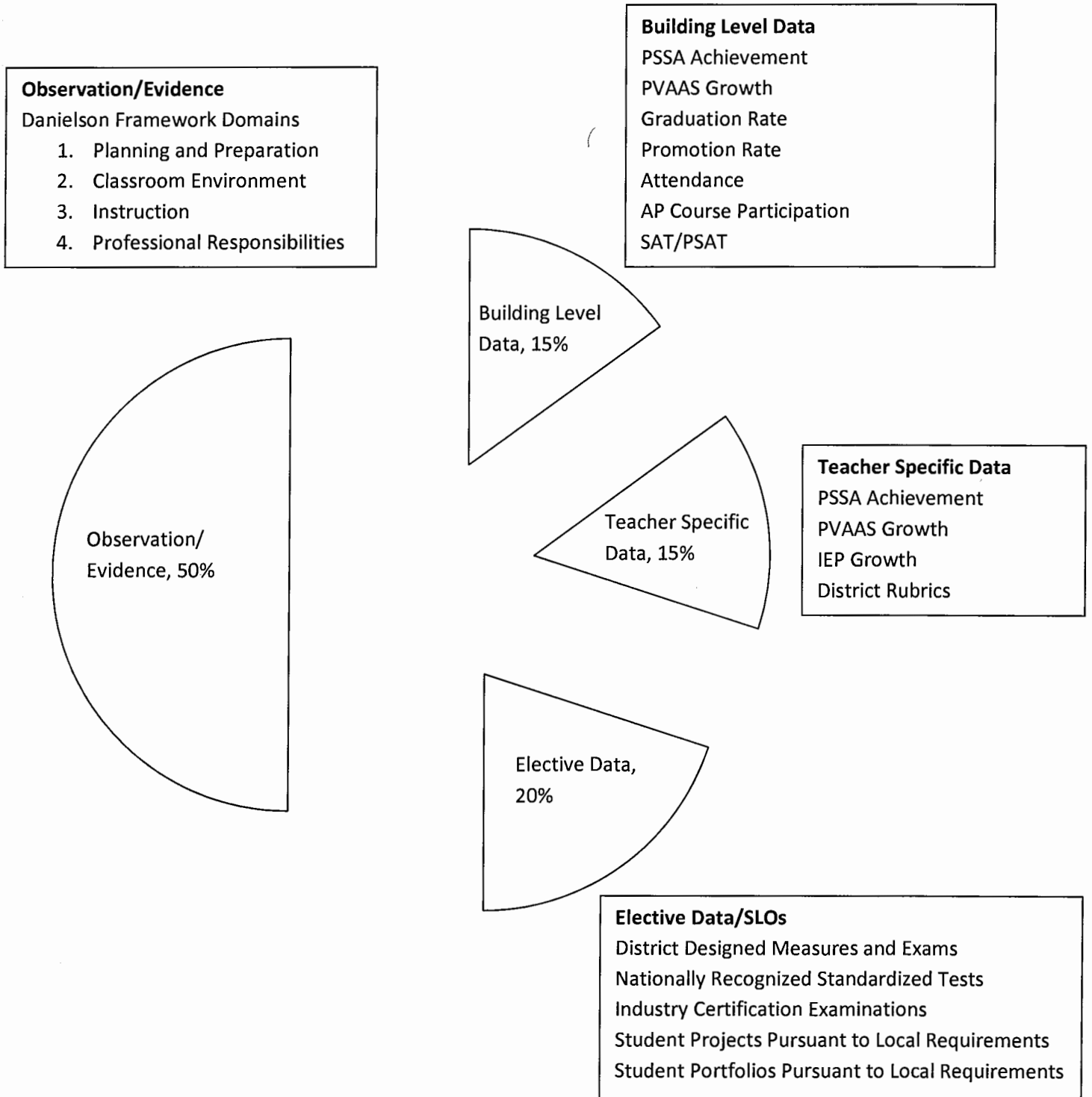
1. Meet the mandates of the Pennsylvania Department of Education and Pennsylvania Law, specifically Act 82, regarding the evaluation and rating of professional employees. (See Figure 1)
2. Give teachers an opportunity for professional growth through participation in differentiated supervision modes that are aligned with the Danielson framework for Teaching. (See Figure 2)

Guidelines:

1. New hires with three or more years experience must start in cycle 1 - formal observation mode.
2. Non-tenured teachers must complete two formal observations per year. Non-tenured teachers who have completed DASD induction may, in consultation with the principal, participate in the Differentiated Supervision cycle.
3. Long Term Substitute teachers are under the same requirements as non-tenured teachers. (LTS = 90 or more consecutive days)
4. Permanent professional employees will have the ability to choose their cycle the first year.
5. The teacher and supervising administrator may mutually agree upon altering cycle of the differentiated supervision model of evaluation. If a mutual agreement cannot be reached, the Superintendent or designee will render the final decision. The decision of the Superintendent will be final and not subject to the grievance procedure.
6. Informal observations may be conducted at any time. Formal observations will be conducted as per the terms in the DAEA professional agreement.
7. If concerns arise, the supervising administrator reserves the right to remove a teacher from Differentiated Supervision at any time and place the teacher in the Formal Observation mode or assign the teacher to a Performance Improvement plan with intensive supervision.

[Figure 1]

Teacher Evaluation System – Act 82



[Figure 2]

Danielson's Framework for Teaching

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: THE CLASSROOM ENVIRONMENT
<p>a. Demonstrating Knowledge of Content and Pedagogy Knowledge of Content and the Structure of the Discipline Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy</p> <p>b. Demonstrating Knowledge of Students Knowledge of Child and Adolescent Development Knowledge of the Learning Process Knowledge of Students' Skills, Knowledge, and Language Proficiency Knowledge of Students' Interests and Cultural Heritage Knowledge of Students' Special Needs</p> <p>c. Selecting Instructional Outcomes Value, Sequence, and Alignment Clarity Balance Suitability for Diverse Learners</p> <p>d. Demonstrating Knowledge of Resources Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students</p> <p>e. Designing Coherent Instruction Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure</p> <p>f. Designing Student Assessment Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments</p>	<p>a. Creating an Environment of Respect and Rapport Teacher Interaction with Students Student Interactions with One Another</p> <p>b. Establishing a Culture for Learning Importance of the Content Expectations for Learning and Achievement Student Pride in Work</p> <p>c. Managing Classroom Procedures Management of Instructional Groups Management of Transitions Management of Materials And Supplies Performance of Non-Instructional Duties Supervision of Volunteers And Paraprofessionals</p> <p>d. Managing Student Behavior Expectations Monitoring of Student Behavior Response to Student Misbehavior</p> <p>e. Organizing Physical Space Safety and Accessibility Arrangement of Furniture and Use of Physical Resources</p>
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: INSTRUCTION
<p>a. Reflecting on Teaching Accuracy Use in Future Teaching</p> <p>b. Maintaining Accurate Records Student Completion of Assignments Student Progress in Learning Non-instructional Records</p> <p>c. Communicating with Families Information About the Instructional Program Information About Individual Students Engagement of Families in the Instructional Program</p> <p>d. Participating in a Professional Community Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects</p> <p>e. Growing and Developing Professionally Enhancement of Content Knowledge and Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession</p> <p>f. Demonstrating Professionalism Integrity And Ethical Conduct Service To Students Advocacy Decision Making</p>	<p>a. Communicating with Students Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language</p> <p>b. Using Questioning and Discussion Techniques Quality of Questions Discussion Techniques Student Participation</p> <p>c. Engaging Students in Learning Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing</p> <p>d. Using Assessment in Instruction Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress</p> <p>e. Demonstrating Flexibility and Responsiveness Lesson Adjustment Response to Students Persistence</p>

Source: Charlotte Danielson/Paula Bevan

DIFFERENTIATED TEACHER SUPERVISION CALENDAR

*Formal Observations after the first 10 teaching days and before the last 10 teaching days									
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
Formal	Non-Tenured Teachers: 2 Formal Observation Series/ One observation per semester								
Peer-Coaching	SLO Quality Assessment Trainings	* October In-Service: SLO Review *Due by October 15: -SLO Process Template (all staff) -SLO Performance Measures (all staff) -Individual Action Plan (all staff) -Portfolio Mode Form (if applicable) -Self Directed Action Plan (if applicable) *Action Plan and SLO Process Template reviewed by October 30	Form 82-1 (teaching professionals) & 82-2 (non-teaching professionals) completed for the previous school year		*Mid-year conference with supervising administrator or to review Individual Action Plan before last contracted day in January				Year-end Evaluation Conference with supervising administrator by May 31 *Differentiated Supervision Model Forms due by May 15 *SLO Process Template due by May 15
Self-Directed/ Action Research									
Portfolio									
Performance Improvement		---Ongoing---							

Derry Area Differentiated Supervision Modes

I. Formal Observation Mode

A tenured employee with at least one year in the Derry Area School District will have one formal classroom observation every 4 years. A non-tenured employee will have two formal classroom observations every year until tenured. Non-tenured teachers who have completed DASD induction plan may, in consultation with the principal, participate in the Differentiated Supervision cycle. During the Formal Observation Mode, the professional employee will be observed using the PDE Teacher Effectiveness Evaluation.

II. Peer Coaching Mode

Professional employees work in dyads or triads to discuss and observe their own or another professional employee's pedagogy, student learning, curriculum aligned to PA 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 in 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 in formative assessments and summative evaluations. This process will mirror the formal observation, but feedback will be teacher to teacher instead of administrator to teacher.

III. Self Directed/Action Research Mode

Professional employees will develop a structured, on-going reflection of a practice-related issue based on Danielson's Framework for Teaching. Professionals may work individually or in dyads or triads to complete an action research project. Meeting notes, resources, data collection forms, findings, and results of the reflective sessions should be shared with the principal and used in formative assessments and summative assessments.

IV. Portfolio Mode

Professional employees will examine their own practice in relation to Danielson's Framework for Teaching and on their Portfolio Mode Form. The goals of the portfolio are to enhance classroom instruction, advance professional growth, and document both student learning and teacher performance. The portfolio provides the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an evaluator. In compiling the portfolio, emphasis should be placed on quality, not quantity, and evidences that clearly focus on specific teacher responsibilities. Resources, data collection, tools and the results of the reflective sessions should be shared with the principal and used in formative assessments and summative evaluations.

V. Performance Improvement

Focused Assistance is the process of intensive supervision that gives teachers useful feedback on instructional strengths and needs. A Performance Improvement Plan will be collaboratively developed by the teacher and supervising administrator. This mode will be used to assist at-risk staff and provide counsel and support.

Eligibility: An employee who receives an overall performance rating of Needs Improvement or Failing must participate in a performance improvement plan. No employee will be rated Needs Improvement or Failing based solely on student test scores.

Frequency of Formal Observations and Evaluations: A teacher participating in the Performance Improvement Mode will be formally observed a minimum of once a semester and evaluations will be performed at mid-year and end-of-year.

The employee has the right to request an additional formal observation at any time after 15 school days (or as per DAEA contract) following the observation in which the "F" is noted. This re-observation will occur within 20 days of the request.

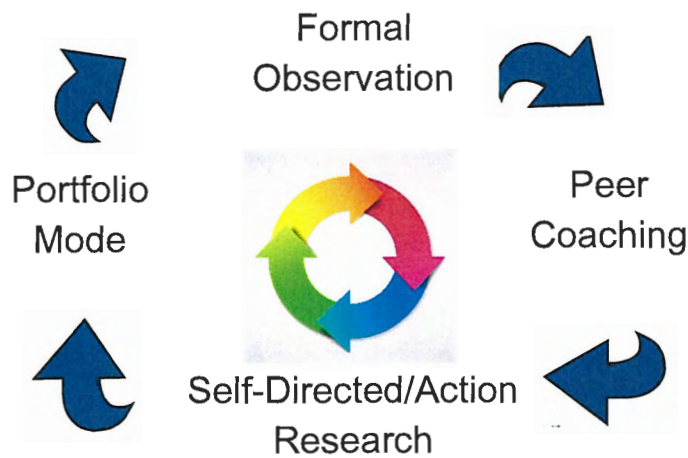
Performance Improvement Plan: As a part of the post conference following an observation in which the "F" or "NI" is noted, the teacher and the supervising administrator will discuss the components of concern in the Domains and possible means of improvement. The teacher will be given a written notice of the failing rating. A written plan for improvement based on the Danielson framework will be developed by the teacher and supervising administrator, each of whom may request the participation of a third party in the development of the plan. This plan will include a timeline, recommendations for improvement, and designation of responsibilities for all parties involved in the plan. If the final agreement cannot be reached by the parties, the supervising administrator shall have discretion to determine plan.

In the next Formal Evaluation, a "D" or "P" rating completes this process. Any teacher receiving an "NI" or "F" will remain in this mode.

As per PDE Act 82, the second overall performance rating of Needs Improvement issued by the same employer within 10 years of the first rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. For professional employees, two consecutive overall unsatisfactory ratings, which include classroom observations, and are not less than four months apart, shall be considered grounds for dismissal.

No professional employee shall be dismissed unless rated unsatisfactory, and notification, in writing, of such unsatisfactory rating shall have been furnished the employee within 10 days following the date of such rating.

Cycle of Supervision



Differentiated Supervision Action Plan Directions

- ✓ Familiarize yourself with Danielson's Framework for teaching (figure 2, page 3) – *Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, Domain 4: Professional Responsibilities.*
- ✓ Complete Self-Reflection Rubric by highlighting current levels of performance for each domain component (pages 9-15).
- ✓ Formulate your Big Idea/Topic of Study based on an area of need identified through your self-reflection.
- ✓ Identify at least one component from each of the four domains of Danielson's Framework for Teaching that is aligned with your Big/Idea/Topic of Study.
- ✓ Complete your Differentiated Supervision Action Plan (page 8).

Differentiated Supervision Action Plan

Due October 15

Name _____

School Year _____

Check One:

- Formal Observation Mode
- Self-Directed/Action Research Mode
- Peer Coaching Mode
- Portfolio Mode

Big Idea/Topic of Study:

Explain your reason for choosing your Big Idea/Topic of Study

Identify focus components from Danielson's Framework for Teaching that support your Topic of Study:

Domain 1: (Off Stage)

Component (letter & description) _____

Domain 2: (On Stage)

Component (letter & description) _____

Domain 3: (On Stage)

Component (letter & description) _____

Domain 4: (Off Stage)

Component (letter & description) _____

*The rating tool requires principals/supervisors to provide a rating in the four domains for all teachers every year regardless of their mode of supervision.

Teacher's Signature/Date

Beginning of Year

Principal's Signature/Date

Teacher's Signature/Date

Mid Year

Principal's Signature/Date

Teacher's Signature/Date

End of Year

Principal's Signature/Date

SELF REFLECTION RUBRIC

Teacher: _____

Date: _____

Domain 1: Planning and Preparation

COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	N/A
1a: <i>Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.	
1b: <i>Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.	
1c: <i>Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.	
1d: <i>Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.	

Self Reflection
Rubric Domain 1

Teacher: _____		Date: _____			
COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	N/A
<i>1e: 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 demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.	
<i>1f: 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 to many students. Assessment results not used in planning	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.	

SELF REFLECTION RUBRIC

Teacher: _____

Date: _____

Domain 2: The Classroom Environment

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

SELF REFLECTION RUBRIC

Teacher: _____

Date: _____

Domain 3: Instruction

COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	NA
3a: <i>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.	
3b: <i>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. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.	
3c: <i>Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.	
3d: <i>Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.	

Self Reflection Rubric
 Domain 3: Instruction

Teacher: _____					Date: _____
COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	NA
3e: <i>Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.	

SELF REFLECTION RUBRIC

Teacher: _____

Date: _____

Domain 4: Professional Responsibilities

4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.	
4b: System for managing students' data	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.	
4c: Communicating with Families	The educator provides little/no culturally appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/response to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.	
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.	

Self Reflection Rubric

Domain 4: Professional Responsibilities

Teacher: _____		Date: _____			
COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	N/A
<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 with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.	
<i>4f: Showing Professionalism</i>	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.	

DIFFERENTIATED SUPERVISION FORMS

FORMAL OBSERVATION MODE

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PEER COACHING MODE

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SELF DIRECTED / ACTION RESEARCH MODE

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Individual Action Plan Reflection	page 39

PORTFOLIO MODE

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Formal Observation Mode

FORMAL OBSERVATION MODE CHECKLIST

<input type="checkbox"/>	Develop and submit a Differentiated Supervision Action Plan (located on page 8) to your building principal by October 15th.
<input type="checkbox"/>	Attend Formal Observation orientation during scheduled seminar
<input type="checkbox"/>	Complete the Pre Observation Questionnaire in PA ETEP. (copy located on page 18).
<input type="checkbox"/>	Meet with the supervising administrator for a conference to review the Pre Observation Questionnaire dialogue. You will lead this meeting.
<input type="checkbox"/>	CLASSROOM OBSERVATION - scheduled and performed by supervising administrator. The administrator will script evidence of Domains 2 & 3, (copy located on page 20) and forward you a copy in PA ETEP. You may add evidence and submit to evaluator if you choose.
<input type="checkbox"/>	Complete the Post Observation form for Domain 4 in PA ETEP. (copy located on page 21).
<input type="checkbox"/>	Highlight the levels of your performance in each domain on the Self Assessment Rubric form in PA ETEP and submit to evaluator. (copy of form on pages 18-21)
<input type="checkbox"/>	Supervising administrator evaluates the teacher using the Self Assessment Rubric.
<input type="checkbox"/>	Meet with the supervising administrator for a post-observation conference to review the Self Assessment Rubric.
<input type="checkbox"/>	Using the highlighted rubric, the teacher and administrator will complete the Observation Summary by identifying two (2) areas of strength and two (2) areas for growth.
<input type="checkbox"/>	Authenticate the observation as directed on PA ETEP. The supervising administrator will do the same.
<input type="checkbox"/>	WALK-THROUGH - administrator will conduct Walk-Through Observations to collect data on areas of need. Teacher will also provide supplementary evidence as needed.
<input type="checkbox"/>	NON-TENURED TEACHERS will participate in two formal observation series, one each semester, unless DASD Induction has been completed.
<input type="checkbox"/>	The supervising administrator will complete the PDE 82-1 Classroom Teacher Rating Form in the fall of the next school year. The rating form will include all data outlined in Act 82. You will be given a copy of the form.

PRE OBSERVATION QUESTIONNAIRE
EVIDENCE OF DOMAIN 1
Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy:

What is the content to be taught? What prerequisite learning is required?

1b. Demonstrating Knowledge of Students:

Characterize the class. How will you modify this lesson for groups or individual students?

1c. Selecting Instructional Outcomes:

What do you want students to learn during this lesson?

1d. Demonstrating Knowledge of Resources:

What resources were considered for this lesson and rejected? Why? What resources will be used? Why?

1e. Designing Coherent Instruction:

List very briefly the steps of the lesson.

1f. Designing Student Assessments:

How will you measure the goals articulated in 1c? What does success look like?

CLASSROOM OBSERVATION
EVIDENCE FOR DOMAIN 2
Classroom Environment

2a. Creating a Climate of Respect and Rapport:

Teacher interaction with students.

Student interactions with one another.

2b. Creating a Culture for Learning:

Importance of the content.

Expectations for learning and achievement.

Student pride in work.

2c. Managing Classroom Procedures:

Management of instructional groups

Management of transitions.

Management of materials and supplies.

Performance of Non-Instructional duties.

Supervision of volunteers and paraprofessionals.

2d. Managing Student Behavior:

Expectations.

Monitoring of student behavior.

Response to student misbehavior.

2e. Organizing the Physical Space:

Safety and accessibility.

Arrangement of furniture and use of physical resources.

**CLASSROOM OBSERVATION
EVIDENCE FOR DOMAIN 3
Instruction**

3a. Communicating with Students:

Expectations for learning.
Directions and procedures.
Explanation of content.
Use of oral and written language.

3b. Using Questioning and Discussion Techniques

Quality of questions.
Discussion Techniques.
Student participation.

3c. Engaging Students in Learning:

Activities and assignments.
Grouping of students.
Instructional materials and resources.
Structure and pacing.

3d. Assessing Student Learning

Assessment criteria.
Monitoring of student learning.
Feedback to students.
Student self-assessment and monitoring of progress.

3e. Demonstrating Flexibility and Responsiveness

Lesson adjustment.
Response to students.
Persistence.

POST OBSERVATION QUESTIONNAIRE
DOMAIN 4
Professional Responsibilities

4a. Reflecting on Teaching: (Following the lesson)

Collect samples of the students work from the observed lesson that represent a range of student performance. Discuss the degree to which students met your objectives and how the work shows this.

4b. Maintaining Accurate Records:

How do you track student learning as it relates to this lesson?

4c. Communicating with Families:

What specifically have you learned by communicating with families that impacted your planning of this lesson?

4d. Participating in a Professional Community:

In what ways is today's lesson related to collaboration with colleagues?

4e. Growing and Developing Professionally:

What aspects of this lesson are the result of some recent professional learning?

4f. Showing Professionalism:

In what ways have you been an advocate for students that relate directly to this lesson?

SELF ASSEMENT RUBRICS

Teacher Self Assessment _____

Date: _____

Evaluator Assessment _____

Teacher: _____

Observer: _____

Domain 1: Planning and Preparation

COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	N/A
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding	
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.	
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content offer opportunities for both coordination and integration, and take account of the needs of individual students.	
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.	

Self Assessment Rubric

Domain 1: Planning & Preparation

Teacher: _____ Date: _____ Observer: _____					
COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	N/A
<i>1e: 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 demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.	
<i>1f: 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 to many students. Assessment results not used in planning.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.	

SELF ASSESSMENT RUBRICS

Teacher: _____

Date: _____

Observer: _____

Domain 2: The Classroom Environment

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

SELF ASSESSMENT RUBRICS

Teacher: _____ Date: _____ Observer: _____

Domain 3: Instruction

COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	NA
3a: Communicating with students	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.	
3b: Using questioning and discussion techniques	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. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.	
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure	
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.	

Self Assessment Rubric

Domain 3: Instruction

Teacher: _____ Date: _____ Observer: _____					
COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	NA
<p>3e: <i>Demonstrating flexibility and responsiveness</i></p>	<p>Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</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.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>	

SELF ASSESSMENT RUBRICS

Teacher: _____ Date: _____ Observer: _____

Domain 4: Professional Responsibilities

COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	NA
4a: Reflecting on Teaching	Teacher’s reflection does not accurately assess the lesson’s effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher’s reflection is a generally accurate impression of a lesson’s effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher’s reflection accurately assesses the lesson’s effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher’s reflection accurately, thoughtfully assesses the lesson’s effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.	
4b: System for managing students’ data	Teacher’s information management system for student completion of assignments, student progress in learning and noninstructional 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.	
4c: Communicating with Families	The educator provides little/no culturally appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/response to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.	
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.	

Self Assessment Rubric

Domain 4: Professional Responsibilities

Teacher: _____ Date: _____ Observer: _____					
COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	N/A
<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 with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.	
<i>4f: Showing Professionalism</i>	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.	

OBSERVATION SUMMARY

Teacher: _____ Observer: _____ Date: _____

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

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

Next Steps:

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

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

WALK-THROUGH OBSERVATION

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

Teacher: _____ Observer: _____ Date: _____

Evidence	Related Components	Component Strength and Comment
		Component Strength and Comment

Teacher response/evidence (optional):

Peer-Coaching Mode

PEER COACHING MODE CHECKLIST

<input type="checkbox"/>	Attend Peer Coaching Seminar.
<input type="checkbox"/>	Develop and submit a Differentiated Supervision Action Plan (form located on page 18) to your building principal by October 15th.
<input type="checkbox"/>	Each dyad or triad will complete a minimum of two (2) observation series between October 1st and May 1st. (i.e. The observing teacher(s) and one as the teacher observed.) A Peer Coaching Observation series will consist of a pre-conference, classroom observation, and post-conference.
<input type="checkbox"/>	TEACHER OBSERVED - Complete a Pre-Observation Questionnaire (located on page 32 and 35)
<input type="checkbox"/>	Meet with the observing teacher(s) in a pre-conference to discuss the pre-observation questionnaire and other supporting documents (e.g. lesson plans, student data, etc.).
<input type="checkbox"/>	OBSERVING TEACHER(S) - Complete a Classroom Observation form (located on page 33 and 34)
<input type="checkbox"/>	Meet with the teacher observed in a post-conference to discuss Classroom Observation form.
<input type="checkbox"/>	TEACHER OBSERVED - Complete a Peer Coaching Observation Summary (located on page 36)
<input type="checkbox"/>	Consult with the supervising administrator to review series completed to date, action plan, and related documentation. (i.e. peer coaching forms) by the last contracted day in January. <i>*Administrator may direct another series to be completed (if deemed necessary) to complete this mode.</i>
<input type="checkbox"/>	Complete remaining observation series.
<input type="checkbox"/>	Meet with the supervising administrator, individually, to discuss your professional growth throughout this process by May 31st. Submit copies of the Post Observation forms at this meeting.

PRE OBSERVATION QUESTIONNAIRE
EVIDENCE FOR DOMAIN 1 (off stage)
Completed by the teacher who is being observed
Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy:

What is the content to be taught?

What prerequisite learning is required?

1b. Demonstrating Knowledge of Students:

Characterize the class. How will you modify this lesson for groups or individual students?

1c. Selecting Instructional Outcomes

What do you want students to learn during this lesson?

1d. Demonstrating Knowledge of Resources

What resources were considered for this lesson and rejected? Why?

What resources will be used? Why?

1e. Designing Coherent Instruction:

List very briefly the steps of this lesson.

1f. Designing Student Assessments:

How will you measure the goals articulated in 1c?

What does success look like?

PRE OBSERVATION QUESTIONNAIRE
EVIDENCE FOR DOMAIN 2 (on stage)
Completed by the observer
Classroom Environment

2a. Creating a Climate of Respect and Rapport:

Teacher interaction with students.

Student interactions with one another.

2b. Creating a Culture for Learning:

Importance of the content.

Expectations for learning and achievement.

Student pride in work.

2c. Managing Classroom Procedures:

Management of instructional groups

Management of transitions.

Management of materials and supplies.

Performance of non-instructional duties.

Supervision of volunteers and paraprofessionals.

2d. Managing Student Behavior:

Expectations

Monitoring of student behavior.

Response to student misbehavior.

2e. Organizing the Physical Space

Safety and accessibility

Arrangement of furniture and use of physical resources.

CLASSROOM OBSERVATION
EVIDENCE FOR DOMAIN 3 (on stage)
Instruction

3a. Communicating with Students:

Expectations for learning.
Directions and procedures.
Explanation of content.
Use of oral and written language.

3b. Using Questioning and Discussion Techniques:

Quality of questions.
Discussion techniques.
Student participation.

3c. Engaging Students in Learning:

Activities and assignments.
Grouping of students
Instructional materials and resources.
Structure and pacing.

3d. Assessing Student Learning

Assessment criteria.
Monitoring of student learning.
Feedback to students.
Student self-assessment and monitoring of progress.

3e. Demonstrating Flexibility and Responsiveness:

Lesson adjustment
Response to students
Persistence.

**POST OBSERVATION
EVIDENCE FOR DOMAIN 4 (off stage)
Completed by the teacher who is being observed
Professional Responsibilities**

4a. Reflecting on Teaching:

Collect samples of the students work from the observed lesson that represents a range of student performance. Discuss the degree to which students met your objectives and how the work shows this.

4b. Maintaining Accurate Records

How do you track student learning as it relates to this lesson?

4c. Communicating with Families:

What specifically have you learned by communicating with families that impacted your planning of this lesson?

4d. Participating in a Professional Community:

In what ways is today's lesson related to collaboration with colleagues?

4e. Growing and Developing Professionally:

What aspects of this lesson are the result of some recent professional learning?

4f. Showing Professionalism:

In what ways have you been an advocate for students that relate directly to this lesson?

Peer Coaching Mode
Observation Summary
Completed by teacher being observed.

Teacher: _____

Date: _____

Components Strengths of My Practice (List no more than two components):

1.

2.

Component Areas for Growth in My Practice (List no more than two components):

1.

2.

Next Steps:

We have discussed and reviewed the above components based on Danielson's Framework of Teaching.

Teacher's Signature _____

Date: _____

Observer's Signature _____

Date: _____

Observer's Signature _____

Date: _____

Self-Directed/ Action Research Mode

SELF DIRECTED / ACTION RESEARCH CHECKLIST

<input type="checkbox"/>	Develop and submit a Differentiated Supervision Action Plan (form located on page 8) to your building principal by October 15th. Principal must approve or deny request within two weeks. If plan is denied, a rationale will be provided.
<input type="checkbox"/>	Review the Individual Action Plan with the appropriate administrator by October 30th. (located on page 38)
<input type="checkbox"/>	Collect and keep all data as outlined in your plan.
<input type="checkbox"/>	Consult with the supervising administrator if any adaptations in the plan are needed.
<input type="checkbox"/>	Consult with the supervising administrator to review progress by the last contracted day in January.
<input type="checkbox"/>	Complete the Individual Action Plan Reflection (form located on page 39).
<input type="checkbox"/>	Meet with the supervising administrator to report findings and review the plan to date prior to May 31st. Bring the completed Action Plan Reflection to the meeting.

Individual Action Plan Reflection
Action Research Mode

For School Year(s) _____

Form to be completed by professional employee and submitted by May 15th.

Name: _____

School: _____

1. Results of the project:

2. Benefits/Insights gained:

3. Difficulties encountered:

4. How will it impact your professional goals?

5. Additional comments:

PORTFOLIO MODE

PORTFOLIO MODE CHECKLIST

<input type="checkbox"/>	Develop and submit a Differentiated Supervision Action Plan (form located on page 8) to your building principal by October 15th.
<input type="checkbox"/>	Select one component from each domain of Danielson's Framework for Teaching that you would like to be your focus. Refer to your Differentiated Supervision Action Plan on page 8.
<input type="checkbox"/>	Complete and submit the Portfolio Mode Form (located on page 41) to your supervising administrator by October 15th.
<input type="checkbox"/>	Collect three to five documents to support each component you selected.
<input type="checkbox"/>	Meet with the supervising administrator to review your progress by the last contracted day in January.
<input type="checkbox"/>	Meet with the supervising administrator by May 1st to review your portfolio and discuss your professional growth throughout the process. Portfolio's can be created electronically (e-portfolio) or hard copy.

Portfolio Mode Form

Teacher: _____

Date: _____

Focus Components from Danielson's Framework for Teaching

Domain 1 - Component (letter) ____	Reason:
Domain 2 - Component (letter) ____	Reason:
Domain 3 - Component (letter) ____	Reason:
Domain 4 - Component (letter) ____	Reason:

Additional Comments:

We have discussed and reviewed the above components based on Danielson's Framework of Teaching.

Teacher's Signature _____ Date: _____

Principal's Signature _____ Date: _____

This form should be the first document in your portfolio.

Descriptions of the four domains in Part (A) Teacher Observation and Practice are summarized in Table A.

Domain	Description
I. Planning & Preparation 20%	Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.
II. Classroom Environment 30%	Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.
III. Instruction 30%	In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.
IV. Professional Responsibilities 20%	Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.

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Table B summarizes teacher performance levels for each of the Domain Rating Assignments and for the ratings to be assigned for each domain in the Rating (A) column.

Domain	Failing	Needs Improvement	Proficient	Distinguished
I. Planning & Preparation 20%	Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned with the goals.	Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans—instructional outcomes, learning activities, materials, resources, and assessments—are in complete alignment and are adapted as needed for individual students.

Table B: Four Levels of Performance in Four Domains				
Domain	Failing	Needs Improvement	Proficient	Distinguished
II. Classroom Environment 30%	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
III. Instruction 30%	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.
IV. Professional Responsibilities 20%	The teacher demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skill in reflection, little or no communication with families or colleagues, and avoidance of school and LEA responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary recordkeeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and LEA projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and LEA events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for recordkeeping and communication with families, leadership roles in both school and LEA projects, and extensive professional development activities. Where appropriate, students contribute to the systems for recordkeeping and family communication.

From *Enhancing Professional Practice: A Framework for Teachers, 2nd Edition* (pp. 41-42), by Charlotte Danielson, Alexandria, VA: ASCD. © 2007 by ASCD. Adapted and reproduced with permission.

INSTRUCTIONS FOR RATING TOOL—STANDARDS OF USE

The rating form and related documents are available at the Department's website in electronic versions and Excel worksheet format for scoring and rating tabulation.

(I.) Definitions.

The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise:

Assessment—The term shall mean the Pennsylvania System of School Assessment test, the Keystone Exam, an equivalent local assessment or another test established by the State Board of Education to meet the requirements of section 2603-B(d)(10)(i) and required under the No Child Left Behind Act of 2001 (Public Law 107-110, 115 Stat. 1425) or its successor statute or required to achieve other standards established by the Department for the school or school district under 22 Pa. Code § 403.3 (relating to single accountability system).

Chief School Administrator—An individual who is employed as a school district superintendent, an executive director of an intermediate unit or a chief school administrator of an area vocational-technical school or career technology centers.

Classroom Teacher—A professional or temporary professional employee who provides direct instruction to students related to a specific subject or grade level and usually holds one of the following:

Instructional I Certificate (see § 49.82),

Instructional II Certificate (see § 49.83),

Vocational Instructional I Certificate (see § 49.142), and

Vocational Instructional II Certificate (see § 49.143).

Department—The Department of Education of the Commonwealth.

Distinguished—The employee's performance consistently reflects teaching at the highest level of practice.

District-designed measures and examinations, and locally developed school district rubrics—A measure of student performance created or selected by an LEA. The development or design of the measure shall be documented via a Student Learning Objective.

Education Specialist—A person who holds an educational specialist certificate issued by the Commonwealth, including a certificate endorsed in the area of elementary school counselor, secondary school counselor, social restoration, school nurse, home and school visitor, school psychologist, dental hygienist, instructional technology specialist or nutrition service specialist.

Employee—A person who is a professional employee or temporary professional employee.

Failing—The employee does not meet performance expectations required for the position.

Keystone Exam—An assessment developed or caused to be developed by the Department pursuant to 22 Pa. Code § 4.51 (relating to state assessment system).

LEA—A local education agency, including a public school district, area vocational-technical school, career technology center and intermediate unit, which is required to use a rating tool established pursuant to section 1123 of the Public School Code (24 P. S. § 11-1123).

Needs Improvement—The employee is functioning below proficient for performance expectations required for continued employment.

Nonteaching Professional Employee—A person who is an education specialist or a professional employee or temporary professional employee who provides services other than classroom instruction.

Performance Improvement Plan—A plan, designed by an LEA with input of the employee, that may include mentoring, coaching, recommendations for professional development and intensive supervision based on the results of the rating provided for under this chapter.

Principal—A building principal, an assistant principal, a vice principal or a director of vocational education.

Professional Employee—An individual who is certified as a teacher, supervisor, principal, assistant principal, vice-principal, director of vocational education, dental hygienist, visiting teacher, home and school visitor, school counselor, child nutrition program specialist, school nurse, or school librarian.

Proficient—The employee's performance consistently reflects practice at a professional level.

PSSA—The Pennsylvania System of School Assessment established in 22 Pa. Code § 4.51 (relating to state assessment system).

PVAAS—The Pennsylvania Value-Added Assessment System established in compliance with 22 Pa. Code § 403.3 (relating to single accountability system) and its data made available by the Department under Section 221 of the Public School Code (24 P. S. § 2-221).

SLO—The Student Learning Objective is a record of the development and application of student performance measures selected by an LEA. It documents the process used to determine a student performance measure and validate its assigned weight. This record will provide for quality assurance in rating a student performance measure on the zero-to-three-point rating scale.

Temporary Professional Employee—An individual who has been employed to perform for a limited time the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension or removal.

(II.) General Provisions.

1. The rating of an employee shall be performed by or under the supervision of the chief school administrator, or, if so directed by the chief school administrator, by an assistant administrator, a supervisor or a principal, who has supervision over the work of the professional employee or temporary professional employee being rated, provided that no unsatisfactory rating shall be valid unless approved by the chief school administrator. (24 P. S. § 11-1123(h)(3))

2. The rating form shall be marked to indicate whether the employee is a professional employee or temporary professional employee.

3. A temporary professional employee must be notified as to the quality of service at least twice a year. (24 P. S. § 11-1108)

4. The rating form includes four measures or rated areas: Teacher Observation and Practice, Building Level, Teacher Specific, and Elective. Application of each measure is dependent on the availability of data. A rating in the range of zero to three based on the "0 to 3 Point Scale" must be given to each of the four rating areas.

5. Teacher Observation and Practice is divided into four domains: I. Planning and Preparation; II. Classroom Environment; III. Instruction; and IV. Professional Responsibilities. For each domain, an employee must be given a rating of zero, one, two or three which is based on classroom observation, practice models, evidence or documented artifacts.

6. The Building Level Score will be provided by the Department or its designee, and published annually on the Department's website.

7. The Teacher Specific Rating will include statewide assessments and value-added assessment system data if and when such data is available.

8. Data, ratings and weights assigned to measures for locally developed school district rubrics, progress in meeting the goals of student individualized education plans, and the Elective Rating must be recorded by a process provided by the Department.

9. Each of the four measures in Final Teacher Effectiveness Rating shall be rated on the zero-to-three-point scale. Each number in Rating (C) shall be multiplied by the Factor (D) and the sum of the Earned Points or Total Earned Points shall be converted into a Performance Rating using the table marked Conversion to Performance Rating.

10. An overall performance rating of Distinguished or Proficient shall be considered satisfactory.

11. An initial overall performance rating of Needs Improvement shall be considered satisfactory.

12. The second overall performance rating of Needs Improvement issued by the same employer within 10 years of the first rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory.

13. For professional employees, two consecutive overall unsatisfactory ratings, which include classroom observations, and are not less than four months apart, shall be considered grounds for dismissal.

14. No temporary professional employee shall be dismissed unless rated unsatisfactory, and notification, in writing, of such unsatisfactory rating shall have been furnished the employee within 10 days following the date of such rating.

15. An employee who receives an overall performance rating of Needs Improvement or Failing must participate in a performance improvement plan. No employee will be rated Needs Improvement or Failing based solely on student test scores.

16. The rating form shall be marked to indicate the appropriate performance rating and whether the overall final rating is satisfactory or unsatisfactory.

17. The rating form must be signed by the chief school administrator or by a designated rater, who is an assistant administrator, supervisor or principal, has supervision over the work of the professional employee or temporary professional employee being rated, and is directed by the chief school administrator to perform the rating.

18. A final rating of unsatisfactory will not be valid unless signed by the chief school administrator.

19. A signed copy of the rating form shall be provided to the employee.

20. The rating tool is not intended to establish mandates or requirements for the formative process of supervising classroom teachers.

21. This rating form, section or chapter may not be construed to limit or constrain the authority of the chief school administrator of an LEA to initiate and take action on a personnel matter, including dismissal of a classroom teacher, based on information and data available at the time of the action.

(III.) Standards of Use for Teacher Observation and Practice.

Part (A) "Teacher Observation and Practice" in the rating form shall be completed using the following standards, calculations and procedures.

(a) *Teacher observation and practice domains.* The rating of a classroom teacher for effectiveness in teacher practice shall be based on classroom observation or other supervisory methods. Teacher practice shall comprise 50% of the Final Teacher Effectiveness Rating of the employee. The percentage factor for each domain is listed in Table C:

<i>Domains</i>	<i>% of 50% allotment</i>
I. Planning and preparation.	20.0
II. Classroom environment.	30.0
III. Instruction.	30.0
IV. Professional responsibilities.	20.0

(b) *Summative process of evaluation.* LEAs shall utilize classroom practice models (e.g., Danielson, *Enhancing Professional Practice: A Framework for Teaching*) that address the areas related to classroom observation and practice contained in section 1123(1)(i) of the Public School Code (24 P. S. § 11-1123(1)(i)) and are approved by the Department. The Department shall publish a list of approved practice models for assessing the four domains annually on the Department's website. A classroom teacher must be given a rating in each of the four domains. In determining a rating for an employee, an LEA may use any portion or combination of the practice models related to the domains. The four domains and classroom practice models establish a framework for the summative process of evaluating classroom teachers. The form and standards do not impose mandates on the supervisory and formative processes utilized by an LEA.

(c) *Evidentiary sources.* Teacher observation and practice evaluation results and ratings shall be based on evidence. Information, including dates and times, if applicable, on the source of the evidence shall be noted in the employee's record. As appropriate for the employee and their placement in a classroom and educational program, records may include, but not be limited to, any combination of the following items:

(1) Notations of classroom observations, teacher/rater conferences or interviews, or informal observations or visits, including dates for observations, interviews and conferences.

(2) Lesson unit plans (types, titles and numbers), materials, technology, teacher resource documents, visual technology, utilization of space, student assignment sheets,

student work, instructional resources, student records, grade book, progress reports and report cards.

- (3) Interaction with students' family members.
- (4) Family, parent, school and community feedback.
- (5) Act 48 documentation.
- (6) Use of teaching and learning reflections.
- (7) Examination of sources of evidence provided by the teacher.

The documentation, evidence and findings of the rater shall provide a basis for the rating of the employee in the domains of teacher observation and practice.

(d) *Scoring.* An LEA must provide a rating score in each domain. The four teacher observation and practice domains shall be rated and scored on a zero-to-three-point scale. The ratings of Failing, Needs Improvement, Proficient and Distinguished are given numeric values as shown in Table D.

<i>Performance Rating</i>	<i>Value</i>
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(e) *Ratings and weighted scoring.* The four domains of teacher observation and practice in Part (A) of the form are each assigned a percentage factor. Each domain shall be scored on the "0-to-3-point scale." The individual score or rating for each domain is adjusted by the percentage factor attributed to that domain. The score of zero, one, two or three for each domain is calculated into points based on its percentage factor. The sum of the points for all domains will be the total Teacher Observation and Practice Rating. The calculation for each domain is set forth in Table E.

<i>Domain</i>	<i>Title</i>	<i>Rating (A)</i>	<i>Factor (B)</i>	<i>Earned Points (A x B)</i>	<i>Max Points</i>
I.	Planning & Preparation		20%		0.60
II.	Classroom Environment		30%		0.90
III.	Instruction		30%		0.90
IV.	Professional Responsibilities		20%		0.60
<i>Teacher Observation & Practice Points/Rating</i>					3.00

(f) *Administrative action based on available data.* Nothing in these standards of use for teacher observation and practice, this section or this chapter shall be construed to limit or constrain the authority of the chief school administrator of an LEA to initiate and take action on a personnel matter, including dismissal of a classroom teacher, based on information and data available at the time of the action.

(IV.) Standards of Use for Multiple Measures of Student Performance.

Student Performance is comprised of Building Level, Teacher Specific and Elective data. In total, these three measures are 50% of the Final Teacher Effectiveness Rating for a classroom teacher. Each area has a prescribed percentage factor of the performance rating as described in Table F.

<i>Multiple Measure Rating Area</i>	<i>Factor</i>
Building Level Rating	15%
Teacher Specific Rating	15%
Elective Rating	20%

(a) *Building level data.*

(1) For the purposes of Paragraph (IV) relating to Standards of Use for Multiple Measures of Student

Performance, the term "building" shall mean a school or configuration of grades that is assigned a unique four-digit identification number by the Department unless the context clearly indicates otherwise.

(2) This area comprises 15% of the Final Teacher Effectiveness Rating. Building level data shall include, but is not limited to, the following when data is available and applicable to a building where the educator provides service:

- (i) Student performance on assessments.
- (ii) Value-added assessment system data made available by the Department under section 221 of the Public School Code (24 P. S. § 2-221).
- (iii) Graduation rate as reported to the Department under section 222 of the Public School Code (24 P. S. § 2-222).
- (iv) Promotion rate.
- (v) Attendance rate as reported to the Department under section 2512 of the Public School Code (24 P. S. § 25-2512).
- (vi) Industry certification examinations data.
- (vii) Advanced placement course participation.
- (viii) Scholastic aptitude test and preliminary scholastic aptitude test data.

(3) The Department or its designee will provide the Building Level Score for each building within an LEA based on available data. LEA building data will be

published annually on the Department's website. An explanation of the calculation of the building level data and the weight given to each measure utilized for a specific building will be published annually on the Department's website. The Department may add to the list of measures for building level data set forth in Paragraph (IV)(a)(2). Notice of these changes will be published on the Department's website.

(4) Each LEA shall utilize the conversions in Table G below to calculate the Building Level Rating for each building with eligible building level data.

<i>Building Level Score</i>	<i>0-3 Rating Scale*</i>
90.0 to 107	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

*The Department will publish the full conversion table on its website.

LEAs shall add the Building Level Rating to (B)(2) and (C)(2) of the Rating Form.

(5) For classroom teachers in positions for which there is no Building Level Score reported on the Department website, the LEA shall utilize the rating from the teacher observation and practice portion of the rating form in Part (A)(1) in place of the Building Level Rating.

(b) *Teacher specific data.*

(1) Teacher specific data shall comprise 15% of the Final Teacher Effectiveness Rating. Teacher specific data shall include, but is not limited to, the following when data is available and applicable to a specific classroom teacher:

(i) Student performance on assessments.

(ii) Value-added assessment system data made available by the Department under section 221 (24 P.S. § 2-221).

(iii) Progress in meeting the goals of student individualized education plans required under the Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.).

(iv) Locally developed school district rubrics.

Any data used for a rating must be attributable to the specific classroom teacher who is being evaluated and rated.

(2) The following provisions in this subparagraph apply to teacher specific measures based on assessments and value-added assessment system data (Paragraphs (IV)(b)(1)(i) and (ii)).

(i) The portion of the Teacher Specific Rating related to assessments (Paragraph (IV)(b)(1)(i)) shall be calculated annually for a classroom teacher with available assessment data based upon a percentage of students who score proficient or advanced on the assessments. The Department or its designee will provide the performance level results for each student to the LEA. The LEA shall utilize the conversions in Table H below to rate the classroom teacher's rating on a zero to three scale.

<i>% Students at Proficient or Advanced</i>	<i>0-3 Rating Scale</i>
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

(ii) Any score based upon student performance on assessments (Paragraph (IV)(b)(1)(i)) for a classroom teacher with available assessment data shall comprise not more than 5% of the classroom teacher's Final Teacher Effectiveness Rating.

(iii) For the purposes of this section, the portion of the Teacher Specific Rating related to value-added assessment system data made available by the Department under section 221 of the Public School Code (24 P.S. § 2-221) (Paragraph (IV)(b)(1)(ii)) shall be known as PVAAS data.

(iv) Any PVAAS data score attributable to a classroom teacher shall be based on a rolling average of available assessment data during the most recent three consecutive school years.

(v) The Department or its designee will provide the initial 3 year average PVAAS data score to LEAs based on PVAAS data from school years 2013-2014, 2014-2015 and 2015-2016, and will provide the PVAAS rating every year thereafter for classroom teachers with three consecutive school years of PVAAS rating data.

(vi) Each LEA shall use the PVAAS data score provided by the Department or its designee and the conversions in Table I below to calculate a classroom teacher's rating on the zero to three rating scale.

<i>PVAAS Score</i>	<i>0-3 Scale*</i>
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

*The Department will publish the full conversion table on its website.

(vii) A score based upon available PVAAS data shall comprise not less than 10% of the classroom teacher's Final Teacher Effectiveness Rating.

(viii) The Department or its designee will annually publish on the Department's website an explanation for the PVAAS data based on the value-added assessment system data (Paragraph (IV)(b)(1)(ii)).

(ix) Whenever PVAAS data is unavailable for evaluation, other data may be substituted under the following conditions:

(A) In school year 2013-2014, an LEA shall use the rating from Subpart (A)(1) of the Teacher Observation and Practice Rating for a classroom teacher with PVAAS

data in place of the portion of the Teacher Specific Rating based on assessments and value-added assessment system data (Paragraphs (IV)(b)(2)(i) to (vii)) in Subparts (B)(3) and (C)(3) of the rating form.

(B) Starting in school year 2014-2015 and every school year thereafter, if three consecutive school years of PVAAS data are unavailable for the rating of a classroom teacher who provides direct instruction in subjects or grades subject to the assessments, an LEA shall use ratings developed through SLOs for data relating to "progress in meeting the goals of student individualized education plans required under the Individuals with Disabilities Education Act" (IEPs progress) if applicable, and locally developed school district rubrics (Paragraph (IV)(b)(3)).

(3) The following provisions in this subparagraph apply to teacher specific measures based on data related to IEPs progress and locally developed school district rubrics (Paragraphs (IV)(b)(1)(iii) and (iv)).

(i) The portion of the Teacher Specific Rating based on IEPs progress (Paragraph (IV)(b)(1)(iii)) shall be developed by the LEA and validated through an SLO pursuant to Paragraph (IV)(c)(2).

(ii) Any score attributable to a classroom teacher relating to IEP progress (Paragraph (IV)(b)(1)(iii)) and calculated through an SLO shall comprise no more than 5% of the classroom teacher's Final Teacher Effectiveness Rating.

(iii) The portion of the Teacher Specific Rating related to locally developed school district rubrics as listed in Paragraph (IV)(b)(1)(iv) may be based upon rubrics created by the LEA or an LEA may select a measure available through Paragraph (IV)(c) relating to Elective Data. An LEA shall utilize an SLO as set forth in Paragraph (IV)(c)(2) of this section to measure and validate a locally developed school district rubric.

(iv) Any score obtained from locally developed school district rubrics shall comprise not more than 5% of the Final Teacher Effectiveness Rating for a classroom teacher with PVAAS data as defined in Paragraph (IV)(b)(2)(iii).

(v) For a classroom teacher without any attributable assessment or PVAAS data (Paragraphs (IV)(b)(1)(i) and (ii)), or data related to IEP progress (Paragraph (IV)(b)(1)(iii)), the locally developed school district rubric or rubrics as described in Paragraphs (IV)(b)(1)(iv) and (b)(3)(iii) shall comprise no more than 15% of a classroom teacher's Final Teacher Effectiveness Rating.

(vi) For classroom teachers with no assessment data, no PVAAS data and no SLOs for IEP progress or locally developed school district rubrics in school year 2013-2014, an LEA shall use the rating from Subpart (A)(1) for total Teacher Observation and Practice Rating for a classroom teacher in Subparts (B)(3) and (C)(3) of the rating form.

(4) If a classroom teacher, who is working or has worked for other LEAs in the Commonwealth, is being considered for employment by a different LEA, the prospective employer may ask the teacher for written authorization to obtain the teacher's teacher specific data from a current or previous employer to provide for the continuity of the 3 year rolling average described in Paragraph (IV)(b)(2)(iv).

(c) *Elective data.*

(1) This third area will comprise 20% of the Final Teacher Effectiveness Rating. Elective Data shall consist

of measures of student achievement that are locally developed and selected by the LEA from a list approved by the Department and published in the Pennsylvania Bulletin by June 30 of each year, including, but not limited to, the following:

(i) District-designed measures and examinations.

(ii) Nationally recognized standardized tests.

(iii) Industry certification examinations.

(iv) Student projects pursuant to local requirements.

(v) Student portfolios pursuant to local requirements.

(2) LEAs shall use an SLO to document the process to determine and validate the weight assigned to Elective Data measures that establish the Elective Rating. An SLO shall be used to record and verify quality assurance in validating measures of Elective Data, IEPs progress or locally developed school district rubrics on the zero-to-three-point scale and the assigned weight of a measure in the overall performance rating of a classroom teacher. The Department will provide direction, guidance and templates for LEAs to use SLOs in selecting, developing and applying Elective Data measures.

(3) All LEAs shall have SLOs in place for collecting Elective Data and ratings for school year 2014-2015. If Elective Data is unavailable in school year 2013-2014, an LEA shall use the rating in Subpart (A)(1) total Teacher Observation and Practice Rating of the form for a classroom teacher. The rating from Subpart (A)(1) in the form shall be used in Subparts (B)(4) and (C)(4) for the 20% of the classroom teacher's overall performance rating.

(4) If multiple Elective Data measures are used for one classroom teacher, the LEA shall determine the percentage weight given to each Elective Data measure.

(d) *Transfer option.* A classroom teacher who transfers from one building, as defined for building level data (Paragraph (IV)(a)(1)), to another within an LEA, shall have the option of using the Teacher Specific Rating in place of the Building Level Rating for the employee's evaluation in the new placement for two school years starting on the date when the classroom teacher begins the assignment in the new location. A classroom teacher who elects this option shall sign a statement of agreement giving the LEA permission to calculate the final rating using this method.

(e) *Administrative action based on available data.* Nothing in these standards of use for multiple measures of student performance, this section or this chapter shall be construed to limit or constrain the authority of the chief school administrator of an LEA to initiate and take action on a personnel matter, including dismissal of a classroom teacher, based on information and data available at the time of the action.

(V.) Recordkeeping: Maintenance of Rating Tool Data, Records and Forms

(a) *Records to be maintained.* It shall be the duty of the LEA to establish a permanent record system containing ratings for each employee within the LEA and copies of all her or his ratings for the year shall be transmitted to the employee upon her or his request; or if any rating during the year is unsatisfactory copy of same shall be transmitted to the employee concerned. No employee shall be dismissed for incompetency or unsatisfactory performance unless such rating records have been kept on file by the LEA.

(b) *Reporting of data restricted to aggregate results.* Pursuant to Section 1123(i) of the Public School Code

11-1123(i), LEAs shall provide to the Department the aggregate results of all classroom teacher evaluations.

(c) *Confidentiality*. Each LEA shall maintain records in accordance with Section 708(b)(7) of the act of February 14, 2008 (P. L. 6, No. 3), known as the "Right-to-Know Law," (65 P. S. § 67.708(b)(7)), and Sections 221(a)(1) and 1123(p) of the Public School Code (24 P. S. §§ 2-221(a)(1) and 11-1123(p)).

(VI.) LEA Alternative Rating Tool.

The Department will review at the request of an LEA an alternative rating tool that has been approved by the LEA governing board. The Department may approve for a maximum period of not more than five years any alternative rating tool that meets or exceeds the measures of effectiveness established under 24 P. S. § 1123.

[Pa.B. Doc. No. 13-1115. Filed for public inspection June 21, 2013, 9:00 a.m.]

Terms and Definitions:

- At Risk:** A professional employee who has an identified need which has not been improved through the Traditional mode. The employee may or may not have had an unsatisfactory rating, but receiving a “U” or an “I” in one or more areas on the district approved observation form places the professional employee in the Improvement Plan of the Focused Assistance mode.
- Clinical Supervision:** A process of support that includes a focus, a pre-observation conference, observation, and post-observation conference.
- Evaluation:** Process of supervision leading to decisions regarding continued employment.
- Focus Group:** An in-depth study of a pertinent educational topic. For example, Guided Reading, Literacy Circle, New Children’s Literature.
- Improvement Needed:** The letter “I” on any district approved observation form/responsibility checklist signifies that the professional employee’s performance, while still is satisfactory, is in need of improvement in that particular area.
- Improvement Plan:** An individual action plan which delineates the area(s) of deficiency, time line or benchmarks for improvement, and expected level of satisfactory performance.
- Individual Action Plan:** A plan which includes a goal statement, specific actions to be taken to achieve the goal, and a description of the measurement process for goal achievement.
- Lesson Study:** Collaboration of teachers across grade levels designing & analyzing lessons.
- New Professional Employee:** A professional employee with less than one year with the Derry Area School District.
- Non-Tenured:** A professional employee who has fewer than three years’ service in the district and has not yet received six satisfactory PDE 426 ratings.
- Observation:** Typically a time when the administrator physically observes a lesson or an activity. A discussion regarding a specific event could serve as an observation for non-teaching staff such as counselors and psychologists. The observer has the right to make unannounced classroom visitations.

Terms and Definitions (continued):

Peer Collaboration: Peer collaboration is a method of differentiated supervision that enables a professional employee to work with another member or members in a cooperative setting to refine, enhance, and reflect upon the professional performances of all involved.

Plans for Improvement: Plans for improvement shall include specific observable performance objectives, improvement strategies, a time line, and criteria for evaluation of the professional employee's performance at the end of the plan. The plan for improvement is part of the professional employee's permanent file. Improvement steps may include but are not limited to visitations, peer observations, readings/reviews of professional library materials, conferences, college or university courses, workshops, technical assistance from in- or out-of-district sources, consultants, in-class data collection, and other professional growth activities.

Series: A term referring to the combined events of the pre-observation conference, observation, and post-observation conference.

Self Directed Mode: Self Directed Mode is a method of supervision which enables an individual professional employee or team of members to explore in depth ideas/interests in order to refine and develop professional skills and growth.

Supervision: Process of administrative support leading to continuous professional growth.

Team Members: a group of professional employees who have a common focus or interest for a plan which should improve student achievement or district program initiatives.

Tenured: A professional employee with three (3) years of satisfactory service in one public school system.

Third Party: A third party may be a central office or building administrator, a mentor or peer, an outside educational consultant, or any other appropriate and mutually agreed-upon professional.