

**Blue Mountain School District**  
**DIFFERENTIATED SUPERVISION PLAN**



**January 2015**

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## Differentiated Supervision Plan

**Goal:** The goal of the differentiated supervision plan is to continually and consistently promote student achievement through the professional growth of educators using the Pennsylvania Department of Education’s guidelines. The information included in this plan explains the process by which the Blue Mountain School District will put into action Pennsylvania’s Educator Effectiveness Plan authorized through Act 82 of 2012. The Educator Effectiveness Administrative Manual is included in Appendix F of this plan. The Blue Mountain Differentiated Supervision Plan is designed to work in conjunction with the guidelines established in Act 82.

**Process:** All professional employees will participate each year in one model of this supervision plan. The models will be differentiated to include appropriate plans for novice teachers, experienced teachers, and teachers identified for improvement. The plan also includes a non-instructional model for educational specialists that do not have daily assigned teaching duties. Non-Instructional personnel are defined on page 7 of this plan. Administrative employees are not included in this plan.

This plan promotes personal goal setting, collecting evidence, reflecting on daily lessons, and feedback. Each model will utilize Charlotte Danielson’s Framework for Effective Practice or similar framework dependent on the employee’s educational duties.

The employee will work with the administrator annually to set appropriate goals and a timeline. A mid-year and end-of-year conference may be scheduled. Administration has the authority to alter the assigned supervision model for professional employees due to job performance.

Overall evaluations will be documented through official forms approved by the Pennsylvania Department of Education to meet the requirements within Act 82 and State Board of Education mandates and forms developed by the Blue Mountain School District. All forms will be reviewed and approved by the Blue Mountain School Board. Current Professional Rating Forms are included in Appendix D.

**Evaluator:** It will be the responsibility of the building administrator(s) to evaluate all employees in the building throughout the school year. An overall rating must be submitted to the Superintendent for final review when all data is available.

Any employee rated as 'Unsatisfactory' on an annual evaluation (PDE 82.1 or 82.3) will be placed in the Performance Improvement Plan. Professionals with a rating of 'failing' on any domain or a rating of 'needs improvement' on multiple domains on the Classroom Teacher Observations and Practice Framework will be placed in a Performance Improvement Plan.

The Superintendent has the authority to conduct additional observations on any employee throughout the school year.

### **Categories**

- Of Educators:**
1. Temporary Professional Employees  
Instructional I Certification  
Non tenured
  2. Professional Employees  
History of Satisfactory Teaching  
Tenured
  3. Professional Employees assigned to Performance Improvement Plan
  4. Non-Instructional Personnel

### **Types of**

- Evaluations:**
1. Formal Observation
  2. Walk-through Observations
  3. Goal Setting (Non-Instructional Personnel)
  4. Student Learning Objectives\*
  5. School Performance Profile Reports\*

\* Mandated components of the evaluation system as listed in Act 82.

### **Formal Observation**

The goal of formal observations (clinical model) is for administrators to be aware of the planning for one specific lesson, observe the lesson, and be aware of the follow-up for the lesson. To enable this process, the BMSD will utilize the observation process outlined in Charlotte Danielson's Framework for Effective Practice. This framework includes pre-observation information sharing and discussion, observation of the lesson, gathering of evidence from the lesson, completion of rubrics evaluating the lesson components, and a post-conference discussion between the teacher and evaluator. Electronic development and submission of observation forms may be utilized to assist in the observation process. Observation forms are included in Appendix A. Additional detailed information on The Framework for Teaching Evaluation Instrument by Charlotte Danielson is included in Appendix H.

### **Walk-Through Observation:**

The goal of the walk-through observation is for the administrator(s) to be aware of the effective teaching strategies that are taking place in each classroom throughout the year. The administrator(s) will select a domain from the Charlotte Danielson Framework that he/she will be looking for during each walk-through. A description of walk-through priorities within each Domain will be explained to faculty members prior to the walk-throughs. The administrator(s) may also talk with students during that time to assess their understanding of what is being taught. At no time will the walk-through be a disruption to the instruction in the classroom. These are short visits with specific objectives in mind. The data that is collected from the walk-throughs will be shared with individuals and be used as partial fulfillment of the evaluation plan. Any teacher in the 'Model C' cycle with multiple walk-through ratings of 'failing' or 'needs improvement' may be placed into the 'Model B' Evaluation cycle. Electronic development and submission of observation forms may be utilized to assist in the observation process. Walk-through observation forms are included in Appendix B.

**Goal Setting (Evaluation of Non-Instructional Personnel):**

Non-Instructional Personnel (see chart that follows) will annually review the framework developed for their job description and select goal area(s) in each domain of the framework according to guidelines established by district and building administration. Throughout the school year the non-instructional personnel will collect evidence to support a rating in each goal/domain area. By April first of each school year the educator will submit their self-evaluation and supporting evidence to their assigned evaluator (see chart that follows). The evaluator will review all self ratings and evidence and complete the evaluator rating on or before May 15<sup>th</sup> of the school year. Administrators may request additional evidence or information relating to any rating and the evaluator’s rating will be used on annual evaluation forms (PDE 82-3). The evaluator and educator will meet for a post-evaluation conference to review all ratings. A mid-year conference will also be held between the administrator and any non-instructional personnel member that has not attained tenure and/or a Level II certification. This mid-year conference will assist administrators in developing necessary first semester evaluations (PDE 82-3). Rubric Assessment forms for all Non-Instructional Personnel are included in Appendix G.

**Non-Instructional Personnel Required to Complete Goal Setting**

<b>Job Description</b>	<b>Evaluation Framework</b>	<b>Evaluator</b>	<b>Final Evaluation Form</b>
School Psychologist	Rubric Assessment: School Psychologist	Director of Special Education	PDE 82-3
Occupational Therapist	Rubric Assessment: Occupational /Physical Therapist	Director of Special Education	PDE 82-3
School Social Worker	Rubric Assessment: School Social Worker	Director of Special Education	PDE 82-3
Guidance Counselors	Rubric Assessment: School Counselor	Assigned Building Principal	PDE 82-3

<b>Job Description</b>	<b>Evaluation Framework</b>	<b>Evaluator</b>	<b>Final Evaluation Form</b>
School Nurse (certified)	Rubric Assessment: Certified School Nurse	Assigned Building Principal	PDE 82-3
Technology Specialists	Rubric Assessment: Instructional Technology Specialist	Director of Educational Technology	PDE 82-3

**Student Learning Objectives (SLO):**

Each year all teachers will participate in goal setting that involves development and evaluation of measurable student learning goals. These goals will be established according to parameters set through state guidelines for educator effectiveness (Student Learning Objectives) and district/building objectives. Goal setting forms provide timelines for the establishment of goals, communication expectations, and measurement plans for the goals. Electronic development and submission of goal setting (SLO) forms may be utilized to assist in the evaluation process. Current Student Learning Objective forms for SLO Phase 1, SLO Phase 2, and SLO Phase 3 of the process are included in Appendix E.

**Performance Improvement Plan:**

Any faculty member identified as ‘Failing’ in any domain of an observation, or having multiple domains evaluated as ‘Needs Improvement’ will be placed into a Performance Improvement Plan (PIP). Any teacher who receives an unsatisfactory annual evaluation will also be placed into a Performance Improvement Plan. Any professional employee placed in this plan will work with the team to meet the goals of the action plan (Performance Improvement Plan). A timeline for performance improvement will be identified by the team. This timeline will detail the specific actions to be met and deadlines for these actions and evaluations. The administrators will provide the necessary resources and guidance to assist in the process. Guidelines of the Performance Improvement Plan are provided in Appendix C.



**Observation Models:**

		<b>EVALUATION TYPE</b>	<b>ACTION PLAN</b>	<b>Timeline</b>
<b>MODEL A</b>	<p>Temporary Professional Employees</p> <p>Participate in BMSD Induction Plan (as needed)</p> <p>Non-tenured in Pennsylvania</p>	<p>Two Formal Observations</p> <p>Minimum of 1 Walk-Through</p> <p>Student Learning Objectives (SLO) –</p>	<p>Develop annual goals for student achievement through Student Learning Objectives (SLO)</p> <p>Use evidence to support professional competence</p> <p>Create a portfolio of evidence to support goals</p>	<p>SLO Process to established district timelines</p> <p>Mid-year review</p> <p>End of the year review</p> <p>Submission of Portfolio</p> <p>Semi-Annual Ratings (2) on PDE 82-1</p>
<b>MODEL B*</b>	<p>All certified professional employees</p> <p>PA tenured employees new to BMSD will begin using this model during year 1</p>	<p><b>Three year Differentiated Supervision Cycle:</b></p> <p>One Formal Observation</p> <p>Minimum of 1 Walk-Through Observation</p> <p>Student Learning Objectives (SLO) –</p>	<p>Develop annual goals for student achievement through Student Learning Objectives (SLO)</p> <p>Use evidence to support professional competence</p>	<p>SLO Process to established district timelines</p> <p>End of the year review</p> <p>Annual Rating on PDE 82-1</p>

<b>MODEL C*</b>	All certified professional employees	<p><b>Three year Differentiated Supervision Cycle:</b></p> <p>Minimum of 3 Walk-Through Observations</p> <p>Student Learning Objectives (SLO) –</p>	<p>Develop annual goals for student achievement through Student Learning Objectives (SLO)</p> <p>Use evidence to support professional competence</p>	<p>SLO Process to established district timelines</p> <p>End of the year review</p> <p>Annual Rating on PDE 82-1</p>
<b>MODEL D</b>	Any educator identified for Performance Improvement Plan (PIP)	<p>Formal Observations according to PIP Action Plan</p> <p>Minimum of 6 Walk-Throughs</p> <p>Student Learning Objectives (SLO)</p>	<p>Develop annual goals for student achievement through Student Learning Objectives (SLO)</p> <p>Use evidence to support professional competence</p> <p>Develop Performance Improvement Plan to meet team decisions</p>	<p>SLO Process to established district timelines</p> <p>Mid-year review</p> <p>End of the year review</p> <p>Monthly meeting with Performance Improvement Team and/or Administrator</p> <p>Annual Rating on PDE 82-1</p>
<b>MODEL N</b>	All Non – Instructional Personnel (identified on page 6)	<p>Self-Evaluation Framework appropriate for job description</p> <p>Collection of evidence to support Self-rating and evaluator rating</p>	<p>Annual selection of goals from Rubric Assessment Framework appropriate for job description according to administrative guidelines.</p> <p>Collection and submission of evidence for self-rating</p>	<p>Submit Self-Rating and Evidence to support Self-Rating by May 1 of each school year.</p> <p>Evaluator Rating shared with non-instructional personnel by May 15<sup>th</sup> of each year</p> <p>End of the year review meeting</p>

\*All professional employees who are in Model C will cycle around to Model B once every three years.

### **Assignment to a Model:**

All newly hired certified educators will be placed into Model A or B for their first year depending on whether they have prior satisfactory teaching experience in Pennsylvania which was sufficient for tenure. New employees without tenure will be placed into Model A, and newly hired tenured employees will be placed into Model B.

As this plan went into practice for the 2013-14 school year, certified employees eligible for the Three Year Differentiated Supervision Cycle were placed into Model B or C. This determination was done randomly with 1/3 of the eligible teachers placed into Model B, 1/3 placed into Model C1, and the final 1/3 placed into Model C2. Educators eligible for Model B/C will cycle through Model B, Model C1 (first year in Model C), C2 (second year in Model C), and then back to Model B.

Administration reserves the right to have any faculty member reassigned into a different Evaluation Model at any time during the school year. For example, a professional employee in a Model C evaluation mode may be required to move to Model B Evaluation mode due to needs evidenced through informal evaluations.

### **Long-Term Substitute Employees:**

Any substitute teacher scheduled for 70 or more days in one educational placement will be evaluated through the Model A evaluation plan. This will include the completion of PDE 82-1 for each semester.

### **Professional Evaluation:**

Educator evaluation will be completed in compliance with regulations of Act 82 Teacher Effectiveness (Published in Section 1123 of School Code). Educators will be evaluated through multiple measures that may include Observation/Evidence, Building Level Data, Teacher Specific Data, and Elective Data. Each educator covered by these guidelines will receive an annual or semi-annual evaluation as outlined by these guidelines. The evaluation will rate each

educator as Distinguished, Proficient, Needing Improvement, or Failing. These ratings will be used to designate each educator as Satisfactory or Unsatisfactory according to the state level guidelines included in Act 82. Ratings will be issued when all components of the evaluation process are available. Ratings of Unsatisfactory, Failing or Needs Improvement will be issued prior to the end of the school year with all components that are available at that time in order for the teacher to be enrolled in a Performance Improvement Plan. Professional employee rating forms are included in Appendix D.

