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HUNTINGDON AREA SCHOOL DISTRICT

DIFFERENTIATED SUPERVISION MODEL

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PURPOSE

1. Maximize Teacher Performance for enhanced student learning- Be the best that you can be!
2. Provide assistance and support to facilitate professional growth.
3. Foster self-reflection of professional practices.
4. Ensure teacher accountability.
5. Build collegial relationships between/among teachers and administrators.
6. Provide a variety of choices to fit personal learning styles.
7. Build ownership of one's own learning.
8. Establish expectations of professional behavior and practices.

HUNTINGDON AREA SCHOOL DISTRICT

EVALUATION AND SUPERVISION OF

TEACHER PERFORMANCE

Evaluation of teacher performance in the classroom is one aspect of the overall process of supervision. The primary goal of supervision is to provide assistance to professional employees in improving the quality of learning opportunities afforded within the context of the curriculum. Supervision is, therefore, a supportive act done for and with teachers, and ultimately for the benefit of students. Evaluation is a meaningful activity when it benefits teachers and learners. It is a continuous process and should be the best method by which to improve instruction.

Consistent with this philosophy, the Huntingdon Area School District believes an effective observations/evaluation program should provide the flexibility necessary for professional employees to improve instruction. To that end, employees are given the choice of the following programs:

- Formal Observation Model
- Action Research Model
- Portfolio
- Peer Coaching Model
- Other

Professional employees deemed to be at risk will be assigned to an Intensive Assistance Program.



TABLE OF CONTENTS

Code of Professional Conduct	4
Formal Observation Model	5
Differentiated Supervision Models	7
Appendix I	10

PENNSYLVANIA'S CODE OF PROFESSIONAL CONDUCT FOR EDUCATORS

Professional practices are behavior and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues and the educator's employer and community.

Professional educators are expected to abide by the following:

- Abide by the Public School Code and other school laws of the Commonwealth.
- Be prepared, and legally certified in their areas of assignment, educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis.
- Maintain high levels of competence throughout their careers.
- Exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate.
- Accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
- Impart to their students principles of good citizenship and societal responsibility.
- Exhibit acceptable and professional language and communication skills (verbal and written to students, parents and staff).
- Be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
- Keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
- Exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Formal Observation Model

This process is designed to provide feedback and suggestions for instructional improvement through a cooperative effort between the administrator and professional.

An added factor for individuals in Formal Observation is to develop and work toward reaching professional goal(s) for the year.

Formal Observation- Administrators will visit one class period in length for the observation.

Procedures (aligned to Danielson Framework)

A. Pre-Observation

- Employee will submit lesson plan in advance of planning meeting.
- Employee will complete PAETEP.
- Observer will hold meeting to review lesson plan and add to documentation needed for observation (Domain 1).
- Meeting will be held no more than five (5) school days before observation.

B. Observation (Domain 2 and 3)

- Observer will arrive 5 minutes prior to lesson to collect evidence from classroom walls, bulletin boards, etc.
- Observer will take written notes (paper or computer) to collect evidence during the formal observation.
- The written plan for the lesson and the teacher's grade book (paper copy or electronic access) will be available to the administrator during his/her observation.
- Observer will provide evidence through PAETEP.

C. Preparing for Post-Conference

- Employee will have the opportunity to add evidence to the observation form that may have been overlooked by Observer through PAETEP.
- Employee will complete Domain 4 and the self-assessment rubric on PAETEP prior to the post-observation conference.

D. Post- Observation Conference

- Employee will meet with Observer to reflect on lesson.
- Observer and Employee will review evidence and provide opportunity for the employee to discuss other components
- Components will be collaboratively rated, however Observer will be the "rater of record" in the event of non-agreement. Evidence will be the basis for rating.

- A reasonable effort will be made to have this meeting within five (5) school days following the observation.
- Observer and Employee will authenticate the observation using PAETEP.

E. Additional Evidence and Observation Follow-up

- Observer will complete walk-throughs after the observation to collect additional evidence or to follow-up on identified component areas of growth in the teacher's practice.

Guidelines

1. Non-tenured employees (minimum of two formal observation and four walk throughs).
2. Staff members who volunteer (minimum of one observation and two walk throughs).
3. Staff members new to the district for a minimum of one year (minimum of one observation and two walk throughs).
4. Staff members will be assigned to Formal Observation once every 3 years (minimum of one observation and two walk throughs).

Staff members are encouraged to engage in other Supervision Tracks in other years

Differentiated Supervision Models

Action Research

Portfolio

Peer Coaching

Other

Differentiated Supervision models provide a process for a staff member to select an area of instruction to explore in depth and/or pursue new ideas in order to achieve professional growth and enhance student achievement.

Guidelines for Differentiated Supervision Models

Participants

Tenured staff members with performance rating indicating satisfactory on their final rating in HASD, with administrative approval.

Description

- In an effort to refine teaching/job skills to promote professional growth and to enhance student learning, the professional will select an area to explore in depth and/or a new idea/interest to pursue.
- The professional will develop a goal for the year, develop objectives and strategies to achieve that goal, define assessments to evaluate success and periodically reflect upon the process.

Observation Procedures:

- No formal observation is required by an administrator/ supervisor, but may occur at administrative discretion. A minimum of 2 walk-through observations/conferences will be conducted.
- Professional will be rated by administrators on all 4 Domains of Danielson Model: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility.

Frequency:

- Initial review of plan and goals with administrator during the month of September.
- Mid-year review of the progress and year-end progress will be documented
- Teacher will complete self-assessment rubric and discuss results with administrator at year-end meeting

Teacher will select a component from Domain 1, Domain 2, and Domain 3 as focus areas. Teacher will be responsible for providing evidence for Domain 4 when submitting the self-assessment rubric at the end of the year.

For the Differentiated Action Plan, the teacher must submit the following to the administrator for approval using PAETEP:

- Project Goal: Describe the goal of your Differentiated Supervision Action Plan
- Purpose/Rationale: Describe the rationale for selecting and implementing your Differentiated Supervision Action Plan.
- Steps and/or Activities to Achieve Goal: Describe the various steps and/or activities that will be involved in completing your Differentiated Supervision Action Plan.
- Implementation Timeline: Describe how you will implement your Differentiated Supervision Action Plan over the course of the school year.
- Indicators of Effectiveness/Measures of Student Success: Describe what you will use to measure student success and/or the effectiveness of your Differentiated Action Plan.

For the Differentiated Action Plan, the teacher must submit the following evidence on PATEP for the mid-year progress:

- Mid-year Progress Update: Provide an Update on your progress toward meeting the goal of your action plan.

For the Differentiated Action Plan, the teacher must submit the following evidence on PATEP for the year-end progress:

- Year-end Progress Update: Describe the final results of your action plan and how successful you were in meeting your goal and impacting student achievement.

- Recommendations: Describe the recommendations you have for moving forward and how you might share what you learned with others.

For the Differentiated Action Plan, the teacher must submit a self-assessment rubric for the component selected for focus areas from Domain 1, Domain 2, and Domain 3, with evidence for each component of Domain 4 to the administrator prior to the year-end meeting.

Examples of research projects/ topics for a self-directed plan are the following:

- Questioning techniques
- Using data to guide instruction
- Extending/refining activities for units
- Using/developing graphic organizers
- Cooperative learning activities
- Flexible grouping
- Enhancing parent-teacher communication through websites
- Incorporating reading strategies into core instruction (i.e. science, social studies, etc.)
- Researching and embedding new technology into lessons

Differentiated Supervision Models

APPENDIX I

DESCRIPTIONS FOR DIFFERENTIATED SUPERVISION MODELS

Action Research Model

Action Research is a model which provides a process for a staff member to select an area of instruction to explore in depth and/or pursue new ideas in order to achieve professional growth and enhance student achievement.

Examples of research projects/ topics for an action research plan are the following:

- Questioning techniques
- Using data to guide instruction
- Extending/refining activities for units
- Using/developing graphic organizers
- Cooperative learning activities
- Flexible grouping
- Enhancing parent-teacher communication through websites
- Incorporating reading strategies into core instruction (i.e. science, social studies, etc.)
- Researching and embedding new technology into lessons

Portfolio

A portfolio provides the opportunity for professionals to examine their own practice, in relation to the Danielson Framework by collecting evidence and artifacts demonstrating personal growth.

Peer Coaching Model

Peer Coaching is a model which provides an opportunity for two or three professional staff members to observe and learn from one another in the implementation of their instructional practices within the classroom environment.

Examples of targeted instructional practices: classroom management, extending and refining lessons, higher order questioning techniques, assessment techniques, unit planning and delivery, etc.

Other (Collaborative Action Research Model)

The Collaborative Action Research Model process provides an opportunity for staff members to work together toward professional growth. A team of professional staff members may work on a collaborative project or common goal. Staff members will choose instructional colleagues from within the district for their team with administrative approval.

Suggested ideas/projects/topics for a Collaborative Plan are the following:

1. Prepare a workshop for district staff development on an instructional approach, a specific educational topic, or a topic integral to maximizing student potential.
2. Develop a different teaching or department strategy to address a need.
3. Develop lesson units that address various instructional learning approaches.
4. Develop motivational techniques.
5. Observe classes in a curriculum area that precede and/or follow what you teach.
6. Research a particular topic area and try new strategies with students; i.e. classroom management, computer assisted instruction, common assessments, higher order thinking and questioning skills, etc.
7. Develop common alternative assessments and analyze data.
8. Work with other professionals, community members, college professors, or administrators on an educational initiative.
9. Research new technologies and methods to incorporate into classroom instruction