

2023-2026

Bristol Township School District

**Supervision and Evaluation
Manual**



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District Goals

GOAL #1

Offer high-quality student programming so that graduates of the Bristol Township School District are prepared to be productive, competitive members in an ever-changing global society.

GOAL #2

Ensure that the intellectual, emotional, physical and social needs of Bristol Township School District students are coordinated to support their learning.

GOAL #3

Provide opportunities for teachers to learn and grow their pedagogical knowledge and then share that learning with their colleagues in professional learning communities and other collaborative opportunities.

Educator Effectiveness Overview

Act 13 was signed into law by Governor Tom Wolf on March 27, 2020 and revised the Act 82 Educator Effectiveness process used to evaluate professional employees and temporary professional employees in PreK-12 education across Pennsylvania. Beginning in the 2021-22 school year, the revised rating system affects classroom teachers, non-teaching professional employees, and principals, as such:

- Classroom teachers are defined as professional employees or temporary professional employees (new staff and non-tenured Level I teachers) who provide direct instruction to students related to a specific subject or grade level.
- Non-teaching professional employees are defined as professional employees or temporary professional employees (new staff and non-tenured Level I non-teaching professionals) who are education specialists or provide services and are not classroom teachers.
- Principals, assistant or vice principals, and directors of career and technical education. NOTE: Supervisors and Directors of special education (non-teaching professionals under Act 82) are considered principals for the purposes of Act 13.

For more information on Act 13, please visit the [Act 13 Educator Effectiveness](#)

What are the Professional Employee Groupings?

Each professional employee member is grouped based on their position in the district and by the data ***available*** and ***applicable*** for the position.

Group A: Regular Education Teachers in tested subject areas where PVAAS is available and the teacher does not provide assessment data for IEP program monitoring or goal development: *Grades 4-8 in PSSA-tested subjects, HS Biology, HS Algebra I and IB, and HS English 10.*

Group B: Special Education Teachers/Case Managers that pull students or push into classrooms in tested subject areas where PVAAS is available or Regular Education Teachers in tested subject areas where PVAAS is available and the teacher has more than 10 students with IEPs (*as calculated by the percent of instructional responsibility and contribution of course data to IEP progress monitoring and/or goals*): *Grades 4-8 in PSSA-tested subjects, HS Biology, HS Algebra I and IB, and HS English 10 with 11 or more students with IEPs in their course/classroom (as calculated by the percent of instructional responsibility and contribution of course data to IEP progress monitoring and/or goals).*

Group C: Regular Education Teachers in tested subject areas where PVAAS is NOT available, and the teacher does not provide assessment data for IEP program monitoring or goal development: Grade 3 Regular Education Teachers with *fewer than 11 students with IEPs in their classroom (as calculated by the percent of instructional responsibility and contribution of course data to IEP progress monitoring and/or goals)*, or teachers with a service break for a 3 year rolling average of PVAAS.

Group D: Special Education Teachers/Case Managers that pull students or push into classrooms in tested subject areas where PVAAS is NOT available or Regular Education Teachers in tested subject areas where PVAAS is NOT available with more than 10 students with IEPs in their classroom (*as calculated by the percent of instructional responsibility and contribution of course data to IEP progress monitoring and/or goals*), or teachers with a service break for 3 year rolling average of PVAAS.

Group E: Regular Education Teachers in non-tested subject areas who do **not** provide assessment data for IEP program monitoring or goal development for 11 or more IEP students (as calculated by the percent of instructional responsibility), including teachers of grade K-2 students, special area teachers, secondary teachers in non-tested subject areas, Reading Specialists, Math Specialists, RTII Coordinators, Teachers of the Gifted, ESOL Teachers, Title I Teachers, and Library Media Specialists, and Interventionists

Group F: Special Education Teachers/Case Managers on non-tested subject areas or Regular Education Teachers in non-tested subject areas with more than 10 students with IEPs in their course/classroom (*as calculated by the percent of instructional responsibility and contribution of course data to IEP progress monitoring and/or goals*).

Group G: Non-Teaching Professional Employees under Act 13 are employees working under the scope of their *specialist certification* as described in the Certification and Staffing Policies and Guidelines (CSPG) which include: *Director of Pupil Services, Directors of Curriculum, Nurses, Psychologists, Counselors, Behavior Specialists, School Social Workers, Technology Specialists, Special Education Liaisons, Instructional Coaches and Speech Pathologists*

Group H: Temporary (LOA) and Non-Tenured Level I Teacher or Non-Teaching Professional (first 3 years of service)

How will Teaching Professional Employees in Groups A-F be evaluated?

Teaching Professional employees will be evaluated using the 13-1. Evaluation scores will be comprised of four parts:

1. Teacher Observation & Practice Rating (70%)—Teaching Professional Employees will be assigned to either the Formal Observation Model or Differentiated Model for Supervision. Both modes of evaluation will be completed through the use of the Pennsylvania Electronic Teacher Evaluation Portal (PA-ETEP). All evidence in this area is tied to the components in the Danielson Framework.

2. Building Level Score (Formerly known as School Performance Profile (SPP)) (10%)-Provided by PDE-The Building Level Score in Act 13 provides a quantitative score based upon a 100-point scale to represent the overall academic performance of each school in Pennsylvania in four areas: academic achievement, academic growth, attendance, and graduation rate (where applicable.) The new calculation also includes a *Challenge Multiplier* that adjusts the Building Level Score based upon a school's Economically Disadvantaged student population. For the evaluation of a

professional employee assigned to multiple buildings, a composite Building Level Score shall be calculated proportional to the employee's building assignments. This composite score calculation was also done in Act 82. Final evaluations will not be available until Building Level Scores are released.

3. Teacher Specific Data (10%)- Teacher Specific Data may be available for a classroom teacher who is a professional employee teaching English, language arts, mathematics, science, or other content areas as assessed by a state assessment, including the Pennsylvania System of School Assessment and Keystone Exams. The three teacher specific measures are student performance on assessments, growth (PVAAS), and IEP goals progress.

4. LEA Selected Measures (Group A, B, C, D, F - 10%) or (Group E - 20%)- The LEA Selected Measures replace the Act 82 Student Learning Objectives (SLOs) with more flexibility to allow for qualitative measures of student performance rather than just a test score. This is in PAETEP, the teacher starts the process by selecting Performance Goals/SLO and then follows the steps in PAETEP. ([Student Performance Measure: LEA Selected Measures](#) provides an offline template)

How will Non-Teaching Professional Staff in Group G be evaluated?

Non-Teaching Professional Employees under Act 13 are employees working under the scope of their *specialist certification* as described in the Certification and Staffing Policies and Guidelines (CSPG) and includes: Counselors, Nurses, Psychologists, Technology Integration Specialists, School Social Worker, Instructional Coaches and Behavior Specialists.

Non-Teaching Professional employees will be evaluated using the 13-3. Evaluation scores will be comprised of 2 parts:

1. Teacher Observation & Practice Rating (90%)—Teacher Observation & Practice rating will be used for an educational specialist or a professional employee who provides services and who is *not* a classroom teacher to whom building level data will be evaluated using the Danielson Framework specifically designed to reflect their work. The evaluation will be completed through the use of the Pennsylvania Electronic Teacher Evaluation Portal (PA-ETEP). All evidence in this area is tied to the components in the Danielson Framework.

2. Building Level Score (Formerly known as School Performance Profile (SPP)) (10%)-Provided by PDE-The Building Level Score in Act 13 provides a quantitative score based upon a 100-point scale to represent the overall academic performance of each school in Pennsylvania in four areas: academic achievement, academic growth, attendance, and graduation rate where applicable. The new calculation also includes a *Challenge Multiplier* that adjusts a Building Level Score based upon a school's Economically Disadvantaged student population. For the evaluation of a professional employee assigned to multiple buildings, a composite Building Level Score shall be calculated proportional to the employee's building assignments. This composite score calculation was also done in Act 82. Final evaluations will not be available until Building Level Scores are released.

How will Teaching and Non-Teaching Professional Employees in Group H be evaluated?

Professional employees will be evaluated using the 13-1 (Teaching professional) or 13-3 (Non-teaching professional). 100% of the Evaluation scores will be comprised of **Teacher Observation & Practice Rating**. Non-tenured Level I Teaching Professional Employees or Long Term Substitutes will be assigned to the Formal Observation Model for Supervision. The evaluation will be completed through the use of the Pennsylvania Electronic Teacher Evaluation Portal (PA-ETEP). All evidence in this area is tied to the components in the Danielson Framework.

The chart below shows the percentage breakdown for each group's Educator Effectiveness evaluation rating:

Group					Teacher Specific Data					
Letter	Description	IEP students n ≥ 11?	PSSA/Keystone Data?	PVAAS Data?	PSSA/Keystone % Pro/Adv	PVAAS	IEP Grades Progress	Observation & Practice	Building Level Score	LEA Selected Measures
A	Classroom Teacher w/Data & NO IEP Goals & PVAAS (e.g. Gr. 4-8 in PSSA tested areas or 9-12 in Keystone courses with 10 or less students with IEPS)	No	Yes	Yes	5%	5%	0%	70%	10%	10%
B	Special Ed Teachers w/Data & IEP Goals & PVAAS or Classroom teacher w/Data & PVAAS with 11 or more special ed students (e.g. Gr. 5 Special Ed Teacher OR Gr. 4-8 classroom teachers in PSSA tested areas or 9-12 in Keystone courses with 11 or more students with IEPS)	Yes	Yes	Yes	2.50%	5%	2.50%	70%	10%	10%
C	Classroom Teachers w/Data & No IEP Goals & NO PVAAS (e.g. Gr. 3 classroom teacher with 10 or less students with IEPS)	No	Yes	No	10%	0%	0%	70%	10%	10%
D	Special Ed Teachers w/Data & IEP Goals & no PVAAS or Classroom teachers w/Data & No PVAAS with 11 or more special ed students (e.g. Gr. 3 Special Ed teachers or Gr. 3 classroom teacher with 11 or more	Yes	Yes	No	5%	0%	5%	70%	10%	10%

	students with IEPS)									
E	Classroom Teachers w/No Data and no IEP Goals, Reading Specialists, Math Specialists, RT11 Coordinators, Teachers of the Gifted ESOL Teachers, Title I Teachers, and Library Media Specialists (e.g. K-8 non-PSSA tested areas, special area teachers and 9-12 non-Keystone courses with 10 or less students with IEPS)	No	No	No	0%	0%	0%	70%	10%	20%
F	Special Ed Teacher w/No Data but IEP Goals or Classroom teachers with no data but 11 or more students with IEPS (e.g. Kindergarten Special Ed Teachers or K-8 classroom teachers in non -PSSA tested areas, special area teachers and 9-12 non-Keystone courses with 11 or more students with IEPS)	Yes	No	No	0%	0%	10%	70%	10%	10%
G	Non-Teaching Professionals Director of Pupil Services, Director of Curriculum, Nurses, Psychologists, High School Library Media Specialist, Instructional Coaches, Counselors, Behavior Specialist, Technology Specialists, School Counselor, School Social Worker, and Speech Pathologists	N/A	N/A	N/A	0%	0%	0%	90%	10%	0%
H	Temporary (LOA)and Non-Tenured Level 1 Teacher (first 3 years of service)	N/A	N/A	N/A	0%	0%	0%	100%	0%	0%

Supervision Models

In accordance with the Pennsylvania Department of Education, Bristol Township School District has identified a supervision model consisting of two pathways that will result in the professional growth and development of educators. The building principal in consultation with district administration will create a three-year cycle of all staff who fall within the Supervision and Evaluation model. Staff will be evaluated with a formal observation at least once during the three year cycle and up to, but not more than twice using the differentiated supervision model. The three options of the differentiated supervision will be selected by the teacher with consultation from the building principal.

1. Formal Observation of the teacher's practice is accomplished through formal and informal observations measured by research-supported best practices: Danielson's Framework for Teaching. The collaborative reflections on the observational data will focus the efforts of the teacher on a professional development plan to improve instructional practices and student achievement.

2. Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment of Formal Observation. In Differentiated Supervision, professional employees design an action plan to improve practice and student achievement, while still addressing their own unique needs and interests.

Pathway 1: Formal Observation SUBMITTED IN PA-EETEP

The formal observation/practice portion of teacher evaluation is based on the Danielson Framework and includes four areas, also referred to as "Domains," that consist of: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction and (4) Professional Responsibilities. Within these domains, there are clearly defined teaching skills, also referred to as competencies, as well as specific examples of how these skills are effectively executed. These pieces provide evaluators with the necessary information to effectively observe teaching practice and provide meaningful feedback.

As a district, we will utilize all of the components within each of the four Domains of the Danielson Framework for Teaching during the school year for evaluative purposes. The identified groups of professional employees involved in the **Formal Observation Mode** will include all temporary professional employees and LOA's, as well as at least one third of the Level II certified employees:

- Tenured professionals new to the district, temporary professional employees and Long Term Substitutes(LOA's) will be assigned two Formal Observations per year for three years. The observation(s) may be announced or unannounced.
- Tenured professionals will be assigned to the Formal Observation Mode for one year during the three-year supervision cycle. The observation(s) may be announced or unannounced.
- Professionals who have been identified by administration as needing improvement will be placed on Formal Observation Mode. The observation(s) may be announced or unannounced.

The Formal Observation mode will use the Danielson Framework for Teaching. All Formal Observations will be completed through Pennsylvania Electronic Teacher Evaluation Portal or PA-EETEP. Formal Observations may be announced or unannounced observations. Professional employees will be evaluated through formal observations and walk-through data collection.

Formal Observation Process

<u>STEP</u>	<u>WHO</u>	<u>PAPERWORK</u>	<u>WHAT</u>
1	Administrator	None	<ol style="list-style-type: none"> 1. Administrator schedules pre-observation conference (2-3 days prior to observation) 2. Administrator schedules formal classroom observation. 3. Administrator schedules post-observation conference (2-3 days after observation). 4. Administrator begins Formal Observation process in PA-EETEP.
2	Teacher	Teacher Observation Tool with rubrics and lesson plan	<ol style="list-style-type: none"> 1. Teacher completes Pre-Observation questionnaire in PA-EETEP. 2. Teacher submits lesson plan to administrator prior to pre-observation conference. 3. Administrator reviews teacher's lesson plan and pre-observation questionnaire in PA-EETEP.
3	Administrator & Teacher	Teacher Observation Tool with rubrics and lesson plan	Pre-observation confidence held.
4 (Unannounced Formal Observation begins at Step 4)	Administrator	Teacher Observation Tool with rubrics and lesson plan	Administrator completes formal observation of teacher and collects evidence in domains 2 and 3 using PA-EETEP.
5	Teacher	Teacher Observation Tool with rubrics and lesson plan	<ol style="list-style-type: none"> 1. Administrator submits Formal Observation in PA- EETEP. 2. In PA-EETEP, the teacher adds additional evidence, if desired. 3. Teachers completes Post-observation questionnaire in PA-EETEP. 4. Teacher completes Self-Assessment Rubrics in PA-EETEP.
6	Administrator	Teacher Observation Tool with rubrics and lesson plan	<ol style="list-style-type: none"> 1. Administrator reviews teacher's post-observation questionnaire and self-assessment rubrics. 2. Administrator completes assessment rubrics in PA-EETEP.

7	Teacher & Administrator	Teacher Observation Tool with rubrics and lesson plan	<ol style="list-style-type: none"> 1. Administrator and teacher compare performance level ratings at post-observation conference. 2. Teachers and administrator review evidence, when there is a discrepancy in rating. 3. Administrator determines final performance ratings. 4. Administrator and teacher complete summary form in PA-EETP.
8	Teacher & Administrator	Authentication	Teacher and administrator “electronically sign” formal observation in PA-EETP.

Pathway 2: Differentiated Supervision SUBMITTED IN PA-EETP

The identified groups of professional employees involved in the **Differentiated Supervision Mode** will include all professional staff employee members **not evaluated through the Formal Observation Mode**. The Differentiated Supervision Mode provides a framework for professional growth designed to improve teacher effectiveness, instructional practices, and student achievement. Teachers in the Differentiated Mode will use the PA-EETP form through the PA Electronic Teacher Evaluation Portal.

Differentiated Supervision Mode options include:

Option 1:

- Action Research - Book Study - cannot repeat a book, once you have done a study on it.
 - Book study groups must include at least two members
 - Once the books are selected, the questions will be created
- Visible Learning for Teachers by John Hattie
- Explicit Instruction by Archer & Hughes
- Culturally Responsive Teaching & the Brain by Hammond
- Classroom Instruction That Works by Marzano
- The Power of Our Words by Denton
- The Language of Learning by Wilson
- Integrated Multi-Tiered Systems of Support by McIntosh & Goodman
- Promoting Executive Function in the Classroom by Meltzer
- Designed to Learn by Portnoy
- Powerful Student Care by Chandler & Budge
- The Behavior Code by Jessica Minahan - Led by Katie Donohoe
- Powerful Teaching - by Agarwal and Bain (led by Jon Craig)
- With Rigor for All by Carol Jago
- The Energy Bus by Jon Gordon
- Behavior Analysis for Effective Teaching - Julie Vargas
- Building Thinking Classrooms in Mathematics Grades K-12 - Peter Liljedahl
- Others as approved by administration

Option 2:

- Coaching Cycle

Option 3:

- Evidenced Based Portfolio

Step 1: Teachers under the Differentiated Mode may identify their own plan and/or area of interest. Teachers are encouraged to develop a plan addressing a practice-related topic identified as an area of concern, which promotes reflection and growth.

Step 2: Teachers are required to complete a one-page form on PA-EETP using the attached timeline. The PA-EETP form shall not be the only method of a teacher’s final evaluation. While formal observations are not a required element of Differentiated Supervision, walkthroughs will occur throughout the school year. Principals may also conduct formal observations (announced or unannounced) of any teacher at any time. Principals also reserve the right, with rationale, to remove a teacher from the Differentiated Supervision Model and place the teacher in the Formal Observation Model.

Differentiated Supervision Process

Step	What	When
1. Differentiated Supervision Plan Proposal	Professional employee completes Differentiated Supervision Proposal in PA ETEP	First week in October
2. Review Differentiated Supervision Plan	Professional employee and evaluator discuss the Plan to make improvements and additions for approval.	Within ten school days of submission
3. Submit Mid-Year Check-in	Professional employee completes the Mid Year Check-in using PA-EETP	Mid-year meeting, approximately the end of January.
4. Submit Year-End Update and Self Assessment Rubric	Professional employee completes the Year End Update and Self-Assessment Rubric Sharing out of learning at end of year faculty meeting or other type of event	End of year meeting

OPTION 1 ACTION RESEARCH-BOOK STUDY

PLC Book Study Guide

Book studies can be powerful tools for developing the teacher expertise necessary for improving performance and enhancing student learning through deliberate practice. What sets an effective book study apart from an ineffective one lies in both the initial planning of the book study itself and the utilization of the knowledge, skills and practices acquired. BTSD book study participants can use the PLC Book Study Guide to improve instructional practices. There will be a survey at the beginning of each school year (shared out by the district curriculum department) for the selection of books and leaders of the book studies. As a PLC, each book group will create their plan and select their meeting dates. This can be a combination of synchronous and asynchronous meetings.

Book Study Differentiated Supervision
<p>What is it?</p> <p>Action research is not a library research project that produces a research paper or presentation. Instead, it is a systematic and thoughtful examination of a practice with the intention of evolving instructional practice. A fundamental component of Action Research is the ongoing interplay of teacher research and data driven decision making and problem solving to become a more responsive practitioner.</p>
<p>Why participate in a Book Study?</p> <p>The Action Research Mode is a professional opportunity that allows teachers to act as researchers in their own classroom or school to affect change in their practice in relation to Danielson's Framework for Observation and Practice, as well as to improve student learning and ultimately improve student achievement.</p>
<p>How does it work?</p> <p>The overall plan is to read, discuss (virtually), and reflect on the book with the group involved, then take your learning from the book and apply it in the classroom, while noting the impact. The 3 major portions of the project include:</p> <ul style="list-style-type: none">● October through December: Read and discuss (virtually) with colleagues involved in the book study. <i>(To avoid the headache of scheduling F2F meetings, the group will decide on a digital tool of choice)</i>● January: At your mid-year meeting with your administrator, you could reflect on what you learned from the reading and discuss your plans for implementing strategies from the book for the remainder of the year.● February through June: Plan and implement as many or as few of the TEXT strategies as you choose for the remainder of the year and conclude with a reflection on

the impact of the strategies in the classroom, including for a plan moving forward into the following year.

SAMPLE Reading Schedule:

Reading & Discussion Schedule

By October 12th - Foreword & Introduction	By November 23rd - Chapters 7 & 8
By October 26th - Chapter 1 & 2	By November 30th - Chapter 9
By November 2th - Chapter 3	By December 7th - Chapters 10 & 11
By November 9th - Chapters 4 & 5	By December 14th - Chapter 12
By November 16th - Chapter 6	By December 21 - Chapters 13

OPTION 2 COACHING CYCLE

Coaching Cycle Differentiated Supervision

What is a Formal Coaching Cycle?

A coaching cycle is a collaborative partnership between an Instructional Coach and teacher(s). Long-term (year long) or multiple short-term goals are teacher selected and focus on the areas of interest and desired growth of the educator. Data is collected to measure the effectiveness of the strategies chosen and determine next steps.

Why participate in a Coaching Cycle?

Educators may choose or be recommended to participate in a Formal Coaching Cycle if they are interested in a personalized, professional development experience. Teachers will utilize their data in relation to their selected goal(s), and reflect on their practice to broaden their skill set and deepen their understanding of curriculum, instruction and growth.

Who is eligible to participate in a formal Coaching Cycle?

Permanent professional employees may participate in a Formal Coaching Cycle(s) with a district instructional coach.

- Secondary - Suzanne Denny, Sarah Mastrull, Malukah Upchurch, Eric Sarappo, Megan Gancarz
- Elementary - Jillian Cargill, Jessica Festa, Laurie Gallagher

The Formal Coaching Pathway

- Participate in an initial conference where focus is established using a goal-setting model. (SMART, PEERS, FAST, etc.)
- Work with a coach to collect classroom data relevant to your selected goal.
- Meet regularly to monitor progress and reflect using an established coaching model (BDA, Impact Cycle, GROW, SFC, etc.)

- Keep a record of meeting dates and topics discussed at meetings with the instructional coach.
- Provide updates as needed (including Mid-year) to document progress
- Identify measurable outcomes from classroom applications to determine impact on student learning
- Complete a self-assessment as required by PA-EETEP
- Help to facilitate a culture of learning and growing by sharing (formally or informally) your learning with your peers.

Sample Short-Term & Long-Term Goals

Short-Term	Long-Term
<ul style="list-style-type: none"> ● Curriculum Implementation ● Technology Integration ● Educational Routines/Procedures/Transitions ● Lesson Planning ● Unit Planning ● Grading ● Assessment Creation ● Multi-disciplinary Lessons 	<ul style="list-style-type: none"> ● Curriculum Implementation ● Management Skills ● Year-long Planning ● Utilize technology effectively in teaching ● Implement evidence based teaching practices ● Develop strong relationships with students and families ● Foster critical thinking skills and collaborative environments ● Encourage student engagement ● Integrate in-demand skills for the 21st century ● Improve student achievement through assessment ● Foster a positive and inclusive classroom culture ● Using formative assessments to drive instruction ● Managing Changes (grade level/Subject/Building)

Timeline

Before (Goal Setting Conference)

- Step 1: Setting a goal - at the start of the year, the teacher(s) will work with their Instructional Coach to review and finalize a goal, including identifying topics/target areas with connections to Danielson’s Domains and District initiatives. Information will be entered into PA-EETEP by the teacher as required.

During (Coaching Sessions & Mid-Year Review)

- Step 2: Complete a Mid-Year Review - throughout the year, the Employee(s) will work with the Instructional Coach on data collection and data analysis through regularly scheduled classroom visits and meetings; the teacher will complete the Mid-Year Review in PA-EETEP.

After (End of Year Review & Performance Evaluation)

- Step 3: Complete a Self-Assessment - employees will complete an end of the year summary, including a presentation of, reflection on and self-assessment of their Goal/ Differentiated Supervision focus. The teacher will enter the required information in PA-EETEP.

- Step 4: End of the Year Review - at the end of the year, the Employee and Supervising Administrator will meet for the Performance Evaluation review, which will include the Final Evaluation using the applicable Danielson Framework for Observation & Practice.

OPTION 3 - EVIDENCED BASED PORTFOLIO

Portfolio Process
<p>What is an Evidence Based Portfolio? A collection of materials that illustrate an underlying philosophy of teaching, information about instructional goals and teaching practice with reflection on strengths and areas for professional growth.</p>
<p>Why participate in the Evidence Based Portfolio?</p> <p>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. A portfolio captures the complexities of professional practice in a way no other approach can. To provide a record of the ideas and objectives that inform your practice while promoting reflection and professional growth.</p>
<p>Who is eligible to participate in the Portfolio process?</p> <p>Permanent professional employees may participate in the Portfolio process.</p>
<p>Portfolio Guidelines</p> <ul style="list-style-type: none"> ● Gather 10-20 artifacts that document and support progress towards the teachers' identified goal ● Create a Table of Contents ● Must include at least 2 artifacts from each of Danielson's 4 domains ● Provide a short, written explanation of each artifact and how it impacts student learning ● Complete a self-assessment as required by PA-ETEP ● Can be electronic or a hard copy ● Reflection conference with administrator at end of year conference
<p>Sample Short-Term & Long-Term Goals</p> <ul style="list-style-type: none"> ● Student assignments ● Teacher selected and/or created resources for students ● Lesson Plans ● Feedback from supervisors, peers, families, etc. ● Video of instruction
<p>Timeline</p> <p><i>October</i></p> <ul style="list-style-type: none"> ● Step 1: Complete Portfolio Proposal and upload to PA-ETAP <p><i>October - January</i></p> <ul style="list-style-type: none"> ● Step 2: Begin artifact collection <p><i>February</i></p>

- Step 3: Complete Mid-Year conference with supervising administrator and share at least 5 collected artifacts

February - April

- Step 4: Continue artifact collection

May - June

- Step 5: End of the Year Review - at the end of the year, the Employee and Supervising Administrator will meet for the Performance Evaluation review, which will include the Final Evaluation using the applicable Danielson Framework for Observation & Practice.

Example Differentiated Supervision Plan Completed in PA-EETP

<p>Type of Differentiated Supervision: Select one of the following- Action Research, Coaching Cycle, Evidenced Based Portfolio</p>
<p>Component Focus: Select at least one and no more than three components from the Danielson Framework that your Differentiated Supervision Plan will focus on. Ex: Component 3c: Student Engagement</p>
<p>Project Goal: Describe the goal of your Differentiated Supervision Action Plan. Increase the usage of higher order questioning techniques in classroom instruction. (Use a SMART goal: Specific, measurable, actionable, relevant, timebound)</p>
<p>Purpose/Rationale: Describe the rationale for selecting and implementing your Differentiated Supervision Action Plan. Questioning is a key aspect of the teaching and learning process. Questions should draw students into the learning process as well as checking on acquisition of knowledge. When students ask questions this leads to higher level thinking resulting in academic benefits.</p>
<p>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. I, along with my grade 6 science team, will complete a book study of: <i>Questioning for Classroom Discussion: Purposeful Speaking, Engaged Listening, Deep Thinking</i> by Jackie Acree Walsh and Beth Dankert Sattes.</p>
<p>Implementation Timeline: Describe how you will implement your Differentiated Supervision Action Plan over the course of the school year. I, along with my grade 6 science team, will read the book, and meet three times during team time from September through January to talk over the instructional strategies discussed in the book. In February through April, I will develop and implement one lesson that uses higher order questioning techniques.</p>

Indicators of Effectiveness/Measures of Student Success: Describe what you will use to measure student success and/or the effectiveness of your Differentiated Supervision Action Plan.

Develop one lesson that uses higher order questioning techniques. The lesson can be provided upon request.

Mid-Year Progress Update

Provide an update on your progress toward meeting the goal of your action plan.

As of February, I have completed the book study and identified one strategy that I will use in the classroom to engage students in meaningful classroom discussion. The strategy is using Bloom's Taxonomy to develop open-ended questions throughout the lesson.

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.

Using Bloom's Taxonomy to develop higher order questions ahead of time, transformed the classroom discussion. It helped students to explore and diversify their perspectives. It encouraged attentive and respectful listening. More importantly it helped students connect with the content and develop the ability to synthesize and justify their beliefs.

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

I will continue to purposefully develop lessons that integrate higher order questioning techniques in my daily lessons using Bloom's Taxonomy. I will also share the lesson with other grade 6 science teachers.

Note: This is a sample of a Differentiated Supervision Plan completed as a team. Each team member is still responsible for submitting their individual plan in PA-ESEP.

Framework for Walk-throughs

The Framework for Walk-Throughs is based on the Danielson Framework. All walk-throughs will be completed in PA-EETEP. Walk-through data can be used as part of the evaluative evidence, using the Danielson Framework Domains 2 and 3. Evidence will be collected in Domains 2 and 3 with descriptions listed below.

DOMAIN 2: Classroom Environment

Effective teachers organize their classrooms so that all students can learn. Teachers know and value their students' identities, as well as, their academic, social, and emotional strengths and needs. 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 instructional space, and supporting and engaging in the learning of classmates. Students and teachers work in ways that demonstrate their belief that rigorous effort 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.

DOMAIN 3: Instruction

Effective teachers ensure all students are highly engaged in learning and contribute to the success of the class. Teacher explanations are clear and invite student intellectual engagement. Instructional practices are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Teacher 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, and have autonomy in their learning. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.

Appendix A: [Danielson Framework](#)

Appendix B: [Student Performance Measures](#)