

Lackawanna Trail School District
Differentiated Supervision Plan
2013/14-2015/16



In order to satisfy the requirements of Act 82 of 2012 and to help ensure continuous professional growth of our faculty, the Lackawanna Trail School District is implementing this Differentiated Supervision Plan. All components and cycles/modes of this Plan are aligned with the Charlotte Danielson Framework for Teaching and are designed to improve instructional practices. The ultimate goal, through the improvement of instructional practice, is to continually promote student achievement.

This plan was developed with input from the teacher's union and with the approval of the Lackawanna Trail Board of Education.

All faculty members will rotate through **a three year cycle/mode** of differentiated supervision. Regardless of the cycle/mode each teacher will set a **goal** prior to October 1st each academic year. This goal must be mutually agreed upon in writing between the teacher and building principal/Special Education Director, and must be a **teaching goal, learner goal, program goal, or organizational/administrative goal**. These goals are defined as follows:

Teaching Goals are built around teacher behaviors that are directly related to student outcomes.

Learner Goals relate directly to solving a specific learning problem or improving some particular student deficit.

Program Goals relate to curriculum areas, course outlines, articulation activities, materials selection, and so on.

Organizational or Administrative Goals deal with specific administrative criteria such as might be found in a district's list of performance standards.

In order to be rated as **Satisfactory** at the conclusion of the academic year each teacher must demonstrate proficiency in the cycle/mode of differentiated supervision he/she has been assigned, as well as accomplish the mutually agreed upon goal.

The three year cycles/modes of differentiated supervision are as follows:

1. Formal Observation Mode/Intensive Mode

Using the four domains of the Charlotte Danielson Framework for Teaching, the building principal and teacher will participate in this process as per the following schedule: All temporary professional teachers will participate in this process twice per year until they are granted tenure. All tenured teachers who are new to the district will participate in this process during their first year. All teachers who are either under a Plan for Professional Improvement or have recently completed a Plan for Professional Improvement will participate in this process. All remaining teachers will participate in this process at least once during the three year cycle at the discretion of the administration. Therefore, several teachers who do not meet the above criteria will also be part of this cycle/mode. Administrators reserve the right to change a teacher from Mode to Mode if warranted.

2. Portfolio Development Mode

All teachers in this Mode must create a Portfolio of relevant artifacts which demonstrates their proficiency in each of the four domains of the Danielson Framework. The submission of artifacts must be completed on a predetermined schedule (for example once per marking period, at the conclusion of a summative assessment, etc). These artifacts will include but not be limited to Common Core based lesson plans, formal and informal assessments, continuing education credits, classroom management rules, student data, and student projects. In addition, principals will complete a minimum of one annual walkthrough which will focus on documenting evidence of domains number two and three. Prior to the conclusion of the academic year the principal and teacher will meet to formally discuss proficiency, or lack thereof, in the Portfolio Development Mode.

3. Walk-through Observation and Interview Mode

All teachers in this Mode will receive a minimum of four walkthrough observations per year by a principal related to all four domains. The principal/Special Education Director will document evidence related to each domain and share it with the teacher. In addition, teachers will participate in a formally documented interview with his/her principal/Special Education Director at the conclusion of each walkthrough. If an administrator determines that additional walkthroughs need to take place to prove proficiency in the four domains, he/she shall inform the teacher in writing.

An alternate differentiated supervision mode such as self-directed/action research, may be used in lieu of a portfolio or walk-through with approval of the administration. Between the first scheduled teacher day and October 1st, a committee of teachers in each building, will meet as needed to collaborate with the principals in order to establish criteria to determine what constitutes a satisfactory rating in the differentiated supervision modes.

The following pages include the Four Domains of the Danielson Framework for Teaching, a summative teacher rating form, ~~and the high school and elementary differentiated supervision cycles.~~

THE FRAMEWORK FOR TEACHING

<p style="text-align: center;">Domain 1 Planning and Preparation</p> <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 style="text-align: center;">Domain 2 The Classroom Environment</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>
<p style="text-align: center;">Domain 4 Professional Responsibilities</p> <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 style="text-align: center;">Domain 3 Instruction</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>

(A) Teacher Observation and Practice

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

<i>*Domain Rating Assignment*</i> 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Student Performance—Building Level Data, Teacher Specific Data, and Elective Data

Building Level Score (0–107)	
(2) Building Level Score Converted to 3 Point Rating	

(3) Teacher Specific Rating	
(4) Elective Rating	

(C) Final Teacher Effectiveness Rating—All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Teacher Observation & Practice Rating		50%		1.50
(2) Building Level Rating		15%		0.45
(3) Teacher Specific Rating		15%		0.45
(4) Elective Rating		20%		0.60
<i>Total Earned Points</i>				3.00

<i>Conversion to Performance Rating</i>	
Total Earned Points	Rating
0.00-0.49	Failing
0.50-1.49	Needs Improvement
1.50-2.49	Proficient
2.50-3.00	Distinguished
Performance Rating	

D Rating: Professional Employee, **OR** D Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning _____ and ending _____ has received a performance rating of: _____
(month/day/year) (month/day/year)

D DISTINGUISHED D PROFICIENT D NEEDS IMPROVEMENT D FAILING

resulting in a FINAL rating of:

D SATISFACTORY D UNSATISFACTORY

A performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

Date Designated Rater / Position: Date Chief School Administrator

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater. My signature does not necessarily mean that I agree with the performance evaluation.

Date Signature of Employee