Teacher Supervision and Evaluation Plan

POTTSGROVE SCHOOL DISTRICT
Soaring to Excellence

“Work in Progress” 8.14.13
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Differentiated Supervision and Evaluation Plan

Pottsgrove School District

May 2013

Committee Members

Mrs. Elaine Armstrong, Elementary Teacher
Mrs. Mary Bradley, Elementary Teacher
Dr. Barbara Burke-Stevenson, Interim Director of Education and Assessment
Mrs. Ruth Fisher, Elementary Principal
Dr. Susan Golder, Committee Facilitator
Mrs. Nicole Kulp, Special Education Teacher
Dr. Dave Ramage, Middle School Principal
Dr. Leticia Rodriguez, Director of Human Resources
Mr. Tom Stock, High School Teacher
Mrs. Kathleen Woods, Middle School Teacher

Advisory Members

Ms. Shellie Feola, Superintendent
Mrs. Rose Bilinski, Secondary Coach
Mrs. Christy Kirsch, Elementary Coach
Mrs. Doriann Parker, Elementary Coach
Mrs. Krista Rundell, Secondary Coach

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**Philosophy Statement**

A school is a learning organization that nurtures a culture to create opportunities for shared growth and learning. Pottsgrove's Differentiated Supervision Plan creates a framework for teacher-directed goal setting aligned with district goals to facilitate student achievement.

**Rationale**

A competent, qualified, and compassionate teacher for each student is perhaps the most vital ingredient of the educational process. The Pottsgrove School District’s Supervision and Evaluation Plan has been created by a committee of professional staff to focus on improving and expanding the existing abilities and experiences of the educators in the district. Research indicates that the most important factor that impacts student learning is the teacher (Sanders, Wright and Horn, 1997; Rosenthal, Hunter and Schmidt, 1990, 1991). It is therefore, imperative that teacher effectiveness is one of our top priorities.

Our Supervision and Evaluation Plan is designed to provide a forum for enhancing teacher quality and promoting continuous growth. Components of the plan begin with individual goal setting and progress through continuous inquiry, evidence gathering, feedback and self-reflection on research-based best practices to meet organizational goals in one of the following three formats:

- Direct
- Self-directed
- Collaborative

It is critical that each individual meet standards of effective instructional practice. In the direct strand, new teachers will be afforded a high degree of support through the combination of our district’s Induction process and the clinical phase of supervision and evaluation. Experienced teachers in Phase 1 will benefit from the clinical observation process on a cyclical basis. Experienced teachers in phase 2, 3 and 4 will have the opportunity to select from differentiated options and work in a self-directed or collaborative mode. In addition, the comprehensive Supervision and Evaluation plan includes a process to address unsatisfactory performance in a defined and comprehensive Intensive Supervision Plan.
Supervision and Evaluation Plan Introduction

The plan supports and encourages the growth of the Pottsgrove School District’s professional staff. Every effort is made to separate the processes of supervision and evaluation.

Supervision focuses on professional growth and improving the quality of instruction and services delivered to students. By providing a variety of options, resources, and support, the differentiated program helps staff to be the best they can be. A vital element of the supervisory process is to provide a focus on the school as a collaborative workplace where professionals are lifelong learners.

Evaluation refers to the process by which professionals are held accountable and formally rated on their performance.

The Cycle

The Pottsgrove plan divides the professional staff into a 4-cycle rotation:

Direct Mode (Program 1: One Year of Clinical Observation and Evaluation)

Self-Directed and/or Collaborative Modes (Programs 2, 3, 4: Three Years of Options and Evaluation)

Participants

Direct: Program 1 participants (approximately 25% of staff) include:

• All non-tenured professional employees;
• All tenured professional employees new to the district (first year);
• Some tenured professional employees not participating in Programs 2, 3, or 4;
• Any professional employees in the Intensive Supervision Program.

Self-Directed or Collaborative: Programs 2, 3, and 4 participants (approximately 75% of staff) participate in Professional Options and will submit a proposal form, a mid-year and end of year self-reflection form.

All professional employees in programs 1, 2, 3, and 4 will be issued an annual evaluation in accordance with the Department of Educations regulations.
Advantages of the Differentiated Supervision Plan

1. The plan upholds the Pottsgrove School District’s commitment to the continuous growth of its learning community.

2. Professionals will have opportunities to grow professionally, to expand their skills and to maximize student learning by selecting differentiated options aligned with their styles, interests and skills.

3. Teachers in the Pottsgrove School District are currently involved in a variety of initiatives related to the district’s comprehensive goals. The institution of the differentiated strand provides a formalized opportunity for teachers to align their district-supported goals with the structure of the options program and to maintain control of their own professional growth.

4. The differentiated strand creates a more balanced blend of supervision and evaluation for district staff. The cyclical nature of the plan insures a traditional clinical evaluation at least once every four years while the other three years represent a self-directed or collaborative supervisory model through which teachers progress.

5. The plan encourages teachers to stretch and to take risks while flourishing professionally in an atmosphere of support and mutual trust.
Action Research

Purpose
Participants in action research become more reflective, enhance their problem solving capacities, and facilitate the development of an “inquiry” stance toward teaching and learning.

Description
Participant(s) select an area of focus, develop a research question, identify a data collection system, and create a plan for analysis of data. Types of action research typically fall into one of four areas of inquiry, as in focusing on students, teaching practices, the teacher, or the curriculum.

Recommended Procedure
1. Individual or small groups review potential topics for focus during action research, generate a banner question based on instructional practice or relevant educational theories, and complete a proposal/application form to submit to the principal.
2. Principals meet with participants to review the action research focus and to approve their participation in the option.
3. Teacher develops a research plan to include: what data will be collected, by whom, how it will be analyzed, how results will be published and a timeline.
4. The classroom teacher invites colleagues to collaborate in refining the research question, data collection and analysis, and/or report development.
5. Participants complete a final action research and reflection report.
6. Teacher meets with principal for mid-year and end-of-year conferences. Participants are encouraged to share action research progress with team/grade level partners.

Possible Indicators of Success
Personal growth and change, social growth and change, curricular refinements, enhanced instructional strategies, continuous improvement and on-going reflection, collaborative growth by learning from other professionals.

A Thought to Consider
“An inquiry-oriented stance actually becomes a professional positioning, where questioning one’s own practice becomes part of the teacher’s work and eventually a part of the teaching culture.” Dana, Gimbert and Silva, 1999

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Peer Coaching

Purpose
Peer coaching extends the role of classroom observer to the teacher. It is a voluntary, confidential process through which competent professionals share their expertise, learn to incorporate new instructional strategies or methodologies into their repertoires, and search for answers to classroom-related questions in a non-threatening way.

Description
Collegial peer coaching occurs when a pair or trio of colleagues form a partnership to regularly visit each other’s classrooms and serve as “another set of eyes.” Peer coaching is intended to refine teaching practices, deepen collegiality, increase professional dialogue, and help teachers to think more deeply about their work. (Garmston, 1987)

Recommended Procedures
1. A pair or trio of teachers review potential topics for focus during the peer coaching option and complete a proposal/application form to submit to the principal. Cross discipline/grade level/departmental partnerships are welcomed.
2. Principals review and approve acceptable applications.
3. Peer coaching teams participate in training, agree upon the parameters of their relationship and set norms for reciprocal visitations and data gathering.
4. Peer coaching teams select/develop data collection tools for their reciprocal visitations.
5. During peer coaching, each teacher agrees to observe the other a number of times. They conduct pre and post conferences with one another that are led by the inviting teacher.
6. All observation feedback is shared only between the observer and the observed teacher. Participating teachers, however, maintain a learning log throughout the process.
7. Peer coaching partners meet with the principal at mid-year and end of year to share feedback from their logs on the peer coaching process and teacher/student successes.

Possible Indicators of Success
Reflective journals (written, electronic, blog, Nimbus, etc.), improved student achievement, faculty presentations, portfolios.

Generic Topical Areas
Questioning techniques, application of learning styles, checking for understanding, technology integration, clarity of expectations, flexible grouping, differentiated instruction.

Reviews by Peer Coaches
“I found peer coaching to support all the principles of adult learning: mutual respect, a sense of ownership and self-direction, voluntary participation and a collaborative spirit.” (Rose Tree Media Teacher)

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**Process Portfolios**

**Purpose**
Process portfolio promotes reflection and analysis of practice as well as demonstrating professional growth. Teachers who are interested in generating a banner question and then collecting, selecting and reflecting on relevant artifacts/evidence may choose to develop a process portfolio as their option.

**Description**
Process portfolios begin with a professional belief statement and banner question and progress to a plan. Portfolios include a collection of artifacts and evidence that represent growth in thinking, planning, delivering, and assessing instruction.

**Recommended Procedures**
1. Individuals review potential topics for focus during the process portfolio, generate a banner question and complete a proposal/application form to submit to the principal.
2. Principals meet with teacher to review portfolio focus and approve their participation in the option.
3. Teacher establishes format for portfolio and anticipated artifacts.
4. Over the course of the year, teacher engages in the three phases of this self-directed option: collection, selection, and reflection.
5. Emphasis throughout the portfolio is maintained on teacher reflection on selection of relevant artifacts to address the banner question.
6. Teacher meets with principal for mid-year and end-of-year conference. Participants are encouraged to share portfolio progress with team/grade level partners.

**Sample Content and Possible Indicators of Success**
Artifacts and practitioner reflections, student work, student interviews, surveys, double entry journals, photos, digital video clips, audio journals, IMovie, lesson plans, learning logs, student work samples, improved student achievement.

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**A Thought to Consider**
“*At school, everyone’s job is to learn.*” Dennis Sparks

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Study Groups

Purpose
The goal of study groups is to provide a collaborative opportunity for teachers to reflect on and enhance their professional practice by examining current/exemplary practices and strategies and topics that may increase student achievement.

Description
A study group is a small group of teachers within a school or school district who meet on a regular basis over time to study and explore ideas, theories, issues and practices aligned with the district’s comprehensive plan and the school’s goals. Occasionally, study groups also target forward-thinking topics that will, ultimately, enhance teacher practice and student achievement and result in positive impact on the school and district goals.

Study groups provide staff with a collegial and collaborative opportunity to identify a research-based topic or theme, generate guiding questions to direct the study, identify methods and protocols for the group’s meetings and determine evidence to evaluate progress and results. The mechanism for studying may involve discussions of current/exemplary practices, analysis of case studies, lesson studies, and/or collaborative participation in webinars or selected readings, as examples.

Recommended Procedures
1. An individual and/or group reviews potential topics for research and discussion, then brainstorms a yearlong focus and completes a proposal/application form to submit to principal.
2. Principals publicize initiated topics and invite individuals to come together to form a study group.
3. Principals review applications and approve.
4. Interested staff members meet, agree upon the framework of the study, and submit a study group plan to principals.
5. Members of the group set meeting times, dates and protocols for their work and agree on norms and data gathering tools.
6. Members of the study group meet over the course of the year and participate in a mid-year and end-of-year survey/conferences with principal.

Possible Indicators of Success
Reflective journals (written, electronic, blog, Nimbus, etc.), improved student achievement, faculty presentations, portfolios.

Reviews by Study Group Participants
“I like the sense of camaraderie that the study group allows; the sense that I’m not alone in this. Staff development should be self-directed and empowering to teachers. Our study group achieves this!” (Cocalico, PA Middle School Teacher)

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Questions and Answers

Pottsgrove School District Supervision and Evaluation Plan

1. Why are we adding a differentiated strand to our present system of supervision and evaluation?
   New PDE guidelines direct school districts to align their Supervision and Evaluation Plans to the Danielson Framework for Teaching Effectiveness and recommend the creation of the differentiated strand related to district or school initiatives designed to improve instructional practice. The differentiated strand is to include a cyclical timeline that ensures that all staff will participate in a formal observation mode within a 3-4 year cycle and include opportunities, such as action research, peer coaching, portfolio and other options to meet the varied learning needs of teachers. The Pottsgrove Supervision and Evaluation Committee opted for a 4-year cycle.

2. Who was involved in the development of the differentiated strand of supervision and evaluation?
   A 10-member committee, comprised of teachers representing every school and district administrators, collaboratively designed the differentiated strand.

3. How did the committee develop the system for differentiated supervision?
   The Committee for Supervision and Evaluation met for three days. In response to new PDE guidelines for supervision and evaluation, the committee engaged in:
   
   • Researching best practices in differentiated supervision and evaluation;
   • Assessing samples from school districts with successful differentiated strands currently in place;
   • Creating a differentiated supervision and evaluation plan for the Pottsgrove School District.

4. What exactly is a differentiated supervision plan?
   Differentiated plans typically serve as cyclical rotations in concert with a traditional supervision and evaluation plan. In most differentiated plans, tenured teachers who are performing with proficiency in a standard clinical model rotate through a two to four year cycle of self-directed or collaborative options that align with district and school improvement goals. They offer participating teachers the opportunity to choose paths for growth that include options, such as peer coaching, action research, study groups and others.

5. When will the differentiated strand be implemented in Pottsgrove?
   The committee completed the differentiated strand for inclusion in the current Pottsgrove Supervision and Evaluation Plan by June 2013. Teachers will begin their goal setting and subsequent selection of options in the fall of 2013. Because this “arm” of the Supervision and

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Evaluation Plan aligns with the Pennsylvania Department of Education’s new guidelines for Teacher Effectiveness, it is critical to begin its implementation during the 2013-14 school year.

6. How will the district begin the differentiated strand?
The 2013-14 school year will be deemed “Year 0.” During that year, all teachers who qualify (veteran, tenured and satisfactorily performing) will participate in the differentiated strand for the first year. Non-tenured teachers, tenured teachers new to the district, and teachers on Intensive Supervision will participate in Program One (Directed) during the 2013-14 school year.

During the 2014-15 school year, the 4-year rotation will begin with approximately 25% of teachers working in Program 1 and approximately 75% of teachers working across Programs 2, 3, and 4. District and building administrators will work together to strategically determine who is placed into which phase of programs, based on current district and school goals and needs.

7. Do professionals have to follow phases in sequential order?
Assuming a teacher’s annual performance is rated satisfactorily, he/she will proceed sequentially through all phases of the plan. The 4-year differentiated strand is intended to provide teachers with three years of differentiated options and one year of the clinical mode. Should an employee receive an unsatisfactory rating, the supervising administrator may extend the teacher’s Program 1 clinical status or enter him/her into an intensive supervision plan. Upon successful completion of an intensive supervision plan, a teacher ending his/her ISP will proceed into one additional year of clinical evaluation (Program 1).

8. Can a professional repeat the same option for more than one year?
Yes. In order to afford teachers the opportunity to extend research, study and collaboration on a given topic, teachers are encouraged to pursue a second year in the same option, provided those extensions result in more rigorous inquiry and data analysis.

9. From how many options will teachers select their growth process for the year?
There are four options from which teachers can choose. They include study groups, action research, process portfolio and peer coaching.

10. Must I work with teachers in my department and/or grade level?
No, the Differentiated Supervision Plan provides the option for teachers to collaborate across grade levels, departments, and, in some cases, even schools.
Differentiated Supervision and Evaluation
2013-2014 Timeline

Staff will receive information on the District’s Annual Goals during the introductory professional development days of the school year.

Staff members will have preliminary discussions with the building principal/supervisor during the first month of school in order to submit an application for a specific option by September 30, 2013 for administrative approval. Teachers working in teams need only submit one application per team. Any revisions during the school year to the original application must receive administrative approval.

For staff members working on Action Research, Peer Coaching, Process Portfolios or Study Groups, formal written proposals will be approved by November 1, 2013. Written proposals will include specific goals, activities to meet goals, evidence of progress and resources to be utilized.

Staff members will submit a Mid-Year Summary Form by January 24, 2014. The building principal/supervisor will hold an informal meeting with staff members to discuss the status of goals, activities completed, evidence of progress and teacher feedback on progress made by February 13, 2014.

Staff members will complete a Final Summary Form by May 14, 2014. The building principal/supervisor will conduct a final evaluation meeting by June 4, 2014. This final review will include goals accomplished, evidence of progress, impact of work on practice and teacher comments on progress.

The building principal/supervisor will, during the school year, continue informal observations, visits, and walk throughs to ensure that components of professional practice are being fulfilled.
Employee Name: ___________________________________________________________ Date: _____________
School: __________________________________________________________________________
Collaborative Partner/s (if applicable): ________________________________________________

Description of S.M.A.R.T. goal:

To which district/building goal does your option relate?

Option Choices: (Please Check One)

[ ] Action Research  [ ] Peer Coaching  [ ] Process Portfolio  [ ] Study Group

Strategy/Strategies to Achieve Objectives:

Timeline:

What evidence will indicate that the goal has been met? Describe in the space provided and check appropriate method below.

[ ] Anecdotal Observations  [ ] Peer Coaching Data  [ ] Student Work  [ ] Surveys
[ ] Interviews (audio/video)  [ ] Portfolio (student/teacher)  [ ] Teacher Handouts  [ ] Journaling
[ ] Teacher Feedback  [ ] Other

Professional Employee’s Signature ___________________________________________ Date ________________
Administrator’s Signature ________________________________________________ Date ________________

This application shall be completed and signed by September 30.

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POTTSGROVE SCHOOL DISTRICT
Professional Option Report 2013-2014
(Parts I, II, and III to be completed by the professional employee before the conference)
Mid Year/Final Summary Form

Mid-Year Report
(Due by January 24, 2014)

Final Report
(Due by May 14, 2014)

Professional Employee: __________________________ Conference Date: __________________________

School: __________________________________________ Grade/Subject/Dept: ________________

Option: ________________________________________(Action Research, Peer Coaching, Portfolio, Study Group)

Goal: _______________________________________

I. Summary of Progress
    A. Strategies Used

B. Progress on Timeline

C. Data Collected

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II. **Standards Based Instructional Growth Area**

<table>
<thead>
<tr>
<th>Instructional Framework</th>
<th>Professional Employee’s Comments</th>
<th>Administrative Supervisor’s Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Promotes clear, high and realistic expectations of what students should know and do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses multiple assessments to focus on student learning</td>
<td></td>
<td></td>
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<tr>
<td>• Uses data to provide students with feedback</td>
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<tr>
<td>• Engages students as actively as possible in the learning process</td>
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<td></td>
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<tr>
<td>• Provides instruction that is varied and sensitive to student needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Makes connections in a variety of ways</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Gains and maintains student cooperation</td>
<td></td>
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</tr>
</tbody>
</table>

**Evidence of Goal’s Progress/Completion Shared at Conference**
(Describe in the space provided and check appropriate method below).

[ ] Anecdotal Observations [ ] Peer Coaching Data [ ] Student Work
[ ] Interviews (audio/video) [ ] Portfolio (teacher/student) [ ] Surveys
[ ] Journaling (specify) [ ] Teacher [ ] Student
[ ] Other
III. **Next Steps** (may be completed prior to or at conference)

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IV. **Professional’s Comments**

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V. **Supervisory Administrator’s Comments**

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_________________________________________________________

| Professional Employee’s Signature | Date | Administrator’s Signature | Date |

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Direct (Clinical) Supervision

Description:

Formal observations will be based on the Charlotte Danielson Framework for Effective Teaching and will focus on the four domains of the framework.

  DOMAIN 1: Planning and Preparation
  DOMAIN 2: The Classroom Environment
  DOMAIN 3: Instruction
  DOMAIN 4: Professional Responsibility

The formal observation will consist of a pre-conference, classroom observation, and a post-observation conference.

- Non-tenured teachers will have a minimum of two formal observations each semester
- Tenured teachers who are in the clinical model will have a minimum of one formal observation each semester.
- Throughout all clinical and differentiated years of the model, walk-throughs will be conducted.
- Teachers new to the Pottsgrove School District will be placed in the direct (clinical) model of supervision.
- Teachers who are on Intensive Supervision Plans will be placed in the direct (clinical) supervision model.

Prior to the formal observation of a period of at least 30 minutes, the teacher will complete the lesson planning template which will be the basis of the pre-observation conference with the Administrator/Supervisor. During the pre-observation conference, the teacher and the Administrator/Supervisor will complete the lesson plan template for administrative feedback, collaboratively. Should there be disagreement, the Administrator/Supervisor is the arbiter.

During the formal observation, the Administrator/Supervisor will script the observation of the lesson. Within 24 hours of the conclusion of the observation, the Administrator/Supervisor will give the teacher a copy of the script and of the blank Observation Evidence Sheet. Within 48 hours the Post Observation Conference shall be held. The final Post Observation write up shall be given to the teacher within 48 hours of the Post Observation Conference.

During the Post-Observation Conference, the evaluator will discuss with the employee what has been observed in the employee's performance through both formal and informal observation and will discuss progress toward the attainment of the agreed-upon objectives. Areas of
concern or areas of outstanding performance, as well as recommendations that will improve the employee's performance, will also be discussed.

The employee will sign and date the completed Post-Observation form, indicating that he/she has had a conference during which items rated on the observation form were discussed. The employee will acknowledge that he/she received a copy of the report including comments and recommendations. A copy of the completed, signed report will be retained by the Administrator/Supervisor.

The employee may also attach comments or objections he/she may have to the rating. If the employee objects to any rating, he/she may present new evidence supporting this contention. If the new evidence results in the evaluator changing his/her opinion, that evaluator may change a rating by blocking out the original check and placing a new check and his or her initials beside the change on all copies of the form. If the employee refuses to sign in the space provided, such refusal shall be recorded and dated. The employee shall be notified in writing of this notation within ten (10) days.

The formal observation will be completed twice (minimum) in the first semester, followed by the completion of a Mid-Semester Rating Form prior to January 31st, and twice (minimum) in the second semester followed by the completion of a Final Evaluation Form prior to May 31st.

A Formal Evaluation Form (PDE 82-1) will be completed after two or more observation cycles as outlined above. If the rating shall be deemed failing in one or more categories, the rating shall be substantiated by anecdotal records (evidence) and discussed with the employee within five (5) working days after the final observation preceding the rating. The discussion may take place before or after the rating is approved by the Superintendent. The five (5) day limitation may be extended only because of emergency or extenuating circumstances.

One copy of the evaluation report will be given to the employee, the evaluator will retain a second copy, and the third copy will be forwarded to the Superintendent’s office to be retained in the employee's personnel file.

For non-tenured teachers and teachers on the Intensive Supervision Plans, the Mid-Semester Rating form will be completed at the end of the first semester. Whatever area(s) of growth are noted on that form will have plans developed to strengthen them by January 31. During the course of the semester following approval of the plan, the teacher and the Administrator/Supervisor will monitor, together, the progress (evidence) toward meeting the plan’s goal(s), continually. By May 31, the final review of the evidence will take place between the teacher and the Administrator/Supervisor and a rating will be determined. If there is disagreement, the Administrator/Supervisor is the final arbiter.
NOTE: The frequency of evaluation represents the minimum number of annual events required. Additional observations may occur as deemed necessary by the administration. Some of these observations could be unannounced. Unannounced observations; by their very nature will not be preceded by a pre-observation conference.

**Essential Performance Expectations**

An integral part of both tenured and non-tenured staffs’ employment in the school district is continuous appraisal by their supervisors of their ability to meet essential performance expectations. As appropriate to the various jobs performed by staff members, the essential performance expectations include, but are not necessarily limited to, the following:

1. Meets and instructs students at designated locations and times.
2. Develops and maintains a classroom environment commensurate with sound instructional building program, appropriate to the classroom activity, and within the limits of the resources provided by the district.
3. Prepares for assigned classes, and shows written evidence of preparation through lesson plans and implementation on request of the immediate supervisor.
4. Encourages (students) to set and maintain acceptable standards of classroom behavior.
5. Provides an effective program of instruction based on a knowledge and understanding of the needs and capabilities of the individuals or student groups involved. This should include, but not be limited to:
   a. Review of previously taught material, as needed
   b. Presentation of new material
   c. Use of a variety of appropriate teaching materials and techniques
   d. Evaluation of student progress on a regular basis through standardized, formative, district, departmental and classroom assessments.
6. Correlates individual instructional objectives with the standards, the approved curriculum, philosophy, and goals as stated by the district.
7. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
8. Maintains records as required by law, district policy, and administrative regulations.
9. Assists in modeling, upholding and enforcing school rules and administrative regulations.
10. Makes a reasonable effort to be available to students and parents for education related purposes.
11. Attends and participates in faculty, department, PLC, team, grade level and district meetings.
12. Cooperates with other members of the staff in planning instructional goals, activities, objectives, assessments, and methods.
13. Assists in the selections of books, equipment, and other appropriate resources for instruction.
14. Works to establish and maintain open lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students.
15. Establishes and maintains cooperative professional relations with others.
16. Adheres to district and building policies and procedures.
17. Performs related duties as assigned by the administration in accordance with district policies and practices.

The appraisal of these essential expectations will typically be made through a supervisor’s daily contact and interaction with the staff member including informal classroom walk-throughs and observations.

When problems occur in these areas, the staff member will be contacted by the supervisor to remind the staff member of essential expectations in the problem area and to provide whatever assistance might be helpful. If the problem continues or reoccurs, the supervisor, at his or her discretion, may prepare and issue to the staff member a written notice setting forth the specific deficiency with a copy to the teacher’s file. After such warnings, should the staff member still not meet the Essential Performance Expectations, his or her current supervision plan will be suspended and he/she will be moved to the Intensive Supervision Program.

A Formal Evaluation Form (PDE Form 82-1) must be completed a minimum of once annually. If the rating shall be deemed failing in one or more categories, the rating shall be substantiated by anecdotal records and discussed with the employee within five (5) working days after the final observation preceding the rating. The discussion may take place before or after the rating is approved by the Superintendent. The five (5) day limitation may be extended only because of emergency or extenuating circumstances.

The employee will sign and date the evaluation form, indicating that he/she has had a conference during which items rated on the evaluation form were discussed, and that he/she has received a copy of the report including comments and recommendations.

The employee may also attach comments or objections he/she may have to the rating. If the employee objects to any rating, he/she may present new evidence supporting this contention. If the new evidence results in the evaluator changing his/her opinion, that evaluator may change a rating by blocking out the original check and placing a new check and his or her initials beside the change on all copies of the form. If the employee refuses to sign in the space provided, such refusal shall be recorded and dated. The employee shall be notified in writing of this notation within ten (10) days.

One copy of the evaluation report will be given to the employee, the evaluator will retain a second copy, and the third copy will be forwarded to the Superintendent’s office to be retained in the employee's personnel file.

Expectations for all Professional Employees
In addition to the requirement of annual evaluations for all professional employees, it is expected that all professional employees demonstrate ongoing professional development in line with District/Building Goals & Initiatives, including, active contribution in faculty, department, PLC, team, grade level and district meetings.
Evaluation of Long Term Substitutes

Each long-term substitute working in the district for at least one semester will be formally evaluated one (1) time per semester using the clinical evaluation model. PDE Evaluation Form 82-1 for these employees will be sent to the Superintendent’s Office during the first week of February and at the end of June.

Intensive Supervision Program

Purpose

In congruence with our professional obligation to an employee, this intensive assistance plan has been developed. The purpose of the Intensive Supervision Program is to provide opportunities for remediation and support for a professional who has received or is in danger of receiving a failing rating by the immediate supervisor.

The intent of this supervision program is to:

- Develop specific goals designed to correct areas of failing performance
- Develop a plan to implement those goals
- Upgrade performance through goal attainment

Criteria for Inclusion

A professional will be included in the Intensive Supervision Program when any of the following occur:

- Does not meet the Essential Performance Expectations following documented oral and written warnings
- Is in danger of receiving a rating of failing (receives a needs improvement)
- Receives one rating of failing

Procedure

1. Once a professional is identified for inclusion in the Intensive Supervision Program, the building principal shall have the responsibility of:

   - Notifying the professional in writing
   - Informing the Superintendent of Schools and the Director of Human Resources
   - Establishing the Support Team

A meeting will be scheduled by the employee with the principal within 7 working days of the initial notification to initiate the process for developing the intensive supervision remediation plan.

“Work in Progress” 8.14.13
2. The Support Team is created to assist the identified professional in attaining proficient performance. The Support Team shall be composed of:

1. The principal or designee
2. A teacher who serves as department coordinator, team leader or someone who works in a position similar to the identified professional
3. Supervising administrator from Central Office
4. A teacher selected by the identified professional (at the option of the teacher)

Support Team members 1 and 2 shall be chosen by the principal. Support Team member 3 will be chosen by the principal after consultation with the Director of Human Resources. Support team member 4 is chosen by the teacher entering the intensive plan.

3. The Support Team, in conjunction with the identified professional, will develop a plan to address the areas that require remediation as identified by the building principal. This plan will contain:

- Goals in the form of intended outcomes as identified by the building principal and supervisor
- Strategies for improving performance in the remediation area(s) and expectations for using them.
- Support Team roles and responsibilities
- A time line for implementation of the strategies
- Progress reports submitted by the identified professional
- Plans for ongoing assistance and feedback

4. It is the responsibility of the building principal to report to the Support Team and the identified professional whether the intended goals have been attained.

5. The building principal will determine if the necessary improvement has occurred. The building principal then decides among the following options:

**Non-tenured Staff**

1. The professional’s performance is rated proficient, and he or she should be removed from the Intensive Supervision Program. The professional will then be included in direct (clinical) supervision for a minimum of one year.

2. The professional’s performance is rated proficient, but he or she should continue in the Intensive Supervision Program. This may require the creation of a new plan and the formation of a new committee.

3. In accordance with state regulations/school code, temporary professional staff (non-tenured) may be dismissed following one failing rating.
Tenured Staff

1. The professional’s performance is rated proficient, and he or she should be removed from the Intensive Supervision Program. The professional will then be included in direct (clinical) supervision for a minimum of one year.

2. The professional’s performance is rated proficient, but he or she should continue in the Intensive Supervision Program. This may require the creation of a new plan and the formation of a new committee.

3. The professional’s performance is rated failing. If the professional’s previous performance was not officially rated unsatisfactory, the teacher will be continued in the Intensive Supervision Program.

4. The professional’s performance is rated failing for the second time. The building principal will recommend to the Superintendent of Schools that the teacher be dismissed.
# DIRECT (CLINICAL) OBSERVATION RECORD

<table>
<thead>
<tr>
<th>STEP</th>
<th>WHO</th>
<th>DOCUMENT</th>
<th>WHAT</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>• Teacher</td>
<td>• Lesson Observation Document</td>
<td>Teacher completes lesson plan document and shares evidence of DOMAIN 1 with administrator/supervisor.</td>
<td>Teacher shares pre-observation document with the evaluator. Teacher will have worked to design a lesson to meet the highest levels of the rubric as possible.</td>
</tr>
<tr>
<td>2.</td>
<td>• Teacher • Administrator/Supervisor</td>
<td>• Lesson Observation Document</td>
<td>Pre-observation conference held and evidence added to lesson observation document for DOMAIN 1. (and DOMAIN 4, if applicable)</td>
<td>Teachers and evaluator collaborate to make refinements in the lesson plan with the goal of planning at the distinguished level of the rubric.</td>
</tr>
<tr>
<td>3.</td>
<td>• Teacher • Administrator/Supervisor</td>
<td>• Lesson Observation Document</td>
<td>Lesson observation script DOMAINS 2 and 3; sent to teacher within 24 hours. (teacher may add to evidence)</td>
<td>The evaluator shares script with the teacher within 24 hours.</td>
</tr>
<tr>
<td>4.</td>
<td>• Teacher</td>
<td>• Observation Rubric Document</td>
<td>Teacher self-assessment of lesson for DOMAINS 1, 2, and 4; sent to administrator/supervisor prior to post-conference with any additional evidence from the teacher.</td>
<td>The evidence provided is accurate and representative of the lesson taught.</td>
</tr>
<tr>
<td>5.</td>
<td>• Teacher • Administrator/Supervisor</td>
<td>• Observation Rubric Document</td>
<td>Administrator analyzes script for evidence/components and prepares for post observation conference.</td>
<td>Teacher’s viewpoint / assessment is a part of the evaluative process.</td>
</tr>
<tr>
<td>6.</td>
<td>• Teacher • Administrator/Supervisor</td>
<td>• Lesson Observation Document • Observation Rubric Document</td>
<td>Post-conference held within 48 hours; focuses on areas of non-agreement, components/evidence; teacher/administrator/supervisor in partnership for conversation; administrator/supervisor collects additional evidence for DOMAIN 4.</td>
<td>Components of agreement are not the focus of the post-observation conference.</td>
</tr>
<tr>
<td>7.</td>
<td>• Teacher • Administrator/Supervisor</td>
<td>• Observation Summary • Observation Document</td>
<td>Post conference ends with the observation summary being completed collaboratively. The final observation document will be completed and returned to the teacher within 48 hours following the Post-Observation Conference.</td>
<td>Final ratings for the components of difference are derived collaboratively. If there is disagreement, the evaluator is the final arbiter. The conference ends by identifying the focus component of the lesson and strategies for growth moving forward.</td>
</tr>
</tbody>
</table>
## DIRECT (CLINICAL) OBSERVATION RECORD

**Teacher** ___________________________ **Administrator** ___________________________

<table>
<thead>
<tr>
<th>STEP</th>
<th>WHO</th>
<th>DOCUMENT</th>
<th>WHAT</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>
Lesson Planning Template

Teacher: ________________________________ Grade Level: _______________________
Class: ________________________________ Date: ____________________________

1. Describe any unique characteristics of the class and the students in the class.
(1b: Knowledge of students)

Consider the following:
• Unique class or student characteristics / demographics
• Special needs consideration / class accommodations / ELL
• Any special considerations / information that an observer should know about
• Resources used in the class (school support personnel, community resources, etc.)

2. State your essential questions, instructional goals and objectives for this lesson. (Include Common Core or State Standard(s) that this lesson is intended to support.)
(1c: Selecting instructional outcomes)

What do you expect students to learn, and how will they demonstrate their learning?
What is/are the learning target(s) and/or the State Standards(s) in this lesson?
Consider how your selected goals and plan will engage students cognitively and build understanding?

3. Outline (provide an outline) your instructional plan.
(1e: Designing coherent instruction)

How will you facilitate learning that engages the students cognitively throughout the lesson?

4. Describe your use of instructional groups to facilitate learning. (Include explanation(s) of differentiated activities.)
(1e: Designing coherent instruction)

5. Materials / resources you will use in this lesson. (Include any technology to be utilized.)
(1e: Designing coherent instruction)

6. Assessment for and of learning. (What are the intended learning outcomes?)
(1f: Designing assessments of learning)

How will you assess student learning throughout the lesson (formative)?
Describe any summative assessments to be used (if applicable).
C. Danielson - 2007

“Work in Progress” 8.14.13
## LESSON PLAN:
### EVIDENCE OF DOMAINS 1 AND 4

<table>
<thead>
<tr>
<th><strong>DOMAIN 1</strong></th>
<th><strong>DOMAIN 4:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to</td>
<td>4a. Reflecting on Teaching: Following the lesson) Collect samples of the</td>
</tr>
<tr>
<td>be taught? What prerequisite learning is required?</td>
<td>students work, from the observed lesson that represent a range of student</td>
</tr>
<tr>
<td></td>
<td>performance. Discuss the degree to which students met your objectives and</td>
</tr>
<tr>
<td></td>
<td>how the work shows this.</td>
</tr>
<tr>
<td>1b. Demonstrating Knowledge of Students: Characterize the class. How will</td>
<td>4b. Maintaining Accurate Records: How do you track student learning as it</td>
</tr>
<tr>
<td>you modify this lesson for groups or individual students?</td>
<td>relates to this lesson?</td>
</tr>
<tr>
<td>1c. Selecting Instructional Outcomes: What do you want students to learn</td>
<td>4c. Communicating with Families: What specifically have you learned by</td>
</tr>
<tr>
<td>during this lesson?</td>
<td>communicating with families that impacted your planning of this lesson?</td>
</tr>
<tr>
<td>1d. Demonstrating Knowledge of Resources: What resources were considered for</td>
<td>4d. Participating in a Professional Community: In what ways is today’s</td>
</tr>
<tr>
<td>this lesson and rejected? Why? What resources will be used? Why?</td>
<td>lesson related to collaboration with colleagues?</td>
</tr>
<tr>
<td>1e. Designing Coherent Instruction: List very briefly the steps of the lesson</td>
<td>4e. Growing and Developing Professionally: What aspects of this lesson are</td>
</tr>
<tr>
<td></td>
<td>the result of some recent professional learning?</td>
</tr>
<tr>
<td>1f. Designing Student Assessments: How will you measure the goals articulated</td>
<td>4f. Showing Professionalism: In what ways have you been an advocate for</td>
</tr>
<tr>
<td>in 1c? What does success look like?</td>
<td>students that relate directly to this lesson?</td>
</tr>
</tbody>
</table>

Paula Bevan, D.Ed., 2013

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<table>
<thead>
<tr>
<th></th>
<th>OBSERVATION: EVIDENCE FOR DOMAINS 2, 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___Announced ___Unannounced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ Formative ___ Summative</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This column completed with teacher through rubric comparison</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>2a. Creating a Climate of Respect and Rapport</td>
<td>2b. Creating a Culture for Learning</td>
</tr>
<tr>
<td>NI</td>
<td>Teacher Interaction with Students</td>
<td>Importance of the Content</td>
</tr>
<tr>
<td>P</td>
<td>Student Interactions with One Another</td>
<td>Expectations for Learning and Achievement</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>Student Pride in Work</td>
</tr>
<tr>
<td></td>
<td>o F</td>
<td>o F</td>
</tr>
<tr>
<td></td>
<td>o NI</td>
<td>o NI</td>
</tr>
<tr>
<td></td>
<td>o P</td>
<td>o P</td>
</tr>
<tr>
<td></td>
<td>o D</td>
<td>o D</td>
</tr>
<tr>
<td></td>
<td>2c. Managing Classroom Procedures</td>
<td>3b. Using Questioning and Discussion Techniques</td>
</tr>
<tr>
<td>F</td>
<td>Management of Instructional Groups</td>
<td>Expectations for Learning and Achievement</td>
</tr>
<tr>
<td>NI</td>
<td>Management of Transitions</td>
<td>Importance of the Content</td>
</tr>
<tr>
<td>P</td>
<td>Management of Materials And Supplies</td>
<td>Expectations for Learning and Achievement</td>
</tr>
<tr>
<td>D</td>
<td>Performance of Non-Instructional Duties</td>
<td>Student Pride in Work</td>
</tr>
<tr>
<td></td>
<td>Supervision of Volunteers And Paraprofessionals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o F</td>
<td>o F</td>
</tr>
<tr>
<td></td>
<td>o NI</td>
<td>o NI</td>
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<tr>
<td></td>
<td>o P</td>
<td>o P</td>
</tr>
<tr>
<td></td>
<td>o D</td>
<td>o D</td>
</tr>
<tr>
<td></td>
<td>2d. Managing Student Behavior</td>
<td>3c. Engaging Students in Learning</td>
</tr>
<tr>
<td>F</td>
<td>Expectations</td>
<td>Activities and Assignments</td>
</tr>
<tr>
<td>NI</td>
<td>Monitoring of Student Behavior</td>
<td>Grouping of Students</td>
</tr>
<tr>
<td>P</td>
<td>Response to Student Misbehavior</td>
<td>Instructional Materials and Resources</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>Structure and Pacing</td>
</tr>
<tr>
<td></td>
<td>o F</td>
<td>o F</td>
</tr>
<tr>
<td></td>
<td>o NI</td>
<td>o NI</td>
</tr>
<tr>
<td></td>
<td>o P</td>
<td>o P</td>
</tr>
<tr>
<td></td>
<td>o D</td>
<td>o D</td>
</tr>
<tr>
<td></td>
<td>2e. Organizing the Physical Space</td>
<td>3d. Assessing Student Learning</td>
</tr>
<tr>
<td>F</td>
<td>Safety and Accessibility</td>
<td>Assessment Criteria</td>
</tr>
<tr>
<td>NI</td>
<td>Arrangement of Furniture and Use of Physical Resources.</td>
<td>Monitoring of Student Learning</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>Feedback to Students</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>Student Self-Assessment and Monitoring of Progress</td>
</tr>
<tr>
<td></td>
<td>o F</td>
<td>o F</td>
</tr>
<tr>
<td></td>
<td>o NI</td>
<td>o NI</td>
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<td>o P</td>
<td>o P</td>
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<tr>
<td></td>
<td>o D</td>
<td>o D</td>
</tr>
<tr>
<td></td>
<td>3e. Demonstrating Flexibility and Responsiveness</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Lesson adjustment</td>
<td></td>
</tr>
<tr>
<td>NI</td>
<td>Response to Students Persistence</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
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</tr>
</tbody>
</table>
POST-OBSERVATION REFLECTION SHEET

TEACHER: ________________________________ SCHOOL: ________________________________

SUBJECT/GRADE: __________________________________________ DATE: ________________________________

1. As you reflect on the lesson, to what extent were the students engaged productively? What evidence so you have to support your opinion?

2. Did the students learn what you intended for them to learn? Were the learning goals accomplished? How do you know? Or, when will you know?

3. Did you alter the goals of the instructional plans as you taught the lesson? If yes, how and why?

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Post- Observation Reflection Sheet (continued)

4. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? Why?

5. What do you believe to be the strengths of this lesson?

6. What do you feel are your areas of potential growth?
Observation Form

Supporting Documentation and Anecdotal Record for Clinical Observations.

Last Name ____________________ First Name ____________________ School _____________

Subject and Grade _____________________ Date _____________ Time _________ to _________

Dates of Pre-conference: ___________ Observation(s): ___________ Post-Conference: ___________

Lesson Summary:

Observation Summary

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)

Preliminary Rating: As determined through the Administrative review of the evidence shared at the Post-Observation Conference, the components of this observation have been deemed:

<table>
<thead>
<tr>
<th>Domain 1</th>
<th>Domain 2</th>
<th>Domain 3</th>
<th>Domain 4</th>
<th>Domain 1</th>
<th>Domain 2</th>
<th>Domain 3</th>
<th>Domain 4</th>
<th>Domain 1</th>
<th>Domain 2</th>
<th>Domain 3</th>
<th>Domain 4</th>
</tr>
</thead>
</table>

Next Steps:

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

Teacher’s signature: ____________________ Date: _____________

Administrator’s signature: ____________________ Date: _____________

“Work in Progress” 8.14.13
THE COMPONENTS OF PROFESSIONAL PRACTICE

**Domain 1: Planning and Preparation**

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students’ prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teachers work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way.

<table>
<thead>
<tr>
<th>Component</th>
<th>Failing</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a: <strong>Demonstrating knowledge of content and pedagogy</strong></td>
<td>Teacher’s plans and practice demonstrate evidence of little to no knowledge of the important concepts in the discipline, prerequisite relationships among them, or of the instructional practices specific to that discipline and alignment to PA Academic Standards.</td>
<td>Teacher’s plans and practice demonstrate evidence of knowledge of the important concepts in the discipline, prerequisite relationships between them and of the instructional practices specific to that discipline and alignment to PA Academic Standards.</td>
<td>Teacher’s plans and practice demonstrate evidence of the application of the important concepts and structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when designing instruction and designs strategies for causes of student misunderstanding. Teacher shows strong evidence of building alignment with PA Academic Standards and differentiates for student progress in planning.</td>
<td>Teacher’s plans and practice demonstrate evidence of extensive knowledge and application of the important concepts and structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when designing instruction and designs strategies for causes of student misunderstanding. Teacher shows strong evidence of building alignment with PA Academic Standards and differentiates for student progress in planning.</td>
</tr>
<tr>
<td>1b: <strong>Demonstrating knowledge of students</strong></td>
<td>Teacher’s plans contain little to no evidence of knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and has done nothing to seek such understanding.</td>
<td>Teacher shows awareness of the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and has added to that knowledge for the class as a whole.</td>
<td>Evidence that the teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and seeks to incorporate that knowledge into the planning for specific groups of students.</td>
<td>Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and uses this knowledge regularly in planning for the benefit of individual students.</td>
</tr>
<tr>
<td>1c: <strong>Setting instructional outcomes</strong></td>
<td>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, do not relate to PA Academic Standards or are stated only as activities. They do not permit viable methods of assessment.</td>
<td>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of unrelated 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.</td>
<td>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, are appropriate for different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.</td>
<td>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and PA Academic Standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students and different styles of learning.</td>
</tr>
<tr>
<td>2d: <strong>Demonstrating knowledge of resources</strong></td>
<td>Teacher demonstrates little to no familiarity with resources to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.</td>
<td>Teacher shows evidence of some familiarity with resources available through the school or district to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not actively seek to extend such knowledge.</td>
<td>Teacher is fully aware of resources available through the school or district to enhance own knowledge and develops and maintains a database or list of resources, and uses them in teaching, or to meet individual student needs.</td>
<td>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, and uses them in teaching, or to meet individual student needs.</td>
</tr>
<tr>
<td>3e: <strong>Designing coherent instruction</strong></td>
<td>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.</td>
<td>The series of learning experiences shows evidence of partial alignment with instructional outcomes, some of which may engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</td>
<td>Teacher coordinates and aligns 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.</td>
<td>Teacher coordinates and aligns 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 includes different pathways according to student needs.</td>
</tr>
<tr>
<td>4f: <strong>Designing student assessment</strong></td>
<td>Teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. There is no evidence that assessment results influence planning.</td>
<td>Teacher’s plan for student assessment is partially aligned with the standards and instructional outcomes, contains no clear criteria, and is inappropriate for at least some students. Teacher shows some evidence of intent to use assessment results to plan for future instruction for the class as a whole.</td>
<td>Teacher’s plan for student assessment is aligned with the standards and instructional outcomes, uses clear criteria, and is appropriate to the needs of students. Teacher shows specific evidence of intent to use assessment results to plan for future instruction for groups of students.</td>
<td>Teacher’s plan for student assessment is fully aligned with the standards and instructional outcomes, uses clear criteria that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher shows clear evidence of intent to use assessment results to plan future instruction for individual students.</td>
</tr>
</tbody>
</table>
Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students’ cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students’ independent learning are visible/available to students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available.

<table>
<thead>
<tr>
<th>Component</th>
<th>Failing</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a: Creating an environment of respect and rapport</td>
<td>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students’ cultural backgrounds, and are characterized by sarcasm, put-downs, or conflict. Standards of behavior are not clear or visible in the classroom.</td>
<td>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. Minimal evidence of clear standards of behavior being visible in the classroom.</td>
<td>Classroom interactions, between the 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. Standards of behavior are clear and visible and there is evidence that standards are consistently maintained.</td>
<td>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. Evidence that the teacher places a high priority on appropriate and respectful behavior and interaction and behavioral standards are clear and consistent.</td>
</tr>
<tr>
<td>2b: Establishing a culture for learning</td>
<td>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.</td>
<td>Teacher’s attempts to create a culture for learning are partially successful, with little teacher commitment to the subject in evidence, modest expectations for student achievement, and little student pride in work. Evidence that both teacher and students appear to be only “going through the motions.”</td>
<td>The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating visible pride in their work.</td>
<td>Evidence of high levels of student energy and teacher passion for the subject that create a culture for learning in which everyone shares a belief in the importance of the subject. All students hold themselves to high standards of performance, for example by initiating improvements to their work.</td>
</tr>
<tr>
<td>2c: Managing classroom procedures</td>
<td>Much instructional time is lost due to inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.</td>
<td>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.</td>
<td>Little instructional time is lost due to classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Class period runs smoothly and efficiently.</td>
<td>Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Evidence of a community that takes pride in their classroom operation.</td>
</tr>
<tr>
<td>2d: Managing student behavior</td>
<td>No evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is inconsistent, repressive, or disrespectful of student dignity.</td>
<td>Evidence that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</td>
<td>Evidence that standards of conduct are clear to students, and that the teacher monitors student behavior against those standards. Teacher response to student misbehavior is consistent, appropriate and respects the students’ dignity.</td>
<td>Standards of conduct are clear, with evidence of student participation in setting and maintaining them. The teacher’s monitoring of student behavior is subtle and preventive, and the teacher’s response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</td>
</tr>
<tr>
<td>2e: Organizing physical space</td>
<td>The physical environment is unsafe, or some students do not have access to learning. There is poor alignment between the physical arrangement and the lesson activities.</td>
<td>The classroom is safe, and essential learning is accessible to most students. 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.</td>
<td>The classroom is safe, and learning is accessible to all students. The teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</td>
<td>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Opportunities are available to all learning styles. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</td>
</tr>
</tbody>
</table>
## Domain 3: Instruction

All students are highly engaged in learning and make significant contribution to the success of the class through participation in equitable discussions, active involvement in their learning and the learning of others. Students and teachers work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teachers recognize their responsibility for student learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.

<table>
<thead>
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<tbody>
<tr>
<td>3a: Communicating with students</td>
<td>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.</td>
<td>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.</td>
<td>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students’ cultures and levels of development.</td>
<td>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.</td>
</tr>
<tr>
<td>3b: Using questioning and discussion techniques</td>
<td>Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.</td>
<td>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.</td>
<td>Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. The students are engaged and participate in the discussion, with the teacher stepping aside when appropriate.</td>
<td>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.</td>
</tr>
<tr>
<td>3c: Engaging students in learning</td>
<td>Activities and assignments, materials, and groupings of students are inappropriate and ineffective 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.</td>
<td>Activities and assignments, materials, and groupings of students are partially appropriate and effective for 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 developed or maintained.</td>
<td>Activities and assignments, materials, and groupings of students are fully appropriate and effective for 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 pacing.</td>
<td>Students are highly intellectually engaged throughout the lesson in significant learning and make relevant and substantive contributions to the activities, student groupings, and materials. The lesson is adapted to the needs of individuals, and the structure and pacing allow for student reflection and closure.</td>
</tr>
<tr>
<td>3d: Using assessment in instruction</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>3e: Demonstrating flexibility and responsiveness</td>
<td>Teacher adheres to the instruction plan, even when a change would improve the lesson or students’ lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. Teacher lacks a repertoire of strategies to allow for adaptation of the lesson.</td>
<td>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.</td>
<td>Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. Teacher maintains a broad repertoire of strategies and uses them quickly and effectively.</td>
<td>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or expression of student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies and shows evidence of actively seeking new strategies.</td>
</tr>
</tbody>
</table>
### Domain 4: Professional Responsibilities

Effective teachers have high ethical standards and a deep sense of professionalism. They utilize integrated systems for using student learning data, record keeping and communicating with families clearly, timely and with cultural sensitivity. They assume leadership roles in both school and district projects, and engage in a wide-range of professional development activities. Reflection on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teachers who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and student learning in ways that are respectful and responsive to the needs and backgrounds of all learners.

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<tr>
<td>4a: Reflecting on teacher and student learning</td>
<td>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.</td>
<td>Teacher’s reflection is a sometimes 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.</td>
<td>Teacher’s reflection accurately assesses the lesson’s effectiveness and the degree to which outcomes were met and cites evidence to support the judgment. Teacher makes specific suggestions for lesson improvement.</td>
<td>Teacher’s reflection accurately and effectively assesses the lesson’s effectiveness and the degree to which outcomes were met, cites specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.</td>
</tr>
<tr>
<td>4b: System for managing students’ data</td>
<td>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.</td>
<td>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.</td>
<td>Teacher’s information management system for student completion of assignments, student progress in learning and non-instructional activities is fully effective.</td>
<td>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.</td>
</tr>
<tr>
<td>4c: Communicating with families</td>
<td>Teacher 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.</td>
<td>Teacher provides minimal and/or occasionally insensitive communication and response to family concerns. Partially successful attempts are made to engage families in the instructional program with no attention to adaptations for cultural issues.</td>
<td>Teacher provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns.</td>
<td>Teacher provides frequent, culturally-appropriate information to families with student input; successful efforts are made to engage families in the instructional program to enhance student learning.</td>
</tr>
<tr>
<td>4d: Participating in a professional community</td>
<td>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.</td>
<td>Professional relationships are cordial and fulfill required school/district duties. The teacher will sometimes become involved in a culture of inquiry, school events and/or school/district projects when asked.</td>
<td>Professional relationships are characterized by mutual support and cooperation; include voluntary active participation and substantial contributions to a culture of professional inquiry, school events and school/district projects.</td>
<td>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.</td>
</tr>
<tr>
<td>4e: Growing and developing professionally</td>
<td>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.</td>
<td>Teacher engages in professional activities to a limited extent and/or accepts feedback on performance with reluctance and no evidence of change and/or finds limited ways to contribute to the profession.</td>
<td>Teacher engages in seeking out professional development opportunities, welcomes feedback on performances, and adapts suggestions for change and participates actively in assisting other educators.</td>
<td>Teacher engages in seeking out opportunities for leadership roles in professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.</td>
</tr>
<tr>
<td>4f: Showing professionalism</td>
<td>Teacher’s 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.</td>
<td>Teacher’s 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.</td>
<td>Teacher’s interactions are characterized by honesty, integrity, confidentiality and assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.</td>
<td>Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenges negative attitudes and practices, and promotes full compliance with regulations.</td>
</tr>
</tbody>
</table>
THE POTTSGROVE SCHOOL DISTRICT
SYSTEM FOR SUPERVISION & EVALUATION

VETERAN TENURED EMPLOYEE
Professional employee with at least three years in the district and a successful evaluation the previous year

One Annual Evaluation Per Year prior to June 4th.

Demonstrated Professional Development in line with District/Building Goals & Initiatives, including, active contribution in faculty, department, PLC, team, grade level and district meetings.

Other ways to demonstrate ongoing professional development could include participation in study groups, conducting action research, or development of a professional portfolio.

DIFFERENTIATED

Action Research
Study Group
Peer Coaching
Process Portfolio

Application for specific options by Sept. 30 for administrative approval

Formal option approval by Nov. 1

Mid-Semester Summary due by Jan. 24

Final summary report due May 14

Final evaluation meeting by June 4

Note: The frequency of evaluation represents the minimum number of annual evaluation events required. Additional evaluations may occur as deemed necessary by the administration.

• NON-TENURED PROFESSIONAL EMPLOYEE
• TENURED PROFESSIONAL EMPLOYEE with less than 1 year of employment in PGSD
• PROFESSIONAL EMPLOYEE who received an unsatisfactory rating in one or more categories on a previous evaluation in the last year

Unsatisfactory Evaluation

INTENSIVE SUPERVISION PLAN

Two Direct (Clinical) Evaluation Cycles Per Year

Two Direct (Clinical) Evaluation Cycles Per Semester- One prior to Jan. 31 and one prior to May 31 which includes one evaluation prior to January 31 and one evaluation prior to May 31.

Demonstrated Professional Development in line with District/Building Goals & Initiatives, including, active contribution in faculty, department, PLC, team, grade level and district meetings.

Other ways to demonstrate ongoing professional development could include participation in study groups, conducting action research, or development of a professional portfolio.
### Sets Clear, High and Realistic Expectations of What Students Should Know, Do and Understand

<table>
<thead>
<tr>
<th>Observed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Questions Posted and Communicated</td>
<td></td>
</tr>
<tr>
<td>Learning Goals/Outcomes Posted or Communicated</td>
<td></td>
</tr>
<tr>
<td>Appropriate Differentiated Pacing</td>
<td></td>
</tr>
<tr>
<td>Exemplars of High Quality Work to Promote Student Success Evident</td>
<td></td>
</tr>
<tr>
<td>Clarity of Student Expectations via Rubrics/Checklists</td>
<td></td>
</tr>
<tr>
<td>Oral Feedback from Students</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### General Notes:

**Student Actions:** (Reading, Writing, Listening, Speaking, Cooperative Group Work, Manipulative Work, Inquiry, Performance/Demonstration)

**Notes:**

**Instructional Materials:** (Software/Website, Related Technology, Oral, Published Print Materials, Student Created Materials, Video/Audio, Worksheets, Manipulatives, Real World Objects, Textbooks, Lab Materials, Smart Board, Overhead, etc.)

**Notes:**

**Level of Engagement:**

<table>
<thead>
<tr>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
</tr>
</thead>
</table>

**Feedback:**

<table>
<thead>
<tr>
<th>When</th>
<th>What/How: (Email, Verbal, Written, Other)</th>
</tr>
</thead>
</table>

---

“Work in Progress” 8.14.13
# Pottsgrove School District
## CIA Walk Through Checklist

<table>
<thead>
<tr>
<th>Uses Multiple Assessments to Focus on Student Learning</th>
<th>Observed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of Pre-Assessments and Post Assessments to Determine Students' Readiness and to Analyze Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessment <em>(for Learning)</em> Observed/Noted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checks for Understanding of Learning Goals Through Questioning/Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative Assessment <em>(of learning)</em> Observed/Noted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence That Assessment Informs Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Variety/Choice in Student Learning Products</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
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“Work in Progress” 8.14.13
Pottsgrove School District  
CIA Walk Through Checklist

<table>
<thead>
<tr>
<th>Uses Data to Inform Instruction and to Provide Students With Feedback</th>
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<tbody>
<tr>
<td>Learning Goals Supported by Student Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Regular, Timely and Relevant Feedback for Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer of Data Team Results to Classroom Instruction</td>
<td></td>
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<td>Other</td>
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<tbody>
<tr>
<td>Level of Engagement:</td>
<td>High</td>
<td>Moderate</td>
</tr>
<tr>
<td>Actively Engages Students in the Learning Process</td>
<td>Observed</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>Uses Effective &amp; Appropriate Instructional Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Differentiation in Grouping Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Differentiation in Content, Process &amp;/or Product</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Learning/ Multiple Intelligences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metacognitive Time for Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
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**Feedback:**

When:          | What/How: (Email, Verbal, Written, Other)
Pottsgrove School District  
CIA Walk Through Checklist

Date:  
Teacher Visited:  
School:  
Visitor:  
Subject:  
Time: 

<table>
<thead>
<tr>
<th>Makes Connections in a Variety of Ways</th>
<th>Observed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>References to Prior Learning Experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhances Interest, Attention with Relevant Connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
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<td></td>
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</tbody>
</table>

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*Notes:* 

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*Notes:* 

**Level of Engagement:**  
High  Moderate  Low

**Feedback:**  
When:  
What/How: (Email, Verbal, Written, Other)
### Gains and Maintains Student Cooperation

<table>
<thead>
<tr>
<th>Observed</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Clear Delineation of Rules and Procedures Evident</td>
<td></td>
</tr>
<tr>
<td>Norms for Time on Task Evident</td>
<td></td>
</tr>
<tr>
<td>Evidence of Student Self-Management in Differentiated Groups/Tasks</td>
<td></td>
</tr>
</tbody>
</table>

### General Notes:

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### Feedback:

**When:**

**What/How:** (Email, Verbal, Written, Other)
## Mid-Semester Rating Form

<table>
<thead>
<tr>
<th>CONTRACT:</th>
<th>LICENSURE AREAS:</th>
<th>OVERALL PERFORMANCE LEVEL OF:</th>
<th>STUDENT GROWTH MEASURES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Limited</td>
<td>□ Distinguished</td>
<td>□ Failing</td>
<td>□ Needs Improvement</td>
</tr>
<tr>
<td>□ Continuing</td>
<td>□ Proficient</td>
<td>□ Needs Improvement</td>
<td>□ Proficient</td>
</tr>
<tr>
<td></td>
<td>□ Needs Improvement</td>
<td>□ Proficient</td>
<td>□ Distinguished</td>
</tr>
<tr>
<td></td>
<td>□ Failing</td>
<td>□ Needs Improvement</td>
<td>□ Failing</td>
</tr>
</tbody>
</table>

### Domain One: Planning and Preparation:
The teacher's plans reflect adequate understanding of the content, the students and available resources. Instructional outcomes are suitable to students. Instruction and assessments are aligned to the goal(s).

1a. Demonstrating knowledge of content and pedagogy
1b. Demonstrating knowledge of students
1c. Setting instructional outcomes
1d. Demonstrating knowledge of resources
1e. Designing coherent instruction
1f. Designing student assessments

### Domain Two: The Classroom Environment:
The classroom environment functions reasonably effectively, with little loss of instructional time. Expectations for student learning and conduct are appropriate, and routines and use of space support student learning. Interactions among individuals are respectful.

2a. Creating an environment of respect and rapport
2b. Establishing a learning culture that is challenging/rigorous
2c. Managing classroom procedures
2d. Managing student behavior
2e. Organizing physical space

### Domain Three: Teaching and Learning:
Students are engaged in learning appropriately, due to clarity of communication and successful use of questioning and discussion skills. Activities, assignments and assessments are acceptable and are used effectively. The teacher demonstrates flexibility and cultural responsiveness in contributing to the success of the lesson and of each student.

3a. Communicating with students
3b. Using questioning and discussion techniques
3c. Engaging students in learning
3d. Using assessment to inform instruction
3e. Demonstrating flexibility and responsiveness

### Domain Four: Professional Responsibilities:
The teacher demonstrates ethical standards and professionalism by engaging in accurate reflection, by monitoring student progress using data, by communicating appropriately with families and by displaying effective relationships with colleagues and by growing and Basic professionally.

4a. Reflecting on teaching and student learning
4b. Maintaining accurate records
4c. Communicating with families
4d. Participating in a professional community
4e. Growing and Basic professionally
4f. Showing professionalism

### Recommendation for the upcoming school year:
- [ ] Intensive Supervision Plan
- [ ] Remain in direct supervision
- [ ] Non-Renewal / Termination

Teacher Signature: ___________________________ Date: ___________________________
Evaluator Signature: ___________________________ Date: ___________________________

"Work in Progress" 8.14.13
Definition of Terms

**Evaluation** - refers to a process used to assess the degree to which employees are fulfilling the responsibilities of the jobs.

**Clinical (Direct) Evaluation Cycle** - is a three-step process used to conduct evaluation of professional employees. The three steps consist of (1) a pre-observation conference, (2) an observation of the employee, and (3) a post-observation conference to review and sign the written observation checklist and narrative forms. The clinical evaluation cycle will be utilized for all non-tenured teachers; tenured teachers in their first year of employment; and for any professional employee demonstrating performance concerns in the Pottsgrove School District.

**Framework for Teaching** - is a model of teacher behaviors compiled by Charlotte Danielson, President of Princeton Education Associates in Princeton, New Jersey, as a framework to enhance professional practice. This model has been adopted by the Pennsylvania Department of Education as the framework for the evaluation of professional staff throughout the Commonwealth.

**Intensive Supervision Plan** - is a plan developed by the evaluator and employee to remediate the specified areas of concern in the event that a professional employee is evaluated as “Unsatisfactory”. Employees rated as “needs improvement” may elect to participate in the program.

**PDE 82-1** - The form authorized by the Pennsylvania Department of Education to be used to complete the annual evaluation for each professional employee.

**Post-Observation Conference** - This conference is scheduled within ten (10) working days after the date of each formal observation. Post conferences are a time for reflection, review, constructive feedback, and reinforcement.

**Pre-Observation Conference** - The purpose of this conference is to allow both the evaluator and employee to discuss Pottsgrove School District Criteria Guidelines to be used in the evaluation process, instructional goals and instructional techniques to be observed. A pre-observation conference is to be held before each classroom observation conducted as part of the Clinical Evaluation Cycle.

**Supervision** - focuses on professional growth and improving the quality of instruction and services delivered to students.

**Differentiated Supervision** - By providing a variety of options, resources, and support, the Differentiated Supervision Program helps staff to develop high levels of professional and instructional skills.
# RULES AND REGULATIONS

Commonwealth of Pennsylvania  |  DEPARTMENT OF EDUCATION  |  333 Market St., Harrisburg, PA 17126-0333

**CLASSROOM TEACHER RATING FORM**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District/LEA</th>
<th>School</th>
<th>Rating Date: Evaluation: (Check one)</th>
<th>□ Semi-annual □ Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(A) **Teacher Observation and Practice**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Title</th>
<th>&quot;Rating&quot; (A)</th>
<th>Factor (B)</th>
<th>Earned Points (A x B)</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Planning &amp; Preparation</td>
<td>20%</td>
<td></td>
<td>0.60</td>
<td></td>
</tr>
<tr>
<td>II.</td>
<td>Classroom Environment</td>
<td>30%</td>
<td></td>
<td>0.90</td>
<td></td>
</tr>
<tr>
<td>III.</td>
<td>Instruction</td>
<td>30%</td>
<td></td>
<td>0.90</td>
<td></td>
</tr>
<tr>
<td>IV.</td>
<td>Professional Responsibilities</td>
<td>20%</td>
<td></td>
<td>0.60</td>
<td></td>
</tr>
</tbody>
</table>

(1) Teacher Observation & Practice Rating 3.00

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

<table>
<thead>
<tr>
<th>Building Level Score (0—107)</th>
<th>(2) Building Level Score Converted to 3 Point Rating</th>
<th>(3) Teacher Specific Rating</th>
<th>(4) Elective Rating</th>
</tr>
</thead>
</table>

(C) **Final Teacher Effectiveness Rating—All Measures**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Rating (C)</th>
<th>Factor (D)</th>
<th>Earned Points (C x D)</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Teacher Observation &amp; Practice Rating</td>
<td>50%</td>
<td></td>
<td>1.50</td>
<td></td>
</tr>
<tr>
<td>(2) Building Level Rating</td>
<td>15%</td>
<td></td>
<td>0.45</td>
<td></td>
</tr>
<tr>
<td>(3) Teacher Specific Rating</td>
<td>15%</td>
<td></td>
<td>0.45</td>
<td></td>
</tr>
<tr>
<td>(4) Elective Rating</td>
<td>20%</td>
<td></td>
<td>0.60</td>
<td></td>
</tr>
</tbody>
</table>

Total Earned Points 3.00

□ Rating: Professional Employee, OR □ Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning __________ and ending __________ has

□ DISTINGUISHED □ PROFICIENT □ NEEDS IMPROVEMENT □ FAILING

resulting in a FINAL rating of:

□ SATISFACTORY □ 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

“Work in Progress” 8.14.13
## Intensive Supervision Plan Forms

<table>
<thead>
<tr>
<th>Forms</th>
<th>Form Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification Memo</td>
<td>ISP Form 1</td>
</tr>
<tr>
<td>Plan Communication Memo</td>
<td>ISP Form 2</td>
</tr>
<tr>
<td>Intensive Supervision Remediation Plan</td>
<td>ISP Form 3</td>
</tr>
<tr>
<td>Intensive Supervision Progress Report</td>
<td>ISP Form 4</td>
</tr>
<tr>
<td>Intensive Supervision Remediation Plan Final Report</td>
<td>ISP Form 5</td>
</tr>
</tbody>
</table>
This memo is to inform you that you will be included in the Intensive Supervision Plan because of the item(s) checked below.

Excerpt from Pottsgrove School District Intensive Supervision Program:

I. Criteria for Inclusion

A professional will be included in the Intensive Supervision Program when any of the following occur:

_____ a. Does not meet the essential performance expectations following oral and written warnings,

_____ b. Is in danger of receiving a rating of failing,

_____ c. Receives one rating of failing.

Please schedule a meeting with me within 7 working days of the receipt of this initial notification. The purpose of this meeting will be to initiate the process for developing the Intensive Supervision Remediation Plan. I look forward to working with you and the support team to make this a successful experience for everyone involved.
To:  
From:  
Date:  
cc: Support Team Members, Superintendent  
Subject:  

Our work at the Support Team meeting on (Date here), produced the attached Intensive Supervision Remediation Plan. Please review the plan to make sure it accurately reflects your understanding of that meeting.

The other team members will receive copies. We look forward to working with you, assisting your efforts to bring this plan to successful completion.
Intensive Supervision Remediation Plan

A. Description of Area(s) Needing Remediation:

B. Goal(s) and Intended Outcome(s):

C. Plan for Achievement of Goal(s) and Outcome(s):

1. Strategies

Means of Evaluation

ISP Form 3: July 2009

“Work in Progress” 8.14.13
C. (Continued) Plan for Achievement of Goal(s): Attach additional pages as necessary

2. Support Team Roles and Responsibilities Strategies

D. Timeline

Date to submit first progress report_______

Signature of Principal or Supervisor________________________Date_______

Signature of Employee________________________Date_______

ISP Form 3: July 2009
Intensive Supervision Progress Report

A. Evaluation of Progress Toward Attaining Goals: (To be completed by employee prior to conference)

B. Principal’s/Supervisor’s Assessment of Progress Toward Goals:

C. Principal’s/Supervisor’s Conference Comments:

D. Date to submit next progress report_______

Signature of Principal or Supervisor ___________________________ Date _______

Signature of Employee ___________________________ Date _______

SP Form 4: July 2009

“Work in Progress” 8.14.13
Intensive Supervision Remediation Plan
Final Report

Based on my assessment of your progress toward the goals of your Intensive Supervision Remediation Plan the following will occur:

_____ 1. Your performance is rated proficient, and you will be removed from the Intensive Supervision Program, and placed in the clinical cycle for a minimum of one year.

_____ 2. Your performance is rated proficient, but you will continue in the Intensive Supervision Program. See attached report.

_____ 3. Your performance is rated proficient. You will continue in the Intensive Supervision Program. See attached report.

_____ 4. Your performance is rated failing for the second time. A recommendation for dismissal will be forwarded to the Superintendent of Schools.

Signature of Principal or Supervisor ___________________________ Date________

Signature of Employee ___________________________________________ Date________

ISP Form 5: July 2009

“Work in Progress” 8.14.13
Appendix
<table>
<thead>
<tr>
<th>Area of Focus/Topic</th>
<th>Guiding Question</th>
<th>Potential Artifacts/Evidence</th>
<th>Option</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balanced Literacy</td>
<td>How can I learn more about a specific component of balanced literacy?</td>
<td>Reflections/Notes from book and subsequent implementation of learnings</td>
<td>SG, PC, P (Book Study: list for each component could be generated)</td>
<td>K-5</td>
</tr>
<tr>
<td>Balanced Literacy</td>
<td>How do I select instructional goals in order to move students through guided reading levels?</td>
<td>Anecdotal note-taking system aligned to text gradient and corresponding goals, record of student movement through levels and confirmation of progress once formally assessed</td>
<td>P, PC, SG, AR</td>
<td>K-5</td>
</tr>
<tr>
<td>Balanced Literacy</td>
<td>How can student discussion around text increase the rigor in classroom conversations and beyond?</td>
<td>Structures and supports for conversation, partnership, grouping options, Reflection throughout implementation, student work samples with accompanying analysis, reflections/notes from articles</td>
<td>PC, SG, AR, P</td>
<td>K-12</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td>How can I use lesson study and elements of differentiated instruction to meet the varied learning needs of my students?</td>
<td>Reflection throughout implementation, student work samples with accompanying analysis, reflections/notes from articles</td>
<td>SG, PC, AR, P</td>
<td>K-12</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>What methods can I employ in order to monitor student understanding regularly?</td>
<td>Formative Assessment questions, prompts, Schedule of formative assessment</td>
<td>SG, PC, P, AR</td>
<td>K-12</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>How do I effectively manage all assessment data to create a clear profile of what students know and are able to do?</td>
<td>assessment record keeping, reports from assessment databases, checklists, informal and formal assessments</td>
<td>SG, PC, P, AR</td>
<td>K-12</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>How do I effectively use formative assessment results to select instructional goals?</td>
<td>Formative Assessment questions, prompts, Schedule of formative assessment</td>
<td>SG, PC, P, AR</td>
<td>K-12</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>Given the number of students a secondary education teacher has on roster, how can formative feedback be utilized more frequently and more efficiently to aid in student learning?</td>
<td>Journal for Discussion (SG); Student achievement data; Portfolio of student work</td>
<td>SG: Common Formative Assessment by Kim Bailey and Chris Jakicic? AR, P</td>
<td>6-12</td>
</tr>
<tr>
<td>Grading</td>
<td>What research-based grading practices increase motivation and student achievement?</td>
<td>Journal for discussion (SG); Student achievement data; portfolio of student work;</td>
<td>SG - Developing Grading and Reporting Systems for Student Learning by Guskey? AR, P</td>
<td>K-12</td>
</tr>
<tr>
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<td>Level</td>
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<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>Home &amp; School Collaboration</td>
<td>What communication systems can I employ to build strong collaboration between home and school?</td>
<td>Parent surveys, Parent and Teacher Advisory group, Reflections/Notes from book/articles and subsequent implementation of learnings</td>
<td>AR, SG, P</td>
<td>K-12</td>
</tr>
<tr>
<td>Home-School Connection</td>
<td>After gaining full understanding of personal and professional beliefs and philosophies regarding cultural proficiency, what strategies can be implemented in the classroom to increase engagement, motivation, and achievement?</td>
<td>Journal for Discussion (SG); Teacher and student surveys on Cultural Proficiency; Documentation/Portfolio of home-school and school-home interactions; Parent and student surveys</td>
<td>SG - How to Teach Students Who Don’t Look Like You: Culturally Responsive Teaching Strategies by Davis? AR, P</td>
<td>K-12</td>
</tr>
<tr>
<td>Literacy</td>
<td>How can the philosophy and practices of Reading Apprenticeship best support the integration and implementation of the Literacy standards?</td>
<td>Journal for discussion (SG); Revision, implementation, and teacher feedback on curriculum documents (ie instructional strategies); Samples of student work; Student surveys</td>
<td>SG - Reading for Understanding by Schoenbach, Greenleaf, and Murphy? PC, AR, P</td>
<td>6-12</td>
</tr>
<tr>
<td>Literacy/Common Core</td>
<td>What strategies can I adopt to help me respond to the demands of the Common Core ELA and Literacy in History, SS, Sci and Technical Subjects?</td>
<td>Unit/Lesson Plans Portfolios Achievement Data Visitation Data Performance Tasks</td>
<td>SG, (Book Study: The Core Six)</td>
<td>K-12</td>
</tr>
<tr>
<td>Instructional Practices</td>
<td>How can I use lesson study to improve my instructional practice?</td>
<td>Reflection Notes Sharing with Staff Discussion with Principal</td>
<td>PC, SG, AR</td>
<td>K-12</td>
</tr>
<tr>
<td>Math /Assessment Practices</td>
<td>How can I use high cognitively demanding tasks to formatively assess my students’ understanding of math concepts?</td>
<td>PLC Notes Reflection Notes Student Achievement Data PLC Discussions</td>
<td>PC, SG, AR, P</td>
<td>K-12</td>
</tr>
<tr>
<td>Math/ Instructional Practices</td>
<td>How can I use the 8 mathematical practices to help my students develop conceptual math understandings?</td>
<td>Classroom Visits Student Reflection Journals Teacher Reflection Journals Student Video</td>
<td>PC, SG, AR, P</td>
<td>K-12</td>
</tr>
<tr>
<td>Report Cards</td>
<td>How can we effectively report student understanding to parents via a standards based report card?</td>
<td>Formative Assessment questions, prompts Schedule of formative assessment Formative Assessment results, sample report cards</td>
<td>SG, PC, P, AR</td>
<td>K-12</td>
</tr>
<tr>
<td>Rigor/Differentiated Instruction</td>
<td>How can I integrate high levels of Bloom’s Taxonomy with Webb’s Depth of Knowledge into classroom practices to best serve the needs of Pottsgrove’s learning community?</td>
<td>Journal for Discussion (SG); Revision, implementation, and teacher feedback on curriculum documents (ie Performance Tasks); Samples of student work; Student surveys</td>
<td>SG, PC, AR, P</td>
<td>K-12</td>
</tr>
<tr>
<td>Rigor/Differentiated Instruction</td>
<td>What research-based strategies support teaching and learning at high cognitive levels?</td>
<td>Journal for Discussion (SG); Student achievement data; Portfolio of student work; Explicit, detailed lesson prep/planning docs</td>
<td>SG - Researched Based Strategies and The Art and Science of Teaching by Marazano AR, P</td>
<td>K-12</td>
</tr>
</tbody>
</table>

“Work in Progress” 8.14.13
<table>
<thead>
<tr>
<th>Area of Focus/Topic</th>
<th>Guiding Question</th>
<th>Potential Artifacts/Evidence</th>
<th>Option</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Teacher Interactions</td>
<td>How can the study of student-teacher interactions impact student motivation, engagement, and achievement?</td>
<td>Diagrams that map verbal exchange, on-task behavior, physical movement in the room, types of feedback, questioning techniques; Video/Audio tape analysis; Student surveys</td>
<td>PC, AR</td>
<td>K-12</td>
</tr>
<tr>
<td>Technology &amp; Achievement</td>
<td>How (and where) can technology be meaningfully integrated to support the curricular goals and increase student engagement and achievement?</td>
<td>Journal for discussion (SG); Revision, implementation, and teacher feedback on curriculum documents (ie instructional strategies); Samples of student work; Student surveys; Portfolios of student work</td>
<td>Use: A Standards-Based Approach by Cennamo, Ross, Ertmer</td>
<td>K-12</td>
</tr>
<tr>
<td>Technology &amp; Assessment</td>
<td>What technologies most effectively support formative and summative assessment of student learning?</td>
<td>Journal for discussion (SG); Revision, implementation, and teacher feedback on curriculum documents (ie instructional strategies); Samples of student work; Student surveys; Portfolios of student work</td>
<td>AR, P</td>
<td>K-12</td>
</tr>
<tr>
<td>Technology &amp; Home Connection</td>
<td>In which ways can technology be used to enhance teacher-student-parent interaction and communication?</td>
<td>Google Doc sharing of student work; Inviting parents to comment/peer edit; Portfolios of student work; Parent and student surveys</td>
<td>AR, P</td>
<td>K-12</td>
</tr>
<tr>
<td>Technology &amp; Rigorous Curriculum</td>
<td>How can technology be effectively integrated into the curriculum to increase student achievement?</td>
<td>Comparison of student work and assessments taught with and without technology integration, list of effective technology tools</td>
<td>PC, SG, AR</td>
<td>K-12</td>
</tr>
<tr>
<td>Writing</td>
<td>How can we increase student rigor in writing prompts by developing interdisciplinary performance tasks?</td>
<td>Unit/Lesson Plans, Performance Tasks, Portfolios, Achievement Data Data Team Analysis of Student Work</td>
<td>PC, SG</td>
<td>6-12</td>
</tr>
<tr>
<td>Writing</td>
<td>How can I create, refine, and implement expectations for K-12 grammar and mechanics alignment in my program and instruction for my students?</td>
<td>Reflection throughout implementation, student work samples with accompanying analysis, reflections/notes from articles, accountable talk on writing checklist; student conferences</td>
<td>SG, PC, AR, P</td>
<td>K-12</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
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<th>Guiding Question</th>
<th>Potential Artifacts/Evidence</th>
<th>Option</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>How can I increase my proficiency and my students' mastery of the Writing Checklist items for my grade/discipline?</td>
<td>accountable talk on writing checklist; student and teacher conferences, &quot;Unit/Lesson Plans, Performance Tasks, Portfolios, Achievement Data Data Team Analysis of Student Work&quot;</td>
<td>SG, PC, AR, P</td>
<td>K-12</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td></td>
<td>Transition; Behavior, for example, Restorative Practice; Functional skill development; Technology integration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Workers</td>
<td></td>
<td>Home/school connections; Parent trainings; Behavior, for example Restorative Practice; Social Skills training/curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychologists</td>
<td></td>
<td>Functional behavior analysis; RTII; Child Study; DSM 5 updates; Testing protocols</td>
<td></td>
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</tr>
<tr>
<td>Speech Therapists</td>
<td></td>
<td>Assistive Technology; Testing protocols; Delivery models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted Education</td>
<td>What model/structures/programs most effectively support the delivery of gifted education?</td>
<td>Visitation results, journal articles, program samples</td>
<td>Study Group, Action Research, Portfolio</td>
<td>K - 12</td>
</tr>
</tbody>
</table>