To: Dr. Robert O'Donnell, Superintendent

From: Mr. Michael Hardy, Assistant Superintendent
            Ms. Deirdre Bauer, Director of Curriculum, K-6

Date: August 21, 2013

Re: Teacher Evaluation and Differentiated Supervision

Please find our State College Area School District Teacher Evaluation and Differentiated Supervision Plan and an Appendix outlining our Teacher Evaluation Rubrics attached to this memo. Please note that the Appendix lists more current and clear rubric descriptions than in the original draft of our plan.

We will request approval of this plan at the Board of School Directors meeting on August 26th.

State College Area
School District
Teacher Evaluation and
Differentiated Supervision Plan

STATE COLLEGE AREA SCHOOL DISTRICT

We are the future!

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INTRODUCTION

Dear SCASD Professional,

The State College Area School District recognizes that classroom instruction is at the core of our mission, and the most impactful experience that occurs each day throughout every building in the district. We remain proud of the strong experiences that our teachers provide students in supporting their learning and providing the foundation for future success.

The School District embraces a differentiated supervision experience with a valid evaluation system. Our goal is to foster growth and development on a trajectory of continued excellence. The District is committed to practical professional development experiences that enable you to most support student learning.

Continued efforts of and development opportunities for our professional staff will ensure future success for students as we *Prepare Students for Life-Long Success Through Excellence in Education*.

We thank you for your commitment to your development on behalf of our students.

Sincerely,

Bob O'Donnell   Holli Jo Warner
Superintendent of Schools   SCAEA President & PFMS Grade 6 Teacher

Purpose

The purpose of the State College Area School District (SCASD) Teacher Evaluation and Differentiated Supervision Plan is twofold:
1. To create a system that meets the professional growth needs of teachers that will maximize student achievement.
2. To meet the new Teacher Effectiveness Model requirements of teacher evaluation from the Pennsylvania Department of Education (PDE). The Teacher Effectiveness Model is based on Charlotte Danielson's work and includes four Domains of teacher ratings in performance during the evaluation process and multiple pathways for professional growth during the differentiated supervision years. Each year all teachers will participate in either the evaluation or differentiated supervision process.

The SCASD recognizes that all professional staff must deliver quality education to the students of the district. This plan provides guidance in order to provide resources and opportunities to strengthen professional staff skills and help them carry out their work in a reflective manner, which may lead to an inquiry area of focus. This will be accomplished through the following actions:
- Identifying and establishing district, building and individual priorities for professional growth.
- Providing for the individual professional growth and development needs of professional staff members through the creation of individual and/or collaborative goal setting opportunities.
- Incorporating a differentiated supervision/professional growth model to support professional staff learning that enhances student learning.
- Utilizing the Teacher Effectiveness Model to support professional staff evaluation in a way that fosters continued growth.

Process

The SCASD Differentiated Supervision and Evaluation Committee was formed from volunteers of the District Act 48 Committee in the Fall of 2012. The committee was charged with creating a new evaluation and supervision plan based on the PDE Teacher Effectiveness Model. During the fall and winter, the committee met several times to create this plan incorporating the necessary changes from PDE. During the spring of 2013, the committee presented its plan to the Act 48 committee for its approval. The plan was then presented to the SCASD Board of School Directors for approval. In order to comply with PDE's expectation for a Fall, 2013 implementation, the plan was shared with district faculty in May of 2013.

The SCASD Differentiated Supervision and Evaluation Committee

Deirdre Bauer, Committee Chair and Director of Curriculum K-6
Patti Begg, Vocal Music Teacher, Park Forest Elementary School
Karen Foard, Instructional Support Teacher, Radio Park Elementary School
Sarah Griffith, Business Education, SCASD High School
Mike Hardy, Assistant Superintendent, SCASD
Susan Hipp, Fourth Grade Teacher, Mount Nittany Elementary School
Lorraine Howley, 8th Grade Civics/Economics, Mount Nittany Middle School
Rebecca Lorantas, Fifth Grade Teacher, Houserville Elementary School
Helen Quinn, Elementary Instructional Technology Specialist
Maryanne Neal, Health Professions Teachers, SCASD High School
Holli Jo Warner, Sixth Grade Teacher, Park Forest Middle School and Association President
Deana Washell, Third Grade Teacher, Easterly Parkway Elementary School
Karen Wiser, Principal, Park Forest Middle School

The committee worked with Dr. James F. Nolan, Hermanowicz Professor of Education from the Pennsylvania State University as a consultant. Our district is indebted to Dr. Nolan for his expertise and guidance during our planning and implementation process

OVERVIEW OF EVALUATION AND DIFFERENTIATED SUPERVISON

Dimension	Evaluation	Differentiated Supervision
Purpose	To make comprehensive judgments about teacher performance and competence as a basis for personnel decisions such as tenure and continuation of employment.	To promote growth beyond the teacher's current level of performance.
Rationale	To meet the state's obligation to protect children/adolescents from being harmed since this population is required to attend school. If the teacher is performing at a satisfactory level, there is no obligation to help the teacher grow.	Teaching is a complex activity, which can be better understood by two or more professionals working together in a collegial relationship.
Scope	The scope should be global and comprehensive, looking at both the instructional and non-instructional duties. It encompasses all areas of requested teacher activities.	The scope should be narrow, focusing on one aspect of classroom teaching. A teacher cannot change multiple things at once. The scope must be narrow for change to occur successfully.
Relationship	The relationship between the evaluator and teacher is hierarchical and distant. The evaluator must make objective judgments concerning teacher performance.	The relationship(s) should and must be collegial with shared expertise to the process, which creates a shared vulnerability.
Expertise	The evaluator has more expertise. By law, only certified supervisors and administrators can do evaluations. This certification implies special expertise.	Expertise is shared. Participants bring different knowledge and skills to the process.
Observation Process	The process must be standardized and due process oriented. Everyone in the same job category must be evaluated by the same process and criteria.	The process should be personalized and differentiated to fit the needs of the teachers. The teacher should and must drive the process. The supervisor should fulfill a supporting role.
Teacher Perspective	Teachers see the evaluator as a critic. They need to put their best foot forward.	Teachers are free to experiment and try out new strategies and techniques with support from the supervisor.

From Nolan, Jr., James and Hoover, Linda A. (2004). *Teacher Supervision and Evaluation Theory into Practice.* Hoboken, NJ: Wiley Jossey-Bass Education.

PROCESS OF EVALUATION AND DIFFERENTIATED SUPERVISION

Beginning in the 2013-14 school year, all school districts in Pennsylvania are required to use the Teacher Effectiveness Model for teacher evaluation. The Teacher Effectiveness Model is based on Charlotte Danielson's work. Her model has been used in the SCASD since 1998. The model includes four Domains:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities.

The table below delineates the evaluation and differentiated supervision processes by professional status. Over a four-year cycle all teachers will participate in one of these processes each year; evaluation occurs in one of those years and differentiated supervision occurs in three of those years.

Process / Professional Status	Evaluation Evaluation is the process designed to assess the quality of teacher performance and identify areas for growth. The evaluation cycle consists of two observations, one announced and one unannounced, with ratings in the four Domains.	Differentiated Supervision Differentiated Supervision is a process designed to enhance professional growth and subsequently enhance student learning. Teachers participate in a differentiated supervision process every year that they are not participating in an evaluation cycle. An end of year evaluation is completed in each of the Domains.
Non-Tenured	Participate in evaluation twice a year, until tenured.	NA Participate in induction.
Tenured, New to District	Participate in evaluation during first year.	NA in first year; will participate in differentiated supervision after a proficient rating. Participate in induction.
Tenured	Participate in evaluation at least once every four years. Must receive at least a proficient rating. If rating on rubric is less than proficient, may need to repeat evaluation cycle or participate in a performance improvement plan.	Three consecutive years after a proficient rating. In the fourth year, return to evaluation.
Performance Improvement Plan	May be placed in this process if receive less than a proficient rating or when a significant performance deficit has been documented.	NA
All Professionals	An end of the year final rating form will be completed annually.	

ANNUAL TIMELINE FOR EVALUATION AND
DIFFERENTIATED SUPERVISION

Dates	Non-Tenured Evaluation	Tenured Evaluation	Tenured Differentiated Supervision
August to September 15th	Orientation	Orientation	Orientation
Prior to Date Listed	Completion of first observation cycle By Nov. 15th	NA	Completion of Steps 1, 2, 3 of Action Plan By October 15th
Prior to January 20th	Completion of second observation cycle	Completion of first observation cycle	Completion of Mid Year Review Step 4 of Action Plan
Prior to March 15th	Completion of first observation cycle	NA	NA
No later than five school days prior to the last student day	Completion of second observation cycle	Completion of second observation cycle	Completion of End of Year Steps 5 and 6 of Action Plan
No later than five school days prior to the last student day	Completion of Final Rating Form	Completion of Final Rating Form	Completion of Final Rating Form

STEPS OF EVALUATION AND DIFFERENTIATED SUPERVISION

Evaluation Non-Tenured: Semester Evaluation Cycle
This cycle is completed at least two times a year for all non-tenured teachers resulting in at least four observations and at least two evaluations.

Announced Observation
- ✓ Teacher completes Domains 1 and 4 and sends to evaluator 2 days prior to the pre-observation conference.
- ✓ Teacher and evaluator meet in pre-observation conference to review Domains 1 and 4 and set the stage for the observation.
- ✓ Evaluator observes and collects evidence on Domains 2 and 3 and sends to teacher.
- ✓ Teacher reviews and reflects on evidence, then completes the rubric. Teacher sends completed rubric to evaluator 2 days prior to the post-conference.
- ✓ Evaluator reviews teacher completed rubric, confirms agreements, and highlights differences based on the evaluator's assessment on the rubric.
- ✓ Teacher and evaluator meet in post-conference to review rubric, using evidence from the observation and finalize rubric ratings. If there is not agreement, the evaluator's rating is used.
- ✓ Teacher and evaluator select up to two strengths and up to two areas for growth, which are recorded on the Summary Form.
- ✓ Evaluator completes a Follow-Up walk through focused on the area(s) of growth.

Unannounced Observation
- ✓ Evaluator observes and collects evidence on Domains 2 and 3 and sends to teacher.
- ✓ Teacher reviews and reflects on evidence, adds evidence for Domains 1 and 4 then completes the rubric. Teacher sends completed rubric to evaluator 2 days prior to the post-conference.
- ✓ Evaluator reviews teacher completed rubric, confirms agreements, and highlights differences based on the evaluator's assessment on the rubric.
- ✓ Teacher and evaluator meet in post-conference to review rubric using evidence from the observation and finalize rubric ratings. If there is not agreement, the evaluator's rating is used.
- ✓ Teacher and evaluator select up to two strengths and up to two areas for growth, which are recorded on the Summary Form.
- ✓ Evaluator completes a Follow-Up walk through focused on the area(s) of growth.

Evaluation Rating
- ✓ Teacher and evaluator meet to discuss end of semester rating form completed by the evaluator.

Evaluation Tenured: Annual Evaluation Cycle

This cycle is completed at least one time a year for all tenured teachers resulting in at least two observations and at least one evaluation.

Announced Observation
- ✓ Teacher completes Domains 1 and 4 and sends to evaluator 2 days prior to the pre-observation conference.
- ✓ Teacher and evaluator meet in pre-observation conference to review Domains 1 and 4 and set the stage for the observation.
- ✓ Evaluator observes and collects evidence on Domains 2 and 3 and sends to teacher.
- ✓ Teacher reviews and reflects on evidence, then completes the rubric. Teacher sends completed rubric to evaluator 2 days prior to the post-conference.
- ✓ Evaluator reviews teacher completed rubric, confirms agreements, and highlights differences based on the evaluator's assessment on the rubric.
- ✓ Teacher and evaluator meet in post-conference to review rubric using evidence from the observation and finalize rubric ratings. If there is not agreement, the evaluator's rating is used.
- ✓ Teacher and evaluator select up to two strengths and up to two areas for growth, which are recorded on the Summary Form.
- ✓ Evaluator completes a Follow-Up walk through focused on the area(s) of growth.

Unannounced Observation
- ✓ Evaluator observes and collects evidence on Domains 2 and 3 and sends to teacher.
- ✓ Teacher reviews and reflects on evidence, adds evidence for Domains 1 and 4 then completes the rubric. Teacher sends completed rubric to evaluator 2 days prior to the post-conference.
- ✓ Evaluator reviews teacher completed rubric, confirms agreements, and highlights differences based on the evaluator's assessment on the rubric.
- ✓ Teacher and evaluator meet in post-conference to review rubric using evidence from the observation and finalize rubric ratings. If there is not agreement, the evaluator's rating is used.
- ✓ Teacher and evaluator select up to two strengths and up to two areas for growth, which are recorded on the Summary Form.
- ✓ Evaluator completes a Follow-Up walk through focused on the area(s) of growth.

Evaluation Rating
- ✓ Teacher and evaluator meet to discuss end of semester rating form completed by the evaluator.

Differentiated Supervision

Annual Supervision Process

Three meetings occur throughout the year to support the supervision process. Meetings can be conducted through an asynchronous digital meeting in My Learning Plan. Evaluators and teachers will meet in a face-to-face meeting at the end of the year to review the End of Year and Final Evaluation Form.

Fall
- ✓ Teacher completes Fall Action Plan and submits to evaluator.
- ✓ Teacher and evaluator meet to review action plan and sign.

January
- ✓ Teacher completes Mid Year Review and submits to evaluator.
- ✓ Teacher and evaluator meet to review and sign.

End of Year
- ✓ Teacher completes End of Year Review and submits to evaluator.
- ✓ Teacher and evaluator meet to review and sign.
- ✓ Teacher and evaluator discuss end of year rating form completed by evaluator.

EVALUATION PROCESS AND FORMS

The following processes and forms were created as a part of the Pennsylvania Department of Education's Teacher Effectiveness Model. The model includes four Domains:

1. Planning and Preparation
2. Classroom Learning Environment
3. Instruction
4. Professional Responsibilities

Each Domain consists of several Components, each of which is rated using these rubric scores:

- Distinguished
- Proficient
- Needs Improvement
- Failing

An evaluation cycle consists of one announced observation and one unannounced observation. Format is as follows:

Announced Observation	Unannounced Observation
Pre-Observation Conference	NA
Observation	Observation
Post-Observation Conference Preparation	Post-Observation Conference Preparation
Post-Observation Conference	Post-Observation Conference
Follow Through	Follow Through

Announced Observation

Pre-Observation Conference

Purpose

To provide the teacher with an opportunity to reflect on the planned lesson using Domains 1 and 4 as a basis for the reflection.

Process

- The teacher completes and submits the Domains 1 and 4 Lesson Plan Form to the evaluator two days prior to the pre-observation conference.
- During the pre-observation conference, the teacher and evaluator discuss the evidence provided by the teacher on the Domains 1 and 4 Lesson Plan Form. The evaluator collects additional evidence through questioning and adds it to the form.
- The evaluator and teacher discuss and agree to any areas of focus for the observation as well as confirmation of the date and time.

Observation

Purpose

To collect evidence during the observation and provide it to the teacher for reflection on the Domains 2 and 3 Observation Form.

Process

- The evaluator arrives early and "Walks the Walls" making any notes on the Domains 2 and 3 Observation Form.
- The evaluator observes the lesson and collects evidence on the Observation Form, avoiding the use of opinions and recording what was seen and heard.
- The evaluator provides the teacher with the Domains 2 and 3 Observation Form immediately following the observation.

Post-Observation Conference Preparation

Purpose

To review evidence collected, reflect on the lesson, and assess its effectiveness with the Teacher Evaluation Rubric.

Process

- Teacher reviews the evidence collected during the observation and documents any additions, changes, and questions to the data.
- Using the data collected on the Lesson Plan Form Domains 1 and 4 and the Observation Form Domains 2 and 3, the teacher self-assesses using a highlighter with the rubric and gives to the evaluator prior to the post-conference.
- The evaluator assesses and marks all agreed upon ratings on the rubric submitted by the teacher - leaving areas of concern blank for discussion. (The evaluator, in preparation for the post-conference, may also complete a rubric using a highlighter, but the rubric that is used as a point of discussion in the post-conference is the one the teacher submitted and the evaluator highlighted as well.)

Purpose

   To discuss the rubric in relation to the evidence collected, come to an agreement
   about the rubric ratings, and finalize the rating.

Process

   • Teacher and evaluator discuss the agreed upon items on the rubric.
   • Evaluator invites teacher to discuss areas of disagreement.
   • Evaluator finalizes rubric.
   • Teacher and evaluator discuss and develop the Summary, indicating no more
     than two components of strength and no more than two components for
     growth. Next steps are also discussed and recorded.

Follow Through

Purpose

   To make quick observations of classroom practice related to components discussed
   in the summary and provide written feedback on the Follow-Through Observation
   Form.

Process

   • Evaluator conducts Follow-Through/Walk Through and records evidence and
     components on form. Submits to teacher as feedback.

Unannounced Observation

To be completed one time per evaluation cycle. (Each evaluation cycle consists of at least one announced observation and one unannounced observation.) Since there is no pre-observation conference prior to the observation, the teacher will need to complete Domains 1 and 4 and submit the document to the evaluator prior to the post-observation conference.

Observation

Purpose

> To collect evidence during the observation and provide it to the teacher for reflection on the Domains 2 and 3 Observation Form.

Process

- The evaluator arrives early and "Walks the Walls" making any notes on the Domains 2 and 3 Observation Form.
- The evaluator observes the lesson and collects evidence on the Observation Form - avoiding the use of opinions - recording what was seen and heard.
- The evaluator provides the teacher with the Domains 2 and 3 Observation Form immediately following the observation.

Post-Observation Conference Preparation

Purpose

> To review evidence collected, reflect on the lesson, and assess its effectiveness with the Teacher Evaluation Rubric.

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- Teacher reviews the evidence collected during the observation and documents any additions, changes, and questions to the data.
- Using the data collected on the Lesson Plan Form Domains 1 and 4 and the Observation Form Domains 2 and 3, the teacher self-assesses using a highlighter with the rubric and gives to the evaluator prior to the post-conference.
- The evaluator assesses and marks all agreed upon ratings on the rubric submitted by the teacher - leaving areas of concern blank for discussion. (The evaluator, in preparation for the post-conference, may also complete a rubric using a highlighter, but the rubric that is used as a point of discussion in the post-conference is the one the teacher submitted and the evaluator highlighted as well.)

Post-Observation Conference

Purpose

To discuss the rubric in relation to the evidence collected and to come to an agreement about the rubric ratings and finalize the rating.

Process

- Teacher and evaluator discuss the agreed upon items on the rubric.
- Evaluator invites teacher to discuss areas of disagreement.
- Evaluator finalizes rubric.
- Teacher and evaluator discuss and develop the Summary, indicating no more than two components of strength and no more than two components for growth. Next steps are also discussed and recorded.

Follow Through

Purpose

To make quick observations of classroom practice related to components discussed in the summary and provide written feedback on the Follow-Through Observation Form.

Process

- Evaluator conducts Follow-Through/Walk Through and records evidence and components on form. Submits to teacher as feedback.

Observation
Evidence for Domains 1 and 4

Teacher _____ Observer _____

Date _____ Subject/Class _____

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

Observation
Evidence for Domains 2 and 3

Teacher _____ Observer _____

Date _____ Time _____

2a. Creating an Environment of Respect and Rapport Teacher Interaction with Students Student Interactions with One Another	3a. Communicating with Students Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language
2b. Establishing a Culture for Learning Importance of the Content Expectations for Learning and Achievement Student Pride in Work	3b. Using Questioning and Discussion Techniques Quality of Questions Discussion Techniques Student Participation
2c. Managing Classroom Procedures Management of Instructional Groups Management of Transitions Management of Materials And Supplies Performance of Non-Instructional Duties Supervision of Volunteers And Paraprofessionals	3c. Engaging Students in Learning Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing
2d. Managing Student Behavior Expectations Monitoring of Student Behavior Response to Student Misbehavior	3d. Using Assessment in Instruction Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress
2e. Organizing Physical Space Safety and Accessibility Arrangement of Furniture and Use of Physical Resources	3e. Demonstrating Flexibility and Responsiveness Lesson adjustment Response to Students Persistence

See Appendix A for Teacher Evaluation Rubrics

Summary

Teacher: _____ **Observer:** _____ **Date:** _____

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.)

Next Steps:

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

Teacher's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

FOLLOW-THROUGH OBSERVATION
EVIDENCE FOR DOMAINS 1,2 3 AND / OR 4

Teacher: _____ Observer: _____ Date: _____

Evidence	Related Components	Component Strength and Comment
		Component Area of Concern and Comment

Teacher response / evidence (optional):

DIFFERENTIATED SUPERVISION, OPTIONS, AND FORMS

Purpose

The purpose of providing differentiated supervision options is to support the ongoing professional growth of teachers. Providing multiple pathways for professional learning that foster an inquiry stance and a collaborative process should result in enhanced student growth. Teachers in collaboration with colleagues and their evaluator establish professional growth goals or inquiry questions. These goals and questions serve as the basis for identifying the most effective pathway of professional growth for each individual teacher.

Process

As a part of professional goal setting, professional staff will select their differentiated supervision option (options may be combined to support reaching a particular goal) and use the Goal Setting Form to list and track activities that support their goal. Goals can span multiple years. The Goal Setting Form will be completed and submitted to a teacher's supervisor by October 15th. A goal setting/inquiry focus meeting will be held in the fall, a mid-year check-in in January, and a final meeting by the end of the school year. The specific differentiated supervision options and products required to complete each option follow:

Options for Differentiated Supervision

Action Research	Reflection Journal
Coursework	Study Group
Lesson Study	Teacher Community Partnership
National Board Certification	Video-Audio Tape Analysis
Peer Coaching	Visitation
Process Portfolio	Writing for Publication

Description of Purpose and Process for each
Differentiated Supervision Option

Each of the differentiated supervision options described in this section may be used to support the learning goals/inquiry questions created in the differentiated supervision plan. When selecting a differentiated supervision option, it is critical to think about the direct connections the option(s) has to the specific learning outcomes desired for the professional as well as the direct impact the option can have on teaching and learning in the educational setting.

Action Research

Purpose

This option is a specific process for conducting inquiry involving problem posing, planning, systematic data collection, and interpretation of the data. The goal of action research is to improve teaching by asking well-defined questions about teaching practices, followed by systematically gathering and interpreting data to answer those questions. The final step in the process is to take action to improve teaching practice. Action research can be conducted by individuals or in groups.

Process

1. The teacher identifies a research question regarding the classroom, instructional practices, or educational theories.
2. A research plan is developed and shared with the supervisor. The plan will include: what data will be collected, how it will be analyzed, how results will be shared, and a timeline for research process.
3. As the research progresses, teachers may opt to keep a reflective journal.
4. The teacher is encouraged to share findings with other staff members.

Coursework
(Cost consideration – Payment for coursework will be in line with the terms of the SCAEA/SCASD Contract.)

Purpose

This option is offered to the professional employee who wishes to pursue a topic or area connected to their goal through coursework. The course should be selected to provide the staff member with new or improved skills that will benefit students.

Process:

1. The course must be mutually agreed upon by the professional employee and the supervising administrator and support the learning goals of the differentiated supervision plan. Learning from the coursework should be evidenced through classroom practice and the impact on student learning.
2. Funding of the coursework may be obtained by using provisions of the current contract or by using personal funds.
3. Summer courses may be used to satisfy this requirement.

Lesson Study
(Possible cost consideration.)

Purpose

The lesson study model goes beyond collaboration and includes co-planning and observing actual lessons with a focus on student thinking. This option allows a teacher to plan, observe, and refine "research lessons" designed to make real their long-term goals for student learning and development. You will work with colleagues or departments to develop a lesson together. One teacher will teach while others observe the lesson and all teachers will meet to discuss what went well and, what could be better, and what adjustments to the lesson could be shared.

Process

1. Identify lesson.
2. Identify teacher group.
3. Plan the lesson.
4. Identify "teacher" of lesson and observers.
5. Assess and gather resources.
6. Plan the assessment.
7. Implement the lesson.
8. Evaluate the lesson between "teacher" and "observers".
9. Adjust as agreed.
10. Re-teach with role changes at least once.
11. Participants will submit a written reflection about the experience to their supervisor.

National Board Certification
(Cost consideration – teacher will assume cost of National Board Certification process.)

Purpose

National Board Certification is an advanced teaching credential. It complements, but does not replace, a state's teacher license. It is valid for 10 years, and renewal candidates must begin the renewal process during their eighth or ninth years as NBCTs. Teachers selecting this option may want to consider a multiple year goal statement.

National Board Certification is achieved upon successful completion of a voluntary assessment program designed to recognize effective and accomplished teachers who meet high standards based on what teachers should know and be able to do. National Board Certification is available nationwide for most pre-K–12 teachers.

As part of the certification process, candidates complete 10 assessments that are reviewed by trained teachers in their certificate areas. The assessments include four portfolio entries that feature teaching practice and six constructed response exercises that assess content knowledge.

Process

1. Teacher begins by selecting the certification area that best fits their teaching expertise and reviewing the standards for accomplished teaching in that area.
2. After completing the application process, the candidate creates a portfolio in order to demonstrate teaching practice; it is comprised of four entries. Three are classroom based, where video recordings and examples of student work serve as supporting documentation. A fourth entry relates to accomplishments outside of the classroom – with families, the community or colleagues – and how they impact student learning. The requirements for these entries directly correlate to the PDE 430 categories for evaluation.
3. In addition, the candidate's content knowledge is demonstrated through the completion of six 30 minute Assessment Center Exercises developed for the chosen certificate area. Assessments are administered at over 300 computer-based testing centers across the United States.
4. Once the candidate submits the portfolio entries and completes the assessment center exercises, the complete work will be scored by a minimum of 12 teachers who have successfully completed intensive training and have been qualified for scoring based on their understanding of NBPTS standards and guidelines. The teacher will make this submission available to their supervisor.

Peer Coaching
(Pre-requisite training provided by the district is necessary to select this option. Possible cost consideration for guest teachers during the coaching process.)

Purpose

Peer coaching is a method of supervision that enables a staff member to work with a peer teacher in a clinical setting to examine, refine, and enhance professional performance. The peers work in a collaborative relationship that involves the teacher identifying the area of study for the peer coach and then together conducting a series of pre-conferences, observations, and post-conferences. The process is designed to improve instruction by shared analysis of lesson planning, details of the lesson, observational data and feedback.

Process

1. The teacher and peer coach must complete a series of supervision cycles (minimum three) during the school year (a cycle is defined as: pre-observation conference, observation/data collection, and post-observation conference).
2. A summary of the process will be shared with the supervisor.

Process Portfolio

Purpose

Teachers who are working to master the use of performance assessment in their classrooms may choose to experience the process themselves in this option. Portfolios begin with a focus question and progress to a plan to answer that question. Portfolios include a collection of artifacts and evidence that represent growth in thinking, planning, delivering, and assessing teaching.

Process

1. The portfolio should demonstrate growth in a particular area of choice, such as differentiated instruction, inclusion strategies or a district/building goal.
2. The topic of the portfolio should be agreed upon between the supervising administrator and professional employee.
3. Typical contents of a portfolio may be audio or video in nature and may include samples of tasks, student work, lesson plans, and snapshots or photos. Sometimes student letters, parent letters, research or graduate work related to the portfolio topic may be included.
4. Reflective captions should be included for each piece of evidence selected for the portfolio.
5. Portfolios should not simply be scrapbooks of lesson plans and student work, but rather they should be focused on the portfolio topic and should demonstrate growth. Since the professional development portfolio is designed to be a learner portfolio, it can look very different from one product to the other. The collection, selection and reflection, not the format, are the focus.
6. Periodically the teacher will share the portfolio with the supervisor.

Reflection Journal

Purpose

The purpose of a reflective journal is to provide a framework for writing about thoughts and perceptions relating to instructional and educational experiences. Journaling is designed to promote the processing of those experiences. Time for reflection fosters analysis. Journal formats may include a variety of forms: free writing, interactive journals, reaction, contemplation, elaboration, or cause and effect.

Process

The professional employee will state the purpose of the reflective writing and the format it will take. The methods of sharing the growth from the process will be identified within the action plan. Reflective journal entries will be submitted monthly to the supervisor. In addition, teachers may elect to create a collaborative journal process with colleagues.

Study Group, Critical Friends Group, or Conversation as Inquiry Group (CIG)
(May require some professional development prior to group formation.)

Purpose

The structure provides staff with a collegial and collaborative opportunity to select a topic or theme and then identify ways to study it. The mechanism for studying may involve discussions of current practice, analysis of practices, case studies, selected readings, field trips, guest speakers, and interviews.

Process
1. Small groups of professional employees initiate a topic for discussion. The methods of sharing the growth from the process will be identified within the action plan.
2. Interested staff members mutually agree upon convenient meeting times every four to six weeks.
3. Conversation is open-ended with a focus on ideas, theories, and practices about topic.
4. Members of the group, individually keep written records about insights and experiences that are shared with their supervisor.
5. Leadership is shared by all participants.

Teacher-Community Partnership

Purpose

This option allows teachers to collaborate with a business, community group or institution (education affiliate) to extend the school to community partnership for the benefit of students and/or the identified partner with the goal of a mutually beneficial partnership that is directly related to the teacher's learning goal.   Some examples include the bio-diesel project at the high school, PSU athletics with reading, service learning, counseling and mental health agencies.

Process

1. Teacher will develop a plan for partnership (could be short or long term).
2. Teacher will submit plan for approval with appropriate administrator(s).
3. Pending approval, the teacher will establish a meeting with community partner to discuss goals and outcomes of partnership.
4. Upon conclusion, a written summary or media summary will be shared with administrator(s) annually regarding status of the partnership.

Video/Audio Tape Analysis

Purpose

Professionals who thrive on visual or auditory feedback may select this option. The purpose of this process is to provide an avenue to view, create, or listen to lessons with the focus on analysis and identification of areas of strength as well as strategies that might be executed differently.

Process

1. The initial plan on the use of video or audio must be mutually agreed upon between the supervising administrator and professional employee. Technological support should also be identified at this time.
2. This activity is repeated over time and should be centered on a concept or activity mutually agreed upon between supervising administrator and professional employee.
3. Recordings can be analyzed individually or compared to previous recordings.
4. Observations on the thinking, behavior, and outcomes derived from the process must be shared in a reflective journal with the supervisor at least two times per year.

Visitation
(Possible cost consideration.)

Purpose

The purpose of this option is to provide the professional employee the opportunity to observe other classrooms or programs within or outside the district for a specific purpose as outlined in the supervision plan.

Process

1. The professional employee and evaluator agree upon the purpose outlined in the proposal. The evaluator should serve as a resource for locations to visit based upon the purpose. The methods of sharing the growth from the process will be identified within the action plan.
2. Up to three visits should be scheduled pending approval of dates by the building principal.
3. A rationale for selecting the site and a focus for the site visit should precede the visit.
4. A formal written summary of the visitations and the professional employee's growth will be shared with the evaluator.

Writing for Publication

Purpose

The purpose of this option is to offer the opportunity and encouragement for professionals to produce a written document based on research, experience, observation and/or data analysis. It can clarify thinking and offer other useful information to enhance teaching and learning.

Process

1. A stated publication topic as well as a projected timeline should be set and agreed upon by the supervising administrator and professional employee.
2. Format of publication should be agreed upon by the supervising administrator and professional employee.
3. Manuscript acceptance by a journal or periodical is not required for this option to be completed; writing for district purposes could be an acceptable product.
4. Share completed product with supervisor and possibly other professionals.

Differentiated Supervision Options:
Professional Development Action Plan

CYCLE YEAR		
SUP 1	SUP 2	SUP 3

Name: _____

School Year: _____

School: _____   Staff Position: _____

ACTION PLAN: Fall

STEP 1:   Describe the inquiry question or goal of your Differentiated Supervision plan.

Include:
- a connection to a particular district initiative,
- a list of any team members sharing this goal,
- anticipated timeline,
- expected results,
- a list of what resources or support you will need in order to meet your goal.

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STEP 2:   Teachers must choose at least one component related to their inquiry/goal, but may choose as many as are relevant.

Domain 1: Planning and Preparation
- □ 1a. Demonstrating Knowledge of Content and Pedagogy.
- □ 1b. Demonstrating Knowledge of Students.
- □ 1c. Selecting Instructional Outcomes.
- □ 1d. Demonstrating Knowledge of Resources.
- □ 1e. Designing Coherent Instruction.
- □ 1f. Designing Student Assessment.

Domain 2: Classroom Environment
- □ 2a. Creating a Climate of Respect and Rapport.
- □ 2b. Creating a Culture for Learning.
- □ 2c. Managing Classroom Procedures.
- □ 2d. Managing Student Behavior.
- □ 2e. Organizing the Physical Space.

Domain 3: Instruction
- □ 3a. Communicating with Students.
- □ 3b. Using Questioning and Discussion Techniques.
- □ 3c. Engaging Students in Learning.
- □ 3d. Assessing Student Learning.
- □ 3e. Demonstrating Flexibility and Responsiveness.

Domain 4: Professional Responsibilities
- □ 4a. Reflecting on Teaching.
- □ 4b. Maintaining Accurate Records.
- □ 4c. Communicating with Families.
- □ 4d. Participating in a Professional Community.
- □ 4e. Growing and Developing Professionally.
- □ 4f. Showing Professionalism.

STEP 3:   Teachers may choose from one of the following differentiated options
(Check off the option(s) to be used to complete your action plan)

□ Action Research	□ Peer Coaching	□ Teacher/Community Partnership
□ Course Work	□ Process Portfolio	□ Video/Web Analysis
□ Lesson Study	□ Reflective Journal	□ Visitations
□ National Board Certification	□ Study Group	□ Writing for Publication

STEP 4:   Indicate the anticipated types of evidence you will collect:

□ anecdotal observations	□ journaling	□ audio / video data
□ interviews	□ peer coaching data	□ Other (specify)
□ surveys	□ portfolio	_____
□ student work	□ teacher made materials	

Professional's Signature and Date: _____

Supervisor's Signature and Date of Approval for Steps 1, 2, 3: _____
Due October, 15th.

MID-YEAR REVIEW:

Describe progress made towards meeting goal of action plan. List appropriate evidence that supports the plan's completion and/or discuss any revisions or problems encountered. Revise original goal/inquiry question as needed.

Progress:

STEP 4:   Evidence Collected through midyear:

Date Collected	Description of Evidence	Attached? Y / N

Professional's Signature and Date: _____

Supervisor's Signature and Date of Approval for Step 4: _____

END OF YEAR REVIEW:

STEP 5: End of Year reflection of your Differentiated Supervision plan (Spring):

Reflect on how your instructional practice will be impacted by the completion of your action plan. What is or will be the impact on student achievement? How will you share the results of your plan with other professionals? Describe the evidence you have collected and include recommendations for further pursuits related to this goal/inquiry question, if any.

Evidence Collected throughout the year:

Date Collected	Description of Evidence	Attached? Y / N

STEP 6: Tentative proposal for next year (Spring):

Provide a tentative proposal for the next differentiated supervision activity to undertake. This may be related to the action plan just completed, or may travel a new path of growth for the professional.

Professional's Signature and Date: _____

Supervisor's Signature and Date of Approval for Step 6: _____

FINAL RATING FORM

Purpose

    To summarize a teacher's annual evaluation using the Final Rating Form. Teachers who do not have tenure will be evaluated using the Final Rating Form at the conclusion of each semester.

Process

    For teachers in evaluation, the evaluator completes Final Rating Form based on the evaluation process and observations completed.

    For teachers in supervision, the Final Rating Form is completed using the previous year's evaluation rating. If a teacher has evidence to support a different rating in any component(s), it may be shared with the evaluator for consideration in the final rating. "The rating tool requires evaluators to provide a rating in the 4 domains for all teachers every year regardless of their mode of supervision. While not collecting evidence through the clinical supervision process, evaluators should use Walk Throughs and other strategies to keep informed of the teacher's overall performance throughout the year. In the absence of data to the contrary, the rating assigned to a domain for the employee would revert to their most recent summative evaluation" (Pennsylvania Department of Educations, 2013).

FINAL SUMMARY
FORM

First Name: **Last Name:**   **School:**

Job Title: **Evaluator:**   **Date:**

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	Failing	Needs Improv	Proficient	Distinguished
1b. Demonstrating Knowledge of Students	Failing	Needs Improv	Proficient	Distinguished
1c. Setting Instructional Outcomes	Failing	Needs Improv	Proficient	Distinguished
1d. Demonstrating Knowledge of Resources	Failing	Needs Improv	Proficient	Distinguished
1e. Designing Coherent Instruction	Failing	Needs Improv	Proficient	Distinguished
1f. Designing Student Assessments	Failing	Needs Improv	Proficient	Distinguished

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	Unsatisfactory	Needs Improv	Proficient	Distinguished
2b. Establishing a Culture for Learning	Unsatisfactory	Needs Improv	Proficient	Distinguished
2c. Managing Classroom Procedures	Unsatisfactory	Needs Improv	Proficient	Distinguished
2d. Managing Student Behavior	Unsatisfactory	Needs Improv	Proficient	Distinguished
2e. Organizing Physical Space	Unsatisfactory	Needs Improv	Proficient	Distinguished

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	Unsatisfactory	Needs Improv	Proficient	Distinguished
3b. Using Questioning and Discussion Techniques	Unsatisfactory	Needs Improv	Proficient	Distinguished
3c. Engaging Students in Learning	Unsatisfactory	Needs Improv	Proficient	Distinguished
3d. Using Assessment in Instruction	Unsatisfactory	Needs Improv	Proficient	Distinguished
3e. Demonstrating Flexibility and Responsiveness	Unsatisfactory	Needs Improv	Proficient	Distinguished

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	Unsatisfactory	Needs Improv	Proficient	Distinguished
4b. Maintaining Accurate Records	Unsatisfactory	Needs Improv	Proficient	Distinguished
4c. Communicating with Families	Unsatisfactory	Needs Improv	Proficient	Distinguished
4d. Participating in a Professional Community	Unsatisfactory	Needs Improv	Proficient	Distinguished
4e. Growing and Developing Professionally	Unsatisfactory	Needs Improv	Proficient	Distinguished
4f. Showing Professionalism	Unsatisfactory	Needs Improv	Proficient	Distinguished

OVERALL PERFORMANCE LEVEL OF:

    Distinguished

    Proficient

    Needs Improvement

    Unsatisfactory

RECOMMENDED PLAN FOR NEXT YEAR

    Supervision Cycle

    Remain in Formal Evaluation Cycle

    Improvement Plan

    Non-Renewal/Termination

Teacher Signature: _____   Date: _____

Evaluator Signature: _____   Date: _____

PERFORMANCE IMPROVEMENT PLAN

Performance improvement is the result of a documented serious deficiency noted in either the professional evaluation or supervision/professional growth process. After the deficiency is determined, the evaluator will clearly and concisely communicate this to the teacher. The teacher, evaluator and central office staff will work together to develop a plan for remediation and improvement.

A teacher who does not meet expected levels of improvement is subject to an Unsatisfactory/Failing rating. Two consecutive Unsatisfactory/Failing ratings may result in a dismissal on the grounds of incompetence (Section 1122 of the Public School Code states "The only valid causes for termination of a contract heretofore or hereafter entered into with a professional employee shall be immorality; incompetency; unsatisfactory teaching performance based on two (2) consecutive ratings of the employee's teaching performance that are to include classroom observations, not less than four (4) months apart, in which the employee's teaching performance is rated as unsatisfactory…").

Performance Improvement Process

Step 1: The concern is identified, in writing, by the administrator and shared with the Assistant Superintendent, Supervisor of Elementary and Middle Level Education and the Director of Human Resources. Documentation of the performance deficiencies should be included.

At this time, a meeting will be scheduled with all appropriate administrators to discuss next steps.

Step 2: The appropriate evaluator shares, in writing, documented performance deficiencies with the teacher.
   a. Written notification includes all initial documentation along with the reason(s) for the placement and details of the deficiency.
   b. The documentation of deficiencies should be noted using the four domains:
      1. Domain 1: Planning and Preparation
      2. Domain 2: Classroom Environment
      3. Domain 3: Instruction
      4. Domain 4: Professional Responsibilities
   c. Documentation of deficiencies should be detailed based upon the components of each domain. (Please note that the same deficiencies can be notated in more than one component)
   d. Guidelines for what makes a deficiency Failing or Needs Improvement will assist in how the deficiency should be documented.

Step 3: The evaluator formulates objectives. (See template)
   a. Objectives for improvement should be based upon Domains 1 through 4 and the components identified under each Domain.
   b. Objectives should be concise and measurable.

Step 4:   The principal will determine what instructional assistance will be provided. This may include, but is not limited to:
   a. Peer guidance, consultation, and support to the teacher in improving performance to a satisfactory level
   b. Inclusion of a curriculum coordinator, instructional coach, and others with identified relevant experience.

Step 5:   A review of the plan will be held with the Assistant Superintendent or Supervisor of Elementary and Middle Level Education and the Director of Human of Resources.

Step 6:   As part of the Performance Improvement Plan, the evaluator will identify the type of support and feedback that will be given to the teacher. Specific time periods for regular meetings between the teacher and the evaluator will be determined as part of the plan.

Step 7:   As part of the Performance Improvement Plan, the Assistant Superintendent or Supervisor of Elementary and Middle Level Education will perform at least one evaluation. The time period(s) for the evaluation will be determined as part of the plan.

Step 8:   If the teacher continues to exhibit deficiencies, they will be appropriately documented. Based upon the 4 Domains, an Unsatisfactory evaluation will be given to the teacher. Note: If sufficient progress is made, an evaluation based upon the 4 Domains will reflect that the deficiencies remain but they will be noted as needs improvement rather than unsatisfactory.

Step 9:   The Assistant Superintendent or Supervisor of Elementary and Middle Level Education will review all data prior to an overall Unsatisfactory rating.

Step 10: Unsatisfactory Evaluation:
   a. Two consecutive unsatisfactory ratings of a professional employee , not less than four months apart, are necessary to dismiss on the ground of incompetence. The district MUST give the teacher notice of the unsatisfactory performance and an opportunity to improve. The rating timeline is typically January and June, but specific facts and circumstances may warrant a different rating timeline.
   b. The superintendent must approve and sign all unsatisfactory evaluation forms.

Employees have the right to respond to an unsatisfactory evaluation. This response must be in writing and submitted no later than 7 days after review of the evaluation. The evaluation and response will be placed in the personnel file. All documentation related to the unsatisfactory/failing evaluation(s) and performance improvement process will be placed in the personnel file.

PERFORMANCE IMPROVEMENT PLAN

Teacher: _____   Date: _____

Check appropriate category(ies):

- ☐ Domain 1: Planning and Preparation
- ☐ Domain 2: Classroom Environment
- ☐ Domain 3: Instruction
- ☐ Domain 4: Professional Responsibilities

Specific Concerns:

Plan (Methods/Strategies):

Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date:

Teacher Signature: _____   Date: _____

Administrator Signature: _____   Date: _____

cc: Human Resources

APPLICATION FOR INSTRUCTIONAL II CERTIFICATION

In order to obtain Instructional II Certification, Instructional I teachers will have six semi-annual evaluations of satisfactory performance. This satisfactory service is verified via the Teacher Information Management System (TIMS).

1. Human Resources will supply each evaluator with a list of teachers with their date of hire, certification, and termination date of the certificate.
2. Human Resources will supply the list by mid-November and mid-April.
3. Evaluators will double check the list to make sure the information is consistent and notify Human Resources of any inconsistencies by the end of November and the end of April.
4. Human Resources will issue a letter to all Instructional I teachers who have completed three years of satisfactory service. This letter will contain the number of credits accumulated towards the 24 required credits.
5. Human resources will supply all evaluators with a spreadsheet of Instructional I teachers' years of service on their certificate and the number of accumulated credits.
6. It is the responsibility of the Instructional I teacher to access the TIMS system to apply for Instructional II certification.

TENURE

Under the Public School Code, upon the successful completion of a three-year probationary period a teacher obtains tenure. This means a teacher is eligible for tenure if they have served a probationary period of three years and have received a satisfactory rating during the last four months of the final year. Substitute teacher service does not count towards the probationary period. Part-time service does not preclude a teacher from achieving tenure.

How are probationary teachers evaluated? The superintendent is responsible for supervising the evaluation of all teachers under an approved rating system. Ratings may be performed by the superintendent, assistant superintendent, or principal who has supervision over the work of the employee who is being rated. Superintendents are required to ensure that temporary professional employees are rated at least once a semester.

When a professional employee is eligible for tenure, the human resources office contacts the supervisor to verify eligibility for tenure. Once eligibility is confirmed, the human resources office prepares a list of employees for the Board of School Directors to review and approve. Upon approval for tenure by the Board of School Directors, the professional employee's name will be forwarded to the Pennsylvania Department of Education as a tenured teacher.

GLOSSARY

Differentiated Supervision - is a process designed to enhance professional growth and subsequently enhance student learning. Teachers participate in a differentiated supervision process every year that they are not being evaluated.

Evaluation – is a process designed to assess the quality of teacher performance and identify areas for growth. The evaluation cycle consists of two observations, one announced and one unannounced, with ratings in the four Domains.

Inquiry - "Inquiry is defined as systematic intentional study by educators of their own practice. So, rather than research being done *to* teachers, the practice of practitioner inquiry empowers teachers to engage in research on *their own* practice, wrapping their learning around the learning of their students" Dana, N. (n. d.). Citing Websites. In *University of Florida Lastinger Center for Learning.* Retrieved June 2, 2013, from http://lastingercenter.com/developing-master-teachers/teacher-inquiry-leader/.

Walk Through – is a process by which an evaluator informally visits classrooms to monitor instructional delivery of the district curriculum, instructional strategies employed, and the assessments utilized to monitor student learning.

Walk the Walls – is a process by which an evaluator arrives early to a classroom observation to make note of items posted and displayed in the classroom.

<div align="center">

Framework Rubrics

Teacher Self-Assessment _____ **Evaluator Assessment** _____

</div>

Teacher _____ **Observer** _____ **Date** _____ **Class/Lesson** _____

<div align="center">

Domain 1: Planning and Preparation

</div>

Component	Failing	Needs Improvement	Proficient	Distinguished	NA
1a. Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of pre-requisite relationships important to students' learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to students' learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of pre-requisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	
1b. Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.	

			this knowledge about groups of students.		
1c. Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.	
1d. Demonstrating Knowledge of Resources	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.	
1e. Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing	Teacher coordinates 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 learning activities have reasonable time allocations; they represent significant cognitive challenge, with some	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.	

	Instructional groups do not support the instructional outcomes and offer no variety.	some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.	
1f. Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.	

Framework Rubrics

Domain 2: The Classroom Environment

Component	Failing	Needs Improvement	Proficient	Distinguished	NA
2a. Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.	
2b. Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.	
2c. Managing	Much instructional time is lost	Some instructional time is lost	There is little loss of instructional	Instructional time is maximized	

Classroom Procedures	through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.	
2d. Managing Student Behavior	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	
2e. Organizing Physical Space	The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	

Domain 3: Instruction

Component	Failing	Needs Improvement	Proficient	Distinguished	NA
3a.Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.	
3b. Using Questioning and Discussion Techniques	Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion,	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	

		another, but with uneven results.	employing a range of strategies to ensure that most students are heard.		
3c. Engaging Students in Learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.	
3d. Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.	

				Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.	
3e. Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.	

Framework Rubrics

Domain 4: Professional Responsibilities

Component	Failing	Needs Improvement	Proficient	Distinguished	NA
4a. Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, Complete with the probable success of different courses of action.	
4b. Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.	
4c. Communicating with Families	Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional	

			appropriate manner.	program are frequent and successful.	
4d. Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving.

Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.

Teacher avoids becoming involved in school events or school and district projects. | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.

Teacher becomes involved in the school's culture of professional inquiry when invited to do so.

Teacher participates in school events and school and district projects when specifically asked to do so. | Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.

Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.

Teacher takes a leadership role in promoting a culture of professional inquiry.

Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. | |
| **4e. Growing and Developing Professionally** | Teacher engages in no professional development activities to enhance knowledge or skill.

Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.

Teacher makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher participates in professional activities to a limited extent when they are convenient.

Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.

Teacher finds limited ways to contribute to the profession. | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.

Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.

Teacher participates actively in assisting other educators. | Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.

Teacher seeks out feedback on teaching from both supervisors and colleagues.

Teacher initiates important activities to contribute to the profession. | |
| **4f. Showing Professionalism** | Teacher displays dishonesty in interactions with colleagues, students, and the public.

Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.

Teacher makes decisions and | Teacher is honest in interactions with colleagues, students, and the public.

Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.

Teacher's decisions and | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.

Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. | Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.

Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or | |

recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.	