

POTTSTOWN SCHOOL DISTRICT

Implementing Standards for Effective Teaching through the Differentiated Plan for Professional Growth

❖Observation

Documenting the teaching and learning process for the purpose of mutual reflection on the effectiveness of instruction and professional growth.

❖Supervision

The act of leading, supporting, and at times directing the organization and its members for the purpose of improving student achievement.

❖Development

Improving professional practice through self-reflection and goal setting.

❖Evaluation

Judging the merit/quality of the teaching-learning process for purposes of professional accountability.

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Introduction

Teacher Effectiveness System (Act 82)

The Differentiated Plan Of 2003 was revised in part to meet the new state requirements as articulated in Act 82 of 2012.

Who is affected by the rating system requirements of Act 82?

- The new rating system is required for all school districts, intermediate units and area vocational-technical schools.
- Beginning with the 2013-14 school year, professional employees * and temporary professional employees ** who provide direct instruction to students related to a specific subject or grade level [classroom teachers].

**Professional employee – a professional employee includes all individuals working in permanent positions requiring certification who have earned, and hold, tenure rights under the Public School Code.*

***Temporary professional employee – a temporary professional employee is defined in the Public School Code as “an individual who has been employed to perform, for a limited time, the duties of a newly created position or of a regular professional employee whose services have been terminated by death, resignation, suspension or removal.*

- Beginning with the 2014-15 school year, professional employees who are education specialists or who provide services other than classroom instruction [non-teaching professional employees].

What does Act 82 require to be included in the components of the classroom teachers’ rating tool?

- Classroom observation and practice models related to student achievement in the following areas: planning and preparation; classroom environment; instruction; and professional responsibilities.
- Student performance, which shall comprise 50% of the overall teacher rating.
 - ❖ 15% building-level data including, but not limited to, all of the following:
 - Student performance on assessments.
 - Value-added assessment system/PVAAS data.
 - Student graduation rate as reported to the PDE.
 - Student promotion rate.
 - Student attendance rate.
 - Student advanced placement course participation.
 - Student scholastic aptitude test and preliminary scholastic aptitude test data.
 - ❖ 15% teacher-specific data including, but not limited to, student achievement attributable to a specific teacher as measured by all of the following:
 - Student performance on assessments.
 - Value-added assessment system/PVAAS data.
 - Progress in meeting the goals of student IEPs.
 - Locally developed school district rubrics.
 - ❖ 20% elective data including measures of student achievement that are locally developed and

selected by the school district from a list approved by the department and published in the *Pennsylvania Bulletin* by June 30 of each year including, but not limited to, the following:

- District-designed measures and examinations.
- Nationally recognized standardized tests.
- Industry certification examinations.
- Student projects pursuant to local requirements.
- Student portfolios pursuant to local requirements.

What are the required performance levels/rating scales?

- Employees are to be rated as “distinguished,” “proficient,” “needs improvement,” and “failing.”
- Distinguished and proficient are considered satisfactory.
- “Needs Improvement” is considered *satisfactory*, except that any subsequent needs-improvement rating issued by the same employer within 10 years of the first needs improvement rating will be considered unsatisfactory. This only applies if the second needs improvement rating is issued “in the same certification.”
- Both “needs improvement” and “failing” shall require the employee to participate in a performance improvement plan.
- No employee shall be rated “needs improvement” or “failing” based solely on student test scores.
- The PDE shall develop rating scales and overall score ranges for the four performance levels.

How often are employees required to be rated?

Professional employees are required to be rated at least once every year. Temporary professional employees are required to be rated at least twice annually.

Who is required to rate employees?

All ratings are required to be performed by or under the supervision of the chief school administrator. The chief school administrator may delegate employee ratings to an assistant administrator, a credentialed supervisor or a principal who has supervision over the work of the employee being rated. The chief school administrator is required to approve all unsatisfactory ratings.

Teacher Effectiveness System

Observation/Evidence

Danielson Framework Domains
1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities
See Attached Rubric

Building Level Data

PSSA Achievement
PVAAS Growth
Graduation Rate
Promotion Rate
Attendance
AP Course Participation
SAT/PSAT

Building Level
Data, 15%

Teacher Specific Data

PVAAS Growth

Teacher Specific
Data, 15%

Observation/
Evidence,
50%

Elective
Data,
20%

Elective Data/SLOs

District Designed
National Tests
District Rubrics
IEP Growth
Projects
Portfolios
Surveys
PDE Standards for Review and Approval

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Differentiated Plan for Professional Growth

Nothing in this Differentiated Plan for Professional Growth is to be construed as limiting in any way the managerial prerogatives of the Board of School Directors. The Differentiated Plan is not to be construed by an arbitrator as an amendment or modification of the Collective Bargaining Agreement, nor shall its use be considered in determining past practice or District policy. The Board retains the right to discipline and/or dismiss teachers for any reason that is consistent with the law of the Commonwealth of Pennsylvania, notwithstanding anything contained in, recited in, or implied by the terms of this Differentiated Plan.

Philosophy of Education

The Pottstown School District inspires students to become responsible citizens in a dynamic and diverse world through quality teaching, family involvement, community partnerships, and responsible fiscal management. With daily attention to our mission, we will achieve our vision of “preparing every student by name for success at the next level.”

Philosophy of Supervision and Evaluation

Turning to the Differentiated Plan for Professional Growth, it was the committee’s intent to include factors that are known to contribute to professional learning and to enhance the accountability for professional practice. These factors are:

- Reflection on Practice

- Collaboration

- Self-Assessment and Self-Directed Inquiry

- Professional Learning Communities

 - Formative and Summative Assessment (“Teacher Evaluation,” by Danielson and McGreal ASCD, 2000 publication, p. 25-26)

Classroom Visitations

Teachers, Administrators, and Supervisors are encouraged to visit classrooms as a component of professional growth and development. Such visitations should be intentional and collaborative as well as provide opportunities to observe and demonstrate best practice.

Visitations are a recommended strategy for colleagues to collaborate with each other for professional growth; visitations may also be recommended by colleagues or by a supervisor. More formal visitations may be scheduled by administration to visit grade levels, departments, or random classrooms to collect school improvement data to share with the staff.

Frameworks for Teaching

This framework is grounded in the work of Charlotte Danielson which the Department of Education is using as the required format for evaluation purposes. Danielson’s work articulates four domains with related benchmarks as the Standards for Effective Teaching.

This framework is outlined below (See the four domains with respective components.)

Standards for Effective Teaching: A Summary	
<p><u>Domain 1: Planning and Preparation</u></p> <p>A. A teacher demonstrates knowledge of content and pedagogy.</p> <p>B. A teacher demonstrates knowledge of students.</p> <p>C. A teacher selects instructional goals.</p> <p>D. A teacher demonstrates knowledge of resources.</p> <p>E. A teacher designs coherent instruction.</p> <p>F. A teacher assesses student learning.</p>	<p><u>Domain 2: The Classroom Environment</u></p> <p>A. A teacher creates an environment of respect and rapport.</p> <p>B. A teacher establishes a culture for learning.</p> <p>C. A teacher manages classroom procedures.</p> <p>D. A teacher manages student behavior.</p> <p>E. A teacher organizes the instructional area.</p>
<p><u>Domain 3: Instruction</u></p> <p>A. A teacher communicates in a clear, audible, and articulate manner.</p> <p>B. A teacher uses questioning and discussion techniques.</p> <p>C. A teacher engages students in learning.</p> <p>D. A teacher uses assessment in instruction.</p> <p>E. A teacher demonstrates flexibility and responsiveness.</p>	<p><u>Domain 4: Professional Responsibilities</u></p> <p>A. A teacher is reflective.</p> <p>B. A teacher maintains accurate records.</p> <p>C. A teacher communicates with families.</p> <p>D. A teacher contributes to the school and district.</p> <p>E. A teacher grows and develops professionally.</p> <p>F. A teacher shows professionalism.</p>

The Framework for Teaching: Domains, Components and Elements

DOMAIN 1: PLANNING AND PREPERATION	DOMAIN 2: THE CLASSROOM ENVIRONMENT
<p>Component 1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge on content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy <p>Component 1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students’ skills, knowledge, and language proficiency • Knowledge of students’ interests and cultural heritage • Knowledge of students’ special needs <p>Component 1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>Components 1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students <p>Component 1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources · Instructional groups · Lesson and unit structure <p>Component 1f: Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<p>Component 2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interactions with other students <p>Component 2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of the content • Expectations for learning and achievement • Student pride in work <p>Component 2c. Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals <p>Component 2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior <p>Component 2e: Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: INSTRUCTION
<p>Component 4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>Component 4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Noninstructional records <p>Component 4c: Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>Component 4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects <p>Component 4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>Component 4f: Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students and Advocacy • Decision making • Compliance with school and district regulations 	<p>Component 3a: Communicating with Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <p>Component 3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation <p>Component 3c: Engaging Student in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>Component 3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>Component 3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence

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DOMAIN 1: PLANNING AND PREPARATION

	Unsatisfactory	Basic	Proficient	Distinguished
1a Demonstrating Knowledge of Content and Pedagogy	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>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.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
1b Demonstrating Knowledge of Students	<p>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.</p>	<p>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.</p>	<p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</p>	<p>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.</p> <p>This information is acquired for individual students.</p>

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<p style="text-align: center;">1c Setting Instructional Outcomes</p>	<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>
<p style="text-align: center;">1d Demonstrating Knowledge of Resources</p>	<p>Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p style="text-align: center;">1e Designing Coherent Instruction</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>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.</p> <p>Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>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.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>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.</p> <p>Learning activities are differentiated appropriately for individual learners.</p> <p>Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>

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1f Designing Student Assessments	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>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.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>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.</p>
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DOMAIN 2: THE CLASSROOM ENVIRONMENT

<p align="center">2a Creating an Environment of Respect and Rapport</p>	<p>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.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>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.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>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.</p>
<p align="center">2b Establishing a Culture for Learning</p>	<p>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.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>

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

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DOMAIN 3: INSTRUCTION

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

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3c Engaging Students in Learning	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>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.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>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.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>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.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
3d Using Assessment in Instruction	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>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.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>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.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>
3e Demonstrating Flexibility and Responsiveness	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>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.</p> <p>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.</p>

**The Framework for Teaching Evaluation Instrument 2011- Rubric
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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<p align="center">4a Reflecting on Teaching</p>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>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.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>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.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
<p align="center">4b Maintaining Accurate Records</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>
<p align="center">4c Communicating with Families</p>	<p>Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>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.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>

**The Framework for Teaching Evaluation Instrument 2011- Rubric
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<p align="center">4d Participating in a Professional Community</p>	<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>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.</p>
<p align="center">4e Growing and Developing Professionally</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>

**The Framework for Teaching Evaluation Instrument 2011- Rubric
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4f Showing Professionalism	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
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OVERVIEW OF DIFFERENTIATED PLAN FOR PROFESSIONAL GROWTH

Each of the three tracks outlines a supervision format through which teachers rotate during their careers.

<u>TRACK 1</u> INTENSIVE FOCUS	<u>TRACK 2</u> CLINICAL FOCUS	<u>TRACK 3</u> PROFESSIONAL LEARNING FOCUS
<p>Teacher Experience: Year 1-3 or assigned</p> <p>System: <u>Year 1:</u> 2 announced observations (administrator) 2 observations by mentor (of those required in the Induction Plan).</p> <p>Summative Documentation/ Reflection Form (teacher)</p> <p>Summative Evaluation Form (administrator)</p> <p><u>Year 2-3:</u></p> <ul style="list-style-type: none"> •2 observations per semester (administrator) (one announced, one unannounced) •Portfolio (requirements from Induction Plan) •Summative Documentation/ Reflection Form (teacher and administrator) <p>Summative Evaluation Form (administrator)</p>	<p>Teacher Experience: Years 4-5 or assigned</p> <p>System: 2-year track (from Track 1)</p> <ul style="list-style-type: none"> •1 formal observation + evidence of growth via peer collaboration. <p>1-year track (from Track 3)</p> <ul style="list-style-type: none"> •1 formal observation + evidence of growth via peer collaboration. <p>Summative Documentation/ Reflection Form (teacher and administrator)</p> <p>Summative Evaluation Form (administrator)</p> <p>Provide evidence of collaborative growth effort, such as:</p> <ul style="list-style-type: none"> •Evidence of peer visitation(s) •Discussion of effective instructional strategies •Review assessment, attendance, or behavior data with a colleague <p>Faculty Meeting Presentations</p>	<p>Teacher Experience: Years 6+ or assigned</p> <p>System: A 3-year cycle</p> <p><u>Years 1-3:</u> Develop and implement a Professional Growth plan that is in line with District mission, vision, and values: Optional formats:</p> <ul style="list-style-type: none"> •as part of a professional learning community (collaboration with teacher in building, district, or out of District. •as an independent project (document collaborative growth efforts). •as an extension of district/building goals <p>Summative Documentation/ Reflection Form (teacher and administrator)</p> <p>Summative Evaluation Form (annually by administrator)</p> <p><u>Year 4:</u> Return to Track 2</p>

Track I: INTENSIVE FOCUS

Description:

The purpose of the Intensive Development process is to ensure that Standards for Effective Teaching (Domains 1-4) are understood, accepted, and demonstrated; to provide accountability for decisions that lead to continued employment with the District; to connect supervision to the Induction Plan for new teachers; and to improve student achievement.

Participants:

Teachers in Year 1-3 or assigned as follows:

- Non-tenured teachers (temporary professionals or inductees)
- Teachers who obtained tenure prior to employment by the Pottstown School District will participate in Intensive Development for the first year of employment by the Pottstown School District.
- A teacher in Track II or III who receives two failing/unsatisfactory observations or one failing/unsatisfactory rating in a school year is assigned to Track I and provided with a specific plan for improvement (p. 22).

Track I Requirements

Classroom Observations (4/year)

Year 1:

- a. One announced formal observation is required by an administrator in semester 1 and semester 2.
- b. Observations will be completed throughout the Induction process as outlined in the Induction Program Journal. (Mentor observations are non-evaluative)

Year 2-3:

Two observations by an administrator are required per semester. One will be **announced** and one will be **unannounced**. Additional observations may be completed at the administrator's discretion or upon the teacher's request.

With satisfactory observations and ratings in Year 2, the Year 3 observations may be reduced from two to one per semester (announced or unannounced).

Additional Supervision Requirements:

1. All professional employees are accountable to meet annual building goals.

2. It is the responsibility of the administration to ensure that all new employees participate in a District Orientation Program (EX: Attend Opening In-service, connect with a mentor, principal, colleague, Dept. Chair, or Federation Rep, to review the most pertinent procedures and expectations for new employees; the mentor is responsible for a more comprehensive orientation with an overview of items on the orientation checklist located in the Induction Journal.)
3. Temporary Professional Employees must complete the requirements of the District's Induction Plan. Administration may determine that a new professional employee complete the District's Induction Plan or a component thereof.
4. Assigned teachers must complete all requirements for improvement.
5. All teachers complete the requirements of the Summative Evaluation process (p. 20).

OBSERVATION PROCESS

Formal observations are announced and unannounced. An **announced** observation requires a pre and post-observation conference form (pgs. 33-37). An **unannounced** observation only requires the post-observation conference. The **minimum length** of any observation is **40 minutes**. The Danielson 4-domain rubric will be used for reflection on all observations, but will not be used as a "check-list" where teachers would be required to demonstrate proficiency in all items at once. Rather, the rubric should be used during reflection to inform practice, celebrate successes and point out areas for growth.

If an observation is rated failing, the administrator must conduct a subsequent observation within 20 school days.

NOTE: This Differentiated Plan does not limit administrators from conducting additional classroom visitations (informal) or classroom observations (formal). The teacher also has the right to request additional observations.

Pre-Observation Conference **(Required for announced observations)**

Teacher is notified at least 72 hours prior to the pre-observation conference; the teacher then submits the Observation/reflection form and lesson plan at least 48 hours before the pre-observation conference. This form serves to focus the pre-conference on the domains 1 & 4.

The observation must be held within three school days of the pre-observation conference. Should the observation not be completed within the three school days, a new pre-observation conference must be held (**or the observation may be recorded as an unannounced observation**).

The teacher and the administrator will each sign the Observation / Reflection Form and receive a copy prior to the observation.

Classroom Observation

The administrator will complete the Observation / Reflection Form.

The **administrator** must record scripted observation notes about the lesson. These scripted observation notes will be given to the teacher by the end of the school day of the observation. An analysis of these notes will be discussed at the post-observation conference.

The **teacher** has the option to provide clarification to the scripted observer notes by the close of the next school day after the observation.

Post-Observation Conference (Required for announced and unannounced observations)

The conference **will** occur within **five school days** of the teacher clarification submitted to the observer. If the conference is delayed, the reason must be noted on the Observation / Reflection Form. A post conference that must be delayed requires mutual agreement of the administrator and teacher.

The teacher will bring the completed reflection component to the Post-Conference.

The post-observation conference discussion will include:

- a review of the pre-observation conference/lesson objective/standard(s)
- an analysis of the observation focus/goal
- strengths
- areas for growth

Observation Follow-up

(Required for announced and unannounced observations)

Following the post-observation conference:

- The administrator will complete the Observation / Reflection Form within five school days from the Post Observation conference observation.
- The teacher and administrator will sign the form.

All failing/unsatisfactory observations must be supported with specific written recommendations for improvement incorporated into the Observation / Reflection Form.

A teacher who receives two failing/unsatisfactory observations in a school year will require an Improvement Plan and will be assigned to Track I (Intensive Development). (See Assistance Categories, p. 22).

Pre-Conference Summary Forms will be sent to:

- Teacher
- Observer
- Other professionals as agreed upon by the teacher and observer

Post-Conference Summary Forms will be sent to:

- Teacher
- Observer
- Personnel Office
- Other professionals as agreed upon by the teacher and observer

Track II: CLINICAL FOCUS

Description:

The purpose of the Clinical Focus category is to provide a transition from an intensive observation format to a more self-directed model of supervision; to provide a cycle of clinical observation for experienced staff; to reinforce the application of the Standards for Effective Teaching (Domains 1-4); to promote professional collaboration; and to improve student achievement.

Participants:

- Teachers in Year 4-5, moving from Track I
- Teachers assigned to Track II
- Teachers transitioning from Track III

Track II Requirements:

- One formal observation (announced or unannounced) is required by an administrator and is to be completed by **February 15**.
- Provide evidence of collaborative growth effort, such as:
 - Evidence of peer visitation(s)
 - Discussion of effective instructional strategies
 - Review assessment, attendance, or behavior data with a colleague
 - Faculty Meeting Presentations
- All teachers are accountable to meet annual building goals.
- All teachers complete the requirements of the Summative Evaluation process (p. 20).

OBSERVATION PROCESS

Formal observations are announced and unannounced. An **announced** observation requires a Observation/Reflection form. An **unannounced** observation only requires the post-observation conference. The **minimum length** of any observation is **40 minutes**. The Danielson 4-domain rubric will be used for reflection on all observations, but will not be used as a “check-list” where teachers would be required to demonstrate proficiency in all items at once. Rather, the rubric should be used during reflection to inform practice, celebrate successes and point out areas for growth.

If an observation is rated Failing, the administrator must conduct a subsequent observation within 20 school days.

NOTE: This Differentiated Plan does not limit administrators from conducting additional classroom visitations (informal) or classroom observations (formal). The teacher also has the right to request additional observations.

Pre-Observation Conference

(Required for announced observations)

Teacher is notified at least 72 hours prior to the pre-observation conference; the teacher then submits the pre-observation conference form and lesson plan at least 48 hours prior to the pre-observation conference. This form serves to focus the pre-conference on the domains 1 & 4.

The observation must be held within three school days of the pre-observation conference. Should the observation not be completed within the three school days, a new pre-observation conference must be held (**or the observation may be recorded as an unannounced observation**).

The teacher and the administrator will each sign the Observation / Reflection Form and receive a copy prior to the observation.

Classroom Observation

The administrator will complete the Observation / Reflection Form.

The **administrator** must record scripted observation notes about the lesson. These scripted observation notes will be given to the teacher by the end of the school day of the observation. An analysis of these notes will be discussed at the post-observation conference.

The **teacher** has the option to provide clarification to the scripted observer notes by the close of the next school day after the observation.

Post-Observation Conference (Required for announced and unannounced observations)

The conference **will** occur within **five school days** of the teacher clarification submitted to the observer. If the conference is delayed, the reason must be noted on the Observation / Reflection Form. A post conference that must be delayed requires mutual agreement of the administrator and teacher.

The teacher will bring the completed reflection component to the Post-Conference.

The post-observation conference discussion will include:

- A review of the pre-observation conference/lesson objective/standard(s)
- An analysis of the observation focus/goal
- Strengths
- Areas for Growth

Observation Follow-up

(Required for announced and unannounced observations)

Following the post-observation conference:

- The administrator will complete the Observation / Reflection Form within five school days from the Post Observation conference observation.
- The teacher and administrator will sign the form.

All failing observations must be supported with specific written recommendations for improvement incorporated into the Observation / Reflection Form.

A teacher who receives two failing observations in a school year will require an Improvement Plan and will be assigned to Track I (Intensive Development, see Assistance Categories).

Pre-Conference Summary Forms will be sent to:

- Teacher
- Observer
- Other professionals as agreed upon by the teacher and observer

Post-Conference Summary Forms will be sent to:

- Teacher
- Observer
- Personnel Office
- Other professionals as agreed upon by the teacher and observer

Track III: PROFESSIONAL LEARNING FOCUS

Description:

The purpose of Professional Learning Focus is to provide an independent model for professional growth. Experienced teachers who have demonstrated competence in applying the Standards of Effective Teaching (Domains 1-4) are assigned to this track.

During this three year period, teachers in collaboration with administration, other staff members, or colleagues external to the District, develop and implement a Professional Growth plan that is in line with the District mission, vision, and values. This plan may be completed in a number of formats:

- As part of a professional learning community (collaboration with teacher in building, district, or out of District)
- As an independent project with documented collaborative growth efforts
- As an extension of district/building goals.

Participants:

- Teachers in Year 6 or beyond
- Teachers assigned

Track III Requirements:

- Teachers in this track will have a formal **summative evaluation at the end of each school year** but WILL NOT be required to have formal classroom observations. Classroom observations may be completed as part of Track III as initiated by the teacher or administrator.
- At the beginning of Track III, teachers, in collaboration with their building principal and/or supervisor, establish a plan for professional growth. The plan includes measurable goals and method(s) of presentation and evaluation. *All plans and goals must be linked to the Standards for Effective Teaching (Domains 1-4)*; must support district, building, or departmental initiatives; and must include the potential effect of the work on student learning/achievement.
- At the conclusion of Track III, teachers are required to meet with their building principal and/or supervisor to review their accomplishments and present evidence of goal attainment. Administrators document goal attainment on the Classroom Teacher Rating Tool Form (PDE 82-1).

OBSERVATION PROCESS (If Utilized)

Formal observations are announced and unannounced. An **announced** observation requires a pre and post-observation conference form. An **unannounced** observation only requires the post-observation conference. The **minimum length** of any observation is **40 minutes**. The Danielson 4-domain rubric will be used for reflection on all observations, but will not be used as a “check-list” where teachers would be required to demonstrate proficiency in all items at once. Rather, the rubric should be used during reflection to inform practice, celebrate successes and point out areas for growth.

If an observation is rated failing, the administrator must conduct a subsequent observation within 20 school days.

NOTE: This Differentiated Plan does not limit administrators from conducting additional classroom visitations (informal) or classroom observations (formal). The teacher also has the right to request additional observations.

Pre-Observation Conference **(Required for announced observations)**

Teacher is notified at least 72 hours prior to the pre-observation conference; the teacher then submits the observation/reflection form and lesson plan at least 48 hours prior to the pre-observation conference. This form serves to focus the pre-conference on the domains 1 & 4.

The observation must be held within three school days of the pre-observation conference. Should the observation not be completed within the three school days, a new pre-observation conference must be held (**or the observation may be recorded as an unannounced observation**).

The teacher and the administrator will each sign the Observation / Reflection Form and receive a copy prior to the observation.

Classroom Observation

The administrator will complete the Observation / Reflection Form.

The **administrator** must record scripted observation notes about the lesson. These scripted observation notes will be given to the teacher by the end of the school day of the observation. An analysis of these notes will be discussed at the post-observation conference.

The **teacher** has the option to provide clarification to the scripted observer notes by the close of the next school day after the observation.

Post-Observation Conference (Required for announced and unannounced observations)

The conference **will** occur within **five school days** of the teacher clarification submitted to the observer. If the conference is delayed, the reason must be noted on the Observation / Reflection Form. A post conference that must be delayed requires mutual agreement of the administrator and teacher.

The teacher will bring the completed reflection component to the Post-Conference.

The post-observation conference discussion will include:

- A review of the pre-observation conference/lesson objective/standard(s)
- An analysis of the observation focus/goal
- Strengths
- Areas for Growth

Observation Follow-up

(Required for announced and unannounced observations)

Following the post-observation conference:

- The administrator will complete the Observation / Reflection Form within five school days from the Post Observation conference observation.
- The teacher and administrator will sign the form.

All failing observations must be supported with specific written recommendations for improvement incorporated into the Observation / Reflection Form.

A teacher who receives two failing/unsatisfactory observations in a school year will require an Improvement Plan and will be assigned to Track I (Intensive Development, see Assistance Categories).

Pre-Conference Summary Forms will be sent to:

- Teacher
- Observer
- Other professionals as agreed upon by the teacher and observer

Post-Conference Summary Forms will be sent to:

- Teacher
- Observer
- Personnel Office
- Other professionals as agreed upon by the teacher and observer

SUMMATIVE EVALUATION (PDE 82-1)

The summative evaluation is a process that assesses the teacher's performance in four areas and results in the completion of a form required by the state of Pennsylvania. The form titled "Classroom Teacher Rating Tool Form (PDE 82-1)" requires the evaluation of a teacher in four domains.

The four domains are:	The following components will be used when completing the Summative Evaluation Form:	This scale will be used for each of the four ratings.
1.Planning and Preparation 2.Classroom Environment 3.Instruction 4.Professional Responsibilities	<ul style="list-style-type: none">•Teacher Observation and Practice Rating•Building Level Rating•Teacher Specific Rating•Elective Rating	<ul style="list-style-type: none">❖Distinguished❖Proficient❖Needs Improvement❖Failing

Distinguished

A Distinguished Performance Rating acknowledges a teacher who exhibits superior effort and performance during a particular school year. They are master teachers whose classrooms operate at a qualitatively different level from those of other teachers. Such classrooms consist of a community of learners with students that are highly motivated, engaged, and assume considerable responsibility for their own learning.

Proficient

Teachers performing at the Proficient level have mastered the work of teaching while working to improve their practice. They can also serve as resources to one another as they participate in a professional community.

Needs Improvement

An overall rating of Needs Improvement is a satisfactory rating that must be substantiated by anecdotal records* and discussed with the employee. Requirements for improvement will be provided. A second needs improvement rating within ten years of the first final rating of needs improvement where the employee is in the same certification shall be considered unsatisfactory.

Failing

A Failing evaluation rating must be substantiated by anecdotal records* and discussed with the employee. The employee will be provided with a formal Improvement Plan. Notwithstanding the provision of a formal Improvement Plan, the District retains the managerial prerogatives and discretion set forth in the Differentiated Plan for Professional Growth (p. 6).

***Anecdotal Records** in the above descriptions refer to the following: observation reports, conference summaries, memos, anecdotal notes and descriptions. These are only considered anecdotal records if they have been shared with the teacher and the teacher has received a copy.

GUIDELINES FOR SUMMATIVE EVALUATION PROCESS

The purpose of the annual conference and the completion of the Classroom Teacher Rating Tool Form (PDE 82-1) is to qualify and quantify evidence of teacher performance. It is also to identify and recognize areas of strengths, areas for growth, and contributions to building and district activities. Recognition is also provided for achievement of the current year's goals. Goals for the upcoming school year may be established.

Professional employees shall be rated using the PDE 82-1 a minimum of once each year. Conditional ratings may be issued in June of each year (signatures required), with the understanding that the measurable data from School Performance Profile and/or other sources as appropriate per employee will be added when published from PDE (signature required). Temporary professional employees shall be rated a minimum of twice each school year. Ratings can be completed more frequently. A rating in any category of less than proficient shall be substantiated by anecdotal records and discussed with the employee.

As part of the summative evaluation, a Classroom Teacher Rating Tool Form (PDE 82-1) is completed by the administrator. The Charlotte Danielson 2011 rubric will serve as a reflective guide for the summative evaluation process. The teacher and the administrator (designated rater) sign the form and forward it to the superintendent. After the superintendent's signature, a copy will be returned to the employee, to the personnel file, and to the rater.

The evaluation form (PDE 82-1) is stored in the personnel file for as long as the employee works in the school district. A list or a record of the ratings for each professional employee is maintained by the district (copies of the PDE 82-1 forms and the list or record of ratings received are not forwarded to Harrisburg).

Prior to the Conference:

- The teacher prepares a self-evaluation by completing the Summative Documentation/Reflection Form. The teacher documents his/her performance in each of the four domains and provides documentation of annual goal attainment.
- The administrator prepares for the evaluation by completing the Summative Documentation/Reflection Form with supporting documents of the teacher's performance in each of the four domains and provides documentation of annual goal attainment.

The Conference:

- The teacher and the administrator discuss the teacher's self-evaluation. The administrator responds to the self-evaluation.
- The administrator presents evidence of teacher performance for discussion.
- The administrator identifies any areas in which improvement is needed and provides recommendations for improvement.
- The teacher and administrator establish goals for the next school year.
- The supervisory format and/or observation format for the next school year is identified.

At the Conclusion of the Conference:

- The administrator will complete the Classroom Teacher Rating Tool Form (PDE 82-1) and forward copies to the Superintendent.

If the overall rating is Failing/unsatisfactory, the following copies are provided to the Temporary Professional /Professional Employee, the building administrator, and to the personnel file:

- Classroom Teacher Rating Tool Form (PDE 82-1)
- Anecdotal records

EVIDENCE OF GOAL ATTAINMENT

(FOR SUMMATIVE EVALUATION CONFERENCE)

Evidence of meeting these goals will take various forms. Artifacts should include direct evidence and examples from the Danielson Rubric in each of the 4 domains such as:

- ✓ Student, staff, or parent surveys
- ✓ Student work examples
- ✓ Student assessment or classroom assessment results
- ✓ Reflective application of specific training- Example: LETR's training.
- ✓ Letters of commendation
- ✓ Notes from colleagues, supervisors, community members, parents, students
- ✓ Listing of professional meetings and conferences
- ✓ Contributions to the school and the profession
- ✓ Peer observations
- ✓ Copies of student work
- ✓ Self-reflections
- ✓ Examples of classroom procedures
- ✓ Unit or lesson plans
- ✓ Examples of student evaluations
- ✓ Rubrics
- ✓ Software program usage
- ✓ Video or Audio recording
- ✓ Electronic presentations or data collection
- ✓ Pictures
- ✓ Portfolio
- ✓ Grant applications
- ✓ Other items of significance that relate to the professional growth goal(s)
- ✓ Power Point Presentation
- ✓ Web Page
- ✓ Other

Artifacts may be collected and presented in various formats.

Categories of Teacher Assistance

Teachers in need of specific professional guidance in identified areas of the Standards for Effective Teaching (4 Domains), or in any area of professional practice are assisted via one of three phases of assistance.

Awareness Category:

Initiated when an administrator becomes aware of a particular situation that may be remedied without a formal improvement plan for the teacher. The teacher continues with their current supervision model (Track I-III). The administrator identifies the concern verbally or in writing and works with the teacher to resolve the concern.

Assistance Category:

*Initiated by a failing **observation**, needs improvement or failing/unsatisfactory **rating**, or a **letter** of unsatisfactory performance.*

- Formal improvement plan is developed.
 - Plan is in writing (must be included in the Observation / Reflection Form or be issued as a formal Improvement Plan)
 - Plan is signed and dated by teacher and administrator
 - Plan is sent to the Personnel File
 - Performance of the plan will be reflected in the summative
 - If the plan is satisfactorily completed prior to the end of the school year, the teacher will be eligible to receive a PDE 82-1 rating of “proficient” in the proper domain.
 - If the plan is not satisfactorily completed prior to the end of the school year, the teacher will receive the appropriate PDE 82-1 rating of either “needs improvement” or “failing”
- If an *observation* is rated failing, the administrator must conduct a subsequent observation within 20 school days.
- A teacher who receives **two** failing observations in a school year will be rated failing /unsatisfactory on the PDE 82-1 and will require a formal Improvement Plan. The teacher will also be assigned to Track I (Intensive Development).

Disciplinary Category:

Disciplinary action is taken when egregious actions have been documented and/or when the teacher has not responded effectively in the assistance category.

- The concern is documented, copied to the teacher, and copied to the personnel file.
- Disciplinary action may be recommended to the Board.

Reasons for Disciplinary Action:

- A. Failure to complete an improvement plan
- B. Violation of professional expectations (Public School Code of 1949 as amended). The following list is provided for informational purposes only, it is **not** intended as a comprehensive legal document. Teachers may be disciplined, demoted, or dismissed for the following reasons:
 1. Immorality --- Immorality is conduct which offends the morals of the Commonwealth and is a bad example to the youth whose ideals a professional educator or a charter school staff member has a duty to foster and elevate.

2. Incompetency --- Incompetency is a continuing or persistent mental or intellectual inability or incapacity to perform the services expected of a professional educator or a charter school staff member.
3. Intemperance --- Intemperance is a loss of self-control or self-restraint, which may result from excessive conduct.
4. Cruelty --- Cruelty is the intentional, malicious and unnecessary infliction of physical or psychological pain upon living creatures, particularly human beings.
5. Negligence --- Negligence is a continuing or persistent action or omission in violation of a duty. A duty may be established by law, by promulgated school rules, policies or procedures, by express direction from superiors or by duties of professional responsibility, including duties prescribed by Chapter 235 (relating to Code of Professional Practice and Conduct for Educators).
 - i. Failure to comply with the regulations listed in Act 24 of the PA School Code 24:PS 1-111(e)
 - ii. Conviction of a felony or acceptance of a guilty plea or nolo contendere plea

FORMS

Observation / Reflection Form

Teacher's Name _____ Administrator's
Name _____

Date of Pre-Observation Conference (if *announced* observation): _____

Notes:

Date of Observation: _____ Date of Follow-up Observation (if needed) _____

Date of Post-Observation Conference: _____

Follow-up Notes: Strengths and Areas for Growth

OBSERVATION RATING: **Distinguished** **Proficient** **Needs Improvement** **Failing**

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

Observation/Reflection Form

Name:		Date:
Teacher & Observer: Scripted notes and clarification	DOMAIN 1	Teacher/Observer: Observation reflection
	A. Demonstrate knowledge of content and pedagogy: 1. Utilize appropriate content knowledge. 2. Develop plans and organize practices which link prerequisite knowledge. 3. Employ pedagogical practices that reflect current research.	
	B. Demonstrate knowledge of students: 1. Display knowledge of typical developmental characteristics of age group and exceptions to the patterns. 2. Display understanding of the different approaches to learning that different students exhibit. 3. Display awareness of students' skills and knowledge.	
	C. Select instructional goals: 1. Establish high levels of expectations, which focus on conceptual understanding and application. 2. Define and develop goals that are suitable for the varying learning needs of students.	
	D. Demonstrate knowledge of resources: 1. Aware of and utilizes materials, resources, and technology that support the instructional goals and engage students in meaningful learning.	
	E. Design coherent instruction: 1. Plan learning activities that are logical in sequence and relevant to students. 2. Vary instructional groups, as appropriate, to the instructional goals. 3. Develop lessons or units that meet curriculum standards. 4. Coordinate plans with other curricular areas.	
	F. Assess student learning: 1. Design assessment congruent with instructional goals in both content and process. 2. Establish assessment criteria and standards that are clearly communicated to students.	

Name:		Date:
Teacher & Observer: Scripted notes and clarification	DOMAIN 2	Teacher/Observer: Observation reflection
	A. Create an environment of respect and rapport: 1. Demonstrate caring and respect for individual students. 2. Encourage student interactions that are polite and respectful. 3. Interact in a professional manner.	
	B. Establish a culture for learning: 1. Convey enthusiasm for subject area(s). 2. Encourage students to participate in the lesson. 3. Provide high quality assignments that reflect pride in student work. 4. Set high expectations for learning and achievement.	
	C. Manage classroom procedures: 1. Provide a structured learning environment with established routines. 2. Organize instructional groups for maximum learning. 3. Transition smoothly with little loss of instructional time. 4. Handle materials and supplies safely and efficiently. 5. Efficiently perform non-instructional duties. 6. Effectively utilize volunteers/paraprofessionals.	
	D. Manage student behavior: 1. Engage students in developing clear standards of conduct. 2. Monitor student behavior. 3. Respond to student misbehavior in an appropriate and respectful manner.	
	E. Organize instructional area: 1. Provide a safe classroom environment. 2. Place physical resources optimally to facilitate their access.	

Name:		Date:
Teacher & Observer: Scripted notes and clarification	DOMAIN 3	Teacher/Observer: Observation reflection
	<p>A. Communicate in a clear, audible, and articulate manner:</p> <ol style="list-style-type: none"> 1. Provide clear directions and procedures to students. 2. Use grammatically correct written and spoken language. 3. Use vocabulary that is appropriate for the developmental level of the students. 	
	<p>B. Use questioning and discussion techniques:</p> <ol style="list-style-type: none"> 1. Employ appropriate questions for the developmental level of students. 2. Allow for adequate student response time. 3. Engage students in classroom discussions. 4. Model and encourage students to formulate their own questions. 5. Seek and implement strategies that encourage student initiative and involvement in group discussions. 	
	<p>C. Engage students in learning:</p> <ol style="list-style-type: none"> 1. Provide content that is appropriate and builds on students' knowledge and experience. 2. Engage students in activities and assignments that explore content and enhance understanding. 3. Organize appropriate instructional groups that promote productivity. 4. Use available instructional materials, resources, and technologies that are suitable to the instructional goals. 5. Structure lessons that are developmentally appropriate and coherent and allow for student reflection and closure. 6. Pace the lesson appropriately. 	
	<p>D. Using Assessment in Instruction</p> <ol style="list-style-type: none"> 1. Assessment used regularly during lesson through monitoring of learning 2. Students aware of assessment criteria 3. Questions/prompts used to assess student learning. 	
	<p>E. Demonstrate flexibility and responsiveness:</p> <ol style="list-style-type: none"> 1. Monitor student learning and check for understanding. 2. Adjust lessons when necessary. 3. Respond to students' questions or interests to enhance learning. 4. Persist in seeking effective approaches for students, drawing from a repertoire of strategies. 	

Name:		Date:
Teacher & Observer: Scripted notes and Clarification	DOMAIN 4	Teacher/Observer: Observation reflection
	A. Reflective on Teaching: 1. Assesses the lessons effectiveness. 2. Uses reflective data in future teaching.	
	B. maintains accurate records: 1. Documents student progress in learning. 2. Documents completion of assignments 3. Documents non-instructional records.	
	C. communicates with families: 1. Provides information about the instructional program. 2. Provides information about individual students. 3. Provides opportunities to engage families in the instructional program.	
	D. Participating in a professional community: 1. Builds relationships with colleagues, cooperates with others. 2. Volunteers to participate in school events	
	E. Growing and Developing professionally: 1. Seeks out opportunities for professional development to enhance content knowledge. 2. Welcomes feedback from colleagues and supervisors	
	F. Showing Professionalism: 1. Displays high standard of honesty, integrity, and confidentiality 2. Complies fully with school and district regulations.	

Optional Anecdotal Feedback Form

Teacher Name:	
Date (s):	
Time (s):	
Observer:	

Domain I Planning and Preparation

A. A teacher demonstrates knowledge of content and pedagogy. B. A teacher demonstrates knowledge of students. C. A teacher selects instructional goals. D. A teacher demonstrates knowledge of resources. E. A teacher designs coherent instruction. F. A teacher assesses student learning.

Domain II Classroom Environment

A. A teacher creates an environment of respect and rapport. B. A teacher establishes a culture for learning. C. A teacher manages classroom procedures. D. A teacher manages student behavior. E. A teacher organizes the instructional area.

Domain III Classroom Instruction

A. A teacher communicates in a clear, audible, and articulate manner. B. A teacher uses questioning and discussion techniques. C. A teacher engages students in learning. D. A teacher uses assessment in instruction. E. A teacher demonstrates flexibility and responsiveness.

Domain IV Professional Responsibilities

A. A teacher is reflective. B. A teacher maintains accurate records. C. A teacher communicates with families. D. A teacher contributes to the school and district. E. A teacher grows and develops professionally. F. A teacher shows professionalism.

Summative Documentation/Reflection Form

Teacher Name: _____

Date: _____

Administrator Name: _____

Building: _____

Domain I Planning and Preparation 0 1 2 3

A. A teacher demonstrates knowledge of content and pedagogy. B. A teacher demonstrates knowledge of students. C. A teacher selects instructional goals. D. A teacher demonstrates knowledge of resources. E. A teacher designs coherent instruction. F. A teacher assesses student learning.

Domain II Classroom Environment 0 1 2 3

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INSERT RULES AND REGULATIONS FORM FROM PDE