Littlestown Area School District
Supervision/Evaluation Handbook

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INTRODUCTION

The development of the Littlestown Area School District Differentiated Supervision/Evaluation Plan took place during the summer of 2011 with significant revisions in the spring of 2015.

The Littlestown Area School District's Differentiated Supervision/Evaluation Plan for teachers is in alignment with the work of Charlotte Danielson. It defines four domains of criteria for teaching and learning which are based on the Commonwealth of Pennsylvania's four categories of performance:

➢ Domain 1: Planning and Preparation
➢ Domain 2: Classroom Environment
➢ Domain 3: Instructional Delivery
➢ Domain 4: Professionalism

Differentiated Supervision/Evaluation Committee Members

Administration	Professional Staff
Mr. Christopher Bigger, *Superintendent*	Mrs. Beth Becker, *MS Teacher*
Dr. Lori Stollar, *Director of Curriculum and Technology*	Mrs. Rene Bruder, *HS Teacher*
Dr. Carolyn Rhodes, *Director of Pupil Services*	Mrs. Michelle Durange, *Elementary Teacher*
Dr. Matthew Meakin, *Principal Littlestown High School*	Mr. Jason Peglow, *MS Teacher*
Mr. Eric Naylor, *Principal Maple Avenue Middle School*	Mrs. Melinda Rebert, *Elementary Teacher*
Mr. Chip Fissel, *Principal Alloway Creek Intermediate School*	Mrs. Trinh Richwine, *HS Teacher*
Ms. Celeste Beard, *Principal Rolling Acres Elementary School*	Mrs. Amy Shermeyer, *HS Teacher*
Mrs. Cortney Golden, *Assistant Principal, Rolling Acres Elementary School and Maple Avenue Middle School*	

Mission Statement

The mission of the Littlestown Area School District, in partnership with families and the community, is to educate students to become responsible, tolerant, productive and adaptable citizens by motivating each student to achieve his/her highest potential.

Guiding Beliefs

1. We believe that children are our first priority.
2. We believe that each student is unique and has innate value where each should be challenged to reach his/her highest potential through diverse curricular, co-curricular, and extracurricular programs.
3. We believe education must be adaptable to provide skills essential to the needs of a changing society.
4. We believe effective teaching is a key element and essential in developing skills for lifelong learning.
5. We believe education is a partnership that involves family, school, and community.

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Goals

1. To create a challenging, supportive educational environment that results in higher levels of achievement for all students, which includes: reading with comprehension, writing clearly, computing accurately, thinking, reasoning, and using information to solve problems.
2. To help all employees become educational leaders who provide responsible and innovative leadership to achieve effective instruction for all students.
3. To hold everyone in the school district accountable for contributing to the educational bottom line, student achievement.
4. To create an organizational culture that considers employees to be its most valuable resource and invests in their professional growth and development.
5. To create within the entire community a sense of ownership of the schools and a belief that a quality public school system is an investment in the continued growth and prosperity of the Littlestown Area School District.

SECTION 1: TEACHER OBSERVATION AND PRACTICE

The rating of a classroom teacher for effectiveness in teacher practice shall be based on classroom observation or other supervisory methods. Classroom observation and practice models that are related to student achievement shall comprise 50% of the overall rating based on the domains of the Danielson Framework for Teaching.

Enhancing Professional Practice:
A Framework for Teaching

The Framework for Teaching, created by Charlotte Danielson in 1996, consists of four domains, each representing an aspect of teaching. The four domains are: Planning and Preparation; The Classroom Environment; Instruction; and Professional Responsibilities. Each domain is comprised of components that embody the knowledge and skills of the education profession and are clarified below.

Domain 1: Planning and Preparation

Effective educators plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective educators design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.

Domain 2: The Classroom Environment

Effective educators organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and educators work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the educator's handling of infractions is subtle, preventive, and respectful of students' dignity.

Domain 3: Instruction

In the classrooms of accomplished educators, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Educator explanations are clear and invite student intellectual engagement. The educator's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective educators recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.

Domain 4: Professional Responsibilities

Accomplished educators have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished educators assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.

THE FRAMEWORK FOR TEACHING

Domain 1
Planning and Preparation

a. Demonstrating Knowledge of Content and Pedagogy
- Knowledge of Content and the Structure of the Discipline
- Knowledge of Prerequisite Relationships
- Knowledge of Content-Related Pedagogy

b. Demonstrating Knowledge of Students
- Knowledge of Child and Adolescent Development
- Knowledge of the Learning Process
- Knowledge of Students' Skills, Knowledge, and Language Proficiency
- Knowledge of Students' Interests and Cultural Heritage
- Knowledge of Students' Special Needs

c. Selecting Instructional Outcomes
- Value, Sequence, and Alignment
- Clarity
- Balance
- Suitability for Diverse Learners

d. Demonstrating Knowledge of Resources
- Resources for Classroom Use
- Resources to Extend Content Knowledge and Pedagogy
- Resources for Students

e Designing Coherent Instruction
- Learning Activities
- Instructional Materials and Resources
- Instructional Groups
- Lesson and Unit Structure

f. Designing Student Assessment
- Congruence with Instructional Outcomes
- Criteria and Standards
- Design of Formative Assessments

Domain 2
The Classroom Environment

a. Creating an Environment of Respect and Rapport
- Educator Interaction with Students
- Student Interactions with One Another

b. Establishing a Culture for Learning
- Importance of the Content
- Expectations for Learning and Achievement
- Student Pride in Work

c. Managing Classroom Procedures
- Management of Instructional Groups
- Management of Transitions
- Management of Materials And Supplies
- Performance of Non-Instructional Duties
- Supervision of Volunteers And Paraprofessionals

d. Managing Student Behavior
- Expectations
- Monitoring of Student Behavior
- Response to Student Misbehavior

e. Organizing Physical Space
- Safety and Accessibility
- Arrangement of Furniture and Use of Physical Resources

Domain 4
Professional Responsibilities

a. Reflecting on Teaching
- Accuracy
- Use in Future Teaching

b. Maintaining Accurate Records
- Student Completion of Assignments
- Student Progress in Learning
- Non-instructional Records

c. Communicating with Families
- Information About the Instructional Program
- Information About Individual Students
- Engagement of Families in the Instructional Program

d. Participating in a Professional Community
- Relationships with Colleagues
- Involvement in a Culture of Professional Inquiry
- Service to the School
- Participation in School and District Projects

e. Growing and Developing Professionally
- Enhancement of Content Knowledge and Pedagogical Skill
- Receptivity to Feedback from Colleagues
- Service to the Profession

f. Demonstrating Professionalism
- Integrity And Ethical Conduct
- Service To Students
- Advocacy
- Decision Making

Domain 3
Instruction

a. Communicating with Students
- Expectations for Learning
- Directions and Procedures
- Explanations of Content
- Use of Oral and Written Language

b. Using Questioning and Discussion Techniques
- Quality of Questions
- Discussion Techniques
- Student Participation

c. Engaging Students in Learning
- Activities and Assignments
- Grouping of Students
- Instructional Materials and Resources
- Structure and Pacing

d. Using Assessment in Instruction
- Assessment Criteria
- Monitoring of Student Learning
- Feedback to Students
- Student Self-Assessment and Monitoring of Progress

e. Demonstrating Flexibility and Responsiveness
- Lesson Adjustment
- Response to Students
- Persistence

Definition of Terms

Action Research - is a reflective process of problem solving that engages educators in formally asking and answering questions about their practice. The process includes selecting an area of focus stated as a question, research, systematic data collection, and the analysis of data to answer the question. The findings are shared and the educator implements steps to strengthen practice.

Administrative Monitoring - is a mode of supervision including brief, structured observation(s) by a supervisor to gather evidence of practice. The purpose of administrative monitoring is to improve student learning through effective teaching practice. Evidence gathered are formative data contributing to the development of a summative rating.

Assessment – is the process of documenting, in measurable terms, knowledge and skills of the learner. Assessment can focus on the individual learner, the learning community (class or organized group of learners), or the institution.

Comprehensive Supervision - is a method of supervision that allows the educator to work with a supervisor for the purpose of improving instruction and learning to increase student achievement. The Comprehensive Supervision process is based upon the *Danielson Framework for Teaching* and utilizes the PA Educator Effectiveness Instruments. Typically, comprehensive supervision includes a pre-observation conference, the formal observation, educator reflection and self-assessment of the lesson, as well as the observer assessment and post-observation conference.

Collaboration – is a process where two or more individuals work together to achieve a shared goal using problem-solving and reflective discussion.

Curriculum - is the planned interaction of learners with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.

Educator – is an individual involved in the profession of engaging others in learning. For the purposes of the LASD Differentiated Supervision/Evaluation Plan, the term, "educator," refers to all teachers, specialists, counselors, and all other appropriate professionals employed by the Littlestown Area School District.

Evaluation - is an organizational function designed to make comprehensive judgments concerning an educator's performance and competence for the purposes of personnel decisions such as tenure and continuing employment. The process as a whole is aimed primarily at making a summative judgment about the quality of the educator's performance in carrying out both instructional duties and other responsibilities. This is a function mandated by PDE carried out by only those properly certified.

Evidence Gathering – is a factual recording through the collection of tangible artifacts and observation data of the events and materials that encompass the learning environment. Evidence may include such things as educator and learner actions and behaviors, educator artifacts (lesson plans, IEPs, written communication with learners/families, etc.), and student artifacts, such as student work.

Focused Assistance with Improvement Plan - is a mode of supervision, designed collaboratively by the administration and the employee, that may include mentoring, coaching, recommendations for professional development, and intensive supervision based on a failing or unsatisfactory overall rating, a rating of failing in any one domain, consistently documented instructional deficiencies, and/or teacher request.

Goal setting - is the first step in any supervision and evaluation process. When considering goals for a growth plan, an educator(s) should examine data, such as student growth and performance data, as well as the mission and vision of the organization and program.

Growth plan– is a plan developed for a non-clinical mode of supervision. It includes a goal statement linked to a single component or several components of *The Framework for Teaching*, action steps to be taken, evidence to be collected, and indicators of effectiveness.

Instruction – is the planned and delivered methodologies and strategies to provide the learner with differentiated and customized pathways to acquire knowledge, process information, construct meaning, and make sense of ideas.

Job-embedded Professional Development – refers to educator learning grounded in day-to-day practice and designed to enhance educators' performance with the intent of improving learning.

Levels of Performance – are defined by PA legislation and include the following: Failing, Needs Improvement, Proficient, and Distinguished.

Long-term Substitute Teacher - is an temporary professional employee serving for a minimum of 90 days in the same teaching assignment.

Non-Tenured Professional Employee- is a temporary professional employee who has fewer than three years of service and has not yet received six satisfactory ratings.

Professional Employee—is an individual who is certificated as a teacher, supervisor, principal, assistant principal, vice-principal, director of vocational education, dental hygienist, visiting teacher, home and school visitor, school counselor, child nutrition program specialist, school nurse, or school librarian.

Self-directed Professional Growth Plan - is a plan that allows the individual educator to engage in a job-embedded professional development opportunity designed to meet his/her needs and enhance his/her learning. The area of study must align with the LASD Comprehensive Plan, as well as *Danielson's Framework for Teaching* and may include topics related to curriculum, instruction, or assessment that, when implemented, enhance or improve the educational process.

Study Group - is a professional learning community consisting educators who come together and are committed to improving their practice through collaborative learning, research, data collection, analysis, and application of learning.

Supervision - is an organizational function concerned with promoting educator growth, leading to improvement in performance, and greater student learning. The purpose of supervision is to promote growth beyond the educator's current level of performance.

Team-directed Professional Growth Plan - is a plan that allows an educator to work collaboratively with a small group of educators (2-5 individuals) to study, refine, and improve professional practice. The area of study must align with the LASD Comprehensive Plan, as well as *Danielson's Framework for Teaching* and may include topics related to curriculum, instruction, or assessment that, when implemented, enhance or improve the educational process. Examples in the LASD Differentiated Supervision/Evaluation Plan may include, but are not limited to: lesson study, action research, and study group.

Temporary Professional Employee—is an individual who has been employed between 100 and 188 days to perform the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension or removal.

Tenured Professional Employee- is an employee with three years of satisfactory service, including six satisfactory ratings.

Walkthrough – is a brief, structured observation by a supervisor that may be followed by communication about what was observed. Walk-throughs are formative observations that develop summative evaluations.
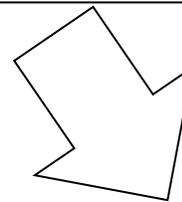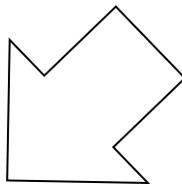
Littlestown Area School District Differentiated Supervision/Evaluation Plan

Temporary Professional (Pre-Tenured) Employee	Professional (Tenured) Employee
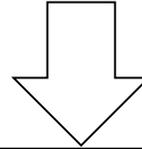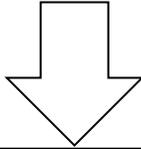
Goal Setting and Self Reflection
(All Professional Staff Engages in this Yearly Process)

Clinical Model

Non-Clinical Model

Comprehensive Observation Mode
For:
Non-Tenured Teachers
Tenured Teachers in Year 4 of their Evaluation Cycle

Focused Assistance Mode with Improvement Plan
For:
Non-Tenured Teachers
Tenured Teachers

This mode of supervision is used to assist those teachers that are deemed at-risk with regard to their instructional competencies.

Self-Directed
:**Administrative Monitoring**
For:
Tenured Teachers in Years 1-3 of Evaluation Cycle

Team-Directed
Study Group
For:
Tenured Teachers in Years 1-3 of Evaluation Cycle

Self-Directed
Professional Growth Plan
For:
Tenured Teachers in Years 1-3 of Evaluation Cycle

Team-Directed
Peer Coaching
For:
Tenured Teachers in Years 1-3 of Evaluation Cycle

Differentiated Supervision Model

According to Nolan & Hoover (2008), a Differentiated Supervision Model is designed to promote educators' professional development with a goal of improving teaching practice to enhance student learning (p. 80). A differentiated supervision plan offers alternate pathways to demonstrate teaching proficiency while enhancing professional growth. LASD Professional Staff (to be referred to as "Educators") will participate in a Differentiated Supervision Plan. Evidence gathered through the educator's participation in the Differentiated Supervision Plan will inform the 'Observation and Practice' portion of an educator's annual performance evaluation.

The LASD Differentiated Supervision Plan consists of two models, Clinical and Non-Clinical Mode. Each model consists of two pathways. The Clinical model pathways are the Comprehensive Supervision pathway and the Focused Assistance pathway. The Non-Clinical mode consists of the Self-Directed Professional Growth Plan and the Team-Directed Professional Growth Plan.

The pathways of Self-Directed Professional Growth Plan and Team-Directed Professional Growth Plan in the LASD Differentiated Supervision Plan are available to educators who have:

- Completed three years satisfactory performance as evidenced by a satisfactory rating on the PDE 82-1; and
- Are tenured, and have been employed by the Littlestown Area School District for a minimum of one (1) year.

Educators who are identified as eligible to participate in either of the pathways contained in the Non-Clinical mode portion of the LASD Differentiated Supervision Plan agree to follow the guidelines listed. Educators must participate in the cyclical Clinical Pathway once every four years. Supervisors reserve the right to conduct an observation (announced/unannounced) and/or walkthrough at any

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time, regardless of the supervision option in which the educator is participating. An educator participating in a non-clinical mode of supervision will share his/her findings with professional staff of the Littlestown Area School District as determined in collaboration with the immediate supervisor. This may include, but is not limited to: online posting of resources; presentation at a faculty meeting; a delivery of a podcast; and/or development/delivery of a video vignette.

<u>Goal Setting</u>

Goal setting is the first step in any supervision and evaluation process. When considering goals for a growth option, an educator(s) should examine data, such as student growth and performance data, as well as, LASD mission and vision. The goal chosen should align to *Danielson's Framework for Teaching*. Danielson and McGreal (2000) suggest three categories for growth goals:

- **improvement goals** for refining current teaching practice;
- **renewal goals** for acquiring new knowledge and skills; and
- **restructuring goals** to redesign curriculum, instruction, or assessment.

The first stage in the goal setting process is to complete a self-assessment using the *Framework for Teaching rubric* and answer the following reflective questions:

1. Which domain and component of the Danielson *Framework for Teaching* am I most interested in exploring?

2. What do I perceive as my existing strengths and needs in that goal area, especially as it relates to students' learning?

3. What evidence (data) do I have to support my thinking in question 2?

Based on questions 1-3, my initial goal statement is:

_____

4.   Is my goal clear, concrete, realistic, and measurable as stated?

5.   How will achieving that goal have a positive impact on students' learning?

6.   In what ways does my professional goal correlate to the school district's priorities and

   initiatives?

Based on questions 4-6, my revised goal statement (if appropriate) is:

_____

Modes/Professional Growth Activities with Descriptors

The purpose of all professional growth activities is to support improvements in teacher practice, encourage continuous learning, and maximize student academic performance. The following table describes the approved modes of supervision.

Modes/Professional Growth Activities with Descriptors	Required Documentation
Comprehensive Supervision **For:** All non-tenured professionals; tenured professionals (once every four years); any tenured employee first year in the district. **What to Expect:** **Goal Setting:** Must complete a Self-Assessment, an Individual Goal Setting form, and receive approval from the building administrator. **Comprehensive Observations:** For non-tenured professionals -- 4 observations will occur per year (3 from the building administrator(s) and 1 from a district administrator). Observations will be announced with a pre and post conference. For tenured professionals-- 2 observations will occur. A minimum of 1 observation will be announced with a pre and post conference. **Conferences:** A middle-of-year conference with an administrator will take place for non-tenured professionals. The End-of-Year conference for all professionals will include a summative report based on all four domains.	• Self-Assessment & Goal Setting • Comprehensive Observation Forms • Semi-Annual Rating for non-tenured professionals • PDE 82-1 or 82-3
Self-Directed: Administrative Monitoring Supervision **For:** Tenured professionals in year one, two, or three of non-clinical mode of supervision	

What to Expect: **Goal Setting:** Must complete a Self-Assessment, Differentiated Supervision Action Plan and receive approval from the building administrator. **Observations:** Minimum 1 contact per quarter (minimum 1 full period/lesson observation with post-conference and 3 shorter--20 minute or less, announced or unannounced with feedback to follow.) **Conferences:** Minimally, a mid-year and end-of-year conference with an administrator will take place. The EOY conference include a summative rating based on all four domains.	● Differentiated Supervision Action Plan ● Comprehensive Observation Forms ● PDE 82-1 or 82-3
<u>**Self-Directed: Professional Growth Plan**</u> *The teacher designs a professional growth plan to impact teacher practice and student learning. The self-directed option may include, but is not limited to, action research. The plan is developed in consultation with the building administrator. Findings are shared with colleagues.* **For:** Tenured professionals in year one, two, or three of non-clinical mode of supervision **What to Expect:** **Goal Setting:**.Must complete a Self-Assessment, an Differentiated Supervision Action Plan form, and receive approval from the building administrator. **Observation:** Could be informally/formally observed **Meeting Arrangements:** Conferences w/ administrator minimally mid-year and end of year. **End of the Year Conference:** An end-of-year conference with an administrator will take place in the month of May. This will include a summative rating based on all four domains.	● Differentiated Supervision Action Plan ● Mid-year Reflection ● End-of-year Reflection ● PDE 82-1 or 82-3
<u>**Team Directed: Peer Coaching**</u> *Peers agree to observe each other's classes a minimum of four times during the school year. The purpose is to provide and receive feedback pertaining to their goal. Peer teachers may be working on similar or different goals.* **For:** Tenured professionals in year one, two, or three of non-clinical mode of supervision **What to Expect:** **Requirements:** Must attend a professional development session(s)/training offered by the district. **Goal Setting:** Must complete a Self-Assessment, a Differentiated Supervision Plan, and receive approval from the building administrator. **Observation:** 4 peer observations (one per quarter) within the year by peer. Could be observed informally/formally by administrators. **Meeting Arrangements:** Team will meet quarterly with building administrator for reflection. **End of the Year Conference:** An individual end-of-year conference with an administrator will take place in the month of May. This will include a summative rating based on all four domains.	● Documentation for process to be introduced at Professional Development Session/Training ● Differentiated Supervision Action Plan ● Mid-year Reflection ● End-of-year Reflection ● PDE 82-1 or 82-3

Team-Directed: Study Group	
Participants meet with a group of three or more colleagues to learn new strategies, experiment with these strategies, analyze the resulting student work from these strategies, and to problem solve. Study groups can be formed to focus on content that supports a teacher's goal or to support the implementation of a program goal. Findings are shared with colleagues. **For:** Tenured professionals in year one, two, or three of non-clinical mode of supervision **What to Expect:** **Goal Setting:** Must complete a Self-Assessment, an Individual Goal Setting form, and receive approval from the building administrator. **Observation:** Could be observed formally/informally by admin. **Meeting Arrangements:** Study groups shall meet regularly (monthly) and shall meet with building administrator one time per quarter. **End of the Year Conference:** An individual end-of-year conference with an administrator will take place in the month of May. This will include a summative rating based on all four domains.	• Differentiated Supervision Action Plan • Mid-year Reflection • End-of-year Reflection • PDE 82-1 or 82-3

Clinical Mode with Improvement Plan	Required Documentation
Focused Assistance Improvement Plan **For:** Staff members may be placed in this mode if: • They have an overall unsatisfactory rating on an evaluation rating form. • A rating of failing in one or more of the 4 domains on the evaluation rating form. • Repeated reference is made to observed instructional deficiencies on observation reports submitted by a member of the administrative team. • Consistent failure to correct deficiencies as cited by administrators. • The teacher requests to be placed on a Focused Assistance Improvement Plan. **What to Expect:** **Goal Setting:** Must complete a Self-Assessment, an Individual Goal Setting form, and receive approval from the building administrator. **Requirements:** Must develop a Professional Improvement Plan. **Meeting and Conferences:** A conference with the administrator to discuss the rationale for placement in the Focused Assistance Mode and developing a Professional Improvement Plan will occur. Further conferences will help the teacher monitor progress towards goals. **Process:** 1. The teacher is placed in the Focused Assistance Mode by the building Administrator. 2. A conference is conducted between the building administrator and the staff member for the purpose of developing a Professional Improvement Plan. 3. The staff member completes activities set forth in the Professional Improvement Plan. 4. If after a total of forty-five (45) days the performance is determined	• Self-Assessment & Goal Setting • Comprehensive Observation Forms • A Professional Growth Plan • PDE 82-1 or 82-3

to be unsatisfactory the staff member will remain in the Focused Assistance Mode. Such teachers may also be given a failing rating on the PDE Rating Form (82-1; 82-3). If a second failing rating is received by the staff member while still in the Focused Assistance Mode, dismissal proceedings may be recommended and convened.
 	
Role/Responsibility of Administration:
   1. Identify the staff member who will be placed in the Focused Assistance Mode. This may take place in a variety of ways. Complaints by other teachers or parents about this teacher's performance in the classroom that contributes to the recommendation of this placement must be substantial and documented. Hearsay and irresponsible statements are not relevant and will not be considered in the recommendation for placement in this mode.
   2. Identify the reason(s) for assigning the staff members to the Focused Assistance Mode.
   3. In cooperation with the staff member, prepare a Professional Improvement Plan that:
   ▪ States the objectives to be accomplished in the classroom.
   ▪ Provides information regarding the amount and kind of assistance available to the staff member.
   ▪ Establishes the frequency of classroom observations and conferences to be conducted with a minimum of 1 per week. These observations may include comprehensive observations, administrative monitoring observations, and/or administrative drop-in visits.
   ▪ Establishes a timeline for achieving the objectives, not to exceed forty-five (45) days with the option to extend for an additional (45) days.
   ▪ Provides the option for other administrators to be involved in the observation process.
   4. Inform the Superintendent of the action taken and meet on a regular basis to provide progress reports.
   5. Keep appropriate records, such as observation reports, PDE Rating Form (82-1; 82-3), evaluation plan, documentation, etc.
   6. Attach all paperwork associated with the Focused Assistance Mode to the PDE Rating Form (82-1;82-3).
   7. Activate procedures for staff member dismissal for those with continued identified deficiency or for not recommending tenure for a Non-Tenured Teacher.
 	
End of the Year Conference: An end-of-year conference with an administrator will take place in the month of May. This will include a summative report based on all four domains.	

References

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    Alexandria, VA: ASCD.

Danielson, C., & McGreal, T.L. (2000). *Teacher evaluation to enhance professional*

    practice. Alexandria, VA & Princeton, NJ: ASCD & Educational Testing Services.

Nolan, Jr., J.F., & Hoover, L.A. (2008). *Teacher supervision & evaluation: Theory into*

    Practice(2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Section II -- Multiple Measures: Building Level, Teacher Specific, and Elective Data

According to Act 82, student performance will comprise 50% of the overall rating of the professional employee or temporary professional employee serving as a classroom teacher and will be based upon multiple measures of student achievement. The 50% shall be comprised of the following: building data (15%); teacher specific (15%); and elective data (20%).

*Under Act 82, if an employee is working under an instructional certification and does not provide direct instruction to students, the employee is considered a non-teaching professional. Educational specialists are also considered non-teaching professionals. Overall rating for a non-teaching professional is comprised of 80% observation and practice and 20% student performance.

Building Level Data

Building level data will be represented using the academic score determined via the Pennsylvania School performance Profile (SPP). The SPP is generally available in the October of the following school year. Once received, the building level data score will be added to the employee's annual rating.

Teacher Specific Data

Fifteen (15%) teacher specific data shall include, but is not limited to, the following when data is available and applicable to a specific classroom teacher:

1. Student performance on state assessments (percent proficient and advanced).
2. Value Added assessment system data made available by PDE.
3. Progress in meeting the goals of a student IEP.
4. Locally developed school district rubrics.

Elective Data (Student Learning Objective Process)

Twenty percent (20%) of the overall performance rating for all teachers will include measures of student achievement that are locally developed and selected by the school district from a list approved by PDE. The list includes but is not limited to the following:

1. District designed measures and examinations.
2. Nationally recognized standardized tests.
3. Industry certification examinations.
4. Student projects pursuant to local requirements.
5. Student portfolios pursuant to local requirements.

Districts shall use the SLO process document to determine and validate the elective data measures that establish the elective rating.
The following table explains the steps and documentation required in the SLO process:

Student Learning Objective Process (SLO)	Required Documentation
The SLO process is a method to document a measure of educator effectiveness based on student achievement of content standards. The SLO process contains four phases: designing, building, reviewing, and implementing. **Designing the SLO:** ● Think about what specific content standards to measure ● Organize standards and measures ● Discuss collective goals with colleagues ● Research components to create a high quality SLO **Building the SLO** ● Select the performance measure(s) ● Develop targets and expectations ● Confer with a colleague **Reviewing the SLO** ● Meet with administrator to review targets and teacher expectations ● Finalize materials **Implementing the SLO** ● Collect and record achievement data ● Periodical review of data with administrator ● Amend SLO if needed ● Present final data and discuss SLO rating with administrator	**Section 1 - Classroom context** **Section 2 - SLO Goal** **Section 3 - Performance measures** **Section 4 - Performance indicators** **Section 5 - Teacher expectations**