Supervision Models

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**Supervision and Evaluation**

The Pennsylvania Department of Education has identified a supervision system consisting of two models that will result in the professional development of educators: **Formal Observation** and **Differentiated Supervision**.

Formal Observation of the teachers' practice is accomplished through formal and informal observations measured by research supported best practices: Danielson's *Framework for Teaching*. The assessment supported by Danielson’s *Framework for Teaching* and other observational data is **formative**. The collaborative reflections of the observational data will focus the efforts of the teacher on a professional development plan to improve instructional practices and student achievement.

Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment to Formal Observation. Professional employees will develop an action plan for professional development unique to their needs and interests (refer to page 5). The assessment supported by Differentiated Supervision is also a **formative** assessment.

**Summative** evaluations complement the formative assessment process. Act 82 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. The data from Danielson’s *Framework for Teaching*, other observational data, and the multiple measures data will be used to determine a performance rating (Summative Evaluation). Act 82 requires that all teachers will be rated as Distinguished, Proficient, Needs Improvement, or Failing. An overall performance rating of either Proficient or Distinguished shall be considered satisfactory. An overall performance rating of Needs Improvement shall be considered as satisfactory, except when any subsequent overall rating of Needs Improvement issued by the same employer within ten (10) years of the first overall performance rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. An overall performance rating of failing shall be considered unsatisfactory. An Unsatisfactory overall performance rating requires a **Performance Improvement Plan** with **Intensive Supervision** that is enacted for evaluation purposes based upon the Performance Improvement Plan. (refer to page 4).

**Supervision Models**

**Formal Observation** (also referred to as clinical supervision)

Formal Observation is based on the Danielson *Framework for Teaching* unless an alternative rating system has been approved by the Pennsylvania Department of Education (PDE). This requires a pre-observation conference, observation, a reflective session of the observed lesson and a post-observation conference to determine areas for growth (**formative assessment**) and to assist the data collection process for the **summative** **evaluation**. Formal Observations will be supplemented by walkthroughs, informal observations, conversations, etc., that may occur at any time. Professional employees must be evaluated at least once a school year, while temporary professional employees must receive two summative evaluations.

Each local LEA should create a **Cycle of Supervision** for all professional employees. It is recommended that a Cycle of Supervision should be established based upon the number of teachers required to be supervised through Formal Observation. It is recommended that during the Cycle of Supervision the following classifications of professional employees will be assigned to Formal Observations:

1. Tenured professionals will be assigned to the Formal Observation Model for 1 year during the Cycle of Supervision.

2. Tenured professionals new to the district will be placed in the Formal Observation Model for 1 year prior to being eligible for Differentiated Supervision.

3. Level I certificated professionals and Long Term Substitutes will be assigned to the Formal Observation Model. These professionals will be evaluated twice a year until tenure is granted.

4. Professionals who have been identified as **Needs Improvement** or

**Failing** as an overall rating. It is recommended that teachers should receive a professional development plan in the deficient domain/component until a proficient rating has been achieved.

**Performance Improvement Plans**

Teachers who receive an overall performance rating of **Needs Improvement or Failing** are required by Act 82 to participate in a **Performance Improvement Plan.** A **Performance Improvement Plan** shall be designed with the professional employee's input addressing the area(s) of concern, recommendations for Professional Development, types of data (evidence) that will be collected to determine improvement, and an observation schedule with **Intensive Supervision.** PDE recommends that an Intensive Supervision timeline is established to enact the Performance Improvement Plan. At the conclusion of the allotted period to demonstrate a Proficient level of performance, the data will be analyzed and used to make a determination of the employee’s employment status. It is recommended that the administrator recruit a colleague such as an assistant principal or the administrator’s immediate supervisor in this process to provide additional reliability to the final determination of the professional employee's continuation of employment.

When the Performance Improvement Plan has been successfully completed by the at-risk employee, it is recommended that tenured professionals should be placed in the Formal Observation Model for at least a full school year and non-tenured professionals remain in the Formal Observation Model until tenure is granted

**Intensive Supervision**

Intensive Supervision is initiated by an employee's overall Unsatisfactory performance rating and is accompanied by a Performance Improvement Plan. The purpose of Intensive Supervision is to ensure that the Performance Improvement Plan is enacted with fidelity and data is collected to determine the employment status of the employee.

**Differentiated Supervision**

Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment of the formal observation process using the Danielson *Framework for Teaching* (2007 or later edition). Differentiated Supervision provides a framework for professional growth designed to improve teacher effectiveness, instructional practices, and student achievement. Differentiated Supervision should be included in the district's Supervision manual. As long as the LEA develops a Differentiated Supervision model based on PDE's guidelines, the plan does not need to be approved by PDE.

PDE recommends that professional employees who have received a Satisfactory summative evaluation in the previous two years should be eligible to participate in Differentiated Supervision. Prior to the 2013 - 2014 school year, a Satisfactory performance rating using a previously approved rating tool, e.g., PDE 5501, PDE 426, PDE 427 or PDE 428 may be used to qualify for participation in Differentiated Supervision. It is also recommended that professional employees newly hired by a district should be eligible to participate in Differentiated Supervision only after successfully completing their first year in the Formal Observation Model.

LEA’s should create a Cycle of Supervision based on the number of teachers requiring Formal Observations (temporary professional employees, professional employees new to a district, employees assigned to their required year of Formal Observation and employees assigned to a performance improvement plan). Professional employees should be assigned to Differentiated Supervision for the length of the **Cycle of Supervision** except for the required year of **Formal Observation,** e.g., if a district has a three year Cycle of Supervision and a teacher is assigned to the Formal Observation Model in the second year of the cycle, the teacher would be placed in Differentiated Supervision in years one and three of the cycle.A Cycle of Supervision usually lasts for three (3) or four (4) years: however, this is a local decision.

The principal and the professional employee should collaboratively create a timeline to ensure the successful completion of the professional’s Differentiated Supervision Action Plan. The professional employee should be required to complete a mid-year review and an end-of-the-year self-refection report with respect to his/her goal setting, planning, progress, and results. It is also recommended that the professional employee report the findings of his/her action plan to a Professional Learning Community (faculty meeting, in-service gathering, PTA/PTO). However, this is a local decision.

The professional should select a Differentiated Supervision Model in collaboration with the supervising administrator. All Differentiated Supervision Modes should be aligned to the Danielson *Framework for Teaching* or a PDE approved alternative system and/or is related to a district or school initiative designed to improve instructional practices.

Additionally, while formal observations may not occur in Differentiated Supervision, it is recommended that informal observations occur throughout the school year. PDE also recommeds that the professional employee should remain in Differentiated Supervision for the length of the **Cycle of Supervision** except for the required year of **Formal Observation.** PDE recommends that the principal reserves the right to remove a teacher from Differentiated Supervision at any time and place the teacher in the **Formal** **Observation Model** or assign the teacher to a **Performance Improvement Plan** with **Intensive Supervision**.

The rating tool requires principals/supervisors to provide a rating in the 4 domains for all teachers every year regardless of their mode of supervision. While not collecting evidence through the clinical supervision process, evaluators should use walk throughs and other strategies to keep informed of the teacher’s overall performance throughout the year. In the absence of data to the contrary, the rating assigned to a domain for the employee would revert to their most recent summative evaluation.

While the nomenclature applied to the various Differentiated Supervision Modes may be unique to each LEA, they are generally grouped by common subject matter. Districts are not limited to the following categories as long as the mode meets the requirements and rigor of the PDE’s Teacher Effectiveness Instrument.

The following descriptions of Differentiated Supervision Modes are to serve as examples:

1. **Peer Coaching Mode** - professional employees work in dyads or triads to discuss and observe their own or another professional employee's pedagogy, student learning, curriculum aligned to the PA Common Core Standards, and other pertinent issues in a collaborative manner. The professionals will work together to define their professional needs and develop plans to assist them in the successful completion of the identified tasks including: specific target area(s), the evidence to be collected, observation dates and a reflective session. Meeting notes, data collection tools, results of the observations and the reflective sessions should be shared with the principal and used in formative assessments and summative evaluations.

2. **Self-Directed/Action Research Mode**-professional employees will develop a structured, on-going reflection of a practice-related issue (Danielson *Framework for Teaching* or a PDE approved alternative system). Professionals may work individually or in small groups, dyads or triads, to complete the action research project. Meeting notes, resources, data collection tools, and the results of the reflective sessions should be shared with the principal and used in formative assessments and summative evaluations.

3. **Portfolio Mode** - professional employees will examine their own practice in relation to the Danielson *Framework for Teaching* or a PDE approved alternative system and reflect on their portfolio in a written report and/or documented discussions with colleagues. Portfolios may be developed according to criteria established collaboratively by the administrator and the teacher based upon their interests or needs. Resources, data collection tools, and the results of the reflective sessions should be shared with the principal and used in formative assessments and summative evaluations.

\*Book/research reviews are unacceptable for a separate Differentiated Supervision mode; however, they may be used to develop the research for an action plan.