



**Catholic Schools of the
Diocese of Erie**

**Differentiated Supervision
Plan**

August 2015

Catholic Schools of the Diocese of Erie

Differentiated Supervision

Purpose

Catholic education focuses on the whole person - on the spiritual, moral, intellectual, and physical attributes of each student. The ministry of the Catholic schools in the Diocese of Erie is to evangelize, educate, socialize, and worship in the Catholic tradition.

The Catholic school educator makes the well-being of students the foundation of all decisions and actions and is committed to the ministry of teaching. The Catholic school educator performs teaching responsibilities with diligence and integrity. Therefore, the Catholic school educator

- enhances self-competence by continuing education to increase knowledge and skills.
- fosters a philosophy of education which encourages lifelong learning.
- promotes professionalism by respecting and preserving the privacy and dignity of colleagues.

This plan is designed to foster continuous professional growth and to maximize student learning through a system of collegial support, professional supervision, and evaluation. To serve our students well and meet the needs of our faculty, teacher growth and evaluation should

- maximize and enhance student learning.
- promote lifelong learning.
- help teachers understand and use data to target professional development needs.
- encourage teachers to grow professionally through a process of goal setting.
- help teachers identify and utilize research-based instructional practices.
- establish an atmosphere of supportive attitudes and mutual trust.
- be applied in accordance with teachers' different levels of experience and learning styles. and adapt to teachers' different learning styles.
- provide for the professional growth of each individual.
- be a continuous and collaborative process.

Just as an instructional program is designed to be developmentally appropriate for meeting the needs of a diverse student population, professional development for teachers must meet the needs of each teacher of the professional team. This plan is committed to providing teachers with both a cycle of supervision options and a supportive environment that will enhance instruction and promote student achievement growth.

It is with this in mind that this Differentiated Supervision and Evaluation Plan include the following essential elements:

- four clear performance domains for teacher performance, based on Charlotte Danielson's Framework for Teaching, with performance criteria for how the domains are to be met and descriptive examples of observable teaching behaviors
- the *Catholic Identity Domain for Teacher Evaluation* established by the Catholic School's Office
- training for administrators and teachers that creates not only a common language for the discussion of what good teaching is and is not, but also develops the skills of unbiased evidence collecting, evidence analysis, and professional reflection that will make the dialogue among professionals a rich and data-driven one in a positive collaborative spirit
- formal observation as an evidence-based assessment to improve teaching
- a professional growth cycle that integrates the formal observation year into a multi-year process of professional growth, continual reflection on goals and progress meeting those goals, and collegial interaction (3 year cycle with administrator option to assign mode of supervision)
- professional development years that are structured around a collaborative learning culture among teachers in each school, integrating individual or collegial goals into school goals, and utilizing student achievement and other data about student results
 - a process for using observation and professional development data to ultimately determine a summative, semi-annual or annual evaluation for every employee based on the Danielson Framework and the *Catholic Identity Domain for Teacher Evaluation*

Modes of Supervision

The Differentiated Supervision and Evaluation Plan for the Catholic schools of the Diocese of Erie offers three modes of supervision:

A. Formal Observation Mode

B. Informal/Study Mode

- Self-Directed Model
- Team-Directed Mode

C. Intensive Observation Mode

Regardless of which mode a teacher is assigned, all teachers will be evaluated using Danielson's Teacher Effectiveness Evaluation Tool, paired with the Catholic Schools Office *Catholic Identity Domain for Teacher Evaluation*. Each of these components is defined briefly below and in-depth throughout the plan.

Formal Observation

This mode enables a teacher to work with his/her principal for the purpose of improving the teaching/learning environment by focusing on pedagogy, methodologies, resources, and techniques using the Danielson Framework for Teaching, as amended and modified by the Catholic Schools Office.

Level I certified teachers, teachers new to the Diocese, and teachers on an improvement plan are required to participate in the Formal Observation Mode. Additionally, a minimum of 25% of the tenured teaching staff in each building, as assigned by the building administrator, will be required to participate in the Formal Observation Mode once every 3 years.

Informal/Study Mode

Level II certified teachers, when not in their formal observation year, may be assigned to participate in an Informal/Study Mode. In this mode, teachers may choose between two models: Self-Directed or Team-Directed study. These options provide an opportunity for teachers to identify a professional goal aligned to a domain and component from the evaluation framework that will focus their professional development, with the aim of increasing student achievement. When in this mode, a teacher's professional development activities, as they apply to the Danielson Framework for Teaching or the *Catholic Identity Domain for Teacher Evaluation*, are used to develop the teacher's summative evaluation.

Intensive Observation Mode

This process is designed for any teacher that has been identified as having exhibited difficulty and/or deficiencies in the delivery of instruction in the classroom. This process is intended to improve classroom performance to a level of acceptance. Failure to show the required improvement will provide reason for non-renewal or dismissal.

Formal Observation Mode

Definition:

Formal Observation is a mode of supervision that enables the teacher to work with his/her principal for the purpose of improving the teaching/learning environment by focusing on pedagogy, methodologies, resources, and techniques. Working through the collaborative process, the teacher and principal can foster a climate to bring about instructional improvement. This mode includes a pre-observation conference, a formal observation, and a post-observation conference to determine areas for growth and serve as data for the summative evaluation.

Requirements:

All, newly-hired level I and level II certified teachers, teachers who have received an unsatisfactory/needs improvement/failing evaluation in the previous two years and teachers in intensive supervision are required to participate in the Formal Observation Mode. Level II teachers will be required to participate in the Formal Observation Mode once every 3 years. A teacher may require multiple years in the Formal Observation Mode for improvement, and a principal may place a teacher in the Formal Observation Mode at any time during the school year or cycle.

Procedures for Formal Observation:

Beginning in the 2015-16 school year, all Formal Observation will use the Teacher Effectiveness Instrument, based upon the Charlotte Danielson model and the 5th Domain, *Catholic Identity Domain for Teacher Evaluation*. The administrator will fill out all of the applicable dates on the Formal Observation Timeline sheet (page 7) and provide this to the teacher before the timeline begins.

A. Pre-Observation

- The teacher will submit a written lesson plan and evidence of Domains 1 and 4 prior to the pre-observation conference (pages 8-9).
- The teacher and administrator will review the lesson plan and add documentation needed for observation.
- The meeting will be held no more than 5 school days before the scheduled observation.

B. Observation

- The principal will arrive 5 minutes prior to the beginning of the lesson to collect evidence from the walls, bulletin boards, and other exhibits in the classroom.

- The principal will take written notes to collect evidence.
- The written plan for the lesson will be available to the principal during the observation.

C. Preparing for Post Conference

- The teacher shall be provided opportunity to add evidence that may have been overlooked on the observation form.
- The teacher shall return the observation form, with additions, within 48 hours.
- The teacher completes the self assessment rubric and submits it to the principal prior to the post-observation conference.
- Principal to mark (highlight) area of the self assessment with which both parties are in agreement.

D. Post-Observation Conference

- The teacher and principal shall meet to reflect on the lesson.
- The principal shall note components of agreement and provide opportunity for the teacher to discuss other components.
- Components are collaboratively related, however, the principal is final rater in the event of non-agreement. Evidence is the basis for the decision.
- Reasonable efforts should be made to have the meeting within 5 school days following the observation.

E. Post-Observation Conference Discussion Starters

- Looking at the rubric...
- Tell me more about...
- What is the background of...
- Describe what led you to...
- Expand your thinking about...
- What were your reasons for...
- The highlighted language on the rubric states...

**Catholic Schools of the Diocese of Erie
Formal Observation Timeline**

Teacher _____ **School** _____

Grade Level or Department _____

Principal _____

Date Due/Time	Event
	Pre-conference form submission
	Pre-conference
	Classroom observation
	Teacher Additions to evidence/highlighted rubrics
	Post conference
	Additional walk-throughs/subject or period as necessary

Principal Signature _____

Date _____

Catholic Schools of the Diocese of Erie Formal Observation Mode Pre-Observation Conference Form

Teacher _____ School _____ Date _____

Grade Level _____ **Subject** _____ **Period/Time** _____

(To be completed and submitted to the principal at least two days prior to the pre-observation conference.)

- 1. What is the content to be taught? What standards will be addressed?**
- 2. What prerequisite learning is required?**
- 3. Characterize the class. How will you modify this lesson for groups or individual students?**
- 4. What teaching techniques will you use in this lesson?**

Informal/Study Mode Self-Directed and Team-Directed

In the Self- and Team-Directed Models of the Informal/Study 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 as evidence in the supervision and evaluation of the employee.

Goal Setting

Goal setting is an essential component of both Self-Directed and Team-Directed Models. Teachers in the Informal/Study Mode will identify a domain and component on which to focus their professional growth to best impact student achievement. This focus should be an area of need for a teacher or team and result in a goal(s) which is specific, measurable, action Oriented, realistic, and timed.

S.M.A.R.T. GOALS

- S** **Specific and Strategic** – Goals should be specific, allowing the educator and principal to determine whether they have been achieved. Goals should also be strategic, serving an important purpose for students or the school.
- M** **Measurable** – Goals should be measurable so progress can be evaluated and managed.
- A** **Action Oriented** – Goals have active verbs. The action steps indicate who is doing what.
- R** **Realistic** – Goals should make clear what will be different as a result of achieving the goal. Goals should describe realistic yet ambitious results. Goals should stretch the educator, team, or school.
- T** **Timed and Tracked** – A goal needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks achieved. Tracking action steps and benchmarks is important, allowing for midcourse corrections.

There are three types of goals a teacher might consider:

1. **Teaching Goals** are built around teacher behaviors that are directly related to student outcomes.

Examples: Use instructional time efficiently, maximizing time-on-task, or teach each lesson with a focus on student engagement. To enhance instructional clarity by using such strategies as anticipatory set, outlines, demonstrations, questioning, and closure.

2. **Learner Goals** relate directly to solving a specific learning problem or improving some particular student deficit.

Examples: Use various forms of differentiated instruction to address individual learners. Use flexible grouping to address the different levels of achievement among students. Use behavioral modification strategies with six students in order to increase their spans of attention.

3. **Program goals** relate to curriculum areas, course outlines, articulation activities, materials selection, and so on.

Examples: Integrate writing skills (specific procedural directions) into the teaching of sixth grade science. Integrate the teaching of American history and literature.

Steps in the Goal Development Process:

1. Reflect on the past to identify an evidence-based, existing need or area for improvement on which to focus.
2. Discuss these identified needs with the principal to focus the development of the goal.
3. Identify the domain and component of focus to which this need relates.
4. State your goal.
5. State your reasons for choosing this goal (needs assessment).
6. State your projected increase in student achievement/benefit(s) for students.
7. Describe how you will assess whether you have achieved this goal. What evidence will be collected? (Include strategies, observations, reflective practices, and method of collecting results, including benchmarks and/or timelines.)
8. Describe how the chosen model of study (Self-Directed vs. Team-Directed) will help you achieve this goal?
9. Describe any resources/supports needed to achieve your goal.
10. Submit the Professional Development Goal Plan according to the suggested timelines listed under the Self-Directed and Team-Directed Models.

Informal/Study Mode Self-Directed Model

Definition

The Self-Directed Model of supervision enables an individual teacher to engage in a sustained study of a particular domain and component of the Danielson Framework that will enhance teaching skills and increase student achievement as evidenced by supporting data. This practice is also known as action research.

Timeline

The initial meeting – Ideally May, no later than September

Mid year review meeting – January

End of year meeting – May

The principal and the professional employee should collaboratively create a timeline to ensure the successful completion of the professional's Informal/Study, Self-Directed Plan. The professional employee is required to complete a mid-year review and an end-of-the-year self-reflection 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).

Requirements/ Procedures:

To participate in the Self-Directed Model, a teacher must

1. hold a level II certificate.
2. have received two consecutive, summative ratings of satisfactory or above.
3. receive approval from the principal. Please submit the Professional Development Goal Plan (page 17).
4. conduct a mid-year review meeting with the principal to monitor progress toward goal.
5. complete the Professional Development Goal Plan Mid-Year Review (page 18).
6. propose the format for the development of the final report or presentation to the faculty of learning community. This report may be a written report format, live presentation, or any other format approved by the principal.
7. conduct an end of year review with the principal to reflect on this year's goal and share initial thoughts for a goal for the following school year, if applicable.
8. complete the Professional Development Goal Plan End of Year Summary (page 19).

Characteristics of Self-Directed Study:

Self-Directed study enables the individual teacher to work independently on professional growth concerns in the areas of research, special teaching projects, or any other areas of personal interest.

Focused activities enable the teacher to work on a particular topic of professional interest, which results in the teacher gaining new knowledge, refining practices and knowledge, or creating new knowledge that will benefit student achievement. Below is a description of each possibility followed by a professional example. These are examples, and not an exhaustive list of possibilities.

- **Gaining new knowledge:** A teacher's goal may include the implementation of research-based ideas or instructional strategies that are new to his practice.

Example: In year one, a physics teacher, whose assessments show evidence that his male students are underperforming his female students, is curious about the research-based effects of single-gender classroom instruction. He attends two workshops on this topic and completes a book study to gain background knowledge on this topic. After presenting his findings to the administration, he is given permission in year two, to implement optional single-sex physics classes. In this year, he collects evidence in a portfolio regarding the performance of his male and female students, and sets a direction for the following year.

- **Refining knowledge:** A teacher's goal may include the use the training and resources already provided, to improve her classroom use of these strategies to increase student achievement.

Example: The teacher will identify through previous trainings, how use of graphic organizers can be improved. The teacher will create new graphic organizers for each unit based on training, and reflect on the effectiveness of these improvements in a portfolio of evidence including student achievement data.

- **Creating knowledge:** A teacher's goal may include the application of training and knowledge to create something new for their profession and/or their students.

Example: The teacher will develop an online course to make his/her classroom activities accessible to students at home.

Example: The teacher will create a professional development module that will allow his 7th and 8th grade colleagues to better understand the Common Core Math Content, resulting in higher achievement on the standardized assessments.

Informal/Study Mode

Team-Directed Model

Definition:

Team-Directed Model is a collaborative process in which two or more teachers agree to work together for their own professional growth to improve the achievement of their students. This process may take place in an individual classroom, in a team-teaching set up, or in an interdisciplinary cooperative setting.

Requirements:

To participate in the Self-Directed Professional Growth Model, a teacher must:

1. hold a level II certificate.
2. have received two consecutive, summative ratings of satisfactory or above in prior years.
3. receive approval from the principal. Please submit the Professional Development Goal Plan (page 17)
4. conduct a mid-year review with the principal to monitor progress toward goal.
5. complete the Professional Development Goal Plan Mid-Year Review (page 18).
6. propose the format for the development of the final report or presentation to the faculty of learning community. This report may be a written report format, live presentation, or any other format approved by the principal.
7. Conduct an end of year review with the principal to reflect on this year's goal and share initial thoughts for a goal for the following school year, if applicable.
8. complete the Professional Development Goal Plan End of Year Summary (page 19).

Note: Within a 3 year period, all teachers will cycle into Formal Observation Mode for a 1 year period. During this time, teachers may also participate in a Team-Directed Model, if it pertains to their content or grade.

Characteristics of Team-Directed Study

Team-Directed study enables the individual teacher to work collaboratively with colleagues on professional growth concerns in the areas of research, special teaching projects, or any other areas of personal interest. Focused activities enable teachers to work on particular topics of interest, which results in the team gaining new knowledge, refining practices and knowledge, or creating new knowledge that will benefit student achievement. Below is a description of each possibility followed by a professional example.

- **Gaining new knowledge:** The team will conduct research through a variety of sources on a topic of interest; implement the strategies in their rooms, level, or grades. Through a portfolio, evidence will provide implementation results.

Example: The team will conduct a book study on the book entitled *Explicit Instruction* by Anita Archer. These strategies will be implemented in their classrooms throughout the year. A portfolio of evidence from the impact of these strategies regarding student achievement is presented at the end of the year.

- **Refining knowledge:** The team's goal may include using training and resources already provided, to improve their classrooms use of these strategies to increase student achievement.

Example: The 10th grade English teachers will use the PDE SAS and other resources available to them regarding the Common Core Non-fiction Standards to examine and refine their current non-fiction units. They will assess students collaboratively as they go and refine re-teaching strategies and resources to increase student achievement on standardized testing.

- **Creating knowledge:** The team's goal may include applying training and knowledge to create something new for their profession and/or their students.

Example: The team of teachers will create benchmark assessments in mathematics aligned to the Diocesan Common Core. The team will utilize Webb's Depth of Knowledge (DOK) to include higher order questioning strategies comprised of Levels 2, 3, and 4.

INTENSIVE SUPERVISION

Definition:

A professional may be placed in the Intensive Supervision program by a principal because he or she has been identified as at-risk through observation. An at-risk employee has been identified as needing improvement or failing on the Danielson Framework for teaching. Every professional placed in the Intensive Supervision program will receive a Performance Improvement Plan that will require the Formal Observation Mode at least every six weeks.

Requirements:

Whenever a professional is placed in this mode of supervision, the administrator will

1. meet with the professional to discuss the areas needing to be addressed.
2. establish a Performance Improvement Plan with the professional's input, addressing the areas of concern, the types of data that will be collected, observations, and feedback following all observations.
3. create an Intensive Supervision timeline to observe the professional using the Formal Observation Mode addressing the performance improvement plan.
4. determine if the professional is making progress to a proficient rating level.
5. determine if the professional has made sufficient progress to earn a proficient rating and maintain employment.

Whenever this remedial mode of supervision has been successfully completed by the at-risk employee, as indicated by a proficient rating, the teacher will be assigned to the Formal Observation Mode.

Catholic Schools of the Diocese of Erie
Professional Development Goal Plan Mid-Year Review

Mid-Year Self-Reflection of Progress toward Goal

(To be completed in January/February for midpoint Conference with principal)

Principal Review:

The goal was:

☐ Fully Accomplished

☐ Partially Accomplished

☐ Not Accomplished

Principal Signature/Date

Teacher Signature/Date

**Catholic Schools of the Diocese of Erie
Professional Development Goal Plan End-of-Year Summary**

Teacher _____

Principal _____

A. Annual Goal Reflections

B. Proposal for Next School Year

The goal was:

☐ Fully Accomplished

☐ Partially Accomplished

☐ Not Accomplished

Principal Signature/Date

Teacher Signature/Date

Sources used in the development of this plan include the following:

Differentiated supervision plan (2012). Hazelton Area School District

Differentiated supervision and evaluation plan (2013-2014). Lower Dauphin School District.

Differentiated supervision and evaluation plan for professional employees (2013). Shamokin Area School District.

S.M.A.R.T. goals. Massachusetts Department of Elementary and Secondary Education