Bristol Township School District

Professional Supervision & Evaluation Plan

2016-2019

Professional Growth and Evaluation Plan

The language, processes, procedures, and recommendations of this plan come from a variety of sources, drawing from the best research available on differentiated supervision. Many of these sources borrowed from one source or another, or were publically shared as models at conferences, shared by local districts or shared documents on the web. As these sources become interchangeable, they are not cited individually throughout the plan, but recognized in a Works Cited page at the end of this document. The Bristol Township School District is grateful to these individuals and LEAs for sharing their work, which has become the foundation of our plan.

Committee Members

(In alphabetical order)

Anderson, Michele	Administration
Barnes, Cheryl	Truman
Barone, Bernadette	FDR
Berman, Mary	Keystone
Boles, Erin	Mill Creek
Cargill, Jillian	Mill Creek
Cramer, Susan	Keystone
Crane, Joseph	Truman
Cubberly, Jacqueline	Brookwood
deFonteny, Lou	Administration
Deni, Maggie	Keystone
Falato, Karen	Mill Creek
Flojo, Audrey	Truman
Flynn, Lisa	Mill Creek
Gallagher, Laurie	Brookwood
Gehrens, Melanie	Administration
Giardine, Terrie	Mill Creek
Gockley, Bob	Truman/FDR/Armstrong
Hayden, Matthew	Brookwood
Houmas, Demetrios	Keystone
Klemp,Carey	FDR
Klemp,Mike	FDR
McHugh, Connie	Armstrong
McMahon, Shannon	Administration
Miller, Michelle	Mill Creek
Missanelli, Jenna	FDR
Muller, Meredith	FDR
Oberdick, Brian	FDR
Parlacoski, Christa	Keystone
Quarterman, Aaron	Truman
Reinecker, Susan	Mill Creek
Snedeker, Karen	Administration
Ungerman, Denise	FDR
Watkins, Kathleen	Keystone
Wilkin, Diane	Truman
Wood, Natalie	Truman

BRISTOL TOWNSHIP SCHOOL DISTRICT
TEACHER PERFORMANCE GROWTH PLAN

I.   Statement of Purpose

The Bristol Township School District strongly believes that each staff member is committed to performing his/her assigned duties in a highly effective manner and with a focus on the improvement of student achievement. Lifelong learning is required to continually incorporate new ideas, concepts, and skills into one's daily performance. Staff member commitment and continued support and encouragement from the administration are also required.

II.   Introduction

The professional supervision and evaluation process provides for continuous professional growth, determines adherence to standards, promotes or directs professional growth, and provides a basis for staff member rating. This system provides a means to recognize areas of strength in employee performance, develop priorities for growth, improve communication, and provide assistance when needed.

III.   Rationale

Performance expectations of professional personnel in the Bristol Township School District focus on:

   A. Growth and development achieved in an environment reflecting mutual respect and trust
   B. Danielson's Framework for Teaching
   C. Student achievement data
   D. Fulfillment of professional responsibilities as a member of the Bristol Township School District
   E. Teachers providing a caring classroom environment in an atmosphere that facilitates learning for all students
   F. Reflection and analysis as essential for the professional growth of teachers and the successful practice of teaching.

IV.   Plan for Supervision and Evaluation

   A. 2016-2017—All professional teachers and non-teaching specialists will be issued the PDE 82 Rating Form in accordance with Pennsylvania School Code and the Regulations of the Department of Education. This plan emphasizes, supports, and encourages the growth of the Bristol Township School District's professional staff.

IV.   Plan for Supervision and Evaluation Continued

      B. Supervision focuses on improving the quality of instruction and professional services rendered. Evaluation refers to the formal rating of an individual, i.e., satisfactory or unsatisfactory.

V.   Management of the Supervision and Evaluation Process

To manage the supervision and evaluation process, we are using a software package, PA-ETEP, Pennsylvania Electronic Teacher Evaluation Portal. See **Appendix A**.

PROFESSIONAL APPRAISAL PLAN PROCESS

Administrators will assign or reassign tenured and Level II certified staff to the supervision 3-year cycle as necessary. Arrangements and timeline adjustments shall be communicated.

The primary purpose of the Bristol Township Professional Supervision and Evaluation Plan is to enhance professional performance.   Formal observations and individual options have been incorporated in a differentiated plan of supervision. Participation in the process provides an opportunity for growth through staff working with others and with an administrator. Teaching staff will be allocated to one of three Groups based on eligibility:

      Group I –   Formal Observation Phase
      Group II – Professional Growth Phase
      Group III – Professional Growth Phase

Professional evaluation is an accountability measure, which provides information concerning personnel decisions (e.g., tenure) regarding a staff member's ability to meet district and state standards. Therefore, accountability is a necessary part of this appraisal plan. The appraisal is divided into two parts: (a) that which is required by the State of Pennsylvania; and (b) that which provides for assessment of a staff member's capability of meeting school district standards.

I.   Non-Tenured, New Staff, and Level I Certified Staff – Formal Observation Phase
Identification of Staff Eligible for Formal Observation Phase

Staff eligible for the Formal Observation Phase of the Professional Appraisal process include: **See Appendix B**

1. Non-tenured staff or staff in their first year of service in Bristol Township School District or Level I certified staff.
2. Staff who have tenure and hold their Level II certificate, once in each three-year cycle.
3. Instructional staff that have a Needs Improvement or Failing on the end of the year evaluation and/or a Professional Improvement Plan.
4. Staff in a Letter of Agreement (LOA)

A. Formal Observation Phase

Administrators will conduct observations of staff at any time during the formal observation phase and will provide constructive feedback to staff based on their observations within 48 hours using PA-ETEP software. **See Appendix A**.

Administrators will conduct walkthroughs and/or formal observations of staff at any time during the Professional Growth Options phase, and will provide constructive feedback to staff based on their observations. A walkthrough is a process that allows administrators to quickly acquire data to support particular goals for improvement. Administrators are expected to hold professional conversations with teachers on the basis of walkthroughs and observations. Topics of conversation include and are not limited to:

- Clarity of purpose
- Rigorous learning tasks and assignments
- High levels of energy and student engagement
- A safe and challenging environment
- Smooth organization and management
- Implementation of school district initiatives

The formal model of teacher supervision includes three components—a pre-observation plan, observation of teaching, and a post-observation reflection and feedback. The purpose of the pre-observation plan is to set goals for the observation. During the observation, the administrator will gather data based on Domains 2 and 3, components a-e of Danielson's Framework for Teaching. The teacher will then complete his/her self-reflection using the PA-ETEP reflection rubric based on Danielson Framework for Teaching. The teacher will highlight the rubric focusing on Domains 2 and 3, components a-e. The administrator will provide the teacher with her/his highlighted rubric based on her/his observations of the lesson as well as scripted evidence within 48 hours. The administrator and teacher will engage in professional exchange, discussion, and reflection relative to the evidence demonstrated during the observation

.

1. Each year, one-third of staff eligible will be part of the Formal Observation phase where teaching competence is assessed.

2. During the Formal Observation phase, the staff member and principal/administrator will work closely in assessing needs, planning, monitoring and assessing growth through frequent contact and joint planning. Danielson's Framework for Teaching forms the basis of the school district's template for best professional practice.

II. **Tenured and Level II Certified Staff—Professional Growth Option**
Identification of Staff on Professional Growth Option

Staff eligible for the Professional Growth Options phase includes:

1. Tenured staff that also hold their Level II certificate.

    A. Development of Professional Growth Phase

    During the Professional Growth Options phase (self-guided), eligible staff members will use the "Differentiated Observation" icon on PA-ETEP to select among: Portfolio, Action Research or Peer Coaching to complete the "Differentiated Supervision Action Plan." See **Appendix A**.

    Ideally, the growth plan should be related to school district priority objectives or improvement plans. However, a staff member may determine which activities will contribute to her/his growth and performance with the approval of her/his supervisor. The plan shall consist of a professional growth goal, the desired outcomes, the resources and activities to achieve these outcomes, and how she/he will assess growth. Both parties will authenticate the plan, signifying agreement.

    Administrators will conduct walkthroughs and/or formal observations of staff at any time during the Professional Growth Options phase, and will provide constructive feedback to staff based on their observations. A walkthrough is a process that allows administrators to quickly acquire data to support particular goals for improvement. Administrators are expected to hold professional conversations with teachers on the basis of walkthroughs and observations. Topics of conversation include and are not limited to:

    - Clarity of purpose
    - Rigorous learning tasks and assignments
    - High levels of energy and student engagement
    - A safe and challenging environment
    - Smooth organization and management
    - Implementation of school district initiatives

Professional Growth Options

> For the school year, 2016-2017, the professional growth options include: Portfolio, Action Research, and Peer Coaching. Eligible staff will develop a Differentiated Supervision Action Plan based on Danielson's Framework for Teaching as defined in the current PAETEP Version.

- Provide structure to record evidence of best practices in teaching
- Lead to professional growth through discussions and sharing with peers
- Support mentoring and coaching relationships by providing artifacts to extend professional discussions
- Focus on school district priority areas:

Elementary Options

- Analyzing data and developing instructional plans
  - Data Analysis (CDT, LinkIt, etc.)
- Classroom Management
- Formative Assessment
- Instructional Strategies Across the Disciplines
- LDC-Reading and Writing Across the Content Areas
- Literacy Teaching and Learning
  - Research Labs
- Math Teaching and Learning
- 21st Century Skills (H.E.A.T.) This includes Technology

- Special Education Focus
  - Executive Functioning

Secondary Options

- Literacy & Writing Across the Content Area
  - Penn Literacy Network
  - John Collins
  - Reading Apprenticeship
  - Writing and/or Reading Workshop
- Embedded Formative Assessment
- Collaborative School Climate
- 21st Century Skills
  - Digital Learning
- Integrating the PA Core Standards; Raising Rigor for *ALL* Students
- Special Education Focus
  - Curriculum Research on Adaptive and Instructional Strategies for Low Incident Populations
  - Executive Functioning
- Developing and Analyzing Classroom Management and/or Implementation of Behavioral Programs
- Developing Co-Teaching Strategies

Differentiated Professional Development Activities

Differentiated Professional Development may take the form of Action Research, Peer Coaching, or Portfolio. Please remember a Differentiated form must be completed and approved by the building principal. Once approved the Differentiated Plan must be submitted on PAETEP.

Action Research

Action Research is a process of professional development that is differentiated for a teacher or group of teachers. Action Research enables an educator or group of educators to work on professional growth needs that are integrated with current teaching practices.

Examples of Action Research:

- Implementing a new set of resources (textbooks, etc.) and documenting the progress
- Integrating new technologies into lessons (SMART Boards, iPads, software, etc.) and measuring their effectiveness
- Using new types of assessment strategies and documenting their effectiveness
- Conducting research on an educational topic (i.e. book study), implementing, and documenting changes based on the research
- Begin using a new instructional strategy and document its effectiveness.

An Action Research Plan must include the following:

1. A description of the research and how it will be applied in the school to change teaching and learning. Research may include professional development or formal research on the topic.
2. Alignment to components from the four domains; Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. This alignment may focus on one component or domain, or may focus on several components or domains.
3. For each domain that is not a focus of the research, a written reflection must be provided to discuss the progress made in that domain. Walkthrough observations will be used by administrators to assist in providing a rating for the other domains.
4. Action Research may be Self-Directed or Team-Focused.

Self-Directed

The Self-Directed Action Research option enables the individual teacher to work independently on professional growth needs in the areas of research, special teaching projects, or any other approved areas of personal interest.

Team-Focused

The Team-Focused Action Research option enables groups of teachers to work collaboratively on professional growth needs in the areas of research, special teaching projects, or any other approved areas of collaborative interest. **There is no opting out after approval**. Extenuating circumstance will be considered on an individual basis with administrative approval.

Peer Coaching

Peer Coaching is a confidential process through which teachers share expertise and provide one another with technical assistance, feedback, and support during experimentation with new practices or during analysis of traditional teaching practices. Focused activities included participating in reflective teaching seminars and follow-up peer coaching activities.

1. Teachers, working in pairs or triads, visit one another's classes during instruction, based on previous proposal.
2. Teachers record objective data, share. The data is given to the teacher. The teacher reflects on the data.
3. Observable data must be self-collected in each of the four domains, Planning and Preparation, Classroom Environment, Instruction, and Professionalism.
4. The teacher makes decisions about future lessons based on the analysis of the data and collaboration with their peer.
5. Each teacher will submit a self-reflection aligned with each domain at the end of the coaching year. This self-reflection could be a narrative or other approved artifact.
6. Artifacts may be included to show changes made due to peer coaching suggestions.

Portfolio

Portfolios are where professionals are required to examine their own practice in relation to the four domains, Planning and Preparation, Classroom Environment, Instruction, and Professionalism. Portfolios may be electronic or provided in a 3-ring binder. The portfolio must be organized with five distinct sections for each of the components selected. See (**Appendices F and G**) the Level I Supervision Portfolio Guidelines and Rubric for ideas of items to include in a portfolio for each domain. Each binder must:

1. Be organized into five sections according to the five components included in the proposal.
2. Include evidence for each of the components. Evidence may include artifacts or a written summary of activities.
3. Include a one-page self-reflection for each of the five components.

OVERVIEW OF OPTIONS FOR PROFESSIONAL GROWTH OPTIONS

OPTION	DESCRIPTION	ADMINISTRATIVE ROLE	DOCUMENTATION
Action Research	A teacher or group of teachers select an area of focus, collect data, analyze and interpret data relative to instruction/professional development priority area. Findings and reflections are shared.	Facilitation and Evaluation	PA-ETEP completion of "Differentiated Supervision" form. Submit evidence of data, findings.
Peer Coaching ~Teacher Mentors ~Demonstration Teachers	A teacher chooses a partner and collaboratively plans a lesson to be observed a minimum of two times during the school year.	Facilitation and Evaluation	PA-ETEP completion of "Differentiated Supervision" form.
Portfolio	Goal setting for growth and completion of at least four artifacts from each Domain area.	Facilitation and Evaluation	PA-ETEP completion of "Differentiated Supervision" form. 4 artifacts from each domain area

Guiding Questions for Mid-Year and End-of-year Review
Differentiated Supervision

These questions are designed for two purposes: To help professional staff to prepare for the mid-year and end-of-year meetings with administration and to help administration by guiding the questioning during the mid-year and end-of-year meetings with faculty.

Action Research:

1. What have you learned or had reaffirmed about teaching and learning as a result of the research (professional development, committee involvement, etc.)?
2. Explain any changes you have made in your current practice as a result of this research.
3. How have these changes impacted student learning? Motivation? Relationships? Engagement? Etc.?
4. What evidence did you collect to track the impact of this research on teaching and learning?

Peer Coaching:

1. What have you learned or had reaffirmed about teaching and learning as a result of the peer coaching activities?
2. Describe changes you made as a result of feedback you received from one of your peers.
3. Did you meet your goals described in your proposal? If not, what changes would be necessary to meet those goals?
4. Provide a list of dates when the classroom visitations and feedback discussions took place.

Portfolio:

1. What have you learned or had reaffirmed about teaching and learning as a result of reflecting on the five components this year?
2. Describe any changes you have made this year, or plan to make for next year as a result of your reflections on the five components.
3. Did you meet your goals described in your proposal? If not, what changes would be necessary to meet those goals?
4. Be prepared to discuss each artifact and its relevance to each of the five components.

C. Timeline for Professional Growth Phase (Self-Guided)—The process is managed using PA-ETEP software.

October	By the second week of October, teacher completes the "Differentiated Supervision" proposal forms on PA-ETEP. Supervisor approves the teacher's proposal.
October – January	Teacher completes self-guided activities and completes documentation/artifacts collection (as the plan applies).
January	Teacher completes Mid-Year Progress Update and sends to supervisor.
February-April	Teacher completes self-guided activities and completes documentation/artifacts collection (as the plan applies).
April - May	Teacher completes the Year-End Progress Update and sends to Supervisor.

PROFESSIONAL SUPERVISION & EVALUATION PLAN—THREE-YEAR CYCLE

2016-2017	2017-2018	2018-2019
Formal Observation Group I ⅓ Staff	Professional Growth Phase Group III ⅓ Staff	Professional Growth Phase Group II ⅓ Staff
Professional Growth Phase Group II ⅓ Staff	Formal Observation Group I ⅓ Staff	Professional Growth Phase Group III ⅓ Staff
Professional Growth Phase Group III ⅓ Staff	Professional Growth Phase Group II ⅓ Staff	Formal Observation Group I ⅓ Staff

III.   Documentation

Sources of evidence to be used in the evaluation process and growth development may include, but are not limited to classroom observations; activities such as committee work; curriculum development, leadership activities and work samples as they relate to Danielson's Framework for Teaching. Documented observations of behavior pertinent to professional responsibilities will also serve as appropriate sources of supportive data. Specific examples follow:

1. Formal Observations
2. Walkthroughs
3. Unannounced Classroom Observations
4. Reports
5. IEPs, GIEPs, ERs, RRs, FBAs
6. Faculty meeting notes
7. Activities: Documentation of committee work, special conferences, assignments, extracurricular contributions
8. Work Samples: Newsletter to parents, unit plans, lesson plans, e-mail messages to parents, collegial activity samples
9. Documentation of participation in workshops/conference attendance
10. Communications: letters from parents, students, administrators, sharing information with colleagues
11. Student Work (artifacts): portfolio artifacts showing student achievement growth; grade book data
12. Assessment Data: common assessment data, exam data, formative assessment data.

IV.   Evaluation State Requirements

For non-tenured or Level I certificate holders, the State requires a performance evaluation report PDE Form 82 completed by an administrator **twice** per academic year, (**See Appendix A**) once in January and once in May.

For tenured and Level II certificate holders, a single performance evaluation report PDE Form 82 **once** per academic year.

V.   Letter of Agreement (LOA) Teacher Evaluation Requirements

All LOAs assigned for forty days or more, will be observed using the PAETEP (**Appendix A**) and rated using the District LOA Teacher Evaluation Form. See **Appendix C**. All LOA teachers shall be observed and evaluated a **minimum** of once per semester.

VI. Timeline and Procedures for Formal Evaluation

Early September – Each evaluator meets with his or her group of previously identified staff for orientation to the evaluation process (group meeting).

A. For staff members who are non-tenured or who are in their first year of service in Bristol Township School District or who are Level I certificate holders shall be rated a **minimum** of two times each year.

   1. Rating 1, PDE 82 shall be issued for the first semester by January 31st based on a **minimum** of one observation during the first semester.
   2. Rating 2, PDE 82 shall be issued for the second semester by May 31st based on a **minimum** of one observation during the second semester.

B. Staff members with tenure **and** who hold Level II certificates shall be rated a **minimum** of one time during the year based on a **minimum** of one observation per year.

C. An evaluation and rating conference shall be held between the administrator and the staff member at which time a comprehensive performance review is to be conducted including a review of:

   a. Classroom observations and walkthroughs
   b. SPP score
   c. The staff member's performance as related to categories detailed in PDE 82
   d. Other professional areas: e.g., attendance, contributions to the school, school district, and the students
   e. SLO data

D. The ratings will be substantiated through documentation.

E. When there is potential for an unsatisfactory rating because of classroom performance, the supervisor shall conduct classroom observations and follow-up conferences. An unsatisfactory rating shall be validated by the District Superintendent, prior to being issued to the employee. It is recommended that multiple observations be conducted.

F. When a rating of unsatisfactory is assigned for any category, an administrator shall present to the staff member a written plan outlining actions to be taken to improve the staff member's performance and a timeline for such actions.

VII.   Teacher Supervision and Evaluation Tracking and Accountability

Principals are required to conduct observations and walkthroughs. As the instructional leader, the Principal is expected to provide the teacher with evidence-based, constructive and evaluative feedback.

For Teachers Who Are Eligible for the Professional Growth Option

Principals are required to conduct a **minimum of two walkthroughs per year** (one in the first half of the year and one in the second half of the year) and are at liberty to conduct classroom observations at any time. Principals should use the walkthrough template that is stored on the PA-ETEP site. Principals should adhere to the following supervision timeline:

October
By the second week of October, teacher completes the "Differentiated Supervision" proposal forms on PA-ETEP. Supervisor approves the teacher's proposal. The Principal will review, complete with the teacher and sign the "Differentiated Supervision" form **(Appendices D, E, F, and Portfolio Rubric Appendix G)** on PA-ETEP.

October – January
Teacher completes self-guided activities and completes documentation/artifacts collection (as the plan applies).

January
Teacher completes Mid-Year Progress Update and sends to supervisor. The Principal will review with the teacher and sign the Mid-Year Progress Update. Complete PDE 82 evaluation form for eligible staff.

February-April
Teacher completes self-guided activities and completes documentation/artifacts collection (as the plan applies).

April - May
Teacher completes the Year-End Progress Update and sends to Supervisor. The Principal will review and meet with the teacher and sign the Year-End Progress Update form and complete the PDE 82 Evaluation form.

For Teachers Who Are in the Formal Observation Option

Principals are required to complete all documentation of the supervisory process as outlined on PA-ETEP. With the Edulink software system, the observation process is intended to be "paperless."

Principals are required to conduct a **minimum** of one classroom observation per rating cycle **and two walkthroughs**. Principals should use the walkthrough template located on the PA-ETEP site.

Evaluation Tracking

Principals are required to track the supervision and evaluation process through PAETEP (**Appendix A**). Submit the signed copies of the PDE 82 Evaluation form to the Office of the Superintendent in January and in May, as appropriate.

PDE 82 Evaluation Form

PDE 82 is to be completed for all teachers whether they are in the Formal Observation Phase or the Professional Growth Phase. There is a check-off box at the top with a place to check "semi-annual," "annual" or "periodic." Semi-annual would apply to Level I and Non-tenured and new to Bristol Township School District. Annual would apply to Level II, Tenured and not new to Bristol Township School District. Periodic would apply to the need to rate a staff member at a time other than semi-annual or annual.

How Do I Rate a Teacher Who Is in the Professional Growth Phase?

You should draw on your knowledge of the teacher's professional goal area evidence that would be shared during your beginning, mid-year and year-end progress updates. You should draw on your observations from the walk-throughs that you will have conducted.

How Do I Rate a Teacher in the Areas of Planning and Preparation and Professional Responsibilities?

Assign a rating from 0 to 3 in <u>whole</u> numbers. You should draw on your knowledge of the teacher's participation in faculty meetings, department meetings, parent-teacher conferences, lesson plans, core assessments and artifacts, participation in IEP and GIEP meetings, student work and communications samples…..

<u>**Management of the Supervision and Evaluation Process**</u>

To manage the supervision and evaluation process, we are using a software package, PA-ETEP, Pennsylvania Electronic Teacher Evaluation Portal. **See Appendix A**.

PA-ETEP "Getting Started for Supervisors" Procedures

1. Login to the PA-ETEP portal by clicking the Login link at the top of the page. Use the login information that was provided to you by your district administrator
2. Click the "Observation Management" tab at the top of the page. This will take you to a page that lists all of the teachers that have been assigned to you
3. Click the "Start Evaluation" Icon for any teacher. This will send an automatic email to that teacher asking him/her to login to the PA-ETEP portal and complete the Pre-Observation Questionnaire (Step 1)
4. After the teacher completes the Pre-Observation Questionnaire, you will receive an email (and a notification within the portal) asking you to return to the PA-ETEP portal to review the Pre-Observation Questionnaire (Step 2). You will then be prompted to schedule the Pre-Observation Conference with the teacher. During the Pre-Observation Conference, you will review the Pre-Observation Questionnaire and schedule a date and time for the Observation (Step 3).
5. During the Observation, you will login to PA-ETEP to enter your observation evidence notes (Step 4) and then submit the evidence to the teacher.
6. After the teacher reviews your observation evidence, he/she can add any additional evidence if necessary and submit them to you for review (Step 5).
7. The teacher will then complete the Post-Observation Questionnaire and submit it to you for review (Step 6) and then complete the Self-Assessment Rubric and submit it to you for review (Step 7).
8. You will then be prompted to schedule the Post-Observation Conference with the teacher where you will review any additional observation evidence submitted by the teacher (Step 5), review the Post-Observation Questionnaire (Step 6), review the Self-Assessment Rubric with the teacher (adding your ratings) (Step 7) and then complete the Observation Summary Form (Step 8).
9. You and the teacher will then authenticate the observation by adding your signature to the portal (Step 9).
10. You will also have a Walk-Through Observation Evidence Form (Step 10) that you can use to enter evidence during the walk-through observation.

Guided Support for Each Step of the Process PA-ETEP

- Email reminders, on-screen pop-up messages and notifications within the portal will guide you through each step of the evaluation process.

Notifications Section

- When you are logged in to the portal, you will see an (!) icon next to your name at the top of the page. This is your notification section where ALL of your action steps are located.
- If you click on the (!) you will be taken to a page that lists each step that you must complete.
- These notifications are essentially the same information that is sent to you in the email reminders. They are just listed here for your convenience. You may (at any time) return to this Notifications Section to view any action steps that must be taken.

PA-ETEP "Getting Started for Teachers" Procedures

1. **Follow the link to the PAETEP website: (This can also be found on the District Website under Staff** https://www.paetep.com/bristoltownship/ Provide all of the required information. This will create an account for you in the portal and only needs to be done one time. After you create your account, you may log out.
2. You will receive an email whenever your supervisor initiates an observation for you. This email will instruct you to login to the PA-ETEP portal and click the "My Observations" tab to complete Step 1 (Complete Pre-Observation Questionnaire).
3. After you complete your Pre-Observation Questionnaire (Step 1) and click the "Submit to Supervisor" button, you will receive an on-screen message telling you that your questionnaire has been sent to your supervisor for review.
4. Your supervisor will then contact you to schedule a Pre-Observation Conference to discuss your Pre-Observation Questionnaire and to schedule the date and time of your Observation.
5. After your Observation, you will receive another email. This email will instruct you to return to the portal and complete Step 2 (Review Observation Evidence)
6. After you review the Observation Evidence and add any additional evidence (if necessary) and click the "Submit to Supervisor" button, you will receive an onscreen message (and an email reminder) asking you to complete your Post-Observation Questionnaire (Step 3).
7. After you complete your Post-Observation Questionnaire and click the "Submit to Supervisor" button, you will receive an onscreen message (and an email reminder) asking you to complete your Self-Assessment Rubric (Step 4).
8. After you complete your Self-Assessment Rubric and click the "Submit to Supervisor" button, you will receive an on-screen message telling you that your Self-Assessment Rubric has been sent to your supervisor for review. Your supervisor will then contact you to schedule a Post-Observation Conference to discuss your observation and review your Self-Assessment Rubric.
9. After your Post-Observation Conference, you and your supervisor will "Authenticate" the observation by adding your signature to the portal.
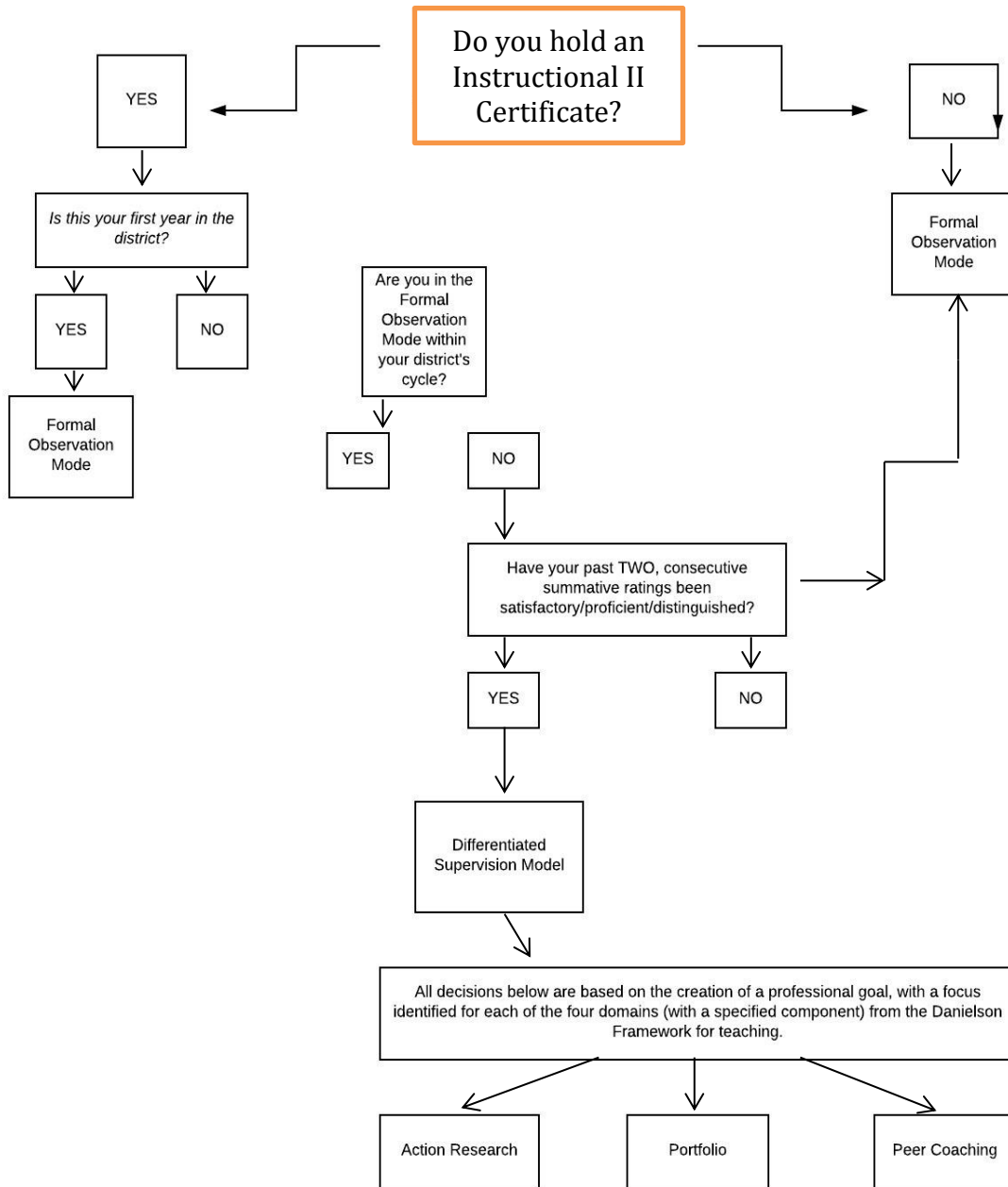
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- https://www.paetep.com/bristoltownship/

APPENDIX B

Bristol Township SD
Professional Growth and Evaluation: Flow Chart of Decisions

Do you hold an Instructional II Certificate?

YES

Is this your first year in the district?

YES — NO

YES → Formal Observation Mode

NO

Formal Observation Mode

Are you in the Formal Observation Mode within your district's cycle?

YES — NO

Have your past TWO, consecutive summative ratings been satisfactory/proficient/distinguished?

YES — NO

YES → Differentiated Supervision Model

All decisions below are based on the creation of a professional goal, with a focus identified for each of the four domains (with a specified component) from the Danielson Framework for teaching.

Action Research — Portfolio — Peer Coaching

APPENDIX C

Bristol Township School District
LOA Rating Form

Last Name: First Name: Middle:

Evaluation: (Check one)   ☐ Semi-Annual   ☐ Annual

Domain	Title	Rating	Earned Points	Max Points
I.	Planning & Preparation			0.60
II.	Classroom Environment			0.90
III.	Instruction			0.90
IV.	Professional Responsibility			0.60
Teacher Observation & Practice Rating				3.00

☐Rating: Professional Employee or   ☐ Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning _____ and ending _____

has received a performance rating of:

☐ DISTINGUISHED   ☐ PROFICIENT   ☐ NEEDS IMPROVEMENT   ☐ FAILING

Resulting in a final rating of

☐ SATISFACTORY   ☐ UNSATISFACTORY

A performance rating of Distinguished, Proficient, or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall

_____   _____
Date   Designated Rater/Position

_____   _____
Date   Chief School Administrator

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater. My signature does not necessarily mean that I agree with the performance evaluation.

_____   _____
Date   Signature of Employee

Action Research Proposal Worksheet
(Use for entering in the PAETEP website)
Differentiated Supervision
Bristol Township School District

Name: _____   Building: _____

School Year: _____   Assignment: _____

Component Focus: List 3-4 components from the Danielson Framework that will be the focus of your own professional growth during this year.

Domain Component Number/Letter	Component Description

Project Goal: Describe the goal of your Differentiated Supervision Action Plan. Describe the Action Research (Indicate whether it is self-directed or team focused in your description.) What changes do you hope to make?

Purpose/ Rationale: Describe the rationale for selecting and implementing your Differentiated Supervision Action Plan. Please describe how the research aligns with each domain above. (Ex. Upon examining student work, I noticed…; I recognized a need for…)

Steps and/or Activities to Achieve Goal(s): Describe the various steps and/or activites that will be involved in implementing your Differentiated Supervision Action Plan. What type of research will be used to support the changes being made to teaching and learning? Some types of research may include: Professional Development, District Committee Participation, Department/Grade Level Activities, Research Review, or Graduate Course(s)
Please note: Professional development and graduate course activities must be approved in advance and are not guaranteed to be approved solely based on this differentiated proposal. Graduate courses can support but cannot replace the Differentiated Supervision Action Plan.

Implementation Timeline: Describe how you will implement your Differentiated Supervision Action Plan over the course of the year.

Indicators of Effectiveness/Measures of Student Success: Describe what you will use to measure student success and/or the effectiveness of your Differentiated Supervision Action Plan. What evidence will you collect to document your progress? How will you determine if the change you made had an impact on teaching and learning?

Mid-Year Progress Update
Provide an update on your progress toward meeting the goal of your action plan:

Year-End Progress Update
Describe the final results of your action plan and how successful you were in meeting your goal and impacting student achievement.

Recommendations - Describe the recommendations you have for moving forward and how you might share what you learned with others.

Peer Coaching Proposal Worksheet
(Use for entering in the PAETEP website)
Differentiated Supervision
Bristol Township School District

Name: _____   Building: _____
School Year: _____   Assignment: _____

Component Focus: List 3-4 components from the Danielson Framework that will be the focus of your own professional growth during this year. These must be shared with your peer coaching team prior to the first peer visitation (use your last observation to identify areas for growth).

Component Number/Letter	Component Description

Project Goal(s): Describe the goal of your Differentiated Supervision Action Plan. Please describe your goals as related to the above 3-4 Component Focus.

Purpose/Rationale: Describe the rationale for selecting and implementing your Differentiated Supervision Action Plan:

Steps and/or Activities to Achieve Goal: Describe the various steps and/or activities that will be involved in completing your Differentiated Supervision Action Plan. Peer coaching activities should focus specifically on the components above and generally on all of the domains. Danielson's Framework Rubrics should be used by the peer coaches to help provide feedback and facilitate discussions about teaching and learning. Feedback about the coaching visitations is to be shared only with the peers involved in this activity and not with administration or other professional staff.*

Implementation Timeline: Describe how you will implement your Differentiated Supervision Action Plan over the course of the school year. A minimum of 3 classroom visitations of each team member must be conducted. Please provide a timeline for others to visit your classroom and a timeline for them to provide corresponding feedback.

Classroom Visitation Timeline	Peer Feedback Timeline	Peer(s)
1.		
2.		

Indicators of Effectiveness/Measures of Student Success: Describe what you will use to measure student success and/or the effectiveness of your Differentiated Supervision Action Plan.

*Walkthrough observations will also be used to determine a final evaluation rating for each of the four domains.

Mid-Year Progress Update
Provide an update on your progress toward meeting the goal of your action plan:

Year-End Progress Update
Describe the final results of your action plan and how successful you were in meeting your goal and impacting student achievement.

Recommendations - Describe the recommendations you have for moving forward and how you might share what you learned with others.

Portfolio Proposal Worksheet
(Use for entering in the PAETEP website)
Differentiated Supervision
Bristol Township School District

Name: _____   **Building:** _____

School Year: _____   **Assignment:** _____

Component Focus:
List 3-4 components from the Danielson Framework that will be the focus of your own professional growth during this year.

Domain Component Number/Letter	Component Description

Project Goal: Describe the goal of your Differentiated Supervision Action Plan. How do you anticipate using this reflection to improve teaching practices?

Purpose/ Rationale: Describe the rationale for selecting and implementing your Differentiated Supervision Action Plan. Use the portfolio guidelines (Appendix G) to assist with completing this question.

Steps and/or Activities to Achieve Goal(s): Describe the various steps and/or activities that will be involved in completing your Differentiated Supervision Action Plan.

Implementation Timeline: Describe how you will implement your Differentiated Supervision Action Plan over the course of the year.

Indicators of Effectiveness/Measures of Student Success: Describe what you will use to measure student success and/or the effectiveness of your Differentiated Supervision Action Plan.

Mid-Year Progress Update
Provide an update on your progress toward meeting the goal of your action plan:

Year-End Progress Update
Describe the final results of your action plan and how successful you were in meeting your goal and impacting student achievement.

Recommendations - Describe the recommendations you have for moving forward and how you might share what you learned with others.

Bristol Township School District Portfolio Rubric

Staff choosing a Differentiated Supervision Portfolio can use PAETEP or a binder for artifacts and reflections.

Category	Failing	Needs Improvement	Proficient	Distinguished
Personal	Required artifacts* are not present	Required artifacts* are present with limited or low quality	Required artifacts* present with satisfactory quality	Required artifacts* of superior quality present
	Missing or vague reflection	Reflection consists of summary	Reflection is clear with supporting information	Reflection is well organized with strong evidence and sound reasoning
Planning and Preparation	Required artifacts* are not present	Required artifacts* are present with limited or low quality	Required artifacts* present with satisfactory quality	Required artifacts* of superior quality present
	Missing or vague reflection	Reflection consists of summary	Reflection is clear with supporting information	Reflection is well organized with strong evidence and sound reasoning
Classroom Environment	Required artifacts* are not present	Required artifacts* are present with limited or low quality	Required artifacts* present with satisfactory quality	Required artifacts* of superior quality present
	Missing or vague reflection	Reflection consists of summary	Reflection is clear with supporting information	Reflection is well organized with strong evidence and sound reasoning
Instructional Deliver	Required artifacts* are not present	Required artifacts* are present with limited or low quality	Required artifacts* present with satisfactory quality	Required artifacts* of superior quality present
	Missing or vague reflection	Reflection consists of summary	Reflection is clear with supporting information	Reflection is well organized with strong evidence and sound reasoning
Professionalism	Required artifacts* are not present	Required artifacts* are present with limited or low quality	Required artifacts* present with satisfactory quality	Required artifacts* of superior quality present
	Missing or vague reflection	Reflection consists of summary	Reflection is clear with supporting information	Reflection is well organized with strong evidence and sound reasoning

Works Cited:

Differentiated Supervision & Evaluation Plan for Professional Employees. (2013).Shamokin Area School
District
Professional Supervision & Evaluation Plan. (2015). Pennsbury School District
Supervision Plan.( ).Tulpehocken Area School District