

Educator Effectiveness System - Differentiated Supervision

The Pennsylvania Department of Education has identified a supervision model consisting of two modes that will result in the professional development of educators: **Formal Observation** and **Differentiated Supervision**. Formal Observation of the teacher's practice is accomplished through formal and informal observations measured by research-supported best practices: *Danielson's Framework for Teaching**. 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. In Differentiated Supervision, professional employees develop an action plan for professional development unique to their needs and interests.

The incorporation of Differentiated Supervision into a local education agency's (LEA) supervision plan is a local decision.

**Charlotte Danielson's Framework for Teaching (2007 or later editions)*

Differentiated Supervision Guidelines

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*. Differentiated Supervision provides a framework for professional growth designed to improve teacher effectiveness, instructional practices, and student achievement. Differentiated Supervision should be included in written policies of the board and made available to all professional employees. As long as the LEA develops a Differentiated Supervision model based on the Pennsylvania Department of Education's (PDE) guidelines, approval is not required.

PDE recommends that professional employees who received a "Satisfactory" summative rating in the previous two years should be eligible to participate in Differentiated Supervision. Prior to the 2013-14 school year, a "Satisfactory" performance rating using a previously approved rating form (e.g., PDE 5501, PDE 426, PDE 427 or PDE 428) may be used to qualify for participation in Differentiated Supervision. PDE recommends that professional employees newly hired by a district should be eligible to participate in Differentiated Supervision, but only after they have successfully completed their first year in the Formal Observation Model. PDE recommends that temporary professional employees should not participate in Differentiated Supervision.

LEAs 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
- Employees assigned to a performance improvement plan

Professional employees should be assigned to Differentiated Supervision Modes 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 should be placed in the Differentiated Supervision in years one and three of the cycle). A Cycle of Supervision usually lasts for three or four 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-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, PTA/PTO) however, this is also a local decision.

The supervising administrator should select a Differentiated Supervision Mode in collaboration with the teacher. All Differentiated Supervision Modes must be aligned to *the Danielson Framework for Teaching* or a PDE-approved alternative system and/or related to a district or school initiative designed to improve instructional practices and impacts student achievement. Additionally, while formal observations may not occur in Differentiated Supervision, it is recommended informal observations occur throughout the school year. PDE also recommends that the principal reserve 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 overall rating form requires principals/supervisors to provide a rating in the four domains for all teachers every year regardless of their model 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 domain performance rating.

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 Teacher Effectiveness System.

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 Pennsylvania 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 as evidence in the supervision and evaluation of the employee.

2. **Self-Directed Model/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 as evidence in the supervision and evaluation of the employee.
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 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 as evidence in the supervision and evaluation of the employee.

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