

Riverview Intermediate Unit
Differentiated Supervision Plan

Eligibility: Staff members will be eligible to participate in RIU's differentiated supervision model if the following guidelines from PDE are met:

1. Satisfactory summative rating in the previous two years (Instructional level II)
2. Satisfactory performance rating using previously used approved rating form
3. Professional employees newly hired can participate after one year in the Formal Observation Model.
4. Not a temporary professional

RIU Cycle of Supervision: The cycle of Supervision will be **three** years. Staff will be divided into thirds based on seniority in the organization. The first third will be assigned to cycle 1, middle third to cycle 2 two, and last third to cycle 3. If a staff member changes programs, they will automatically be placed in the Formal Observation Model. For example, if a teacher teaches in the ES program for the 2013-2014 year, and then moves to the MDS program for the 2014-2015 year, they will be placed in the Formal Observation Model for the 2014-2015 school year. Additionally, if a staff member is hired to the IU from another LEA, they will be evaluated using the formal evaluation model for their first year. **The IU reserves the right to place a staff member in the Formal Observation Model or to assign a staff member to a Performance Improvement Plan with Intensive Supervision at any time.**

Staff will be divided into three cycles based on seniority,

If you are a member of cycle 1, you will be eligible to participate in the Differentiated supervision model during the 2015-2016 school year.

If you are a member of cycle 2, you will be evaluated using the formal model during the 2015-2016 school year, and be eligible for differentiated supervision during the 2016-2017 school year.

If you are a member of cycle 3, you will be evaluated using the formal model during the 2015-2016 and 2016-2017 school years, and be eligible for differentiated supervision in the 2017-2018 school year.

Steps of Differentiated Supervision:

- Select a Supervision Format with supervising administrator
- Employee and supervisor will collaboratively develop an annual Individual Professional Development Goal
- Complete progress and reflection reports with respects to monitoring progress, and results.
- In the absence of data, the rating assigned to a domain for the employee would revert to their most recent domain performance rating

Differentiated Supervision Options

1. **Portfolio Review** – Professional employees will examine their own practice in relation to the Danielson Framework for Teaching and reflect in a written report and/or documented discussions with colleagues. Portfolios are to be developed according to the established criteria. Resources, data collection tools, and the results of the reflective sessions should be shared with the employee's supervisor and are used as evidence in the supervision and evaluation of the employee.
2. **Action Research** – Professional employees will develop a structured, on-going reflection of a practice-related issue (Danielson framework for Teaching). Professionals may work individually or in a small group (2-3) of employees who are working under the same supervisor. If working in a group of 2 or 3, group members must have Individual Professional Development Goals that relate to each other. The Action Research Project is a reflection of a practice-related issue and complete an action research project by the end of the school year. Employees must submit an Action Research Proposal Form form and obtain approval from their supervisor and program director before starting the project. The Action Research Proposal Form must be submitted to the employee's supervisor for approval by September 1st. Additionally, groups must submit Action Research Project Collaborative Meeting Minutes at a minimum of four times a year. Collaborative Meetings are recommended at a rate of one time per month. Notes, collaborative meeting minutes, resources used, data collection, and results of reflection are to be shared with the employee's supervisor and are used as evidence in the supervision and evaluation of the employee.

Riverview Intermediate Unit
Supervision Format Selection Form

This form is to be completed at the end of year evaluation of the prior year for the upcoming school year. Final approval of an employee's supervision format is granted by the employee's program director. Walk through observations of the employee are a required component of the differentiated supervision model and will be documented in the walk through section of PAETEP. Supervisors must submit their comments for employee review within 72 hours of the walk through. If an employee is granted approval of option 2, work is able to begin over the Summer and should be documented by submitting a Progress Report form by September 15th.

Name of Employee: _____ Conference Date: _____

Name of Supervisor: _____

Option 1. Formal Observation Model – if you are choosing or have been assigned the traditional format, choose this option.

Formal Observation Model

Option 2. Portfolio review, Action Research– can be selected if you are not choosing, have not been assigned to, or are not part of the formal observation model cycle. Options are discussed further on the back of this page.

Portfolio Review

Action Research

Individual Professional Development Goal:

The signatures below indicate that the employee, supervisor, and program director have discussed supervision models and mutually agree upon the model selected as indicated above. Furthermore, all parties understand that the IU reserves the right to place a staff member in the Formal Observation Model or to assign a staff member to a Performance Improvement Plan with Intensive Supervision at any time.

Employee Signature: _____

Supervisor Signature: _____

Program Director Signature: _____

Cc: CC: Employee, Supervisor, HR Department

Differentiated Supervision Models

In 2014, the Riverview Intermediate Unit adopted a model of supervision and evaluation of teachers that requires each teacher to focus on individual professional development. Each teacher has the ability to participate in a differentiated supervision model of evaluation two out of three years on a cycle as agreed upon by the employee, their supervisor, and the program director. **The IU reserves the right to place a staff member in the Formal Observation Model or to assign a staff member to a Performance Improvement Plan with Intensive Supervision at any time.**

Portfolio Review – Professional employees will examine their own practice in relation to the Danielson Framework for Teaching and reflect in a written report and/or documented discussions with colleagues. Portfolios are to be developed according to the established criteria. Resources, data collection tools, and the results of the reflective sessions should be shared with the employee's supervisor and are used as evidence in the supervision and evaluation of the employee.

Action Research - Professional employees will develop a structured, on-going reflection of a practice-related issue (Danielson framework for Teaching). Professionals may work individually or in a small group (2-3) of employees who are working under the same supervisor. If working in a group of 2 or 3, group members must have Individual Professional Development Goals that relate to each other. The Action Research Project is a reflection of a practice-related issue and complete an action research project by the end of the school year. Employees must submit an Action Research Proposal Form and obtain approval from their supervisor and program director before starting the project. The Action Research Proposal Form must be submitted to the employee's supervisor for approval by September 1st. Additionally, groups must submit Action Research Project Collaborative Meeting Minutes at a minimum of four times a year. Collaborative Meetings are recommended at a rate of one time per month. Notes, collaborative meeting minutes, resources used, data collection, and results of reflection are to be shared with the employee's supervisor and are used as evidence in the supervision and evaluation of the employee.

Riverview Intermediate Unit
Differentiated Supervision Model Timeline

Date:	Action to be taken:
By end of year evaluation	Employee and employee's supervisor agree and sign off on employee's supervision model for the upcoming school year.
By September 15th	Differentiated Supervision Progress report due to supervisor from employee if work was completed over the Summer.
By October 31	Differentiated Supervision Progress report 1 due to supervisor from employee. Action Research Project Collaborative Meeting Minutes due, if applicable.
By January 31	Differentiated Supervision Progress report 2 due to supervisor from employee. Action Research Project Collaborative Meeting Minutes due, if applicable.
By March 31	Differentiated Supervision Progress report 3 due to supervisor from employee. Action Research Project Collaborative Meeting Minutes due, if applicable.
By end of year evaluation	Differentiated Supervision Reflection report due to supervisor from employee. Action Research Project Collaborative Meeting Minutes due, if applicable.
By end of year evaluation (optional)	Individual Professional Development Worksheet Due
By June 15	Program director signs off on employee's supervision model for the upcoming school year.
By September 1	Action Research Proposal form due to supervisor
By September 15	Action Research Proposal form reviewed and approved by supervisor and program director
By September 30	Employee Portfolio Table of Contents sheet to be completed and signed by employee and their supervisor.

Differentiated Supervision
Progress Report Form

The Progress Report Form is to be completed by the employee and submitted to the employee's supervisor (or supervisors, if more than one is involved) by October 31st, January 31st, and March 31st.

Name of Employee: _____ Date Progress Reported _____

Name of Supervisor: _____

Individual Professional Development Goal: (From the Supervision Format Selection Form)

Differentiated Supervision Model being employed to achieve this goal: (From the Supervision Format Selection Form). Please circle one:

Portfolio Review

Action Research

Methods for demonstrating progress: Include data as document as to how your differentiated supervision model in reflecting progress toward your individual professional development goal. Examples of data that can be used, but are not limited to, the following: Lesson plans, Anecdotal notes, IEP goal progress reports, student work samples, student assessments/results. Attach additional pages if needed.

Signature of Supervisor: _____ Review Date: _____

Supervisor Comments:

Cc: Employee, Supervisor, HR Department

Riverview Intermediate Unit
Individual Professional Development Worksheet (Optional)

An employee may elect to utilize the Individual Professional Development Worksheet to assist in the development of their Individual Professional Development Goal. If the employee chooses to use the worksheet, it should be completed by the employee prior to their end of year evaluation to assist in completing the Supervision Format Selection Form with their supervisor.

Name of Employee: _____

Select one **area of interest**: (Based upon things like student data, national/state trends in education, recent research, current level of student performance, student disability program you are working in).

Rationale for selecting this area: (Examples include low student achievement, identified area of professional weakness, district or program goal, addresses a trend in education).

Goal Statement: (must be clear, realistic, and measurable)

Specific actions, methods, or strategies used to achieve your goal: (research, implement, and monitor use of best practices, modify your current practice to reflect trends and track progress)

Anticipated benefit or impact on student learning that will result from this plan:

Riverview Intermediate Unit
Action Research Project Collaborative Meeting Minutes

A group of 2-3 employees may select an Action Research Project as a model of Differentiated Supervision. If a group of 2-3 employees select this model with their supervisor and it is approved by the program director, the Action Research Project Collaborative Meeting Minutes sheet must be submitted to the employee's supervisor with the Progress Report Form and be submitted to the employee's supervisor by October 31st, January 31st, March 31st and at the end of year evaluation. A minimum of one Action Research Project Collaborative Meeting Minutes sheet is to be submitted with each Progress Report Form. It is recommended that the group of 2-3 employees meet at a minimum of one time per month. A face to face meeting is not required to satisfy this recommendation. *Employees are to initial after their name once the form is completed to indicate agreement with information being submitted to their supervisor.*

Name(s) of Employee(s): _____

Shared Goal: (One goal for the research project comprised from each group member's Individual Professional Development Goal from the Supervision Format Selection Form).

Meeting Date: _____ Location: _____ Meeting Time: _____

Facilitator _____ Member(s) Absent: _____

Topic of Discussion:

New Information from research and data collection:

Action taken since last meeting – what is working?:

Goals for next meeting:

Riverview Intermediate Unit
Employee Portfolio Table of Contents

In addition to walk through observations, employees may select portfolio review as a means of differentiated supervision. The following pieces of evidence must be included in the employee's portfolio and addressed in the written report/documented discussion between the employee and their supervisor. Other items may be included if agreed upon by the employee and their supervisor in order to satisfy the employee's Individual Professional Development Goal. The Employee Portfolio Table of Contents sheet is due by September 30th.

1. Student IEP Goal data for each student/IEP annual goal. Teachers are to monitor and report student progress four times per year. These progress reports are to be based upon data collection through work samples, assessment tools, and other evaluative measures. The portfolio must include evaluative data for each student's IEP goals reflective of the progress report.
2. Student Learning Objective – To be created by the teacher and required as a part of educator effectiveness. Progress on SLO's should be monitored in October, January, March and May. All data pertaining to SLO monitoring must be kept in the portfolio.
3. Present Level Academic Information – An educator must know the present level of academic performance in order to effectively plan for instruction. Information relevant to this section of the portfolio includes data relating to the present level of student performance in the area of Reading (decoding, fluency, and comprehension), Mathematics (calculation, reasoning), and functional skills.
4. Documentation Log – Documentation and pieces of evidence pertaining to the 4 domains and 22 strands of the Danielson's Framework for Teaching.

Optional items to be considered, but not required:

- Parent Communication Log
- Student satisfaction surveys
- Parent satisfaction surveys

Other items as agreed upon by the employee and their supervisor (please justify each item; attach additional sheets, if necessary):

- _____

- _____

The signatures below indicate agreement between the employee and their supervisor of the items to be included in the portfolio as it relates to the Individual Professional Development Goal.

Employee Signature : _____

Program Director Signature: _____

Riverview Intermediate Unit
Portfolio Written Report/Documented Discussion Expectations

By the end of year evaluation, the employee must report out on their practices as they relate to the Danielson's Framework for Teaching for the school year. Employees will use their portfolio to guide the supervisor through the progress throughout the year as it relates to Preparation and Planning; Classroom Environment; Instruction; and Professional Responsibility. The Written Report/Documented Discussion, Portfolio, Progress Report and Reflection Report Forms will serve as tools for the supervisor to complete the Portfolio Rubric. Therefore, it is imperative that the employee have a clear understanding of the following expectations and report on them appropriately:

1. Exemplary levels of planning exists. Several lesson or unit plans evidence standards based practices and include a coherent, well-organized structure. The lesson plans contain standards and objectives, essential question, instructional process, use of appropriate depths of knowledge, differentiation and assessment. Many resources are evidenced and documented.
2. Staff member and student interactions demonstrate warmth, caring, and respect. Evidence that students are encouraged to actively participate in relevant instructional activities. The teacher consistently communicates clear learning goals and high expectations for all learners. A positive learning environment is created and maintained by all classroom inhabitants.
3. Learning activities are highly relevant to students and instructional goals with coherent progression and structure that reflects evidence of effective lesson closure, summary of learning objectives and transition to next learning activity. Many examples are included that exemplify varied instructional activities. Student feedback examples exemplify consistent activation of prior knowledge, and instructional staff frequently checks for understanding.
4. Teacher's system for maintaining information, grades, and assignments is fully effective and many examples are provided. Teacher's system for monitoring student progress is efficient and effective. Teacher communicates with families frequently and positively and provides information frequently. Teacher reflective exercises are included (in-depth written reflective analysis with thoughtful references to support and assess a lesson's success). Exemplary documentation of Individual Professional Development Goal exists, including numerous artifacts and reflections to support student learning and implementation of supervisor suggestions/directives.

Riverview Intermediate Unit
Action Research Project Expectations

By the end of year evaluation, the employee must report out on their practices as they relate to the Danielson's Framework for Teaching for the school year. Employees will use their action research project to guide the supervisor through the progress throughout the year as it relates to Preparation and Planning; Classroom Environment; Instruction; and Professional Responsibility. The Action Research Project, Portfolio, Action Research Collaborative Meeting Minutes, Progress Report and Reflection Report Forms will serve as tools for the supervisor to complete the Action Research Rubric. Therefore, it is imperative that the employee have a clear understanding of the following expectations and report on each of them appropriately:

1. **Identifying Purpose**
Exceptionally clear content supporting rationale for proposed project, clear purpose, project is based on data, current level of performance and recent research is used. Exemplary writing that flows well; is clear, concise and comprehensive. Uses proper grammar and spelling and clear transitions.
2. **Evidence of Implementation**
Includes specific actions, methods, strategies, and timeline with evidence of concrete steps utilized and achievement of the timeline. Exemplary synthesis and organization of resources that is clearly linked to project question. Exemplary writing that flows well; is clear, concise and comprehensive. Uses proper grammar and spelling and clear transitions.
3. **Benefit and Impact on Student Learning**
Exceptionally well conceptualized, organized and applicable. Easily used by intended audience. Includes meaningful formative evaluation when possible and appropriate. The narrative of the data analysis compels the appropriate conclusions.
4. **Summary, Conclusions, Reflection**
The summary and discussion contains a thoughtful and thorough discussion on the implications for the professional's practice, including details of what was learned and specific ways the project will impact future instruction. Written self-reflection is included which provides thoughtful and thorough application to each of the four domains. The presentation of the project is well organized and thoroughly communicates relevant aspects of the project.