CSIU
Differentiated Supervision and Evaluation
Evaluation - Summative rating of a teacher’s performance

Supervision - Process/growth oriented with a focus on improving practice
## Danielson Model

### Domain 1: Planning and Preparation
- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

### Domain 2: Classroom Environment
- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

### Domain 3: Instruction
- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

### Domain 4: Professional Responsibilities
- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Demonstrating Professionalism
Evidence to Support Summative Evaluation

- **Portfolio**

- Walkthrough Observation
  - **Onstage** (2)
  - **Offstage** (2)
Supervision Modes

- Formal Observation
- Differentiated Supervision
- Performance Improvement
Formal Observation Mode

- Pre-observation conference
- Observation
- Teacher Self-Assessment
- Post-observation conference
Differentiated Supervision recognizes the experience, effectiveness, and professionalism of teachers as well as the intensity and time commitment of the Formal Observation process using the Danielson Framework for Teaching” (PDE, 2013, p.1).
Who can benefit?

Bargaining Unit professional staff

- Teachers
- Nonteaching education professionals (School Psychologists, Home and School Visitors, Training & Consultation (TAC), Social Workers, Guidance Counselors)
At the beginning of each school year, all Professional and Temporary Professional employees will be notified of their mode of supervision.
Supervision Cycle

- Covers a 3-year period
- Professional employees will be assigned at beginning of the cycle (Differentiated, Full, Performance Improvement)
- Full Observation at least once in 3-year period
CSIU cycle is 3 years

**Example:** Mrs. Smith

2018/2019- Cycle 1 (Full Observation Mode)
2019/2020- Cycle 2 (Differentiated)
2020/2021- Cycle 3 (Differentiated)
Who is eligible for Differentiated Supervision?

- Professional employees who have received a satisfactory summative rating for two previous years
- New professional employees who have completed the first year in formal observation mode with satisfactory evaluation
Differentiated Supervision Mode

- Provides teachers with the opportunity to drive their own professional growth.
- Recognizes the professional's experience, effectiveness, and professionalism.
- Can be embedded into daily practice of the educator.
Differentiated Supervision Mode

Process

• Review differentiated options

• Notify the supervisor of the selected option by completing the online Differentiated Supervision Plan Request Form

• Supervisors will contact the staff to discuss potential target areas and establish a timeline for midyear review and set milestones/target objectives.

• Meet/review with the supervisor and finalize plan (align with division goals)

• Collect evidence on the selected supervision option

• Present evidence/evaluation meeting with the supervisor
Differentiated Supervision Options

- Peer Visitation
- Individual Project
- Video/Audio Analysis
- Personal Reflection (Portfolio)
Peer Visitation

- 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 needs and develop a plan for the experience (goals, evidence collected).

- During the experience, the professional will engage in frequent reflection with their partner.
The individual project will provide educators with the opportunity to explore new strategies, develop new interventions, or make significant changes which have the potential to impact student performance.

Educators will work with their supervisors to identify target areas, develop a plan, identify evidence to be collected, and set benchmarks for meeting targets.

Throughout the process, educators will use data to make informed decisions regarding the project.
Video Analysis

- Educators will video a lesson or student activity.
- Following the lesson/activity, the educator will view and analyze their practice.
- Teachers will reflect on the experience by annotating the recording and answering a series of written prompts.
Personal Reflection

• Educators will collect evidence showcasing their performance across the Framework for Teaching.

• For each of the domain areas the teacher will complete reflective questions.
Questions?

• What questions do you have?