

**BENSALEM TOWNSHIP SCHOOL DISTRICT**  
**Differentiated Supervision Plan**

**Goal:**

The goal of the differentiated supervision process is to continually improve student learning and achievement.

**Process:**

The differentiated supervision process is aligned to the Danielson Framework for Teaching and is designed to promote the professional and personal growth of each professional employee of the Bensalem Township School District. The process shall be based on realistic goal setting and flexible to meet individually identified needs and shall foster cooperation among all members of the professional staff.

The process shall be conducted in supportive and respectful context in which the professional growth and status of the participants are considered to be of the utmost importance.

The differentiated supervision process is based on research findings associated with effective schools, effective classrooms and effective leadership.

The supervisee shall determine annually, in concert with the supervisor, appropriate goals for professional growth. These goals shall be based on research models as indicated under each category.

**Responsibility for the Evaluation:**

It shall be the annual responsibility of the building principal and his/her assistant principal(s), after consultation with the appropriate Supervisor, to evaluate each educator in his/her charge and to submit a recommended rating for each professional and temporary professional to the Superintendent. Temporary professional employees will be evaluated at least twice a year concerning the professional quality, progress, and rating on his or her services.

**Evaluation Phases:**

PDE recommends that professional employees who have received a Satisfactory summative evaluation in the previous two years should be eligible to participate in Differentiated Supervision. Prior to the 2013 - 2014 school year, a Satisfactory performance rating using a previously approved rating tool, e.g., PDE 5501, PDE 426, PDE 427 or PDE 428 may be used to qualify for participation in Differentiated Supervision. It is also recommended that professional employees newly hired by a district should be eligible to participate in Differentiated Supervision only after successfully completing their first year in the Formal Observation Model.

**1. Self-Directed/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 in formative assessments and summative evaluations.

**2. 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 on their portfolio 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 in formative assessments and summative evaluations.

**3. 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 PA Common 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 in formative assessments and summative evaluations. **(Beginning in the 2014-2015 school year)**

**4. Formal Observation** - All teachers holding and Instructional I certification will be in the formal observation cycle. All teachers holding an Instructional II certification will participate in the formal observation process at least once every four years. The principal reserves 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**.<sup>1</sup>

#### **Classroom Teacher Evaluation Tool:**

The rating tool requires principals/supervisors to provide a rating in the 4 domains for all teachers every year regardless of their mode 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

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<sup>1</sup> \*Book/research reviews are unacceptable for a separate Differentiated Supervision mode; however, they may be used to develop the research for an action plan.

year. In the absence of data to the contrary, the rating assigned to a domain for the employee would revert to their most recent summative evaluation

## Portfolio Requirements

### 1. Personal

a. Artifacts Required: philosophy of education  
clearances, transcripts, awards, letters of recognition  
community involvement

b. Reflection section. This

Please reflect on the artifacts contained in this reflection should include the following questions:

- How have your opinions changed in the past few years?
- What additional changes do you need to make to improve your quality of teaching?
- How are you going to accomplish these changes?

### 2. Planning and Preparation

a. Artifacts Required: Sample lesson plans, unit plans, schedule, samples of three  
differentiated  
list,  
technology

b. Reflection section. This

Please reflect on the artifacts contained in this reflection should include the following questions:

- How have your opinions changed in the past few years?
- What additional changes do you need to make to improve your quality of teaching?
- How are you going to accomplish these changes?

### 3. Classroom Environment

- a. Artifacts Required: Classroom rules, grading practices, sample of newsletter or photographs, letter to parents, course overview (grades 6-12), communication log, classroom arrangement
- b. Reflection section. This reflection should include the following questions:
- Have your opinions changed in the past few years?
  - What additional changes do you need to make to improve your quality of teaching?
  - How are you going to accomplish these changes?

#### 4. Instructional Delivery

- a. Artifacts Required: Completed assessments (item analysis), student work samples, analysis of student performance, examples of technology use, examples of instructional strategies (pedagogy), video-taped lesson, student reflection on a lesson/unit
- b. Reflection section. This reflection should include the following questions:
- How have your opinions changed in the past few years?
  - What additional changes do you need to make to improve your quality of teaching?
  - How are you going to accomplish these changes?

#### 5. Professionalism

- a. Artifacts Required: Observations/evaluations, professional organizations, individual goals, Act 48 records, professional journals regularly read,

assignments,  
(optional).  
professional standards, committees, extra-curricular  
presentations, publications (article or abstract)

b. Reflection  
section. This

Please reflect on the artifacts contained in this

reflection should include the following questions:

- How have your opinions changed in the past few years?
- What additional changes do you need to make to improve your quality of teaching?
- How are you going to accomplish these changes?

## **Requirements for Action Research (Self-directed or Team-focused)**

- Tenured teacher who has received Satisfactory or Proficient/Distinguished on the last two Summative Evaluations
- An Action Plan
  - Participant's name, staff position, and date
  - Submission date and receipt of submission
  - A described goal including how the project will impact student achievement
  - Demonstration of alignment to a Danielson Framework for Teaching domain/component and/or district/school initiative
  - Research review used in the formation of the Action Plan
  - Bibliography of the research
  - Timeline for the Action Plan
  - Resources needed
  - Data (Collection instruments, Systematic Collection of Data, Analysis of Data, findings and recommendations)
  - Signatures and dates
- Approval meeting
  - Name of professional employee
  - Date of the approval meeting
  - Review of revisions requested after the Action Plan Submission
  - Discussion of Notes of the meeting
  - Signatures of professional and administrator and date
- Mid-Year Review
  - Name of the professional employee
  - Date of review meeting
  - Evidence of progress towards meeting the goal
  - Discussion of any problems/concerns encountered
  - Necessary assistance to complete the Action Plan successfully
  - Signatures and date
- End-of-the-year Reflection
  - Name of the professional employee
  - Date of the End-of-the-Year meeting
  - Evidence of the completion of the Action Plan including planning, data collection and analysis and findings/recommendations
  - Description of how the Action Plan may have impacted student achievement

- Sharing of the finding and recommendations with a Professional Learning Community (faculty meeting, in-service gathering, PTA/PTO)
- Signatures and date