Supervision & Evaluation
2008-2009

Creating a Learning Organization
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**Vision**

*Improve teaching & learning in the classroom, through the use of differentiated supervision and evaluation, with action plans and focused feedback.*

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**Introduction**

**Professional:** Pertaining to a profession; engaged in a profession. A member of any profession, but more often applied, in opposition to amateur.

**Practice:** Habitual or customary performance; a habit or custom; the action or process of performing or doing something; repeated performance or systematic exercise for the purpose of acquiring skill or proficiency.

As education evolves, so does the professional practice of teaching and learning. The continuum of teaching skills and stages of development are critical components to any supervision and evaluation plan. The motivation of teacher performance is directly connected to success in the classroom. This supervision and evaluation plan is a step in the direction of professional learning communities in practice.

It is the intent of the Chambersburg Area School District Differentiated Supervision Plan to enhance and extend our previous approaches in both instructional improvement areas for students and professional growth for staff. Furthermore, the plan contained herein is intertwined with our staff development initiatives so that supervision and professional growth opportunities can be viewed and understood as directly linked together. After all, appropriately designed professional growth experiences should lead to enhanced student learning.
Supervision & Evaluation Committee Members:

Chris Bigger  Director of Curriculum & Instruction
Janilyn Elias  Director of Pupil Services
Cynthia Henry  Regional Principal (Hamilton Heights)
Billy Hodge  Human Resources Director
Patty Jacobs  Assistant Principal (CASHS)
Tom Knepper  K-12 Math Supervisor
Deb Luffy  Assistant Principal (CASHS)
Angela Pollock  Assistant Principal (Faust Jr. High)
Dave Snyder  Association Representative
Richard Snyder  Assistant Principal (CAMS)

(Assistance from Dr. Mary Beth Bianco)

Work Dates:
April 21, 2008, April 29, 2008

Presentations:
Association Executive Council, Administrators, Teachers

Sub-Committees: (Evaluation Document Development)
CASHS    Deborah Luffy
FAUST     Angela Pollock
          (Sarah Herbert, Diane McCallum, Sally Musser, Shelby Heagy, Connie Coldsmith)
CAMS     Richard Snyder
          (Meeting Date: April 28, 2008)
          (Donna Brooks, Cathleen Dunkleberger, Kelly Soffe, Michelle Mohler, Matt Zoeller)
ELEMENTARY  Cynthia Henry
          (Meeting Dates: April 2, 2008, April 16, 2008)
          (Michael Cooper, Christina Happel, Michael Onomastico, Tanglea Shives, Greg Powanda, Doug Shatzer,
          Michelle Black, Elizabeth Francisco, Audra Bock, Lindsay Keen, Eva McKeown-Miley)
CTC     Thomas Knepper
CAEA     Dave Snyder
Principles of Learning

The philosophy of teaching and learning builds from the 13 principles listed below:

Principle 1: Effort Produces Achievement          Principle 8: Clear Expectations and Continuous Feedback Activate Learning
Principle 2: Learning Is About Making Connections Principle 9: Good Teaching Builds on Students’ Strengths and Respects Individuals’ Differences
Principle 3: We Learn With and Through Others      Principle 10: Good Teaching Involves Modeling What Students Should Learn
Principle 5: Motivation Matters                     Principle 12: All Students Should Experience a ‘Thinking Curriculum’
Principle 6: The Teacher Matters                   Principle 13: The Best Results Come From Having An Aligned Instructional System
Principle 7: Focused Teaching Promotes Accelerated Learning

The connection of these principles adapted from Peter Hill to the differentiated supervision plan builds the foundation for life-long learning. Just as we believe each student learns differently, so too, do our faculty. In keeping with the concept of stages in the professional career cycle, we offer 4 modes of differentiated supervision, which include: Traditional/Clinical, Self-Directed, Peer Collaboration, and Intensive Supervision

A brief description of each model included below:

**Traditional/Clinical:** Traditional method of supervision at Chambersburg

**Self-Directed:** Explore in depth new ideas or interests. Portfolio/Action Plan/Presentation

**Peer Collaboration:** Pair or small group of colleagues join together to observe each other’s work

**Intensive Supervision:** Provide support for a staff member who receives an unsatisfactory rating or an identified deficiency
GENERIC TEACHING SKILLS AND STAGES OF DEVELOPMENT

Novice

- Management
- Basic planning
- Teaching to objective
- Student control
- Local rules and procedures
- Lesson sequence

Advance

- Advance Planning
- Materials use
- Teaching to Curriculum
- Automaticity of Routines
- Learning Climate
- Responsibility for Learning
- Personalization of Students’ Needs
- Instructional Decisions
- Critical Thinking
- Intuitive but Analytical
- Assessment Skills
- Curricular and Instructional Linkage
Traditional/Clinical

<table>
<thead>
<tr>
<th>Employee</th>
<th>Elements</th>
<th>Observations</th>
<th>Employee/Supervisor Conference/Review</th>
<th>Documents (Additional documents may be included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>As determined appropriate by the supervisor</td>
<td>Objectives set by employee and supervisor and aligned with district and/or building goals or initiatives *Created during the pre-conference</td>
<td>Minimum of 2 observations per evaluation of tenured staff (2/year) Minimum of 4 observations per evaluation of non-tenured staff</td>
<td>Pre-Conference and Post-Conference required for each observation * Observations will occur within 7 days after a pre-conference * Post conference must occur within 5 days after the observation (School days)</td>
<td>* Differentiated Evaluation Selection Form * Observation Form * Sources of Evidence * Non-tenured: PDE Approved Evaluation Form * Tenured: PDE Approved Evaluation Form</td>
</tr>
<tr>
<td>Non-tenured and new to district</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedures and Format

- Professional staff participating in Traditional/Clinical will be rated, in accordance with the Pennsylvania School Code, in the following areas:
  - Professionalism
  - Preparation and Planning
  - Instructional Delivery
  - Classroom Environment

- A pre-conference will be scheduled prior to the formal observation using some of the suggested pre-conference questions and/or the pre-conference form.

- The observation form will be used by an observer to summarize the formal observation. A follow-up post-conference will be included with each formal observation. The conference will focus on strengths and weaknesses and suggestions for improvement and will take place within five school days of the observation.

- Teachers will have the right to attach a written statement to the observation form. The signing of the form by the teacher does not necessarily imply consent.

- Evaluations using the CASD form and an exit conference must happen at the mid-year and end of the year for non-tenured and end of the year for tenured staff. The evaluation document will be used as the source of conversation during the next conference.
Suggested Pre-Observation Questions

1. What will you be teaching in this lesson?
2. What prior activities led up to this lesson?
3. What do you expect your students to learn by the end of this lesson?
4. What activities/strategies will you and your students be using?
5. How will you differentiate the lesson to meet the needs of all learners?
6. How will you know if your lesson is successful?
7. Is there a specific area/standard on which you would like the observer to focus?
8. Will any of the concepts be challenging? How will you face those challenges?
9. Do you take a scholarly approach to your teaching? Can you give me some examples?
10. What do you perceive your strengths as a teacher to be? What would your students perceive?
11. What are you trying to improve about your teaching?
12. How does this lesson tie into your planning conference form goals?
13. How do you communicate the purpose of today’s lesson to the students?

Suggested Post Observation Questions

1. What questioning techniques did you use to promote learning?
2. How did/would you modify this lesson for the next class?
3. Was your information and directions clear and easy for the students to comprehend? How do you know?
4. Were the objectives met within the set time frame?
5. How have you created a positive learning climate?
6. How did you connect the learning in today’s lesson with student interests and experiences?
7. What aspects of your instruction were most effective in helping students learn? What evidence supports your conclusion?
8. In what ways did the students demonstrate that they had met the goals you had set for them?
9. In what ways did the use of technology add to the lesson?
10. How did you assess student learning throughout the lesson? Was the lesson successful?
11. What type of student support did you give during the lesson?
12. Did you meet your learning objective?
13. How do you feel your classroom management was for this lesson?

* Any combination of questions may be used in addition to others. Observers and professional staff do not need to discuss each question.
## Self-Directed Project

<table>
<thead>
<tr>
<th>Employee</th>
<th>Elements</th>
<th>Observations</th>
<th>Employee/Supervisor Conference/Review</th>
<th>Documents (Additional documents may be included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured employees with satisfactory evaluations in the previous year</td>
<td>Objectives set by employee and supervisor and aligned with district and/or building goals or initiatives</td>
<td>Informal throughout the year.</td>
<td>Minimum of 3 per year * Initial review * Mid-year review * Project summary and/or presentation</td>
<td>* Differentiated Evaluation Selection Form * Self-Directed Project Plan * Self-Directed Project Summary of Results * PDE Approved Evaluation Form</td>
</tr>
<tr>
<td></td>
<td>Presentation of self-directed study/project or summary to a group of peers and/or supervisors as selected by the teacher</td>
<td>Act 48 Hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Procedures and Format

- Professional staff participating in Self-Directed will be rated, in accordance with the Pennsylvania School Code, in the following areas:
  - Professionalism
  - Instructional Delivery
  - Preparation and Planning
  - Classroom Environment

- Self-Directed Project shall be available to all tenured employees with satisfactory evaluations in the previous year.

- Tenured employees must notify their principal and immediate supervisor in writing of their desire to participate in Self-Directed Professional Development no later than the second week of school of the year in which they would like to do the Self-Directed Professional Development by submitting the Self-Directed Professional Development Form for Supervisory Proposal/Agreement.

- The Self-Directed Professional Development Form for Supervisory Proposal/Agreement must be approved by the building principal(s) and/or an appropriate central office designee.

- This supervisory/evaluation mode may be used in consecutive years (maximum of three consecutive years).

- Goals and activities may be created for more than one year.

- Administrative/Supervisory staff is expected to do informal observations of staff who are involved in Self-Directed Professional Development and may, at any time, suspend the Self-Directed Professional Development mode and implement alternate supervision and evaluation path.

- The immediate supervisor and the building principal shall review the proposal and, if the proposal is deemed appropriate, sign and return the form to the professional staff member. The supervisor and the principal shall retain a copy for their records.

- A copy of the self-directed summary of results form shall be attached to the professional employees CASD Evaluation Rating Form at the end of the year.
Chambersburg Area School District
SELF-DIRECTED PROJECT PLAN

EMPLOYEE'S NAME: ___________________________ POSITION: ___________________________

STAFF MEMBER: ___________________________ DATE: ___________________________

TOPIC OF PROJECT: ________________________________________________________________

\((must be related to building and district goals)\)

1. Project description:

2. Project purpose:
   How will this project affect you, your students, the school/district?

3. Project time frame:

4. What resources will be utilized? What assistance/resources will you be requesting?

5. Method of assessment: (Data Driven)

PLAN REVIEW MEETING CONDUCTED ON (DATE): ___________________________ 

MID-YEAR REVIEW MEETING CONDUCTED ON (DATE): ___________________________

OTHER MEETINGS: ___________________________ 
   (Presentation)
   ____________________________________________
   ____________________________________________
   ____________________________________________

SUPERVISOR'S INITIALS EMPLOYEE INITIALS

*Attach additional pages if necessary
*Submit copies of your plan to your immediate supervisor and building principal
Chambersburg Area School District
SELF-DIRECTED PROJECT PLAN – SUMMARY OF RESULTS

EMPLOYEE’S NAME: ___________________________  POSITION: ___________________________

STAFF MEMBER: ___________________________  DATE: ___________________________

TOPIC OF PROJECT: ______________________________________________________________________

Briefly describe the results of your project, including the results of the assessment, the effect on you, your students, the school/district, and an overall analysis of the benefits derived from your work on this activity over the school year.

END OF THE YEAR MEETING/PRESENTATION CONDUCTED ON (DATE): _________________________

SUPERVISOR’S COMMENTS:

| Circle one: | Continue Project | Select New Project/Mode | Recommend project for Professional Development to other staff members |

SUPERVISOR’S SIGNATURE: ___________________________  DATE: ___________________________

EMPLOYEES SIGNATURE: ___________________________  DATE: ___________________________

*Attach additional pages if necessary
*Attach this form only to the end of the year evaluation document and submit to the Assistant Superintendent
# Peer Collaboration

<table>
<thead>
<tr>
<th>Employee</th>
<th>Elements</th>
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<th>Documents (Additional documents may be included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured employees with satisfactory evaluations in the previous year</td>
<td>Objectives set by employee and supervisor and aligned with district and/or building goals or initiatives</td>
<td>Informal throughout the year.</td>
<td>Minimum of 3 per year * Initial review (Group) * Mid-year review (Individual or Group) * Project summary (Individual)</td>
<td>* Differentiated Evaluation Selection Form * Peer Collaboration Proposal/Log * Peer Collaboration Summary of Results * PDE Approved Evaluation Form</td>
</tr>
<tr>
<td></td>
<td>Act 48 Hours</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Procedures and Format

- Professional staff participating in Peer Collaboration will be rated, in accordance with the Pennsylvania School Code, in the following areas:
  - Professionalism
  - Preparation and Planning
  - Instructional Delivery
  - Classroom Environment

- Peer Collaboration shall be available to all tenured employees.

- Tenured employees must notify their principal and immediate supervisor in writing of their desire to participate in Peer Collaboration no later than the end of the second week of school of the year in which they would like to do the Peer Collaboration by submitting the Peer Collaboration form for Supervisory Proposal Agreement.

- Peer Collaboration groups and plan shall be organized by the tenured participants and must be approved by the building principal(s) and/or the appropriate central office designee.

- This supervisory/evaluation mode may be used in consecutive years (maximum of three years).

- Goals and activities may be created for more than one year.

- Participants may include non-instructional personnel, administrators, parents, and students at the determination of the Peer Collaboration team.

- Administrative/Supervisory staff are expected to do informal observations of staff who are involved in the Peer Collaboration mode and may at any time suspend the peer Collaboration mode for the group and/or any individual in the group and implement alternate supervision and evaluation path.

- Individuals may opt out from the Collaborative Group.
Procedures for Rating

1. The members of the Peer Collaboration team shall complete and submit the proposed form for Supervision Proposal/Agreement to their immediate supervisor or building principal. All participants must sign this form. (Page 12)

2. The immediate supervisor and the building principal shall review the proposal and, if the proposal is deemed to be appropriate, sign and return the form to each member of the Peer Collaboration team, the supervisor and the principal shall retain a copy for their records.

3. The Peer Collaboration team shall submit progress reports in writing to the principal and the supervisor prior to the mid-year review and end of year review.

4. The administrator and the supervisor shall acknowledge receipt in writing/email.

5. Upon completion of the agreed upon objectives, activities, and checkpoints the administrative/supervisor shall meet with each member of the Peer Collaboration team and complete the Chambersburg Area School District Employee Rating Form.

6. A copy of the Peer Collaboration Form Summary of Results shall be attached to the professional employees CASD Rating Form and submitted to the Assistant Superintendent. (Page 13)
Chambersburg Area School District
PEER COLLABORATION

MEMBERS OF THE COLLABORATIVE GROUPS  (Minimum of 2 – Maximum of 4)
(Teams above 4 need additional justification for approval)

EMPLOYEE’S NAME _______________________________ POSITION _______________________________

EMPLOYEE’S NAME _______________________________ POSITION _______________________________

EMPLOYEE’S NAME _______________________________ POSITION _______________________________

EMPLOYEE’S NAME _______________________________ POSITION _______________________________

Group Project Purpose: (How will this effect you, your students, the school/district?)

Briefly describe the nature of the materials to be discussed and your expectations of the peer collaboration project. (Include non-instructional personnel, administration, parent, student, if appropriate)

Method of Assessment: (Data Driven) ______________________________

Materials/Research Selected (including title and author)

Planning Meeting Held on: ______________________________

Supervisors Comments:

SUPERVISOR’S SIGNATURE: _______________________________ DATE: ______________________________

EMPLOYEE SIGNATURE: _______________________________ DATE: ______________________________

EMPLOYEE SIGNATURE: _______________________________ DATE: ______________________________

EMPLOYEE SIGNATURE: _______________________________ DATE: ______________________________

LOG OF COLLABORATIVE DISCUSSION MEETINGS:
(For each meeting, log the date, times, discussion topics, and a brief summary of the discussion. Additional pages may be added.)
Chambersburg Area School District
PEER COLLABORATION

Summary of Results

Please attach the Peer Collaboration Proposal/Log form before submitting to the monitoring administrator.

EMPLOYEE’S NAME: ________________________  POSITION: ________________________

*Each member must submit their individual reflections

Briefly describe the results of your participation in this Peer Collaboration. How will you utilize the information learned in your professional position? If you will not, explain further. What affect has this process had on you, your students, and the school/district? What is your overall analysis of the benefits derived from your work on this activity over the school year?

END OF THE YEAR MEETING CONDUCTED ON (DATE): ________________________

SUPERVISOR’S COMMENTS:

Circle one: Continue Project  Select New Project/Mode  Recommend project for Professional Development to other staff members

SUPERVISOR’S SIGNATURE: ________________________  DATE: ________________________

EMPLOYEE SIGNATURE: ________________________  DATE: ________________________

*Attach this form to the end of the year evaluation document and submit to the Assistant Superintendent.
Evaluation Procedures
For
Intensive Supervision

- Professional staff participating in Intensive Supervision will be rated, in accordance with the Pennsylvania School Code, in the following areas:
  - Professionalism
  - Preparation and Planning
  - Instructional Delivery
  - Classroom Environment

- Intensive Supervision is a process designed to address and remediate professional staff performances that are deemed Deficient or Unsatisfactory. This may occur at anytime during the work year.

- Any professional employee whose rating is Unsatisfactory shall be required to use this mode for a minimum of one semester following the Unsatisfactory rating.

- When a professional employee receives an Unsatisfactory rating, the provision of the Public School Code shall apply.

- As a result of documented Deficiencies or Unsatisfactory rating the evaluator, in conjunction with the professional staff member, shall establish job targets to monitor and aid improvement. The function of the job target setting procedures is to bring about agreement between the evaluator and the employee concerning the specific performance objectives, which must be accomplished, by the professional employee. Although consensus is desirable, the evaluator may unilaterally set job targets for the professional employee who has received a Deficient or Unsatisfactory rating.

- Required supervisory activities:
  - Team member(s) and employee create the plan (ie: Administration, District Office, Teacher, Association Representative)
  - Team member(s) and employee plan review
  - Multiple supervisory observations
  - Planned regular team meetings scheduled ahead of time
  - Verification of professional development opportunities
Chambersburg Area School District

INTENSIVE SUPERVISION PLAN

The purpose of this plan is to improve employee performance.

EMPLOYEE NAME: ______________________ START DATE: __________ COMPLETION DATE: ________________

The following goals are to be developed with input from both the employee and the supervisor, with final approval by the supervisor. Additional pages may be added as necessary.

Specific Area(s) of Weaknesses documented by: ______________________

Specific Area(s) of Weaknesses discussed on: ____________________________ (date)

<table>
<thead>
<tr>
<th>GOALS</th>
<th>STRATEGIES</th>
<th>RESOURCES</th>
<th>TIMELINE</th>
</tr>
</thead>
</table>

**PLAN IMPLEMENTATION:**

Building Principal Signature: ___________________________ Date: __________

Supervisor Signature/Approval: ___________________________ Date: __________ Employee Signature: ___________________________ Date: __________

**PLAN COMPLETION:** Intensive Supervision Plan Review Meeting Date(s): _____________________________

Supervisor’s Signature:
Satisfactorily Completed: ____________________________ Unsatisfactorily Completed: ____________________________
Employee will receive a satisfactory rating Employee will receive an unsatisfactory rating and may continue with an Intensive Supervision Plan.

Employee Signature: ____________________________ Date: __________

**PLAN CONTINUANCE:** Meeting Date: ____________________________
Chambersburg Area School District

Intensive Supervision Plan

Notice of Intensive Supervision

To: __________________________
   (Professional Employee)

From: _________________________
   (Principal or Supervisor)

CC: ___________________________
   (Superintendent of Schools)
   ___________________________
   (Assistant Superintendent)
   ___________________________
   (HR Director)
   ___________________________
   (Director of Curriculum & Instruction)

Date: _________________________

Please be advised that you have been placed in the Intensive Supervision Plan of the Differentiated Supervision Staff Development Plan. It is important that we meet and develop an Intensive Supervision Plan. Failure to meet the requirements of the Intensive Supervision Plan may cause you to receive an unsatisfactory rating. Please schedule a meeting with me within seven school days. You may wish to notify your building representative and/or the CAEA President for the purpose of representation at the upcoming meeting.
Chambersburg Area School District

Intensive Supervision Plan

Notice of Exit from Intensive Supervision Plan

To: ______________________________________________________
   (Professional Employee)

From: ______________________________________________________
   (Principal or Supervisor)

CC: ______________________________________________________
   (Superintendent of Schools)

   ______________________________________________________
   (Assistant Superintendent)

   ______________________________________________________
   (HR Director)

   ______________________________________________________
   (Director of Curriculum & Instruction)

Date: ______________________________________________________

Please be advised that you have successfully met the recommendations and time lines as outlined on the
Intensive Supervision Plan developed on: _________________ and completed on: ________________
(Date of Acknowledgement of ISP)

You are now assigned to the Traditional/Clinical Supervision Mode for a period of one year.
<table>
<thead>
<tr>
<th>Domain 1: Planning &amp; Preparation</th>
<th>Domain 2: Classroom Environment</th>
<th>Domain 3: Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component level Evidence</td>
<td>Component Level Evidence</td>
<td>Component Level Evidence</td>
</tr>
<tr>
<td>1b. Demonstrating Knowledge of Students</td>
<td>2b. Establishing a Culture for Learning</td>
<td>3b. Using Questioning &amp; Discussion Skills</td>
</tr>
<tr>
<td>1c. Selecting Instructional Goals</td>
<td>2c. Managing Classroom Procedures</td>
<td>3c. Engaging Student Learning</td>
</tr>
<tr>
<td>1d. Demonstrating Knowledge of Resources</td>
<td>2d. Managing Student Behavior</td>
<td>3d. Providing Feedback to Students</td>
</tr>
<tr>
<td>1e. Designing Coherent Instruction</td>
<td>2e. Organize Physical Space</td>
<td>3e. Demonstrating Flexibility &amp; Responsiveness</td>
</tr>
<tr>
<td>1f. Assessing Student Learning</td>
<td>Questions for Teacher</td>
<td>Overall Comments</td>
</tr>
</tbody>
</table>

Teacher’s Signature: ___________________________  Date: _____________
Observer’s Signature: ___________________________  Date: _____________
INSTRUCTIONAL I TO INSTRUCTIONAL II ASSESSMENT FORM

Applicant’s Last Name   First   Middle   Positions(s) of Employee
District/IU   School   Evaluator   Interview/Conference Date

Directions: This form is used after having reviewed 6 satisfactory semi-annual employee evaluations of the teacher’s performance. All categories in this form must be assessed as well as all sources of evidence provided by the teacher. The evaluator should bear in mind the aspects of teaching for each category and refer to the rubric language. If applicable, record commendations. Finally, assign an overall assessment, sign the form and gain Superintendent’s review and signature. This form MUST BE included as part of the Instructional II application submitted to the Pa. Dept. of Education.

Category I: Planning/Preparation—Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Pennsylvania Academic Standards, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

Teacher’s performance demonstrates:
- In-depth and thorough knowledge of content and pedagogy
- In-depth and thorough knowledge of Pennsylvania’s Academic Standards
- In-depth and thorough knowledge of students and how to use this knowledge to direct and guide instruction
- Clear and appropriate instructional goals that reflect content standards and high expectations for students
- Thorough awareness of resources, materials, and technology available through the school or district or professional organizations
- Appropriate and coherent instructional design in which plans for all elements are completely aligned with the instructional goals, have a clear sequence, and include adaptations for individual student needs
- Perceptive reflection on teaching and learning and use of such in future instruction planning
- Appropriate and clear assessments of student learning completely aligned to the instructional goals, and adapted as required for student needs.

Sources of Evidence (Check all that apply and include dates, types/titles and number)
- Lesson Unit Plans   See Attachment 427 A
- Resources/Material/Technology   See Attachment 427 A
- Assessment Materials   See Attachment 427 A
- Information About Students   See Attachment 427 A
- Teacher Conferences/Interviews   See Attachment 427 A
- Classroom Observations   See Attachment 427 A
- Teacher Resource Documents   See Attachment 427 A
- Other   See Attachment 427 A

Assessment of Category I Factors (Discussion)
Category II: Classroom Environment -- Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of a Learning Environment, Student Interaction.

Teacher's performance demonstrates:
- High and clear expectations for student achievement in a challenging and dynamic learning environment, with value placed on high quality student work
- Significant attention to equitable learning opportunities for students
- Appropriate and highly respectful interactions between teacher and students and among students
- Highly effective classroom routines and procedures resulting in effective use of instructional time
- Clear standards of conduct and highly effective and preventive management of student behavior
- Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials, and technology.

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

<table>
<thead>
<tr>
<th>Source</th>
<th>See Attachment 427 A</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Observations</td>
<td>See Attachment 427 A</td>
<td></td>
</tr>
<tr>
<td>Informal Observations/Visits</td>
<td>See Attachment 427 A</td>
<td></td>
</tr>
<tr>
<td>Teacher Conferences/Interviews</td>
<td>See Attachment 427 A</td>
<td></td>
</tr>
<tr>
<td>Visual Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources/Materials/Technology/Space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment of Category II Factors (Discussion)

Category III: Instructional Delivery -- Teachers, through their knowledge of content and their skill in delivering instruction, engage students in learning by using a variety of instructional strategies. Category III reviews: Communications, Questioning and Discussion Techniques, Engaging Students In Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness.

Teacher's performance demonstrates:
- Clear and appropriate communication of procedures and high-quality explanations of the content
- Highly effective use of different levels of questioning and discussion strategies that encourage most, if not all, students to participate
- High-level engagement of students in learning and appropriate pacing of instruction
- Equitable, accurate, and constructive feedback to students on their learning
- Informed and appropriate use of formal and informal assessments to meet learning goals and to monitor student learning
- High degree of flexibility and responsiveness in meeting the learning needs of students.

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

<table>
<thead>
<tr>
<th>Source</th>
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<td>See Attachment 427 A</td>
<td></td>
</tr>
<tr>
<td>Assessment Materials</td>
<td>See Attachment 427 A</td>
<td></td>
</tr>
<tr>
<td>Teacher Conferences/Interviews</td>
<td>See Attachment 427 A</td>
<td>Other</td>
</tr>
<tr>
<td>Student Assignment Worksheets</td>
<td>See Attachment 427 A</td>
<td></td>
</tr>
<tr>
<td>Student Work</td>
<td>See Attachment 427 A</td>
<td></td>
</tr>
<tr>
<td>Instructional Resources/Materials</td>
<td>See Attachment 427 A</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment of Category III Factors (Discussion)
Category IV: Professionalism--Professionalism is demonstrated through qualities that characterize a professional person in aspects occurring in and beyond the classroom/building. Category IV reviews: Maintaining Clear and Accurate Records, Communication with Families and Students, Contributing to School and District, Developing Professionalism.

Teacher's performance demonstrates:
- Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like.
- Full knowledge of Professional Code of Conduct and full commitment to professional standards.
- Full and active compliance with school and district requirements for maintaining accurate and complete records and communicating with families regarding student needs/improvement.
- Frequent participation in school and district professional development events/opportunities, consistent application of new learning in the classroom and sharing of learning with colleagues.

Sources of Evidence (Check all that apply and include dates, types/titles, and number)
- Teacher Conferences/Interviews See Attachment 427 A
- Observations/Visual Technology See Attachment 427 A
- Artifacts/Interaction with Family See Attachment 427 A
- Student Records/Grade Book See Attachment 427 A
- Progress Reports/Report Cards See Attachment 427 A
- Parent/School/Community Feedback See Attachment 427 A
- Artifacts: Professional Development/Act 48 Documentation See Attachment 427 A
- Perceptive Use of Teaching/Learning Reflections See Attachment 427 A
- Other See Attachment 427 A

Assessment of Category IV Factors (Discussion)
Teacher’s Name

Social Security Number

I certify that the before named applicant for the period beginning _______ and ending _______ has received an overall assessment that is:

☐ SATISFACTORY

☐ UNSATISFACTORY

________________________
Signature of Principal/Assistant Principal (Assessor)

________________________
Signature of District Superintendent or
I. U. Executive Director

Date

Overall Justification for Assessment

Commendations (optional)

________________________
Name of Applicant

________________________
Signature of Applicant

Date

NOTE: Only page 4 is returned to the Pa. Dept. of Education as a part of the application for a Level II certificate.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and</td>
<td>Teacher makes content errors or does not correct the errors made by students.</td>
<td>Teacher demonstrates solid content knowledge. Lesson Plans are available</td>
<td>Teacher demonstrates superior content knowledge and integrates disciplines.</td>
</tr>
<tr>
<td>Planning</td>
<td>Lesson plans are not available and/or not consistent with curriculum and standards. Lesson is inflexible in relation to students’ needs. No evidence of verbal questioning and assessment. Little or no knowledge of district resources.</td>
<td>and consistent with curriculum and standards. Lesson is flexible in relation to students’ needs. Consistent use of informal questioning and assessment. Thorough awareness of district resources.</td>
<td>Lesson Plans are available and consistent with curriculum and standards. There is evidence of previous lesson plans and evidence of forethought on future lesson plans. Lesson is flexible in relation to students’ needs. Exemplary use of informal questioning and assessment. In-depth and thorough awareness of district resources.</td>
</tr>
<tr>
<td>Classroom</td>
<td>Teacher interaction with students is negative, demeaning, and/or inappropriate to the age or culture of the students. Classroom procedures and/or management are not evident. Classroom is unsafe and not conducive to learning.</td>
<td>Teacher-student interactions demonstrate warmth, caring and respect. Teacher exhibits reasonable expectations for students. Classroom procedures and/or management are consistently enforced. Classroom is safe and conducive to learning.</td>
<td>Teacher-student interactions demonstrate warmth, caring and respect. Teacher exhibits high and realistic expectations for students. Classroom procedures and/or management are evident and consistently enforced. Classroom is safe and conducive to learning.</td>
</tr>
<tr>
<td>Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>Demonstrated use of inappropriate questioning. Teacher demonstrates substandard communication. Lesson activities do not focus on objectives. Students are not engaged in the lesson and little or no feedback is apparent. Individual student’s needs are not addressed. Lesson objectives are not stated.</td>
<td>Consistent use of developmentally appropriate questioning. Teacher demonstrates acceptable communication skills. Lesson activities are focused on objectives. Students are actively engaged in the lesson. Student feedback is ongoing throughout the lesson. Teacher demonstrates a willingness to respond to individual student needs. Lesson objectives are observable.</td>
<td>Exemplary use of high-level questioning techniques. Teacher consistently demonstrates clear and effective communication skills. Lesson activities are cohesive and focused on the objectives. All students are actively engaged in a manner that supports individual differences and/or abilities. Student feedback is varied and ongoing throughout the lesson. Teacher demonstrates a willingness to respond to individual student needs. Lesson objectives are observable.</td>
</tr>
</tbody>
</table>

Chambersburg Area School District

District

School
<table>
<thead>
<tr>
<th>Professional Responsibilities</th>
<th>Teacher’s performance demonstrates:</th>
<th>Teacher’s performance demonstrates:</th>
<th>Teacher’s performance demonstrates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to adhere to district procedures and regulations related to attendance, punctuality, and the like. Lack of knowledge of the Professional Code of Conduct. Lack of compliance with school or district requirements for maintaining accurate records, communicating with families. Lack of compliance in participating in school and/or district events and school or district professional growth and development opportunities.</td>
<td>Adherence to school and district procedures and regulations related to attendance, punctuality and the like. Knowledge of the Professional Code of Conduct Compliance with school or district requirements for maintaining accurate records, communicating with families. Compliance with participating in school and/or district events and school or district professional growth and development opportunities.</td>
<td>Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like. Full knowledge of Professional Code of Conduct and full commitment to professional standards. Full and active compliance with school and district requirements for maintaining accurate and complete records and communicating with families regarding student needs/ improvement. Frequent participation in school and district professional development events/opportunities, consistent application of new learning in the classroom and sharing of learning with colleagues.</td>
<td></td>
</tr>
</tbody>
</table>

**Narrative Justification:**

---

**Rating:** Temporary Professional Employee

Beginning __________________________ (month/day/year) has received

and ending __________________________ (month/day/year) a rating of

- [ ] Satisfactory
- [ ] Unsatisfactory

**Seniority:**

[ ]

Date ___________  
Superintendent __________________

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

---

**Rating:** Professional Employee

Beginning __________________________ (month/day/year) has received

and ending __________________________ (month/day/year) a rating of

- [ ] Satisfactory
- [ ] Unsatisfactory

Date ___________  
Superintendent __________________

Date ___________  
Signature of Employee __________________

The employee will have five (5) working days after receiving the Rating Form to file an appeal.
Appendix A

Chambersburg Area School District
Differentiated Supervision Plan

Timeline
2008-2009

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>August/September</td>
<td>Submit Selection form Appendix B (Page 25)</td>
<td>Staff/Administration</td>
</tr>
<tr>
<td>(no later than the 2nd week of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>school)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September/October</td>
<td>Submit and Approve Plans</td>
<td>Staff/Administration</td>
</tr>
<tr>
<td>(no later than the 2nd week in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August/September</td>
<td>Provide orientation to new staff regarding Differentiated Supervision</td>
<td>Building Administrator</td>
</tr>
<tr>
<td>Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 1, 2008</td>
<td>Submit staff report with model selection and evaluation topic included</td>
<td>Administration:</td>
</tr>
<tr>
<td></td>
<td>to Assistant Superintendent, Superintendent, and Director of Curriculum</td>
<td>Assistant Superintendent</td>
</tr>
<tr>
<td></td>
<td>&amp; Instruction office</td>
<td>Superintendent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Director of Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>September – June</td>
<td>Complete required supervision &amp; evaluation plan</td>
<td>Staff/Administration</td>
</tr>
<tr>
<td>May – June, 2008</td>
<td>End of Year Meeting(s) and complete evaluation form(s)</td>
<td>Staff/Administration</td>
</tr>
</tbody>
</table>
Appendix B

Chambersburg Area School District
Supervisory Selection Form

Name: ____________________________

I am choosing to participate in the following type of professional development for the
_________ - _________ school year.

☐ Traditional

☐ Collaborative

☐ Self-directed Development

Employee Signature: ____________________________ Date: ______________

Supervisor Signature: ____________________________ Date: ______________

Building Principal Signature: ____________________________ Date: ______________