

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.*

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:

November 11, 2007, December 6, 2007, January 12, 2008, February 25, 2008,
April 21, 2008, April 29, 2008

Presentations:

Association Executive Council, Administrators, Teachers

Sub-Committees: (Evaluation Document Development)

CASHS Deborah Luffy

FAUST Angela Pollock

(Meeting Dates: March 18, 2008, March 25, 2008, March 27, 2008, April 2, 2008)

(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, Tangela 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 2: Learning Is About Making Connections

Principle 3: We Learn With and Through Others

Principle 4: Learning Takes Time

Principle 5: Motivation Matters

Principle 6: The Teacher Matters

Principle 7: Focused Teaching Promotes Accelerated Learning

Principle 8: Clear Expectations and Continuous Feedback Activate Learning

Principle 9: Good Teaching Builds on Students' Strengths and Respects Individuals' Differences

Principle 10: Good Teaching Involves Modeling What Students Should Learn

Principle 11: The Curriculum Should Focus on Powerful Knowledge

Principle 12: All Students Should Experience a 'Thinking Curriculum'

Principle 13: The Best Results Come From Having An Aligned Instructional System

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:

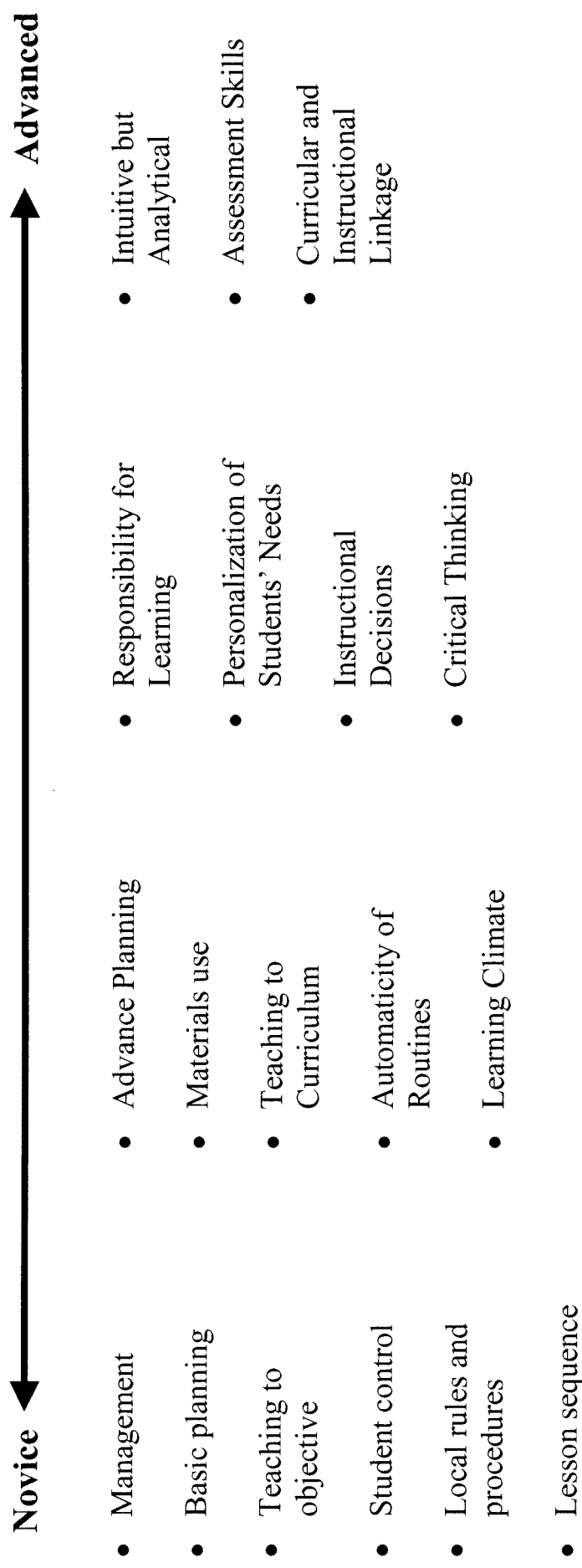
Traditional/Clinical: Traditional method of supervision at Chambersburg

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



Traditional/Clinical

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

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

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

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)

	SUPERVISOR'S INITIALS	EMPLOYEE INITIALS
PLAN REVIEW MEETING CONDUCTED ON (DATE): _____	_____	_____
MID-YEAR REVIEW MEETING CONDUCTED ON (DATE): _____	_____	_____
OTHER MEETINGS: _____ (Presentation)	_____	_____
_____	_____	_____
_____	_____	_____

**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

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

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)

GOALS	STRATEGIES	RESOURCES	TIMELINE

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: _____
Employee will receive a satisfactory rating

Unsatisfactorily Completed: _____
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.

Teacher:
Building:

Chambersburg Area School District
Observation Record

Grade Subject:
Date:

Domain 1: Planning & Preparation <i>Component level Evidence</i>	Domain 2: Classroom Environment <i>Component Level Evidence</i>	Domain 3: Instruction <i>Component Level Evidence</i>
1a. Demonstrating Knowledge of Content & Pedagogy	2a. Creating an Environment of Respect & Rapport	3a. Communicating Clearly & Accurately
1b. Demonstrating Knowledge of Students	2b. Establishing a Culture for Learning	3b. Using Questioning & Discussion Skills
1c. Selecting Instructional Goals	2c. Managing Classroom Procedures	3c. Engaging Student Learning
1d. Demonstrating Knowledge of Resources	2d. Managing Student Behavior	3d. Providing Feedback to Students
1e. Designing Coherent Instruction	2e. Organize Physical Space	3e. Demonstrating Flexibility & Responsiveness
1f. Assessing Student Learning	Questions for Teacher	Overall Comments

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)

- | | | | |
|--|----------------------|---|----------------------|
| <input type="checkbox"/> Lesson/Unit Plans | See Attachment 427 A | <input type="checkbox"/> Teacher Conferences/Interviews | See Attachment 427 A |
| <input type="checkbox"/> Resources/Material/Technology | See Attachment 427 A | <input type="checkbox"/> Classroom Observations | See Attachment 427 A |
| <input type="checkbox"/> Assessment Materials | See Attachment 427 A | <input type="checkbox"/> Teacher Resource Documents | See Attachment 427 A |
| <input type="checkbox"/> Information About Students | See Attachment 427 A | <input type="checkbox"/> 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: <ul style="list-style-type: none"> o High and clear expectations for student achievement in a challenging and dynamic learning environment, with value placed on high quality student work o Significant attention to equitable learning opportunities for students o Appropriate and highly respectful interactions between teacher and students and among students o Highly effective classroom routines and procedures resulting in effective use of instructional time o Clear standards of conduct and highly effective and preventive management of student behavior o 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)	
<input type="checkbox"/> Classroom Observations See Attachment 427 A	<input type="checkbox"/> Visual Technology See Attachment 427 A
<input type="checkbox"/> Informal Observations/Visits See Attachment 427 A	<input type="checkbox"/> Resources/Materials/Technology/Space See Attachment 427 A
<input type="checkbox"/> Teacher Conferences/Interviews See Attachment 427 A	<input type="checkbox"/> Other See Attachment 427 A
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: <ul style="list-style-type: none"> o Clear and appropriate communication of procedures and high-quality explanations of the content o Highly effective use of different levels of questioning and discussion strategies that encourage most, if not all, students to participate o High-level engagement of students in learning and appropriate pacing of instruction o Equitable, accurate, and constructive feedback to students on their learning o Informed and appropriate use of formal and informal assessments to meet learning goals and to monitor student learning o 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, or number)	
<input type="checkbox"/> Classroom Observations See Attachment 427 A	<input type="checkbox"/> Student Assignment Worksheets See Attachment 427 A
<input type="checkbox"/> Informal Observations/Visits See Attachment 427 A	<input type="checkbox"/> Student Work See Attachment 427 A
<input type="checkbox"/> Assessment Materials See Attachment 427 A	<input type="checkbox"/> Instructional Resources/Materials/Technology See Attachment 427 A
<input type="checkbox"/> Teacher Conferences/Interviews See Attachment 427 A	<input type="checkbox"/> Other See Attachment 427 A
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:

- o Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like.
- o Full knowledge of Professional Code of Conduct and full commitment to professional standards
- o Full and active compliance with school and district requirements for maintaining accurate and complete records and communicating with families regarding student needs/improvement
- o 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)

- | | |
|---|--|
| <input type="checkbox"/> Teacher Conferences/Interviews See Attachment 427 A
<input type="checkbox"/> Observations/Visual Technology See Attachment 427 A
<input type="checkbox"/> Artifacts/Interaction with Family See Attachment 427 A
<input type="checkbox"/> Student Records/Grade Book See Attachment 427 A | <input type="checkbox"/> Progress Reports/Report Cards See Attachment 427 A
<input type="checkbox"/> Parent/School/Community Feedback See Attachment 427 A
<input type="checkbox"/> Artifacts: Professional Development/Act 48 Documentation See Attachment 427 A
<input type="checkbox"/> Perceptive Use of Teaching/Learning Reflections See Attachment 427 A
<input type="checkbox"/> 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:
(month/day/year) (month/day/year)

☐ **SATISFACTORY**

☐ **UNSATISFACTORY**

 Signature of Principal/Assistant Principal (Assessor)

 Date

 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.

PDE-427

CASD EVALUATION RUBRIC

Last Name	First	Middle
Chambersburg Area School District		
District		
School		

Performance Level Domain	Unsatisfactory	Satisfactory	Distinguished
Preparation and Planning	Teacher makes content errors or does not correct the errors made by students. 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 not knowledge of district resources.	Teacher demonstrates solid content knowledge. Lesson Plans are available 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.	Teacher demonstrates superior content knowledge and integrates disciplines. 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.
Classroom Environment	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.	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.	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.
Instruction	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.	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.	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.

Appendix A

Chambersburg Area School District Differentiated Supervision Plan

Timeline

2008-2009

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

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: _____