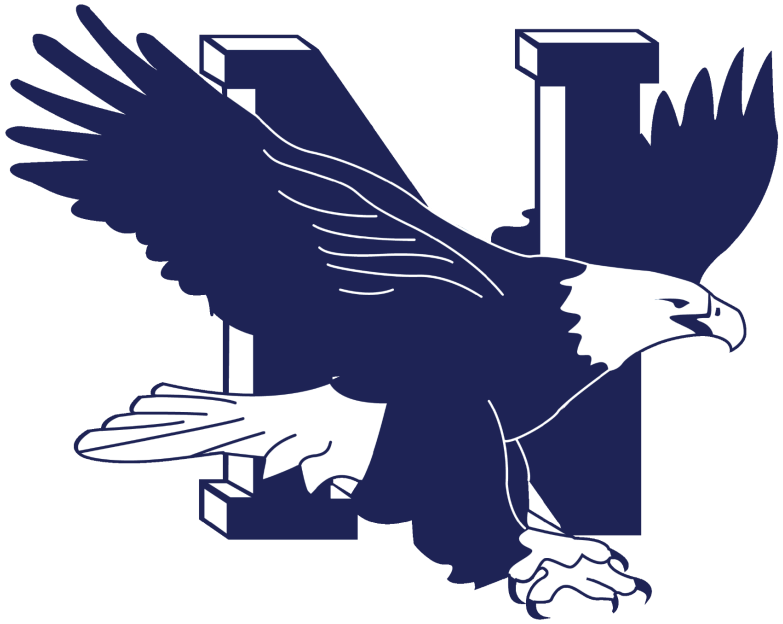


2026-2027
Supervision & Evaluation Manual

Nazareth Area School District
One Education Plaza
Nazareth, PA 18064

Focus on Learning - Build Character - Shape the Future

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Educator Effectiveness Overview

Act 13 was signed into law by Governor Tom Wolf on March 27, 2020 and revised the Act 82 Educator Effectiveness (EE) process used to evaluate professional employees in PreK-12 education across Pennsylvania beginning in the 2021-22 school year. The revised rating system affects classroom teachers, non-teaching professional employees, and principals, as defined in Act 13:

- Classroom teachers are defined as professional employees or temporary professional employees (*Long Term Substitute and non-tenured Level I teachers*) who provide direct instruction to students related to a specific subject or grade level.
- Non-teaching professional employees are defined as professional employees or temporary professional employees (*Long Term Substitute and non-tenured Level I non-teaching professionals*) who are education specialists or provide services and are not classroom teachers.
- Principals are defined as principals, assistant or vice principals, and directors of career and technical education. NOTE: *Supervisors and Directors of special education (non-teaching professionals under Act 82) are considered principals for the purposes of Act 13.*

For more information on Act 13, please visit the Pennsylvania Act 13 of 2020: Educator Effectiveness.

LEA Selected Measures: Student Performance Measures (SPMs)

Information on how the LEA selected measures affects individual evaluations of teaching and nonteaching professionals can be found in the Groupings and Evaluation Information - Summary.

Student Performance Measures (SPMs) are designed to engage the employee's participation in the evaluation process while addressing an identified *student challenge* or *need* to associated school-level objectives and/or LEA-level priorities, encourage instructional innovation through the use of best practice, and providing an overall improvement to employee educational practice.

To reference the full SPM Template, use the link to Appendix A.

Prior to Initial Conference

The educator should consider the current context (internal/external factors) and evidence that informs the identification of the challenge or need of the students. There should be an understanding of why the particular challenge or need is a priority and how it aligns to the School Goals. Consideration should be given to the population(s) of the

school community who will be affected by implementing a response. Weighting will need to be given to the student's challenge/need. If there is one challenge/need, the weighting should be 100%. If there are multiple, the weighting should be distributed amongst the challenges/needs. The weighting need not be equal.

A draft of a plan of action should be developed. Consideration should be given to how to respond to the challenge or need, determine the appropriateness of the response, alignment to district vision and mission, and research-based best practices to address the challenge/need. The plan of action should include the strategies used, specific timeframes/benchmarks, and possible accommodations. Additionally, progress and benchmark goals should be outlined. Artifacts and evidence of benchmark success should be outlined.

Initial Conference

The educator and administrator should review and revise the draft of the plan of action based on the aforementioned requirements and considerations. It is important to evaluate the plan for clarity and feasibility. When completed with Part I and Part II of the SPM Template, both Administrator and Teacher should sign off in Part V.

Prior to the Mid-Point Review

The teacher should complete Part III of the SPM Template. This should be a reflection of progress through the plan of action. Consideration should be given to benchmarks met/missed, any successes/barriers, and general next steps.

Mid-Point Review

Administrator and Teacher should discuss the aforementioned concerns and the Administrator should support where necessary.

Prior to End-of-Rating Review

The Teacher should complete Part IV of the SPM Template. The Educator Rating should be completed and defended using the Evaluation delineation below it. Evidence should be specific in how the student challenge/need was met or missed.

End-of-Rating Review

Administrator and Teacher should review the plan of action, its successes/shortcomings, and general execution. The Educator Rating should be finalized and the Administrator should enter this into the LEA-Selected Measures section of the corresponding PDE rating to be factored as part of the overall rating of Educator Effectiveness for the professional employee.

LEA Selected Measures: Student Performance Measures (SPMs)		
WHEN	WHO	WHAT
Prior to Initial Conference	Educator	Reflect on student challenges/needs & Draft a plan of action
Initial Conference	Administrator & Educator	Review and Review the Draft Agreement on the Student Performance Measures (SPMs) & Criteria delineating the four levels of student performance used to determine educator rating Part I and Part II of the SPM Template should be completed and approved in Part V
Prior to the Mid-Point Review	Educator	Complete Part III (Mid-Point Reflection)
Mid Point Review	Administrator & Educator	Examine initial evidence of SPM & discuss progress, unanticipated barriers, and needed supports Revise SPM Template as needed
Prior to the End-of-Rating Review	Educator	Complete Part IV (Final Reflection)
End-of-Rating Review	Administrator & Educator	Examine final evidence of SPM and discuss successes, unanticipated barriers, and any supports that might have been useful (*used to inform Educator Rating Part V*) Part IV of the SPM Template should be completed and approved in Part V The rating in Part IV should be entered into LEA-Selected Measures section of the corresponding PDE rating to be factored as part of the overall rating of Educator Effectiveness for the professional employee

To review a SPM Template: LEA Selected Measures information, please use the link HERE.
To review a sample Elementary SPM click here.
To review a sample Middle School SPM click here.
To review a sample High School SPM click here.

IEP Goals Progress Measure

Chapter 19 of the Pennsylvania School Code clarifies "applicable and attributable" thusly: "Regardless of certification area, **all classroom teachers** shall be accountable for student progress toward IEP Goals." The IEP Goals Progress measure is required under the Individuals with Disabilities Education Act if:

- The teacher provides instruction to sufficient number of students with IEPs (meaning n count; where n is ≥ 11*)
- Those students have similar academic or non-academic IEP Goals to which the teacher contributes data used by the IEP team to monitor student progress.

*An "active n count" based on the portion of instructional responsibility may be used rather than an "actual n count". The n count should apply to a grade-level cohort or correlate to all students within a subject area rather than a single class or course taught by the teacher. More information can be found on the IEP Goals Progress Measure.

To view a sample of the IEP Goals Progress Template, please use the link HERE.

The IEP Goals Progress Measure is similar to the SPM in the general approach of identifying a challenge of need and proposing a plan of action. The difference is in the population under study by the Teacher.

The 2021 Danielson Framework for Teaching

The Danielson Framework for Teaching outlines four key domains of effective teaching:

1. **Planning and Preparation:** This domain focuses on how teachers organize and plan for instruction, including setting learning goals, selecting appropriate resources, and designing assessments.
2. **Learning Environment:** This domain emphasizes creating a supportive and engaging classroom climate that promotes student learning and motivation.
3. **Instruction:** This domain covers the actual teaching process, including techniques for communicating with students, using questioning strategies, and providing feedback.
4. **Professional Responsibilities:** This domain addresses teacher roles beyond the classroom, such as collaborating with colleagues, reflecting on practice, and participating in professional development.

UNDERSTANDING THE FOUR DOMAINS

DOMAIN 1:

PLANNING AND PREP

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

DOMAIN 2:

CLASSROOM ENVIRONMENT

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

DOMAIN 3:

INSTRUCTION

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

DOMAIN 4:

PROFESSIONAL RESPONSIBILITIES

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in the Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Groupings and Evaluation Information - Summary

Teaching Professional Employees									
	Group			Teacher Specific Data			General Data		
Letter	IEP students n ≥ 11?	PSSA/ Keystone Data?	PVAAS Data?	PSSA/ Keystone % Pro/Adv	PVAAS	IEP Goals Progress	Observation & Practice	Building Level Score	LEA Selected Measures
A	No	Yes	Yes	5%	5%	0%	70%	10%	10%
B	Yes	Yes	Yes	2.5%	5%	2.5%	70%	10%	10%
C	No	Yes	No	10%	0%	0%	70%	10%	10%
D	Yes	Yes	No	5%	0%	5%	70%	10%	10%
E	No	No	No	0%	0%	0%	70%	10%	20%
F	Yes	No	No	0%	0%	10%	70%	10%	10%
Teaching and Non-Teaching Professional Employees									
	Group			Teacher Specific Data			General Data		
Letter	IEP students n ≥ 11?	PSSA/ Keystone Data?	PVAAS Data?	PSSA/ Keystone % Pro/Adv	PVAAS	IEP Goals Progress	Observation & Practice	Building Level Score	LEA Selected Measures
G	N/A	N/A	N/A	0%	0%	0%	90%	10%	0%
H	N/A	N/A	N/A	0%	0%	0%	100%	0%	0%

Groupings and Evaluation Information - Explanation

Each professional employee member is grouped based on their position in the district and by the data ***available*** and ***applicable*** for the position.

Group A: Data Available (Only Student Assessment and Growth) - 13-1

Regular Education Teachers in tested subject areas where PVAAS is available and the teacher does not provide assessment data for IEP program monitoring or goal development: *Grades 4-8 in PSSA-tested subjects, HS Biology, HS Algebra I, and HS English 10 with 10 or less students with IEPs in their course/classroom* (as calculated by the percent of instructional responsibility and contribution of course data to IEP progress monitoring and/or goals).

Group B: Data Available (Student Assessment, Growth, and IEP Progress) - 13-1

Special Education Teachers/Case Managers that pull students or push into classrooms in tested subject areas where PVAAS is available or Regular Education Teachers in tested subject areas where PVAAS is available and the teacher has more than 10 students with IEPs (as calculated by the percent of instructional responsibility and contribution of course data to IEP progress monitoring and/or goals): *Grades 4-8 in PSSA-tested subjects, HS Biology, HS Algebra I, and HS English 10 with 11 or more students with IEPs in their course/classroom* (as calculated by the percent of instructional responsibility and contribution of course data to IEP progress monitoring and/or goals).

Group C: Data Available (Only Student Assessment) - 13-1

Regular Education Teachers in tested subject areas where PVAAS is **NOT** available, and the teacher does not provide assessment data for IEP program monitoring or goal development: *Grade 3 Regular Education Teachers with 10 or less students with IEPs in their classroom* (as calculated by the percent of instructional responsibility and contribution of course data to IEP progress monitoring and/or goals), *or teachers with a service break for 3 year rolling average of* PVAAS.

Group D: Data Available (Only Student Assessment and IEP Progress) - 13-1

Special Education Teachers/Case Managers that pull students or push into classrooms in tested subject areas where PVAAS is **NOT** available or Regular Education Teachers in tested subject areas where PVAAS is **NOT** available with more than 10 students with IEPs in their classroom (as calculated by the percent of instructional responsibility and contribution of course data to IEP progress monitoring and/or goals), or teachers with a service break for 3 year rolling average of PVAAS.

Group E: No Data Available - 13-1

Regular Education Teachers in non-tested subject areas and do not provide assessment data for IEP program monitoring or goal development for 11 or more IEP students (as calculated by the percent of instructional responsibility), including *teachers of grade K-2 students, special area teachers, secondary teachers in non-tested subject areas, Reading Specialists, Math Specialists, RTII Coordinators, Teachers of the Gifted, ESOL Teachers, Title I Teachers, and Library Media Specialists.*

Group F: Data Available (Only IEP Progress) - 13-1

Special Education Teachers/Case Managers on non-tested subject areas or Regular Education Teachers in non-tested subject areas with more than 10 students with IEPs in their course/classroom (as calculated by the percent of instructional responsibility and contribution of course data to IEP progress monitoring and/or goals).

Evaluation for Groups A-F

Teaching Professional employees will be evaluated using the 13-1. Evaluation scores will be comprised of four parts:

1. **Teacher Observation & Practice Rating (70%)**—Teaching Professional Employees will be assigned to either the Formal Observation Model or the Differentiated Model for Supervision. Both modes of evaluation will be completed through the use of the Pennsylvania Electronic Teacher Evaluation Portal (PA-ETEP). All evidence in this area is tied to the components in the Danielson Framework.
2. **Building Level Score (Formerly known as School Performance Profile (SPP)) (10%) -Provided by PDE-** The Building Level Score in Act 13 provides a quantitative score based upon a 100-point scale to represent the overall academic performance of each school in Pennsylvania in four areas: academic achievement, academic growth, attendance, and graduation rate (where applicable.) The new calculation also includes a *Challenge Multiplier* that adjusts the Building Level Score based upon a school's Economically Disadvantaged student population. For the evaluation of a professional employee assigned to multiple buildings, a composite Building Level Score shall be calculated proportional to the employee's building assignments. This composite score calculation was also done in Act 82. Final evaluations will not be available until Building Level Scores are released.
3. **Teacher Specific Data (Group A, B, C, D, F: 10%) or (Group E: 0%) -** Teacher Specific Data may be available for a classroom teacher who is a professional employee teaching English, language arts, mathematics, science, or other content areas as assessed by a state assessment, including the Pennsylvania System of School Assessment and Keystone Exams. The three teacher specific measures are student performance on assessments, growth (PVAAS), and IEP goals progress.
4. **LEA Selected Measures (Group A, B, C, D, F: 10%) or (Group E: 20%)** - The LEA Selected Measures replace the Act 82 Student Learning Objectives (SLOs) with more flexibility to allow for qualitative measures of student performance rather than just a test score. These include locally developed rubrics, district-designed measures and examinations, nationally recognized standardized tests, industry certification examinations, student projects pursuant to local requirements, and student portfolios pursuant to local requirements.

Group G: Building Data only (13-3)

Non-Teaching Professional Employees under Act 13 are employees working under the scope of their **specialist certification** as described in the Certification and Staffing Policies and Guidelines (CSPG) which include: *Director of Pupil Services*, *Directors of Curriculum*, *Nurses*, *Psychologists*, *Counselors*, *Behavior Specialist*, *School Social Worker*, *Technology Specialists*, *and Speech Pathologists.*

Evaluation for Group G

Non-Teaching Professional Employees under Act 13 are employees working under the

scope of their ***specialist certification*** as described in the Certification and Staffing Policies and Guidelines (CSPG) and includes Counselors, Nurses, Psychologists, Technology Integration Specialists, School Social Workers, and Behavior Specialists.

Non-Teaching Professional employees will be evaluated using the 13-3. Evaluation scores will be comprised of 2 parts:

1. **Teacher Observation & Practice Rating (90%)**—Teacher Observation & Practice rating will be used for an educational specialist or a professional employee who provides services and who is ***not*** a classroom teacher to whom building level data will be evaluated using the Danielson Framework specifically designed to reflect their work. The evaluation will be completed through the use of the Pennsylvania Electronic Teacher Evaluation Portal (PA-ETEP). All evidence in this area is tied to the components in the Danielson Framework.
2. **Building Level Score (Formerly known as School Performance Profile (SPP)) (10%)-Provided by PDE-**The Building Level Score in Act 13 provides a quantitative score based upon a 100-point scale to represent the overall academic performance of each school in Pennsylvania in four areas: academic achievement, academic growth, attendance, and graduation rate where applicable. The new calculation also includes a *Challenge Multiplier* that adjusts a Building Level Score based upon a school's Economically Disadvantaged student population. For the evaluation of a professional employee assigned to multiple buildings, a composite Building Level Score shall be calculated proportional to the employee's building assignments. This composite score calculation was also done in Act 82. Final evaluations will not be available until Building Level Scores are released.

Group H: Observation & Practice only (13-1 or 13-3)

Temporary (LTS) and Non-Tenured Level I or Non-Teaching Professional (first 3 years of service)

Evaluation for Group H

Professional employees will be evaluated using the 13-1 (Teaching professional) or 13-3 (Non-teaching professional). 100% of the Evaluation scores will be **Teacher Observation & Practice Rating.** Non-tenured Level I or Long Term Substitutes will be assigned to the Formal Observation Model for Supervision. The evaluation will be completed through the use of the Pennsylvania Electronic Teacher Evaluation Portal (PA-ETEP). All evidence in this area is tied to the components in the Danielson Framework.

Supervision Model

The Pennsylvania Department of Education has identified a supervision model consisting of two modes that will result in the professional development of educators: **Formal Observation** and **Differentiated Supervision**. This accounts for the Observation and Practice Component of the overall evaluation.

1. **Formal Observation** of the teacher's practice is accomplished through formal and informal observations measured by research-supported best practices: Danielson's Framework for Teaching. The collaborative reflections on the observational data will focus the efforts of the teacher on a professional development plan to improve instructional practices and student achievement.
2. **Differentiated Supervision** recognizes the level of experience, effectiveness, and professionalism of teachers as well as the intensity and time commitment of Formal Observation. In Differentiated Supervision, professional employees develop an action plan for professional development unique to their needs and interests.

All information is **submitted in PA-ETEP**.

Mode 1: Formal Observation

The formal observation/practice portion of teacher evaluation is based on the Danielson Framework and includes four areas, also referred to as "Domains," that consist of: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction and (4) Professional Responsibilities. Within these domains, there are clearly defined teaching skills, also referred to as competencies, as well as specific examples of how these skills are effectively executed. These pieces provide evaluators with the necessary information to effectively observe teaching practice and provide meaningful feedback.

District offices, in collaboration with building principals, have created a ***Three Year Cycle of Supervision*** for all professional employees. In 2026-2027, we will be in the first year of the three-year cycle that starts in the 2026-2027 school year. As a district, we will utilize all of the components within each of the four Domains of the Danielson Framework for Teaching during the school year for evaluative purposes.

The identified groups of professional employees involved in the **Formal Observation Mode** will include all Level I certified employees and Long Term Substitutes:

- Level I certified employees and Long Term Substitutes will be assigned two Formal Observations per year for three years. The observation(s) may be announced or unannounced.
- Tenured professionals will be assigned to the Formal Observation Mode for at least one year during the three-year supervision cycle. The observation(s) may be announced or unannounced.
- Tenured professionals new to the district will be placed on the Formal Observation Mode for their first year. The observation(s) may be announced or unannounced.
- Professionals who have been identified by the administration as needing improvement will be placed on Formal Observation Mode. The observation(s) may be announced or unannounced.

The Formal Observation mode will use the Danielson Framework for Teaching. All Formal

Observations will be completed through the Pennsylvania Electronic Teacher Evaluation Portal or PA-ETEP. Formal Observations may be announced or unannounced observations.

Professional employees will be evaluated through formal observations and walk-through data collection.

Formal Observation Process			
STEP	WHO	PAPERWORK	WHAT
1	Administrator	None	1. Administrator schedules pre-observation conference (2-3 days prior to observation) 2. Administrator schedules formal classroom observation. 3. Administrator schedules post-observation conference (2-3 days after observation). 4. Administrator begins Formal Observation process in PA-ETEP.
2	Teacher	Teacher Observation Tool with rubrics and lesson plan	1. Teacher completes Pre-Observation questionnaire in PA-ETEP. 2. Teacher submits lesson plan to administrator prior to pre-observation conference. 3. Administrator reviews teacher's lesson plan and pre-observation questionnaire in PA-ETEP.
3	Administrator & Teacher	Teacher Observation Tool with rubrics and lesson plan	Pre-observation conference held.
4 (Unannounced Formal Observation begins at Step 4)	Administrator	Teacher Observation Tool with rubrics and lesson plan	Administrator completes formal observation of teacher and collects evidence in domains 2 and 3, using PA ETEP.

STEP	WHO	PAPERWORK	WHAT

5	Teacher	Teacher Observation Tool with rubrics and lesson plan	1. Administrator submits Formal Observation in PA ETEP. 2. In PA-ETEP, the teacher adds additional evidence, if desired. 3. Teacher completes Post-observation questionnaire in PA-ETEP. 4. Teacher completes Self-Assessment Rubrics in PA ETEP.
6	Administrator	Teacher Observation Tool with rubrics and lesson plan	1. Administrator reviews teacher's post-observation questionnaire and self-assessment rubrics. 2. Administrator completes assessment rubrics in PA ETEP.
7	Administrator & Teacher	Teacher Observation Tool with rubrics and lesson plan	1. Administrator and teacher compare performance level ratings at post-observation conference. 2. Teacher and administrator review evidence, when there is a discrepancy in rating. 3. Administrator determines final performance ratings. 4. Administrator and teacher complete Summary form in PA-ETEP.
8	Administrator & Teacher	Authentication	Teacher and administrator "electronically sign" formal observation in PA-ETEP.

For a tutorial on using PA-ETEP for a Formal Observation click HERE.

All information will be **submitted through PA-ETEP**.

Mode 2: Differentiated Supervision/Informal

Differentiated Supervision

The identified groups of professional employees involved in the Differentiated Supervision Mode will include all professional staff employee members **NOT** evaluated through the Formal Observation Mode.

The Differentiated Supervision Mode provides a framework for professional growth designed to improve teacher effectiveness, instructional practices, and student achievement.

Teachers in the Differentiated Model will use the PA-ETEP form through the PA Electronic Teacher Evaluation Portal. The NAEA and NASD have provided and agreed to the example below.

Differentiated Supervision Mode options include:

- Peer Coaching
- Action Research
- Other- identified and proposed by professional staff, such as a book study

Step 1 Teachers under the Differentiated Model may identify their own plan and/or area of interest. Options include but are not limited to:

- **Student-focused**: Investigate concerns in the cognitive behavioral, social/emotional, or psychomotor domains of the student.
- **Teaching practice focus**: Teachers can investigate different aspects of teaching practice and implement those practices in the classroom.
- **Teacher-focused**: focuses on the personal aspects of teaching such as work habits, career stage developments, or other aspects of teaching.
- **Curriculum-focused**: Teachers may focus on a specific aspect of the current curriculum or implementation of a new curriculum approved by the supervisor.
- **School Organization Focused**: Teachers can examine the structures, policies, and procedures in the school setting and rethink changes to improve the school environment.
- **Areas related to the Danielson Framework**

Teachers are encouraged to select a topic that relates to their current classroom practices or experience.

Step 2 Teachers are required to complete a one-page form on PA-ETEP using the attached timeline. The PA-ETEP form shall not be the only method of a teacher's final evaluation.

While formal observations may not occur in Differentiated Supervision, walkthroughs will occur at least twice throughout the school year. Principals also reserve the right, with rationale, to remove a teacher from the Differentiated Supervision Model and place the teacher in the Formal Observation Model.

Differentiated Supervision Process		
Step	**What**	**When**
1. Differentiated Supervision Plan Proposal	Professional employee completes Differentiated Supervision Proposal in PA ETEP	By Third Friday in October
2. Review Differentiated Supervision Plan	Professional employee and evaluator discuss the Plan to make improvements and additions for approval.	Within ten school days of submission
3. Submit Mid-Year Check-in	Professional employee completes the Mid Year	No later than second Friday in February

Check-in using PA-ETEP		
4. Submit Year-End Update and Self Assessment Rubric	Professional employee completes the Year End Update and Self-Assessment Rubric	No later than second Friday in May

For a tutorial on using PA-ETEP for Differentiated Supervision click HERE.

Example Differentiated Supervision Plan Completed in PA-ETEP
Type of Differentiated Supervision: *Select one of the following- Peer Coaching, Action Research, or Other)*
Component Focus: *Select at least one and no more than three components from the Danielson Framework that your Differentiated Supervision Plan will focus on:* *Component 3b*
Project Goal: *Describe the goal of your Differentiated Supervision Action Plan.* *Increase the use of higher order questioning techniques in classroom instruction.*
Purpose/Rationale: *Describe the rationale for selecting and implementing your Differentiated Supervision Action Plan.* *Questioning is a key aspect of the teaching and learning process. Questions should draw students into the learning process as well as checking on acquisition of knowledge. When students ask questions this leads to higher level thinking resulting in academic benefits.*
Steps and/or Activities to Achieve Goal: *Describe the various steps and/or activities that will be involved in completing your Differentiated Supervision Action Plan.* I, along with my grade 6 science team, will complete a book study of: *Questioning for Classroom Discussion: Purposeful Speaking, Engaged Listening, Deep Thinking* by Jackie Acree Walsh and Beth Dankert Sattes.
Implementation Timeline: *Describe how you will implement your Differentiated Supervision Action Plan over the course of the school year.* *I, along with my grade 6 science team, will read the book, and meet three times during team time from September through January to talk over the instructional strategies discussed in the book. In February through April, I will develop and implement one lesson that uses higher order questioning techniques.*
Indicators of Effectiveness/Measures of Student Success: *Describe what you will use to measure student success and/or the effectiveness of your Differentiated Supervision Action Plan.* *Develop one lesson that uses higher order questioning techniques. The lesson can be provided upon request.*
Mid-Year Progress Update
Provide an update on your progress toward meeting the goal of your action plan. *As of February, I have completed the book study and identified one strategy that I will use in the classroom to engage students in meaningful classroom discussion. The strategy is using Bloom's Taxonomy to develop open-ended questions throughout the lesson.*
Year-End Progress Update

Describe the final results of your action plan and how successful you were in meeting your goal and impacting student achievement.

Using Bloom's Taxonomy to develop higher order questions ahead of time, transformed the classroom discussion. It helped students to explore and diversify their perspectives. It encouraged attentive and respectful listening. More importantly it helped students connect with the content and develop the ability to synthesize and justify their beliefs.

Recommendations: *Describe the recommendations you have for moving forward and how you might share what you learned with others.*

I will continue to purposefully develop lessons that integrate higher order questioning techniques in my daily lessons using Bloom's Taxonomy. I will also share the lesson with other grade 6 science teachers in Schoology.

Note: *This is a sample of a Differentiated Supervision Plan completed as a team. Each team member is still responsible for submitting their individual plan in PA-ETEP.*

All information will be **submitted through PA-ETEP**.

Framework for Walk-Throughs

The Framework for Walk-Throughs is based on the Danielson Framework. All walk-throughs will be completed in PA-ETEP. Walk-through data can be used as part of the evaluative evidence, using the Danielson Framework Domains 2 and 3. Evidence will be collected in Domains 2 and 3 with descriptions listed below.

DOMAIN 2: Classroom Environment

Effective teachers organize their classrooms so that all students can learn. Teachers know and value their students' identities, as well as, their academic, social, and emotional strengths and needs. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of instructional space, and supporting and engaging in the learning of classmates. Students and teachers work in ways that demonstrate their belief that rigorous effort will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.

DOMAIN 3: Instruction

Effective teachers ensure all students are highly engaged in learning and contribute to the success of the class. Teacher explanations are clear and invite student intellectual engagement. Instructional practices are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Teacher feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve and have autonomy in their learning. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.

Appendix A: Student Performance Measures

LEA Selected Measures Template

IEP Goals Progress Template

Appendix B: PA-ETEP Updates 2024

PA-ETEP updated its look on July 15, 2024. These updates include a new user-friendly look, single sign-on, and multi-factor identification. For more information about the PA-ETEP updates, please use this link to access a Webinar.

Webinar Link

Educator PA-ETEP Updates

Administrator PA-ETEP Updates

Appendix C: Evaluation Forms

Educator Evaluation Form 13-1

Educator Evaluation Form 13-3

Appendix D. Danielson Framework

Please find linked below the current Danielson Framework updated by PDE with new descriptors for each component of the domains. PDE also provides discussion prompts and evidence of practice examples for each component of each domain. A PDF document provided by PDE is linked here for your reference.

Framework for Evaluation: Classroom Teacher

Framework for Evaluation: Non- Teaching Professionals

- Framework for Observation & Practice - NTP Speech Language Pathologist
- Framework for Observation & Practice - NTP School Psychologist
- Framework for Observation & Practice - NTP School Health Specialist
- Framework for Observation & Practice - NTP School Counselor PK-12
- Framework for Observation & Practice - NTP Instructional Technology Specialist
- Framework for Observation & Practice - NTP School Social Worker/Home and School Visitor