

## WASD Supervision Reminders

The Pennsylvania Department of Education has identified a supervision model consisting of two modes that will result in the professional development of educators:

### 1. Formal Observation and 2. Differentiated Supervision.

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 (2007 or later)*.
2. Differentiated Supervision: Professional employees develop an action plan for professional development unique to their needs and interests. The professional employee is required to complete a mid-year review and an end-of-the-year report with respect to his/her goal setting, planning, progress, and results.
  - a. The Supervising Administrator should select a Differentiated Supervision Mode in collaboration with the teacher. All Differentiated Supervision Modes must be aligned to the Danielson Framework for Teaching and/or related to a **district or school initiative designed to improve instructional practices and impacts student achievement**.
  - b. Note: Book/research reviews are unacceptable for a separate Differentiated Supervision mode however, they may be used to develop the research for an action plan for implementation or change of practice.
3. Supervision Cycle: Professional employees should be assigned to Differentiated Supervision Modes for the length of the Cycle of Supervision ***except for the required year of Formal Observation*** (e.g., if a district has a three-year Cycle of Supervision and a teacher is assigned to the Formal Observation Model in the second year of the cycle, the teacher should be placed in the Differentiated Supervision in years one and three of the cycle). A Cycle of Supervision usually lasts for three or four years however, this is a local decision

Additionally, while formal observations may not occur in Differentiated Supervision, it is recommended informal observations/walkthroughs occur throughout the school year.

### Instructional I Teachers

- All are formally observed through a clinical supervision model – 3 steps
  - Pre-observation planning meeting and discussion
  - Observation
  - Post observation meeting and discussion
- All receive 2 formal observations and 2 evaluation in the year, one in each semester
- All complete a SLO if they have more than 10 students (if less than 10 students, they do not complete a SLO)
- Instructional I teachers ***do not*** complete/submit a Differentiated Supervision/Observation Goal

### Instructional II Teachers

- All are placed within the observation cycle (Groups A-B-C-D)
- Group A: 2019-2020 all receive 1 Formal Observation
- All complete and submit a SLO if they have more than 10 students
- All complete and submit a Differentiated Supervision/Observation Goal
- Instructional II teachers new to the district in their first year and participating in Induction, do ***NOT*** complete a differentiated supervision goal. (They still do a SLO)

Note in PA-Etep, the Differentiated Supervision Goal is labeled as a Differentiated Observation –these are the same thing just differently named.