

CENTRAL BUCKS SCHOOL DISTRICT

**DIFFERENTIATED SUPERVISION
AND
GOAL DEVELOPMENT PLAN**

Adopted 1991

Revised 2004, 2007, 2014

CENTRAL BUCKS SCHOOL DISTRICT 20 WELDEN DRIVE
DOYLESTOWN, PENNSYLVANIA 18901

INTRODUCTION

The goal of the Central Bucks Differentiated Supervision and Goal Development Plan is to foster continuous professional growth and to maximize student learning through a system of collegial support, professional supervision, and evaluation.

The Central Bucks Differentiated Supervision and Goal Development Plan is based upon a differentiated model of professional development and supervision and a multiple year supervision cycle, accompanied by both formal and informal administrative monitoring of performance with periodic feedback through the use of a survey.

Teachers entering the differentiated supervision cycle will participate in one of the three modes based on experience, competence, personal preference, the number of teachers in each mode in each building, and administrative approval.

Teachers are encouraged to cycle through the Directed, Collaborative, and Self-Guided modes over the course of three years. Teachers must participate in the Directed mode at least once every three years.

MODES

Directed Development offers the staff member a systematic plan for professional growth which includes establishing performance goals for the year, developing a plan for achieving these goals, and working with an administrator through a series of formal observations to assess the instructional practice and achievement of these goals. Directed Development allows the professional a year to concentrate on refining and enhancing instructional skills while receiving essential feedback from administrators. Professional staff members will participate in Directed Development at least once every three years.

Collaborative Development offers the opportunity for professional staff to work together in groups of two or more to reinforce and refine instructional skills. During this collaborative process, professional staff members will work together as peer coaches to analyze instruction.

Self-Guided Development offers the staff member an opportunity to identify a goal or goals and to develop and implement an independent plan for refining and enhancing instructional skills. The staff member may select a consultant to assist in the development and implementation of the plan.

PARTICIPANTS

Temporary Professional Employees: Professional staff members defined as non-tenured, Instructional I, inductees, and teachers new to the district will be in Directed Development.

Professional Employees: Experienced professionals consistently performing at a satisfactory level may elect to participate in a year of Directed Development. All professionals should participate in the Directed mode at least once every three years.

Experienced Professionals Needing and/or Requesting Additional Support: Professionals identified by the building administrator as needing additional supervisory support or professionals who request additional support will be assigned to Directed Development. The immediate supervisor will determine the number of years that an individual remains in Directed Development.

CB Administrators: Building principals, department supervisors, curriculum coordinators, and central office administrators responsible for observing and evaluating staff.

Formative Appraisal and Summative Evaluation

The Central Bucks Differentiated Supervision and Goal Development Plan consists of Formative Appraisal and Summative Evaluation.

Formative Appraisal is designed to enhance growth, provide support, and offer assistance to the professional staff. The basic premise of Formative appraisal is support and assistance.

In Central Bucks opportunities for **Formative Appraisal** will be provided through a variety of sources, which allow the professional staff member to gain insight into specific job-related competencies. They include but are not limited to:

- Formal observations and informal observations by principals and supervisors including written feedback to the teacher
- Review of annual goals, collaborative experiences and self-guided plans
- Parent and student feedback

Summative Evaluation is a process of evaluation which assesses teacher competency according to established criteria. It results in a compilation of data on a designated PDE 82-1 form. It is required by the State of Pennsylvania and is used for personnel decisions such as tenure and dismissal. It may also be used as a guide in determining the appropriate cycle of development for a professional staff member. Summative evaluation is completed by each staff member's immediate supervisor(s). A professional improvement plan is required for professional employees who receive a summative evaluation of needs improvement or unsatisfactory.

In Central Bucks **Summative Evaluation** will consist of a formal report on Form PDE 82-1 based on (A) Teacher Observation and Practice **and** (B) Student Performance resulting in a (C) Final Teacher Effectiveness Rating.

Timeline:

<i>September - October</i>	<p>Formulate performance objectives and establish implementation plan to achieve these objectives</p> <p>Participate in goal-setting conference</p> <p>Record information on CB Form 350 (Professional Development Teacher Goal)</p>
<i>September to June</i>	<p>Participate in formal and informal observations</p> <p>Participate in peer observations (as applicable)</p>
<i>January - February</i>	<p>Participate in mid-year review conference of performance objectives (optional)</p> <p>Update CB Form 350 (Professional Development Teacher Goal)</p>
<i>June</i>	<p>Conduct Student and Parent Survey (as applicable)</p> <p>Participate in final review conference</p> <p>Update CB Form 350 (Professional Development Teacher Goal)</p> <p>Summative Evaluation completed (PDE 82-1)</p>

Criteria for goals:

- Describes what the teacher will do (teacher centered rather than student centered) - a goal for the teacher that will enhance student achievement
- Specifies what the teacher will do
- Specifies how the teacher will do it
- Incorporates State-expected Standards
- Coordinates with the Teacher Effectiveness Framework (Act 82)
- Reflects district and/or building goals

Student and Parent Survey

Professional staff members will survey specific populations of students and/or parents to receive feedback for the purpose of self-assessment. Colleagues may be surveyed at the option of the staff member. The survey will be completed a minimum of once every three years. The survey may be conducted during participation in any of the modes: Directed, Collaborative, or Self-Guided Development. Distribution of the survey instrument may occur in different ways. Professional staff members may elect to distribute the survey three times per year (beginning, middle, and end of school year), two times per year (pre and post survey) or once per year. The survey, however, must be conducted at least once at some point during the school year.

The survey will be a written or electronic document designed, distributed, collected, and analyzed by the professional staff member. Results of the data are solely for the use and growth of the professional staff member. The staff member may choose to share the data with others.

Sample surveys are available on the Central Bucks Intranet. The district provides licenses for electronic survey tools (Quia) if staff members wish to use computer generated and tabulated tools.

Plan Evaluation

The Differentiated Supervision and Goal Development Plan (GDP) will be monitored to ensure it is appropriately addressing its stated goal. Areas of interest will include but will not be limited to the following:

- Did the GDP goal support District objectives/goals and contribute to your professional growth?
- Did the GDP goal have a positive impact on student learning?
- Was the design and implementation of this goal effective?
- Can this goal or its implementation be improved upon or extended?

Revisions will be made periodically to reflect adjustments that may become necessary due to legal requirements, staff feedback, contemporary supervision, and staff development strategies, etc.

Professional Development and Goal Development Plan

	Directed	Collaborative	Self-Guided
Administrative Guidelines for Implementation	<ul style="list-style-type: none"> • Structured formal process - coordinated with building administrator • 1 or more formal and 1 or more informal observations by an administrator • Annual Goal Setting/Review • Summative performance review • Optional Survey (Once every three years) 	<ul style="list-style-type: none"> • Collegial process – two or more working on a shared goal <ul style="list-style-type: none"> ○ Peer observation ○ Peer coaching ○ Reflection/discussion • 1 or more formal or informal observations • Annual Goal Setting\Review • Summative performance review • Optional Survey (Once every three years) 	<ul style="list-style-type: none"> • Independent process – independent work toward a personalized goal • 1 or more formal or informal observations • Annual Goal Setting/Review • Summative performance review • Optional Survey (Once every three years)
New & Non-tenured	<ul style="list-style-type: none"> • Minimum 3 formal observations annually (RightPath) • Informal observations as appropriate • Complete Summative Report (82-1) 	N/A	N/A

<p>Tenured Professional with Satisfactory Performance</p>	<ul style="list-style-type: none"> • Minimum 1 formal observation annually (RightPath) • Informal observations as appropriate (RightPath) • Complete Summative Report (82-1) Annually 	<ul style="list-style-type: none"> • Informal observations by collaborative teammates • Minimum 1 formal observation annually (RightPath) or • Informal observations as appropriate (RightPath) • Complete Summative Report (82-1) Annually 	<ul style="list-style-type: none"> • Act as consultant as needed • Minimum 1 formal observation annually (RightPath) or • Informal observations as appropriate (RightPath) • Complete Summative Report (82-1) Annually
<p>Experienced Professional Needing or Requesting Support</p>	<ul style="list-style-type: none"> • Written Performance Plan • Participation in formal observation at least every six weeks (RightPath) • Feedback on progress (Oral and Written) • Complete Summative Report (82-1) Annually (Minimum) 	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>