House Committee on Education and Labor
May 19th, 2010

Testimony of Dr. Thomas Butler, Superintendent of Schools
Ridgway Area School District, Ridgway, Pennsylvania

Good Morning Chairman Miller, Congressman Castle, Congressman Thompson and members of the committee. Thank you for allowing me the opportunity to testify on the reauthorization of ESEA as it relates to turnaround schools. My name is Tom Butler and I am the Superintendent of Ridgway Area School District in Ridgway, Pennsylvania. I am honored to come before you today to share some thoughts on rural school turnaround. In Pennsylvania, 243 of the 501 school districts are considered rural (according to the definition of rural provided by The Center for Rural Pennsylvania). Rural schools in Pennsylvania educate 503,900 students, while in the United States, rural schools educate 9,063,790 students. Today, I will discuss the strategies for school improvement that worked well in our rural school district as well as some thoughts on how a reauthorized ESEA can support successful school turnaround in rural areas.

Ridgway Area School District

Ridgway Area School District is located in northwest Pennsylvania at the midway point between Pittsburgh and Buffalo. The district encompasses 181 square miles with half of that area witin the Alleghany National Forest and other State Game Land. Ridgway enrolls 997 children ranging in age from 5-19. The district is located in Elk County, comprises all or parts of three townships: Ridgway, Horton, Spring Creek and the Borough of Ridgway The resident population is 7,225 with the borough of Ridgway compromising a population of 4,096.

Forty five percent of the children qualify for a free/reduced lunch; an increase of 10% in 2008. Fourteen percent of the children qualify for special education services. We have adopted a K-8 school wide Title I program.

The school district employs 150 people (both full and part time) with 87 of the employees being teachers. The school district's administrative staff consists of the superintendent, finance manager, director of student services, and three building principals.

Achievement gains

The middle school in our school district went through the stages of school warning and school improvement. This resulted from three consecutive years with our IEP subgroup not achieving AYP. Last year was the first year in the last three in which the school did not get negatively labeled in some way. Although the overall achievement scores in the middle school are the best in the district, the school has had to concentrate on the IEP subgroup. The district also has experienced achievement difficulties in 4th, 5th, and 11th grade mathematics and reading. The school district has increased the number of IEP students scoring advanced and proficient in reading from 0% in 2007 to 40% in 2009. In that time the district has also realized a 10% increase in the number of IEP students scoring advanced in math. Overall in the middle school, during that same time period, the school

district has seen the number of students scoring advanced on the state test increase by 22% in reading and 18% in math.

The school district has undertaken numerous efforts to improve these achievement scores. The staff and administration are hopeful that the achievement scores will improve dramatically again this year. Based on scores from formative assessments aligned to the state tests, we are hopeful for up to a 20-30% increase in the number of students scoring proficient or advanced in the state achievement tests this year. The school district will be notified of the scores within the next four weeks. Meanwhile, the staff, students and parents must anxiously await the results to discover whether they are as good as we predict.

Turnaround at Ridgway

"Dr. Butler, I have been "hurting" kids for 15 years by not teaching math in the correct way. I can't believe that I have had such a wrong opinion about how I should teach math to my elementary school children. I can remember students crying because they could not memorize the times tables. I just told them to work harder. I just did not know any better. My differentiated supervision goal this year was to research math standards. I found out that I am not only teaching some content that is incorrect, but I am teaching it in the incorrect way. I am so upset with myself for not knowing this for the past few years, but happy that I know it now."
-Teacher to Dr. Butler, 2010

The conversation that this vignette was based on a conversation that I had two weeks ago while I walked through our elementary school office. One of our teachers had just finished her "year-end" conversation with the principal to fulfill the requirements for the school district's differentiated supervision plan. The teacher was on the verge of tears because she was so upset that she did not realize how much research had changed concerning how to teach math since she had gone to school. I believe this story is a great example of the power of collaboration and professional learning and it serves as a foundation of the Ridgway turnaround.

Teacher Evaluation and Collaboration

The foundation for Ridgway's turnaround is our teacher supervision plan. In 2008, Ridgway Area School District instituted a new teacher evaluation tool that encouraged reflection on the teacher's part and collaboration between the teacher and administrators (Appendix A). The tool is based on the research of Charlotte Danielson. There are three different levels in each model and a teacher is placed on the different level depending on their level of expertise and time served. Newer teachers and "at risk" teachers receive more attention and resources, while more accomplished teachers have more latitude to chose goals to work toward. In the "top" level are teachers who are accomplished. These teachers sit down with the principal at the start of the year and choose two goals to accomplish for the school year. Usually the principal will have input into one goal, while the teacher is free to choose the second goal. In the above story, the teacher chose to research math standards. The next level is a "general" level and this level is a place where a teacher cycles through every 5 years. This is a more traditional model of evaluation, but is still centered on goals for the year. While creating this model with the administrators, teachers and the teachers' association, all sides felt that cycling everyone through the "general" evaluation section every five years would create a sense of transparency for both teachers and administrators. The last level in this model is "structured". The

structured model is the most intensive model for teachers and administrators. There are very strict guidelines for what occurs in this level of supervision. In this level you will find beginning teachers and teachers that are deemed "at risk". Although this level is stricter than the others, it is still based on a foundation of collaboration and reflection. Ridgway Area School District does not grade all teachers as "perfect" or 'distinguished". Teachers grade themselves, principals grade the teachers, then a professional dialogue between the teacher and principal occurs to determine the final "grading" in each section.

The school district supports teachers as they work through their goals in the evaluation model by providing funds for travel and training so the teachers can create their plan for learning about their goal. We believe in the power of a professional, reflective, teaching staff. I strongly believe that if the school district would have "forced" the same type of training on the teacher in the above vignette, the results would not have been the same. The teacher had to come to the realization about changing math instructional practices on her own. The power of collaboration between the administration and teachers is that the teachers are responsible for their own learning. This creates a significant shift in what we should call teacher training. Traditionally we call teacher training "professional development". This insinuates something done "to" teachers and not something done "with" teachers (as articulated in previous testimony in front of this committee). Rather, we should call teacher training "professional learning". This term implies a collaborative sense into how teachers learn.

The school district had a willing and helpful partner all through the process of developing this supervision model. That partner was the local teachers association. Our school district is blessed with a union leadership that focuses on what is best for the students and is willing to work together with the administration toward achieving higher student achievement. The reforms that have taken place in the district would not have been possible without the collaboration of the teachers association.

Professional Learning Communities and Collaboration

"At first Dr. Butler I was insulted that we were going to the other school to look at their math department. I figured that the trip was just a way to make us feel like we did not know how to teach. But once we were at the other school I learned that we were doing things that the other school was doing and that I learned quite a bit. I am now more excited than I have been in some time to work at some of the things that we need to work on."

-Teacher to Dr. Butler, 2009

The above comment was made to me during a debriefing session after the school district had sent a team of math teachers to visit a neighboring school district that consistently achieves high scores on the state math test. The group was one of the school district's "professional learning communities" that was started at the beginning of this school year. The focus on the PLC in the vignette was math curriculum and instruction. Professional learning communities are a researched based (Dufour and Eaker, 1998) teacher collaboration model. Teachers form learning communities to focus on improving student achievement. Ridgway Area School District has adopted the model to include book studies, data teams and more general topics centered on improving student achievement. In the above example, teachers were starting to examine their beliefs about how math should be taught and what math content should be taught. Again, this is a collaborative model where teachers are in

charge of their professional learning. I believe that teachers should be treated as professionals and held to high standards. Professional learning communities provides an opportunity for teachers to conduct research, examine data, and learn cutting edge educational trends in an atmosphere and with colleagues of their choosing. When teachers reflect on their own practice and receive the resources to be able to learn, then increased student achievement will occur.

School Board Focused on Student Achievement and Instruction

"This was a great night, I can't wait until we can watch the school district accomplish these goals."
-Board member to Dr. Butler, 2010

This quote was made to me by one of our board members after we had completed a board retreat where the board worked with a consultant for three hours to create five non-negotiable goals for student achievement and instruction (Appendix B). Research is clear about the power of district leadership on improving student achievement (Marzano and Waters, 2009). The school board crafted these five-year goals as a way to focus all stakeholders within the system about what is important for our school district; namely, student achievement. The pay-off has been immediate. As the school board struggles to cut $100,000 from the budget (total 13 million dollar budget) the board president is adamant that the money set aside in the budget for board goals is not touched. As he has said numerous times "We have set these goals and we need to give the administration resources to make sure these goals are reached". The board's focus on these non-negotiable goals has started a shift in the way in which educational issues are discussed in the school district. Decisions are often centered on how a particular decision will help reach one of the board goals.

"This was the best professional development that I have experienced in the school district since I have been a teacher and this is my 17th year as a teacher."
-Teacher to Dr. Butler, 2009

At the start of the 2009 school year, all teachers in the Ridgway Area School District were instructed on research-based instructional strategies proven to increase student achievement (Marzano, Pickering and Pollock, 2001). The focus for the teacher professional learning was a collaborative effort accomplished through a committee and various online surveys sent to the professional staff. The consensus from the staff was that they wanted to learn more about instructional strategies proven to increase student achievement. The framework that was chosen for the professional learning was the work done by Marzano, Pickering and Pollock (*Classroom Instruction that Works*). Each teacher chose to be trained in four of the nine proven instructional strategies. The administration then expected to see these strategies implemented in the classroom. Professional learning focused on instructional strategies is one example of how Ridgway Area School District has collaborated with the teachers to provide effective professional learning. The role of the principal in this process is vital. The principal not only participates in the discussion, they also organize the agendas for the meetings and set the ground rules for the PLC's. In all of the turnaround strategies that I discuss in this testimony, the linchpin is the principal. Their support, enthusiasm and professionalism determine how high student achievement will grow.

The Challenges for Rural Schools

The number one challenge that I experience in my job is as a rural superintendent is statewide and national educational bureaucracy that is increasingly more "top-down", leaving very little room for local control and flexibility on my part so I can respond to the actual situation in my school district. I am concerned that local superintendents will become mere "middle managers" instituting reforms decided in the state or national education departments. This phenomenon goes beyond an argument against unfunded mandates, but strikes at the core of the relationship between a rural school and community. Our school board often expresses to me that they feel like they are losing control over the direction of their school system simply because there are so many rules and regulations that must be followed. The opportunity for a local board to create and develop programs and services responsive to local needs is severely limited by the system assuring compliance to these rules and regulations. For example, Pennsylvania has been collecting school, student, and teacher data for the past two schools years. This will create an enormous data base where every child's schedule, grades, health records, and every bit of professional and personal information about teachers will be stored in a database in the state capitol. Our efforts to keep up with the demands of this job have taken away from the normal duties of our administration, especially our finance manager. We cannot justify hiring a new person to take care of these duties so we absorb the duties into the existing administrative structure. The time and energy that is required for this database to be created (at very little benefit for rural students, I believe) could be better spent helping the school district research more appropriate data.

What kind of data would benefit rural schools? In their recent book *Hallowing out the Middle*, authors Patrick Carr and Maria Keealas discovered that rural schools spend a disproportionate amount of their resources on students that are destined to leave their communities. These students are the high achievers that go to college and never come back. It makes sense, according to the authors, for rural school districts to expend the resources on the students that are destined to stay in their communities. I have been attempting to gather data for a few months for our school district looking at where we spend our resources, but I simply cannot do it in a timely fashion. I am not here to complain about my job, I love it. My point is that this data may be a significant turning point in revitalizing our community and I do not have the data at my disposal yet because our administrators are occupied with collecting data for our state-wide data management system.

I mentioned earlier in this testimony that collaboration among staff members and quality professional learning are valuable tools to help increase student achievement. Rural areas are at a distinct disadvantage because of their isolation from creating the context where collaboration can occur between colleagues in different schools and school systems. To allow teachers to gain quality professional learning, the teachers are required to travel long distances and often have to stay overnight. This places a burden on the budget that is unique to rural schools.

The accountability system as it stands right now needs to be adjusted to reflect the true picture of a rural school. The narrow definitions of proficiency levels based on one test score create a unique burden to rural schools. Many of my colleagues lead school systems that are so small that a fluctuation of one student could mean a 10-15 percent change in the number of students who are proficient on a test. With pressure from the community to stay out of "school improvement" these very small fluctuations create an atmosphere where test scores become an inordinately important

facet in the calculus of what it means to be a good school. "Drill and kill" instructional techniques start to dominate as teachers and administrators strive to assure that one or two students stay at or above the proficiency level.

Finally, the turnaround models within the new School Improvement Grants would be laughable if they were not so tragic for rural schools. Just the experience that Ridgway School District had while briefly considering these "reform" efforts are insightful. In the first reform effort, our school district would fire the principal and 50% of the staff. Obviously we could not do this and find any quality replacements. We recently replaced one of our principals and received 7 applications from which only two were viable candidates. The next reform measure is, fire the principal and then concentrate on leadership for capacity building for the school and new leadership. Again, finding a quality replacement would be difficult, but also building leadership capacity would be expensive based on the travel and other expenses associated with professional learning in rural areas. Believe it or not, those two options were the most viable for our school when compared to the last two options. The other two were even more ludicrous. Shutting the school down and reopening it as a charter school presents a host of problems including staffing issues. The last option which is to shut down the school and send the students to higher performing schools within the LEA is impossible since there would be no other school within the LEA to send the students to!

For these reasons, I strongly support the position of my professional organization, the American Association of School Administrators, to ensure that all districts in the bottom five percent have access to a fifth researched based model. This will help ensure ESEA does not make the same mistake twice of one size fits all policies that do not work for rural school districts. It will also allow for districts to include the latest research in turnaround strategies in practice over the course of new law.

ESEA Recommendations

"You cannot legislate change in teachers. It has to result from teachers becoming reflective of their practice."

> *-Dr. Duff Rearick, CEO Blendedschools.net*

"There is no doubt about it, job embedded professional development is the key to improved student achievement."

> *-Dr. Pat Crawford, CEO Pennsylvania Leadership*
> *Development Center*

Everyone in education shares the same goal: improve student achievement. We are currently experiencing a shift in society and education that will fundamentally change the "look" of education over the next few years. How can all schools and rural schools in particular, position themselves so they will thrive and meet the needs of 21st Century learners? To meet the challenges posed by this fundamental change, efforts to change schools must not be reform oriented. Rather we in education must strive for transformation of the school system. Transformation will not come from a "top-down" model, but can only come from efforts of the local stakeholders collaborating to find solutions to solve unique, local problems.

First, reauthorization of ESEA must reflect the gains in achievement that students make throughout the year. In our school district we have had gains for students but this success is not reflected in the "official" AYP status. By adding a value added piece school systems will be able to target the strengths and weaknesses within their school systems. This value added piece will allow administrators and teachers to craft professional learning that targets the needs of the students and teachers. Collaboration between the administrators and the teachers centered on actual student achievement gains will be a valuable addition to the reauthorized NCLB.

Second, encourage organic (local) development of teacher evaluation centered on collaboration. I have provided you with an example of a teacher evaluation that works well for our school district; I believe that each school district should have the resources made available to them to accomplish the same.   I have listened to previous testimony to this committee about the value of creating a teacher evaluation system in a collaborative manner. I agree. However, I have one caution. Any attempt by any national or state organization to attempt to create a "cookie cutter" teacher evaluation tool that will work in any school district is going to fail. Our goal for the educational system must be transformation and not simply reform. Transformation implies organic problem solving to create solutions unique to every locale. Money placed in ESEA to encourage school districts and teacher associations to work together to create quality, research-based, differentiated supervisions tools will lay the foundation for collaboration and school transformation in rural school districts.
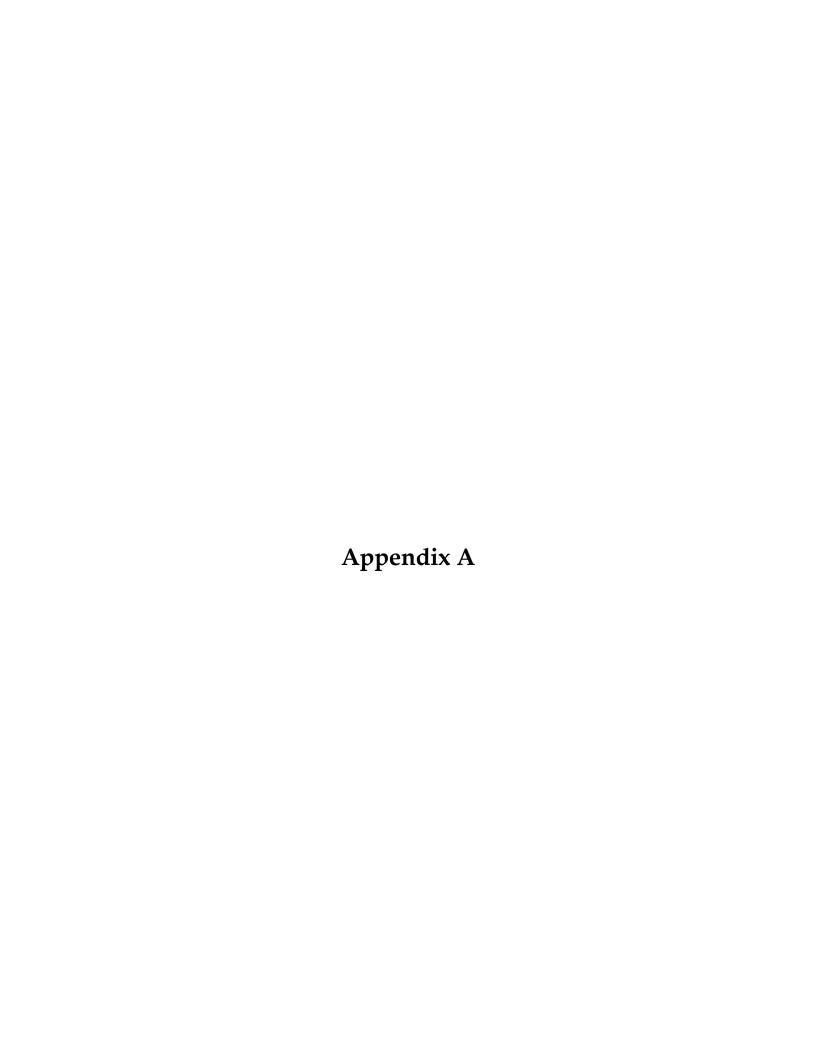
Third, professional learning must be encouraged in the reauthorization of ESEA. Money spent to increase the capacity of teachers to provide research-based effective instructional strategies and increase their content area knowledge will increase student achievement.   I have witnessed teachers incorporating different instructional strategies into their classroom and these strategies have increased student participation and created a richer classroom atmosphere. Professional Learning Communities are also an important aspect of collaboration and professional learning. PLC's combine the benefits of a collaborative professional learning model with a focus on increased student achievement. Forming professional learning communities takes time and training. Increased funding in these areas will help all school districts meet the challenges posed by 21st century learning.

 Finally, quality internet access is a must for rural schools to provide the best education for our students and professional learning for our teachers. Virtual learning is not the future, it is the present. Virtual learning formats allow rural schools to "blend" online formats with more traditional face to face education. Virtual learning allows isolated rural areas to connect their students and teachers to experts from around the country and the world. A rural school that does not have the capability to access the World Wide Web quickly and effectively is simply not able to prepare their students for the 21st Century.   Virtual learning is also   a great way to connect teachers with learning opportunities and experts from around the world. Through webinars, chat rooms, and other learning formats, teachers can experience high quality professional learning that would have been unthinkable in rural areas 20 years ago. I conducted an online class with recent high school graduates from Ridgway and a senior still in high school using the ITouch. Through a collaborative effort with one of our teachers who assisted me in the project we were able to connect our students to nationally recognized experts in the field of education. The students were able to discuss issues and trade ideas with the experts with most of the work being done on an ITouch. What a fantastic opportunity for students. Rural schools will increasingly rely on such virtual environments to assure their students and staff are offered the same learning opportunities as their urban counterparts.

Funding to make sure these opportunities are available for rural students and staff will lead to increased student achievement.

The problems confronting rural school improvement are not a result of lack of effort or caring among rural educators. It is time for us to start a transformation in education and the best place to start is in the rural school systems. This can be accomplished through collaboration and professional learning with a boost from virtual learning formats. I believe with all of my heart that public education in rural areas will lead to an era of rural community revitalization and sustainability. However, I also strongly believe that solutions to problems in rural areas must come from local areas. Rural schools must serve as a "space" where community problems are sorted out and solutions created. I doubt whether the reform framework that is being offered by the USDOE will accomplish this task. The four reform models, if forced on rural schools and communities, will only lead to increased "rural ghettoization". These reforms simply do not make sense for rural communities and will ultimately be injurious to the schools and communities.

Thank you for your time today and I would be happy to answer any questions.

Appendix A

RIDGWAY AREA SCHOOL DISTRICT

Administrative Offices

Ridgway , Pennsylvania 15853

DIFFERENTIATED

SUPERVISION

PLAN

Board Approved:

08/11/2008

RIDGWAY AREA SCHOOL DISTRICT

DIFFERENTIATED SUPERVISION PLAN

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RIDGWAY AREA SCHOOL DISTRICT
Ridgway, Pennsylvania

Differentiated Supervision Plan

Goal
The goal of the differentiated supervision process is to continually improve student learning and achievement.

Process
The differentiated supervision process is designed to promote, through realistic goal setting, the professional and personal growth of each professional employee of the Ridgway Area School District. The process shall be flexible to meet individually identified needs and shall foster cooperation among all members of the professional staff. The process shall be conducted in the environment in which the self-esteem and professional status of the participants are considered to be of the utmost importance.

The differentiated supervision process is based on research findings associated with effective schools, effective classrooms and effective leadership.

The supervisee shall determine annually, in concert with the supervisor, appropriate goals for professional growth. There will be a minimum of two goals selected that are based on Danielson's framework.

Responsibility for Evaluation
It shall be the annual responsibility of the building principal or supervisor to evaluate each teacher in his/her charge and to submit a recommended rating for each professional and temporary professional to the Superintendent.

The Superintendent shall notify in writing each temporary professional employee at least twice a year concerning the professional quality, progress, and rating on his or her services.

Professional employees rated unsatisfactory shall be judged under provisions of the statutes. Ratings shall be the responsibility of the Superintendent.

Official copies of all completed supervision forms shall be placed in each teacher's personnel file in the district office.

Three Models
The differentiated supervision process offers professional employees three models designed to meet their needs. These three models are **Differentiated Professional Development, General Supervision, and Structured Supervision.**

All tenured professional employees are to be in the Differentiated Professional Development Model except for every fifth year. They will then be in the General Supervision Model.

General Supervision will include two formal observations (one announced and one unannounced) completed by the building principal or supervisor.

All untenured professional employees are to be in the Structured Supervision Model.

New employees who are tenured must have one year in the Structured Supervision Model. Pending satisfactory evaluation they will be placed on either the Differentiated Professional Development Model or General Supervision Model the next year.

DIFFERENTIATED PROFESSIONAL DEVELOPMENT

Definition of
Model

Differentiated Professional Development is a model of supervision that enables an individual or team of staff members to explore new ideas or interests in order to refine their professional skills, to practice new techniques, and to promote professional growth.

Teachers working within the Differentiated Professional Development Model are considered to be satisfactory professional employees as defined by the Department of Education and as such can realistically expect to receive a satisfactory rating throughout the school year.

Framework

The *Enhancing Professional Practice: A Framework for Teaching* written by Charlotte Danielson is the foundation upon which the Ridgway Area School District has chosen to base this professional development model. Teachers who are in Differentiated Professional Development will identify the domain(s) in which they wish to base their plan and then design a plan for improvement. The domains outlined by Charlotte Danielson are as follows:

- Domain 1: Planning and Preparation
  - 1a   Demonstrating Knowledge of Content and Pedagogy
  - 1b   Demonstrating Knowledge of Students
  - 1c   Setting Instructional Outcomes
  - 1d   Demonstrating Knowledge of Resources
  - 1e   Designing Coherent Instruction
  - 1f   Designing Student Assessments

- Domain 2: The Classroom Environment
  - 2a   Creating an Environment of Respect and Rapport
  - 2b   Establishing a Culture for Learning
  - 2c   Managing Classroom Procedures
  - 2d   Managing Student Behavior
  - 2e   Organizing Physical Space

- Domain 3: Instruction
  - 3a   Communicating with Students
  - 3b   Using Questioning and Discussion Techniques
  - 3c   Engaging Students in Learning
  - 3d   Using Assessment in Instruction
  - 3e   Demonstrating Flexibility and Responsiveness

- Domain 4: Professional Responsibilities
  - 4a   Reflecting on Teaching
  - 4b   Maintaining Accurate Records
  - 4c   Communicating with Families
  - 4d   Participating in a Professional Community
  - 4e   Growing and Developing Professionally
  - 4f   Demonstrating Professionalism

Further explanation of these components can be found in Danielson's work, *Enhancing Professional Practice: A Framework for Teaching,* (2007, ASCD)*.*

Process	Professional employees who work in the Differentiated Professional Development Model will concentrate their efforts on the identification and implementation of activities associated with their goals. Supervisors or principals will assist the staff member in the processes of:
	    a. Complete a self assessment of all 22 components
	    b. Identifying the component(s) from any of the domains as listed in the ***Enhancing Professional Practice: A Framework for Teaching*** (Danielson, 2007) on which the teacher wishes to work.
	    c. Collecting and analyzing data associated with the goal(s).
	    d. Developing appropriate goal(s) and benchmarks on a timeline for ongoing review of the project.
	    e. Implementing activities designed to fulfill the goal(s).
	    f. Evaluating the effectiveness of the goal.

Eligibility	Professional employees in this model:
	    1. must be tenured,
	    2. and must have worked satisfactorily for the Ridgway Area School District for at least one year
	
	All eligible professional employees, except those deemed at-risk, must be on differentiated model or except for every fifth year they will then be in the General Supervision Model.

Role and Responsibility	The professional employee will:
	    1. Complete a self-assessment on the rubrics and attach it to DPDP
	    2. Submit an action plan to the appropriate administrator(s) by October 1 of the differentiated year. The action plan will consist of:
	        a. Identifying the component(s) from any of the domains as listed in the <u>Enhancing Professional Practice: A Framework for Teaching </u>(Danielson, 2007) on which the teacher wishes to work.
	        b. Identify methods for analyzing data associated with the goal(s).
	        c. Develop appropriate goal(s) and benchmarks on a timeline for ongoing review of the project.
	        d. Identify activities designed to fulfill the goal(s).
	        e. Identify evaluation strategies for determining the effectiveness of the strategy.
	    3. Consult with the building administrator about any adaptation in the proposed design that evolves and report findings periodically.
	    4. Submit a mid-point progress report that reviews or evaluates the work completed.
	    5. Meet with an administrator mid-year to review progress on the plan.
	    6. Complete the plan and all related forms by May and be prepared for a final review with the administrator.
	    7. Complete a self-assessment on the rubrics and attach it to this document

Role and Responsibility	The administrative staff will:
	    1. Notify by June 1 tenured professional employees who will be on the Differentiated Professional Development Model for the following year. (The exception will be in 2008 when professional employees will be notified on or before August 27th.)
	    2. Be responsible for reviewing the Differentiated Professional Development Plans by October 15 and notify the staff member of acceptance of the plan or of a need for revision of the plan.
	    3. Have the option when meeting with the staff member of suggesting other building personnel who might be interested in the same topic.
	    4. Share plans with other administrators and/or employees when appropriate.
	    5. Plan a mid-point progress review conference between December 1 February 15. Staff members will be given a one-week notice to prepare

mid-point progress report.

6. Schedule a final conference with the staff member at the end of the year and review the entire plan.
7. Retain a copy of the completed Differentiated Professional Development Plan and return a copy to the staff member(s).
8. Send the appropriate form to the Superintendent verifying successful completion of the plan.
9. Informal walk through evaluations may be performed throughout the year at the principal's discretion.

Timeline for Activities

The timeline for activities is as follows:

Date	Activity	Responsibility
June 1	Notification of Supervision Model	Administration
	(The exception will be in 2008 when professional employees will be notified on or before August 27th.)	
Oct. 1	Deadline to submit a Differentiated Professional Development Plan	Staff Member
Oct. 15	Review of plan completed with acceptance or notification of need for revision	Administrator
Nov. 1	All plans are completed and approved	Staff Member/ Administrator
Oct.-May	Monitor progress of DPDP	Administrator
	Complete activities in plan	Staff member
Mid-Year	Prepare mid-point progress report	Staff member
Dec 1 – Feb 15	Meet to discuss progress of plan	Staff member/ Administrator
May-June	Final conference on plan	Staff member/ Administrator
	Complete final forms	Staff member/ Administrator
June	Submit final form to Superintendent's Office	Administrator

GENERAL SUPERVISION

Definition of Model

General Supervision is a method of evaluation that enables an employee to work with an administrator to examine, to refine, and to enhance professional performance.

The rating instrument General Supervision Summative Form, has been developed from information found in the Effective Schools Research, the guidelines for Supervision-Professional Staff, and the PDE-5501 (formerly DEBE-333). This instrument is designed to provide a summative evaluation. The formative evaluation will be done through the general and structured observation form.

Framework

The Enhancing Professional Practice: A Framework for Teaching written by Charlotte Danielson is the foundation upon which the Ridgway Area School District has chosen to base this professional development model. Teachers who are in General Supervision will be evaluated as meets expectations (proficient or distinguished) or does not meet expectations (unsatisfactory or basic). Administrators will follow the growth model to determine the rating of: does not meet expectations or meets expectations for tenured teachers. The domains outlined by Charlotte Danielson are as follows:

- Domain 1: Planning and Preparation
  - 1a   Demonstrating Knowledge of Content and Pedagogy
  - 1b   Demonstrating Knowledge of Students
  - 1c   Setting Instructional Outcomes
  - 1d   Demonstrating Knowledge of Resources
  - 1e   Designing Coherent Instruction
  - 1f   Designing Student Assessments

- Domain 2: The Classroom Environment
  - 2a   Creating an Environment of Respect and Rapport
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  - 3e   Demonstrating Flexibility and Responsiveness

- Domain 4: Professional Responsibilities
  - 4a   Reflecting on Teaching
  - 4b   Maintaining Accurate Records
  - 4c   Communicating with Families
  - 4d   participating in a Professional Community
  - 4e   Growing and Developing Professionally
  - 4f   Demonstrating Professionalism

Further explanation of these components can be found in Danielson's work, *Enhancing Professional Practice: A Framework for Teaching.*

Process

The General Supervision process is the formal classroom observation. A minimum of two formal classroom observations a year are mandated (one announced, one announced); one per semester is encouraged. Post-observation conferences and an advanced copy of lesson plans are required. A pre-observation conference may occur at the request of either the supervisor or teacher.

Eligibility	Professional employees in this model:

1. Tenured employees that are on a five year cohort schedule as determined by the building principal or supervisor.

Role and Responsibility	The professional employee will:

1. Review the model to understand the evaluation components.

Role and Responsibility	The administrative staff will:

1. Notify by June 1 tenured professional employees who will be on the General Supervision Model the following year. (The exception will be in 2008 when professional employees will be notified on or before August 27th.)
2. Review General Supervision Model with professional employee.
3. Conduct a minimum of two formal observations with a formal post observation conference for each observation.
4. Utilize the component rubrics

Timeline for Activities

The timeline for activities is as follows:

Date	Activity	Responsibility
June 1	Notification of Supervision Model	Administrator
	(The exception will be in 2008 when professional employees will be notified on or before August 27th.)	
Sept.15 – May	Conduct observations	Administrator
May 15	Observations and paperwork completed	Administrator
June	Submit final form to Superintendent's Office	Administrator

STRUCTURED EVALUATION

Definition of Model

Structured Evaluation is a process of evaluation used for professional employees who are temporary professional employees, teachers new to the School District, or at-risk employees.

The rating instrument, Structured Evaluation Summative Form, has been developed from the **Enhancing Professional Practice: A Framework for Teaching (Danielson 2007)** and the PDE form 426. This instrument is designed to provide a summative evaluation. The formative evaluation will be done through the General and Structured Observation Form.

Members of the professional staff who are under Structured Evaluation shall receive a copy of each completed report, and will be given an opportunity to respond to all ratings. The results of each evaluation will be reviewed with the staff member at a post-observation conference. Any area checked Unsatisfactory will require immediate attention and planned intervention. Administrators will follow the professional growth model to measure professional growth in years 1-3.

All professional employees new to the district and temporary professional employees (untenured) will be assigned to work with a Professional Assistance Team composed of the mentor, supervisor (when appropriate) and building administrator.

When a tenured or non-tenured member of the professional staff is identified as needing improvement, he/she will be deemed at-risk and will be assigned to work with a Professional Assistance Remediation Team (PART). An Individual Action Plan will be developed that delineates the area(s) of deficiency, timeline, benchmarks for improvement, and expected level of satisfactory performance.

The PAR Team, appointed by the superintendent, will be composed of the building principal, district level administrator, and supervisor. The employee has the option of selecting a peer to serve on the team. The objective of this team will be to assist the staff member in correcting identified deficiencies. The team will work closely with the individual staff member to identify specific intervention strategies and develop an appropriate timeline for improvement. Members of the PAR team will meet regularly with the staff member to monitor progress, and if necessary, adjust the remediation plan.

Framework

The framework for the Structured Evaluation is based on the work of Charlotte Danielson, *Enhancing Professional Practice: A Framework for Teaching (2007)*. Teachers will be evaluated on the scale of unsatisfactory, basic, proficient, and distinguished. Please refer to Component Summary. Professional growth will be determined as per the professional growth model. The domains and components outlined by Charlotte Danielson are as follows:

- Domain 1: Planning and Preparation
  - 1a   Demonstrating Knowledge of Content and Pedagogy
  - 1b   Demonstrating Knowledge of Students
  - 1c   Setting Instructional Outcomes
  - 1d   Demonstrating Knowledge of Resources
  - 1e   Designing Coherent Instruction
  - 1f   Designing Student Assessments

- Domain 2: The Classroom Environment
  - 2a   Creating an Environment of Respect and Rapport
  - 2b   Establishing a Culture for Learning
  - 2c   Managing Classroom Procedures

| 2d | Managing Student Behavior |
| 2e | Organizing Physical Space |

- Domain 3: Instruction
3a	Communicating with Students
3b	Using Questioning and Discussion Techniques
3c	Engaging Students in Learning
3d	using Assessment in Instruction
3e	Demonstrating Flexibility and Responsiveness

- Domain 4: Professional Responsibilities
4a	Reflecting on Teaching
4b	Maintaining Accurate Records
4c	Communicating with Families
4d	Participating in a Professional Community
4e	Growing and Developing Professionally
4f	Demonstrating Professionalism

Further explanation of these components can be found in Danielson's work, ***Enhancing Professional Practice: A Framework for Teaching.***

Process   Temporary professional employees shall be observed a minimum of one announced and one unannounced every semester and rated once each semester for the duration of their probationary period for a total of four formal observations with a post conference to follow each observation. The at-risk professional employee will be observed as per the Individual Improvement Plan. This process is designed to provide feedback in specific areas of planning, implementation of instruction, evaluation of student progress and other areas of general consideration. The ultimate goal is to move staff members from the Structured Evaluation Model to Differentiated Professional Development Model or the General Supervision Model.

Eligibility   Professional employees in this model:

1. must be non-tenured or identified as at-risk;
2. tenured, but first year of employment with the district;

Employees who gain tenure during the school year will remain on the Structured Evaluation until the end of that school year.

Role and Responsibility	The At-risk professional employee will:

1. At- risk employees participate in a conference with the PAR Team to determine the focus of the Individual Improvement Plan. Tenured employees who are new to the school district or non-tenured professional employees will participate in a Professional Assistance Team Conference.
2. Comply with the terms found in the Individual Improvement Plan.
3. Have the responsibility of making the administrator aware that quality performance is occurring through lesson plans, student portfolios, or self-designed progress reports.

Professional employees new to the district will:

1. Participate in a conference with the building administrator and mentor (if applicable) within the first three weeks of the school year.
2. Follow the prescribed Teacher Induction Plan.

Role and Responsibility	The administrative staff will:

1. Identify the professional staff who will be on Structured Evaluation.
2. Identify the reason(s) the experienced staff member is placed on structured Evaluation. (The intent of the program is to improve performance and to improve the individual's techniques and/or teaching skills.)
3. Discuss with the Superintendent the implementation of the PAR Team.
4. Plan a minimum of required observations of these professional staff members with pre- and post-conferences. Make long-range plans from September through May.
5. Establish timelines related to Individual Improvement Plan. Unannounced observations and casual visits are encouraged.
6. Keep appropriate records, such as observation reports, approved forms, evaluation of plan, documentation, and comments relating to the professional criteria.
7. attach all paperwork associated with the four observation cycles, including the observation summary completed by the administrator.
8. Activate procedures for staff member dismissal for those with continued identified deficiency or for recommending no tenure for non-tenured persons.
9. Conduct meeting with the PAR Team and the at-risk staff member.

Timeline for Activities	The timeline for activities is as follows:

1. Complete the Individual Improvement Plan within the first three weeks of school or within three weeks of identification of remediation.

2. Plan for a minimum of four formal observations during the year, both announced and unannounced

Forms & Rubrics

Ridgway Area School District

DIFFERENTIATED PROFESSIONAL DEVELOPMENT PLAN

Name		
Last	First	Middle Initial
Building	Assignment	School Year
Goal #*1*		
Goal #2		

Conference Dates		
Informal Observation Dates by Administrator:	Mid-Year Conference Date:	End of Year Conference Date:
Teacher's Signature: Date:	Supervisor/Principal's Signature: Date:	
Superintendent's Signature: Date:		

1. **Please check the domain(s) of the Professional Practice to be addressed in your plan. The Domains are listed in <u>Enhancing Professional Practice: A Framework of Teaching</u> (Danielson, 2007).**

☐	Domain One: Planning and Preparation
☐	Domain Two: The Classroom Environment
☐	Domain Three: Instruction
☐	Domain Four: Professional Responsibilities

2. List the component(s) of the domain that you will address in your plan. Please include your current level of competence as well as the level you are striving to achieve.

Components of the domain -

 3. Write your self-directed action plan.

Action Steps (Planned Activities)	Resources Needed (journal articles, texts, community resources, workshops, conferences, professional visitations, etc.)	Evidence (Indicators of Completions)	Completion Date(s)

4. Supervisor/Administrator Comments:

Supervisor/Administrator Signature	**Date**
Teacher's Signature	**Date**

Note: This form replaces PDE – 5501
Copies: Teacher
            Administrator   Personnel file (original)

Ridgway Area School District

DIFFERENTIATED INFORMAL OBSERVATION FORM

Teacher's Name: Building:	Class or Subject: Topic:	Date:
Observer:	Time Spent:	

Activity:

Comments:

Differentiated Professional Development Plan
Mid-Year Progress Report

Teacher: Supervisor:

Action Steps (Planned Activities) Record here all activities planned	Action Steps: Progress to date Record here what has been accomplished to date for each planned activity. NOTE: Progress in each step is not required by midyear.	Adjustments If you added, deleted or changed any action steps, record that information here, beside the appropriate step	Evidence Record here the artifacts, data, or other factual evidence that documents your progress to date

Supervisor comments, commendations and suggestions:

Teacher Signature/Date   **Supervisor Signature/Date**

Ridgway Area School District

GENERAL SUPERVISION SUMMATIVE FORM

Name :

Last	First	Middle Initial
Building:	Assignment	School Year:

I.   PLANNING AND PREPARATION

	Meets Expectations	Does Not Meet Expectations*
a. Demonstrating knowledge of content and pedagogy	_____	_____
b. Demonstrating knowledge of students	_____	_____
c. Setting instructional outcomes	_____	_____
d. Demonstrating knowledge of resources	_____	_____
e. Designing coherent instruction	_____	_____
f. Designing student assessments	_____	_____

* Specific comments are required

II.   CLASSROOM ENVIRONMENT

	Meets Expectations	Does Not Meet Expectations
a. Creating an environment of respect and rapport		
b. Establishing a culture for learning	_____	_____
c. Managing classroom procedures	_____	_____
d. Managing student behavior	_____	_____
e. Organizing physical space		

* Specific comments are required:

III.   IINSTRUCTION

	Meets Expectations	Does Not Meet Expectations
a. Communicating with students		
b. Using questioning and discussion techniques	_____	_____
c. Engaging students in learning	_____	_____
d. Using assessment in instruction	_____	_____
e. Demonstrating flexibility and responsiveness	_____	_____

* Specific comments are required:

IV. PROFESSIONAL RESPONSIBILITES

	Meets Expectations	Does not Meet Expectations
a. Reflecting on teaching		
b. Maintaining accurate records	_____	_____
c. Communicating with families	_____	_____
d. Participating in a professional community	_____	_____
e. Growing and developing professionally	_____	_____
f. Demonstrating professionalism	_____	_____

* Specific comments are required

_____

_____

_____

Conference Dates	
Observation Date(s):	Teacher's Signature: Date:
Date Reviewed with Professional Employee:	Supervisor/Principal's Signature: Date:
	Director's Signature: Date:
	Superintendent's Signature: Date:

Note: This form replaces form PDE-5501
Copies: Teacher
         Supervisor   Personnel file (Original)

Ridgway Area School District

STRUCTURED EVALUATION SUMMATIVE FORM

Name

Last	First	Middle Initial

Building   Assignment   School Year:

	Unsatisfactory	Basic	Proficient	Distinguished
DOMAIN I: PLANNING AND PREPARATION				
a. Demonstrating knowledge of content and pedagogy				
b. Demonstrating knowledge of students				
c. Setting instructional outcomes				
d. Demonstrating knowledge of resources				
e. Designing coherent instruction				
f. Designing student assessments				
DOMAIN II: CLASSROOM ENVIRONMENT				
a. Creating an environment of respect and rapport				
b. Establishing a culture for learning				
c. Managing classroom procedures				
d. Managing student behavior				
e. Organizing physical space				
DOMAIN III: INSTRUCTION				
a. Communicating with students				
b. Using questioning and discussion techniques				
c. Engaging students in learning				
d. Using assessment in instruction				
e. Demonstrating flexibility and responsiveness				
DOMAIN IV: PROFESSIONAL RESPONSIBILITIES				
a. Reflecting on teaching				
b. Maintaining accurate records				
c. Communicating with families				
d. Participating in a professional community				
e. Growing and developing professionally				
f. Demonstrating professionalism				

General Comments:

Response to Rating:

Overall Rating:

☐ Satisfactory

☐ Unsatisfactory

Note: This form replaces PDE-5501
Copies: Teacher
         Supervisor
         Personnel File (original)

Teacher's Signature:	Date:
Supervisor/Principal's Signature:	Date:
Superintendent's Signature:	Date:

Ridgway Area School District
INDIVIDUAL ACTION PLAN
Structured Evaluation

Teacher's Name: Building:	Class or Subject: Topic:	Date:
Observer:		Time Spent:

Goal Statement:

Specific Actions:

Benchmarks:

Activities:

Documentation of Results:

Evaluation:

Teacher Signature:_____Date:_____

Observer Signature:_____Date:_____

Ridgway Area School District
OBSERVATION FORM
General and Structured Evaluation

Teacher:	Class or Subject:		Date:	# Students:
Building and/or Grade:	Topic:			Present:

Observer:	Time Spent:

Classroom Environment	**Evidence:**
2a. Creating an environment of respect and rapport 　▪ teacher interaction with students 　▪ student interactions with one another 2b. Establishing a culture for learning 　▪ importance of the content 　▪ expectations for learning and achievement 　▪ student pride in work 2c. Managing classroom procedures 　▪ management of instructional groups 　▪ management of transitions 　▪ management of materials and supplies 　▪ performance of non-instructional duties 　▪ supervision of volunteers and paraprofessionals 2d. Managing student behavior 　▪ expectations 　▪ monitoring of student behavior 　▪ responses to student misbehavior 2e. Organizing physical space 　▪ safety and accessibility 　▪ arrangement of furniture and use of physical resources	
Instruction	
3a. Communicating with students 　▪ expectations for learning 　▪ directions and procedures 　▪ explanations of content 　▪ use of oral and written language 3b. Using questioning and discussion techniques 　▪ quality of questions 　▪ discussion techniques 　▪ student participation 3c. Engaging students in learning 　▪ activities and assignments 　▪ grouping of students 　▪ instructional materials and resources 　▪ structure and pacing 3d. Using assessment in instruction 　▪ assessment criteria 　▪ monitoring of student learning 　▪ feedback to students 　▪ student self-assessment and monitoring of progress 3e. Demonstrating flexibility and responsiveness 　▪ lesson adjustment 　▪ response to students 　▪ persistence	**Evidence:**
Teacher Signature:	Observer Signature:
Date of Follow-up Conference:	

Professional Growth Model

Level of Performance				
Probationary Rating	Unsatisfactory	Basic	Proficient	Distinguished
Expectations:				
Year 1				
Year 2				
Year 3				
Tenured Rating	_____ Does not meet expectations		_____ Meets expectations	

Component Summary

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
1f: Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.	Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.	Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.	Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.
2b: Establishing a culture for learning	Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.	Teacher's attempt to create a culture for learning is only partially successful, with both teacher and students appear to be only "going through the motions." Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.	The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties..	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Component Summary

Domain 3: Instruction

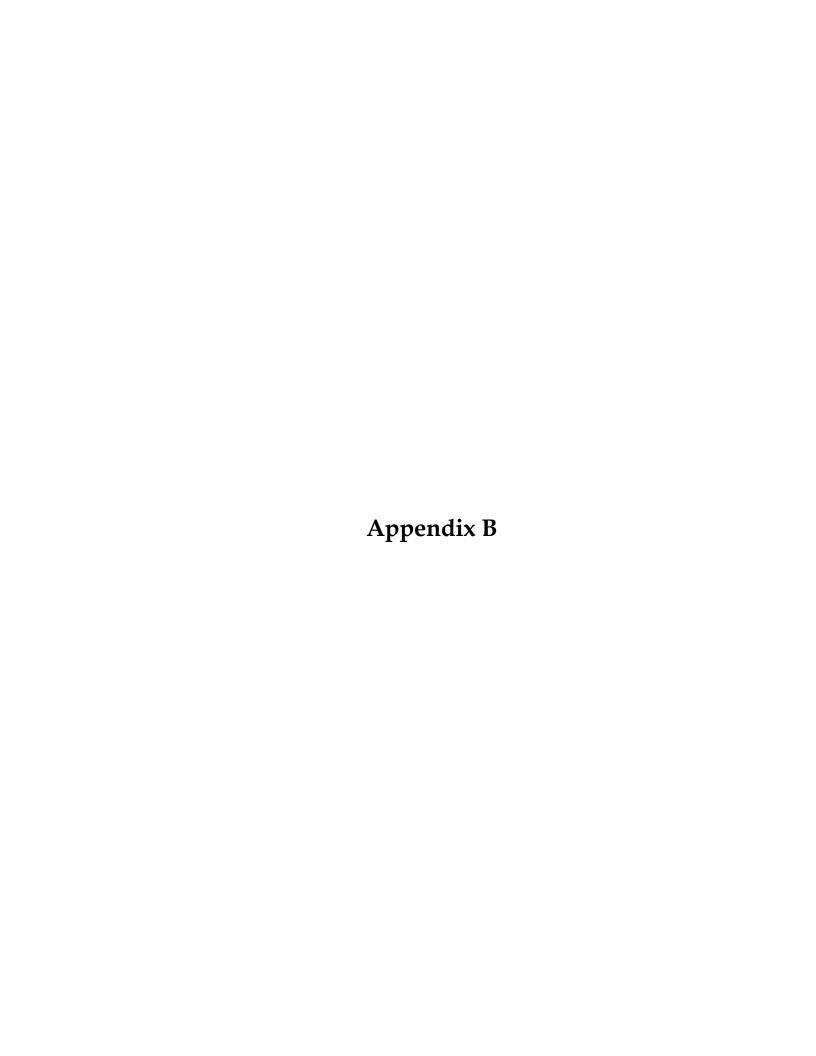| Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Component Summary

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
4b: Maintaining Accurate Records	Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.
4d: Participating in a Professional Community	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving,	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
4e: Growing and Developing Professionally	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession In addition, teacher seeks out feedback from supervisors and colleagues.
4f: Demonstrating Professionalism	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.

Ridgway Area School District Differentiated Supervision Models

	Eligibility	Process	Role of the Staff Member	Role of the Administrator
*Structured Evaluation New Employees	-Non-tenured in the first 3 years of teaching OR -Tenured in the first year with the district	-Follow the prescribed Induction Plan -Temporary professional employees shall be observed once every nine weeks and rated once each semester	-Comply with the requirements of the Induction Plan	-Conduct observations once every nine weeks including post-observation conferences -Comply with the requirements of the Induction Plan as an administrator
General Supervision	-Professional employee who has completed the requirement of the Structured Evaluation Model *All professional staff must be on the Differentiated Model.	-Staff member and administrator review the General Supervision Model to understand the exceptions of the staff member -Staff member and administrator establish pre-observation conference if requested by either person -Staff member is observed at least once a year which includes a formal post-observation conference with the administrator	-Review the General Supervision Model -Participate in a pre-observation conference if requested -Participate in a post-observation conference	-Notify professional staff which supervision model they will be on the next year -Review the Differentiated Supervision Model with the staff member -Conduct a minimum of one formal observation with a formal post-observation conference
Differentiated Professional Development	-Tenured and not the first year with the district *All professional staff must be on the Differentiated Model except for every fifth year. The other year they will be placed on the General Supervision Model.	-Staff member and administrator identify the domain and component(s) on which the teacher will work and develop a plan for the year -Collect and analyze data associated with the plan -Develop appropriate goals and benchmarks on a timeline for ongoing review of the plan -Implement activities to fulfill the goals(s) -Evaluate the effectiveness of the goal(s)	-Submit an action plan to identify the component (s) of the domain you will address and the steps to complete the plan -Consult with administrator about amy adaptations in the proposed plan that evolves and report findings periodically -Submit a mid-point progress report that reviews or evaluates work completed to administrator -Meet with the administrator mid-year to review progress on the plan -Complete the plan and all related forms by may and be prepared for a final review with the administrator	-Notify professional staff which supervision model they will be on the next year Review Self-directed plans and notify the staff member of acceptance or a need for revision -Suggest to the staff member other building personnel who might be interested in the same topic -Share plans with other administrators and/or employees -informally observe the staff member at least once a year -Plan a mid-point progress review conference between Dec 1 and Feb 15 -Schedule a final conference with staff member and review the entire plan in May -Send the appropriate form to the Superintendent in June verifying successful completion of the plan
Structured Supervision	-Professional employee identified as needing improvement	-Follow the procedures and observation as identified by the	-Participate in a conference with the Professional Assistance and	-Identify the reasons why a professional staff member

		Individual Action Plan	Remediation Team to determine the focus of the Individual Action Plan -Comply with the terms found in the Individual Action Plan -Make the administration aware that quality performance is occurring	required Intensive Supervision -Obtain approval to place an employee on Intensive Supervision -Participate in a conference with the Professional Assistance and Remediation Team to determine the focus and components of the Individual Action Plan -Keep appropriate records and complete required paperwork -Activate procedures for dismissal if necessary

Appendix B

2010-2015 School Board Goals

- RASD students will become creative problems solvers with the ability to synthesize and analyze possible solutions to challenging problems.

- RASD students will receive comprehensive literacy skills that are based upon the most current research about learning.

- RASD will provide a safe environment and (when necessary) students will receive appropriate intervention strategies.

- RASD will communicate achievement progress with all stakeholders.

- RASD will strive for 100% graduation rate.