



2023-2024

**Nazareth Area School District
Supervision and Evaluation
Manual**

District Goals

GOAL #1

Maintain sound fiscal stewardship of financial resources consistent with board policies through transparent operations, shared accountability, and best-practice procedures. The budget will provide opportunities for academic resources, support, and services for students to promote the growth and development of educational and extra-curricular programs.

GOAL #2

Provide facilities that enable, inspire, and empower success, that are safe, secure, and inviting, and that meet the diverse needs of all students, staff, and the broader community. Annually, the district will review its long-term facilities plan and implement a long-range financial plan to ensure financial strength and extended facilities life.

GOAL #3

Attract and retain high-quality staff by offering competitive compensation, recognizing excellence in performance, and fostering great working conditions. The Board is committed to creating a positive equitable environment that is warm and welcoming where all students and staff feel supported, safe, heard, respected, and engaged.

GOAL #4

Recognizes that there are different levels of readiness and needs among students. Teachers must tailor learning experiences to the needs of individual learners in order to challenge and support all students in the pursuit of their highest levels of academic achievement. Therefore, the district will use data-driven practices to plan for and implement with fidelity evidence-based instructional practices, and train staff to effectively meet learner needs to reach high levels of academic achievement.

Educator Effectiveness Overview

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

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

For more information on Act 13, please visit the [Pennsylvania Act 13 of 2020: Educator Effectiveness](#).

What are the Professional Employee Groupings?

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

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

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

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

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

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

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

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

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

How will Teaching Professional Employees in Groups A-F be evaluated?

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

- 1. Teacher Observation & Practice Rating (70%)**—Teaching Professional Employees will be assigned to either the Formal Observation Model or Differentiated Model for

Supervision. Both modes of evaluation will be completed through the use of the Pennsylvania Electronic Teacher Evaluation Portal (PA-ETEP). All evidence in this area is tied to the components in the Danielson Framework.

2. Building Level Score (Formerly known as School Performance Profile (SPP))

(10%)-Provided by PDE-The Building Level Score in Act 13 provides a quantitative score based upon a 100-point scale to represent the overall academic performance of each school in Pennsylvania in four areas: academic achievement, academic growth, attendance, and graduation rate (where applicable.) The new calculation also includes a *Challenge Multiplier* that adjusts the Building Level Score based upon a school's Economically Disadvantaged student population. For the evaluation of a professional employee assigned to multiple buildings, a composite Building Level Score shall be calculated proportional to the employee's building assignments. This composite score calculation was also done in Act 82. Final evaluations will not be available until Building Level Scores are released.

3. Teacher Specific Data (10%)- Teacher Specific Data may be available for a classroom teacher who is a professional employee teaching English, language arts, mathematics, science, or other content areas as assessed by a state assessment, including the Pennsylvania System of School Assessment and Keystone Exams. The three teacher specific measures are student performance on assessments, growth (PVAAS), and IEP goals progress.

4. LEA Selected Measures (Group A, B, C, D, F - 10%) or (Group E - 20%)- The LEA Selected Measures replace the Act 82 Student Learning Objectives (SLOs) with more flexibility to allow for qualitative measures of student performance rather than just a test score.

How will Non-Teaching Professional Staff in [Group G](#) be evaluated?

Non-Teaching Professional Employees under Act 13 are employees working under the scope of their **specialist certification** as described in the Certification and Staffing Policies and Guidelines (CSPG) and includes: Counselors, Nurses, Psychologists, Technology Integration Specialists, School Social Worker, and Behavior Specialists.

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

1. Teacher Observation & Practice Rating (90%)—Teacher Observation & Practice rating will be used for an educational specialist or a professional employee who provides services and who is **not** a classroom teacher to whom building level data will be evaluated using the Danielson Framework specifically designed to reflect their work. The evaluation will be completed through the use of the Pennsylvania Electronic Teacher Evaluation Portal (PA-ETEP). All evidence in this area is tied to the components in the Danielson Framework.

2. Building Level Score (Formerly known as School Performance Profile (SPP))

(10%)-Provided by PDE-The Building Level Score in Act 13 provides a quantitative score based upon a 100-point scale to represent the overall academic performance of each school in Pennsylvania in four areas: academic achievement, academic growth, attendance, and graduation rate where applicable. The new calculation also includes a *Challenge Multiplier* that adjusts a Building Level Score based upon a school's Economically Disadvantaged student population. For the evaluation of a professional employee assigned to multiple buildings, a composite Building Level Score shall be calculated proportional to the employee's building assignments. This composite score calculation was also done in Act 82. Final evaluations will not be available until Building Level Scores are released.

How will Teaching and Non-Teaching Professional Employees in Group H be evaluated?

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

The chart below shows the percentage breakdown for each group's Educator Effectiveness evaluation rating:

Group					Teacher Specific Data			Observation & Practice	Building Level Score	LEA Selected Measures
Letter	Description	IEP students n>= 11?	PSSA/ Keystone Data?	PVAAS Data?	PSSA/ Keystone % Pro/Adv	PVAAS	IEP Goals Progress			
A	Classroom Teacher w/Data & NO IEP Goals & PVAAS (e.g. Gr. 4-8 in PSSA tested areas or 9-12 in Keystone courses with 10 or less students with IEPs)	No	Yes	Yes	5%	5%	0%	70%	10%	10%
B	Special Ed Teacher w/Data & IEP Goals & PVAAS OR Classroom teacher w/Data & PVAAS with 11 or more special ed students (e.g. Gr. 5 Special Ed Teacher OR Gr. 4-8 classroom teacher in PSSA tested areas or 9-12 in Keystone courses with 11 or more students with IEPs)	Yes	Yes	Yes	2.5%	5%	2.5%	70%	10%	10%

C	Classroom Teacher w/Data & No IEP Goals & No PVAAS <i>(e.g. Gr. 3 classroom teacher with 10 or less students with IEPs)</i>	No	Yes	No	10%	0%	0%	70%	10%	10%
D	Special Ed Teacher w/Data & IEP Goals & No PVAAS OR Classroom teacher w/Data & No PVAAS with 11 or more special ed students <i>(e.g. Gr. 3 Special Ed teacher or Gr. 3 classroom teacher with 11 or more students with IEPs)</i>	Yes	Yes	No	5%	0%	5%	70%	10%	10%
E	Classroom Teacher w/No Data and no IEP Goals, Reading Specialists, Math Specialists, RTII Coordinators, Teachers of the Gifted, ESOL Teachers, Title I Teachers, and Library Media Specialists <i>(e.g. K-8 non-PSSA tested areas, special area teachers and 9-12 non-Keystone courses with 10 or less students with IEPs)</i>	No	No	No	0%	0%	0%	70%	10%	20%
F	Special Ed Teacher w/No Data but IEP Goals OR Classroom teacher with no data but 11 or more students with IEPs <i>(e.g. Kindergarten Special Ed Teacher OR K-8 classroom teacher in non-PSSA tested areas, special area teachers and 9-12 non-Keystone courses with 11 or more students with IEPs)</i>	Yes	No	No	0%	0%	10%	70%	10%	10%
G	Non-Teaching Professionals <i>Director of Pupil Services, Directors of Curriculum, Nurses, Psychologists, Counselors, Behavior Specialist, Technology Specialists, School Counselor, School Social Worker, and Speech Pathologists</i>	N/A	N/A	N/A	0%	0%	0%	90%	10%	0%
H	Temporary (LTS) and Non-Tenured Level I Teacher (first 3 years of service)	N/A	N/A	N/A	0%	0%	0%	100%	0%	0%

Supervision Model

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

Differentiated Supervision.

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

SUBMITTED IN PA-ETEP

Mode 1: Formal Observation

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

District offices, in collaboration with building principals, have created a **Three Year Cycle of Supervision** for all professional employees. Currently, we are in year **one** of a three year cycle that started this 2023-2024 school year. As a district, we will utilize all of the components within each of the four Domains of the Danielson Framework for Teaching during the school year for evaluative purposes.

The identified groups of professional employees involved in the **Formal Observation Mode** will include all Level I certified employees and Long Term Substitutes, as well as at least one third of the Level II certified employees:

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

The Formal Observation mode will use the Danielson Framework for Teaching. All Formal Observations will be completed through Pennsylvania Electronic Teacher Evaluation Portal or PA-ETEP. Formal Observations may be announced or unannounced observations.

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

Formal Observation Process

<u>STEP</u>	<u>WHO</u>	<u>PAPERWORK</u>	<u>WHAT</u>
1	Administrator	None	<ol style="list-style-type: none"> 1. Administrator schedules pre-observation conference (2-3 days prior to observation) 2. Administrator schedules formal classroom observation. 3. Administrator schedules post-observation conference (2-3 days after observation). 4. Administrator begins Formal Observation process in PA-EETEP.
2	Teacher	Teacher Observation Tool with rubrics and lesson plan	<ol style="list-style-type: none"> 1. Teacher completes Pre-Observation questionnaire in PA-EETEP. 2. Teacher submits lesson plan to administrator prior to pre-observation conference. 3. Administrator reviews teacher's lesson plan and pre-observation questionnaire in PA-EETEP.
3	Administrator & Teacher	Teacher Observation Tool with rubrics and lesson plan	Pre-observation conference held.
4 (Unannounced Formal Observation begins at Step 4)	Administrator	Teacher Observation Tool with rubrics and lesson plan	Administrator completes formal observation of teacher and collects evidence in domains 2 and 3, using PA ETEP.
5	Teacher	Teacher Observation Tool with rubrics and lesson plan	<ol style="list-style-type: none"> 1. Administrator submits Formal Observation in PA ETEP. 2. In PA-EETEP, the teacher adds additional evidence, if desired. 3. Teacher completes Post-observation questionnaire in PA-EETEP. 4. Teacher completes Self-Assessment Rubrics in PA ETEP.
6	Administrator	Teacher Observation Tool with rubrics and lesson plan	<ol style="list-style-type: none"> 1. Administrator reviews teacher's post-observation questionnaire and self-assessment rubrics. 2. Administrator completes assessment rubrics in PA ETEP.
7	Teacher & Administrator	Teacher Observation Tool with rubrics and lesson plan	<ol style="list-style-type: none"> 1. Administrator and teacher compare performance level ratings at post-observation conference. 2. Teacher and administrator review evidence, when there is a discrepancy in rating. 3. Administrator determines final performance

			ratings. 4. Administrator and teacher complete Summary form in PA-EETEP.
8	Teacher & Administrator	Authentication	Teacher and administrator “electronically sign” formal observation in PA-EETEP.

For a tutorial on using PA-EETEP for a Formal Observation click [HERE](#)

SUBMITTED IN PA-EETEP

Mode 2: Differentiated Supervision/Informal

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

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

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

Differentiated Supervision Mode options include:

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

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

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

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

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

While formal observations may **not** occur in Differentiated Supervision, walkthroughs will occur throughout the school year. Principals also reserve the right, with rationale, to remove a teacher from

the Differentiated Supervision Model and place the teacher in the Formal Observation Model.

Differentiated Supervision Process

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

For a tutorial on using PA-ETEP for Differentiated Supervision click [HERE](#).

Example Differentiated Supervision Plan Completed in PA-ETEP

Type of Differentiated Supervision: Select one of the following- Peer Coaching, Action Research, or Other
Component Focus: Select at least one and no more than three components from the Danielson Framework that your Differentiated Supervision Plan will focus on: Component 3b
Project Goal: Describe the goal of your Differentiated Supervision Action Plan. Increase the use of higher order questioning techniques in classroom instruction.
Purpose/Rationale: Describe the rationale for selecting and implementing your Differentiated Supervision Action Plan. Questioning is a key aspect of the teaching and learning process. Questions should draw students into the learning process as well as checking on acquisition of knowledge. When students ask questions this leads to higher level thinking resulting in academic benefits.
Steps and/or Activities to Achieve Goal: Describe the various steps and/or activities that will be involved in completing your Differentiated Supervision Action Plan. I, along with my grade 6 science team, will complete a book study of: Questioning for Classroom Discussion: Purposeful Speaking, Engaged Listening, Deep Thinking by Jackie Acree Walsh and Beth Dankert Sattes.
Implementation Timeline: Describe how you will implement your Differentiated Supervision Action Plan over the course of the school year. I, along with my grade 6 science team, will read the book, and meet three times during team time from September through January to talk over the instructional strategies discussed in the book. In February through April, I will develop and implement one lessons that uses higher order questioning techniques.
Indicators of Effectiveness/Measures of Student Success: Describe what you will use to measure student success and/or the effectiveness of your Differentiated Supervision Action Plan. Develop one lesson that use higher order questioning techniques. The lesson can be provided upon request.
Mid-Year Progress Update
Provide an update on your progress toward meeting the goal of your action plan. As of February, I have completed the book study and identified one strategy that I will use in the classroom to engage students in meaningful classroom discussion. The strategy is using Bloom's Taxonomy to develop open-ended questions throughout the lesson.
Year-End Progress Update
Describe the final results of your action plan and how successful you were in meeting your goal and impacting student achievement. Using Bloom's Taxonomy to develop higher order questions ahead of time, transformed the classroom discussion. It helped students to explore and diversify their perspectives. It encouraged attentive and respectful listening. More importantly it helped students connect with the content and develop the ability to synthesize and justify their beliefs.
Recommendations - Describe the recommendations you have for moving forward and how you might share what you learned with others. I will continue to purposefully develop lessons that integrate higher order questioning techniques in my daily lessons using Bloom's Taxonomy. I will also share the lesson with other grade 6 science teachers in Schoology.

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

SUBMITTED IN PA-ETEP

Framework for Walk-throughs

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

DOMAIN 2: Classroom Environment

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

DOMAIN 3: Instruction

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

Appendix A: Danielson Framework

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

[Framework for Evaluation : Classroom Teacher](#)

[Framework for Evaluation: Non- Teaching Professionals](#)

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

Appendix B: [Student Performance Measure: LEA Selected Measure](#)

Appendix C: [Student Performance Measure: IEP Goals Progress](#)

Appendix D: Evaluation Forms

[Educator Evaluation Form 13-1](#)

[Educator Evaluation Form 13-3](#)