

Tunkhannock Area School District Differentiated Supervision Model



2026-2027

**Reviewed by the Differentiated Supervision Committee
September 9, 2015**

TASD
Differentiated Supervision Model

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TUNKHANNOCK AREA SCHOOL DISTRICT

Differentiated Supervision Team

The following TASD Differentiated Supervision Team members created this model:

Elementary Level

Beth Goodwin	Evans Falls Elementary School Kindergarten Teacher
Sue Bugno	Mehoopany & Roslund Elementary School Principal
Joseph Moffitt	Evans Falls & Mill City Elementary School Principal

Middle School Level

Todd DeSando	Social Studies Teacher
Tim Kern	Technology Education Teacher
Jim Timmons	Middle School Principal
Steve Traver	Middle School Dean of Students

High School Level

Lori Bishop	Consumer Science Teacher
Melissa Sherman	Chemistry Teacher
Greg Ellsworth	High School Principal
Todd Bosscher	High School Assistant Principal

ESL/ELL

Sarah White	Teacher
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Special Education

Anthony Selvenis	Teacher
Mary Hvezda	Director of Special Education

TASD Cyber School

Kathi Felker	Coordinator
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Central Admin

Ann S. Way, Ph.D.	Assistant Superintendent
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TUNKHANNOCK AREA SCHOOL DISTRICT

Differentiated Supervision Model



Mission Statement

The mission of the Tunkhannock Area School District is to maximize the potential of all students to become productive individuals in an ever-changing environment. We will investigate, develop and implement a comprehensive professional development Model designed to support and enhance the supervision and evaluation process, which will focus on diverse professional needs. This Model will facilitate integration of district – initiated professional development with individual staff goal setting. It will promote quality instruction and higher levels of excellence for the school community.

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I. Introduction - Purpose of Differentiated Supervision Model

To meet part of the requirements of Act 82 and to ensure continuous improvement of district professional employees, the Tunkhannock Area School District is implementing the Tunkhannock Area School District Differentiated Supervision Model beginning with the 2014/2015 school year. Under this Model, professional employees will be in a four-year cycle of evaluation and differentiated supervision where each professional employee, earning overall satisfactory summative evaluations, is supervised and evaluated in one of two different differentiated supervision models that are aligned to the Danielson Framework for Teaching. Temporary professional employees and new teachers with tenure to the district will be supervised and evaluated only under the Educator Effectiveness Model. Tenured Teachers new to the district will participate in the Educator Effectiveness Model for the first year of teaching.

At any point in time, a building administrator may deem it necessary (with appropriate documentation) to assign a teacher to Educator Effectiveness Model and/or a Performance Improvement Model.

II. Philosophy of Supervision

- A. The differentiated supervision process is designed to promote, through realistic goal setting, the professional and personal growth of each professional employee of the Tunkhannock 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 an environment in which mutual respect and professional growth of the participants are considered to be of the utmost importance.
- B. The differentiated supervision process is based on research findings associated with effective schools, effective classrooms, and effective leadership.
- C. The supervisee shall determine annually, in concert with the supervisor/administrator, appropriate goals for professional growth. The goals shall be based on research models as indicated under Self-Directed Development/Research, and Team-Directed Development/Research.

III. Differentiated Supervision Overview

A differentiated supervision system allows professional staff and Administrator and/or supervisor options in choosing processes best suited to their professional development needs. From year to year, staff members may be involved in one of these different processes. Informal observation of staff members may occur at any time. All staff members will be rated on Domain 4 of the Danielson's Model (Professional Responsibilities).

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The two processes in the Differentiated Supervision model for Professional Staff include:

- 1) Self-Directed Development
- 2) Team-Directed Development

Self-Directed Development

Teachers, as individuals, develop and submit a model to increase knowledge, skills, or teaching performance. Self-Directed Development goes far beyond in-class supervision by an administrator in that it offers teachers the opportunity to work independently to set meaningful goals, to devise a concrete action model for meeting those goals, and to assess progress reflectively. Self-directed teacher growth is an ideal form of job-embedded learning because it intrinsically motivates competent professionals through ownership and a personal commitment to individual growth. A self-directed development model delineates a specific area of teaching or learning that is related to one or more of the four domains in Danielson's Model.

Requirements

Staff members may choose this option if the following conditions are met:

- 1) Hold Instructional II certification in their field
- 2) Acceptance of completed Differentiated Supervision Model Approval Form by an administrator.
- 3) Have received satisfactory ratings for the previous three (3) years

Procedures

- A. Complete the Differentiated Supervision Model Self-Directed Process Approval Form (see Forms section, pp. 6 - 7) and submit to administrator by day 20 of the new school year. **September 22, 2027**
- B. Building administrator schedules conference to discuss the Differentiated Supervision Model by day 25. **September 22, 2027- September 29, 2026**
- C. Conference to discuss Differentiated Supervision Model is held by day 35. **OCTOBER 15, 2026**
- D. Differentiated Supervision Model Mid-Year Report (see Forms section, p. 8) due between days 90-105. **JANUARY 14 - FEBRUARY 12, 2027**
- E. Submit Differentiated Supervision Model Final Report (see Forms section, p. 8) by day 165. **MAY 18, 2027**

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- F. On or before the last day of school, end-of-year Differentiated Supervision reflection meetings (see Forms Section, p. 9) - issue Act 82 PDE Classroom Teacher Rating Tool Form.**

Team-Directed Development

Teachers, as a team, develop and submit a model to increase knowledge, skills, or teaching performance. Team-Directed Development goes far beyond in-class supervision by an administrator in that it offers teachers the opportunity to work together to set meaningful goals, to devise a concrete action model for meeting those goals, and to assess progress reflectively. Team-directed teacher growth is an ideal form of job-embedded learning because it intrinsically motivates competent professionals through ownership in and a personal commitment to individual growth. A team-directed model delineates a specific area of teaching or learning that is related to one or more of the four domains in Danielson's Model.

Requirements

Staff members may choose this option if the following conditions are met:

- 1) Hold Instructional II certification in their field
- 2) Acceptance of completed Differentiated Supervision Approval Form by an administrator.
- 3) Have received satisfactory ratings for the previous three (3) years

Procedures

- A. Complete the Differentiated Supervision Model Self-Directed Process Approval Form (see Forms section, pp. 6 – 7) and submit to administrator by day 20 of the new school year. September 22, 2026**
- B. Building administrator schedules conference to discuss the Differentiated Supervision Model by day 25. September 22, 2026 – September 29, 2026**
- C. Conference to discuss Differentiated Supervision Model is held by day 35. October 15, 2026**
- D. Differentiated Supervision Model Mid-Year Report (see Forms section, p. 8) due between days 90-105. January 14, 2027 – February 8, 2027**
- E. Submit Differentiated Supervision Model Final Report (see Forms section, p. 8) by day 165. May 17, 2027**

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- F. On or before the last day of school, end-of-year Differentiated Supervision reflection meetings (see Forms Section, p. 9) - issue Act 82 PDE Classroom Teacher Rating Tool Form.**



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Differentiated Supervision Model Forms

TASD Differentiated Supervision Model

Updated 2018/2019 SY

Self-Directed/Team Directed Development Approval Form

Date Submitted _____

Professional Employee _____

School Year _____

The Tunkhannock Area School District uses a Differentiated Supervision Model to continually improve student learning and achievement. Using the guidelines provided by PDE, professional employees may be evaluated using one of the following Differentiated Supervision Models, Self-Directed Development, or Team Directed Development.

Please complete the information below and return to your building administrator. I plan to use the following Differentiated Supervision Model (please check one):

A. _____ Self-Directed Development

B. _____ Team-Directed Development List members of the team who will be working on this project with you:

C. Please categorize your Self-Directed or Team-Directed Development Model within one of the following performance areas aligned to the Danielson's Framework for Teaching:

_____ Planning and Preparation (Domain 1)

_____ Classroom Environment (Domain 2)

_____ Instruction (Domain 3)

_____ Professional Responsibilities (Domain 4)

D. Which bucket does your plan fall into?

_____ Developing a Learning Culture

_____ Adoption of Powerful Instructional Strategies

_____ Planning and Delivering Standards Aligned Performance-Driven Curriculum

_____ Development of Career Pathways

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Differentiated Supervision Model
Self-Directed/Team Directed Development Approval Form

Please provide answers/information, to all that apply, on separate paper.

- 1) Briefly describe the students that will be involved in the Differentiated Supervision Model. (Component 1b)
- 2) What are the goals for the Differentiated Supervision Model? What do you want to accomplish that will impact student learning and/or achievement? (Component 1c)
- 3) Why are these goals suitable for this group of students? (Component 1c)
- 4) How do these goals support the district's curriculum, state frameworks, and the content standards?
- 5) How do these goals relate to broader PA Core Standards in the discipline or to the curriculum in other disciplines? (Component 1c)
- 6) How will students be engaged/involved in the Differentiated Supervision Model? What will you do? What will students do?
- 7) What difficulties do students typically experience in this area, and how do you anticipate these difficulties? (Component 1a)
- 8) What materials or other resources will you use? (Attach sample materials you will be using in the model.) (Component 1d)
- 9) How do you plan to assess student achievement in regards to your Differentiated Supervision Model? What procedures will you use? (Attach any tests or performance tasks with rubrics or scoring guides.) (Component 1f)
- 10) How do you plan to use the results of the assessment?

_____/_____
Professional Employee Signature **Date**

_____/_____
Building Administrator Approval **Date**

TASD
Differentiated Supervision Model
Self-Directed or Team-Directed Development Process Model
Progress Checks Form

Mid-Year – Review Date: _____
Comments:

End-of-Year – Review Date: _____
Comments:

Administrator’s Comments:

Teacher/Team Comments:

My signature below indicates I have read this record and have been given an opportunity to discuss it with the rater. My signature does not necessarily mean that I agree with the performance evaluation. (additional lines provided for team)

Teacher Signature _____

Teacher Signature _____

Teacher Signature _____

Teacher Signature _____

Administrator Signature _____

TASD
Differentiated Supervision
Reflection Form

Date _____

Name _____

School _____

Grade Level _____ Subject _____

1. **What impact did the Differentiated Supervision Model have on student and teacher growth/achievement? Explain.**
(Components 2b and 3d)

2. **Did the model achieve the original goal or were the instructional goals met? How do I know, or how and when will I know?**
(Components 1f and 4a)

3. **Did I alter my goals or instructional plan? How? Why?**
(Component 1e and 3e)

4. **Please provide samples of documentation of successful completion of your Differentiated Supervision Model. Teacher may be asked to share related documents with colleagues in the Differentiated Supervision Model PLC (Professional Learning Community) Shared Folder on the TASD Network.**
(Components 4b)

_____/_____
Teacher Signature Date

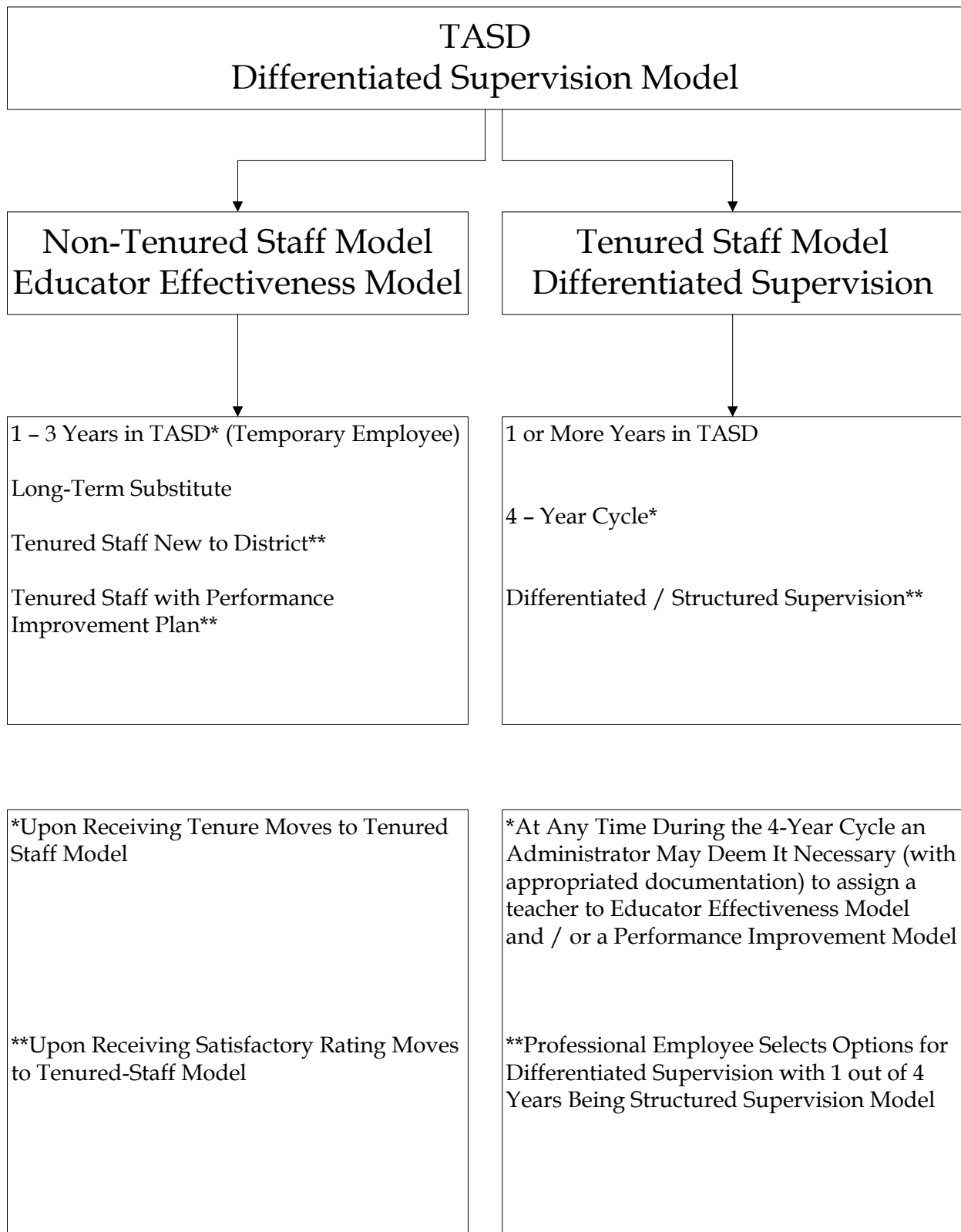
_____/_____
Building Administrator Signature Date

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Differentiated Supervision
Self-Assessment Worksheet

Carefully reflect on your teaching performance in the four domains. Complete the Self-Assessment Worksheet by using the tables showing levels of performance. Prepare to discuss your performance in all domains with your administrator.

Key: U - Unsatisfactory B - Basic P - Proficient D - Distinguished

Domain I: Planning and Preparation	U	B	P	D
Knowledge of Content & Pedagogy				
Demonstrating Knowledge of Students				
Setting Instructional Outcomes				
Demonstrating Knowledge of Resources				
Designing Coherent Instruction				
Designing Student Assessment				
Domain II: Classroom Environment				
Creating a Climate of Respect & Rapport				
Creating a Culture for Learning				
Managing Classroom Procedures				
Managing Student Behavior				
Organizing Physical Space				
Domain III: Instruction				
Communicating with Students				
Using Questioning & Discussion Techniques				
Engaging Students in Learning				
Assessing Student Learning				
Demonstrating Flexibility & Responsiveness				
Domain IV: Professional Responsibilities				
Reflecting on Teaching				
Maintaining Accurate Records				
Communicating with Families				
Participating in a Professional Community				
Growth & Developing Professionally				
Showing Professionalism				





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Appendix

**TASD
Differentiated Supervision Model
Timeline**

TIMELINES	DIFFERENTIATED SUPERVISION ACTIVITY/TASK
Day 165 – Day 20 of New School Year	Professional staff member completes and submits TASD Differentiated Supervision Approval Form to building administrator for review (see Forms section, pp. 6 – 7). If possible, one-half day of professional development time will be provided for TASD Educator Effectiveness/Differentiated Supervision Model collaboration and planning.
Day 25	Building administrator schedules conference to discuss the differentiated supervision model
Day 35	Conference held to discuss model on or before this day
Day 90 – 105	Professional staff member submits Differentiated Supervision Model mid-year report to building administrator (see Forms section, p. 8)
Day 165	Final report submitted to Administrator (see Forms section, p. 8)
On or Before professional employees’ last day of the school year	Building Administrator conducts end-of-year Differentiated Supervision reflection meetings and issues Act 82 PDE Classroom Teacher Rating Tool Form (see Forms section, p. 9)

Due dates may be changed as a result of adjustments to school year calendar.

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Differentiated Supervision Model
Four Domains
Sources of Information

Component of the Framework	Sample Source of Information
<u>Domain I: Planning & Preparation</u>	
Knowledge of Content & Pedagogy	Classroom observation, sample unit/lesson plan, interview, log
Demonstrating Knowledge of Students	Interviews, sample lesson plan
Setting Instructional Outcomes	Sample unit/lesson plan, teaching artifact
Demonstrating Knowledge of Resources	Sample unit/lesson plan
Designing Coherent Instruction	Sample unit/lesson plan, teaching artifact
Designing Student Assessments	Sample unit/lesson plan, teaching artifact
<u>Domain II: Classroom Environment</u>	
Creating a Climate of Respect & Rapport	Classroom observation, student/parent Surveys
Creating a Culture for Learning	Classroom observation, student/parent Surveys, teaching artifact, samples of student work
Managing Classroom Procedures	Classroom observation, interview
Managing Student Behavior	Classroom observation, interview, student disciplinary records
Organizing Physical Space	Classroom observation
<u>Domain III: Instruction</u>	
Communicating with Students	Classroom observation
Using Questioning & Discussion Techniques	Classroom observation
Engaging Students in Learning	Classroom observation, teaching artifact, samples of student work
Assessing Student Learning	Classroom observation, samples of student work
Demonstrating Flexibility & Responsiveness	Classroom observation
<u>Domain IV: Professional Responsibilities</u>	
Reflecting on Teaching	Interview, reflection log
Maintaining Accurate Records	Attendance records, field trip records
Communicating with Families	Phone logs, parent letters, back-to-school night handouts, parent survey, phone calls from parents, Special Education Documentation
Participating in a Professional Community	Professional activities log, copies of documents to which teacher has contributed with explanation of role
Growing & Developing Professionally	Professional goals & improved practice logs, copies of conference programs attended or at which presented
Showing Professionalism	Interview, feedback from colleagues

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Self-Directed or Team-Directed Development Process Model Examples of Possible Objectives

Domain 1 - Planning and Preparation

- 1. Developing lesson plans that indicate appropriate objectives and logical progression of instruction.**
- 2. Utilizing Differentiated Instructional Techniques**
- 3. Providing opportunities to check student understanding as it pertains to instructional objectives**
- 4. Developing plans in which assessments are in alignment with instructional objectives**

Domain 2 - Classroom Environment

- 1. Setting standards that reasonably challenge all students**
- 2. Providing equitable learning opportunities**
- 3. Effective classroom routines and procedures**

Domain 3 - Instruction

- 1. Effective communication of instructional procedures and explanation of content to students**
- 2. Use of questioning and discussion strategies that encourage many students to participate**
- 3. Engagement of students in learning and adequate pacing of instruction**
- 4. Use of informal and formal assessments to meet learning goals and to monitor student learning**

Domain 4 - Professional Responsibilities

- 1. Communication with families**
- 2. Participation in professional development activities, applying new learning in the classroom, sharing learning with colleagues**
- 3. Use of perceptive use of reflection upon teaching practice**

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Suggested Ideas for the Self/Team-Directed Development Model

(Remember: these are *suggestions*, please feel free to develop an idea of your own for proposal. The outcome is a quality project that is of value to the staff which enhances or maximizes the benefit to the student.)

- 1) Prepare a workshop for district staff development on an instructional approach, a specific educational topic, or a topic integral to maximizing student potential.
- 2) Develop a different teaching or department strategy for his/her situation.
- 3) Develop lessons that address various learning approaches and share with colleagues.
- 4) Develop motivational techniques and share with colleagues.
- 5) Observe classes in a curricular area that precede and/or follow what you teach, write a reflection narrative on newly acquired knowledge then show evidence of application in the classroom.
- 6) Research a particular topic and implement new knowledge/strategies with students, ie: classroom management, computer-assisted instruction, cooperative learning, discipline, individualized instruction, alternative teaching strategies, listening skills, time management, motivation, peer tutoring, teacher effectiveness, thinking skills, or other current educational trends.
- 7) Develop an action research project.
- 8) Write, submit, and implement a grant proposal.
- 9) Other as deemed appropriate by staff member/administrator agreement

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Examples of Action Research

(Remember: these are *suggestions*, please feel free to develop an idea of your own for proposal. Professional employees who elect to participate in research select an area of focus, develop a research question, identify a data collection plan, and create a plan for analysis of data.)

- 1) Implementing a new set of resources (textbooks, etc.) and documenting the progress
- 2) Integrating new technologies into lesson (SMART Boards, iPads, software, etc.) and measuring their effectiveness
- 3) Using new types of assessment strategies and documenting their effectiveness
- 4) Conducting research on an educational topic (i.e. book study), implementing and documenting changes based on the research
- 5) Begin using a new instructional strategy and document its effectiveness

TUNKHANNOCK AREA SCHOOL DISTRICT WALK-THROUGH OBSERVATION REPORT DOMAINS 2, 3 _____ANNOUNCED _____UNANNOUNCED _____FORMATIVE _____SUMMATIVE	
2a. Creating a Climate of Respect and Rapport • Teacher Interaction with Students • Student Interactions with One Another	3a. Communicating with Students • Expectations for Learning • Directions and Procedures • Explanations of Content • Use of Oral and Written Language
2b. Creating a Culture for Learning • <i>Importance of the Content</i> • <i>Expectations for Learning and Achievement</i> • <i>Student Pride in Work</i>	3b. Using Questioning and Discussion Techniques • <i>Quality of Questions</i> • <i>Discussion Techniques</i> • <i>Student Participation</i>
2c. Managing Classroom Procedures • <i>Management of Instructional Groups</i> • <i>Management of Transitions</i> • <i>Management of Materials and Supplies</i> • <i>Performance of Non-Instructional Duties</i> • <i>Supervision of Volunteers and Paraprofessionals</i>	3c. Engaging Students in Learning • <i>Activities and Assignments</i> • <i>Grouping of Students</i> • <i>Instructional Materials and Resources</i> • <i>Structure and Pacing</i>
2d. Managing Student Behavior • Expectations • Monitoring of Student Behavior • Response to Student Misbehavior	3d. Assessing Student Learning • Assessment Criteria • Monitoring of Student Learning • Feedback to Students • Student Self-Assessment and Monitoring of Progress
2e. Organizing the Physical Space • Safety and Accessibility • Arrangement of Furniture and Use of Physical Resources	3e. Demonstrating Flexibility and Responsiveness • Lesson Adjustment • Response to Students • Persistence

_____/_____
Class Observed **Date**

_____/_____
Teacher Signature **Date**
 (My signature above indicates I have read this record and have been given an opportunity to discuss it with the rater. My signature does not necessarily mean that I agree with the performance evaluation.)

_____/_____
Building Administrator Signature **Date**



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Portfolio Document Samples

**TASD
Differentiated Supervision Model
Knowledge of Resources Form**

Name _____

School _____

Grade Level _____

Subject _____

School Year _____

**1. What resources are available to enhance your students' experience in this subject?
(Examples are films, videos, museums, and experts in the community)**

**2. What resources are available for students if needed? (Examples are counseling,
medical facilities, and clothing contributions)**

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Three-Week Unit Plan

Name _____

School _____

Grade Level _____

Subject _____

Unit Title _____

Daily Topic and Activities

Monday	Tuesday	Wednesday	Thursday	Friday

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Family Contact Log

Name _____

School _____ School Year _____

Date	Person Contacted	Type of Contact (in person, phone)	Purpose	Outcome

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Professional Development Log

Name _____

School _____ School Year _____

Date	Event or Service (e.g. workshop, conference, course)	Benefits Derived

**Differentiated Supervision Model
School & District Contribution Log**

Name _____

School _____ **School Year** _____

Date	Event or Service (e.g. committee meeting, open house)	Contribution

TASD
Differentiated Supervision Model
Professional Contribution Log

Name _____

School _____ School Year _____

Date	Event or Service (e.g. conference presentation, mentoring)	Contribution

**TASD
Differentiated Supervision Model
Research Log**

Name _____

School _____ **School Year** _____

Grade Level _____ **Subject** _____

1. Write a question that you would like to answer about student learning or your own teaching.

2. What information do you need to answer the question?

3. In the Action Plan, indicate how you plan to answer the question.

Step	Actions	Time Line
1.		
2.		
3.		
4.		

4. Summary and Conclusions: If you were able to complete the research, answer the following questions on separate paper and submit:

- * What have you learned from this project?**
- * What additional questions do you have?**
- * Do you plan to alter your practice as a result of this project? If so, how?**