**Baldwin-Whitehall School District**

**Educator Effectiveness System**

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**DifferentIated Supervision model**

**Professional personnel**

**May 7, 2015**

**Baldwin-Whitehall School District**

**Differentiated Supervision Model**

**Professional Learning Standards**

(Adopted from Learning Forward)

Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.

1. **Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.**

Professional learning within communities requires continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and school system goals. Learning communities convene regularly and frequently during the workday to engage in collaborative professional learning to strengthen their practice and increase student results. Learning community members are accountable to one another to achieve the shared goals of the school and school system and work in transparent, authentic settings that support their improvement.

1. **Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.**
Effective professional learning requires human, fiscal, material, technology, and time resources to achieve student learning goals. How resources are allocated for professional learning can overcome inequities and achieve results for educators and students.
2. **Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.**
Data from multiple sources enrich decisions about professional learning that leads to increased results for every student. Multiple sources include both quantitative and qualitative data, such as common formative and summative assessments, performance assessments, observations, work samples, performance metrics, portfolios, and self-reports. The use of multiple sources of data offers a balanced and more comprehensive analysis of student, educator, and system performance than any single type or source of data can. However, data alone does little to inform decision making and increase effectiveness.  Thorough analysis and ongoing use are essential for data to inform decisions about professional learning, as is support in the effective analysis and use of data.
3. **Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.**

Integrating theories, research, and models of human learning into the planning and design of professional learning contributes to its effectiveness.

1. **Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.**
The primary goals for professional learning are changes in educator practice and increases in student learning. This is a process that occurs over time and requires support for implementation to embed the new learning into practices. Those responsible for professional learning apply findings from change process research to support long-term change in practice by extending learning over time. They integrate a variety of supports for individuals, teams, and schools. Finally, they integrate constructive feedback and reflection to support continuous improvement in practice that allows educators to move along a continuum from novice to expert through application of their professional learning.
2. **Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.**
For all students to learn, educators and professional learning must be held to high standards. Professional learning that increases results for all students addresses the learning outcomes and performance expectations education systems designate for students and educators. When the content of professional learning integrates student curriculum and educator performance standards, the link between educator learning and student learning becomes explicit, increasing the likelihood that professional learning contributes to increased student learning. When systems increase the stakes for students by demanding high, equitable outcomes, the stakes for professional learning increase as well.

**Baldwin-Whitehall School District**

**Differentiated Supervision Models**

**1.** **Individual or Team Projects –** A professional employee or dyad or triad working independently to explore in-depth new ideas and/or interests to transform teaching and learning. Examples include, but are not limited to the following:

* + District Initiative Committees – professionals may request to participate in an approved building-level or district committee. The committee may focus on district-wide goals, grade level/content initiatives, community-based projects or partnerships with educational or corporate organizations. Examples: STEM, SLOs, Senior Project, Bullying, Career Exploration, etc.
	+ Curriculum Committee Work – professionals may request to participate on an approved intensive curriculum writing committee. The individual will participate in an intensive work group that will research and utilize evidenced-based best practices, attend local workshops or conferences and write a full course curriculum. The professional shall present a mid and end-of-year product that includes common end-of-course assessments, SLOs and other necessary resources.
	+ Instructional Technology Integration - professionals may request to participate on an approved intensive instructional technology integration committee.
* Presentations at the Local or National Level – professional employee(s) will present as an expert in their content area of certification at the local or national level. Presentations at the local or national level will be presented to the district staff on an in-service day. Presentations must be pre-approved by central office. The employee will be expected to assume the responsibility of travel expenses.
	+ Institutes/Workshops - attend the Governor’s Institute, AP Institutes, ELL Symposium or other IU, university, or PaTTAN courses to learn new strategies to maximize student learning potential. Knowledge gained must be presented to the staff at the building level or on a district-wide in-service day.
* Certified Trainings – professional employees can prepare, develop, and deliver certified training workshops for district staff.
	+ Research Project - research, investigate, and make recommendations for scientifically research-based, best practice interventions for English Language Arts, mathematics and science.
	+ Grants – secure a grant and implement a specific program

**2. Collaborative Projects** - a small group of professional employees choose a topic to investigate. The group will work together to define their professional needs and develop plans to assist them in the successful completion of the identified tasks. The group then implements their findings in the classroom in order to transform teaching and learning. Examples include, but are not limited to the following:

* Collaborative Analysis of Student Work – professional employees work collaboratively to examine student work samples and discuss how learning can be enhanced using best practices of instruction. It is recommended that professional employees of the same content and grade level work together. Copies of rubrics, aligned assessment tools, and a summary of how the research was used to improve instruction in the classroom will need to be submitted at the conclusion of this project.
* Staff Development – Prepare a workshop on an in-service day for staff development on an instructional approach, a specific district initiative, or a topic integral to maximizing student potential. Presentations must be pre-approved by the immediate supervisor.
* Parent Workshop – professional employees can work collaboratively to prepare, develop, and deliver workshops for parents on a topic that is pre-approved by the immediate supervisor.
* Professional Learning Communities – meet with a small group of educators to develop a project that will increase student achievement. The instructional practice and the results must be documented and presented at the building level.
* STEAM – develop an interdisciplinary approach that includes Science, Technology, Engineering, Art, and Math into a grade level.
* Intervention and/or Enrichment - teams will use summative, formative, diagnostic and benchmark assessment data to analyze student achievement and identify curricular concerns/strengths in order to develop appropriate interventions and/or enrichment in their respective buildings as a means for improving instruction.  Principals will be able to monitor the success of interventions/enrichment by using diagnostic and benchmark assessments, along with other methods of progress monitoring for the students enrolled in interventions.
* Curricular/Extracurricular - teams will take a historic look at and select either curricular or extracurricular activities that have been offered to identify the strengths and needs of our current programs and offerings.  The team will make recommendations for changes to the current offerings and programs to ensure that we are meeting the needs of ALL students through appropriate; program offerings (high expectations), involvement in the broader school community (opportunities to belong) and that students have a connection with at least one caring adult in their school day (mentor programs).

**3. Self-Directed Model/Action Research Model** - professional employees will develop a structured, on-going reflection of a practice-related issue (Danielson Framework for Teaching). Professionals may work individually or in small groups, dyads or triads, to complete the action research project.

* Create Programs or Courses - teams will develop programs that help to build and create a culture and environment built on trust and relationships that demand a concerted focus on the children to ensure that they realize their full potential.

Note: Book/research reviews are not allowable for a separate Differentiated Supervision mode; however, they may be used to develop the research for an action plan.

**Documentation: Each individual is responsible for his/her own paperwork and artifacts, which must be kept in a paper or electronic portfolio. The artifacts, paperwork, and narrative summaries, which include a mid-point and final reflection on professional growth and application aligned to the Danielson Framework, must be included in the portfolio. The project and accompanying portfolio will be reviewed twice. A mid-year and final review will be conducted between the professional employee and supervising administrator and will be used as evidence for supervision and evaluation.**