



SHIPPENSBURG AREA

SCHOOL DISTRICT

Supervision and Evaluation Plan

K-12 LICENSED/CERTIFIED EMPLOYEES

Board Approved: September 14, 2026

This supervision and evaluation system is in alignment with the Pennsylvania Teacher Effectiveness Evaluation Guidelines per Act 13 of 2020

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INTRODUCTION

Our children are the future of Shippensburg. In seeking to provide them with the best chances to thrive in an ever changing and technological world, they must receive the very best education that we can provide to them. Hence, our system of public instruction must continue to evolve to meet the needs of our most important asset – our children!

Accordingly, the Pennsylvania Department of Education has developed the teacher evaluation process to comply with the requirements of the Pennsylvania Code which provides for teacher evaluation, specifically Act 82 amended in PA Act 13 of 2020.

The teacher evaluation process is designed:

- To serve as a positive mechanism for providing constructive feedback.
- To assist instructional staff to enhance the quality and variety of instructional methodologies and techniques applied within our system.

The use of evaluative data is a well-known method of assessing and enhancing the performance of professionals in all walks of life. These methods in the public school settings lead to increased student performance.

The performance instrument addressed in this manual is intended to strengthen teacher performance through the development of cohesive standards leading to the impartial assessment of the instructional practices utilized by the staff within the Shippensburg Area School District.

As alluded to above, improving instructional performance is a shared responsibility between local school boards, school administrators, and instructional staff. Each has a role to play, and each has opportunities to contribute to the process.

Some of the most crucial interactions that occur during our professional lives are those occurring between supervisors and employees. Hence, the accurate assessment of employee performance and the need to develop an atmosphere conducive to continuous employee skill development is one of the most critical responsibilities that supervisors undertake.

As a consequence, performance evaluation instruments and policies must be reliable assessment tools and be capable of being applied to diverse employees with varying and different teaching styles.

In recognizing the diversity of styles and approaches that are present within our system, a tiered evaluation instrument has been developed to promote flexibility in the teacher assessment process.

Also, the system is founded on accepted practices and techniques, and is designed to empower and assist staff in attaining an unparalleled level of excellence.

The evaluation process is a collaborative one between our school board, administrative staff, and instructional personnel. We are a team that is committed to providing excellence in public education.

Please direct any questions regarding the policy, the process, or the materials included in this document to your immediate supervisor.

EDUCATIONAL PROFESSIONAL CATEGORIES

PA Act 13 of 2020 provides rating tools authorized under PA Act 82 of 2012 and currently utilized to evaluate the effectiveness of educational professionals serving in the commonwealth as:

- Classroom Teachers
 - Professional employee or temporary professional employee who provides direct instruction to students related to a specific subject or grade level.
- Non-Teaching Professionals
 - Professional employee or temporary professional employee who provides services other than classroom instruction (ex. Instructional Coach, Student Services Supervisor)
 - Educational Specialists (Counselor, Dental Hygienist, Home School Visitor, Social Worker, Instructional Technology Specialist, Nurse, Psychology, Speech and Language Pathologist)

The rating tools provide for differential rating systems determined by the educator's category. In general, Act 13 increases the weighting of the Observation and Practice framework domains, refreshes the evaluation frameworks located on PDE SAS, creates more flexible student performance measures, and streamlines the building level score calculation with the addition of a challenge multiplier. The Educational Professional categories are as follows:

- Temporary Teaching Professionals (Non-Tenured)
- Non-Data Available Teaching Professionals (Tenured)
- Data Available Teaching Professionals (Tenured)
- Temporary Non-Teaching Professionals (Non-Tenured)
- Building Level Data Non-Teaching Professionals (Tenured)
- Principals

TEMPORARY TEACHING PROFESSIONALS

Temporary teaching professionals will receive two semi-annual evaluations (13-1 forms) each year until they receive tenure. Act 13 states that 100% of these professional's evaluations will be based on the Observation and Practice framework domains. The breakdown percentages of the Observation and Practice framework are as follows:

- Observation and Practice 100%
 - Planning and Preparation: 20%

- o Classroom Environment: 30%
- o Instruction: 30%
- o Professional Responsibilities: 20%

NON-DATA AVAILABLE TEACHING PROFESSIONALS

The non-data available teaching professional is a classroom teacher who does not provide direct instruction in one of the Pennsylvania State Assessment Areas (3–8 PSSA ELA, 3–8 PSSA Math, 5 & 8 PSSA Science, Algebra Keystone, Biology Keystone, Literature Keystone). These individuals will receive one annual evaluation (13–1 form) within the school year that will determine the effectiveness of the teacher based on the following criteria:

- Observation and Practice: 70%
 - o Planning and Preparation: 14%
 - o Classroom Environment: 21%
 - o Instruction: 21%
 - o Professional Responsibilities: 14%
- LEA Selected Measures: 10%
 - o Student Performance Measures
- Teacher Specific Data: 10%
 - o IEP Goals Progress
- Building Level Data: 10%
 - o Academic Achievement (State Assessments)
 - o Academic Growth (PVAAS)
 - o Attendance Rate
 - o Graduation Rate

DATA AVAILABLE TEACHING PROFESSIONALS

The data available teaching professional is a classroom teacher who provides direct instruction in one of the Pennsylvania State Assessment Areas (3–8 PSSA ELA, 3–8 PSSA Math, 4 & 8 PSSA Science, Algebra Keystone, Biology Keystone, Literature Keystone). These individuals will receive one annual evaluation (13–1 form) within the school year that will determine the effectiveness of the teacher based on the following criteria:

- Observation and Practice: 70%
 - o Planning and Preparation: 14%

- o Classroom Environment: 21%
- o Instruction: 21%
- o Professional Responsibilities: 14%
- LEA Selected Measures: 10%
 - o Student Performance Measures
- Teacher Specific Data: 10%
 - o Student Performance (State Assessments): 5%
 - o Student Growth (PVAAS): 5%

***Note: If teacher has an ACTIVE N Count of 11 students with similar IEP Goals, their Teacher Specific Data will be as follows:

- o Student Performance (State Assessments): 2.5%
- o Student Growth (PVAAS): 5%
- o IEP Goals Progress: 2.5%
- Building Level Data: 10%
 - o Academic Achievement (State Assessments)
 - o Academic Growth (PVAAS)
 - o Attendance Rate
 - o Graduation Rate

TEMPORARY NON-TEACHING PROFESSIONAL

Temporary non-teaching professionals will receive two semi-annual evaluations (13-3 forms) each year until they receive tenure. Act 13 states that 100% of these professional's evaluations will be based on the Observation and Practice framework domains. The breakdown percentages of the Observation and Practice framework are as follows:

- Observation and Practice: 100%
 - o Planning and Preparation: 25%
 - o Educational Environment: 25%
 - o Delivery of Service: 25%
 - o Professional Development: 25%

BUILDING LEVEL DATA AVAILABLE NON-TEACHING PROFESSIONALS

The non-teaching professional is an educational specialist or professional employee who provides services and who is not a classroom teacher. These individuals will receive one annual evaluation (13-3 form) within the school year that will determine the effectiveness of the teacher based on the following criteria:

- Observation and Practice: 90%
 - Planning and Preparation: 22.5%
 - Educational Environment: 22.5%
 - Delivery of Service: 22.5%
 - Professional Development: 22.5%
- Building Level Data: 10%
 - Academic Achievement (State Assessments)
 - Academic Growth (PVAAS)
 - Attendance Rate
 - Graduation Rate

PRINCIPALS

The principal category includes building principal, assistant principal, vice principal, supervisor of special education or a director of career and technical education.

- Observation and Practice: 70%
 - Planning and Preparation: 25%
 - Educational Environment: 25%
 - Delivery of Service: 25%
 - Professional Development: 25%
- Performance Goals: 20%
 - Determined prior to school year
 - Set by supervisor and principal
 - May be district or building specific
- Building Level Data: 10%
 - Academic Achievement (State Assessments)
 - Academic Growth (PVAAS)
 - Attendance Rate
 - Graduation Rate

EVALUATION ORIENTATION

Prior to the 30th day of school, the supervisor is required to meet with the staff to discuss the expectations and the process of supervision and evaluation. Such meetings can set the tone for a collaborative partnership in the program for performance evaluation. During the meeting, the supervisor may discuss the following:

- The role of the teacher and the supervisor in the supervision and evaluation process

- School and district goals and how they relate to expectation of teacher performance. Such information may impact what the supervisor may be looking for during the comprehensive classroom observation and informal observations or data a teacher may collect and include as part of the portfolio.
- The relationship between teachers' performance and student learning
- Timelines in the evaluation process
- Key components of the policy
- Procedures the supervisor may use to collect data on teacher performance
- The importance of collegial relationships and the sharing of ideas to help teachers grow and improve.
- Other information related to teacher performance.

DATA COLLECTION SOURCES FOR ASSESSING PERFORMANCE

Integral to the evaluation process is the use of a variety of sources to collect evidence to evaluate professional educators using the state approved rubrics. In addition to the requirements relative to the educator's professional category, the following are sources for data collections that may be used to evaluate performance using the observation and practice frameworks:

- Comprehensive classroom observation(s)
- Written feedback from informal observations/walk-throughs
- Structured interviews
- Written communications initiated by teachers (emails, notes to students, memos, letters, newsletters, course syllabus, etc.)
- Classroom assessments, benchmark tests, grade distribution reports
- Written communications about the teacher (letters/notes/emails from parents, volunteers, businesses, community representatives, district administration, support personnel, etc.)
- Documentation of the teacher's involvement in school and professional development activities.
- Lesson Plans
- Professional development plans
- Conversations and conferences individually, or during study groups, faculty meetings, team meetings, department meetings, and/or grade level meetings
- Portfolio, teacher-prepared materials for student use
- Oral feedback from parents, other administrators, counselors, and students.
- Pattern of discipline referrals and follow-up

- Request for student placement
- Teacher's logs/records of after school communications
- After school assistance provided to students
- Substitute plans
- Phone logs/parent-teacher conference records

For the evaluation, the supervisor will meet with the employee, discuss the evidence that has been collected during the evaluation period, and determine where on the evaluation rubric the preponderance of evidence guides the overall domain rating. The District utilizes [PA -ETEP](#) to collect all evidence and house all evaluations. The rubrics for the overall domain ratings are found in [PA-ETEP](#) and can also be found on the Pennsylvania Department of Education [website](#).

COMPREHENSIVE CLASSROOM OBSERVATIONS

PA Act 13 states that a comprehensive classroom observation is an observational classroom visit that includes a preconference and postconference between an evaluator and an employee. All temporary teaching professionals will receive a minimum of two (2) comprehensive classroom observations each school year (one in the fall and one in the spring) until receiving tenure. Data-available and non-data available teaching professionals (tenured) will be placed on a three-year observation cycle where once every three years, the teacher must complete one comprehensive classroom observation (with the other two years utilizing the differentiated supervision model).

The purpose of the preconference is to establish the context of the lesson that will be observed, focusing particularly on Domain 1: Planning and Preparation as well as areas where the classroom teacher would like for the supervisor to focus the observation. Questions that will be discussed may include the following:

- What is the objective(s) of this lesson and how does it relate to the academic/core standards?
- What prerequisite learning is required for students to be successful learning the content in this lesson?
- Discuss the students in your classroom. How will you modify the lesson to meet the needs of the population in your room?
- What resources have you considered for this lesson? Why did you choose to utilize the resources you are using?

- How will you ensure the learning activities are aligned to the rigor of your objective(s) for the lesson?
- How do you know if students have met the objective(s) for the lesson?

Following the observation, the supervisor will submit the evidence and assigned components in PA-ETEP and schedule the postconference with the teacher in a timely manner. The supervisor may require the teacher to bring to the postconference any artifacts that will assist in establishing a clearer picture of the observation. The purpose of the postconference is to allow for reflection and growth of the classroom teacher, focusing particularly on Domain 4: Professional Practice. Questions that will be discussed may include the following:

- What reflections caused you to design the lesson as you did? After the lesson, were the objectives met? How do you know?
- How do you track student learning as it relates to this lesson?
- What specifically have you learned by communicating with families that influenced your planning of this lesson?
- In what ways is this lesson related to collaboration with colleagues?
- What aspects of this lesson are the result of recent professional learning?
- In what ways have you been an advocate for students that relate directly to this lesson?

The following are additional questions that may be asked by the supervisor during the postconference to gather more information on the lesson observed:

- What did you expect the students to learn from this lesson?
- How was the lesson observed related to the standards or objectives in the curriculum map?
- Where were you and the students in the unit of studies? What activities did the students engage in after my visit?
- Were there any special circumstances in the classroom that affected the learning or learning environment?
- How did you assess the students for mastery learning on this unit?
- Is there anything that you would have done differently in teaching the lesson observed?
- When I come back for future observations, is there anything in particular you would like for me to look for?

Upon mutual agreement of both the evaluator and professional employee, the requirement of a postconference may be waived for extenuating circumstances, if the evaluator places written documentation of the comprehensive classroom observation in the professional employee's file. If the extenuating circumstances are raised by the evaluator, a professional employee who does not receive a postconference shall not receive a rating of NEEDS IMPROVEMENT or FAILING on the comprehensive classroom observation. The requirement of a postconference shall not be waived for a temporary professional employee.

INFORMAL/WALK-THROUGH OBSERVATIONS

Walk-throughs are informal brief visitations that may be used for gathering data or to focus on particular teaching and learning behaviors. These visitations may occur in a variety of situations, including but not limited to, classrooms, faculty meetings, parent/teacher conferences, hallways, etc.

NON-TEACHING PROFESSIONAL EDUCATOR OBSERVATION

The NTPE Observation is a year-long process starting with the NTPE setting goals and identifying a component focus area in each of the four domains in the observation and practice framework. Once the professional goal and components are identified, the NTPE will have structured meetings with their evaluator to discuss the goal and provide feedback during the first quarter, mid-year, and end of year. The NTPE will collect evidence throughout the year aligning to their goal and component selections.

SELF-ASSESSMENT FOR OBSERVATIONS

For both teaching and non-teaching licensed staff, self-assessment is a part of the process for the comprehensive classroom observation, unannounced observations and NTPE observations. Evidence gathered during the observation shall be evaluated in the observation and practice framework components where evidence is available.

Completing a self-assessment provides the opportunity to reflect upon professional practices. It can also be used as a benchmarking tool, and/or as part of a professional growth plan relative to the impact of one's efforts on student learning and school improvement.

Underlying the use of a self-assessment process are the following beliefs:

- All K-12 licensed staff members can grow and improve
- K-12 licensed professional staff members want to improve their practices and knowledge about the teaching/learning process

- K-12 licensed professional staff members should periodically reflect upon the professional standards that they are expected to perform
- K-12 licensed professional staff members are capable of assuming responsibility for much of their own professional growth and development, given the time, encouragement, and resources
- Self-assessment provides a base for collaborative dialogue between the evaluator and the professional staff member which enriches individualized professional growth and development
- Self-assessment provides for a bottom-up approach to the improvement of individual performance
- Self-assessment makes those being evaluated aware of the strengths and weaknesses of their own practices.
- Self-assessment encourages ongoing professional development and discourages unchanging beliefs, routines, and methods

The standards of performance are measured in each component in the frameworks for observation and practice using a rubric of indicators. The indicators enable teachers and supervisors to assess the quality of performance. They also serve as building blocks on which teachers can continue to expand their teaching repertoire of skills. Because these indicators are based upon research on effective teaching practices that cause learning to occur, they are effective in measuring the expected responsibilities of a teacher.

The following description of the performance indicators (linked below) are intended to assist both teachers and supervisors in understanding the expectations upon which decisions will be made by the teacher in completing the self-assessment and by the principal/supervisor during the observation.

[PDE SAS Frameworks for Observation and Practice](#)

DIFFERENTIATED SUPERVISION

Differentiated supervision is a system of supervision of professional employees that involves a three-year cycle in which supervisors complete a comprehensive classroom observation for one annual rating. The other years in the professional employee's supervision cycle the supervisor collaborates with the professional employee to differentiate supervision by developing individualized goals, learning activities, and measures for the professional employee's growth utilizing one or more components in the observation and practice frameworks. Differentiated supervision provides a

framework to complete individualized professional growth, improving teacher effectiveness, instructional practices, and student achievement.

Differentiated Supervision is only offered to professional employees whose prior two evaluations are either proficient or distinguished. Shippensburg Area School District offers the following modes for Differentiated Supervision to support their individual professional growth.

Portfolio Review:

This mode of differentiated supervision, professional employees will examine their own practice in relation to the *Danielson Framework for Teaching*, identify components within the framework where the teacher would value professional growth, and create a goal for professional growth during the school year. Portfolios may be developed according to criteria established collaboratively by the supervisor and the teacher based upon their interests or needs. Throughout the year, the teacher will select artifacts and reflect upon those artifacts demonstrating growth in the selected component areas in the framework. The teacher will update their supervisor of their portfolio progress at a mid-year and end of year meeting.

Peer Coaching:

This mode of differentiated supervision, professional employees will work in dyads or triads to come together and share in conversations, reflecting and refining their practice. Peer coaching enables a teacher to work with another teacher in a confidential and collaborative setting to examine, refine, and enhance professional performance through classroom planning, observation, and reflection.

The professionals will collaborate to define their professional needs in relation to the *Danielson Framework for Teaching* and develop plans to assist them in successful completion of the identified tasks including: specific target area(s), the evidence to be collected, observation dates (a minimum of two per participant), and the reflective sessions (a minimum of two per participant). Meeting notes, data collection tools, results of the observations and reflective sessions shall be shared with the supervisor and used in formative assessments and summative evaluations at mid-year and end of year meetings.

Action Research:

This mode of differentiated supervision can be completed individually or in dyads or triads. It utilizes the scientific inquiry process designed for teachers to attempt to solve problems and improve professional practices in their classroom. Teachers will observe students, collect data, identify root causes, study the professional literature, take action implementing evidence-based practice(s) and then collect data to assess the effectiveness of the changed instructional practice. Meeting notes, data collection tools, results of the action research, and reflections shall be shared with the supervisor and used in formative assessments and summative evaluations at mid-year and end of year meetings.

PERFORMANCE IMPROVEMENT PLANS

The purpose of a Performance Improvement Plan (PIP) is to document efforts to assist in the improvement of practice for those individuals who receive Needs Improvement or Failing during a comprehensive classroom observation or evaluation or has practices that severely impede the students' learning.

The Performance Improvement Plan identifies and documents the following information:

- Notification to the teacher that Performance Improvement Plan will be implemented
- Identification of components in the *Danielson Framework for Teaching* where professional growth needs to occur to ensure the individual achieves at a proficient teaching level
- Actionable feedback on how to achieve a level of proficiency for stated components
- Resources provided to ensure success in achieving proficiency in noted components.
- Who is responsible for specific tasks that will provide assistance in the remediation of the deficiencies
- How performance will be assessed based upon the implementation of strategies used to remediate deficiencies.
- Clear timelines for assessing whether the teacher is improving
- Written notice on the progress of the Performance Improvement Plan following completion of the plan.

EVALUATION PROCESS FOR INDIVIDUALS THAT ARE DESIGNATED AS TIER I

Tier I includes:

1. Temporary teaching professional employees (non-tenured)
2. All teaching professional employees who are new to the district (tenured)
3. Employees that are on a performance improvement plan
4. Professional employees who are cycled or choose for Comprehensive Classroom Observation

Process and Timelines

Process	Timeline
Supervisor will orient staff to the supervision and evaluation process and tier status	First 30 days of the school year
Teaching professional employee will submit Student Performance Measure Part I and II in PAETEP for administrative approval	September 30
Supervisor will approve or push back SPM for revisions in PAETEP	October 15
Supervisor will conduct a minimum of two (2) comprehensive classroom observations on all temporary professional employees, new district employees (1 or 2), and performance improvement plan employees	One comprehensive classroom observation each semester
Tier 1 employee will complete preconference questionnaire in PAETEP	Minimum of two (2) days before preconference
Supervisor will submit evidence from comprehensive classroom observation in PAETEP	Maximum of two (2) days after observation
Supervisor will schedule postconference in PAETEP	Best practice within five (5) days of the observation
Tier 1 employee will complete postconference questionnaire in PAETEP	Minimum of one (1) day before postconference

Supervisor will complete a minimum of two (2) Informal/Walkthrough observations for all Tier 1 employees	Continuous throughout the school year
Supervisor will conduct mid-year conference and submit semi-annual evaluation in PAETEP for temporary professional educators	Completed by the start of the second semester -Evaluation period from first teacher day through last day of first semester
Teaching professional will complete mid-point reflection on SPM in PAETEP	Completed by first day of second semester
Teaching professional will complete final reflection on SPM in PAETEP	Completed by May 15
Supervisor will conduct summative conference and evaluation for employee	Completed by last teacher day Temporary professional employee evaluation period from first day of second semester through last day of school Professional employee evaluation period from first teacher day through the last day of school
Supervisor will finalize and submit temporary professional employee semi-annual evaluation in PAETEP	Completed by last teacher day
Supervisor will finalize and submit professional employee annual evaluation in PAETEP	Three weeks from the release of prior school year PVAAS data and building scores (usually in October/November)

PROCESS FOR INDIVIDUALS THAT ARE DESIGNATED AS TIER II

Tier II includes:

1. All temporary non-teaching professionals
2. Non-teaching professionals cycled into comprehensive classroom observation

Process and Timelines

Process	Timeline
Supervisor will orient staff to the supervision and evaluation process and tier status	First 30 days of the school year
Tier 2 employee will complete the goal statement and component focus areas for NTP observation	September 30
Supervisor will approve or push back NTP observation goal	October 15
Supervisor will complete a minimum of two (2) Informal/Walkthrough observations for all Tier 2 employees	Continuous throughout the school year
Tier 2 employee will complete mid-year progress update on NTPE observation in PAETEP and hold mid-year progress conference with supervisor	Completed by the first day of the second semester
Supervisor will conduct mid-year conference and submit semi-annual evaluation in PAETEP and hard copy (to HR) for temporary non-teaching professionals	Completed by the start of the second semester -Evaluation period from first teacher day through last day of first semester
Tier 2 employee will complete end of year NTP observation update in PAETEP	Completed by May 15
Supervisor will conduct summative conference and evaluation for employee	Completed by last teacher day Temporary professional employee evaluation period from first day of second semester through last day of school

	Professional employee evaluation period from first teacher day through the last day of school
Supervisor will finalize and submit temporary non-teaching professional semi-annual evaluation in PAETEP and hard copy (to HR)	Completed by last teacher day
Supervisor will finalize and submit professional employee annual evaluation in PAETEP and hard copy (to HR)	Three weeks from the release of prior school year PVAAS data and building scores (usually in October/November)

PROCESS FOR INDIVIDUALS THAT ARE DESIGNATED AS TIER III

Tier III includes:

1. Teaching and non-teaching professionals cycled for differentiated supervision

Process and Timelines

Process	Timeline
Supervisor will orient staff to the supervision and evaluation process and tier status	First 30 days of the school year
Tier III employee will complete differentiated supervision proposal	September 30
Supervisor will approve or push back differentiated supervision proposal for revision	October 15
Teaching professional employee will submit Student Performance Measure Part I and II in PAETEP for administrative approval	September 30
Supervisor will approve or push back SPM for revisions in PAETEP	October 15
Supervisor(s) will complete a minimum of two (2) Informal/Walkthrough observations for all Tier III employees	Continuous throughout the school year
Tier 3 employee will complete mid-year differentiated supervision progress update in PAETEP and hold mid-year progress conference with supervisor	Completed by the first day of the second semester
Teaching professional will complete mid-point reflection on SPM and Differentiated plan in PAETEP	Completed by first day of second semester
Tier III employee will complete year-end progress and self-assessment rubric for differentiated supervision in PAETEP	Completed by May 15
Teaching professional will complete final reflection on SPM in PAETEP	Completed by May 15

Supervisor will conduct summative conference and evaluation for employee	Completed by last teacher day Temporary professional employee evaluation period from first day of second semester through last day of school Professional employee evaluation period from first teacher day through the last day of school
Supervisor will finalize and submit temporary non-teaching professional semi-annual evaluation in PAETEP	Completed by last teacher day
Supervisor will finalize and submit professional employee annual evaluation in PAETEP	Three weeks from the release of prior school year PVAAS data and building scores (usually in October/November)

