



Differentiated Supervision Plan 26-27

*When selecting a category for your DSP, **select an area that supports some kind of growth in an individual area of need.** For example; if you were observed and were in need of growing in the area of small group instruction, classroom management, assessments, etc., it makes sense to utilize a DSP to support that growth. The teacher's "topic" would then revolve around an area of growth within the Danielson Framework.*

Action Research Plan (Study Group or Individual/Self Directed)

An action research plan can be done as a group or individually. Self-directed study is a professional development experience planned and implemented by a teacher to improve an identified instructional skill(s) or program(s) of his or her choice. A study group is a collection of people who gather together to examine a predetermined topic. Professional educators often form study groups out of recognized need or interest or in recognition of the importance of constantly improving their own learning. Study groups provide participants with a forum for learning together, planning together, testing ideas, and reflecting together. The following are general characteristics of study groups:

- Participants construct knowledge through research, interaction with selected materials, and collegial discourse.
- Participants acknowledge that each person brings expertise to the group and has a contribution to make. Study groups provide an avenue for renewal, atmosphere of companionship, and an opportunity for growth.
- Participants make a commitment to create new knowledge and to use this knowledge to positively affect perspectives, policies, and practice.

Peer Coaching or Lesson Study

Peer coaching or Lesson Studies can be used to focus on student learning in the classroom and improve lesson delivery. Peer coaching is a professional development strategy for educators to consult with one another, to discuss and share teaching practices, to observe one another's classrooms, to promote collegiality and support, and to help ensure quality teaching for all students.

In peer coaching or Lesson Studies, teachers come together, share in conversations, and reflect on and refine their practice. Their relationship is built on confidentiality and trust in a non-threatening, secure environment in which they learn and grow together.

Peer coaching or Lesson Studies provides job-embedded, ongoing professional support. This approach is effective for the following reasons:

- It allows teachers to work together professionally, thereby eliminating feelings of isolation.
- It encourages reflection and analysis of teaching practice.
- It promotes specific feedback over time.
- It fosters collaboration among teachers throughout the school building. As a result, teachers experience positive changes in their teaching practice.



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Grant Writing

Teachers may write and submit a grant proposal in order to create a specific program, project, or partnership. Furthermore, the purpose of the grant may be to create a teaching module, participate in research and/or join in business/community partnership that will enhance personal knowledge and skills as well as enhance the curriculum and improve student achievement.

Portfolio

Teachers may collect and submit evidence of an area of concentration that was implemented within their classroom in order to create a focus area within a specific program, project, or partnership. Furthermore, the purpose of the portfolio may be to create a teaching module, participate in research and/or join in business/community partnership that will enhance personal knowledge and skills as well as enhance the curriculum and improve student achievement.

PDE SAS Course

The courses on PDE SAS offer a nice way to target the area of growth on every teacher's Evaluation by providing topics for all Domains in Danielson's Framework. Most courses are approximately 3-5 hours and can be used as a DSP and an area you are growing in professionally. Each course can be reviewed with a PDF to see if this is something you can benefit from. Please do this by going to: www.pdesas.org, hover over your name in the upper right hand corner, click PD Center, click course catalog, you will see the framework for observation and practice for classroom teachers on the left, click the domain you are interested in, when you find a topic you would like to look at, click on the yellow options tab, click preview, then click the investigate tab at the top and it will provide a PDF of the course that gives you an idea of the topic.



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If you are having a difficult time narrowing down a topic, we found that analyzing data is always an area we can get stronger with. Because it is always changing and never the same from year to year, this is a great topic to do an Action Research DSP on. Below is an example of information to collect:

Purpose:

- To create a data driven environment
- To promote reflection of teaching practices
- Improve decision making based on data, not habit or hunch
- Provide meaningful Feedback
- To promote professional growth

Objective:

- To become familiar with reading data from PVAAS, eMetric, DIBELS (Elem.), DRC, IXL, etc., reflecting on that data based on standards taught, and providing feedback to students, making adjustments within lessons, and individualized instruction to students or groups of students based on needs from the data.

Steps:

- Select Focus (Analyze data to improve student achievement)
- Collect data (benchmarks, CDT's, summative and formative assessments)
- Analyze and interpret data
- Reflect
- Adjust

PAETEP:

- Complete Differentiated Supervision Action Plan document (project goal, purpose, rational, steps, and/or activities to achieve goal, implementation timeline, indicators of effectiveness/measurement of student success)