



Cumberland Perry AVTS

Teacher Supervision and Evaluation Plan

Updated 2-18-16

## **Mission Statement**

*"Through collaboration with students, parents, the business community, and our sending school districts, Cumberland Perry Area Vocational Technical School provides opportunities for students to achieve their goals for employment and for post-secondary education in order for them to become contributing members of a dynamic, changing society."*

## **Vision Statement**

*"At CPAVTS, we believe that all students can benefit from participating in a career and technical education program in a welcoming, accepting, and diverse environment. Students completing a program will be well prepared for entry-level positions in high skill, high demand, and highly paid professions and be well prepared for continued postsecondary studies. CPAVTS graduates will demonstrate tangible achievements that will put them a step ahead in their career pathways, towards a future with "OPPORTUNITIES UNLIMITED!"*

## **Shared Values**

*We believe that...*

- *Students benefit from, and respond to, high expectations.*
- *Curriculum must require critical thinking, creativity, collaboration, and communication based on content that students will experience in the real world.*
- *Students must be prepared for a smooth transition between high school and employment and between high school and post-secondary education.*
- *Students must become knowledgeable about career choices, including their educational requirements and the economic outlook.*
- *Students perform best in a welcoming, tolerant environment that promotes cooperation, support, and risk-taking within their studies.*
- *Students must be supported by school personnel, parents, and the business community through educational engagement opportunities.*

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**Purpose:** Teachers provide the most significant impact upon student performance and achievement within the operation of Cumberland Perry AVTS. As such, it is essential that CPAVTS administer a Supervision Plan that clarifies expectations for and support of effective teaching strategies. The primary goal of teacher supervision is to continually increase student achievement and teacher performance.

Expectations and supervision shall emphasize and be aligned with priorities established by the CPAVTS Comprehensive Plan, Curriculum Plan, and PA Teacher Effectiveness guidelines. Teacher Supervision will work within the Danielson Framework. Multiple methods will ensure effective supervision of the following domains of the Danielson Framework:

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

To ensure continual improvement in student achievement and teacher effectiveness, supervision elements will include assurances that center upon communication/support/clarification, student achievement data, and professional development.

**Supervision Element:** Formal Observations

**Frequency/Time:** 2x per Year (tenured instructors)  
4x per year (non-tenured instructors)

**Description:** The formal observation process at CPAVTS utilized multiple stages that address Danielson’s four domains. The formal observation process will utilize the Guiding Questions from the Teacher Effectiveness Model at each stage.

- a. Pre-Observation Conference: The pre-observation conference will focus on Domain 1: Planning and Preparation. Teachers will supply lesson plans and curriculum maps that will be discussed with supervising administrators.
- b. Observation: The supervising administrator will visit the instructors classroom and observe the lesson, with particular attention with regards to Domain 2: Classroom Environment and Domain 3: Instruction.
- c. Post-Observation Reflection: The instructor and administrator will complete the observation rubric.
- d. Post-Observation Conference: The instructor and administrator will meet to discuss perceptions of the lesson and collaboratively complete the observation rubric, including Domain 4.

**Domains Addressed:** All

**Communication:** This is a highly collaborative process framed by two meetings where details are discussed in relation to student performance and teacher effectiveness.

**Data Collection:** Qualitative

**Utilization:** Areas of Improvement/Growth shall be discussed and connected to future observations. In addition, specific elements of growth may be addressed through individual or group/school-wide professional development activities.

**References:** Teacher Effectiveness Rubrics and Sign-Off Sheet  
Guiding Questions

**Supervision Element:** Planning Meetings

**Frequency/Time:** 2x per Year (tenured instructors)  
4x per year (non-tenured instructors)

**Description:** Instructors and Administrators meet in conference to review various aspects of teacher planning and preparation to ensure that planning areas of focus identified to improve teacher performance and student achievement. This includes Long-Range Planning, Short-term planning, use of Research Based Strategies, Integration of Technology, Student Assessments, Integration of Math, Reading and Writing.

**Domains Addressed:** Domain 1 (primarily)

**Communication:** Teachers are provided expectations/rubrics and this meeting largely focuses on the instructor and supervisor reviewing materials, with both noting strengths and weaknesses according to established expectations.

**Data Collection:** Qualitative

**Utilization** Areas of Improvement/Growth shall be discussed and connected to future observations and planning meetings. In addition, specific elements of growth may be addressed through individual or group/school-wide professional development activities.

**References:** Planning meeting Rubric

**Supervision Element:** Walkthroughs

**Frequency/Time:** 1 per teacher each week (minimum)

**Description:** Supervisors will conduct walkthroughs of classroom and laboratory areas and record observations of pre-determined elements.

**Domains Addressed:** Domains 1c, 2c, 2d, 3c and 3d

**Communication:** Teachers are provided expectations/rubrics at the beginning of each year along with clarification, rationale, and professional development. Teachers then receive comments and observations immediately following each walkthrough.

**Data Collection:** Quantitative (via E-walk software)

**Utilization** Areas of Improvement/Growth shall be discussed and connected to SLOs, future observations and planning meetings. In addition, specific elements of growth may be addressed through individual or group/school-wide professional development activities.

**References:** Walkthrough Rubric (the rubric is provided for reference only as E-walk software is utilized,)

**Supervision Element:** Program Outcome Meetings

**Frequency/Time:** 1 per year

**Description:** Data will be tabulated on a variety of program outcome measures. These will then be reviewed for areas of specific deficit or growth. Determination of teacher Student Learning Objectives (SLOs) will consider program outcome data.

**Domains Addressed:** Domain 1, Domain 3

**Communication:** Program outcome data areas are discussed with teachers, JOC, PAC, and OAC to ensure indicators are appropriate.

**Data Collection:** Quantitative

**Utilization:** Areas of Improvement/Growth shall be discussed and connected to SLOs, future observations and planning meetings. In addition, specific elements of growth may be addressed through individual or group/school-wide professional development activities.

**References:** Program Outcome Description  
Program Outcome Sample

**Supervision Element:** Student Learning Objectives

**Frequency/Time:** 1 per year

**Description:** As mandated by the Department of Education, Student Learning Objectives (SLOs) shall identify an area of student growth.

**Domains Addressed:** Domain 1, Domain 3

**Communication:** Teachers and supervisors discuss areas identified through program outcome data or other means.

**Data Collection:** Quantitative

**Utilization:** Areas of Improvement/Growth shall be discussed and connected to SLOs, future observations and planning meetings.

**References:**



**Supervision Element:** Professional Portfolio

**Frequency/Time:** 1 per year

**Description:** Teachers will maintain a professional portfolio that showcases professional responsibilities. This will include communications with parents, OAC, other teachers, self-initiated professional development, and other related areas.

**Domains Addressed:** Domain 4

**Communication:** Teachers will meet with supervisors at the conclusion of the year to discuss professional responsibilities Program outcome data areas are discussed with teachers, JOC, PAC, and OAC to ensure indicators are appropriate.

**Data Collection:** Qualitative

**Utilization:** Areas of Improvement/Growth shall be discussed and connected to individual professional development activities as needed.

**References:** Professional Portfolio Meeting Log/Rubric under construction (not available yet)

**Evaluation:** CPAVTS will utilize PDE 82-1 for final teacher evaluations in June of each year. This is a summative assessment of the supervision components as described in this plan. This is a collaborative effort between the admin team and discussed provided to the instructor. The principal shall meet with and present the 82-1 to the instructor, who may provide feedback and request reconsideration.

# Educator Effectiveness Timeline

**August** Discuss/Review/Revise Evaluation Process

Review/Discuss/Model Domains

**September** Program outcome meetings

SLO identified

**Sept.-May** Administrator

- Observations (formal or informal)
- Walkthroughs
- Lesson Plans
- Coordinate Planning Meetings
- Other applicable observations

Teacher

- Gather evidence for portfolio

**January** Mid-year meeting to review evidence and SLO progress

**May** Teacher Self-Evaluation submitted with portfolio

SLO reviewed

Administrator reviews and prepares evaluation

Year-end meeting to review evaluation

Teacher may submit additional evidence

If applicable, evaluation revised

Evaluation signed

Teacher:		Observer:	
Pre-conference Date:	Lesson Date:	Post-conference Date:	

Pre-Conference		Post-Conference	
DOMAIN 1		DOMAIN 2:	
<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D	<b>1a. Demonstrating Knowledge of Content and Pedagogy:</b> <i>What is the content to be taught? What prerequisite learning is required?</i>	<b>2a. Creating a Climate of Respect and Rapport</b> <i>Teacher Interaction with Students Student Interactions with One Another</i>	<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D
<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D	<b>1b. Demonstrating Knowledge of Students:</b> <i>Characterize the class. How will you modify this lesson for groups or individual students?</i>	<b>2b. Creating a Culture for Learning</b> <i>Importance of the Content Expectations for Learning and Achievement Student Pride in Work</i>	<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D
<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D	<b>1c. Selecting Instructional Outcomes:</b> <i>What do you want students to learn during this lesson?</i>	<b>2c. Managing Classroom Procedures</b> <i>Management of Instructional Groups Management of Transitions Management of Materials And Supplies Performance of Non-Instructional Duties Supervision of Volunteers And Paraprofessionals</i>	<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D
<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D	<b>1d. Demonstrating Knowledge of Resources:</b> <i>What resources were considered for this lesson and rejected? Why? What resources will be used? Why?</i>	<b>2d. Managing Student Behavior</b> <i>Expectations Monitoring of Student Behavior Response to Student Misbehavior</i>	<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D
<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D	<b>1e. Designing Coherent Instruction:</b> <i>List very briefly the steps of the lesson</i>	<b>2e. Organizing the Physical Space</b> <i>Safety and Accessibility Arrangement of Furniture and Use of Physical Resources.</i>	<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D
<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D	<b>1f. Designing Student Assessments:</b> <i>How will you measure the goals articulated in 1c? What does success look like?</i>		

(Bulleted notes are intended to be a summary of pre- and post-conference discussions)

Post-Conference		Post-Conference	
DOMAIN 3		DOMAIN 4:	
<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D	<b>3a. Communicating with Students</b> <i>Expectations for Learning</i> <i>Directions and Procedures</i> <i>Explanations of Content</i> <i>Use of Oral and Written Language</i>	<b>4a. Reflecting on Teaching:</b> <i>What reflections caused you to design the lesson as you did? After the lesson, state whether the objectives have been met, specifically by whom, and how you know.</i>	<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D
<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D	<b>3b. Using Questioning and Discussion Techniques</b> <i>Quality of Questions</i> <i>Discussion Techniques</i> <i>Student Participation</i>	<b>4b. Maintaining Accurate Records:</b> <i>How do you track student learning as it relates to this lesson?</i>	<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D
<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D	<b>3c. Engaging Students in Learning</b> <i>Activities and Assignments</i> <i>Grouping of Students</i> <i>Instructional Materials and Resources</i> <i>Structure and Pacing</i>	<b>4c. Communicating with Families:</b> <i>What specifically have you learn by communicating with families that impacted your planning of this lesson/</i>	<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D
<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D	<b>3d. Assessing Student Learning</b> <i>Assessment Criteria</i> <i>Monitoring of Student Learning</i> <i>Feedback to Students</i> <i>Student Self-Assessment and Monitoring of Progress</i>	<b>4d. Participating in a Professional Community:</b> <i>In what ways is today's lesson related to collaboration with colleagues?</i>	<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D
<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D	<b>3e. Demonstrating Flexibility and Responsiveness</b> <i>Lesson adjustment</i> <i>Response to Students</i> <i>Persistence</i>	<b>4e. Growing and Developing Professionally:</b> <i>What aspects of this lesson are the result of some recent professional learning?</i>	<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D
		<b>4f. Showing Professionalism:</b> <i>In what ways have you been an advocate for students that relate directly to this lesson?</i>	<input type="checkbox"/> U <input type="checkbox"/> NI <input type="checkbox"/> P <input type="checkbox"/> D

(Bulleted notes are intended to be a summary of pre- and post-conference discussions)

## OBSERVATION SUMMARY

**Component Strengths of the Teacher's Practice** *(List no more than two components.)*

**Component Areas for Growth in the Teacher's Practice** *(List no more than two components.)*

**Next Steps:** *(List no more than two components)*

**We have conducted a conversation and rubric assessment on the above items.**

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

**Teacher's Additional Comments:**

(Bulleted notes are intended to be a summary of pre- and post-conference discussions)

### Domain 1: Planning and Preparation (complete prior to PRE-OBSERVATION meeting)

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students' prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teachers work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way.

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Distinguished	Notes/Comments
<b>1a: Demonstrating knowledge of content and pedagogy</b>	Teacher's plans and practice demonstrate evidence of little to no knowledge of the important concepts in the discipline, prerequisite relationships between them, or of the instructional practices specific to that discipline and alignment to PA Academic Standards.	Teacher's plans and practice demonstrate evidence of knowledge of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline and their alignment to PA Academic Standards.	Teacher's plans and practice demonstrate evidence of the application of the important concepts in the discipline, prerequisite relationships between them and of the instructional practices specific to that discipline and their alignment to PA Academic Standards.	Teacher's plans and practice demonstrate evidence of extensive knowledge and application of the important concepts and structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when designing instruction and designs strategies for causes of student misunderstanding. Teacher shows strong evidence of building alignment with PA Academic Standards and differentiates for student progress in planning.	
<b>1b: Demonstrating knowledge of students</b>	Teacher's plans contain little to no evidence of knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and has done nothing to seek such understanding.	Teacher shows awareness of the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and has added to that knowledge for the class as a whole.	Evidence that the teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and seeks to incorporate that knowledge into the planning for specific groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and uses this knowledge regularly in planning for the benefit of individual students.	
<b>1c: Setting instructional outcomes</b>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, do not relate to PA Academic Standards or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of unrelated activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, are appropriate for different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and PA Academic Standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students and different styles of learning.	
<b>1d: Demonstrating knowledge of resources</b>	Teacher demonstrates little to no familiarity with resources to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher shows evidence of some familiarity with resources available through the school or district to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not actively seek to extend such knowledge.	Teacher is fully aware of resources available through the school or district to enhance own knowledge and develops and maintains a database or list of resources, and uses them in teaching, or to meet individual student needs.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, and uses them in teaching, and to meet individual student needs.	
<b>1e: Designing coherent instruction</b>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences shows evidence of partial alignment with instructional outcomes, some of which may engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates and aligns knowledge of content, of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates and aligns knowledge of content, of students and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and includes different pathways according to student needs.	
<b>1f: Designing student assessment</b>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. There is no evidence that assessment results influence planning.	Teacher's plan for student assessment is partially aligned with the standards and instructional outcomes, contains no clear criteria, and is inappropriate for at least some students. Teacher shows some evidence of intent to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the standards and instructional outcomes, uses clear criteria, and is appropriate to the needs of students. Teacher shows specific evidence of intent to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the standards and instructional outcomes, uses clear criteria that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher shows clear evidence of intent to use assessment results to plan future instruction for individual students.	

## Domain 2: The Classroom Environment (complete prior to POST-OBSERVATION meeting)

Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available.

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Distinguished	Notes/Comments
<b>2a: Creating an environment of respect and rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and are characterized by sarcasm, put-downs, or conflict. Standards of behavior are not clear or visible in the classroom.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. Minimal evidence of clear standards of behavior being visible in the classroom.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. Standards of behavior are clear and visible and there is evidence that standards are consistently maintained.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. Evidence that the teacher places a high priority on appropriate and respectful behavior and interaction and behavioral standards are clear and consistent.	
<b>2b: Establishing a culture for learning</b>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject in evidence, modest expectations for student achievement, and little student pride in work. Evidence that both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating visible pride in their work.	Evidence of high levels of student energy and teacher passion for the subject that create a culture for learning in which everyone shares a belief in the importance of the subject. All students hold themselves to high standards of performance, for example by initiating improvements to their work.	
<b>2c: Managing classroom procedures</b>	Much instructional time is lost due to inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Class period runs smoothly and efficiently.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Evidence of a community that takes pride in their classroom operation.	
<b>2d: Managing student behavior</b>	No evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is inconsistent, repressive, or disrespectful of student dignity.	Evidence that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Evidence that standards of conduct are clear to students, and that the teacher monitors student behavior against those standards. Teacher response to student misbehavior is consistent, appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting and maintaining them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	
<b>2e: Organizing physical space</b>	The physical environment is unsafe, or some students do not have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. Teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students. The teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Opportunities are available to all learning styles. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.	



### Domain 3: Instruction (complete prior to POST-OBSERVATION meeting)

All students are highly engaged in learning and make significant contribution to the success of the class through participation in equitable discussions, active involvement in their learning and the learning of others. Students and teachers work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teachers recognize their responsibility for student learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Distinguished	Notes/Comments
<b>3a: Communicating with students</b>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.	
<b>3b: Using questioning and discussion techniques</b>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. The students are engaged and participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.	
<b>3c: Engaging students in learning</b>	Activities and assignments, materials, and groupings of students are inappropriate and ineffective to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate and effective for the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully developed or maintained.	Activities and assignments, materials, and groupings of students are fully appropriate and effective for the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pacing.	Students are highly intellectually engaged throughout the lesson in significant learning and make relevant and substantive contributions to the activities, student groupings, and materials. The lesson is adapted to the needs of individuals, and the structure and pacing allow for student reflection and closure.	
<b>3d: Using assessment in instruction</b>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.	
<b>3e: Demonstrating flexibility and responsiveness</b>	Teacher adheres to the instruction plan, even when a change would improve the lesson or students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. Teacher lacks a repertoire of strategies to allow for adaptation of the lesson.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. Teacher maintains a broad repertoire of strategies and uses them quickly and effectively.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or expression of student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies and shows evidence of actively seeking new strategies.	

### Domain 4: Professional Responsibilities (complete prior to POST-OBSERVATION meeting)

Effective teachers have high ethical standards and a deep sense of professionalism. They utilize integrated systems for using student learning data, record keeping and communicating with families clearly, timely and with cultural sensitivity. They assume leadership roles in both school and district projects, and engage in a wide-range of professional development activities. Reflection on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teachers who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and student learning in ways that are respectful and responsive to the needs and backgrounds of all learners.					
Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Distinguished	Notes/Comments
<i>4a: Reflecting on teacher and student learning</i>	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a sometimes accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness and the degree to which outcomes were met and cites evidence to support the judgment. Teacher makes specific suggestions for lesson improvement.	Teacher's reflection accurately and effectively assesses the lesson's effectiveness and the degree to which outcomes were met, cites specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.	
<i>4b: System for managing students' data</i>	Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is either absent, incomplete or in disarray.	Teacher's information management system for student completion of assignments, progress in learning and non-instructional activities is ineffective or rudimentary, not maintained and/or requires frequent monitoring for accuracy.	Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is fully effective.	Teacher's information management system for student completion of assignments, progress in learning and non-instructional activities is fully effective and is used frequently to guide planning. Students contribute to the maintenance and/or interpretation of the information.	
<i>4c: Communicating with families</i>	Teacher provides little/no culturally-appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.	Teacher provides minimal and/or occasionally insensitive communication and response to family concerns. Partially successful attempts are made to engage families in the instructional program with no attention to adaptations for cultural issues.	Teacher provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns. Frequent, successful efforts to engage families in the instructional program are the result of flexible communication.	Teacher provides frequent, culturally-appropriate information to families with student input; successful efforts are made to engage families in the instructional program to enhance student learning.	
<i>4d: Participating in a professional community</i>	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties. The teacher will sometimes become involved in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include voluntary active participation and substantial contributions to a culture of professional inquiry, school events and school/district projects.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.	
<i>4e: Growing and developing professionally</i>	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts feedback on performance with reluctance and no evidence of change and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances, and adapts suggestions for change and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for leadership roles in professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.	
<i>4f: Showing professionalism</i>	Teacher's professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher's interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher's interactions are characterized by honesty, integrity, confidentiality and assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenges negative attitudes and practices, and promotes full compliance with regulations.	

## Planning Meeting Rubric

<p><b>Integration of resources &amp; technology</b> 1d</p>	<p>Teacher demonstrates little or no familiarity of resources and/or technology available to enhance personal knowledge, planning and instruction.</p>	<p>Teacher's plans show some evidence and knowledge of available resources and/or technology to use in instruction. Planning does not suggest teacher is actively trying to extend knowledge of resources and technology to improve instruction.</p>	<p>Teacher is fully aware of available resources and technology for instruction. Teacher maintains a toolbox/database of these to use in daily instruction.</p>	<p>Teacher regularly seeks out new resources beyond the school. Teacher utilizes professional organizations, Internet, community and beyond to enhance their knowledge and to strengthen daily planning and instruction.</p>
<p><b>Student assessments</b> 1c, 1f</p>	<p>Teacher's plans for assessing student learning contain no clear criteria, and is poorly aligned to the instructional outcomes. Assessment is inappropriate and does not address both theory and performance.</p>	<p>Assessments are partially aligned to instructional outcomes, but contains no clear criteria. Assessment results are inconsistently used to plan future instruction.</p>	<p>Assessments are aligned with the instructional outcomes of the program. Clear criteria and rubrics are used for theory and performance assessments. Teacher uses assessment results for planning of future instruction.</p>	<p>Assessments are fully aligned with the instructional outcomes. Criteria is clearly defined in rubrics. Assessment has been differentiated for individuals based on need.</p>
<p><b>Integration of math, reading &amp; writing</b> 1c</p>	<p>Lesson plans do not contain the integration of math, reading and writing.</p>	<p>Lesson plans include some evidence of math, reading and writing integration. The integration is infrequent and does not address the instructional outcomes or authentic, meaningful learning.</p>	<p>Lesson plans include math, reading and writing integration on a weekly or more frequent basis. The integration of these skills contribute to the instructional outcomes of the daily lesson.</p>	<p>Lesson plans include daily, math, reading and writing integration. The integration of these skills is purposeful and creates authentic learning experiences that enhance the course objectives, required POS tasks and desired industry skills.</p>

# CPAVTS Planning Meeting

Instructor \_\_\_\_\_ Evaluator \_\_\_\_\_

Date of Meeting \_\_\_\_\_ School Year \_\_\_\_\_

**CURRICULUM & CONTENT:** *How do your curriculum maps contribute to the development of your daily lessons, and directly align with POS tasks/industry certifications?*

**COMPREHENSIVE LESSON PLANNING:** *Do your daily lesson plans indicate learning outcomes that promote high-level learning, maximize student engagement, reflect POS tasks and mirror your curriculum maps?*

**RESEARCH-BASED STRATEGIES:** *Are your plans clear, easy to follow and do they include a variety of research-based teaching strategies that promote rigor and student engagement?*

**CPAVTS Walk-Thru 2015-2016**

Teacher \_\_\_\_\_

Observer \_\_\_\_\_

Date \_\_\_\_\_

Elements	Not Observed	Needs Improvement (1)	Proficient (2)	Distinguished (3)	Comments
Domain 1c: Setting instructional outcomes (EQ)		<ul style="list-style-type: none"> <li>-Not stated or posted</li> <li>-Is a statement or can be answered with one word</li> <li>-Lacks focus on expected learning</li> <li>-Some instructional time is lost</li> <li>-Classroom routines and procedures are partially effective</li> <li>-Handling transitions are not always successful</li> </ul>	<ul style="list-style-type: none"> <li>-Directly related to observed lesson</li> <li>-Focused with clarity of expected learning</li> <li>-Addresses POS task</li> <li>-Little instructional time is lost</li> <li>-Class runs smoothly and efficiently</li> <li>-Transitions between activities and handling of supplies and non-instructional duties are effective</li> </ul>	<ul style="list-style-type: none"> <li>-Requires extended thinking</li> <li>-Links theory to skill performance</li> <li>-Requires integration of reading, math or writing</li> <li>-Students contribute to seamless operation of class routines</li> <li>-Evidence that of a community that takes pride in their class.</li> </ul>	
Domain 2c: Managing classroom procedures		<ul style="list-style-type: none"> <li>-Response to misbehavior is inconsistent</li> <li>-Frequent redirection is required</li> <li>-Misbehavior impeded instruction/learning</li> </ul>	<ul style="list-style-type: none"> <li>-Students are on task</li> <li>-Students respond appropriately to teacher directions</li> <li>- Consistent correct responses to misbehavior by teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Students work well without constant supervision</li> <li>-Little or no correction is required</li> <li>-Teacher responses indicate understanding of student needs</li> <li>-Few prompts for redirection are observed</li> </ul>	
Domain 2d: Managing student behavior		<ul style="list-style-type: none"> <li>-Little or no student participation</li> <li>-Activities unrelated to EQ</li> <li>-Activities and assignments are ineffective to reach expected outcomes</li> </ul>	<ul style="list-style-type: none"> <li>-Activities and assignments are effective to reach outcomes</li> <li>-All students required to participate</li> <li>-Activities directly related to EQ/outcomes</li> </ul>	<ul style="list-style-type: none"> <li>-Students are engaged in work requiring extending thinking</li> <li>-Teacher provides differentiated activities to meet all student needs</li> <li>-Students play a significant and substantial role in activities</li> </ul>	
Domain 3c: Engaging students in learning		<ul style="list-style-type: none"> <li>-No assessment during lesson</li> <li>-Assessment does not demonstrate student learning</li> <li>-Assessment not appropriate for content</li> <li>-Assessment is not differentiated to meet student needs</li> </ul>	<ul style="list-style-type: none"> <li>-Student learning is clearly measured with feedback</li> <li>-Assessment is appropriate for content</li> <li>-Assessment answers EQ</li> </ul>	<ul style="list-style-type: none"> <li>-Differentiated assessment is used</li> <li>-Formative assessment is used</li> <li>-Assessment requires extended thinking</li> </ul>	
Domain 3d: using assessments in instruction					

1-5 Needs Improvement  
 6-10 Proficient  
 11-15 Distinguished

Total \_\_\_\_\_ / 15

## Cumberland Perry AVTS Program Outcomes

**PURPOSE:** Cumberland Perry AVTS has a stated goal to serve our students and the community by providing outcomes that help students achieve success in the phase of their lives following high school, whether that be college or career readiness. Graduates of Cumberland Perry should have tangible benefits attained through participation in the programs offered at Cumberland Perry and the community should see tangible benefits through the operation of each program within the school. **Though CPAVTS provides many intangible benefits to students and not all outcomes apply to each program, there are certain indicators that, when used together, demonstrate measurable positive outcomes, program vitality, and a return on the investment made by the students and by the community at large in their contributions to and support of Cumberland Perry.**

1	Enrollment	35
2	NOCTI	20
3	CHS/Co-op/POS	10
4	Placement	5
5	OAC	5
6	Student Certification	5
7	Program Accreditation	5
8	HPOL	5
9	Retention Rate	5
10	CTSO/Community Service	5
		100

- 1 **Enrollment** The percentage of program capacity as of the October PIMS report.
  
- 2 **NOCTI Performance** The percentage of eligible students who meet or exceed the competent level for the current year.
  
- 3 **College in the High School/Co-op/POS utilization** The percentage of seniors who earned College in the High School credits, utilize the co-op program, or utilize the POS articulation.
  
- 4 **Occupational Advisory Committee** – The average number of active advisory committee members, based on the average attendance of the most recent two meetings as of April of the current year.
 

4-6 total participants	+3
7+ total participants	+4
2+ Postsecondary, industry association, apprenticeship program participants	+1
  
- 5 **Placement** The percentage of students who cite CPAVTS as instrumental to their current job/school/condition based on the most recent 18 month follow up survey or the most recent available placement data.
  
- 6 **Student Industry Certifications** The percentage of graduates who have earned an industry certification during their time at CPAVTS.
  
- 7 **Program Accreditation** – The program meets or exceeds the standards identified by an accreditation agency or organization related to this program.
 

Yes	5	In progress	3	No	0
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- 8 **HPOL** State or SC WIB High Priority Occupation List.
 

Yes	5	Within past 3 years:	3	No	0
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- 9 **Retention Rate** The year over year return rate for students in the program, as measured on the October 1 PIMS Student Snapshot.
  
- 10 **CTSO or Community Service Participation**

75% - 100% of students	5
50% - 74%	3
0 to 49%	0
  
- ? **Additional Outcomes**  
 Job Shadowing: 50% or more of students participate in job shadowing.

Diesel Technology

Program Outcomes

Data Source	MAX WEIGHT	Scaled CPAVTS Measure 2014-2015	2014-2015				NOTES
			SCALED Program Measure 2014-2015	SCALED Program Measure 2013-2014	SCALED Program Measure 2012-2013	Capacity = 100	
Enrollment	35	28.4	31.5	23.1	24.9	90%	Capacity = 100
NOCTI	20	18.6	20.0	18.4	20.0	100%	67% Advanced; PA=78% Adv.
CHS/Co-op/POS	10	3.9	6.7	5.4	4.1	67%	14 of 21 graduates received college credits or did co-op
Placement	5	2.4	3.8	4.5	3.8	77%	10 of 13 responses indicate current job or major related to program
OAC	5	2.3	3	4	3		6(2) fall/6(0) spring
Student Certification	5	4.0	5.0	5.0	5.0	100%	21 of 21; PA DOT Cat 1 Safety, PA DOT Cat 3 Safety, OSHA 10, EPA Sect. 609 A/C Certification; ASHI First Aid;
Program Accreditation	5	2.7	5	5	5		NATEF
HPOL	5	3.6	5	5	5		HPOL program/occupation
Retention Rate	5	4.3	4.3	3.6	3.5	85%	i.e. 11th graders returning in 12th grade
CTSO/Community Service	5	4.8	3	0	0		Project Share activities; 12 students
Additional Outcomes							
	<b>100.0</b>	75.0	<b>87.3</b>	73.4	74.1		

2013-2014 Goal: Community Service- Courtesy Inspections at Flying J

2014-2015: Explore CDL licensing/ discussed A/C certification

2015-2016

continue CHS; explore logistics of implementation