

Pennsylvania
Department of Education
Teacher and Principal Evaluation Information
Individual LEA Data
For the 2009-10 Rating Period

GENERAL INFORMATION

LEA Name:

Bucks County Montessori CS

AUN Number:

122093460

Address:

219 Tyburn Rd Fairless Hills, PA 19030

Name Superintendent or Chief School Administrator:

Brian P. Long

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TEACHER INFORMATION

Describe the LEA's system used to evaluate the performance of your teachers:

It is always BCMCS's attempt to go with educational best practices, as it is the intent of the Teacher Evaluation Processes, consisting of Formal and Informal Methods [both announced and unannounced], to be a productive and useful progression and course of development for helping teachers become more effective in their teaching and profession. The Informal Evaluation Process is a constant and ongoing practice, being documented and noted on an occurring basis. Informal evaluation observations will be added to appropriate BCMCS evaluation forms in accordance to instance, observances and occurrences in performance, all of which will comprise the summative evaluation(s) at the end of each school year. The Formal Evaluation Process will be completed in accordance to the following: Formal Evaluation Process There are three main steps that comprise the BCMCS formal evaluation process: • Determination of Documentation Form • Pre-Observation • Formal Observation • Post-Observation 1. Determination of Documentation Form: All BCMCS instructional staff will utilize one (or multiple, if having multiple certification and/or credentials) of the listed Observation Forms: • PDE-426 for all PA/State Certified staff • BCMCS Montessori Evaluation Form for all Montessori Credentialed Staff • BCMCS Teaching Assistant/SPED/Specials/Intern/Emergency Certified Form for all other teaching and or instructional staff members. 2. Pre-Observation: In order to best facilitate the observation process, the Principal/CAO and the teacher will meet sometime before the planned lesson occurs. They will discuss the particulars of the lesson so that both parties are very clear as to what will occur. The Principal/CAO will be afforded with content that will be covered and the methodology that will be used to cover it. An objective must be clear and also align with Montessori Aims or State Standards. The dialogue that ensues is designed to bring about clarity for both parties. It is also an avenue to address the teacher's areas of concern, to which the Principal/CAO would offer helpful ideas. Clarity achieved during this process will translate to greater gains as a result of the observation and post-observation process -- making the final write-up during the post-observation piece of the process easier to perform. 3. Observation: The Principal/CAO will document what actually occurs, noting both quantitative and qualitative evaluation performance indicators. As well, the content that the teacher addresses and the methodologies used will be noted. The administrator will also document other issues, such as the procedures used in the classroom, how the teacher handles student questions, and whether or not Montessori ideologies and/or school policies are upheld. The Principal/CAO will use this information to develop a post-observation write-up in the comment sections of the evaluation form, which will be electronically emailed to the teacher for viewing prior to the post-observation/cumulative evaluation process. 4. Post-Observation: As the activities have already occurred for the Formal Observation, the Principal/CAO will then document and present the final write-up process which comprises the Summative Evaluation. Let it be known that the final report is not the true goal of the process. The review is only a tool for helping teachers grow. It instills growth by providing both an honest and fair feedback method for the teacher. The Principal/CAO will reflect on the lesson via the notes that were taken and develop a list of teacher strengths and weaknesses. Furthermore, the Principal/CAO will include suggestions for growth. These suggestions are vital for helping the teacher overcome obstacles and reaching his or her highest teaching potential. Summative Evaluation: The Summative Evaluation essentially comprises the completed evaluation form(s) for the academic school year, all of which will be placed in the permanent file of the teacher on an annual basis. A copy/copies of which will be supplied for teacher verification and signature. Summative evaluations can be used to validate teacher candidacy, verify teacher placements and/or status, as well as to be utilized for ongoing contract stipulations as the BCMCS Board of Trustees determines.

Does the LEA use the results of the teacher evaluation system described above in decisions regarding:

a. Teacher Development? Yes

Bucks County Montessori CS's essential goals in education lies in its pursuit of improving student education, while creating, in each student, an enduring love and passion for learning and the learning process. For this to manifest as outlined in our school's mission and vision statements, attention to our Professional Education Plan [PEP], in conjunction with the Teacher Evaluation process, is paramount. Our school's PEP is appraised on an annual basis for performance, organizational effectiveness, and the overall success that it has on each student. Our intention is that every associated goal be accompanied by a well-designed evaluation plan for determining its effectiveness; and our goal is to have access to an expanding body of knowledge in regard to our PEP which is meaningful and engaging for the students. Our ultimate effort centers inside of the classroom, as it relates to our unique Montessori pedagogy, which requires teachers to not only update their skills for such, but to continually review their own understanding and version of the pedagogy. Therefore, much of our professional development helps teachers learn new roles and teaching strategies universal to the Montessori pedagogy validated through the teacher evaluations and evaluative processes. During the summative teacher evaluation process, three levels of reflection preside: educator practices, organizational changes, and student outcomes. After the summative evaluation to the entire PEP has been completed, we immediately plan an evaluation considering how the data will be used. It is our ultimate goal for this data to be used to inform and adjust for future Professional Development planning needs.

b. Teacher Compensation? Yes

Yes, as teachers and teaching staff are required to receive at least a 'Satisfactory' mark in order to qualify for any BOT mandated increase(s) in pay.

c. Teacher Promotions? No

NA

d. Teacher Retention and Removal? Yes

First and foremost at Bucks County Montessori CS, before future teacher retention can be assessed, it is explained in detail with the teachers, so as to ensure true and accurate analysis. Once the procedure is explained and understood, emailed input from meetings [monthly staff or weekly note from Principal] or impromptu visits are provided to aid in documentation. Teachers are given a complete list of expectations via the school's Provisional Policy 2.6 for aforementioned reference at any time. If teachers cannot demonstrate proficiency or expertise during this basic explanation/evaluation process, then mutual agreement is reached between the teacher and the coordinator [the Principal/CAO] for a different course of study. Our innate school design contains a built-in, inherent mentoring structure for all teachers, as every classroom at BCMCS has a tandem team setup including a lead teacher and an assistant/assisting/intern teacher. Lead teachers fulfill the role of the Montessori facilitator; with the assistant's role varying, as they too can hold Montessori credentials, and/or Special Education degrees, and/or something of the like. All members are situated within a system of familiarity, in essence, each acting as a pseudo-mentor. As the pseudo-mentors do not evaluate each other, they do provide feedback and act as a resource when questions arise in regard to the evaluation process. In addition, Bucks County Montessori CS has created positions [i.e. Montessori Team Leader, Department Leads and Literacy Coaches] to assist and provide support to staff members, both new and experienced. The role of the coaches is non-evaluative in nature and essentially confidential. Their approach to working with the staff is collegial and collaborative, on an as needed basis prompted by the member. Again, however, opinions are provided to the evaluator [Principal/CAO] for resource purposes. BCMCS remains committed to finding and keeping the most

productive and quantifiable staff constituents. The school is committed to hiring and retaining only highly qualified teachers, and looks at the evaluation and evaluation processes as data tools in assisting decisions based on teacher retention and/or dismissal.

Does the LEA teacher evaluation system described above include the following as evaluation criterion:

- a. Student Achievement Outcomes? No
 - b. Student Growth Data? No
- NA

How often does the LEA formally evaluate:

- a. New Teachers (Less than 3 Years)? Other
- b. Experienced Teachers (More than 3 Years)? More than twice a year

Does the LEA use weighting formula(e) and/or rubric(s) to guide teacher evaluators?

- a. Yes or No? If Yes, describe background and process. No
- NA

Does the LEA publicly report teacher evaluation data by school?

- a. Yes or No? (Web link provided if applicable.) No
- NA

LEA Teacher Evaluations Summary:

Number Rated		16
Number Not Rated		
Total Number Employed		16

LEA Teacher Evaluations Detail:

Standard Evaluation System:

Building	Total Employed	Not Rated	Satisfactory	Unsatisfactory
	(Denominator)	(Numerator) %	(Numerator) %	(Numerator) %

Bucks County Montessori CS	16	0	0%	16	100%	0	0%
Totals	16	0	0%	16	100%	0	0%

Note: - All Building percentages are the result of dividing the number of ratings at each level (Numberator) by the building total (Denominator)

- All Total percentages are the result of dividing the total number of ratings at each level (Numberator) by the overall total (Denominator)

***In order to ensure that individual ratings can not be deduced , we have not reported any Teacher or Principal information if building level or LEA level data is less than or equal to 5**

PRINCIPAL INFORMATION

Describe the LEA's system used to evaluate the performance of your Principals:

With the/a Principal's contract or written agreement for employment with BCMCS, the role of the Principal will be outlined with a 'Job Description' demarking the Standard Qualifications & Basic Requirements that he/she is being hired to perform. The Job Description includes the duties and expectations of the job as well as the 'Performance Standards' which will serve as the basis for his/her Performance Evaluation. The Job Description for all administrative staff members who report to the BOT President will be prepared and presented by the BOT President or his/her designate with the approval of the HR Committee of the Board of Trustees. Job Descriptions including Standard Qualifications and Basic Requirements, Duties & Expectations, and Performance Standards may be modified or changed by the Principal and/or BOT President at the discretion of the Board of Trustees, based on the needs of the school, provided that ample written notice is provided to those staff members affected by the modification or change. Such modifications and/or changes will not be typical practice, but is reserved to satisfy needs of the school.

Does the LEA use the results of the principal evaluation system described above in decisions regarding:

- a. Principal Development? No
NA
- b. Principal Compensation? No
NA
- c. Principal Promotions? No
NA
- d. Principal Retention and Removal? NA
NA

Does the LEA principal evaluation system described above include the following as evaluation criterion:

- a. Student Achievement Outcomes? No
- b. Student Growth Data? No

How often does the LEA formally evaluate:

- a. New Principals (Less than 3 Years)? Annually

LEA Principal Evaluation Detail:

	Total Employed	Not Rated	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	(Denominator)	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %
RatingTitle			1 – Failed To Achieve Standard:	2 - Approaching Standard:	3 - Meets Standard:	4 – Exceeds Standard:		
Unsatisfactory/Satisfactory			Unsatisfactory	UNSATISFACTORY	Satisfactory	Satisfactory		Satisfactory
Totals	*	* %	* %	* %	* %	* %	* %	* %

Note: - All Total percentages are the result of dividing the total number of ratings at each level (Numberator) by the overall total (Denominator)

***In order to ensure that individual ratings can not be deduced , we have not reported any Teacher or Principal information if building level or LEA level data is less than or equal to 5**