

Pennsylvania
Department of Education
Teacher and Principal Evaluation Information
Individual LEA Data
For the 2012-13 Rating Period

GENERAL INFORMATION

LEA Name:

Bellefonte Area SD

AUN Number:

110141103

Address:

318 N Allegheny St Bellefonte, PA 16823

Name Superintendent or Chief School Administrator:

Dr. Cheryl A. Potteiger

For Information Contact:

Dr. Cheryl A. Potteiger

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TEACHER INFORMATION

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

BELLEFONTE AREA SCHOOL DISTRICT PROFESSIONAL EMPLOYEE SUPERVISION/EVALUATION PLAN August 2012 Revision Effective supervisory plans regard professional employees as unique individuals with varying professional needs and skill levels. Bellefonte Area School District aspires to provide professional employees with continuous and career-long growth opportunities that take the varied needs of its staff into consideration by encouraging goal setting, reflection, inquiry, and risk-taking. In 2002, the Bellefonte Area School District developed a supervision plan focused on the implementation of exemplary supervisory practices identified by the Pennsylvania Association of Supervision and Curriculum Development (PASCD) and the work of Danielson and McGreal (2000). The plan was revised in 2004 and then again in 2008 and 2012. This plan provides a framework for professional growth with a greater focus on increasing student achievement through the effective implementation of exemplary supervisory practices identified by Nolan and Hoover in Teacher Supervision and Evaluation: Theory into Practice (2008).

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

a. Teacher Development? Yes

Teachers, with administrative guidance & approval, develop yearly professional growth goals. The teacher documents his/her progress towards accomplishing the goals, shares progress with a portfolio team of colleagues, shares progress with building administrator, and submits a report with supporting evidence in a portfolio to the building administrator at the end of the school year.

b. Teacher Compensation? No

c. Teacher Promotions? No

d. Teacher Retention and Removal? Yes

Should a teacher receive an unsatisfactory rating on two consecutive occasions, steps would be taken to terminate the employee. Evaluation results provide evidence of how a teacher is performing and will inform the teacher's placement in the district's supervision plan the following year.

Does the LEA teacher 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 Teachers (Less than 3 Years)? Twice a year

b. Experienced Teachers (More than 3 Years)? Annually

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

Does the LEA publicly report teacher evaluation data by school?

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

LEA Teacher Evaluations Summary:

Number Rated	245
Number Not Rated	0
Total Number Employed	<u>245</u>

LEA Teacher Evaluations 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) %
Unsatisfactory/Satisfactory			Unsatisfactory					Satisfactory
Pleasant Gap El Sch	22	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	22 100 %
Bellefonte Area HS	79	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	79 100 %
Bellefonte Area MS	59	0 0 %	1 1.7 %	0 0 %	0 0 %	0 0 %	0 0 %	58 98.3 %
Bellefonte El Sch	38	0 0 %	2 5.3 %	0 0 %	0 0 %	0 0 %	0 0 %	36 94.7 %
Marion-Walker El Sch	28	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	28 100 %
Benner El Sch	19	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	19 100 %
Totals	245	0 0 %	3 1.2 %	0 0 %	0 0 %	0 0 %	0 0 %	242 98.8 %

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:

Principal Evaluation The purpose of this evaluation is to enhance the effectiveness of an administrator in making a contribution toward advancing the mission of Bellefonte Area School District. Regular communication is encouraged between administrators and their immediate supervisors on goals, accomplishments, and areas for greater focus or improvement. This form is meant as a foundation for an annual discussion of performance.

Service to District

- Shows an awareness of the total organization and its missions when organizing and planning goals, objectives, and activities.
- Employs long range planning and moves in a positive direction toward long range goals in one's area of responsibilities.
- Operates effectively within the guidelines, rules, and policies of the district.
- Is active in organizations related to self growth and improvement, and uses that information to update personal and job-related skills.
- Has confidence in his or her ability as a leader and enhances self-confidence in others.
- Is recognized as a leader by supervisors, associates, and staff.
- Works effectively in a team environment with the district administrative team.
- Maintains high ethical standards while supporting the district mission and policies.

Interpersonal Skills

- Shows enthusiasm for job.
- Demonstrates, through everyday practice, an understanding of the population being served.
- Establishes a climate of mutual trust and acceptance.
- Places the interests and well-being of the organization, group, and others before one's personal benefit.
- Displays a sense of humor and maintains a positive perspective in group endeavors.
- Gives and accepts constructive feedback for the improvement of performance. Gives recognition in general and in particular to those groups and individuals whose performance has been noteworthy.
- Communicates with others in an effective and tactful manner.
- Responds to and accords respect to complaints and concerns expressed by others.

Performance Objectives

- Demonstrates a capacity for professional growth when placed in a new position or situation. Keeps abreast of the latest philosophy and methods in his or her area of expertise, with application to the job.
- Is accurate, complete, direct, and grammatically correct in written and oral communications.
- Employs conflict resolution strategies effectively to resolve issues without compromising one's principles.
- Assumes responsibility, makes difficult decisions, and takes appropriate action.
- Assist with the design and implementation of curriculum changes in order to facilitate Chapter 4 regulations.
- Insure that all programs are operating effectively, and in accordance with Federal and State regulations and standards.
- Emphasize student achievement as the primary goal of schooling.
- Generate district reports and budget development in an accurate and timely manner.

Organization and Planning

- Plans, organizes work, delegates, coordinates and effectively uses time and resources.
- Encourages and deploys the talents of others to accomplish a task.
- Identifies both program and people needs and/or problems.
- Executes a planned approach to problem solving.
- Maintains organizational flexibility and is willing to change.
- Seeks and receives feedback in a constructive manner and applies it to enhance performance.
- Manages time to complete tasks on time with other administrators within the framework of assigned responsibilities.
- Completes tasks according to deadlines established by immediate supervisor and superintendent.

Goal Selection and Attainment

- Develops individual goals, submitting them on time, and providing for an end of year activity description in regard to their attainment.
- Recognizes the goals of the district, and works as part of the team in their attainment by actively participating as directed by the administration.
- Recognizes the goals of the state, and works as part of the team in their attainment.
- Recognizes the goals of the federal government (NCLB), processing all required objectives and evaluative measures as appropriate to the job function.
- Constructs personal and professional goals that are not part of the formal goal setting process, for the purpose of supporting self-growth, and general improvement of job related functions and responsibilities.
- While executing goals, works effectively in a collaborative environment, interacting with coworkers in a positive and cooperative manner.
- Articulates all goals to respective team players (faculties and staff in buildings, or in the case of administrative assistants, other team members who need to be involved).
- Willingness to try new and different approaches to reach goals, being creative and flexible for developing ideas.

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

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

Principals may set personal goals that can be worth up to a 2% salary increase. Goals must be tied to the district's strategic plan

Should a Principal receive an unsatisfactory rating on two consecutive occasions, steps would be taken to terminate the employee. Evaluation results provide evidence of how a Principal is performing and will inform the Principal's placement in an improvement plan after the first unsatisfactory. Should another unsatisfactory rating occur, that principal will be recommended for termination.

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
- b. Experienced Principals (More than 3 Years)? Annually

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

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

Does the LEA publicly report principal evaluation data by school?

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

Does your LEA have at least one Principal position? Yes

Does your LEA have at Standardized Principal Evaluation System? Yes

LEA Principal Evaluations Summary:

Number Rated	6
Number Not Rated	0
Total Number Employed	6

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) %
Unsatisfactory/Satisfactory			Unsatisfactory	Satisfactory	Satisfactory	Satisfactory		Satisfactory
Totals	6	0 0%	1 16.7%	0 0%	0 0%	5 83.3%	0 0%	0 0%

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