

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

GENERAL INFORMATION

LEA Name:

Delaware County IU 25

AUN Number:

125000000

Address:

200 Yale Avenue Morton, PA 19070-1918

Name Superintendent or Chief School Administrator:

Lawrence J. O'Shea, Ph.D.

For Information Contact:

John P. Curtin, Ed.D.

Email:

jcurtin@dciu.org

Phone:

610-938-9000

TEACHER INFORMATION

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

The Delaware County Intermediate Unit (DCIU) mission statement is clear about its primary focus. It is about creating leadership and providing leadership in the development and delivery of quality cost effective programs and services to school communities. Our three primary beliefs are: (1) A commitment to providing diverse and flexible educational programs in a safe environment; (2) Promoting forward thinking, creativity, partnerships, and encouragement of positive change; (3) To maintain an entrepreneurial spirit of developing meaningful goals that indicates the success of our mission. These three primary beliefs and particularly the third belief regarding meaningful goals that indicate the success of our mission is a key component in the development and implementation of a supervision and evaluation plan for the Delaware County Intermediate Unit. The overriding purpose and focus of this plan is to: (a) identify a variety of components essential in a comprehensive supervision and evaluation; (b) identify specific training and professional development opportunities essential to the success of the implementation of a plan and (c) develop specific mechanisms to ensure the institutionalization of the model including annual reviews of processes and procedures so it can be effectively implemented and utilized as part of the organizational thinking and planning. It is recognized by the entire administration of the DCIU that development of this plan is a top priority. Throughout the history of education, supervision and evaluation of staff has been a critical component...not because of the focus on teacher performance, but because of the importance of that teacher's actions on student learning. Unless teacher performance is directly impacting on student learning, no change and therefore no real learning may be occurring. It is the belief of our supervision and evaluation planning team that a comprehensive plan focused primarily on teaching and learning activities will have the greatest opportunity to impact on student learning. Therefore this model is designed to incorporate the best research and thinking regarding supervision and evaluation. As such we will be using three major components: (1) Goal setting for both the organization and individual;(2) Differentiated supervision model using three primary subparts; (3) The Frameworks Observation Program model developed by Charlotte Danielson, and published in 1996 in her book, Enhancing Professional Practice: A Framework for Teaching. We have also borrowed from her latest book, Enhancing Student Achievement: a Framework for School Improvement. A Third primary resource utilized was Teacher Evaluation, by Charlotte Danielson and Thomas McGreal. All three of these books link closely to the belief system of the DCIU and to the best practices that we see in supervision and evaluation. In addition we will be looking to incorporate the use of the Pennsylvania Department of Education's new evaluation models currently referred to as 426, 427, and 428 for use with our staff in the development of this new model. As a result of working with our staff we believe that the use of form 426 and 427 for teachers who have Instructional I certificates, and 428 forms for those who have achieved Instructional II status, will facilitate our goals. DCIU began using PDE forms 426, 427, and 428 in place of 5501 form during the fall of 2003. It is the belief of the committee that the use of a comprehensive model will both enhance the quality of teaching and learning in a classroom but will also provide great learning opportunities for supervisory and administrative staff. Everyone will be participating in professional development and training activities so that a comprehensive understanding of what good teaching and learning practices are, and good supervision and evaluation practices are, can and will be developed and implemented at the DCIU. Differentiated Supervision Overview - An Action Plan provides the focus for the three modes in the Differentiated Supervision/Evaluation staff development program. These modes include: (1) Focused Supervision; (2) Collegial Supervision; and (3) Self-Directed Supervision. A Differentiated Supervision model allows professional staff and administrators options in choosing modes best suited for their professional development needs. From year to year, staff members may be involved in the different modes. There is one mode (#1) that is required for specific staff –Focused Supervision. This mode is required for (1) All non-tenured employees; (2) All tenured, but new employees; and (3) Employees who have been identified as being “at-risk.” All non-tenured staff stays in the Focused Supervision mode until attaining tenured status. All tenured, but new, staff stays in Focused Supervision for a minimum of one year. All “at-risk” staff stays in Focused Supervision until they have attained the necessary skills. After successful Focused Supervision, a staff member automatically moves to Collegial Supervision. Each of these modes are defined and explained in detail in the following sections. Focused Supervision Definition - Focused Supervision is a process of supervision that allows staff and administrators numerous opportunities for consultation and support regarding the skills described in the IU Supervision/Evaluation rubrics (see Part D). They include the four areas of: (1) Planning and Preparation; (2) Classroom Environment; (3) Instructional Delivery; (4) Professionalism. Eligibility - Focused Supervision is a process of supervision that allows staff and administrators numerous opportunities for consultation and support regarding the skills described in the IU Supervision / Evaluation rubrics (see Part D). Staff members are placed in this mode if they are: (1) Non-Tenured Staff: a staff member who has fewer than three years of service in Pennsylvania and has not yet received six satisfactory approved PDE (IU) ratings; (2) New Staff: a tenured, but new, staff member with less than one year of employment with the Intermediate Unit; and (3) “At-Risk” Staff: a staff member whose supervisor has identified and noted one or more significant need(s) on their most recent observation/evaluation. They have a rating of Basic or Unsatisfactory in at least one category on the approved PDE (IU) rating form. Components Action Plan: The Plan will address goals for the non-tenured or new staff member. The Plan will have sufficient detail and clarity for each goal including methods of meeting the goals, support available, and ways to measure the progress. Improvement Plan: The Plan will offer the “at-risk” staff member a detailed plan of correction and support. The Plan will detail the expectations and timeline. Observation: The Plan will offer regular and frequent opportunities for the supervisors to observe a lesson, activity and/or case management and meet with staff member concerning these observations. Supervision: The Plan will offer administrative support using the IU rubrics as the foundation for successful professional growth and development. Collegial Supervision Definition - Collegial Supervision is a method of supervision that enables staff members to work collaboratively to examine, refine, and enhance positive student and professional performance in their assignment. Eligibility - Staff members may participate in this mode: (1) If tenured and permanently certified; (2) At the request and with the approval of the Supervisor; and (3) If they have received Proficient or distinguished ratings on the approved PDE (IU) rating form for at least three years prior to participation and have been employed at least one year at the Intermediate Unit. Components Action Plan: The Plan will include one team goal, a detailed plan to achieve the goal, and a measurement plan to evaluate with the Supervisor the achievement of the group goal. An individual goal may be added. Consultation: This process will include a meeting with the Supervisor to refine and approve the goal; data will help to support the progress and completion of the goal. Supervision: Reflective conferencing with the supervisor will occur to review data and provide feedback as needed or requested. Evaluation: The Supervisor will evaluate success based on the successful completion of the Action Plan components (goals, plan, progress, results, and self-assessment). Self-Directed Development Definition - Self-Directed Development is a method of supervision that enables an individual to explore in depth new ideas or interests, which improve student and/or professional growth via programmatic or organizational development. Eligibility- Staff members may participate in this mode: (1) If tenured and permanently certified and have at least multiple years of experience in their related field during their employment at the Intermediate Unit; (2) At their request and with the approval of the Supervisor; (3) If they have received Proficient or Distinguished ratings on the approved PDE (IU) rating form for at least three years prior to participation and at least one year at the Intermediate Unit; and (4) With the understanding they will be asked to share their project with others and the IU for their efforts will recognize them. Components Action Plan: The Plan will be for a quality action project that is of value to students, parents, staff, program, or the organization, and which maximizes the benefit to the intended group. The Plan will have sufficient details to include methods to complete and evaluate the project and determine how the project will be shared. Consultation: The Supervisor will meet with the individual to review and approve the project and to consult on the progress. The individual would be responsible to keep data that supports the successful progress and completion of the project. Supervision: The Supervisor will meet with the individual to review the data collected and the progress on the project. Suggestions will be given as needed or requested. Evaluation: The Supervisor will meet with the individual to review the self-assessment and to evaluate the progress and results of the project.

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

a. Teacher Development? Yes

Only used if there is a need for professional growth to support someone from not getting an unsatisfactory rating

b. Teacher Compensation? No

- c. Teacher Promotions? No
- d. Teacher Retention and Removal? Yes

If a person is unsatisfactory, an improvement plan is developed.

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)? 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. Yes

Rubric based on work of Charlotte Danielson

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		224
Number Not Rated		11
Total Number Employed		235

LEA Teacher Evaluations Detail:

Standard Evaluation System:

Building	Total Employed	Not Rated		Satisfactory		Unsatisfactory	
	(Denominator)	(Numerator)	%	(Numerator)	%	(Numerator)	%
Delaware County IU 25	235	11	4.7 %	224	95.3 %	0	0 %
Totals	235	11	4.7 %	224	95.3 %	0	0 %

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

- All Total percentages are the result of dividing the total number of ratings at each level (Numerator) 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:

NA

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

a. Principal Development? NA

NA

bPrincipal Compensation? NA

NA

c. Principal Promotions? NA

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? NA

b. Student Growth Data? NA

NA

How often does the LEA formally evaluate:

- a. New Principals (Less than 3 Years)?
- b. Experienced Principals (More than 3 Years)?

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. NA

NA

Does the LEA publicly report principal evaluation data by school?

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

NA

LEA Principal Evaluations Summary:

Rating System

Number Rated

Number Not Rated

Total Number Employed

LEA Principal Evaluation Detail:

	Total Employed	Not Rated	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	(Denominator)	(Numerator) %						
RatingTitle								
Unsatisfactory/Satisfactory			Unsatisfactory					Satisfactory
Totals	*	* %	* %	* %	* %	* %	* %	* %

Note: - All Total percentages are the result of dividing the total number of ratings at each level (Numerator) 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