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

GENERAL INFORMATION

LEA Name:
Bellefonte Area SD

AUN Number:
110141103

Address:
318 N Allegheny St. Bellefonte, PA 16823-1613

Name Superintendent or Chief School Administrator:
Dr. John DiNunzio

For Information Contact:
Dr. Cathy Y. Brachbill

Email:
cbrachbi@basd.net

Phone:
814-355-4814, ext. 3004

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 2008 Revision

INTRODUCTION

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 2006. The 2008 revision was prepared in collaboration with a greater vision for professional employee supervision and evaluation: Theory into Practice (2008).

PROGRAM GOAL

The ultimate goal of the Bellefonte Area School District Professional Employee Supervision/Evaluation Plan is to provide a framework to support the development of professional employee skills and knowledge that will result in increased achievement for all students. The district’s vision includes developing a learning community where all educators employ effective “best” practices and nurture a culture conducive to student learning and continuous professional growth. BASD’s Supervision/Evaluation Plan was developed to align with the Pennsylvania Department of Education’s requirements and Professional Growth and Evaluation: Theory into Practice. The Core Requirements, Professional Competencies, and evaluation model all align with the four evaluation categories described in PDE’s evaluation forms (PDE 426, PDE 427, and PDE 428). In addition to the District’s supervision/evaluation plan, summer workshops, in-service programs, graduate courses, conferences, extended Tuesdays, and induction and mentoring programs all contribute to the professional growth of district employees. These opportunities enable professional employees to comply with the requirements of Act 48 of 1999 to maintain professional supervision/DIFFERENTIATED SUPERVISIONThe Bellefonte Area School District Supervision/Evaluation plan includes four professional growth areas which focus on the attainment of core competencies: Planning and Preparation for Standards-Aligned Instruction Competencies; Classroom Environment/Classroom Management Competencies; Instructional Delivery/Implementing Standards-Aligned Instruction Competencies; Professionalism Competencies. The plan also includes three modes which focus on the development and demonstration of professional skills and content-area knowledge.

Proficiency Atainment Mode for non-tenured professional employees: Focused Assistance Mode for tenured professional employees: Corrective Assistance Mode for tenured or non-tenured professional employees

The Professional Growth Portfolio developed by each tenured professional employee should provide evidence of an employee’s professional growth throughout a school year and the impact of professional development on student achievement. Each employee’s portfolio includes all aspects of their professional growth throughout the school year. The purpose of the Professional Growth Portfolio is to document the professional growth of the employee as well as provide a foundation for the annual evaluation conference. The professional growth portfolio contains information on the Teaching Competencies Supervision Cycle for Tenured Professional Instructional EmployeesThe district’s supervision/evaluation plan provides opportunities for individuals to grow professionally through participation in a cycle of differentiated supervision that can be tailored to meet the unique needs of each professional staff member. All professional educators are encouraged to grow professionally throughout their careers through a cycle of differentiated supervision. The Professional Growth Portfolio is a professional development tool that supports the professional growth of instructional employees. The Pennsylvania Department of Education (PDE) evaluation requirements. Tenured professional employees with satisfactory ratings are required to participate in the Core Teaching Competencies Supervision Cycle as illustrated below. The model is based on a four-year cycle with tenured instructional professional employees taking part in a different professional growth focus area each year. A tenured professional employee in his or her first year with the Bellefonte Area School District will be assigned to Instructional Delivery/Implementing Standards-Aligned Instruction (Category III) competencies. Tenured non-instructional employees (e.g., nurses, guidance counselors, psychologists) will be assigned to professional growth focus areas as described in their respective core competencies document (e.g., Core Competencies for Guidance Counselors, Core Competencies for School Nurses, and Core Competencies for School Psychologists).

Core Teaching Competencies Supervision Cycle Each focus area of the Core Teaching Competencies Supervision Cycle requires the professional employee to establish goals in order to enhance or support their professional practices in the areas identified in the Core Teaching Competencies and to compile a Professional Growth Portfolio to document progress towards attaining the established goals. A Professional Growth Portfolio should include: an implementation plan for achieving the established goals, evidence of plan implementation, and an evaluation of the progress that was made towards achieving professional growth goals, including the impact on student learning.

The professional employee will impact their instructional practice and the overall effectiveness of their classroom instruction as required by the Pennsylvania Department of Education (as indicated on PDE 426 and 427 evaluation forms). The figure below illustrates the Proficiency Attainment Mode.

Proficiency Attainment Mode The Proficiency Attainment Mode is a method of supervision focused on supporting the professional development needs of non-tenured professional employees. The objective of this mode is to provide the support that non-tenured professional employees need in order to develop and demonstrate proficiency in all areas of the Core Competencies. When assigned to Proficiency Attainment, the professional employee will work closely with an administrator to develop in the areas necessary to support their instructional practice. The non-tenured professional employee will be assigned by employees assigned to this mode will be used as documentation for the professional development needs of the non-tenured professional employee. The professional employee will be assigned as a mentor to non-tenured professional employees. The professional employee will work closely with an administrator to develop in the areas identified by the administration. The tenured professional employee will remain in the Focused Assistance Mode until the necessary improvements are made. Professional employees who fail to make the necessary improvements will subsequently be placed in the Corrective Assistance Mode. A method of supervision focused on supporting the professional development needs of non-tenured professional employees who have been identified as needing improvements for professional growth. The professional employee will work closely with an administrator to develop in the areas identified by the administration. The tenured professional employee will remain in the Focused Assistance Mode until the necessary improvements are made. Professional employees who fail to make the necessary improvements will subsequently be placed in the Corrective Assistance Mode. Eligibility for Focused Assistance Professional employees in the Corrective Assistance Mode are eligible for Corrective Assistance as long as they are not required to improve their performance in order to meet the professional growth needs of their students. Professional employees who have been identified as needing improvements in the Corrective Assistance Mode are required to improve their performance in order to meet the professional growth needs of their students.

Employment Improvement Plan When a teacher has received an unsatisfactory rating, a formal assistance plan must be implemented. The administrator will develop the improvement plan and present the plan at a Corrective Assistance Improvement Plan conference. An Employment Improvement Plan shall include the following components: 1. Employee name,
position, and date. An outline of the deficiencies and identification of the documentation of those deficiencies. The improvement goals. A plan of action to address each improvement goal, including procedures for data collection. A monitoring plan that establishes timelines and expected documentation. Signatures from the employee, supervisor, and other attendees of the improvement plan conference.

**EVALUATION**

The Bellefonte Area School District uses PDE forms 426 and 428 to evaluate teachers.

**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

   NA

c. Teacher Promotions? No

   NA

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

   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. 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 | 229
---|---
Number Not Rated | 0
Total Number Employed | 229

LEA Teacher Evaluations Detail:

Standard Evaluation System:

<table>
<thead>
<tr>
<th>Building</th>
<th>Total Employed</th>
<th>Not Rated</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Denominator)</td>
<td>(Numerator)</td>
<td>(Numerator) %</td>
<td>(Numerator) %</td>
</tr>
<tr>
<td>Benner El Sch</td>
<td>19</td>
<td>0</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td>Marion-Walker El Sch</td>
<td>22</td>
<td>0</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>Bellefonte El Sch</td>
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<td>0</td>
<td>34</td>
<td>100</td>
</tr>
<tr>
<td>Bellefonte Area MS</td>
<td>60</td>
<td>0</td>
<td>57</td>
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<td>74</td>
<td>0</td>
<td>74</td>
<td>100</td>
</tr>
<tr>
<td>Pleasant Gap El Sch</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Totals</td>
<td>229</td>
<td>0</td>
<td>226</td>
<td>98.7 %</td>
</tr>
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</table>

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

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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 1. Shows an awareness of the total organization and its missions when organizing and planning goals, objectives, and activities. 2. Employs long range planning and moves in a positive direction toward long range goals in one’s area of responsibilities. 3. Operates effectively within the guidelines, rules, and policies of the district. 4. Is active in organizations related to self-growth and improvement, and uses that information to update personal and job-related skills. 5. Has confidence in his or her ability as a leader and enhances self-confidence in others. 6. Is recognized as a leader by supervisors, associates, and staff. 7. Works effectively in a team environment with the district administrative team. 8. Maintains high ethical standards while supporting the district mission and policies.

Interpersonal Skills 1. Demonstrates, through everyday practice, an understanding of the population being served. 2. Establishes a climate of mutual trust and acceptance. 3. Places the interests and well-being of the organization, group, and others before one’s personal benefit. 4. Displays a sense of humor and maintains a positive perspective in group endeavors. 5. Gives and accepts constructive feedback for the improvement of performance. 6. Recognizes in general and in particular to those groups and individuals whose performance has been noteworthy. 7. Communicates with others in an effective and tactful manner. 8. Responds to and accords respect to complaints and concerns expressed by others.

Performance Objectives 1. 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. 2. Is accurate, complete, direct, and grammatically correct in written and oral communications. 3. Employs conflict resolution strategies effectively to resolve issues without compromising one’s principles. 4. Assists in the design and implementation of curriculum changes in order to facilitate Chapter 4 regulations. 5. Insure that all programs are operating effectively, and in accordance with Federal and State regulations and standards. 6. Emphasize student achievement as the primary goal of schooling. 7. Generate district reports and budget development in an accurate and timely manner. Organization and Planning 1. Plans, organizes work, delegates, coordinates and effectively uses time and resources. 2. Encourages and deploys the talents of others to accomplish a task. 3. Identifies both program and people needs and/or problems. 4. Executes a planned approach to problem solving. 5. Maintains organizational flexibility and is willing to change. 6. Seeks and receives feedback in a constructive manner and applies it to enhance performance. 7. Manages time to complete tasks on time with other administrators within the framework of assigned responsibilities. 8. Completes tasks according to deadlines established by immediate supervisor and superintendent. Goal Selection and Attainment 1. Develops individual goals, submitting them on time, and providing for an end of year activity description in regard to their attainment. 2. Recognizes the goals of the district, and works as part of the team in their attainment by actively participating as directed by the administration. 3. Recognizes the goals of the state, and works as part of the team in their attainment. 4. Recognizes the goals of the federal government (NCLB), processing all required objectives and evaluative measures as appropriate to the job function. 5. 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. 6. While executing goals, works effectively in a collaborative environment, interacting with coworkers in a positive and cooperative manner. 7. 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). 8. 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
   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.
c. Principal Promotions? No
d. Principal Retention and Removal? No

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. Yes

The document used was developed in conjunction with the district’s Act 93 agreement between the board and the administrative team.

Does the LEA publicly report principal evaluation data by school?

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

NA

LEA Principal Evaluations Summary:

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<thead>
<tr>
<th>Rating System</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Rated</td>
<td>6</td>
</tr>
<tr>
<td>Number Not Rated</td>
<td></td>
</tr>
<tr>
<td>Total Number Employed</td>
<td>6</td>
</tr>
</tbody>
</table>

LEA Principal Evaluation Detail:

<table>
<thead>
<tr>
<th>Total Employed</th>
<th>Not Rated</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Denominator)</td>
<td>(Numerator) %</td>
<td>(Numerator) %</td>
<td>(Numerator) %</td>
<td>(Numerator) %</td>
<td>(Numerator) %</td>
<td>(Numerator) %</td>
<td>(Numerator) %</td>
</tr>
<tr>
<td>Rating/Title</td>
<td></td>
<td>Unsatisfactory</td>
<td>Needs to Improve</td>
<td>Satisfactory</td>
<td>Above Standard</td>
<td>Commendable</td>
<td></td>
</tr>
<tr>
<td>Unsatisfactory/Satisfactory</td>
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<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>6</td>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
<td>6 100 %</td>
</tr>
</tbody>
</table>

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

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