

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

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TEACHER INFORMATION

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

BELLEVILLE 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. Belleville 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 Belleville 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 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).

PROGRAM GOALS The ultimate goal of the Belleville 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 for evaluation of professional educators. The Core Teaching Competencies, the professional growth focus areas, the Proficiency Attainment mode, the Focused Assistance mode, and the Corrective Assistance mode 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 certification.

DIFFERENTIATED SUPERVISION The Belleville 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 proficient skills and content-area knowledge:

- Proficiency Attainment 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. The Proficiency Attainment Portfolio developed by non-tenured professional employees should provide evidence of an employee's proficiency in all areas of the Core Teaching Competencies.

CORE TEACHING COMPETENCIES SUPERVISION CYCLE FOR TENURED PROFESSIONAL INSTRUCTIONAL EMPLOYEES The 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 in all areas described by the Core Teaching Competencies. The district must ask professional educators to set professional development goals in an assigned category each year to adhere to 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 Belleville 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 his or her 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 achievement. The professional employee will be assigned to a specific focus area by the administration. The Instructional Delivery/Implementing Standards-Aligned Competencies (Category III) focus area provides for at least three observation cycles (a pre-conference, classroom observation, and post-conference) with an administrator. However, it should be noted that administrators may choose to observe a professional employee at any point along the differentiated cycle regardless of their assigned professional development focus area. In addition, administrators will conduct both formal and informal observations of employees assigned to Proficiency Attainment, Focused Assistance, and Corrective Assistance Modes.

PROFICIENCY ATTAINMENT MODE FOR NON-TENURED PROFESSIONAL EMPLOYEES All non-tenured professional employees are automatically placed in the Proficiency Attainment Mode and remain there until tenure is attained. This course of action is designed to help new professional employees meet and exceed the overall levels of proficiency 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 described in the Core Competencies. The non-tenured professional employee will remain in the Proficiency Attainment Mode until he/she is awarded tenure. The Proficiency Portfolio that is to be developed by employees assigned to this mode will be used as documentation for the employee to apply for Instructional II or Specialist II certification. Eligibility for Proficiency Attainment Professional employees shall be placed in Proficiency Attainment if they are non-tenured or have not yet compiled a portfolio demonstrating proficiency in the Core Teaching Competencies (or Core Competencies for non-instructional professional employees) in order to apply for Instructional II or Specialist II certification.

FOCUSED ASSISTANCE MODE FOR TENURED PROFESSIONAL EMPLOYEES Tenured professional employees who have been rated as "Needs Improvement" in any area or areas of the Core Teaching Competencies (or Core Competencies for non-instructional professional employees) will be placed in the Focused Assistance Mode, as illustrated below. When assigned to Focused Assistance, the professional employee will work closely with an administrator to improve in the areas identified. 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 tenured professional employees who have been rated as "Needs Improvement" in any area of the Core Teaching Competencies (or Core Competencies for non-instructional professional employees). When assigned to Focused Assistance, the professional employee will work closely with an administrator to improve 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 shall be placed in Focused Assistance if they are tenured and have been identified as "Needs Improvement" in any area or areas of the Core Teaching Competencies (or Core Competencies for non-instructional professional employees).

CORRECTIVE ASSISTANCE MODE FOR TENURED AND NON-TENURED PROFESSIONAL EMPLOYEES Tenured and non-tenured professional employees who have been rated as "Unsatisfactory" will be assigned to the Corrective Assistance Mode. This mode of supervision is designed to help the professional employee correct any deficiencies that have been identified and documented on a PDE evaluation form (PDE 426, 427, or 428) or on a Belleville Area School District observation/evaluation form. Professional employees may be assigned to Corrective Assistance at anytime during the school year when they are not satisfactorily performing their duties. The Corrective Assistance Mode (Tenured or Non-Tenured)

A method of supervision used to provide support for tenured or non-tenured professional employees who have significant improvement needs as identified by an administrator. Professional employees may be assigned to Corrective Assistance at anytime during the year when they are not performing their professional responsibilities in a satisfactory manner. Eligibility for Corrective Assistance Professional employees shall be placed in Corrective Assistance if they are tenured or non-tenured and received an unsatisfactory rating as documented on a Belleville Area School District observation/evaluation form or PDE evaluation form.

EMPLOYEE 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 Employee Improvement Plan shall include the following components:

1. Employee name,

position, and date2. An outline of the deficiencies and identification of the documentation of those deficiencies 3. The improvement goals 4. A plan of action to address each improvement goal, including procedures for data collection, 5. A monitoring plan that establishes timelines and expected documentation6. Signatures from the employee, supervisor, and other attendees of the improvement plan conference. EVALUATIONThe 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	
Total Number Employed	229

LEA Teacher Evaluations Detail:

Standard Evaluation System:

Building	Total Employed	Not Rated		Satisfactory		Unsatisfactory	
	(Denominator)	(Numerator)	%	(Numerator)	%	(Numerator)	%
Benner El Sch	19	0	0 %	19	100 %	0	0 %
Marion-Walker El Sch	22	0	0 %	22	100 %	0	0 %
Bellefonte El Sch	34	0	0 %	34	100 %	0	0 %
Bellefonte Area MS	60	0	0 %	57	95 %	3	5 %
Bellefonte Area HS	74	0	0 %	74	100 %	0	0 %
Pleasant Gap El Sch	20	0	0 %	20	100 %	0	0 %
Totals	229	0	0 %	226	98.7 %	3	1.3 %

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:

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

NA

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

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

NA

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:

Rating System	Standard
Number Rated	6
Number Not Rated	_____
Total Number Employed	<u><u>6</u></u>

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			Unsatisfactory	Needs to Improve	Satisfactory	Above Standard	Commendable	
Unsatisfactory/Satisfactory			Unsatisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory
Totals	6	0 0%	0 0%	0 0%	0 0%	0 0%	6 100%	0 0%

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