

Pennsylvania
Department of Education
Teacher and Principal Evaluation Information
Individual LEA Data
For the 2010-11 Rating Period

GENERAL INFORMATION

LEA Name:

Bedford Area SD

AUN Number:

108051003

Address:

330 E John St Bedford, PA 15522-1427

Name Superintendent or Chief School Administrator:

Dr. Allen Sell

For Information Contact:

Dr. Danny Webb

Email:

webbd@bedford.k12.pa.us

Phone:

(814)623-4250

TEACHER INFORMATION

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

Teachers in the Bedford Area school district are observed and evaluated using a differentiated model. Different levels of teacher experience and knowledge require a variety of options for professional growth in an observation/evaluation plan. This plan in particular offers teacher's eight options for professional growth and evaluation, with a ninth option to develop an individualized plan. Non-tenured staff are observed a minimum of twice per year, with four observations being the norm. Formal evaluations using the 426 occur twice per year for all non-tenured staff. Tenured staff members have the ability to select their professional supervision plan using a differentiated approach; however, a final evaluation is completed one time per year using a 428 form. Tenured staff members are observed on a four year rotation that allows them choices for professional growth/observation. Tenured staff members are required at least one formal observation every four years and formal evaluation using the 428 on a yearly basis. The Bedford Area School District's differentiated supervision and evaluation system recognizes that individual teachers have different needs in addressing their professional growth and development. This system provides different levels of supervision in order to meet the individual needs of each professional. The following components are included in the differentiated supervision and evaluation system: formal supervision, focused assistance, reflective visitation, self-evaluation with conferencing, videotaping with assessment, peer coaching/collaboration, peer exchange, and teacher in the workplace. The plan also allows for the administrator and teacher to develop a customized plan collaboratively. Building level administrators are trained professional employees that supervise staff. It is only those administrators which hold the supervision certification that are permitted to evaluate teachers. Periodic trainings are provided for administrators as a refresher or to introduce a new observation tool. Building level administrators are also involved in the PIL trainings and are required 180 hours of Act 45 credits that often address observation and evaluation. Teacher evaluations are performed by building level administrators and submitted to central office at the conclusion of each semester and school year. Evaluations are reviewed by central office administration and signed designating approval or disapproval of the rating for each teacher employee.

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

a. Teacher Development? Yes

Principals review performance evaluations with staff at the conclusion of each school year. Performance issues are discussed at the end of the year meeting and may be included in a teacher's professional development or in an improvement plan.

b. Teacher Compensation? No

c. Teacher Promotions? Yes

Teachers with unsatisfactory performance evaluations would not be promoted to administrative positions or to leadership roles within the district.

d. Teacher Retention and Removal? Yes

Low performing staff members are identified through the evaluation process. If a teacher is performing at an unsatisfactory level, they will be placed on an improvement plan; which will ultimately lead to improvement 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

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	161
Number Not Rated	0
Total Number Employed	161

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
Bedford EI Sch	55	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	55 100%
Bedford MS	31	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	31 100%
Hyndman MSHS	19	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	19 100%
Hyndman/Londonderry EI Sch	13	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	13 100%
Bedford SHS	43	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	43 100%
Totals	161	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	161 100%

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:

The Bedford Area School District uses a self-reflection process to evaluate principal performance. Principals are required to submit two personal goals, one district initiative, and three building level goals at the beginning of each school year. Principal goals must be in line with district goals and the district's strategic plan. Building level goals should directly impact student performance and should be measurable goals that can be supported by data. Twice per year chief school administrators will meet with principals to evaluate progress, once at the end of the first semester and once at the end of each school year. Discussions revolve around building level goals and specific action plans in place to meet those benchmarks for student performance. The focus at mid-year is to provide support and direction for each individual building level administrator and their building level plan. An end of the year meeting will aid in determining a principal's professional needs and in evaluating building level performance. Central office administrators are responsible for evaluating building level administrators and for recommending improvement plans. There is no formal evaluation document used for principal evaluation. Documents are written up in a narrative fashion and stored in personnel files.

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

a. Principal Development? Yes

Central Office administration meets with all building level administrators twice per year to evaluate performance and to monitor progress towards building level goals. Low performing principals may be placed on an improvement plan or be assigned professional development.

b. Principal Compensation? No

c. Principal Promotions? Yes

Only those principals who have been successful at the building level are promoted to higher levels of administration.

d. Principal Retention and Removal? Yes

In the event we have a principal who can not maintain high levels of student performance in their buildings, we would certainly use evaluations to remove that individual.

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

a. Student Achievement Outcomes? Yes

b. Student Growth Data? Yes

Principals are expected to identify three goals focusing on building level improvements and student performance. Though no set numbers are placed on performance of students, it is expected that schools will produce consistent results that demonstrate improvement.

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		4
Number Not Rated		0
Total Number Employed		4

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

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**