TEACHER INFORMATION

Describe the LEA's system used to evaluate the performance of your teachers:
The MCIU system for Differentiated Evaluation and Supervision is designed to provide professional accountability and growth in a framework that meets the needs of the MCIU as an organization and the needs of the staff to enhance their professional skills. The system differentiates between evaluation and supervision, related but separate practices designed to ensure expected levels of performance and to assist in improving instructional practice. As noted by Danielson & McGeary (2000) evaluation, a process used to ensure expected levels of performance, is summative in that some consequence results from the process. Supervision processes are formative; they focus on professional growth and improvement of instruction. Best practice also suggests such programs should provide a variety of options for differentiation in terms of the professional status and responsibility of the employee. Non-tenured employees have two clinical evaluations cycles per year until tenure is gained. Tenured employees have two clinical evaluation cycles per year until the end of the first satisfactory year of employment. In addition both groups have ongoing administrative monitoring. Tenured teachers have ongoing administrative monitoring, one clinical evaluation cycle every three years, plus supervision options available on the non-clinical years including Action Research, Self Directed, Case Review or Clinical Evaluation. Struggling teachers are placed in a Support Model. The Clinical Model includes a pre-observation conference, the observation for a minimum of 45 minutes with data collection, and a post-observation conference including ratings in all areas of the form 426, form 428 or PDE 5501 as applicable. Teachers are evaluated by supervisors certificated in Special Education, Speech or appropriate areas. All evaluations are reviewed by the appropriate Division Director, Assistant Executive Director of Instruction, and the Executive Director/CEO.

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

a. Teacher Development? Yes
   Information from teacher evaluations, as well as observations, are primarily used in two ways. Areas of desired capacity building may then be the focus of the next year’s goals for the teacher. If areas of weakness are identified, a performance improvement plan will be developed.

b. Teacher Compensation? No

c. Teacher Promotions? No

d. Teacher Retention and Removal? Yes
   Two successive unsatisfactory evaluations will lead to dismissal. Less than satisfactory evaluations will lead to improvement plans which must be satisfied to be retained.

### 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:

The MCIU system for Differentiated Evaluation and Supervision is designed to provide professional accountability and growth in a framework that meets the needs of the MCIU as an organization and the needs of the staff to enhance their professional skills. The system differentiates between evaluation and supervision, related but separate practices designed to ensure expected levels of performance and to assist in improving instructional practice. As noted by Danielson & McGeary (2000) evaluation, a process used to ensure expected levels of performance, is summative in that some consequence results from the process. Supervision processes are formative; they focus on professional growth and improvement of instruction. Best practice also suggests such programs should provide a variety of options for differentiation in terms of the professional status and responsibility of the employee. Non-tenured employees have two clinical evaluations cycles per year until tenure is gained. Tenured employees have two clinical evaluation cycles per year until the end of the first satisfactory year of employment. In addition both groups have ongoing administrative monitoring. Tenured teachers have ongoing administrative monitoring, one clinical evaluation cycle every three years, plus supervision options available on the non-clinical years including Action Research, Self Directed, Case Review or Clinical Evaluation. Struggling teachers are placed in a Support Model. The Clinical Model includes a pre-observation conference, the observation for a minimum of 45 minutes with data collection, and a post-observation conference including ratings in all areas of the form 426, form 428 or PDE 5501 as applicable. Teachers are evaluated by supervisors certificated in Special Education, Speech or appropriate areas. All evaluations are reviewed by the appropriate Division Director, Assistant Executive Director of Instruction, and the Executive Director/CEO.
### LEA Teacher Evaluations Detail:

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<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>
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<td>Montgomery County IU</td>
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<tr>
<td><strong>Totals</strong></td>
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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 Principal sets goals with the Direct Supervisor which must be approved by the Assistant Executive Director of Instruction and Executive Director/CEO. The Principal is observed on an on-going basis and has an evaluative conference twice a year at minimum with the Direct Supervisor. The Principal is evaluated on overall IU administrative descriptors as well as progress on Approved Goals. All evaluative data is reviewed and approved by the Assistant Executive Director of Instruction and Executive Director.

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

a. Principal Development? Yes
   Evaluation data is used to set goals for the principal. Should the evaluation be less than Satisfactory, the data is used for the performance improvement plan. Two unsatisfactory evaluations will lead to dismissal.

b. Principal Compensation? Yes
   The actual evaluation rating indicates the amount of merit compensation the principal receives.

c. Principal Promotions? No
d. Principal Retention and Removal? Yes
   Two unsatisfactory evaluations will lead to dismissal.

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)? Twice a year
   b. Experienced Principals (More than 3 Years)? Twice a year

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 a Standardized Principal Evaluation System? Yes

LEA Principal Evaluations Summary:

   Number Rated 1
   Number Not Rated 0
   Total Number Employed 1
### LEA Principal Evaluation Detail:

<table>
<thead>
<tr>
<th>Total Employed</th>
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**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*