

Pennsylvania
Department of Education
Teacher and Principal Evaluation Information
Individual LEA Data
For the 2011-12 Rating Period

GENERAL INFORMATION

LEA Name:

Altoona Area SD

AUN Number:

108070502

Address:

1415 6th Ave Altoona, PA, 16602-2427

Name Superintendent or Chief School Administrator:

Dr.Dennis E. Murray

For Information Contact:

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TEACHER INFORMATION

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

The Rating Form and the Observation Record contains four categories: Personality, Preparation, Technique and Pupil Reaction. The basic descriptions under Personality include: 1. Exercises (prudent) judgment. 2. Maintains personal hygiene. 3. Maintains poise and composure. 4. Maintains professional attitudes. The basic descriptions under Preparation include: 5. Communicates with parents about student's progress. 6. Demonstrates appropriate language usage. 7. Demonstrates a willingness to cooperate toward district goals. 8. Evidences planning which reflects objectives and activities. 9. Keeps abreast of subject matter and special practices. 10. Provides appropriate instructional material to meet the student's needs. The basic description under Technique include: 11. Demonstrates the ability to organize for instruction. 12. Encourages students with appropriate reinforcement. 13. Provides an educational atmosphere consistent with instructional goals. 14. Provides for individual differences. 15. Utilizes appropriate strategies. The basic descriptions under Pupil Reaction include: 16. Demonstrates work/study habits. 17. Evidences communication skills. 18. Exhibits behaviors conducive to learning. 19. Participates in learning activities. This Rating Form was originally developed by the State. The difference is that the District does not use numerical values; instead with permission from the State, we use C, S, N and U for Commendable, Satisfactory, Needs Improvement and Unsatisfactory. When a teacher is given a Commendable rating, the principal submits a narrative of the rationale which is specific and which illustrates why the teacher deserves this rating. The same procedure is followed when a teacher is given a Need for Improvement and Unsatisfactory. In both these situations, the teacher is put on an Improvement Plan. Principals and Special Education Supervisors are responsible for observing and rating teachers and other professional personnel. New, non tenured teachers as well as Full Time Substitute teachers are observed four times. They are rated twice each year. Tenured teachers are observed and rated at least once each year. Teachers are also informally observed through principal walk-through observations (Written comments are provided to teachers.); these occur several times during the school year. During the summer, principals attend a "Principals' Academy" in which the topic of observations is part of the training. Looking into the Classroom is the focus of this training in order to provide consistency among the principals in observing teachers and in providing an objective record of what was observed.

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

- a. Teacher Development? No
- b. Teacher Compensation? No
- c. Teacher Promotions? No
- d. Teacher Retention and Removal? Yes

If a teacher's performance as measured by observations--formal and informal--by principals indicate that there is an instructional problem, then the teacher is given an Unsatisfactory Rating and is given an Improvement Plan. The plan contains goals/objectives and an action plan for improving his or her performance. The teacher is observed at least once every 30 days. Resources and assistance are provided for the teacher. If the teacher continues to demonstrate unsatisfactory performance in one or more of the four categories listed on the observation/rating form, then the teacher is issued a second Unsatisfactory Rating and may be removed from teaching.

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

- a. Student Achievement Outcomes? No
- b. Student Growth Data? No

Student achievement and student growth is reviewed and analyzed annually by teachers and principals. Principals track the results over time of each teacher. At this time, no teacher was found to have continuous student achievement issues. If this would be found, it would be addressed by the principal and both the teacher and the principal would develop a plan to help student achievement.

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?

| | | | | | | | | |
|---------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------------|
| Totals | 510 | 0 0% | 510 100% |
|---------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------------|

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

- 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**

PRINCIPAL INFORMATION

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

The form that is used for the Principal Evaluation System is the same form that is used for teachers. (This was described in Q.3.1) At the end of each semester meetings are held by the Assistant Superintendent with Building Principals. At those meetings, the principals are asked about their goals for the year and the progress that is being made towards reaching these goals. Questions are asked about student achievement, student and staff attendance, learning and school culture issues and concerns. The principals are asked to elaborate on professional education plans for their staff. They are asked to identify strengths and concerns relevant to their school. At the end of the school year, each building principal submits a "School Report Card" which specifies data regarding student achievement, attendance, parent involvement and other special projects that were accomplished. The four categories listed on the Rating Form include: Personality, Preparation, Technique and Student Reaction. When evaluating principal leadership, these categories are translated to reflect leadership in decision-making, planning and organization, as well as communication skills, strategic planning in utilizing resources to meet school instructional needs, and implementation of high student behavior and achievement expectations.

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

a. Principal Development? Yes

During the summer, a Principals' Academy is held. Professional development topics are addressed at these sessions. Also during the school year, principals are given opportunities to attend relevant training sessions provided by the IU or other organizations such as PaTTAN.

b. Principal Compensation? Yes

If a principal receives a Needs for Improvement then he or she does not get a pay increase.

c. Principal Promotions? No

d. Principal Retention and Removal? Yes

If a principal is Unsatisfactory, then the principal would not be retained.

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

a. Student Achievement Outcomes? No

b. Student Growth Data? No

While student achievement outcomes and student growth outcomes are reviewed for every school, they are not used as a primary focus for the evaluations because each school has its own unique population. It would be unfair to judge a principal negatively when the root cause of problems may emanate from outside issues. Therefore, these issues are taken into account when evaluating principals and teachers. However, if there is absolutely no progress over time, then this is addressed with the principal. Elementary principals have been moved to another school to determine if an achievement difference can be made.

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 Standarized Principal Evaluation System? Yes

LEA Principal Evaluations Summary:

| | |
|-----------------------|------------------|
| Number Rated | 18 |
| Number Not Rated | <u>0</u> |
| Total Number Employed | <u><u>18</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) % |
| Unsatisfactory/Satisfactory | | | Unsatisfactory | | | | | Satisfactory |
| Totals | 18 | 0 0% | 0 0% | 0 0% | 0 0% | 0 0% | 0 0% | 18 100% |

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