Describe the LEA's system used to evaluate the performance of your teachers:
BELLEFONTE AREA SCHOOL DISTRICT PROFESSIONAL EMPLOYEE SUPERVISION/EVALUATION PLANAugust 2008 RevisionINTRODUCTION 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 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 Hooper in Teacher Supervision and Evaluation: Theory into Practice (2006); PROGREALSThe 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 required Professional Employee Supervision/Evaluation Plan. The Core Requirements of the Professional Employee Supervision Cycle are designed to provide a structure that aligns with the Professional Learning Community 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 certification.DIFFERENTIATEDSUPERVISION:The 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 Instructional Competencies• Professionalism CompetenciesThe 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 employeesThe 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 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 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 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 CycleEach 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 the established goals. An Administrative Supination Portifolly should include an implementation plan for achieving the stated goals, evidence of professional growth planning, 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 Instruction (Category III) focus area provides options to the professional employee to select a focus area that is not relevant, provides a range of options that may choose to obtain professional development at his or her own discretion. The 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 EMPLOYEESAll 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 Act 48 of 1999. The Proficiency Attainment Mode for non-tenured professional employees is a mode 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 professional employees shall be referred to as the Professional Development Portfolio. Administrators have the authority to move a non-tenured employee from Proficiency Attainment if they have not yet complied 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 MOD FOR TENURED PROFESSIONAL EMPLOYEESTenured 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 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 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. 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),CORRECTIVE ASSISTANCE MODE FOR TENURED AND NON-TENURED PROFESSIONAL EMPLOYEESTenured and non-tenured professional employees who have been rated as "Unsatisfactory" will be assigned to the Corrective Assistance Mode. This model 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 Bellefonte 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 any time during the year when they are not performing their professional responsibilities in a satisfactory manner. Professional employees shall be placed to support the professional development of professional employees as documented in the complaint unless it is determined that the complaint is unsubstantiated. The tenured professional employee will be placed in the Corrective Assistance Mode (Tenured or Non-Tenured) when a teacher has received an unsatisfactory rating, a formal assistance plan must be implemented. The administrator will develop the improvement plan and the plan at a Corrective Assistance/Improvement Plan conference. An Employee 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 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
  
  Evaluations are utilized to develop professional development based on skill deficits for some teachers.

- **b. Teacher Compensation?** No

- **c. Teacher Promotions?** No

- **d. Teacher Retention and Removal?** Yes

  If a teacher receives an unsatisfactory evaluation they are placed on an improvement plan to address deficit areas. If they receive a second unsatisfactory rating and do not make improvements they are dismissed.

**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:**

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<tr>
<th></th>
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<tr>
<td>Number Rated</td>
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<td>Total Number Employed</td>
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<td>(Numerator) %</td>
<td>(Numerator) %</td>
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<td>(Numerator) %</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 Bellefonte Area School District evaluates its principals annually using a district-developed evaluation tool. 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. Shows enthusiasm for job. 2. Demonstrates, through everyday practice, an understanding of the population being served. 3. Establishes a climate of mutual trust and acceptance. 4. Places the interests and well-being of the organization, group, and others before one’s personal benefit. 5. Displays a sense of humor and maintains a positive perspective in group endeavors. 6. Gives and accepts constructive feedback for the improvement of performance. 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. Assumes responsibility, makes difficult decisions, and takes appropriate action. 5. Assist with the design and implementation of curriculum changes in order to facilitate Chapter 4 regulations. 6. Insure that all programs are operating effectively, and in accordance with Federal and State regulations and standards. 7. Emphasize student achievement as the primary goal of schooling. 8. 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. Utilizes effective management techniques.
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.

Each item on the evaluation tool is rated using a 0 - 3 scale. 0 = unsatisfactory; 1 = needs to improve; 2 = satisfactory; 3 = commendable.

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

- Principal Development? No
- Principal Compensation? Yes
- Principal Promotions? No
- Principal Retention and Removal? Yes

- Principals may set goals that can be worth up to a 2% salary increase. Goals must be tied to the district's strategic plan.
- If a principal receives an unsatisfactory rating they are put into an improvement plan mode. If they fail to meet the goals of that improvement plan and receive another unsatisfactory rating they will be dismissed from service.

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

- Student Achievement Outcomes? No
- Student Growth Data? No
- NA

How often does the LEA formally evaluate:

- New Principals (Less than 3 Years)? Twice a year
- Experienced Principals (More than 3 Years)? Twice a year

Does the LEA use weighting formula(e) and/or rubric(s) to guide principal evaluators?

- Yes or No? If Yes, describe background and process. No

How often does the LEA publicly report principal evaluation data by school?

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

NA
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: 6
- Number Not Rated: 0
- Total Number Employed: 6

LEA Principal Evaluation Detail:

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<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)

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