



PROPOSED AGENDA ITEM

DATE: July 27, 2006

SUBJECT: Instructor Alternative Rating System

INITIATED BY: John Hansen Principal
Natalie Fatica, Coordinator of Human and Quality Resources

DESCRIPTION:

Staff Development. Included this month is a new faculty assessment that administration would like to submit to PDE to use as an alternative to their rating form. In the packet with the assessment, you will find the requirements from PDE including objectives and the process of development of the instrument including the elicitation of input from staff. This instrument needs to be approved by the board and then will be forwarded it to PDE. This month it is recommended that the board review it in order to take action and approve it at the August board meeting. Subsequent to board approval, it will be sent to PDE and take about 60 days to be approved by them.

RECOMMENDATION:

Approve at next meeting, August 24, 2006

Erie County Technical School Professional Development Assessment

Version 2

Faculty Member's Name:		Date of Assessment:		
DOMAIN 1: PLANNING/PREPARATION	Achieved	Not Achieved	Principal Agrees	Evidence/Commentary
STUDENTS GOALS				
1. Student's career objectives are recorded.	☐	☐	☐	
INDUSTRIAL ALIGNMENT				
1. Instructor has made an industry site visits within the last year.	☐	☐	☐	
2. Occupational Advisory Committee has reviewed curriculum within the past year.	☐	☐	☐	
3. National skill standards have been incorporated into the curriculum.	☐	☐	☐	
4. Two Occupational Advisory Committee meetings have been held in the current year.	☐	☐	☐	
5. Occupational advisory member list has been reviewed and updated for the current year.	☐	☐	☐	
INSTRUCTIONAL PLANNING				
1. Course outline updated and available to students.	☐	☐	☐	
2. Competency-based student learning packets are utilized in the program.	☐	☐	☐	
INTEGRATION OF ACADEMICS				
1. Instructor schedules time for math instruction.	☐	☐	☐	
2. Reading activities are integrated into the curriculum per the school's plan.	☐	☐	☐	
3. Teacher routinely incorporates writing exercises into the lesson plans.	☐	☐	☐	
INTEGRATION OF TECHNOLOGY				
1. Instructor has shared OAC's equipment recommendations with administration.	☐	☐	☐	
2. Relevant software is available for student use.	☐	☐	☐	
3. The instructor uses an electronic grading system supported by the organization.	☐	☐	☐	
4. Instructional materials are professional in appearance.	☐	☐	☐	

DOMAIN 1: PLANNING AND PREPARATION	
Satisfactory ☐	Unsatisfactory ☐

DOMAIN 2: CLASSROOM ENVIRONMENT	Achieved	Not Achieved	Principal Agrees	Evidence/Commentary
INTEGRATION OF TECHNOLOGY				
1. There is evidence students have passed a safety test prior to the use of lab equipment.	☐	☐	☐	
2. Storage of supplies and equipment are handled in a safe manner.	☐	☐	☐	
3. Emergency evacuation plans are posted and instructor participates as directed in drills.	☐	☐	☐	
4. Safety guards are used on equipment.	☐	☐	☐	
5. Students wear safety glasses when in the lab.	☐	☐	☐	
6. Broken tools and equipment are repaired immediately or tagged out of service.	☐	☐	☐	
7. Instructor has immediate access to safe schools plan and procedures are followed as outlined.	☐	☐	☐	
8. Current MSDS are updated and posted in classroom.	☐	☐	☐	
9. Lab is maintained in a safe and organized manner	☐	☐	☐	
10. Daily clean-up process provides a safe and orderly environment.	☐	☐	☐	
11. Students are aware of and evaluated on their participation in the daily clean-up process.	☐	☐	☐	
INTERACTION WITH STUDENTS				
1. Instructor establishes an environment where students are attentive and take direction from the teacher.	☐	☐	☐	
2. Instructor creates a classroom environment appropriate for persons of diverse backgrounds.	☐	☐	☐	
3. Instructor works to build relationships that are consistent, stable and respectful.	☐	☐	☐	
4. Teacher fosters an environment of mutual respect.	☐	☐	☐	
5. Instructor communicates with parents.	☐	☐	☐	
6. Teacher uses appropriate techniques to diffuse negative behavior.	☐	☐	☐	
7. Students have been provided with a copy of the classroom rules.	☐	☐	☐	
8. Teacher handles minor discipline problems.	☐	☐	☐	
9. Teacher documents serious discipline problems and refers to the principal.	☐	☐	☐	
10. Guidance office is utilized for appropriate interventions.	☐	☐	☐	
1. Class work begins promptly.	☐	☐	☐	
2. Instructor has a system to effectively organize and store materials, equipment and tools.	☐	☐	☐	
3. Instructor models good organizational skills for students and uses appropriate resources. (i.e. Outlook, planning book, filing system)	☐	☐	☐	
4. Office area is organized.	☐	☐	☐	

DOMAIN 2: CLASSROOM ENVIRONMENT	
Satisfactory ☐	Unsatisfactory ☐

DOMAIN 3: INSTRUCTIONAL DELIVERY	Achieved	Not achieved	Principal Agrees	Evidence/Commentary
ASSESSMENT METHODS				
1. Student achievement is measured with a variety of assessment tools (tests, quizzes, and projects).	☐	☐	☐	
2. Employability skills are assessed and included in the students' grades.	☐	☐	☐	
3. Assessments are prepared in a neat and professional manner.	☐	☐	☐	
DELIVERY METHODS				
1. Delivery methods are interesting and motivating.	☐	☐	☐	
2. Teacher selects delivery methods to meet a variety of learning styles.	☐	☐	☐	
3. Teacher uses a variety of methods for instruction. (Videos, demonstrations, projects, guest speakers, field trips, lecture, etc.)	☐	☐	☐	
4. Classroom routines are efficient and provide effective transitions from one activity to the next.	☐	☐	☐	
5. Students are on-task.	☐	☐	☐	
6. A cost-effective approach is used and taught when using materials and resources.	☐	☐	☐	
INTEGRATION OF ACADEMICS				
1. Instructor uses appropriate reading exercises to reinforce reading skills.	☐	☐	☐	
2. Math instruction is routinely included in the instructional plan.	☐	☐	☐	
INTEGRATION OF TECHNOLOGY				
1. Teacher uses a variety of media to deliver instruction (software programs, video, etc)	☐	☐	☐	
2. Current computer technology appropriate to the lab is researched and used if possible.	☐	☐	☐	
INTERACTION WITH STUDENTS				
1. Interaction with students is professional and positive.	☐	☐	☐	
2. Teacher engages students with thoughtful, appropriate questions to engage participation.	☐	☐	☐	
3. Students receive necessary adaptations in instruction and testing.	☐	☐	☐	
4. Instructor seeks student feedback to improve instruction.	☐	☐	☐	
5. Instructor reviews student IEP's annually.	☐	☐	☐	
6. Teacher possesses a proactive relationship with instructional support staff.	☐	☐	☐	

DOMAIN 3: INSTRUCTIONAL DELIVERY	
Satisfactory ☐	Unsatisfactory ☐

DOMAIN 4: PROFESSIONALISM	Achieved	Not Achieved	Principal Agrees	Evidence/Commentary
COMMUNITY INVOLVEMENT				
1. Businesses in the community are aware of the instructor's program. (receipt of donations, speakers etc.)	☐	☐	☐	
2. Local businesses are utilized (field trips, guest speakers, Co-op, NOCTI proctors).	☐	☐	☐	
3. Instructor establishes contacts with other schools offering similar programs.	☐	☐	☐	
TEAMWORK				
1. Teacher assists newly hired teachers.	☐	☐	☐	
2. Teacher shares materials and ideas with other teachers.	☐	☐	☐	
3. Teacher models good teamwork skills to students.	☐	☐	☐	
4. Teacher participates in school committees or extracurricular activities as appropriate.	☐	☐	☐	
PERSONAL APPEARANCE				
1. Teacher maintains a professional appearance.	☐	☐	☐	
PROFESSIONAL DEVELOPMENT				
1. Teacher belongs to professional associations.	☐	☐	☐	
2. Teacher remains current with teacher certification requirements.	☐	☐	☐	
3. Teacher is making satisfactory progress toward completion of Act 48 hours.	☐	☐	☐	
4. Instructor has had CPR/First aid training in the past 3 years.	☐	☐	☐	
TECHNICAL EXPERTISE				
1. Teacher possesses industrial certification.	☐	☐	☐	
2. Teacher demonstrates expertise in technical skills.	☐	☐	☐	

DOMAIN 4: PROFESSIONALISM	
Satisfactory ☐	Unsatisfactory ☐

Observer's Notes:

Teacher's Notes:

Principal:	Date of Assessment:
Faculty's Signature:	Review Date:

Plan for Alternative Rating System Erie County Technical School

Statement of Objectives

- 1) Assess instructors with a tool that is specifically related to vocational education, the Erie County Technical School and the strategic vision of Erie County Technical School.
- 2) Enhance instructional services at the Erie County Technical School by identifying areas for improvement on an individual and school wide basis.
- 3) Identify the needs of the faculty to assist in the expansion of staff development activities.
- 4) Institute a collaborative process between instructor and supervisor in order to set goals to ultimately improve instructional practices.

Procedures Used

The procedures used to develop the rating form were a collaborative process involving professional staff and administration. The idea originated at a PAVA conference presentation about a similar assessment used by another technical school. The idea was then brought back to the school and discussed with a leadership council that was already intact. (This council was developed by the director to advise him on current issues.) In addition, there was communication with the American Federation of Teachers regarding the instrument to further clarify its use and intent. A formal list of questions was submitted to the director from the American Federation of Teachers for clarification on 1/17/2005. Answers to the questions were drafted and a meeting was held on 1/18/2005 to discuss these questions. Revisions were made on 3/4/2004, 3/22/04, and 10/27/2004 subsequent to meetings with the leadership council and American Federation of Teachers. Final revisions were made on 3/7/2005. This final assessment document included many suggestions made during the collaborative process.

Involvement from Professional Employees

As described above the entire process was a collaborative effort. Attached you will find the questions posed and the answers by the director regarding the input and communication that occurred.

Procedures for Appealing a Rating

If agreement cannot be reached at the conference with the principal/designee the process outlined in the Master Contract will be followed as defined in the attached document, Article V, Section 13-Ratings.

Process by which the Rating will be used to Improve Performance

Each professional staff member will complete a self assessment using the rating form. The principal/designee will also complete the rating form. The staff member and evaluator will meet to discuss the discrepancies between the two ratings. The goal will be to reach agreement on the areas designated "need improvement". An action plan will be developed based on individual improvement needs. In addition, administratively, an assessment will be conducted on the combined results of the entire staff. This will aid in aligning staff development with the areas of improvement needed for the staff as a whole. Staff development activities will then be conducted to address these needs.

January 17, 2005

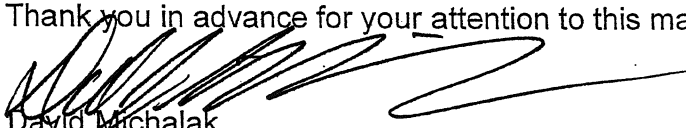
RE: Staff Evaluation

Dr. Jackson,

While reviewing the proposed staff evaluation form, a few questions have surfaced:

1. The union is aware that the state allows the continued use of the 5501 form for experienced teachers, why the push for change at ECTS.
2. May I have a copy of the document which correlates the ECTS form with the PDE form?
3. Does each item/line on the ECTS form receive the same value/weight?
4. Is there a provision for items/lines that are not applicable?
5. How will the student services personal be assessed?
6. Why are some items/lines in bold on the ECTS form?

Thank you in advance for your attention to this matter.



David Michalak
AFT local 1589 President

January 18, 2005

Response to Mr. Michalak's questions regarding the proposed staff evaluation form:

Q. 1. Why the new form?

- A. Our new teacher assessment instrument will be better suited to our needs as a technical high school. We hope to have our instrument approved as an alternative to the PDE 428.

The DEBE was too vague for purposes of professional growth and development. The new instrument is intended to more accurately assess a teacher's performance across a number of important domains. The assessment results would then establish the basis for a professional development plan—either individual or campus-wide. The instrument will also help identify high performing teachers in some or all domains. Those high performers would then be able to serve as resources for other faculty members that may need some assistance in certain areas. Along those same lines, many of our teachers excel in areas that were “lost in” or “absent from” the DEBE—especially domains, practices or skills prevalent in career and technical education.

My discussions with PDE Teacher Certification officials lead me to believe that the PDE 428 teacher certification document will be put into place as early as the 05-06 school year. The PDE 426 is already in place for teachers going from temporary to permanent certification.

Q. 2. May I have a copy...?

- A. Yes, I've put a copy of the PDE 428 in your mailbox.

Q. 3. Do each of the items on the ECTS form receive the same value/weight?

- A. No, there has been no attempt to make the items equal in importance. In Domain 1 for example, item 1 asks whether a teacher has been on an industry visit within the past year. ECTS administration feels that such visits are important to maintaining contacts in the field and in staying current with technology, so this item is included in the assessment. In question 4, a higher level of importance is attached as this is a PDE mandated activity. A greater value or weight will be attached to number 4. **Neil, how does a faculty member tell the difference? In terms of check marks on the sheet, they all probably carry the same weight. In terms of the school's priorities, some domains and categories carry more “value” than others. I think we might need to respond along these lines and add that deficiencies in priority areas would be handled in a different manner. If someone's office is a mess—we'll ask them to clean it up. If someone isn't incorporating math or reading—we'll ask them why not and what's their plan to do so.**

Q. 4. Is there a provision for items that are not applicable.

- A. Yes, I will mark them NA as I have always done with our current form. Other than support personnel—which items would not be applicable to every faculty member in the building? As an example, while math doesn't have an advisory committee—the faculty member should be expected to participate at the same level as all other faculty members. I could identify only eight items which would not apply to an academic or other type of teacher.

Q. 5. How will Student Services staff be assessed?

- A. In the past, I will attempt to observe student personnel in situations that will make the assessment instrument as applicable as possible. (Elaine Shaffer or Patty Palo doing a Co-op seminar for example). I will also include narrative related to their other duties as I have done in the past.

We might want to take another look at the form (or adapt the current version) for support personnel. My quick read of it indicated it could be adapted for a guidance counselor or placement coordinator. Other than instructional practices, it's all about being a professional.

- Q. How does the current or new PDE form account for support personnel? Does the Federation have suggestions on how to modify the “instrument” to account for these positions?

Q. 6. Why are some items in bold on the form?

- A. Items in bold are readily observable during the formal observation. For example, in Domain 2 under Classroom Environment, Item 8, “*Current MSDS sheets are updated and posted in classroom*” is readily observable. In contrast, under Interaction with Students, item 10, “*Guidance office is utilized for appropriate interventions*” is not observable in the formal setting. Question 10 is an issue of importance, but teacher effectiveness for this item can not be demonstrated in a brief observation. As with similar items on our current form, items not in bold will be evaluated on an ongoing basis by the principal.

This must be a change in the document from the version I have. I didn't see any “bolded” items. Is the bolding explained somewhere on the form?

Article V: Section 11 - Length of Day and Year, Part-times:

The length of the school year and the school day for part-time professional employees may vary with programs being taught. The salary formula for part-time professional service shall be in accordance with Article VII, Section 2 of this contract. Full-time personnel contracted to provide services in secondary programs, in addition to the regular secondary programs, will be compensated at the same hourly rate paid that employee in the regular program.

Article V: Section 12 - Administrative Comment RE: Teacher:

Any administrative criticism or comment relating to a teacher or the teacher's work shall be made only in an atmosphere of professional concern and privacy and responses shall be made in the same manner.

Article V: Section 13 - Ratings:

A copy of his rating shall be given to each teacher in time to give the teacher adequate opportunity to decide whether he desires to confer with the designated rater, (as defined in Section 1123 of the Public School Code of 1949, as amended), or the designated rater and the Director concerning the rating and to make a request for such conference. If the teacher makes such a request, the designated rater, or the designated rater and the Director shall consult with the teacher about his rating before it is placed in the teacher's official file. A copy of his rating, as intended to be placed in the official file, shall be given to each teacher. Within fifteen (15) calendar days after the teacher's receipt of such copy, he may furnish his written self-evaluation, with supporting facts,

in duplicate, concerning his rating and one (1) copy of such self-evaluation shall also be placed in the official file, together with the response of the designated rater, or the designated rater and the Director, if any, a copy of which shall also be promptly given to the teacher.

Article V: Section 14 - Personnel File, Teacher:

(a) No material derogatory to a teacher's conduct, service, character or personality shall be placed in the teacher's file unless it is signed by a person competent to know the facts or make the judgment and unless the teacher has the opportunity to read the material. The teacher shall be given the opportunity to acknowledge that he has read such material by affixing his signature on the actual copy to be filed, with the understanding that such signature merely signifies that he read the material to be filed and does not necessarily indicate agreement with its content. Any anonymous material placed in a teacher's file shall be removed therefrom.

(b) The teacher shall have the right to answer any material filed and his answer shall be attached to the copy.

(c) The teacher, by appointment, shall be permitted to examine all material in his file. The teacher shall indicate in a written memo, to be placed in his file, that he has examined the same.

(d) The Committee will furnish a teacher copies of specified material in his folder upon written request within five (5) working days.

(e) Only those school personnel who have an official right and reason for