

**ERIE COUNTY TECHNICAL SCHOOL
PROPOSED AGENDA ITEM**

DATE: April 19, 2016

SUBJECT: Administrative Procedure 412 Revision

CATEGORY: Operations

INITIATED BY: Aldo Jackson

DESCRIPTION:

Changes in School Code and in local software warrants revisions in our Administrative Procedure 412 – Evaluation of Professional and Temporary Professional Employees. PDE requires Student Learning Objectives (SLO) to reflect a growth model. Our previous assessment system included a second SLO that was based on achievement. The former assessment system had two SLOs worth 10% each. We now have one SLO worth 20%.

Since this administrative procedure was written in August of 2014, we have switched the software tool we use in compiling information for professional development assessment. Previously we used eWalk Plus. Today, we are using PA-Etep.

Motion to approve revisions to Administrative Procedure 412 – Evaluation of Professional and Temporary Professional Employees.

**Erie County Technical School
Administrative Procedure 412—
Evaluation of Professional and Temporary Professional Employees**

Purpose of Procedure

This administrative procedure is intended to establish a sound process for the annual observation and evaluation of professional and temporary professional employees. As stated in Erie County Technical School (ECTS) Operating Committee policies 412 and 413, the objectives of employee observations and evaluations shall be to:

1. Aid the teacher to grow professionally.
2. Raise the standards of the profession as a whole.
3. Raise the quality of instruction and educational services to the students being taught.

Beginning in 2013-2014, the Pennsylvania Department of Education (PDE) instituted a required Educator Effectiveness program. This new program is much more comprehensive, in terms of observation and evaluation activities that must occur, as compared with the previous PDE requirements. The Educator Effectiveness Program also requires that the evaluation process and model reflect the *Framework for Teaching* created by Charlotte Danielson.

The table below describes:

1. The required PDE evaluation measures
2. The weight assigned to each measure by PDE
3. The ECTS evaluation strategy that assesses the PDE measures
4. The weight of the ECTS strategy

PDE Measure	PDE Weight	ECTS Strategy to Assess the PDE Measure	ECTS Weight
A. Teacher Observation & Practice Rating	50%	1. Formal Observations 2. Informal Walk-throughs	1. 50% 2. 15%
B. Building Level Rating	15%	<i>Part-time career and technical education centers do not receive a building level rating from PDE. The 15% assigned to this measure for other teachers in Pennsylvania schools is allocated to the Teacher Observation & Practice Rating</i>	0%
C. Teacher Specific Rating	15%	1. Professional Development Portfolio 2. NOCTI Action Plan 3. Curriculum Audit	1. 10% 2. 2.5% 3. 2.5%
D. Elective Rating	20%	1. Student Learning Objective—NOCTI Written Score (achievement)	20%
Total	100%		100%

Manual

A manual is available that contains the PDE documents related to the Educator Effectiveness Program, the Danielson *Framework for Teaching*, and the ECTS documents used in the observation and evaluation process.

Online Process Management Tool

The ECTS utilizes an online management tool, PA-Etep, to facilitate and enhance communication during the observation and evaluation processes, and to manage the documentation associated with these processes. The Joint Operating Committee and administration expect all faculty and staff to acquaint themselves with the online tool and use it to complete all professional reflections, self-assessments, supervisory assessments, and to provide dialogue and feedback at the various stages of the processes.

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D. Elective Rating	20%	1. Student Learning Objective—NOCTI Written Score (achievement) 2. Student Learning Objective—Industry Certification (achievement)	1. 10% 2. 10%
Total	100%		100%

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