

PROFESSIONAL EMPLOYEE PERFORMANCE APPRAISAL

The Muhlenberg School Board recognizes the importance of the improvement of instruction through a comprehensive program of temporary professional employee/professional employee supervision, evaluation, and rating. Among many worthwhile educational outcomes, such a supervision/evaluation/rating program helps insure:

- a planned learning environment where a child can reach his/her maximum potential;
- that the District's base educational programs are being offered to pupils;
- the temporary professional employee/professional employee recognition of his/her strengths and/or weaknesses;
- the establishment of goals and objectives that will encourage and nurture individual strengths and minimize weaknesses for the improvement of the temporary professional employee/professional employee;
- interaction between the administrator(s) and temporary professional employee/professional employee.

The Superintendent of Schools is responsible for the establishment of a program of temporary professional employee/professional employee supervision, evaluation, and rating.

Policy: 4.5
Adopted: 6/23/82
Amended: 1/19/83
2/20/85
6/20/90
9/9/98
1/10/07
9/10/08

PROFESSIONAL EMPLOYEE PERFORMANCE APPRAISAL*

The term "Employee" used only hereafter shall refer to both temporary professional and professional employee.

I. Definition of Terms

A. Professional Employee

1. Professional employees are those who are certified as teachers, supervisors, principals, assistant principals, school counselors, home and school visitors, school psychologists, school nurses, school librarians, and other professional staff as identified by the Pennsylvania Department of Education.

B. Temporary Professional Employee

1. Temporary professional employees are those who have been employed to perform for a limited time the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension, or removal.

C. Formal Observation

1. Administrators shall conduct formal observations of the professional employee. The date and time of the observation shall be determined by the administrator.
2. The administrator will utilize the *Professional Employee Observation Form* (Attachment A) to document the observed performance of the professional employee.
3. The administrator will provide the professional employee with a written summary of the formal observation.
4. The administrator will conduct a post-observation conference with the professional employee.

D. Informal Observation

1. Administrators will observe the performance of professional employees during classroom or non-classroom activities within the school setting.
2. Informal observations may be included as part of the summary report of formal observations.

*Policy does not include Administrators. See policy 2.5, Administrative Supervision, Evaluation, and Compensation.

II. Supervision Group Plan

- A. Beginning in the 2007-2008 school year building principals will randomly assign eligible teachers to one of three Supervision Groups for Level II and Level III.
 - 1. Group A – Level II – Structured Supervision
 - 2. Group B – Level III – Differentiated Supervision Blue
 - 3. Group C – Level III – Differentiated Supervision Gold
- B. Teachers will cycle through each of the three Supervision Groups during a three-year period.
- C. New teachers, teachers who are new to the district and teachers who are on an Improvement Plan shall participate in Level I – Focused Supervision.

III. Level I – Focused Supervision

- A. New employees and teachers who are on an Improvement Plan shall be observed formally during two time periods.
 - 1. Period 1 – September through January
 - 2. Period 2 – February through June
- B. During each time period a minimum of one formal observation of at least 40 minutes duration shall be conducted.
- C. Professional employees whose primary assignment is non-teaching, e.g., nurses, guidance counselors, etc., need not be formally observed 40 consecutive minutes.
- D. Formal observations during the first semester shall not be conducted the first two weeks of school.
- E. Formal observations during the second semester shall not be conducted the last two weeks of school.
- F. Supervision Requirements
 - 1. A conference between the observer and the employee shall be scheduled following a formal observation as soon as possible but not later than 10 working days. The basis for this conference shall be the observer's comments on the *Professional Employee Observation Form*.

- a. At the conclusion of the conference, the observer shall prepare an official copy of the *Professional Employee Observation Form* and forward it to the employee for signature within five (5) working days.
 - (1) The employee's signature only indicates that he/she has read the report and has had an opportunity to discuss the report with the observer.
 - (2) In the event an employee refuses to sign the report, the observer shall so note in the space provided for the employee's signature.
 - (3) The employee may choose to submit through the observer a written statement regarding the report. This statement which shall be dated and signed by the employee, shall be attached to the official report.
- b. The employee shall be given a copy of the *Professional Employee Observation Form*.

2. In addition to formal observations as outlined above, observers shall conduct informal observations. Following an informal observation, the observer may confer immediately with the employee or wait until the next formal observation conference to discuss the informal observation(s).

Items observed informally which could result in an unsatisfactory rating by the observer shall be documented and discussed within ten working days following the informal observation.

Items related to informal observations should be documented with a memo or on the *Professional Employee Observation Form*.

G. Movement to Level II – Structured Supervision.

1. Professional employees who are new to the district shall move to Level II – Structured Supervision upon successful completion of Level I – Focused Supervision.
2. Temporary professional employees who attain the status of professional employee shall move to Level II – Structured Supervision.

3. Professional Employees who are on an Improvement Plan shall participate in Focused Supervision as a component of the Improvement Plan.
4. Formal observations should be conducted throughout the defined observation period.
5. The above requirements should be considered minimum and do not preclude further observations and/or conferences.

IV. Level II – Structured Supervision

Professional employees shall cycle through the Structured Supervision model once every three year period.

- A. Professional employee shall be observed formally at least once during the Structured Supervision cycle.
- B. In addition to formal observations as outlined above, observers shall conduct informal observations.
- C. Structured Supervision shall follow the supervision requirements as described in Level I – Focused Supervision (II.F.).
- D. Professional employee may choose to participate in a Differentiated Supervision model simultaneously with Structured Supervision.

V. Level III - Differentiated Supervision

Professional employees shall participate in a Differentiated Supervision model (Attachment B) a maximum of two years during every three year cycle.

- A. Professional employees shall select a Differentiated Supervision model for the upcoming school year during the second semester and submit the *Differentiated Supervision Planning Guide* (Attachment C) to the building administrator by the end of the current school year for approval.
- B. Revisions to the selected model must be submitted and approved by the building administrator at least two weeks prior to the start of the upcoming school year.
- C. Professional employees shall provide quarterly documentation regarding progress on the selected Differentiated Supervision Plan (Attachment D). Building administrators will schedule conferences to monitor progress on an as needed basis following review of submitted documentation.

VI. Employee Evaluation and Rating

A. Employees participating in *Level I – Focused Supervision* are required to have a minimum of two evaluations and ratings per year as follows:

1. Final evaluation and rating for the period September - January, will be issued in January or earlier if required.
2. Final evaluation and rating for the period January - June will be issued in June or earlier if required.

In the event the new employee or Temporary Professional employee begins employment after the beginning of the school year, he or she is required to be evaluated and rated according to the above schedule.

In the event a new employee or Temporary Professional Employee receives less than two evaluations and ratings, he/she will be required to have two evaluations and ratings the following school year.

B. Professional employees participating in *Level II – Structured Supervision* and *Level III - Differentiated Supervision* are required to have a minimum of one evaluation and rating as follows:

1. Final evaluation and rating for the period September - June will be issued in June.

C. General Evaluation and Rating Procedures

1. The required form issued by PDE shall be the official District rating form.
2. Ratings shall be assigned by the Administrator as follows:
 - a. PDE 5501: Satisfactory; Unsatisfactory in each category.
 - i. A rating of 20 is considered Satisfactory.
 - ii. A rating of less than 20 is considered Unsatisfactory.
 - b. PDE 426: Satisfactory; Unsatisfactory in each category.**
 - c. PDE 427: Satisfactory; Unsatisfactory in each category.**
 - d. PDE 428: Satisfactory; Unsatisfactory in each category.**
**no numerical ratings are specified

3. An Unsatisfactory rating in any category will result in an Improvement Plan for that category.
4. An Unsatisfactory rating in two or more categories will result in an overall Unsatisfactory rating and an Improvement Plan.
5. Suspensions and Reinstatements – In cases in which suspensions are to be made, professional employees shall be retained on the basis of seniority rights acquired within the school district of current employment. (Section 1125.1 Pennsylvania School Code)
6. Rating shall be done by or under the supervision of the Superintendent of Schools, or, if so directed by him/her, the same may be done by an Assistant Superintendent, a Supervisor (i.e., Assistant Principals and Supervisors holding appropriate administrative or supervisory certificates) or a Principal, who has supervision over the work of the employee who is being rated. No unsatisfactory rating shall be valid unless approved by the District Superintendent.

D. Improvement Plan

Prior to an employee receiving an overall Unsatisfactory rating, the following steps must be followed:

1. Formal and/or informal observations of the employee's performance must have been conducted.
 - a. Each observation is to be followed by a conference and the issuance of the appropriate evaluation form. (see I. F-1).
 - b. Specific suggestions to remediate weak areas in the employee's performance must be detailed in the Improvement Plan.
 - c. The Improvement Plan will be developed by the administrator in consultation with the employee. Progress will be monitored by the administrator and the employee. A Muhlenberg Education Association representative may participate in this process at the employee's request.
2. The employee or building principal may request another administrator to conduct a formal observation.

3. Successful completion of the Improvement Plan as determined by the administrator will lead to a rating of Satisfactory in the next rating period.
4. Unsuccessful completion of the Improvement Plan as determined by the administrator will lead to a rating of Unsatisfactory in the next rating period.

E. Unsatisfactory Rating

Prior to an employee receiving an overall unsatisfactory rating, either 1 or 2 as defined below must have occurred:

1. Formal observations of the employee's performance must have been completed.
 - a. Each observation is to be followed by a conference resulting in the issuance of the appropriate evaluation form.
 - b. Specific suggestions to remediate weak areas in the employee's performance must be detailed in the Improvement Plan.
 - c. The building Principal/Supervisor must document evidence that the specific requirements set forth in the Improvement Plan were not completed successfully.
 - d. The building Principal/Supervisor or the employee may request another administrator observe the employee. The procedure listed in VI. E.1 above applies to this observation
2. If there is information available to the administrator that the employee is in violation of Section 1122 PA School Code, the procedures listed below shall be followed:
 - a. Administration shall inform the employee, in writing, of the alleged violation.
 - b. A conference between the employee and administration shall occur unless unforeseen circumstances prevent it.
 - c. A written summary of the conference shall be placed in the Employee's Personnel File, with a copy to the employee and Superintendent.

- d. The outcome of the procedures listed above shall be reflected on the appropriate evaluation form.
3. For all other occurrences of unsatisfactory conduct, VI. E. 2a, b, c, and d above apply.

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Muhlenberg School District - Classroom Observation Form

Teacher	Room No.	Grade/ Class	Subj.	Attendance M F
Date:	Time : From	To	Observer's Signature	

A: Preparation and Planning	O	NO	N/A
Teaches the curriculum			
Appropriate content development and organization in relation to the curriculum			
Lesson Plans available for review			
Gradebook available for review			
Appropriate instructional aids/ classroom materials secured and ready			

Notes:

B: Setting and Introduction	O	NO	N/A
The classroom environment is conducive to learning.			
The classroom arrangement is appropriate for the lesson.			
Students are greeted upon arrival to the classroom.			
The lesson for the day is introduced.			
Objectives for the lesson are clearly stated and appropriate for the students			

Notes:

C: Lesson Delivery & Instructional Practice	O	NO	N/A
The lesson contained a review of previous instruction			
Homework is checked for completeness and accuracy			
The explanation of the skills to be learned relates to prior instruction			
Prepared activities transition smoothly one to another			

C: Lesson Delivery & Instructional Practice (cont'd)	O	NO	N/A
Instructional strategies employed in the classroom include Group Discussion _____ Inquiry/ Questioning _____ Project/ Activity _____ Lecture/ Demonstration _____ Student led discussion _____ Other _____			
Questions asked of the students require Synthesis of info _____ Analysis of data _____ Application of concepts _____ Comprehension & Knowledge _____ Factual recall _____ Evaluation of Info _____			
Instruction provided was clear and concise			
Structured activities utilized in the class supported objectives/ instruction			
The teacher facilitates small group or student lead work			
Teacher monitors independent practice			
Information is summarized at the conclusion of the lesson			
Homework/ practice is assigned to reinforce instruction			
The class is brought to an appropriate closure			

Notes:

D: Management/ interaction with Students	O	NO	N/A
Behavioral and academic expectations are clearly transmitted to students			
Students were engaged in the lesson and on task			
Bell to bell instruction was provided during the class period			
Student attention to task is monitored throughout the class period			
Student learning is assessed during the lesson			
Explanations or corrections are provided when students do not understand concept/lesson			
Student behavior is monitored and appropriately corrected throughout the class period			
The teacher is enthusiastic and positive with students			
Humor is utilized in the lesson where applicable			
Students are encouraged to learn and succeed in the classroom			

O = Observed

NO = Not Observed

N/A = Not Applicable

Notes:

Commendations:

Recommendations:

Rating:

_____ Satisfactory

_____ Needs Improvement

_____ Unsatisfactory

Employee's Signature

Date

Observer's Signature

Date

Principal's Signature

Date

The signature of the employee merely signifies that he/she has read this document and understands that the document will be put in the employee's official file. The signature does not indicate agreement or disagreement with the report.

Muhlenberg School District

Differentiated Supervision Models

Each professional employee will establish an annual professional goal. The selection of the differentiated supervision option should be related to successful completion of the professional goal.

- I. Cooperative / Collaborative Options
 - A. Professional Study Group
 - B. Research Review Group
 - C. Consultation with Subject Area Specialist
 - D. Peer Observation/Coaching
 - E. Walk-Through Observations
 - F. Function as an Assigned Teacher Resource Leader
 - G. Parent or Community Projects

- II. Self-Directed Options
 - A. Develop and submit a Grant Proposal and implement if approved
 - B. Portfolio Project/Review
 - C. Workshop Presentation Series
 - D. Classroom Research Project
 - E. Technology Project
 - F. Self-Reflective Journal
 - G. Instructional Artifacts Collection
 - H. Develop and implement a plan to become a Teacher Resource Leader
 - I. National Board Certification
 - J. Attend PDE Governor's Institute and implement program
 - K. Independent Study Project

Additional options may be developed by an individual

Muhlenberg School District

Differentiated Supervision Planning Guide

Name _____

School Year _____

Building _____

Differentiated Supervision Level: Blue Gold

Professional Goal:

Differentiated Supervision Model:

Differentiated Plan Outline:

Description of Project

Group Members (if applicable)

Calendar of meetings/activities

Plan for monitoring progress

Documentation procedures

Resources Needed

Evaluation Plan:

Teacher Signature: _____

Date: _____

Administrator Approval: _____

Date: _____

Muhlenberg School District

Differentiated Supervision Quarterly Progress Report

Name _____

School Year _____

Building _____

Differentiated Supervision Level: Blue Gold

Professional Goal:

_____ 1st Quarter

_____ 2nd Quarter

_____ 3rd Quarter

_____ 4th Quarter

Progress Towards Goal:

Attach evidence of goal implementation.

Is a conference needed?

Teacher Signature: _____

Date: _____

_____ Yes

_____ No

Administrator Approval: _____

Date: _____

_____ Yes

_____ No