

Definitions of Performance Level Descriptors

The table below is intended to provide further guidance in the completion of the Correlation Data section of the Principal/School Leader Rating Form. Note this table is intended to supplement (not supplant) Table H as described in regulation, *Pennsylvania Bulletin, Vol. 44, number. 24, June 14, 2014*.

Discussions should take place between the supervising administrator and principal/school leader				
Correlation Rating (15%)	0 - Failing	1 - Needs Improvement	2 - Proficient	3 - Distinguished
<p>Degree of understanding of evidence presented regarding the relationship between teacher-level measures, and teacher observation and practice ratings.</p> <p>Quality of explanation provided for observed relationships between teacher-level measures and, teacher observation and practice ratings.</p> <p>Plans for how the data will be used to support school and LEA goals.</p>	<p>The principal/school leader's responses demonstrate <u>no understanding</u> of the three aspects of correlation: Degree, Quality, and Planning.</p> <ul style="list-style-type: none"> Does not disaggregate teacher observation/practice ratings and teacher-level measures. Cannot cite plausible causes for connections among teacher observation/practice ratings and teacher-level measures. Cannot articulate why plausible connections may have occurred among teacher observation/practice ratings and teacher-level measures. Does not identify elements for an effective plan for increasing student performance based upon the 	<p>The principal/school leader's responses demonstrate <u>limited understanding</u> of the three aspects of correlation: Degree, Quality, and Planning.</p> <ul style="list-style-type: none"> Attempts to disaggregate and/or analyze teacher observation/practice ratings and teacher-level measures. Attempts to cite plausible causes for the connections among teacher observation/practice ratings and teacher-level measures. Attempts to articulate why the plausible connections may have occurred among teacher observation/practice ratings and teacher-level measures. Attempts to identify elements for an effective 	<p>The principal/school leader's responses demonstrate <u>solid understanding</u> of the three aspects of correlation: Degree, Quality, and Planning.</p> <ul style="list-style-type: none"> Disaggregates and conducts an analysis of teacher observation/practice ratings and teacher-level measures. Cites plausible causes for the connections among teacher observation/practice ratings and teacher-level measures. Articulates why the plausible connections may have occurred among teacher observation/practice ratings and teacher-level measures. Identifies elements for an effective plan for increasing student performance 	<p>The principal/school leader's responses demonstrate <u>comprehensive understanding</u> of the three aspects of correlation: Degree, Quality, and Planning.</p> <ul style="list-style-type: none"> Disaggregates teacher observation/practice ratings and teacher-level measures, as well as conducts an analysis to determine plausible connections among the data. Cites plausible causes for the connections among teacher observation/practice ratings and teacher-level measures. Articulates why the plausible connections may have occurred among teacher observation/practice ratings and teacher-level measures.

	analysis of teacher observation/practice ratings and teacher-level measures.	plan for increasing student performance based upon the analysis of teacher observation/practice ratings and teacher-level measures.	based upon the analysis of teacher observation/practice ratings and teacher-level measures.	<ul style="list-style-type: none"> Establishes an effective plan for increasing student performance based upon the analysis of teacher observation/practice ratings and teacher-level measures. Incorporates the results from the correlational section of the Principal Rating Form into the other aspects of Principal Effectiveness (e.g. Elective Data - Principal SLOs).
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Sample Items of Data to be Considered But Not Limited to the Following:	
<p><u>Examples of Aggregate Data:</u></p> <ul style="list-style-type: none"> Average teacher ratings for the building Teacher-Level Measures <ul style="list-style-type: none"> School Performance Profile (SPP) Teacher Specific Data / PVAAS Elective Data / SLO 	<p><u>Examples of Disaggregated Data From Teacher Observation and Practice Ratings:</u></p> <ul style="list-style-type: none"> Teacher observation and practice ratings <ul style="list-style-type: none"> Analysis by rating category Analysis by department Analysis by grade level Analysis by years of teaching experience Analysis by years of service in building Other teacher observation and practice data <p><u>Examples of Disaggregated Data From SPP:</u></p> <ul style="list-style-type: none"> PSSA scores Keystone scores Graduation rates Closing achievement gap NOCTI performance by department Other measures of student performance