

Educator Effectiveness Administrative Manual

July 2014



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

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Introduction

Administrative Guidelines for Educator Effectiveness System

Goal

To develop an *Educator Effectiveness Administrative Manual* that will provide guidance in the evaluation of educators, highlight critical components of effectiveness training, and offer opportunities for professional growth. The term “educator” includes teachers, all professional and temporary professional employees, education specialists, and school administrators/principals.

The *Educator Effectiveness Administrative Manual* describes the features of Act 82 and compliance requirements set forth by the legislation. This manual is designed to help guide educators in the implementation of the rating tool and to provide assistance for educators regarding required and recommended information to educator effectiveness.

The Pennsylvania Department of Education shall develop a rating tool to reflect student performance measures and employee observation results.

The Pennsylvania Department of Education has approved an evaluation tool and provides guidance with best practices.

The goal of the Educator Effectiveness System is to ensure that students have an effective teacher in their classrooms and effective leadership in every building.

Chapter 1: Classroom Teachers - Section 1: Observation/Practice

Act 82

Beginning with the 2013-2014 school year, the evaluation of the effectiveness of professional and temporary professional employees with instructional certificates serving as classroom teachers, a professional employee or temporary professional employee who provides direct instruction to students related to a specific subject or grade level, shall be given due consideration to the following:

1. Classroom observation and practice models that are related to student achievement shall comprise fifty percent (50%) of the overall rating in each of the following areas:
 - Planning and preparation
 - Classroom environment
 - Instruction
 - Professional responsibilities
2. Student Performance, which shall comprise fifty percent (50%) of the overall rating of the professional employee or temporary employee serving as a classroom teacher, shall be based upon **multiple measures** of student achievement. (Chapter 1, Sections 2,3,4)

Ratings shall be performed by or under the supervision of the chief school administrator or, if so directed by the chief school administrator, by an assistant administrator, a supervisor or a principal who has supervision over the work of the professional employee or temporary professional employee being rated, provided that no unsatisfactory rating shall be valid unless approved by the chief school administrator.

Act 82 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 82 requires that all teachers will be rated as Distinguished, Proficient, Needs Improvement, or Failing.

Each rating form shall identify the overall performance rating of the professional employees and temporary professional employees serving as classroom teachers as one of the following:

1. Distinguished – shall be considered **satisfactory**
2. Proficient – shall be considered **satisfactory**
3. Needs improvement – shall be considered **satisfactory**, except that any subsequent overall rating of "needs improvement" issued by the same employer within ten (10) years of the first overall performance rating of "needs improvement" where the employee is in the same certification shall be considered **unsatisfactory**
4. Failing – shall be considered **unsatisfactory**

Professional Employees shall be rated at least annually and temporary professional employees shall be rated at least twice annually.

Teachers who receive an overall performance rating of **Needs Improvement or Failing** are required by Act 82 to participate in a **Performance Improvement Plan**. A **Performance Improvement Plan** shall be designed with the professional employee's input addressing the area(s) of concern, recommendations for Professional Development, types of data (evidence) that will be collected to determine improvement, and an observation schedule with **Intensive Supervision**.

Current Rating Systems under existing collective bargaining agreements or contracts must be discontinued in any new or renewed agreements or contracts or during the status quo period after an expired contract. No new agreements or contract may provide for a rating system other than what is provided by Act 82.

Professional employees and temporary professional employees serving as classroom teachers may be evaluated through the use of a rating tool developed by individual school districts, intermediate units, or area vocational-technical schools that the department has approved as meeting or exceeding the measures of effectiveness. An alternative rating form application may be found on the PDE website www.education.state.pa.us Educator Effectiveness System.

Charter schools are not included in this rating system but may choose to participate.

Regulations	Teacher observation and practice domains. The rating of a classroom teacher for effectiveness in teacher practice shall be based on classroom observation or other supervisory methods. The percentage factor for, and description of, each domain is listed in Table A.	
	Table A: Descriptions of Four Domains	
	Domain	Description
	I. Planning & Preparation - 20%	Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.
II. Classroom Environment - 30%	Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.	
III. Instruction - 30%	In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.	

IV. Professional Responsibilities - 20%	Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.
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Scoring. An LEA must provide a rating score in each domain. The four teacher observation and practice domains shall be rated and scored on a zero-to-three-point scale. The ratings of Failing, Needs Improvement, Proficient and Distinguished are given numeric values and definitions as shown in Table B.

Table B: Domain Rating Assignment - 3 Point Scale

Performance Rating	Value	Rating Tool Regulation Definition
Failing	0	The employee does not meet performance expectations required for the position.
Needs Improvement	1	The employee is functioning below proficient for performance expectations required for continued employment.
Proficient	2	The employee's performance consistently reflects practice at a professional level.
Distinguished	3	The employee's performance consistently reflects teaching at the highest level of practice.

Rating and Performance in Four Domains. Table C summarizes teacher performance levels for each of the Domain Rating Assignments and for the ratings to be assigned for each domain in the Rating (A) column on the next page in Table D. From *Enhancing Professional Practice: A Framework for Teachers, 2nd Edition* (pp. 41-42), by Charlotte Danielson, Alexandria, VA: ASCD. © 2007 by ASCD. Adapted and reproduced with permission.

Table C: Four Levels of Performance in Four Domains

Domain	Failing	Needs Improvement	Proficient	Distinguished
I. Planning & Preparation - 20%	Teacher’s plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher’s plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned with the goals.	Teacher’s plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher’s plans based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher’s plans – instructional outcomes, learning activities, materials, resources, and assessments – are in complete alignment and are adapted as needed for individual students.

	<p>II. Classroom Environment - 30%</p>	<p>Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.</p>	<p>Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.</p>	<p>Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.</p>	<p>Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.</p>
	<p>III. Instruction - 30%</p>	<p>Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.</p>	<p>Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to</p>	<p>All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson</p>	<p>All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every</p>

			students' interests and their success in learning.	and of each student.	student.
	IV. Professional Responsibilities - 20%	The teacher demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skill in reflection, little or no communication with families or colleagues, and avoidance of school and LEA responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary recordkeeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and LEA projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and LEA events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for recordkeeping and communication with families, leadership roles in both school and LEA projects, and extensive professional development activities. Where appropriate, students contribute to the systems for recordkeeping and family communication.
<p>Ratings and weighted scoring. The four domains of teacher observation and practice in Part (A) of the form are each assigned a percentage factor. Each domain shall be scored on the 0-to-3-point scale. The individual score or rating for each domain is adjusted by the percentage factor attributed to that domain. The score of zero, one, two or three for each domain is calculated into points based on its percentage factor. The sum of the points for all domains will be the total Teacher Observation and Practice Rating. The calculation for each domain is set forth in Table D.</p>					

Table D: Teacher Observation and Practice Rating					
Domain	Title	Rating (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation		20%		0.60
II.	Classroom Environment		30%		0.90
III.	Instruction		30%		0.90
IV.	Professional Responsibilities		20%		0.60
Teacher Observation & Practice Points/Rating					3.00

<p>Rating Form PDE 82-1</p>	<p>The rating form and related documents are available in electronic versions and Excel worksheet format for the scoring and rating tabulation at the Department's website www.education.state.pa.us.</p> <p>A rating form tool is provided to facilitate the final entry and calculation of all measures associated with determining the final performance rating for a teacher. For part (A) Teacher Observation and Practice, the tool allows entry of the individual ratings for each domain in the *Rating* column and automatically calculates (1) Teacher Observation & Practice Rating which is used as the final Observation and Practice measure combined with the other multiple measures to determine the final performance rating.</p> <p>The pie chart following the regulations serves as a visual depicting the rating tool of the Teacher Effectiveness System for professional and temporary professional employees serving as classroom teachers.</p>
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<p>Summative Evaluation</p>	<p>The data from Danielson’s <i>Framework for Teaching(FFT)</i>, and other observational data will be used to determine the teacher observation and practice rating. <i>Summative process of evaluation.</i> LEAs shall utilize classroom practice models (e.g., Danielson, <i>Enhancing Professional Practice: A Framework for Teaching</i>) that address the areas related to classroom observation and practice contained in section 1123(1)(i) of the Public School Code (24 P. S. § 11-1123(1)(i)) and are approved by the Department.</p> <p>The Department shall publish a list of approved practice models for assessing the four domains annually on the Department's website.</p> <p>A classroom teacher must be given a rating in each of the four domains. In determining a rating for an employee, a LEA may use any combination of the components in the practice model related to the domains. The four domains in the classroom practice models establish a framework for the summative process of evaluating classroom teachers. The form and standards do not impose mandates on the supervisory and formative processes utilized by a LEA.</p>
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<p>Rating and Evaluation Procedure</p>	<p><i>Rating and Evaluation Procedure:</i> The rater shall determine and assign a performance rating for teacher practice. The rater shall base the evaluation upon the preponderance of evidence gathered.</p>
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<p>Evidence/ Documentation</p>	<p><i>Evidence/documentation.</i> As appropriate, records for the employee and his/her placement in a classroom and educational program shall be documented by the rater. Documentation may include, but not be limited to a combination of any of the following items:</p> <ul style="list-style-type: none"> • Documented notations of classroom observations, teacher/rater conferences or interviews, or informal observations or visits. • Lesson unit plans (types, titles and numbers), materials, technology, teacher resource documents, visual technology, space, student assignment sheets, student work, instructional resources, student records, grade book, progress reports and report cards. • Student Surveys • Interaction with student’s family • Family, parent, school and community feedback • Act 48 documentation • Use of teaching and learning reflections <p>The documentation, evidence and findings of the rater, shall provide the basis for the rating of the employee’s complete tool in each of the four domains.</p>
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**Formative
Supervision
Framework for
Teaching**

The Pennsylvania Department of Education is recommending a supervision system consisting of two models: **Formal Observation** and **Differentiated Supervision**.

Formal Observation of the teacher practice is accomplished through formal and informal observations measured by research supported best practices: Danielson's *Framework for Teaching*. The assessment supported by Danielson's *Framework for Teaching*, and other observational data is **formative**. The collaborative reflections of the observational data may focus the efforts of the teacher on a professional development plan to improve instructional practices and student achievement.

Pennsylvania Department of Education has recognized Charlotte Danielson's *Framework for Teaching* as the model for the supervision of classroom teachers. Classroom observations by the principal/supervisor will include demonstrated behaviors associated with improving student achievement. There are four (4) Domains that describe the effective teaching process:

- **Domain 1 - *Planning and preparation***, including selecting standards-based lesson goals and designing effective instruction and assessment;
- **Domain 2 - *Classroom environment***, including establishing a culture for learning and appropriate classroom management techniques that maximize instructional time;
- **Domain 3 - *Instruction***, including the use of research-based strategies which engage students in meaningful learning and utilize assessment results to make decisions about student needs; and
- **Domain 4 - *Professional responsibilities***, including using systems for managing student data and communicating with student families.

<p>Formal Observation Process</p>	<p>A Formal Observation should include the following three elements:</p> <p>A Pre-observation conference should be held before the observation. Prior to the pre-conference, the teacher should provide the observer a copy of the lesson plan (Domain 1). The teacher should add additional input to the lesson plan that emerges from the pre-observation conference.</p> <p>The Observation conference should begin with the observer arriving prior to the start of the lesson. The evaluator provides the teacher a completed observation form as soon as possible after the observation. Prior to the post conference, the teacher should complete a self-assessment rubric for the observer prior to the post-conference.</p> <p>The Post-observation conference should be held in a reasonable timeframe after the observation. At the post-observation conference, the comparison of the observer’s report and the teacher’s summary should be reviewed. The evaluator notes the components of agreement and then invites the teacher to take the lead in discussing the other components where agreement does not occur.</p>
<p>Informal Observation Process</p>	<p>Informal Observations may include but are not limited to the following: walkthroughs, presentations, meetings, communications, and other evidence of classroom practice.</p>
<p>Differentiated Supervision</p>	<p>Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment to Formal Observation. Professional employees will develop an action plan for professional development unique to their needs and interests. Professional employees in Differentiated Supervision do require an overall performance rating in each domain and must receive an annual rating. Additional Guidance on Differentiated Supervision can be found in Chapter 4.</p>

Chapter 1: Classroom Teachers - Section 2: Building Level Data

<p>Multiple Measures of Student Achievement Act 82</p>	<p>According to Act 82 student performance will comprise fifty percent (50%) of the overall rating of the professional employee or temporary professional employee serving as a classroom teacher and will be based upon multiple measures of student achievement. The fifty percent (50%) shall be comprised of the following: fifteen percent (15%) Building Data, fifteen percent (15%) Teacher-Specific Data and twenty percent (20%) Elective Level Data.</p>
<p>Building Level Data (15%)</p>	<p>Building level data will be represented using the academic score determined via the Pennsylvania School Performance Profile (SPP). This profile will be provided by PDE and will include data from the following, when applicable:</p> <ul style="list-style-type: none"> • PSSA Assessments/Keystone Exams • Industry Standards-Based Competency Assessments • Closing the Achievement Gap (All Students and Historically Underperforming Students) • PVAAS Growth Measures • Graduation Rate • Promotion Rate • Attendance Rate • International Baccalaureate and/or Advanced Placement and/or College Level Course Enrollments • SAT Performance • PSAT Participation • ACT Performance • Aspire • Advanced Placement Performance (extra credit only)
<p>Regulation</p>	<p>Teachers without building level data: The following is the language from Paragraph (IV)a)(5) in the regulation about substituting “Danielson” for SPP or “Building Level Rating”:</p> <p style="padding-left: 40px;">For classroom teachers in positions for which there is no Building Level Score reported on the Department website, the LEA shall utilize the rating from the teacher observation and practice portion of the rating form in Part (A)(1) [“Danielson” portion of rating form] in place of the Building Level Rating.</p>

Pennsylvania School Performance Profile

The Pennsylvania School Performance Profile will provide a quantitative academic score based upon a 100-point scale to represent the overall academic performance of each school in Pennsylvania. Scores are calculated based upon defined weighted data elements. If a school is missing a data element and thus, its representative performance measures, the display area will reflect that circumstance and the calculation for the academic score will be adjusted accordingly. For Educator Effectiveness System, the 100-point scale is converted to a 0 – 3 scale to facilitate combining with the other multiple measures. The score for a school is based upon indicators that define a high performing school. Many data elements come together to create the academic score. These indicators are categorized into five areas.

The first three areas represent 50% of the building level score when all applicable data elements are available:

- Indicators of Academic Achievement (40%) include PSSA, PASA, and/or Keystone Exam performance, industry standards-based competency assessment performance (NOCTI/NIMS), grade 3 reading proficiency, and SAT/ACT college ready benchmarks.
- Indicators of Closing the Achievement Gap (5%) - All Students measure how well a school is making progress toward proficiency of all students in the school who take the PSSA, PASA, and/or Keystone Exam.
- Indicators of Closing the Achievement Gap (5%) – Historically Underperforming Students measure how well a school is making progress toward proficiency of high needs students who have historically not demonstrated proficiency. Students with disabilities, English Language Learners and economically disadvantaged students in a non-duplicated count form this group. Applicable assessments are the PSSA, PASA, and/or Keystone Exams.

Note: Comprehensive CTC's academic achievement is weighted at 44% while Closing the Achievement Gap is weighted at 3% for each group.

The fourth area represents 40% of the building level score when all applicable data elements are available:

- Indicators of Academic Growth/PVAAS measure the school's impact on the academic growth of students from year-to-year on PSSA and/or Keystone Exams.

The fifth area represents 10% of the building level score when all applicable data elements are available:

- Other Academic Indicators assesses factors that contribute to student achievement. They include graduation rate (or promotion rate), attendance rate, enrollments in courses of rigor (International Baccalaureate Diploma, Advanced Placement, enrollments in college courses credit programs), and PSAT/ASPIRE participation.

Schools may earn additional points via Extra Credit for Advanced Achievement (up to 7 Points) depending on school configuration based on advanced performance on state assessments, industry standards-based competency assessments, and advanced placement exams.

Converting SPP Score to 0 – 3 Scale

In order to combine the School Performance Profile (SPP) score with the other multiple measures of student achievement, it is necessary to convert the SPP score to a 0 to 3 scale. Although based on a 100 point scale, the SPP score can actually reach a final score of 107 due to the potential of earning up to 7 points of extra credit for advanced achievement. However, the maximum value on the conversion to the 0 to 3 scale will be 3.00. The following table illustrates the conversion from the SPP score to a 0 to 3 scale. Values between the displayed values are scaled proportionally. The rating tool illustrated in the next section will automatically calculate the value of the SPP score converted to the 0 to 3 scale.

Conversion From 100 Point Scale to 0 - 3 Scale	
SPP Score	0 - 3 Scale
90.0 to 107*	2.50 - 3.00
70.0 to 89.9	1.50 - 2.49
60.0 to 69.9	0.50 - 1.49
00.0 to 59.9	0.00 - 0.49

School Performance Profile score could exceed 100 with maximum score and credit for advanced achievement

Rating Tool

A rating tool is provided to facilitate the final entry and calculation of all measures associated with determining the final performance rating for a teacher. For part (B), the tool allows entry of the building level score and automatically calculates the building level score converted to a 3 point rating which is combined with the other multiple measures to determine the final performance rating. The rating tool and related documentation are available at www.education.state.pa.us under the Educator Effectiveness System.

Chapter 1: Classroom Teachers - Section 3: Teacher Specific Data

Teacher Specific Data Act 82	According to Act 82 student performance will comprise fifty percent (50%) of the overall rating of the professional employee or temporary professional employee serving as a classroom teacher and will be based upon multiple measures of student achievement. The fifty percent (50%) will be comprised of the following: fifteen percent (15%) Building Data, fifteen (15%) Teacher-Specific Data and twenty percent (20%) Elective Data.
Regulation	<p>Beginning in 2014-15 Teacher Specific Data will comprise 15% of the overall rating for classroom teachers. Any data used for a rating must be attributable to the specific classroom teacher who is being evaluated and rated.</p> <p>LEAs shall use the Student Learning Objective (SLO) process to document, determine, and validate the weight assigned to the Teacher Specific Data measures that establish the Teacher Rating where applicable. See SLO Template on page 26.</p> <p>PDE has developed a FAQ for Student Performance Measures for Classroom Teachers which is posted on the Department's website.</p>

<p>Teacher Specific Data (15%)</p>	<p>Fifteen (15%) of the evaluation will be based on Teacher Specific Data for teachers:</p> <p>Fifteen percent (15%) teacher-specific data, shall include, but not limited to the following when data is available and applicable to a specific classroom teacher:</p> <ol style="list-style-type: none"> 1. Student performance on assessments (percent proficient and advanced) – not more than 5% 2. Value-added assessment system data made available by the department under section 221 -must be at least 10% 3. Progress in meeting the goals of student individualized education plans required under the Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.) – not more than 5% 4. Locally developed school district rubrics – not more than 15%
<p>Teachers Without a PVAAS Score</p>	<p>Professional Employees/Temporary Professional Employees Not Eligible for a PVAAS Score Include:</p> <p>Those teachers who do NOT have full or partial responsibility for content specific instruction of assessed eligible content as measured by PA’s assessments (PSSA and/or Keystone exams).</p> <p>Teachers who provide instruction in non-state assessed grades/subjects/courses only (e.g. Social Studies) are NOT eligible for a PVAAS score. While teachers in these areas may be supporting reading and math skills in their content areas, the Building Level Data reflects the influence of these teaching staff on school-wide academic results.</p> <p>Teachers who provide instruction on the standards in non-tested subjects/grades/courses, such as Standards for Literacy in History/Social Sciences, Science, and Technical Subjects, do NOT receive a PVAAS score. PVAAS teacher-specific reporting is aligned to those teachers providing content specific instruction of the assessed eligible content on PSSA and Keystone exams. The Standards for Literacy in History/Social Sciences, Science, and Technical Subjects are not assessed on the PSSA and/or the Keystone exams.</p> <p>For teachers without eligible PVAAS scores the final evaluation will be based upon the following components:</p> <ul style="list-style-type: none"> Observation/Practice based upon the Danielson Framework (50%) Building Level Data (15%) Teacher Specific Data (15%) Elective Data (20%)

Teachers with Eligible PVAAS Score

Teachers receiving PVAAS teacher-specific reporting are permanent or temporary professional employees who hold a valid PA teaching certificate and who have full or partial responsibility for content specific instruction of assessed eligible content as measured by Pennsylvania’s assessments (PSSA and/or Keystone exams). *This may include teachers other than those who are the teacher of record.* Pennsylvania defines the teacher of record as “a professional or temporary professional educator assigned by a school entity as the primary instructor for a group of students.” (Source: Highly Qualified Teacher Guidelines on PDE website)

- This includes PA certified teachers providing content-specific instruction in assessed eligible content in subjects/grades / courses assessed by the PSSA and Keystone exams (with and without accommodations).
- This includes the subjects/grades/courses of PSSA English/Language Arts and mathematics in grades four through eight; PSSA science in grades four and eight, and Keystone-related courses.

Note: Pennsylvania’s Alternate System of Assessment (PASA) is not included in PVAAS analyses as there are a very low number of students tested statewide. A significant number of students are needed for each grade level and subject to build a statistical model to yield value-added measures for teachers from this assessment.

Therefore, teachers who may be eligible for a PVAAS score include, but are not limited to: regular education teachers, special education teachers, intervention specialists, reading/math specialists, ESL teachers, and gifted teachers. If they plan the instruction of the assessed eligible content, provide the instruction of the assessed eligible content, AND assess the effectiveness of the instruction of the assessed eligible content as measured by a PA state assessment- responsible for Domains 1 AND 3 of the *Framework for Teaching*, they may be eligible for a PVAAS score. There may be more than one teacher responsible for both Domains 1 and 3 (ex. co-teaching, team teaching, etc.).

For teachers with eligible PVAAS scores the final evaluation will be based upon the following components:

- Observation/Practice based upon the Danielson Framework (50%)
- Building Level Data (15%)
- Teacher Specific Data (15%)
- Elective Data (20%)

<p>Pennsylvania Value - Added Assessment System (PVAAS)</p>	<p>The Department has contracted with SAS Inc., SAS EVAAS for K-12, to provide PVAAS teacher-specific reporting for local education agencies (LEAs) as one measure of teacher effectiveness. Teachers will receive single-year PVAAS teacher specific reporting for each year, subject/grade/course for which it is available. Teacher-specific data (PVAAS) will not be included as a part of the summative evaluation rating until a teacher has a PVAAS 3 year rolling average – based on 3 consecutive school years of PVAAS teacher specific reporting.</p> <p>A teacher needs three consecutive school years of value-added reporting, in any state assessed subject/grade/course, to receive a PVAAS 3-year rolling average. This does not need to be in the same subject/grade/course each year. No single year PVAAS data or 2-year PVAAS data will be used on a teacher’s final rating form.</p> <p>For information about PVAAS professional development, supports and resources: https://pvaas.sas.com</p>
<p>Instructional Responsibility</p>	<p>PVAAS teacher-specific reporting should fairly represent the proportion of instructional responsibility that a teacher has for each student for a teacher for each state assessment. This proportion may vary by student. The percent of Instructional Responsibility represents the amount that each student will be weighted in the value-added analyses for PVAAS teacher-specific reporting. Students with less than 100% instructional responsibility are weighted less than those with 100% instructional responsibility. LEAs will determine the percent of instructional responsibility for individual students for each teacher who is eligible for a PVAAS score.</p> <p>There are two pieces of information used to determine the total “Percent of Instructional Responsibility” for each student instructed by a teacher:</p> <p>Part 1 of 2: Percent of Student + Teacher Enrollment</p> <ul style="list-style-type: none"> • The percent of school days that a student and a teacher are concurrently enrolled together in a state assessed subject/grade/course from day 1 of the subject/grade/course until the last school day before the LEA’s testing window opens in that subject/grade/course. <p>Part 2 of 2: Percent of Teacher Instruction for Students</p> <ul style="list-style-type: none"> • The percent of content specific instruction for which a teacher is responsible for a state assessment (subject/grade/course). • The Percent of Instruction is 100% if there is only one PA certified teacher who is fully responsible for the instruction. • The Percent of Instruction will be less than 100% if there is more than one PA certified teacher who is responsible for the instruction, such as co-teaching and team teaching. <p>Details on the attribution of students to teachers and the Percent of Instructional Responsibility are on the PVAAS FAQ on the PVAAS website at https://pvaas.sas.com</p>

PVAAS Reporting

The Pennsylvania Value-Added Assessment System (PVAAS) teacher-specific reporting estimates the academic growth of the teacher's group of students. The PVAAS reports are based on the Education Value-Added Assessment System (EVAAS™) methodology provided to Pennsylvania (PA) by the SAS Institute Inc., SAS® EVAAS® for K-12 division.

Although measuring academic achievement is important, achievement only identifies where students are at a specific point in time rather than identifying how much academic growth has been made by students. PVAAS provides a measure of academic growth for students by taking into account *both* their endpoint and their entering achievement level. Growth depends on the effectiveness of the instructional program in meeting the needs of students. Students arrive at school at different levels of achievement. By concentrating on growth, PVAAS puts the emphasis on what educators can influence.

The goal is to provide accurate PVAAS teacher-specific reporting for use in PA's Educator Effectiveness System. This requires the correct teachers, linked to the correct students, for the correct state assessment (subjects/grades/courses) for the correct proportion of instructional responsibility for each student. While PIMS collects data linking students to a teacher(s), PVAAS provides a roster verification process and web-based system for teachers, school administrators and district administrators in LEAs to verify this information. This is to ensure accurate data, verified by teachers, school administrators and district administrators, to yield PVAAS teacher-specific reporting.

These linkages between students, teachers, and the proportion of instructional responsibility will be a local determination based on PDE guidance and policy. Once the PVAAS teacher-specific reporting is released each year, teachers and administrators will be able to drill-down within the reporting and see that the students reflect those verified in the PVAAS roster verification process/system.

Teachers will receive a value added report for each subject/grade/course for which they have an instructional responsibility in a specific school year. Diagnostic reports will also be provided for the teacher as data for continuous improvement of professional practice. This includes diagnostic reporting to assess the growth of students categorized by high-achieving, low-achieving, and middle-achieving students, as well as demographic subgroups of students served by a specific teacher.

PVAAS teacher-specific reporting is provided for each PA assessed subject/grade/course for a teacher for each year it is available. PVAAS teacher-specific reporting is not provided by sections for a teacher.

- Example: If a teacher provides instruction for grade 5 reading, mathematics, and writing, the teacher will receive single year PVAAS teacher-specific reporting for grade 5 reading, grade 5 mathematics, and grade 5 writing separately.
- Example: If a teacher provides instruction for 5 sections of students for Algebra I, the teacher will receive ONE PVAAS report for Algebra I.

	<p>If desired, the teacher can do a PVAAS Custom Report to look at the academic growth for a specific group of students. See the PVAAS website at http://pvaas.sas.com for details on how to create this report.</p> <p>A teacher will only have access to his/her own PVAAS teacher specific reporting. A teacher's school administrator(s) and district administrator(s) will have access to teacher-specific reporting for his/her specific teachers. School administrators and district administrators will also receive summary reports across all PVAAS teacher specific reporting. LEAs will determine if anyone else has additional access to PVAAS teacher specific reporting.</p>
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<p>How to Use PVAAS</p>	<p>Using PVAAS Teacher Specific Reporting to Improve Student Progress</p> <p>PVAAS Teacher Specific Reports can be used to:</p> <ol style="list-style-type: none"> 1. Identify teachers who have students yielding high academic growth as they may serve as powerful resources for school-wide improvement of academic progress. 2. Identify teachers who need support in yielding academic growth with students in order to provide targeted supervision and/or peer support to teacher. 3. Target professional development activities to teacher needs. 4. Identify <i>school-wide</i> strengths and areas of need. <p>The Principal/Teacher Dialogue: Collaborating with Teachers Using the PVAAS Value Added Teacher Report</p> <p>A collaborative, reflective, and focused discussion between the principal and the teacher is highly important to the effective use of the PVAAS teacher-specific reports. In addition to the PVAAS Teacher Value Added Report, this dialogue between a teacher and administrator should take into consideration all other information and measures one deems relevant about the teacher's performance and effectiveness from sources such as classroom observations, student learning objectives, working interactions, and student and parent feedback.</p>
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Guiding Questions

1. Where did you see the expected progress this year?
2. Where do you want to see students making better progress this year?
3. *Why might the students not have made the expected progress last year?
4. Given the issue(s) we've identified, what strategies would make a difference for students at that achievement level in your classroom?
5. Who are the students in this your classroom now that would fall within that achievement level?
6. What supports are needed from the principal to carry out those actions?

*This is probably the most important question for reflection and discussion. Some teachers have a clear idea of what needs to be changed to improve the progress of their students, but others may be challenged in that regard. A discussion from both the teacher perspective and the perspective of the principal based on his/her classroom observation and knowledge and experience may lead to better identification of productive changes that should be made. Once a possible reason(s) for a lack of growth is agreed upon, the teacher, with support from the principal, can move to finding a solution(s).

Pulling it all together—summing up the conversation

- Restate the achievement level of students the actions are intended to address.
- Restate the identified need and the specific strategy or strategies the teacher is to implement.
- Schedule a time and method for continued discussion of the effectiveness of the strategies to monitor and adjust implementation.
- Plan for classroom observation and follow-up. Provide support as needed.

**Converting
PVAAS Teacher
3-Year Rolling
Average**

In order to combine the PVAAS 3 year rolling average score with the other multiple measures of student achievement, it is necessary to convert the PVAAS 3 year rolling average score to a 0 to 3 scale. The following table illustrates the conversion from the PVAAS 3 year rolling average to a 0 to 3 scale. Values between the displayed values are scaled proportionally. The rating tools (illustrated below) will automatically crosswalk the value of the PVAAS 3 year rolling average score converted to the 0 to 3 scale.

PVAAS Color	PVAAS 3-Year Rolling Average Growth Index	PVAAS 100 point Scale	PVAAS Teacher Rating 0-3 Scale
Dark Blue	+3.00 or Greater	100	3.00
Dark Blue	+2.00 to +2.99	90.00 to 99.99	2.50 to 2.99
Light Blue	+1.00 to +1.99	80.00 to 89.99	2.00 to 2.49
Green	-1.00 to +.99	70.00 to 79.99	1.50 to 1.99
Yellow	-2.00 to -1.01	60.00 to 69.99	0.50 to 1.49
Red	-3.00 to -2.01	50.00 to 59.99	0.41 to 0.49
Red	-3.01 or Less	49.00	0.40

Chapter 1: Classroom Teachers Section 4: Elective Data

Elective Data 20%	<p>According to Act 82 student performance will comprise fifty percent (50%) of the overall rating of the professional employee or temporary professional employee serving as a classroom teacher and will be based upon multiple measures of student achievement. The fifty percent (50%) will be comprised of the following: fifteen percent (15%) Building Data, fifteen (15%) Teacher-Specific Data and twenty percent (20%) Elective Data.</p> <p>Twenty percent (20%) of the overall performance rating for all teachers, summative evaluation, will include measures of student achievement that are locally developed and selected by the school district from a list approved by PDE and published in the <i>Pennsylvania Bulletin</i> by June 30 of each year. The list includes but is not limited to the following:</p> <ol style="list-style-type: none">a. District Designed Measures and Examinationsb. Nationally Recognized Standardized Testsc. Industry Certification Examinationsd. Student Projects Pursuant to Local Requirementse. Student Portfolios Pursuant to Local Requirements
Regulation	<p>Beginning in 2014-15 Elective Data will comprise 20% of the overall rating for classroom teachers. Any data used for a rating must be attributable to the specific classroom teacher who is being evaluated and rated.</p> <p>LEAs shall use the SLO process document to determine, and validate the weight assigned to the Elective Data measures that establish the Elective Rating.</p>
Student Learning Objective (SLO) Process	<p>It is recommended that the SLO process be a collaborative effort between the evaluator and classroom teacher. PDE requires the Student Learning Objective (SLO) process be implemented as described in the template provided below. More information on the SLO Process and the SLO template is available in an electronic version. It is located at the Homeroom icon on the SAS portal, http://www.pdesas.org</p> <p>Following are SLO development tools available at that site:</p> <ol style="list-style-type: none">1. Electronic templates2. Content specific models3. Training modules to complete the template4. Assessment literacy information as appropriate to the SLO process <p>For the SLO process the ratings of Distinguished (3), Proficient (2), Needs Improvement (1), and Failing (0) will be applied by the LEA to the Elective Rating on the teacher evaluation form.</p>

STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



1. Classroom Context

1a. Name		1b. School	
1d. Class/ Course Title		1e. Grade Level	
1g. Typical Class Size		1h. Class Frequency	

2. SLO Goal

2a. Goal Statement	
2b. PA Standards	
2c. Rationale	

3. Performance Measures (PM)

3a. Name	PM #1: PM #2: PM #3: PM #4: PM #5:	3b. Type	<input type="checkbox"/> District-designed Measures and Examinations <input type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input type="checkbox"/> Student Projects <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Other: _____
3c. Purpose	PM #1: PM #2: PM #3: PM #4: PM #5:	3d. Metric	<input type="checkbox"/> Growth (change in student performance across two or more points in time) <input type="checkbox"/> Mastery (attainment of a defined level of achievement) <input type="checkbox"/> Growth and Mastery
3e. Administration Frequency	PM #1: PM #2: PM #3: PM #4: PM #5:	3f. Adaptations/ Accommodations	<input type="checkbox"/> IEP <input type="checkbox"/> Gifted IEP <input type="checkbox"/> ELL <input type="checkbox"/> Other
3g. Resources/ Equipment	PM #1: PM #2: PM #3: PM #4: PM #5:	3h. Scoring Tools	PM #1: PM #2: PM #3: PM #4: PM #5:
3i. Administration & Scoring Personnel	PM #1: PM #2: PM #3: PM #4: PM #5:	3j. Performance Reporting	PM #1: PM #2: PM #3: PM #4: PM #5:

4. Performance Indicators (PI)

4a. PI Targets: All Student Group	PI Target #1: PI Target #2: PI Target #3: PI Target #4: PI Target #5:															
4b. PI Targets: Focused Student Group (optional)	PI Target #1: PI Target #2: PI Target #3: PI Target #4: PI Target #5:															
4c. PI Linked (optional)		4d. PI Weighting (optional)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">PI</th> <th style="width: 50%;">Weight</th> </tr> </thead> <tbody> <tr><td>#1</td><td></td></tr> <tr><td>#2</td><td></td></tr> <tr><td>#3</td><td></td></tr> <tr><td>#4</td><td></td></tr> <tr><td>#5</td><td></td></tr> </tbody> </table>		PI	Weight	#1		#2		#3		#4		#5	
PI	Weight															
#1																
#2																
#3																
#4																
#5																

5. Elective Rating

5a. Level	<u>Failing</u> 0% to ___ % of students will meet the PI targets.	<u>Needs Improvement</u> ___% to ___% of students will meet the PI targets.	<u>Proficient</u> ___% to ___% of students will meet the PI targets.	<u>Distinguished</u> ___% to 100% of students will meet the PI targets.
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

5b. Rating	<input type="checkbox"/> Distinguished (3) <input type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)	<u>Notes/Explanation</u>
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Teacher Signature _____ Date _____ Evaluator Signature _____

Chapter 1: Classroom Teachers- Section 5: Teaching Professionals with Unique Roles and Functions

Professionals with Unique Roles and Functions

Teaching Professionals with Unique Roles and Functions serve in many different capacities across the Commonwealth given their varied roles, function and contexts and may be considered classroom teachers if they meet the two prong test (see below). LEA administrators need to categorize professional (temporary or permanent) employees as either teaching or non-teaching professionals (see Chapter 3). Under Act 82, if you are working under your instructional certification you will be evaluated with the *Danielson Framework for Teaching* regardless of your status as a teaching or non-teaching professional (see two-prong test).

In an effort to support the implementation of the *Danielson Framework for Teaching* for instructional certifications with unique roles and functions, PDE convened professionals from across the Commonwealth to support implementation. As a result, PDE developed general and specific examples as an optional and potentially useful supplement to the existing and already validated Danielson Framework for use with instructionally certified personnel.

Please note that these are examples only and are not meant to represent the full range of training, experience or unique roles and functions that a given educator may provide. Discussion of examples may help the evaluator and the person being evaluated facilitate meaningful conversation and were not developed to be used as evidence or lack thereof within practice and the evaluation process. These examples are available on the SAS portal by accessing the Instruction component under Teacher Effectiveness at <http://www.pdesas.org/Instruction/Frameworks>

Teaching Professional Employees with Unique Roles and Functions include:

- Gifted Teachers
- Special Education Teachers
- ESL Teachers
- Reading Specialists
- Early Childhood and Early Intervention Teachers
- Career Technology Education Teachers
- Speech Language Pathologists
- School Librarians
- Instructional Coaches

To determine whether you are a teaching professional, you must be able to answer yes to the following two questions:

- 1) **Are you working under your instructional certification?**
- 2) **Do you provide direct instruction* to students in a particular subject or grade level?**

***Direct instruction** is defined as planning and providing the instruction, and assessing the effectiveness of the instruction.

Measuring Educator Effectiveness

Tom Corbett, Governor • Carolyn G. Dumesq, Acting Secretary of Education

www.education.state.pa.us

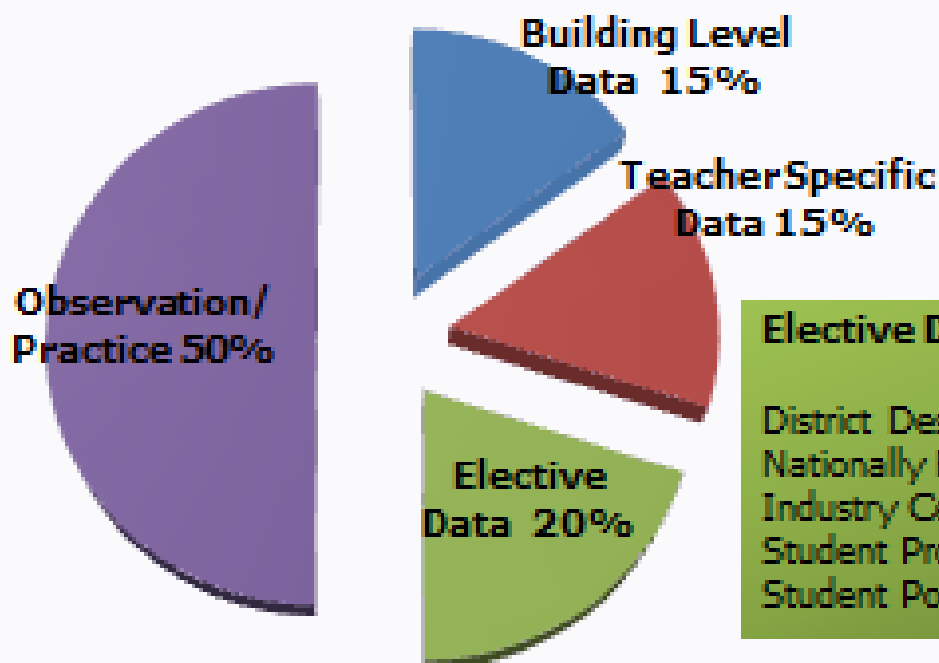
Teacher Effectiveness System in Act 82 of 2012

Teacher Observation/ Practice

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Building Level Data/School Performance Profile

Indicators of Academic Achievement
Indicators of Closing the Achievement Gap, All Students
Indicators of Closing the Achievement Gap, Historically Underperforming Students
Indicators of Academic Growth/ PV AAS
Extra Credit for Advanced Achievement



Teacher Specific Data

Student Performance on Assessments
PV AAS 3-Year Rolling Average
IEP Goals Progress*
LEA Developed Rubrics*

Elective Data*

District Designed Measures and Examinations
Nationally Recognized Standardized Tests
Industry Certification Examinations
Student Projects Pursuant to Local Requirements
Student Portfolios Pursuant to Local Requirements

*Student Learning Objective Process

June 26, 2014

Chapter 2 – Section 1: Principal Effectiveness and Act 82

Overview of Principal Effectiveness Act 82

Beginning in the 2014–15 school year, **principal effectiveness** shall be measured using a rating tool designed specifically for professional employees and temporary professional employees serving as principals. The rating tool gives due consideration to the following:

The Leadership/Observation/Practice model, *Framework for Leadership*, shall comprise fifty percent (50%) of the principal’s overall rating:

- | <u>ACT 82</u> | | <u>* Framework for Leadership</u> |
|-----------------------------|---|---------------------------------------|
| 1. Planning and preparation | - | Strategic and cultural leadership |
| 2. School environment | - | Systems leadership |
| 3. Delivery of service | - | Leadership for learning |
| 4. Professional development | - | Professional and community leadership |

* See Framework for Leadership/Act 82/Principal Inspired Leadership Crosswalk on Page 34.

Multiple Measures of Student Performance shall comprise fifty percent (50%) of the principal’s overall rating in the following areas:

- Fifteen percent (15%) Building-Level Data
- Fifteen percent (15%) Correlation Data based on teacher-level measures
- Twenty percent (20%) Elective Data, including measures of student achievement that are locally developed and selected by the school district from a list approved by the Department of Education and published in the *Pennsylvania Bulletin* by June 30 each year.

The term Principal includes the following:

- Principal
- Assistant Principal
- Vice Principal
- Director of an Area Vocational-Technical School (CTC Director)

Charter Schools

Charter schools are not included in this rating system, but may choose to participate.

<p>Principal/School Leader Regulation</p>	<p>§ 19.2. Principal/School Leader Effectiveness Rating Tool.</p> <p>The rating tool functions as a framework for the evaluation and summative process for principals, assistant principals, vice principals and directors of vocational education, and is designed for local education agencies providing early childhood, elementary or secondary education across the Commonwealth. The rating tool is comprised of the form and the companion instructions. The form 82-2 shall be used to record the results of the summative evaluation..</p>
<p>Authority to Develop Rating Tool</p>	<p>Professional employees and temporary professional employees shall be rated through the use of an approved rating tool developed by the Department of Education. The development process shall include research and collaboration conducted with key stakeholder groups as conducted by the Department of Education.</p> <p>Each rating form shall identify the overall performance rating of the professional employees and temporary professional employees serving as classroom teachers, principals, and non-teaching professional employees as one of the following:</p> <ol style="list-style-type: none"> 1. Distinguished – shall be considered satisfactory 2. Proficient – shall be considered satisfactory 3. Needs Improvement – shall be considered satisfactory, except that any subsequent overall rating of “needs improvement” issued by the same employer within (10) years of the first overall rating of “needs improvement” where the employee is in the same certification shall be considered unsatisfactory 4. Failing – shall be considered unsatisfactory

Chapter 2: Principal Effectiveness – Section 2: Observation/Practice Framework

Observation Framework for Leadership (FFL)	The <i>Framework for Leadership</i> (domains, components, and performance levels) can be found on the PDE website at www.education.state.pa.us .
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The four domains for Leadership Observation and Practice in the rating form give due consideration to and incorporate the professional practice areas of planning and preparation, school environment, delivery of service, and professional development, as set forth in sections 1123(c)(1)(i)-(iv) of the Public School Code (24 P.S. §§ 11-1123(c)(1)(i)-(iv)). Descriptions of the four domains in Part (A) Leadership Observation and Practice are summarized in Table A.

Table A: Descriptions of Four Domains

Domain	Description
I. Strategic/Cultural Leadership* 25%	Principals/School Leaders systematically and collaboratively develop a positive culture to promote continuous student growth and staff development. They articulate and model a clear vision of the school’s culture that involves students, families, and staff.
II. Systems Leadership* 25%	Principals/School Leaders ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in well organized work routines in the building. They must manage efficiently, effectively and safely to foster student achievement.
III. Leadership For Learning* 25%	Principals/School Leaders ensure that a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, data on student learning and teacher effectiveness based on research and best practices.
IV. Professional and Community Leadership* 25%	Principals/School Leaders promote the success of all students, the positive interactions among building stakeholders and the professional growth of staff by acting with integrity, fairness in an ethical manner.

Table B summarizes leadership performance levels for each of the Domain Rating Assignments and for the ratings to be assigned for each domain in the Rating (A) column.

Table B: Four Levels of Performance in Four Domains

Domain	Failing	Needs Improvement	Proficient	Distinguished
I. Strategic/Cultural Leadership 25%	The Principal/School Leader provides little or no strategic direction with most work being done by staff in isolation. Decisions are not student-focused and reflect opinion with little use of data. Despite the need for change, ineffective practices continue.	The Principal/School Leader provides some strategic direction with a few collaborative processes in place. Data are used sparingly to make decisions with some focus on improvement. The culture is moderately student-centered. Change occurs when required by external forces.	The Principal/School Leader utilizes a data-based vision that is student-centered. The culture is collaborative with a focus on continuous improvement. All staff members are held accountable for student success. Change is evidence based.	The Principal/School Leader establishes a future-focused, data-based vision around individual student success. The culture is highly collaborative with all staff members accepting responsibility for the achievement of each student. Change for continuous improvement is embraced.
II. Systems Leadership 25%	The Principal/School Leader establishes an educational environment that is characterized by chaos and conflict with no plan evident for school safety. Resources are allocated with little or no focus on the needs of students. The majority of the staff is low performing with no system designed to improve instruction.	The Principal/School Leader establishes an educational environment that is moderately orderly with rules and regulations that partially support school safety. Teacher evaluations are completed as an administrative process. Resources are allocated solely on individual teacher requests.	The Principal/School Leader establishes and communicates a clear plan for the safety of all students and staff. An effective teacher evaluation system is used to improve instruction. Time schedules, student scheduling and other resources are structured to meet the needs of all students.	The Principal/School Leader clearly involves all staff in the development and implementation of a safe school plan. Peer observations, coaching and cooperative lesson planning are mainstays of a plan for improvement of instruction. All staff and students are highly respectful of each other. Resources are allocated based upon student need and are aligned with a clearly stated vision.
III. Leadership for Learning 25%	The Principal/School Leader establishes an educational environment that is characterized by low expectations for both students and staff with curriculum, instruction and assessment viewed as independent entities. No plan for improvement exists. Significant interruptions produce disruptions to instruction.	The Principal/School Leader establishes an educational environment that is characterized by varying and inconsistent expectations. Some effort is being made to align curriculum, instruction and assessment. School improvement efforts are sporadic and unclear while the quality of instruction is inconsistent. A moderate number of interruptions disrupt instruction.	The Principal/School Leader regularly and consistently communicates high expectations to staff, students and families. All curriculum, instruction and assessment are aligned. The Principal/School Leader is at the forefront of all improvement efforts and assures high quality instruction is delivered to all students. Instructional time is maximized with few or no interruptions.	The Principal/School Leader ensures students and staff support and maintain high expectations. The Principal/School Leader and staff meet on a consistent basis to align curriculum, instruction and assessment. School improvement efforts are jointly developed by the Principal/School Leader and staff. Instructional time is highly valued and maximized. Interruptions occur only when absolutely necessary.
IV. Professional and Community Leadership 25%	The Principal/School Leader establishes little or no communication among school, families and the community. Staff members exhibit low ethical standards and levels of professionalism. Little or no professional development exists.	The Principal/School Leader establishes moderate levels of communication among school, families and the community. Staff members exhibit moderate levels of ethical standards and professionalism. Isolated professional development activities exist.	The Principal/School Leader ensures all staff members communicate regularly with families about their children's progress. Family and community members are partners in the educational program. All staff members exhibit high ethical standards and levels of professionalism. Professional development is based upon identified needs and is aligned with instructional priorities.	The Principal/School Leader ensures high levels of two-way communication exist between staff, families and the community. Staff members are involved in student participation opportunities outside the school day that support students' academic needs. Staff members are highly involved in developing and implementing staff development aligned with instructional priorities.

Framework for Leadership/Act 82/PIL Crosswalk

Crosswalks pertaining to the four domains in Leadership Observation and Practice in the rating form and the professional practice areas of planning and preparation, school environment, delivery of service, and professional development, as set forth in sections 1123(c)(1)(i)-(iv) of the Public School Code (24 P.S. §§ 11-1123(c)(1)(i)-(iv)) will be available at the Department's website. The crosswalk is used to compare the Framework for Leadership with the alignment to Act 82 and the PIL program.

Domain	Framework for Leadership Components	Alignment with Legislative Categories (Act 82)	Alignment with the Pennsylvania Inspired Leadership (PIL) Program
Domain 1: Strategic/Cultural Leadership	1a: Creates an Organizational Vision, Mission, and Strategic Goals	Planning and Preparation	Core Standards 1,3 Corollary Standard 3
	1b: Uses Data for Informed Decision Making	Planning and Preparation	Core Standard 3 Corollary Standards 3, 6
	1c: Builds a Collaborative and Empowering Work Environment	School Environment Delivery of Service	Corollary Standards 3, 6
	1d: Leads Change Efforts for Continuous Improvement	Planning and Preparation School Environment	Core Standard 1 Corollary Standards 1,2
	1e: Celebrates Accomplishments and Acknowledges Failures	School Environment Delivery of Service	Corollary Standard 1
Domain 2: Systems Leadership	2a: Leverages Human and Financial Resources	Planning and Preparation Delivery of Service	Corollary Standards 2,3, 4
	2b: Ensures a High Quality, High Performing Staff	Planning and Preparation Delivery of Service	Corollary Standards 2, 3, 4
	2c: Complies with Federal, State, and LEA Mandates	Planning and Preparation	Corollary Standard 2
	2d: Establishes and Implements Expectations for Students and Staff	School Environment	Corollary Standard 3
	2e: Communicates Effectively and Strategically	Planning and Preparation School Environment	Core Standard 1 Corollary Standard 3
	2f: Manages Conflict Constructively	School Environment	Corollary Standards 2, 3, 4
	2g: Ensures School Safety	Planning and Preparation School Environment Delivery of Service	Core Standard 3 Corollary Standards 2,3
Domain 3: Leadership for Learning	3a: Leads School Improvement Initiatives	Planning and Preparation Delivery of Service Professional Development	Core Standard 1 Corollary Standards 1, 2, 3, 4
	3b: Aligns Curricula, Instruction, and Assessments	Planning and Preparation Delivery of Service	Core Standards 2, 3 Corollary Standards 1, 3
	3c: Implements High Quality Instruction	Planning and Preparation Delivery of Service	Core Standard 3 Corollary Standards 1, 3, 6

Framework for Leadership/Act 82/PIL Crosswalk

Crosswalks pertaining to the four domains in Leadership Observation and Practice in the rating form and the professional practice areas of planning and preparation, school environment, delivery of service, and professional development, as set forth in sections 1123(c)(1)(i)-(iv) of the Public School Code (24 P.S. §§ 11-1123(c)(1)(i)-(iv)) will be available at the Department’s website. The crosswalk is used to compare the Framework for Leadership with the alignment to Act 82 and the PIL program.

Domain	Framework for Leadership Components	Alignment with Legislative Categories (Act 82)	Alignment with the Pennsylvania Inspired Leadership (PIL) Program
		Professional Development	
Domain 3: Leadership for Learning	3d: Sets High Expectations for All Students	School Environment Delivery of Service	Core Standards 1, 2, 3 Corollary Standards 1, 3
	3e: Maximizes Instructional Time	Delivery of Service	Core Standard 3 Corollary Standards 1, 2, 3
Domain 4: Professional and Community Leadership	4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement	Planning and Preparation School Environment Delivery of Service	Corollary Standards 2, 3, 4, 5
	4b: Shows professionalism	School Environment	Corollary Standards 2, 4, 5
	4c: Supports Professional Growth	School Environment Delivery of Service Professional Development	Core Standard 2 Corollary Standard 6

Guidance and Direction	<p>The Department will provide guidance and direction for LEAs to use in applying the <i>Framework for Leadership</i> and validating the <i>Framework for Leadership</i> for a Principal/School Leader. (22 Pa. Code § 19.1(III)) The direction and guidance for LEA employees to use in applying the <i>Framework for Leadership</i> can be found at www.education.state.pa.us.</p> <p>The use of the <i>Framework for Leadership</i> is mandatory unless an LEA has a PDE approved alternative rating tool. The Department will make available guidance documents for implementation, but these documents are optional.</p>
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Chapter 2: Principal Effectiveness – Section 3: Building Level Data

Building Level Data 15%

The Building Level Score will be provided by the Department of Education when data are available. Building Level Data/School Performance Profile (SPP) will be determined by the following:

- PSSA Assessments/Keystone Exams
- Industry Standards-Based Competency Assessments
- PVAAS Growth Measures
- Graduation Rate
- Promotion Rate
- Attendance Rate
- International Baccalaureate Diploma and/or Advanced Placement and/or College Level Course Enrollments
- SAT Performance
- PSAT Participation
- ACT Performance
- ASPIRE Participation
- Advanced Placement Performance (extra credit only)

Information regarding the Building Level Data can be found on the PDE website at www.paschoolperformance.org.

Each LEA shall utilize the conversions in Table F below to calculate the Student Performance Rating derived from the Building Level Score for each building with eligible building level data.

Table F: Conversion from 100 Point Scale to 0 - 3 Scale for Student Performance Rating	
Building Level Score	0 - 3 Rating Scale*
90.00 to 107.00	2.50 - 3.00
70.00 to 89.90	1.50 - 2.49
60.00 to 69.90	0.50 - 1.49
00.00 to 59.90	0.00 - 0.49

*PDE will publish the full conversion table on its website.

LEAs shall add the Student Performance Rating to (B) (2) and (C)(2) of the Rating Form.

Chapter 2: Principal Effectiveness – Section 4: Correlation Data

Correlation Data 15%

Correlation data will comprise 15 percent % of the final Principal/School Leader Effectiveness Rating and features correlation data based on teacher-level measures. For the purpose of Paragraph (IV)(b), the term “student performance data” shall include, but not be limited to, any combination of one or more of the following data for classroom teachers evaluated by the Principal/School Leader:

- (i) Building level data (22 Pa. Code § 19.1(IV)(a)).
- (ii) Teacher specific data (22 Pa. Code § 19.1(IV)(b)).
- (iii) Elective data (22 Pa. Code § 19.1(IV)(c)).

The Department will provide direction and guidance for LEAs to use in applying the Correlation Data Performance Level Descriptors in Table H in validating the Correlation Rating for a Principal/School Leader. (22 Pa. Code § 19.1(III))

The Correlation Data Performance Level Descriptors in Table H below are provided for the rater to use as a basis for developing a rating of 0, 1, 2 or 3 for the Correlation Rating in Subparts (B)(3) and (C)(3) of the Principal/School Leader Rating Form. The descriptors are designed to be used in evaluating the Principal/School Leader’s knowledge, understanding and intended application of evidence presented regarding the relationship between student performance measures data and observation and practice ratings (22 Pa. Code § 19.1(III)) for classroom teachers who are evaluated by the Principal/School Leader. The rater shall provide the Principal/School Leader with the opportunity to present evidence and sources to justify the data.

Table H: Correlation Data Performance Level Descriptors				
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 relationship 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>Responses demonstrate <u>no</u> understanding of:</p> <ul style="list-style-type: none"> The presented teacher-level measures The nature and plausible cause of the observed relationship between teacher-level measures and teacher observation and practice ratings. How to use these data to support the attainment of school and LEA goals. 	<p>Responses demonstrate <u>a limited</u> understanding of:</p> <ul style="list-style-type: none"> The presented teacher level measures The nature and plausible cause of the observed relationship between teacher-level measures and teacher observation and practice ratings. How to use these data to support the attainment of school and LEA goals. 	<p>Responses demonstrate <u>a solid</u> understanding of:</p> <ul style="list-style-type: none"> The presented teacher-level measures The nature and plausible cause of the observed relationship between teacher-level measures and teacher observation and practice ratings. How to use these data to support the attainment of school and LEA goals. 	<p>Responses demonstrate <u>a comprehensive</u> understanding of:</p> <ul style="list-style-type: none"> The presented teacher-level measures. The nature and plausible cause of the observed relationship between teacher-level measures and teacher observation and practice ratings. How to use these data to support the attainment of school and LEA goals.

<p>Guidance and Direction</p>	<p>The Department will provide direction and guidance for LEA employees to use in applying the Correlation Data Performance Level Descriptors in Table H and validating the Correlation Rating for a Principal/School Leader. (22 Pa. Code § 19.1(III)) The direction and guidance for LEA employees to use in applying the Correlation Data Performance Level Descriptors can be found at www.education.state.pa.us</p> <p>The use of the Correlation Data is mandatory unless an LEA has a PDE approved alternative rating tool. The Department will make available guidance documents for implementation, but these documents are optional.</p>
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Chapter 2: Principal Effectiveness – Section 5: Elective Data

Elective Data/Student Learning Objectives 20%	<p>Elective data will comprise 20 percent% of the final Principal/School Leader Effectiveness Rating. Elective Data shall consist of measures of student performance that are locally developed and selected by the LEA from a list approved by the Department and published in the <i>Pennsylvania Bulletin</i> by June 30 of each year, including, but not limited to, the following:</p> <ol style="list-style-type: none">(1) District-designed measures and examinations.(2) Nationally recognized standardized tests.(3) Industry certification examinations.(4) Student projects pursuant to local requirements.(5) Student portfolios pursuant to local requirements
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Principal SLO	<p>PDE requires the principal to employ the Student Learning Objective (SLO) process. The LEA employees shall use an SLO to document the process when determining and validating the weight assigned to Elective Data measures that establish the Elective Rating. A SLO shall be used to record and verify quality assurance in validating measures of Elective Data on the 0,1, 2, and 3 point scale and the assigned weight of a measure in the overall performance rating of a Principal/School Leader.</p> <p>The Department will provide direction, guidance and templates for LEA staff to use in selecting, developing and applying Elective Data measures for SLOs.</p>
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All LEAs shall have SLOs in place for collecting Elective Data and ratings for school year 2015-2016. If Elective Data are unavailable in school year 2014-2015, an LEA shall use the rating in Subpart (A)(1) total Principal/School Leader Observation and Practice Rating of the form for a Principal/School Leader. The rating from Subpart (A)(1) in the form shall be used in Subparts (B)(4) and (C)(4) for the 20 percent of the Principal/School Leader's overall performance rating.

If multiple Elective Data/SLO measures are used for one Principal/School Leader, the LEA administration shall determine the percentage weight given to each Elective Data measure.

**Elective Data
Template**

Elective Data /SLO for Principals/School Leaders Template

Elective Data (Per Regulations)

22 Pa. Code Ch. 19 requires the Pennsylvania Department of Education to provide templates for LEAs. LEA staff must use the following templates for SLOs. Based on this regulation, the Department has developed the **Principal SLO Template** as shown below:

Principal/School Leader Name _____ School/Position _____ Date _____

<i>Components</i>	Principal / School Leader Responses
<i>Student Learning Objective</i>	1. State your measurable student academic SLO.
<i>Data</i> <i>Evidence</i>	2. Describe the data used to create and measure your SLO. Describe the evidence used to create and measure your SLO
<i>Student Population</i>	3. Identify the student population(s) selected for this SLO.
<i>Action Plan and Timeframe</i>	4. Describe the action plan and timeframe in reference to implementation, analysis of data, and reporting for this SLO.
<i>Performance Measures</i>	5. Describe the performance measures to be used to determine student progress.
<i>Performance Indicators</i>	6. Describe the expected results for students included in this SLO.
<i>Principal Expectations</i>	7. Describe what criteria will be used to determine the levels of Distinguished, Proficient, Needs Improvement, and Failing.
<i>Framework for Leadership</i>	8. Describe your leadership role in facilitating the attainment of this SLO by referencing appropriate components within the four domains of the Framework for Leadership.

Principal / School Leader Reflection	
To be completed by the principal/school leader being evaluated.	

Activity	Principal / School Leader's Comments / Signature	Supervising Administrators Comments / Signature
Initial Conference	Comments: Signature: _____ Date: _____	Comments: Signature: _____ Date: _____
SLO Approved	Signature: _____ Date: _____	Signature: _____ Date: _____
Mid-Year Review	Comments: Signature: _____ Date: _____	Comments: Signature: _____ Date: _____
End of Year Review	Comments: Signature: _____ Date: _____	Comments: Signature: _____ Date: _____
Final Rating & Score (0 – 3)	3 – Distinguished 2 – Proficient 1 – Needs Improvement 0 – Failing Criteria for each level will be determined by the supervising administrator and the principal/school leader during the initial conference with the approval of the administrator.	

<p>Guidance, Direction, and Templates</p>	<p>The Department will provide guidance, direction, and templates for LEA administrators to use in applying the Elective Data and validating the Elective Data Rating for a Principal/School Leader. (22 Pa. Code § 19.1(III)) The direction and guidance for LEA administrators to use in applying the Elective Data process can be found at www.education.state.pa.us.</p> <p>The use of the Elective Data/SLO template is mandatory unless an LEA has a PDE approved alternative rating tool. The Department will make available guidance documents for implementation, but these documents are optional.</p>
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<p>Rating Tool PDE 82-2</p>	<p>The system for Principal Effectiveness is called the Rating Tool. The Tool is comprised of two areas: Leadership/Principal Framework and Multiple Measures. The final rating tool will be a form to be filled out by the evaluator on a Rating Scale. Evaluators will use the rating tool to gather data for the rating form. Professional employees and temporary professional employees shall be rated through the use of an approved rating tool developed by the Secretary of Education in consultation with education experts, parents of school age children enrolled in public school, teachers and administrators. The development process shall include research and collaboration with the groups listed as conducted by the Department of Education.</p>
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PRINCIPAL/SCHOOL LEADER RATING FORM

PDE 82-2 (4/14)

Last Name	First	Middle
District/LEA	School	
Rating Date	Evaluation (Check One) <input type="checkbox"/> Periodic <input type="checkbox"/> Semi-annual <input type="checkbox"/> Annual	

(A) Principal/School Leader Observation/Evidence

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Strategic/Cultural Leadership		25%		0.75
II.	Systems Leadership		25%		0.75
III.	Leadership for Learning		25%		0.75
IV.	Professional and Community Leadership		25%		0.75
(1) Principal/School Leader Observation/Evidence Rating					3.00

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Multiple Measures - Building Level Data, Correlation Data, and Elective Data

Building Level Score (0 - 107)	
(2) Building Level Score Converted to 3 Point Rating	

(3) Correlation Data Rating	
(4) Elective Rating	

(C) Final Principal/School Leader Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Observation/Evidence Rating		50%		1.50
(2) Building Level Rating (or substitute)*		15%		0.45
(3) Correlation Data Rating (or substitute)*		15%		0.45
(4) Elective Rating (or substitute)*		20%		0.60
Total Earned Points				3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished
Performance Rating	

* Substitutions permissible pursuant to 22 Pa. Code §§ 19.2(IV)(a)(6), (b)(4), (c)(3), or (d).

Rating: Professional Employee, OR Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning _____ and ending _____ has received a performance rating of _____
(month/day/year) (month/day/year)

Distinguished Proficient Needs Improvement Failing

resulting in a final rating of:

Satisfactory Unsatisfactory

A performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

Date	Designated Rater / Position:	Date	Chief School Administrator
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I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater.

My signature does not necessarily indicate that I agree with the performance evaluation.

Date	Signature of Employee
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Chapter 3: Non-Teaching Professionals – Section: 1 Overview and Act 82

<p>Non-Teaching Professionals Act 82</p>	<p>Beginning with the 2014-2015 school year, the evaluation of the effectiveness of professional and temporary professional employees serving as Non-Teaching Professional Employees (NTPE), shall give due consideration to the following:</p> <ol style="list-style-type: none"> 1. The Pennsylvania Department of Education shall develop a rating tool to reflect student performance measures and employee observation results. 2. Classroom observation and practice models that are related to student achievement shall comprise eighty percent (80%) of the overall rating in each of the following areas: <ol style="list-style-type: none"> a. Planning and Preparation b. Educational Environment c. Delivery of Service d. Professional Development 3. Student Performance, which shall comprise twenty percent (20%) of the overall rating of the professional employee or temporary employee serving as a non-teaching professional employee shall be comprised of the Building Level Score which will be provided by the Department or its designee, and published annually on the Department’s website.
<p>Charter Schools</p>	<p>Charter schools are not included in this rating system but may choose to participate.</p>
<p>Non-Teaching Professionals Regulation Act 82</p>	<p>§ 19.3. Non-teaching professional employee effectiveness rating tool</p> <p>The rating tool functions as a framework for the evaluation and summative process for nonteaching professional employees, and is designed for local education agencies providing early childhood, elementary or secondary education across the Commonwealth. The tool is comprised of the form and instructions. The rating form PDE 82-3 shall be used to record the results of the summative evaluation.</p> <p>The Department shall publish a list of approved practice models for assessing the four domains annually on the Department’s website. The list of approved practice models will include frameworks for professional observation and practice, and relevant crosswalks linking frameworks to the four domains for professional and temporary professional employees holding certificates issued by the Department who are not assigned classroom teacher or principal positions. Examples of certificates for professional and temporary employees include, but are not limited to, the following:</p>

	<p>1) Education specialist (22 Pa. Code §§ 49.101-105).</p> <ul style="list-style-type: none">• PDE will post practice/observation rubrics for all specialists. <p>2) Instructional (22 Pa. Code §§ 49.82-83, 49.142-143).</p> <ul style="list-style-type: none">• Instructionally certified staff in the Commonwealth of Pennsylvania must be evaluated with the <i>Framework for Teaching</i> (See the following two prong test to determine teaching/non-teaching professional status and the crosswalk between the legislative intent of Act 82 for non-teaching professionals and the <i>Framework for Teaching</i>.) <p>3) Administrative and supervisory (22 Pa. Code §§ 49.111 and 49.121). Employees holding administrative or supervisory certification issued by the PDE and are not categorized as principals</p> <ul style="list-style-type: none">• Supervisors will be evaluated with the <i>Framework for Leadership</i> (see cross-walk between the legislative intent of Act 82 for non-teaching professionals and <i>Framework for Leadership</i>.) <p>LEA administrators shall assign the appropriate practice model to each NTPE position description. LEAs shall notify NTPEs of the professional practice models assigned to the NTPEs positions. NTPEs must be given a rating in each of the four domains. In determining a rating for an employee, an LEA may use any portion or combination of the practice models related to the domains. The four domains and practice models establish a framework for the summative process of evaluating NTPEs. The form and standards do not impose mandates on the supervisory and formative processes utilized by an LEA.</p> <p>The Student Performance score shall be comprised of the Building Level Score which will be provided by the Department or its designee, and published annually on the Department's website.</p>
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Measuring Educator Effectiveness

Tom Corbett, Governor - Carolyn C. Dumesq, Acting Secretary of Education

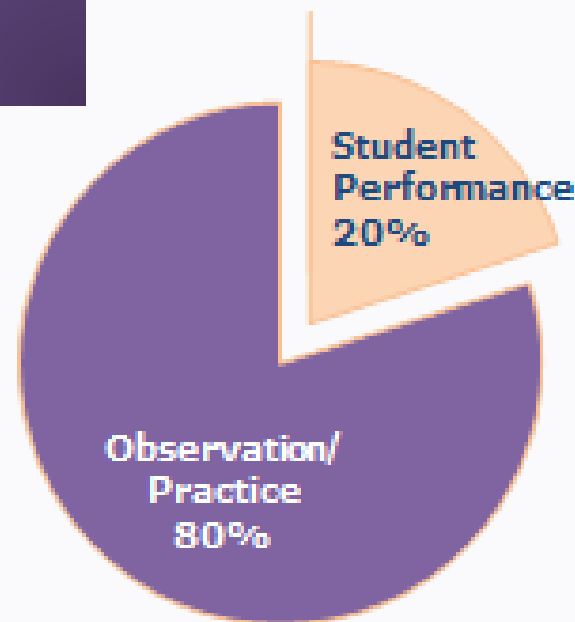
www.education.state.pa.us

Non Teaching Professional Employee Effectiveness System in Act 82 of 2012

Observation and Practice

Planning and Preparation
Educational Environment
Delivery of Service
Professional Development

Student Performance/School Performance Profile (SPP)



June 26, 2014

Chapter 3: Non-Teaching Professionals – Section 3: Observation/Practice

Descriptions of the four domains in Part (A) NTPE Observation and Practice are summarized in Table A.

Domain	Description
I. Planning & Preparation 25%	Effective nonteaching professional employees (NTPEs) plan and prepare to deliver high-quality services based upon extensive knowledge of their discipline/supervisory position relative to individual and systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable and represent relevant goals for the individual and/or system.
II. Educational Environment 25%	Effective NTPE assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student relationships, staff interactions, security and maintenance, administration, student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities.
III. Delivery of Service 25%	Effective NTPE service delivery and practice emanates from a problem-solving process that can be applied to an individual and/or at the systems level and is used to: (a) identify priority areas for improvement; (b) analysis of variables related to the situation; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.
IV. Professional Development 25%	NTPEs have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPEs communicate with all parties clearly, frequently and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others.

Table B summarizes NTPE performance levels for each of the Domain Rating Assignments and for the ratings to be assigned for each domain in the Rating (A) column.

Table B: Four Levels of Performance in Four Domains				
Domain	Failing	Needs Improvement	Proficient	Distinguished
I. Planning & Preparation 25%	NTPE planning and preparation reflects little understanding of their discipline/supervisory position relative to individual and systems-level needs. Service delivery outcomes, as a function of planning and preparation, are not clear, not measurable and do not represent relevant goals for the individual and/or system.	NTPE planning and preparation reflects moderate understanding of their discipline/supervisory position relative to individual and systems-level needs. Some service delivery outcomes are clear, measurable and represent relevant goals for the individual and/or system.	NTPE planning and preparation reflects solid understanding of their discipline/supervisory position relative to individual and systems-level needs. Most service delivery outcomes are clear, measurable and represent relevant goals for the individual and/or system.	NTPE planning and preparation reflects extensive understanding of their discipline/supervisory position relative to individual and systems-level needs. All service delivery outcomes are clear, measurable and represent relevant goals for the individual and/or system.
II. Educational Environment 25%	Environment is characterized by chaos and conflict, with low expectations for improved academic, behavioral and social-emotional outcomes. There are no clear standards for interactions, student behavior, use of physical space, instruction and intervention with students, maintaining confidentiality, etc.	Adults communicate modest expectations for improved academic, behavioral and social-emotional outcomes. There are some clearly defined standards for interactions, student behavior, use of physical space, instruction and intervention with students, maintaining confidentiality, etc.	Environment functions smoothly, with little or no loss of service delivery time. Expectations for interactions, student behavior, use of physical space, instruction and intervention with students, and maintaining confidentiality are high. Standards for student conduct are clear and the environment supports academic, behavioral and social-emotional growth.	Recipients of services make a substantive contribution to various dimensions of the environment and contribute to improved academic, behavioral and social-emotional outcomes.
III. Delivery of Service 25%	Effective service delivery and practice does not emanate from a problem-solving process that can be applied to an individual and/or at the systems level and is not used to: (a) identify priority areas for improvement; (b) analysis of variables related to the situation; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.	Effective service delivery and practice partially emanates from a problem-solving process that can be applied to an individual and/or at the systems level and is used to: (a) identify priority areas for improvement; (b) analysis of variables related to the situation; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.	Effective service delivery and practice almost always emanates from a problem-solving process that can be applied to an individual and/or at the systems level and is used to: (a) identify priority areas for improvement; (b) analysis of variables related to the situation; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.	Effective service delivery and practice emanates from a problem-solving process that can be applied to an individual and/or at the systems level and is used to: (a) identify priority areas for improvement; (b) analysis of variables related to the situation; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services. As a function of interdisciplinary collaboration and problem-solving, student and systems-level outcomes improve over time.
IV. Professional Development 25%	NTPE does not adhere to ethical standards or convey a deep sense of professionalism. There is an absence of focus on improving their own service delivery and supporting the ongoing learning of colleagues. Their record	NTPE partially adheres to ethical standards and conveys an emerging sense of professionalism. There is some focus on improving their own service delivery and supporting the ongoing learning of	NTPE fully adheres to ethical standards and conveys an emerging sense of professionalism. There is a solid focus on improving their own service delivery and supporting	NTPE has exceptional adherence to ethical standards and professionalism. There is always evidence of improvement of practice and support to the ongoing learning of colleagues. Their record keeping systems are

Revised July 2014

	<p>keeping systems are inefficient and ineffective. NTPEs communicate ineffectively with all parties as evidenced by lack of clarity, limited frequency and absence of cultural sensitivity. NTPE do not assume leadership roles within the system and do not engage in a wide variety of professional development activities that would serve to strengthen their practice. Reflection on their practice does not result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.</p>	<p>colleagues. Their record keeping systems are approaching efficiency and effectiveness. NTPE communicate effectively, albeit inconsistently, with all parties through clarity, frequency and cultural sensitivity. NTPE inconsistently assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice. Reflection on their practice is beginning to result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.</p>	<p>the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPE communicate effectively with all parties through clarity, frequency and cultural sensitivity. NTPE consistently assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.</p>	<p>exceptionally efficient and effective. NTPE always communicate effectively with all parties through clarity, frequency and cultural sensitivity. NTPE always assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice. Reflection on their practice always results in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.</p>
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Chapter 3: Non-Teaching Professionals – Section 4: Student Performance

<p>Multiple Measures (20%)</p>	<p>Standards of Use for Student Performance Measures</p> <p>(a) <i>Building, school or configuration.</i> For the purposes of Paragraph (IV) relating to Standards of Use for Student Performance Measures, the term “building” shall mean a school or configuration of grades that is assigned a unique four-digit identification number by the Department unless the context clearly indicates otherwise.</p> <p>(b) <i>Percentage.</i> The student performance for all students in the school building in which the NTPE is employed will be derived from the Building Level Score. As set forth in 22 Pa. Code § 19.1(IV)(a)(3), the Department will provide the Building Level Score for each building within an LEA based on available data. Building Level Scores will be published annually on the Department’s website. The Student Performance Rating shall comprise 20 percent of the final NTPE Effectiveness Rating.</p> <p>(c) <i>Student performance measure.</i> The student performance measure derived from the Building Level Score shall include, but is not limited to, the following when data are available and applicable to a building where the NTPE is employed:</p> <ol style="list-style-type: none">(1) Student performance on assessments.(2) Value-added assessment system data made available by the Department under section 221 of the Public School Code (24 P.S. § 2-221).(3) Graduation rate as reported to the Department under section 222 of the Public School Code (24 P.S. § 2-222).(4) Promotion rate.(5) Attendance rate as reported to the Department under section 2512 of the Public School Code (24 P.S. § 25-2512).
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- (6) Industry certification examinations data.
- (7) Advanced placement course participation.
- (8) Scholastic aptitude test and preliminary scholastic aptitude test data.

(d) Comparable to 22 Pa. Code § 19.1(IV)(a), the Student Performance Rating shall be determined through conversion of the Building Level Score. The percentage weight given to each measure component contained in Appendix A will be utilized in Building Level Score computations using available data. The Department or its designee will provide the Building Level Score for each building within an LEA based on available data. Building Level Scores will be published annually on the Department’s website.

(e) Each LEA shall utilize the conversions in Table F below to calculate the Student Performance Rating derived from the Building Level Score for each building with eligible building level data.

Table F: Conversion from 100 Point Scale to 0 - 3 Scale for Student Performance Rating	
Building Level Score	0 - 3 Rating Scale*
90.00 to 107.00	2.50 - 3.00
70.00 to 89.90	1.50 - 2.49
60.00 to 69.90	0.50 - 1.49
00.00 to 59.90	0.00 - 0.49

*PDE will publish the full conversion table on its website.

LEAs shall add the Student Performance Rating to (B)(2) and (C)(2) of the Rating Form.

	<p>(e) <i>Multiple building assignments.</i> If an NTPE performs professional work in two or more buildings where the NTPE is employed, the LEA will use measures from each building based on the percentage of the employee's work performed in each building in calculating the whole 20 percent for this portion of the final rating.</p> <p>(f) <i>Absence of Building Level Score.</i> For NTPEs employed in buildings for which there is no Building Level Score reported on the Department website, the LEA shall utilize the rating from the NTPE observation and practice portion of the rating form in Part (A)(1) in place of the Student Performance Rating.</p> <p>(g) <i>Administrative action based on available data.</i> Nothing in these standards of use for student performance measures, this section or this chapter shall be construed to limit or constrain the authority of the chief school administrator of an LEA administration to initiate and take action on a personnel matter, including dismissal of an NTPE, based on information and data available at the time of the action.</p>
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<p>Rating Tool PDE 82-3</p>	<p>Each rating form shall identify the overall performance rating of the professional employees and temporary professional employees serving as classroom teachers, principals, and non-teaching professional employees as one of the following:</p> <ol style="list-style-type: none"> 1. Distinguished – shall be considered satisfactory 2. Proficient – shall be considered satisfactory 3. Needs improvement – shall be considered satisfactory, except that any subsequent overall rating of "needs improvement" issued by the same employer within ten (10) years of the first overall performance rating of "needs improvement" where the employee is in the same certification shall be considered unsatisfactory 4. Failing – shall be considered unsatisfactory <p>Professional Employees shall be rated at least annually and temporary professional employees shall be rated at least twice annually.</p>
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	<p>Non-Teaching Professionals who receive an overall performance rating of Needs Improvement or Failing are required by Act 82 to participate in a Performance Improvement Plan. A Performance Improvement Plan shall be designed with the professional employee's input addressing the area(s) of concern, recommendations for Professional Development, types of data (evidence) that will be collected to determine improvement, and an observation schedule with Intensive Supervision.</p>
<p>Rating Form Professional/Temporary Professionals Serving as Non- Teaching Professionals</p>	<p>The rating form, 82-3, and related documents are available in electronic versions and Excel worksheet format for the scoring and rating tabulation at the Department's website at www.education.state.pa.us.</p>

Chapter 3: Non-Teaching Professionals – Section 6: Legislative Alignment

Legislative Alignment for
 NTPEs Who Do Not Provide Direct Instruction will align the domains
 with the legislative categories and components.

Domain	Alignment with Legislative Categories	Component
Domain 1: Planning and Preparation	• Planning and Preparation	1a: Demonstrating Knowledge of Content and Pedagogy
	• Planning and Preparation	1b: Demonstrating Knowledge of Students
	• Planning and Preparation	1c: Setting Instructional Outcomes
	• Planning and Preparation	1d: Demonstrating Knowledge of Resources
	• Planning and Preparation	1e: Designing Coherent Instruction
	• Planning and Preparation	1f: Designing Student Assessments
Domain 2: The Classroom Environment	• Educational Environment	2a: Creating an Environment of Respect
	• Educational Environment	2b: Establishing a Culture for Learning
	• Educational Environment	2c: Managing Classroom Procedures
	• Educational Environment	2d: Managing Student Behavior
	• Educational Environment	2e: Organizing Physical Space
Domain 3: Instruction	• Delivery of Service	3a: Communicating with Students
	• Delivery of Service	3b: Using Questioning and Discussion Techniques
	• Delivery of Service	3c: Engaging Students in Learning
	• Delivery of Service	3d: Using Assessment in Instruction
	• Delivery of Service	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	• Professional Development	4a: Reflecting on Teaching
	• Professional Development	4b: Maintaining Accurate Records
	• Professional Development	4c: Communicating with Families
	• Professional Development	4d: Participating in the Professional Community
	• Professional Development	4e: Growing and Developing Professionally

**Legislative Alignment for
Administrative and Supervisory Certifications will align the domains
with the legislative categories and components**

Domain	Alignment with Legislative Categories	Component
Domain 1: Strategic/Cultural Leadership	<ul style="list-style-type: none"> • Planning and Preparation 	1a: Creates an Organizational Vision, Mission, and Strategic Goals
	<ul style="list-style-type: none"> • Planning and Preparation 	1b: Uses Data for Informed Decision Making
	<ul style="list-style-type: none"> • Educational Environment • Delivery of Service 	1c: Builds a Collaborative and Empowering Work Environment
	<ul style="list-style-type: none"> • Planning and Preparation • Educational Environment 	1d: Leads Change Efforts for Continuous Improvement
	<ul style="list-style-type: none"> • Educational Environment • Delivery of Service 	1e: Celebrates Accomplishments and Acknowledges Failures
Domain 2: Systems Leadership	<ul style="list-style-type: none"> • Planning and Preparation • Delivery of Service 	2a: Leverages Human and Financial Resources
	<ul style="list-style-type: none"> • Planning and Preparation • Delivery of Service 	2b: Ensures a High Quality, High Performing Staff
	<ul style="list-style-type: none"> • Planning and Preparation 	2c: Complies with Federal, State, and LEA Mandates
	<ul style="list-style-type: none"> • Educational Environment 	2d: Establishes and Implements Expectations for Students and Staff
	<ul style="list-style-type: none"> • Planning and Preparation • Educational Environment 	2e: Communicates Effectively and Strategically
	<ul style="list-style-type: none"> • Educational Environment 	2f: Manages Conflict Constructively
	<ul style="list-style-type: none"> • Planning and Preparation • Educational Environment • Delivery of Service 	2g. Ensures School Safety
Domain 3: Leadership for Learning	<ul style="list-style-type: none"> • Planning and Preparation • Delivery of Service • Professional Development 	3a: Leads School Improvement Initiatives:
	<ul style="list-style-type: none"> • Planning and Preparation • Delivery of Service 	3b: Aligns Curricula, Instruction, and Assessments
	<ul style="list-style-type: none"> • Planning and Preparation • Delivery of Service • Professional Development 	3c: Implements High Quality Instruction
	<ul style="list-style-type: none"> • Educational Environment • Delivery of Service 	3d: Sets High Expectations for All Students
	<ul style="list-style-type: none"> • Delivery of Service 	3e: Maximizes Instructional Time

Domain 4: Professional and Community Leadership	<ul style="list-style-type: none"> • Planning and Preparation • Educational Environment • Delivery of Service 	4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement
	<ul style="list-style-type: none"> • Educational Environment 	4b: Shows professionalism
	<ul style="list-style-type: none"> • Educational Environment • Delivery of Service • Professional Development 	4c: Supports Professional Growth

Chapter 4: Differentiated Supervision

Eligibility to Participate in Differentiated Supervision

PDE recommends that professional employees who have received a Satisfactory summative rating in the previous two years should be eligible to participate in Differentiated Supervision. Prior to the 2013-2014 school year, a Satisfactory performance rating using a previously approved rating form, e.g., PDE 5501, PDE 426, PDE 427, or PDE 428 may be used to qualify for participation in Differentiated Supervision. PDE recommends that professional employees newly hired by a district should be eligible to participate in Differentiated Supervision, but only after successfully completing their first year in the Formal Observation Model. PDE recommends that temporary professional employees should not participate in Differentiated Supervision.

Differentiated Supervision Models do not need to be submitted to the Department of Education for approval. The supervision of teachers is a local decision.

Cycle of Supervision

LEAs should create a Cycle of Supervision based on the number of teachers requiring Formal Observations.

- Temporary professional employees
- Professional employees new to a district
- Employees assigned to a performance improvement plan
- Employees assigned to their required year of Formal Observation

Professional employees should be assigned to Differentiated Supervision Modes for the length of the Cycle of Supervision except for the required year of Formal Observation, e.g., if a district has a three year Cycle of Supervision and a teacher is assigned to the Formal Observation Model in the second year of the cycle, the teacher would be placed in Differentiated Supervision in years one and three of the cycle. A Cycle of Supervision usually lasts for three (3) or four (4) years; however, this is a local decision.

The principal and the professional employee should collaboratively create a timeline to ensure the successful completion of the professional's Differentiated Supervision Action Plan. The professional employee should be required to complete a mid-year review and an end-of-the-year self-reflection report with respect to his/her goal setting, planning, progress, and results. It is also recommended that the professional employee report the findings of his/her action plan to a Professional Learning Community (faculty meeting, in-service gathering, PTA/PTO); however, this is also a local decision.

The supervising administrator should select a Differentiated Supervision Mode in collaboration with the teacher. All Differentiated Supervision Modes must be aligned to the Danielson's *Framework for Teaching* or a PDE approved alternative system and/or related to a district or school initiative designed to improve instructional practices and impact student achievement.

Additionally, while formal observations may not occur in Differentiated Supervision, it is recommended informal observations occur throughout the school year. PDE recommends that the principal also reserves the right to remove a teacher from Differentiated Supervision at any time and place the teacher in the Formal Observation Model or assign the teacher to a Performance Improvement Plan with Intensive Supervision.

Differentiated Supervision Modes

While the nomenclature applied to the various Differentiated Supervision Modes may be unique to each LEA, they are generally grouped by common subject matter. Districts are not limited to the following categories as long as the mode meets the requirements and rigor of the PDE Educator Effectiveness System.

The following descriptions of Differentiated Supervision Modes are to serve as examples:

1. **Peer-Coaching Mode** - professional employees work in dyads or triads to discuss and observe their own or another professional employee's pedagogy, student learning, curriculum aligned to the Pennsylvania Core Standards and other pertinent issues in a collaborative manner. The professionals will work together to define their professional needs and develop plans to assist them in the successful completion of the identified tasks including: specific target area(s), the evidence to be collected, observation dates, and a reflective session. Meeting notes, data collection tools, results of the observations, and the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee.
2. **Self-Directed Model/Action Research Mode** - professional employees will develop a structured, on-going reflection of a practice-related issue (Danielson's *Framework for Teaching* or a PDE approved alternative system). Professionals may work individually or in small groups, dyads or triads, to complete the action research project. Meeting notes, resources, data collection tools, and the results of the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee.
3. **Portfolio Mode** - professional employees will examine their own practice in relation to the Danielson's *Framework for Teaching* or a PDE approved alternative system and reflect in a written report and/or documented discussions with colleagues. Portfolios may be developed according to criteria established collaboratively by the administrator and the teacher based upon their interests or needs. Resources, data collection tools, and the results of the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee.

*Book/research reviews are unacceptable for a separate Differentiated Supervision mode; however, they may be used to develop the research for an action plan.

<p>Performance Improvement Plan</p>	<p>Teachers who receive an overall performance rating of Needs Improvement or Failing are required by Act 82 to participate in a Performance Improvement Plan. A Performance Improvement Plan shall be designed with the professional employee's input addressing the area(s) of concern, recommendations for Professional Development, types of data (evidence) that will be collected to determine improvement, and an observation schedule with Intensive Supervision. PDE recommends that an Intensive Supervision timeline is established to implement the Performance Improvement Plan. At the conclusion of the allotted time, the data will be analyzed and used to make a determination of the employee's level of performance and ultimately his/her employment status. It is recommended that the administrator recruit a colleague such as an assistant principal or the administrator's immediate supervisor in this process to provide additional reliability to the final determination of the professional employee's continuation of employment.</p> <p>When the Performance Improvement Plan has been successfully completed and a Proficient rating has been achieved, it is recommended that the professional employee should be placed in the Formal Observation Model for at least a full school year and temporary professional employee remains in the Formal Observation Model until tenure is granted.</p>
<p>Guidelines</p>	<p>The complete guidelines can be found at the following link: www.education.state.pa.us on the Educator Effectiveness System</p>

Chapter 5: Professional Development

Online Professional Development for Teachers	<p>Online Professional Development Courses focused on various components in the <i>Danielson Framework for Teaching</i> are available on the SAS portal. The courses offer Act 48 credit upon successful completion, are self-paced, and free of charge. These courses can be found at: www.pdesas.org. Click on Teacher Tools, PD Center, Class Registration, Charlotte Danielson: the <i>Framework for Teaching</i></p> <p>Resources for the <i>Danielson Framework for Teaching Effectiveness Instrument</i> can be found at: http://www.pdesas.org (click on the Teachscape icon)</p>
Teachscape for Classroom Teachers	<p>The <i>Teaching Effecting Series</i> is located on the SAS portal www.pdesas.org. Teachers may review modules for 2 hours of Act 48 Professional Development</p>
Introduction to PVAAS	<p>Questions? Contact the PVAAS Statewide Team for PDE Email: pdepvaas@iu13.org Phone: (717) 606-1911</p> <p>If educators understand the current district and school-level PVAAS reporting, they will be much better prepared to understand PVAAS teacher-specific reporting, including both value-added and diagnostic reporting. The concept behind measuring growth for groups of students is the same and applies for district, school, grade, subgroup, and teacher-specific reporting. Resources about this information are located at https://pvaas.sas.com</p> <p>PDE provides professional development specific to the roster verification process and web-based system. This will include statewide webinars, Virtual Learning Modules, PDE guidance documents, and FAQs. When PVAAS teacher-specific reporting is released, PDE will provide statewide webinars, Virtual Learning Modules, live professional development sessions across the commonwealth, resource documents, PowerPoint templates, and detailed help menus.</p> <p>Additionally, IU PVAAS contact(s) and the PVAAS Statewide Team for PDE are available to answer questions and assist LEAs in understanding and making use of the PVAAS process</p>

Elective /SLOs	<p>Training Videos, Powerpoints, Templates, and SLO Development/Implementation Resources for Teachers and School Leaders can be accessed by clicking on the “Homeroom” icon found at www.pdesas.org</p> <p>Additional Materials to support understanding of Assessment Literacy can also be found on the “Homeroom” by clicking the “Quickstart” icon at www.pdesas.org.</p>
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Online Professional Development for Principals	<p>Online Professional Development Modules will be available on the SAS portal. Modules are being developed and will be available in 2015.</p>
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Chapter 6: Process for Submitting Locally-Developed Rating Tools

Guidelines for Submitting Locally-Developed Alternative Rating Tools

Section 1123 (e) of Act 82 of 2012 states that “professional employees and temporary professional employees serving as classroom teachers, principals and nonteaching professional employees may be evaluated through the use of a rating tool developed by an individual school district, intermediate unit or area vocational-technical school that the department has approved as meeting or exceeding the measures of effectiveness established under this section.” The rating tool functions as a framework for the evaluation and summative process for classroom teachers, principals, and nonteaching professionals; the tool is comprised of the rating form and instructions. Any locally-developed alternative rating tool must be approved by the Pennsylvania Department of Education (PDE) before it is implemented. During its review process, PDE will determine whether an alternative rating tool meets or exceeds the measures of effectiveness developed under 24 P.S. § 11-1123. In addition, any alternative rating tool proposed shall be at least as rigorous as Pennsylvania’s model for classroom teachers (PDE 82-1), principals/school leaders (PDE 82-2), and Nonteaching Professional Employees (PDE 82-3), which were published in the *Pennsylvania Bulletin* on June 22, 2013 and June 14, 2014, so Pennsylvania educators are held to similar standards across the state. Since aggregate evaluation performance data will not be available for several years for Pennsylvania’s model rating tools or for any approved alternative rating tools, initial evaluations of rigor will be made on the basis of the proposed design and the evidence/research provided by LEAs to support its locally-developed rating tool

PDE developed the following guidelines for school districts, intermediate units or area vocational-technical schools to use to submit a locally-developed alternative rating tool:

1. Guidelines for Submission and Review of Locally-Developed Alternative Classroom Teacher Effectiveness Rating Tool that Modifies only Teacher Observation/Practice Component;
2. Guidelines for Submission and Review of Locally-Developed Alternative Principal/School Leader Effectiveness Rating Tool that Modifies only Observation/Practice Component;
3. Guidelines for Submission and Review of Locally-Developed Alternative Non-teaching Professionals Effectiveness Rating Tool that Modifies only Observation/Practice Component.

The *Guidelines for Approval for Alternative Educator Effectiveness Systems* can be found at www.education.state.pa.us.

As soon as the guidelines outlining the process for modifying the multiple performance measures are finalized the document will be available at www.education.state.pa.us.

<p>Alternative Rating Tools</p>	<p>The Department shall publish a list of approved practice models for assessing the four domains annually on the Department’s website. Approved practice models will be posted for the Classroom Teacher System, the Non-Teaching Professional System, and the Principal System.</p>
<p>Regulation</p>	<p>The Department will review at the request of an LEA an alternative rating tool that has been approved by the LEA governing board. The Department may approve for a maximum period of not more than five years any alternative rating tool that meets or exceeds the measures of effectiveness established under 24 P. S. § 1123.</p>

Glossary

ACT 82 – Passed on June 30, 2012 with requirements for evaluation in Section 1123 of the School Code

Alternative Evaluation Plan – An Individual School District Evaluation Plan (Must be approved by PDE).

Assessment - The term shall mean the Pennsylvania System of School Assessment, the Keystone Exam, an equivalent local assessment or another test established by the State Board of Education to meet the requirements of section 2603-B(d)(10)(i) and required under the No Child Left Behind Act of 2001 (Public Law 107-110, 115 Stat. 1425) or its successor statute or required to achieve other standards established by the Department for the school or school district under 22 Pa. Code § 403.3 (relating to single accountability system).

CDT – Classroom Diagnostic Tools

Chief School Administrator – An individual who is employed as a school district superintendent, an executive director of an intermediate unit or a chief school administrator of an area vocational-technical school or career technology centers.

Classroom Teacher – A professional or temporary professional employee who provides direct instruction to students related to a specific subject or grade level and usually holds one of the following:

Instructional I Certificate (see § 49.82)

Instructional II Certificate (see § 49.83)

Vocational Instructional I Certificate (see § 49.142)

Vocational Instructional II Certificate (see § 49.143)

Department - The Pennsylvania Department of Education of the Commonwealth.

Differentiated Supervision Model – Used by schools to diversify evaluations of Instructional II Staff.

Direct instruction is defined as planning and providing the instruction, and assessing the effectiveness of the instruction.

Distinguished – The employee’s performance consistently reflects the employee's professional position and placement at the highest level of practice.

District-designed measures and examinations, and locally developed school district rubrics – A measure of student performance created or selected by an LEA. The development or design of the measure shall be documented via a Student Learning Objective.

Education Specialist – A person who holds an educational specialist certificate issued by the Commonwealth, including, but not limited to, a certificate endorsed in the area of elementary and secondary school counselor, school nurse, home and school visitor, school psychologist, dental hygienist, or instructional technology specialist.

Employee – A person who is a professional employee or temporary professional employee.

Educator Effectiveness System– The program developed by PDE to improve teaching and learning.

EVAAS™ – Education Value-Added Assessment System is the methodology used for PVAAS.

Failing – The employee does not meet performance expectations required for the position.

FFL - Framework For Leadership

FFT – Framework For Teaching (Danielson)

FFTES – Framework For Teacher Effectiveness Series (Teachscape)

FOCUS – The inter-reliability course PDE is currently offering to PA evaluators (formerly called FFTPS – Framework for Teaching Proficiency System).

Keystone Exam – An assessment developed or caused to be developed by the Department pursuant to 22 Pa. Code §4.51 (relating to state assessment system).

LEA - A local education agency, including a public school district, area vocational-technical school, career technology center and intermediate unit, which is required to use a rating tool established pursuant to section 1123 of the Public School Code (24 P.S. § 11-1123).

Needs Improvement – The employee is functioning below proficient for performance expectations required for continued employment.

Non-Teaching Professional Employee - A person who is an education specialist or a professional employee or temporary professional employee who provides services other than classroom instruction.

Performance Improvement Plan - A plan, designed by a LEA with input of the employee, that may include mentoring, coaching, recommendations for professional development and intensive supervision based on the results of the rating provided for under this chapter.

Principal/School Leader – A building principal, an assistant principal, a vice principal or a director of vocational education.

Professional Employee – An individual who is certificated as a teacher, supervisor, principal, assistant principal, vice-principal, director of vocational education, dental hygienist, visiting teacher, home and school visitor, school counselor, child nutrition program specialist, school nurse, or school librarian.

Proficient – The employee’s performance consistently reflects practice at a satisfactory level.

PSSA – The Pennsylvania System of School Assessment established in 22 Pa. Code §4.51 (relating to state assessment system).

PVAAS – The Pennsylvania Value-Added Assessment System established in compliance with 22 Pa. Code §403.3 (relating to single accountability system) and its data made available by the Department under Section 221 of the Public School Code (24 P.S. § 2-221).

Multiple Measures – The right side of the effectiveness pie chart that looks at student performance

Needs Improvement – The employee is functioning below proficient for performance expectations required for continued employment.

Non-teaching Professional Employee – A person who is an education specialist or a professional employee or temporary professional employee who provides services other than classroom instruction.

Overall Performance Ratings – Distinguished, Proficient, Needs Improvement, Failing

PDE – Pennsylvania Department Of Education

Performance Improvement Plan – District plan to improve performance of professional employees based on contents of the rating tool for ratings of failing and needs improvement with the evaluator and employee input

Principal - An individual who is certified as a building principal, an assistant principal, a vice principal or a director of vocational education

Principal Effectiveness Instrument – The rating tool used to evaluate a principal.

Professional Employee – An individual who is certificated as a teacher, supervisor, principal, assistant principal, vice-principal, director of vocational education, dental hygienist, visiting teacher, home and school visitor, school counselor, child nutrition program specialist, school nurse, or school librarian.

Proficient – The employee's performance consistently reflects practice at a professional level.

PIL – Pennsylvania Inspired Leadership

PIMS – Pennsylvania Information Management System

PPID – Pennsylvania Personal Identification Number.

PSSA – The Pennsylvania System of School Assessment established in 22 Pa. Code § 4.51 (relating to state assessment system).

PVAAS – The Pennsylvania Value-Added Assessment System established in compliance with 22 Pa. Code § 403.3 (relating to single accountability system) and its data made available by the Department under Section 221 of the Public School Code (24 P. S. § 2-221).

Rating Tool – An instrument used to determine an evaluation.

RTTT – Race To The Top

Rubric – Information used to determine an evaluation.

SAS – Standards Aligned System

School Profile – Evaluation score determine by student performance and school assessments.

SIG Schools – School Improvement Grant Schools

SLO – The Student Learning Objective is a record of the development and application of student performance measures selected by a LEA. It documents the process used to determine a student performance measure and validate the assigned weight. This record will provide for quality assurance in rating a student performance measure on the zero-to-three-point rating scale.

Teacher Level Measures – A compilation of performance measures of all students in the school building in which the NTPE is employed as set forth in Part (IV).

Temporary Professional Employee - An individual who has 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.