

Educator Effectiveness Administrative Manual – Part 1

August 2013



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

333 Market Street
Harrisburg, PA 17126-0333
www.education.state.pa.us



Commonwealth of Pennsylvania

Tom Corbett, Governor

Department of Education

Dr. William Harner, Acting Secretary

Office of Elementary and Secondary Education

David Volkman, Acting Deputy Secretary

Bureau of Teaching and Learning

Rita Perez, Director

The Pennsylvania Department of Education (PDE) does not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. Announcement of this policy is in accordance with State Law including the Pennsylvania Human Relations Act and with Federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

The following persons have been designated to handle inquiries regarding the Pennsylvania Department of Education's nondiscrimination policies:

For Inquiries Concerning Nondiscrimination in Employment:

Pennsylvania Department of Education
Equal Employment Opportunity Representative
Bureau of Human Resources
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333
Voice Telephone: (717) 787-4417
Fax: (717) 783-9348
Text Telephone TTY: (717) 783-8445

For Inquiries Concerning Nondiscrimination in All Other Pennsylvania Department of Education Programs and Activities:

Pennsylvania Department of Education
School Services Unit Director
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750
Fax: (717) 783-6802
Text Telephone TTY: (717) 783-8445

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education	Voice: (717) 787-2127
Office of Elementary and Secondary Education	Fax: (717) 214-2786
333 Market Street, 5th Floor	TTY: (717) 783-8445
Harrisburg, PA 17126-0333	www.education.state.pa.us

All Media Requests/Inquiries: Contact the Office of Press & Communications at
(717) 783-9802

Table of Contents

Introduction	1
Chapter 1: Act 82 Teacher Effectiveness.....	2
Chapter 2: Supervision of Classroom Teachers Observation/Evidence	10
Chapter 3: Multiple Measures of Student Achievement: Building Level Data.....	21
Chapter 4: Multiple Measures of Student Achievement: Teacher Specific Data.....	25
Chapter 5: Multiple Measures of Student Achievement: Elective Data.....	31
Chapter 8: Instructional Certifications with Unique Roles and Functions.....	36
Glossary	37

Note: Forthcoming will be the following additional chapters:

- Chapter 6: Rating Form for Teachers with Eligible PVAAS Scores
- Chapter 7: Rating Form for Teachers without Eligible PVAAS Scores
- Chapter 9: Differentiated Supervision
- Chapter 10: Professional Development
- Chapter 11: Process for Submitting Locally-Developed Alternative Rating Tool

Introduction

Administrative Policies for Effective Evaluation Procedures

Project Goal

To develop an *Educator Effectiveness 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 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 has approved an evaluation tool and provides guidance with best practices, but will not approve a Supervision Model. The supervision of teachers is a local decision.

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

Chapter 1: Act 82 Teacher Effectiveness

(Published in Section 1123 of the School Code)

Classroom Teachers Act 82	<p>Beginning with the 2013-2014 school year, the evaluation of the effectiveness of professional and temporary professional employees 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 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 fifty percent (50%) of the overall rating in each of the following areas:<ol style="list-style-type: none">1. Planning and preparation2. Classroom environment3. Instruction4. Professional responsibilities3. Student Performance, which shall comprise fifty percent (50%) of the overall rating of the professional employee or temporary employee serving as a classroom teacher and shall be based upon multiple measures of student achievement. <p>Charter schools are not included in this rating system but may choose to participate.</p>
Rating Form Act 82	<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 satisfactory2. Proficient – shall be considered satisfactory3. 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 unsatisfactory4. 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> <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.</p> <p>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.</p>
--	--

<p>Rating Form</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</p> <p>Professional/Temporary Professionals Serving as Classroom Teachers Rating Form</p>
---------------------------	---

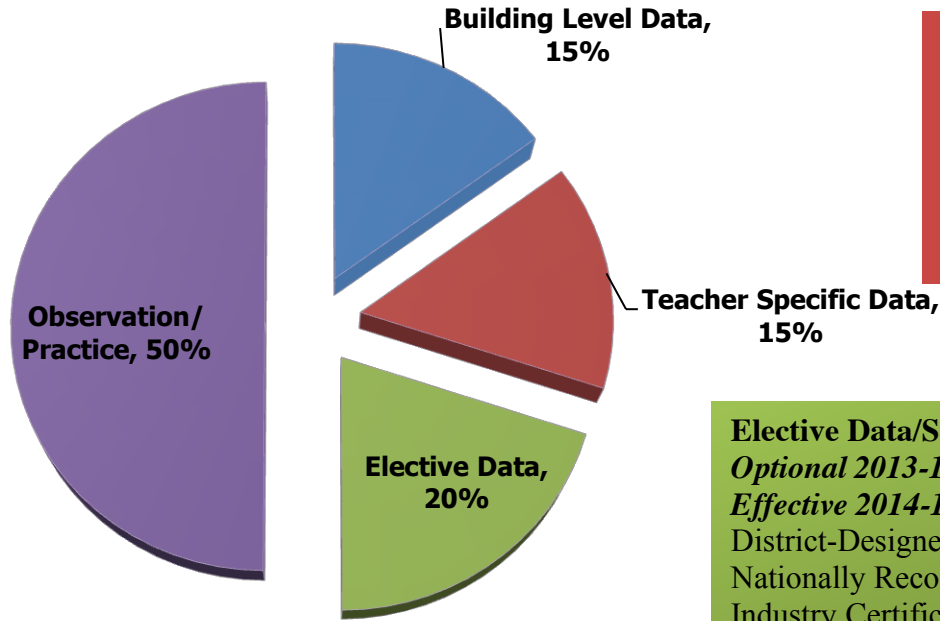
<p>Classroom Teachers Regulation</p>	<p><i>Summative process of evaluation.</i> LEAs shall utilize classroom practice models (e.g., Danielson, <i>Enhancing Professional Practice: A Framework for Teaching</i>) that address the areas related to classroom observation and practice contained in section 1123(1)(i) of the Public School Code (24 P. S. § 11-1123(1)(i)) and are approved by the Department. The Department shall publish a list of approved practice models for assessing the four domains annually on the Department's website. 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> <p>The chart following the regulations serves as a visual depicting the rating tool of the Teachers Effectiveness System for professional and temporary professional employees serving as classroom teachers with eligible PVAAS (Pennsylvania Value Added Assessment System) Scores. For more information see Chapter 6, for classroom teachers without eligible PVAAS Scores, see Chapter 7.</p>
---	--

Teacher Effectiveness System Chart

Teacher Effectiveness System in Act 82 of 2012

Teacher Observation & Practice
Effective 2013-14 School Year
 Danielson Framework Domains
 1. Planning and Preparation
 2. Classroom Environment
 3. Instruction
 4. Professional Responsibilities

Building Level Data/School Performance Profile
Effective 2013-14 School Year
 Indicators of Academic Achievement
 Indicators of Closing the Achievement Gap, All Students
 Indicators of Closing the Achievement Gap, Subgroups
 Academic Growth PVAAS
 Other Academic Indicators
 Credit for Advanced Achievement



Teacher Specific Data
 PVAAS/Growth 3 Year Rolling Average
 1. 2013-14 SY
 2. 2014-15 SY
 3. 2015-16 SY

Elective Data/Student Learning Objective (SLO)
Optional 2013-14 School Year
Effective 2014-15 School Year
 District-Designed Measures and Examinations
 Nationally Recognized Standardized Tests
 Industry Certification Examinations
 Student Projects Pursuant to Local Requirements
 Student Portfolios Pursuant to Local Requirements

Classroom Teacher Phase In Percentages	Year	Observation/Evidence	Building Score	Teacher Specific Data	Effective Date
	2013-14	50%	15%	N/A	N/A
	2031-14	*50%	*15%	*N/A	*35%
	2014-15	50%	15%	0%	35%
	2015-16 with PVAAS	50%	15%	15%	20%
	2015-16 without PVAAS	50%	15%	N/A	35%
*Elective Data is optional. If used the weight is 35%					

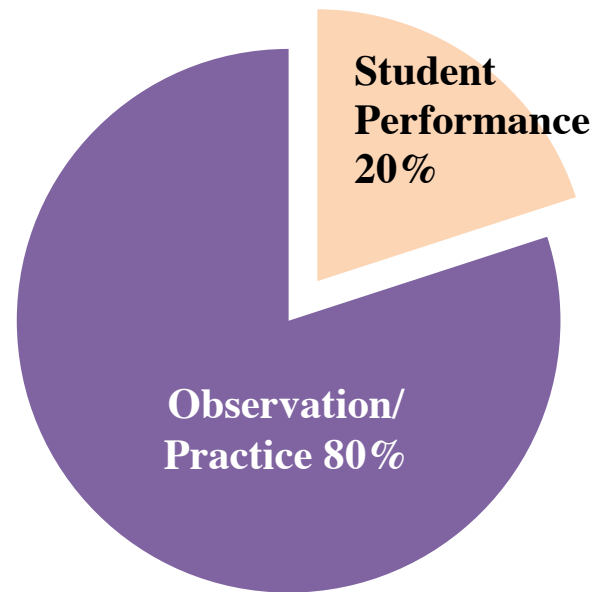
Non-Teaching Professional Employees	<p>In 2013-14, all other non-teaching professionals should be evaluated using previously approved PDE forms. An annual summative evaluation must be performed for all professional employees. The term “non-teaching professional employee” shall mean an education specialist, a supervisor, or professional employee or temporary professional employee who provides services other than classroom instruction.</p> <p>The following chart will be used pending development of regulations.</p>
--	---

Non-Teaching Professional Employee Effectiveness System Chart

Non-Teaching Professional Employee Effectiveness System in Act 82 of 2012
Effective 2014-2015 School Year

Student Performance/Multiple Measures

- Observation and Practice Danielson Framework Domains**
1. Planning and Preparation
 2. Educational Environment
 3. Delivery of Service
 4. Professional Development



Principal Effectiveness System

Beginning in the 2014–15 school year, **principal effectiveness** shall be measured using a rating form designed specifically for professional employees and temporary professional employees serving as principals.

The following chart will be used pending development of regulations.

Summative Evaluation	The data from Danielson’s <i>Framework for Teaching</i> , and other observational data will be used to determine the teacher observation and practice rating.
Rating and Evaluation Procedure	<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.
Evidence/ Documentation	<p><i>Evidence/documentation.</i> As appropriate, records for the employee and their 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 • 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. See Information on the Danielson FFT later in this section.</p>
Formative Supervision Framework for Teaching	<p>The Pennsylvania Department of Education is recommending a supervision system consisting of two models: Formal Observation and Differentiated Supervision.</p> <p>Formal Observation of the teacher practice is accomplished through formal and informal observations measured by research supported best practices; Danielson’s <i>Framework for Teaching</i>. The assessment supported by Danielson’s <i>Framework for Teaching</i>, 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.</p> <p>Pennsylvania Department of Education has recognized Charlotte Danielson’s <i>Framework for Teaching</i> 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:</p>

	<ul style="list-style-type: none"> – <i>Domain 1 - Planning and preparation</i>, including selecting standards-based lesson goals and designing effective instruction and assessment; – <i>Domain 2 - Classroom environment</i>, including establishing a culture for learning and appropriate classroom management techniques that maximize instructional time; – <i>Domain 3 - Instruction</i>, including the use of research-based strategies which engage students in meaningful learning and utilize assessment results to make decisions about student needs; and – <i>Domain 4 - Professional responsibilities</i>, 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. (Information on Differentiated Supervision can be found in Chapter 9 of the Administrative Manual.) Professional employees in Differentiated Supervision do require an overall performance rating in each domain and must receive an annual rating.</p>
--	---

Information on the Danielson FFT	<p>Teachers interested in experiencing a training module relative to Charlotte Danielson’s <i>Framework For Teaching</i> may review Teachscape’s Framework for Teaching Effectiveness Series that will result in 2 hours of Act 48 Professional Development.</p> <p>The Danielson <i>Framework For Teaching</i> can be found on SAS portal website at: http://www.pdesas.org Click on “Instruction” on the home page of the SAS portal.</p>
---	--

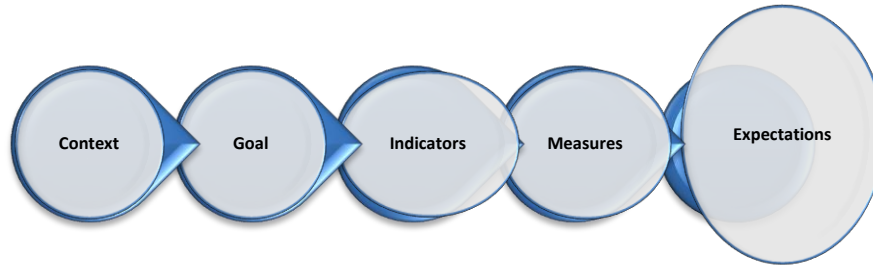
Chapter 5: Multiple Measures of Student Achievement: Elective Data

Act 82 Student Performance Data	<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 PA. Bulletin by June 30th of each year. The list includes but is not limited to the following:</p> <ul 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
Teachers with Eligible PVAAS Data (20%)	<p>Beginning in 2014-15 Elective Data will comprise 20% of the overall rating for classroom teachers with an eligible PVAAS Score.</p> <p>As part of the rating tool, every teacher will need to complete the elective portion of the evaluation process.</p>
Student Learning Objective (SLO) Process	<p>It is recommended the Elective portion of the evaluation be a collaborative effort between the administrator and classroom teacher. PDE requires the Student Learning Objective (SLO) process as described in the template provided below. The following are SLO development tools and will be available at: www.education.state.pa.us.</p> <ul style="list-style-type: none">1. Electronic template2. Content specific models3. Training modules to complete the template4. Assessment literacy information as appropriate to the SLO process <p>For Educator Effectiveness, the ratings of Distinguished, Proficient, Needs Improvement, and Failing will be converted by the LEA to a 0-3 scale to facilitate combining the Elective Rating with the other multiple measures.</p> <p>The SLO Template is available in an electronic format on the PDE's website on the Educator Effectiveness Project page at www.education.state.pa.us.</p>

SLO Template

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		1c. District	
1d. Class/ Course Title		1e. Grade Level		1f. Total # of Students	
1g. Typical Class Size		1h. Class Frequency		1i. Typical Class Duration	

2. SLO Goals

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

3. Performance Indicators (PI)

3a. PI Targets: All Student Group	<ul style="list-style-type: none"> ● PI Target #1 ● PI Target #2 ● PI Target #3 ● PI Target #4 ● PI Target #5
3b. PI Targets: Focused Student Group (optional)	<ul style="list-style-type: none"> ● PI Target #1 ● PI Target #2 ● PI Target #3 ● PI Target #4 ● PI Target #5

3c. PI Linked (optional)			
3d. PI Weighting (optional)		PI	Weight
		#1	
		#2	
		#3	
		#4	
4. Performance Measures (PM)			
4a. Name	<ul style="list-style-type: none"> • PM #1 • PM #2 • PM #3 • PM #4 • PM #5 	4b. 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 _____
4c. Purpose	<ul style="list-style-type: none"> • PM #1 • PM #2 • PM #3 • PM #4 • PM #5 	4d. 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
4e. Administration Frequency	<ul style="list-style-type: none"> • PM #1 • PM #2 • PM #3 • PM #4 • PM #5 	4f. Adaptations/ Accommodations	<input type="checkbox"/> IEP <input type="checkbox"/> ELL <input type="checkbox"/> Gifted IEP <input type="checkbox"/> Other
4g. Resources/Equipment	<ul style="list-style-type: none"> • PM #1 • PM #2 • PM #3 • PM #4 • PM #5 	4h. Scoring Tools	<ul style="list-style-type: none"> • PM #1 • PM #2 • PM #3 • PM #4 • PM #5
4i. Administration & Scoring Personnel	<ul style="list-style-type: none"> • PM #1 • PM #2 	4j. Performance Reporting	<ul style="list-style-type: none"> • PM #1 • PM #2

- PM #3
- PM #4
- PM #5

- PM #3
- PM #4
- PM #5
- Summary

5. Teacher Expectations

5a. Level	Failing 0% to ___ % of students will meet the PI targets.	Needs Improvement ___ % to ___ % of students will meet the PI targets.	Proficient ___ % to ___ % of students will meet the PI targets.	Distinguished ___ % to 100% of students will meet the PI targets.
------------------	---	--	---	---

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

5b. Elective Rating	<input type="checkbox"/> Distinguished (3)	Notes/Explanation
	<input type="checkbox"/> Proficient (2)	
	<input type="checkbox"/> Needs Improvement (1)	
	<input type="checkbox"/> Failing (0)	

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

Rating Form

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 (B) Elective Data, the tool allows entry of the teacher elective rating on a 0- 3 point scale which is combined with the other multiple measures to determine the final performance rating. The rating form tool and related documentation are available at www.education.state.pa.us under the Educator Effectiveness Project.

The shaded area in the form below denotes the section of the rating form applicable to the elective rating to represent teacher elective data.

Chapter 8: Instructional Certifications with Unique Roles and Functions

Professionals with Unique Roles and Functions

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

To determine whether you are a teaching or non-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?**

Instructionally Certified Personnel with Unique Roles and Functions serve in many different capacities across the Commonwealth given their varied roles, function and contexts. As shown, committees of educators worked to develop general and specific examples as an optional and potentially useful supplement to the existing and already validated **Danielson Rubric** 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 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.

<http://www.pdesas.org/Instruction/Frameworks>

See Chapters 2, 3, 4, &5 for further guidance on how to evaluate teaching professionals.

Under Act 82, if you are working under your instructional certification but do not provide direct instruction to students you are considered a non-teaching professional. Act 82 applies to non-teaching professionals 2014-2015. PDE will provide guidance for non-teaching professionals by June 30th, 2014.