

Measuring Educator Effectiveness

Overview for the Pennsylvania Association of Elementary and Secondary School Principals (PAESSP)



Outline:

- Act 82 Overview
- Teaching Professionals
- Principals/CTC Directors
- Non-Teaching Professionals

Background-Act 82 of 2012

- Act 82 of 2012 Passed- June 30th, 2012

Defined Three Groups of Educators

- Teaching Professionals
- Non-Teaching Professionals
- Principals/CTC Directors

Act 82 of 2012

- Applied to teaching professionals-2013-2014 school year
- Applied to non-teaching professionals- 2014-2015 school year
- Applied to principals/CTC directors – 2014-2015 school year

Pennsylvania Certifications and Act 82

Instructional Certificates

Supervisors

Career Technology Directors

Educational Specialists

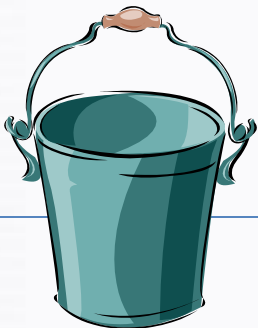
Principals

Vocational Education Certificates

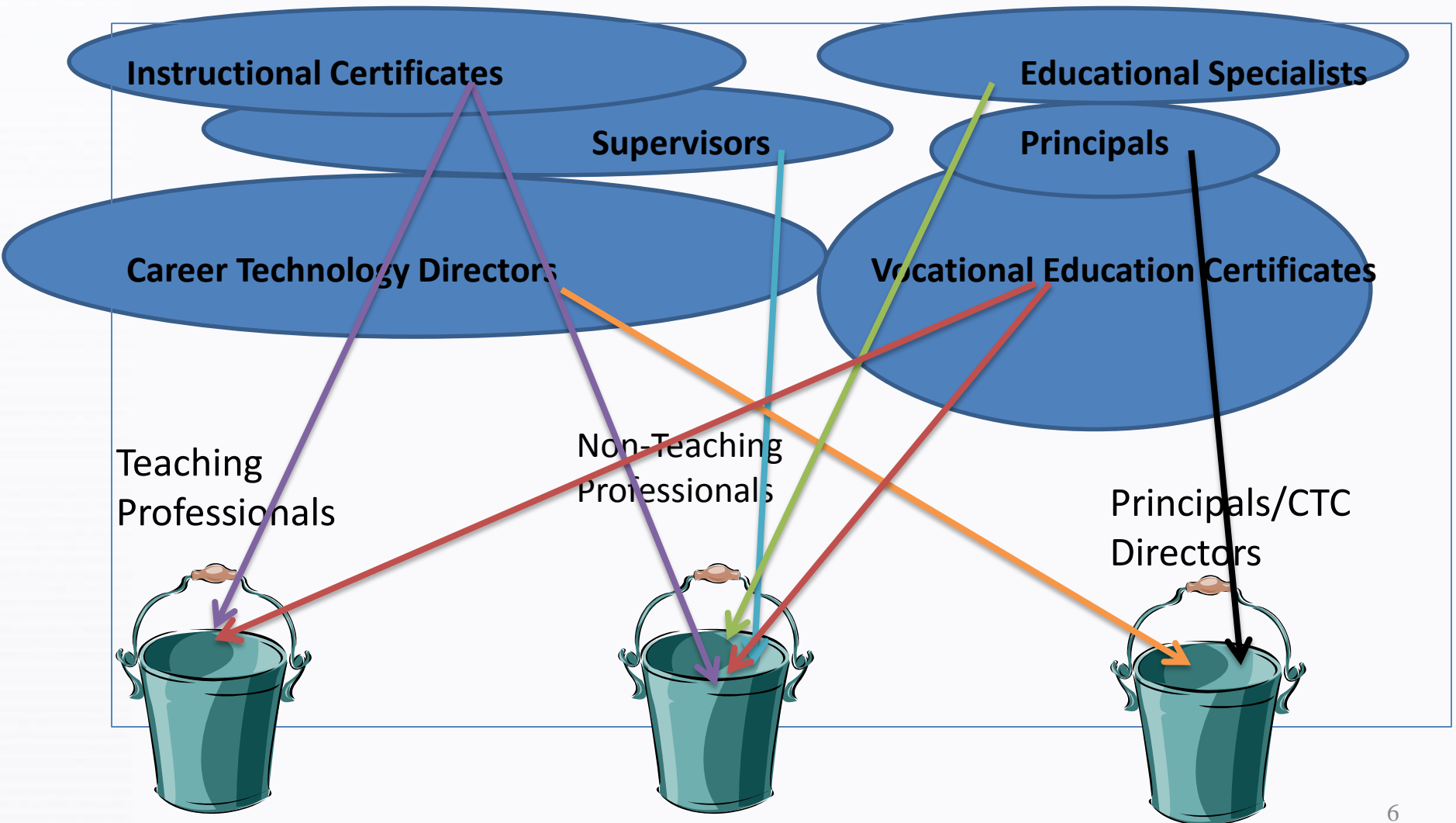
Teaching
Professionals

Non-Teaching
Professionals

Principals/CTC
Directors



Pennsylvania Certifications and Act 82



Teaching Professional?

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

- Are you working under your instructional certification?
- 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.

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 in 2014-2015. PDE will publish a rating tool for Non-Teaching Professionals in the *Pennsylvania Bulletin* by June 30, 2014.

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

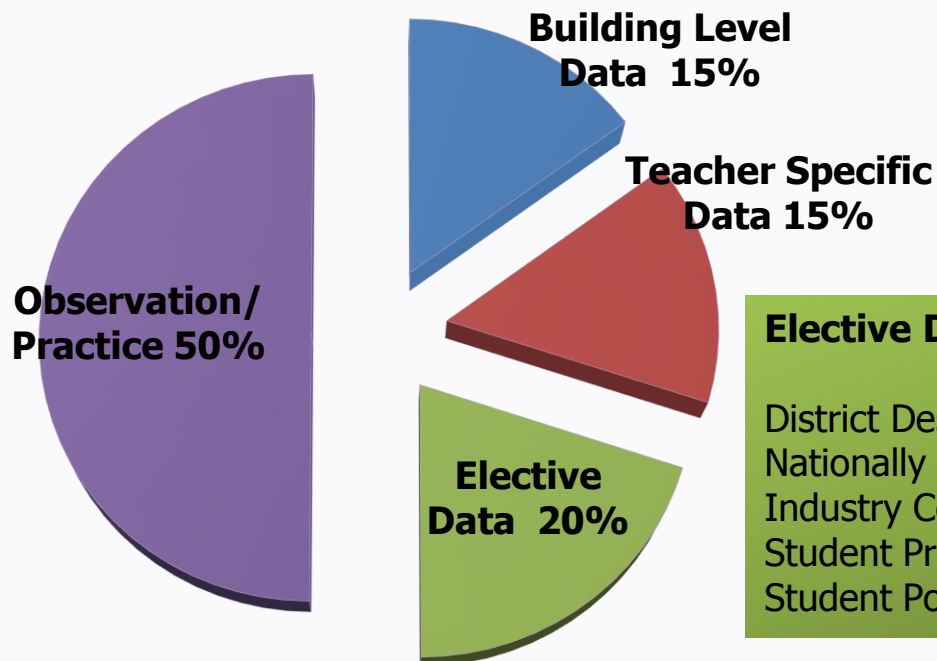
Indicators of Academic Achievement
Indicators of Closing the Achievement Gap, All Students
Indicators of Closing the Achievement Gap, Historically Underperforming Students
Indicators of Academic Growth/ PVAAS
Extra Credit for Advanced Achievement

Teacher Specific Data

Student Performance on Assessments
PVAAS 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

Teaching Professionals

- [Regulations published in Pennsylvania Bulletin on June 22nd, 2013](#)
 - *purpose of regulations are to carry out the intent of legislation enacted by the Pennsylvania General Assembly*
- [Administrative Manual-](#)
 - *purpose of the administrative manual is to assist administrators as they implement the new classroom teacher evaluation system in 2013-2014.*
 - *Support the Rules and Regulations which were published in the June 22, 2013 Pennsylvania Bulletin.*
- [Approved Practice Models](#)
 - Danielson Framework For Teaching - 2007, 2011, 2013

“N count”

LEAs are encouraged to utilize a “n” count of 11 across teacher specific and elective data. This is consistent with the “n” count PDE utilizes for other data sources such as the SPP and PVAAS. In absence of teacher specific and elective data the observation and practice components of the evaluation system could be substituted. It is a local decision whether an LEA chooses to utilize a lower “n” count for teacher specific and elective data. Hence, an LEA could chose to develop a SLO for less than eleven students, if they believe that they can attribute student achievement to the teacher. An LEA should discuss any decision to use the “n” count of 11 or a lower “n” count with its solicitor.

Teacher Specific Data Decision Making Guide

- A Teacher Decision Making Guide will prompt LEAs to address all data defined in teacher specific data per Act 82 and provides a logical guidance document on how to address each component.

SLO Process for IEP Progress

SLO process for IEP Progress- a simple streamlined SLO process to account for the IEP progress. Per Act, any teacher with available and applicable IEP progress must have that data attributed (general education and special education teachers). This template will allow you to address the provisions of Act 82 by filling out a one page summary of the aggregated case load data for students

Non-Teaching Professionals Update

– Specialists

- Rubrics and Guiding Questions Posted on the PDE website

– Supervisors

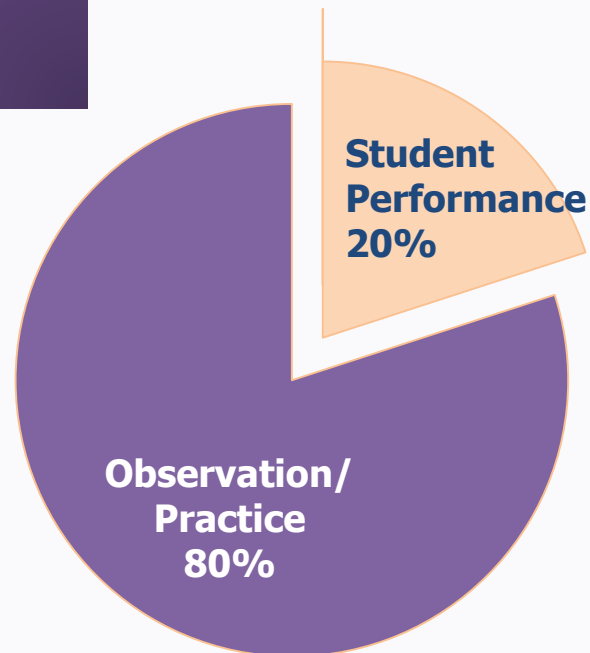
- Evidence Documents and Guiding Questions

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)



Non-Teaching Professionals

- Regulations published in Pennsylvania Bulletin on June 2014
 - *purpose of regulations are to carry out the intent of legislation enacted by the Pennsylvania General Assembly*
- Administrative Manual-
 - *purpose of the administrative manual is to assist administrators as they implement the new classroom teacher evaluation system in 2013-2014.*
 - *Support the Rules and Regulations which were published in the Pennsylvania Bulletin*
- Approved Practice Models
 - Teachers who Do Not Provide Direct Instruction-Danielson's *Framework for Teaching* 2007, 2011, 2013
 - Supervisors-*Framework for Leadership*
 - Specialists-PDE developed rubrics

PDE Resources to Support Implementation

SAS Portal-

www.pdesas.org

PDE Webpage Hyperlinks

- New Main
Page: http://www.portal.state.pa.us/portal/server.pt/community/educator_effectiveness_project/20903/p/1171617
- Classroom Teaching
Professionals: http://www.portal.state.pa.us/portal/server.pt/community/educator_effectiveness_project/20903/p/1173845
- Principals and CTC
Directors: http://www.portal.state.pa.us/portal/server.pt/community/educator_effectiveness_project/20903/p/1173846
- Non-Teaching
Professionals: http://www.portal.state.pa.us/portal/server.pt/community/educator_effectiveness_project/20903/p/1173848

PDE email for Questions Related to Educator Effectiveness

ra-edeff@pa.gov



www.education.state.pa.us

Multiple Measures

Principal Effectiveness Ratings as Defined in Act 82

- **For the overall principal effectiveness rating, we know that...**
 - 50% will comprise the observation/practice piece (Framework for Leadership).
 - 15% will be derived from building level data (School Performance Profile – SPP).
 - 15% will be determined by the relative strength of conversation regarding the connectedness between the average teacher observation/practice rating and teacher-level measures.
 - 20% will incorporate Elective Data / SLOs for principals.
(note: for 2014-14, elective data is optional)
- **This applies for professional employees and temporary professional employees serving as principals, assistant principals, and CTC Directors.**

Principal Effectiveness System in Act 82 of 2012

Observation/ Practice

Framework for Leadership Domains

Strategic/Cultural Leadership
Systems Leadership
Leadership for Learning
Professional and Community Leadership

Building Level Data/School Performance Profile

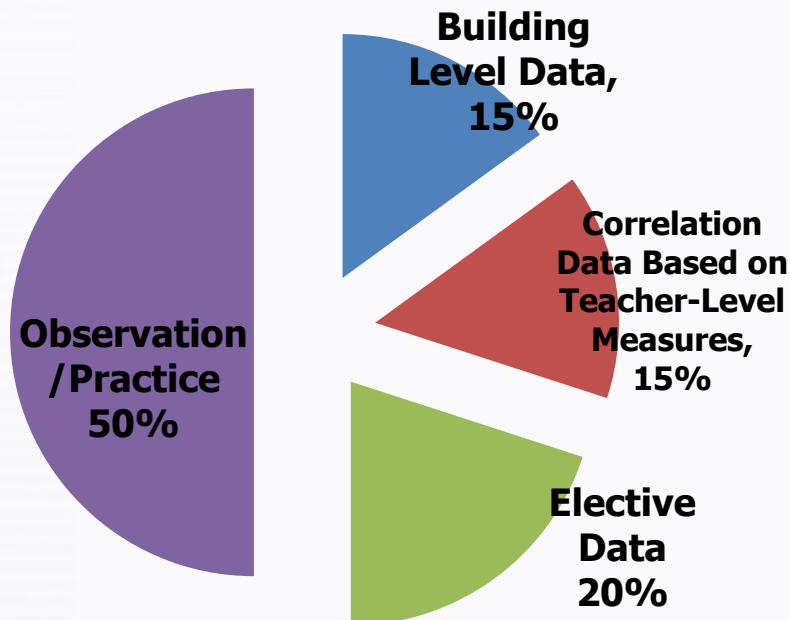
Indicators of Academic Achievement
Indicators of Closing the Achievement Gap, All Students
Indicators of Closing the Achievement Gap, Historically Underperforming Students
Academic Growth PVAAS
Other Academic Indicators
Extra Credit for Advanced Achievement

Correlation Data/Relationship

Based on Teacher Level Measures

Elective Data/SLOs

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



Multiple Measures

Non Teaching Professional Employee Ratings as Defined in Act 82

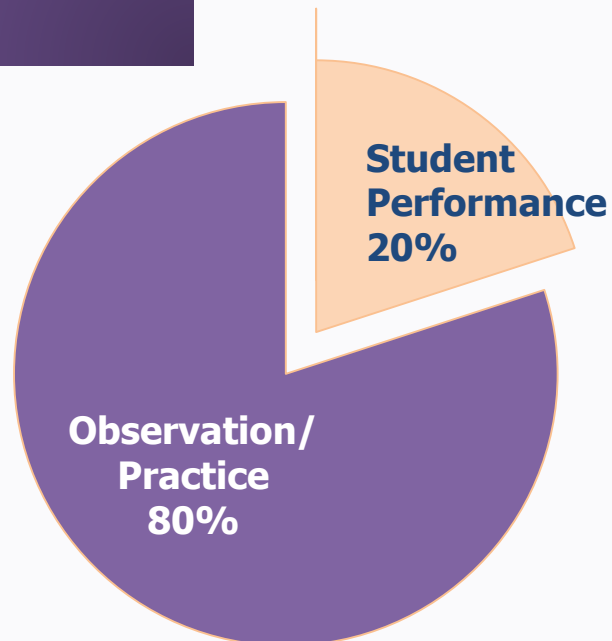
- **For the overall principal effectiveness rating, we know that...**
 - 80% will comprise the observation/practice piece (Framework for Leadership).
 - 20% will be derived from building level data (School Performance Profile – SPP).
- **This applies for professional employees and temporary professional employees who supervise, but are NOT serving as principals, assistant principals, and CTC Directors. Special Education and Curriculum Directors who supervise are examples of employees who fall within this category.**

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)



Rating Tools

Useful for Determining a Principal / School Leader's Rating

- A rating tool (PA 82-2) has been developed that incorporates all aspects of the Principal Effectiveness System such that a final rating for a principal can be determined.
- Final ratings and all supporting evidence/documentation for individuals will be kept at the local level. Only aggregate ratings information will be submitted to PDE.
- The rating tool for Non Teaching Professional Employees (PA 82-3) has also been developed.
- The rating tool reflects a similar design as the one developed for teacher evaluation (PA 82-1).

Framework for Leadership



Framework for Leadership

Domains

- The Framework for Leadership establishes a set of four leadership domains:
 - Domain 1: Strategic/Cultural Leadership
 - Domain 2: Systems Leadership
 - Domain 3: Leadership for Learning
 - Domain 4: Professional and Community Leadership
- The Framework for Leadership contains specific components (with corresponding descriptors) to be included in each of the four domains.

Domain 1: Strategic/Cultural Leadership

With Components

Domain Descriptor: Principals/school leaders systemically and collaboratively develop a positive culture to promote student growth and staff development. They articulate and model a clear vision of the school's culture that involves students, families, and staff.

Components Included in Domain:

- Creates an Organizational Vision, Mission, and Strategic Goals
- Uses Data for Informed Decision Making
- Builds a Collaborative and Empowering Work Environment
- Leads Change Efforts for Continuous Improvement
- Celebrates Accomplishments and Acknowledges Failures

Domain 2: Systems Leadership

With Components

Domain Descriptor: Principals/school leaders ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. They must manage efficiently, effectively and safely to foster student achievement.

Components Included in Domain:

- Leverages Human and Financial Resources
- Ensures a High Quality, High Performing Staff
- Complies with Federal, State, and LEA Mandates
- Establishes and Implements Expectations for Students and Staff
- Communicates Effectively and Strategically
- Manages Conflict Constructively
- Ensures School Safety

Domain 3: Leadership for Learning

With Components

Domain Descriptor: 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..

Components Included in Domain:

- Leads School Improvement Initiatives
- Aligns Curricula, Instruction, and Assessments
- Implements High Quality Instruction
- Sets High Expectations for All Students
- Maximizes Instructional Time

Domain 4: Professional and Community Leadership

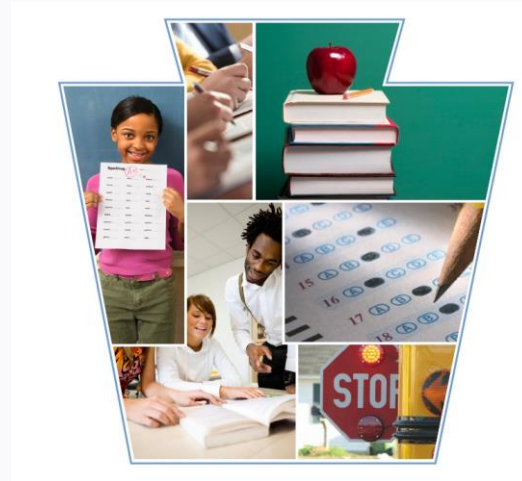
With Components

Domain Descriptor: 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 and in an ethical manner..

Components Included in Domain:

- Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement
- Shows Professionalism
- Supports Professional Growth

Building Level Data



15% will be derived from building level data
(School Performance Profile – SPP).

School Performance Profile (SPP) Scores can be found on the SPP Website
<http://paschoolperformance.org/>

Correlation Data



Multiple Measures

Principal Effectiveness Ratings as Defined in Act 82

- For the overall principal effectiveness rating, we know that...
 - 50% will comprise the observation/practice piece (Framework for Leadership).
 - 15% will be derived from building level data (School Performance Profile – SPP).
 - 15% will be determined by the relative strength of conversation regarding the connectedness between average teacher observation/practice ratings and teacher-level measures.
 - 20% will incorporate Elective Data / SLOs for principals. (note: for 2014-15, elective data is optional)

Correlation Data

Based Upon Teacher Level Measures

- It was recommended that we adopt a process that *focuses on the conversation* between the supervising administrator and the principal / school leader based on the principal's knowledge, understanding and intended use of the evidence / data presented.
- The conversation between the supervising administrator and the principal / school leader is focused on the *possible level of connectedness* between Teacher Level Measures and Observation and Practice (Framework for Teaching) ratings.

Teacher Level Measures “shall include, but not be limited to any combination of one or more of the following data”

- Building Level Data / SPP
- Teacher Specific Data (PVAAS, etc.)
- Elective Data / Teacher SLOs

Correlation Data

Based Upon Teacher Level Measures

- The rating for correlation data is based on a *qualitative assessment* by the supervising administrator of the *level of understanding* (0, 1, 2, or 3) of the quantitative analysis conducted by the principal / school leader.
- To aid the supervising administrator in assigning a correlation rating (0, 1, 2, or 3), a *Performance Level Descriptor Table* has been developed. **

**This is Table H as described in regulation, PENNSYLVANIA BULLETIN, VOL. 44, NO. 24, JUNE 14, 2014.

Correlation Data

Performance Level Descriptor Chart

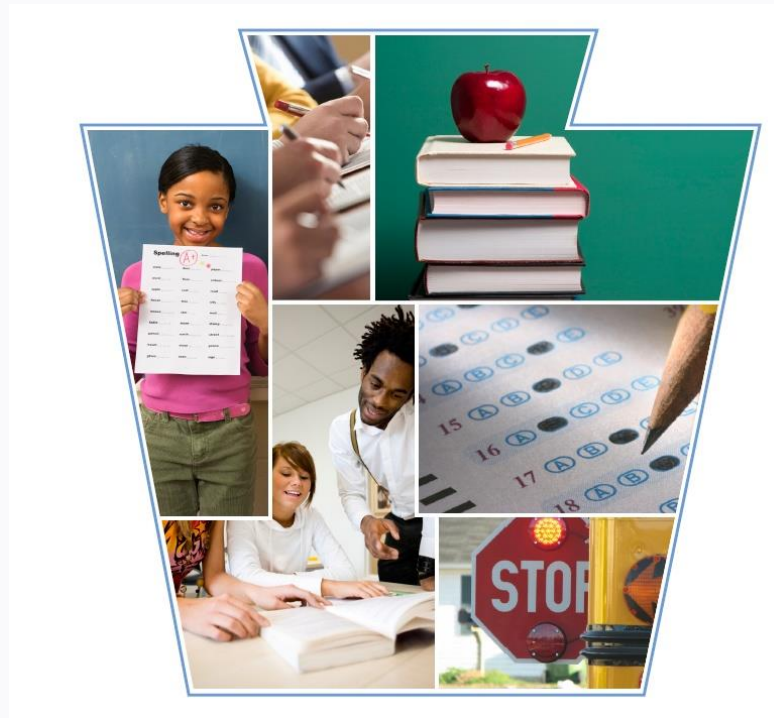
- The conversation will be measured based upon the principal /school leader's understanding of these aspects:
 - **Degree** of understanding of evidence presented regarding the relationship between teacher-level measures and teacher observation and practice ratings.
 - **Quality** of explanation provided for observed relationships between teacher-level measures and teacher observation and practice ratings.
 - **Plans** for how the data will be used to support school and LEA goals.

Possible Levels of Connectedness Between Average Teacher Observation/Practice Ratings and Teacher Level Measures Data (SPP)

Average Teacher Observation/Practice Rating Range	SPP Score (100 Point Scale)*	Possible Level of Connectedness
2.50 - 3.00	90.0 - 107.0	Is there evidence that may indicate a strong level of connectedness?
	70.0 - 89.9	Is there evidence that may indicate a good level of connectedness?
	60.0 - 69.9	Is there evidence that may indicate a limited level of connectedness?
	Below 60	Is there evidence that may indicate a poor level of connectedness?
1.50 - 2.49	90.0 - 107.0	Is there evidence that may indicate a good level of connectedness?
	70.0 - 89.9	Is there evidence that may indicate a strong level of connectedness?
	60.0 - 69.9	Is there evidence that may indicate a good level of connectedness?
	Below 60	Is there evidence that may indicate a limited level of connectedness?
0.50 - 1.49	90.0 - 107.0	Is there evidence that may indicate a limited level of connectedness?
	70.0 - 89.9	Is there evidence that may indicate a good level of connectedness?
	60.0 - 69.9	Is there evidence that may indicate a strong level of connectedness?
	Below 60	Is there evidence that may indicate a good level of connectedness?
Below 0.50	90.0 - 107.0	Is there evidence that may indicate a poor level of connectedness?
	70.0 - 89.9	Is there evidence that may indicate a limited level of connectedness?
	60.0 - 69.9	Is there evidence that may indicate a good level of connectedness?
	Below 60	Is there evidence that may indicate a strong level of connectedness?

Similar connectedness charts exist for other teacher level measures (PVAAS and Elective Data)

Elective Data / SLOs



Multiple Measures

Principal Effectiveness Ratings as Defined in Act 82

- For the overall principal effectiveness rating, we know that...
 - 50% will comprise the observation/practice piece (Framework for Leadership).
 - 15% will be derived from building level data (School Performance Profile – SPP).
 - 15% will be determined by the relative strength of conversation regarding the connectedness between average teacher observation/practice ratings and teacher-level measures.
 - 20% will incorporate Elective Data / SLOs for principals. (note: for 2014-15, elective data is optional)

Elective Data / SLOs

Purpose and Approach

- **Goal Setting:** The intention is that principal Elective Data/SLOs align with LEA and/or schools goals.
- Elective data/SLOs are designed to serve several purposes:
 - 1. To provide educators with an opportunity to actively participate in their own evaluation
 - 2. To increase student achievement
 - 3. To improve educator effectiveness
 - 4. To foster collaboration among colleagues
 - 5. To align the work of individual educators with LEA and school goals

Elective Data / SLOs

Template with Guiding Questions

Components	Administrator Responses
<i>Student Learning Objective (SLO)</i>	<ol style="list-style-type: none">1. State your measurable student academic SLO.<ol style="list-style-type: none">a) Does the content support attainment of PA Core Standards, international, national or industry standards?b) Explain why this particular objective was chosen and how it aligns with school and/or LEA goals?
<i>Data and Evidence</i>	<ol style="list-style-type: none">2. Describe the data and evidence used to create and measure your SLO.<ol style="list-style-type: none">a) Identify specific data sources used in the data analysis process.b) What is the baseline data used for current student performance levels including student focus populations (ELL, special education, truancy, attendance, out of school suspension, free and reduced lunch, gifted, race/ethnicity, etc.)?

Elective Data / SLOs

Template with Guiding Questions

Components	Administrator Responses
<i>Student Population</i>	<p>3. Identify the student population(s) selected for this SLO.</p> <ul style="list-style-type: none">a) What is the total number and school percentage of students selected for this SLO?b) What is the grade level?c) Does this student population(s) represent the majority of the school and/or does it represent a student focus group (ELL, special education, truancy, attendance, out of school suspension, free and reduced lunch, gifted, race/ethnicity, etc.)?

Elective Data / SLOs

Template with Guiding Questions

Components	Administrator Responses
<i>Action Plan and Timeframe</i>	<p>4. Describe the action plan and timeframe in reference to implementation, analysis of data, and reporting for this SLO.</p> <ul style="list-style-type: none">a) The action plan should identify the data-driven strategies that will be used to successfully implement this SLO, as well as the approaches to reporting of results.b) The timeframe is a school year unless there is a compelling reason for a shorter or longer interval. If other than a year, please state the interval and provide the rationale for the change in the timeframe.

Elective Data / SLOs

Template with Guiding Questions

Components	Administrator Responses
<i>Performance Indicators</i>	<p>5. Describe the expected results for students included in this SLO.</p> <ul style="list-style-type: none">a) What are the expectations for all students and/or focus groups? If a focus student group(s) is identified, what are the expectations for these students?
<i>Performance Level Measures</i>	<p>6. Describe the performance measures to be used to determine student progress.</p> <ul style="list-style-type: none">a) How will you measure student progress?b) What are the performance measures or assessments used to provide on-going assessments of students' progress toward the goal?c) Do the performance measures/assessments meet the criteria established by the LEA, if applicable?

Elective Data

Template with Guiding Questions

Components	Administrator Responses
<i>Principal Expectations</i>	<p>7. Describe what criteria will be used to determine the levels of Distinguished, Proficient, Needs Improvement, and Failing.</p> <p>a) This needs to be agreed upon by both the supervising administrator and the principal/school leader</p>
<i>Framework for Leadership</i>	<p>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.</p> <p>a. The Four Domains of the Framework for Leadership are:</p> <ul style="list-style-type: none">i. Strategic / Cultural Leadershipii. Systems Leadershipiii. Leadership for Learningiv. Professional and Community Leadership



The mission of the Pennsylvania Department of Education is to lead and serve the educational community, to enable each individual to grow into an inspired, productive, fulfilled lifelong learner.