

Act 13

Educator Effectiveness in Pennsylvania

Overview for Classroom Arts Teachers

Summer 2021

Introduction

Where
we
were in
2012...

Measuring Educator Effectiveness

Pennsylvania Department of Education

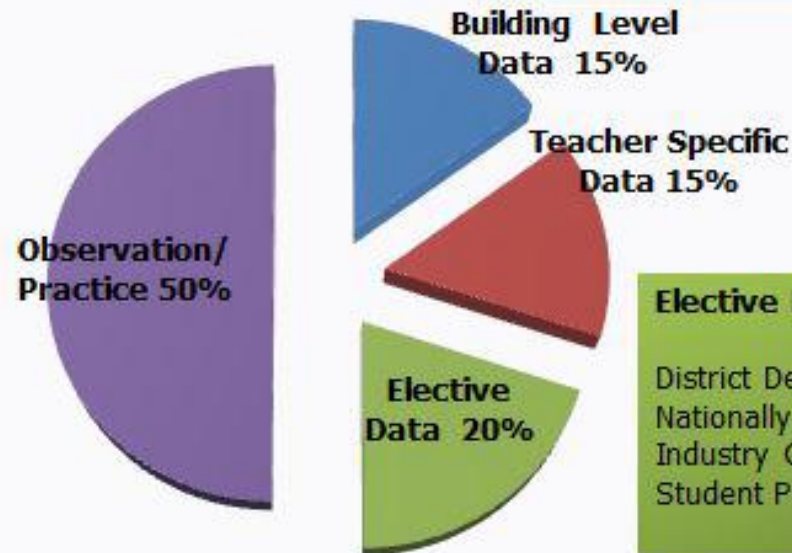
Teacher Effectiveness System in Act 82 of 2012

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
Other Academic Indicators



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

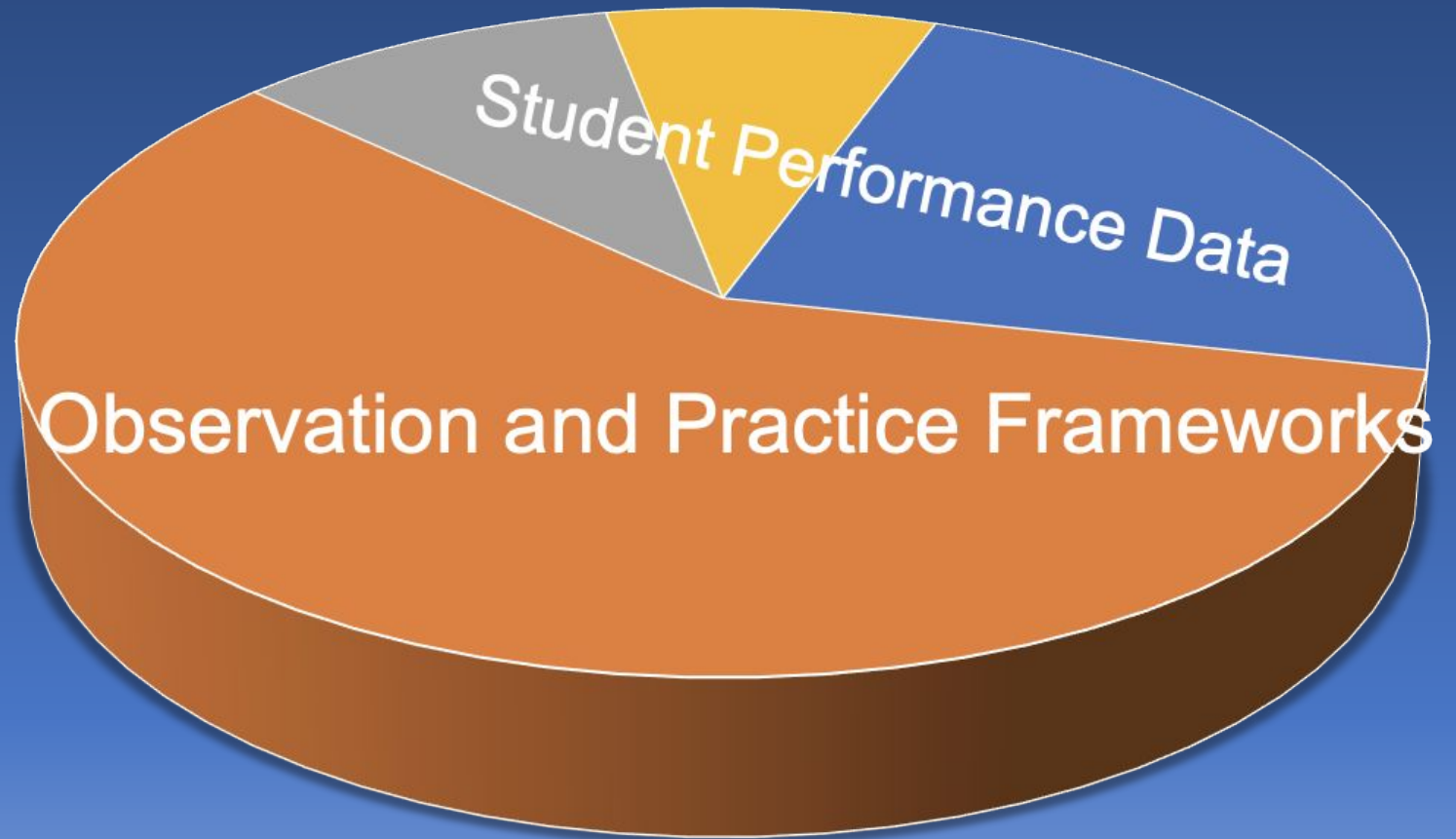
*Student Learning Objective Process



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Act 13 of 2020

...is similar to
where we are
going in
2021.



Act 82 versus Act 13

What is the same

- Use of the Observation and Practice framework domains
- Inclusion of Student Performance Data
- 0-3 Educator Rating Scale
- Levels of Performance

What is new

- Increased weighting of Observation and Practice framework domains
- Flexible Student Performance Measures
- Streamlined Building Level Score calculation with a Challenge Multiplier

Who am I?

Table 19.2a-1: PDE 13-1 Rating Form

PDE 13-1		Department of Education Commonwealth of Pennsylvania	
LEA:		School:	
Employee Name (<i>Last, First, Middle</i>):			
Rating Period (<i>M/D/Y - M/D/Y</i>):	<input type="checkbox"/> Professional Employee	or	<input type="checkbox"/> Temporary Professional Employee
Date Completed:	<input type="checkbox"/> Annual Evaluation	or	<input type="checkbox"/> Semi-Annual Evaluation (<i>Temporary only</i>)

Who am I?

Act 13 Educator Categories

Classroom Teacher

A professional or temporary professional employee who provides direct instruction to students related to a specific subject or grade level

Non-Teaching Professional

An educational specialist or a professional employee or temporary professional employee who provides services and who is not a classroom teacher. (e.g., counselor, nurse, instructional coach)

Principal

Includes a building principal, an assistant principal, a vice principal, a supervisor of special education, or a director of career and technical education

Who am I?

Act 13 Educator Defined Roles

Classroom Teachers

- Data Available Teachers
 - **Non-Data Available Teachers**
 - Teachers without Building Level Data
 - *Temporary Teachers*
-

Non-Teaching Professionals

- With Building Level Data
 - Without Building Level Data
 - Temporary Non-Teaching Professionals
-

Principals

- With Building Level Data
- Without Building Level Data

Who am I?

Classroom Teachers

Data Available Teachers

A classroom teacher who is a professional employee teaching English, language arts, mathematics, science, or other content areas as assessed by an Assessment (**PSSA and/or Keystone Exams**)

Non-Data Available Teachers

A classroom teacher teaching in a content area not assessed by an Assessment (**PSSA and/or Keystone Exams**)

Teachers without Building Level Data

Any classroom teacher who is a professional employee to whom no building level data can be attributed.

Temporary Teachers

Any 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.

Non-Data Available Teacher Rating Tool



Non-Data- Available Teacher	Observation & Practice	[0—3]	70%	[0—2.10]
	Building Level Data	[0—3]	10%	[0—0.30]
	TSD: IEP Goals Progress	[0—3]	10%	[0—0.30]
	LEA Selected Measures	[0—3]	10%	[0—0.30]
NON-DATA-AVAILABLE TEACHER RATING				[0—3]****



Observation & Practice

Observation &
Practice

Frameworks

**Classroom
Teacher**

**Framework for
Classroom
Teachers**

**Non-Teaching
Professional**

**Framework for
Non-Teaching
Professionals**

or

**Framework for
Leadership**

Principal

**Framework for
Leadership**



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Observation & Practice

Domain Level Levels of Performance

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<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>Inconsistently clear communication, uneven use of questioning and discussion strategies, and/or lack of suitable instructional activities and materials result in only some students engaged in learning.</p> <p>The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan in response to students' interests and their success in learning.</p>	<p>All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques.</p> <p>Activities and assignments are of high quality, and teacher and students make productive use of assessments.</p> <p>The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.</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.</p> <p>The teacher creates opportunities for peer-to-peer engagement that support social, emotional, and academic development and continuously incorporates approaches to meet the needs of every student.</p>

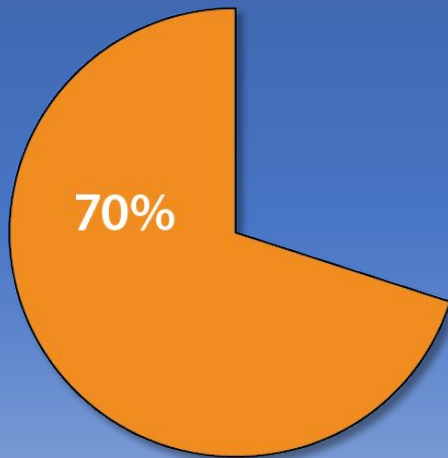
Observation & Practice

What Act 13 Means for Me

Non-Data Available Teachers

A classroom teacher teaching in a content area not assessed by an Assessment.

Observation and Practice...



...as measured by the Framework for Teaching Rubric

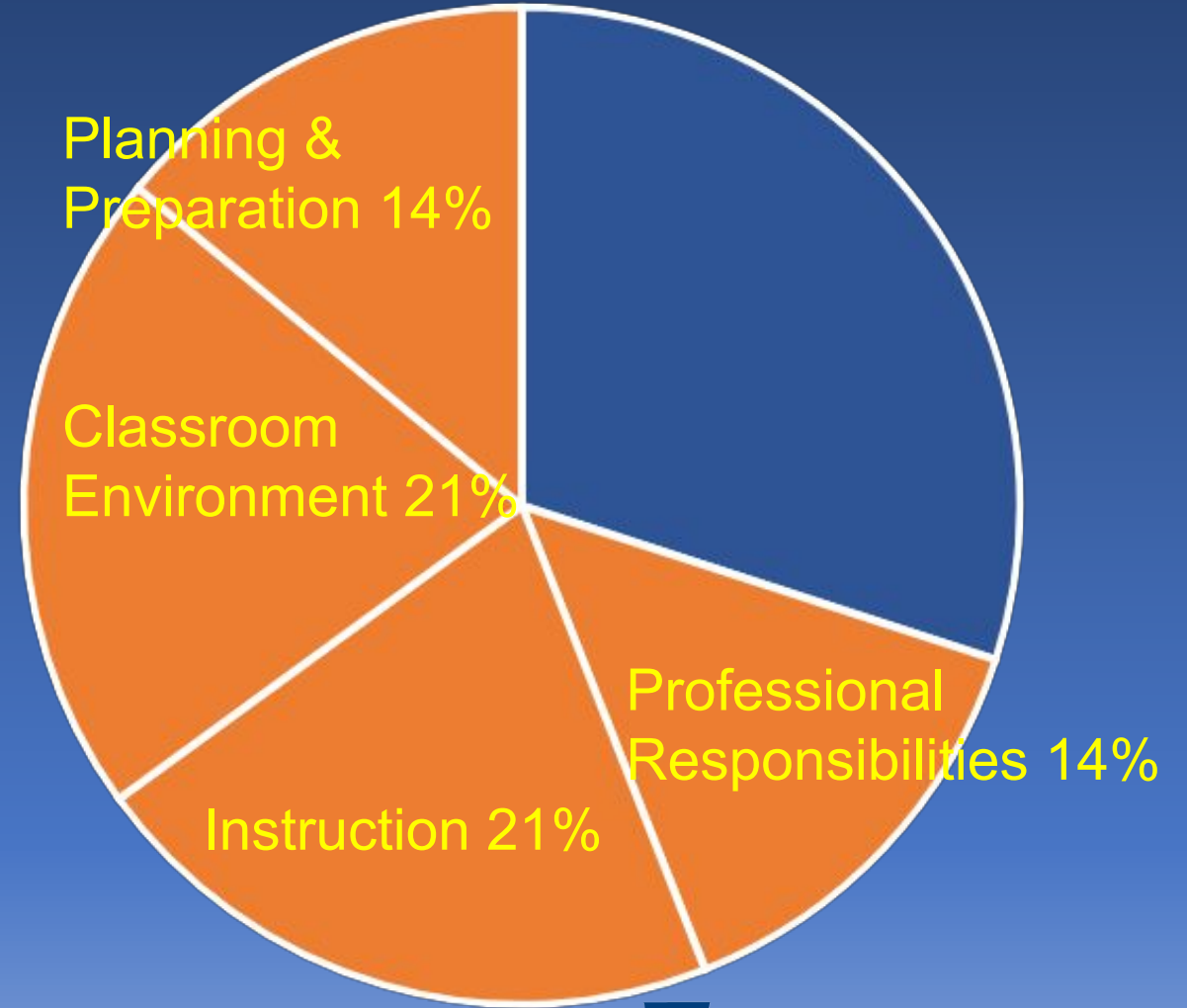
Planning and Preparation	20%
Classroom Environment	30%
Instruction	30%
Professional Responsibilities	20%

Observation & Practice

Translating 100% of 70%

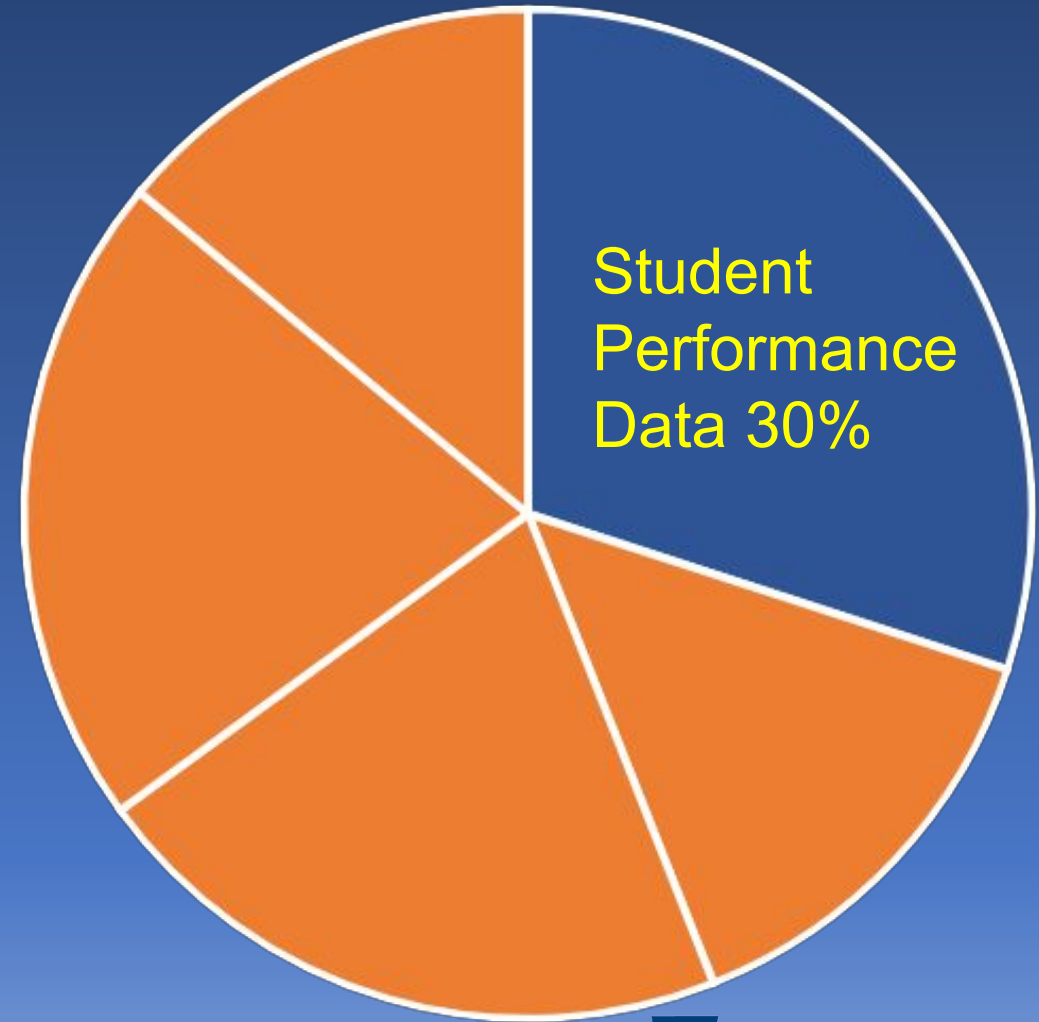
Planning and Preparation	20%
Classroom Environment	30%
Instruction	30%
Professional Responsibilities	20%

=



Performance Data

- Building Level Score
- Teacher-Specific Data
- LEA-Selected Measures



Building Level Score

Building Level
Score

Act 82 versus Act 13

	Act 82 15%	Act 13 10%
Academic Achievement – State Assessments	X	X
Closing Achievement Gap – All students	X	
Closing Achievement Gap – Historically underperforming students	X	
Academic Growth – PVAAS	X	X
Attendance	X	X
Promotion	X	
Graduation	X	X
Advanced Achievement	X	
Challenge Multiplier – Adjusted based on economically disadvantaged student population		X

Building Level
Score

Components

- Academic Achievement
- Academic Growth
- Attendance
- Graduation Rate

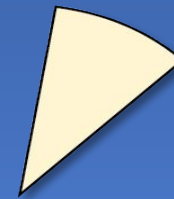
+ The Challenge Multiplier

(an adjustment to a Building Level Score based upon a school's Economically Disadvantaged student population.)

Non-Data Available Teachers

A classroom teacher teaching in a content area not assessed by an Assessment

10%



Building Level Score

Teacher Specific Data

Teacher Specific Data

Three measures *within* Teacher Specific Data:

- Student Performance on State Assessments
- Growth (PVAAS)
- ***IEP Goals Progress***

Teacher Specific
Data

IEP Goals Progress

DEFINITION:

IEP Goals Progress—A measure of growth and student performance for special education students as established in Individualized Education Program (IEP) plans by the LEA IEP team.

Note: Progress toward goals in students' Individualized Education Plans (IEP Goals Progress) shall be assessed by the LEA.

(You and your supervisor define what it means to attain your student goals in terms of the four levels of performance: Failing, Needs Improvement, Proficient, and Distinguished.)

Teacher Specific
Data

IEP Goals Progress

DETERMINATION:

Regardless of certification area, all classroom teachers shall be accountable for student progress toward IEP Goals **Progress** *if students have identified IEP Goals to which the teacher contributes data used by the IEP team to monitor progress.*

Teacher Specific
Data

IEP Goals Progress

What kinds of IEP data have you been asked to provide?

**Academic
Goals**

**Non-Academic
Goals**

What types of student artifacts, logs, etc. do you share with special education teachers?

Teacher Specific
Data

IEP Goals Progress

**Academic
Goals**

Examples of possible Academic Goals to which a classroom teacher might contribute:

- Reading
- Writing
- Math
- Speech

Teacher Specific
Data

Non-Academic Goals

IEP Goals Progress

Examples of possible Non-Academic Goals to which a classroom teacher could contribute:

Behavior Goals and Executive Functioning Skills including

- Time management, organization skills, paying attention/focused
- Regulating emotions
- On-task/engaged in lesson
- Shifting thinking (changing topics), making transitions
- Career ready skills
- Chunking larger project/ability to task breakdown
- Planning/task analysis



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Teacher Specific
Data

What Act 13 Means for Me

Non-Data Available Teachers

A *classroom* teacher teaching in a content area not assessed by a state assessment.

10%



Teacher Specific Data

IEP Goals Progress (only)

OR

0%

**If no/not enough data exists to have
IEP Goals Progress,
this 10% will be added to the
*LEA Selected Measures***

Local Education Agency (LEA) Selected Measures

LEA Selected Measures

Act 13: LEA Selected Measure Component

- Locally developed rubrics
- District-designed measures and examinations
- Nationally recognized standardized tests
- Industry certification examinations
- Student projects under local requirements
- Student portfolios under local requirements

Act 82 (SLO Process)

- District-designed Measures and Examinations
- Nationally Recognized Standardized Tests
- Industry Certification Examinations
- Student Projects
- Student Portfolios

LEA Selected Measures

- Evaluations under Act 13 must include an LEA Selected Measure component.
- LEAs have the flexibility to choose one or more measures to assess student performance that is attributable to the professional employee.
- If more than one measure is used for the evaluation of a professional employee, your district will decide how to weight them to produce a single LEA Selected Measures rating.
- The LEA Selected Measures, like other measures will be assigned a 0-3 rating.

LEA Selected Measures

- Locally developed rubrics
- District-designed measures and examinations
- Nationally recognized standardized tests
- Industry certification examinations
- Student projects under local requirements
- Student portfolios under local requirements

Can be measured using the
Student Performance Measure Template

Student Performance Measure Template

School District: _____ Educator Name: _____ Rating Period: FROM [] TO []

PART I

Student Challenge/Need

What is the current context, including existing evidence and/or information that identifies the challenge or need? @

PLAN OF ACTION

What is your proposed response? @

What resources are available to assist you in addressing the student challenge/need? @

If available, what additional data/evidence would assist you in meeting the student challenge/need? @

What action steps will you implement to address this student challenge/need? @

Formative Data Alignment

Reference the domains of practice that align with this response @

Specific Actions

Monitoring & Evaluation

Evaluation

Instruction

Professional Responsibility

Weighting: _____

Back to Top

LEA Selected Measures

Student Performance Measure

- Identify a collective need among your students and what your response will be to help meet that need
- Describe the context and baseline to provide background information about your students
- Create a plan of action around your identified need
- Define what your levels of performance towards meeting success with these students' needs are: Failing, Needs Improvement, Proficient, Distinguished
- Conference with your supervisor before, during, and after the process to set expectations, monitor progress, and determine a final classroom teacher rating

LEA Selected Measures

Student Performance Measure

Step 1

Identify a collective need among your current students.

- One major way I would like to move my students forward this year is...
- Some ongoing student initiatives at my school I could tap into are...
- I think I could improve the performance of my students in the area of...

LEA Selected Measures

Student Performance Measure

Step 2

Detail what your response will be to help meet that student need and describe the context and baseline to provide background information about your students.

- Some good reasons for choosing this student performance topic include...
- Based upon the data of my students this year, it's apparent that...
- As I look at the evidence, it's becoming clear that...

LEA Selected Measures

Student Performance Measure

Step 3

Create a **plan of action** around your identified need.

- The steps I can take to help improve student performance in the area I'm considering include...,
- A few of the things I believe I can do to make a positive change in the output of my students are...

LEA Selected Measures

Student Performance Measure

Step 4

Define what your **levels of performance** towards meeting success with these students' needs are: Failing, Needs Improvement, Proficient, Distinguished



Failing

Needs
Improvement

Proficient

Distinguished

- I would consider myself proficient on this goal if my students' performance...
- I think I would be a success if my students showed...

Student Performance Measure

Step 5

State the student performance **evidence or artifacts** you will use to measure the progress and effectiveness of your response.

- Sources of evidence and/or artifacts that can corroborate the effectiveness of my efforts to improve student performance this year include...
- The things that would serve as proof that I raised student performance are...

LEA Selected Measures

1. A classroom teacher shall provide documented input to an evaluator on the development of LEA Selected Measures and annual results of data.
2. In the analysis of that data, classroom teachers shall have the opportunity to reflect on their success, unanticipated barriers, and any supports that could have been useful to classroom teachers.
3. The documented input shall be included with documentation of the classroom teacher's overall annual rating.
4. LEA Selected Measures may be revised mid-academic year, if agreed upon by both the administrator and the teacher and may be reused on an annual basis if a classroom teacher's goals are updated and continue to offer reflections

Student Performance
Measure Template

LEA Selected Measures

Teacher Specific Data:
IEP Goals Progress

Student Performance Measure Template

School/District: _____ Educator Name: _____ Setting Period: FROM [REMOVED] TO [REMOVED]

Student Challenge/Need

What is the current context, surrounding evidence, and/or identified information that defines your identification of this challenge or need? *

PART I

PLAN OF ACTION:

What is your proposed response? *

What resources are available to assist you in addressing the student challenge/need? *

If applicable, what additional resources, resources, and/or other supports would assist you in meeting the student challenge/need? *

What action steps will you implement to address this student challenge/need? *

Framework Domain Alignment

Reference the Domains of Practice to which this response aligns.

Planning & Preparation Classroom Environment Instruction Professional Responsibilities

[BACK TO TOP](#)

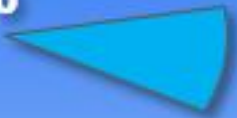
LEA Selected Measures

What Act 13 Means for Me

Non-Data Available Teachers

A classroom teacher teaching in a content area not assessed by an assessment.

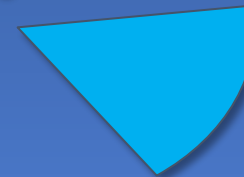
10%



LEA Selected Measures

OR

20%

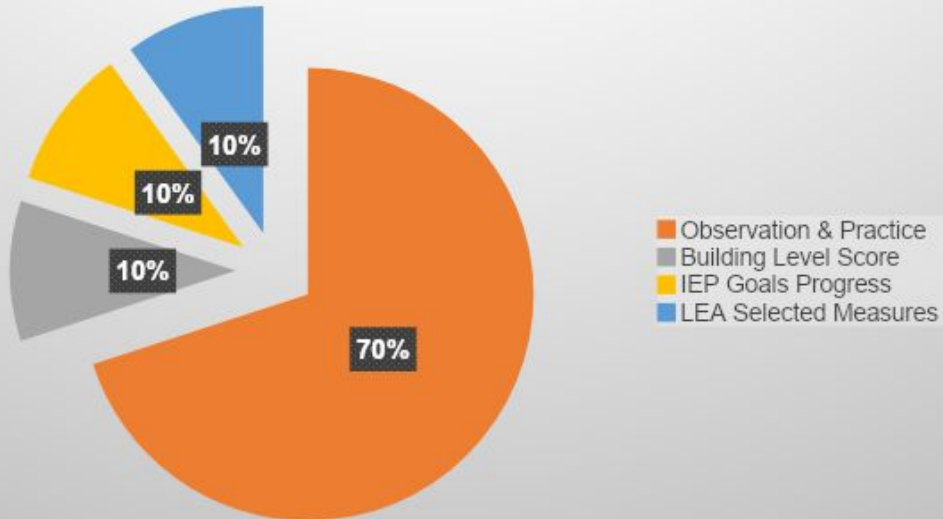


If no/not
enough data
exists to have
IEP Goals
Progress

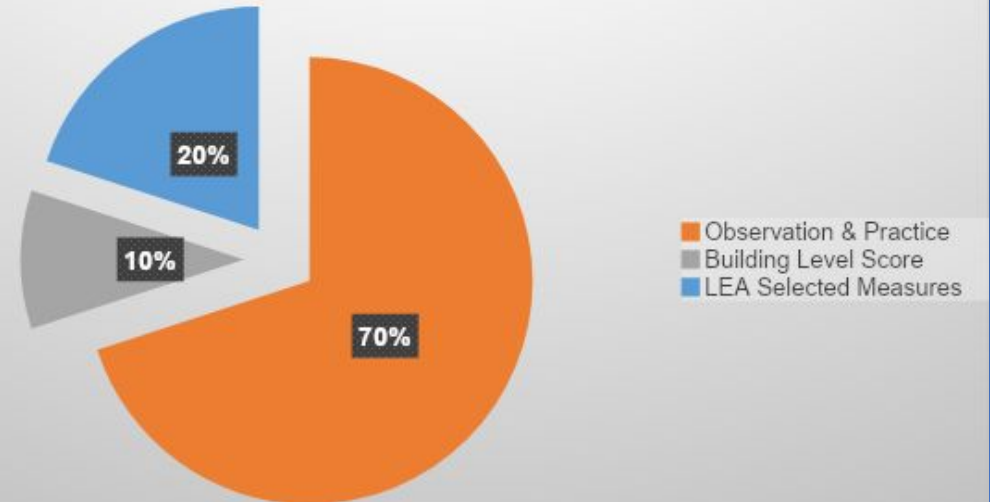
Review

Non-Data Available Teachers

**Non-Data Available Teacher
with IEP Goals Progress**



**Non-Data Available Teacher
without IEP Goals Progress**



Resources for Act 13

[2020 Act 13](#)

[Act 13 Educator Effectiveness Training and Materials](#)

[Student Performance Measure Template](#)