

# Educator Effectiveness: Non-Teaching Professional Supervisors

Pennsylvania Department of Education



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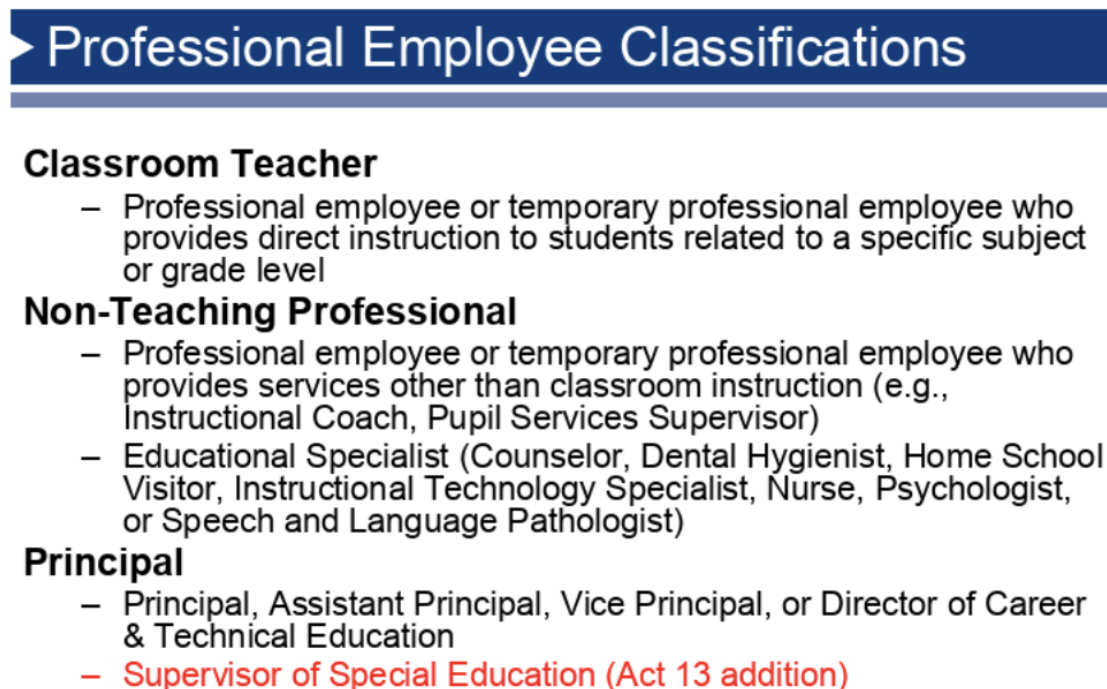
# Introduction

Pennsylvania's legislature passed PA Act 13 of 2020, which classifies professional educators in three categories (see Figure 1):

- Classroom Teacher
- Non-Teaching Professional
- Principal

The Supervisor of Special Education has been added to the Principal category and is evaluated using the Educator Effectiveness Framework: Principal, also known as the Framework for Leadership.

*Figure 1: Act 13 Professional Employee Classification*



# Pennsylvania Educator Effectiveness Model

Pennsylvania's Educator Effectiveness Model is structured to include multiple measures of effectiveness based upon direct observation of performance as well as student outcome data, including indicators of student growth.

Pennsylvania's Educator Effectiveness Model contains several characteristics to improve professional employees' effectiveness and students' learning:

- the Danielson Framework for Teaching, which provides for a thorough review of the effectiveness and practices in the four domains as they relate to a specific classroom teacher certification
- the use of student data to inform and improve the professional employee's delivery of service
- the use of multiple measures of student achievement for the purpose of determining the impact of the professional employee's planning and preparation and delivery of service
- professional reflection
- the use of evaluation results to guide individualized professional development planning, both through differentiated supervision and through state-provided online professional development
- education specialists--such as School Health Certified Specialists, school counselors, and home and school visitors--have specific rubrics defining effective practice within their fields
- clarification from the law governing the new process regarding the appropriate use of student test score data by stating, "No professional employee can receive a needs improvement or failing based solely on student test scores"
- substantial training on the Educator Effectiveness Model and the evaluation system provided by the Commonwealth
- employers can determine the weight of individual components on the system within the four domains of clinical observation

Act 13 of 2020 enhances the Educator Effectiveness Model to further improve and strengthen delivery of instruction, service, and student learning.

Enhanced features of Act 13 include

- comprehensive classroom observations,
- addition of the building-level data challenge multiplier,
- LEA Selected Measures performance measure that includes locally developed school district rubrics,
- revised performance measures, and an
- updated Framework for Evaluation (Educator Effectiveness Framework: Principal, also known as the Framework for Leadership).

# The Non-Teaching Professional Supervisor

A Non-Teaching Professional (NTP) Supervisor is a professional employee or temporary professional employee who provides services and is not a classroom teacher. The certificated NTP Supervisor's responsibility is to enhance the attainment of the LEA's expectations and goals by authorizing duties using independent judgment not equally shared by all professional certified staff, directing other certified professionals, and having direct input to administrators that substantially affects the employment, assignment, transfer, promotion, layoff, discharge, or other similar personnel actions of other certified professional level employees.

The PA Act 13 of 2020 states the effectiveness of the Supervisor certificated NTP shall be evaluated using the approved practice models published within the [Educator Effectiveness Framework: Principal](#).

The NTP Rating Form is the Educator Effectiveness rating tool used to reflect the performance rating of the NTP Supervisor. As shown in Table 1, the Observation and Practice performance domains for the NTP Supervisor differ from the Observation and Practice performance domains for the NTP. **The Framework for Leadership Domains of Professional Practice are used to evaluate the NTP Supervisor Observation and Practice.**

*Table 1: Act 13 Observation and Practice Difference for Non-Teaching Professionals*

Non-Teaching Professional Employee Evaluated	Observation and Practice
Supervisor	Educator Effectiveness Framework: Principal
Professional Employee Not Providing Direct Instruction	Framework for Non-Teaching Professionals

Act 13 of 2020 identifies three subcategories for the NTP, which includes the identification of the Supervisor as an NTP:

- NTP With Building level Data
- NTP Without Building Level Data
- temporary NTP

# Non-Teaching Professional Supervisor With Building Level Data

A **Non-Teaching Professional (NTP) Supervisor With Building Level Data** is a professional employee who is assigned to a building with building level data and is not assigned to a classroom.

The performance measures for an NTP Supervisor With Building Level Data are weighted and calculated according to the following formula and shown in Figure 2.

- Observation and Practice: 90% (Educator Effectiveness Framework: Principal, also known as Framework for Leadership, Domains)
- Building Level Data: 10%

*Figure 2: Act 13 Data Available Non-Teaching Professional Supervisor Performance Measures*

## ▶ Act 13: Data Available Non-Teaching Professional

### Act 13

- Observation/Practice (90%)
  - Planning & Preparation
  - Educational Environment
  - Delivery of Service
  - Professional Development
- Building Level Data\* (10%)
  - Academic Achievement (State Assessments)
  - Academic Growth (PVAAS)
  - Attendance
  - Graduation

\*adjusted based on economically disadvantaged student population (Challenge Multiplier)



The NTP Supervisor With Building Level Data's Observation and Practice (Educator Effectiveness Framework: Principal, also known as the Framework for Leadership) model portion shall be calculated according to the following formula:

- 25% Strategic/Cultural Leadership
- 25% Learning for Leadership
- 25% Systems Leadership
- 25% Professional & Community Leadership

The NTP Supervisor With Building Level Data's Observation and Practice performance rating is 90% of the professional employee's overall performance evaluation. Observation and Practice ratings shall be informed using evidentiary source materials (evidence of practice) noted in the professional employee's record, including dates and times as applicable. Records may include, but are not limited to, any combination of the following items as appropriate for the professional employee and the professional employee's placement in a classroom and educational program:

- notations of professional observations, employee/rater conferences or interviews, or informal observations or visits
- communication logs (i.e. emails, letters, notes regarding conversations with parents, staff, students, community members)
- utilization of formative and summative assessments impacting instruction and critique of lesson plans
- agendas and minutes of meetings, programs, courses, or planning sessions
- family, parent, school, and community feedback
- development and implementation of school improvement plans, professional growth programs, in-service programs, student assemblies, safety programs, and other events or programs that promote educational efficacy, health, and safety
- budget and expenditure reports
- professional development documentation toward continuance of certification or licensure or both
- use of professional reflections
- examination of sources of evidence provided by the employee

The evidence and evaluator observations and findings shall provide the basis for the NTP Supervisor With Building Level Data's level of performance in each of the Framework for Leadership four domains and for assigning each domain rating a zero, one, two, or three point value.



The [Educator Effectiveness Framework: Principal](#) is available on the SAS website.

Building Level Data is 10% of the NTP Supervisor With Building Level Data's Performance Rating. A Building Level Score is comprised minimally of two of the four measures:


- Academic Achievement (State Assessments)
- Academic Growth (PVAAS)
- Attendance Rate
- Graduation Rate

If fewer than two of the four measures are available, the Building Level Data weighting of 10% shall be reallocated to Observation and Practice.

Upon calculation of the Building Level Score, as shown in Figure 3, the score is adjusted to take into account the percentage of students who are economically disadvantaged. The adjustment to the Building Level Score is the challenge multiplier. (The What is the Challenge Multiplier? section explains the challenge multiplier in detail.)

**Figure 3: Act 13 Building Level Data**

Building Level Data	
Academic Achievement - State Assessments	✓
Academic Growth - PVAAS	✓
Attendance	✓
Graduation	✓
Challenge Multiplier - Adjusted based on Economically disadvantaged student population	✓



For the NTP Supervisor With Building Level Data assigned to multiple buildings, a single Building Level Score shall be calculated proportional to the professional employee's building assignments.

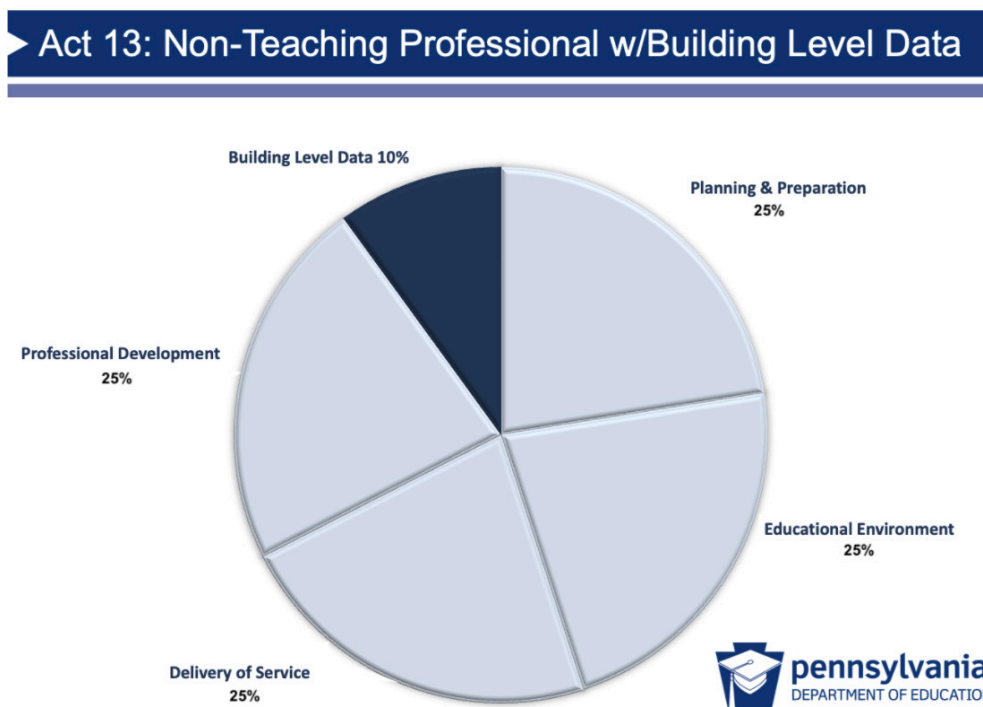
Instead of using a Building Level Score, an NTP Supervisor With Building Level Data who transfers from one building to another within an LEA shall have the option of reallocating 10% weighting to Observation and Practice or utilizing LEA Selected Measures for the first two school years of the new location assignment. Before evaluation in the new location assignment, the NTP and the LEA shall agree to the LEA Selected Measures, if applicable, and the reallocation of the weighting of 10% from Building Level Data to Observation and Practice or to LEA Selected Measures to calculate the final performance.

Performance measures for LEA Selected Measures include

- locally developed district rubrics available Performance Templates in the [PDE SAS Portal](#),
- district-designated measures and examinations,
- nationally recognized standardized tests,
- industry certification examinations,
- student projects pursuant to local requirements, and
- student portfolios pursuant to local requirements.

The LEA selects one or more measures applicable and attributable to the NTP. The professional employee is required to provide documented input to the evaluator on the development of specific data measures and the annual results of that data. The evaluator is required to include that input with documentation of the professional employee's overall annual rating. Act 13 mandates the NTP Supervisor With Building Level Data has the opportunity to reflect on their success, any unanticipated barriers to success, and any supporting resources that could have been useful when analyzing the teacher-specific data, which may be revised midyear, if agreed upon by both the NTP Supervisor With Building Level Data and the administrator. LEA Selected Measures performance measures may be reused on an annual basis, provided the teacher's goals are updated and continue to offer reflections on their goals for improvement on an annual basis. The student performance measure templates (Word and PDF) can be found in the [PDE SAS portal](#).

**Figure 4: Non-Teaching Professional Supervisor With Building Level Data Rating Components**



As shown in Figure 4, if you are an NTP Supervisor With Building Level Data, PA Act 13 of 2020 states your evaluation will be based upon

- Observation and Practice: 90% (Framework for Leadership)
- Building Level Data: 10%

### What is the Challenge Multiplier?

Building Level Data is 10% of the NTP Supervisor with Building Level Data performance rating. Building Level Data includes the challenge multiplier. If you are an NTP Supervisor with Building Level Data, the challenge multiplier applies to your performance rating.

Building Level Score consists of available data in Assessment, Growth, Attendance Rate, and Graduation Rate. A challenge multiplier is then applied to take into account the percentage of students who are economically disadvantaged.

The challenge multiplier is the adjusted building level score that takes into account the percentage of students who are economically disadvantaged.


## How do You Calculate the Challenge Multiplier?

Figure 5 explains how to calculate the challenge multiplier.

**Figure 5:** *Calculating the Challenge Multiplier*

**Variance in School-Level Data Formula**

- 1 Calculate the regression coefficient known as  $r^2$ .
- 2  $r^2$  estimates the proportion of the variance in school-level data that is predictable by the percentage of students that are economically disadvantaged in a school (statewide).
- 3 Multiply the regression coefficient by 0.1.
- 4 Multiply that result by the most currently available percentage of economically disadvantaged students in the school.
- 5 Add that product to the unadjusted building level score.
- 6 Multiply that product by 100.



## Examples of the Challenge Multiplier

Figures 6 and 7 show examples of the challenge multiplier in action.

**Figure 6: Challenge Multiplier Example 1**

## Challenge Multiplier Example 1

XYZ Middle School – 92% Economically Disadvantaged				
Indicator	Performance	Weighting	Points Earned	Possible Points
ELA	0.26	0.15	0.04	0.15
Math	0.14	0.15	0.02	0.15
Science		0.1		0
ELA PVAAS	0.6	0.15	0.09	0.15
Math PVAAS	1	0.15	0.15	0.15
Science PVAAS		0.1		0
Attendance	0.94	0.2	0.19	0.20
Graduation		0		0
		Totals	0.49	0.80
		Unadjusted Score	PE/PP	0.61
		Adjusted Score		0.65
		Multiply * 100		65



**Figure 7: Challenge Multiplier Example 2**

## Challenge Multiplier Example 2

ABC High School – 38.5% Economically Disadvantaged				
Indicator	Performance	Weighting	Points Earned	Possible Points
ELA	0.85	0.15	0.13	0.15
Math	0.72	0.15	0.11	0.15
Science	0.66	0.1	0.07	0.10
ELA PVAAS	0.92	0.15	0.14	0.15
Math PVAAS	0.99	0.15	0.15	0.15
Science PVAAS	0.74	0.1	0.07	0.10
Attendance	0.93	0.1	0.09	0.10
Graduation	0.97	0.1	0.10	0.10
		Totals	0.85	1.0
		Unadjusted Score	PE/PP	0.852
		Adjusted Score		0.869
		Multiply * 100		86.9



Figure 8 shows a comparison of the two challenge multiplier examples shown in Figures 6 and 7.

**Figure 8:** Comparison of the Challenge Multiplier Examples

Comparison of Challenge Multiplier		
School	Unadjusted Building Score	Adjusted Building Score
XYZ Middle School - 92% Economically Disadvantaged	61.0	65.0
ABC High School - 38.5% Economically Disadvantaged	85.2	86.9



# Non-Teaching Professional Supervisor Without Building Level Data

A **Non-Teaching Professional (NTP) Supervisor Without Building Level Data** is a professional employee who is assigned to a building that does not have building level assessment data made available by the Department of Education, such as PSSA and Keystone Exams. An example of a building without building level data is a school that houses grades K - 1.

The performance measures for an NTP Supervisor Without Building Level Data are weighted and calculated according to the following formula (see Figure 9):

- Observation and Practice: 100% (Framework for Leadership)

**Figure 9:** Act 13 Data Available Non-Teaching Professional Supervisor Performance Measures

## Act 13: Non-Teaching Professional w/out Building Level Data or Temporary Non-Teaching Professional

### Act 13

- Observation/Practice **100%**
  - Planning & Preparation
  - Educational Environment
  - Delivery of Service
  - Professional Development



The NTP Supervisor Without Building Level Data's Observation and Practice model portion shall be calculated according to the following formula:

- 25% Strategic/Cultural Leadership
- 25% Learning for Leadership
- 25% Systems Leadership
- 25% Professional & Community Leadership



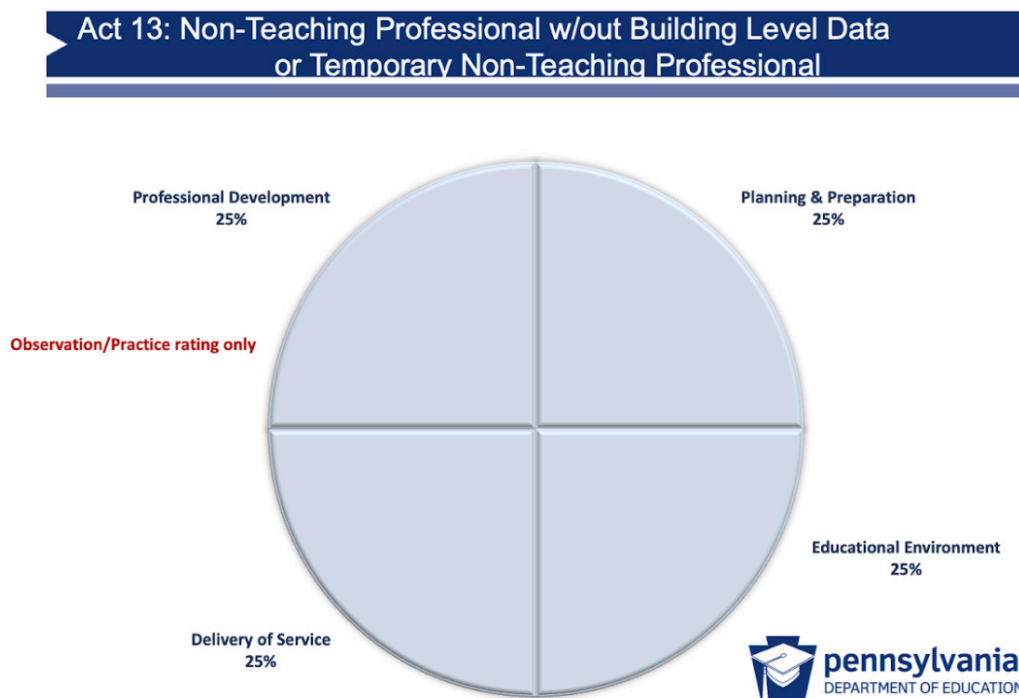
The NTP Supervisor Without Building Level Data Observation and Practice performance rating is 100% of the professional employee's overall performance evaluation (see Figure 10). Observation and Practice ratings shall be informed using evidentiary source materials (evidence of practice) noted in the professional employee's record, including dates and times as applicable. Records may include, but are not limited to, any combination of the following items as appropriate for the professional employee and the professional employee's placement in a classroom and educational program:

- notations of professional observations, employee/rater conferences or interviews, or informal observations or visits
- communication logs (i.e. emails, letters, notes regarding conversations with parents, staff, students, community members)
- utilization of formative and summative assessments impacting instruction and critique of lesson plans
- agendas and minutes of meetings, programs, courses, or planning sessions
- family, parent, school, and community feedback
- development and implementation of school improvement plans, professional growth programs, in-service programs, student assemblies, safety programs, and other events or programs that promote educational efficacy, health, and safety
- budget and expenditure reports
- professional development documentation toward continuance of certification or licensure or both
- use of professional reflections
- examination of sources of evidence provided by the employee

The evidence and evaluator observations and findings shall provide the basis for the NTP Supervisor Without Building Level Data's level of performance in each of the four Framework for Leadership domains and for assigning each domain rating a zero, one, two, or three point value.

The [Educator Effectiveness Framework: Principal](#) is available on the SAS website.

**Figure 10: Non-Teaching Professional Supervisor Without Building Level Data  
Rating Components**



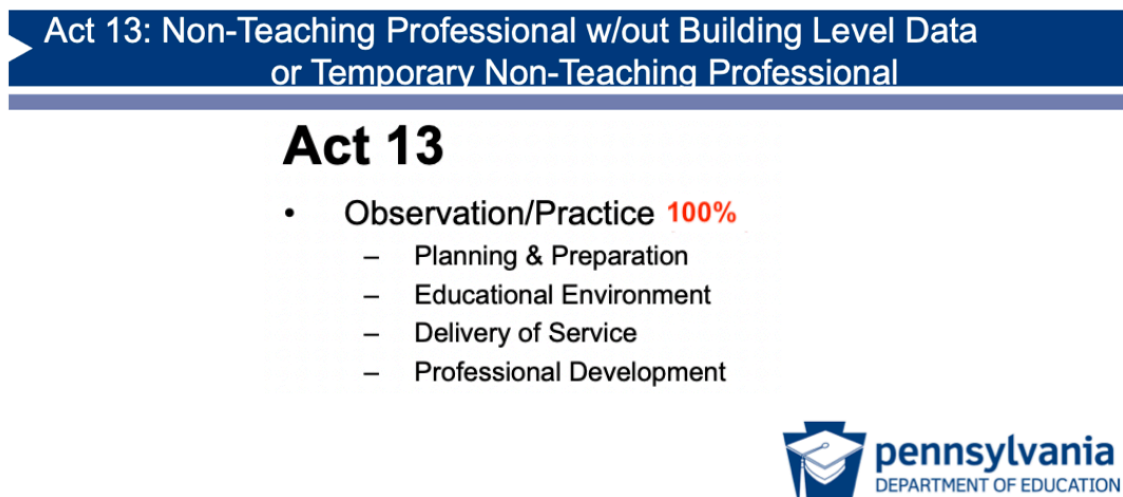
# Temporary Non-Teaching Professional Supervisor

A **Temporary Non-Teaching Professional (NTP) Supervisor** is a professional employee who is employed for a limited time to perform the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension, or removal and has not yet received tenure status as a professional employee.

The performance measures for a Temporary NTP Supervisor are weighted and calculated according to the following formula (see Figure 11):

- Observation and Practice: 100% (Framework for Leadership)

**Figure 11:** Temporary Non-Teaching Professional Supervisor Rating Components



The Temporary NTP Supervisor's Observation and Practice model portion shall be calculated according to the following formula:

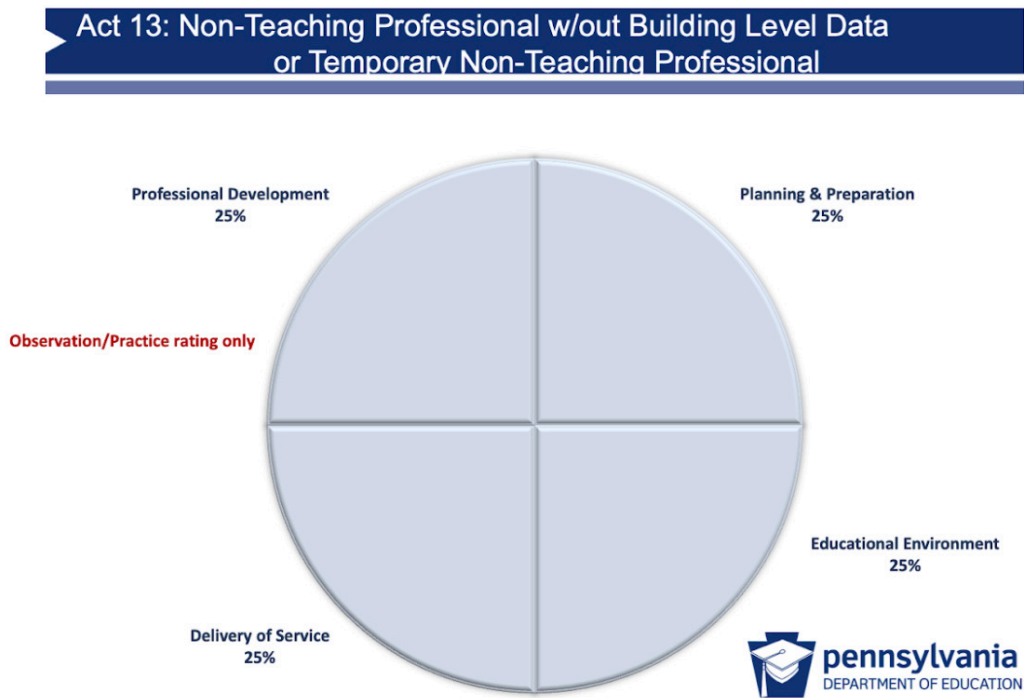
- 25% Strategic/Cultural Leadership
- 25% Learning for Leadership
- 25% Systems Leadership
- 25% Professional & Community Leadership

The Temporary NTP Supervisor Observation and Practice performance rating is 100% of the professional employee's overall performance evaluation (see Figure 12). Observation and Practice ratings shall be informed using evidentiary source materials (evidence of practice) noted in the professional employee's record, including dates and times as applicable. Records may include, but are not limited to, any combination of the following items as appropriate for the professional employee and the professional employee's placement:

- notations of professional observations, employee/rater conferences or interviews, or informal observations or visits
- communication logs (i.e. emails, letters, notes regarding conversations with parents, staff, students, community members)
- utilization of formative and summative assessments impacting instruction and critique of lesson plans
- agendas and minutes of meetings, programs, courses, or planning sessions
- family, parent, school, and community feedback
- development and implementation of school improvement plans, professional growth programs, in-service programs, student assemblies, safety programs, and other events or programs that promote educational efficacy, health, and safety
- budget and expenditure reports
- professional development documentation toward continuance of certification or licensure or both
- use of professional reflections
- examination of sources of evidence provided by the employee

The evidence and evaluator observations and findings shall provide the basis for a Temporary NTP Supervisor's level of performance in each of the four Framework for Leadership domains and for assigning each domain rating a zero, one, two, or three point value.

**Figure 12: Temporary Non-Teaching Professional Supervisor Rating Components**



# Non-Teaching Professional Supervisor Evaluation System

Educator Effectiveness Rating Tools, consisting of instructions and forms, function as summary records in the evaluation of the effectiveness of professional employees. The NTP Employee's rating tools shall be used in accordance with the role of the professional employee. The Educator Effectiveness Rating Tool depicts the significance (weighting) of each rating area in the overall performance rating for the evaluation of Non-Teaching Professionals (located in the [PDE SAS portal](#)).

As shown in Table 2, the NTP Employee Evaluation System evaluates the effectiveness of an NTP employee based upon

- observation and practice, and
- student performance if building level data is made available by Pennsylvania's Department of Education.

**Table 2:** *Act 13 Non-Teaching Professional Supervisor vs. Teacher Not Providing Direct Instruction Evaluation Tools*

Non-Teaching Professional Employee Evaluated	Observation and Practice	Educator Effectiveness Rating Form
Supervisor	Framework for Leadership	Non-Teaching Professionals
Professional Employee Not Providing Direct Instruction	Framework for Non-Teaching Professionals	Non-Teaching Professionals

An NTP Supervisor's Observation and Practice is based upon the four Framework for Leadership domains. Evidence gathering for observation and practice is done through a comprehensive observation and practice model which includes a preconference and postconference between the evaluator and NTP Supervisor. Additional walk-throughs, conferences, and other opportunities may occur in an academic year for the purpose of gathering additional evidence and artifacts to inform the NTP Supervisor's final performance rating.

Walk-throughs used to inform the NTP Supervisor rating must be based only on factors present or witnessed by the evaluator during the walk-through and may only be used to supplement data gathered during one or more Comprehensive Observation except when defined by a plan of differentiated supervision. Observation and practice evaluation results and rating must be based on evidence, which can be provided by the NTP Supervisor to the evaluator, who has the authority to determine which evidence is relevant to the NTP Supervisor's evaluation results.

Evidentiary source materials (evidence of practice) for an NTP Supervisor Observation and Practice performance rating may be noted in the professional employee's record, including dates and times as applicable. Records may include, but are not limited to, any combination of the following items as appropriate for the professional employee and the professional employee's placement:

- notations of professional observations, employee/rater conferences or interviews, or informal observations or visits
- communication logs (i.e. emails, letters, notes regarding conversations with parents, staff, students, community members)
- utilization of formative and summative assessments impacting instruction and critique of lesson plans
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- development and implementation of school improvement plans, professional growth programs, in-service programs, student assemblies, safety programs, and other events or programs that promote educational efficacy, health, and safety
- budget and expenditure reports
- professional development documentation toward continuance of certification or licensure or both
- use of professional reflections
- examination of sources of evidence provided by the employee

Using the [Educator Effectiveness Framework: Principal](#) as the foundation, the domains for the NTP Supervisor are

- Strategic/Cultural Leadership
- Learning for Leadership
- Systems Leadership
- Professional & Community Leadership

A rating must be given in each of the four Framework for Leadership domains with each domain rating constituting a percentage of the single, summative Observation and Practice rating for the NTP Supervisor.

The [Educator Effectiveness Framework: Principal](#) is available on the SAS website.

The NTP Employee Evaluation System requires student performance measures to be included in evaluating the effectiveness of an NTP Supervisor With Student Data. Student performance for the NTP Supervisor With Building Level Data relies upon building level data provided by Pennsylvania Department of Education (PDE) to determine one's performance rating. Building level performance rating is explained in-depth in the Non-Teaching Professional Supervisor With Building Level Data section of this ebook.

All NTP Supervisors receive a performance rating for Observation and Practice. The weight of the rating is dependent upon the subcategory of the NTP Supervisor.



# Statewide Initiatives

Pennsylvania has identified seven statewide initiatives that are designed to improve professional practice and address the needs of today's students and educators, which are integrated into the Educator Effectiveness Frameworks:

- remote learning strategies
- career readiness
- research-based strategies
- SEL (social-emotional learning)
- inclusion
- cultural competence
- equity

These topic areas of importance are trending in education and are to be incorporated into the professional practice of the NTP.

# Non-Teaching Professional Effectiveness Rating Tools for the Non-Teaching Professional Supervisor

Act 13 mandates that the Pennsylvania Department of Education (PDE) develops a rating scale to reflect student performance measures, employee observation and practice results, and establish overall score ranges for each of Act 13 identified professional educators (see Table 3).

Rating tools developed by PDE, or developed locally and approved by PDE, must identify the NTP's Final Rating Value and performance rating.

The performance ratings and Final Rating Values associated with the NTP Supervisor's performance rating are:

**Table 3:** *Non-Teaching Professional Performance Ratings and Final Rating Values for Non-Teaching Professional Supervisor*

Final Rating Value	Performance Rating	Definition
3	Distinguished	The Non-Teaching Professional's performance consistently reflects the employee's professional position and placement at the highest level of practice.
2	Proficient	The Non-Teaching Professional's performance consistently reflects practice at a professional level.
1	Needs Improvement	The Non-Teaching Professional is functioning below the proficient level for performance expectations required for continued employment.

Final Rating Value	Performance Rating	Definition
0	Failing	The Non-Teaching Professional does not meet performance expectations required for the position.

An overall performance rating of *Distinguished* or *Proficient* shall be considered satisfactory. An overall performance rating of *Needs Improvement* shall be considered satisfactory, except that any subsequent overall rating of *Needs Improvement* issued by the same employer within four years of the first overall performance rating of *Needs Improvement* where the professional employee is in the same certification shall be considered unsatisfactory. An overall performance rating of *Failing* shall be considered unsatisfactory.

All performance ratings shall be performed by or under the supervision of the chief school administrator, or, if the chief administrator directs, by an assistant administrator or by a principal who has supervision over the work of the employee being rated. No unsatisfactory rating shall be valid unless approved by the chief school administrator.

Professional employees who are considered satisfactory shall be rated no more than once annually, while those who rate unsatisfactorily shall be rated at least annually, unless the professional employee is temporary, in which case the employee must be rated at least twice annually. The first rating shall be calculated based upon the criteria outlined for the appropriate classification of employee.

Performance ratings shall be calculated for the NTP Supervisor With Building Level Data as follows (see Table 4):

- 90% - Observation and Practice (Framework for Leadership)
  - 25% Strategic/Cultural Leadership
  - 25% Learning for Leadership
  - 25% Systems Leadership
  - 25% Professional & Community Leadership
- 10% - Data
  - 10% Building Level Data

Performance ratings shall be calculated for the NTP Supervisor Without Building Level Data and the Temporary NTP Supervisor as follows:

- 100% - Observation and Practice (Framework for Leadership)
  - 25% Strategic/Cultural Leadership
  - 25% Learning for Leadership
  - 25% Systems Leadership
  - 25% Professional & Community Leadership

**Table 4:** *Non-Teaching Professional Supervisor Areas of Rating and Weighted Values*

Professional Employee Evaluated	% Observation & Practice (Framework for Leadership)	% Building Level Data
Non-Teaching Professional Supervisor With Building Level Data	90%	10%
Non-Teaching Professional Supervisor Without Building Level Data	100%	--
Temporary Non-Teaching Professional Supervisor	100%	--

# Conclusion

Annually, each school district, intermediate unit, and career and technical schools must provide the PDE with aggregate results of all performance ratings of professional employees, principals, and NTP employees. A professional evaluation refers to the formal process a school uses to review and rate the professional employees' performance and effectiveness. Ideally, the evaluation findings are used to provide feedback to the professional employee and guide their professional development.

A deep understanding of Pennsylvania's Educator Effectiveness Model, the rationale, components, and tools associated with the NTP Effectiveness Evaluation System, the importance of communication and collaboration with the evaluator, and adherence to timelines are crucial to the quality of approach to the evaluation process by both the NTP Supervisor and the evaluator. Commitment by all stakeholders to providing a quality approach to the NTP Supervisor's evaluation process is essential to the increased effectiveness of the NTP Supervisor and a satisfactory performance outcome.

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