



Educator Effectiveness: Classroom Teachers Temporary Teacher

Pennsylvania Department of Education



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At time of publishing, all of the website information was accurate. Due to the nature of the internet, some of the website information may have changed or become unavailable. Please see the references section of the corresponding online module for the most up-to-date information.

Introduction

In the spring of 2021, Pennsylvania's legislature passed PA Act 13 of 2020. Act 13 classifies professional educators in three categories (see Figure 1):

- Classroom Teacher
- Non-Teaching Professional
- Principal

Figure 1

Act 13 Professional Employee Classifications

Professional Employee Classifications

Classroom Teacher

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

Non-Teaching Professional

- Professional employee or temporary professional employee who provides services other than classroom instruction (e.g., Instructional Coach, Pupil Services Supervisor).
- Educational Specialist (Counselor, Dental Hygienist, Home School Visitor, Instructional Technology Specialist, Nurse, Psychologist, or Speech and Language Pathologist).

Principal

- Principal, Assistant Principal, Vice Principal, or Director of Career and Technical Education.
- **Supervisor of Special Education (Act 13 addition).**

Note: The Supervisor of Special Education has been added to the Principal category and is evaluated using the Framework for Leadership.



Pennsylvania's Teacher Effectiveness Model

Pennsylvania's Teacher 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 Teacher Effectiveness Model contains several characteristics to improve educator effectiveness and student learning:

- the Danielson Framework, which provides for a thorough review of teacher effectiveness and practices in the four domains
- the use of student data to inform and improve teacher instruction
- the use of multiple measures of student achievement for the purpose of determining the impact of their teaching
- professional reflection
- the use of evaluation results to guide individualized professional development planning, both through differentiated supervision and through state-provided online professional development related to the Danielson Framework
- education specialists such as School Health Certified Specialist, school counselors, and home and school visitor(s) have specific rubrics defining effective practice within their fields
- the law governing the new process includes language that clarifies the appropriate use of student test score data by stating: "No teacher can receive a needs improvement or failing based solely on student test scores."
- the state has provided substantial training on the new teacher evaluation system
- the system allows employers to determine the weight of individual components within the four domains of clinical observation

Act 13 of 2020 enhanced The Teacher Effectiveness Model to further improve and strengthen teaching and learning in the Commonwealth of Pennsylvania. Enhanced features of Act 13 include

- comprehensive classroom observations,
- the 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 for teachers.

The Classroom Teacher

Act 13 of 2020 identifies four subcategories for the Classroom Teacher:

- Data-Available Teacher
- Non-Data Available Teacher
- Teacher without Building Level Data
- Temporary Teacher

Temporary Teacher

A **Temporary Teacher** is a classroom teacher who is filling a vacancy. A Temporary Teacher is 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.

A Temporary Teacher's Observation and Practice performance rating is 100% of the teacher's overall performance.

Observation and Practice is measured through a comprehensive classroom observation. A comprehensive classroom observation defined by Act 13 includes a preconference and postconference between the evaluator and the teacher and may include the use of multiple classroom walkthroughs in an academic year to gather evidence and artifacts to inform the classroom teacher's ratings. Classroom walkthroughs used to inform the classroom teacher rating must be based only on factors present or witnessed by the evaluator during the walkthrough and may only be used to supplement data gathered during one or more comprehensive classroom observations 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 classroom teacher to the evaluator, who has the authority to determine which evidence is relevant to the classroom teacher's evaluation results.

The comprehensive classroom observation and practice model portion shall be calculated according to the following formula:

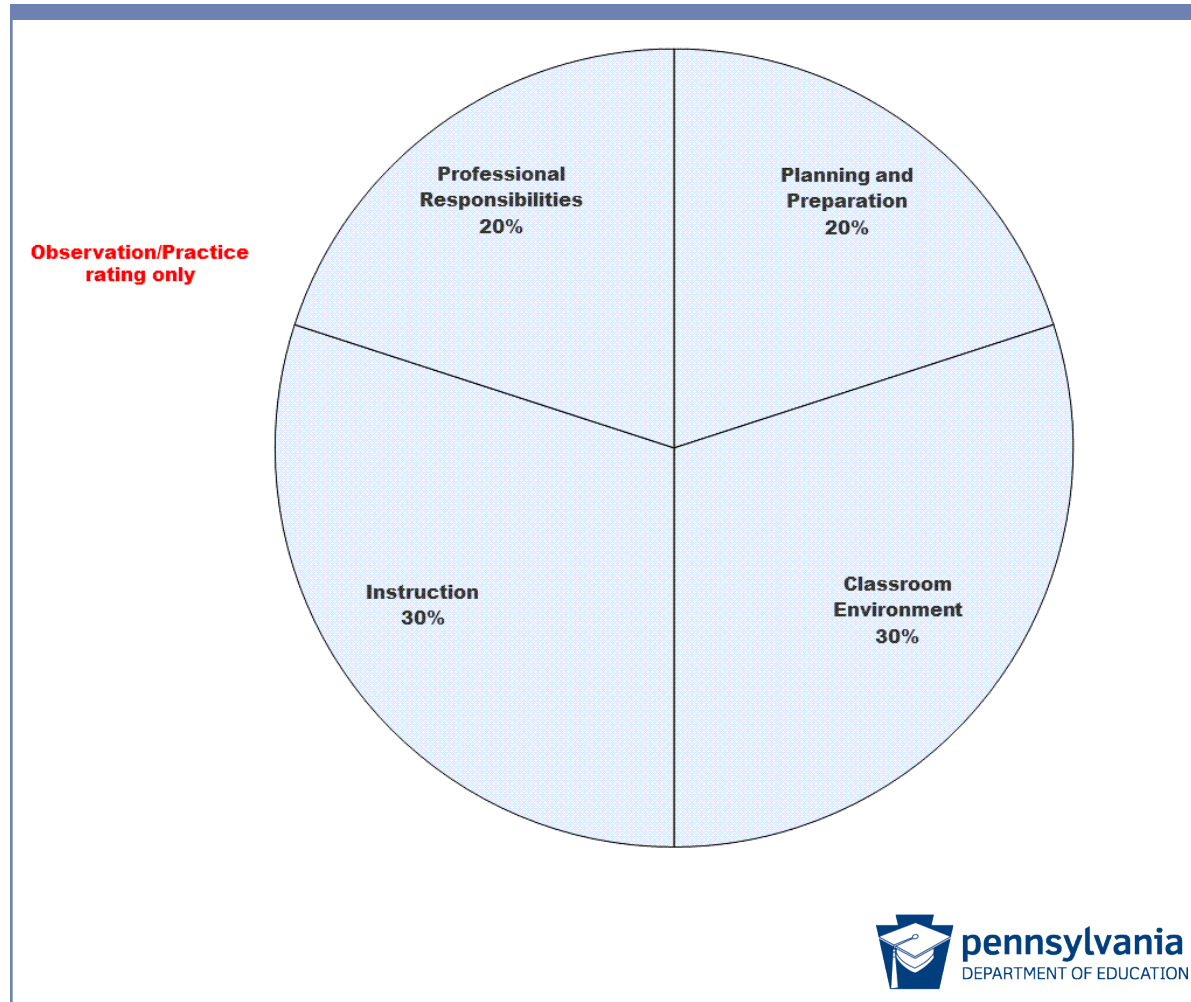
- 20% planning and preparation
- 30% classroom environment
- 30% instruction
- 20% professional responsibilities

The [Framework for Observation & Practice - Classroom Teacher](#) is available in the SAS Portal.

Figure 2

Temporary Teacher Performance Measures

Act 13: Temporary Teacher



The Classroom Teacher Effectiveness Evaluation System

The Classroom Teacher Effectiveness Evaluation System evaluates the effectiveness of a classroom teacher based upon **observation and practice** and **student performance**.

The evaluation of the effectiveness of a classroom teacher is based upon a comprehensive classroom observation and practice models related to student achievement. The Danielson Framework for Teaching, which is based upon four domains of teacher practice, is used to evaluate the effectiveness of the classroom teacher. PDE has not mandated any specific edition of the Framework. Which version of the Danielson Framework for Teaching is used is a local decision. [Educator Effectiveness Frameworks](#) are found on SAS.

PA Act 13 of 2020 uses the Danielson Framework for Teaching for the teacher observation/evidence practice model. Pennsylvania has incorporated the following areas of importance into the Framework:

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

Whether you are a Data-Available Teacher, a Non-Data Available Teacher, a Teacher Without Building Level Data, or a Temporary Teacher you all have one component of the Teacher Excellence Model in common: Observation and Practice, which is the Danielson Framework for Teaching.

The Classroom Teacher Effectiveness Evaluation System requires student performance measures to be included in evaluating the effectiveness of a classroom teacher. The Student Performance measures are based upon the subcategory of the classroom teacher.

Teacher Effectiveness Rating Tools

Act 13 of 2020 mandates that the Pennsylvania Department of Education (PDE) develop a rating scale to reflect student performance measures and employee observation and practice results and establish overall score ranges for each of Act 13 identified professional educators.

Rating tools developed by PDE, or locally developed tools approved by PDE must identify the overall performance rating of professional employees and assign them an evaluation rating of either (1) distinguished, (2) proficient, (3) needs improvement, or (4) failing.

The method by which a value is assigned during the evaluation of a classroom teacher uses the following levels of performance:

- A score of three (3), or “distinguished” indicates the classroom teacher’s performance consistently reflects teaching professional position and placement at the highest level of practice.
- A score of two (2), or “proficient” indicates the classroom teacher’s performance consistently reflects practice at a professional level.
- A score of one (1), or “needs improvement” indicates the employee is functioning below proficient for performance expectations required for continued employment.
- A score of zero (0), or “failing” indicates the classroom teacher 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 classroom teacher 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 educators 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 educator is temporary, in which case the educator 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 Data-Available Teachers and Non-Data Available Teachers as follows:

- 70% - Classroom Teacher Framework for Observation and Practice
 - 20% planning and preparation
 - 30% classroom environment
 - 30% instruction
 - 20% professional responsibilities
- 30% - Data
 - 10% LEA Selected Measures
 - 10% Teacher Specific Data
 - 10% Building Level Data

Performance ratings shall be calculated for Teacher Without Building Level Data as follows:

- 80% - Classroom Teacher Framework for Observation and Practice
 - 20% planning and preparation
 - 30% classroom environment
 - 30% instruction
 - 20% professional responsibilities
- 20% - Data
 - 10% LEA Selected Measures
 - 10% Teacher Specific Data

Performance ratings shall be calculated for Temporary Teachers as follows:

- 100% - Classroom Teacher Framework for Observation and Practice
 - 20% planning and preparation
 - 30% classroom environment
 - 30% instruction
 - 20% professional responsibilities

The following table delineates, by the professional employee evaluated, the areas of rating and rating significance in the evaluation process.

Figure 3

Classroom Teacher Areas of Rating and and Rating Significance in the Evaluation Process

Professional Employee Evaluated	% Observation & Practice	% LEA Selected Measures	% Teacher Specific Data	% Building Level Data
Data-Available Teacher	70%	10%	10% All Measures	10%
Non-Data-Available Teacher	70%	10%	10% IEP Goals Progress only	10%
Teacher Without Building Level Data	80%	—	10% IEP Goals Progress only	10%
Temporary Teacher	100%	—	—	—

Each area of evaluation shall be given a rating, if appropriate to the type of classroom teacher evaluated and dependent upon the applicability and availability of data:

- Observation and Practice is based upon one or more local observations, practice models, evidence, or documented artifacts. A rating of zero, one, two, or three shall be assigned to each of the four Observation and Practice domains. The four domains shall be weighted and summed, providing a single Observation and Practice rating of zero, one, two, or three.
- A Building Level Score, composed of available data in Assessment, Growth, Attendance Rate, as well as Graduation Rate and adjusted by the challenge multiplier will be provided by the PDE or its designee and published annually on PDE's website with an explanation of calculation. The Building Level Score shall be converted to a zero - three point rating utilizing the Building Level Score Conversion Scale as published in [Pennsylvania Bulletin Volume 51, Issue 13 Educator Effectiveness Rating Tool for Classroom Teachers, Principals and Nonteaching Professional Employees](#).
- Assessment, Growth, and IEP Goals Progress shall be weighted and summed providing a single zero - three point scale rating.

- Teacher - Specific Data: Assessment, Growth, IEP Goals Progress. Statewide Assessment data and value-added assessment system (PVAAS) data will be provided by PDE or its designee, if and when the data are available, with an explanation of how the data were derived. Assessment and PVAAS (Growth) data shall be assigned a zero - three point rating utilizing the Assessment Data Conversion Scale and PVAAS (Growth) Data Conversion Scale respectively as published in [Pennsylvania Bulletin Volume 51, Issue 13 Educator Effectiveness Rating Tool for Classroom Teachers, Principals and Nonteaching Professional Employees](#).

Assessment and PVAAS (Growth) each shall be assigned a zero - three point rating utilizing the conversion tables in [Pennsylvania Bulletin Volume 51, Issue 13 Educator Effectiveness Rating Tool for Classroom Teachers, Principals and Nonteaching Professional Employees](#).

Progress toward goals in students' Individualized Education Plans (IEP Goals Progress) shall be assessed by the LEA. The LEA shall assign a zero, one, two, or three point rating.

LEA selected measures shall use one of the performance measures to assess student performance. The LEA selected measure Performance Goals are determined before the school year by the principal and the immediate supervisor. District-specific or building-specific Performance Goals include measurable areas with evidence to be collected and progress monitored through the year. The LEA shall assign a zero, one, two, or three point rating of the attainment of the goal.

Annually, each school district, intermediate unit, and area career and technical school must provide PDE with aggregate results of all performance ratings of professional employees, principals, and nonteaching professional employees.

In general, teacher evaluation refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development.

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

References

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