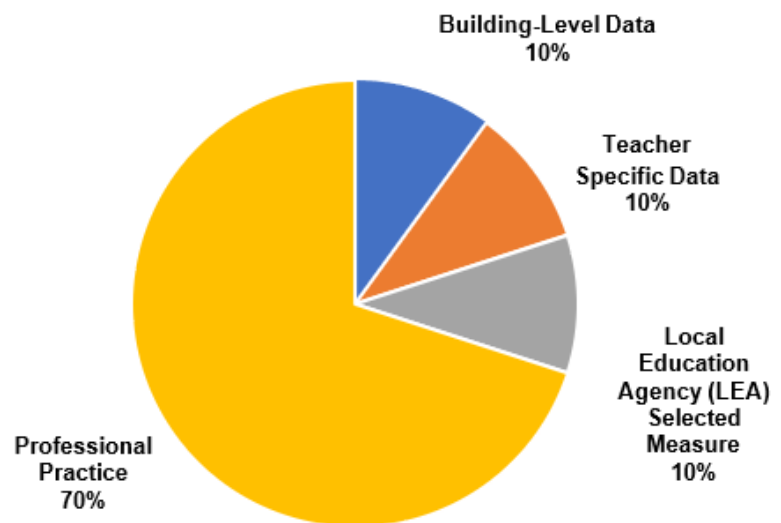


Classroom Teacher Evaluation

Act 13 of 2020 updates the evaluation requirements for educators that were first defined and implemented under Act 82 of 2012. Act 13 continues to require school districts in Pennsylvania to evaluate all professional staff, including school leaders, classroom teachers and non-teaching professionals, using multiple lenses to examine their practice.

Act 13 defines classroom teachers as school- and program-based educators whose roles require a state certification and who provide direct instruction to students.



Teacher evaluation is based 70% on observation and 30% on student outcomes.

70% Observation of Professional Practice. Classroom teachers' observations will continue to be assessed using the PPS developed, Danielson-based RISE rubric. Observation for teaching professionals occurs during the school year and is captured through an informal and formal observation process and the collection of evidence.

30% Student Outcomes. The student outcomes component is divided into three categories, which include Building-Level Data, Teacher-Specific Data and the Local Education Agency (LEA) Selected Measure. Each is detailed as follows:

- **10% Building-Level Data.** Building-level data is a composite score that is calculated by PDE, and includes the following measures:
 - Academic Achievement (State Assessments)
 - Academic Growth (PVAAS)
 - Attendance
 - Graduation Rate (where applicable)

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Classroom Teacher Growth and Evaluation

At-a-Glance

Additionally, a school's Building-Level Measure may be adjusted by a challenge multiplier, which is based on a school's economically disadvantaged student population and determined by PDE.

- **10% Teacher Specific Data.** Teacher-Specific data is calculated by PDE, and includes the following measures:
 - Assessment (2.5%) - Measure is calculated using data from the PSSA, PASA and Keystone Exams
 - Growth (5%) - Measure is calculated using the Pennsylvania Value-Added Assessment System (PVAAS)
 - IEP Goals Progress (2.5%) - Measure is calculated based on student progress toward goals in students' Individualized Education Plans (IEPs)
- **10% LEA Selected Measure.** Beginning with the 2023-24 school year, PPS will transition to PDE's suggested process for capturing the LEA Selected Measures component. Specifically, classroom teachers in PPS will use the PDE developed template to set a goal that takes into account the information they have about students' learning needs and information relative to the teacher's own practice to set a goal that is progressed monitored throughout the year. Classroom teachers will identify a goal that is,
 - Aligned to school-level (e.g., SIP) or LEA goals/priorities (e.g., Superintendent's priorities)
 - Encourages instructional innovation based on latest research and trends
 - Improves educator practice

Teachers with their evaluator define what criteria for success at each performance level looks like and develop an action plan with a timeline to monitor the process.

Act 13 maintains the four performance levels that were introduced under Act 82 for determining a teacher's end-of-year evaluation: Distinguished, Proficient, Needs Improvement, or Failing.

Each performance level converts to a rating (Satisfactory or Unsatisfactory). Teachers receive their performance levels and ratings on an Annual Rating Form and Educator Effectiveness Report.

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