



July 15, 2013

Analysis of Teacher Evaluation Regulations

On June 22, 2013, the Pennsylvania Department of Education (PDE) published regulations pertaining to the new teacher evaluation system. The regulations clarify several issues related to the new system, including the implementation timeline and the weights of specific data elements. These regulations apply to all non-charter public school classroom teachers working on Instructional I and II certificates. Regulations pertaining to the evaluation of education specialists must be published in the Pennsylvania Bulletin by June 30, 2014.

The regulations reiterate the four kinds of data that must comprise the new teacher evaluation system:

- **Observation Data.** Half of a classroom teacher's final rating must be based upon observation of practice as recorded in four areas: (1) planning and preparation; (2) classroom environment; (3) instruction; and (4) professional responsibilities.
- **Building-Level Data.** 15 percent of a classroom teacher's final rating must be based upon school data that include at least seven measures: (1) PSSA/ Keystone achievement; (2) PVAAS growth; (3) graduation rate; (4) promotion rate; (5) PSAT/SAT scores; (6) attendance rates; and (7) AP course participation.
- **Teacher-Specific Data.** 15 percent of a classroom teacher's final rating must be based upon teacher-specific measures of student achievement and growth that include at least four items: (1) PSSA achievement; (2) student growth as measured by the Pennsylvania Value Added Assessment System (PVAAS); (3) student progress on IEP goals; and (4) student progress as measured by district rubrics.
- **Elective Data.** 20 percent of a classroom teacher's final rating must be based upon elective measures of student achievement and growth that includes at least five measures: (1) district designed measures and examinations; (2) nationally recognized standardized tests; (3) industry certification exams; (4) student projects pursuant to local requirements; and (5) student portfolios pursuant to local requirements.

Each of these four data sources will be implemented according to the following schedule.

Beginning in 2013-14, classroom teachers will be evaluated with a new rating form (attached). School districts can use any of several practice models (including but not limited to Charlotte Danielson's *Framework for Teaching*) approved by PDE to collect data to complete the observation portion of the new rating form. Also beginning in 2013-14 the Commonwealth's new school report card, called the School Performance Profile, will be published annually on the PDE website and will comprise the "building level data" in the new system. "Building level data" count as 15 percent of a classroom teacher's final rating beginning in 2013-14.

Because several measures of student performance included in the new system will not be ready to use in 2013-14, a teacher's observation score may be used in place of all teacher-specific and elective measures.

Beginning in 2014-15, classroom teachers will continue to be evaluated with the new rating form, using any approved practice model to gather observation data. The School Performance Profile will continue to count for 15 percent of a classroom teacher's final rating.

In 2014-15, PDE will publish its first annual list of allowable data elements for the “elective” portion of the new system, and all LEAs are required to use a “Student Learning Objective (SLO) Template” being developed by PDE to incorporate elective measures as 15 percent of classroom teachers’ final ratings.

Also in 2014-15, PSSA scores are incorporated into the teacher-specific score for teachers in tested grades and subjects. Because PVAAS scores will not be included in the new system until 2015-16, teachers in PVAAS-tested grades and subjects will use the “student learning objective template” to measure student progress on IEP goals, student progress on locally developed district rubrics, or other elective measures for the portion of the rating ascribed to PVAAS.

Beginning in 2015-16, all data elements of the new evaluation system will be active. When data are not available for an individual teacher, the following ongoing substitutions are allowable in the regulations:

- Teachers without attributable PSSA/PVAAS/Keystone Exam data or data related to progress on IEP goals will use student achievement on locally developed rubrics or elective measures, as reflected on the “SLO Template”, to constitute up to 15 percent of their overall rating.
- Any teacher who does not have a building level score uses the observation data in lieu of building level data for the 15 percent building level score.
- Any portion of the teacher rating which an LEA attributes to local school district rubrics may be measured by student progress as reflected on a locally developed district rubric or any state-approved elective measure.

Data elements
and %
finalized
June 2014

Regulations assign specific weights to individual measures of student achievement.

1. Where teacher specific PVAAS data are available, they must comprise at least 10 percent of a teacher’s final rating.
2. PSSA/Keystone results must comprise no more than 5 percent of a teacher’s final rating.
3. Student progress on IEP goals must comprise no more than 5 percent of a teacher’s final rating.
4. Student achievement as measured by local district rubrics must comprise no more than 5 percent of the final rating for teachers with PVAAS data.
5. A teacher who transfers into another building within an LEA may elect to use teacher specific data in lieu of building level data in the new school for two school years.

The regulations require any prospective employer to ask an individual for written authorization to obtain his or her teacher specific data from a current or previous employer. The regulations also require all LEAs to maintain records in accordance with the Right-to-Know Law, which dictates the circumstances under which information may be released.

Several details concerning the implementation of the new evaluation system continue to require clarification, and PSEA continues to work with PDE to ensure that the roll-out of the new system proceeds as smoothly as possible. For additional information about the new teacher evaluation regulations, contact Carla Claycomb, Ph.D. (cclaycomb@psea.org) in PSEA’s Education Services Department.