



PENNSYLVANIA

SNAPSHOT

State requires objective student growth as part of teacher evaluation system.	YES
Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective.	NO

CHARACTERISTICS

Weight of student growth:	<p>All teachers: 50%</p> <ul style="list-style-type: none"> ■ 15%: Building-level data, which must include student performance on assessments, value-added assessment system data, graduation rates, promotion rates ■ 15%: Teacher-specific data, measured by SLOs ■ 20% Elective data, SLO-measured student achievement that is locally developed
Role of student growth in overall score:	<p>A teacher could receive 0 points for student growth and still be rated proficient. To be rated proficient a teacher must earn between 1.5 and 2.49 points (out of a total of 3 points). If a teacher earns the maximum points for observation and practice, then he/she will have 1.5 points.</p> <p>Further, the state assigns overall ratings of satisfactory and unsatisfactory. Distinguished and proficient are considered satisfactory. Needs improvement is also considered satisfactory, unless the teacher gets another needs improvement rating within 10 years, and then it is considered unsatisfactory.</p> <ul style="list-style-type: none"> ■ To earn a rating of needs improvement, a teacher only needs between 0.5 and 1.49 points. Therefore, he/she could receive 0 points for student growth and only 0.5 points for observation and practice (out of a total of 1.5) and still be rated overall satisfactory.

CITATIONS

Educator Effectiveness Administrative Manual: <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Educator%20Effectiveness%20Administrative%20Manual.pdf>

Student Performance Measures for Classroom Teachers FAQs: <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Student%20Performance%20Measures%20for%20Classroom%20Teachers%20FAQs.pdf>

STATE RESPONSE

Pennsylvania declined to respond to NCTQ's analysis.