



THE SCHOOL DISTRICT OF
PHILADELPHIA

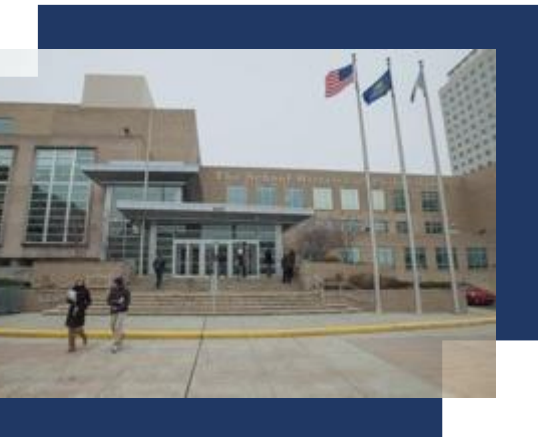


Educator Evaluation Handbook

2022 - 2023

First Edition

Teacher Evaluation



EDUCATOR EVALUATION

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Our Mission

The School District of Philadelphia strives for children across the city to have welcoming and supportive schools with enriching and well-rounded experiences. You, our School Leaders, Teachers, and Non-Teaching Professional Employees, possess the potential to make this a reality. Foundational to achieving these guardrails is the ability to capture the quality of practice occurring throughout the District, to celebrate accomplishments and to identify areas and opportunities for growth. Educator Effectiveness and Evaluation serves this purpose.

Educator Effectiveness and Evaluation captures the great work educators are doing on a daily basis. Across the District, educators work tirelessly to ensure students not only grow intellectually but also build strong character to meet both current and future challenges.

Educator Effectiveness and Evaluation also identifies opportunities for growth. As professionals, educators are expected to constantly refine their craft. Evaluation helps build a roadmap for professional growth; providing insight into the paths that should be taken to ensure that we, as a District, are able to meet the diverse needs of our students.

If implemented with this in mind, celebrating our accomplishments and acknowledging our areas for improvement, evaluation can serve as a powerful tool to help us fulfill our potential as a District. In line with this, the Evaluation Team asks that all educators apply the following practices to each evaluation system:

- ⇒ Understand the policies and processes
- ⇒ Prepare for and fully participate in each measure
- ⇒ Gather data, artifacts, and evidence to support performance

In return, the Education Effectiveness and Evaluation Team strives to live up to these guiding principles and help actualize this potential by committing to:

- ⇒ Provide timely support to aid the implementation of the evaluation system
- ⇒ Create evaluation policies that align with state mandates, union contracts, and existing District processes and practices that educators are being asked and supported to engage in
- ⇒ Strive for constant improvement to better serve educators through professional and personal growth

The Evaluation Team looks forward to working with you throughout this and every school year as we strive towards providing a great school, close to every child in Philadelphia.

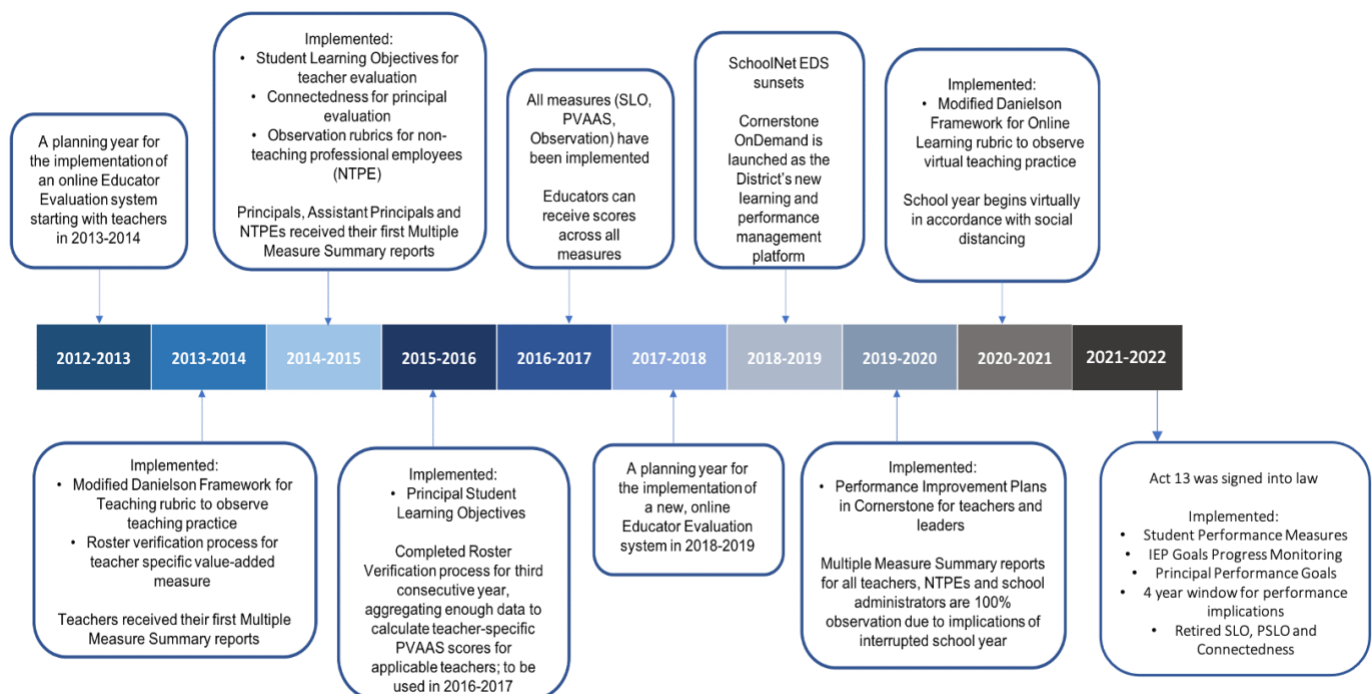
Background Statement

While evaluation is not new to Philadelphia or education in general, the means by which educators are evaluated has changed in recent years. In 2012, the Pennsylvania legislature passed Act 82, which enacted into law new evaluation systems for Principals, Assistant Principals, Teachers, and Non-Teaching Professional Employees (NTPEs). These systems are collectively referred to as the Educator Effectiveness System. The new evaluation systems moved beyond solely relying on classroom observations to gauge an educator’s effectiveness by introducing measures of student achievement. In 2020, these systems were reimaged through Act 13 and implemented in the 2021-2022 school year.

For Principals, Assistant Principals and Teachers, their evaluation systems will be comprised of 70-100% formal observation and 30-10% student achievement, respectively. While NTPE evaluation systems will be comprised of 90-100% observation measures and with the remaining percentage attributed to student achievement, if applicable. As required by the Pennsylvania Department of Education, the School District compiles and publishes yearly aggregate data relating to overall evaluation rating for school leaders, teachers, and non-teaching professional employees. ESSA data is also published yearly. To access this data, please use the following link: futurereadypa.org.

An in-depth look at each educator’s evaluation system can be found in the following chapters of this handbook.

2016-2017 was the first school year in which all measures of each evaluation system were implemented. The Pennsylvania Department of Education staggered the rollout of these measures to afford districts throughout the Commonwealth time to plan and implement each measure with fidelity. So, before we look ahead, it is important that we look back at where we have been, then where we are at.



With all the measures implemented, it is our goal to begin improving the policies and processes that undergird the measures and build capacity so the evaluation system better meets the needs of the District. The intended purpose of this handbook is to guide both Observers and Observees in understanding the policies, practices and purpose behind the implementation of each measure as it pertains to Principal, Assistant Principal, Teacher, and Non-Teaching Professional Employee evaluation systems.

Teacher Evaluation Timeline SY 2022-2023

EVALUATION WINDOWS

Informal Observations	August 29, 2022 – June 14, 2023
Danielson Walkthrough	August 29, 2022 – June 14, 2023
Fall Formal Observation	August 29, 2022 – January 10, 2023
Mid-Year MMS Report Review & Release	January 23, 2023 – January 31, 2023
Spring Formal Observation	January 17, 2023 – May 23, 2023
End-of-Year MMS Report Review & Release	June 7, 2023 – June 14, 2023

FALL	
Aug 23 - Sep 6	2021-2022 MMS Rating Letter Conferences should be scheduled by September 6, 2022 - Principals must have conferences with teachers/NTPEs who received 1st or 2nd NI
Aug 23 - Oct 25	SPM (and IEP Goals): WINDOW FOR SPM and IEP GOALS SELECTION - SPM (and IEP Goals Progress) should be selected and submitted in Cornerstone for Principals to review and approve
Aug 29	OBS: Informal Observation and Danielson Walkthrough windows open for Teachers/NTPEs
Aug 29 - Jan 10	OBS: FALL FORMAL OBSERVATION WINDOW
Oct 20	PDP: Teachers and Eligible NTPEs (i.e. Counselors, Nurses) should have PDP forms completed and uploaded to Cornerstone
Oct 25	SPM (and IEP Goals) Deadline: SPM (and IEP Goals Progress) Goal Selection due in Cornerstone
Dec 27 - Jan 2	WINTER BREAK
Jan 10	OBS Deadline: Principal/AP Submits Fall Formal Observations Scores and Feedback
Jan 23 - 31	MMS: Principals/APs Review and Release Mid-Year MMS Reports for non-tenured (or TPE) Teachers and non-tenured NTPEs

SPRING (Teacher & NTPE)	
Jan 10 - Feb 14	SPM (and IEP): SPM and IEP Goals Progress Mid-year Review Window
Jan 17 - May 23	OBS: SPRING FORMAL OBSERVATION WINDOW
Jan 13	PDP Deadline: Mid-year review for Professional Development Plans
April 3 - 7	SPRING BREAK
April 17 - May 15	SPM (and IEP): SPM and IEP Goals Progress Final Reflection and Self-Rating Window
May 15	PDP Deadline: End-of-year review for Professional Development Plans
May 15	SPM (and IEP) Deadline: SPM and IEP Goals Progress Final Reflection and Self-Rating Due in Cornerstone
May 23	OBS Deadline: SPRING FORMAL window closes for Teachers/NTPEs
June 7 - June 14	MMS: Review and Release End-of-Year MMS Reports for Teachers and NTPEs
June 14	Last Day for Teachers and NTPEs
June 14	OBS: Danielson Walkthrough and Informals windows close for Teachers and NTPEs

View the link below access the 2022-2023 Educator Effectiveness Resources
(INCLUDING THE MOST UPDATED CALENDAR FOR REVISED DEADLINES):

<https://docs.google.com/spreadsheets/d/1INFVh6iqVU2EviThN88uJl24O5bEAhUQ8d8tCtPwdq0/edit?usp=sharing>

New Weights (%s) for Measures on MMS reports

Observation weight is increased to range from 70-90% (depending of applicable measures).

Building Level Data (formerly SPP) weight is reduced from 15-20% to 10%; Building Level Data will never exceed 10%.

TPE, or non-tenured, teachers are 100% observation during their first three (3) years of employment.

Temporary professional employees (TPE) will *not* have any student performance measures included in their Multiple Measure Summary (MMS) report. Their ratings will be 100% observation.

The window of time for implications of receiving 2nd NI has been revised from 10 years to 4 years.

Originally, an employee received a 2nd Needs Improvement MMS rating within 10 years of their 1st NI, the employee would be placed in Peer Assistance Review (PAR) or on grounds for dismissal (TPE teachers).

The window of time is now **4 years**.

Click [HERE](#) to review Act 13 in its entirety.

What is Act 13?

Introduction Act 13 of 2020 (Act 13) was signed into law by Governor Tom Wolf on March 27, 2020 and revises the Act 82 Educator Effectiveness process used to evaluate professional employees in PreK-12 education across Pennsylvania beginning in the 2021-2022 school year. The revised rating system affects classroom teachers, non-teaching professional employees, and principals, as defined in Act 13:

- Classroom teachers are defined as professional employees or temporary professional employees who provide direct instruction to students related to a specific subject or grade level.
- Non-teaching professional employees are defined as professional employees or temporary professional employees who are education specialists or provide services and are not classroom teachers.
- Principals are defined as principals, assistant or vice principals, and directors of career and technical education.

NOTE: Supervisors of special education (non-teaching professionals under Act 82) are considered principals for the purposes of Act 13.

In accordance with the legislation, the Pennsylvania Department of Education (PDE) conducted research and collaboration to update the rubrics in consultation with a stakeholder group comprised of education experts, parents of school-age children enrolled in a public school, teachers, and administrators. On March 27, 2021, the following Educator Effectiveness revisions were published in the PA Bulletin:

- Domains for the evaluation of observation and practice measures
- Regulations addressing teacher-specific and LEA selected measures
- Regulations addressing principal performance goals
- Building level data calculations
- Rating forms for impacted professional employees, including an interim rating option for a professional employee who received an unsatisfactory rating on the annual evaluation

A few of the most significant changes coming are the following:

- *New Percentages for Multiple Measure Summary (MMS) reports.*
- *TPE, or non-tenured, teachers are 100% observation during their first three (3) years of employment.*
- *The window of time for implications of 2nd Needs Improvement (NI) has been revised from 10 years to 4 years.*
- *Principals, NTPE leaders, TPEs and NTPEs are required to complete Act 13 professional development.*

Please consult the PGS Manual for additional information regarding:

- Peer Assistance and Review (PAR)
- Special Observation Status (SOS)
- Professional Development Plan (PDP)

PGS Manual:

<https://drive.google.com/file/d/1xDunQnJ9gQoKayPkITAGCAIbaGuciQGb/view?usp=sharing>

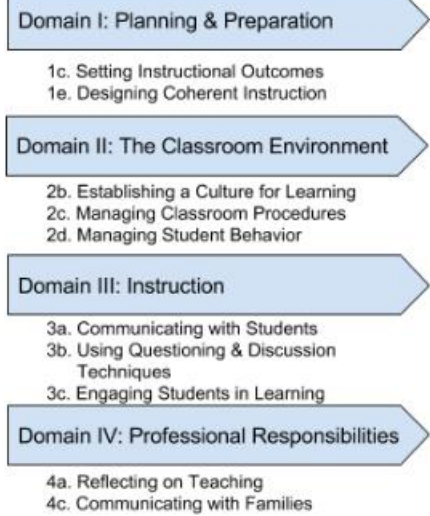
Note: All Informal Observations and Walkthroughs completed for teachers will be purged (deleted) before the start of the following school year.

Pre-K Teachers: Pre-K teachers do not participate in the PAR program regardless of their effectiveness rating.

What is Teacher Observation?

Teacher observations provide effective and constructive feedback in regards to an educator’s strengths and weaknesses, and help to identify opportunities for improvement for classroom environment, student engagement, and instructional techniques. Teacher observation and practice is conducted using the School District of Philadelphia’s Modified Danielson Framework for Teaching (see Appendix A for full rubric). Teaching skills and competencies are divided into four Domains of the framework: Planning & Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.

These four Domains contain components of clearly defined teaching skills, critical attributes of teaching, and examples of how these skills are effectively executed. Evaluators use this rubric to observe teacher practice, assign numerical scores of performance, and provide relevant written feedback.



Who is Formally Observed?

The School District implements a differentiated supervision model. This means that the number of formal observations a teacher receives is predicated on their years of service (Professional Growth System Status or PGS Status).

The following table shows how many formal observations are required for each teacher type, and during which observation window.

Teach Groups		Fall	Spring
Temporary Professional Employee (TPE), or Non-Tenured	1 st Year	--	1*
	2 nd and 3 rd Year	1	1
Tenured, Professional Employee	Formal Observation	1	1
	Peer Assistance Review (PAR)	--	1
	Professional Development Plan (PDP)	0	
	Special Observation Status (SOS)	--	1

Pre-K Teachers: Pre-K teachers will receive one observation in the spring regardless of their PGS status.

Nurse & Counselor Observations - Principals are also responsible for observing the nurses and counselors in their building. If nurse or counselor serves multiple schools, the Principal of the primary school assignment (“payroll” school) observes them. See the NTPE handbook for more information on the nurse, counselor and other non-teaching professional employees’ observation processes.

Teacher Observation

Exceptions: There are some extenuating circumstances in which a teacher is unable to be observed (i.e. sabbatical, maternity leave), but that teacher remains on the Principal's observation caseload.

Principals can identify these teachers as ineligible for observations in Cornerstone, to indicate whether any remaining educators cannot be observed, and for what reason.

There are NO Default Scores: If a formal observation is not completed, the teacher will receive a **Not Rated score** for their Formal Observation and overall Effectiveness rating (on their MMS report). Observation data must be available for teachers to receive an Effectiveness rating.

PAR Teachers: Teachers in PAR will be observed during the last Spring semester of the year-long PAR process. Teachers starting PAR in January will be observed in the Fall.

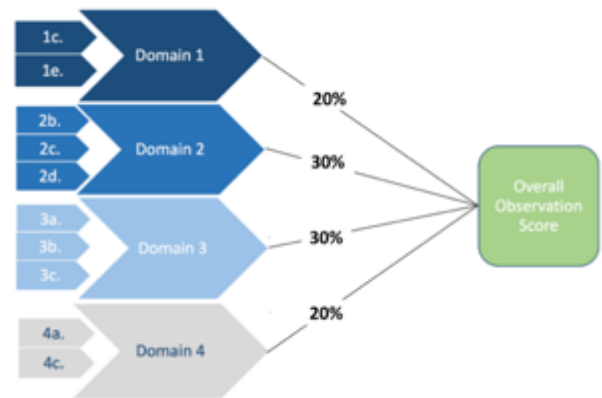
Temporary Professional Employee: Non-Tenured (TPE) teachers receive one observation in the Spring for their first year of teaching. Non-Tenured teachers receive two observations (one in the Fall, one in the Spring) their second and third years of teaching. Note: TPE Teachers are 100% observation.

Tenured Teachers: Tenured teachers, with 4 or more years of service with the School District, are formally observed twice a year for the years that are a multiple of 3 (i.e., observed in year 6, 9, 12, etc.). The years in between for a tenured teacher are Professional Development Plan (PDP) years, unless there are other applicable circumstances.

How do formal observations capture teaching practice?

When teachers are formally observed, they will receive a numerical score of 0, 1, 2, or 3 on each of the 10 Danielson components. Component scores correspond with performance levels ranging from Distinguished to Failing.

Component scores within the same Domain are then averaged together to create a Domain score. An overall observation score is calculated from a weighted average of the Domain scores, with Domains I and IV accounting for 20% each, and Domains II and III accounting for 30% each. All observation scores are averaged across the rating period to produce one observation score to be factored into the teacher's Effectiveness Rating.



Observation scores and ratings are outlined below. Please note the next steps for teachers receiving Needs Improvement or Failing observation scores, as additional actions may need to be taken. For an in-depth look at these policies, consult page 12.

Overall Observation Score, Performance Levels, and Implications

Failing	Needs Improvement	Proficient	Distinguished
0.00-0.49	0.50-1.49	1.50-2.49	2.50-3.00
Unsatisfactory	Satisfactory	Satisfactory	Satisfactory
Additional Formal Observations required within same rating period	Develop school-level action plan & follow-up observations within same rating cycle (recommended)		

Adding Artifacts: All educators can add artifacts to an observation in Cornerstone similar to how they would upload attachments to an email. When you access your observations in your *Action Items*, you will click the drop-down menu from *Options* and will choose "Attachments".

The Danielson Framework for the School District of Philadelphia: The Danielson Framework actually has 22 components, but not all 22 components are utilized for each type of observation.

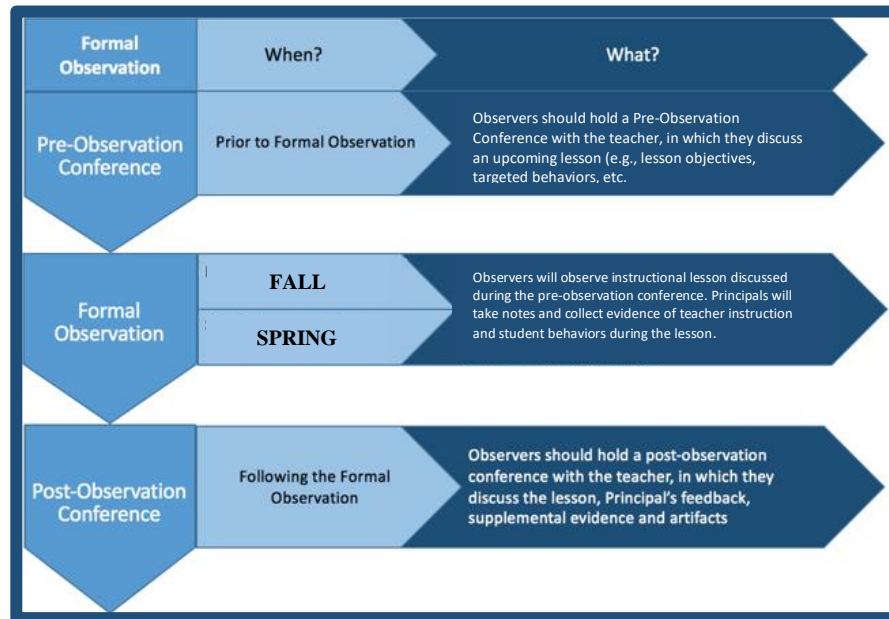
For **Formal Observations**, an abridged version of the Danielson Framework is employed, only listing 10 of the 22 components. Feedback on these 10 components is **required** of Observers for teachers.

Similarly, **Informal Observations** provide feedback and numerical scores (0 – 3) on only 6 components, from Domain II: The Classroom and Domain III: Instruction.

For the **Danielson Walkthrough**, all 22 components of the Danielson Framework are listed and eligible for feedback. However, all components do not have to be commented on (i.e. an Observer can provide feedback on just 1 component of the Danielson Framework using the Walkthrough).

In-Depth Look: Teacher Observations

The School District of Philadelphia utilizes three types of observations to capture teaching practice: Formal Observations, Informal Observations, and the Danielson Walkthrough. Of the three observation types, only Formal observation scores count towards a teacher's Effectiveness rating. Teachers can be formally observed by their Principal, Assistant Principal, or Assistant Superintendent. Formal observations include both numerical scores (0-3) and qualitative, written feedback on each of the 10 components pulled from the Danielson Framework. The Formal observation process includes three steps: pre-observation conference, formal observation, and post-observation conference.



Failing and Needs Improvement Observation Scores

For TPEs in Year 2 or 3 and Tenured teachers who receive a **Needs Improvement observation**: Observers must share the observation in Cornerstone within 5 working days and schedule a conference. Teachers may request PFT representation at the conference. Together, an action plan is developed and monitored at the school level.

For TPEs in Year 2 or 3 and Tenured teachers who receive a **Failing observation**: Observers must share the observation in Cornerstone within 5 working days; it is recommended that together, the Observer and Observee, develop an action plan to be monitored at the school level. Follow-up Formal Observations are required within the same observation window (rating period); see more detail in next section.

Adding Artifacts: All educators can add artifacts to an observation in Cornerstone similar to how they would upload attachments to an email. When you access your observations in your *Action Items*, you will click the drop-down menu from *Options* and will choose "Attachments".

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For the **Danielson Walkthrough**, all 22 components of the Danielson Framework are listed and eligible for feedback. However, all components do not have to be commented on (i.e. an Observer can provide feedback on just 1 component of the Danielson Framework using the Walkthrough if the Observer wishes).

Post-observation conferences cannot be waived for or by TPEs.

Pre-Observation
Conference

How?

The pre-observation conference should be scheduled a minimum of 48 hours in advance of the lesson.

Teachers will complete the Pre-Observation Conference form in Cornerstone. Your Observer will launch the pre-observation form for you, and the form will appear as a task in your Action Items.

During the Pre-Observation Conference, the observer(s) should refer to the 10 components of the Danielson Framework used for Formal Observations.

Formal
Observation

How?

During the observation, Observers are taking notes and collecting evidence of instruction and student behavior, particularly as it relates to Domain II: The Classroom Environment and Domain III: Instruction. Evidence of performance in Domain I: Planning and Preparation and Domain IV: Professional Responsibilities can be added by the teacher as artifacts/attachments in Cornerstone, during the pre- and post-conference and during discussion.

The Observer will enter scores and written feedback for all 10 observation components in Cornerstone. Once you receive your completed formal observation, you will be prompted in your Performance Tasks to review it.

Post-Observation
Conference

How?

Teachers will also complete their Post-Observation form in Cornerstone after the Formal Observation and refer to it during the Post-Observation conference. Teachers can add additional artifacts at this time to inform their Observation rating.

During the Post-Observation conference, if the Observer and Observee agree that the overall observation rating should be revised, the Observer has one opportunity to make corrections. Once the Formal Observation is re-submitted to the teacher, it is final.

REQUIREMENTS:

The requirement for a Post-observation conference **cannot** be waived for or by temporary professional employees. If the observer waives the Post-observation conference for extenuating reasons, the teacher **cannot** be rated Needs Improvement or Failing on the respective observation. After two reasonable attempts will be made to conduct the post-observation, the observation will be finalized in Cornerstone.

Informal Observation

Principals conduct Informal Observations to identify areas of focus in preparation for formal observations or to identify instructional practices in areas of strength or improvement. Feedback and numerical scores (0 – 3) are given on 6 components from Domain II: The Classroom and Domain III: Instruction. The observations should occur with enough time allotted between for teachers to incorporate feedback into practice.

Danielson Walkthrough

A brief, targeted, non-scored practice used to gain insight into a teaching practice and student performance. Principals, Assistant Principals and SBTLs (at the Principal's discretion) can enter feedback into Cornerstone based on any of the 22 components of Danielson. Again, this observation is completely unscored.

NOTE: All required additional observations must be completed within the same rating period. Since the rating period for 2nd and 3rd year non-tenured (TPE) teachers is 5 months, all formal observations must be completed within the Fall window or the Spring window, based on when the Failing observation occurred.

PAR teachers: Tenured teachers who were rated Unsatisfactory the previous school year are placed in PAR to receive coaching the following year; 1st year teachers are automatically placed in PAR.

Satisfactory Ratings: All performance levels above Unsatisfactory – Failing are satisfactory ratings. Therefore, a Needs Improvement rating will be identified as *Satisfactory – Needs Improvement*. Likewise, a Proficient rating would be identified as *Satisfactory – Proficient*.

An Unsatisfactory – Failing observation rating is a 0.49 or below.

Observation windows, or **rating periods**, differ based on a teacher's PGS status:

- TPE = semester-long
- Tenured = year-long

In-Depth Look: Failing and Needs Improvement Observations

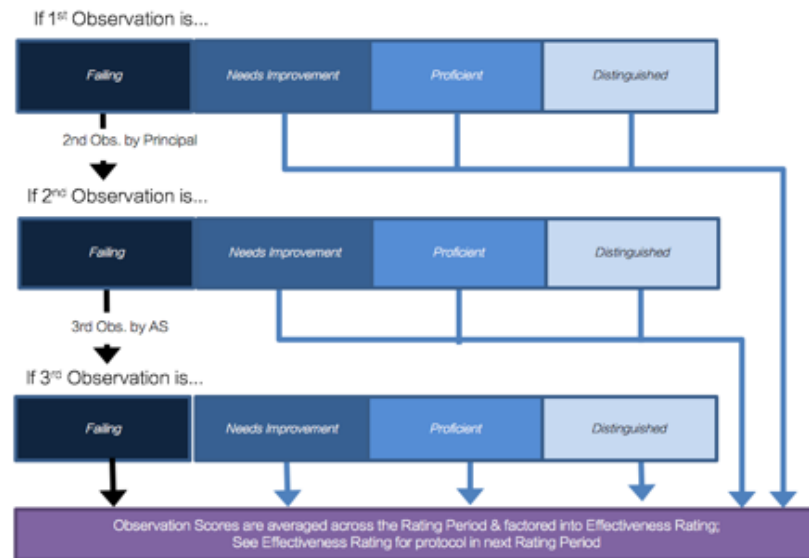
Failing Observations:

Principals must give a teacher who receives a Failing (Unsatisfactory) observation score a copy of the Failing (Unsatisfactory) observation no more than **five (5) working days** after the observation was conducted. A Post-Observation Conference must be scheduled with the teacher. Teachers may request PFT representation at this conference. The principal will draft and document an action plan to direct the teacher's improvement. The principal must create and monitor this plan at the school level. The plan should contain the following:

- ▶ One, high-leverage area of focus that will have the biggest impact on student outcomes
- ▶ Specific strategies/tools to support improvement
- ▶ Clear criteria for what success will look like
- ▶ Times for follow up

Failing Observations: 2 + 1 Policy

Teachers who receive a Failing (Unsatisfactory) Formal Observation score are required to be formally observed again with the same observation window. If the first Formal Observation is Failing, a second Formal Observation is required and must be completed by the principal. If the second Formal Observation is also Failing, a third Formal Observation is required and must be completed by the Assistant Superintendent. Follow-up observations are *not* required for teachers in PAR.



Needs Improvement Formal Observations

The Principal must give a teacher who receives a Satisfactory - Needs Improvement rating a copy of the Needs Improvement observation no more than **five working days** after the observation was conducted. The principal will draft and document an action plan to support the teacher's improvement.

The principal creates and monitors this plan at the school level. The plan should contain the following:

- ▶ One, high-leverage area of focus that will have the biggest impact on student outcomes
- ▶ Specific strategies/tools to support improvement
- ▶ Clear criteria for what success will look like
- ▶ Times for follow up
- ▶ A follow up observation should be scheduled

This school year and going forward, **Student Performance Measures (SPM)** replace Student Learning Objectives (SLO).

All teachers are eligible to complete SPM. Unlike SLO, there is no n-count (or number of) students as an eligibility requirement.

Teachers who are at multiple schools should complete their SPM at their payroll school.

Click below to access the [SPM Guiding Document](#).

What is Student Performance Measure?

The Student Performance Measure (SPM) is designed to facilitate active participation in the evaluation process while aligning an identified student challenge or need to related school-level objectives and/or SDP-level priorities, encouraging instructional innovation based on latest research and trends, and improving educator practice.

SPM replaces the former mechanisms for evaluating student growth on a school level: Student Learning Objectives (SLO). The SLO process had a required a complex template with a rigid structure focused solely on assessment data. The SPM is a more flexible and collaborative process, using a streamlined template provided by PDE. With SPM, there is a more qualitative focus that emphasizes the development of the teacher, as well as the student, through connecting the Danielson Framework for Teaching to the teacher's SPM goal.

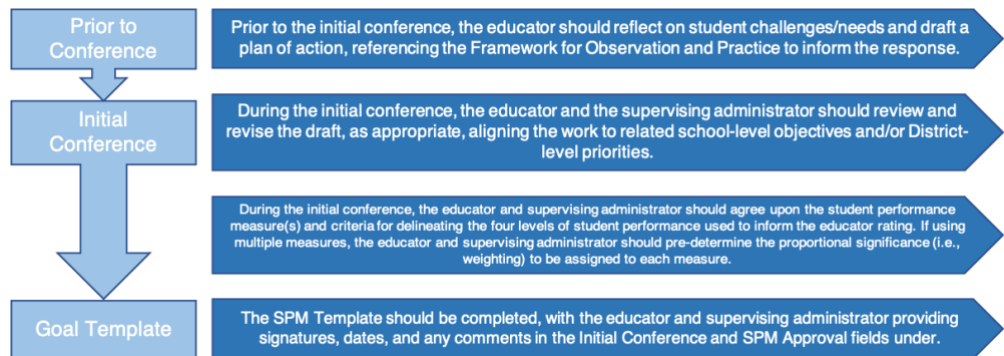
Who completes Student Performance Measure?

SPM is required as part of the evaluation of educator effectiveness for the following professional employees (with the exception of TPEs):

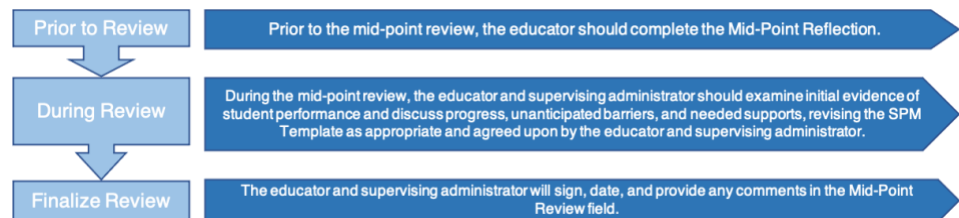
- Professional employees serving as classroom teachers
- Provides direct instruction at least once a week

This includes Pre-K, Special Education, Arts and English as Second Language (ESOL). As the first step of the SPM process, teachers will determine an SPM goal for one (1) class or caseload by completing the following:

Part I: Goal Selection



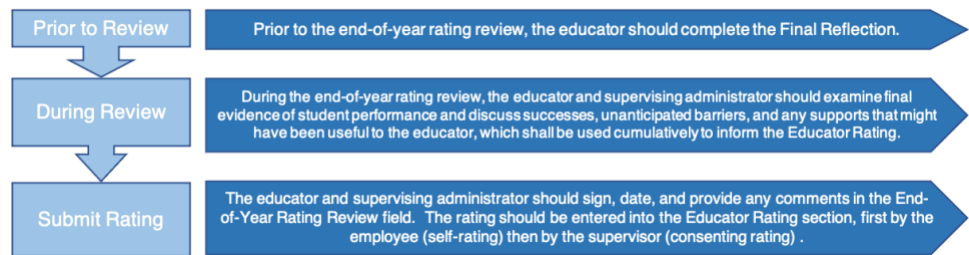
Part II: Mid-Point Review



Part III: End-of-Year Rating Review

There are 3 parts to the SPM process that will be 3 separate tasks in Cornerstone:

Goal Selection
Mid-Point Review
End-of-Year Rating Review



In-Depth Look: Student Performance Measure Goal Selection

Step 1: Identify a Collective Need

The Student Performance Measure aligns with the work teachers already do throughout the school year and asks teachers to consider ways they can make a difference in the classroom. The teacher begins by selecting a collective need among their current students and may use the following prompts as guidance:

- *One major way I would like to move my students forward this year is...*
- *Some ongoing student initiatives at my school I could tap into are...*
- *I think I could improve the performance of my students in the area of...*

Step 2: Provide Background and/or Evidence

After identifying a student need, the teacher provides some background or evidence to explain why they need exists and its' significant to student performance. Teachers will detail what their response will be to help meet the student need, using context and baseline data to provide background information about their students. The following prompts can be used as guidance:

- *Some really good reasons for choosing this student performance topic include...*
- *Based upon the data of my students this year, it's apparent that...*
- *As I look at the evidence, it's becoming clear that...*

Step 3: Create Plan of Action

Once teachers have identified a student need/challenge and provided some context for why it needs to be addressed, steps should be created to help students improve in that area. Using the following prompts as guidance can assist teachers in brainstorming the next steps they can make:

- *The steps I can take to help improve student performance in the area I'm considering include...*
- *A few of the things I believe I can do to make a positive change in the output of my students are...*

Step 4: Define Levels of Performance

Part of the process of measuring success is setting the bar for yourself. In this step, the teacher defines what it means to attain the student goal in terms of four levels of performance: Failing, Needs Improvement, Proficient, and Distinguished. These ratings provide context for how much students improve.

A good first step is to define what it means for the teacher to be proficient in this goal because any more (Distinguished) is over and above what you need, and anything less (Failing or Needs Improvement) is not enough. Think about what the performance of students and what has to happen for the teacher to be proficient. One of the two prompts can help guide the teacher:

- *I would consider myself proficient on this goal if my students' performance...*
- *I think I would be a success if my students showed...*

Step 5: State Evidence and/or Artifacts

The last step in the process is to state the student performance evidence or artifacts that will be used to measure the progress and effectiveness of a teacher's response. Prompts to help guide a teacher on completing this step include:

- *Sources of evidence and/or artifacts that can corroborate the effectiveness of my efforts to improve student performance this year include...*
- *The things that would serve as proof that I raised student performance are...*

What is the Interval for Instruction?

Educator Effectiveness and Evaluation surveyed teachers at the close of the 2021-2022 school year and a majority expressed a need for more stringent parameters around the SPM regarding student eligibility. In response, it was decided to implement an interval of instruction with attendance requirements for the SPM (and IEP goals progress).

The SPM (and IEP Goals Progress) interval for instruction is October 26, 2022 to April 17, 2023; these dates reflect the close of the SPM goal selection window and the opening of the SPM final reflection and self-rating window.

The attendance requirement for students and teachers is 80%. With the interval of instruction being 104 days, a student or teacher can have no more than 21 absences during the interval. If a student 21 or more absences between October 26 and April 17, the student will no longer be eligible to be counted towards the SPM (or IEP Goals Progress) goal. If a teacher has 21 or more absences between October 26 and April 17, the teacher will no longer be eligible to receive an SPM (or IEP Goals Progress) final score.

NOTE: There is no n-count (or minimum number of students) required for SPM. A student becoming ineligible for an SPM due to attendance would **not** invalidate the SPM. On the contrary, the n-count for IEP Goals Progress is 8 students.

If a teacher falls below 8 students included in their IEP Goals Progress goal, the teacher would no longer be eligible to complete the IEP Goals Progress.

Teacher Specific Data can be comprised of 1-3 measures:

- Student Performance on State Assessments
- PVAAS (Growth)
- IEP Goals Progress

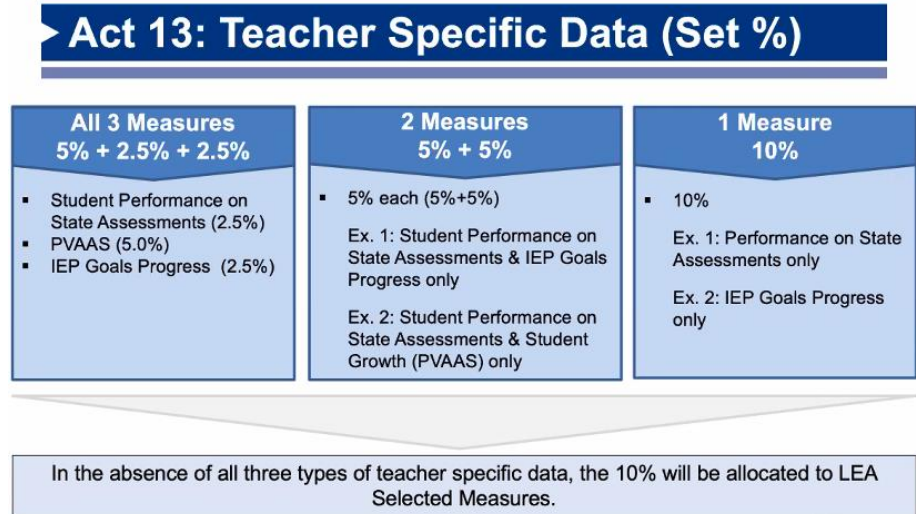
Note: For PVAAS growth, a teacher is required to have 3 years of composite PVAAS data in order to get an evaluation score in this area. Due to the District not conducting Roster Verification or state testing since 2018-2019, PVAAS data will not be available for any professional employee this school year.

Moving forward, once testing resumes to its normal cadence the District will resume the Roster Verification process. Once three (3) consecutive years of testing and Roster Verification have been completed, this data will be used as a metric in a data-available teachers' educator effectiveness rating.

It is also important to note that growth and assessment data is provided to the District by PDE the School District does not generate this data locally for evaluation purposes.

What is Teacher Specific Data?

Teacher-specific data is comprised of three separate measures: Student Performance on State Assessments, IEP Goals Progress and PVAAS. One, two or three of these measures can be attributed towards your Educator Effectiveness rating based on the data that is available for a teacher. Illustrated below are the different ways Teacher Specific Data can be broken down:



Student Performance on Assessment is for any classroom teacher who has student data that is applicable and attributable to them from a statewide assessment. For educators who are considered *Data Available Teachers*, the *Assessment Data Conversion Scale* will be used to indicate which 0-3 scale score a teacher will receive depending on the percentage of proficient/advanced students they have. This remains the same as it was in Act 82.

PVAAS (Growth): Any classroom teacher who has student data from statewide assessments that are applicable and attributable to her will receive a PVAAS growth score. The *PVAAS (Growth) Data Conversion Scale*, below, indicates 0-3 scale score a teacher will receive based on the PVAAS Score for her applicable and attributable students. This also remains unchanged from Act 82.

IEP Goals Progress: IEP Goals Progress is a measure of growth and student performance for special education students as established in their Individualized Education Program (IEP) plans by the IEP team. Regardless of certification area, all classroom teachers will be accountable for student progress toward IEP Goals Progress if their students have identified IEP Goals to which that teacher contributes data used by the IEP team to monitor progress. If that data is used for monitoring the progress of a group of students with similar academic or non-academic IEP goal skill areas, then they can utilize the IEP Goals Progress measure.

Teacher-Specific Data: PVAAS (Growth)

For Teacher-Specific Reporting reflection tools, please refer to the following links:

[Teacher-Specific Reporting Reflection Tool](#)

https://drive.google.com/file/d/0B9Ec_ZzAlpkzSm1QRXFGam9aeHM/view?usp=sharing

[Math Digging Deeper](#)

<https://drive.google.com/file/d/0B24hSIBWYXrVM1NLNVR4V1NtZTA/view?usp=sharing>

[ELA Digging Deeper](#)

<https://drive.google.com/file/d/0B24hSIBWYXrVcWRVU01uNDdmRHM/view?usp=sharing>

[Science Digging Deeper](#)

<https://drive.google.com/file/d/0B24hSIBWYXrV3ZQVFU3ZGRLMWM/view?usp=sharing>

Teacher-specific strategies to improve student outcomes include areas such as...

- ▶ high expectations
- ▶ relevant, meaningful, and engaging instruction
- ▶ relationship building with students
- ▶ mentoring
- ▶ parent communication
- ▶ group and individual incentive programs
- ▶ and continuity of instruction (teacher attendance).

What is PVAAS Teacher-Specific Reporting?

The Pennsylvania Value-Added Assessment System (PVAAS) teacher-specific reports provide an estimate of the academic growth of a teacher's group of students in a state assessed content area for a specific school year. Each year, teachers of those state assessed content areas will receive a PVAAS composite score, which is a combined measure of all the tested subjects, grades, and Keystone courses taught. Additionally, diagnostic reports are provided for teachers to use in order to improve instructional practices and to assess the academic growth of students at varying achievement levels and demographic subgroups.

Who receives a PVAAS Teacher-Specific Report?

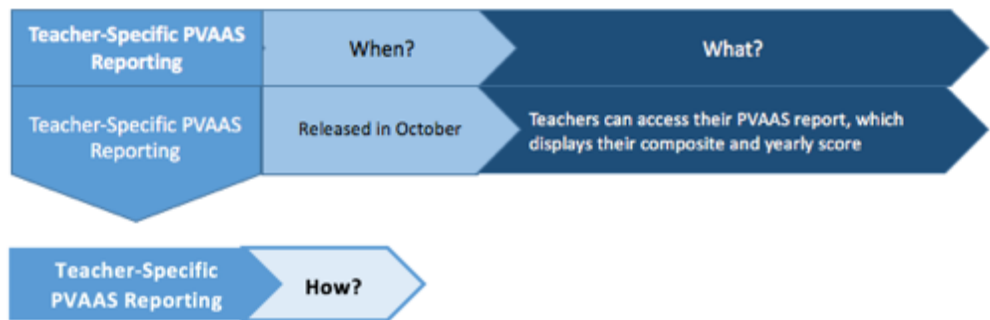
Teachers who are permanent or temporary professional employees, who hold a valid PA teaching certificate, and who have full or partial responsibility for content-specific instruction of assessed eligible content on Pennsylvania's state assessments (PSSA and/or Keystone exams) receive a Teacher-Specific Report. This includes:

- ▶ Teachers of grades 4-8 PSSA ELA and Math, grades 4 and 8 PSSA Science, and Keystone content areas (Algebra I, Biology, Literature)
- ▶ All other teachers responsible for content-specific instruction of assessed eligible content, including ESOL, special education, intervention, and enrichment teachers, etc. (regardless of the teacher's certification).

In-Depth look: Teacher-Specific PVAAS Reporting

Who is the PVAAS Teacher Specific Reporting Process?

Teacher-specific PVAAS depends on student performance on state-standardized assessments. Beyond administering state assessments, PVAAS involves 1) PVAAS Reporting and 2) Roster Verification.

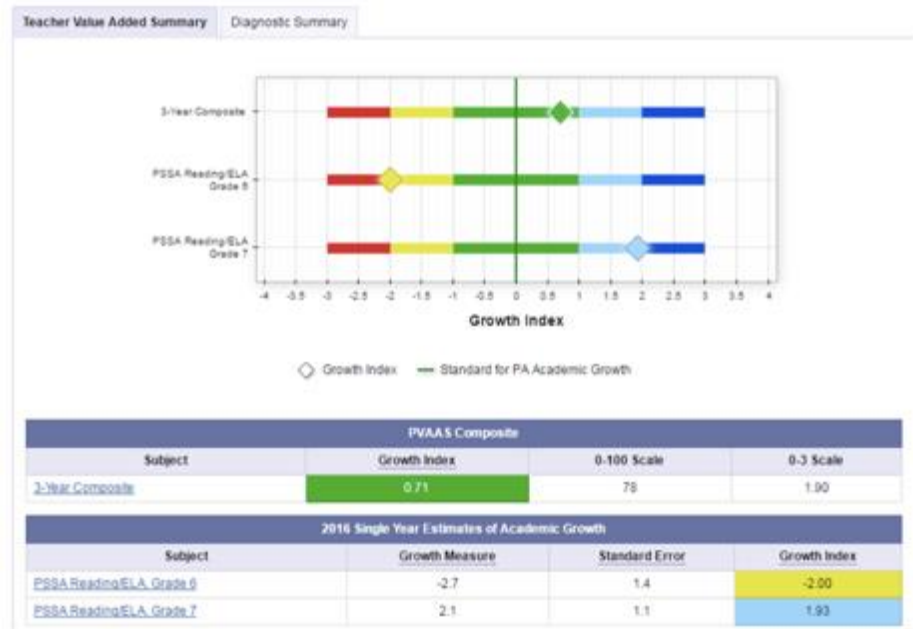


In the sample data below, this Teacher Value Added Summary indicates a Growth Index of 0.71 as a 3-year Composite score, resulting in a 3-year Composite Score of 1.90 for the teacher's Effectiveness rating. The following chart explains how the components of the 3-year Composite Score are determined.

More information on how to interpret the Teacher Specific Report can be found by viewing the e-Learning modules available on the PVAAS site.

The Evaluation team hosts PVAAS drop-in sessions in the Fall and Spring, to support school teams with Roster Verification and more.

Sample Teacher Value-Added Summary



Components of Teacher Value Added Report

Growth Measure	The Growth Measure is a conservative estimate of the academic growth of a teacher's group of students who were concurrently enrolled with the teacher and for which the teacher had full (100%) or partial (<100%) instructional responsibility for the students in the state assessed grade/subject/content area.
Standard Error	Growth is reported as an estimate and its interpretation is dependent upon the amount of error or variation in the estimate. This error or variation is expressed in terms of the Standard Error.
Growth Index	The Growth Index is the growth measure divided by the Standard Error. The use of the Growth Index allows comparison across subjects, grades and content areas.

PVAAS provides a measure of academic growth for a group of students by considering both their endpoint and their entering achievement level. To be included in the overall Effectiveness rating, a teacher must have three years of consecutive PVAAS scores, which make up the 3-year Composite. In mid-October, teachers will have access to review their PVAAS scores. Refer to the table below for a crosswalk from 3-year Composite Scores to PVAAS Teacher Specific Ratings. The 3-year Composite from the previous school year will be used in the current school year's Effectiveness ratings due to the lagged timing of the data release.

PVAAS Color	PVAAS 3-year Composite Growth Index	PVAAS 100 Point Scale	PVAAS Teacher Rating 0-3 Scale
Dark Blue	+3.00 or Greater	100	3.00
Dark Blue	+2.00 to +2.99	90.00-99.99	2.50 to 2.99
Light Blue	+1.00 to +1.99	80.00 to 89.99	2.00 to 2.49
Green	-1.00 to +0.99	70.00 to 79.99	1.50 to 1.99
Yellow	-2.00 to -1.01	60.00 to 69.99	0.50 to 1.49
Red	-3.00 to -2.01	50.00 to 59.99	0.41 to 0.49
Red	-3.01 or Less	49.00	0.40

In-Depth look: Teacher-Specific PVAAS Reporting

A teacher must participate in PVAAS Roster Verification in order to get a Teacher Specific Report. However, not all teachers who participate in Roster Verification will receive a Teacher-Specific Report.

Minimum Requirements for teachers to receive a report:

- 1) **Overall N Count:** A teacher must have a minimum of 11 students who took the PSSA on his/her roster
- 2) A student must be claimed for a minimum threshold of 10% total Instructional Responsibility to be included in the value-added reporting.
- 3) **Active N Count:** The active N count must be a full-time equivalent of 6 students, or 600% for Instructional Responsibility (e.g. a student claimed as 25% is a .25 active student or a student claimed as 50% is a .5 active student).

What is PVAAS Roster Verification?

Roster verification is a process in May and June that allows teachers and principals to adjust and verify the percentages of instructional responsibility for every student, for each state assessment. Adjusting the percentages of instructional responsibility results in the students being weighted appropriately in the value-added analyses for PVAAS teacher-specific reporting. Students with less than 100% instructional responsibility will be weighted less in a teacher's PVAAS reporting than those students who have been claimed at 100%. There are two aspects of instructional responsibility:

- Percentage of Student + Teacher Enrollment
- Full or Partial Percentage of Instruction

Understanding the *Percentage of Student + Teacher Enrollment* Calculation

The *Percentage of Student + Teacher Enrollment* calculation is based on the number of days a student and a teacher are enrolled together (concurrently enrolled) over the course of the instructional window. Starting with **day one** of the instruction (subject/grade/course) for the state assessment, up to and including the last school day before the District's testing window opens for that state assessment, teachers will use the formula below to calculate the overall percentage for Student + Teacher Enrollment.

$$\frac{\text{Total \# of Days Student + Teacher Concurrently Enrolled}}{\text{Total \# of Days for the Course/Subject/Grade}}$$

The percentage is based upon enrollment, not attendance. This percentage can only be adjusted for long-term, approved absences, such as medical leaves, student hospitalization, resignations, etc. The percentage of Student + Teacher Enrollment will be entered by teachers during the Teacher Verification Phase of Roster Verification. Once calculated, teachers will verify or edit the percentage in the Student + Enrollment column of the verification table.

The screenshot shows the PVAAS Roster Verification interface. At the top, there are navigation links: Home, Search, Account, Contact Us, and Sign Out. Below that, there are tabs for Reports, Rosters, e-Learning, Print, and Help. The main content area displays the following information:

- Report: Roster Verification
- Year: 2014
- Teacher Name: DOLINGER, EMBASSY (569)
- Submission Deadline: Mar 4, 2014
- Test: PSSA
- Subject: Math
- Grade: 4th

Below this information, there is a message: "Verify that each student you taught is properly accounted for. Click Help if you have questions. When you are finished with this roster, click the Rosters menu to access any additional rosters. After you verify all your rosters, return to the Roster Verification Summary to submit all your rosters." There are buttons for "Cancel Changes" and "Save Changes".

The main table is titled "Status: Teacher is Verifying" and has the following columns: Student, Student + Teacher Enrollment, Full or Partial % of Instruction, Total, and Edits. The table contains four rows of student data:

	Student	Student + Teacher Enrollment	Full or Partial % of Instruction	Total	Edits
1	DEBUSH, TADIG	100 %	100 %	100.0%	
2	GALLEHER, MACADE	100 %	100 %	100.0%	
3	GOLLA, POSEY	100 %	100 %	100.0%	
4	HAL, ALKESHA	100 %	100 %	100.0%	

Principals have the ability to create and modify PVAAS School User Accounts for their schools. Follow this [PVAAS Account Stepper](#) to set up the permissions for additional support with Roster Verification (Assistant Principals, Roster Chairs or School Based Teacher Leaders). Please note that Principals must remove school account access to teachers after the Preview Phase.

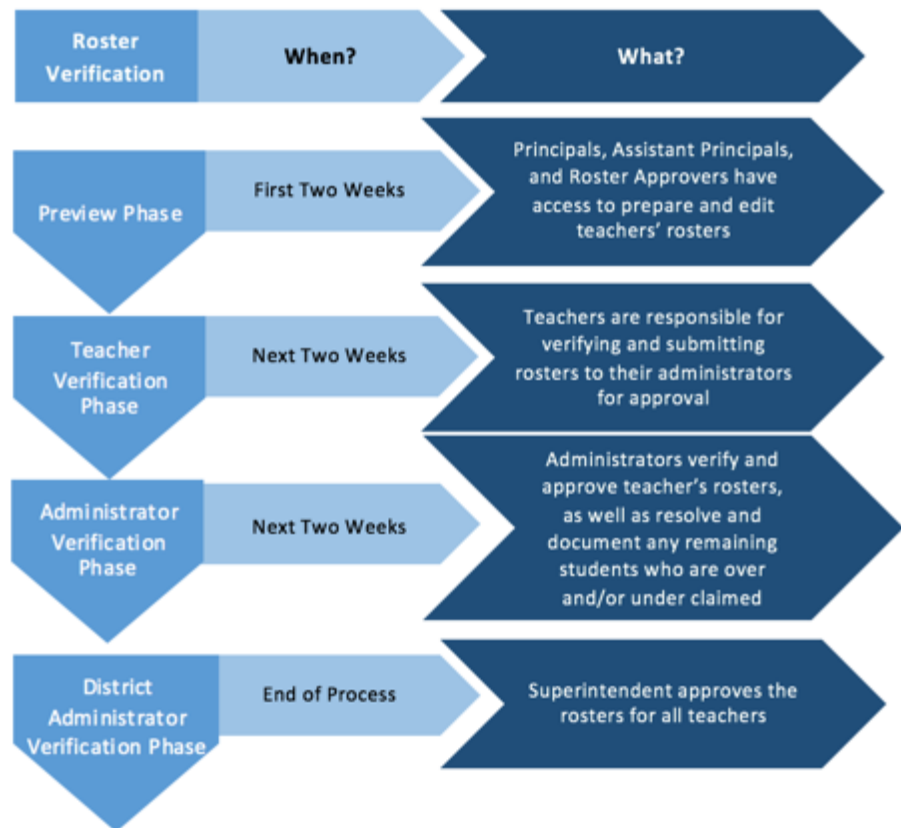
PVAAS Account Stepper:
<https://drive.google.com/file/d/0B24hSIBWYXrVYnJNc2xwYW1LbEU/view?usp=ssharing>

Understanding *Full or Partial of Instruction* and how to calculate

Full or Partial Percentage of Instruction is the percentage of content-specific instruction for a state assessment for which a teacher is responsible for providing to a specific student. The percentage is 100% for a student if only one teacher is responsible for providing instruction to that student in that subject area. If more than one teacher is responsible for content-specific instruction, then the percentage is shared between those teachers (i.e. if a student receives one period of math instruction from a classroom teacher per day and one period of math per day with a special education teacher, then each teacher claims 50% for instructional responsibility). This may occur when there is co-teaching, pull-out or push-in support, content preps, or pull-out interventions.

The percentage for Full or Partial Instruction will be verified or edited by teachers during the Teacher Verification Phase of Roster Verification. Once calculated, teachers will verify or edit the Full or Partial Percentage of Instruction in the appropriate column of the verification table. Teachers who have rosters to verify will receive email notifications from EVAAS Support with information about deadlines and login information. Teachers who do not receive these emails should consult their school's principal to determine eligibility.

$$\frac{\text{Total \# of Minutes Teacher is Responsible for Instruction}}{\text{Total \# of Minutes for the Course/Subject/Grade}}$$



Use the checklist below to ensure all the steps to the Teacher Verification process have been completed.

- Teachers should have a roster for EACH state assessed grade, subject, and source for which they have full or partial responsibility towards the assessed eligible content as assessed by the PSSA or Keystone exams
 - Add and remove rosters as needed
 - If teachers have 1st semester Keystone course(s) and/or 2nd semester Keystone course(s)/full-year course(s), teachers should have a roster for each (Winter tested and Spring tested)
- Teachers should ensure that all students for which they have provided either full or partial instruction through the year are included on the roster for each tested subject and grade, or course
 - Add and remove students from each roster(s) as needed
- Verify and/or edit the % Student + Teacher Enrollment for EACH student on EACH roster
- Verify and/or edit the Full/Partial Percent of Instruction for EACH student on EACH roster
- Resolve all issues of over-claimed students within your school with the assistance of your principal/assistant principal, if needed
- Complete the verification of all data for all rosters
- Submit all rosters to the Principal/Assistant Principal by the end of the Teacher Verification Phase (rosters can be submitted prior to the end of the teacher phase)
 - Include a note/comment to the principal/assistant principal about any issues unable to be resolved or needing assistance

In order to access Roster Verification:

- ▶ Go to <https://pvaas.sas.com>
- ▶ Enter your username and password
- ▶ Roll your mouse over the "Reports" tab in the upper left corner of the screen
- ▶ Enter your PPID (Personal Professional Identification Number) which can be found on the Pennsylvania Department of Education website

Principals must also submit the following documentation when submitting teacher rosters to their Assistant Superintendents:

- ▶ 2018-19 Over and Under Claimed Documentation Spreadsheet

This document will be provided by the Evaluation team.

Administrator
Verification Phase

How?

Use the checklist below to ensure all the steps to the Administration Verification process have been completed.

- Verify that ALL teachers have a roster for EACH grade, subject, and course for which they have full or partial responsibility for the assessed eligible content as assessed by a PSSA or Keystone exam
 - Add, copy, and remove rosters as needed
 - Each teacher who teaches a 1st semester Keystone course(s) and/or 2nd semester Keystone course(s)/full-year course(s) has a roster for each (Winter tested and Spring tested)
- Verify that ALL students for which teachers have provided either full or partial instruction are included on rosters for each respected tested subject and grade, or course
 - Add, copy and remove students as needed
- Verify the Percentage of Total Instructional Responsibility (Percentage of Student + Teacher Enrollment and Full/Partial Percentage of Instruction) for each student on each roster is accurate
- Verify that all issues of under-claimed students are correct and legitimate
 - This includes reviewing students who have been removed from rosters to ensure accuracy of this information, as well as contacting other District schools to determine the reason why a shared student may be under claimed
 - Refer to the guidance sheet for specific examples
 - You must document all instances of under claiming using the spreadsheet available in your Educator Evaluation resources
- Resolve all issues of over-claimed students with the teachers involved within your school and across schools
 - This includes all over-claimed students within the District AND any students shared simultaneously with another LEA
 - You must contact other District schools and document all instances of over-claiming
- Return to teachers any rosters that require changes. Then, re-approve those rosters
- Complete all rosters for teachers unable/unavailable to verify during the Teacher Verification window
 - Approve and submit all rosters to the District (via your Assistant Superintendent) by the end of the School Administrator Verification Phase (school administrators do not have to wait until the end of the school verifier window to submit rosters to the District)

In order to access Roster Verification:

- ▶ Go to <https://pvaas.sas.com>
- ▶ Enter your username and password
- ▶ Roll your mouse over the "Reports" tab in the upper left corner of the screen
- ▶ Enter your PPID (Personal Professional Identification Number) which can be found on the Pennsylvania Department of Education website

District Administrator
Verification Phase

How?

Use the checklist below to ensure all the steps to the Administration Verification process have been completed.

- Verify that ALL issues of under-claimed students are correct and legitimate
 - Review numbers of over and under claiming at each school in consultation with the Evaluation team
 - Each school in the network provided documentation for underclaimed students
- All principals/assistant principals have resolved all issues of over-claimed students with the school administrators and teachers involved
 - This includes all over-claimed students only within the District
 - Any students over claimed with another LEA will be resolved proportionally by PDE
- Return to principals/assistant principals any schools' rosters that require changes. Then, re-approve those rosters
- Verify that all issues of under-claimed students are correct and legitimate
 - All principals/assistant principals communicated to teachers (suggest via email for a history of this communication) any changes to a teacher's roster during the District Administrator Verification window as rosters cannot be returned to the teacher during the District Administrator phase
- Approve all of your school's rosters in order to be submitted to SAS EVAAS by District Administration at the end of the LEA Administration Verification window

Teacher-Specific Data: IEP Goals Progress

Teachers that are eligible to complete IEP Goals Progress will **also** complete an SPM.

A teacher should **not** use the same goal from their SPM for their IEP Goal.

For IEP Goals Progress, **n** (minimum # of students required for eligibility) = **8**

Exemplars will be forthcoming in the Educator Evaluation Resources: https://drive.google.com/file/d/1D_xeTbKTuhasxHYPbCUrtOAtc7h0o8h/view

The IEP Goals Progress interval for instruction is October 26, 2022 to April 17, 2023; these dates reflect the close of the IEP Goals Progress goal selection window and the opening of the IEP Goals Progress final reflection and self-rating window.

The attendance requirement for students and teachers is 80%. With the interval of instruction being 104 days, a student or teacher can have no more than 21 absences during the interval. If a student or teacher has 21 or more absences between October 26 and April 17, they will no longer be eligible to be counted towards the IEP Goals Progress goal OR to receive an IEP Goals Progress final score, respectively.

What is IEP Goals Progress?

The Student Performance Measure of IEP Goals Progress is required as part of the evaluation of Educator Effectiveness for professional employees serving as classroom teachers (including regular education as well as special education) when they contribute to data for monitoring the progress of 8 or more students with similar academic or non-academic IEP goal skill areas.

Teachers will implement the IEP Goals progress for 1 class or caseload of 8 or more students (n=8). The supervising administrator and the teacher will work cooperatively to identify IEP Goals to which the educator contributes data for monitoring the progress of the students with similar IEP goals.

Steps to IEP Goals Progress Completion

- Identify a collective need among your IEP students and what your response will be to help meet that need
- Describe the context and baseline to provide background information about your students
- Create a plan of action around your identified need
- Define what your levels of performance towards meeting success with these students' needs are: Failing, Needs Improvement, Proficient, Distinguished
- Conference with your supervisor before, during, and after the IEP Goals Progress process to set expectations, monitor progress, and determine a final classroom teacher rating

Examples of Academic IEP Goals *might* be:

- Reading Comprehension: When presented with a grade-level text, either fiction or nonfiction (e.g., novels, short stories, news articles, plays, poems, etc.), and the opportunity to hear the material read aloud, Paul will independently demonstrate understanding by earning at least 75% on comprehension questions as measured by scores on five consecutive reading assignments/assessments. Standard - CC.1.2.11-12.L: read and comprehend literary fiction and non-fiction and informational text on grade level, reading independently and proficiently.
- Written Expression: When presented with a writing task (constructed response, paragraph, essay, process-writing piece, etc.), and the opportunity to discuss the writing task with his teacher, Brian will be able to construct a written response which provides a clear assertion, cites at least one piece of textual evidence, and explains the connection between the assertion and evidence, as measured by earning scores of at least 75% on five consecutive writing tasks. Standard - CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

Examples of Non-Academic IEP Goals *might* be:

- When provided with a daily checklist, Jean will come prepared to core academic classes with identified materials 90% of the time for 20 consecutive days. Baseline: currently averages 55% of time brings necessary materials to core classes over 14-day period
- With movement breaks and access to identified calming items/strategies, Amy will stay in her assigned area while requiring no more than 2 staff prompts 70% of the time as measured by staff collected data for 5 consecutive weeks.

Building Level Data replaces the former measure, SPP.

Teachers may access their Building Level Data scores via the School District's School Performance Profile app by logging into the District's Master login page. The School Performance Profile App allows teachers to see the Building Level Data scores used in calculating their overall Effectiveness rating.

Note: The School District does not utilize Building Level Data from charter schools.

Similar to PVAAS scores, a teacher's Building Level Data score from the previous year is attributed to a teacher's effectiveness rating for the current year.

Manually calculated values should be truncated to 2 decimal places.

What is the Building Level Data?

Building Level Data, formerly known as School Performance Profile (SPP), is Pennsylvania's school accountability model used to capture a school's overall performance. Building Level Data incorporates a variety of weighted indicators – both academic and nonacademic – to capture a school's overall performance. Building Level Data scores range from 0 to 100. Schools can earn up to 100 points based on a school's performance across four categories: Academic Achievement, Academic Growth, Attendance Rate and Graduation Rate.

Who receives a Building Level Data score?

Building Level Data scores will be given to **all** teachers except:

- ▶ Temporary Teachers in the District
- ▶ Title I Teacher in Non-Public Programs
- ▶ Centrally located and NOT assigned to provide direct services to any school
- ▶ Teachers assigned to a school that does not receive a Building Level Data score

What is the Building Level Data score process?

Building Level Data scores are calculated by the Pennsylvania Department of Education; teachers do not need to submit anything to receive a Building Level Data score. Schools receive one Building Level Data score that applies to all teachers in that building (i.e., a building level score).

How does Building Level Data Capture Teacher Performance?

A school's Building Level Data score for the current academic year is not released until the Fall of the following school year. The Building Level Data score used to calculate a teacher's overall rating relates to the school(s) at which a teacher taught during the PREVIOUS school year. Specifically, the Building Level Data is based on the school(s) that the teacher was associated with from February 1 and June 1 of the previous school year.

New to Building Level Data (formerly SPP): Challenge Multiplier

The *Challenge* multiplier is an adjustment of the building level score by adding points based on the percentage of economically disadvantaged students enrolled at a school.

- I. Calculate the regression coefficient of determination, known as r^2 , that 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.
- II. Multiply the regression coefficient of determination under subparagraph (I) by .1.
- III. Multiply the product produced in subparagraph (II) by the most currently available percentage of economically disadvantaged students in the school.
- IV. Multiply the product produced in subparagraph (III) by 100.
- V. Add the product produced in subparagraph (IV) to the building level score.

	Unadjusted Building Score	Adjusted Building Score
School A: 92% Economically Disadvantaged	61.0	65.1
School B: 38.5% Economically Disadvantaged	85.2	86.9

Teacher Multiple Measure Summary

Multiple Measure Summary (MMS) reports are released by the Principal/AP to teachers.

- There are Mid-Year and End-of-Year MMS reports:
- Mid-Year MMS reports are for TPE (not tenured) teachers and teachers on a Performance Improvement Plan.
 - End-of-Year MMS reports are for all teachers.

MMS reports for TPE teachers will be 100% observation.

What is the Multiple Measure Summary?

Teachers are evaluated on four measures of Educator Effectiveness, which determine the overall Effectiveness Rating: Formal Observation, Student Performance Measures, Teacher-Specific Data, and Building Level Data. The Multiple Measure Summary (MMS) shows a teacher's score for each measure, when available, and the teacher's overall Effectiveness Score and Rating.

Who receives a Multiple Measure Summary?

All teachers receive an MMS every year based on currently available data for each of the four measures of Effectiveness.

How does the Multiple Measure Summary capture Teaching Practice?

Each measure of the Teacher Evaluation System assesses different aspects of teacher practice. Collectively, the measures provide a holistic view of a teacher's effectiveness as it captures both teacher practice and student outcomes.

To calculate a teacher's overall Effectiveness Rating, the score from each Effectiveness measure is converted to a 0-3 scale. These converted scores are multiplied by their respective weights described on the next page, and then added together to create a final Teacher Effectiveness Score. Scores for each measure and the overall Effectiveness Rating correspond with four performance levels, shown below.

0.00 – 0.49 Failing	0.50 – 1.49 Needs Improvement	1.50 – 2.49 Proficient	2.50 – 3.00 Distinguished
------------------------	----------------------------------	---------------------------	------------------------------

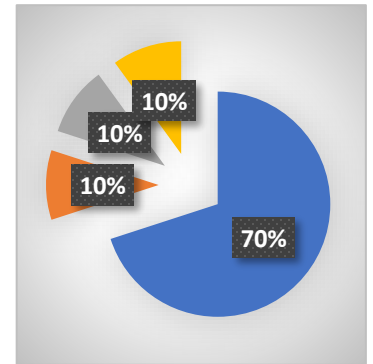
What is the Multiple Measure Summary Process?

At the conclusion of the rating period, the Evaluation team works with the District's Office of Information Systems to calculate every teachers' MMS. For most teachers, this occurs at the end of their 10-month rating period in the spring.

2nd and 3rd year teachers, who have a 5-month rating period, receive an MMS report following the fall rating period (mid-year MMS report).

Once the score has been calculated, a Multiple Measure Summary Report is uploaded to Cornerstone, which is then reviewed by the principal and released to teachers.

Teacher Effectiveness Score
with all data available



MMS Breakdown Based on Available Data

Score: 0-3 score teacher received for that measure

Factor: Weight for that score (e.g., a factor of 10% for Building Level Data means that score counts towards 10% of the teacher's overall Effectiveness Score)

Earned Points: Total amount of points for that measure that will contribute to the teacher's Effectiveness Score and Rating; found by multiplying the score by the factor

Teacher Effectiveness Rating Earned Points: Overall Teacher Effectiveness Score

Teacher Effectiveness Rating: Overall rating from Failing to Distinguished that corresponds with the teacher's Overall Effectiveness Score

Overall Rating: Designation of Satisfactory or Unsatisfactory

Note: If a teacher is in a Professional Development Plan (PDP) year, his/her/their most recent observation score is used in their MMS calculation.

All Data Available

Teacher Observation	Student Performance Measures	Teacher-Specific Data	Building Level Data
70%	10%	10%	10%

One Missing Component

Observation	SPM	Teacher-Specific Data	Building Level Data
70%	20%	-	10%
80%	10%	10%	-

Two Missing Components

Observation	SPM	Teacher-Specific Data	Building Level Data
80%	20%	-	-
90%	-	-	10%

Three Missing Components (i.e. TPE Teachers)


Observation	SPM	Teacher-Specific	Building Level Data
100%	-	-	-

In-Depth Look: Teacher-Specific Data

The 10% attributed towards Teacher Specific Data on the MMS report is broken down in based on how many measures are available to inform Teacher Specific Data:

TEACHER-SPECIFIC DATA		
All 3 Measures 5% + 2.5% + 2.5%	2 Measures 5% + 5%	1 Measure 10%
Teacher-Specific: Assessment (2.5%)	5% each (5% + 5%)	10%
Teacher-Specific Growth (5.0%)	Ex. 1: Teacher-Specific: Assessment & Teacher-Specific IEP Goals Progress Only	Ex. 1: Teacher-Specific: Assessment
Teacher-Specific IEP Goals Progress (2.5%)	Ex. 2: Teacher-Specific: Assessment & Teacher-Specific Growth only	Ex. 2: Teacher-Specific IEP Goals Progress only

SAMPLE MULTIPLE MEASURE SUMMARY REPORT (typically a 4-page document)
 Note: The measurements on this sample are dated; Measurements will differ for SY 2021-2022



2019-2020 Spring Teacher Multiple Measures Summary
 Review Period 1/1/2020 - 5/31/2020

REVIEWER
 Manager's Name

Observee's Name
 TEACHER, FULL TIME
 Position
 LEARNING NETWORK
 Division

Overview

Task Instructions

Overall Score
 Overall Score SATISFACTORY

Planning and Preparation - Earned Points

Directions

Additional Information

Planning and Preparation Earned Points	0.4
Planning and Preparation Rating	2
Planning and Preparation Factor	0.20

Classroom Environment - Earned Points

Directions

Additional Information

Classroom Environment Earned Points	0.6
Classroom Environment Rating	2
Classroom Environment Factor	0.30

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Instruction - Earned Points

Directions

Additional Information

Instruction Earned Points	0.6
Instruction Rating	2
Instruction Factor	0.30

Professional Responsibility - Earned Points

Directions

Additional Information

Professional Responsibility Earned Points	0.4
Professional Responsibility Rating	2
Professional Responsibility Factor	0.20

Teacher Observation and Practice Earned Points Summary

Additional Information

Teacher Observation and Practice Earned Points Summary	2
Planning and Preparation Earned Points	0.4
Classroom Environment Earned Points	0.6
Instruction Earned Points	0.6
Professional Responsibility Earned Points	0.4

Student Performance

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Additional Information

Building-Level Score	0
Building-Level Rating Converted	0
Teacher-Specific Rating	0
Elective Rating	0

Teacher Effectiveness Rating - Earned Points

Additional Information

Teacher Effectiveness Rating - Earned Points	2
Teacher Observation and Practice Score Factor	0.00
Teacher Observation and Practice Earned Points	0
Building-Level Score Factor	0.00
Building-Level Earned Points	0
Teacher-Specific Score Factor	0.00
Teacher-Specific Earned Points	0
Elective Data Score Factor	0.00
Elective Data Earned Points	0

Final Performance Rating

Additional Information

Final Performance Rating	SATISFACTORY
Teacher Effectiveness Rating Earned Points	0
Teacher Effectiveness Rating Converted	N/A

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Peer Assistance Review (PAR): A year-long program for all first-year temporary professional teaching employees (TPE) and for tenured employees who receive an Unsatisfactory Effectiveness rating the previous rating period. Teachers in PAR receive one Formal Observation towards the end of the Spring observation window.

Performance Improvement Plan (PIP): An individualized support plan that is developed in collaboration with the principal and teacher to address areas of concern related to the contributing factors of a teacher's MMS. The PIP will last the duration of the next rating period.

Pre-K Teachers: Pre-K teachers do not participate in the PAR program regardless of their effectiveness rating.

See the PGS Manual for more information on PIP requirements and policies.



1st Year Teachers and Tenured Teachers in PAR

1st Year teachers and Tenured teachers in PAR do not receive an Effectiveness Rating of Distinguished, Proficient, Needs Improvement and Failing. Instead, the teacher's overall rating of Satisfactory or Unsatisfactory will be made by the PAR Panel.

Implications for Needs Improvement Ratings

Teachers who receive a Needs Improvement Effectiveness Rating must complete a PIP, which can be coach driven or self-directed. Furthermore, any teacher who receives a Needs Improvement rating will be formally observed the following school year. The length of the PIP and frequency of formal observations will be based on their tenured status.

	PIP Length	Number of Formal Observations
Non-Tenured Teachers	5-months	1
Tenured Teachers	10-months	2

The second Effectiveness Rating of Needs Improvement in the same certification within a span of 4 years of the first Needs Improvement rating will be converted into a Failing - Unsatisfactory rating.

Implications for Failing Ratings

Tenured teachers who receive a Failing End-of-Year rating will be enrolled in the PAR program for the following school year. Non-tenured (2nd and 3rd year) teachers who receive a Failing rating are on grounds for dismissal. A recommendation for dismissal can be made by the principal. Those who are retained will complete a coach-driven PIP.

Teacher Type	Implications & PIP Length
Non-Tenured Teachers: Mid-year MMS	Grounds for Dismissal If retained: - Complete PIP - Receive 1 FO
Non-Tenured Teachers: End-of-Year MMS	Grounds for Dismissal
Tenured Teacher	Enter PAR

The following page has an example of the previous format of the MMS reports for teachers. The new Cornerstone format for MMS reports will be made available soon!

Most score change-requests require written approval from the Assistant Superintendent of the observer and observee.

Observers receive their final observation score before they receive their overall Effectiveness rating on their MMS report. Therefore, Observees can contest a score 10 days within receiving them individually, instead of waiting until they see the score(s) again, altogether, on their MMS report.

Article XIV

<https://drive.google.com/file/d/1ToR3VqGk24IYs7cJy18znTSaIYX5g5Gu/view?usp=sharing>

Protocol for Contesting Evaluative Scores

In the event that a teacher (Observee) does not agree with an evaluative score that they received from their Observer during an appropriate window of evaluation, the following actions should take place:

Within **ten (10) school days** of the Observee receiving a copy of that rating (i.e. Formal Observation, MMS report), Observees can contest their evaluations with their rating officer (i.e. principal).

Supporting detail can be found in the Collective Bargaining Agreement between the Philadelphia Federation of Teachers and the School District of Philadelphia [Article XIV](#): Due Process Procedures.

The Observee should furnish evidence, such as their written self-evaluation with supporting facts, concerning their rating. Upon sharing this information with their principal, if the principal determines there is just cause for the revision of a score, the principal will then reach out to the Office of Evaluation via email at effectiveness@philasd.org.

Initial contact with the Evaluation team will begin a preliminary investigation. The communication needs to include the Observee's information, the principal's rationale for the score change request, and any supporting data/documents.

When the details of the score change request are corroborated and the score change is found necessary, the final step will be securing the written consent of the score change from the Assistant Superintendent.

Point of Clarification: If the Observee's MMS report is released June 11, 2020 - the last day of the MMS release window for the 2020-2021 school year - ten (10) school days from that date would begin with the first day of school in the following (2021-2022) school year.

Score Change Due to User Error

If a score change is required due to an observer's error (i.e. Principal accidentally inputs a 1 instead of a 2), the observer can email effectiveness@philasd.org. A rationale should still be provided.

Scores that inform an Effectiveness Rating (populated by the observer):

- ▶ Formal Observation score – *Teacher Observation and Practice* score on the MMS report

In the event that a teacher feels an error was made of his/her evaluation, and resolution cannot be reached between their observer and the Office of Evaluation, the Observee may invoke the grievance procedure.

More information can be found in [Article XV](#): Dispute Resolution of the Collective Bargaining Agreement between Philadelphia Federation of Teachers and the School District of Philadelphia.

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Appendix A

SDP Modified Danielson Framework for Teaching

Domain 1: Planning and Preparation

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
1c. Setting Instructional Outcomes	<p>Outcomes lack rigor</p> <p>Outcomes do not represent important learning in the discipline</p> <p>Outcomes are not clear or are stated as activities</p> <p>Outcomes are not suitable for many students in the classroom</p>	<p>Outcomes represent a mixture of low expectations and rigor</p> <p>Some outcomes reflect important learning in the discipline</p> <p>Outcomes are suitable for most of the class</p>	<p>Outcomes represent high expectations and rigor</p> <p>Outcomes are related to "big ideas" of the discipline</p> <p>Outcomes are written in terms of what students will learn rather than do</p> <p>Outcomes represent a range of types; factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication</p> <p>Outcomes, differentiated where necessary, are suitable to groups of students in the class</p>	<p>The teacher's plans reference curricular framework or blueprints to ensure accurate sequencing</p> <p>The teacher connects outcomes to previous and future learning</p> <p>Outcomes are differentiated to encourage individual students to take educational risks</p>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
1e. Designing Coherent Instruction	<p>Learning activities are boring and/or not well aligned to the instructional goals</p> <p>Materials are not engaging or do not meet instructional outcomes</p> <p>Instructional groups do not support learning</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations</p>	<p>Learning activities are moderately challenging</p> <p>Learning resources are suitable, but there is limited variety</p> <p>Instructional groups are random, or they only partially support objectives</p> <p>Lesson structure is uneven or may be unrealistic about time expectations</p>	<p>Learning activities are matched to instructional outcomes</p> <p>Activities provide opportunity for higher-level thinking</p> <p>The teacher provides a variety of appropriately challenging material and resources</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths</p> <p>The plan for the lesson or unit is well structure, with reasonable time allocations</p>	<p>Activities permit student choice</p> <p>Learning experiences connect to other disciplines</p> <p>The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class</p> <p>Lesson plans differentiate for individual student needs</p>

Domain 2: The Classroom Environment

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
2b. Establishing a Culture for Learning	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors</p> <p>The teacher conveys to at least some students that the work is too challenging for them</p> <p>Students exhibit little or no pride in their work</p> <p>Students use language incorrectly; the teacher does not correct them</p>	<p>The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces</p> <p>The teacher conveys high expectations for only some students</p> <p>Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path"</p> <p>The teacher's primary concern appears to be to complete the task at hand</p> <p>The teachers urges, but does not insist, that students use precise language</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material</p> <p>The teacher demonstrates a high regard for students' abilities</p> <p>The teacher conveys an expectation of high levels of student effort</p> <p>Students expend good effort to complete work of high quality</p> <p>The teacher insists on precise use of language by students</p>	<p>The teacher communicates passion for the subject</p> <p>The teacher conveys the satisfaction that accompanies a deep understanding of complex content</p> <p>Students indicate through their questions and comments a desire to understand content</p> <p>Students assist their classmates in understanding the content</p> <p>Students take initiative in improving the quality of their work</p> <p>Students correct one another in their use of language</p>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
2c. Managing Classroom Procedures	<p>Students not working with the teacher are not productively engaged</p> <p>Transitions are disorganized, with much loss of instructional time</p> <p>There do not appear to be any established procedures for disturbing and collecting materials</p> <p>A considerable amount of time is spent off task because of unclear procedures</p>	<p>Students not working directly with the teacher are only partially engaged</p> <p>Procedures for transitions seem to have been established, but their operation is not smooth</p> <p>There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out</p> <p>Classroom routines function unevenly</p>	<p>Students are productively engaged during small-group or independent work</p> <p>Transitions between large- and small- group activities are smooth</p> <p>Routines for distributions and collection of materials and supplies work efficiently</p> <p>Classroom routines function smoothly</p>	<p>With minimal prompting by the teacher, students ensure that their time is used productively</p> <p>Students take initiative in distributing and collecting materials efficiently</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly</p>
2d. Managing Student Behavior	<p>The classroom environment is chaotic, with no standards of conduct evident</p> <p>The teacher does not monitor student behavior</p> <p>Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response</p>	<p>The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success</p> <p>The teacher attempts to keep track of student behavior, but with no apparent system</p> <p>The teacher's response to student misbehaving is inconsistent: sometimes harsh, other times lenient</p>	<p>Standards of conduct appear to have been established and implemented successfully</p> <p>Overall, student behavior is generally appropriate</p> <p>The teacher frequently monitors student behavior</p> <p>The teacher's response to student misbehavior is effective</p>	<p>Student behavior is entirely appropriate; and student misbehavior is very minor and swiftly handled</p> <p>The teacher silently and subtly monitors student behavior</p> <p>Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct</p>

Domain 3: Instruction

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3a. Communicating with Students	<p>At no time during the lesson does the teacher convey to students what they will be learning</p> <p>Students indicate through body language or questions that they don't understand the content being presented</p> <p>The teacher makes a serious content error that will affect students' understanding of the lesson</p> <p>Students indicate through their questions that they are confused about the learning task</p> <p>The teacher's communications include errors of vocabulary or usage or imprecise use of academic language</p> <p>The teacher's vocabulary is inappropriate to the age or culture of the students</p>	<p>The teacher provides little elaboration or explanation about what the students will be learning</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students</p> <p>The teacher makes no serious content errors but may make minor ones</p> <p>The teacher's explanations of content are purely procedural, with no indication of how students can think strategically</p> <p>The teacher must clarify the learning task so students can complete it</p> <p>The teacher's vocabulary and usage are correct but unimaginative</p> <p>When the teacher attempts to explain academic vocabulary, it is only partially successful</p> <p>The teacher's vocabulary is too advanced, or too juvenile, for students</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning</p> <p>The teacher's explanation of content is clear and invites student participation and thinking</p> <p>The teacher makes no content errors</p> <p>The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning</p> <p>Students engage with the learning task, indicating that they understand what they are to do</p> <p>If appropriate, the teacher models the process to be followed in the task</p> <p>The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary</p> <p>The teacher's vocabulary is appropriate to students' ages and levels of development</p>	<p>If asked, students are able to explain what they are learning and where it fits into the larger curriculum context</p> <p>The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life</p> <p>The teacher points out possible areas for misunderstanding</p> <p>The teacher invites students to explain the content to their classmates</p> <p>Students suggest other strategies they might use in approaching a challenge or analysis</p> <p>The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline</p> <p>Students use academic language correctly</p>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3b. Using Questioning and Discussion Techniques	<p>Questions are rapid-fire and convergent, with a single correct answer</p> <p>Questions do not invite student thinking</p> <p>All discussion is between the teacher and students; students are not invited to speak directly to one another</p> <p>The teacher does not ask students to explain their thinking</p> <p>Only a few students dominate the discussion</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly</p> <p>The teacher invites students to respond directly to one another's class ideas, but few students respond</p> <p>The teacher calls on many students, but only a small number actually participate in the discussion</p> <p>The teacher asks students to explain their reasoning, but only students attempt to do so</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers</p> <p>The teacher makes effective use of wait time</p> <p>Discussions enable students to talk to one another without ongoing mediation by teacher</p> <p>The teacher calls on most students, even those who don't initially volunteer</p> <p>Many students actively engage in the discussion</p> <p>The teacher asks students to justify their reasoning, and most attempt to do so</p>	<p>Students initiate higher-order questions</p> <p>The teacher builds on and uses student responses understanding</p> <p>Students extend the discussion, enriching it</p> <p>Students invite comments from their classmates during a discussion and challenge one another's thinking</p> <p>Virtually all students are engaged in the discussion</p>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3c. Engaging Students in Learning	<p>Few students are intellectually engaged in the lesson</p> <p>Learning tasks/activities and materials require only recall or have a single correct response or method</p> <p>Instructional materials used are unsuitable to the lesson and/or the students</p> <p>The lesson drags or is rushed</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would promote more students engagement</p>	<p>Some students are intellectually engaged in the lesson</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recalls</p> <p>Student engagement with the content is largely passive; the learning consists primarily of facts or procedures</p> <p>The materials and resources are partially aligned to the lesson objectives</p> <p>Few of the material and resources require student thinking or ask students to explain their thinking</p> <p>The pacing of the lesson is uneven- suitable in parts but rushed or dragging in others</p> <p>The instructional groupings used are partially appropriate to the activities</p>	<p>Most students are intellectually engaged in the lesson</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking</p> <p>Students are invited to explain their thinking as part of completing tasks</p> <p>Materials and resources support the learning goals and require intellectual engagement, as appropriate</p> <p>The pacing of the lesson provides students the time needed to be intellectually engaged</p> <p>The teacher uses groupings that are suitable to the lesson activities</p>	<p>Virtually all students are intellectually engaged in the lesson</p> <p>Lesson activities require high-level student thinking and explanations of their thinking</p> <p>Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggestion modifications to the grouping patterns uses, and/or (3) suggestions modifications or additions to the materials being used</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding</p>

Domain 4: Professional Responsibilities

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
4a. Reflecting on Teaching	<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness</p> <p>The Teacher makes no suggestions for improvement</p>	<p>The teacher has a general sense of whether or not instructional practices were effective</p> <p>The teacher offers general modifications for future instruction</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used</p> <p>The teacher identifies specific ways in which a lesson might be improved</p>	<p>The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness</p> <p>The teacher's suggestions for improvement draw on an extensive repertoire</p>
4c. Communicating with Families	<p>Little or no information regarding the instructional program is available to parents</p> <p>Families are unaware of their children's progress</p> <p>Family engagement activities are lacking</p> <p>There is some culturally inappropriate communication</p>	<p>School- or district- created materials about the instructional program are sent home</p> <p>The teacher sends home infrequent or incomplete information about the instructional program</p> <p>The teacher maintains a school- required gradebook but does little else to inform families about student progress</p> <p>Some of the teacher's communications are inappropriate to families' cultural norms</p>	<p>The teacher regularly makes information about the instructional program available</p> <p>The teacher regularly send home information about student progress</p> <p>The teacher develops activities designed to engage families successfully and appropriately in their children's learning</p> <p>Most of the teacher's communications are appropriate to families' cultural norms</p>	<p>Students regularly develop material to inform their families about the instructional program</p> <p>Students maintain accurate records about their individual learning progress and frequently share this information with families</p> <p>Students contribute to regular and ongoing projects designed to engage families in the learning process</p> <p>All of the teacher's communications are highly sensitive to families' cultural norms</p>

Appendix B

SDP Modified Danielson Framework
Online Teaching Rubric

RUBRIC ASSESSMENT: Online Educators

Date: _____ Self-Assessment? _____ Evaluator Assessment? _____

Domain 1: Planning and Preparation

Component	Practicing	Needs Improvement	Proficient	Exemplary
1a. Demonstrating Knowledge of Content and Pedagogy	<ul style="list-style-type: none"> Teacher has a limited knowledge of content within his or her discipline and struggles to use online tools to show connections in concepts. Teacher's online practice reflects little understanding of foundational relationships among concepts; consistent evidence of inaccuracies or gaps exists. Teacher's strategies for communication and virtual instruction display a familiarity of an effective approach to pedagogy within the discipline. 	<ul style="list-style-type: none"> Teacher has knowledge of content within his or her discipline, but shows a lack of knowledge on how to show connections within concepts through the use of online tools. Teacher's online practice reflects some understanding of foundational relationships among concepts, although there is evidence of inaccuracy or lack of depth. Teacher's strategies for communication and virtual instruction display a limited familiarity of an effective approach to pedagogy within the discipline. 	<ul style="list-style-type: none"> Teacher has strong knowledge of content within his or her discipline and uses online tools to show connections within concepts. Teacher's online practice reflects a core understanding of foundational relationships among concepts. Teacher's strategies for communication and virtual instruction display a familiarity of an effective approach to pedagogy within the discipline. 	<ul style="list-style-type: none"> Teacher displays the content in discipline and art engage student connections with Teacher's online understanding of relationships among concepts Teacher provides the online students with meaningful relationships and virtual instruction display a familiarity of an effective approach to pedagogy within the discipline. Teacher's strategies and virtual instruction display a familiarity of an effective approach to pedagogy within the discipline.
Indicator Examples	<ul style="list-style-type: none"> Teacher only requires students to copy definitions from an online dictionary and work to help students learn to spell difficult words. Teacher does not show the connection between the start of WWII and the end of the Great Depression during online instruction. 	<ul style="list-style-type: none"> Teacher plans to give hand with an online lesson on addition with regrouping, even though some students have not fully grasped place value. Teacher demonstrates limited connection between the various methods to represent fractional numbers during online instruction. 	<ul style="list-style-type: none"> Teacher requires students to not have the knowledge of a particular virtual math tool. Teacher sets up an online lesson, assesses their understanding, and then moves on to the next concept. Teacher creates a virtual lesson, and makes sure that shows the connection between the events that led up to the Civil War. 	<ul style="list-style-type: none"> Teacher plans an online lesson on addition with regrouping, and then assesses their understanding of the concept. Teacher has a solid understanding of the content in discipline and art engage student connections with Teacher's online understanding of relationships among concepts Teacher provides the online students with meaningful relationships and virtual instruction display a familiarity of an effective approach to pedagogy within the discipline.

Indicator Examples	Practicing	Needs Improvement	Proficient	Exemplary
1b. Demonstrating Knowledge of Students	<ul style="list-style-type: none"> Teacher demonstrates little or no understanding of how students learn and the need for students to utilize special needs. Teacher demonstrates little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs. Teacher does not seek information about the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in an online course. 	<ul style="list-style-type: none"> Teacher demonstrates some understanding of how students learn and the need for students to utilize online tools. Teacher demonstrates some knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs. Teacher seeks some information about the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in an online course. 	<ul style="list-style-type: none"> Teacher understands the active nature of student learning in the online environment and designs instruction about levels of development for groups of students. Teacher is aware of individual student's backgrounds, cultures, skills, language proficiency, interests, and special needs. Teacher obtains information about the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in an online course. 	<ul style="list-style-type: none"> Teacher utilizes pre-emptive barriers to learning, including the digital divide. Teacher utilizes information about backgrounds, cultural proficiency, interest from a variety of sources to either a student's background. Teacher obtains information about the degree to which a student possesses the attributes, skills and knowledge that contribute to success in an online course, barriers and the digital divide.
Indicator Examples	<ul style="list-style-type: none"> Teacher does not inform students that highlights skills needed to learn successfully in an online environment. Teacher simply reads out content, makes place value and exponents other reasons to ensure students have the ability to access content and to ascertain student knowledge. 	<ul style="list-style-type: none"> Teacher provides some information about the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in an online environment. Teacher provides some information about the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in an online environment. 	<ul style="list-style-type: none"> Teacher obtains information about the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in an online environment. Teacher provides information about the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in an online environment. 	<ul style="list-style-type: none"> Teacher develops pre-emptive barriers to learning, including the digital divide. Teacher obtains information about the degree to which a student possesses the attributes, skills and knowledge that contribute to success in an online environment, barriers and the digital divide.

<p>1c. Setting Instructional Outcomes</p> <ul style="list-style-type: none"> Teacher designed instructional outcomes do not demonstrate the accuracy and relevance of the curriculum Student outcomes are unclear, are not paired, either, or do not represent the expectations of the curriculum Instructional outcomes are not measurable Knowledge of students is lacking and reflected in the learning outcomes. 	<ul style="list-style-type: none"> Teacher designed instructional outcomes are not tightly aligned with the curriculum's outcomes. Student outcomes reflect some learning in the discipline and consist of a combination of outcomes and online activities. Instructional outcomes can be measured, but are effectively devoid of the mystery. Knowledge of students is minimal and reflected in the learning outcomes. 	<ul style="list-style-type: none"> Teacher designed instructional outcomes align with curriculum's outcomes and provide rigor and relevance. Student outcomes reflect higher order learning in the discipline and consist of a combination of outcomes and online activities. Instructional outcomes can be measured, demonstrate mystery, and be quantitatively and/or qualitatively assessed within an online environment Knowledge of students is reflected in the learning outcomes. 	<p>Teacher Practices/Examples</p> <ul style="list-style-type: none"> Teacher defines outcome domains appropriate for all activities Student learn design activity directly Assignments allow within 	<ul style="list-style-type: none"> Teacher uses online resources but has no knowledge of its application Teacher uses an outcome, but does not know the application Teacher uses an outcome with minimal knowledge of its application Teacher provides students with organized lists of outcomes. Teacher consistently uses various digital applications/resources effectively for differentiation. 	<ul style="list-style-type: none"> Teacher minimally uses online resources within the classroom environment. Teacher specifically provides student with online resources. Teacher consistently uses various digital applications/resources effectively for differentiation. Teacher consistently uses various digital applications/resources effectively for differentiation. 	<ul style="list-style-type: none"> Teacher consistently uses online resources within the classroom environment, but each student has a unique role in the application, function and purpose of the resources. Student use online resources and have individualized roles. Teacher supports suggestions that go with online resources and provides a clear path to success. Students seek out and provide ideas
<p>1d. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> Teacher demonstrates little to no familiarity with digital resources and/or fails to utilize this knowledge within the same classroom. Teacher does not seek to expand his/her basic knowledge regarding digital resources beyond current skill level. 	<ul style="list-style-type: none"> Teacher demonstrates basic familiarity with digital resources and uses this knowledge minimally within the online classroom. Teacher occasionally seeks to expand his/her basic knowledge regarding digital resources beyond current skill level. 	<ul style="list-style-type: none"> Teacher demonstrates familiarity with available digital resources and uses this knowledge regularly within the online classroom. Teacher uses resources knowledge for self-growth and growth of the students in teaching and learning. 	<p>Teach</p> <ul style="list-style-type: none"> Teach the Design Cohort 	<ul style="list-style-type: none"> Online learning activities and materials are poorly aligned with instructional outcomes. Online learning activities are not designed to engage students in active intellectual activity and/or have unrealistic time allocations. Online learning activities and materials do not match the instructional outcomes and are not differentiated for different individual students. Instructional groups do not support the instructional outcomes and offer no variety when courses are self-paced by design. 	<ul style="list-style-type: none"> Online learning activities and materials are aligned to instructional outcomes; however, the activities and materials present a moderate cognitive challenge with an attempt to differentiate for every student. Online learning activities have a recognizable structure; however, the progression of online activities is uneven or lacks reasonable time allocations. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety when the course is not self-paced by design. Instructional groups typically support the instructional outcomes, with an effort by the teacher at providing variety when the course is not self-paced by design. 	<ul style="list-style-type: none"> Plans represent the combination of learning activities and materials aligned to instructional outcomes and suitable to the needs of multiple groups of students by providing opportunities for higher-order cognitive thinking. Online learning activities have a structure and reasonable time allocations; activities represent higher-order cognitive activities. Instructional groups typically support the instructional outcomes and allow pathways according to students' needs. Instructional groups typically support the instructional outcomes, with an effort by the teacher at providing variety when the course is not self-paced by design. Students have a role in demonstrating their progress over time.
<p>1e. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> Teacher demonstrates little to no familiarity with digital resources and/or fails to utilize this knowledge within the same classroom. Teacher does not seek to expand his/her basic knowledge regarding digital resources beyond current skill level. 	<ul style="list-style-type: none"> Teacher demonstrates basic familiarity with digital resources and uses this knowledge minimally within the online classroom. Teacher occasionally seeks to expand his/her basic knowledge regarding digital resources beyond current skill level. 	<ul style="list-style-type: none"> Teacher demonstrates familiarity with available digital resources and uses this knowledge regularly within the online classroom. Teacher uses resources knowledge for self-growth and growth of the students in teaching and learning. 	<p>Teach</p> <ul style="list-style-type: none"> Teach the Design Cohort 	<ul style="list-style-type: none"> Online learning activities and materials are poorly aligned with instructional outcomes. Online learning activities are not designed to engage students in active intellectual activity and/or have unrealistic time allocations. Online learning activities and materials do not match the instructional outcomes and are not differentiated for different individual students. Instructional groups do not support the instructional outcomes and offer no variety when courses are self-paced by design. 	<ul style="list-style-type: none"> Online learning activities and materials are aligned to instructional outcomes; however, the activities and materials present a moderate cognitive challenge with an attempt to differentiate for every student. Online learning activities have a recognizable structure; however, the progression of online activities is uneven or lacks reasonable time allocations. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety when the course is not self-paced by design. Instructional groups typically support the instructional outcomes, with an effort by the teacher at providing variety when the course is not self-paced by design. 	<ul style="list-style-type: none"> Plans represent the combination of learning activities and materials aligned to instructional outcomes and suitable to the needs of multiple groups of students by providing opportunities for higher-order cognitive thinking. Online learning activities have a structure and reasonable time allocations; activities represent higher-order cognitive activities. Instructional groups typically support the instructional outcomes and allow pathways according to students' needs. Instructional groups typically support the instructional outcomes, with an effort by the teacher at providing variety when the course is not self-paced by design. Students have a role in demonstrating their progress over time.

<p>Practices/Examples</p> <ul style="list-style-type: none"> > Online activities used are based solely on provided content, materials, or teacher preferences without connection to varying learning analytics and readiness levels. > Teachers assign students to groups randomly because of convenience. 	<ul style="list-style-type: none"> > Online activities are provided, but only occasionally take into account varying learning analytics and readiness levels. > Teacher occasionally generates various student groups based on readiness or interest. 	<ul style="list-style-type: none"> > Teacher makes a variety of online activities for various learning analytics and readiness levels. > Teacher consistently generates various student groups based on readiness or interest. > The teacher uses lesson plans with pre-planned and/or on-the-fly technology resources to ensure activities and digital tools accomplish instructional objectives. 	<p>Practices/Examples</p> <ul style="list-style-type: none"> > No plans are in place for the teacher to provide a verbal or written description of an assessment. > From the single assessment data any indicator students are struggling to understand course material, plans to describe that for teachers across on to the next course unit. > Teacher conducts formative assessments into the course content.
<p>If Designing Student Assessments</p> <ul style="list-style-type: none"> > Online assessments are not reflective of relevant learning outcomes. > Online assessments are not planned and/or do not establish standards or expectations. > Formative assessment strategies are not robust. > Assessment data is not used to guide instruction and planning. 	<ul style="list-style-type: none"> > Online assessments are a mix of the relevant learning outcomes. > Online assessments are planned, but lack detail and do not affirm students of teacher expectations. > Formative assessments are sporadic and do not effectively inform the teacher of students' understanding. > Assessment data is used to guide instruction and planning, but does not account for individualized needs of students. 	<ul style="list-style-type: none"> > Online assessments are well planned and reflective of the desired learning outcomes. > Online assessments are differentiated according to the needs of the class. > Formative assessments are consistently and purposefully integrated into instruction. > Instructional planning and modifications are the result of a data-driven decision-making process that is guided by the outcomes of assessments. 	<ul style="list-style-type: none"> > O of SF > St te > Tes > A in in > Tl in fi

Domain 2: Classroom Environment

Component	Failing	Needs Improvement	Proficient	Distinct
2c: Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> Teacher does not monitor and/or respond to online discussions and submissions. Teacher has posted ambiguous information or no information at all regarding online behavior expectations. Disrespectful interactions between students are disregarded or added to by teacher. Students rarely ask questions of their teacher and are not comfortable taking intellectual risks. 	<ul style="list-style-type: none"> Teacher infrequently monitors and/or responds to online discussions and submissions. Teacher infrequently posts and spontaneously addresses the established online behavior expectations. Interacts with few or no teacher and students are occasionally insensitive to their teacher and/or are slightly uncomfortable taking intellectual risks. 	<ul style="list-style-type: none"> Teacher monitors online discourse closely, addressing inappropriate interactions and changing the conversation as needed. The students consistently address the established interactions. Teacher posts behavior norms outlining appropriate online interpersonal interaction and responds promptly to online discussions and/or submissions. Student to student relationships reflect this understanding. Teachers and students maintain positive and appropriate online relationships/interactions. Students are actively asking questions of the teacher with an expectation of getting an answer and are comfortable with taking intellectual risks. 	<ul style="list-style-type: none"> Teacher monitors submissions, being monitoring and appropriate responses to interactions. Students help to set behavior/classroom online appropriate interpersonal interactions promptly to online submissions. Interactions between monitored and supported students are visible. Students are comfortable asking questions and pose questions that require students to take intellectual risks.
Behavioral Examples	<ul style="list-style-type: none"> Teacher consistently fails to recognize or respond to a post in which a student has made a derogatory remark to a classmate. Teacher does not respond to questions or comments posted by students. 	<ul style="list-style-type: none"> Teacher occasionally fails to adequately address a post in which a student has made a derogatory remark to a classmate. Teacher's supervision of online discussions is minimal and/or does not assist in addressing conversational norms. 	<ul style="list-style-type: none"> Teacher notices posts in which students make derogatory remarks to classmates and personally contacts the offending students to resolve appropriate norms of behavior. Teacher recognizes that students' posts and behaviors are likely to become the focal point of conversation, and proactively guides the conversation back on track to address the learning for the entire class. 	<ul style="list-style-type: none"> Teacher responds promptly to appropriate submissions and/or constructive feedback. Teacher notices and addresses patterns of behavior that are likely to become the focal point of conversation, and proactively guides the conversation back on track to address the learning for the entire class.

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2b: Establishing a Culture for Learning	<ul style="list-style-type: none"> Online classroom culture is characterized by a lack of teacher or student commitment to learning. Teacher has a negative attitude and demeanor for digital age resources and/or other interactions. The teacher does not hold students accountable for understanding their role as learners. Teacher provides unclear instructional outcomes, activities, assignments, and collaborative interactions for students. 	<ul style="list-style-type: none"> Online classroom culture is characterized by minimal commitment to learning by the teacher or students. Teacher conveys minimal enthusiasm for digital age resources and instruction. The teacher is occasionally holds students accountable for understanding their role as learners and expects some students to exert effort to learn. Teacher infrequently provides instructional outcomes, activities, assignments, and collaborative interactions for students. 	<ul style="list-style-type: none"> Teacher takes initiative to create an online classroom as a whole where learning is valued by most high expectations for learning and hard work are the expectations for most students. Teacher conveys enthusiasm for digital age resources and instruction and encourages their use. The teacher holds all students accountable for understanding their role as learners and expects students to exert consistently expected effort to learn. Teacher provides instructional outcomes, activities, assignments, and collaborative interactions signifying learning rigor, hard work, and personal interactions. Teachers are modeling growth mindsets within students. 	<ul style="list-style-type: none"> Together the has an online classroom learning is valued by most high expectations for learning and hard work are the expectations for all students. Teacher conveys enthusiasm for digital age resources expecting student high standards. Students assume quality work by making persistent assisting peers. The online classroom interactions help in the learning, hard work, and personal interactions. Students are demonstrating growth mindsets as well as perseverance.
Behavioral Examples	<ul style="list-style-type: none"> Students have not been given incentives or have to submit assignments. Teacher fails to provide feedback on returned assignments. 	<ul style="list-style-type: none"> Teacher utilizes only one technological method to submit assignments. Teacher provides minimal feedback on returned assignments. 	<ul style="list-style-type: none"> Teacher models student assignments and connects them to lesson objectives. Teacher provides feedback (e.g. video, comment sharing, email). The student uses the feedback to work better learning forward. Teacher uses collaborative communication tools to encourage student progress and collaboration. 	<ul style="list-style-type: none"> Students hold up meetings to explain procedures. Students display blogs for an online feedback. Students question using comments for collaboration.

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<p>2c. Managing Classroom Procedures</p>	<ul style="list-style-type: none"> Much of the instructional time is lost due to inefficient or ineffective routines, procedures, or expectations. Little evidence exists to support student knowledge of online classroom routines, procedures, and expectations. Student support and collaboration with each other are absent. 	<ul style="list-style-type: none"> Some online instructional time is lost due to inefficient or ineffective routines, procedures, or expectations. Online classroom routines or procedures function unevenly or are inconsistent over time. Limited opportunities for student support and collaboration exist.
<p>Indicators/Examples</p>	<ul style="list-style-type: none"> Students are rarely or never held accountable for logging out the expected times. Students rarely or never contribute to class activities or pull others off task. Teacher is unable to adapt lessons as technological barriers arise. Alternative activities are not present or have limited or no connection to the content. Teacher utilizes significant instructional time in diagnosing or resolving problems. Teacher does not establish or communicate classroom expectations. 	<ul style="list-style-type: none"> Students are occasionally held accountable for logging out the expected time as circumstances arise. Students seldom contribute to class activities or can be off task. Teacher is able to adapt in some instances as technological barriers arise. Alternative activities are of lesser rigor but have some connection to the content. Teacher needs to frequently redirect students to follow established protocols. Teacher establishes and communicates some classroom expectations.
	<ul style="list-style-type: none"> Students are productively engaged during online group or independent work and understand the classroom expectations that are clear and established. Processes are established for students to obtain required materials and supplies. Online content and resources are readily accessible to students in a consistent format. Opportunities for student support and collaboration exist. Process for collection of student work and teacher feedback are clearly outlined and followed. 	<ul style="list-style-type: none"> Students are held online and procedures are followed. Students enter class online materials with support or intervention. Students support as groups and collaborate through or discuss. Students submit work, request, meeting or following defined steps.
	<ul style="list-style-type: none"> Students are regularly held accountable for logging in at the expected times for a set number of hours. Students actively contribute on task and on topic to class activities. Teacher is able to adapt as technological barriers arise. Alternative activities are rigorous and have connection to the content. Students follow established protocols for use and interaction with technical teacher instruction. Teacher establishes and communicates classroom expectations. Clear expectations are provided for synchronous and asynchronous work. 	<ul style="list-style-type: none"> Students are held in morning online for hours. Students not active if they are expected times. Students lead online exchange participants. Teacher and student procedures to be in front of technology in no disruption to instruction. Teacher redirection. Students are able to behave and guide.

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<p>2d. Managing Student Behavior</p>	<ul style="list-style-type: none"> There are no established norms of behavior or online etiquette. Students do not follow established norms of behavior, communication, or etiquette. Teacher is not monitoring behavior and communications within the online environment. 	<ul style="list-style-type: none"> Norms of behavior and online etiquette are in place but are not followed consistently and may be inappropriately expressed by students. Students are consistently full on established norms of behavior, communication, or etiquette. Teacher monitors student behavior, communication, and etiquette inconsistently. The response to student misbehavior is variable.
<p>Indicators/Examples</p>	<ul style="list-style-type: none"> Teacher allows inappropriate comments or off-topic postings to remain on discussion board. Teacher establishes vague expectations and consequences for appropriate etiquette in online communication. Teacher does not address misbehavior within online communication and/or does not respond to students' display and privacy policy. Students do not demonstrate characteristics of respectful citizenship. 	<ul style="list-style-type: none"> Teacher is responsive to inappropriate post but does not address off-topic posts. Teacher establishes some expectations and consequences for appropriate online etiquette. Teacher attempts to address misbehavior within online communication and/or the attempt to respond to students' display and privacy policy is limited. Students occasionally demonstrate characteristics of respectful citizenship.
	<ul style="list-style-type: none"> Teacher monitors all posts/feedback and addresses inappropriate posting frequently as needed. Teacher establishes clear consequences for inappropriate behavior in online communication. Teacher responds to student privacy. Teacher set misbehavior online is individual situation and communication respectful. Students regularly demonstrate characteristics of digital citizenship. 	<ul style="list-style-type: none"> Student behavior and etiquette are consistent established norms and teacher. Student behavior and etiquette are most established. Teacher monitors student behavior, communication, and response to student individualized, prompt effective.

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2e Organizing Virtual Space	
<ul style="list-style-type: none"> Online learning environment is not safe or is structured such that students cannot easily access or navigate course content. Students have limited or no access to necessary digital tools within the established online learning platform that would provide feedback to the instructor and engage the student in the lesson. Little to no virtual classroom expectations are posted. 	<ul style="list-style-type: none"> Online learning environment is safe and structured such that students are able to access and navigate course content. Students have access to, and access and use, the necessary digital tools within the established online learning platform to provide feedback to the instructor and engage in the lesson. Some behavioral and virtual classroom expectations are posted. Behavioral and virtual classroom expectations are clearly posted and defined. Teacher proactively investigates student needs and changes the space to accommodate various learning profiles.
<p>Indicators/Examples</p> <ul style="list-style-type: none"> Teacher does not utilize resources outside of the established online learning platform. Teacher's virtual classroom is limited and lacks structure. Messages/posts are unorganized and incomplete. No resources posted. Teacher fails to address student concerns with regards to course accessibility. 	<ul style="list-style-type: none"> Teacher's use of online resources outside of the established online learning platform does not factor in student safety, appropriateness or school approval. Teacher's virtual classroom contains instructional materials. While resources are used at some point during the lesson, the room often feels cluttered or overwhelming. Teacher posts modifications and other resources on message boards, but placement is haphazard, making it hard to locate. Teacher asks on student and general interest comments in order to address student concerns with course accessibility.
<ul style="list-style-type: none"> Teacher provides assistance if student is unable to use or access a particular resource. 	<ul style="list-style-type: none"> Teacher's virtual classroom contains content and provides instructional materials. However instructional materials are de-organized. Teacher modifications are unorganized and posted sporadically on message boards. Students are able to use a variety of response options during online activities.

Domain 3: Instruction			
Component	Failing	Needs Improvement	Proficient
<p>3a Communicating with Students</p>	<ul style="list-style-type: none"> Teacher fails to explain the lesson's purpose or connect the lesson to the larger curriculum. Teacher explains content using vocabulary and language uncertainty and/or at a lower or higher grade level; content explanations contain major errors. Teacher's explanations lack procedures or strategies for student use. Teacher standards for instructor responsibilities and availability are not posted. 	<ul style="list-style-type: none"> Teacher attempts to explain the lesson's purpose with minimal success. Teacher explains content using vocabulary and language inconsistency and/or at a lower or higher grade level; content explanations contain minor errors. Teacher's explanations of procedures are unclear or incomplete preventing students from successfully completing the learning task. Teacher's standards for instructor responsiveness and availability are unclear. 	<ul style="list-style-type: none"> Teacher clearly states the lesson's purpose and uses vocabulary and language appropriately and consistently. Teacher explains content using appropriate vocabulary and language consistently; content explanations are thorough, accurate, complete and at grade level. Teacher's explanations are clear and emphasize procedures that support successfully completing the learning task. Teacher posts clear standards for instructor responsiveness and availability.
<p>Indicators/Examples</p>	<ul style="list-style-type: none"> Student uses online games (Jeopardy, Hang, etc.) to demonstrate ability to follow lesson instead of communicating directly with the teacher. 	<ul style="list-style-type: none"> Content is posted but there is no communication and/or alignment of learning objectives. Teacher provides a variety of few quality and difficult for students to view and understand. Teacher occasionally and/or rarely responds to student's posts on discussion boards. 	<ul style="list-style-type: none"> Teacher introduces and procedures are delivered using a variety of digital tools necessary to access content. Synchronous instruction and/or videos are incorporated by within lesson objectives and outcomes. During one-on-one contacts, the teacher and student share progress and concerns around student learning.
			<ul style="list-style-type: none"> Students communicate using digital tools lead to one with whom Students' messages to teachers are clear and consistent Students share or connect

<p>3b. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> Teacher questions are effective cognitive challenge with simple correct responses eliciting limited participation and dialogue. Teacher omits the entire conversation with little to content-rich discussions. Teacher's entire classroom does not foster student participation in discussion, comment on, and questioning are limited. 	<ul style="list-style-type: none"> Teacher occasionally uses effective questioning techniques eliciting some participation and dialogue. Teacher provides minimal opportunities that provide content-rich discussions. Teacher occasionally creates an environment to support other participation in discussion, comment on, and questioning are sporadic. 	<ul style="list-style-type: none"> Teacher uses effective questioning techniques and dialogue eliciting participation and dialogue. Teacher engages all learners in content-rich discussions. Teacher creates an environment to support entire participation in discussion, comment on, and questioning are effectively utilized. 	<p>Raises questions high</p> <p>Teacher disc</p> <p>particip</p> <p>and the</p>
<p>Indicators/examples</p> <ul style="list-style-type: none"> Questions and/or discussion prompts are closed-ended with a single correct answer and do not invite thinking. Students are not provided simple wait-time to respond to questions. 	<ul style="list-style-type: none"> Teacher frames a few open-ended questions designed to promote student thinking, but most questions are closed-ended. Students are asked to respond to questions in a synchronous environment without enough wait-time to consider answers. A few students discuss the discussion in a synchronous and/or asynchronous environment. 	<ul style="list-style-type: none"> Teacher uses open-ended questions, inviting students to think and/or encourage multiple possible answers. Teacher provides simple wait-time to respond to questions in a synchronous environment to promote deeper thinking. Teacher creates discussion group assignments that require students to post synchronously and be actively involved by posting comments and responding to others. Teacher models discussion protocols such as thinking strategies, identifying questions, or constructing responses. 	<p>Student does ques</p> <p>Student com</p> <p>one</p> <p>Student also</p> <p>assay</p>

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<p>3c. Engaging Students in Learning</p> <ul style="list-style-type: none"> Teacher fails to encourage and/or provide opportunities for active cognitive engagement. Teacher creates online learning tasks that do not encourage higher-level learning and/or thinking. Teacher does not provide flexible grouping for students to meet learning targets. Pacing of the lesson often is inflexible, individualized, or student-choice. Teacher selects materials and resources that do not align with learning targets. 	<ul style="list-style-type: none"> Teacher inconsistently encourages and provides opportunities for active cognitive engagement. Teacher creates online learning tasks to encourage some higher-level learning, little observable evidence of student thinking is required. Teacher inconsistently utilizes flexible grouping to enable students to meet learning targets. Pacing of the lesson often is inflexible, individualized, and/or provides limited opportunities for student choice while maintaining less on goals. Teacher consistently selects materials and resources that align with learning targets. 	<ul style="list-style-type: none"> Teacher encourages and provides opportunities for active cognitive engagement. Teacher creates online learning tasks to encourage higher-level learning, providing observable evidence of student thinking. Teacher provides flexible grouping for students enabling them to meet learning targets. Pacing and structure of the lesson is flexible, individualized, and provides opportunities for student choice while maintaining less on goals. Teacher consistently selects materials and resources that align with learning targets. 	<ul style="list-style-type: none"> Teacher provides opportunities for students to make participation the central focus of the learning experience. Teacher creates an environment in which content is to be processed, providing an opportunity for learning. Student's flexible grouping is enabled, then to a variety of learning opportunities for student learning. Pacing and structure flexible individual opportunities for student learning. Teacher consistently and resources that targets, Student's teacher's materials include to demonstrate
<p>Indicators/examples</p> <ul style="list-style-type: none"> Students are not required to engage with peers and teachers through the use of discussion boards, projects, and/or synchronous collaboration. Teacher does not require students to monitor digital representations in response to a written text (audio, video, etc.) that aligns with learning targets. Opportunities for student self-reflection are not built within the lesson. Teacher is not responsive to students' needs for pacing using formative assessment. 	<ul style="list-style-type: none"> Students are inconsistently required to engage with peers and teachers through discussion boards, projects, and/or synchronous collaboration. Teacher does not consistently require students to monitor digital representations in response to a written text (audio, video, etc.) that aligns with learning targets. Few opportunities for student self-reflection are built within the lesson. Teacher is occasionally responsive to students' needs for pacing using formative assessment. 	<ul style="list-style-type: none"> Students are required to engage with peers and teachers through the use of discussion boards, projects, and/or synchronous collaboration. Students choose digital representations that are in response to a written text (audio, video, etc.) that includes learning targets. Opportunities for student self-reflection are built within the lesson. Teacher is responsive to students' needs for pacing using formative assessment. 	<ul style="list-style-type: none"> Students extend on learning with peers through discussion and/or synchronous and/or asynchronous collaboration. Students create digital representations that are in response to a written text (audio, video, etc.) that aligns with learning targets. Students often do not incorporate the resources into their learning. Students can provide feedback on their learning.

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<p>3c. Using Assessment in Instruction</p>	<ul style="list-style-type: none"> Students are understanding the success criteria associated with how their learning will be assessed in an other environment. Teacher feedback is integrated. All assessments are of the lower end of the Depth of Knowledge (DOK) levels. Students do not use peer and self-assessments to monitor progress toward learning targets. Teacher does not monitor the progress of individual learning. 	<ul style="list-style-type: none"> Students have some understanding of the success criteria associated with how their learning will be assessed in an other environment. Teacher feedback is helpful, inconsistent and/or does not address improvements in learning targets. Measurements are at the lower end of the Depth of Knowledge (DOK) levels. Students make limited use of peer and self-assessments to monitor progress toward learning targets. Teacher makes slight shifts to monitor the progress of individual learning without the completion of group or individual rubric work. 	<ul style="list-style-type: none"> Students have a clear understanding of the success criteria associated with how their learning will be assessed in an other environment. Teacher feedback is timely, specific and provided part to addressing individual learning targets. Adaptive or open-ended assessment that is similar to higher Depth of Knowledge (DOK) levels are created by the teachers using digital digital tools. Students use peer and self-assessments to monitor progress toward learning targets. Teacher utilizes multiple digital tools to monitor the progress of individual learning with some diagnostic data as guidance. 	<ul style="list-style-type: none"> Students have a clear understanding of the success criteria associated with how their learning will be assessed in an other environment. Students utilize digital feedback to meet a target. Adaptive or open-ended assessment that is similar to higher DOK levels are created by the teacher using digital tools. Students use peer and self-assessments to monitor progress toward learning targets for multiple digital tools. Teacher utilizes digital tools to monitor the progress of individual learning with some diagnostic data as guidance. Teacher makes slight shifts to monitor the progress of individual learning without the completion of group or individual rubric work. Teacher provides encouraging assessment criteria with assignment feedback, the tasks, objectives, and rubrics. Teacher feedback is provided only with feedback and/or progress report to help them to prepare for the next unit. The teacher, working with students, models the closed system of assignments and assessments and their subsequent possibilities using digital tools.
<p>3d. Monitoring Feasibility and Responsiveness</p>	<ul style="list-style-type: none"> Teacher creates an online lesson design that does not adjust to learner needs. Teacher fails to have a repertoire of strategies and online tools that address student questions. Teacher does not use multiple means of representation and digital tools to ensure all students persist in the learning and remain engaged throughout the learning process. 	<ul style="list-style-type: none"> Teacher inconsistently creates an online lesson design and/or does not make adjustments to the instructional design to meet learner needs. Teacher repertoire of strategies and online tools limits the response to student questions. Teacher makes limited use of multiple means of representation and digital tools to ensure all students persist in the learning and remain engaged throughout the learning process. 	<ul style="list-style-type: none"> Teacher creates that promotes if learners, make in instruction. Teacher has a s strategies and o responses to stu Teacher uses m representation a all student's per remain engaged process. 	<ul style="list-style-type: none"> Teacher creates an online lesson design that does not adjust to learner needs. Teacher fails to have a repertoire of strategies and online tools that address student questions. Teacher does not use multiple means of representation and digital tools to ensure all students persist in the learning and remain engaged throughout the learning process.

06/24/15 version

06/24/15 version

Domain 4: Professional Responsibilities

Component	Failing	Needs Improvement	Proficient	Using
4a: Reflecting on Teaching	<ul style="list-style-type: none"> Teacher does not engage with others and/or does not seek online resources to help evaluate effectiveness and future lessons instructional design Teacher does not draw on a repertoire of skills Teacher does not apply knowledge gained from reflection to proactive plan for future instruction 	<ul style="list-style-type: none"> Teacher sporadically engages with others and/or occasionally seeks online resources to help evaluate effectiveness and future lessons instructional design Teacher may draw on a repertoire of skills Teacher sporadically applies knowledge gained from reflection to proactive plan for future instruction 	<ul style="list-style-type: none"> Teacher regularly engages with others and seeks online resources to help evaluate effectiveness and future lessons instructional design Teacher draws on an extensive repertoire of skills Teacher applies knowledge gained from reflection to proactive plan for future instruction Teacher reflects on lessons effectiveness, including the use of online tools, to proactively plan for future instruction 	<ul style="list-style-type: none"> Teacher consistently and seeks online resources and evaluate less on effectiveness and future lessons instructional design Teacher draws on of skills by appropriate contact with administrators and one students' constructive overall competence Teacher consistently includes effectiveness, including the use of online tools, to proactive instruction
Practices/Examples	<ul style="list-style-type: none"> Teacher looks at lessons that a lesson was unsuccessful Teacher chooses to ignore struggling students 	<ul style="list-style-type: none"> Teacher identifies a lesson as being unsuccessful, but has no immediate plan or adjustments for the future Teacher allows struggling students to withdraw upon instead of intervention Teacher has suggestions for changes that could be made to the lesson, but has no evidence to back them up 	<ul style="list-style-type: none"> Teacher shares an unsuccessful lesson with other professional learning community and seeks feedback regarding how to make adjustments for future uses Teacher can provide evidence on why students struggled with a skill Teacher reflects on the success and challenges of a lesson and keeps records of changes that should be made to the course or areas where supplemental instruction is needed Teacher poses questions to have critical thinking 	<ul style="list-style-type: none"> Teacher solicits work from colleagues and/or other instructional future instruction Teacher surveys feedback regarding struggling and uses future planning as Teacher receives makes necessary adjustments, such as to help students, in order to foster a differentiated learning

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4b: Maintaining Accurate Records	<ul style="list-style-type: none"> Teacher's method for maintaining online student records of learning and progress are haphazard or unavailable Teacher's online records are disorganized, confusing, and/or contain errors 	<ul style="list-style-type: none"> Teacher's method for maintaining accurate instruction and online student records is effective and accurate Teacher establishes a safe environment that encourages students and parents to frequently check instructional and non-instructional online records 	<ul style="list-style-type: none"> Teacher's method for maintaining instructional and non-instructional online student records is effective and accurate Teacher establishes a safe environment that encourages students and parents to frequently check instructional and non-instructional online records 	<ul style="list-style-type: none"> Teacher's method for maintaining instructional and non-instructional online student records is effective and accurate Teacher establishes a safe environment that encourages students and parents to frequently check instructional and non-instructional online records
Practices/Examples	<ul style="list-style-type: none"> Use of technology to document online instructional and non-instructional activities is nonexistent Records are never centrally updated Support personnel cannot obtain accurate information and must directly question the teacher 	<ul style="list-style-type: none"> Records are infrequently updated Teachers do not update information within the expanded online grading system 	<ul style="list-style-type: none"> Teacher updates student grade on promptly recorded and updated within the expanded online grading system When the online grading system, students are able to check on missing assignments and non-instructional items such as attendance and online participation Teacher conferences or communicates with students frequently regarding instructional and non-instructional records 	<ul style="list-style-type: none"> Teacher engages in ongoing portfolio of documentation of online instructional and non-instructional activities When the online grading system, students are able to check on missing assignments and non-instructional items such as attendance and online participation Teacher conferences with students regarding instructional and non-instructional records
4c: Communicating with Families	<ul style="list-style-type: none"> Teacher communication with families regarding the instruction and program and/or individual students is sporadic or non-existent Teacher communication is frequently insensitive and/or lacks cultural awareness Teacher does not engage families in the instructional program 	<ul style="list-style-type: none"> Teacher makes little effort to engage families in the instructional program Teacher communication is occasionally insensitive and/or lacks cultural awareness 	<ul style="list-style-type: none"> Teacher's communication with families is respectful. It occurs often and is meaningful. It provides information on the instructional program and student progress 	<ul style="list-style-type: none"> Teacher's communication with families is respectful. It occurs often and is meaningful. It provides information on the instructional program and student progress
	<ul style="list-style-type: none"> Teacher communication is frequently insensitive and/or lacks cultural awareness Teacher does not engage families in the instructional program 	<ul style="list-style-type: none"> Teacher communication is occasionally insensitive and/or lacks cultural awareness Teacher attempts to engage families in the instructional program, online experience, school culture, and class concerns 	<ul style="list-style-type: none"> Teacher's communication with families is respectful. It occurs often and is meaningful. It provides information on the instructional program and student progress 	<ul style="list-style-type: none"> Teacher's communication with families is respectful. It occurs often and is meaningful. It provides information on the instructional program and student progress

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<p>Practices/Examples</p> <ul style="list-style-type: none"> Teacher does not conduct families regarding student progress or class level information. Teacher does not inform students or families of site-based activities such as school fairs, club meetings, sporting events, etc. Teacher does not inform students or families regarding site and local requirements (e.g., ISBA, health screenings, etc.) Teacher does not request to student/family concerns. 	<p>Teacher does not regularly contact families regarding student progress or class level information.</p> <p>Teacher does not regularly inform students or families regarding site-based activities such as school fairs, club meetings, sporting events, etc.</p> <p>Teacher does not regularly inform students or families regarding site and local requirements (e.g., ISBA, health screenings, etc.)</p> <p>Teacher is unaware of cultural needs of families, including knowledge of holidays and language barriers, when communicating with families.</p>	<p>Teacher regularly contacts families regarding student progress or class level information.</p> <p>Teacher makes efforts to inform students and families regarding site-based activities such as school fairs, club meetings, sporting events, etc.</p> <p>Teacher makes efforts to inform students and families regarding site and local requirements (e.g., ISBA, health screenings, etc.)</p> <p>Teacher is aware of cultural holidays and language barriers when communicating and responding to families.</p>	<p>Student campus regarding program</p> <p>Teacher makes efforts to inform school activities and meetings; send home newsletters; call, other efforts to inform</p> <p>Teacher makes efforts to inform students and families regarding site and local requirements (e.g., ISBA, health screenings, etc.)</p> <p>Teacher is aware of cultural holidays and language barriers when communicating and responding to families.</p> <p>Teacher is aware of language barriers and responding to culturally appropriate.</p>
<p>4d: Participating in the Professional Community</p> <ul style="list-style-type: none"> Teacher functions in isolation as a strong interaction with colleagues. Teacher interacts with colleagues in his/her meetings and prevents informal on sharing. Teacher declines or circumvents opportunities to engage in the school culture including school and district-wide events. 	<p>Teacher has a few positive relationships with colleagues, but is only willing to share professional knowledge and resources with others when asked.</p> <p>Teacher participates in online professional learning communities only as required.</p> <p>Teacher is agreeable to participate only in a few school and district-wide events.</p>	<p>Teacher fosters collaboration among colleagues, exchanging professional knowledge and experiences.</p> <p>Teacher is actively engaged in the school culture and seeks out opportunities to be involved in school and district-wide initiatives and events.</p> <p>Teacher exhibits initiative in seeking out and online professional development opportunities and involvement in professional learning communities.</p>	<p>Teacher facilitates collaboration and sharing of colleague knowledge and experiences.</p> <p>Teacher exhibits in being accept colleague advice the school culture.</p> <p>Teacher organizes district-wide or school culture an engagement of it.</p>

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<p>Practices/Examples</p> <ul style="list-style-type: none"> Teacher does not contribute to the virtual professional learning communities. Teacher does not attend an online or site-based meeting, e-mails or her grade level. Teacher does not have opportunities to participate in online study groups for a specific subject matter/grade level. 	<p>Teacher contributes to the virtual professional learning community for his or her grade level.</p> <p>Teacher, if necessary, takes his or her team feedback throughout help groups.</p> <p>Teacher attends the grade level but does not volunteer to help with its organization.</p>	<p>Teacher regularly contributes resources (beyond the requirements) to the virtual professional learning community for his or her grade level.</p> <p>Teacher serves as a moderator for school clubs that engages online students and facilitates face-to-face opportunities for interaction when appropriate.</p> <p>Teacher regularly seeks colleagues of useful online tools and resources for his or the final.</p> <p>Teacher volunteers to help new teachers learn about the school culture and professional opportunities available.</p>
<p>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> Teacher does not provide in professional development offered. Feedback is minimal and the teacher finds fault with the suggested improvements for course design and delivery. 	<p>Teacher attends professional development opportunities when required. However, materials and learning are not shared with peers.</p> <p>Teacher considers suggestions and feedback from peers and administrators.</p>	<p>Teacher actively looks for professional development opportunities to enhance content knowledge.</p> <p>Teacher seeks feedback from peers and administrators to adjust and enhance course delivery.</p> <p>Teacher utilizes memberships in virtual and site organizations to actively participate in professional learning team efforts to increase both content knowledge and pedagogical skills.</p>
<p>Practices/Examples</p> <ul style="list-style-type: none"> Teacher is directed towards a conference, workshop. Teacher does not display behaviors of a lifelong learner and does not share knowledge or materials with peers. 	<p>Teacher seeks encouragement to attend a conference or participate in a professional learning activity.</p> <p>Teacher strives to feedback and makes limited changes to teaching practices.</p>	<p>Teacher regularly attends conferences, researches topics applicable to teacher profession, and shares information general within a peer group.</p> <p>Teacher attends and participates in webinars on topics of interest.</p>

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<p>4. Strong Progressivism</p> <ul style="list-style-type: none"> > Teacher displays unethical behaviors in the online classroom, school, or public setting. > Teacher does not follow established school regulations. > Teacher lacks rapport with students and an awareness of their needs, resulting in a failure to document critical issues. > Teacher inconsistently works with parents, students, and school personnel when prompted. > Teacher makes decisions and recommendations with limited professional knowledge. > Teacher minimally complies with and understands district/school regulations. 	<p>Teacher Examples</p> <ul style="list-style-type: none"> > Teacher fails to document student issues and report on for several days. > Teacher does not hold private synchronous sessions with students because the tool won't work. > The teacher does not collect and save student work as required by school/district policies. > Teacher inconsistently makes plans with students and report on for several days. > Teacher manages time for private synchronous sessions with students to discuss progress and/or concerns only when prompted by an administrator. > Teacher occasionally conflicts and saves student work, as required by school/district policies. 	<ul style="list-style-type: none"> > Teacher interfere/withhold > Teacher parents, developmental student > Teacher and professional > Teacher district/
<p>Teacher Examples</p> <ul style="list-style-type: none"> > Teacher fails to document student issues and report on for several days. > Teacher does not hold private synchronous sessions with students because the tool won't work. > The teacher does not collect and save student work as required by school/district policies. > Teacher inconsistently makes plans with students and report on for several days. > Teacher manages time for private synchronous sessions with students to discuss progress and/or concerns only when prompted by an administrator. > Teacher occasionally conflicts and saves student work, as required by school/district policies. 	<ul style="list-style-type: none"> > Teacher bullying > Teacher complaint > Teacher conflict > Teacher conflict > Teacher as require 	

Appendix C

Evaluation Report Tracker

EVALUATION REPORT

MULTIPLE MEASURE SUMMARY PROGRESSION TRACKING SHEET

Use this Evaluation Report from the beginning to the end of the school year, to track the dates your evaluations are conducted and the scores you receive for each one. Evaluations you receive throughout the school year in order to predict your End-of-Year Effectiveness Rating. Fields only need to be completed IF applicable.

TENURED or TPE

No. OF FORMAL OBS:

TEACHER or NTPE

SY: _____

GRADE (if applicable): _____

ROLE: _____

PGS STATUS:

OBSERVATION:

Professional Development Plan (PDP) submission date:

FORMAL OBSERVATION DATE(S)

Fall Pre-Conf.:

Observation:

Fall Post-Conf.:

Spring Pre-Conf.:

Observation:

Spring Pre-Conf.

Fall Score:

Spring Score:

Average Score:

SPM (ELECTIVE RATING):

Eligible: **YES** or **NO** If yes, **YEAR -LONG** or **SEMESTER-LONG**

Fraction/% of Student Who Met their Growth Target: _____

SPM Score: _____

PVAAS (TEACHER SPECIFIC RATING):

Did you teach a PSSA or Keystone tested grade level? **YES*** or **NO**

*If YES, you will participate in Roster Verification. *NOTE: You must have 3 consecutive years of PVAAS data to be eligible for a PVAAS evaluation score to be included in your overall effectiveness rating.*

PVAAS Score: _____

Building Level Data Score: _____

Overall Score: _____

Effectiveness Rating

Appendix D

In-Depth Look: PGS Status and Implications

Peer Assistance Review (PAR)
Formal Observation (FO)
Professional Development Plan (PDP)
Performance Improvement Plan (PIP)

Overview of Professional Growth System

The Professional Growth System (PGS) is a collaborative effort between the School District of Philadelphia and the Philadelphia Federation of Teachers designed to improve instruction at all schools. PGS is an aligned system that sets clear expectations for teachers and administrators, defines standards of practice, creates transparency, provides data on teacher performance and focuses on teacher support and improvement. PGS aligns teaching standards, professional development, observation tools and evaluation tools.

PGS is made up of two components: The Peer Assistance and Review (PAR) Program and the Formal Observation Cycle (FO Cycle).

Key

FO = Formal Observation Year

PDP = Professional Development Plan (PDP) Year

Years	4	5	6	7	8	9	10	11	12	13	14
Type	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP

Years	15	16	17	18	19	20	21	22	23	24	25
Type	FO	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP	FO	PDP

Years	26	27	28	29	30	31	32	33	34	35	36
Type	PDP	FO	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP	FO

Years	37	38	39	40
Type	PDP	PDP	FO	PDP

The following timeframe may be used for the development and monitoring of the PDP:

- June-October: PDP collaborative meeting *no later than October 20th*
- Mid-year review meeting *no later than January 15th*
- End of the year review meeting *no later than May 15th*

To summarize, it is imperative that developed goals on the PDP are:

- **Specific**, with outcome that show progress over time
- **Measurable**
- **Attainable** within the PDP cycle
- **Relevant** to the school data and approved Action Plan
- **Timely**, so that progress can be assessed during the appropriate review dates

Peer Assistance and Review (PAR)

PAR is mandatory for all new teachers. New teachers are teachers in their first year of employment with the School District who are not tenured in Pennsylvania. PAR is also mandatory for tenured teachers who have been rated unsatisfactory in the previous school year.

A tenured teacher who believes that his/her teaching competence will benefit from PAR can request participation. Principals may also request that tenured teachers who are in their PDP years participate in PAR as part of Special Observation Status (SOS).

Formal Observation Cycle (FO Cycle)

During years 2 and 3, non-tenured teachers are classified by the PA Department of Education as Temporary Professional Employees (TPE) and are rated on a biannual basis (Sept-Jan and Feb-June). TPEs are formally observed at least once during each rating period.

Tenured teachers enter into the formal observation cycle. Tenured teachers rated satisfactory will be formally observed every third year instead of yearly as determined by system seniority (Formal observations in years 6, 9, 12, 15, 18, 21...). In years when the teacher is not formally observed, they will create a Professional Development Plan (PDP in years 4, 5, 7, 8, 10, 11, 13, 14, 16, 17, 19, 20...).

PAR Panel

The PAR Program is led by a Panel comprised of eight (8) members, four (4) of whom are selected by the Federation and four (4) of whom are selected by the School District. The Chair of the Panel alternates annually between the Superintendent and/or CEO and the President of the Federation, or their designees.

The Panel is divided into PAR Pairs consisting of one (1) Federation appointed member and one (1) District appointed member. Consulting Teachers (CTs) provide job-embedded support for teachers in PAR. PAR Pairs meet regularly with Consulting Teachers to review their work and the progress of teachers assigned to them. The Panel makes all discretionary decisions regarding the PGS, including:

- ▶ determining eligibility for the PAR Program;
- ▶ monitoring the overall progress of teachers participating in PAR;
- ▶ making Performance Improvement Plans (PIP).

Performance Improvement Plan (PIP)

A PIP is an individualized support plan that is developed in collaboration with a principal and a teacher to address areas of concern related to the contributing factors of a teacher's Multiple Measures Summary (MMS). The MMS includes all of the factors used to calculate an educator's rating.

For whom is a PIP designed?

Act 82 states that teachers rated as Needs Improvement or Failing are required to participate in a PIP. Decisions about PIP status are based on a teacher's Effectiveness Rating.

What are the requirements of a PIP?

- ▶ Designed with the teacher's input
- ▶ Addresses the areas of concern
- ▶ Makes recommendations for specific professional development identifies the types of data (evidence) that will be collected to determine improvement
- ▶ Provides an observation and support schedule
- ▶ Explains how intensive supervision will be provided

Can a person refuse the support of a PIP?

If a teacher meets the requirements (Failing or Needs Improvement Effectiveness Rating) they cannot refuse.

Who manages the design and implementation of the PIP?

Teachers who receive a PIP may be assigned a Teacher Coach. The coach (if applicable), principal and teacher will write the plan in collaboration. The coach and/or principal will also provide individualized support, create action steps, set measurable goals and work with the teacher to build and enhance skills. The principal will continue to monitor progress through regular informal observations.

For how long is the PIP implemented?

A PIP is implemented for one rating period. For TPEs this is equivalent to 5 months. For Professional Employees, this is equivalent to 10 months.

What are the observation requirements for a teacher on a PIP?

The teacher's rating officer completes the amount of formal observations necessitated by that teacher's PGS status.

What if a teacher is in their PDP year and they meet the requirements for a PIP?

The PIP replaces the Professional Development Plan. The teacher is treated as a satisfactory teacher in his/her formal observation year. The teacher will receive two formal observations within the 10-month rating period (one formal observation in the fall and one in the spring at the conclusion of the PIP.)

What if someone is rated Unsatisfactory?

Teachers who are rated unsatisfactory will still remain in the PAR program. Their Consulting Teacher will work with them on a Performance Improvement Plan.

If you have any questions, please contact professionaldevelopment@philasd.org.

Appendix E

*MMS Rating Letter:
Next Steps for Needs Improvement Teachers*

MMS Rating Letter

Next Steps for Managing Needs Improvement Teachers

At the beginning or end of each semester, rating officers (Principals/APs/ECFCs) may be required to have MMS Rating Letter conferences with teachers that received an overall Needs Improvement (NI) Effectiveness rating on their Multiple Measure Summary (MMS) Report.

During this conference, the rating officer will meet with the Observee to discuss the Observee's MMS report and the relevant scores/feedback. This conference is the opportunity for Observees to submit additional evidence regarding their evaluations and possibly dispute their scores. **Observees have the right to bring PFT representation to this conference.** The MMS Rating Letter conference should occur within the first ten (10) school days of the subsequent rating period.

Ex. If a teacher received their MMS Rating Letter on the last day of the school year (Spring), the Principal should hold the MMS Rating Letter conference within the first 10 days from the start of the next school year (Fall).

First Notice to NI Teachers

When a teacher is rated an overall Needs Improvement or Failing rating on their MMS report, they will promptly receive an MMS Rating Letter (via email) from the Office of Evaluation (in collaboration with the Offices of Teaching & Learning and Information Systems). This letter notifies the teacher of their status and what next steps they can anticipate, from the implementation of a PIP to being on grounds for dismissal. **Every letter informs the teacher that they are entitled to having an MMS Rating Letter conference to further discuss their results and review the implications.**

Second Notice to NI Teachers: Scheduling Conference

As advised by Labor Relations, we recommend rating officers send their NI teachers a memo notifying them of the intent to schedule the MMS Rating Letter conference. Rating officers should copy their Labor Relations representative on all communication related to the MMS Rating Letter conference to ensure Labor Relations can impactfully support. This is especially important if a teacher is on grounds for dismissal.

Teachers on Grounds for Dismissal

If a non-tenured teacher receives an overall Failing Effectiveness rating, they become on grounds for dismissal. The Principal must petition for the teacher's dismissal (recommend the teacher for termination) in order for the teacher to be terminated based on performance. If a Principal intends to petition for dismissal, the MMS Rating Letter conference is the time to formally let the teacher know.

MMS Rating Letter Conference

To ensure the MMS Rating Letter conference is properly conducted, the rating officer should confirm the following:

- Labor Relations representative has been notified of the conference and is present (if applicable)
- PFT representation for the teacher is present (if so wished by the teacher)
- Rating officer (Observer) and Observee discuss the evaluations referenced in the MMS Rating Letter
- Rating officer issues a summary of the conference to the Observee via email
- Labor Relations was copied on all communication, including the summary of the conference

This MMS Rating Letter conference should occur between the Needs Improvement teacher and the rating officer that gave the teacher that rating.

Ex. Teacher A was in School One for the 2016-17 school year. She was rated Needs Improvement on his End-of-Year MMS report. Teacher A was transferred to School Two for the 2017-18 school year. Despite Teacher A's new location, the Principal from School One is responsible for holding Teacher A's MMS Rating Letter conference.

For additional questions, please contact Labor Relations or the Office of Evaluation.

Template of 2018-2019 MMS Rating Letter sent to teachers/NTPE who received their 1st NI rating:

Dear <NAME>,

Your most recent rating was Needs Improvement. Based on your multiple measure rating in <Month, Year>, your Overall Effectiveness rating was <score>. Multiple measure ratings are comprised of several data points, including:

- 2018-19 Overall Formal Observation Score
- 2018-19 SLO Score, if applicable
- 2017-18 PVAAS (teacher-specific) Score, if applicable
- and 2017-18 SPP (building level) Score, if applicable.

Please follow the steps below to access your Multiple Measure Summary (MMS):

- Log into Cornerstone through the <https://www.philasd.org/login/>
- Hover over **PERFORMANCE** > click **Performance Tasks** > click **My Personal Reviews**
- Your most recent MMS will be listed with the title "2018-2019 [rating period] Teacher Multiple Measures Summary"
- Click on the **title** of the review, or task, to download your MMS report (if the review does not automatically appear, check the Downloads folder on your desktop).

This is your first Needs Improvement rating. For the duration of the subsequent rating period, [insert next rating period/year], your development will be guided by a Professional Improvement Plan (PIP).

Please be advised that, under Act 82, if you receive a second Needs Improvement rating that meets the following criteria, it will **automatically** be converted to a Failing rating:

1. The second Needs Improvement is in the same certification area as the first Needs Improvement.
2. The second Needs Improvement rating is within 10 years of the first Needs Improvement rating.

A Failing rating for a non-tenured teacher is grounds for dismissal. A Failing rating for a tenured teacher results in that teacher being placed in the Peer Assistance and Review (PAR) program.

In order to support your development, a Performance Improvement Plan (PIP) will be put in place.

- If you received a Proficient observation rating, your PIP will be administered by your principal and will be discussed in the conference mentioned below.
- If you received a Needs Improvement or Failing observation rating, your PIP will be administered by an Academic Coach, who will be assigned to you within 1-2 weeks of the start of the school year.

Unsatisfactory - Failing: 0.0 - 0.49

Satisfactory - Needs Improvement: 0.5 - 1.49

Satisfactory - Proficient: 1.5 - 2.49

Satisfactory - Distinguished: 2.5 - 3.0

Your principal will schedule a formal conference with you to discuss your rating. You have the right to bring union representation to this conference. At this conference, your rating officer will explain your scores and you will have the opportunity to ask questions and discuss evidence in support of or contrary to the rating. This conference should occur within 5-10 **school days** from receipt of this letter (by September 6, 2019 at the latest).

To address some of the questions you may have after receiving this letter, please consult the 2018-19 Educator Evaluation Handbook:

(https://drive.google.com/file/d/1EjVEEfpawAUNV9SHVs-m-ho_LmW2JWBm/view?usp=sharing).

Pages 30-33 specifically explain the Multiple Measure Summary and performance plans.

Thank you,
The Office of Leadership Development and Evaluation

Appendix F

Glossary

The School District of Philadelphia employs many abbreviations to narrate the evaluation process and systems. Find commonly used abbreviations decrypted below:

AP - Assistant Principal
CONN - Connectedness
CSOD – Cornerstone OnDemand
ECFC – Early Childhood Field Coordinator
ELA – English Language Arts
ESOL – English to Speakers of Other Languages
EVAAS - Education Value-Added Assessment System
FfL or FFL - Framework for Leadership
MMS - Multiple Measure Summary
MTSS - Multi-tiered System of Support
NI – Needs Improvement
NTPE - Non-Teaching Professional Employees*
OBS - Observation
PBIS - Positive Behavioral Interventions and Supports
PDE - Pennsylvania Department of Education
PIP - Performance Improvement Plan
PSSA - Pennsylvania System of School Assessment
PVAAS - Pennsylvania Value-Added Assessment System
RV - Roster Verification
SAS - Standards Aligned System
SPM – Student Performance Measures
TPE - Temporary Professional Employees
UNSAT – Unsatisfactory

As defined by Act 13:

Professional Employee - A professional employee is 1) a classroom teacher who provides direct instruction to students related to a specific subject or grade level, 2) a non-teaching professional who provides services other than classroom instruction or is an educational specialist, and 3) a principal which includes principals, assistant principals, vice principals, directors of career and technical education and supervisors of special education

Temporary Professional Employee - Non-tenured classroom teachers or non-tenured non-teaching professional

Non-teaching Professional Employees: Non-teaching professional employee, or NTPE, is “a person who is an education specialist or a professional employee or temporary professional employee who provides services other than classroom instruction.”

Other NTPEs provide support to school teams (teachers and leaders) as well. See below for a full-list of non-teaching professional employees:

- Coach – Academic Coach/Consulting Teacher
- Coach – PreK Instructional Specialist
- Counselors
- Ed-Tech Coaches
- Instructional Specialists
- Nurses
- Occupational/Physical Therapist (OT/PT)
- Psychologists
- Social Workers
- Special Needs Coordinators
- Speech Language Pathologists (or Speech Therapists)



**If you have any outstanding Evaluation questions,
please do not hesitate to contact the Office of Evaluation at
effectiveness@philasd.org.**

Leta Johnson-Garner
Executive Director of Evaluation

Chandra Singh
Director of Evaluation

Kris Riscavage
Observation Evaluation Coordinator

Amber Paige
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