



Questions and Discussion about Teacher Evaluation



Expect
great
things.



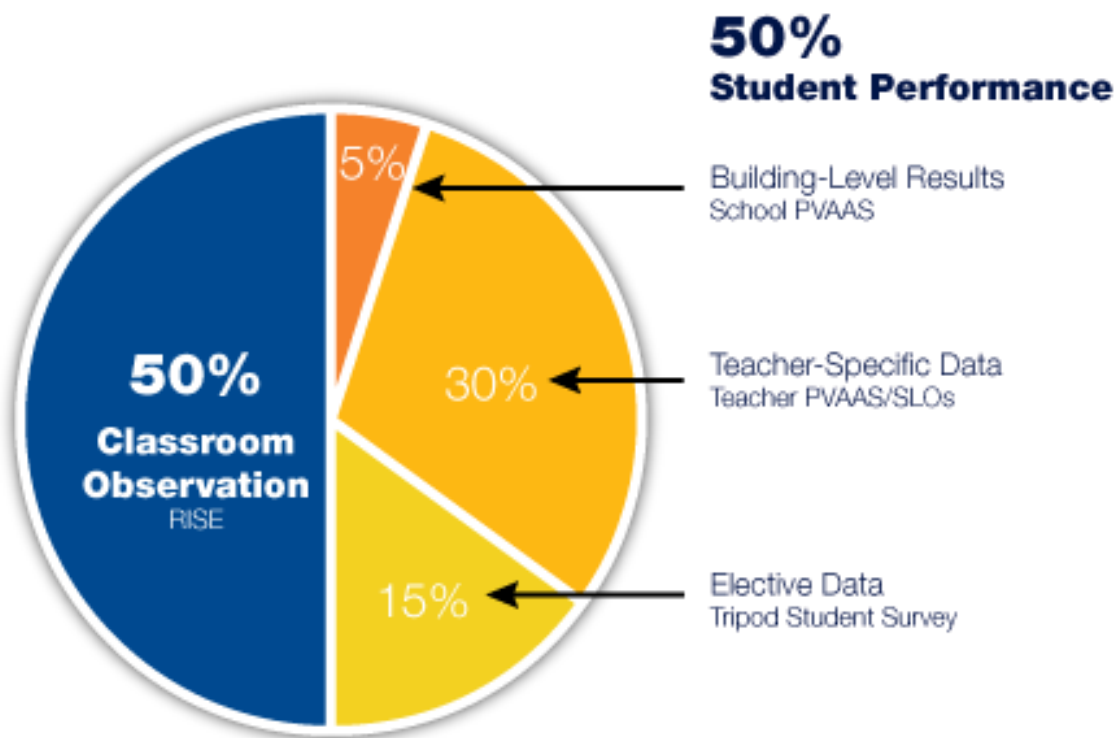
The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities or employment and provides equal access to the Boy Scouts and other designated youth groups. It is the policy of the Pittsburgh School District to make all services, programs and activities available and to provide reasonable accommodations to persons with disabilities. Please make requests for accommodations at least 72 hours before the scheduled event. For more information regarding accommodations, civil rights grievance procedures, please contact Employee Relations, Office of Human Resources, 341 S. Bellefield Ave, Pittsburgh, PA 15213 or 412-529-HELP (4357).

What is Act 82 and how does it affect PPS?

Act 82 of 2012 is a comprehensive education reform bill signed in July 2012 that, among other changes, requires school districts in Pennsylvania to use multiple measures when evaluating teachers, school leaders, and other non-teaching professional staff. Specifically, Act 82 requires that teacher evaluation be based **50% on observation and 50% on student outcomes**.

In addition to the Satisfactory and Unsatisfactory ratings with which teachers are already familiar, Act 82 also introduced four performance levels for teacher evaluation: Distinguished, Proficient, Needs Improvement, and Failing. This was a new feature in teacher evaluation that began in 2013-14 and is addressed in greater detail later in this document.

Act 82 allows districts some flexibility to develop a unique rating tool, so long as it works within the established framework, is of equal rigor to the guidelines that the legislation established, and is approved by the Pennsylvania Department of Education (PDE). Because PPS was ahead of the rest of the state in implementing new ways of looking at teacher effectiveness, the District proposed a system that built on the work already accomplished in Pittsburgh. Like Act 82's model, the PPS model uses 50% classroom observation and 50% student outcomes. Differences include reducing the weight of building-level results from 15% to 5%, reducing the weight of elective data from 20% to 15%, and increasing the weight of teacher-specific data from 15% to 30%.



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Questions and Discussion about Teacher Evaluation

Why did the District take this approach?

In 2009, the District committed to developing an evaluation process that values multiple measures and includes student outcomes. PPS spent more than three years developing new tools that teachers could use to grow as professionals. Through technical analysis and feedback from educators, PPS reviewed eight different approaches to teacher evaluation that also met the requirements of Act 82. Consensus was strong for the District's proposed model. This approach to teacher evaluation:

- Holds teachers accountable at higher weights for factors most within their control;
- Treats teachers equitably across schools, students, grades, and subject areas;
- Emphasizes growth measures over attainment measures; and
- Was preferred by teachers to the model defined by state legislation.

When was this finalized?

On August 2, 2013, PDE first approved the District's model for use in teacher evaluation. PPS currently has approval from PDE to use its own model for teacher evaluation through the 2019-20 evaluation year.

Who is included in this system?

PPS has categorized *classroom teachers* into two groups:

1. **Teachers evaluated with multiple measures** (*about 75% of teachers*): Teachers in this group are rated based on calculations using a weighted average of multiple measures. They include core and elective teachers, ESL teachers, PSE ES/LS teachers, and PSE regional ES teachers.
2. **Teachers evaluated with preponderance of observation evidence** (*about 25% of teachers*): Teachers in this group are rated based on an evaluator's score taking into consideration evidence collected through RISE. They include teachers at some special schools, pre-tenure teachers in their first three semesters, PSE speech, vision, and hearing teachers, PSE ES/LS inclusion support teachers, PSE Mercy teachers, PSE SOS teachers, PSE City Connections teachers, EC classroom and replacement teachers, EI classroom and itinerant teachers, EHS teachers, CTE math/ELA integration teachers, ESL itinerant teachers, music specialists, homebound teachers, and librarians serving as classroom teachers.

What if I have a special situation?

Some teachers have special situations that deviate from the model outlined above. The most common situations, and those addressed in this document, include:

- Pre-tenure teachers
- Teachers who don't have teacher-specific PVAAS results
- Teachers who don't have school-level PVAAS results or are at multiple schools
- Teachers who don't have Tripod student survey results

Questions and Discussion about Teacher Evaluation

Pre-tenure teachers

All pre-tenure teachers must receive a Satisfactory or Unsatisfactory rating every semester for their first six semesters. Pre-tenure teacher ratings in their first three semesters are evaluated based on the preponderance of evidence on the 15 RISE power components. Pre-tenure teachers in their fourth through sixth semester are rated based on multiple measures, if available. All *mid-year* ratings are based on the preponderance of evidence.

The following guidelines dictate how preponderance of RISE evidence leads to a performance level and rating that meet the requirements of Act 82. Preponderance is determined by the RISE rating (Distinguished, Proficient, Basic, Unsatisfactory) assigned to the most power components.

Preponderance* of RISE evidence	Performance Level
Distinguished	Distinguished
Proficient	Proficient
Basic	Needs Improvement
Unsatisfactory	Failing

Teachers who don't have teacher-specific PVAAS results

The PPS model assigns 30% weight to teacher-specific measures, but only teachers with individual PVAAS results that include three years of data are used for end-of-year ratings. For teachers without PVAAS results that include three years of data, their student learning objective (SLO) rating is used. PVAAS and SLO results are aligned through a centering adjustment so that one group is not advantaged over the other.

Teachers who don't have school-level PVAAS results or are at multiple schools

Teachers who can be evaluated using multiple measures who cannot be attributed to a school with school-level PVAAS results are evaluated using the District average school-level PVAAS score. The District average is defined as the average of all school-level PVAAS scores of teachers included in the combined measure.

For teachers teaching at multiple schools, a weighted average of each school's PVAAS score is used.

Teachers who don't have Tripod student survey results

There are teachers who will likely not have Tripod results. For example, teachers who teach first-year ESL students, teachers at some special schools, teachers who are not the teacher of record in a classroom (such as inclusion teachers), and music specialists will generally not have results.

PPS consulted with teachers, principals, PPS and PFT leadership, and national experts to consider options for including teachers without Tripod results. Outside experts analyzed the impact of using various substitute measures and provided a recommendation to use District-level Tripod results, as they have a neutral impact more so than the other options. The District-level Tripod score is defined as the average of all teacher-level Tripod scores included in the combined measure model.

How do end of year ratings work?

Performance Level Ranges

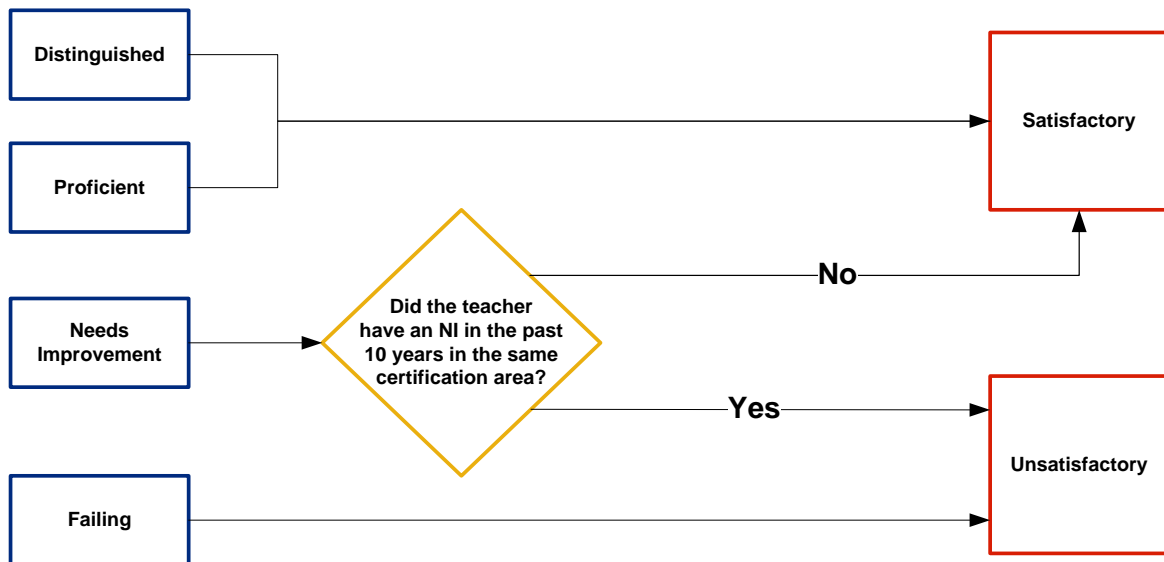
Act 82 identifies four performance levels for teacher evaluation: Distinguished, Proficient, Needs Improvement, and Failing. Through the evaluation process, teachers earn between 0 and 300 points and each performance level is associated with a point range. The table below shows the performance level and associate point range used for end-of-year ratings. These ranges establish the standard for teaching performance in Pittsburgh.

Performance Level	Point Range
Distinguished	210 - 300
Proficient	150 - 209
Needs Improvement	140 - 149
Failing	0 - 139

Performance Levels and Ratings

Each performance level converts to a rating of Satisfactory or Unsatisfactory:

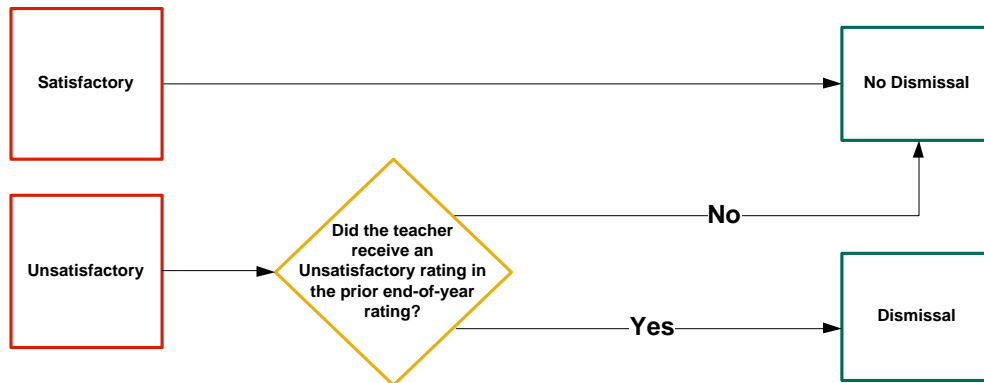
- A performance level of Failing results in an Unsatisfactory rating.
- All other performance levels result in Satisfactory ratings. However, if a teacher performs at the Needs Improvement level twice in 10 years in the same certification area, he or she will receive an Unsatisfactory rating.



Questions and Discussion about Teacher Evaluation

Implications of Unsatisfactory Ratings

For tenured teachers, dismissal can only occur after two consecutive Unsatisfactory ratings.



Pre-tenure teachers may be dismissed for performance after just one Unsatisfactory rating.

How is a teacher's rating reported?

The **Annual Rating Form** brings the individual measures together to arrive at a single numerical value and applies a performance level and rating.

Annual Rating Form
 For Professional and Temporary Professional Teachers

Page 1 of 1
 School Year 20XX-XX
 Mid-Year End-of-Year

Personal Information

Name: _____ Location(s): _____
 PPS ID: _____
 Title: _____
 Assignment Area(s): _____

Your Summative Evaluation

Category	Weight	Points
Your Observation of Teacher Practice	50%	
Your Student Learning and Growth Results	30%	
Your Student Perception Results	15%	
Your School Student Learning and Growth Results	5%	
Total Points *		

Performance Level	
Rating	

* Where sufficient multiple measures are not available (e.g. first-year teachers), no points are listed. Performance Level is based on the preponderance of observation evidence. See your Educator Effectiveness Report for detailed information.

Signatures

Employee (print)	Employee (signature)	Date
Supervisor (print)	Supervisor (signature)	Date
Superintendent (print)	Superintendent (signature)	Date

Employee signature acknowledges receipt of the completed rating form and Educator Effectiveness Report and does not constitute agreement with the rating. Superintendent signature is only required for Unsatisfactory ratings.

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Questions and Discussion about Teacher Evaluation

The **Educator Effectiveness Report** details the results associated with each part of a teacher's evaluation and shows the relative weighting of each measure. This document can act as a stand-alone document independent from the rating form and is much more useful than the Annual Rating Form for identifying and prioritizing opportunities for growth and support.

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Educator Effectiveness Report
Based on PPS Combined Measure of Effective Teaching
School Year 20XX-XX

PPS ID: _____ Name: _____

Your Student Perception Results **Elective Data (15%)**

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Educator Effectiveness Report
Based on PPS Combined Measure of Effective Teaching
School Year 20XX-XX

PPS ID: _____ Name: _____

Your Student Learning and Growth Results **Teacher-Specific Results (30%)**

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Educator Effectiveness Report
Based on PPS Combined Measure of Effective Teaching
School Year 20XX-XX

Personal Information

Name: _____ Location(s): _____
PPS ID: _____
Title: _____
Assignment Area(s): _____ RISE FOP RISE IGY

Your Observation of Teacher Practice **Professional Practice (50%)**

For teachers on the Formal Observation Process (FOP), summative scores from the current school year are used. For teachers on Independent Growth Year (IGY), summative scores from the most recent year in which scores are available are used.

RISE <i>Research-based Inclusive System of Evaluation</i> <i>Summative Evaluation Scores</i>	Distinguished	Proficient	Basic	Unsatisfactory	Current Year	Prior Year(s)	Weight (%)	Points
1b: Demonstrating Knowledge of Students					<input type="radio"/>	<input type="radio"/>	5	
1c: Setting Instructional Outcomes					<input type="radio"/>	<input type="radio"/>	5	
1e: Planning Coherent Instruction					<input type="radio"/>	<input type="radio"/>	5	
2a: Creating a Learning Environment of Respect/Rapport					<input type="radio"/>	<input type="radio"/>	7.5	
2b: Establishing a Culture for Learning					<input type="radio"/>	<input type="radio"/>	7.5	
2c: Managing Classroom Procedures					<input type="radio"/>	<input type="radio"/>	7.5	
2d: Managing Student Behavior					<input type="radio"/>	<input type="radio"/>	7.5	
3a: Communicating with Students					<input type="radio"/>	<input type="radio"/>	8	
3b: Using Questioning and Discussion Techniques					<input type="radio"/>	<input type="radio"/>	8	
3c: Engaging Students in Learning					<input type="radio"/>	<input type="radio"/>	8	
3d: Using Assessment to Inform Instruction					<input type="radio"/>	<input type="radio"/>	8	
3g: Implementing Lessons Equitably					<input type="radio"/>	<input type="radio"/>	8	
4a: Reflecting on Teaching and Student Learning					<input type="radio"/>	<input type="radio"/>	5	
4b: Systems for Managing Student Data					<input type="radio"/>	<input type="radio"/>	5	
4c: Communicating with Families					<input type="radio"/>	<input type="radio"/>	5	
Weighted Average *								

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