UNDERSTANDING THE PROPOSED ACT 82 CHANGES

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Current System

Teacher Effectiveness System in Act 82 (HB 1901)

- **Observation/Evidence**
  - Danielson Framework Domains
  - 1. Planning and Preparation
  - 2. Classroom Environment
  - 3. Instruction
  - 4. Professional Responsibilities

- **Building Level Data**
  - PSSA Achievement
  - PVAAS Growth
  - Graduation Rate
  - Promotion Rate
  - Attendance Rate
  - AP Course Participation
  - SAT/PSAT

- **Teacher Specific Data**
  - PSSA Achievement
  - PVAAS Growth
  - IEP Growth
  - Locally Developed District Rubrics

- **Elective Data/SLOs**
  - District Designed Measures and Examinations
  - Nationally Recognized Standardized Tests
  - Industry Certification Examinations
  - Student Projects Pursuant to Local Requirements
  - Student Portfolios Pursuant to Local Requirements

**Observation/Evidence, 50%**

**Building Level Data, 15%**

**Teacher Specific Data, 15%**

**Elective Data, 20%**
The Wheel Redefined

Observation

30%

70%

Building Level Data & Teacher Specific Data
COMPREHENSIVE CLASSROOM OBSERVATION –

- Needs to include a Pre-Observation & Post-Observation Conference

- Post Observation Conference can be waived by mutual agreement for extenuating circumstances
POVERTY FACTOR NOW PART OF BUILDING DATA

- Data used from PIMS
- Calculate the regression coefficient of determination known as $R^2$ and use a formula to get a score to add to the building level score
CLASSROOM WALK-THROUGHS

- May be used to gather evidence and artifacts to inform the employee’s rating
- Can be used to gather evidence in addition to, not in place of comprehensive classroom observations except when defined by differentiated supervision plan
- Walk-through evidence or artifacts are to be based only on factors that are present or witnessed by the evaluator
NEEDS IMPROVEMENT RATINGS

- Currently, TWO needs improvement ratings within TEN years in the same certification area results in an overall Unsatisfactory rating
- Changes from TEN years to FOUR years. All other language remains the same.
IMPROVEMENT PLANS

- Any overall NEEDS IMPROVEMENT or FAILING rating requires employee to participate in a performance improvement plan.
- No employee can be rated NI or FAILING based solely on student test scores.
EVIDENCE or ARTIFACTS

- An employee may provide the evaluator with evidence or artifacts that relate directly to employee’s observation and practice results.
- Evaluator maintains the authority to determine whether evidence is relevant.
RATING LIMITS

- The employer may not limit the number of employees who receive an overall DISTINGUISHED rating. No policy, guidelines, or practices should be in place to prevent the number of distinguished ratings.
PROFESSIONAL DEVELOPMENT

- Under SB751, PDE is charged with developing and administering professional development on all aspects of the system.
NUMBER OF RATINGS PER YEAR

- Satisfactory professional employees shall be rated no more than once annually.
- Unsatisfactory professional employees shall be rated at least annually.
- Temporary employees shall be rated at least twice annually.
COLLECTIVE BARGAINING AGREEMENT

- No agreement after effective date can provide for a rating system other than the one stipulated.
- A provision in a contract in effect on the effective date for a rating system in conflict with new changes shall be discontinued in a new or renewed contract.
Teachers WITH Building Level Data

- 30% Building Level Data & Teacher Specific Data
- 70% Observation

(Chart showing the distribution of observations and data categories)
Teachers with Building Level Data

70% - based on observation side - Danielson Framework

30% - based on student performance & teacher specific data

**Student Performance** (10% of 30%) – Building Level Data (assessments, value added, graduation rate, attendance, and poverty formula)

**Teacher Specific Data** (20% of 30%) – half on student performance measures (assessments, value added, IEP progress) & half on other measures (rubrics, district measures, national standardized tests, industry certs, student projects and portfolio)
Teachers with Building Level Data

70% - based on observation side - Danielson Framework

30% - based on student performance & teacher specific data

Student Performance (10% of 30%) – Building Level Data (assessments, value added, graduation rate, attendance, and poverty formula)

*** Teacher Specific Data (20% of 30%) for non data teachers– half on student performance measures (IEP progress) & half on other measures (rubrics, district measures, national standardized tests, industry certs, student projects and portfolio)
Teachers WITHOUT Building Level Data

- 80% OBSERVATION
- 20% Teacher Specific Data
Teachers WITHOUT Building Level Data

80% - based on observation side - Danielson Framework

20% - based on student performance & teacher specific data

Teacher Specific Data (20% of 30%) - half IEP progress) & half on other measures (rubrics, district measures, national standardized tests, industry certs, student projects and portfolio)
TEMPORARY PROFESSIONAL EMPLOYEE OBSERVATION

100 %
Principals WITH Building Level Data

BUILDING LEVEL DATA & PERFORMANCE GOALS

OBSERVATION

30%

70%
Principals with Building Level Data

70% - based on observation side – Framework for Leadership

30% - based on student performance & performance goals

Student Performance (10% of 30%) – Building Level Data (assessments, value added, graduation rate, attendance, and poverty formula)

Performance Goals (20%) – identify goals prior to school year (district or building specific), identify evidence to be collected to satisfy goals, midyear review, and final review. Goals to be rated 3 for distinguished, 2 for proficient, 1 for needs improvement, and 0 for failing.
Principals WITHOUT Building Level Data

20% Performance Goals

80% OBSERVATION
Principals WITHOUT Building Level Data

80% - based on observation side - Danielson Framework

20% - based on performance goals

Performance Goals (20%) – identify goals prior to school year (district or building specific), identify evidence to be collected to satisfy goals, midyear review, and final review. Goals to be rated 3 for distinguished, 2 for proficient, 1 for needs improvement, and 0 for failing.