



**MILLVILLE
AREA SCHOOL DISTRICT**

**DIFFERENTIATED
SUPERVISION PLAN**

2024 - 2025



DIFFERENTIATED SUPERVISION PLAN	1
DISTRICT PHILOSOPHY.....	2
OBJECTIVES.....	2
ACT 13 OF 2020.....	3
Introduction.....	3
Act 13 Changes to PDE Act 82: Teacher Effectiveness Act 13.....	3
Teacher-Specific Data (TSD): Statewide Assessments, Growth, and IEP Goals Progress (Teacher rating only w/available data as applicable and attributable to the teacher):.....	4
LEA Selected Measures (Teacher rating, interim ratings, NTP transfer option only):.....	4
Performance Goals (Principal rating only):.....	4
Differentiated Supervision Plan:.....	5
Model #1: “Clinical/Formal Supervision Model”	9
DOMAIN 1: Planning and Preparation:.....	10
DOMAIN 2: Classroom Environment:.....	10
DOMAIN 3: Instruction:.....	11
DOMAIN 4: Professional Responsibilities:.....	11
The Formal/Clinical Model of Evaluation: The Process:.....	12
Model #2: Observation/Walkthrough Model of Supervision:.....	13
Act 13 Definitions of Educational Professional Roles:.....	14
Classroom Teacher Roles.....	14
Non-Teaching Professional Roles.....	15
Multiple Measures of Act 13.....	15
Act 13 indicates that Student Performance Data is another component which weighs into an educational professional’s evaluation:.....	17
Building Level Scores.....	18
Teacher-Specific Data.....	20
Student Performance on PSSA/Keystone contributes to Teacher Specific Data and the Educational Professional’s Evaluation:.....	20
Growth Data contributes to Teacher Specific Data and the Educational Professional’s Evaluation.....	21
Student progress towards meeting the goals within the Individualized Educational Plan (IEP) contributes to Teacher Specific Data and the Educational Professional’s Evaluation:.....	21
LEA Selected Measures.....	24
Developing Student Performance Measures:.....	25
Minimum Requirements for LEA Selected Measures: Student Performance Measures: 25	
Act 13 of 2021 incorporates District Selected Measures: Student Performance Measure (SPM) –SPM Template.....	28
At the Beginning of the Rating Period: (Initial Conference).....	28
During the Agreed Upon Interval of the Rating Period: (Mid-Point Review).....	28
At the Conclusion of the Rating Period: (End-of-Rating Review).....	29

DIFFERENTIATED SUPERVISION PLAN

DISTRICT PHILOSOPHY

The Millville Area School District, in cooperation with the Millville Education Association, recognizes the importance of providing all professional employees with opportunities to continuously improve their practice in order to provide students with progressive instruction, rigorous and relevant curricula, and a safe and supportive climate within which to learn and grow.

The MASD Differentiated Supervision Plan is designed to promote, through realistic goal setting, the professional growth of each professional employee who operates within the Millville Area School District. The evaluation and supervision procedures that are undertaken by our educational professionals align with Act 82 of 2012, Act 13 of 2020, as well as with research-based best practices related to high-performing schools that promote research-based instructional practices and operating procedures that enable all students to succeed. Furthermore, all evaluation and supervision practices and procedures that comprise the Millville Area School District Differentiated Supervision Plan shall be conducted in an environment within which mutual respect and professional growth of the participants are considered to be of the utmost importance.

OBJECTIVES

The Millville Area School District has implemented the MASD Differentiated Supervision Plan in order to provide district stakeholders with a clear blueprint regarding the evaluation and supervision practices that will be undertaken not only to be in compliance with Act 82 of 2012 and Act 13 of 2020, but also serve to foster and maintain high quality instructional programming which promotes continuous school improvement and the student achievement and growth necessary for students to be prepared for post-secondary educational and/or workplace settings and to become productive citizens as well.

- Consistent with Act 82 of 2012 and Act 13 of 2020, the Millville Area School District's Differentiated Supervision Plan bases a professional's evaluation upon information gleaned from observation and practice, building level data, teacher-specific data (Statewide Assessment Data, Growth, and Progress towards IEP Goals). The MASD will weigh each of the aforementioned data sets in a manner consistent with [Act 13 of 2020](#).
- The MASD Differentiated Supervision Plan affords educational professionals with opportunities for professional growth through participation in **TWO differentiated supervision modalities all of which are aligned to the Danielson framework for Teaching.**
- The MASD Differentiated Supervision Plan: 1.) Provides guidance regarding the evaluation of educational professionals; 2.) Identifies the critical components of effective educational practices; and 3.) Identifies opportunities for strategic professional growth. The term "educational professionals" includes teachers (all professional and temporary professional employees), education specialists, and non-teaching educational professionals.

- The purpose of the MASD Differentiated Supervision Plan is to provide professionals with personalized learning opportunities designed to enhance growth, fulfill teaching responsibilities through reflective practice, and increase overall effectiveness.
- The MASD Differentiated Supervision Plan (2021) fulfills the requirements of Pennsylvania’s Educator Excellence programs outlined under Act 82 and Act 13. This plan consists of formal, differentiated, and performance improvement modes of supervision.

ACT 13 OF 2020

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 (EE) process used to evaluate professional employees in Pre K-12 education across Pennsylvania beginning in the 2021-22 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.

Act 13 Changes to PDE Act 82: Teacher Effectiveness Act 13

Impact on Educator Effectiveness

- Observation & Practice
 - The four domains of Observation & Practice remain unchanged.
 - The weighting of Observation & Practice increases.
- Building Level Data
 - The weighting of Building Level Data decreases.
 - The total score for Building Level Data is adjusted proportionally for each school building to address economically disadvantaged student populations (‘challenge multiplier’).
 - Four indicators are removed from the calculation of Building Level Data:

Act 82	Act 13
Academic Achievement (State Assessments)	Academic Achievement (State Assessments)

Academic Growth (PVAAS) Attendance Promotion/Graduation Closing Achievement Gap - All Students Closing Achievement Gap - Historically Underperforming Students Advanced Achievement	Academic Growth (PVAAS) Attendance Graduation
--	--

Teacher-Specific Data (TSD): Statewide Assessments, Growth, and IEP Goals Progress
(Teacher rating only w/available data as applicable and attributable to the teacher):

- The weighting of Teacher-Specific Data: Statewide Assessments, Growth, and IEP Goals Progress decreases.
- Locally Developed School District Rubrics are moved to LEA Selected Measures.

LEA Selected Measures (Teacher rating, interim ratings, NTP transfer option only):

- Notwithstanding the addition of Locally Developed School District Rubrics, the LEA Selected Measures (currently Elective Data under Act 82) remain unchanged.
- The weighting of LEA Selected Measures decreases.

Performance Goals (Principal rating only):

- The Elective Data measure and the Correlation Data measure are removed.
- A new measure is established: Performance Goals, which may be district or building specific and are determined by the supervisor and principal prior to school year.

The following table offers a summary of the various measures to be utilized in the evaluation of Educator Effectiveness per Act 13.

Professional Employee Evaluated		Observation & Practice	Building Level Data	TSD: Statewide Assessment, Growth, IEP Goal Progress	LEA Selected Measures	Performance Goals
Classroom Teacher	Data Available Teacher	70%	10%	10%		

	Non-Data Available Teacher	70%	10%	10% IEP Goals Progress Only	10%	
	Teacher without Building Level Data	80%		10% IEP Goals Progress Only	10%	
	Temporary Teacher	100%				
Non-Teaching Professionals (NTP)	NTP w/ Building Level Data	90%	10%			
	NTP w/out Building Level Data	100%				
	Temporary NTP	100%				

Principal	Principal w/ Building Level Data	70%	10%			20%
	Principal w/out Building Level Data	80%				20%

**Any interim rating of a professional employee who received an unsatisfactory rating on the annual evaluation shall be comprised of 70% Observation & Practice and 30% LEA Selected Measures, applying practice models, domain weighting, and local measures as evaluated using the interim rating tool, 13-4.*

Differentiated Supervision Plan:

The Millville Area School District Differentiated Supervision Plan outlines **TWO modalities** for evaluating the effectiveness of professional and temporary professional employees with instructional certificates serving as

classroom teachers and educational specialists which include: professional employees or temporary professional employees who plan, deliver, and/or assess the instruction and non-teaching educational professionals as well. Consistent with PDE expectations, ALL permanent and temporary professional staff will be evaluated every school year (**No less than ONCE per year for all Permanent/Level II certificated professional staff members and no less than TWICE per year for all Temporary/Level I professional staff members**).

The **TWO** evaluation models that the MASD employs correlate specifically to the Pennsylvania Model for Teacher Effectiveness. The two models enable the school leader/administrator to cultivate a comprehensive evaluation of the teacher and/or specialist practice which is derived through direct observation and evaluation of student performance data.

Utilizing the Model for Teacher Effectiveness, school leaders employ a clear and objective blueprint which assesses the performance of educational professionals through **FOUR (4) overarching domains** which include:

- 1.) Planning and Preparation,**
- 2.) Classroom Environment,**
- 3.) Instruction,**
- 4.) Professional Responsibilities.**

Consistent with Act 82, educational professionals receive a rating of “**Distinguished, Proficient, Basic/Needs Improvement, or Unsatisfactory**” in each respective domain. Ratings shall be determined by a supervisor or a principal who supervises the work of the professional employee or temporary professional employee being rated under the supervision of the Superintendent of Schools. Unsatisfactory ratings shall NOT be valid unless approved by the Superintendent of Schools.

As per Act 13 and PDE, each rating form (12-1, 13-2, and 13-3) shall identify the overall performance rating of the professional employee and temporary professional employee which is derived as the composite evaluation of all on stage and off-stage domains as one of the following:

1. **Distinguished** – shall be considered **satisfactory**
2. **Proficient** – shall be considered **satisfactory**
3. **Basic/Needs Improvement** – shall be considered **satisfactory**, except that any subsequent overall rating of “basic” issued by the same employer within ten (10) years of the first overall performance rating of “needs improvement” where the employee is in the same certification shall be considered **unsatisfactory**.
4. **Unsatisfactory** – shall be considered **unsatisfactory**

Teachers who receive an overall performance rating of “**Basic/Needs Improvement or Unsatisfactory**” are required by Act 82 to participate in a **Performance Improvement Plan**. A Performance Improvement Plan

which is designed, implemented, and maintained by the respective administrator/supervisor reflects the collaboration and input of the professional employee.

The Performance Improvement Plan (PIP) addresses the area(s) of concern, recommendations for professional development, types of data (evidence) that will be collected to determine improvement, and an observation schedule with intensive supervision and support.

After 2022-23, ALL professional staff must participate in BOTH evaluation models within the course of a TWO (2) year cycle.

The models include: 1.) Formal/Clinical Supervision Model and an 2.) Observation/Walkthrough Evaluation Model--Both of which are aligned to the PDE Model for Effective Teaching and the PDE Model for Effective Leadership. Beginning with the 2022-23 school year, in an effort to promote and maintain equity, ALL professionals will be ASSIGNED to a designated evaluation model.

Beginning with 2022-23, within the context of TWO school years, professionals will be evaluated within the Formal/Clinical Supervision Model and the Observation/Walkthrough Model in alternating years. This enables the administrator to evaluate the professional practices of teachers and non-teaching professionals through a variety of lenses and interactions.

All Temporary professionals/Level I certificated professionals will be required to participate in the Formal/Clinical Supervision Model. The temporary professionals/Level I certificated professionals will be evaluated NO LESS than TWICE annually.

ALL Professionals-Permanent/Level II certificated professionals and temporary/Level I certificated professionals are REQUIRED to develop a portfolio of artifacts that correlate specifically to every component within Domain 4 "Professional Responsibilities from the PA Model of Teacher Effectiveness/Danielson Rubric.

*****In the event that a teaching professional or NPE demonstrates performance that is deemed as concerning by their direct supervisor, the direct supervisor may increase the frequency of evaluation and/or assign a preferred modality of evaluation*****

- As per Domain Four of the Danielson Model for Teacher Effectiveness--Accomplished educational professionals have high ethical standards and a deep sense of professionalism, focused upon improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished educational professionals assume leadership roles in both school and district initiatives, and they engage in a wide range of professional development activities to strengthen their

practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.

- Educational professionals will strategically identify **NO LESS THAN THREE (3) artifacts** that reflect the actions undertaken to address each component that comprises **Domain 4: “Professional Responsibilities.”**

- Educational professionals must supplant self-selected artifacts within a “Domain 4 Portfolio” such instructional blueprints, lesson plans, assessments, PLC outcomes, correspondence with parents, student performance data, photos, etc...All of which demonstrate the professional’s actions and the degree to which that align to the following components of Domain 4:
 - **4a - Reflecting Upon Teaching**
 - **4b - Maintaining Accurate Records**
 - **4c - Communicating with Families**
 - **4d - Participating in a Professional Community**
 - **4e - Growing and Developing Professionally**
 - **4f - Showing Professionalism**

- In order to reduce any perceived subjectivity that may impact the evaluation of an educator’s “professionalism,” professional employees will self-direct their selection and submission of artifacts that demonstrate their performance with relationship to each component area within Domain 4.

- **Professional employees should cultivate a digital portfolio which will be submitted to their respective supervisor/administrator by its designated due date.**

- **Teachers are encouraged to utilize the PA-ETEP Platform to upload their respective Domain 4 Portfolios and artifacts.**

- **In the event that teachers would like to compile and submit their digital portfolio in an alternate electronic format, they should discuss this with their supervisor in advance.**

- This process ensures that all evaluations of professionalism consider evidentiary artifacts self-selected by the professional employee.

- Professional employees are encouraged to supplant evidentiary artifacts as they are incorporated within their practice throughout the given school year into their portfolio, rather than assemble/cultivate them immediately prior to their submission due date.

Regardless of the evaluation model to which professional employees are assigned, district administration will be conducting informal observations or walkthroughs NUMEROUS times per school year. The frequency of informal observations/walkthroughs ensure that high standards of planning, classroom environment, instruction, and professionalism are consistently employed at all times.

The frequency of informal observations/walkthroughs enables the administrator/supervisor to be familiarized with the learning activities and culture of each respective classroom. Additionally, the frequency of informal observations/walkthroughs enables teachers to receive the constructive feedback and assistance necessary to maintain high quality programming that ensures that the needs of ALL students are well met.

An administrator may conduct an observation at any given time. The administrator may not announce that he/she is conducting an observation...Every observable interaction between an educational professional and a student(s), when observed by an administrator may yield a walkthrough/observation.

The Millville Area School District utilizes the PA-ETEP: Electronic Teacher Evaluation Portal as the management platform for ALL evaluation models. Professional employees should anticipate receiving feedback from their respective evaluator within their portal within 24 hours of their formal/informal observation.

In an event that a concern arises through the evaluation process, the supervisor/administrator maintains the right to reassign the professional employee to an alternative evaluation model in order to provide the employee with intensive support.

Model #1: “Clinical/Formal Supervision Model”

- The Clinical/Formal Model of Supervision enables the educational professional/NTP to engage in a collaborative process with his/her administrator/ supervisor within which they review, reflect, and discuss evidence gleaned from both the on-stage and off-stage realms. The off-stage aspects of the clinical evaluation are comprised of activities that align to the components in domains one (Planning and Preparation) and four (Professional Responsibilities). Whereas, the on-stage aspects of the clinical evaluation are comprised of activities that align to the components in domains two (Classroom Environment) and three (Instruction). The evaluator/administrator will utilize the PDE approved rubrics that align with Act 82. Within the interactive process, the administrator/evaluator and employee assess and self-assess utilizing the domain-specific rubrics developed by Charlotte Danielson:

- Domain 1 - Planning and preparation, including selecting standards-based lesson goals and designing effective instruction and assessment.
- Domain 2 - Classroom environment, including establishing a culture for learning and appropriate classroom management techniques that maximize instructional time.
- Domain 3 - Instruction, including the use of research-based strategies which engage students in meaningful learning and utilize assessment results to make decisions about student needs.
- Domain 4 - Professional responsibilities, including using systems for managing student data and communicating with student families.
- When evaluating the professional employee in the aforementioned domains and within their respective components, the administrator/supervisor shall determine and assign a performance rating utilizing an evidence-based rubric aligned to the framework developed by PDE in conjunction with Charlotte Danielson.

The Four Domains of Professional Practice for Classroom Teachers

DOMAIN 1: Planning and Preparation:

- Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' understanding of the subject as identified through effective use of assessments. Instructional outcomes are clear, represent important learning in the subject, and are aligned to academic standards. The instructional design includes relevant learning activities and modalities that are well sequenced and support all students in meeting high expectations in an environment that provides positive, equitable, and inclusive opportunities for learning.

DOMAIN 2: Classroom Environment:

- Effective teachers organize their classrooms so that all students can learn. Teachers know and value their students' identities, as well as their academic, social, and emotional strengths and needs. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of instructional space, and supporting and engaging in the learning of classmates. Students and teachers work in ways that demonstrate their belief that rigorous effort will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.

DOMAIN 3: Instruction:

- Effective teachers ensure all students are highly engaged in learning and contribute to the success of the class. Teacher explanations are clear and invite student intellectual engagement. Instructional practices are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Teacher feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve, and have autonomy in their learning. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.

DOMAIN 4: Professional Responsibilities:

- Effective teachers have high ethical standards, a deep sense of professionalism, and are focused on improving their own teaching and supporting the ongoing learning of colleagues. Teachers provide frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families' home language, culture, and values. They assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all. Documentation is accurate and comprehensive and supports student learning.
- The administrator/supervisor **shall base the evaluation upon the preponderance of evidence gathered.** The administrator/supervisor must corroborate their rating by **explicitly citing the evidence/documentation that served as his/her basis.** Consequently, the evaluator should cite explicitly what was observed and/or documented and relate the efficacy of this element as it corresponds to the Danielson Rubric.

- **The administrator and the teacher will provide NO LESS than ONE evidentiary statement per component area in order to substantiate and justify their respective performance rating. Administrators and teachers shall provide evidence that served as the basis of their rating.**

- Documentation may include, but not be limited to a combination of any of the following items:
 - Documented notations of classroom observations
 - Lesson Plans/Instructional Blueprints
 - Utilization of instructional resources
 - Incorporation of technology
 - Evidence of Classroom Management Strategies

- Evidence of Differentiated Instructional Practices and Assessment: Students assignment sheets, student work, and instructional resources employed
- Sapphire Overview: Student records, grade book, progress reports and report cards o Documented Interaction with student’s family in Communication Log in Sapphire o Family, parent, school and community feedback: Correspondence from families related to the performance of an employee
- Continued Education: Participation in graduate studies, courses offered by CSIU, PaTTAN, etc, or individual action research.
- Professional Learning Community PLC Meeting Outcomes and Artifacts

The Formal/Clinical Model of Evaluation: The Process:

1. A **Pre-observation Conference** should be held before the observation. Prior to the pre-conference, the educational professional will provide the administrator/evaluator with a copy of the lesson plan (Domain 1). The educational professional should add additional input to the lesson plan that emerges from the pre-observation conference. **All communication between the educational professional and the evaluator/administrator will occur within PA-ESEP. All aforementioned forms are promulgated within the Electronic Teacher Evaluation Portal.** (For Guidance, please refer to: <https://www.paetep.com/millvillearea>).
2. An **Observation Conference** should begin with the administrator/evaluator arriving prior to the start of the lesson. The administrator/evaluator provides the employee with a completed observation form within 24 hours of completing the on-stage formal observation. The educational professional should complete a self-assessment rubric for the observer prior to the post-observation conference. **All communication between the educational professional and the evaluator/administrator will occur within PA-ESEP. All aforementioned forms are promulgated within the Electronic Teacher Evaluation Portal.** (For Guidance, please refer to: <https://www.paetep.com/millvillearea>).
3. A **Post-Observation Conference** should be conducted within a reasonable timeframe after the observation. At the post-observation conference, the comparison of the administrator’s/evaluator’s report and the teacher’s summary should be reviewed. The administrator/evaluator notes the components of agreement and then invites the educational professional to take the lead in discussing the other components where agreement does not occur. Additionally, within the post-observation conference, the administrator/evaluator along with the educator reviews the self-selected artifacts that were submitted for evidence that correlates to Domain 4. Prior to the conclusion of the post observation conference, the administrator/evaluator and educator reach consensus regarding the strengths demonstrated throughout the formal observation process as well as the areas that would

benefit from additional attention and professional development. The educational team identifies the next professional development steps to be undertaken.

Model #2: Observation/Walkthrough Model of Supervision:

- The Observation/Walkthrough Model of Supervision enables the administrator/evaluator to conduct a series of walkthrough observations within the instructional/school setting of the educational professional in order to cultivate a comprehensive evaluation and rating in each of the following domains: 1.) Planning and Preparation; 2.) Classroom Environment; 3.) Instructional Practices; and 4.) Professional Responsibilities.
- The administrator/evaluator may conduct **NUMEROUS walkthrough observations within the year.**
- A professional's evaluation is not constituted by ONE walkthrough, but rather the ratings attributed to the educational professional performance are determined by evaluating numerous walkthrough observations.
- The administrator/evaluator **will utilize PA-ETEP: MASD Electronic Teacher Evaluation Portal** in order to archive evidentiary statements that reflect their evaluation of the walkthrough observation. (For Guidance, please refer to: <https://www.paetep.com/millvillearea/>)
- When evaluating the professional employee in the Danielson domains and components, the administrator/supervisor shall determine and assign a performance rating utilizing an evidence-based rubric aligned to the framework developed by PDE in conjunction with Charlotte Danielson's Frameworks.
- The administrator/supervisor shall base the evaluation upon the **preponderance of evidence gathered through the observation process.** The administrator/supervisor must corroborate their rating by **explicitly citing the evidence/documentation that served as his/her basis.** Consequently, the administrator/evaluator should **cite explicitly what was observed and/or documented** and relate the efficacy of this element as it corresponds to the Danielson Rubric.
- **Post Observation/Walkthrough Conference:**
 - Prior to the Post Observation/Walkthrough Conference, the administrator/evaluator will provide the educational professional with a completed observation/evaluation form within which they communicate their evaluation based upon all the data gleaned from the formal observations/walkthroughs conducted **over the course of the school year.** The employee should complete a self-assessment rubric for the administrator/evaluator prior to the PostObservation/Walkthrough Conference. **All communication between the teacher and**

the evaluator/administrator will occur within PA-ETEP. All aforementioned forms are promulgated within the Electronic Teacher Evaluation Portal (For Guidance, please refer to: <https://www.paetep.com/millvillearea>).

- In order to finalize the education professional's evaluation, the administrator/evaluator will meet with the employee in order to conduct a Post Observation/Walkthrough Conference. Within the conference, the comparison of the administrator's/evaluator's report and the teacher's summary/self-assessment rubric should be reviewed. The administrator/evaluator notes the components of agreement and then invites the teacher to take the lead in discussing the other components where agreement does not occur. Additionally, within the Post Observation/Walkthrough Conference, the administrator/evaluator and teacher reach consensus regarding the strengths demonstrated through the walkthrough observations as well as the areas that would benefit from additional attention and professional development. The educational team identifies the next professional development steps that will be undertaken.

Act 13 Definitions of Educational Professional Roles:

- **Classroom Teachers:**
 - **Data Available Teachers**
 - **Non-Data Available Teachers**
 - **Teachers without Building Level Data**
 - **Temporary Teachers**

- **Non-Teaching Professionals:**
 - **With Building Level Data**
 - **Without Building Level Data**
 - **Temporary Non-Teaching Professionals**

- **Principals:**
 - **With Building Level Data**
 - **Without Building Level Data**

Classroom Teacher Roles

- **Data Available Teachers:**
 - **A classroom teacher who is a professional employee teaching English, language arts, mathematics, science, or other content areas as assessed by PSSA and/or Keystone Exams)**

- **Non-Data Available Teachers:**

- A classroom teacher teaching in a content area not assessed by an state standardized assessment
- Teachers without Building Level Data:
 - Any classroom teacher who is a professional employee to whom no building level data can be attributed.
- Temporary Teachers:
 - Any individual who has been employed to perform for a limited time the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension, or removal.

Non-Teaching Professional Roles

- Non-Teaching Professionals with Building Level Data
 - An educational specialist or a professional employee who provides services and who is not a classroom teacher to whom building level data can be attributed in these categories:
- Non-Teaching Professionals without Building Level Data
 - An educational specialist or a professional employee who provides services and who is not a classroom teacher to whom no building level data can be attributed.
- Temporary Non-Teaching Professionals
 - Any individual who has been employed to perform for a limited time the duties of a newly created position or of a non-teaching professional employee whose service has been terminated by death, resignation, suspension, or removal.

Multiple Measures of Act 13

- *The breakdown which comprises an educational professional’s evaluation is influenced by their respective role. One component which weighs into an educational professional’s evaluation is Observation and Practice as measured by the Danielson Frameworks.*

Data Available Teachers	A classroom teacher who is a professional employee teaching English, language arts, mathematics, science, or other	As Measured by the Framework for Teaching Rubric: <ul style="list-style-type: none"> ● Planning and Preparation - 20% ● Classroom Environment - 30%
-------------------------	--	---

	content areas assessed by PSSA and/or Keystone Exams.	<ul style="list-style-type: none"> ● Instruction - 30% ● Prof. Responsibilities - 20% <hr/> Observation and Practice - 70%
Non-Data Available Teachers	A classroom teacher teaching in a content area not assessed by an assessment.	As Measured by the Framework for Teaching Rubric: <ul style="list-style-type: none"> ● Planning and Preparation - 20% ● Classroom Environment - 30% ● Instruction - 30% ● Prof. Responsibilities - 20% <hr/> Observation and Practice - 70%
Teachers without Building Level Data	A classroom teacher who is a professional employee to whom no building level data can be attributed.	As Measured by the Framework for Teaching Rubric: <ul style="list-style-type: none"> ● Planning and Preparation - 20% ● Classroom Environment - 30% ● Instruction - 30% ● Prof. Responsibilities - 20% <hr/> Observation and Practice - 80%
Temporary Teachers	Any individual who has been employed to perform for a limited time the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension	As Measured by the Framework for Teaching Rubric: <ul style="list-style-type: none"> ● Planning and Preparation - 20% ● Classroom Environment - 30% ● Instruction - 30% ● Prof. Responsibilities - 20% <hr/> Observation and Practice - 100%
Non-Teaching Professional with Building Level Data	An educational specialist or a professional employee who provides services and who is not a classroom teacher to whom building level data can be attributed to Educational Specialists.	As Measured by the Customized Role-Specific Rubric: <ul style="list-style-type: none"> ● Planning and Preparation - 25% ● Classroom Environment - 25% ● Instruction - 25% ● Prof. Responsibilities - 25% <hr/> Observation and Practice - 90%
Non-Teaching Professional without Building Level Data	An educational specialist or a professional employee who provides services and who is not a classroom teacher to	As Measured by the Customized Role-Specific Rubric: <ul style="list-style-type: none"> ● Planning and Preparation - 25% ● Classroom Environment - 25%

	whom no building level data can be attributed to Educational Specialists.	<ul style="list-style-type: none"> ● Instruction - 25% ● Prof. Responsibilities - 25% <hr/> Observation and Practice - 100%
Temporary Non-Teaching Professionals	Any individual who has been employed to perform for a limited time the duties of a newly created position or of a non-teaching professional employee whose service has been terminated by death, resignation, suspension, or removal.	As Measured by the Customized Role-Specific Rubric: <ul style="list-style-type: none"> ● Planning and Preparation - 25% ● Classroom Environment - 25% ● Instruction - 25% ● Prof. Responsibilities - 25% <hr/> Observation and Practice - 100%
Principals with Building Level Data	Includes a building principal, an assistant principal, a vice principal, a supervisor of special education, or a director of career and technical education to whom building level data can be attributed.	As Measured by Domains of Leadership: <ul style="list-style-type: none"> ● Strategic / Cultural - 10-30% ● Systems - 10-30% ● Leadership for Learning - 10-30% ● Professional/Community -10-30% <hr/> Observation and Practice - 70%
Principals without Building Level Data	Includes a building principal, an assistant principal, a vice principal, a supervisor of special education, or a director of career and technical education to whom building level data can not be attributed.	As Measured by Domains of Leadership: <ul style="list-style-type: none"> ● Strategic / Cultural - 10-30% ● Systems - 10-30% ● Leadership for Learning - 10-30% ● Professional/Community -10-30% <hr/> Observation and Practice - 80%

Act 13 indicates that Student Performance Data is another component which weighs into an educational professional’s evaluation:

- There are three components of Student Performance Data used in Act 13 educator evaluations:
 - 1. Building Level Score
 - 2. Teacher-Specific Data
 - 3. LEA-Selected Measures

Building Level Scores

A building must have a minimum of two of these four measures to receive a Building Level Score:

- Academic Achievement
- Academic Growth
- Attendance
- Graduation Rate

The Building Level Score will provide a quantitative academic score based upon a 100-point scale to represent the overall academic performance for each school in Pennsylvania.

Academic Achievement	Academic + Growth (PVAAS)	Other Academic Indicators
ELA - 15 Points	ELA - 15 Points	Attendance Rate* - 10 Points
Math - 15 Points	Math - 15 Points	Graduation Rate - 10 Points
Science - 10 Points	Science - 10 Points	*Absent a graduation rate, Attendance is worth 20 points

- Like the former SPP, school buildings will be assigned a Building Level Score that will be converted into a three-point scale.

Building Level Score - BLS	Conversion	0 - 3 Scale Score Range
90.0 to 100	$(BLS \times .05) - 2.0$	2.50 - 3.00
70.0 to 89.9	$(BLS \times .05) - 2.0$	1.50 - 2.49
60.0 to 69.9	$(BLS \times .10) - 5.5$	0.50 - 1.49
00.0 to 59.9	$(BLS \times .0083)$	0.00 - 0.49

The Chart below explains how the Building Level Data is factored into the evaluations of Educational Professionals:

Data Available Teachers	A classroom teacher who is a professional employee teaching English, language arts, mathematics, science, or other content areas as assessed by PSSA and/or Keystone Exams.	10% Building Level Data
-------------------------	---	-------------------------

Non-Data Available Teachers	A classroom teacher teaching in a content area not assessed by an assessment.	10% Building Level Data
Teachers without Building Level Data	A classroom teacher who is a professional employee to whom no building level data can be attributed.	0% Building Level Data
Temporary Teachers	Any individual who has been employed to perform for a limited time the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension	0% Building Level Data
Non-Teaching Professional with Building Level Data	An educational specialist or a professional employee who provides services and who is not a classroom teacher to whom building level data can be attributed to Educational Specialists.	10% Building Level Data
Non-Teaching Professional without Building Level Data	An educational specialist or a professional employee who provides services and who is not a classroom teacher to whom no building level data can be attributed to Educational Specialists. (Ex: Counselor, Dental Hygienist, Home School Visitor, Instructional Technology Specialist, Nurse, Psychologist, or Speech and Language Pathologist, Instructional Coach, Supervisor of Curriculum and Instruction	0% Building Level Data
Temporary Non-Teaching Professionals	Any individual who has been employed to perform for a limited time the duties of a	0% Building Level Data

	newly created position or of a non-teaching professional employee whose service has been terminated by death, resignation, suspension, or removal.	
Principals with Building Level Data	Includes a building principal, an assistant principal, a vice principal, a supervisor of special education, or a director of career and technical education to whom building level data can be attributed.	10% Building Level Data
Principals without Building Level Data	Includes a building principal, an assistant principal, a vice principal, a supervisor of special education, or a director of career and technical education to whom no building level data can be attributed.	0% Building Level Data

Teacher-Specific Data

- Within *Teacher Specific Data*, there are three distinct measures: Student Performance on State Assessments including PSSAs and Keystones, student growth on assessments as measured by PVAAS, and IEP Goals Progress. The extent to which an educator has all, some, or none of these components depends once again on your Act 13-defined role.

Student Performance on PSSA/Keystone contributes to Teacher Specific Data and the Educational Professional’s Evaluation:

- Statewide Assessment data applicable and attributable to the classroom teacher will be provided by the PDE. Assessment data shall be assigned a 0-3 point rating utilizing the conversion scale as indicated in the table BELOW:

% STUDENTS PROFICIENT/ADVANCED	0—3 SCALE SCORE
95—100%	3.0
90—94.9%	2.5

80—89.9%	2.0
70—79.9%	1.5
65—69.9%	1.0
60—64.9%	0.5
Below 60%	0.0

Growth Data contributes to Teacher Specific Data and the Educational Professional’s Evaluation

- Statewide value-added assessment system data applicable and attributable to the classroom teacher will be provided by PDE or its designee, if and when the data are available, with an explanation of how the data were derived. PVAAS (Growth) data shall be assigned a 0-3 point rating utilizing the conversion scale in the table BELOW:

PVAAS SCORE	CONVERSION	0—3 SCALE SCORE RANGE
90.0—100	(PVAAS Score x .05)—2.0	2.50—3.00
70.0 to 89.9	(PVAAS Score x .05)—2.0	1.50—2.49
60.0 to 69.9	(PVAAS Score x .10)—5.5	0.50—1.49
00.0 to 59.9	PVAAS Score x .0083	0.00—0.49

Student progress towards meeting the goals within the Individualized Educational Plan (IEP) contributes to Teacher Specific Data and the Educational Professional’s Evaluation:

- IEP Goals Progress is a measure of growth and student performance for special education students as established in their Individualized Education Program as determined by the IEP team.
- All classroom teachers who contribute data that is used to measure students’ progress toward IEP goals may have this section count toward a portion of their Teacher Specific Data.
- Regardless of certification area, all classroom teachers shall be accountable for student progress toward IEP Goals Progress **if students have identified IEP Goals to which the teacher contributes data used by the IEP team to monitor progress.**
- The n count determines if IEP Goals Progress is a factor in an educator’s evaluation.**

- The supervising administrator and the classroom teacher should work cooperatively to identify IEP goals to which the educator contributes data for monitoring the progress of students with similar academic or non-academic IEP goal skill areas.
- An LEA may establish a minimum number (an n count) for students with associated IEP Goals, below which the classroom teacher shall not be evaluated on IEP Goals Progress. The n count shall not exceed n=11.

Examples of possible Academic Goals to which a classroom teacher might contribute:	Examples of possible Non-Academic Goals to which a classroom teacher could contribute:
<p>Reading Writing Math Speech</p>	<p>Behavior Goals and Executive Functioning Skills including:</p> <ul style="list-style-type: none"> • Time management, organization skills, paying attention/focused • Regulating emotions • On-task/engaged in lesson • Shifting thinking (changing topics), making transitions • Career ready skills • Chunking larger project/ability to task breakdown • Planning/task analysis

The educational team consisting of the principal/supervisor, regular education teacher, and special education teacher should collaborate to develop a plan as to how they plan to measure progress towards IEP goals.

- 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

The chart below explains how Teacher-Specific Data is weighed into the evaluations of educational professionals:

Data Available Teachers	A classroom teacher who is a	10% Teacher Specific Data
-------------------------	------------------------------	---------------------------

	<p>professional employee teaching English, language arts, mathematics, science, or other content areas as assessed by PSSA and/or Keystone Exams.</p>	
<p>Non-Data Available Teachers</p>	<p>A classroom teacher teaching in a content area not assessed by an assessment.</p>	<p>10% Teacher Specific Data</p>
<p>Teachers without Building Level Data</p>	<p>A classroom teacher who is a professional employee to whom no building level data can be attributed.</p>	<p>10% Teacher Specific Data</p>
<p>Temporary Teachers</p>	<p>Any individual who has been employed to perform for a limited time the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension</p>	<p>0% Teacher Specific Data</p>
<p>Non-Teaching Professional with Building Level Data</p>	<p>An educational specialist or a professional employee who provides services and who is not a classroom teacher to whom building level data can be attributed to Educational Specialists.</p>	<p>0% Teacher Specific Data</p>
<p>Non-Teaching Professional without Building Level Data</p>	<p>An educational specialist or a professional employee who provides services and who is not a classroom teacher to whom no building level data can be attributed to Educational Specialists. (Ex: Counselor, Dental Hygienist, Home School Visitor, Instructional Technology Specialist, Nurse, Psychologist, or Speech and Language Pathologist, Instructional</p>	<p>0% Teacher Specific Data</p>

	Coach, Supervisor of Curriculum and Instruction	
Temporary Non-Teaching Professionals	Any individual who has been employed to perform for a limited time the duties of a newly created position or of a non-teaching professional employee whose service has been terminated by death, resignation, suspension, or removal.	0% Teacher Specific Data
Principals with Building Level Data	Includes a building principal, an assistant principal, a vice principal, a supervisor of special education, or a director of career and technical education to whom building level data can be attributed.	0% Teacher Specific Data
Principals without Building Level Data	Includes a building principal, an assistant principal, a vice principal, a supervisor of special education, or a director of career and technical education to whom no building level data can be attributed.	0% Teacher Specific Data

LEA Selected Measures

- **The attributable final aspect of an educational professional’s evaluation consists of LEA Selected Measures. All educational professionals within the MASD will cultivate a Student Performance Measure (SPM) aligned to district initiatives and student performance deficits as identified by district administration.**
- **Consistent with Act 13, Evaluations of MASD classroom teachers (other than TPEs) will include a Student Performance Measure (SPM) that is designed by the educational professional in collaboration with their respective administrator to strategically improve students’ performance in a targeted manner.**
- **Student Performance Measure, like other measures, will be assigned a 0-3 rating.**

Developing Student Performance Measures:

- Administrator and Teaching Professional identify a need as demonstrated in students’ performance on summative, diagnostic, and/or standardized assessments.
- Describe the context and baseline to provide background information about student cohort.
- Create a plan of action which addresses identified need.
- Define what your levels of performance towards meeting success with identified students’ needs are: Failing, Needs Improvement, Proficient, or Distinguished.
- Identify the data sources which will serve as the basis of student success such as: Locally developed rubrics, District-designed measures and examinations, Nationally recognized standardized tests, Industry certification examinations, Student projects under local requirements and/or Student portfolios.
- The educational professional will conference with administrator/supervisor before, during, and after the process to set expectations, monitor progress, and determine a final classroom teacher rating.

Minimum Requirements for LEA Selected Measures: Student Performance Measures:

- A classroom teacher shall provide documented input to an evaluator on the development of LEA Selected Measures and annual results of data.
- In the analysis of that data, classroom teachers shall have the opportunity to reflect on their success, unanticipated barriers, and any supports that could have been useful to classroom teachers.
- The documented input shall be included with documentation of the classroom teacher’s overall annual rating.
- LEA Selected Measures may be revised mid-academic year, if agreed upon by both the administrator and the teacher and may be reused on an annual basis if a classroom teacher’s goals are updated and continue to offer reflections.

The chart below explains how LEA Selected Measures: SPMs are factored into the evaluations of educational professionals:

Data Available Teachers	A classroom teacher who is a professional employee teaching English, language arts, mathematics, science, or other content areas as assessed by PSSA and/or Keystone Exams.	Data Available Teachers have LEA Selected Measures as 10% of their yearly evaluation. (In the event that a Data Available Teacher has no Teacher Specific Data available in a particular rating period, the weighting of
-------------------------	---	--

		their LEA Selected Measures becomes 20%.)
Non-Data Available Teachers	A classroom teacher teaching in a content area not assessed by an assessment.	Non-Data Available Teachers have LEA Selected Measures as 10% of their yearly evaluation. If it has been determined that there is not enough applicable data to complete IEP Goals Progress, however, this component increases in value to 20% to make up the loss in the Teacher Specific Data.
Teachers without Building Level Data	A classroom teacher who is a professional employee to whom no building level data can be attributed.	Teachers without Building Level Data have LEA Selected Measures as 10% of their yearly evaluation. If, however, it is determined that there is not enough applicable data to complete IEP Goals Progress then, this component increases in value to 20% to make up the loss in the Teacher Specific Data
Temporary Teachers	Any individual who has been employed to perform for a limited time the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension	Temporary Teachers do not have to complete LEA Selected Measures.
Non-Teaching Professional with Building Level Data	An educational specialist or a professional employee who provides services and who is not a classroom teacher to whom building level data can be attributed to Educational Specialists.	Non-Teaching Professionals with Building Level Data do not have to complete LEA Selected Measures.
Non-Teaching Professional without Building Level Data	An educational specialist or a professional employee who	Non-Teaching Professionals without Building Level Data

	<p>provides services and who is not a classroom teacher to whom no building level data can be attributed to Educational Specialists. (Ex: Counselor, Dental Hygienist, Home School Visitor, Instructional Technology Specialist, Nurse, Psychologist, or Speech and Language Pathologist, Instructional Coach, Supervisor of Curriculum and Instruction</p>	<p>do not have to complete LEA Selected Measures.</p>
<p>Temporary Non-Teaching Professionals</p>	<p>Any individual who has been employed to perform for a limited time the duties of a newly created position or of a non-teaching professional employee whose service has been terminated by death, resignation, suspension, or removal.</p>	<p>Temporary Non-Teaching Professionals with Building Level Data do not have to complete LEA Selected Measures.</p>
<p>Principals with Building Level Data</p>	<p>Includes a building principal, an assistant principal, a vice principal, a supervisor of special education, or a director of career and technical education to whom building level data can be attributed.</p>	<p>For principals/supervisors, the last piece of the educator evaluation pie is not LEA Selected Measures, but an area known as Performance Goals. These goals are determined prior to the school year, set by both the principal and supervisor, and may be district or building specific. The LEA shall assign a zero, one, two or three point rating of the attainment of the goals.</p>
<p>Principals without Building Level Data</p>	<p>Includes a building principal, an assistant principal, a vice principal, a supervisor of special education, or a director of career and technical education to whom no building</p>	<p>For principals/supervisors, the last piece of the educator evaluation pie is not LEA Selected Measures, but an area known as Performance Goals. These goals are determined</p>

	level data can be attributed.	prior to the school year, set by both the principal and supervisor, and may be district or building specific. The LEA shall assign a zero, one, two or three point rating of the attainment of the goals.
--	-------------------------------	---

Act 13 of 2021 incorporates District Selected Measures: Student Performance Measure (SPM) –SPM Template

The Student Performance Measure (SPM) Template, crafted as a customizable document, 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 LEA-level priorities,
- Encouraging instructional innovation based on latest research and trends.
- Improving educator practice.

At the Beginning of the Rating Period: (Initial Conference)

- Prior to the initial conference, the educator should reflect on student challenges/needs and draft a plan of action, referencing the Framework for Observation and Practice to inform the response.
- During the initial conference, the educator and supervising administrator should review and revise the draft, as appropriate, aligning the work to related school-level objectives and/or LEA-level priorities.
- During the initial conference, the educator and supervising administrator should agree upon the student performance measure(s) and criteria for delineating the four levels of student performance used to inform the educator rating. If using multiple measures, the educator and supervising administrator should pre-determine the proportional significance (i.e., weighting) to be assigned to each measure.
- Part I and Part II of the SPM Template should be completed, with the educator and supervising administrator providing signatures, dates, and any comments in the Initial Conference and SPM Approval fields under Part V.

During the Agreed Upon Interval of the Rating Period: (Mid-Point Review)

- Prior to the mid-point review, the educator should complete the Mid-Point Reflection field under Part III.
- During the mid-point review, the educator and supervising administrator should examine initial evidence of student performance and discuss progress, unanticipated barriers, and needed supports, revising the SPM Template as appropriate and agreed upon by the educator and supervising administrator.

- The educator and supervising administrator should sign, date, and provide any comments in the Mid-Point Review field, and if applicable, the SPM Revision Approval field, under Part V.

At the Conclusion of the Rating Period: (End-of-Rating Review)

- Prior to the end-of-rating review, the educator should complete the Final Reflection field under Part III.
- During the end-of-rating review, the educator and supervising administrator should examine final evidence of student performance and discuss successes, unanticipated barriers, and any supports that might have been useful to the educator, which shall be used cumulatively to inform the Educator Rating in Part IV.
- The educator and supervising administrator should sign, date, and provide any comments in the End-of-Rating Review field under Part V.
- The rating in Part IV should be entered into the LEA-Selected Measures section of the corresponding PDE rating form to be factored as part of the overall rating of Educator Effectiveness for the professional employee.