Millville Area School District

Differentiated Supervision Plan 2026-2027

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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, 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 primary 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 professional learning opportunities designed to enhance growth, fulfill teaching responsibilities through reflective practice, and increase overall effectiveness.
- The MASD Differentiated Supervision Plan (2026) 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 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 addresses 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.

Pennsylvania Act 13 Educator Effectiveness Evaluation

Pennsylvania's Act 13 of 2020 Educator Effectiveness system establishes the framework for evaluating professional employees and temporary professional employees in Pennsylvania's public schools. The evaluation system is designed to assess professional practice and, where applicable, incorporate multiple measures of student and school performance.

Act 13 applies to three primary categories of educational professionals: classroom teachers, nonteaching professionals, and principals/school leaders. The specific components included in an educator's final rating depend upon the educator's position and the availability and applicability of performance data.

Classroom Teacher Evaluation

For a professional classroom teacher, the Act 13 evaluation is based upon Observation and Practice and, as applicable, multiple measures of student performance. The standard Act 13 weighting for a classroom teacher for whom all applicable data are available is:

- **Observation and Practice – 70%**
- **Building-Level Data – 10%**
- **Teacher-Specific Data – 10%**
- **LEA-Selected Measures – 10%**

The applicability of individual measures depends upon the teacher's assignment and the availability of data attributable to that teacher. When a particular data component is not available or applicable, the evaluation is calculated using the applicable Act 13 framework for that educator.

Observation and Practice

Observation and Practice is the primary component of a classroom teacher's evaluation and generally accounts for 70% of the final rating when all Act 13 data components are available.

Observation and Practice evaluates the educator's professional performance through the four domains of Pennsylvania's Framework for Teaching:

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

Evidence used to determine the Observation and Practice rating may be collected through walkthrough observations and/or the formal evaluation process.

Collectively, the four domains provide a comprehensive assessment of the educator's preparation, instructional practice, learning environment, and fulfillment of professional responsibilities.

For a teacher for whom Building-Level Data are not available, Observation and Practice generally accounts for 80% of the final rating.

Building-Level Data

When applicable, Building-Level Data account for 10% of a classroom teacher's final evaluation.

Building-Level Data provide a school-level measure of performance rather than a measure attributable exclusively to an individual educator.

The Act 13 Building-Level Data calculation includes:

- **Academic Growth, as measured through PVAAS**
- **Attendance**
- **Graduation, when applicable to the school**

Building-Level Data are included only when such data are available and applicable to the educator's assignment.

At the conclusion of the school year, professional staff will receive their temporary evaluation which does not include applicable building level and/or teacher-level data.

In the subsequent fall, administration will provide professional staff with updated finalized evaluations for the previous school year which are inclusive of building-level and/or teacher-level data once it is made accessible by the Pennsylvania Department of Education (PDE).

Teacher-Specific Data

When applicable, Teacher-Specific Data account for 10% of a classroom teacher's final evaluation.

Teacher-Specific Data are measures connected to students for whom performance can appropriately be attributed to the individual teacher. Depending upon the teacher's assignment and the availability of data, Teacher-Specific Data may include:

- Statewide assessment measures
- PVAAS teacher-specific growth measures
- Progress toward Individualized Education Program (IEP) goals, when applicable

Not every classroom teacher will have each type of Teacher-Specific Data. The measures included in an individual teacher's evaluation are determined by the teacher's assignment and whether the applicable data are available and attributable to that teacher.

A teacher who does not have applicable statewide assessment or PVAAS teacher-specific data may still have an applicable Teacher-Specific Data component based upon IEP Goals Progress, where appropriate.

When a teacher does not possess building-level nor teacher-specific data, the evaluation will weigh the LEA-Selected Measures (SPM) more significantly.

LEA-Selected Measures

LEA-Selected Measures account for 10% of a professional classroom teacher's evaluation under the standard Act 13 framework.

LEA-Selected Measures provide a locally determined measure of student performance that permits the local education agency to identify evidence appropriate to the educator's assignment, students, instructional responsibilities, and local educational priorities.

These measures are established and evaluated through the Act 13 Student Performance Measure (SPM) process. The process is intended to connect identified student needs, educator actions, evidence of student performance, and reflection upon the results.

The Student Performance Measure process generally includes:

- Identification of a student challenge or need;
- Consideration of relevant baseline information and evidence;
- Development of a plan of action for addressing the identified need;
- Identification of the student performance evidence or artifacts that will be used to measure progress;

- Establishment of performance expectations or criteria;
- Monitoring of student progress;
- Reflection on implementation and results; and
- A final determination of student performance in relation to the established measure.

The educator and supervising administrator review the measure and establish the applicable performance criteria as part of the evaluation process.

Classroom Teachers With Different Data Availability

Act 13 recognizes that the same types of data are not available for every classroom teacher. Consequently, the components of the evaluation depend upon the educator's assignment and available measures.

For a data-available professional classroom teacher for whom all measures apply, the evaluation generally consists of:

- **Observation and Practice – 70%**
- **Building-Level Data – 10%**
- **Teacher-Specific Data – 10%**
- **LEA-Selected Measures – 10%**

For a professional classroom teacher who does not have teacher-specific statewide assessment/PVAAS data but has applicable IEP Goals Progress data, the evaluation generally consists of:

- **Observation and Practice – 70%**
- **Building-Level Data – 10%**
- **Teacher-Specific Data/IEP Goals Progress – 10%**
- **LEA-Selected Measures – 10%**

For a professional classroom teacher without applicable Building-Level Data, the evaluation generally consists of:

- **Observation and Practice – 80%**
- **Teacher-Specific Data/IEP Goals Progress, when applicable – 10%**
- **LEA-Selected Measures – 10%**

For a professional classroom teacher without applicable Building-Level Data or Teacher-Specific Data/IEP Goal Progress the evaluation generally consists of:

- **Observation and Practice – 80%**
- **LEA-Selected Measures – 20%**

For a temporary professional classroom teacher, the Act 13 rating is based on Observation and Practice – 100%

Nonteaching Professional Evaluation

Act 13 also establishes an evaluation framework for nonteaching professional employees. A nonteaching professional is generally an educational specialist or other professional or temporary professional employee who provides educational services but is not classified as a classroom teacher.

For a professional nonteaching employee with applicable Building-Level Data, the evaluation generally consists of:

- **Observation and Practice – 90%**
- **Building-Level Data – 10%**

For a professional nonteaching employee without applicable Building-Level Data, the evaluation consists of:

- **Observation and Practice – 100%**

For a temporary nonteaching professional employee, the evaluation is based upon:

- **Observation and Practice – 100%**

Observation and Practice for nonteaching professionals is assessed using the applicable professional practice framework.

- **Commensurate with teaching professionals, non-teaching professionals (NTPE) will adhere to the same methodologies of evaluation including the Formal/Clinical and Walkthrough Models**
    - **NTPEs include Speech, Guidance, Nurse, Social Worker**
- **NTPE will rotate models walkthrough and formal observation as teachers do on an alternating basis.**

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 utilizes 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. **Needs Improvement** – **Under Section 1138.7 of the Pennsylvania Public School Code, Act 13 provides that a first overall rating of "Needs Improvement" is satisfactory. However, a subsequent "Needs Improvement" rating becomes unsatisfactory when it is issued by the same employer, within four years of the first Needs Improvement rating, and while the employee is in the same certification. A rating of "Failing" is unsatisfactory, and either a Needs Improvement or Failing rating requires participation in a performance improvement plan.**

4. **Unsatisfactory** – shall be considered **unsatisfactory**

Teachers who receive an overall performance rating of **"Needs Improvement or Unsatisfactory"** are required by Act 13 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.

ALL professional staff will participate in BOTH evaluation models within the course of a TWO (2) year cycle alternating models.

In the event that the professional staff member has an instructional level I certificate or has garnered a needs improvement/unsatisfactory rating in the previous school year, the staff member will be assigned the formal clinical supervision model annually or semi-annually.

The models include:

1.) Formal/Clinical Supervision Model
2.) Walkthrough Observation Evaluation Model

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******

- 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 an electronic "Domain 4 Portfolio" such 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 they 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 shall utilize the PA-ETEP Platform to upload their respective Domain 4 Portfolios and artifacts.

- In the event that educational professionals prefer to compile and submit their digital portfolio in an alternate electronic format,he/she must ascertain explicit permission from their respective supervisor.

- 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.

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 13. 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 PDE framework

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.

Evaluation Standards

- *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.*

- *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.*

- 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 or Family, parent, school and community feedback.
- 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 administrator and the professional staff 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.***

➢ ***Professional Staff who do not provide an evidentiary statement for each component area for which they have self-assessed will not garner an evaluation until the process is complete.***

➢ ***It is the professional responsibility of the professional staff to comply with all aspects of the differentiated supervision plan.***

➢ ***Non-compliance can negatively impact a professional's evaluation.***

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

➢ The frequency of 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 5 days of their formal/walkthrough observation.

- ➢ Professional staff shall provide their respective feedback/responses to their supervisors feedback/evaluation/commentary within five (5) days.

- ➢ 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.

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-ETEP.**

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 5 days completing the on-stage formal observation. The educational professional should complete a self-assessment rubric for their supervisor prior to the post-observation conference. **All communication between the educational professional and the evaluator/administrator will occur within PA-ETEP.**

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 and the educational professional 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: Walkthrough Model of Supervision:

- The 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 more than one walkthrough observation.

- 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.

- When evaluating the professional employee in the Teacher Effectiveness domains and components, the administrator/supervisor shall determine and assign a performance rating utilizing the PDE evidence-based rubric

- 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 PDE 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 Post Observation/Walkthrough Conference. **All communication between the teacher and the evaluator/administrator will occur within PA-ETEP.**

    - **Both the educator and the evaluator will provide no less than one evidentiary statement which provides the basis of their individual rating of each component regardless of the attributed rating.**

    - 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 shall 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-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.

MTSS-Aligned Instructional and Behavioral Walkthroughs

Beginning with the **2026–2027 school year**, the Millville Area School District will enhance its Differentiated Supervision Plan through the implementation of targeted instructional and behavioral walkthrough tools aligned with the District's **Multi-Tiered System of Supports (MTSS)** framework. This enhancement is intended to strengthen the connection among professional learning, instructional practice, administrative feedback, and the District's commitment to providing all students with consistent access to high-quality **Tier I instruction and behavioral supports**.

The District recognizes that an effective MTSS framework begins with a strong and consistently implemented Tier I system. Tier I represents the universal instruction, practices, supports, and learning environment provided to all students. Accordingly, the District's professional development and differentiated supervision processes will place an intentional emphasis on evidence-based instructional and behavioral practices that strengthen the quality, consistency, and responsiveness of the educational experience provided to every student.

Connection Between Professional Learning and Instructional Practice

The District believes that professional development is most effective when educators are provided opportunities to **learn, apply, receive feedback on, reflect upon, and refine** practices within their professional setting. Therefore, the MTSS-aligned walkthrough process will serve as one mechanism for connecting District professional development priorities with classroom implementation.

Throughout the 2026–2027 school year, the District will provide professional learning related to identified Tier I instructional and behavioral practices through multiple structures, including:

- Act 80 professional development days;
- in-service days;
- faculty meetings;
- Professional Learning Community (PLC) meetings;
- MTSS meetings;
- instructional and professional coaching; and
- other collaborative professional learning opportunities established by the District or building administration.

Professional development will provide educators with an understanding of the purpose, principles, practices, and observable characteristics associated with each

area of emphasis. Opportunities for professional dialogue, application, reflection, and feedback will be incorporated as appropriate so that educators have a clear understanding of the practices being emphasized and their relationship to effective Tier I instruction.

The targeted walkthrough rubrics will be implemented subsequent to the prerequisite professional development and professional discussion related to the identified area of focus. This sequencing is intentional. Educators should have an opportunity to understand the practices, expectations, and indicators associated with a particular area before that area becomes the focus of targeted administrative walkthroughs.

MTSS Tier I Instructional and Behavioral Walkthroughs

In addition to the traditional walkthrough tools employed by the Millville Area School District to observe and provide feedback regarding educational practice, school and District administrators will conduct a variety of **MTSS-aligned Tier I walkthroughs** beginning in the 2026–2027 school year.

These targeted walkthroughs will focus upon instructional practices that are emphasized through district-provided professional development and that contribute to a high-quality Tier I learning environment for all students.

Specific walkthrough rubrics will include:

I-MTSS: Academic Vocabulary
This walkthrough will focus on practices associated with the intentional development and use of academic vocabulary as a component of effective Tier I instruction. The walkthrough will provide opportunities to examine the extent to which practices emphasized through District professional learning are evident within classroom instruction and the learning environment.

I-MTSS: Community & Culture/Classroom Environment
This walkthrough will focus on practices that contribute to a positive, inclusive, structured, and academically supportive classroom environment. Attention will be directed toward the classroom conditions and practices that promote a sense of community, establish conditions conducive to learning, and support the participation and success of all students.

I-MTSS: Rapport-Building
This walkthrough will focus on practices that promote positive educator-student relationships and meaningful connections with students. The District recognizes that productive relationships, mutual respect, and a sense of belonging are important

foundations for student engagement, academic achievement, and an effective Tier I learning environment.

I-MTSS: Student Engagement
This walkthrough will focus on instructional practices and learning conditions designed to promote meaningful student engagement. Administrators will consider observable evidence associated with the engagement practices emphasized through professional development, including opportunities for students to participate actively in the learning process and demonstrate engagement with instructional content.

Collectively, these targeted instructional walkthroughs will provide the District with a more focused means of examining the implementation of priority Tier I practices across classrooms, grade levels, content areas, and schools.

Tier I Behavioral Practices: Behavior Walkthrough & Fidelity Observation

Recognizing that effective Tier I systems encompass both **academic and behavioral supports**, the administrative team will also employ the **Behavior Walkthrough & Fidelity Observation** tool.

This walkthrough is specifically designed to examine the implementation of Tier I behavioral practices that contribute to a **safe, supportive, predictable, respectful, and student-centered school environment**.

The Behavior Walkthrough & Fidelity Observation will assist administrators and MTSS teams in examining the extent to which identified universal behavioral practices are evident within the school environment and are being implemented with consistency and fidelity.

As with the instructional MTSS walkthroughs, implementation of the Behavior Walkthrough & Fidelity Observation will be connected to professional development, communication, and opportunities for educators to understand the Tier I behavioral practices and expectations that are being examined.

Communication and Implementation

Building administration will communicate with educational professionals regarding **when particular targeted walkthrough rubrics will become areas of emphasis**.

Prior to implementation of a targeted rubric, appropriate professional development and/or professional discussion will occur so that educational professionals understand:

- The Tier I principle or practice being emphasized;
- The educational rationale supporting the practice;
- The connection between the practice and the District's MTSS framework;
- The observable practices or indicators identified within the applicable walkthrough rubric; and
- How the walkthrough information will support professional learning, feedback, reflection, and continuous improvement.

The District does not intend for educators to encounter a newly established instructional or behavioral expectation for the first time through a targeted walkthrough.

Rather, the progression will intentionally move from **professional learning and shared understanding, to implementation and practice, to observation and feedback, and ultimately to reflection and refinement of professional practice**.

Purpose and Use of Walkthrough Information

The expanded walkthrough process is intended to provide administrators and educational professionals with meaningful information regarding the implementation of District instructional priorities and the strength of the District's Tier I system.

Walkthroughs provide brief, focused opportunities to examine educational practices across multiple classrooms and settings. Individually, a walkthrough represents a limited snapshot of practice at a particular point in time. Collectively, however, walkthrough information can assist the district administration in identifying patterns of implementation, recognizing areas of strength, determining where additional professional learning or coaching may be beneficial, and assessing the degree to which practices emphasized through professional development are becoming embedded within daily educational practice.

Accordingly, information generated through the MTSS-aligned walkthrough process may be used to:

- Reinforce effective Tier I instructional and behavioral practices;
- Provide educational professionals with timely and relevant feedback;
- Promote professional reflection and dialogue;
- Assess implementation and fidelity of District initiatives;

- Identify patterns, strengths, and areas of need at the classroom, grade, department, building, or District level;
- Inform future professional development priorities;
- Identify opportunities for coaching, modeling, collaboration, and other professional supports;
- Assist PLC and MTSS teams in examining the effectiveness of universal practices; and
- Support continuous improvement of the District's Tier I academic and behavioral systems.

The purpose of the process is not simply to determine whether a particular practice was present during an individual classroom visit. Rather, the District seeks to develop a **continuous cycle of professional learning, implementation, feedback, reflection, support, and improvement**.

Relationship to Differentiated Supervision and Educator Effectiveness

The MTSS-aligned walkthrough process is an integral component of the Millville Area School District's Differentiated Supervision Plan and its broader commitment to professional growth and instructional improvement.

These targeted walkthroughs supplement, rather than replace, the District's existing walkthrough, supervision, and educator effectiveness processes. The District will continue to employ traditional walkthrough tools and other appropriate methods of supervision to examine the full range of professional practices expected of educational professionals.

The targeted MTSS walkthroughs have a more specific purpose: to establish a direct connection between District professional development priorities and implementation of identified Tier I practices. They provide a structured means for administrators and educational professionals to examine whether concepts introduced and developed through professional learning are being translated into effective educational practice.

Continuous Improvement of Tier I Systems

The District's use of targeted MTSS walkthroughs reflects a broader commitment to continuous improvement. Effective Tier I systems require more than the introduction of individual strategies or programs; they require the development of consistent practices, common expectations, professional capacity, and systems for examining implementation and responding to identified needs.

The District will therefore use information obtained through walkthroughs in conjunction with other relevant educational information to evaluate the effectiveness of its professional development and MTSS implementation efforts.

When patterns indicate that a practice requires additional development, the District's response should include consideration of the professional learning and systemic supports necessary to strengthen implementation. These responses may include additional professional development, coaching, modeling, collaborative planning, PLC study, MTSS consultation, instructional resources, administrative feedback, or other appropriate supports.

Conversely, when walkthroughs demonstrate strong implementation, administrators should recognize and reinforce effective practices and consider opportunities for educators to share successful strategies with colleagues.

Through this process, the Millville Area School District seeks to establish a coherent relationship among professional development, differentiated supervision, ***instructional and behavioral practice, MTSS implementation, and student success.***

The ultimate purpose of the enhanced walkthrough process is to ensure that every student, in every classroom and school, benefits from a high-quality Tier I educational experience characterized by effective instruction, meaningful engagement, positive relationships, strong classroom communities, appropriate academic supports, and safe and supportive learning environments.

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 a 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 content areas assessed by PSSA and/or Keystone Exams.**	**As Measured by the Framework for Teaching Rubric:** • **Planning and Preparation - 20%** • **Classroom Environment - 30%** • **Instruction - 30%** • **Prof. Responsibilities - 20%** **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:** • **Planning and Preparation - 20%** • **Classroom Environment - 30%** • **Instruction - 30%** • **Prof. Responsibilities - 20%** **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:** • **Planning and Preparation - 20%** • **Classroom Environment - 30%** • **Instruction - 30%** • **Prof. Responsibilities - 20%** **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**	**As Measured by the Framework for Teaching Rubric:** • **Planning and Preparation - 20%** • **Classroom Environment -**

	or of a regular professional employee whose service has been terminated by death, resignation, suspension	**30%** • **Instruction - 30%** • **Prof. Responsibilities - 20%** **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:** • **Planning and Preparation - 25%** • **Classroom Environment - 25%** • **Instruction - 25%** • **Prof. Responsibilities - 25%** **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 whom no building level data can be attributed to Educational Specialists.**	**As Measured by the Customized Role-Specific Rubric:** • **Planning and Preparation - 25%** • **Classroom Environment - 25%** • **Instruction - 25%** • **Prof. Responsibilities - 25%** **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:** • **Planning and Preparation - 25%** • **Classroom Environment - 25%** • **Instruction - 25%** • **Prof. Responsibilities - 25%** **Observation and Practice - 100%**
Principals with	**Includes a building**	**As Measured by Domains of**

Building Level Data	**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.**	**Leadership:** • **Strategic / Cultural - 10-30%** • **Systems - 10-30%** • **Leadership for Learning - 10-30%** • **Professional/Community -10-30%** **_____** **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:** • **Strategic / Cultural - 10-30%** • **Systems - 10-30%** • **Leadership for Learning - 10-30%** • **Professional/Community -10-30%** **_____** **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 x .05) - 2.0**	**2.50 - 3.00**
70.0 to 89.9	**(BLS x .05) - 2.0**	**1.50 - 2.49**
60.0 to 69.9	**(BLS x .10) - 5.5**	**0.50 - 1.49**
00.0 to 59.9	**(BLS x .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	0% Building Level Data

	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	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 newly created position or of a	0% Building Level Data

	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:**
Reading **Writing** **Math** **Speech**	**Behavior Goals and Executive Functioning Skills including:** • **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 professional employee teaching English, language arts, mathematics, science, or other content areas as assessed by PSSA and/or Keystone Exams.	10% Teacher Specific Data
Non-Data Available Teachers	A classroom teacher teaching in a content area not assessed by an assessment.	10% 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.	10% 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	0% Teacher Specific 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.	0% Teacher Specific 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% Teacher Specific Data
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	0% Teacher Specific Data

	attributed.	

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 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	Non-Teaching Professionals without Building Level Data do not have to complete LEA Selected Measures.
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	Temporary Non-Teaching Professionals with Building Level Data do not have to complete LEA Selected Measures.

	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.	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.
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.	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.

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.

- **Beginning with the 2026-27 school year, the district will impose districtwide SPM rating criteria to ensure consistency and promote student success and improvement districtwide. The professional staff will employ the following criteria:**

    - **Distinguished should be at least 90% - 100%**
    - **Proficient - 75-89%**
    - **Needs Improvement - 50-74%**
    - **Failing - 49% and below.**

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.

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.