



September 13, 2021

# Act 13's Educator Effectiveness System: Student Performance Measures Templates

(Beginning in SY 2021-22)

Act 13 of 2020 and the Chapter 19 regulations revised the Pennsylvania Educator Effectiveness system with changes beginning in the 2021-22 school year. One prominent change is the removal of Student Learning Objectives (SLOs) as a mandatory way to measure student performance data. Even though Act 13 does not include the SLO requirement, the revised system includes similar student performance data measures that must be included in the annual ratings of professional classroom teachers and interim ratings of all professional employees.<sup>1</sup> ***PDE developed Student Performance Measures (SPM) templates to provide LEAs with a new, optional form for documenting LEA-selected measures<sup>2</sup> and teacher-specific IEP goals progress<sup>3</sup>.***

This *Advisory* addresses the new, optional Student Performance Measures (SPM) templates for the documentation of LEA-selected measures and teacher-specific IEP goals progress. Prior *Advisories* addressed major revisions to the Educator Effectiveness system including [Pennsylvania's Educator Effectiveness System](#); [Evaluation of Educators in Pennsylvania's Revised Educator Effectiveness System](#), and [Evaluation of Temporary Professional Employees in Pennsylvania's Revised Educator Effectiveness System](#).

## The Student Performance Measure Templates

The [SPM templates](#) provide LEAs with a tool for capturing student performance data for [LEA-selected measures](#) and [teacher-specific IEP goals progress](#) that complies with the requirements of Act 13 of 2020 and the Chapter 19 regulations. Although the use of the templates is not mandated, LEAs may choose to use them because they are designed to fulfill the requirements of the current law.

These templates reflect several elements for which PSEA advocated on behalf of members including administrative collaboration, enhanced educator voice, student-centered planning, and embedded feedback and reflection. These elements are embedded in the overall design of the templates, which provides for:

- A process-oriented approach to action planning and data collection based on student needs.
- Educator voice in determining student needs, plans of action, and success criteria.
- Multifaceted success criteria that can include both qualitative and quantitative data.
- Reflection and documentation of unanticipated challenges, potential supports, and context-available resources.
- Documented, evidence-driven collaboration between educators and evaluators.

<sup>1</sup> Note that the student performance measures are not a part of the semi-annual ratings of temporary professional employees or the annual rating of non-teaching professionals.

<sup>2</sup> LEA-selected measures include nearly the same list of potential measures as that of Elective Data in the prior evaluation system. These measures are selected by the LEA and can include one or more of the items on that list. See the [Advisory on Pennsylvania's Educator Effectiveness System](#) for more information.

<sup>3</sup> IEP goals progress is a sub-element of the Teacher-Specific Data used in the evaluation of professional classroom teachers. This element typically counts towards 2.5% of the summative rating and is based on the IEP goals of students to which a teacher contributes growth data.

The templates are interactive documents that guide educators and administrators through a five-part process:

- Part I.** Identified Student Challenge or Need and Proposed Plan of Action: Educators define a student's need or challenge to address and propose a specific response to address the challenge, taking account of available resources and additional supports that may be needed. Finally, educators determine which Danielson domains best align with the plan to address the student challenge.
- Part II.** Evaluation: Educators determine a method for evaluating the progress and effectiveness of their responding actions. They then define distinguished, proficient, needs improvement, and failing rating levels based on the defined measure.
- Part III.** Educator Reflection: Educators document reflection of success, unanticipated barriers, potentially useful supports, and next steps. This occurs at a mid-point and the end of the evaluation period for the SPM.
- Part IV.** Educator Rating: Administrators rate the educator based on the criteria defined in Part II.
- Part V.** Signatures and Comments: Educators and administrators document the process and any comments at initial, mid-point, and end-of-rating intervals.

PDE's recommended process to use the templates is detailed in a series of PDE training related to the content and implementation of the Act 13 Revised Educator Effectiveness System. Resources from these trainings are available through the [PDE SAS website](#). Administrators may choose to modify the SPM template as appropriate or use another method to measure LEA-selected measures and IEP goals progress; any method adopted by an LEA must meet the requirements of Act 13.

#### **For More Information**

For specific information about how the new Educator Effectiveness System is being implemented by your employer, please contact your UniServ Representative. You can also explore the professional learning opportunities available on this and other topics available from [PSEA's Center for Professional Learning](#). For general information about Student Performance Measures templates, LEA-selected measures, teacher-specific IEP goals progress, or any other element of the Revised Educator Effectiveness system, please contact Gina Gullo in PSEA's Education Services Division at [GGullo@PSEA.org](mailto:GGullo@PSEA.org).