



# Evaluation of Non-Teaching Professionals

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The Pennsylvania Department of Education has released regulations governing the implementation of the new Educator Effectiveness System for “non-teaching professionals.” Non-teaching professionals in the Commonwealth will participate in the Educator Effectiveness System beginning in 2014-15 unless existing local contract language delays implementation of the new evaluation system.<sup>1</sup>

## Who Are Non-Teaching Professionals?

Non-teaching professionals are educators who are not working as certificated administrators and who provide services other than the direct instruction of academic content related to a specific grade or subject area.<sup>2</sup> In general, this includes four different categories of educators:

- *Education Specialists.* Individuals working as “education specialists” hold the following positions:
  - Home and School Visitor
  - Instructional Technology Specialist
  - School Counselor
  - School Dental Hygienist
  - School Nurse
  - School Psychologist
- *Licensed professionals.* Licensed professionals include individuals who are employed by a district or other local education agency as occupational and physical therapists, school social workers, and behavioral specialists.<sup>3</sup>
- *Instructionally certified teachers who deliver services to children other than direct instruction in a specific grade or content area.* This includes some educators who work in areas such as special education, library science, gifted education, or any other assignment where an instructionally-certified educator does not plan, deliver, and assess the results of instruction related to a specific grade or content area.
- *Supervisors.* Supervisors include individuals working as supervisors of curriculum and instruction, pupil services, special education, vocational education, or a single academic area.

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<sup>1</sup> For information about local contracts and their relation to the new evaluation system, always consult with your association leadership and/or your UniServ Representative.

<sup>2</sup> All educators working for a public school entity other than a charter school who meet this definition are required to participate in the new Educator Effectiveness System for nonteaching professionals.

<sup>3</sup> Licensed professionals who are not directly employed by a public school entity but who work in public schools under a contract between their employer and the public school entity are not included in the new Educator Effectiveness System.

## How Are Non-Teaching Professionals Evaluated?

Non-teaching professionals will be evaluated with the new Educator Effectiveness System for the first time in 2014-15. This new system for non-teaching professionals is comprised of two measures: 1) observation and practice (80 percent of the summative rating) and; 2) building level score (20 percent of the summative rating).

**Observation and practice scores** will be based upon administrator observations of employee practice in four areas: 1) planning and preparation; 2) educational environment; 3) delivery of service; and 4) professional development. Each of these four areas will be equally weighted in the calculation of an overall observation and practice score. Scores for each of the four areas and the overall average score for observation and practice will be reported on a 0 to 3 scale. The following rating categories are assigned to each part of the rating scale:

- 0 = Failing
- 1 = Needs Improvement
- 2 = Proficient
- 3 = Distinguished

PDE has published observation and practice [rubrics and guiding questions](#) for the evaluation of education specialists and licensed professionals at the following website.<sup>4</sup>

**Building level scores** will be based upon the School Performance Profile (SPP) score for the school in which the non-teaching professional works. If a non-teaching professional is assigned to work in more than one school then the employer should calculate an overall building level score by weighting the SPP score from each school based upon the percent of the employee's work performed in each school. In a few cases, a non-teaching professional may not have any building level score because he or she works in locations for which no SPP score is issued (for example, educators who work in part-time career and technical education centers or employees of intermediate units who are assigned to work with students in nonpublic schools). In cases where no SPP scores are available to calculate a building level score, the observation and practice score comprises 100 percent of the non-teaching professional's summative rating. All other non-teaching professionals will have a building level score which will be used in the calculation of a summative rating. SPPs will be converted to a 0 to 3 score based upon the following table:

Conversion from SPP Score to 0 to 3 Score to Evaluate Non-Teaching Professionals	
School Performance Profile Score	0 – 3 Rating Score for Non-Teaching Professionals
90.0 to 107	2.5 to 3.0
70.0 to 89.9	1.5 to 2.49
60.0 to 69.9	0.5 to 1.49
0.0 to 59.9	0.0 to 0.49

<sup>4</sup> PDE's Administrative Manual says that nonteaching professionals in positions requiring an instructional certificate will be evaluated with the observation and practice criteria included in the classroom teacher observation rubric, based upon Charlotte Danielson's Framework for Teaching. For these educators, scores for each of the four domains will be recorded on the PDE 82-3 Form for nonteaching professionals instead of the PDE 82-1 Form for classroom teachers.

## Issues to Consider

**Classifying educators as non-teaching professionals.** Employers should use the regulations and information provided by PDE to determine whether an educator is a “classroom teacher” or a “non-teaching professional.” These determinations should be made at the beginning of the school year and communicated in writing to the professional or temporary employee. In some cases, educators may assume both roles for portions of the school day. In other cases, it may be difficult to determine the precise categorization of the educator’s work. Educators should be aware that their employer has the authority to determine which evaluation system applies to specific positions. Obviously this classification is important. It will determine which rubric will be used to evaluate an educator’s professional practice and will determine how student performance data will be factored into the evaluation. Any educator who has concerns about their employers’ determination should discuss the issue with their local association.

**Use of Building Level Data.** Some educators are concerned about the use of SPP scores, which are comprised primarily of student standardized test scores, in the evaluation of educators who do not provide direct instruction to students. PDE believes that all educators contribute to the academic culture of the school and the success of students. For this reason, the Department has concluded that SPP scores should factor into the evaluation of all educators.

*For more information about the evaluation of non-teaching professionals, PSEA members should contact Dr. Carla Claycomb in PSEA’s Education Services Department, [cclaycomb@psea.org](mailto:cclaycomb@psea.org).*