



Revised, April 2021

Evaluation of Tenured Educators in Pennsylvania's Revised Educator Effectiveness System

(beginning in 2021-22)

On March 27, 2020, Governor Wolf signed Act 13 to enact important protections for public schools related to the COVID-19 pandemic. In addition to these protections, Act 13 also revised Pennsylvania's Educator Effectiveness System in significant ways, **beginning in the 2021-22 school year**. On March 27, 2021, the Educator Effectiveness Rating Tool and associated rules and regulations (22 Pa. Code Ch. 19) were published in [Vol. 51, No. 13 of the Pennsylvania Bulletin](#). All of the changes described below are reflected in new rating forms for professional classroom teachers (Form 13-1 on p. 1659 in the PA Bulletin) and professional non-teaching professionals (Form 13-3 on p. 1669) that will be used beginning in 2021-22.

PSEA participated in crafting these changes to the Educator Effectiveness System along with legislators and other key stakeholders. During these deliberations, PSEA focused on attaining several goals: 1) reduce the impact of standardized tests and student performance measures and increase the weight of observations of professional practice on educator ratings; 2) recognize the impact of poverty on student performance measures used to calculate educator ratings; 3) shorten the ten-year "look-back window" for educators who receive a "needs improvement" rating; and 4) encourage greater collaboration to improve instructional practices.

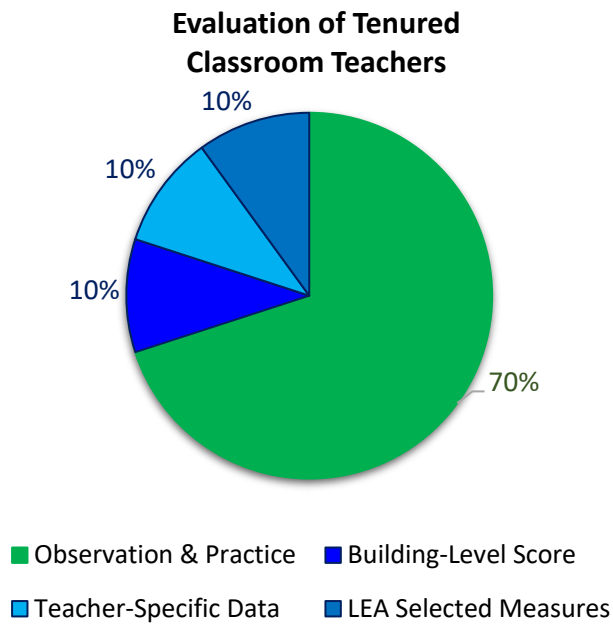
This *Advisory* addresses changes to the Educator Effectiveness System that may be of particular interest to professional employees. Evaluation of temporary professional employees is addressed in a separate *Advisory*.

The revised Educator Effectiveness System reduces the impact of student achievement measures on the ratings of professional employees. Currently, measures of student achievement account for half of a classroom teacher's and 20 percent of a nonteaching professional's summative rating. Beginning in 2021-22, professional employees working as classroom teachers will be evaluated in a system that weighs observation and practice as 70 percent of the educator's annual rating. The remaining 30 percent of the rating will be based upon building-level and teacher-specific data. **Figure 1** represents the structure of the annual evaluation of professional classroom teachers.

In 2021-22, professional employees who are non-teaching professionals will be evaluated in a system that weighs observation and practice as 90 percent of the annual rating. The remaining 10 percent of the rating will be based upon building-level data. **Figure 2** represents the structure of the annual evaluation of professional employees who are nonteaching professionals.

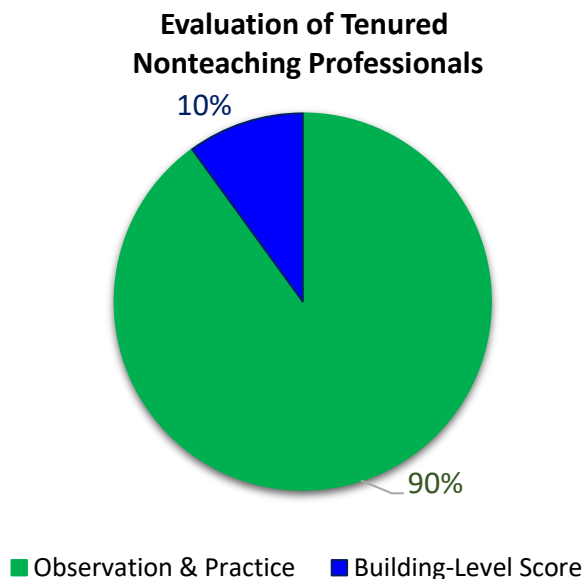
In the revised Educator Effectiveness System, building-level data is simplified. In the current system, building-level data is comprised of multiple measures including student achievement, growth, graduation, promotion, attendance, PSAT participation, Advanced Placement credit, and ACT/SAT college-ready benchmark scores. Currently, the composite score counts for 15 percent of a classroom teacher's annual rating. Beginning in 2021-22, building-level data is reduced to no more than ten percent of a professional employee's rating and is comprised of four measures: student achievement, growth, graduation, and attendance.

Figure 1:



Observation & Practice		70%
Planning and Preparation	20%	(14%)
Classroom Environment	30%	(21%)
Instruction	30%	(21%)
Professional Responsibilities	20%	(14%)
Student Performance Data¹		30%
Building-Level Score²		(10%)
State Assessments	40%	
ELA		(1.5%)
Math		(1.5%)
Science		(1.0%)
Growth (PVAAS)	40%	
ELA		(1.5%)
Math		(1.5%)
Science		(1.0%)
Graduation Rate	10%	(1.0%)
Attendance Rate	10%	(1.0%)
Teacher-Specific Data		(10%)
State Assessments		(2.5%)
Growth (PVAAS)		(5.0%)
IEP Goal Progress		(2.5%)
LEA-Selected Measures		(10%)

Figure 2:



Observation & Practice		90%
Planning and Preparation	25%	(22.5%)
Educational Environment	25%	(22.5%)
Delivery of Service	25%	(22.5%)
Professional Development	25%	(22.5%)
Student Performance Data³		10%
Building-Level Score⁴		(10%)
State Assessments	40%	
ELA		(1.5%)
Math		(1.5%)
Science		(1.0%)
Growth (PVAAS)	40%	
ELA		(1.5%)
Math		(1.5%)
Science		(1.0%)
Graduation Rate	10%	(1.0%)
Attendance Rate	10%	(1.0%)

¹ If a tenured classroom teacher works in a building for which no building-level score is available, then the educator is evaluated in a system comprised of 80 percent observation and practice and 20 percent student performance data with 10 percent teacher-specific data and 10 percent LEA-selected measures.

² The building-level score is further corrected by the addition of the challenge multiplier, which helps to account for the effect of student economic disadvantage on student performance data at the building level.

³ If a tenured nonteaching professional works in a building for which no building-level score is available, then the educator is evaluated in a system comprised of 100 percent observation and practice. When relocating from one building to another within an LEA, a tenured nonteaching professional has the option of reallocating the 10 percent student performance data to the weighting of the observation and practice or utilizing LEA-selected measures for the first two school years of the assignment.

⁴ The building-level score is further corrected by the addition of the challenge multiplier, which helps to account for the effect of student economic disadvantage on student performance data at the building level.

The revised Educator Effectiveness System takes some account of the impact of poverty on student performance.

Currently, the evaluation system for classroom teachers and non-teaching professionals does not account for economic disadvantage, even though decades of research make clear that student, family, and community poverty have significant impacts on student performance. Beginning in 2021-22, a “challenge multiplier” will be used to mathematically adjust a building-level score to take some account of the impact of economic disadvantage on student performance. This will reduce the negative impact of poverty on the annual ratings of professional educators working in buildings serving students from economically disadvantaged families.

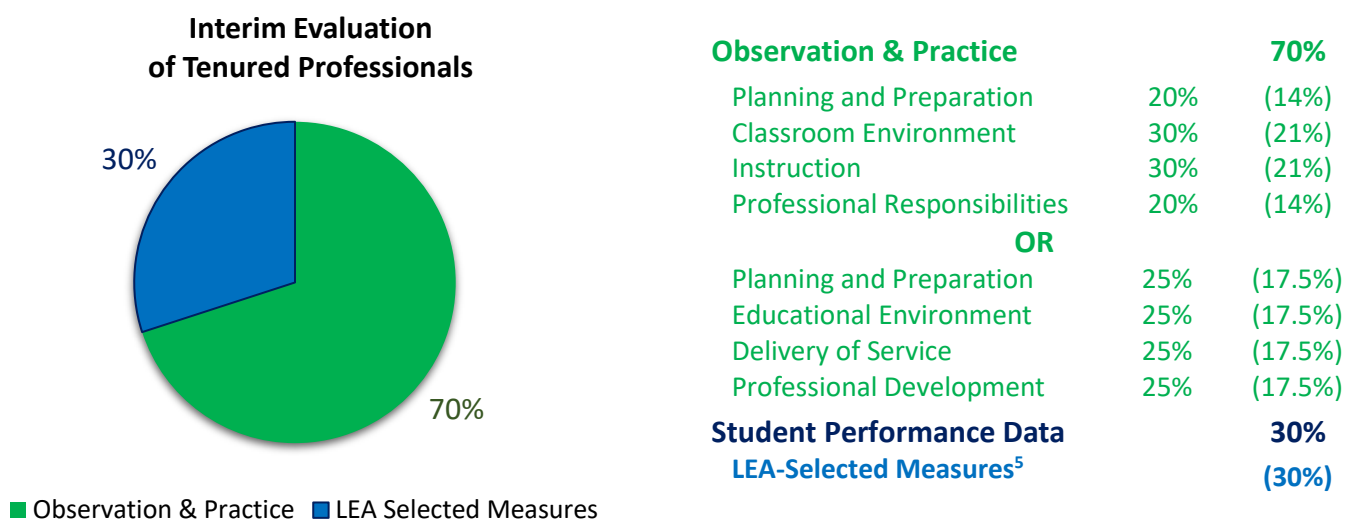
The revised Educator Effectiveness System reduces the “look-back” window for a “needs improvement” rating.

Currently, if an educator receives one summative rating of “needs improvement,” that rating is considered satisfactory. However, if the educator receives a second “needs improvement” rating from the same employer within ten years of the first in the same area of certification, the second “needs improvement” rating is considered unsatisfactory. Beginning in 2021-22, the ten-year window for a second “needs improvement” rating is reduced to four years, meaning that if a professional employee receives a second “needs improvement” rating that is not within four years of the first, then both ratings are considered satisfactory.

The revised Educator Effectiveness System provides additional protections and opportunities for professional employee input in the evaluation process. Currently, the system is not clear on an educator’s right to provide evidence of effectiveness or input on student achievement. Beginning in 2021-22, all educators have the right to provide evidence demonstrating their performance. In addition, tenured classroom teachers will provide documented input around LEA-selected measures of student performance and have the right to provide information on unanticipated barriers and supports that would have been useful to attain higher levels of student performance on the selected measures.

The revised Educator Effectiveness System provides clarity on the support for and evaluation of professional employees who receive an unsatisfactory rating. As a practical matter, an educator who receives an unsatisfactory annual rating under the current system may not be rated again for at least one year. Beginning in the 2021-22 school year, a professional employee who receives an unsatisfactory annual rating must be evaluated at least once annually and may be evaluated more than once annually. An interim evaluation uses a separate rating form (Form 13-4 in the PA Bulletin, p. 1673) and is based upon observation and practice (70 percent) and LEA-selected measures (30 percent) for both classroom teachers and non-teaching professionals as represented in **Figure 3**. If a professional employee receives two consecutive unsatisfactory ratings at least four months apart, the employer may begin dismissal proceedings.

Figure 3:



⁵ LEA-Selected Measures are not typically included in the evaluation of nonteaching professionals. Per regulation, “the LEA may use a locally developed rubric appropriate to the role and responsibilities of the nonteaching professional.” See 22 Pa. Code §19.4 Appendix A(b).

The revised Educator Effectiveness System clarifies the Performance Improvement Plan Process. Beginning in 2021-22, professional employees participating in a performance improvement plan should provide documented input into the plan. In addition, the law clarifies that an improvement plan must provide actionable feedback on the specific domains that prevented the employee from attaining a proficient rating and include documented supports and resources to help the employee improve their professional practice.

For More Information

PSEA members who would like general information about the revised Educator Effectiveness System or Rating Tool beginning in 2021-22 may contact Dr. Gina Gullo in PSEA's Education Services Department at ggullo@psea.org. For specific information about evaluation in your workplace, please contact your UniServ Representative.