



Revised, February 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**. 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 10-year "look-back window" for educators who received a needs improvement rating; and 4) encourage greater collaboration to improve instructional practices.<sup>1</sup>

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 of professional practice as 70 percent of the educator's summative 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 evaluation of professional classroom teachers.

In 2021-22, professional non-teaching professionals will be evaluated in a system that weighs observation of professional practice as 90 percent of the summative rating. The remaining 10 percent of the rating will be based upon building-level data. **Figure 2** represents the structure of the 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 summative rating. Beginning in 2021-22, building-level data is reduced to ten percent of a professional employee's summative rating and is comprised of four measures (student achievement, growth, graduation, and attendance).

**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 makes 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 summative ratings of professional educators working in buildings serving students from economically disadvantaged families.

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<sup>1</sup> For additional information on the new educator evaluation system, see PSEA's webpage: [Educator Evaluation Reform](#).

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

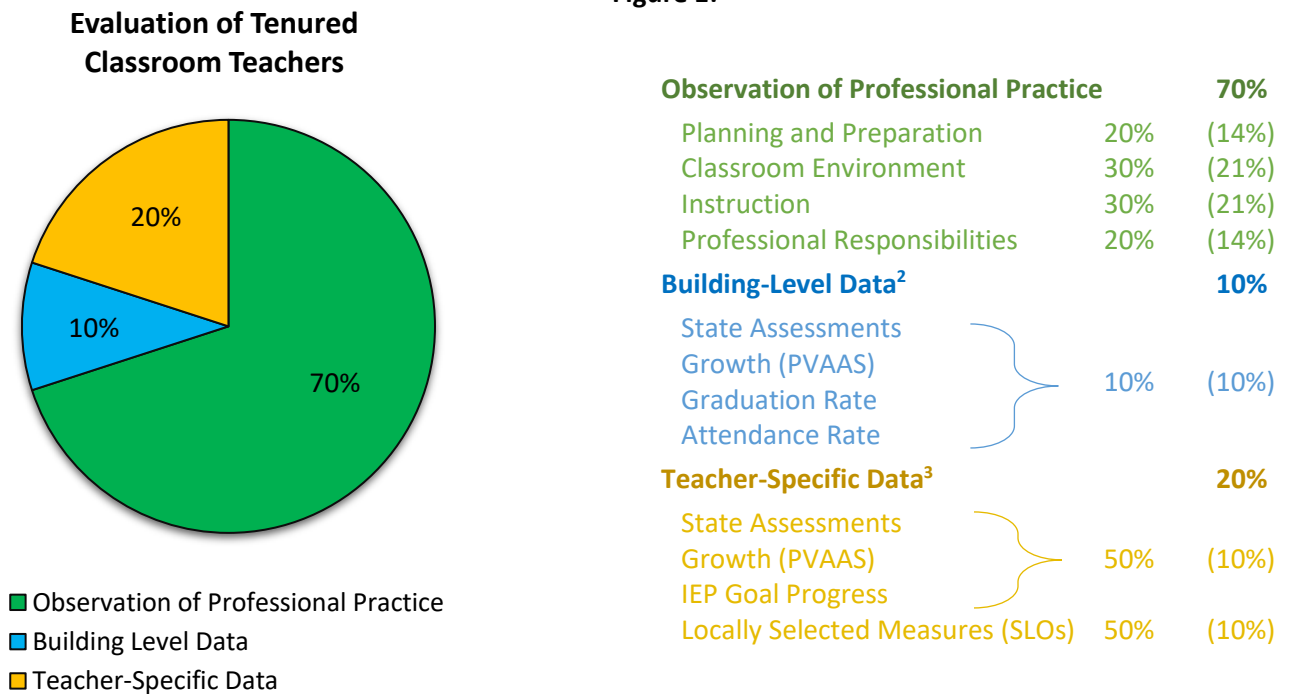
Currently, if an educator receives one summative rating of needs improvement, that rating is considered satisfactory. However, if the educator receives a second needs improvement rating from the same employer within ten years of the first in the same area of certification, the second needs improvement rating is 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 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 elective measures of student achievement and have the right to provide information on unanticipated barriers and supports that would have been useful to attain higher levels of student achievement 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 summative 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’s received an unsatisfactory annual rating may be evaluated more than once annually. A periodic evaluation must be based upon observation of practice (70 percent) and locally selected measures of student achievement (SLOs, 30 percent). If a professional employee receives two consecutive unsatisfactory ratings that are at least four months apart, the employer may begin dismissal proceedings.

Beginning in 2021-22, the law clarifies that professional employees who receive an improvement plan should provide documented input into the improvement plan. In addition, the law clarifies that an improvement plan must provide actionable feedback on 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.

**Figure 1:**

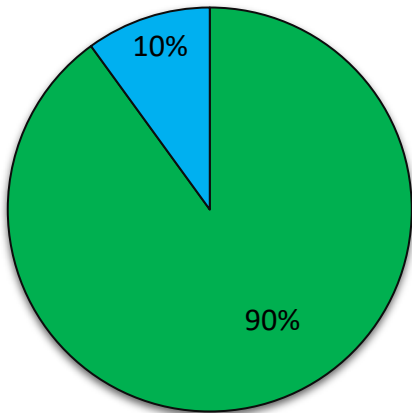


<sup>2</sup> If a professional classroom teacher works in a building for which no building-level data are made available by the PA Department of Education, then the educator is evaluated in a system comprised of 80 percent observation of professional practice and 20 percent teacher-specific data.

<sup>3</sup> Beginning in 2021-22, teacher-specific data incorporates all student achievement data attributable to an individual teacher. Elective Data, a unique category of data in the system prior to 2021, is incorporated into the teacher-specific data in 2021-22 and beyond.

**Figure 2:**

**Evaluation of Tenured Nonteaching Professionals**



- Observation of Professional Practice
- Building Level Data

<b>Observation of Professional Practice</b>		<b>90%</b>
Planning and Preparation	25%	(22.5%)
Educational Environment	25%	(22.5%)
Delivery of Service	25%	(22.5%)
Professional Development	25%	(22.5%)
<b>Building-Level Data<sup>4</sup></b>		<b>10%</b>
State Assessments	}	10% (10%)
Growth (PVAAS)		
Graduation Rate		
Attendance Rate		

**For More Information**

PSEA members who would like general information about the revised Educator Effectiveness System beginning in 2021-22 may contact Dr. Gina Gullo in PSEA’s Education Services Department at [ggullo@psea.org](mailto:ggullo@psea.org). For specific information about evaluation in your district, please contact your UniServ Representative.

<sup>4</sup> If a tenured nonteaching professional works in a building for which no building-level data are made available by the PA Department of Education, then the professional is evaluated in a system comprised entirely of observation of professional practice.