THE SCHOOL DISTRICT OF PHILADELPHIA



Leadership Evaluation Handbook 2026 - 2027

First Edition

Principal
Assistant Principal
Early Childhood Field Coordinator
Special Education Director
Lead Academic Coach
Site Admin

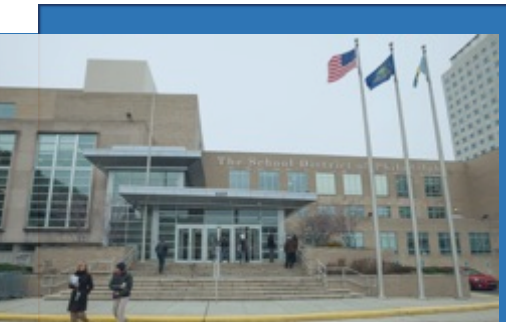


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Our Mission

The School District of Philadelphia strives for children across the city to have welcoming and supportive schools with enriching and well-rounded experiences. You, our School Leaders, Teachers, and Non-Teaching Professional Employees, possess the potential to make this a reality. Foundational to achieving these guardrails is the ability to capture the quality of practice occurring throughout the District, to celebrate accomplishments and to identify areas and opportunities for growth. Educator Effectiveness and Evaluation serves this purpose.

Educator Effectiveness and Evaluation captures the great work educators are doing on a daily basis. Across the District, educators work tirelessly to ensure students not only grow intellectually but also build strong character to meet both current and future challenges.

Educator Effectiveness and Evaluation also identifies opportunities for growth. As professionals, educators are expected to constantly refine their craft. Evaluation helps build a roadmap for professional growth; providing insight into the paths that should be taken to ensure that we, as a District, are able to meet the diverse needs of our students.

If implemented with this in mind, celebrating our accomplishments and acknowledging our areas for improvement, evaluation can serve as a powerful tool to help us fulfill our potential as a District. In line with this, the Evaluation Team asks that all educators apply the following practices to each evaluation system:

- ⇒ Understand the policies and processes
- ⇒ Prepare for and fully participate in each measure
- ⇒ Gather data, artifacts, and evidence to support performance

In return, the Education Effectiveness and Evaluation Team strives to live up to these guiding principles and help actualize this potential by committing to:

- ⇒ Provide timely support to aid the implementation of the evaluation system
- ⇒ Create evaluation policies that align with state mandates, union contracts, and existing District processes and practices that educators are being asked and supported to engage in
- ⇒ Strive for constant improvement to better serve educators through professional and personal growth

The Evaluation Team looks forward to working with you throughout this and every school year as we strive towards providing a great school, close to every child in Philadelphia.

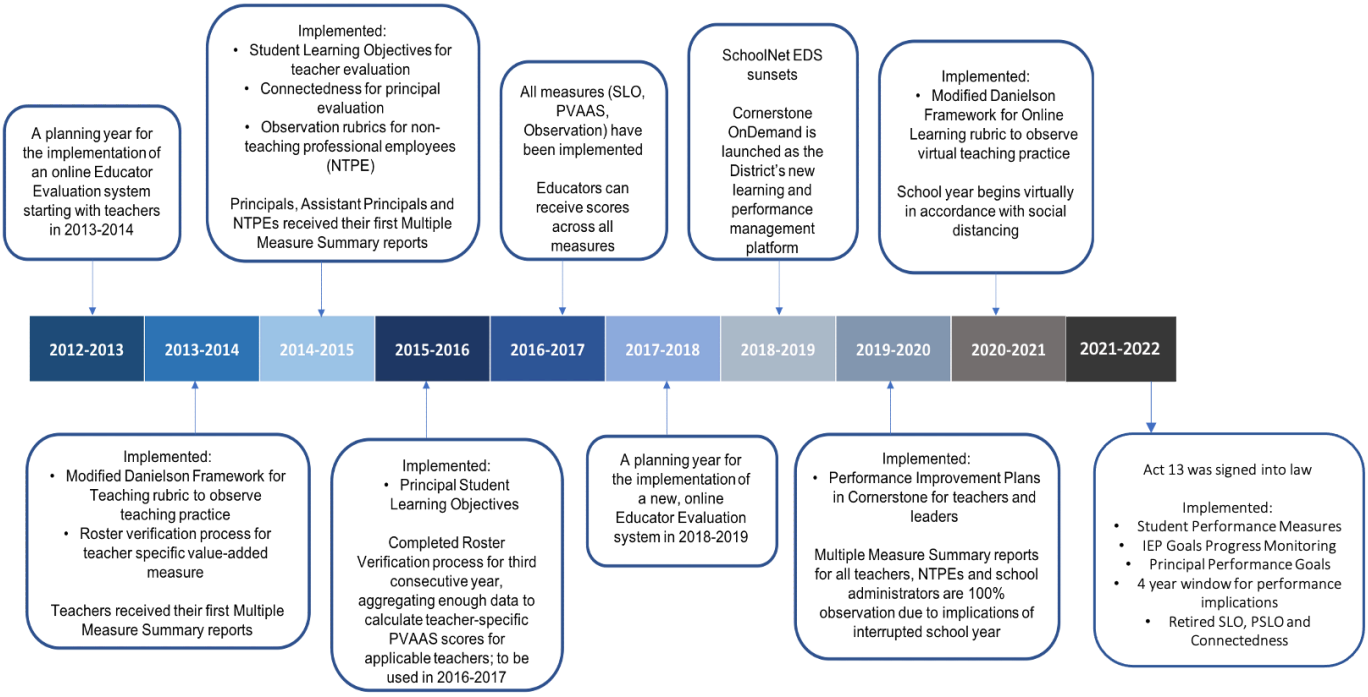
Background Statement

While evaluation is not new to Philadelphia or education in general, the means by which educators are evaluated has changed in recent years. In 2012, the Pennsylvania legislature passed Act 82, which enacted into law new evaluation systems for Principals, Assistant Principals, Teachers, and Non- Teaching Professional Employees (NTPEs). These systems are collectively referred to as the Educator Effectiveness System. The new evaluation systems moved beyond solely relying on classroom observations to gauge an educator's effectiveness by introducing measures of student achievement. In 2020, these systems were revamped through Act 13, introduced in 2020.

For Principals, Assistant Principals and Teachers, their evaluation systems will be comprised of 70-100% formal observation and 30-10% student achievement, respectively. While NTPE evaluation systems will be comprised of 90-100% observation measures and with the remaining percentage attributed to student achievement, if applicable. As required by the Pennsylvania Department of Education, the School District compiles and publishes yearly aggregate data relating to overall evaluation rating for school leaders, teachers, and non-teaching professional employees. ESSA data is also published yearly. To access this data, please use the following link: **futurereadypa.org**.

An in-depth look at each educator's evaluation system can be found in the following chapters of this handbook.

2016-2017 was the first school year in which all measures of each evaluation system were implemented. The Pennsylvania Department of Education staggered the rollout of these measures to afford districts throughout the Commonwealth time to plan and implement each measure with fidelity. So, before we look ahead, it is important that we look back at where we have been, then where we are at.



With all the measures implemented, it is our goal to begin improving the policies and processes that undergird the measures and build capacity so the evaluation system better meets the needs of the District. The intended purpose of this handbook is to guide both Observers and Observees in understanding the policies, practices and purpose behind the implementation of each measure as it pertains to Principal, Assistant Principal, Teacher, and Non-Teaching Professional Employee evaluation systems.

New Weights (%s) for Measures on MMS reports
Observation weight is increased to range from 70-90% (depending of applicable measures).

Building Level Data (formerly SPP) weight is reduced from 15-20% to 10%; Building Level Data will never exceed 10%.

The window of time for implications of receiving 2nd NI has been revised from 10 years to 4 years.
Originally, an employee received a 2nd Needs Improvement MMS rating within 10 years of their 1st NI, the employee would be placed on a Leadership PIP. The window of time is now **4 years.**

What is Act 13?

Introduction Act 13 of 2020 (Act 13) was signed into law by Governor Tom Wolf on March 27, 2020 and revises the Act 82 Educator Effectiveness process used to evaluate professional employees in PreK-12 education across Pennsylvania beginning in the 2021-2022 school year. The revised rating system affects 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.

In accordance with the legislation, the Pennsylvania Department of Education (PDE) conducted research and collaboration to update the rubrics in consultation with a stakeholder group comprised of education experts, parents of school-age children enrolled in a public school, teachers, and administrators. On March 27, 2021, the following Educator Effectiveness revisions were published in the PA Bulletin:

- Domains for the evaluation of observation and practice measures
- Regulations addressing teacher-specific and LEA selected measures
- Regulations addressing principal performance goals
- Building level data calculations
- Rating forms for impacted professional employees, including an interim rating option for a professional employee who received an unsatisfactory rating on the annual evaluation

A few of the most significant changes coming are the following:

- *New Percentages for Multiple Measure Summary (MMS) reports.*
- *TPE, or non-tenured, teachers are 100% observation during their first three (3) years of employment.*
- *The window of time for implications of 2nd Needs Improvement (NI) has been revised from 10 years to 4 years.*
- *Newly hired teachers, leaders and non-teaching professional employees (NTPEs) are required to complete Act 13 professional development.*

Leadership Evaluation Handbook

Principal & Assistant Principal Evaluation

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Observation for Principal/Assistant Principal (AP)

School Leader = Principal, Assistant Principal

Observation process:
All of the steps that Assistant Superintendents complete for their Principals, Principals will complete for their Assistant Principals.

Common Components:
1d. Leads Change Efforts for Continuous Improvement
2b. Ensures a High Quality, High Performing Staff
3b. Aligns Curricula, Instruction and Assessments
4a. Maximizes Professional Responsibilities through Family/Caregiver Involvement and Community Engagement

What is School Leader Observation?

Assistant Superintendents collect evidence on Principal effectiveness from a combination of school visits, formative written feedback, and other Core District Processes. With the exception of school visits, Principals conduct the same tasks to formally observe Assistant Principals in their building. Principals/Assistant Principals are formally observed on four Common Components. Additionally, Principals/Assistant Principals are observed on a fifth component – the Individualized Component – that is chosen collaboratively between the Observee and Observer.

The four Common Components from the revised Framework for Leadership are:

- *1d. Leads Change Efforts for Continuous Improvement*
- *2b. Ensures a High Quality, High Performing Staff*
- *3b. Aligns Curricula, Instruction and Assessments*
- *4a. Maximizes Professional Responsibilities through Family/Caregiver Involvement and Community Engagement*

Evidence of school leader effectiveness is gathered through school visits and as managers engage in Core District Processes with their Principals/Assistant Principals.

Who is Formally Observed?

All Principals and Assistant Principals are formally observed by their Assistant Superintendent/Principal, respectively. The Observer has the opportunity to provide formative feedback in PowerSchool on all 20 Framework for Leadership components.

*Framework for Leadership Observation Components (Common Components in **Bold**)*

Formative Feedback

While Principal and Assistant Principal observation captures performance on five components, effective school leadership results when school leaders work towards distinguished performance on all 20 components of the Framework for Leadership (see Appendix A). For this reason, leadership Observers have the ability to provide formative, written feedback on all 20 components in PowerSchool throughout the school year. For example, Formative Feedback can be provided following formal, unannounced, or routine school visits. It can also be

Domain I: Strategic/Cultural Leadership

1a. Creates an Organizational Vision, Mission, and Strategic Goals
1b. Uses Data for Informed Decision Making
1c. Builds a Collaborative and Empowering Work Environment
1d. Leads Change Effort for Continuous Improvement
1e. Celebrates Accomplishments and Acknowledges Failures

Domain II: Systems Leadership

2a. Leverages Human and Financial Resources
2b. Ensures a High Quality, High Performing Staff
2c. Complies with Federal, State, and Local/LEA Mandates
2d. Establishes and Implements Expectations for Students and Staff
2e. Communicates Effectively and Strategically
2f. Manages Conflict Constructively
2g. Ensures School Safety

Domain III: Leadership for Learning

3a. Leads School Improvement Initiatives
3b. Aligns Curricula, Instruction, and Assessments
3c. Implements High Quality Instruction
3d. Sets High Expectations for All Students
3e. Maximizes Instructional Time

Domain IV: Professional & Community Leadership

4a. Maximizes Professional Responsibilities through Family/Caregiver Involvement and Community Engagement
4b. Shows Professionalism
4c. Supports Professional Growth

Formative Feedback is not scored.

The End-of-Year FfL Observation is scored.

The FfL End-of-Year Observation is also known as the FfL End-of-Year Conference.

- Supervising Administrator = **Observer**
- Leader = **Observee**

provided as Observers and Observees interact during Core District Processes (e.g., budgeting, network meetings, Educator Effectiveness meetings, etc.). Continuous informal feedback, both written and verbal, is a critical aspect of effective school leadership coaching. It is also expected that corrective feedback, with action steps, is documented in PowerSchool.

Formative Feedback differs from the End-of-Year FfL Observation as it supports an ongoing focus on the school leader's development across all Domains of leadership. The intent of the Formative Feedback process is to capture the dynamic and transactional conversations already taking place when Observers support Observees in their growth as school leaders. Formative Feedback submitted in PowerSchool also provides a space for Observees to upload evidence and attachments to support a continuous conversation around Principal and Assistant Principal development. While not formally rated, this feedback can also inform developmental decisions.

Observers provide Formative Feedback a minimum of two times throughout the year (once in the Fall and once in the Spring) on each of the four Common Components and one Individualized Component, following each school visit. Beyond the required Formative Feedback for the five rated components of the Principal/Assistant Principal observation, the Observer can differentiate the amount of Formative Feedback provided on all 20 Framework for Leadership components based on each Observee's experience and needs.

Informal Observations

Assistant Superintendents and Principals can conduct Leadership Informal Observations to identify areas of focus in preparation for formative feedback and/or the End-of-Year FfL Observation conference, or to identify practices in areas of strength or improvement. Feedback is given on any of the 20 Framework for Leadership components. Informals Observations should occur with enough time allotted between them for leaders to incorporate feedback into practice. Assistant Superintendents can conduct Informals for Principals. Assistant Superintendents and Principals can conduct Informals for Assistant Principals.

End-of-Year Framework for Leadership (FfL) Observation

For Formative Feedback, supervising administrators aggregate evidence a **minimum** of two times throughout the school year and justify End-of-Year evaluation scores for school leaders. Observers may also conduct additional school visits or walkthroughs during this time in order to provide further formative feedback on any of the Framework for Leadership components, as needed.

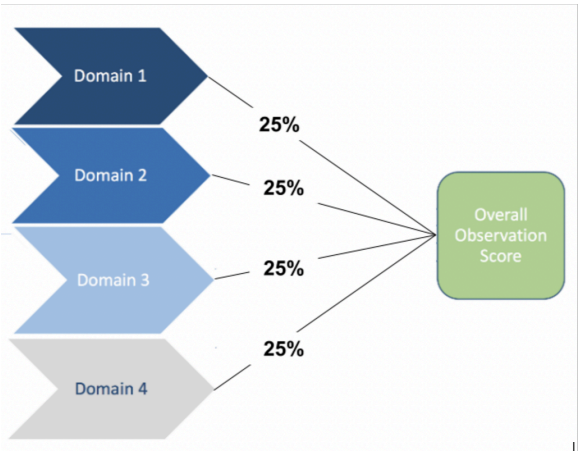
Towards the end of the school year, Assistant Superintendents complete an FfL End-of-Year Observation for their Principals; Principals must do the same for their Assistant Principals, respectively. Observers can use aggregated evidence from the Observee's Formative Feedback to inform their end-of-year conference. The FfL End-of-Year Observation evaluates the **same five (5) components** as the Fall and Spring Formative Feedback for the Observee. However, the FfL Observation *is* rated and that score will be entered on the school leader's End-of-Year MMS Report.

Including the Individualized Component in the Overall Observation Score: For example, if an Assistant Principal selects *4c. Supports Professional Growth* as her Individualized Component, her rating on that component is averaged with *4a.*, in order to obtain a total score for Domain IV.

There are NO Default Scores: If a formal observation is not completed, the school leader will receive a **Not Rated score** for their Observation and overall Effectiveness rating (on their MMS report). Observation data must be available for school leaders to receive an Effectiveness rating.

How do formal observations capture Leadership practice?

Principals and Assistant Principals receive a numerical score of 0, 1, 2 or 3 on each of the five formal Framework for Leadership (FfL) components: four Common Components and one Individualized Component. Component scores correspond with performance levels ranging from Failing to Distinguished.



Component scores within the same Domain are then averaged together to create a Domain score.

Specifically, the Individualized Component is averaged together with the score from the Common Component of the same Domain. The overall observation is then calculated from averaging the four Domain scores together, each accounting for 25% of the Overall Observation Score.

STOP

Overall observation scores correspond to four performance levels ranging from Failing to Distinguished.

Overall Observation Score and Performance Levels

Failing	Needs Improvement	Proficient	Distinguished
0.00-0.49	0.50-1.49	1.50-2.49	2.50-3.00
Unsatisfactory	Satisfactory	Satisfactory	Satisfactory

What is the School Leader Observation Process?

Assistant Superintendents follow the process below as they evaluate each Principal in their network. Similarly, Principals complete the process below for the Assistant Principals in their school. The process provides a common set of requirements while allowing the Observer the ability to vary Observee support based on individual needs. The Principal/Assistant Principal Observation process includes formative, written feedback from the Observer throughout the school year. For principals, Formative Feedback should be informed by at least two school visits from their Assistant Superintendent.

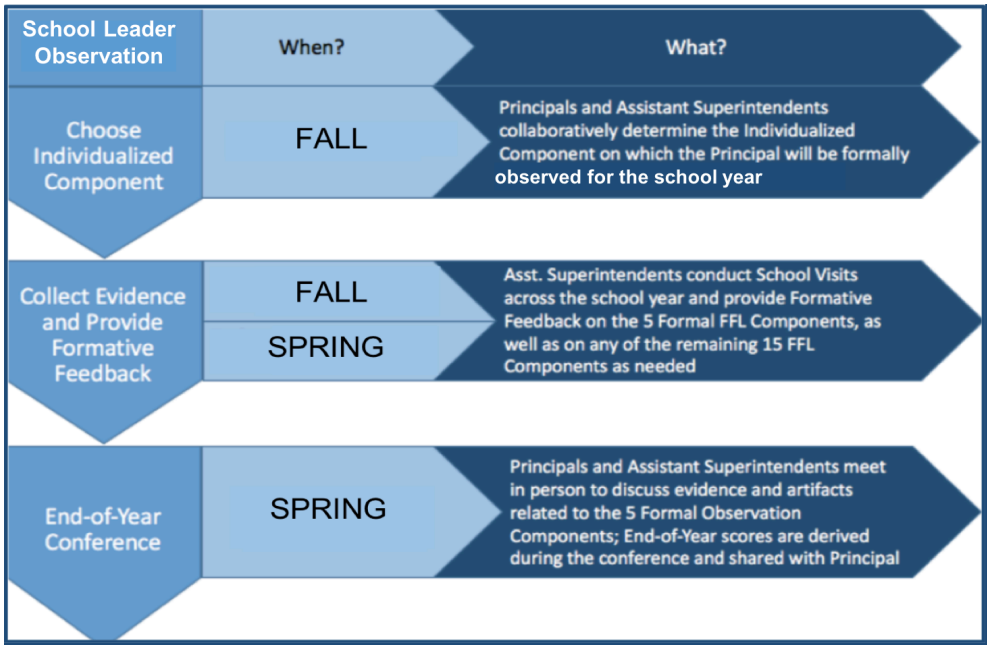
There are steppers available to guide you in how to upload evidence in response to OR to be included with your Formative Feedback and Observations.

Access the **Cornerstone Steppers** folder here:

https://drive.google.com/open?id=15lO5igcFe9eO4A0S_trohv5SRHv7ufk7

In-Depth Look: Principal/Assistant Principal Observations

Note: This diagram only illustrates the process between AS and Principal, as an example. Assistant Principals are observed by Principal in alignment with this process as well.





In addition to the four Common Components, Principals are observed on a fifth component that is chosen in collaboration between the Principal and Assistant Superintendent. Similarly, Assistant Principals are observed on a fifth component, chosen between the Assistant Principal and their Principal. Principals/Assistant Principals will present one of the 16 remaining FfL components to be scored as their Individualized Component to their Observer. This component should reflect an area of development the Observee will focus on for the school year, with support from their Observer, to improve administrator and/or school performance. Observer and Observee discuss the Individualized Component presented by the Observee in the beginning of the school year. If the Observer and Observee cannot come to an agreement, the Observer makes the final determination. Thus, the Assistant Superintendent would decide for the Principal, and the Principal would decide for the Assistant Principal.

This component remains the same for the entire school year. The Individualized Component is logged by the Observee in PowerSchool no later than the due date listed in the Employee Evaluation Calendar.

Observation process:
All of the steps that Assistant Superintendents complete for their Principals, Principals will complete for their Assistant Principals.

Adding Artifacts:
All Observees can add artifacts to an observation in Cornerstone similar to how they would upload attachments to an email. When you access your observations in your *Action Items*, you will click the drop-down menu from *Options* and will choose "Attachments".

Collect Evidence and Provide Feedback — How?

Collect Evidence

Evidence Collection for Principals

Assistant Superintendents conduct a minimum of two formal school visits over the course of the school year in order to gain insight into school functioning and performance. Following each school visit, Assistant Superintendents provide Formative Feedback on each of the five formal components, and any additional components they wish to address.

Formal school visits should be announced and should include the following activities:

- An initial conversation between the Principal and Assistant Superintendent to establish the focus of the visit, and debrief after the visit around what was observed; Principals can present evidence related to what was discussed during the visit in addition to any of the 20 FfL components
- Conversations with the school's leadership team, which can include staff, teachers, and/or students, to get varied perspective of the Principal's behavior and overall school climate
- Assistant Superintendent and Principal co-observations of teachers to collect evidence around the instructional program, quality of teacher practice, and Principal's ability to assess teacher practice
- School walkthroughs to observe classroom transitions, building conditions, and other aspects of climate and culture, in addition to speaking with staff, teachers, and students

Beyond the school visits outlined above, Assistant Superintendents may conduct additional announced or unannounced visits to observe the Principal and overall functioning of the school and provide feedback accordingly. The requirements listed above do not apply to unannounced or routine school visits, but instead serve as recommendations for conducting comprehensive school visits.

STOP

Core District Processes

Beyond evaluation, the District implements several processes that can demonstrate evidence of Principal leadership and practice. Below are sample processes that will provide information around Principal effectiveness to supplement evidence collected during an in-person conference or School Visit. These processes should be used as sources of evidence, and opportunities to provide feedback:

- Educator Effectiveness and Network meetings
- Comprehensive School/School Improvement Planning
- School Budgeting and use of resources
- Leveling, Staff Retention, and Hiring

Evidence Collection for Assistant Principals

Principals provide a minimum of two formative feedbacks over the course of the school year in order to gain insight into the Assistant Principals' practice. Following each formal observation, Principals provide Formative Feedback on each of the five formal components, and any additional components they wish to address. Formative Feedback must be submitted to Assistant Principals in PowerSchool with 5 school days of the formal observation.

Formative Feedback is not scored.

The End-of-Year FfL Observation is scored.

Formal Observations should be announced and should include the following activities:

- An initial conversation between the Assistant Principal and the Principal to establish the focus of the observation and a debrief after the observation around what was observed; Assistant Principals can present evidence related to what was discussed during the visit in addition to any of the 20 FfL components
- Assistant Principal and Principal co-observations of teachers to collect evidence around the instructional program, quality of teacher practice, and Assistant Principal's ability to assess teacher practice

Beyond the Formal Observations outlined above, Principals observe Assistant Principals through their everyday interactions with additional focus on the projects or Core District Processes (see below) the Assistant Principal has been assigned to oversee.



Core District Processes

Beyond evaluation, the District implements several processes that can demonstrate evidence of Assistant Principal leadership and practice. Below are sample processes that will provide information around Assistant Principal effectiveness to supplement evidence collected during an in-person conference or School Visit. These processes should be used as sources of evidence, and opportunities to provide feedback:

- Educator Effectiveness and Network meetings
- Comprehensive School/School Improvement Planning
- School Budgeting and use of resources
- Leveling, Staff Retention, and Hiring
- Parent Advisory Committees, PLC/SLC Leadership, HAS Association
- Design, Implementation and Support of Intervention Programs
- PBIS/MTSS
- Professional Development Planning and Delivery

Formative Feedback must be submitted to the Observee within 5 school days. Please refer the Employee Evaluation Calendar to see the dates associated with the Fall and Spring Formative Feedback periods.

This school year and going forward, **Principal Performance Goals** (PPG) replace Principal - Student Learning Objectives (PSLO).

Like the PSLO, *all* leaders are eligible to complete PPG.

Click below to access the PPG Guiding Document.

What is a Principal Performance Goal?

The Principal Performance Goal (PPG) template is designed to facilitate the evaluation process while improving the school leaders' effectiveness and fostering collaboration among colleagues.

PPG replaces the former mechanisms for evaluating leadership growth: Principal - Student Learning Objectives (PSLO). The PPG is intended to be a more flexible. Collaborative and qualitative process than the PSLO and designed to serve serval purposes, including:

- Provide leaders with an opportunity to actively participate in their own evaluation (elective data)
- Improve leader effectiveness
- Foster collaboration among colleagues
- Align work of individual leaders within District and school goals
- Set clear vision/focus of school year
- Reinforce school mission

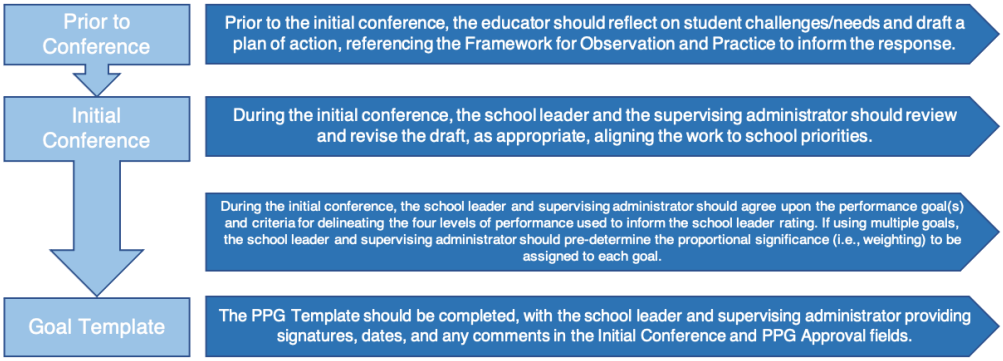
Who completes Principal Performance Goals?

Principal Performance Goal is required as part of the evaluation of Effectiveness for professional employees serving as:

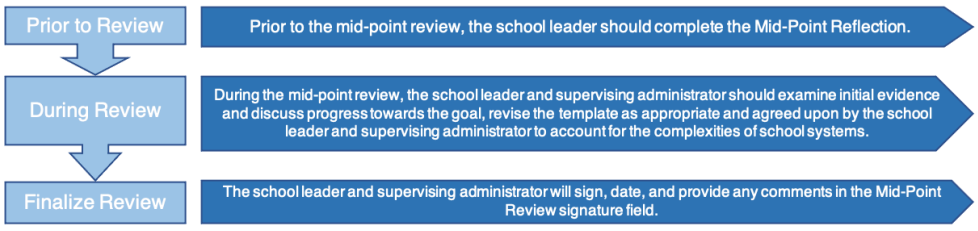
- Principals
- Assistant Principals
- Directors of Career and Technical Education
- Supervisors of Special Education

As the first step of the PPG process, leaders will determine a performance goal for the school year by completing the following:

Part I: Goal Selection



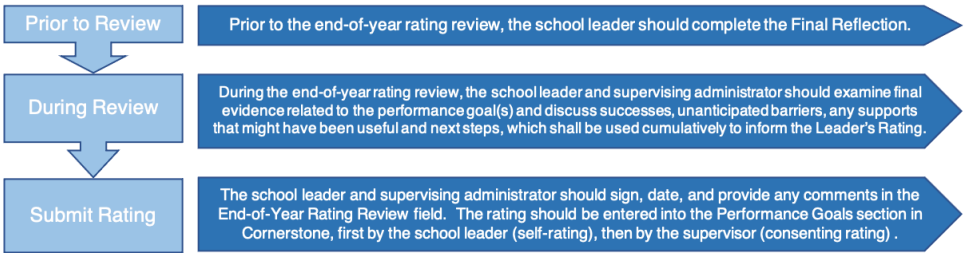
Part II: Mid-Year Review



There are 3 parts to the PPG process that will be three separate tasks in Cornerstone:

- Goal Selection
- Mid-Year Review
- Final Reflection and Score

Part III: Final Reflection and Score



In-Depth Look: Principal Performance Goal Selection

Step 1: Identify School/District Goal

The Principal Performance Goal aligns with the work school leaders already do throughout the school year and asks school leaders to consider ways they can make a difference in their schools. The school leader begins by selecting a professional goal they would like to accomplish this goal year, as well as provide rationale for selecting the goal. Some questions to consider include:

Why did you select this goal? What context helps drive this goal?
What internal and/or external happenings in the school space are driving this goal?
Does the goal that you've select align with school and/or district goals and vision?
Is your goal supported by researched best practices or industry standards?

Step 2: Identify Resources

After identifying and providing rationale for the selection of the goal, school leaders will indicate the resources necessary for accomplishing their goal. Resources can include training(s) and support(s) that already exist within the school and/or district, as well as other supports that are required to accomplish the goal. Some questions to consider include:

What population(s) of the school community will be affected by implementing this goal?
What obstacles exist in implementing this goal?
What monetary, material, time-management, and/or personnel capacity resources are needed to overcome these obstacles and implement the goal?

Step 3: Create Plan of Action and Timeline

Once school leaders have identified their goal, provided rationale, and necessary resources, action steps and timeline should be created to help school leaders accomplish their goal. Some questions to consider include:

What measurable strategies will be used to implement this goal?
Does the goal require an internal and/or external communication plan?
Which approaches to analyzing and reporting the results will best reflect the success of the completed goal?
What is a realistic timeframe for each component of implementing, analyzing, and reflecting on this goal?
Does this goal compete with priority duties for time and attention?

Step 4: State Evidence and/or Artifacts

The next step in the process is for school leaders to state the evidence and/or artifacts that will be used to measure the progress and effectiveness of the plan of action. Some questions to consider include:

> *Which specific sources of data/evidence will be used in the analysis of goal progress/achievement?*
> *What is the baseline data/evidence used and how might it change as the goal is achieved?*

Step 5: Measuring Success

School leaders will determine how success is measured by setting the criteria for success. In order to answer "how will you know you've achieved your goal," school leaders should consider the following:

> *What are the expected results for all affected groups?*
> *What is the established method for gathering stakeholder feedback and making necessary changes during implementation?*
> *How will achieving the goal result in positive growth for the school and its learners?*

Step 6: Define Levels of Performance

Part of the process of measuring success is setting the bar for yourself. In this last step, school leaders define what it means to attain the goal in terms of four levels of performance: Failing, Needs Improvement, Proficient, and Distinguished. These ratings provide context for how school leaders rate their effectiveness in accomplishing their goals.

A good first step is to define what it means for the school leader to be proficient in this goal because any more (Distinguished) is over and above what you need, and anything less (Failing or Needs Improvement) is not enough.

Teacher-Specific Data (for Teachers)

Not an Evaluative Measure for School Leaders

Teacher Specific Data can be comprised of 1-3 measures:

- Student Performance on State Assessments
- PVAAS (Growth)
- IEP Goals Progress

Note: For PVAAS growth, a teacher is required to have 3 years of composite PVAAS data in order to get an evaluation score in this area. Due to the District not conducting Roster Verification or state testing since 2018-2019, PVAAS data will not be available for any professional employee this school year.

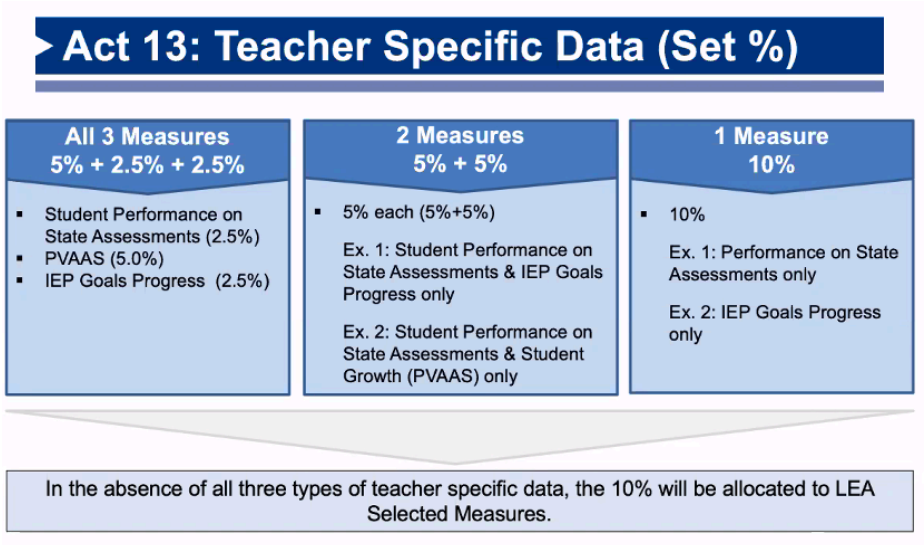
Moving forward, once testing resumes to its normal cadence the District will resume the Roster Verification process. Once three (3) consecutive years of testing and Roster Verification have been completed, this data will be used as a metric in a data-available teachers' educator effectiveness rating.

It is also important to note that growth and assessment data is provided to the District by PDE the School District does not generate this data locally for evaluation purposes.

NTPEs are <u>not</u> eligible for teacher-specific data.

What is Teacher-Specific Data?

Teacher-specific data is comprised of three separate measures: Student Performance on State Assessments, IEP Goals Progress and PVAAS. One, two or three of these measures can be attributed towards a teacher's Educator Effectiveness rating based on the data that is available for a teacher. Illustrated below are the different ways Teacher Specific Data can be broken down:



Student Performance on Assessment is for any classroom teacher who has student data that is applicable and attributable to them from a statewide assessment. For educators who are considered *Data Available Teachers*, the *Assessment Data Conversion Scale* will be used to indicate which 0-3 scale score a teacher will receive depending on the percentage of proficient/advanced students they have. This remains the same as it was in Act 82.

PVAAS (Growth)*:* Any classroom teacher who has student data from statewide assessments that are applicable and attributable to her will receive a PVAAS growth score. The *PVAAS (Growth) Data Conversion Scale*, below, indicates 0-3 scale score a teacher will receive based on the PVAAS Score for her applicable and attributable students. This also remains unchanged from Act 82.

IEP Goals Progress: IEP Goals Progress is a measure of growth and student performance for special education students as established in their Individualized Education Program (IEP) plans by the IEP team. Regardless of certification area, all classroom teachers will be accountable for student progress toward IEP Goals Progress if their students have identified IEP Goals to which that teacher contributes data used by the IEP team to monitor progress. If that data is used for monitoring the progress of a group of students with similar academic or non-academic IEP goal skill areas, then they can utilize the IEP Goals Progress measure.

PVAAS and Roster Verification

Not an Evaluative Measure for School Leaders

PVAAS scores and Roster Verification are NOT reflected as a score/evaluative measure **on Principal and AP MMS reports.** However, the process of Roster Verification is mandatory and critical to complete for teachers to receive *their* proper score on *their* MMS report.

For Teacher-Specific Reporting reflection tools, please refer to the following links:

Teacher-Specific Reporting Reflection Tool

https://drive.google.com/file/d/0B9Ec_ZzAlpkzSm1QRXFGam9aeHM/view?usp=sharing

Math Digging Deeper

https://drive.google.com/file/d/0B24hSIBWYXrVM1NLNVR4V1NtZTA/view?usp=sharing

ELA Digging Deeper

https://drive.google.com/file/d/0B24hSIBWYXrVcWRVU01uNDdmRHM/view?usp=sharing

Science Digging Deeper

https://drive.google.com/file/d/0B24hSIBWYXrVV3ZQVFU3ZGRLMWM/view?usp=sharing

What is PVAAS Teacher-Specific Reporting?

The Pennsylvania Value-Added Assessment System (PVAAS) teacher-specific reports provide an estimate of the academic growth of a teacher's group of students in a state assessed content area for a specific school year. Each year, teachers of those state assessed content areas will receive a PVAAS composite score, which is a combined measure of all the tested subjects, grades, and Keystone courses taught. Additionally, diagnostic reports are provided for teachers to use in order to improve instructional practices and to assess the academic growth of students at varying achievement levels and demographic subgroups.

Who receives a PVAAS Teacher-Specific Report?

Teachers who are permanent or temporary professional employees, who hold a valid PA teaching certificate, and who have full or partial responsibility for content-specific instruction of assessed eligible content on Pennsylvania's state assessments (PSSA and/or Keystone exams) receive a Teacher-Specific Report. This includes:

- Teachers of grades 4-8 PSSA ELA and Math, grades 4 and 8 PSSA Science, and Keystone content areas (Algebra I, Biology, Literature)
- All other teachers responsible for content-specific instruction of assessed eligible content, including ESOL, special education, intervention, and enrichment teachers, etc. (regardless of the teacher's certification).

What is PVAAS Roster Verification?

Roster verification is a process in May and June that allows teachers and Principals to adjust and verify the percentages of instructional responsibility for every student, for each state assessment. Adjusting the percentages of instructional responsibility results in the students being weighted appropriately in the value-added analyses for PVAAS teacher-specific reporting. Students with less than 100% instructional responsibility will be weighted less in a teacher's PVAAS reporting than those students who have been claimed at 100%. There are two aspects of instructions responsibility:

- Percentage of Student + Teacher Enrollment
- Full or Partial Percentage of Instruction

Understanding the *Percentage of Student + Teacher* Enrollment Calculation

The *Percentage of Student + Teacher Enrollment* calculation is based on the number of days a student and a teacher are enrolled together (concurrently enrolled) over the course of the instructional window. Starting with **day one** of the instruction (subject/grade/course) for the state assessment, up to and including the last school day before the District's testing window opens for that state assessment, teachers will use the formula below to calculate the overall percentage for Student + Teacher Enrollment.

Teacher-specific strategies to improve student outcomes include areas such as…

- high expectations
- relevant, meaningful, and engaging instruction
- relationship building with students
- mentoring
- parent communication
- group and individual incentive programs
- and continuity of instruction (teacher attendance).

A teacher must participate in PVAAS Roster Verification in order to get a Teacher Specific Report. However, not all teachers who participate in Roster Verification will receive a Teacher-Specific Report.

Total # of Days Student + Teacher Concurrently Enrolled
Divided by
Total # of Days for the Course/Subject/Grade

The percentage is based upon enrollment, not attendance. This percentage can only be adjusted for long-term, approved absences, such as medical leaves, student hospitalization, resignations, etc. The percentage of Student + Teacher Enrollment will be entered by teachers during the Teacher Verification Phase of Roster Verification. Once calculated, teachers will verify or edit the percentage in the Student + Enrollment column of the verification table.

Understanding *Full or Partial of Instruction* and how to calculate

Full or Partial Percentage of Instruction is the percentage of content-specific instruction for a state assessment for which a teacher is responsible for providing to a specific student. The percentage is 100% for a student if only one teacher is responsible for providing instruction to that student in that subject area. If more than one teacher is responsible for content-specific instruction, then the percentage is shared between those teachers (i.e. if a student receives one period of math instruction from a classroom teacher per day and one period of math per day with a special education teacher, then each teacher claims 50% for instructional responsibility). This may occur when there is co-teaching, pull-out or push-in support, content preps, or pull-out interventions.

The percentage for Full or Partial Instruction will be verified or edited by teachers during the Teacher Verification Phase of Roster Verification. Once calculated, teachers will verify or edit the Full or Partial Percentage of Instruction in the appropriate column of the verification table. Teachers who have rosters to verify will receive email notifications from EVAAS Support with information about deadlines and login information. Teachers who do not receive these emails should consult their school's Principal to determine eligibility.

Total # of Minutes Teacher is Responsible for Instruction
Divided by
Total # of Minutes for the Course/Subject/Grade

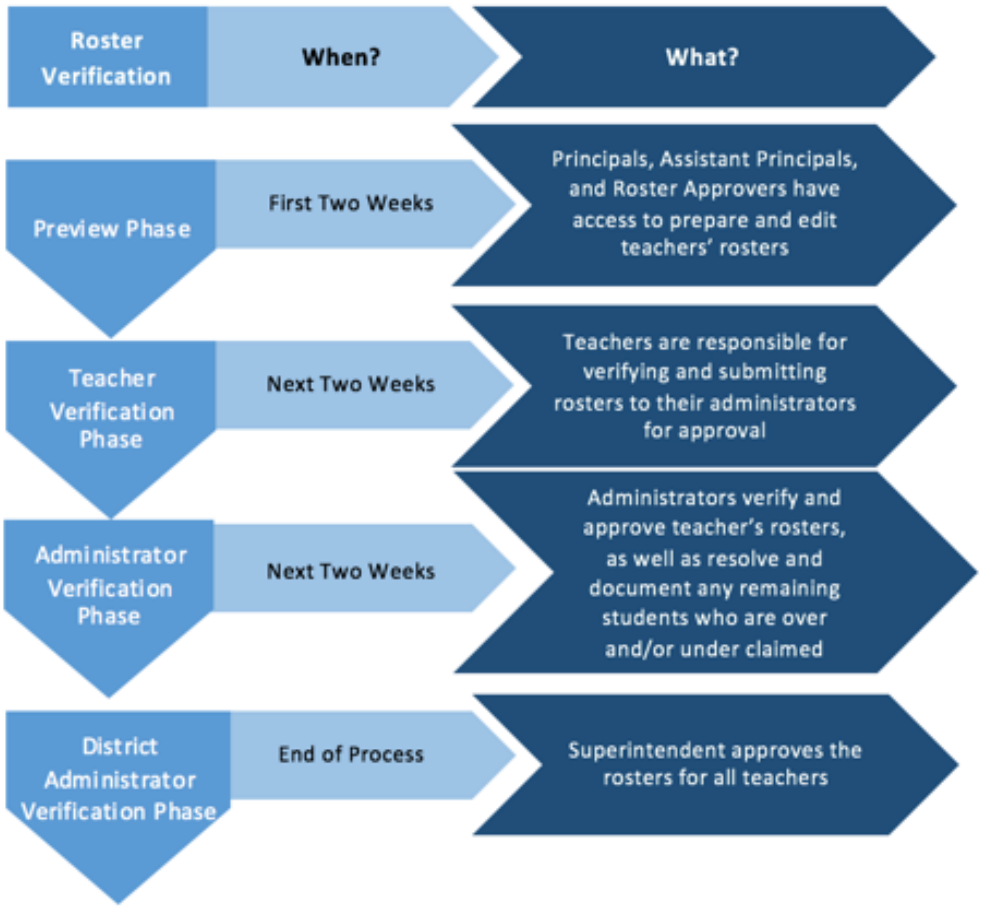
More information on how to interpret the Teacher Specific Report can be found by viewing the e-Learning modules available on the PVAAS site.

The Evaluation team hosts PVAAS drop-in sessions in the Fall and Spring, to support school teams with Roster Verification and more.

Principals have the ability to create and modify PVAAS School User Accounts for their schools. Follow this PVAAS Account Stepper to set up the permissions for additional support with Roster Verification (Assistant Principals, Roster Chairs or School Based Teacher Leaders). Please note that Principals must remove school account access to teachers after the Preview Phase.

PVAAS Account Stepper:
https://drive.google.com/file/d/0B24hSIBWYXrVYnJNc2xwYW1LbEU/view?usp=sharing

Understanding Phases of Roster Verification



Teacher Verification Phase — **How?**

Use the checklist below to ensure all the steps to the Teacher Verification process have been completed.

- Teachers should have a roster for EACH state assessed grade, subject, and source for which they have full or partial responsibility towards the assessed eligible content as assessed by the PSSA or Keystone exams
    - Add and remove rosters as needed
    - If teachers have 1st semester Keystone course(s) and/or 2nd semester Keystone course(s)/full-year course(s), teachers should have a roster for each (Winter tested and Spring tested)
- Teachers should ensure that all students for which they have provided either full or partial instruction through the year are included on the roster for each tested subject and grade, or course
    - Add and remove students from each roster(s) as needed
- Verify and/or edit the % Student + Teacher Enrollment for EACH student on EACH roster
- Verify and/or edit the Full/Partial Percent of Instruction for EACH student on EACH roster
- Resolve all issues of over-claimed students within your school with the assistance of your Principal/Assistant Principal, if needed
- Complete the verification of all data for all rosters
- Submit all rosters to the Principal/Assistant Principal by the end of the Teacher Verification Phase (rosters can be submitted prior to the end of the teacher phase)
    - Include a note/comment to the Principal/Assistant Principal about any issues unable to be resolved or needing assistance

In order to access Roster Verification:

- Go to https://pvaas.sas.com
- Enter your username and password
- Roll your mouse over the "Reports" tab in the upper left corner of the screen
- Enter your PPID (Personal Professional Identification Number) which can be found on the Pennsylvania Department of Education website

Principals must also submit the following documentation when submitting teacher rosters to their Assistant Superintendents:

- Over and Under Claimed Documentation Spreadsheet

This document will be provided by the Evaluation team in April.

Administrator Verification Phase **How?**

Use the checklist below to ensure all the steps to the Administration Verification process have been completed.

- Verify that ALL teachers have a roster for EACH grade, subject, and course for which they have full or partial responsibility for the assessed eligible content as assessed by a PSSA or Keystone exam
  - Add, copy, and remove rosters as needed
  - Each teacher who teaches a 1st semester Keystone course(s) and/or 2nd semester Keystone course(s)/full-year course(s) has a roster for each (Winter tested and Spring tested)
- Verify that ALL students for which teachers have provided either full or partial instruction are included on rosters for each respected tested subject and grade, or course
  - Add, copy and remove students as needed
- Verify the Percentage of Total Instructional Responsibility (Percentage of Student + Teacher Enrollment and Full/Partial Percentage of Instruction) for each student on each roster is accurate
- Verify that all issues of under-claimed students are correct and legitimate
  - This includes reviewing students who have been removed from rosters to ensure accuracy of this information, as well as contacting other District schools to determine the reason why a shared student may be under claimed
  - Refer to the guidance sheet for specific examples
  - You must document all instances of under claiming using the spreadsheet available in your Employee Evaluation resources
- Resolve all issues of over-claimed students with the teachers involved within your school and across schools
  - This includes all over-claimed students within the District AND any students shared simultaneously with another LEA
  - You must contact other District schools and document all instances of over-claiming
- Return to teachers any rosters that require changes. Then, re-approve those rosters
- Complete all rosters for teachers unable/unavailable to verify during the Teacher Verification window
  - Approve and submit all rosters to the District (via your Assistant Superintendent) by the end of the School Administrator Verification Phase (school administrators do not have to wait until the end of the school verifier window to submit rosters to the District)

In order to access Roster Verification:

- Go to https://pvaas.sas.com
- Enter your username and password
- Roll your mouse over the "Reports" tab in the upper left corner of the screen
- Enter your PPID (Personal Professional Identification Number) which can be found on the Pennsylvania Department of Education website

District Administrator Verification Phase **How?**

Use the checklist below to ensure all the steps to the Administration Verification process have been completed.

- Verify that ALL issues of under-claimed students are correct and legitimate
  - Review numbers of over and under claiming at each school in consultation with the Evaluation team
  - Each school in the network provided documentation for underclaimed students
- All Principals/Assistant Principals have resolved all issues of over-claimed students with the school administrators and teachers involved
  - This includes all over-claimed students only within the District
  - Any students over claimed with another LEA will be resolved proportionally by PDE
- Return to Principals/Assistant Principals any schools' rosters that require changes. Then, re-approve those rosters
- Verify that all issues of under-claimed students are correct and legitimate
  - All Principals/Assistant Principals communicated to teachers (suggest via email for a history of this communication) any changes to a teacher's roster during the District Administrator Verification window as rosters cannot be returned to the teacher during the District Administrator phase
- Approve all of your school's rosters in order to be submitted to SAS EVAAS by District Administration at the end of the LEA Administration Verification window

Building Level Data replaces are former measure, SPP.

School leaders may access their Building Level Data scores via the School District's School Performance Profile app by logging into the District's Master login page. The School Performance Profile App allows teachers to see the Building Level Data scores used in calculating their overall Effectiveness rating.

Note: The School District does not utilize Building Level Data from charter schools.

Similar to PVAAS scores, a teachers Building Level Data score from the previous year is attributed to a teacher's effectiveness rating for the current year.

Manually calculated values should be truncated to 2 decimal places.

Building Level Data for Principal/AP

What is the Building Level Data?

Building Level Data, formerly known as School Performance Profile (SPP), is Pennsylvania's school accountability model used to capture a school's overall performance. Building Level Data incorporates a variety of weighted indicators – both academic and nonacademic – to capture a school's overall performance. Building Level Data scores range from 0 to 100. Schools can earn up to 100 points based on a school's performance across four categories: Academic Achievement, Academic Growth, Attendance Rate and Graduation Rate.

Who receives a Building Level Data score?

Building Level Data scores will be given to **all** "principals," or school leaders, as defined by Act 13.

What is the Building Level Data score process?

Building Level Data scores are calculated by the Pennsylvania Department of Education; teachers do not need to submit anything to receive a Building Level Data score. Schools receive one Building Level Data score that applies to all teachers in that building (i.e., a building level score).

How does Building Level Data Capture Leadership Performance?

A school's Building Level Data score for the current academic year is not released until the Fall of the following school year. The Building Level Data score used to calculate a teacher's overall rating relates to the school(s) at which a teacher taught during the PREVIOUS school year. Specifically, the Building Level Data is based on the school(s) that the teacher was associated with from February 1 and June 1 of the previous school year.

New to Building Level Data (formerly SPP): Challenge Multiplier

The *Challenge* multiplier is an adjustment of the building level score by adding points based on the percentage of economically disadvantaged students enrolled at a school.

- I. Calculate the regression coefficient of determination, known as r2, that estimates the proportion of the variance in school-level data that is predictable by the percentage of students that are economically disadvantaged in a school.
- II. Multiply the regression coefficient of determination under subparagraph (I) by .1.
- III. Multiply the product produced in subparagraph (II) by the most currently available percentage of economically disadvantaged students in the school.
- IV. Multiply the product produced in subparagraph (III) by 100.
- V. Add the product produced in subparagraph (IV) to the building level score.

	Unadjusted Building Score	Adjusted Building Score
School A: 92% Economically Disadvantaged	61.0	65.1
School B: 38.5% Economically Disadvantaged	85.2	86.9

Multiple Measure Summary for Principal/AP

Multiple Measure Summary (MMS) reports are released to school leaders by their supervising administrator.

MMS Reports for school leaders are:

- 70% Observation
- 20% PPG
- 10% Building Level Data

What is the Leadership Multiple Measure Summary?

School leaders are evaluated on three measures of Educator Effectiveness, which determine their overall Effectiveness Rating: End-of-Year Framework for Leadership (FfL) Observation, Principal Performance Goal (PPG), and Building Level Data. The Multiple Measure Summary (MMS) shows a school leader's score for each measure, when available, and their overall Effectiveness Score and Rating.

Who receives a Multiple Measure Summary?

Principals and Assistant Principals who were assigned to a school prior to February 1 will receive an MMS report and overall Effectiveness Rating.

How does the Multiple Measure Summary capture Leadership Practice?

Each measure of the principal and assistant principal evaluation system assesses different aspects of school leadership. Collectively, the measures provide a holistic view of a school leader's effectiveness as it captures instructional and operational practice as well as student outcomes.

To calculate a school leader's overall Effectiveness Rating, the score from each Effectiveness measure is converted to a 0-3 scale. These converted scores are multiplied by their respective weights described on the next page, and then added together to create a final overall Effectiveness Score. Scores for each measure and the overall Effectiveness Rating correspond with four performance levels, shown below.

0.00 – 0.49	0.50 – 1.49	1.50 – 2.49	2.50 – 3.00
Failing	**Needs Improvement**	**Proficient**	**Distinguished**

What is the Multiple Measure Summary Process?

At the conclusion of the rating period, the Evaluation team works with the School District's Office of Information Systems to calculate every Principal's and Assistant Principal's MMS score and rating.

Once the score has been calculated, a Multiple Measure Summary Report is uploaded to PowerSchool, which is then reviewed by the supervising administrator and released to the school leader.



School leaders are always eligible to complete Principal Performance Goals.

If a Principal or Assistant Principal does not receive an EOY FFL Observation, they will receive a **Not Rated** MMS, regardless of other measures being available.

In-Depth look: Leadership Multiple Measure Summary

Principal and Assistant Principal Effectiveness Ratings are based on all available data, with scores from each measure weighted according to Pennsylvania Department of Education (PDE) regulation. Not all school leaders have data for each of the measures. The table below shows the different ways a school leader's Effectiveness Score can be calculated based on available data.

All Data Available

FfL Observation	PPG	Building Level Data
70%	**20%**	**10%**

One Missing Component

FfL Observation	PPG	Building Level Data
80%	**20%**	**-**
90%	**-**	**10%**

Understanding the Leadership Multiple Measure Summary

On a school leader's MMS report, scores for each measure are presented in addition to Domain-level observation scores. The key terms below will help guide understanding of Effectiveness Scores and Ratings.

Score: 0-3 score school leader received for that measure
Factor: Weight for that score (e.g., a factor of 10% for Building Level Data means that score counts towards 10% of the school leader's overall Effectiveness Score)
Earned Points: Total amount of points for that measure that will contribute to the school leader's Effectiveness Score and Rating; found by multiplying the score by the factor
Leadership Effectiveness Rating Earned Points: Overall Leadership Effectiveness Score
Leadership Effectiveness Rating: Overall rating from Unsatisfactory to Distinguished that corresponds with the school leader's Overall Effectiveness Score
Overall Rating: Designation of Satisfactory or Unsatisfactory (only Failing ratings are Unsatisfactory, or UNSAT)

What is a Not Rated MMS?

For a professional employee to receive an effectiveness rating on their MMS report, there must be observation data available. If a school leader does not receive a scored end-of-year FFL Observation, they will be given a Not Rated on their Leadership MMS. A school leader will receive a Not Rated MMS regardless of other measures being available, because the FFL Observation constitutes 80-90% of the MMS (and effectiveness rating). A Not Rated rating holds a school leader harmless and *is* considered a Satisfactory rating.

Performance Plans Driven by Ratings

Performance Improvement Plan (PIP): An individualized support plan that is developed in collaboration with the supervising administrator and school leader to address areas of concern related to the contributing factors of a school leader's MMS.

The PIP will last the duration of the next rating period (one school year).

All Needs Improvement Effectiveness ratings for school leaders result in a year-long Performance Improvement Plan.

The School District recognized the need for Administrators to successfully meet challenges, goals and objectives of their positions. In order to assist Administrators in this endeavor, Observers (Assistant Superintendents > Principals; Principals > APs) may identify areas for improvement and support through completing Formative Feedback through the year. In the event that an administrator's end-of-year Effectiveness rating is "Needs Improvement" or lower, the administrator will be placed on a Performance Improvement Plan (PIP), required by the Public School Code of 1949, as amended.

What is a Performance Improvement Plan?

The PIP is an opportunity to provide specific direction and ongoing professional development and support to Administrators in areas that their Observers have identified as needing improvement. The intention of the PIP is for an administrator to improve his/her/their performance in accordance with the goals identified. The PIP is a professional development tool and is not considered disciplinary in its inception.

In the development of the PIP, the administrator (school leader) will meet with their Observer to identify and/or discuss areas for improvement and appropriate professional development opportunities and supports. With input from the administrator, a Performance Improvement Plan (PIP) document, which outlines the improvement goals and supports, will be completed by the Observer and provided to the administrator so there is a mutual understanding of goals and expectations.

The PIP should include, but is not limited to, information such as:

- The timeframe for the PIP to be completed within
- Areas needing improvement
- Performance improvement goals and expectations
- Supports
- A focused assistance calendar detailing relevant matters (i.e. meeting dates, specific training dates [if applicable], deadlines).

The PIP will serve as the basis for ongoing coaching and feedback between the supervising administrator and school leader (Assistant Superintendent and Principal; Principal and Assistant Principal). The supervising administrator will meet with the school leader as set forth in the PIP and provide feedback as appropriate after each meeting with the goal of having the school leader attain the necessary proficiency.

At any point where the supervisor determines that a school leader's performance is not improving or is declining, CASA representation is recommended.

Implications for Needs Improvement Ratings

Principals and Assistant Principals who receive a Satisfactory - Needs Improvement Effectiveness Rating on their MMS report must complete a Performance Improvement Plan (PIP).

When a school leader receives their 1st Satisfactory – Needs Improvement rating they are required to complete a year-long PIP. The school leader on the PIP will be evaluated per usual (i.e. one End-of-Year FfL Observation per year), in addition to completing a PIP in collaboration with their supervising administrator.

Needs Improvement *is* a Satisfactory rating: Although "Needs Improvement" is a below proficient rating, one "Needs Improvement" alone is still considered a Satisfactory rating.

Only Failing ratings are classified at Unsatisfactory (UNSAT).

Failing ratings can come from an outright score of Failing or the combination of two Needs Improvement ratings within a 4-year span.

- If a school leader earns a Proficient or higher Effectiveness rating on their end-of-year MMS report, they will be removed from a PIP and resume their regular observation cycle.
- If a school leader earns a 2nd Needs Improvement rating on their end-of-year MMS report, they will be placed on another **year-long PIP**.



If a school leader receives their 2nd Needs Improvement rating within four (4) years of their 1st Needs improvement rating, it is automatically converted to an Unsatisfactory – Failing rating. Consequently, the implications for a Failing rating will apply.

Implications for Failing Ratings

School leaders who fail to meet the goals of the PIP and receive either three (3) consecutive overall Needs Improvement ratings (which will constitute as 2 consecutive Failing ratings) within a 4-year period face demotion or termination on the grounds of unsatisfactory performance under the provisions of the Pennsylvania Public School Code of 1949, as amended.

Leadership Evaluation Handbook

ECFC Evaluation SY 2026–2027

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ECFC = Early Childhood Field Coordinator

There are NO Default Scores: If a formal observation is not completed, the ECFC will receive a **Not Rated score** for their Observation and overall Effectiveness rating (on their MMS report). Observation data must be available for ECFCs to receive an Effectiveness rating.

Common Components:
1b. Uses Data for Informed Decision Making
2g. Ensures School Safety
3c. Implements High Quality Instruction
4a. Maximizes Professional Responsibilities through Family/Caregiver Involvement and Community Engagement

What is an Early Childhood Field Coordinator?

Directors Childhood Field Coordinators work with Pre-schools to manage the school's instructional programming and day-to-day operations. They reinforce the clear vision around learning for all students, ensure a safe, secure and orderly learning environment, and work with the staff to cultivate strong relationships with diverse stakeholders - including families and communities.

Domain I: Strategic/Cultural Leadership

1a. Creates an Organizational Vision, Mission, and Strategic Goals
1b. Uses Data for Informed Decision Making
1c. Builds a Collaborative and Empowering Work Environment
1d. Leads Change Effort for Continuous Improvement
1e. Celebrates Accomplishments and Acknowledges Failures

Domain II: Systems Leadership

2a. Leverages Human and Financial Resources
2b. Ensures a High Quality, High Performing Staff
2c. Complies with Federal, State, and Local/LEA Mandates
2d. Establishes and Implements Expectations for Students and Staff
2e. Communicates Effectively and Strategically
2f. Manages Conflict Constructively
2g. Ensures School Safety

Domain III: Leadership for Learning

3a. Leads School Improvement Initiatives
3b. Aligns Curricula, Instruction, and Assessments
3c. Implements High Quality Instruction
3d. Sets High Expectations for All Students
3e. Maximizes Instructional Time

Domain IV: Professional & Community Leadership

4a. Maximizes Professional Responsibilities through Family/Caregiver Involvement and Community Engagement
4b. Shows Professionalism
4c. Supports Professional Growth

What is Early Childhood Field Coordinator (ECFC) Observation?

Directors of Early Childhood Education collect evidence on ECFC effectiveness from a combination of formative written feedback, observations and check-ins. Additionally, ECFCs are observed on a fifth component – the Individualized Component – that is chosen collaboratively between the Observee and Observer.

The four Common Components are:

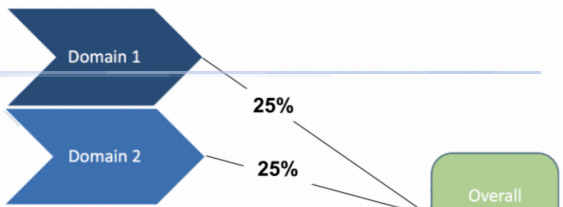
- *1b. Uses Data for Informed Decision Making*
- *2g. Ensures School Safety*
- *3c. Implements High Quality Instruction*
- *4a. Maximizes Parent and Community Involvement*

Evidence of ECFC effectiveness is gathered through observations, check-ins and as Directors engage in Core District Processes with their ECFCs.

Who is Formally Observed?

All ECFCs are formally observed by their respective director. The director has the opportunity to provide formative feedback in PowerSchool on all 20 Framework for Leadership components.

How do formal observations capture ECFC practice?



Including the Individualized Component in the Overall Observation Score: For example, if an ECFC selects *4c. Supports Professional Growth* as their Individualized Component, their rating on that component is averaged with *4a.*, in order to obtain a total score for Domain IV.

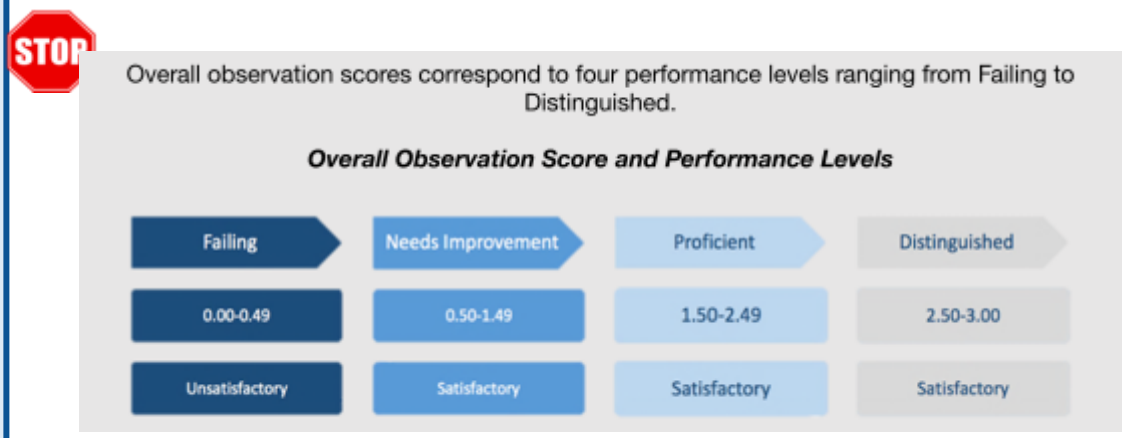
Individualized (5th) Component:
This component remains the same for the entire school year.

Adding Artifacts:
All Observees can add artifacts to an observation in Cornerstone similar to how they would upload attachments to an email. When you access your observations in your *Action Items*, you will click the drop-down menu from *Options* and will choose "Attachments".

ECFCs receive a numerical score of 0, 1, 2 or 3 on each of the five formal Framework for Leadership (FfL) components: four Common Components and one Individualized Component. Component scores correspond with performance levels ranging from Failing to Distinguished.

Component scores within the same Domain are then averaged together to create a Domain score.

Specifically, the Individualized Component is averaged together with the score from the Common Component of the same Domain. The overall observation is then calculated from averaging the four Domain scores together, each accounting for 25% of the Overall Observation Score.



What is the ECFC Observation Process?

Observers (Directors) follow the process below as they evaluate each Observee (ECFC) on their caseload. The process provides a common set of requirements while allowing the Observer the ability to vary Observee support based on individual needs. The ECFC Observation process includes formative written feedback from the Observer throughout the school year.



In addition to the four Common Components, ECFCs are observed on a fifth component that is chosen in collaboration between the ECFC and Director/Observer. ECFCs will present one of the 16 remaining FfL components to be scored as their Individualized Component to their Observer. This component should reflect an area of development the Observee will focus on for the school year, with support from their Observer, to improve administrator performance. Observer and Observee discuss the Individualized Component presented by the Observee in the beginning of the school year. If the Observer and Observee cannot come to an agreement, the Observer makes the final determination. Thus, the Director of Early Childhood Education would decide for the ECFC.

Formative Feedback

While school leader observation captures performance on five components, effective leadership results when ECFCs work towards distinguished performance on all 20 components of the Framework for Leadership (see Appendix A). For this reason,

Formative Feedback is not scored.

The End-of-Year FfL Observation is scored.

The FfL End-of-Year Observation is also known as the FfL End-of-Year Conference.

- Supervising Administrator = **Observer**
- Leader = **Observee**

Beyond the required Formative Feedback for the five rated components of the Principal/Assistant Principal observation, the Observer can differentiate the amount of Formative Feedback provided on all 20 Framework for Leadership components based on each Observee's experience and needs.

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This school year and going forward, **Principal Performance Goals** (PPG) replace Principal - Student Learning Objectives (PSLO).

Like the PSLO, *all* leaders are eligible to complete PPG.

Click below to access the PPG Guiding Document.

Principal Performance Goal for ECFCs

What is a Principal Performance Goal?

The Principal Performance Goal (PPG) template is designed to facilitate the evaluation process while improving the school leaders' effectiveness and fostering collaboration among colleagues.

PPG replaces the former mechanisms for evaluating leadership growth: Principal - Student Learning Objectives (PSLO). The PPG is intended to be a more flexible. Collaborative and qualitative process than the PSLO and designed to serve serval purposes, including:

- Provide leaders with an opportunity to actively participate in their own evaluation (elective data)
- Improve leader effectiveness
- Foster collaboration among colleagues
- Align work of individual leaders within District and school goals
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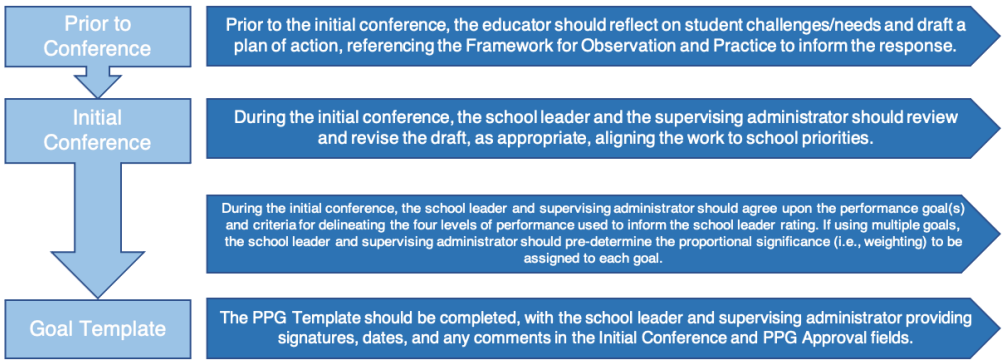
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- Principals
- Assistant Principals (or Vice Principals)
- Directors of Career and Technical Education
- Supervisors of Special Education
- Lead Academic Coaches

As the first step of the SPM process, leaders will determine a performance goal for the school year by completing the following:

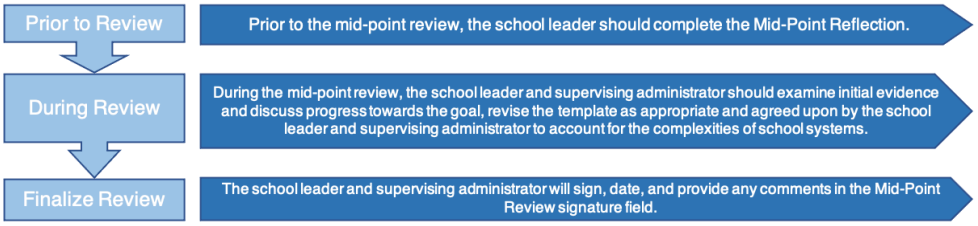
Part I: Goal Selection



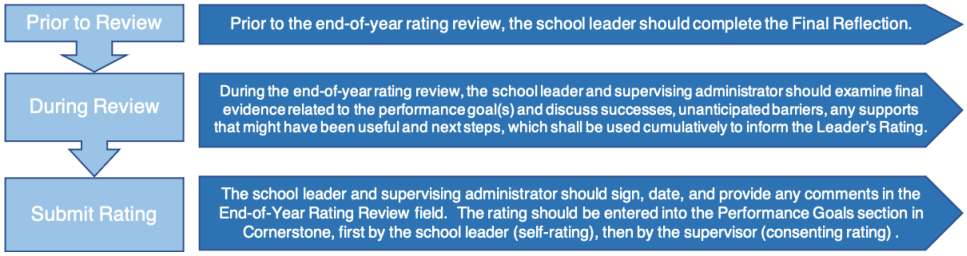
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- Goal Selection
- Mid-Year Review
- Final Reflection and Score



Part III: Final Reflection and Score



In-Depth Look: Principal Performance Goal Selection

Step 1: Identify School/District Goal

The Principal Performance Goal aligns with the work school leaders already do throughout the school year and asks school leaders to consider ways they can make a difference in their schools. The school leader begins by selecting a professional goal they would like to accomplish this goal year, as well as provide rationale for selecting the goal. Some questions to consider include:

Why did you select this goal? What context helps drive this goal?
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Is your goal supported by researched best practices or industry standards?

Step 2: Identify Resources

After identifying and providing rationale for the selection of the goal, school leaders will indicate the resources necessary for accomplishing their goal. Resources can include training(s) and support(s) that already exist within the school and/or district, as well as other supports that are required to accomplish the goal. Some questions to consider include:

What population(s) of the school community will be affected by implementing this goal?
What obstacles exist in implementing this goal?
What monetary, material, time-management, and/or personnel capacity resources are needed to overcome these obstacles and implement the goal?

Step 3: Create Plan of Action and Timeline

Once school leaders have identified their goal, provided rationale, and necessary resources, action steps and timeline should be created to help school leaders accomplish their goal. Some questions to consider include:

What measurable strategies will be used to implement this goal?
Does the goal require an internal and/or external communication plan?
Which approaches to analyzing and reporting the results will best reflect the success of the completed goal?
What is a realistic timeframe for each component of implementing, analyzing, and reflecting on this goal?
Does this goal compete with priority duties for time and attention?

Step 4: State Evidence and/or Artifacts

The next step in the process is for school leaders to state the evidence and/or artifacts that will be used to measure the progress and effectiveness of the plan of action. Some questions to consider include:

Which specific sources of data/evidence will be used in the analysis of goal progress/achievement?
What is the baseline data/evidence used and how might it change as the goal is achieved?

Step 5: Measuring Success

School leaders will determine how success is measured by setting the criteria for success. In order to answer "how will you know you've achieved your goal," school leaders should consider the following:

What are the expected results for all affected groups?
What is the established method for gathering stakeholder feedback and making necessary changes during implementation?
How will achieving the goal result in positive growth for the school and its learners?

Step 6: Define Levels of Performance

Part of the process of measuring success is setting the bar for yourself. In this last step, school leaders define what it means to attain the goal in terms of four levels of performance: Failing, Needs Improvement, Proficient, and Distinguished. These ratings provide context for how school leaders rate their effectiveness in accomplishing their goals.

A good first step is to define what it means for the school leader to be proficient in this goal because any more (Distinguished) is over and above what you need, and anything less (Failing or Needs Improvement) is not enough.

Building Level Data replaces are former measure, SPP.

School leaders may access their Building Level Data scores via the School District's School Performance Profile app by logging into the District's Master login page. The School Performance Profile App allows teachers to see the Building Level Data scores used in calculating their overall Effectiveness rating.

Note: The School District does not utilize Building Level Data from charter schools.

Similar to PVAAS scores, a teachers Building Level Data score from the previous year is attributed to a teacher's effectiveness rating for the current year.

Manually calculated values should be truncated to 2 decimal places.

ECFCs will have the **average** Building Level Data for the District applied to their MMS report as their Building Level Data score.

Building Level Data for ECFCs

What is the Building Level Data?

Building Level Data, formerly known as School Performance Profile (SPP), is Pennsylvania's school accountability model used to capture a school's overall performance. Building Level Data incorporates a variety of weighted indicators – both academic and nonacademic – to capture a school's overall performance. Building Level Data scores range from 0 to 100. Schools can earn up to 100 points based on a school's performance across four categories: Academic Achievement, Academic Growth, Attendance Rate and Graduation Rate.

Who receives a Building Level Data score?

Building Level Data scores will be given to **all** "principals," or school leaders, as defined by Act 13. ECFCs will receive a District average for their Building Level Data score.

What is the Building Level Data score process?

Building Level Data scores are calculated by the Pennsylvania Department of Education; teachers do not need to submit anything to receive a Building Level Data score. Schools receive one Building Level Data score that applies to all teachers in that building (i.e., a building level score).

How does Building Level Data Capture Teacher Performance?

A school's Building Level Data score for the current academic year is not released until the Fall of the following school year. The Building Level Data score used to calculate a teacher's overall rating relates to the school(s) at which a teacher taught during the PREVIOUS school year. Specifically, the Building Level Data is based on the school(s) that the teacher was associated with from February 1 and June 1 of the previous school year.

New to Building Level Data (formerly SPP): Challenge Multiplier

The *Challenge* multiplier is an adjustment of the building level score by adding points based on the percentage of economically disadvantaged students enrolled at a school.

- I. Calculate the regression coefficient of determination, known as r2, that estimates the proportion of the variance in school-level data that is predictable by the percentage of students that are economically disadvantaged in a school.
- II. Multiply the regression coefficient of determination under subparagraph (I) by .1.
- III. Multiply the product produced in subparagraph (II) by the most currently available percentage of economically disadvantaged students in the school.
- IV. Multiply the product produced in subparagraph (III) by 100.
- V. Add the product produced in subparagraph (IV) to the building level score.

	Unadjusted Building Score	Adjusted Building Score
School A: 92% Economically Disadvantaged	61.0	65.1
School B: 38.5% Economically Disadvantaged	85.2	86.9

Multiple Measure Summary for ECFCs

Multiple Measure Summary (MMS) reports are released to school leaders by their supervising administrator.

MMS Reports for school leaders are:

- 70% Observation
- 20% PPG
- 10% Building Level Data

What is the Leadership Multiple Measure Summary?

ECFCs are evaluated on three measures of Educator Effectiveness, which determine their overall Effectiveness Rating: End-of-Year Framework for Leadership (FfL) Observation, Principal Performance Goal (PPG), and Building Level Data. The Multiple Measure Summary (MMS) shows a school leader's score for each measure, when available, and their overall Effectiveness Score and Rating.

How does the Multiple Measure Summary capture Leadership Practice?

Each measure of the Early Child Field Coordinator evaluation system assesses different aspects of leadership. Collectively, the measures provide a holistic view of a school leader's effectiveness as it captures instructional and operational practice as well as performance outcomes.

To calculate a leader's overall Effectiveness Rating, the score from each Effectiveness measure is converted to a 0-3 scale. These converted scores are multiplied by their respective weights described on the next page, and then added together to create a final overall Effectiveness Score. Scores for each measure and the overall Effectiveness Rating correspond with four performance levels, shown below.

0.00 – 0.49	0.50 – 1.49	1.50 – 2.49	2.50 – 3.00
Failing	Needs Improvement	Proficient	Distinguished

What is the Multiple Measure Summary Process?

At the conclusion of the rating period, the Evaluation team works with the School District's Office of Information Systems to calculate every Principal's and Assistant Principal's MMS score and rating.

Once the score has been calculated, a Multiple Measure Summary Report is uploaded to PowerSchool, which is then reviewed by the supervising administrator and released to the school leader.



School leaders are always eligible to complete Principal Performance Goals.

If an ECFC does not receive an EOY FFL Observation, they will receive a **Not Rated** MMS, regardless of other measures being available.

In-Depth look: Leadership Multiple Measure Summary

Leadership ratings are based on all available data, with scores from each measure weighted according to Pennsylvania Department of Education (PDE) regulation. Not all school leaders have data for each of the measures. The table below shows the different ways a school leader's Effectiveness Score can be calculated based on available data.

FfL Observation	PPG	Building Level Data
70%	**20%**	**10%**

All Data Available

One Missing Component

FfL Observation	PPG	Building Level Data
80%	**20%**	**-**
90%	**-**	**10%**

Understanding the Leadership Multiple Measure Summary

On a school leader's MMS report, scores for each measure are presented in addition to Domain-level observation scores. The key terms below will help guide understanding of Effectiveness Scores and Ratings.

Score: 0-3 score school leader received for that measure
Factor: Weight for that score (e.g., a factor of 10% for Building Level Data means that score counts towards 10% of the school leader's overall Effectiveness Score)
Earned Points: Total amount of points for that measure that will contribute to the school leader's Effectiveness Score and Rating; found by multiplying the score by the factor
Leadership Effectiveness Rating Earned Points: Overall Leadership Effectiveness Score
Leadership Effectiveness Rating: Overall rating from Unsatisfactory to Distinguished that corresponds with the school leader's Overall Effectiveness Score
Overall Rating: Designation of Satisfactory or Unsatisfactory (only Failing ratings are Unsatisfactory, or UNSAT)

What is a Not Rated MMS?

For a professional employee to receive an effectiveness rating on their MMS report, there must be observation data available. If a leader does not receive a scored end-of-year FFL Observation, they will be given a Not Rated on their Leadership MMS. A leader will receive a Not Rated MMS regardless of other measures being available, because the FFL Observation constitutes 80-90% of the MMS (and effectiveness rating). A Not Rated rating holds a school leader harmless and *is* considered a Satisfactory rating.

Performance Plans Driven by Ratings

Performance Improvement Plan (PIP): An individualized support plan that is developed in collaboration with the ECFC and Director to address areas of concern related to the contributing factors of an ECFC's MMS. The PIP will last the duration of the next rating period.

The School District recognized the need for administrators to successfully meet challenges, goals and objectives of their positions. In order to assist administrators in this endeavor, Observers (Directors > ECFCs) may identify areas for improvement and support through completing Formative Feedback through the year. In the event that an administrator's end-of-year Effectiveness rating is "Needs Improvement" or lower, the administrator will be placed on a Performance Improvement Plan (PIP), required by the Public School Code of 1949, as amended.

What is a Performance Improvement Plan?

The PIP is an opportunity to provide specific direction and ongoing professional development and support to administrators in areas that their Observers have identified as needing improvement. The intention of the PIP is for an administrator to improve his/her/their performance in accordance with the goals identified. The PIP is a professional development tool and is not considered disciplinary in its inception.

In the development of the PIP, the administrator (ECFC) will meet with their Observer to identify and/or discuss areas for improvement and appropriate professional development opportunities and supports. With input from the administrator, a Performance Improvement Plan (PIP) document, which outlines the improvement goals and supports, will be completed by the Observer and provided to the administrator so there is a mutual understanding of goals and expectations.

The PIP should include, but is not limited to, information such as:

- The timeframe for the PIP to be completed within
- Areas needing improvement
- Performance improvement goals and expectations
- Supports
- A focused assistance calendar detailing relevant matters (i.e. meeting dates, specific training dates [if applicable], deadlines).

The PIP will serve as the basis for ongoing coaching and feedback between the Observer and Observee. The Observer will meet with the Observee as set forth in the PIP and provide feedback as appropriate after each meeting with the goal of having the ECFC attain the necessary proficiency.

At any point where the Observer determines that an ECFC's performance is not improving or is declining, CASA representation is recommended.

Implications for Needs Improvement Ratings

ECFCs who receive a Satisfactory - Needs Improvement Effectiveness Rating on their MMS report must complete a Performance Improvement Plan (PIP).

When an administrator receives their 1st Satisfactory – Needs Improvement rating they are required to complete a year-long PIP. The ECFC on the PIP will be evaluated per usual (i.e. one End-of-Year FfL Observation per year), in addition to completing a PIP in collaboration with their Observer.

A Needs Improvement *is* a Satisfactory rating: Although "Needs Improvement" is a below proficient rating, one "Needs Improvement" alone is still considered a Satisfactory rating.

Only Failing ratings are considered Unsatisfactory.

Failing ratings can come from an outright score of Failing or the combination of two Needs Improvement ratings within a 4-year span.

- If an ECFC earns a Proficient or higher Effectiveness rating on their end-of-year MMS report, they will be removed from a PIP and resume their regular observation cycle.
- If an ECFC earns a 2nd Needs Improvement rating on their end-of-year MMS report, they will be placed on a **year-long Performance Improvement Plan**.



If a school leader receives their 2nd Needs Improvement rating within four (4) years of their 1st Needs improvement rating, it is automatically converted to an Unsatisfactory – Failing rating. Consequently, the implications for a Failing rating will apply.

Implications for Failing Ratings

School leaders who fail to meet the goals of the PIP and receive either three (3) consecutive overall Needs Improvement ratings (which will constitute as 2 consecutive Failing ratings) within a 4-year period face demotion or termination on the grounds of unsatisfactory performance under the provisions of the Pennsylvania Public School Code of 1949, as amended.

Leadership Evaluation Handbook

Special Education Director Evaluation SY 2023–2024

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Observation for Special Education Directors

There are NO Default Scores: If a formal observation is not completed, the director will receive a **Not Rated score** for their Observation and overall Effectiveness rating (on their MMS report). Observation data must be available for directors to receive an Effectiveness rating.

Common Components:
1b. Uses Data for Informed Decision Making
2e. Communicates Effectively and Strategically
3d. Sets High Expectations for All Students
4b. Shows Professionalism

The common components for Special Education Directors differ from principals, assistant principals and ECFCs.

What is Special Education Director Observation?

Supervising administrators of Special Education Directors collect evidence on leader effectiveness from a combination of formative written feedback, observations and check-ins. Additionally, Special Education Directors are observed on a fifth component – the Individualized Component – that is chosen collaboratively between the Observer and Observee.

The four Common Components are:

1b. Uses Data for Informed Decision Making
2e. Communicates Effectively and Strategically
3d. Sets High Expectations for All Students
4b. Shows Professionalism

Evidence of Special Education Director effectiveness is gathered through observations, check-ins and as supervising administrators engage in Core District Processes with their Special Education Directors.

Who is Formally Observed?

Special Education Directors are formally observed by their supervising administrators within the Office of Specialized Services. The supervising administrator has the opportunity to provide formative feedback in PowerSchool on all 20 Framework for Leadership components.

Domain I: Strategic/Cultural Leadership

1a. Creates an Organizational Vision, Mission, and Strategic Goals
1b. Uses Data for Informed Decision Making
1c. Builds a Collaborative and Empowering Work Environment
1d. Leads Change Effort for Continuous Improvement
1e. Celebrates Accomplishments and Acknowledges Failures

Domain II: Systems Leadership

2a. Leverages Human and Financial Resources
2b. Ensures a High Quality, High Performing Staff
2c. Complies with Federal, State, and Local/LEA Mandates
2d. Establishes and Implements Expectations for Students and Staff
2e. Communicates Effectively and Strategically
2f. Manages Conflict Constructively
2g. Ensures School Safety

Domain III: Leadership for Learning

3a. Leads School Improvement Initiatives
3b. Aligns Curricula, Instruction, and Assessments
3c. Implements High Quality Instruction
3d. Sets High Expectations for All Students
3e. Maximizes Instructional Time

Domain IV: Professional & Community Leadership

4a. Maximizes Professional Responsibilities through Family/Caregiver Involvement and Community Engagement
4b. Shows Professionalism
4c. Supports Professional Growth

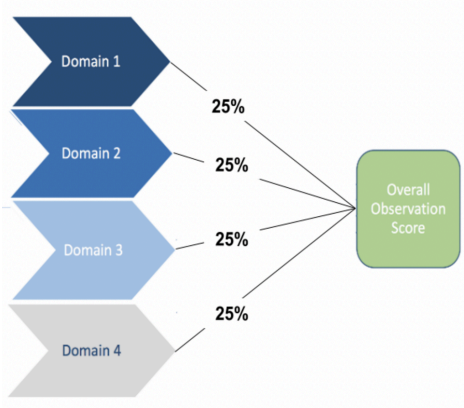
Including the Individualized Component in the Overall Observation Score: For example, if a school leader selects *4c. Supports Professional Growth* as their Individualized Component, their rating on that component is averaged with *4a.*, in order to obtain a total score for Domain IV.

Individualized (5th) Component: This component remains the same for the entire school year.

Adding Artifacts: All Observees can add artifacts to an observation in Cornerstone similar to how they would upload attachments to an email. When you access your observations in your *Action Items*, you will click the drop-down menu from *Options* and will choose "Attachments".

How do formal observations capture Special Education Director practice?

Special Education Directors receive a numerical score of 0, 1, 2 or 3 on each of the five formal Framework for Leadership (FfL) components: four Common Components and one Individualized Component. Component scores correspond with performance levels ranging from Failing to Distinguished.



Component scores within the same Domain are then averaged together to create a Domain score.

Specifically, the Individualized Component is averaged together with the score from the Common Component of the same Domain. The overall observation is then calculated from averaging the four Domain scores together, each accounting for 25% of the Overall Observation Score.

STOP

Overall observation scores correspond to four performance levels ranging from Failing to Distinguished.

Overall Observation Score and Performance Levels

Failing	Needs Improvement	Proficient	Distinguished
0.00-0.49	0.50-1.49	1.50-2.49	2.50-3.00
Unsatisfactory	Satisfactory	Satisfactory	Satisfactory

What is the Special Education Director Observation Process?

Observers (supervising administrator) follow the process below as they evaluate each Observee (Special Education Director) on their caseload. The process provides a common set of requirements while allowing the Observer the ability to vary Observee support based on individual needs. The Observation process includes formative written feedback from the Observer throughout the school year.

Choose Individualized Component → **How?**

In addition to the four Common Components, school leaders are observed on a fifth component that is chosen in collaboration between the school leader and supervising officer. Special Education Directors will present one of the 16 remaining FfL components to be scored as their Individualized Component to their Observer. This component should reflect an area of development the Observee will focus on for the school year, with support from their Observer, to improve administrator performance.

Formative Feedback is not scored.

The End-of-Year FfL Observation is scored.

The FfL End-of-Year Observation is also known as the FfL End-of-Year Conference.

- Supervising Administrator = **Observer**
- Leader = **Observee**

Beyond the required Formative Feedback for the five rated components of the Special Ed. Director observation, the Observer can differentiate the amount of Formative Feedback provided on all 20 Framework for Leadership components based on each Observee's experience and needs.

Observer and Observee discuss the Individualized Component presented by the Observee in the beginning of the school year. If the Observer and Observee cannot come to an agreement, the Observer makes the final determination. Thus, the supervising administrator would decide for the school leader.

Formative Feedback

While school leader observation captures performance on five components, effective leadership results when Special Education Directors work towards distinguished performance on all 20 components of the Framework for Leadership (see Appendix A). For this reason, supervising administrators have the ability to provide formative, written feedback on all 20 components in PowerSchool throughout the school year. For example, Formative Feedback can be provided following formal, unannounced, or routine school visits. It can also be provided as supervising administrators and school leaders interact during Core District Processes (e.g., network meetings, Educator Effectiveness meetings, etc.). Continuous informal feedback, both written and verbal, is a critical aspect of effective school leadership coaching. It is also expected that corrective feedback, with action steps, is documented in PowerSchool.

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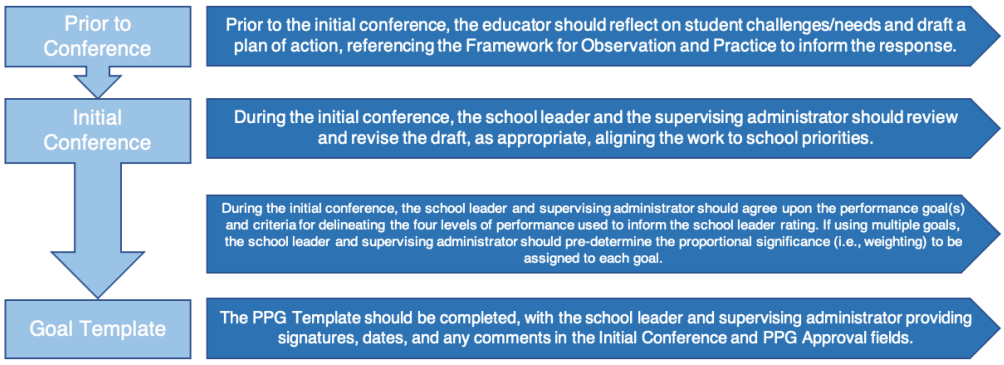
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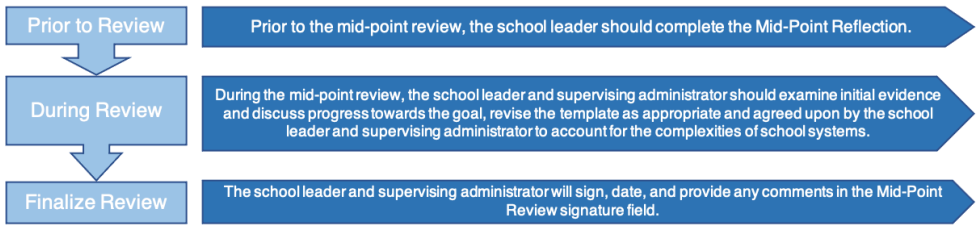
- Principals
- Assistant Principals (or Vice Principals)
- Directors of Career and Technical Education
- Supervisors of Special Education

As the first step of the SPM process, leaders will determine a performance goal for the school year by completing the following:

Part I: Goal Selection



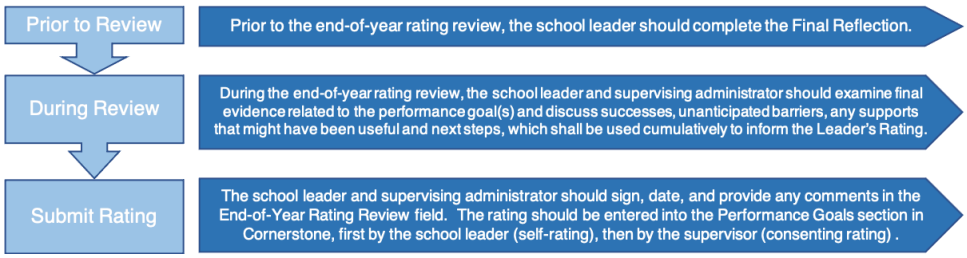
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There are 3 parts to the PPG process that will be three separate tasks in Cornerstone:

- Goal Selection
- Mid-Year Review
- Final Reflection and Score

Part III: Final Reflection and Score



In-Depth Look: Principal Performance Goal Selection

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The Principal Performance Goal aligns with the work school leaders already do throughout the school year and asks school leaders to consider ways they can make a difference in their schools. The school leader begins by selecting a professional goal they would like to accomplish this goal year, as well as provide rationale for selecting the goal. Some questions to consider include:

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What internal and/or external happenings in the school space are driving this goal?
Does the goal that you've select align with school and/or district goals and vision?
Is your goal supported by researched best practices or industry standards?

Step 2: Identify Resources

After identifying and providing rationale for the selection of the goal, school leaders will indicate the resources necessary for accomplishing their goal. Resources can include training(s) and support(s) that already exist within the school and/or district, as well as other supports that are required to accomplish the goal. Some questions to consider include:

What population(s) of the school community will be affected by implementing this goal?
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Once school leaders have identified their goal, provided rationale, and necessary resources, action steps and timeline should be created to help school leaders accomplish their goal. Some questions to consider include:

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Which approaches to analyzing and reporting the results will best reflect the success of the completed goal?
What is a realistic timeframe for each component of implementing, analyzing, and reflecting on this goal?
Does this goal compete with priority duties for time and attention?

There are 3 parts to the PPG process that will be three separate tasks in Cornerstone:

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- Final Reflection and Score

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The next step in the process is for school leaders to state the evidence and/or artifacts that will be used to measure the progress and effectiveness of the plan of action. Some questions to consider include:

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School leaders will determine how success is measured by setting the criteria for success. In order to answer "how will you know you've achieved your goal," school leaders should consider the following:

> *What are the expected results for all affected groups?*
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Step 6: Define Levels of Performance

Part of the process of measuring success is setting the bar for yourself. In this last step, school leaders define what it means to attain the goal in terms of four levels of performance: Failing, Needs Improvement, Proficient, and Distinguished. These ratings provide context for how school leaders rate their effectiveness in accomplishing their goals.

A good first step is to define what it means for the school leader to be proficient in this goal because any more (Distinguished) is over and above what you need, and anything less (Failing or Needs Improvement) is not enough.

Building Level Data replaces are former measure, SPP.

School leaders may access their Building Level Data scores via the School District's School Performance Profile app by logging into the District's Master login page. The School Performance Profile App allows teachers to see the Building Level Data scores used in calculating their overall Effectiveness rating.

Note: The School District does not utilize Building Level Data from charter schools.

Similar to PVAAS scores, a teachers Building Level Data score from the previous year is attributed to a teacher's effectiveness rating for the current year.

Manually calculated values should be truncated to 2 decimal places.

Special Education Directors will have the **average** Building Level Data for the District applied to their MMS report as their Building Level Data score.

Building Level Data for Special Ed. Directors

What is the Building Level Data?

Building Level Data, formerly known as School Performance Profile (SPP), is Pennsylvania's school accountability model used to capture a school's overall performance. Building Level Data incorporates a variety of weighted indicators – both academic and nonacademic – to capture a school's overall performance. Building Level Data scores range from 0 to 100. Schools can earn up to 100 points based on a school's performance across four categories: Academic Achievement, Academic Growth, Attendance Rate and Graduation Rate.

Who receives a Building Level Data score?

Building Level Data scores will be given to **all** "principals," or school leaders, as defined by Act 13. Special Education Directors will receive a District average for their Building Level Data score.

What is the Building Level Data score process?

Building Level Data scores are calculated by the Pennsylvania Department of Education; teachers do not need to submit anything to receive a Building Level Data score. Schools receive one Building Level Data score that applies to all teachers in that building (i.e., a building level score).

How does Building Level Data Capture Teacher Performance?

A school's Building Level Data score for the current academic year is not released until the Fall of the following school year. The Building Level Data score used to calculate a teacher's overall rating relates to the school(s) at which a teacher taught during the PREVIOUS school year. Specifically, the Building Level Data is based on the school(s) that the teacher was associated with from February 1 and June 1 of the previous school year.

New to Building Level Data (formerly SPP): Challenge Multiplier

The *Challenge* multiplier is an adjustment of the building level score by adding points based on the percentage of economically disadvantaged students enrolled at a school.

- I. Calculate the regression coefficient of determination, known as r2, that estimates the proportion of the variance in school-level data that is predictable by the percentage of students that are economically disadvantaged in a school.
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- V. Add the product produced in subparagraph (IV) to the building level score.

	Unadjusted Building Score	Adjusted Building Score
School A: 92% Economically Disadvantaged	61.0	65.1
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Multiple Measure Summary for Special Ed. Directors

Multiple Measure Summary (MMS) reports are released to school leaders by their supervising administrator.

Leadership MMS Reports are:

- 70% Observation
- 20% PPG
- 10% Building Level Data

What is the Leadership Multiple Measure Summary?

\Special Education Directors are evaluated on three measures of Educator Effectiveness, which determine their overall Effectiveness Rating: End-of-Year Framework for Leadership (FfL) Observation, Principal Performance Goal (PPG), and Building Level Data. The Multiple Measure Summary (MMS) shows a school leader's score for each measure, when available, and their overall Effectiveness Score and Rating.

How does the Multiple Measure Summary capture Leadership Practice?

Each measure of the Special Education Director evaluation system assesses different aspects of leadership. Collectively, the measures provide a holistic view of a school leader's effectiveness as it captures instructional and operational practice as well as performance outcomes.

To calculate a leader's overall Effectiveness Rating, the score from each Effectiveness measure is converted to a 0-3 scale. These converted scores are multiplied by their respective weights described on the next page, and then added together to create a final overall Effectiveness Score. Scores for each measure and the overall Effectiveness Rating correspond with four performance levels, shown below.

0.00 – 0.49 Failing	0.50 – 1.49 Needs Improvement	1.50 – 2.49 Proficient	2.50 – 3.00 Distinguished

What is the Multiple Measure Summary Process?

At the conclusion of the rating period, the Evaluation team works with the School District's Office of Information Systems to calculate every Special Education Director's MMS score and rating.

Once the score has been calculated, a Multiple Measure Summary Report is uploaded to PowerSchool, which is then reviewed by the supervising administrator and released to the school leader.



School leaders are **always** eligible to complete Principal Performance Goals.

In-Depth look: Leadership Multiple Measure Summary

Leadership ratings are based on all available data, with scores from each measure weighted according to Pennsylvania Department of Education (PDE) regulation. Not all school leaders have data for each of the measures. The table below shows the different ways a school leader's Effectiveness Score can be calculated based on available data.

All Data Available

FfL Observation	PPG	Building Level Data
70%	**20%**	**10%**

One Missing Component

FfL Observation	PPG	Building Level Data
80%	**20%**	**-**
90%	**-**	**10%**

Understanding the Leadership Multiple Measure Summary

On a school leader's MMS report, scores for each measure are presented in addition to Domain-level observation scores. The key terms below will help guide understanding of Effectiveness Scores and Ratings.

Score: 0-3 score school leader received for that measure
Factor: Weight for that score (e.g. a factor of 10% for Building Level Data means that score counts towards 10% of the school leader's overall Effectiveness Score)
Earned Points: Total amount of points for that measure that will contribute to the school leader's Effectiveness Score and Rating; found by multiplying the score by the factor
Leadership Effectiveness Rating Earned Points: Overall Leadership Effectiveness Score
Leadership Effectiveness Rating: Overall rating from Unsatisfactory to Distinguished that corresponds with the school leader's Overall Effectiveness Score
Overall Rating: Designation of Satisfactory or Unsatisfactory (only Failing ratings are Unsatisfactory, or UNSAT)

What is a Not Rated MMS?

For a professional employee to receive an effectiveness rating on their MMS report, there must be observation data available. If a leader does not receive a scored end-of-year FFL Observation, they will be given a Not Rated on their Leadership MMS. A leader will receive a Not Rated MMS regardless of other measures being available, because the FFL Observation constitutes 80-90% of the MMS (and effectiveness rating). A Not Rated rating holds a school leader harmless and *is* considered a Satisfactory rating.

Performance Improvement Plan (PIP): An individualized support plan that is developed in collaboration with the Special Education Director and the Supervising Administrator to address areas of concern related to the contributing factors of an Special Education Director's MMS. The PIP will last the duration of the next rating period.

Performance Plans Driven by Ratings

The School District recognized the need for administrators to successfully meet challenges, goals and objectives of their positions. In order to assist administrators in this endeavor, Supervising Administrators may identify areas for improvement and support through completing Formative Feedback through the year. In the event that an administrator's end-of-year Effectiveness rating is "Needs Improvement" or lower, the administrator will be placed on a Performance Improvement Plan (PIP), required by the Public School Code of 1949, as amended.

What is a Performance Improvement Plan?

The PIP is an opportunity to provide specific direction and ongoing professional development and support to administrators in areas that their Observers have identified as needing improvement. The intention of the PIP is for an administrator to improve his/her/their performance in accordance with the goals identified. The PIP is a professional development tool and is not considered disciplinary in its inception.

In the development of the PIP, the administrator (Special Education Director) will meet with their Observer to identify and/or discuss areas for improvement and appropriate professional development opportunities and supports. With input from the administrator, a Performance Improvement Plan (PIP) document, which outlines the improvement goals and supports, will be completed by the Observer and provided to the administrator so there is a mutual understanding of goals and expectations.

The PIP should include, but is not limited to, information such as:

- The timeframe for the PIP to be completed within
- Areas needing improvement
- Performance improvement goals and expectations
- Supports
- A focused assistance calendar detailing relevant matters (i.e. meeting dates, specific training dates [if applicable], deadlines).

The PIP will serve as the basis for ongoing coaching and feedback between the Observer and Observee. The Observer will meet with the Observee as set forth in the PIP and provide feedback as appropriate after each meeting with the goal of having the Special Education Director's attain the necessary proficiency.

At any point where the Observer determines that a Special Education Director's performance is not improving or is declining, CASA representation is recommended.

Implications for Needs Improvement Ratings

Special Education Directors who receive a Satisfactory - Needs Improvement Effectiveness Rating on their MMS report must complete a Performance Improvement Plan (PIP).

When an administrator receives their 1st Satisfactory – Needs Improvement rating they are required to complete a year-long PIP. The Special Education Director's on the PIP will be evaluated per usual (i.e. one End-of-Year FfL Observation per year), in addition to completing a PIP in collaboration with their Observer.

A Needs Improvement *is* a Satisfactory rating: Although "Needs Improvement" is a below proficient rating, one "Needs Improvement" alone is still considered a Satisfactory rating.

Only Failing ratings are considered Unsatisfactory.

Failing ratings can come from an outright score of Failing or the combination of two Needs Improvement ratings within a 4-year span.

- If a Special Education Director earns a Proficient or higher Effectiveness rating on their end-of-year MMS report, they will be removed from a PIP and resume their regular observation cycle.
- If a Special Education Director earns a 2nd Needs Improvement rating on their end-of-year MMS report, they will be placed on a **year-long Performance Improvement Plan**.



If a school leader receives their 2nd Needs Improvement rating within four (4) years of their 1st Needs improvement rating, it is automatically converted to an Unsatisfactory – Failing rating. Consequently, the implications for a Failing rating will apply.

Implications for Failing Ratings

School leaders who fail to meet the goals of the PIP and receive either three (3) consecutive overall Needs Improvement ratings (which will constitute as 2 consecutive Failing ratings) within a 4-year period face demotion or termination on the grounds of unsatisfactory performance under the provisions of the Pennsylvania Public School Code of 1949, as amended.

Leadership Evaluation Handbook

Lead Academic Coach Evaluation SY 2023–2024

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- Implications for Failing Ratings

Lead Academic Coach Observation

There are NO Default Scores.

If a formal observation is not completed, the director will receive a **Not Rated score** for their Observation and overall Effectiveness rating (on their MMS report). Observation data must be available for directors to receive an Effectiveness rating.

Common Components:

1d. Leads Change Effort for Continuous Improvement
2b. Ensures a High Quality, High Performing Staff
3c. Implements High Quality Instruction
4c. Supports Professional Growth

The common components for Lead Academic Coaches differ from principals, assistant principals, Special Education Directors and ECFCs.

Lead Academic Coach = LAC

What is Lead Academic Coach Observation?

Supervising administrator(s) of Lead Academic Coaches (LACs) collect evidence on leader effectiveness from a combination of formative written feedback, observations and check-ins. Additionally, Lead Academic Coaches are observed on a fifth component – the Individualized Component – that is chosen collaboratively between the Observer and Observee.

The four Common Components are:

1b. Uses Data for Informed Decision Making
2e. Communicates Effectively and Strategically
3d. Sets High Expectations for All Students
4b. Shows Professionalism

Evidence of Lead Academic Coach effectiveness is gathered through observations, check-ins and as supervising administrators engage in Core District Processes with their Lead Academic Coaches.

Who is Formally Observed?

Lead Academic Coaches are formally observed by their supervising administrators within the Office of Specialized Services. The supervising administrator has the opportunity to provide formative feedback in PowerSchool on all 20 Framework for Leadership components.

Domain I: Strategic/Cultural Leadership

1a. Creates an Organizational Vision, Mission, and Strategic Goals
1b. Uses Data for Informed Decision Making
1c. Builds a Collaborative and Empowering Work Environment
1d. Leads Change Effort for Continuous Improvement
1e. Celebrates Accomplishments and Acknowledges Failures

Domain II: Systems Leadership

2a. Leverages Human and Financial Resources
2b. Ensures a High Quality, High Performing Staff
2c. Complies with Federal, State, and Local/LEA Mandates
2d. Establishes and Implements Expectations for Students and Staff
2e. Communicates Effectively and Strategically
2f. Manages Conflict Constructively
2g. Ensures School Safety

Domain III: Leadership for Learning

3a. Leads School Improvement Initiatives
3b. Aligns Curricula, Instruction, and Assessments
3c. Implements High Quality Instruction
3d. Sets High Expectations for All Students
3e. Maximizes Instructional Time

Domain IV: Professional & Community Leadership

4a. Maximizes Professional Responsibilities through Family/Caregiver Involvement and Community Engagement
4b. Shows Professionalism
4c. Supports Professional Growth

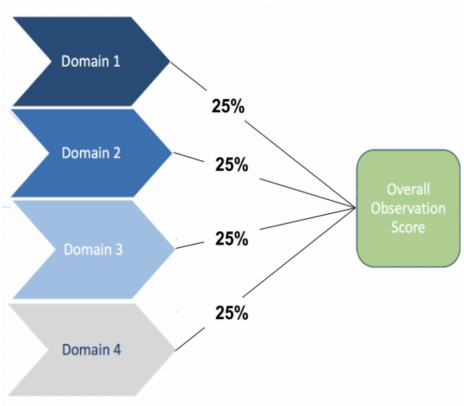
Including the Individualized Component in the Overall Observation Score: For example, if a school leader selects *4c. Supports Professional Growth* as their Individualized Component, their rating on that component is averaged with *4a.*, in order to obtain a total score for Domain IV.

Individualized (5th) Component: This component remains the same for the entire school year.

Adding Artifacts: All Observees can add artifacts to an observation in Cornerstone similar to how they would upload attachments to an email. When you access your observations in your *Action Items*, you will click the drop-down menu from *Options* and will choose "Attachments".

How do formal observations capture Lead Academic Coach practice?

Lead Academic Coaches receive a numerical score of 0, 1, 2 or 3 on each of the five formal Framework for Leadership (FfL) components: four Common Components and one Individualized Component. Component scores correspond with performance levels ranging from Failing to Distinguished.



Component scores within the same Domain are then averaged together to create a Domain score.

Specifically, the Individualized Component is averaged together with the score from the Common Component of the same Domain. The overall observation is then calculated from averaging the four Domain scores together, each accounting for 25% of the Overall Observation Score.

STOP

Overall observation scores correspond to four performance levels ranging from Failing to Distinguished.

Overall Observation Score and Performance Levels

Failing	Needs Improvement	Proficient	Distinguished
0.00-0.49	0.50-1.49	1.50-2.49	2.50-3.00
Unsatisfactory	Satisfactory	Satisfactory	Satisfactory

What is the Lead Academic Coaches Observation Process?

Observers (supervising administrator) follow the process below as they evaluate each Observee (Lead Academic Coach) on their caseload. The process provides a common set of requirements while allowing the Observer the ability to vary Observee support based on individual needs. The Observation process includes formative written feedback from the Observer throughout the school year.



In addition to the four Common Components, school leaders are observed on a fifth component that is chosen in collaboration between the school leader and supervising officer. Lead Academic Coaches will present one of the 16 remaining FfL components to be scored as their Individualized Component to their Observer. This component should reflect an area of development the Observee will focus on for the school year,

with support from their Observer, to improve administrator performance. Observer and Observee discuss the Individualized Component presented by the Observee in the beginning of the school year. If the Observer and Observee cannot come to an agreement, the Observer makes the final determination. Thus, the supervising administrator would decide for the school leader.

Formative Feedback is not scored.

The End-of-Year FfL Observation is scored.

The FfL End-of-Year Observation is also known as the FfL End-of-Year Conference.

- Supervising Administrator = **Observer**
- Leader = **Observee**

Beyond the required Formative Feedback for the five rated components of the Special Ed. Director observation, the Observer can differentiate the amount of Formative Feedback provided on all 20 Framework for Leadership components based on each Observee's experience and needs.

Formative Feedback

While school leader observation captures performance on five components, effective leadership results when Lead Academic Coaches work towards distinguished performance on all 20 components of the Framework for Leadership (see Appendix A). For this reason, supervising administrators have the ability to provide formative, written feedback on all 20 components in PowerSchool throughout the school year. For example, Formative Feedback can be provided following formal, unannounced, or routine school visits. It can also be provided as supervising administrators and school leaders interact during Core District Processes (e.g., network meetings, Educator Effectiveness meetings, etc.). Continuous informal feedback, both written and verbal, is a critical aspect of effective school leadership coaching. It is also expected that corrective feedback, with action steps, is documented in PowerSchool.

Formative Feedback differs from the End-of-Year FfL Observation as it supports an ongoing focus on the Lead Academic Coach's development across all Domains of leadership. The intent of the Formative Feedback process is to capture the dynamic and transactional conversations already taking place when Observers support Observees in their growth as school leaders. Formative Feedback submitted in PowerSchool also provides a space for Observees to upload evidence and attachments to support a continuous conversation around Lead Academic Coach development. While not formally rated, this feedback can also inform developmental decisions.

Observers provide Formative Feedback a minimum of two times throughout the year (once in the Fall and once in the Spring) on each of the four Common Components and one Individualized Component, following each school visit.

End-of-Year Framework for Leadership (FfL) Observation

For Formative Feedback, Observers aggregate evidence a **minimum** of two times throughout the school year and justify End-of-Year evaluation scores for Observees. Observers may also conduct additional school visits or walkthroughs during this time in order to provide further formative feedback on any of the Framework for Leadership components, as needed.

Towards the end of the school year, supervising administrators complete an FfL End-of-Year Observation for their ECFCs. Supervising administrators can use aggregated evidence from the Observee's Formative Feedback to inform their end-of-year conference. The FfL End-of-Year Observation evaluates the **same five (5) components** as the Fall and Spring Formative Feedback for the Observee. However, the FfL Observation *is* rated and that score will be entered on the school leader's End-of-Year MMS Report.

This school year and going forward, **Principal Performance Goals** (PPG) replace Principal - Student Learning Objectives (PSLO).

Like the PSLO, *all* leaders are eligible to complete PPG.

Click below to access the PPG Guiding Document.

Principal Performance Goals for LACs

What is a Principal Performance Goal?

The Principal Performance Goal (PPG) template is designed to facilitate the evaluation process while improving the school leaders' effectiveness and fostering collaboration among colleagues.

PPG replaces the former mechanisms for evaluating leadership growth: Principal - Student Learning Objectives (PSLO). The PPG is intended to be a more flexible. Collaborative and qualitative process than the PSLO and designed to serve serval purposes, including:

- Provide leaders with an opportunity to actively participate in their own evaluation (elective data)
- Improve leader effectiveness
- Foster collaboration among colleagues
- Align work of individual leaders within District and school goals
- Set clear vision/focus of school year
- Reinforce school mission

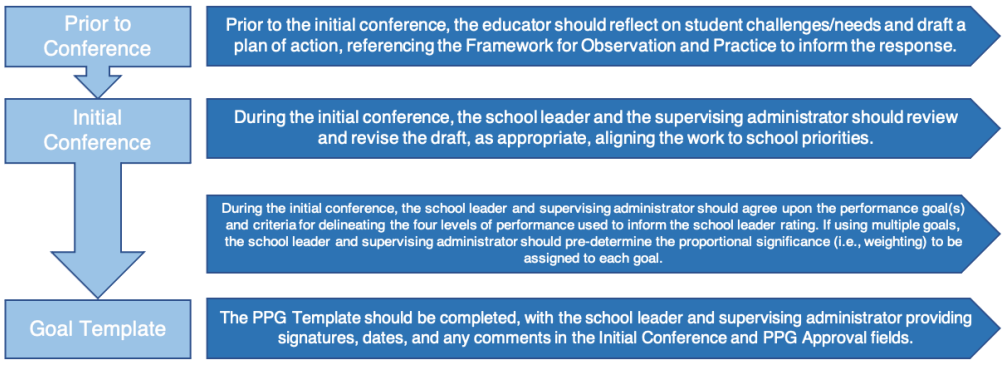
Who completes Principal Performance Goal?

Principal Performance Goal is required as part of the evaluation of Effectiveness for professional employees serving as:

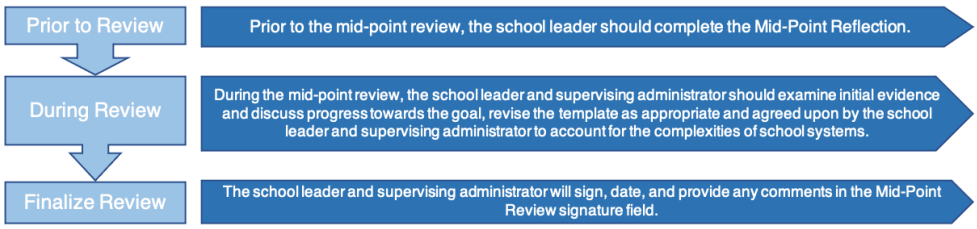
- Principals
- Assistant Principals (or Vice Principals)
- Directors of Career and Technical Education
- Supervisors of Special Education

As the first step of the SPM process, leaders will determine a performance goal for the school year by completing the following:

Part I: Goal Selection



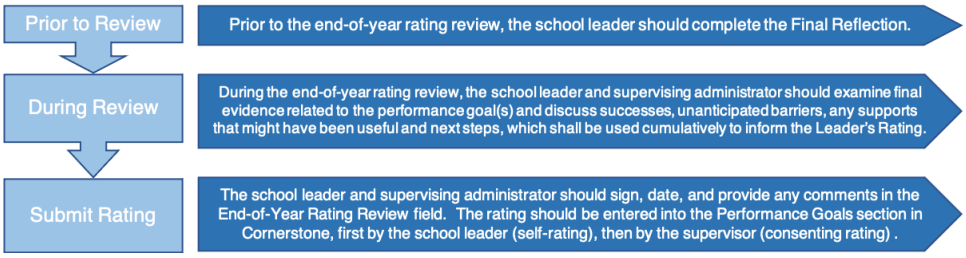
Part II: Mid-Year Review



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- Goal Selection
- Mid-Year Review
- Final Reflection and Score

Part III: Final Reflection and Score



In-Depth Look: Principal Performance Goal Selection

Step 1: Identify School/District Goal

The Principal Performance Goal aligns with the work school leaders already do throughout the school year and asks school leaders to consider ways they can make a difference in their schools. The school leader begins by selecting a professional goal they would like to accomplish this goal year, as well as provide rationale for selecting the goal. Some questions to consider include:

Why did you select this goal? What context helps drive this goal?
What internal and/or external happenings in the school space are driving this goal?
Does the goal that you've select align with school and/or district goals and vision?
Is your goal supported by researched best practices or industry standards?

Step 2: Identify Resources

After identifying and providing rationale for the selection of the goal, school leaders will indicate the resources necessary for accomplishing their goal. Resources can include training(s) and support(s) that already exist within the school and/or district, as well as other supports that are required to accomplish the goal. Some questions to consider include:

What population(s) of the school community will be affected by implementing this goal?
What obstacles exist in implementing this goal?
What monetary, material, time-management, and/or personnel capacity resources are needed to overcome these obstacles and implement the goal?

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Once school leaders have identified their goal, provided rationale, and necessary resources, action steps and timeline should be created to help school leaders accomplish their goal. Some questions to consider include:

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Lead Academic Coaches are evaluated on three measures of Educator Effectiveness, which determine their overall Effectiveness Rating: End-of-Year Framework for Leadership (FfL) Observation, Principal Performance Goal (PPG), and Building Level Data. The Multiple Measure Summary (MMS) shows a school leader's score for each measure, when available, and their overall Effectiveness Score and Rating.

How does the Multiple Measure Summary capture Leadership Practice?

Each measure of the Lead Academic Coach evaluation system assesses different aspects of leadership. Collectively, the measures provide a holistic view of a school leader's effectiveness as it captures instructional and operational practice as well as performance outcomes.

To calculate a leader's overall Effectiveness Rating, the score from each Effectiveness measure is converted to a 0-3 scale. These converted scores are multiplied by their respective weights described on the next page, and then added together to create a final overall Effectiveness Score. Scores for each measure and the overall Effectiveness Rating correspond with four performance levels, shown below.

0.00 – 0.49	0.50 – 1.49	1.50 – 2.49	2.50 – 3.00
Failing	Needs Improvement	Proficient	Distinguished

What is the Multiple Measure Summary Process?

At the conclusion of the rating period, the Evaluation team works with the School District's Office of Information Systems to calculate every Lead Academic Coach's MMS score and rating.

Once the score has been calculated, a Multiple Measure Summary Report is uploaded to PowerSchool, which is then reviewed by the supervising administrator and released to the administrator.



Leaders/Administrators are **always** eligible to complete Principal Performance Goals.

In-Depth look: Leadership Multiple Measure Summary

Leadership ratings are based on all available data, with scores from each measure weighted according to Pennsylvania Department of Education (PDE) regulation. Not all school leaders have data for each of the measures. The table below shows the different ways a school leader's Effectiveness Score can be calculated based on available data.

All Data Available

FfL Observation	PPG	Building Level Data
70%	**20%**	**10%**

One Missing Component

FfL Observation	PPG	Building Level Data
80%	**20%**	**-**
90%	**-**	**10%**

Understanding the Leadership Multiple Measure Summary

On a school leader's MMS report, scores for each measure are presented in addition to Domain-level observation scores. The key terms below will help guide understanding of Effectiveness Scores and Ratings.

Score: 0-3 score school leader received for that measure
Factor: Weight for that score (e.g. a factor of 10% for Building Level Data means that score counts towards 10% of the school leader's overall Effectiveness Score)
Earned Points: Total amount of points for that measure that will contribute to the school leader's Effectiveness Score and Rating; found by multiplying the score by the factor
Leadership Effectiveness Rating Earned Points: Overall Leadership Effectiveness Score
Leadership Effectiveness Rating: Overall rating from Unsatisfactory to Distinguished that corresponds with the school leader's Overall Effectiveness Score
Overall Rating: Designation of Satisfactory or Unsatisfactory (only Failing ratings are Unsatisfactory, or UNSAT)

What is a Not Rated MMS?

For a professional employee to receive an effectiveness rating on their MMS report, there must be observation data available. If a leader does not receive a scored end-of-year FFL Observation, they will be given a Not Rated on their Leadership MMS. A leader will receive a Not Rated MMS regardless of other measures being available, because the FFL Observation constitutes 80-90% of the MMS (and effectiveness rating). A Not Rated rating holds a school leader harmless and *is* considered a Satisfactory rating.

Performance Improvement Plan (PIP): An individualized support plan that is developed in collaboration with the Lead Academic Coaches and the Supervising Administrator to address areas of concern related to the contributing factors of an Lead Academic Coach's MMS. The PIP will last the duration of the next rating period.

- Supervising Administrator = **Observer**
- Administrator = **Observee**

Performance Plans Driven by Ratings

The School District recognized the need for administrators to successfully meet challenges, goals and objectives of their positions. In order to assist administrators in this endeavor, Supervising Administrators may identify areas for improvement and support through completing Formative Feedback through the year. In the event that an administrator's end-of-year Effectiveness rating is "Needs Improvement" or lower, the administrator will be placed on a Performance Improvement Plan (PIP), required by the Public School Code of 1949, as amended.

What is a Performance Improvement Plan?

The PIP is an opportunity to provide specific direction and ongoing professional development and support to administrators in areas that their Supervising Administrator have identified as needing improvement. The intention of the PIP is for an administrator to improve his/her/their performance in accordance with the goals identified. The PIP is a professional development tool and is not considered disciplinary in its inception.

In the development of the PIP, the administrator (Lead Academic Coach) will meet with their Supervising Administrator to identify and/or discuss areas for improvement and appropriate professional development opportunities and supports. With input from the administrator, a Performance Improvement Plan (PIP) document, which outlines the improvement goals and supports, will be completed by the Observer and provided to the administrator so there is a mutual understanding of goals and expectations.

The PIP should include, but is not limited to, information such as:

- The timeframe for the PIP to be completed within
- Areas needing improvement
- Performance improvement goals and expectations
- Supports
- A focused assistance calendar detailing relevant matters (i.e. meeting dates, specific training dates [if applicable], deadlines).

The PIP will serve as the basis for ongoing coaching and feedback between the Observer and Observee. The Observer will meet with the Observee as set forth in the PIP and provide feedback as appropriate after each meeting with the goal of having the LAC attain the necessary proficiency.

At any point where the Supervising Administrator determines that a LAC's performance is not improving or is declining, CASA representation is recommended.

Implications for Needs Improvement Ratings

Lead Academic Coaches who receive a Satisfactory - Needs Improvement Effectiveness Rating on their MMS report must complete a Performance Improvement Plan (PIP).

When an LAC receives their 1st Satisfactory – Needs Improvement rating they are required to complete a year-long PIP. The LAC on the PIP will be evaluated per usual (i.e. one End-of-Year FfL Observation per year), in addition to completing a PIP in collaboration with their Observer.

A Needs Improvement *is* a Satisfactory rating: Although "Needs Improvement" is a below proficient rating, one "Needs Improvement" alone is still considered a Satisfactory rating.

Only Failing ratings are considered Unsatisfactory.

Failing ratings can come from an outright score of Failing or the combination of two Needs Improvement ratings within a 4-year span.

- If a Lead Academic Coach earns a Proficient or higher Effectiveness rating on their end-of-year MMS report, they will be removed from a PIP and resume their regular observation cycle.
- If a Lead Academic Coach earns a 2nd Needs Improvement rating on their end-of-year MMS report, they will be placed on a **year-long Performance Improvement Plan**.



If a school leader receives their 2nd Needs Improvement rating within four (4) years of their 1st Needs improvement rating, it is automatically converted to an Unsatisfactory – Failing rating. Consequently, the implications for a Failing rating will apply.

Implications for Failing Ratings

School leaders who fail to meet the goals of the PIP and receive either three (3) consecutive overall Needs Improvement ratings (which will constitute as 2 consecutive Failing ratings) within a 4-year period face demotion or termination on the grounds of unsatisfactory performance under the provisions of the Pennsylvania Public School Code of 1949, as amended.

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Appendix A

Framework for Leadership

Listed below are Domains I-IV of the Framework for Leadership, along with high-level indicators of performance ratings. To view the specific indicators of each component in Domains I, II, III and IV, visit the following link:

https://www.philasd.org/educatoreffectiveness/wp-content/uploads/sites/911/2021/11/Framework-for-Observation-Practice-%E2%80%93-Principal.pdf

DOMAIN 1: Strategic/Cultural Leadership

School leaders/supervisors systematically and collaboratively develop a positive, equitable, and inclusive culture to promote continuous student growth and staff development. They articulate and model a clear vision for the school that meaningfully engages all students, communities, and staff.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
The school leader/ supervisor provides little or no strategic direction with most work being done by staff in isolation. Decisions are not student-focused and reflect opinion with little use of data. Fails to recognize the need for change.	The school leader/ supervisor provides some strategic direction with a few collaborative processes in place. Data are used sparingly to make decisions with some focus on improvement. The culture is moderately student-centered. Change occurs only when required to meet the expectations of others.	The school leader/ supervisor utilizes a data-based vision that is student-centered. The culture is collaborative with a focus on continuous improvement. The staff is held accountable for student success. Change is evidence based.	The school leader/ supervisor establishes a future-focused, data-based vision around individual student success. The culture is highly collaborative with staff accepting responsibility for the achievement of each student. Change for continuous improvement is embraced.

DOMAIN 2: Systems Leadership

School leaders/supervisors ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that result in organizing the work routines. They must manage efficiently, effectively, and safely to foster student achievement in a positive, equitable, inclusive environment.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
The school leader/ supervisor establishes an educational environment that is characterized by disorder and conflict with no plan evident for school safety. Resources are allocated with little or no focus on the needs of students. Staff is low performing with no system designed to improve.	The school leader/ supervisor establishes an educational environment in which rules and regulations partially support orderly conduct and school safety. Educator evaluations are completed as an administrative process only. Resources are not allocated equitably to meet the needs of all students.	The school leader/ supervisor establishes and communicates a clear plan for school safety. An effective educator evaluation system is used to improve instruction. Time schedules, student scheduling, and other resources are structured to meet the needs of all students.	The school leader/ supervisor clearly involves all staff in the development and implementation of a safe school plan. Evidence-based research and strategies are mainstays of a plan for improvement of instruction. Staff and students maintain a respectful environment and celebrate differences. Resources are equitably allocated based upon student need and are aligned with a clearly stated vision.

DOMAIN 3: Leadership for Learning

School leaders/supervisors ensure that a standards-aligned system is in place to address, in a positive, equitable, and inclusive manner, the linkage of curriculum, instruction, assessment; data on student learning; and educator effectiveness based on research and emerging, evidence-based best practices.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
The school leader/ supervisor establishes an educational environment that is characterized by low expectations for both students and staff. Curriculum, instruction, and assessment are viewed as independent entities. No plan for improvement exists. Significant interruptions to instructional time frequently occur.	The school leader/ supervisor establishes an educational environment that is characterized by inconsistent expectations. Effort is being made to align curriculum, instruction, and assessment. School improvement efforts are sporadic. The quality of instruction is inconsistent. A moderate number of interruptions occur.	The school leader/ supervisor regularly and consistently communicates high expectations to staff, students, and community. Curriculum, instruction, and assessment are aligned. The school leader/ supervisor is at the forefront of improvement efforts and assures high quality instruction is delivered to all students. Instructional time is maximized with few or no interruptions.	The school leader/ supervisor ensures students and staff support and maintain high expectations. The school leader/ supervisor and staff collaborate on a consistent basis to assess and align curriculum, instruction, and assessment. School improvement efforts are jointly developed by the school leader/ supervisor and staff. Instructional time is highly valued and maximized without unnecessary interruptions.

DOMAIN 4: Professional and Community Leadership

School leaders/supervisors promote the success of all students, the positive interactions among building stakeholders, and the professional growth of staff by acting with integrity, fairness, and in an ethical manner.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
The school leader/supervisor establishes little or no communication among school and the community. Staff members exhibit low levels of professionalism. Little or no professional development exists.	The school leader/ supervisor establishes minimal levels of communication among school and the community. Staff members exhibit moderate levels of professionalism. Isolated professional development activities exist.	The school leader/ supervisor ensures that there is regular, consistent communication among school and community. Community members are partners in the educational program. Staff members exhibit high levels of professionalism. Professional development is based upon identified needs and is aligned with instructional priorities.	The school leader/ supervisor ensures that high levels of two-way communication exist among school and community. Staff members are involved beyond the school day to support students' academic and social-emotional needs. Staff is highly involved in planning, implementing, and participating in professional development aligned with instructional priorities.

Appendix B

Glossary

The School District of Philadelphia employs many abbreviations to narrate the evaluation process and systems. Find commonly used abbreviations decrypted below:

AP - Assistant Principal
CONN - Connectedness
ECFC – Early Childhood Field Coordinator
ELA – English Language Arts
ESOL – English to Speakers of Other Languages
EVAAS - Education Value-Added Assessment System
FfL or FFL - Framework for Leadership
MMS - Multiple Measure Summary
MTSS - Multi-tiered System of Support
NI – Needs Improvement
NTPE - Non-Teaching Professional Employees*
OBS - Observation
PBIS - Positive Behavioral Interventions and Supports
PDE - Pennsylvania Department of Education
PIP - Performance Improvement Plan
PSLO - Principal Student Learning Objectives
PSSA - Pennsylvania System of School Assessment
PVAAS - Pennsylvania Value-Added Assessment System
RV - Roster Verification
SAS - Standards Aligned System
SPP - School Performance Profile
TPE - Temporary Professional Employees
UNSAT – Unsatisfactory

<u>As defined by Act 13:</u>

Professional Employee - A professional employee is 1) a classroom teacher who provides direct instruction to students related to a specific subject or grade level, 2) a non-teaching professional who provides services other than classroom instruction or is an educational specialist, and 3) a principal which includes principals, assistant principals, vice principals, directors of career and technical education and supervisors of special education

Temporary Professional Employee - Non-tenured classroom teachers or non-tenured non-teaching professional

Non-teaching Professional Employees: Non-teaching professional employee, or NTPE, is “a person who is an education specialist or a professional employee or temporary professional employee who provides services other than classroom instruction.”

Other NTPEs provide support to school teams (teachers and leaders) as well. See below for a full-list of non-teaching professional employees:

- Coach – Academic Coach/Consulting Teacher
- Coach – PreK Instructional Specialist
- Counselors
- Ed-Tech Coaches
- Instructional Specialists
- Nurses
- Occupational/Physical Therapist (OT/PT)
- Psychologists
- Social Workers
- Special Needs Coordinators
- Speech Language Pathologists (or Speech Therapists)

Appendix C

Overview of PGS and Implications for Teachers/NTPEs

Peer Assistance Review (PAR)
Formal Observation (FO)
Professional Development Plan (PDP)
Performance Improvement Plan (PIP)

Overview of Professional Growth System

The Professional Growth System (PGS) is a collaborative effort between the School District of Philadelphia and the Philadelphia Federation of Teachers designed to improve instruction at all schools. PGS is an aligned system that sets clear expectations for teachers and administrators, defines standards of practice, creates transparency, provides data on teacher performance and focuses on teacher support and improvement. PGS aligns teaching standards, professional development, observation tools and evaluation tools.

PGS is made up of two components: The Peer Assistance and Review (PAR) Program and the Formal Observation Cycle (FO Cycle).

Key
FO = Formal Observation Year
PDP = Professional Development Plan (PDP) Year

Years	4	5	6	7	8	9	10	11	12	13	14
Type	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP

Years	15	16	17	18	19	20	21	22	23	24	25
Type	FO	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP	FO	PDP

Years	26	27	28	29	30	31	32	33	34	35	36
Type	PDP	FO	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP	FO

Years	37	38	39	40
Type	PDP	PDP	FO	PDP

The following timeframe may be used for the development and monitoring of the PDP:

- June-October: PDP collaborative meeting *no later than October 20th*
- Mid-year review meeting *no later than January 15th*
- End of the year review meeting *no later than May 15th*

To summarize, it is imperative that developed goals on the PDP are:

- **S**pecific, with outcome that show progress over time
- **M**easurable
- **A**ttainable within the PDP cycle
- **R**elevant to the school data and approved Action Plan
- **T**imely, so that progress can be assessed during the appropriate review dates

Peer Assistance and Review (PAR)

PAR is mandatory for all new teachers. New teachers are teachers in their first year of employment with the School District who are not tenured in Pennsylvania. PAR is also mandatory for tenured teachers who have been rated unsatisfactory in the previous school year.

A tenured teacher who believes that his/her/their teaching competence will benefit from PAR can request participation. Principals may also request that tenured teachers who are in their PDP years be formally observed through Interim Observation (see guidance document here).

New Interim Observation

In alignment with Act 13, the Office of Educator Effectiveness and Evaluation has redesigned the Special Observation Status (SOS) process. Now, requests can be submitted to move a tenured teacher from a Professional Development Plan (PDP) year into a formal observation year, referred to as Interim Observation.

School leaders can request Interim Observation for a teacher or a teacher can request Interim Observation for themselves. At the end of each rating period (Fall and Spring), these requests are reviewed by a committee comprised of leadership from the Office of Educator Effectiveness and Evaluation and PFT. These requests (or applications) will no longer be submitted to the PAR panel.

If a request for Interim Observation is approved, the teacher will receive two (2) formal observations in the following rating period, which will be averaged together to give the teacher one (1) overall observation score for that rating period.

The teacher's interim observation score will be reflected on their End-of-Year MMS report, along with other applicable data (i.e., Student Performance Measures, Teacher-Specific Data).

The process and timeline for Interim Observation (IO) is illustrated below:

BEFORE INTERIM OBSERVATION

- The educator receives school-based support *prior* (and after) a request for IO is submitted
- The educator receives a minimum of two (2) informal observations *prior* to a request for IO is submitted
- A meeting is scheduled with the educator to discuss the IO process and support *prior* to the request for IO being submitted
    - Administrator must provide the educator with a conference notice
    - The educator is entitled to union representation at this meeting

DURING INTERIM OBSERVATION

- The IO request form is submitted of the Office of Educator Effectiveness and Evaluation (EEE)
- IO requests are reviewed by the IO review committee (EEE and PFT leadership
- Confirmation letter is sent to the educator and administrator, informing both parties of the IO process being implemented
- EEE will assign two (2) formal observations to the educator in the appropriate rating period (Fall or Spring observation window)

AFTER INTERIM OBSERVATION

- A Multiple Measures Summary (MMS) report will be generated at the end of the year to iterate the educator's effectiveness rating based on their formal observation scores (and additional measures, if applicable)

NOTE: If an employee is going to be in a Formal Observation year during the rating period that the IO request is submitted for, that educator will automatically be declined Interim Observation.

Formal Observation Cycle (FO Cycle)

During years 1, 2 and 3, non-tenured teachers are classified by the PA Department of Education as Temporary Professional Employees (TPE) and are rated on a biannual basis (Sept-Jan and Jan-June). TPEs are formally observed at least once during each rating period.

Tenured teachers enter into the formal observation cycle. Tenured teachers rated satisfactory will be formally observed every third year instead of yearly as determined by system seniority (Formal observations in years 6, 9, 12, 15, 18, 21...). In years when the teacher is not formally observed, they will create a Professional Development Plan (PDP in years 4, 5, 7, 8, 10, 11, 13, 14, 16, 17, 19, 20...).

PAR Panel

The PAR Program is led by a Panel comprised of eight (8) members, four (4) of whom are selected by the Federation and four (4) of whom are selected by the School District. The Chair of the Panel alternates annually between the Superintendent and/or CEO and the President of the Federation, or their designees.

The Panel is divided into PAR Pairs consisting of one (1) Federation appointed member and one (1) District appointed member. Consulting Teachers (CTs) provide job-embedded support for teachers in PAR. PAR Pairs meet regularly with Consulting Teachers to review their work and the progress of teachers assigned to them. The Panel makes all discretionary decisions regarding the PGS, including:

- determining eligibility for the PAR Program;
- monitoring the overall progress of teachers participating in PAR;
- making Performance Improvement Plans (PIP).

Performance Improvement Plan (PIP)

A PIP is an individualized support plan that is developed in collaboration with a Principal and a teacher to address areas of concern related to the contributing factors of a teacher's Multiple Measures Summary (MMS). The MMS includes all of the factors used to calculate an educator's rating.

For whom is a PIP designed?

Act 82 states that teachers rated as Needs Improvement or Failing are required to participate in a PIP. Decisions about PIP status are based on a teacher's Effectiveness Rating.

What are the requirements of a PIP?

- Designed with the teacher's input
- Addresses the areas of concern
- Makes recommendations for specific professional development identifies the types of data (evidence) that will be collected to determine improvement
- Provides an observation and support schedule
- Explains how intensive supervision will be provided

Can a person refuse the support of a PIP?

If a teacher meets the requirements (Failing or Needs Improvement Effectiveness Rating) they cannot refuse.

Who manages the design and implementation of the PIP?

Teachers who receive a PIP may be assigned a Teacher Coach. The coach (if applicable), Principal and teacher will write the plan in collaboration. The coach and/or Principal will also provide individualized support, create action steps, set measurable goals and work with the teacher to build and enhance skills. The Principal will continue to monitor progress through regular informal observations.

For how long is the PIP implemented?

A PIP is implemented for one rating period. For TPEs this is equivalent to 5 months. For Professional Employees, this is equivalent to 10 months.

What are the observation requirements for a teacher on a PIP?

The teacher's rating officer completes the amount of formal observations necessitated by that teacher's PGS status.

What if a teacher is in their PDP year and they meet the requirements for a PIP?

The PIP replaces the Professional Development Plan. The teacher is treated as a satisfactory teacher in his/her formal observation year. The teacher will receive two formal observations within the 10-month rating period (one formal observation in the Fall and one in the Spring at the conclusion of the PIP.)

What if someone is rated Unsatisfactory?

Teachers who are rated unsatisfactory will still remain in the PAR program. Their Consulting Teacher will work with them on a Performance Improvement Plan.

If you have any questions, please contact **professionaldevelopement@philasd.org**.

Appendix D

MMS Rating Letter:
Next Steps for Needs Improvement Teachers/NTPEs

MMS Rating Letter
Next Steps for Managing Needs Improvement Teachers/NTPEs

At the beginning or end of each semester, rating officers (Principals/APs/ECFCs) may be required to have MMS Rating Letter conferences with teachers/NTPEs that received an overall Needs Improvement (NI) Effectiveness rating on their Multiple Measure Summary (MMS) Report.

During this conference, the rating officer will meet with the Observee to discuss the Observee's MMS report and the relevant scores/feedback. This conference is the opportunity for Observees to submit additional evidence regarding their evaluations and possibly dispute their scores. **Observees have the right to bring PFT representation to this conference**. The MMS Rating Letter conference should occur within the first 10 school days of the subsequent rating period.

Ex. If a teacher received their MMS Rating Letter on the last day of the school year (Spring), the Principal should hold the MMS Rating Letter conference within the first 10 days from the start of the next school year (Fall).

First Notice to NI Teachers

When a teacher/NTPE is rated an overall Needs Improvement or Failing rating on their MMS report, they will promptly receive an MMS Rating Letter (via email) from the Office of Evaluation (in collaboration with the Offices of Teaching & Learning and Information Systems). This letter notifies the teacher/NTPE of their status and what next steps they can anticipate, from the implementation of a PIP to being on grounds for dismissal**. Every letter informs the teacher/NTPE that they are entitled to having an MMS Rating Letter conference to further discuss their results and review the implications**.

Second Notice to NI Teachers: Scheduling Conference

As advised by Labor Relations, we recommend rating officers send their NI teachers a memo notifying them of the intent to schedule the MMS Rating Letter conference. Rating officers should copy their Labor Relations representative on all communication related to the MMS Rating Letter conference to ensure Labor Relations can impactfully support. This is especially important if a teacher is on grounds for dismissal.

Teachers on Grounds for Dismissal

If a non-tenured teacher receives an overall Failing Effectiveness rating, they become on grounds for dismissal. The Principal must petition for the teacher's dismissal (recommend the teacher for termination) in order for the teacher to be terminated based on performance. If a Principal intends to petition for dismissal, the MMS Rating Letter conference is the time to formally let the teacher know.

MMS Rating Letter Conference

To ensure the MMS Rating Letter conference is properly conducted, the rating officer should confirm the following:

- Labor Relations representative has been notified of the conference and is present (if applicable)
- PFT representation for the teacher/NTPE is present (if so wished by the teacher/NTPE)
- Rating officer (Observer) and Observee discuss the evaluations referenced in the MMS Rating Letter
- Rating officer issues a summary of the conference to the Observee via email
- Labor Relations was copied on all communication, including the summary of the conference

This MMS Rating Letter conference should occur between the Needs Improvement teacher/NTPE and the rating officer that *gave* the teacher/NTPE that rating.

Ex. Teacher A was in School One for the 2016-17 school year. She was rated Needs Improvement on his End-of-Year MMS report. Teacher A was transferred to School Two for the 2017-18 school year. Despite Teacher A's new location, the Principal from School One is responsible for holding Teacher A's MMS Rating Letter conference.

For additional questions, please contact Labor Relations or the Office of Evaluation.

Template of 2019-2020 MMS Rating Letter sent to teachers/NTPE who received their 1st NI rating:

THE SCHOOL DISTRICT OF PHILADELPHIA

Dear <NAME>,

Your most recent Effectiveness Rating was Satisfactory - Needs Improvement. Based on your End of Year Multiple Measure Summary (MMS) Report in **June/July 2020**, your Overall Effectiveness score was **<score>**. As a result of the regular course of the school year being interrupted, student data has been excluded from this year's MMS reports. Consequently, 2019-2020 Teacher and NTPE Multiple Measure ratings are 100% observation this year, and based on the following data point(s) this school year:

- Fall Formal Observation Score (if applicable)
- Spring Formal Observation Score

Please follow the steps below to access your Multiple Measure Summary (MMS):

- Log into Cornerstone through the https://www.philasd.org/login/
- Hover over **PERFORMANCE >** click ***Performance Tasks >*** click ***My Personal Reviews***
- Your most recent MMS will be listed with the title "2019-2020 [rating period] Teacher Multiple Measures Summary"
- Click on the **title** of the review, or task, to download your MMS report (if the review does not automatically appear, check the Downloads folder on your desktop).

This is your **first Needs Improvement rating**. For the duration of the subsequent rating period, [insert next rating period/year], your development will be guided by a Professional Improvement Plan (PIP).

Please be advised that, under Act 82, if you receive a second Needs Improvement rating that meets the following criteria, it will **automatically** be converted to a Failing rating:

1. The second Needs Improvement is in the same certification area as the first Needs Improvement.
2. The second Needs Improvement rating is within 10 years of the first Needs Improvement rating.

A Failing rating for a non-tenured teacher is grounds for dismissal. A Failing rating for a tenured teacher results in that teacher being placed in the Peer Assistance and Review (PAR) program.

In order to support your development, a Performance Improvement Plan (PIP) will be put in place. Your PIP will be administered by an Academic Coach.

Unsatisfactory - Failing: 0.0 - 0.49
Satisfactory - Needs Improvement: 0.5 - 1.49
Satisfactory - Proficient: 1.5 - 2.49
Satisfactory - Distinguished: 2.5 - 3.0

Your principal will schedule a formal conference with you to discuss your rating, its implications and their decision regarding dismissal. You have the right to bring union representation to this conference. At this conference, your rating officer will discuss your scores and you will have the

opportunity to ask questions/discuss evidence regarding your rating. This conference should occur within 5-10 **work days** from the start of the school year (by September 4, 2020 at the latest). If you have not met with your rating officer before this date, you are encouraged to request a meeting.

To address some of the questions you may have after receiving this letter, please consult the 2019-2020 Educator Evaluation Handbook:
https://drive.google.com/file/d/1nZVju7BhJPX8mKEj6oLuRTyHK5Kd1IQ/view?usp=sharing.
Pages 30-33 specifically explain the Multiple Measure Summary and performance plans.

Thank you,
The Office of Evaluation


THE SCHOOL DISTRICT OF
PHILADELPHIA

If you have any outstanding evaluation questions,
please contact the Office of Employee Effectiveness & Evaluation at
effectiveness@philasd.org.

Executive Director of Evaluation

Leta Johnson-Garner

Director of Evaluation

Dr. Chandra Singh

Observation Evaluation Coordinators

Amadi Hayes

Amber Paige, MBA

Evaluation Learning Specialists

Kari Buchinger

Isobel Dewy

Tawana Patterson

Dr. Tracy Sainvil-Joslyn

Marissa Siverio