

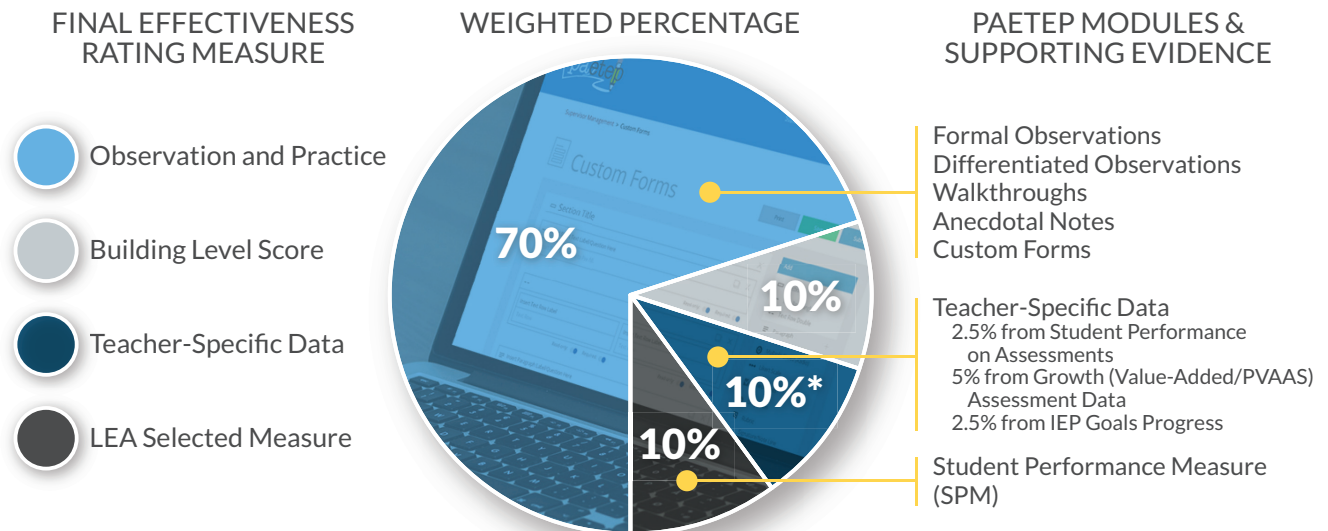


What Teachers Should Know About Act 13 & PAETEP

13-1 SUMMATIVE RATING FORMS

CLASSROOM TEACHER RATING FORM (13-1)

Data Available



According to Act 13, Classroom Teachers who are Professional Employees should be evaluated annually with a 13-1 Annual summative rating form.

Classroom Teachers who are Temporary Professional Employees should be evaluated twice per year with a 13-1 Semi-Annual summative rating form. NOTE - 100% of the final score on the 13-1 Semi Annual will come from the Observation and Practice evidence.

EVIDENCE COLLECTION WITHIN PAETEP

OBSERVATION AND PRACTICE EVIDENCE (70%)

The following items are modules and workflows within PAETEP that are used to collect the evidence needed for the Observation and Practice portion of the 13-1 form.

FORMAL OBSERVATIONS

Formal Observations are completed once per year for teachers who are Professional Employees (tenured) and twice per year for teachers who are Temporary Professional Employees (non-tenured). Formal Observations are initiated by the supervisor and include a pre-observation questionnaire, pre-observation conference, classroom observation, post-observation questionnaire, self-assessment rubric, observation summary form, and post-observation conference.

WALKTHROUGHS

Walkthroughs are initiated and completed as desired by supervisors. Walkthroughs provide a means to complete informal observations, documenting evidence around the four Domains. Supervisors can add comments, attach documents, and provide feedback to teachers. If desired, teachers may respond to supervisors' comments, engaging in an asynchronous dialogue to improve their practice.

ANECDOTAL NOTES

Anecdotal Notes are initiated and completed as desired by supervisors and/or teachers. Anecdotal Notes provide a means for supervisors and/or teachers to document and share additional evidence that might not be observed during a Walkthrough or Formal Observation. For example, teachers can use Anecdotal Notes to share evidence about their practice, including authentic assessments, unit plans, communications with families, or anything important to note, allowing them to build a portfolio of artifacts. Similarly, supervisors can use Anecdotal Notes to document positive aspects about a teacher's practice or leadership within the school/district.

CONTINUED ON BACK

DIFFERENTIATED SUPERVISION

For LEAs that employ a differentiated supervision cycle, the Differentiated Observation module and workflow within PAETEP can be used in school years when a teacher is not being formally observed. The Differentiated Observation process is initiated by supervisors. Once initiated, teachers complete and submit an action plan, mid-year update, year-end update, and self-assessment rubric. A post-conference can also be completed, as desired.

BUILDING SCORE EVIDENCE (10%)

Building scores are derived by the PDE and published each school year. If available and attributable to a teacher, Building Scores constitute 10% of the final score on the 13-1 Annual form.

LEA SELECTED MEASURES EVIDENCE (10%)

The Student Performance Measure (SPM) module and workflow within PAETEP is used to collect the evidence needed to derive the final score for the LEA Selected Measure section of the 13-1 form.

STUDENT PERFORMANCE MEASURE(S)

The Student Performance Measure (SPM) is initiated by teachers and includes an Action Plan, Mid-Year Progress update, and Year-End update. Overall, an SPM is a process designed to facilitate active participation in the evaluation process while: 1) aligning an identified student challenge or need to related school-level objectives and/or LEA-level priorities; 2) encouraging instructional innovation based on latest research and trends, and 3) improving educator practice. If needed, teachers may complete more than one Student Performance Measure each year.

TEACHER SPECIFIC DATA EVIDENCE (10%)

Depending upon the data that is available and attributable to an individual teacher, the evidence/data used for this portion of the 13-1 Annual form is generated from one or more of the following:

1. Student Performance on Assessments (2.5%)
2. Growth Value Added/PVAAS Score (5%)
3. IEP Goals Progress Score (2.5%)

NOTE REGARDING IEP GOALS PROGRESS

The IEP Goals Progress module and workflow within PAETEP is used to collect the evidence needed to complete the IEP Goals Progress portion of the Teacher Specific Data Rating on the 13-1 form. Similar to the Student Performance Measure (SPM) process, the IEP Goals Progress is initiated by teachers and includes an Action Plan, Mid-Year update, and Year-End update. *A teacher should consult their LEA regarding the established "n" count to determine if they are required to complete an IEP Goals Progress.*

NOTE REGARDING TEACHER SPECIFIC DATA. ACCORDING TO PDE:

- In Fall 2022, the Department will make available Building Level Scores comprised of Assessment, Growth, Attendance Rate, and Graduation Rate for the 21/22 School Year, where the measures are applicable to the building.
- In Fall 2022, the Department will make available 21/22 School Year Assessment data for Teacher-Specific Data attribution, where applicable to the professional employee.
- Growth data for Teacher-Specific Data attribution will NOT be made available by the Department for the 21/22 School Year or the 22/23 School Year. However, the Department will make available 23/24 School Year Growth data for Teacher-Specific Data attribution, where applicable to the professional employee, in the Fall of 2024.

LEARN MORE: <https://paetep.freshdesk.com/support/home>



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