General Information and Project Overview

"The quality of the teacher who stands in front of the classroom is one of the most significant influences on a student's education. Eds. for molding a child into a student who is inspired to learn."

Two decades of research have consistently told us that teachers matter more to student learning than any other in-school factor. Improving the effectiveness of teachers is critical to student success, as well as creating safe, nurturing school environments based on the premise of high expectations for all. Through the Educator Effectiveness Project, Pennsylvania is actively engaged in improving teaching and learning by implementing better teacher, educational specialist, and principal evaluation systems and providing these professionals with the feedback they need to improve their practice.

Teacher Effectiveness System:

The effectiveness systems for teachers, educational specialists, and principals include a method to assess teaching and leadership practice as well as multiple measures designed to tell us that educators, through best practice, have demonstrated a positive impact on student achievement. The practice portion of the evaluation system for teachers has been developed and is currently being piloted in a number of school districts across the state. The clinical observation/practice portion of the evaluation system for educational specialists and principals will be piloted in school districts during the 2012-2013 school year. The multiple measures portion of the teacher, educational specialist, and principal evaluation systems is under development.

The clinical observation/practice portion of teacher evaluation includes four areas, also referred to as “Domains,” that consist of:

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities.

Within these domains, there are clearly defined teaching skills, also referred to as competencies, as well as specific examples of how these skills are effectively executed.

These pieces provide evaluators with the necessary information to effectively observe teaching practice and provide meaningful feedback. The Framework for Teaching provides a manageable set of competencies and descriptive specificity to allow evaluators to score reliably. Similar structures can be established to address the essential competencies to drive educational specialists and principals.

2013 Teacher Observations Domains and Sections

Teacher Effectiveness System
Measuring Educator Effectiveness

Teacher Effectiveness System in Act 82 of 2002

Observation/Evidence
- Danielson Framework Domains
  1. Planning and Preparation
  2. Classroom Environment
  3. Instruction
  4. Professional Responsibilities

Building Level Data
- Indicators of Academic Achievement
- Indicators of Closing the Achievement Gap, All Students
- Indicators of Closing the Achievement Gap, Subgroups
- Academic Growth PVAAS
- Other Academic Indicators
- Credit for Advanced Achievement

Observation/Evidence, 50%

Elective Data/SLOs
- District Designed Measures and Examinations
- Nationally Recognized Standardized Tests
- Industry Certification Examinations
- Student Projects Pursuant to Local Requirements
- Student Portfolios Pursuant to Local Requirements

Teacher Specific Data
- PVAAS / Growth

Building Level Data, 15%

Elective Data, 20%