



# Education Committee Update

Empowering Effective Teachers

January 3, 2013

5:30 – 7:00 PM



EXCELLENCE  
FOR ALL

*The Pathway to the Promise.™*

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## **January 3 Education Committee Meeting Agenda**

At the January 23 legislative meeting, we will ask you to approve a teacher evaluation tool that meets the requirements of Act 82 of 2012.

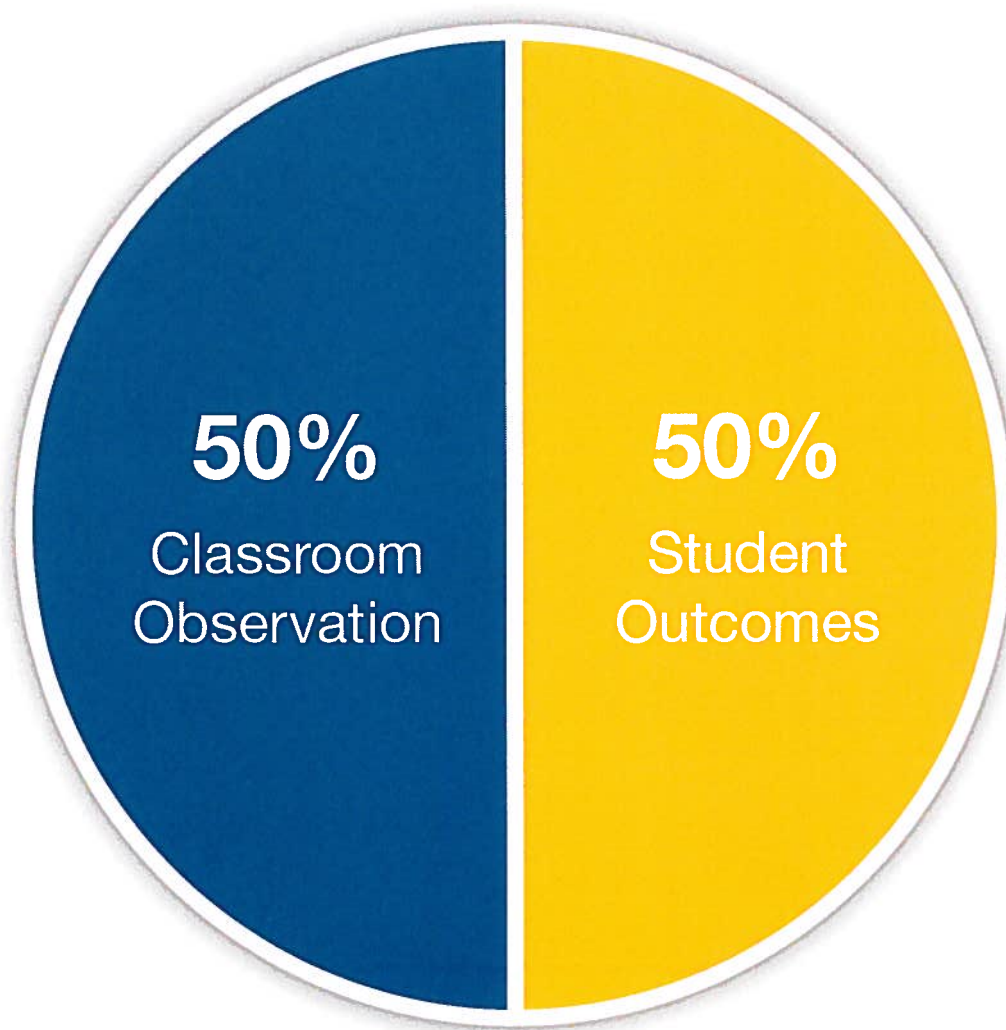
Tonight, we will share this tool with you and bring you on the journey of how it was developed. Specifically, we will:

- 1. Review our new annual rating form for use in teacher evaluation in 2013-14 and beyond.**
- 2. Discuss the process of how we got here.**
- 3. Share the implications of this new information for teachers, students, and PPS.**
- 4. Make connections to the District's broader vision.**

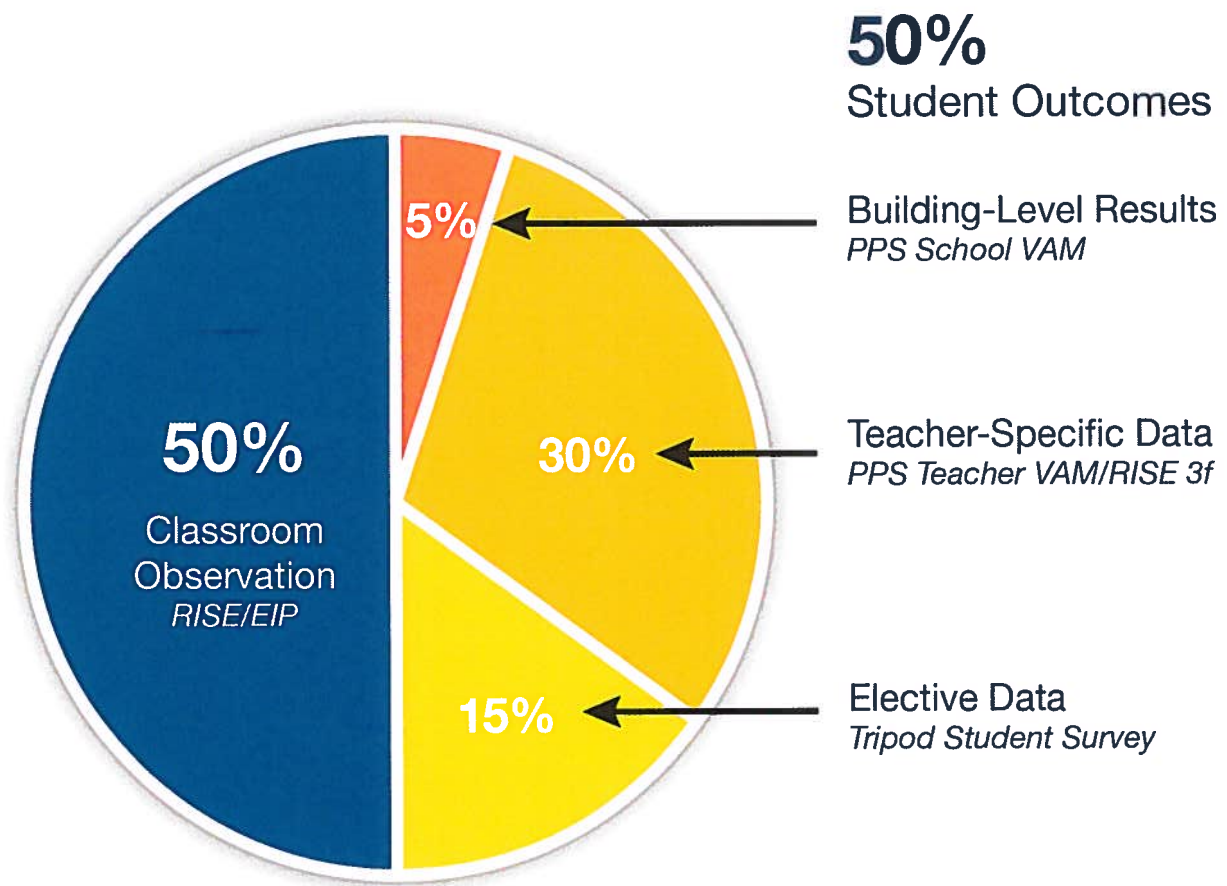
## Teacher evaluation in 2013-14 and beyond.

This past summer, with the passage of Act 82 of 2012, Pennsylvania joined at least 24 other states that require measures of student achievement as part of teacher evaluation.

Starting in 2013-14, teacher evaluation will be based 50% on observation and 50% on student outcomes.



PPS is proposing the following approach to reaching a combined measure of effective teaching:



Our new **Annual Rating Form** brings the individual measures together to arrive at a single numerical value and applies a performance level and summative rating. This is the form that employees and supervisors would review and sign as part of the annual evaluation process, and for which we will seek your approval later this month.<sup>1</sup>

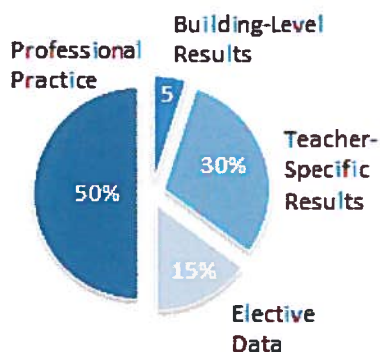
<sup>1</sup> Where sufficient multiple measures are not available (e.g., first-year teachers), Performance Level is based on the preponderance of observation evidence. The Educator Effectiveness Report accompanying each rating form will provide teachers full information about how their rating was derived (see Appendix A).

## Draft Annual Rating Form

### Personal Information

Name: Last Name, First Name, MI Work Location(s): ABC School (100%)  
PPS ID: 000011223  
Title: Teacher (Professional)  
Employee Since: 1998

### Your Summative Evaluation



#### Category

Category	Weight	Points
Your Observation of Professional Practice	50%	
Your Student Learning and Growth Results	30%	
Your Student Perception Results	15%	
Your School Student Learning and Growth Results	5%	
Total Points*		

Performance Level

Rating

\* Where sufficient multiple measures are not available (e.g. first-year teachers), no points are listed. Performance Level is based on the preponderance of observation evidence. See your Educator Effectiveness Report for detailed information.

### Signatures

Employee (print)

Employee (signature)

Date

Supervisor (print)

Supervisor (signature)

Date

Superintendent (print)

Superintendent (signature)

Date

Employee signature acknowledges receipt of the completed rating form and Educator Effectiveness Report and does not constitute agreement with the rating. Superintendent signature is only required for Unsatisfactory ratings.

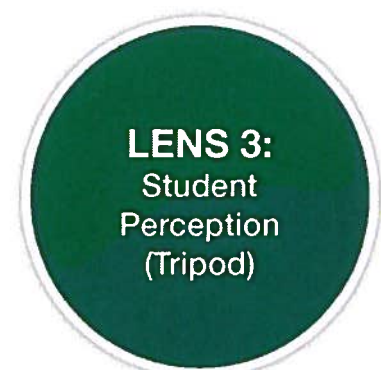
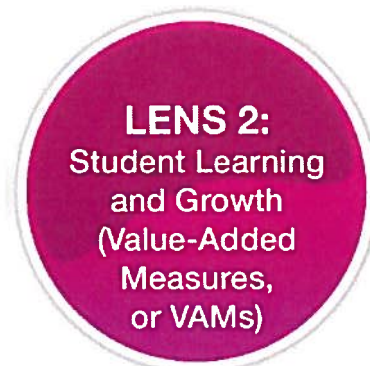


**This rating form brings together all of the information we've worked on together for the last four years.**

Just like in other complex professions, there's no single tool that can do justice to the work teachers do.

That's why we've worked so hard over the last four years to adopt new tools that identify differences in teacher effectiveness, and provide useful information to help teachers improve.

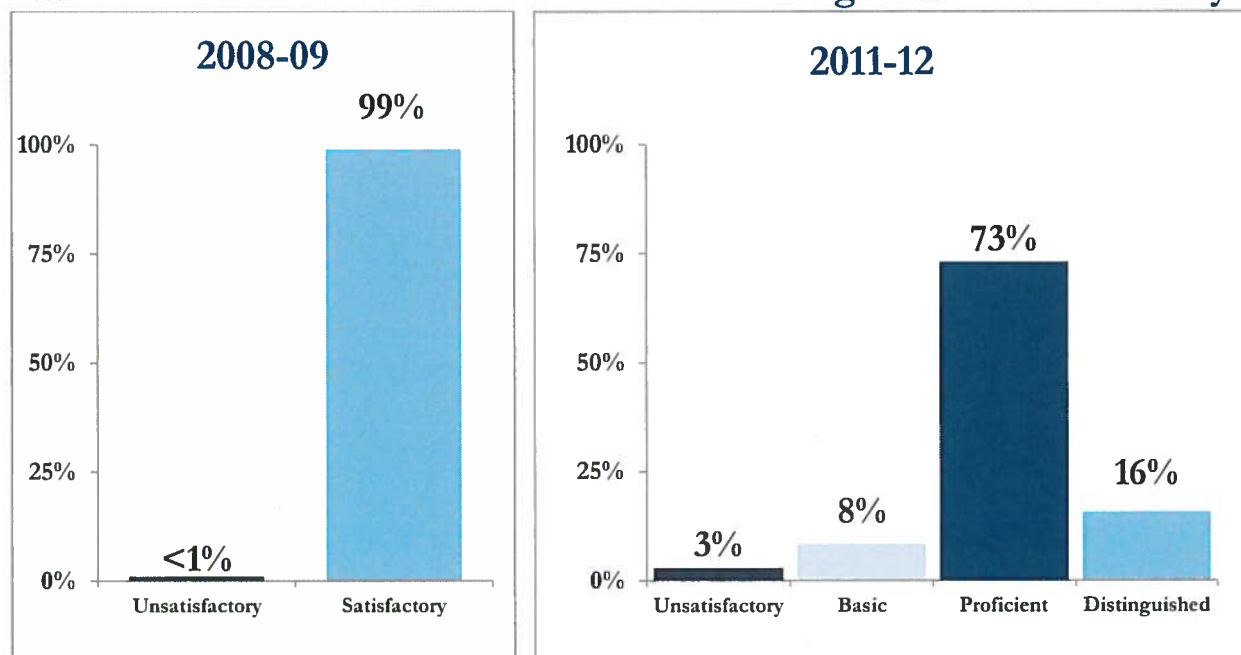
- Starting in 2010-11, end-of-year ratings have been based on our new observation system, the Research-based Inclusive System of Evaluation (RISE) – with those teachers whose practice is currently unsatisfactory working through an Employee Improvement Plan.
- We also introduced value-added measures (VAMs) in 2010-11, allowing schools, teams, and teachers to see how their efforts contribute to student learning and growth.
- Last year, in 2011-12, we began asking students for feedback about their classroom experience through the Tripod student survey.



Before RISE was in place, teachers received a single Satisfactory/Unsatisfactory evaluation rating. This system failed to provide meaningful information to foster growth, with 99% of teachers being rated as if they were all the same.

Through RISE alone, we can already see a much more helpful picture of teacher effectiveness, helping to focus professional development and support. As we incorporate student learning and growth and student feedback, our image of teacher effectiveness will become even clearer.

### Differences in Teacher Effectiveness Looking at Observation Only



#### Data Notes:


- In 2008-09, the number of unsatisfactory ratings issued is estimated to be <1% of all ratings.
- Data for 2011-12 is preliminary and based on data from September 2012. It includes 1,651 teachers who were teaching in PPS through the 2011-12 school year prior to this summer's workforce reductions, and evaluated through RISE or Employee Improvement Plans (EIPs).
- End of year ratings for 2011-12 were based on RISE scores and EIP ratings.



The new rating form is also aligned with our evolving definition of an effective teacher.

Using RISE, we began to establish a common language to identify and describe effective teaching.

Through our work with teachers on RISE, VAM, and Tripod, conferring with national experts such as Dr. Pedro Noguera and Battelle for Kids, and consulting the *Measures of Effective Teaching* project, Charlotte Danielson's *Framework for Teaching*, our own *Pathways to the Promise* and more, we have developed the following description of an effective teaching in PPS. This definition will evolve as we continue our journey to understand effective teaching in Pittsburgh Public Schools.



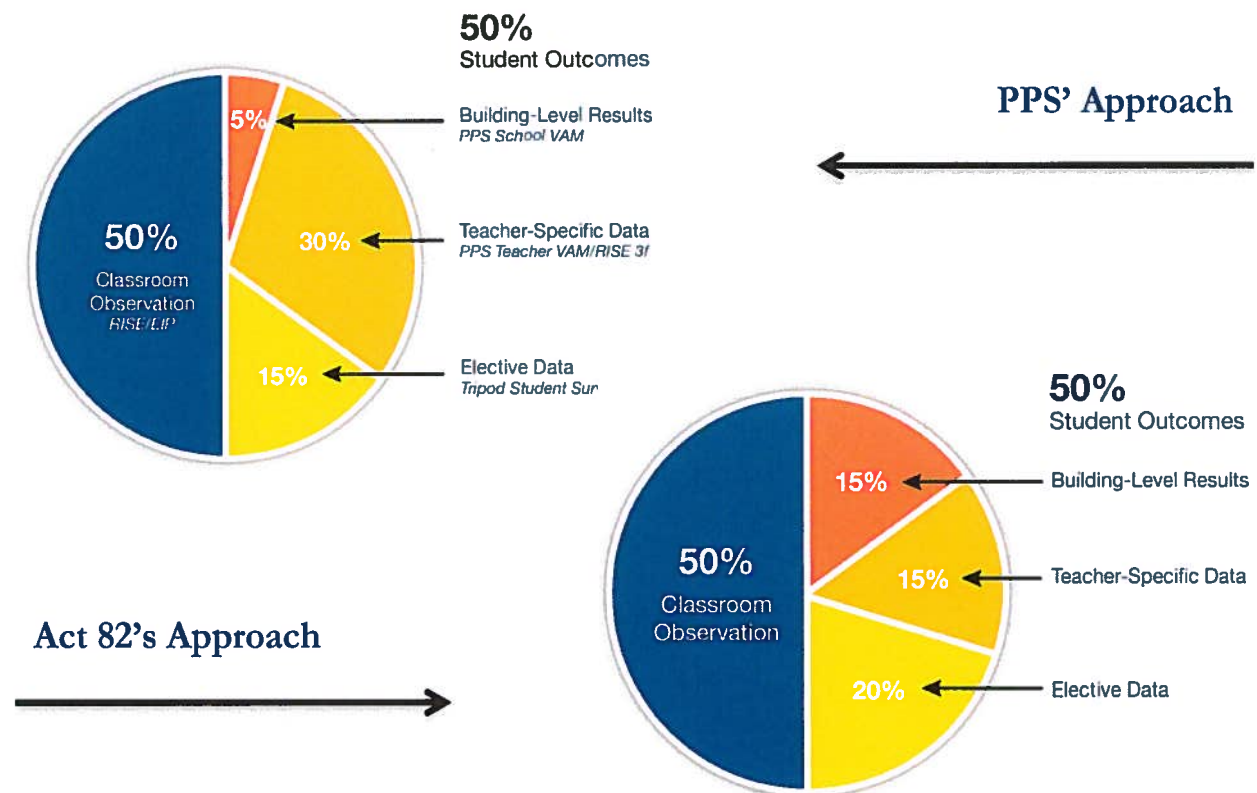
**An effective teacher in Pittsburgh Public Schools is a professional, who knows his or her subject, and teaches it well, inspiring and engaging all students as individuals to fulfill their personal and career goals, and accelerating learning so that all students are Promise-Ready.**

**Our approach to evaluation is similar to the Act 82 model, but there are some key differences that matter for PPS.**

We had at least 12 different input sessions with teachers, administrators, curriculum supervisors, PPS and PFT staff, technical experts, and the Pennsylvania Department of Education (PDE) to figure out how to build our new model of teacher evaluation.

We ended up with a model that is similar to the one defined in Act 82. Like Act 82's model, PPS' model proposes using 50% classroom observation and practice and 50% student outcomes. Two differences we are proposing include:

- Reducing the weight of Building-Level Results from 15% to 5% and Elective Data from 20% to 15%, and increasing the weight of Teacher-Specific Data to 30%.
- Using our own value-added model instead of PDE's building-level formula.



## How did we get here?

After hearing about all of the progress we've made in developing these new tools, you might be asking yourself: progress from **what**?

Let's take a moment to dig deeper into the story of how the District got here today with a new annual rating form in hand.

A 2008 survey administered by the District showed that **fewer than 15%** of teachers strongly agreed with the statement that, "*Teacher evaluation in my building is rigorous and reveals what is true about teachers' practice.*"

## So we took action.

PPS and PFT leaders listened as educators expressed the urgency for an improved evaluation system that more effectively supports, empowers, and recognizes teacher practice. In 2009, these leaders and approximately 120 teachers and administrators joined together to create our new observation system, RISE, founded on the belief that a collaborative design process would result in a better evaluation system.

Now, 70% of Pittsburgh Public Schools teachers agree that "*the RISE evaluation system supports and encourages my professional growth.*"<sup>2</sup>

"I am so happy that we have RISE. For many years, I would get a little yellow slip of paper that said I was satisfactory. At what? I didn't really know. It didn't help me at all.

Now, it's really clear because it's broken down into all these pieces and you can take a look at each one. So now I know some of the things I need to do to become better.

The impact for me has been awesome...but even more, my students have gotten something from [it]."

-Teacher, Pittsburgh Allegheny

<sup>2</sup> As reported in a study released by Westat in August 2012


## But we couldn't stop there.

We knew that the teaching profession was changing. New research continued to provide evidence that effective teachers lead to improved student outcomes.

Following that research, PPS and the PFT again joined with teachers and administrators to develop additional research-based tools to help us identify differences in teacher effectiveness: Value-added Measures and the Tripod Student Survey. As a result, Pittsburgh was ahead of the curve when Pennsylvania joined 24 other states that passed legislation requiring measures of student achievement as part of teacher evaluations.<sup>3</sup>

In 2010-11, schools and teachers received their value-added measures (VAM) reports for the first time. While some districts attached stakes to their measures right from the start, with administrators seeing data at the same time as teachers, we have taken a different and more careful approach. So far, only teachers have had access to their own individual data, allowing them to reflect on this new information, identify strengths, and figure out ways they can improve.

When we released the results of our 2011-12 Tripod student survey, we followed the same path. Teachers were again provided exclusive access to their results, giving them time to understand how their practices were reflected in the feedback provided by their students and to develop ways to improve those practices where needed.



We asked a group of teachers how they will use their Tripod results to increase student achievement. Some of their responses included:

"I will look at my low points and try to match them to the RISE rubric for guidance of improvements."

"I'm going to improve my lesson opening and closing to help my students understand exactly what I want them to learn."

"I want to talk to my math coach to see how I can provide different activities in the curriculum."

<sup>3</sup> 2011 State Teacher Policy Yearbook, National Summary, National Council on Teacher Quality



## Combining our lenses to bring teacher effectiveness into focus.

When Act 82 passed in July 2012, it confirmed that PPS is following the right path and that we are ahead of the curve.

We worked with teachers, administrators, curriculum supervisors, PPS and PFT staff, technical experts, and the Pennsylvania Department of Education (PDE) to figure out how to build our new model of teacher evaluation.

All of the groups we worked with provided input on specific aspects to our approach; however, their recommendations were guided by general values. They thought it was important to:

- Hold teachers accountable at higher weights for factors most within their control;
- Treat teachers equitably across schools, students, grades, and subject areas;
- Emphasize growth measures (value-added measures) over attainment measures; and
- Build on the work that we have already done in Pittsburgh.

With a recommended approach guiding our work, we've spent the last few months developing the new rating form(s), establishing performance level ranges, and setting up guidelines for handling unique scenarios.

Our goal is to gain approval from PDE by March 31, 2013 so that we can deliver sample reports to teachers at the end of the 2012-13 school year. These reports will be for information only, not evaluations.

**In order to maintain this timeline, we will be seeking your approval of our annual rating form at the January 23 legislative meeting.**



## What are the implications of this new information for teachers, students, and PPS?

Having more information about a teacher's effectiveness is great, but how we use that information will determine our success.

In our *Empowering Effective Teachers* plan, we committed to achieving a performance-driven culture that considers effectiveness in everything we do.

From the beginning, we have said that using different and multiple ways to look at teaching will provide us with information we need to drive:

- Recruitment
- Development
- Evaluation
- Promotion
- Recognition
- Retention
- Compensation

**Let's take a closer look at some of these areas.**

## Development and Promotion: Professional Growth and Teacher Supports

Already, many teachers are reflecting on their RISE, Tripod, and VAM results and discovering opportunities for professional growth. As a District, we are developing and aligning new supports to meet these demands.

- Many schools are using RISE to open classroom doors and facilitate peer-to-peer collaboration. This ensures all teachers benefit from observing highly effective teaching practices and fosters a culture of school-wide accountability for student success.
- Within RISE, Supported Growth Projects enable experienced teachers to spend a full school year working with peers to improve their practice on one specific component of the rubric.
- Evaluators are participating in the Instructional Quality Assurance and Certification (IQA-C) Process, which establishes consistent and accurate observations of teacher effectiveness using the RISE rubric, and ensures the provision of quality instructional feedback and support.
- This year, the District launched the Instructional Teacher Leaders2 (ITL2s) Career Ladder role. In this role, teachers work with their peers to improve instructional practice through the use of targeted, research-based strategies. ITL2s also coach peers, including other Career Ladder teachers, on how to plan and deliver content to all students.
- To complement these personalized supports, the Learning Bridge, an online professional learning community, provides examples teachers can use to grow in specific areas of RISE and Tripod.

With new and better information about teacher effectiveness, the District has the opportunity to further align and target supports for principals and teachers in ways that will result in better student outcomes.

## Recognition: Empowering Teacher Leaders

Career Ladder roles were launched in 2011-12 to empower teachers as effective leaders and to increase the exposure of high-needs students to highly effective teachers. More than 150 teachers are now working in these promotional roles, expanding their impact on their schools, peers, and students and contributing to the progress of our District.

Teachers are also serving as leaders on committees established to move our work forward while maintaining high transparency and collaboration.

In addition to committees and Career Ladder roles, teachers are contributing to and accepting responsibility for improving school culture and increasing community engagement:

- **TLE Liaisons** collaboratively design solutions and tools to support and enhance their teaching and learning environments.
- **FACE Coordinators** support principals in improving parent engagement structures within the school.

Moving forward, we have the ability to look at all of these opportunities through the lens of effectiveness, identifying the individual strengths of a teacher, sharing the best practices that lead to outstanding learning environments, and recognizing strategies that increase family engagement.

Some of our teacher leader committees include:

### **RISE Leadership Team**

Ensures teachers have a voice in the development of our effective teaching tools. More than 200 teachers, four from every school, currently serve on this committee.

### **VIEW Committee**

Refines our rewards and recognition opportunities.

### **The Bill & Melinda Gates Foundation Teacher Advisory Council**

Supports teachers as they translate their school's vision into implementation.

## **Compensation:**

### **Aligning Rewards to Results in the Classroom**

- Overall, the District has paid out over \$3.7 million in awards to reward teachers based on student performance. Rewards and Recognition opportunities are funded in large part by a federal grant called the Teacher Incentive Fund (TIF).
  - The AYP Award rewards teachers at the top step of the salary schedule in each year that the District attains AYP.
  - The Promise-Readiness Corps Cohort Award rewards teams of teachers that move a cohort of 9<sup>th</sup> graders to 11<sup>th</sup> grade on track to graduate Promise-Ready.
  - The STAR Award rewards all PFT-represented staff at schools achieving significant growth compared to schools statewide.
- Career Ladder roles are promotional opportunities for teachers identified as highly effective. These effective teachers are rewarded with a salary differential to take on leadership responsibilities and discover unique career pathways.
- The New Teacher Salary Schedule is a salary plan where earnings potential for new teachers exceeds \$100,000 for effective performance. Since its introduction in 2010, over 100 teachers have begun their careers in the District working on the new salary schedule, permanently linking their career earnings to student outcomes.

## **Evaluation:**

### **Implications for the Distribution of Effectiveness**

Act 82 introduces four performance levels to differentiate teachers' levels of effectiveness. As written in the legislation, the four performance levels are ***Distinguished, Proficient, Needs Improvement, and Failing.***

A performance level of Failing results in an Unsatisfactory rating. All other performance levels result in Satisfactory ratings. However, if a teacher receives two Needs Improvement ratings in the same certification area within ten years, they will receive an Unsatisfactory rating.

Like we saw when we introduced RISE, using performance levels allows us to see a distribution of teacher effectiveness that is more helpful than a single Satisfactory or Unsatisfactory rating.

Act 82 did not change the causes for dismissal set forth by the School Code and does not change the requirement that dismissal for unsatisfactory teaching be based on two consecutive Unsatisfactory ratings for tenured teachers.<sup>4</sup>

Currently, District staff are working carefully with experts, teachers, PDE, the PFT, and others as the Superintendent considers the appropriate performance level ranges to propose to PDE.

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<sup>4</sup> Act 82 also does not change the requirement that dismissal for unsatisfactory teaching performance for pre-tenured teachers may be based on one Unsatisfactory rating.



## Making connections to the District's broader vision.

In closing, we want to take a step back to help you understand how this work connects to the District's three goals. By leveraging the power of effective teaching, we will:

- Accelerate student achievement,
- Eliminate racial disparities, and
- Become a district of first choice.

The profession is changing and change can be difficult. But we need to stay the course if we want better outcomes for students.

The most important thing Pittsburgh Public Schools can do for our students is to have an effective teacher in front of each classroom – every day. For our students, this is the path to Promise-Readiness and student success in college, career, and life.

# Appendices

## Appendix A: Draft Educator Effectiveness Report

### Educator Effectiveness Report

Based on PPS Combined Measure of  
Effective Teaching

DRAFT

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School Year 201X-1X

#### Personal Information

Name: Last Name, First Name, MI

Work Location(s): ABC School (100%)

PPS ID: 000011223

Title: Teacher (Tenured)

Employee Since: 1998

RISE FOP ☐

RISE SGP ☐

EIP ☐

#### Your Observation of Teacher Practice

#### Professional Practice (50%)



For teachers on the Formal Observation Process (FOP), summative scores from SY12-13 are used. For teachers on Supported Growth Plans (SGP), the summative score from the SGP component from SY12-13 is used along with summative scores from all other components from SY11-12. For teachers on an EIP, the summative score from SY12-13 is used.

#### RISE

Research-based Inclusive System of Evaluation  
Summative Evaluation Scores

	N/A	Distinguished	Proficient	Basic	Unsatisfactory	Current Year	Prior Year	Weight	Points
1b: Demonstrating Knowledge of Students						<input type="radio"/>	<input type="radio"/>		
1c: Setting Instructional Outcomes						<input type="radio"/>	<input type="radio"/>		
2b: Establishing a Culture for Learning						<input type="radio"/>	<input type="radio"/>		
2d: Managing Student Behavior						<input type="radio"/>	<input type="radio"/>		
3b: Using Questioning and Discussion Techniques						<input type="radio"/>	<input type="radio"/>		
3c: Engaging Students in Learning						<input type="radio"/>	<input type="radio"/>		
3d: Using Assessment to Inform Instruction						<input type="radio"/>	<input type="radio"/>		
3g: Implementing Lessons Equitably						<input type="radio"/>	<input type="radio"/>		
4a: Reflecting on Teaching and Student Learning						<input type="radio"/>	<input type="radio"/>		
4b: System for Managing Student Data						<input type="radio"/>	<input type="radio"/>		
4c: Communicating with Families						<input type="radio"/>	<input type="radio"/>		

Weighted Average \*

Employee Improvement Plan	N/A	Satisfactory	Below Average	Unsatisfactory	Points
EIP Summative Rating					

\* Where sufficient multiple measures are not available (e.g. first-year teachers), weights, points, and weighted average are not relevant. Preponderance of observation evidence is used to determine Performance Level. Preponderance of evidence:

Distinguished ☐

Basic ☐

Proficient ☐

Unsatisfactory ☐

PPS ID: 000011223

Name: Last Name, First Name, MI

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**Your Student Learning and Growth Results**

**Teacher-Specific Results (30%)**



For teachers with a SY11-12 VAM Report, the overall VAM composite score is used. This score includes up to three years of data. For teachers without a SY11-12 VAM Report, the summative score from Component 3f from SY12-13 is used. For more information about your VAM scores, refer to your SY11-12 VAM Report.

Teacher Value-Added Measure (VAM)	N/A	VAM	Points *
Overall Test-based VAM			

\* When calculating points, the mean and standard deviation of the teacher value-added scores are set equal to the mean and standard deviation of Component 3f scores so as not to either advantage or disadvantage teachers with or without value-added scores.

For teachers without a SY11-12 VAM Report, the summative score from Component 3f from SY12-13 is used.

Student Learning Objectives	N/A	D	P	B	U	Points
Component 3f – Summative Evaluation Score						

**Your School Student Learning and Growth Results**

**Building-Level Results (5%)**



For all teachers, the SY11-12 School VAM score from your SY11-12 school is used

School Value-Added Measure (VAM)	N/A	VAM	Weight	Points
School A - VAM			50%	
School B - VAM			50%	
Weighted Average				

Teachers at special schools: Conroy, Oliver Citywide, Pioneer, Gifted Center and Student Achievement Center

For teachers at special schools where a school value-added measure is not available, \_\_\_\_\_ is used to represent Building-Level Results.

Building-Level Results – Special Schools	N/A	Score	Points
____ To be determined ____			

DRAFT



PPS ID: 000011223

Name: Last Name, First Name, MI

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### Your Student Perception Results

### Elective Data (15%)



For teachers and schools with available data, Tripod Student Survey results from SY12-13 are used.

#### Percentile within PPS

Tripod Student Survey	N/A	0-20%	21-40%	41-60%	61-80%	81-100%
Tripod C1 – Caring						
Tripod C2 – Captivating						
Tripod C3 – Conferring						
Tripod C4 – Controlling						
Tripod C5 – Clarifying						
Tripod C6 – Challenging						
Tripod C7 – Consolidating						

The table above is shown for informational purposes. In the calculation of a combined measure, favorability scores are converted to an overall score reported in normal curve equivalent (NCE).

Tripod Student Survey (teacher-level)	N/A	NCE Score	Points
Overall Score reported in Normal Curve Equivalent			

For teachers who do not have student survey results, alternative measures will be used.

Teachers without survey results include: Special Education Teachers, and ESL teachers.

Alternative Measure (TBD)	N/A	Points

Teachers at special schools: Conroy, Pioneer, and Student Achievement Center

For teachers at special schools where the Tripod Student Survey is not administered, \_\_\_\_\_ is used as a substitute.

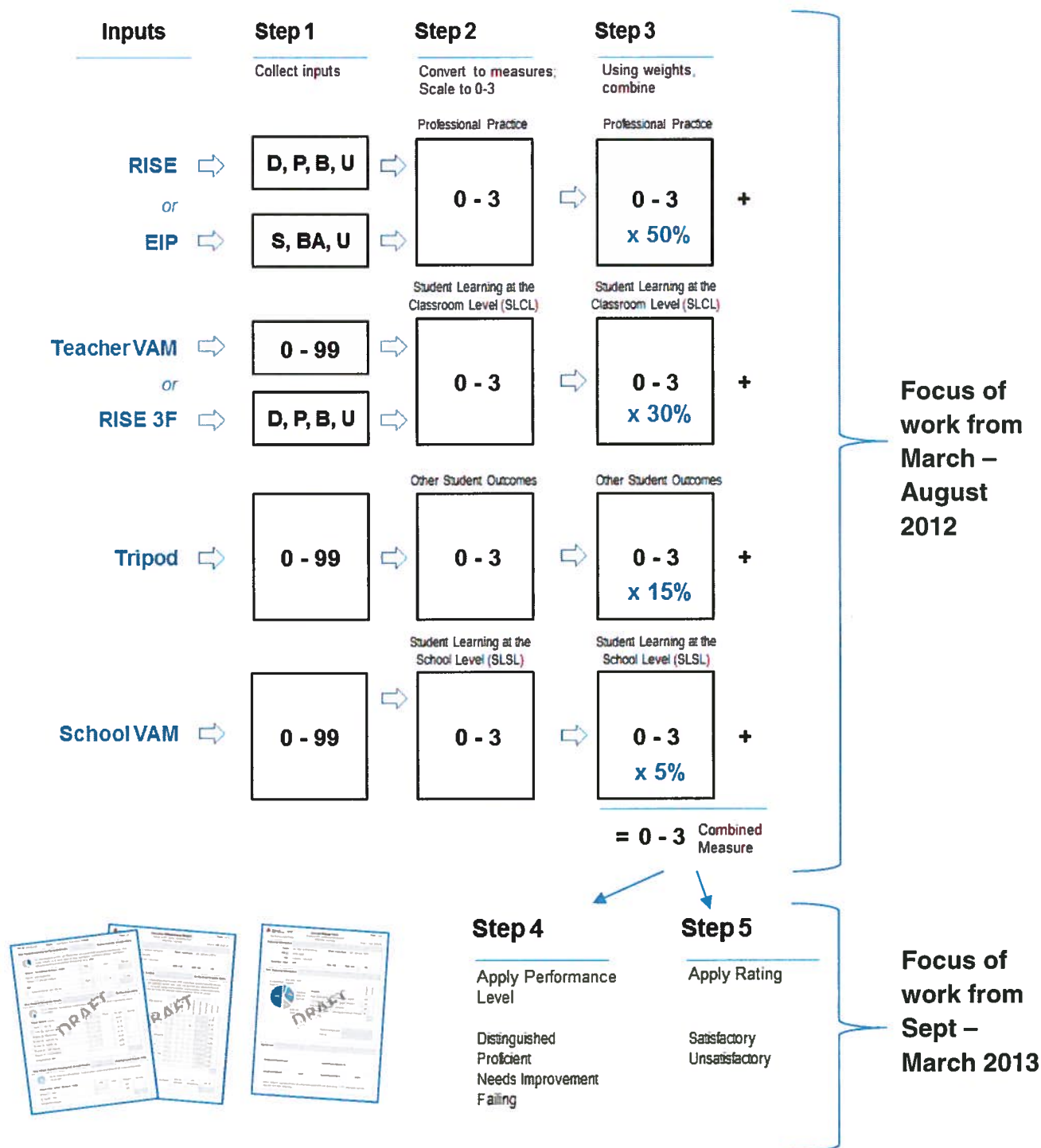
Elective Data – Special Schools	N/A	Score	Points
_____ To be determined _____			

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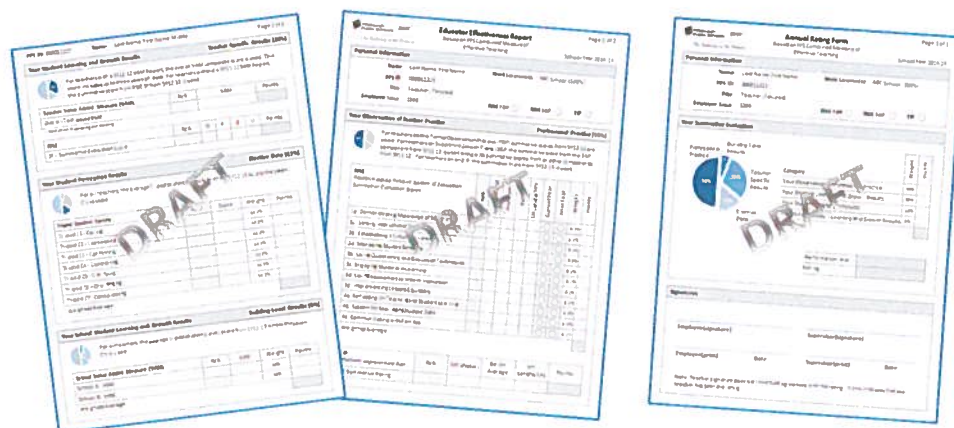
## Appendix B: Detailed Timeline

### PPS Combined Effectiveness Measure Information Framework



### TARGET MILESTONE:

Approval of methodology and rating form by March 31



**Focus of  
work from  
April –  
September  
2013**

- Delivery of sample reports to all teachers by end of 2012-13
- Communication and engagement of teachers and other stakeholders

## March – August 2012

March 1	✓	Meeting with PDE
Mar-June	✓	Development of technical model
May	✓	Sessions with each team (RISE, EIP, VAM, Tripod) to determine methodology for inclusion
May	✓	End of year meeting with VIEW team
June	✓	End of year meeting with RISE design team
June	✓	Simulation of 82 model and seven other variations
July 18,19	✓	Technical Expert Convening
Aug 6,7	✓	RISE Leadership Teams, Principals Identify Preferred Model
Aug 13	✓	PPS to Harrisburg to get feedback on preferred approach to reaching a combined measure (weighting, measures, non-tested grades and subjects)
Aug 28	✓	Reaching a combined measure, PPS/PFT meeting
Aug 29	✓	Session #1 with curriculum supervisors, Academic team

## September – March 2013

Sep 6	✓	Complete second phase of modeling: performance level conversion
Sept 10	✓	Reaching a combined measure, PPS/PFT meeting
Sep 12	✓	VIEW Committee Discusses, Affirms Approach to Combined Measure
Sep 18	✓	Reaching a combined measure, PPS/PFT meeting
Sep 18	✓	Expanded Academic Cabinet: Learning about combined effectiveness measure
Sept 21	✓	PPS/PFT stocktake team, final review of metrics and performance level conversion for version 0.1
Sept 28	✓	Complete modeling of version 0.1
Oct 1	✓	<b>RISE Leadership committee</b> prepares for turnaround training on PPS preferred model for weighting, building level measure, and approach to non-tested areas, provide feedback on performance level conversion and rating form
Oct 2	✓	Education committee presentation
Oct 11	✓	Session #2 with curriculum supervisors/academic team
Oct 12	✓	PDE staff visit to spend time with technical team, provide more info about building level formula

Oct 15	✓	<b>VIEW Committee Meeting</b> including high level discussion of performance level conversion, feedback on questions that still need to be answered and who the right group is to address them, input on shaping the rating form
Oct 22	✓	Proposal prep call with Pat Hardy at PDE
Oct 24	✓	Reaching a combined measure, PPS/PFT meeting
Oct 26	✓	BMGF Stocktake
Oct 30	✓	Work Session #3 – RISE 3f
Oct 31	✓	Solicitor's office to share feedback about accessing and preparing to access performance data.
Oct 31	✓	Check-in with Exec Cabinet #1
Oct 31	✓	Work Session #4 – RISE 3f
Nov 1	✓	15-minute Cabinet Update
Nov 1	✓	Reaching a combined measure, PPS/PFT meeting ( <i>Tentative</i> )
Nov 6	✓	Check-in with Exec Cabinet #2
Nov 6	✓	Proposal prep call with Pat Hardy at PDE (4pm – 6pm)
Nov 7	✓	RISE 3f – Work Session #4
Nov 9	✓	<b>PPS to Harrisburg</b> to share draft proposal with PDE including rating form draft, performance level conversion approach
Nov 13	✓	RISE 3f – Work Session #5
Nov 19	✓	VIEW Committee Meeting
Nov 20	✓	Update#1 to Academic Cabinet
Nov 20	✓	RISE 3f – Work Session #6 (9:00-11:00)
Nov 21	✓	Update to district Project Leads
Nov 28	✓	RISE 3f – Work Session #7 (9:00-11:00)
Nov 29	✓	15-minute Cabinet update
Nov 29	✓	Principal Leadership Session: Update on Developing Our Professional Growth System and Building a Combined Measure of Teacher Effectiveness
Dec 11-12	✓	Technical Advisory Convening
Dec 13	✓	15-minute Cabinet update
Mid-Dec	✓	Update #2 to Expanded Academic Cabinet



<b>Mid-Dec</b>	✓	Principal Engagement around Combined Measures
<b>Jan 3</b>		15-minute Cabinet update
<b>Jan 3</b>		EET Presentation to Board
<b>Jan 11</b>		RISE Design Retreat – (Share rating form and Performance Level Approach for turnaround training)
<b>Jan 14</b>		VIEW Committee Meeting
<b>Jan 17</b>		15-min Cabinet update
<b>Jan 23</b>		Board approval of new rating form
<b>Jan 24</b>		Submit rating tool and supporting documents to PDE for approval – (Should it be another in-person meeting?) (Includes technical handbook and administrative regulations documents)
<b>Feb 18</b>		VIEW Committee Meeting
<b>Mar 18</b>		VIEW Committee Meeting
<b>Mar 31</b>		Final draft of updated procedures for evaluation (administrative regulations relevant to Board policy 506) in a procedural handbook
<b>Mar 31</b>		Anticipated latest date for PDE approval (60 days from our submission)

## April – September 2013

<b>April-Sept</b>		Communication and engagement around 2012/2013 sample reports
<b>April-May</b>		Defining the delivery mechanism for sample reports
<b>May-June</b>		Rendering and quality assurance of sample reports
<b>June</b>		Delivery of Teacher Combined Effectiveness Reports for 2012/2013