Agenda

Administrative Rules Overview

General Rules for Practice

General Rules for Growth

State Model for Practice

State Model for Growth
The “Joint Committee”

- The recommendations of the PEAC are predicated on the understanding that each school district in Illinois will convene, in accordance with the Performance Evaluation Reform Act of 2010 (PERA), a joint committee composed of equal representation of a district and teachers appointed by the exclusive bargaining representative.

- Each joint committee will work toward design or adopt a teacher evaluation system in accordance with the General Rules and, where applicable, the State Model.
Administrative Rules Overview

The **General Rules** set minimum standards for the teacher evaluation systems adopted by each Illinois school district*.

The **State Model** serves as a template teacher evaluation system that joint committees may adopt in whole or in part.

* Chicago Public Schools District 299 is exempt from some General Rules and from participation in the State Model in the event of Joint Committee non-agreement.
Required Adoption Cases

- Joint committees that cannot agree upon a student growth measurement system must “default” to the State Model.

However...

- Joint committees must “default” only to portions of the *student growth* model on which they cannot agree; they are not required to adopt the State Model in full.
Assumptions of Recommendations

- Recommendations are the result of collaborative contributions made by members of each subcommittee.
- Recommendations have been vetted with the subcommittee, state agencies, co-chairs, consultants, and PEAC webinar participants to alleviate any unexpected issues.
- Recommendations are open for discussion.

Continued ...
Assumptions of Recommendations

• A call for a majority vote will be held following each portion of the recommendation presentations.

• Should a majority vote not be reached on any portion of the recommendations, the products at the end of day on September 23 will be forwarded to ISBE with notation of areas of issue.

• Recommendations should highlight areas of alignment between teacher and principal rules and models.
General Rules
Recommendations
Agenda

Administrative Rules Overview

General Rules for Practice

General Rules for Growth

State Model for Practice

State Model for Growth
Teacher Practice

- **Teacher practice** is defined as anything a teacher does to promote the learning of students, including at least the teacher's attendance, planning, and instructional methods, classroom management (where relevant), and competency in the subject matter taught.
Teacher Practice Components

**Instructional Framework**
- What aspects of teaching must be observed?
- What is an observation of practice?

**Evidence Collection**
- What and how much evidence must be collected?
- How is the evidence collected shared with teachers?

**Summative Ratings**
- How is the evidence collected used to determine a teacher’s summative practice rating?
Recommendations: Teacher Practice

Instructional Framework

- What aspects of teaching must be observed?
- What is an observation of practice?

- A school district must adopt an instructional framework for effective practice that is based upon research regarding effective instruction and that addresses at least planning, instructional delivery, and classroom management; and, that is aligned with the Illinois Professional Teaching Standards.

- The selected framework shall include a description of the four rating categories to be used and how these are aligned to the required rating levels (unsatisfactory, needs improvement, proficient, and excellent).

- The school district shall define the relative importance of each portion of the framework to the final teacher practice rating.

Continued ...
Recommendations: Teacher Practice

Instructional Framework

- What aspects of teaching must be observed?
- What is an observation of practice?

• Evidence of teaching practice must be collected through:
  
  • **Formal observation(s)**, observation(s) of the teacher in his or her classroom that last(s) for a minimum of 45 minutes, a complete lesson, or an entire class period, and where evidence of the teacher’s planning, instructional delivery and classroom management skills is collected, and that is bounded by pre- and post-conferences;

  • **Informal observation(s)**, observations of a teacher that are not announced in advance of the observation; and,

  • Consideration of additional evidence of practice as decided upon by the joint committee.

Continued ...
Recommendations: Teacher Practice

Instructional Framework

- What aspects of teaching must be observed?
- What is an observation of practice?

- Each formal observation shall be preceded by a conference between the observer and the teacher.
  
  - In advance of this conference, the teacher shall submit to the evaluator or designee a written lesson plan and/or other evidence of instructional planning that will be conducted on the day of the formal observation.
  
  - The evaluator or designee shall discuss the lesson plan or instructional planning with the teacher and make recommendations, as applicable, about areas in which the teacher should focus during the observation.

Continued ...
Recommendations: Teacher Practice

Instructional Framework

- What aspects of teaching must be observed?
- What is an observation of practice?

Each formal observation shall be followed by a conference between the observer and the teacher.

- Following each formal observation, the teacher shall reflect upon his or her instruction and submit to the evaluator or designee additional information or explanations about the presentation.

- The observer shall provide feedback to the teacher about the individual’s professional practice, including data and evidence specific to the areas of focus designated during the pre-conference.
Recommendations: Teacher Practice

Evidence Collection

- What and how much evidence must be collected?
- How is the evidence collected shared with teachers?

- Evidence of practice must be collected consistent with a rubric that is aligned to the district’s instructional framework.
- Evaluators and their designees must create a record of evidence that is devoid of the evaluator’s judgment or presumption.
- For non-probationary teachers, a minimum of two (2) observations (one formal) for each evaluation cycle are required.
- For probationary teachers a minimum of three (3) observations (two formal) for each year are required.

Continued ...
Recommendations: Teacher Practice

Evidence Collection

- What and how much evidence must be collected?
- How is the evidence collected shared with teachers?

- The observer must share the evidence used and judgment made with the teacher in each formal observation post-conference.

- The evidence used must link to the rubric, and the complete record of evidence must include evidence for each part of the instructional framework.

- School districts must adopt a uniform process (to occur at the midpoint of the evaluation cycle) during which a teacher reviews and reflects upon practice evidence collected to date. The process shall not be used to determine the performance evaluation rating and should allow for a teacher to assess his or her progress and adjust instruction as needed.
Recommendations: Teacher Practice

Summative Ratings

• How is the evidence collected used to determine a teacher’s summative practice rating?

• Schools districts may define teacher practice rating categories that are different from the state-defined performance evaluation ratings if they also provide documentation of the relation between the practice ratings and state-defined performance evaluation ratings.

• School districts must define the manner in which evidence collected consistent with the instructional framework shall be used to determine a summative practice rating.

• Professional development provided as part of a remediation plan shall align to the National Staff Development Council’s Standards for Staff Development (2001).
Agenda

Administrative Rules Overview

General Rules for Practice

General Rules for Growth

State Model for Practice

State Model for Growth
Student Growth

- **Student growth** is a demonstrable change in a student’s learning between two or more points in time.
Student Growth Components

Assessments
- What assessments are used to measure attainment?
- How many assessments are required?

Metrics and Targets
- What metrics are used to measure growth?
- How are targets set?

Summative Ratings
- How is the evidence collected used to determine a teacher’s summative student growth rating?
### Assessments

- **What assessments are used to measure attainment?**
- **How many assessments are required?**

Assessments shall be defined according to three distinct types:

<table>
<thead>
<tr>
<th>Type I</th>
<th>Type II</th>
<th>Type III</th>
</tr>
</thead>
<tbody>
<tr>
<td>An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois</td>
<td>An assessment adopted or approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area</td>
<td>An assessment that is rigorous, aligned with the course’s curriculum, and that the evaluator and teacher determine measures student learning</td>
</tr>
<tr>
<td>Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series</td>
<td>Examples: Collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers</td>
<td>Examples: teacher-created assessments, assessments of student performance</td>
</tr>
</tbody>
</table>

Continued ...
Assessments

• What assessments are used to measure attainment?
• How many assessments are required?

- A Type I assessment may qualify as a Type II assessment when it is administered on a district-wide basis by all the teachers in a given grade level or subject.

- A Type I or Type II assessment may qualify as a Type III assessment when a teacher determines that it is aligned to the curriculum being taught and measures student learning in the appropriate subject area.
Recommendations: Student Growth

Assessments

- What assessments are used to measure attainment?
- How many assessments are required?

- Every teacher will be evaluated based upon data from at least two assessments, including:
  - at least one Type I or Type II assessment; and,
  - at least one Type III assessment.

- In the event that a Type I or Type II assessment cannot be identified, then the teacher and evaluator shall identify at least two Type III assessments.
Recommendations: Student Growth

Metrics and Targets

- What metrics are used to measure growth?
- How are targets set?

- Joint committees shall identify at least two metrics* employing data from:
  - at least one Type I or Type II assessment; and,
  - at least one Type III assessment.

- In the event that a Type I or Type II assessment cannot be identified, then the joint committee shall identify at least two metrics to employ data from each of at least two Type III assessments.

* See Appendix A: Sample Metrics
Recommendations: Student Growth

Metrics and Targets

• What metrics are used to measure growth?
• How are targets set?

• Joint committees shall work toward defining uniform definitions and processes for each adopted metric.

• Joint committees shall work toward determining how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be considered for each metric chosen to ensure that they best measure the impact that a teacher, school and school district have on students’ academic achievement.

Continued ...
Recommendations: Student Growth

Metrics and Targets

- What metrics are used to measure growth?
- How are targets set?

- Joint committees shall work toward setting growth targets, when appropriate, consistent with selected assessments and metrics.

- Joint committees shall work toward identifying a uniform process (to occur at the midpoint of the evaluation cycle) by which the teacher will collect interim data specific to student learning to allow for a teacher to assess his or her progress and adjust instruction as needed.

- The interim data shall not be used to determine the performance evaluation rating.
Recommendations: Student Growth

Summative Ratings

- How is the evidence collected used to determine a teacher’s summative student growth rating?

- Joint committees will work toward defining student growth rating categories that are different from the state-defined performance evaluation ratings if they also provide documentation of the relation between the growth ratings and state-defined performance evaluation ratings.

- Joint committees will work toward defining the manner in which findings from growth metrics shall be used to determine a summative growth rating.

- Professional development provided as part of a remediation plan shall align to the National Staff Development Council’s Standards for Staff Development (2001).
Performance Evaluation Rating

- The summative student growth rating shall comprise not less than 30% of a teacher’s final performance evaluation.
State Model
Recommendations
Agenda

- Administrative Rules Overview
- General Rules for Practice
- General Rules for Growth
- State Model for Practice
- State Model for Growth
Teacher Practice Components

Instructional Framework
- What is the instructional framework?
- How is the instructional framework used?

Evidence Collection
- What and how much evidence must be collected?
- How is the evidence collected shared with teachers?

Summative Ratings
- How is the evidence collected used to determine a teacher’s summative practice rating?
Recommendations: Teacher Practice

Instructional Framework

- What is the instructional framework?
- How is the instructional framework used?

- The State Model shall employ the Danielson *Framework for Teaching,* including all domains, components, and rating level labels defined in the published instructional framework.

* See Appendix B: Danielson Framework

Continued ...
Recommendations: Teacher Practice

Instructional Framework

- What is the instructional framework?
- How is the instructional framework used?

The process for conducting observations shall be the same as the process defined in the General Rules, plus:

- A beginning-of-year conference in which the teacher and evaluator meet to set goals for teacher practice and student growth, review a teacher self-reflection, and develop a written professional growth plan for the teacher; and,

- A mid-year conference in which the teacher and evaluator meet to discuss progress toward student growth and teacher practice goals; and,

- An end-of-year conference in which the teacher and evaluator meet to review evidence, the teacher’s performance evaluation rating, and report.
Recommendations: Teacher Practice

Evidence Collection

• What and how much evidence must be collected?
• How is the evidence collected shared with teachers?

• The process for collecting evidence shall be the same as the process defined in the General Rules:
  • Evidence of practice must be collected consistent with the Danielson Framework rubric.
  • Evaluators and their designees must create a record of evidence that is devoid of their own judgment or presumption.
  • For non-probationary teachers, a minimum of two (2) observations (one formal) for each evaluation cycle are required.
  • For probationary teachers a minimum of three (3) observations (two formal) for each year are required.

Continued ...
Recommendations: Teacher Practice

Evidence Collection

• What and how much evidence must be collected?
• How is the evidence collected shared with teachers?

The process for collecting evidence shall be the same as the process defined in the General Rules:

• The observer must share the evidence used and judgment made with the teacher in each formal observation post-conference.
• The evidence used must link to the rubric, and the complete record of evidence must include evidence for each part of the instructional framework.
Teacher practice rating categories for the state model are unsatisfactory, basic, proficient, and distinguished.

Non-regulatory guidelines will provide models for determining summative practice ratings based upon evidence collected using the Danielson rubric.

Summative Ratings

- How is the evidence collected used to determine a teacher’s practice rating?
Agenda

- Administrative Rules Overview
- General Rules for Practice
- General Rules for Growth
- State Model for Practice
- State Model for Growth
Student Growth Components

Assessments
- What assessments are used to measure attainment?

Metrics and Targets
- What metrics are used to measure growth?
- How are targets set?

Summative Ratings
- How is the evidence collected used to determine a teacher’s summative student growth rating?
Recommendations: Student Growth

Assessments

• What assessments are used to measure attainment?

• The PEAC, in consultation with subject-matter and grade-level teacher experts, will define a Type I or Type II assessment for most grade-level and subject courses offered in the state of Illinois, which will be maintained by ISBE.

• The PEAC will define a multi-phase approach to naming specific assessments for courses by 2015-16 including, as needed, additional rule-making.
Recommendations: Student Growth

Metrics and Targets

- What metrics are used to measure growth?
- How are targets set?

- The PEAC, in consultation with subject-matter and grade-level teachers, experts will identify appropriate metrics for each of the identified assessments.
- The PEAC will define a student learning objective (SLO) process for assessments without superior metrics.
- The PEAC will set growth targets and ratings definitions for each of the metrics defined in the State Model.
- The PEAC will define a multi-phase approach to naming specific metric for courses by 2015-16 including, as needed, additional rule-making.
Recommendations: Student Growth

Summative Ratings

• How is the evidence collected used to determine a teacher’s student growth rating?

• The PEAC will define four student growth rating levels.

• The PEAC, in consultation with appropriate teachers and experts will provide models for determining summative practice ratings based upon ratings from each of the defined metrics.
Performance Evaluation Rating

- Each teacher’s final performance evaluation rating shall comprise of 50% measures of teacher practice and 50% measures of student growth.
- Final performance evaluation ratings shall be determined using a simple matrix for combining teacher practice ratings with student growth ratings.
- The PEAC will define the matrix, including a process for resolving significant inconsistencies between practice and growth ratings.
## Appendix A: Sample Metrics

<table>
<thead>
<tr>
<th>Metric Type</th>
<th>Proficiency Norms</th>
<th>Transition Table</th>
<th>Simple Growth</th>
<th>Projected Growth</th>
<th>Complex Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Compares attainment to published proficiency standards or attainment targets</td>
<td>Compares attainment each year, examining whether a student met or exceeded standards from one grade level to the next</td>
<td>Compares post-test performance with pre-test performance to measure growth</td>
<td>Sets an expected growth target based upon pre-test performance and measures growth to target</td>
<td>Compares a student attainment over time, controlling for selected factors</td>
</tr>
<tr>
<td><strong>Common Types</strong></td>
<td>State proficiency standards, course examination passing score, grade-level norms</td>
<td>Comparison by grade-level, comparison sub-group</td>
<td>Pre-test to post-test comparisons, standards-aligned assessment comparisons</td>
<td>Population-similar targets, performance-similar targets, multiple-factors targets</td>
<td>Value-added, longitudinal comparison of growth</td>
</tr>
<tr>
<td><strong>Example Systems</strong></td>
<td>ISAT cut scores, MAP national grade-level norms</td>
<td>ISAT rating of Below Standards, Meets Standards, or Exceeds Standards in one grade compared with performance the following year</td>
<td>Everyday Math end of course examination at end of year compared with beginning of year, change in MAP RIT score over time</td>
<td>MAP growth targets, SCANTRON growth targets, EPAS expected gains</td>
<td>VARC VAM EVAAS VAM Colorado Growth Model</td>
</tr>
<tr>
<td><strong>Potential Pitfalls</strong></td>
<td>Should only be used when no pre-test is available (i.e. student’s first experience in a subject)</td>
<td>May lead to over-emphasis on “bubble” students who are close to the line between categories</td>
<td>Ignores some differences among starting points, thereby mitigating ability to capture all gains</td>
<td>Ignores some population differences (e.g. SES)</td>
<td>Most accurate with several data points, some limited reliability identifying teacher value added</td>
</tr>
</tbody>
</table>
# Appendix A: Sample Metrics

<table>
<thead>
<tr>
<th>Metric Type</th>
<th>Student Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Standard process for setting targets for student growth over time</td>
</tr>
<tr>
<td><strong>Common Types</strong></td>
<td>Targets by assessment, targets by student population, targets by pretest performance</td>
</tr>
<tr>
<td><strong>Example Systems</strong></td>
<td>Austin, Denver, Charlotte-Mecklenburg, New Haven, Hillsborough County FL, DC IMPACT</td>
</tr>
<tr>
<td><strong>Potential Pitfalls</strong></td>
<td>Professional discretion is required to set and evaluate rigor of growth targets</td>
</tr>
</tbody>
</table>
## Appendix B: Danielson Framework

### The Framework for Teaching: Components of Professional Practice

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Domain 2: The Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrating Knowledge of Content and Pedagogy Demonstrating</td>
<td>• Creating an Environment of Respect and Rapport</td>
</tr>
<tr>
<td>• Knowledge of Students</td>
<td>• Establishing a Culture for Learning</td>
</tr>
<tr>
<td>• Setting Instructional Outcomes</td>
<td>• Managing Classroom Procedures</td>
</tr>
<tr>
<td>• Demonstrating Knowledge of Resources</td>
<td>• Managing Student Behavior</td>
</tr>
<tr>
<td>• Designing Coherent Instruction</td>
<td>• Organizing Physical Space</td>
</tr>
<tr>
<td>• Designing Student Assessments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 4: Professional Responsibilities</th>
<th>Domain 3: Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reflecting on Teaching</td>
<td>• Communicating with Students</td>
</tr>
<tr>
<td>• Maintaining Accurate Records</td>
<td>• Using Questioning and Discussion</td>
</tr>
<tr>
<td>• Communicating with Families</td>
<td>• Techniques</td>
</tr>
<tr>
<td>• Participating in a Professional Community</td>
<td>• Engaging Students in Learning</td>
</tr>
<tr>
<td>• Growing and Developing Professionally</td>
<td>• Using Assessment in Instruction</td>
</tr>
<tr>
<td>• Showing Professionalism</td>
<td>• Demonstrating Flexibility and Responsiveness</td>
</tr>
</tbody>
</table>