



Your Virtual

PERA Coach

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A publication created by the Performance Evaluation Advisory Council and the Illinois State Board of Education to guide you in implementing the *Performance Evaluation Reform Act*.

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Dear Illinois Educator,

We know how busy you are trying to fit in everything that needs to be done before the 2015-16 school year comes to a close. And, at the same time as you are doing all of this, we know you are also finalizing plans to implement your performance evaluation system, or to continue on, as in the case of our early implementers.

In this final issue of the Virtual PERA Coach, we provide you with additional steps to put in place to ensure a smooth and effective process. You will want to consider the types and purposes of evaluation data to collect. You will also need to consider how you are going to sustain your performance evaluation system so that ongoing training/retraining of staff, monitoring, and feedback are all regular components.

This issue also contains a request for your feedback. Please take a few minutes to let us know if we have helped you plan for implementing PERA and how we might be able to assist you in the future.

On behalf of all members of the Performance Evaluation Advisory Council, we thank you for everything you do to make a difference in the education of Illinois students.



HOW TO USE EVALUATION DATA

Collecting data on teacher evaluation at the district level can provide useful information for analysis. PEAC will be releasing a guidance document in June that will help school districts learn ways in which they can use the data they collect.

The following is a sneak preview of some of the information you will be able to find in this upcoming document. Check the [PEAC website](#) in June to see the guide in its entirety.

Types of teacher evaluation data to be considered for collection:

- Each observation rating by indicator
- Overall professional practice rating
- Each student growth rating
- Overall student growth rating
- Summative rating
- School
- Tenure status
- Years experience
- Program (general education, teachers of English Language Learners, teachers of students with disabilities)
- Gender
- Ethnicity

Collecting basic teacher evaluation data allows the district to determine if there are differences across schools or between and among different categories of teachers. Collecting observation ratings by indicator helps district leaders see how teachers and evaluators are performing. Professional practice and student growth ratings allow the district to see how evaluators arrive at summative scores. Additionally, analyzing results by teacher gender and ethnicity may reveal differences and nuances that can help evaluators refine their practice. Use caution, however, drawing conclusions especially when dealing with small sample sizes in particular categories.

Purposes of Data Collection

Prior to collecting any data, the district in collaboration with the PERA joint committee, should determine the purpose and outcomes for data collection and analysis. Which individuals or group will use the collected information to make decisions and what types of decisions will they make? Following are some suggestions for purposes of data collection and the types of decisions for which they might be used.

Monitor fidelity of implementation

Monitor alignment of ratings

Can be used to answer the question - "Do the measures show consistency between professional practice and student growth ratings?" Differences between the ratings might call for a follow-up study to look at all possible causes.

Monitor distribution of ratings

Can be used to answer the question - "How are ratings distributed across schools, grade levels and subjects?"

Measure system impact

Can be used to answer the questions - "What do these data tell us about teacher strengths and weaknesses? What components show strength and weakness across the district? How can these data inform upcoming professional development?"

Examine educator perceptions

Teachers and evaluators should be asked their opinions about the evaluation system. They can be asked if they think the evaluation system is helpful and making a difference.



PERA Joint Committees and school districts need to think about how they are going to keep the performance evaluation process running smoothly once implementation begins. Following are three areas you will want to consider as starting points for planning for sustainability.

For All Staff:

Assessment/Rubric Development - there should be a process to regularly monitor and revise assessments based on data so they accurately reflect student growth and the teachers' contribution to it.

Replacing Members of the PERA Joint Committee - there should be a system developed to ensure that the committee is composed of equal representation selected by the district and its teachers (in accordance with state statute), in anticipation of members coming on or off the committee.

Ongoing Professional Development - there should be regularly scheduled learning opportunities that focus on professional practice, an understanding of the instructional framework/rubric used to evaluate it, and on assessments and ways to measure student growth.

For Evaluators:

In addition to the three areas mentioned above, school districts will also want to put a plan in place for providing continuous support/training for evaluators. The PEAC guidance document, [PEAC Recommendations for Supporting Evaluators of Teachers, Principals, and Assistant Principals](#), can help with this.

The guidance document suggests **ongoing training** for evaluators in the following areas:

- Observation of practice
- Student growth
- Evaluating teachers working in specialized disciplines, including students with disabilities, English learners, and early childhood students
- Summative ratings, feedback, and improvement plan

PEAC recommends planning **learning activities** in which evaluators can participate to reinforce their skills in:

- Recognizing and controlling for bias
- Understanding and using the three types of assessments to determine a teacher's contribution to student growth (click [here](#) for a review of the three types of assessments)
- Demonstrating high inter-rater reliability
- Providing constructive feedback based on evidence to promote professional growth
- Refining observation skills (e.g. engaging in observation practice activities and comparing evaluators' evidence and ratings to master-scored evidence)

As a reminder, all evaluators are required to complete retraining within five years after taking the initial evaluator certification training. Evaluators must complete training in the areas of both professional practice and student growth.

Frequently Asked Question About Assessment Decisions:

Question: Do all assessments used to measure student growth have to be identified and/or created by now?

Answer: Decisions about the **type of assessments and weightings** need to be completed now but the actual assessments don't have to be created/identified yet - conceptual agreement at this point is sufficient.

Keep in mind that assessments will continue to be changed completely or modified slightly as teachers learn how the identified assessment instruments work and understand more about the kinds of questions and tasks needed to assess student growth.

Tell Us What You Think

Please take a few minutes to **answer a short survey** to give us feedback about the Virtual PERA Coach. We want to know if we have helped you to plan for implementation of the Performance Evaluation Reform Act and how we might be able to assist you in the future. Click [here](#) to take the survey.

Additional Website Links and Resources

[Illinois State Board of Education's PERA webpage](#) This site contains information and links to resources about the Performance Evaluation Reform Act.

[Performance Evaluation Advisory Council's \(PEAC\) webpage](#) This site contains links to guidance documents and resources to help teachers, administrators, PERA Joint Committees, and School Boards implement the Performance Evaluation Reform Act.

Previous PERA Coach Issues

Click the following links to view previous issues of Your Virtual PERA Coach

[October Issue](#) - focus on getting started and the work of the PERA joint committee

[November Issue](#) - focus on developing a communication plan and evaluating teacher practice

[December Issue](#) - focus on assessing student growth

[January Issue](#) - continued focus on assessing student growth and student learning objectives

[February Issue](#) - focus on optional weightings and determining Summative Ratings

[March Issue](#) - spotlight on two district's journey to PERA implementation

[April Issue](#) - getting ready for implementation and preparing an on-going communications plan

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Questions or Topic Suggestions

Use this [link](#) to submit questions or topic suggestions for future issues



