Your Virtual
PERA Coach

Issue Number 16 - August 2018

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*.

IN THIS ISSUE

Dear Illinois Educator,

Welcome to the 2018-19 school year and the third year of full implementation of PERA (the Performance Evaluation Reform Act) for the majority of our school districts. Your district's performance evaluation process should now be fairly routine as it follows its cyclical timeline.

In this issue, we will provide you with reminders of the beginning of the year PERA requirements, answers to questions we were asked about who evaluates principals/assistant principals and the retraining timeline, evaluation cycle components, hallmarks of an effective evaluation system, suggested annual professional development activities for evaluators, and tools you can use to assess your district's performance evaluation system.

As PEAC members, we continue to work with you for continuous improvement and to make education in Illinois the best for our students and staff. Here's to a 2018-19 school year filled with growth and learning.

Please let us know if there are specific topics or questions you would like to see addressed in upcoming issues of the PERA Coach by using this link or the one at the bottom of this issue.

Sincerely,

The Performance Evaluation Advisory Council

As you schedule meetings and prepare written communications for the beginning of the year, remember the following requirements per part 50 of the Administrative Rules:

At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:

1) a copy of the rubric to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating;

2) a summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of "excellent", "proficient", "needs improvement", and "unsatisfactory" as set forth in Sections 24A-5(e) and 34-85c of the School Code; and

3) a summary of the district's procedures related to the provision of professional development in the event a teacher receives a "needs improvement" or remediation in the event a teacher receives an "unsatisfactory" rating to include evaluation tools to be used during the remediation period.

Our Readers Ask

Dear PERA Coach,
What are the licensure requirements for evaluating an assistant principal or principal? Does it have to be the superintendent that evaluates them?

Dear Reader,
We reference Part 50.300 and 105 ILCS 5/24 for the answer and are also checking with ISBE for clarification.
Based upon regulations, the evaluator can be a superintendent but can also be a designee or an individual appointed by the school board who holds a registered Type 75 State administrative certificate **and** who has completed the prequalification process and any retraining, as applicable. An exception to this is **if** the person being evaluated serves as both the principal and the district superintendent, then the local board of education shall appoint an evaluator who has a superintendent endorsement and who has completed the prequalification process/retraining, as applicable.

From Part 50.300 (click here for a link to Part 50.300 in its entirety)
. . . "*The plan shall identify the person who will evaluate the principal or assistant principal. For a principal who also serves as the district superintendent, the evaluator shall be appointed by the local board of education, and the board's appointment shall not be the person whose performance as principal is being evaluated. The evaluator so appointed shall hold a current and valid professional educator license endorsed for superintendent issued under Article 21B of the School Code and have completed the prequalification process and any retraining, as applicable, required under Section 24A-3 of the School Code or Subpart E of this Part. . . .*"

And from 105 ILCS 5/24 - (c) (click here for a link to Article 24A (Evaluation of Certified Employees)

"The evaluation for a principal must be performed by the district superintendent, the superintendent's designee, or, in the absence of the superintendent or his or her designee, an individual appointed by the school board who holds a registered Type 75 State administrative certificate."

Dear PERA Coach,
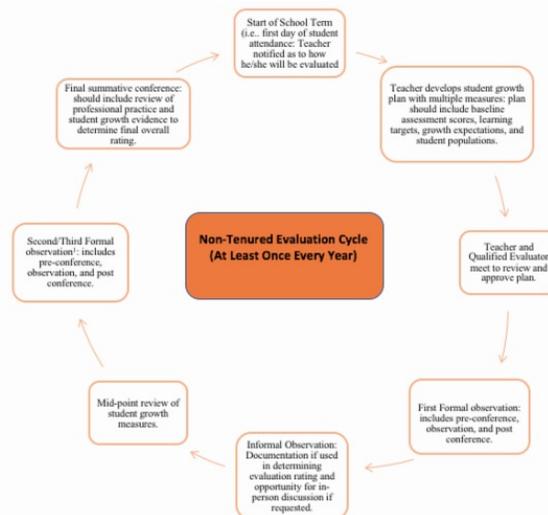When do Evaluators need to take the retraining?

Dear Reader,
Evaluators who have taken the initial evaluator training (Growth Through Learning Modules or district developed) must complete retraining "once within the next renewal cycle"(105 ILCS 5/24A-3). The chart linked below provides a guide for determining when retraining must be completed. Note that retraining is connected to the renewal cycle of the license (PEL).

Re-training cannot be taken early. It must be taken in the NEXT renewal cycle following the initial pre-qualification training, or re-training credit cannot be awarded. Furthermore, both teacher and principal evaluators must have successfully completed the initial training before completing re-training. Re-training credit cannot be awarded without having first completed initial training. Click here for a chart showing sample timeline scenarios for retraining for evaluators.

The Performance Evaluation System follows a cycle that includes requirements for including Professional Practice and Student Growth components into the process. You can use the diagrams below to see what the evaluation cycle looks like for Tenured and Non-Tenured Teachers. Note that while a meeting is not required, many evaluators conference in the beginning of the school year with teachers who are being evaluated. They review/approve the teachers' growth plans, discuss their professional practice goals and/or optional self-evaluations that some districts incorporate into their systems.
Click here for full-size charts.

Start of School Term (i.e.. first day of student attendance: Teacher notified as to how he/she will be evaluated

Teacher develops student growth plan with multiple measures: plan should include baseline assessment scores, learning targets, growth expectations, and student populations.

Final summative conference: should include review of professional practice and student growth evidence to determine final overall rating.

Tenured Evaluation Cycle (At least once every two years[1])

Teacher and Qualified Evaluator meet to review and approve plan.

Second Formal observation option[2]: includes pre-conference, observation, and post conference.

First Formal observation: includes pre-conference, observation, and post conference.

Mid-point review of student growth measures.

Informal Observation(s): Documentation if used in determining evaluation rating and opportunity for in-person discussion if requested.

1 Tenured teachers who received a Needs Improvement or Unsatisfactory Rating the previous year must be evaluated the following year and have a minimum of 3 observations, two being formal

2 Observation Requirement: A minimum of 2 observations required each year, of which 1 must be formal

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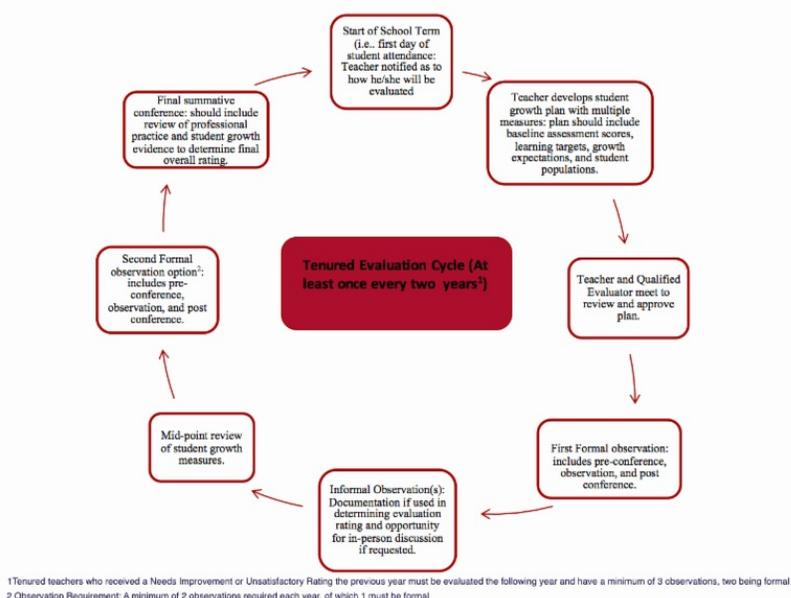
PROFESSIONAL DEVELOPMENT FOR EVALUATORS

Effective performance evaluation systems include on-going professional development. Opportunities should be provided for both evaluators and teachers to learn more about instructional practice components that impact student achievement.

It is important for evaluators within a district to implement the district's evaluation system and rate teachers in a consistent manner.

Evaluators should participate in activities that include the following suggested topics to help ensure consistency:

- Shared understanding of what effective practice looks like at each level of performance
- Evaluation practices/protocols including pre/post conference and observation procedures
- Inter-rater reliability/calibration activities (can view classroom observation videos found on the internet or filmed in district)
- Paired observations
- Peer review of evidence collected from each other's observation (can use the following sample rubric for rating the quality of the evidence collected)

Sample rubric to use for rating the quality of observation evidence collected as part of a peer review activity. Click here to see the full-size rubric.

Observation Report Quality Rating Rubric

Adapted from Achieve NJ

This rubric is a tool that may be used by evaluators to work towards producing high-quality, classroom observation reports.

QUALITY OF EVIDENCE

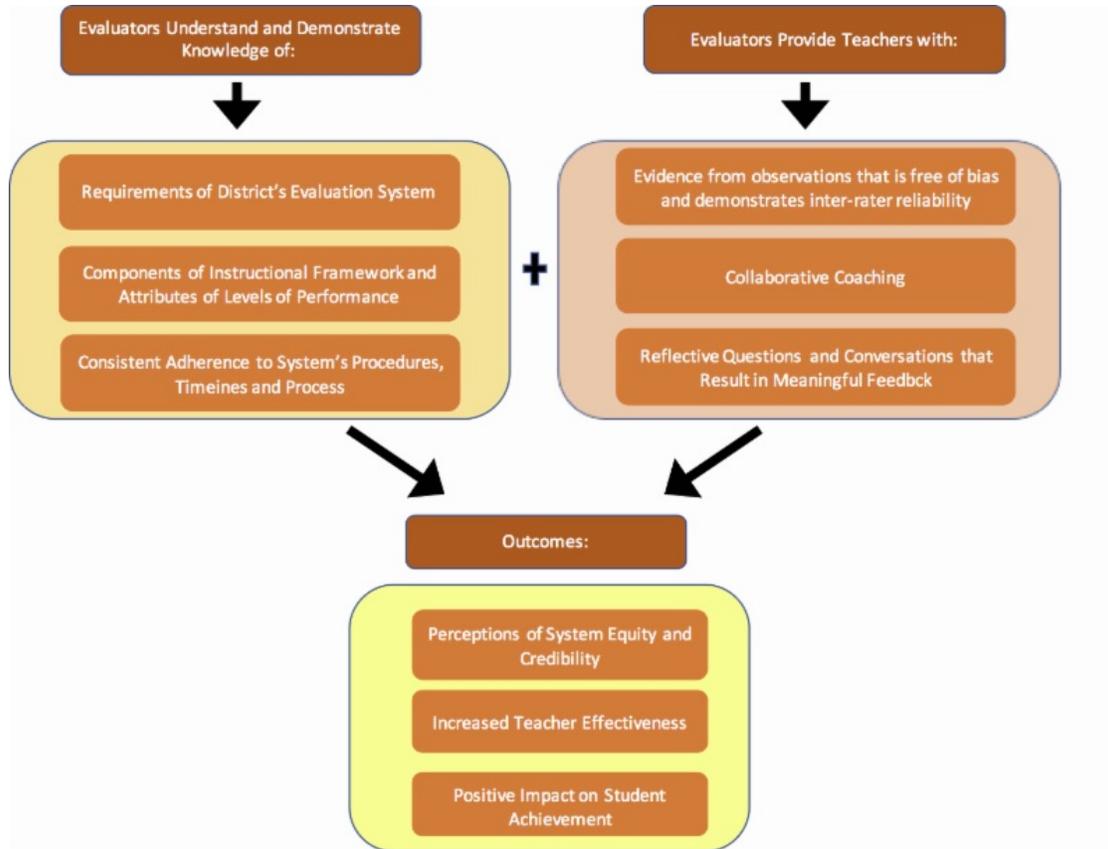| AREA OF FOCUS	Excellent	Good	Fair	Inadequate
OBJECTIVE EVIDENCE	All evidence is consistently objective and specific. There are no generalities, conclusions or opinions.	Most evidence is objective and specific. There are few generalities, conclusions and/or opinions.	Evidence is often subjective and/or general and may include conclusions or opinions.	There is little objective evidence detailing what took place in the classroom.
TEXTURE of EVIDENCE	Cites extensive quantitative[1] and qualitative[2] evidence of the observed behavior and speech of the teacher and students. Quotations from the classroom regularly and effectively support qualitative evidence.	Cites quantitative and qualitative evidence that illustrates the behavior and speech of both the teacher and the students in the classroom.	Evidence of teacher and student behavior and/or speech is limited.	Evidence does not illustrate the behavior or the speech of either the teacher or the students.
ALIGNMENT WITH CRITICAL ATTRIBUTES	Accurately assigns quantitative and rich qualitative evidence to the indicators or standards predetermined as being essential to the instructional period observed.	Accurately assigns some evidence to all of the indicators or standards predetermined as essential to the observed instructional period.	Assigns some evidence to some of the indicators or standards predetermined as essential to the observed instructional period.	Evidence is missing for most of the predetermined indicators or standards.
ORGANIZATION OF EVIDENCE	Evidence is well organized, and provides the evaluator with a clear and objective picture of the teaching and learning that occurred during the instructional period.	Evidence is adequately organized and provides the evaluator with a good sense of the teaching and learning that took place.	Evidence is poorly organized and provides the evaluator with limited insight into the teaching and learning that took place during the instructional period.	Evidence is disorganized and provides the evaluator with little understanding of the teaching and learning that took place during the instructional period.

1. Quantitative: Evidence with a numerical basis e.g., "5 of the 17 students raised their hands."
2. Qualitative: Evidence based on descriptive information e.g., " The students were seated in groups of four and all five groups were engaged in academic conversation."

COMPONENTS AND OUTCOMES OF EFFECTIVE EVALUATION SYSTEMS

Click here to view a full-size chart showing what evaluators should understand, demonstrate and provide teachers with and the expected outcomes when these components are in place.

Evaluators Understand and Demonstrate Knowledge of:		Evaluators Provide Teachers with:
Requirements of District's Evaluation System		Evidence from observations that is free of bias and demonstrates inter-rater reliability
Components of Instructional Framework and Attributes of Levels of Performance	**+**	Collaborative Coaching
Consistent Adherence to System's Procedures, Timeines and Process		Reflective Questions and Conversations that Result in Meaningful Feedbck

Outcomes:

- Perceptions of System Equity and Credibility
- Increased Teacher Effectiveness
- Positive Impact on Student Achievement

Reflection: How Has Your Evaluation System Changed?

When PERA is implemented effectively, the resulting performance evaluation system should look differently than most teacher evaluation systems of the past. Use the following chart to reflect upon the changes that have occurred in your school district. This topic could make for a meaningful conversation to have with your PERA Joint Committee.

FROM		TO
Little Reflection	➡	Reflective Process
Top Down	➡	Collaborative
One-Way	➡	Two-Way
Undefined Support	➡	Clear, Consistent Support
Insignificant	➡	Meaningful
Undefined Student Growth Expectations	➡	Student Growth Focus Intended to Improve Teaching and Learning

We Want to Hear From You

We want our upcoming issues of the PERA Coach to be responsive to your needs and to reflect the work that is occurring in school districts throughout the state.

What questions do you have about PERA implementation?

Would you be willing to share any success stories or lessons learned as you have implemented PERA in your district ?

Use this link to submit your questions or to provide contact information to share your PERA story.

Additional Resources

Illinois State Board of Education Webpage - Educator Evaluations - PEAC web page This site contains links to guidance documents, resources, and past PERA Coach Newsletters to help teachers, administrators, PERA Joint Committees, and School Boards implement the Performance Evaluation Reform Act.

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