



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,

In this final issue, we answer the questions you have asked us as readers and provide you with information about topics you wanted us to address. First, we will review the PERA requirements for developing professional development and remediation plans. We will then continue to help you sharpen your observation skills and provide you with indicators to look for when observing professional practice in each of the components of the Danielson Framework for Teaching. We will also respond to your questions about evaluating special education classes. And lastly, we will remind you of the revised prequalification and retraining process for evaluators.

Thank you to all of the readers who took the time to email us and/or take the survey that was included in the previous issues of the PERA Coach. We value your input.

May your spring be filled with renewal and growth; both professional and personal.

Sincerely,

The Performance Evaluation Advisory Council



Our Readers Ask



Dear PERA Coach,

I am working on my summative ratings for the teachers I evaluate. Can you remind me what the PERA requirements are for Remediation or Professional Development Plans?

Dear Reader,

As a reminder, if a tenured teacher receives a **Needs Improvement** rating, the school district has 30 school days to develop a **Professional Development Plan**, in consultation with the teacher. This plan must be targeted to the areas that need improvement and include any supports the district will provide to address the areas that need improvement.

If a tenured teacher receives an **Unsatisfactory** rating, the school district has 30 school days in which it must develop and begin a **Remediation Plan** for that teacher. The plan must provide for 90 school days of remediation (unless an applicable collective bargaining agreement provides for a shorter duration). The plan must identify the deficiencies that must be corrected and include the teacher, an evaluator and a consulting teacher (who has at least 5 years' teaching experience, reasonable familiarity with the assignment of the teacher being evaluated, and have received an "excellent" rating on his/her most recent evaluations). The evaluation plan must include an evaluation by an evaluator at the mid-point and at the end of the remediation period (this means there needs to be a formal rating at 45 and 90 days).

Professional Development Plans vs. Remediation Plans

Question	Professional Development Plan	Remediation Plan
When must the plan be implemented?	Within 30 school days after the completion of an evaluation with a <i>needs improvement</i> rating	Within 30 school days after the completion of an evaluation with an <i>unsatisfactory</i> rating
Who creates the plan?	The evaluator, in consultation with the teacher	The school district
Who must participate in the plan?	The teacher and the evaluator	The teacher, an evaluator and a consulting teacher
What must the plan take into account?	The teacher's on-going professional responsibilities, including his/her regular teaching assignments	Not specified in PERA
What is the duration of the plan?	Not specified in PERA	90 school days (unless a collective bargaining agreement provides for a shorter timeline)
What are the requirements for monitoring progress?	Not specified in PERA	An evaluation by an evaluator at the mid-point and end of the remediation period (45 and 90 days). An evaluation must be issued and discussed with the teacher within 10 school days after the date of the evaluation (unless a collective bargaining agreement provides for a different timeline).
What is the focus of the plan?	The plan must be targeted to the areas that need improvement and include any supports the district will provide to address the areas that need improvement. Any professional development provided as part of the plan must be aligned to the Standards for Professional Learning published by Learning Forward.	The plan shall focus on the cited deficiencies that must be corrected; provided the deficiencies are deemed remediable. Any professional development provided as part of the plan must be aligned to the Standards for Professional Learning published by Learning Forward.
What happens at the conclusion of the plan?	PERA does not specify what next steps should be taken for teachers who receive repeated <i>needs improvement</i> ratings. Many districts' PERA Joint Committees establish local decision rules to guide their response to this scenario. Note: Teachers must be rated at least once in the school year following the assignment of a <i>needs improvement</i> rating.	The school district can begin dismissal procedures (in accordance with Illinois School Code subsection (d) of Section 24-12, Section 24-16.5 or 34-85) of any teacher who does not complete a remediation plan with a summative rating equal to or better than <i>proficient</i> or <i>excellent</i> . Teachers who achieve a <i>proficient</i> or <i>excellent</i> rating are reinstated to the district's evaluation schedule. Note: Teachers must be rated at least once in the school year following the assignment of an <i>unsatisfactory</i> rating. If a tenured teacher successfully completes a remediation plan and receives a subsequent rating of <i>unsatisfactory</i> in the 36-month period following the completion of the remediation plan, the district may forego remediation and seek dismissal.

Click [here](#) for a full-size copy of the above chart that compares Professional Development Plans and Remediation Plans

Additional Resources about Professional Development and Remediation Plans

[PEAC's guidance document about Needs Improvement ratings and Professional Development Plans](#)

[A summary page about Professional Development Plans](#)

[A summary page about Remediation Plans](#)

[An example of a Remediation Plan](#) (Note: Be sure to check with your school district and/or district's attorney before using this example plan as a model for a remediation plan).

PERA Sources:

[Illinois School Code, 105 ILCS 24A-5\(i-k\)](#)

[Part 50 of the Illinois Administrative Code](#)



Dear PERA Coach,

In the previous issue of the PERA Coach, you included a review sheet of key elements and actions to look for when observing component 3b of the Danielson Framework. This tool would be a great resource for our candidates. Can you tell me where I can find summary sheets like this one for the other components of the framework?

Dear Reader,

You can find the elements, critical attributes and possible examples for each of the components of the Danielson Framework for Teaching in the Framework for Teaching Evaluation Instrument, 2013 or 2011 edition. This resource is available for free from the [Danielson Group website](#) or through Amazon.

We have also created [additional summary sheets of indicators and "look-fors"](#) for each of the observable domains of the Danielson Framework for Teaching for you to download.



Evaluation of Special Education

Dear PERA Coach,

I would like to know how I can evaluate special education teachers more fairly. The components in the Danielson Framework for Teaching pertain mostly to general education classes. Why isn't there more of an effort to create a separate, more specific way of evaluating special education teachers?

Dear Reader,

Many school districts create their own modified rubrics for specialists, including special education teachers. This work is generally done through the PERA Joint Committee or a sub-committee made up of specialists, teachers and administrators.

In addition, to address the questions about evaluation of special education classes, the Danielson Group has created a set of scenarios; extended examples of practice for each component across all four levels of performance. They highlight examples in Domains 2 and 3 that pertain to teaching students with 1) autism, 2) multiple disabilities, 3) behavioral disabilities and 4) mild/moderate disabilities.

You can download these special education scenarios from the [Danielson Group website](#).



Evaluator Prequalification and Retraining Reminders

Reminder about Prequalification and Evaluator Retraining Process

The Illinois State Board of Education (ISBE) ended its contract with Growth Through Learning, which had provided the state program to prequalify evaluators since 2012. The new state prequalification academy (required for any individual seeking approval to be an evaluator of teachers or principals) and retraining academies (click [here](#) to see a timeline of scenarios showing when evaluators must complete retraining) were developed under the auspices of the Performance Evaluation Advisory Council (PEAC). The new training programs have the following features:

- A face-to-face training experience that includes opportunities for evaluators to practice evaluator competencies
- Requirement of individual pre-work and learning prior to admittance to the face-to-face training
- A required post-training assessment of state evaluator competencies, completed by the individual in person in front of the training's provider.

Prospective or current evaluators can sign up for the required Administrator Academies

through the provider offering the training (local Regional Office of Education/Intermediate Service Centers, Illinois Association of School Administrators, Illinois Principals Association, or Chicago Public Schools).

A calendar is maintained on the IARSS (Illinois Association of Regional Superintendents of Schools) website that lists all scheduled occurrences of the Prequalification and Retraining Classes across the state. The calendar can be found through this [link](#).

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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