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
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

<table>
<thead>
<tr>
<th>Question</th>
<th>Professional Development Plan</th>
<th>Remediation Plan</th>
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<tbody>
<tr>
<td>When must the plan be implemented?</td>
<td>Within 30 school days after the completion of an evaluation with a needs improvement rating.</td>
<td>Within 30 school days after the completion of an evaluation with an unsatisfactory rating.</td>
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<tr>
<td>Who develops the plan?</td>
<td>The principal or another designated administrator in consultation with the teacher.</td>
<td>The teacher, an evaluator and a consulting teacher.</td>
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<tr>
<td>What must the plan include?</td>
<td>The teacher’s on-going professional responsibilities, including their regular teaching assignments.</td>
<td>Not specified in PERA.</td>
</tr>
<tr>
<td>What is the focus of the plan?</td>
<td>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.</td>
<td>The plan shall focus on the identified deficiencies that must be corrected; provided the deficiencies are deemed remediable.</td>
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<tr>
<td>What happens at the conclusion of the plan?</td>
<td>PERA does not specify what next steps should be taken for teachers who receive repeated needs improvement ratings. Many districts and/or consultants establish local decision rules to guide this response to this scenario.</td>
<td>The school district can begin dismissal procedures in accordance with Illinois School Code subsections (b) of Sections 24-12, Section 24-16.5 or 24-45 if an teacher who does not complete a remedial plan with a summative rating equal to or better than proficient or excellent.</td>
</tr>
</tbody>
</table>

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.

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.

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.

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**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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**Funding Source**

Publication of *Your Virtual PERA Coach* is made possible through a grant funded by [the Joyce Foundation](#).

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