

**Consortium for Educational Change (CEC)
TEACHER AND PRINCIPAL EVALUATION
WITH STUDENT GROWTH COMPONENT**

CEC has worked with over 100 Illinois districts to develop and refine teacher evaluation systems since the passage of the 2010 Performance Evaluation Reform Act (PERA). CEC supports this work with a cadre of trainers and facilitators across Illinois, including CEC consultants, school and teacher leaders, and union staff members.

CEC is the lead agency of the Illinois Performance Evaluation Growth Through Learning Partnership Group, and has received the contract from the State of Illinois to develop a pre-qualification training program and assessments for both professional practice and student growth (www.growththroughlearningillinois.org.) In addition, CEC has worked with union partners to put in place the Illinois Teacher Evaluation and Development Program (ITED), providing a comprehensive guidebook (<http://ited.cecillinois.org/>) for district joint committees designing teacher evaluation systems that include student growth measures.

CEC sees teacher and principal evaluation as part of a collaborative structure for comprehensive school reform, not simply as an accountability tool. Using a research-based 360 model, CEC helps districts align the teacher and principal evaluation systems to focus on developing a culture of continuous improvement. The primary levers for change are focus on student growth, data-driven goal setting, quality observations, effective formative and summative feedback, school-based professional communities, a 360 administrator evaluation, relationships between the principal and the teachers, and professional development based on identified needs.

CEC is a state leader in teacher and principal evaluation, and has worked with SIG districts to refine their evaluation systems to include student growth as a significant factor, multiple observation-based assessments of performance, ongoing collection and analysis of student achievement results, teacher ratings with high standards and expectations, and collaboration with teachers, staff, and principals.