



Peer Evaluation in Race to the Top Participating Districts

March 20, 2013



Upcoming Dates

- **Performance Metrics Webinars:**
 - March 21 & March 28 – 9:30 – 11:30am (same material on both dates)

- **FY14 Scope of Work, Budget, and Data Collection Webinars:**
 - April 4 & April 11 – 9:30 – 11:30am (same material on both dates)



RttT Peer Evaluation Requirement

- As a RttT Participating District, you agreed to establish a formal peer evaluation system that is used for a significant portion of summative evaluations and can be used as part of evaluations during teacher remediation.
- In addition, RttT Participating Districts agreed to use positive performance evaluations as part of the basis for selecting peer evaluators (and mentors).
 - RttT Letter of Intent:
http://www.isbe.net/racetothetop/PDF/phase3_stmt_of_intent.pdf
 - RttT Expectations and Timeline:
http://www.isbe.net/racetothetop/PDF/rttt3_lea_expectations_timeline.pdf
 - RttT Frequently Asked Questions:
http://isbe.net/racetothetop/PDF/phase3_lea_faq.pdf



RttT Peer Evaluation Requirement

- Each Participating District and its local teachers union have agreed to work together to develop a “peer evaluation system” including determining what a "significant portion" means in their local context.
- ISBE will review these determinations for reasonableness. If the district and union fail to come to an agreement, ISBE may get involved to facilitate a resolution.
- To the extent that ISBE determines that the Participating District is not working towards implementation, ISBE may take appropriate action up to and including grant termination and recovery.



Implementation Timeline

- ISBE expects that peer evaluation systems can be in place on a "formative" basis during the 2013-2014 school year, provided that the peer evaluations are used summative evaluation ratings beginning in the 2014-2015 school year.
- The timeline for implementation of a peer evaluation system is not impacted by whether a Participating LEA is fully implementing PERA in 2014-15 or 2015-16.

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|---------------------------------------|----------------|---|
| Peer Evaluation Pilot | 2013-14 | All RttT Participating Districts |
| Peer Evaluation Implementation | 2014-15 | All RttT Participating Districts |

http://isbe.net/racetothetop/PDF/phase3_lea_faq.pdf



Peer Evaluation in the Illinois School Code

Peer Evaluators can be used when they meet two criteria:

- a) They are qualified under the State-approved training program
- b) The district and the union have agreed to those individuals serving as peer evaluators

See 105 ILCS 5/24A-2.5



Existing Resources

- ISBE Race to the Top webinar/presentations website:

<http://www.isbe.net/racetothetop/htmls/training.htm>

- scroll down to November 15 Peer Evaluation webinar.

- November 15 webinar recording:

<https://www1.gotomeeting.com/register/533019185>



Why Peer Evaluation

- Enhance District Culture of Teacher Learning and Improvement
- Build District Capacity to Improve Teaching
- Promote/Increase Teacher Leadership Opportunities
- Increase the Reliability of Teacher Ratings



Why Peer Evaluation - continued

- Support Principal Role as Evaluator and Building Instructional Leader
- Positively impact district teacher evaluation climate – make evaluation process more transparent
- Promote labor-management collaboration
- Professionalize teaching by bringing instruction to the forefront of employment decisions



Recommendations

- Peer evaluation should be tied to the district's framework for teaching and but one component of a coherent human capital strategy.
- Research and consider a wide variety of models rather adopting another district's plan.
- Tailor the design to meet your district's needs and conditions.
- Inclusiveness is key. Principals and teachers should be included in planning to ensure that their concerns will be taken into account.



Recommendations

- The *process* for introducing, designing and bargaining the program is of highest importance. Views will be shaped by first impressions.
 - Consider the right steps and sequence for introducing peer evaluation in your district.
 - Could the district and union make a joint or coordinated statement, announcement, or hold an initial meeting to set a collaborative tone?
 - Expect and plan for concerns from all stakeholders.
 - Think about each stakeholders' concerns and likely sticking points



Possible Next Steps

- Start researching - delay program design decisions for now
- Start discussions with union(s) about *how* to negotiate and implement the peer evaluation component
- Form a study groups or a task force
- Assess current conditions and readiness
- Develop a stakeholder engagement plan – teachers, principals, and others



Final Question

- What is a small step you can take in your district to move things forward?



Thank You

Send Comments, Questions, and Feedback:

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