

Transforming Educator Evaluations in Illinois



Race to the Top 1st Annual Meeting

October 24, 2012

Objectives



- Learn the latest information about PERA implementation
- Learn about the guidance the PEAC will make available this year
- Learn about fellow RttT district progress with PERA implementation
- Learn about ISBE guidance for next year's PERA with “no stakes” student growth and peer evaluation.

Agenda



- Opening Activity
- PERA Foundational Information and Updates
- PEAC Progress and Plans
- ISBE PERA Guidance for RttT Districts
- Implementation Plans and Challenges
- Questions

Activity



- 1. Individually please respond to the following question:
“What steps have you taken towards PERA implementation to date?”
- 2. Share your response with someone seated next to or near you. *Please make sure you are speaking with someone who is not from your district.*
- 3. Be prepared to volunteer to share.

PERA Overview and Details

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Every Student Deserves

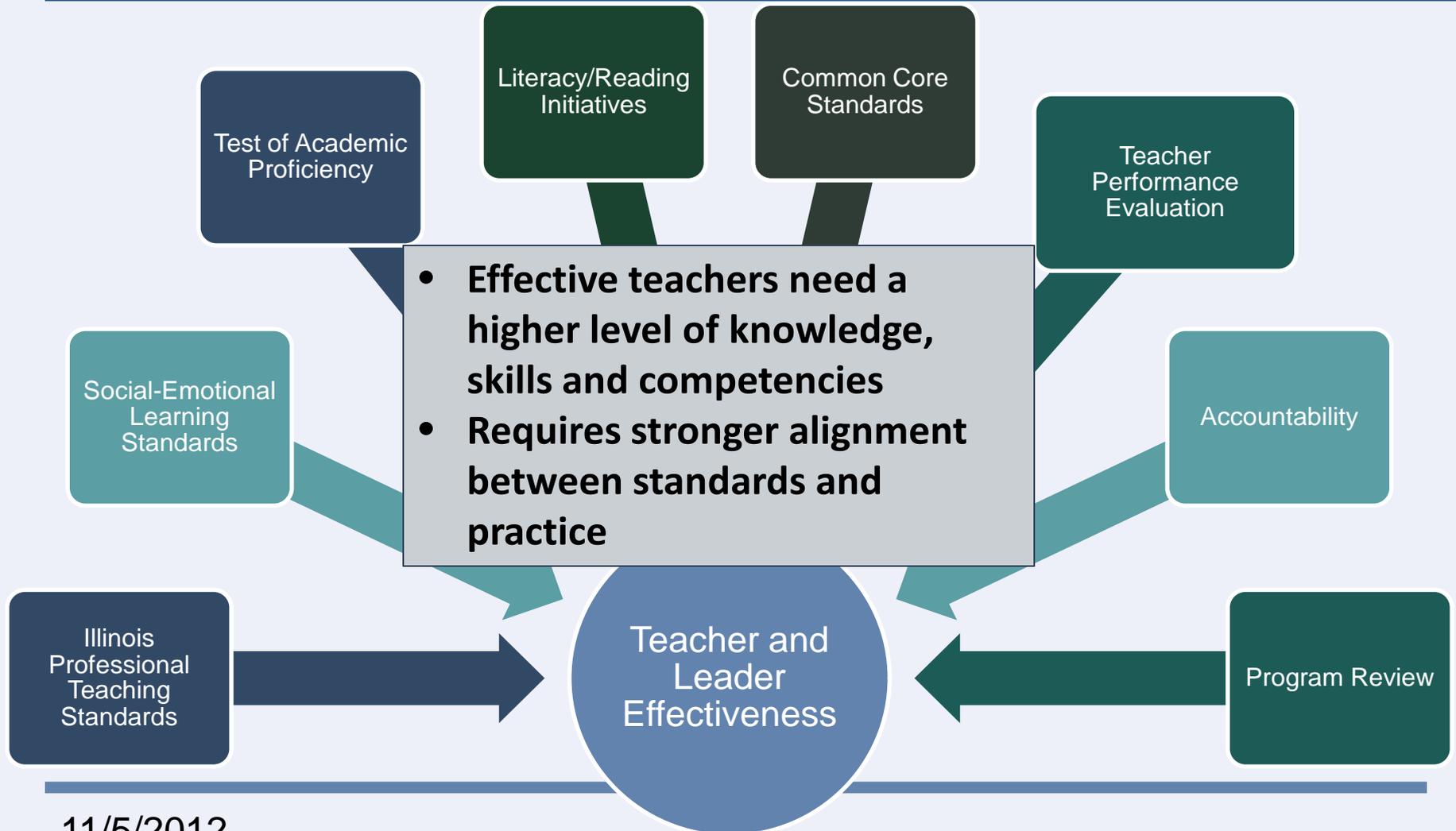


Effective Teachers
and Leaders

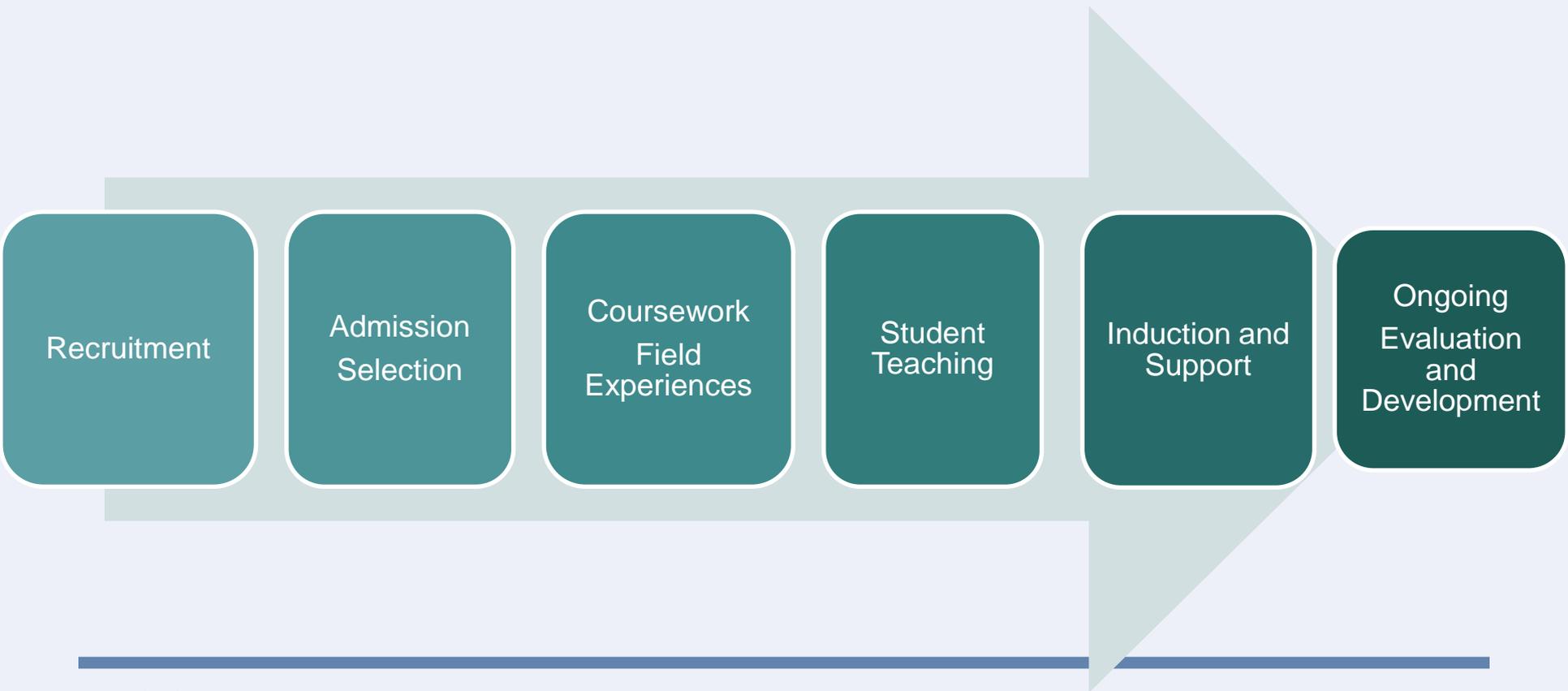


Opportunities to learn and be prepared to
be work and college ready after high
school

Multiple Reform Initiatives Have Significant Impact on Teacher and Leader Effectiveness



Continuum of Preparation and Development for Illinois teachers



11/5/2012

Effective Teachers and Leaders



Why This Matters



- We all want students to succeed
- We know that teachers matter
- We know that principals matter
- We know that the legislature has mandated changes

The Basics



- 2010 PERA law mandated major changes
- New evaluations address both practice *and* student growth with these benefits:
 - Consistent standards...clearer, more objective feedback
 - Improved professional development
 - Multiple measures of student growth
 - Improved student learning
- Principals & Teachers: Two choices for districts: Use General Rules to create your own system or use State Model (all or parts)

Evaluator Training for Principal Evaluation & Teacher Evaluation



ALL Evaluators must be trained and must pass the imbedded assessments in order to perform observations and/or full evaluations

No longer required to have a Type 75 certification to be an evaluator, but must have completed/passed evaluation training.

Training is online and self-paced through:



Evaluator Training provides training on or lays the foundation for:



Growth Through Learning

Illinois Performance Evaluation



- *Minimum state requirements based on Part 50 rules of the Administrative Code:*
<http://www.isbe.net/rules/archive/pdfs/50ARK.pdf>
- Facilitates a *common language* and dialogue around teacher practice and student growth
- Encourages collaboration, learning and alignment amongst stakeholders

Key Dates: Developing & Implementing the Systems



- 2012-2013: All principals & assistant principals evaluated following new rules
- 2012-2013: All teacher *summative* evaluation ratings will reflect one of the four categories: Excellent, Proficient, Needs Improvement, or Unsatisfactory
- 2012-2013: Teacher evaluations following new rules phased in, starting with 300 Chicago schools

Definition of “Joint Committee”



- Each district will convene a PERA joint committee of equal representation of teachers and administrators
“Joint committee” means a committee *composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties set forth in this Part regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.*

PERA—PART 50 Rules

- Use of General Rules (minimum standards) (<http://www.isbe.net/rules/archive/pdfs/50ARK.pdf>) to draft own district system
- Or use of State Model—rules are available to formulate the state model with an example forthcoming from PEAC
- On student growth only, if district PERA joint committee cannot come to consensus then the teacher evaluation must default to State Model after 180 days

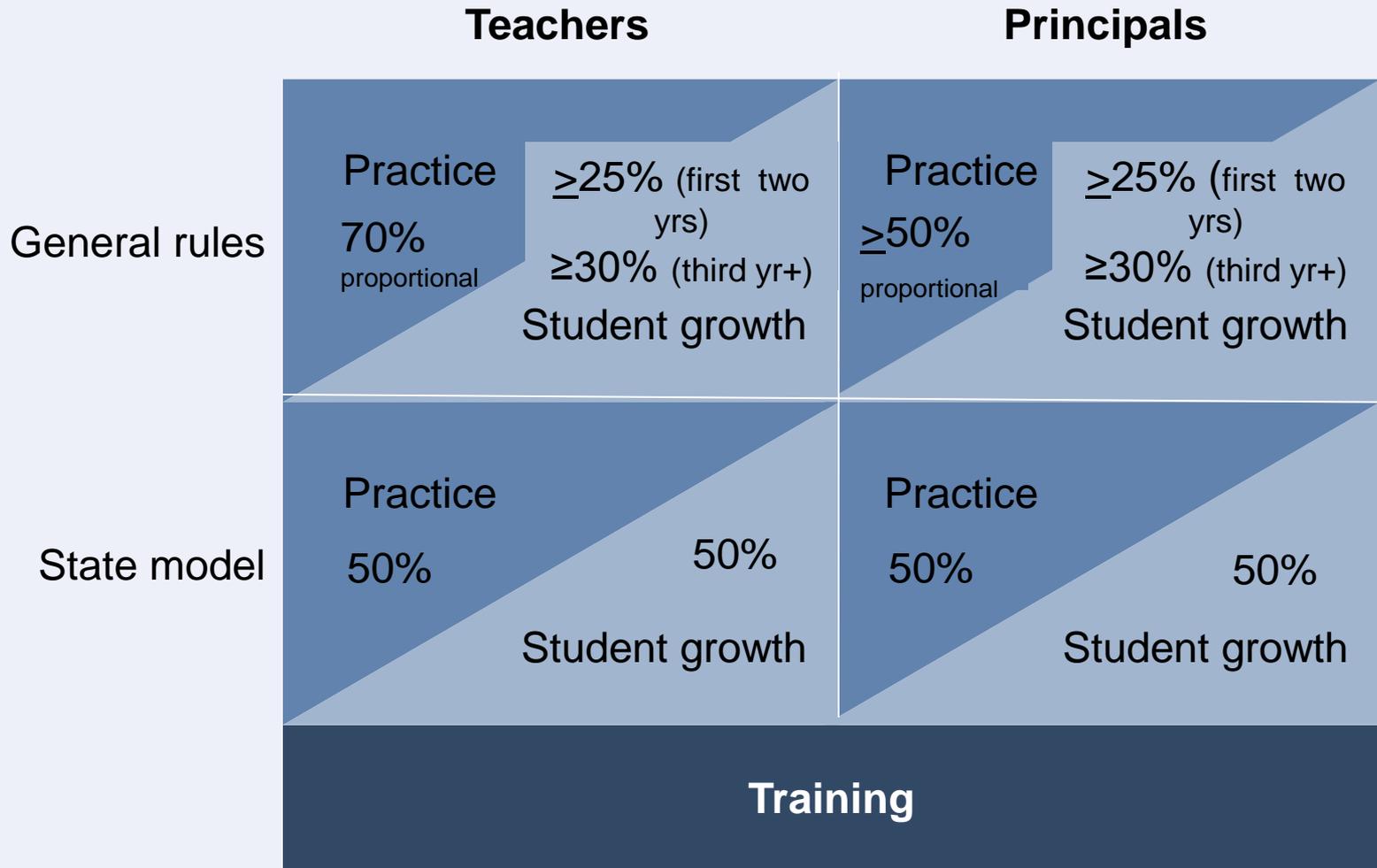
Definition of “Teacher” in PERA Rules

“Teacher” means full-time or part-time professional employees of the school district who are required to hold a teaching certificate issued in accordance with Article 21 of the School Code or a professional educator’s license endorsed for a teaching field issued in accordance with Article 21B of the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part, “teacher” shall not include any individual who holds a school service personnel certificate issued under Article 21 of the School Code or a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this certificate or endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, or school social worker.

Definition of “Assistant Principal” in PERA Rules

“Assistant Principal” has been defined as an employee who reports to the principal to assist with the overall administration of the school. The district has broad discretion as to whether to characterize an individual reporting to the principal as assisting that principal with overall administration of the school.

Evaluation of Teacher/Principal Practice versus Student Growth



TEACHERS: Evaluation of Practice



Districts must adopt instructional framework aligned with the Illinois Professional Teaching Standards

http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf with four performance levels for the summative rating:

- ❑ Unsatisfactory
- ❑ Needs Improvement
- ❑ Proficient
- ❑ Excellent

TEACHERS: Evaluation of Practice



- The plan shall provide for an evaluation at least once every two years of each teacher in contractual continued service (i.e., tenured); however, a tenured teacher who has obtained a “needs improvement” or “unsatisfactory” rating on the previous year’s evaluation shall be evaluated in the next school year after receiving that rating. (See Section 24A-5 of the School Code.)
- The plan shall provide for an evaluation at least once every year of each teacher not in contractual continued service (i.e., nontenured). (See Section 24A-5 of the School Code.)

Teacher Observations

Evidence of professional practice shall be collected through the use of multiple observations that include formal and informal observations.

- a formal observation shall allow the qualified evaluator to acquire evidence of the teacher's planning, instructional delivery, and classroom management skills and shall involve one of the following activities: an observation of the teacher in his or her classroom for a minimum of 45 minutes at a time
- or an observation during a complete lesson
- or an observation during an entire class period

Number of Teacher Observations

- **For each tenured teacher who received either an “excellent” or “proficient” performance evaluation rating in his or her last performance evaluation**, a minimum of two observations are required during the cycle in which the current evaluation is conducted, one of which must be a formal observation.
- **For each tenured teacher who received a “needs improvement” or “unsatisfactory” performance evaluation rating in his or her last performance evaluation**, a minimum of three observations shall be required in the school year immediately following the year in which the “needs improvement” or “unsatisfactory” rating was assigned, of which two must be formal observations.
- **For each non-tenured teacher**, a minimum of three observations shall be required each school year, of which two must be formal observations.

TEACHERS: Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.



- In advance of this conference, the teacher shall submit to the qualified evaluator a written lesson or unit plan and/or other evidence of planning for the instruction that will be conducted during the window of time when the formal observation may occur and make recommendations for areas on which the qualified evaluator should focus during the observation.
- The qualified evaluator and the teacher shall discuss the lesson or unit plan or instructional planning and any areas on which the qualified evaluator should focus during the observation, if applicable.

TEACHERS: Following a Formal Observation . . .



- The qualified evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice
- The qualified evaluator shall provide feedback following a formal evaluation to the teacher in writing (electronic or paper)
- Following an informal observation, the qualified evaluator shall provide feedback to the teacher either orally or in writing (electronic or paper) and if the feedback is in a written format, also provide the teacher with an opportunity to have an in-person discussion with the evaluator.

TEACHERS: Following a Formal Observation . . .



- The teacher shall consider (that is, reflect upon) his or her instruction and, if applicable, may provide to the qualified evaluator additional information or explanations about the lesson presented.
- The qualified evaluator shall provide feedback to the teacher about the individual's professional practice, including evidence specific to areas of focus designated during the conference preceding the observation (see subsection (c)(4) of this Section).
- If the qualified evaluator determines that the evidence collected to date may result in the teacher receiving either a “needs improvement” or “unsatisfactory” performance evaluation rating, then the qualified evaluator shall notify the teacher of that determination.
- The teacher shall work with the qualified evaluator or others (e.g., professional learning team, department head), as determined in the plan, to identify areas for improvement.

TEACHERS: Student Growth

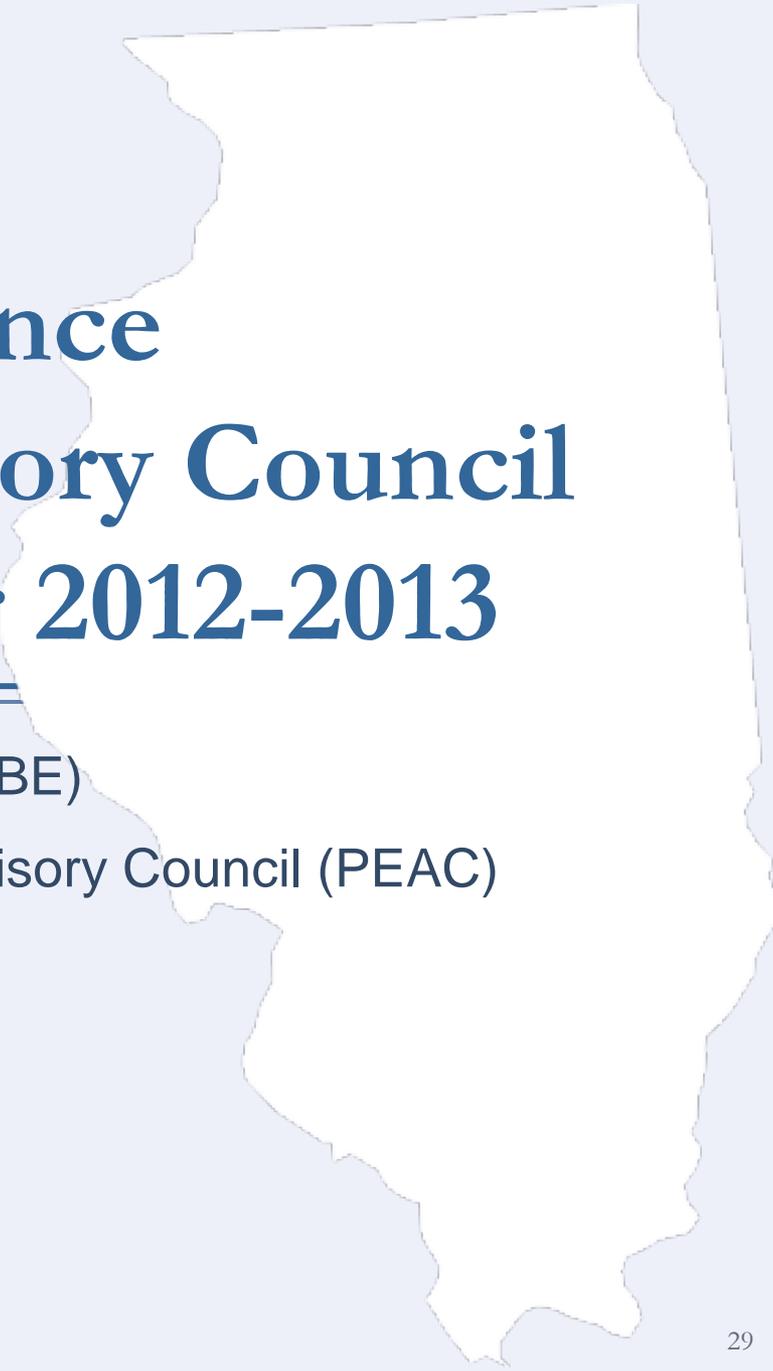


- “Demonstrable change in a student’s learning between two or more points in time”
- Need data from at least 2 assessments:
 - At least one Type III assessment
 - And at least one Type I or II assessment (PREFERABLY not ISAT or PSAE)
 - Or two Type III assessments *if **no** Type I or II are available*
- District PERA joint committee decides metrics and targets, including for different student groups (ELL, etc.)
- Must comprise at least 25% of final rating in Year 1 & 2 and, 30% thereafter

Assessments shall be defined according to three distinct types:



Type I	Type II	Type III
<p>An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois</p>	<p>An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area</p>	<p>An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning</p>
<p><i>Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series</i></p>	<p><i>Examples: Collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers</i></p>	<p><i>Examples: teacher-created assessments, assessments of student performance</i></p>



Illinois Performance Evaluation Advisory Council Strategic Plan for 2012-2013

Illinois State Board of Education (ISBE)

Illinois Performance Evaluation Advisory Council (PEAC)

About PEAC



- 32 educators, union and association leaders from K-12 and higher education
- 2 1/2-year process ... and counting with meetings at least monthly sometimes more often
- Regular scheduled meetings open to the public with a time for public comment on every agenda
- Comprehensive website: www.isbe.net/PEAC

PEAC Work-To-Date



- Developed recommendations for new performance evaluation systems for teachers and principals.
- Developed a state model for principal evaluation
- Supported training of evaluators statewide

Ongoing and Future PEAC Discussion Topics



In 2012-2013 PEAC has the following on its agenda for discussion, deliberation, and decision:

1. Developing and finalizing a **state teacher evaluation model**, including the supporting tools, especially summative rating guidance
2. Developing a state evaluation model for **assistant principals** that is distinct from that of principals
3. **Developing additional tools and resources for implementing the state principal evaluation model**

PEAC Discussion Topics (cont'd)



4. Incorporating student-growth information into teacher and principal evaluations and specifically into the following:
 - a. First-year teacher and principal evaluation
 - b. Teacher and principal evaluations related to special populations of students, such as special education and English language learner student
 - c. Teacher evaluations for teachers who are not self-contained regular classroom teachers or teachers of a tested grade or subject

PEAC Discussion Topics



- Other Ongoing Discussion Topics
 - Evaluator training
 - Recalibration of evaluators

PEAC Guidance for Districts



PEAC is working to develop guidance on the following topics for districts:

- ❑ Using the Learning Environment survey in principal evaluation
- ❑ Tools to use when determine student growth for teacher and principal evaluation
- ❑ Combining multiple measures for summative ratings for teachers and principals

Immediate Goals: Autumn-Winter 2012



- Summative Ratings: Develop descriptions of summative ratings
- Student Growth in Principal Evaluation
- Student Growth in Teacher Evaluation using Type I, II, and III Assessments
- Provide guidance on measures for non-observable practice

Long-Term Goals: Winter-Spring 2013



- Combining multiple measures for summative ratings for teachers and principals
- More detailed information on the student growth component especially for special education & ELL teachers

Further General Information & Rules



- Rules can be viewed at <http://www.isbe.net/rules/archive/pdfs/50ARK.pdf>

- More information at www.isbe.net/PEAC

Contact Information

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Guidance for RttT Districts: PERA

- A. PERA No Stakes Implementation Requirement
- B. PERA No Stakes Timeline
- C. PERA No Stakes Guidance: Joint Committees
- D. PERA No Stakes Guidance: Implementation

“Early Adopters”



- As a participating Race To The Top (RttT) District, you have chosen to be an early adopter of important evaluation initiatives designed to accelerate student achievement in Illinois.
- As an early adopter you will experience benefits of being a leader and you will experience the challenges of being on the steepest part of the statewide learning curve.

PERA NO STAKES IMPLEMENTATION REQUIREMENT



- Required by all RttT districts as a term of the grant
- 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

PERA NO STAKES IMPLEMENTATION REQUIREMENT



School districts having 500,000 or more inhabitants must fully implement PERA's requirements for teacher evaluations by September 1, 2013.

All other school districts must have union agreement to implement PERA's teacher evaluation requirements on a timeline that is at least as aggressive as the following:

- a. Implementation with a “no stakes” student growth component in all schools by September 1, 2013 (i.e., student growth component is not used in final summative evaluation)
- b. Full PERA implementation:
 - By September 1, 2014 for Participating LEAs within the lowest performing 20% of districts, as defined by ISBE
 - By September 1, 2015 for all other school districts

PERA NO STAKES IMPLEMENTATION TIMELINE



WHO?	WHAT?	WHEN?
All Participating LEAs	Implementation with a "no stakes" student growth component in all schools	Sept. 1, 2013
All LEAs with a September 1, 2014 Full PERA implementation deadline	Formal joint committee first meeting	Nov. 1, 2013
All LEAs with a September 1, 2015 Full PERA implementation deadline	Formal joint committee first meeting	Nov. 1, 2014

PERA NO STAKES IMPLEMENTATION GUIDANCE: JOINT COMMITTEES



“To incorporate the use of data and indicators of student growth as a significant factor in rating teacher performance into the evaluation plan, the district shall use a joint committee composed of equal representation selected by the district and its teachers or, where applicable, the exclusive bargaining representative of its teachers. If, within 180 calendar days of the committee's first meeting, the committee does not reach agreement on the plan, then the district shall implement the model evaluation plan established under Section 24A-7 with respect to the use of data and indicators on student growth as a significant factor in rating teacher performance.” *See 105 ILCS 5/24A-4 (b)*

PERA NO STAKES IMPLEMENTATION GUIDANCE : JOINT COMMITTEES



“ISBE strongly encourages the establishment of PERA Joint Committees and the start of informal meetings well in advance of implementation. For example, Race to the Top districts will be piloting student growth measures during the 2013-14 school year. Developing the plans for the student growth pilot will require intensive PERA Joint Committee effort and coordination.” (Superintendent Koch’s message August 21, 2012)

For more information about PERA Joint Committees, please refer to the Illinois State Board of Education non-regulatory guidance for PERA and Senate Bill 7 at http://www.isbe.net/PERA/pdf/pera_guidance.pdf.

PERA NO STAKES IMPLEMENTATION GUIDANCE : JOINT COMMITTEES



38. Can a school district establish a PERA Joint Committee and can that PERA Joint Committee informally meet to generally discuss performance evaluations and student growth without triggering the 180-day clock?

Yes. Each school district and its teachers or the exclusive bargaining representatives of its teachers, if applicable, is encouraged to establish a PERA Joint Committee and have that PERA Joint Committee informally meet even if the school district will not be implementing PERA for a few more years. ISBE will assume that any PERA Joint Committee meetings in a school district before November 1 of the school year prior to a school district's required PERA Implementation Date are informal, unless the PERA Joint Committee members have all agreed in writing to an earlier first meeting date.

PERA NO STAKES IMPLEMENTATION GUIDANCE : IMPLEMENTATION



Q: WHY IS NO STAKES IMPLEMENTATION SO IMPORTANT?

A: The no stakes implementation provides an opportunity to set the stage for a successful full implementation of evaluation plans which consider student growth. Your district can benefit by monitoring the strengths of weaknesses of your no stakes implementation plan and thereafter your district's joint committee can assess the extent to which the no stakes plan needs to be modified before your district adopts its own plan, or defaults to the state model.

PERA NO STAKES IMPLEMENTATION GUIDANCE : IMPLEMENTATION



Q: WHAT DOES AN IDEAL NO STAKES IMPLEMENTATION LOOK LIKE?

A: Ideally, all teachers in all subject areas would have exposure to a no stakes student growth evaluation since all teachers will ultimately be evaluated on the growth of their students. ISBE recognizes, however, that this may not be realistic given constraints on resources such as evaluators' time and the availability of assessment tools. Nonetheless, ISBE expects that a no stakes implementation is substantial, significant, and meaningful. A no stakes implementation consistent with the spirit of the RTTT grant captures a cross-section of teachers, grade levels, subject areas, and assessment tools.

Questions?

Upcoming Guidance and Supports



- November 2nd - Webinar – 9:30 – 11:00am Research and Implications for PERA Implementation

- November TBD – Webinar – Peer Evaluation