

Performance Evaluation Reform Act (PERA) Bensenville School District 2

College Ready



Career Ready



Innovation Ready



Triple iii Breakout Session: 11/21/14, 8:40-9:20



Emphasis: Student Growth Component



Professional Practice Component

---Teacher Evaluation Plan

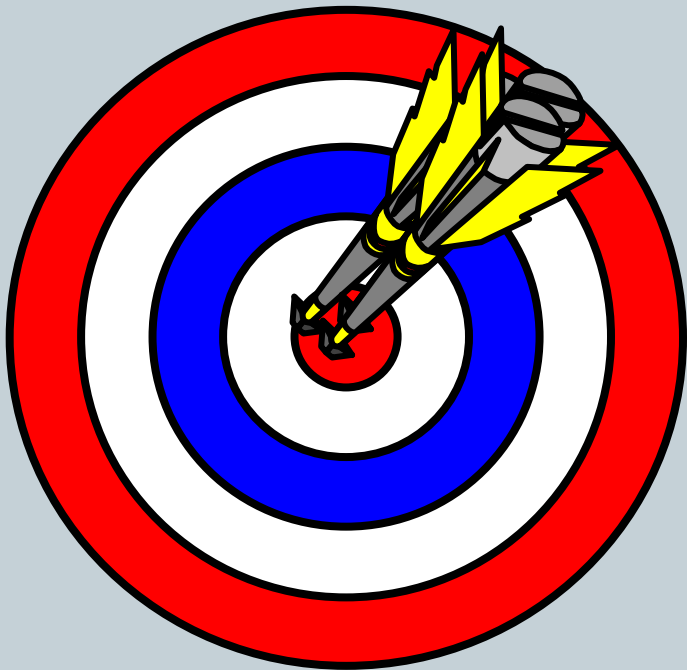
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Getting the Joint Committee Up & Running
[Power Point Slides back of handout]

PERA Objective

To **improve teaching and learning** through the alignment of curriculum, instruction, and assessment.



PERA requires the establishment of a **valid and reliable** performance evaluation system for certified employees, that **assesses both professional competence or practice and student growth**. This involves district administrators working in **partnership** with teachers' union representatives.

Illinois Administrative Code Part 50

Under statute, the Joint Committee

- **Develops the plan in 180 days**
- **Determines the percentage that will represent student growth: 70/30, 50/50**
- **Determines assessment type to be used for each category of teacher**
- **Determines appropriate measurement model(s) to be used to calculate student growth specific to assessment chosen.**



PERA Requirements

IAC PART 50, P. 11

Type I	OR	Type II	+	Type III
<p>A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered either statewide or beyond Illinois. [IAC Part 50]</p>		<p>Any 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. [IAC Part 50]</p>		<p>Any assessment that is rigorous, aligned with the course's curriculum, and <u>that the evaluator and teacher determine measures student learning.</u> [IAC Part 50]</p> <p>Does not have to be administered to ALL students, like Type II</p> <p>Evaluator and teacher agree</p>
<p>PARCC, NWEA, Scantron, SAT, ACT</p>		<p>Teacher collaboratively designed common assessments, textbook assessments</p>		<p>Teacher-created assessments, student work samples, textbook assessments</p>

Type I

Ensure standardization

Take less time to get up and running

Can be pricey

Not necessarily aligned to local curriculum & scope and sequence or adjustable to multiple disciplines

May be less sensitive for student growth

OR

Type II

Directly aligned to local curriculum

Directly aligned to district/school scope and sequence

Used to inform instruction & provide ongoing feedback...better potential for student growth

Takes time to get up and running

Requires PD to develop assessment literacy

Balanced Assessment System



After Instruction: End of Course/Common Assessments, Portfolios, Performance Tasks

Summative

Between Instruction: Unit/Chapter /Common Assessments, Fountas & Pinnell, Reading Inventory, Portfolios, Performance Tasks, Rubrics

Interim

Before and During Instruction: Checklists, Observations, Questioning & Discussions, Exit Slips, Graphic Organizers, Running Records, Self-assessments, Performance Tasks, Rubrics

Formative

Frequency of Administration

Initial Process

Created four sample assessments from which staff mirrored their grade/department assessments targeting three key Standards of the discipline.

Measurement Model

The manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills over time.



Student Growth



A demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time. (IAC Part 50)



Attainment

Determining Growth: Type II

Students in Mr. Brown's Class	Baseline Data Rubric Score (1-2-3-4)	Actual Outcome Rubric Score (1-2-3-4-4+)	GROWTH ACHIEVED? YES or NO
John Smith	2	2	NO
Geri Smith	1	2	YES
Erin Smith	4	4	NO
Josh Smith	2	3	YES

2/4 = 50%

No Growth/Negative Growth 1	Minimal Growth 2	Meets Growth 3	Exceeds Growth 4
<p>Less than 25% of students advanced 1 column on rubric or regressed</p> <p>0/25 6/25</p>	<p>25-49% of students advanced 1 or more columns on rubric</p> <p>6/25 12/25</p>	<p>50-77% of students advanced 1 or more columns on rubric</p> <p>13/25 19/25</p>	<p>78-100% of students advanced 1 or more columns on rubric</p> <p>20/25 25/25</p>

Calculating Final Student Growth Rating

		Type III Assessment Score			
		4 Exceeds	3 Meets	2 Minimal Growth	1 No Growth
Type II	4 Exceeds	Exceeds	Meets	Meets	Minimal Growth
Assessment	3 Meets	Meets	Meets	Meets	Minimal Growth
Score	2 Minimal Growth	Meets	Meets	Minimal Growth	No Growth
	1 No Growth	Minimal Growth	Minimal Growth	No Growth	No Growth



**JOINT
COMMITTEE
Potential Process**

Formal and Informal Meetings

A-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!



Potential Steps for the Joint Committee

- ❑ Establish Joint Committee beliefs and norms.
- ❑ Review Illinois Administrative Code (IAC) Part 50.
- ❑ Discuss/Clarify understanding of IAC Part 50.
- ❑ Establish common language of terms.
- ❑ Conduct an assessment inventory, think about...
 - What assessments are available?
 - What is the purpose of the assessment?
 - How do teachers currently use the data collected from the assessment?



- ❑ Determine what assessment type will be used for each category of teacher.
 - Type I and Type III
 - Type II and Type III
 - Two Type IIIs

What are the advantages and disadvantages of a specific assessment for each category of teacher?
How does the assessment meet the purpose and goal of the evaluation plan?

- ❑ Determine the percentage that will represent student growth: 70/30, 50/50
- ❑ Determine appropriate measurement model(s) to be used to calculate student growth specific to assessment chosen.

Potential Steps for the Joint Committee

❑ Determine a Game Plan.

How will the Joint Committee monitor the design and implementation of the evaluation plan? Who will do what by when? Consider backwards design for...

- Scheduling meetings from start-to-finish
- Developing professional practice & student growth components of the plan
- Determining assessment inter-rater reliability
- Designing a communication plan



Resources

Rationale for a New Teacher Evaluation Process

- ❑ The New Teacher Project:
<http://widgeteffect.org/downloads/TheWidgetEffect.pdf>
- ❑ Video http://www.ted.com/talks/bill_gates_teachers_need_real_feedback

Balanced Assessment

- ❑ Balanced Assessment: *The Key to Accountability and Improved Student Learning*, NEA (2003). <http://www.nea.org/accountability/nearesources-accountability.html>
- ❑ Black, Paul & Wiliam, D.(2001). “Inside the Black Box -Raising Standards Through Classroom Assessment”, King’s College London School of Education.
- ❑ Hattie, John,(2011). *Visible Learning: A Synthesis of over 800 meta analyses related to achievement*.
- ❑ Perie, Marion, Gong (Fall 2009) *Educational Measurement: Issues and Practice*, V 28, Issue 3

Resources

PERA

- ❑ Educational Reform in Illinois: Non-regulatory Guidance on the PERA and Senate Bill 7, December 5, 2011 www.isbe.net
- ❑ Guidance of Creating Operating Guidelines for Student Growth Models in Teacher Evaluation Systems, February 2013 www.isbe.net
- ❑ Illinois Administrative Code Part 50:
 - www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf
- ❑ Joint Committee on Standards for Educational Evaluation. *Classroom assessment standards: Sound assessment practices for K-12 teachers*. Retrieved from:
 - <http://www.jcsee.org/standards-development>
- ❑ Perie, Marion, Gong (Fall 2009) Educational Measurement: Issues and Practice, V 28, Issue 3