PERA Resource for IASA Members

Q & A

Q. *How does ISBE determine the districts that will be on the lowest 20% list?*

A. ISBE staff has proposed that composite results from the 2011, 2012 and 2013 administrations of the state assessments (i.e., Illinois Alternative Assessment (IAA), ISAT or PSAE) be used to determine the lowest 20% of school districts. This change in rule goes before JCAR in the middle of September. We anticipate a letter from ISBE will be forthcoming fully detailing its process.

Q. *What happens to a school district that does not meet the statutory deadlines?*

A. Districts that are not in compliance with either PERA or SB 7 may have their recognition status reduced pursuant to 23 Ill Admin. Code 1.20. In addition, evaluation plans and tools that are not compliant with the requirements of the law may undermine dismissals (including non-renewals of non-tenured teachers), discipline, and reductions in force.

Q. *What is required from PERA?*

A. Performance evaluations of the principals, assistant principals, and teachers of a school district must include data and indicators of student growth as a "significant factor."

Q. *What does "significant factor" mean?*

A. Student Growth shall represent at least 30 percent of the summative performance evaluation rating and teaching practice shall represent 70 percent, except student growth may represent at least 25 percent of a teacher's performance evaluation rating in the first and second years of a school district's implementation of a performance evaluation system and teaching practice 75 percent.

Q. *What types of assessments are required for the student growth component?*

A. The performance evaluation plan shall identify at least two types of assessments for evaluating each category of teacher (e.g., career and technical education), grade and one or more measurement models to be used to determine student growth that are specific to each assessment chosen.

The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment.

The joint committee shall identify the specific Type I or Type II assessment to be used for each category of teacher.

The evaluation plan shall require that at least one Type III assessment be used for each category of teacher. If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.

Q. *What does the word "identified," mean as it relates to types of assessments?*

A. The PEAC conversation on "identified" means "agreed to". Districts may want "identified" to mean, "there exists".

The ISBE opinion is the following: The word "identified" could mean two different things: 1) there are no assessments available, thus for the teacher(s) there is no assessment to identify or   2) identified = agreed upon. There may be assessments available, but the joint committee cannot come to agreement on which assessments to use.

Q. *What are the requirements for specific assessments?*

A. Assessments shall align to the school and district's school improvement goals. Assessments that measure a student's acquisition of specific knowledge and skills shall to be aligned to one or more instructional areas articulated in the Illinois Learning Standards or the Illinois Early Learning and Development Standards.

Q. *What are SLO's?*

A. SLO is a measurement model for Type III assessments. SLO stands for student learning objectives. More information on SLOs can be found on the ISBE Student Assessment   website   at   http://www.isbe.net/assessment/htmls/balanced-asmt.htm

Q. *Are SLO's required?*

A. No, unless a joint committee is unable to reach agreement. Currently, ISBE has drafted Part 50 rules which include the default assessments to be SLOs.

Q. *Who makes up the joint committee?*

A. The joint committee is a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers.

Q. *What happens if the members of the joint committee cannot agree on any or all parts of the plan?*

A. In situations in which a joint committee cannot reach agreement on one or more aspects of student growth within the timeline established under Section 24-A-4(b) of the School Code, the school district shall adopt the "State Performance Evaluation Model" contained in Subpart C of the Part 50 rules with respect to those aspects of student growth upon which no agreement is reached.   These rules are currently in the State rulemaking process.

Q. *How can I access the state default plan for student growth?*

A. The public comment on these rules recently closed. We anticipate revision by ISBE and approval no later than this Fall. The hyperlink for these proposed rules are http://www.isbe.net/rules/adopted/50.pdf and http://www.isbe.net/rules/proposed/pdfs/50wf.pdf

Q. *How can the joint committee account for the different ability levels of students?*

A. The joint committee shall consider how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be used for each measurement model chosen.

Q. *What are the recommended reading materials or base terminology knowledge for all Superintendents who have not previously implemented student growth into the teachers evaluations system?*

A. Rules regarding PERA. 23 Illinois Administrative Code Part 50. This document can be found at http://www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf

A. Baseline knowledge and understanding of:

- Adaptive Conditional Measurement Model
- Assessment
- Assessment Systems
- Balanced Assessment (Formative, Interim, Summative)
- Category of Teachers
- Demonstrable Change In Student's Learning
- Early Implementer
- Growth Expectation
- Joint Committee
- Measurement Model
- Performance Evaluation Plan
- Performance Evaluation Rating
- Significant factor (student growth in the performance plan)
- Student Learning Objective
- SLO Process
- Standardized Assessments
- State Performance Evaluation Model

- Student Growth vs Attainment
- Type I Assessment
- Type II Assessment
- Type III Assessment

A. Rules regarding ISBE Student Growth Default Plan. This document can be found at http://www.isbe.net/rules/proposed/pdfs/50-cert-wf.pdf
Please note that these rules are still in draft format.

A. Research and understand the various measurement models to measure student growth such as 1) Simple Growth Method; 2) Value Added; 3) Adaptive Conditional Status Model

Q. *What is the basic timeline for incorporating Student Growth?*

A. By law, School Districts who are identified as Early Implementers, i.e. those school districts in the lowest 20% must incorporate student growth no later than September 1, 2015, with all remaining school districts who have not previously incorporated student growth on September 1, 2016.

Regardless of a 2015 or 2016 implementation date, it is highly recommended that all school districts commence their work to implement student growth into their teacher's evaluations as soon as possible.

Q. *What is the recommended timeline (**this timeline is for illustrative purposes only**) for School Districts to incorporate Student Growth if the School District is an Early Implementer, i.e. implementing no later than September 1, 2015:*

- September 22, 2014 – School Districts informed of placement on the bottom 20% student performance list.

- September 22, 2014-October 10, 2014: Early Implementer School Districts develop a Communications Plan to communicate to the public, staff and school board what this means.

- September or October 2014 – Identify the members of the PERA Joint Committee if School District is an Early Implementer.

- September or October 2014 – Determine where the School District is at in regard to Teacher Practice Evaluation. Begin work immediately to research, make decisions, in-service teachers, and practice new frameworks.

- October 2014 – take an inventory of all Type I, II, III assessments already in use in the School District by category of teacher.

- November 1, 2014 - Last date in which school districts in bottom 20% must convene the PERA Student Growth Joint Committee.

- November 2014 – Schedule training so that all members of the Joint Committee completely understand the Part 50 Rules. IASA can provide this training to School Districts.

- Late November 2014 – Schedule the Joint Committee to learn about the foundational issues for the Part 50 Rules. Work with a provider such as IASA, ROE or ISC to do this training.
  - Foundational services are: 1) SLO Process; 2) Part 50 Rules; and 3) Working With A Joint Committee.
  - Work with neighboring school districts so you can share and learn from others.

- December 2014 & January 2015 – Joint Committee continues to meet and make decisions around student growth.
  - Determine Type of Assessment for each category of teacher
  - Determine Assessment Method to use
  - Determine if teachers need training on making valid and reliable assessments
  - Have teachers make Type III assessments (both pre and post) and trial the assessments
  - If using an SLO Process determine the template for the process. The SLO Framework is a conditional status model.

- January 2015 – schedule Trainers from the Statewide Associations (IASA, IPA, IEA, IFT, ASCD) to do specific student growth training identified in your school district.

- January 2015 – if possible start to pilot assessments to determine if the assessment is providing information that is useful to determine student growth.

- February 2015 – attend training that is based on the three ISBE Foundational Services.

- March – April 2015 – schedule assessment training for your teachers and administrators

- April – May 2015 – Continue to build assessment capacity in districts and schools. Teachers should be finalizing Type III assessments with administrative support and aligned to the decisions made by the Joint Committee.

- May 2015 – Assess what additional supports your district needs to meet your PERA implementation date.

- 2015-16 School Year – bottom 20% of school districts must have the PERA Teacher Evaluation Plan in place that includes both teacher practice and student growth as part of the performance-based teacher evaluation.

- September 2015 – all the remaining Illinois School Districts will need to implement all the details suggested above but the district has two years to do this work instead of one if the district started in school year 2014-15.

- September 2015 – if your district is implementing for 2015-16 then all of the above work should be done and the district should be piloting the assessments, SLO process and teacher rating

Q. *Recommendation for those school districts set to implement on September 1, 2016?*

A. It would be our recommendation that school districts that implement on September 1, 2016 follow the recommendations above, leaving the opportunity to pilot the program in the 2015-2016 contract year in addition to their current evaluation system.

Q. *What are IASA recommended PERA Resources?*

The following hyperlinks are webinars prepared by ISBE to give educators basic foundational information into PERA Joint Committee work. Every member of the district's PERA Joint Committee should view these modules and understand this information.

- [ISBE Balanced Assessment; Student Growth Module Training Series](#) can be found at http://www.isbe.net/assessment/htmls/balanced-asmt.htm
    - [Introduction to Balanced Assessment](#)
    - [Performance Evaluation Reform Act](#)
    - [Conversations for Joint Committees](#)
    - [Introduction to the SLO Process](#)
    - [Defining a Learning Goal](#)
    - [Selecting Assessments and Scoring Procedures](#)
    - [Example Measurement Model](#)
    - [Identifying Expected Growth Targets](#)
    - [Documenting Actual Outcomes](#)
    - Assigning a Teacher Rating (In development)
    - [Statistical Measurement Models](#)
    - Guidance for Special Populations (In development)

23 ILLINOIS ADMINISTRATIVE CODE 50

- The rules for the new performance based teacher evaluation law in Illinois. This page only contains the Part 50 rules that have been approved. There are still many revised rules going through the JCAR rule making process. VERY IMPORTANT INFORMATION
- Part 50 Rules Approved can be found at http://www.isbe.net/rules/archive/pdfs/50ARK.pdf
- Part 50 Rules on Default (Components of State Performance Evaluation Model) can be found at http://www.isbe.net/rules/proposed/pdfs/50-cert-wf.pdf
- Additional proposed rules to change the way districts are selected to be in the bottom 20% at http://www.isbe.net/rules/proposed/pdfs/50wf.pdf

Non-Regulatory Guidance by ISBE

- This contains a quick reference to the administrative rules, PERA and Senate Bill 7. Familiarize yourself with the actual legislation; however, use this as a quick guide. **Look for the updated version to be linked soon.**

Joint Committee Guidance

- Provides a timeline to consider for designing, and implementation. Each part of the timeline is divided into 5 categories (Foundations, Operating Rules, Training, Data Systems, and Pilot Testing). Details for each category and things to consider are provided in the guidance document.

PEAC Guidance On District Decision Making

- The purpose of this guidance document is to provide district and union leaders and Performance Evaluation Advisory Council (PEAC) Joint Committees in Illinois engaged in the revision of their teacher evaluation systems with a set of guiding questions that can help support decision making and system development. This document contains 20 questions for the Joint Committee to consider.

ISBE State Student Growth Default Plan

- Proposed text of rules for State Default Plan that will now be called "State Performance Evaluation Model." IMPORTANT INFORMATION

Center of Assessment SLO Toolkit

- Research website information on SLO's.

ISBE Guidebook on the Student Learning Objective Process

- This guidebook describes the Student Learning Objective (SLO) process and provides resources for Performance Evaluation Reform Act (PERA) Joint Committees who are working to incorporate the SLO process into a comprehensive performance evaluation plan. IMPORTANT DOCUMENT

[Guiding Principles for Classroom Assessment](#)

- This document has been developed to guide Illinois educators as they create balanced assessment systems at the classroom, school, and district levels. Balanced assessment systems produce useful data that guide school improvement. In addition, this document provides guidance concerning the measurement of student growth as part of a valid and reliable performance evaluation plan. IMPORTANT DOCUMENT.

[ISBE Draft SLO Template](#)

- IASA website that contains many files the user can download such as the ISBE Draft SLO Template. This site is updated frequently with new materials.

[Measuring Student Growth presentation by Dr. Diana Zaleski](#)

- PowerPoint presentation on the basics for student growth by ISBE assessment expert Dr. Diana Zaleski.

[ISBE Teacher Evaluations Fact Sheet](#)

- ISBE prepared document for citizens and others with little knowledge of PERA.

[ISBE Teacher Evaluation FAQ's](#)

- ISBE prepared document directed for citizens who want to know what PERA is.

[ISBE Three Things You Need To Know About Teacher Evaluations](#)

- ISBE prepared document on basics of the PERA law.

[How New Teacher Evaluations Will Incorporate Student Growth and Support Improved Instruction](#)

- ISBE prepared talking points concerning using student growth. This document is prepared for educators and citizens who do not understand the new PERA law.

[ISBE Joint Committee Guidebook](#)

- This document contains non-regularity guidance on the work that will be done by the PERA Joint Committee. This guidebook gives in-depth guidance on the topic of including student growth in educator evaluations. RECOMMENDED TO READ AND UNDERSTAND.

IASA is offering the following ISBE approved administrator academies to help school administrators implement student growth in your own districts:

Effective Implementation of Student Growth Measures (AAC #1515)

This course will teach administrators how to manage the measurement of student growth in classrooms and evaluations. Using student growth on evaluations doesn't have to be so hard; it doesn't have to meet so much resistance. This course will focus on leveraging current Common Core alignment work to meet upcoming state requirements, best practices for laying assessment development groundwork, and how to begin the important discussions necessary to comply with the new PERA law in a meaningful way. The course simplifies the complicated topic of using student growth in evaluations and provides attendees knowledge, resources and tools that can be immediately implemented.

Outcomes:
• Participants will know how to collect data to measure student growth in classrooms for teacher evaluations and know how this aligns to the IL law in terms of required data gathered for use on teacher evaluations.
• Participants will understand how to align assessments to curriculum that can be used to measure student growth and sustain such implementation.
• Participants will know how to measure student growth and assess development strategies to ensure students are fairly assessed with mirrored assessment sets of similar form, content and cognitive in rigor, alignment and quality.
(6 hours)

Enhanced Training & Digital Support for Required Illinois Teacher Evaluation (AAC #1368)
This academy is a follow-up and/or support of the Illinois law related to teacher evaluation as a result of PERA and SB7. This training will enhance, support and allow for digital database tracking of teacher observations. The user will learn how to categorize evidence statements into the correct Danielson Domain/Components; differentiate between the Danielson method of recording Evidence" vs. "Opinion, Interpretation, and Recommendation;" to assign a rating to each of the evidence statements and arrive at a summative rating for each Danielson Domain/Component. The user will watch videos of teachers teaching a lesson, use a digital database-gathering instrument to record teacher observation evidence, categorize the evidence and rate the Domain/Component according to the

Danielson Frameworks for Teaching. The database allows the evaluator to organize all of the evidence statements for rating purposes. Participants must bring a laptop computer or other digital device such as an iPad.
Outcomes:
• Participants will understand Illinois law related to teacher evaluation as a result of PERA and SB7.
• Participants will be able to categorize the evidence statements into the correct Danielson Domain/Components and differentiate between the Danielson method of recording 'Evidence" vs. "Opinion, Interpretation, and Recommendations".
• Participants will be able to assign a rating to each of the evidence statements and arrive at the summative rating for each Danielson Domain/Component.
• Participants will be able to organize each Danielson Domain/Component by date of observation in a database format so that the participants can synthesis the evaluation rating.
• Participants will be able to observe an individual teaching a lesson, use a digital database-gathering instrument to record teacher observation evidence, categorize the evidence and rate the Domain/Component according to the Danielson Frameworks for Teaching.
(6 hours)

Performance Evaluation Reform Act (PERA)-Working with the Joint Committee & Student Growth Component (AAC #1459)

This course will go into detail explaining how one district successfully navigated the decisions made at the local joint committee level to develop a teacher evaluation plan aligned to the PERA requirements. Another goal for the course will be to explain the student growth model the joint committee agreed upon for Sandoval Community Unit School District #501. The student growth model is based on the Student Learning Objective.

Outcomes:
• Participants will create an action plan based on the information learned during the Administrator Academy to implement in their own districts including the make-up of the joint committee, a timeline for the joint committee and for implementation of PERA, and the professional development that will be needed to implement a student growth model.
• The participants will use the Sandoval Guidebook/Toolkit and the PEAC Guidance Student Learning Objective for Type 3 Assessments and the Guidance on Creating Operating Guidelines for Student Growth

Models in Teacher Evaluation Systems to develop their action plan. The reviewer will look for a clear indication that each participant submits something that can be implemented in his/her district and aligns with the PERA Law.

(7 hours)

Teacher Supervision Advanced Training in the Danielson Model – Revised 2012 (AAC #1193)

In this course, participants will complete an in-depth study of the standards for performance in Charlotte Danielson's Enhancing Professional Practice model. In addition, participants will explore the Illinois State Model for teacher evaluation, based on the Danielson Framework. They will then learn to synthesize these standards into their plan for evaluation for their department or school.

Outcomes:
• Participants will know the basic concepts included in the four domains of Danielson's Framework for Professional Practice.
• Participants will know the 84 elements and levels of performance in the Danielson model and will be able to design a supervision plan for their departments/schools using these performance categories.
• Participants will understand the Danielson Illinois State foundational model for teacher evaluation, including its focus on student learning.
• Participants will know how observational data and feedback are used in teacher evaluation.

(8 hours)

This chart was prepared by ISBE

Teacher	Administrator	Joint Committee	School Boards	SPED/ECE/EL
Part 50: Evaluation of Certified Employees Under Articles 24A And 34 of the School Code (Administrative Rules)	Part 50: Evaluation of Certified Employees Under Articles 24A And 34 of the School Code (Administrative Rules)	Part 50: Evaluation of Certified Employees Under Articles 24A And 34 of the School Code (Administrative Rules)	Part 50: Evaluation of Certified Employees Under Articles 24A And 34 of the School Code (Administrative Rules)	Part 50: Evaluation of Certified Employees Under Articles 24A And 34 of the School Code (Administrative Rules)
Education Reform in Illinois - ISBE Non-Regulatory Guidance on the Performance Evaluation Reform Act and Senate Bill 7	Education Reform in Illinois - ISBE Non-Regulatory Guidance on the Performance Evaluation Reform Act and Senate Bill 7	Education Reform in Illinois - ISBE Non-Regulatory Guidance on the Performance Evaluation Reform Act and Senate Bill 7	Education Reform in Illinois - ISBE Non-Regulatory Guidance on the Performance Evaluation Reform Act and Senate Bill 7	Education Reform in Illinois - ISBE Non-Regulatory Guidance on the Performance Evaluation Reform Act and Senate Bill 7
Guidebook on Implementing the Student Growth Component in Teacher and Principal Evaluation Systems	Guidebook on Implementing the Student Growth Component in Teacher and Principal Evaluation Systems	Guidebook on Implementing the Student Growth Component in Teacher and Principal Evaluation Systems	Guidance on District Decision Making	Guidance on Building Teacher Evaluation Systems for Teachers of Students with Disabilities, English Language Learners, and Early Childhood Students
Guidance on Creating a Summative Rating in Teacher Evaluation Systems	Guidance on District Decision Making	Guidance on District Decision Making	ISBE Guidance: Recall Rights of Honorably Dismissed Teachers	Guidance on Peer Evaluation in Teacher Evaluation Systems in Illinois
Model Teacher Evaluation System - Creating a Summative Rating	Guidance on Using Illinois 5Essentials Survey Data in Principal Evaluation	Guidance on Creating Operating Guidelines for Student Growth Models in Teacher Evaluation Systems		Guidebook on Implementing the Student Growth Component in Teacher and Principal Evaluation Systems
Guidance on Creating Operating Guidelines for Student Growth Models in Teacher Evaluation Systems	Guidance on Alignment of Three Factors in Principal Evaluation	Guidance on Creating a Summative Rating in Teacher Evaluation Systems		Guidance on Creating a Summative Rating in Teacher Evaluation Systems
Guidance on Collecting Evidence of Teacher Practice Not Observable During Classroom Observations in Teacher Evaluation Systems	Guidance on Measuring Student Growth for First-Year Principals in Principal Evaluation Systems	Model Teacher Evaluation System - Creating a Summative Rating		Model Teacher Evaluation System - Creating a Summative Rating
Model Teacher Evaluation System - Measuring Student Growth Using Type III Assessments	Guidance on Creating a Summative Rating in Teacher Evaluation Systems	Model Teacher Evaluation System - Measuring Student Growth Using Type III Assessments		Guidance on Creating Operating Guidelines for Student Growth Models in Teacher Evaluation Systems
Guidance on Student Learning Objectives in Teacher Evaluation: Fact Sheet	Model Teacher Evaluation System - Creating a Summative Rating	Guidance on Peer Evaluation in Teacher Evaluation Systems in Illinois		Guidance on Collecting Evidence of Teacher Practice Not Observable During Classroom Observations in Teacher Evaluation Systems
Student Learning Objective Template	Guidance on Collecting Evidence of Teacher Practice Not Observable During Classroom Observations in Teacher Evaluation Systems			Model Teacher Evaluation System - Measuring Student Growth Using Type III Assessments
Guidance on Peer Evaluation in Teacher Evaluation Systems in Illinois	Guidance on Teacher Evaluation Systems for Beginning (Novice) Teachers in Illinois			Guidance on Student Learning Objectives in Teacher Evaluation: Fact Sheet

	Model Teacher Evaluation System - Measuring Student Growth Using Type III Assessments			Student Learning Objective Template
	Guidance on Student Learning Objectives in Teacher Evaluation: Fact Sheet			
	Student Learning Objective Template			
	Guidance on Peer Evaluation in Teacher Evaluation Systems in Illinois			
	ISBE Guidance: Recall Rights of Honorably Dismissed Teachers			