# PERA- Working with the Joint Committee and Student Growth

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Sandoval C.U.S.D. #501

# PERA Process

- The process is more than negotiating a Collective Bargaining Agreement and requires a Joint Committee with equal representation.

- If an impasse occurs, the result is defaulting to the state model.

- 180 calendar days to reach agreement on student growth.

# Forming Joint Committee

- When does your district implement PERA?
  - This includes both parts of PERA
    - Teacher Practice
    - Student Growth

# Forming Joint Committee

- How we get started?
  - Contracted with Consortium for Educational Change (CEC)
    - Only possible because of SIG funds
  - Committee members identified
    - Union leadership/Teachers
    - Administration
    - School Board

# Joint Committee Work

- Use Part 50: Evaluation of Certified Employees Under Articles 24A and 34 of the School Code as your guide
  - There are several "schools of thought" and opinions about student growth.
  - This can be found on the ISBE website.
  - Read it, know it, and reference it often.

# Student Growth % of Summative

- Sandoval Student Growth- 30% (First two years will be 25%)
  - Committee started work in May 2012
  - **Pilot** at high school 2$^{nd}$ semester of 2012-2013
  - Implementation 2013-2014 at the high school and **pilot** PreK-8
  - Implement district-wide 2014-2015

# SLOs

- What are SLOs?
  - Student Learning Objectives
    - Are SLOs required?
    - Why should we choose SLOs?
    - How do we get started?
      - PEAC has created guidance documents.
      - Use Sandoval's Student Growth Guidebook as an example

# Baseline

- What do you know about your students?
- What does the data tell you?
- What are their strengths and weaknesses?
- How did your students perform on the pre-test?
- What student needs are identified from the data?
- Set your criteria ahead of time:

    * Must be measurable

    *Use allowable data to drive instruction and set growth targets

    *Targets specific academic concepts, skills, or behaviors What assessments are available

    in your district?

# Population

- Identify all students being included on the SLO.

- Set your criteria ahead of time.
  - Sandoval uses: 90% attendance
  - Pre-test data must be available
  - Exceptions are allowed with approval

# Objective

- What is your long-term goal for advancing learning?
- What are the students expected to do or know by the end of the semester/year?
- Set criteria ahead of time:
  - Rigorous
  - Targets specific academic or behavioral skills
  - Must use baseline data
  - Must be measurable
  - Collaboration is required

# Rationale

- What is the compelling why behind choosing the objective?
- Why is it important to cover the content?
- Using your data analysis, how does the content relate to student strengths and weaknesses?
- Set criteria ahead of time:
  - Align with school and district improvement plans
  - Align with teaching strategies and learning content
  - Classroom data is reviewed for strengths and needs by student group, subject, concept, skill, and behavior.

# Strategies

- How will you help your students achieve the objective?
- Set criteria ahead of time:
    - Identify the type of instruction or key strategies
    - Be appropriate for learning content and skill level
    - Research based

# Targeted Growth

- How much growth is expected by the end of the evaluation cycle?
- Set criteria ahead of time:
  - Maximum of 5 tiers
  - Expressed in whole numbers
  - Encourage collaboration
  - Covers 75% of the population
  - Based upon pre-assessment data
  - Students can uphold high achievement
  - Quantifiable goals

# Assessment

- ❏ What assessment will be used to measure student growth?

- ❏ Set criteria ahead of time:
  - Administered in a consistent manner and data secure
  - Applicable to the purpose of the class and reflective of skills being covered in the class
  - Produces timely and useful data
  - Standardized: Same content, administration, and reporting of results
  - Aligned with standards
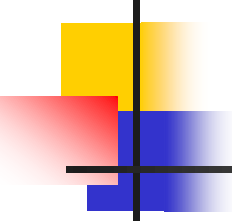
# Assessments

- Assessments
  - Type I
    - Discovery Education, STAR, EPAS
  - Type II
    - Common Core Grade Level Assessments
  - Type III
    - Teacher created/basal/textbook
    - Performance

# Assessments

- Sandoval Assessment Approval Rubric for Type III (Teacher Created) Assessments
  - Standards Alignment
  - Depth of Knowledge

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- ## Learning Objective Expectations:

**Elementary and Junior High:**

Teachers who teach multiple content areas must have objectives focused on at least 2 of those content areas. Each objective must address all students within a given class.

Qualifier: Requires coverage in ELA and Math

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- ## Learning Objective Expectations:

  **Junior High and High School**

  Teachers who teach the same subject across different grades must have SLOs that focus on at least 2 different courses.  Each objective must address all students within a given course (e.g. English 3).

  Qualifier: Evaluators must approve all courses, to ensure alignment with district and school goals and priorities.

# Determining Summative

- Post Assessment
  - Finalizing data tool
- Scoring SLO's
  - Assign SLO with value of 1-4
  - SLO's are averaged (Keep decimal value)
- Finalizing Performance Evaluation Rating
  - 75% Teacher Practice -25% Student Growth
  - Teacher Practice Rating (1-4) x 0.75 + Student Growth Rating (1.0-4.0) x 0.25 = Overall Rating
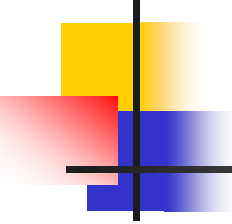
# Assessments

- Type III- At least one required per teacher

- Assessment Administration Guidelines

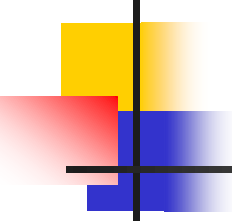- Determined we needed a Type III Assessment Approval Tool

# SLO Process

- Tenured Teachers- Proficient or Excellent

- Tenured Teachers- Needs Improvement

- Non-tenured Teachers

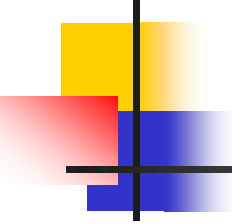# Sandoval C.U.S.D. #501 PERA Implementation

- **Developed Communication Plan**
  - Administration/School Board
    - Update at Board meetings
  - Union leadership
    - Sandoval Education Association Meetings
    - Committee had decision making authority
  - Committee will review over the summer for changes needed

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- Successes
  - Design Committee is effective
  - Union and administration collaboration
  - Willingness of teachers to move faster than other districts in the state
  - Partnership with CEC
  - Improved instruction

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- Challenges
  - Student growth model for special education teachers
  - Type 1 assessment for PreK-1 and High School
  - Lack of value added data in Illinois
  - Time

# Contact information

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