Your Virtual

PERA Coach

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A publication created by the Performance Evaluation Advisory Council and the Illinois State Board of Education to guide you in implementing the *Performance Evaluation Reform Act*.

IN THIS ISSUE

Dear Illinois Educator,

The majority of you are most likely finishing developing your Performance Evaluation Plans and preparing for the first year of implementation. To help you to know if you are ready to go, we have developed a basic checklist for your joint committee to use to determine whether you have completed your PERA evaluation plan. In this issue of the Virtual PERA Coach, you will find the checklist along with suggestions for a communications plan that includes professional development. A communications plan will help to ensure that stakeholders remain a part of your process once your evaluation plan is developed.

PERA JOINT COMMITTEE CHECKLIST

PERA Joint Committee Checklist:
Are We Ready to Implement?*

Category	Questions	Status
Schedule	• Do we have a clearly written and realistic schedule for the evaluation process?	
Evaluation of teacher practice	• Have we adopted a district framework defining effective instructional practice? • Have we put in place a professional development plan to ensure that all teachers and evaluators understand what the district instructional framework is and are able to employ it? • Have we defined a schedule and process for observations and pre- and post-observation meetings?	
Evaluation of student growth	• Have we reviewed available assessments and identified those we will use to measure student growth? • Have we identified the types of assessments that will be used for each teacher—I, II and/or III? • Have we defined how we will measure student growth on each assessment? • If we are using student learning objectives (SLOs), have we defined a process for teachers and evaluators to set SLOs?	
Summative ratings	• Do we have decision rules for combining multiple measures of practice and growth into a summative rating?	
Other components	• Did we consider differentiating in any way for new teachers, non-classroom teachers or teachers who have received one or more needs improvement ratings? • Did we consider using peer evaluators or peer observers? If we plan to use them, do we have union approval? • Did we develop a Professional Development Plan (PDP) template for tenured teachers as a result of the evaluation process?	
Evaluators	• Are we clear about who will conduct evaluations? • Do we have a system for training and supporting evaluators? • Do we have a system for retraining and recalibrating evaluators?	
Communication and training	• Do we have an evaluation guide that includes implementation and training schedules, the instructional framework, key forms, and an explanation of how evidence of practice and student growth are combined into a summative rating? • Do we have a plan for training teachers and evaluators on the key elements of the evaluation system? • Do we have a plan for informing parents and community about the new system?	
Use of evaluation data	• Have we identified what evaluation data will be collected by the district and how that data will be used and reported? • Have we considered privacy concerns and FOIA requirements?	
Feedback	• Do we have a way to collect feedback on implementation from teachers and evaluators to inform the continual improvement of the system?	
Connecting	• Have we determined how the district's professional development and other support for teachers will be informed by evaluation data?	

*If you are having difficulty completing any components of the checklist, you can contact your local ROE/ISC to arrange for assistance with facilitation.

Click here for a full-size copy of the checklist

PERA Joint Committee Meeting Recommendation

It is recommended that PERA Joint Committees continue to meet, especially during the first years of implementation. The committee should consider meeting at least three times a year to monitor and discuss how things are going, to prepare communications, and to plan professional development opportunities.

Develop a plan for communicating information on an on-going basis with stakeholders (this includes teachers, evaluators, board members, parents, community members and students).

Communications can be informative and one-way (i.e. newsletter/email articles, presentations, etc.) or two-way interactive (i.e. planned professional development opportunities).

Be sure to establish a feedback loop between the PERA Joint Committee and teachers/evaluators. PERA evaluation plans should be approached from a spirit of continuous improvement, and a feedback tool is an essential tool for joint committees.

Use your implementation timeline/schedule to determine topics for communication and staff development so

they are shared at applicable times.

Suggested Topics to Communicate with Parents and the Community

Some recommended topics to include in parent/community newsletters or e-blasts include the following:

- Changes in the teacher evaluation process from the past and a summary of PERA

- The purpose, description and schedule of assessments students will take during the school year

- The focus on a system of balanced assessment to inform and improve daily classroom instruction

- The focus on student growth and learning targets for students

Suggested Topics and Activities for Professional Development

Some suggestions for professional development for staff include the following:

- Put the topic of Performance Evaluation on agendas for monthly staff meetings, School Improvement Days or Institute Days.

- Link and connect the performance evaluation process and professional development activities to other district priorities/goals/school improvement goals.

- Have the PERA Joint Committee plan staff development opportunities focused on performance evaluation for the district so there is consistency between schools.

- Consider having at least one administrator and teacher representative from the joint committee co-facilitate the presentations/activities at each building.

- Keep in mind that it is important to repeat concepts. Stakeholders need to hear things multiple times so important elements should be presented or communicated more than once.

- Joint Committees might want to have a recurring theme that gets emphasized over several sessions or communications. Examples of this might be,"it's all about the conversation, it's about improving performance, it's not about 'gotchas', the goal is to increase student achievement, etc.

Suggested Timeline for Professional Development

August

- New teacher orientation- familiarity with the framework used to evaluate professional practice and the overall performance evaluation process. Note: Be sure all new teachers are given this orientation regardless of when they are hired during the year

- For all teachers and administrators - review of the performance evaluation plan, the framework for professional practice, student growth plan details/procedures, timelines and answers to Frequently Asked Questions. It is essential that all teachers and administrators understand the district plan and instructional framework, especially in the first years of implementation

September/Institute Day

- Review the intent/goal of the performance evaluation system
- Ways of measuring student growth

- Measurement Model
- Process for measuring growth
- Timeline for measuring growth - (some evaluation plans measure student growth from August - February while others might measure growth from August - May)
- Effective Data Analysis

January

- Review the process by which student growth scores will be used to generate evaluation ratings
- Analyze scores from mid-year assessments (this includes preparing for mid-point review, determining if students (and teachers) are on track with growth expectations, etc.)
- Response to feedback gathered by the Joint Committee
- Share information and progress about how the new evaluation system is going

May/June

- Review the process by which student growth scores will be used to generate evaluation ratings and analyze scores from end-of year assessments
- Review progress on goals
- Revise/create new goals based on data

Additional Website Links and Resources

Illinois State Board of Education's PERA webpage This site contains information and links to resources about the Performance Evaluation Reform Act.

Performance Evaluation Advisory Council's (PEAC) webpage This site contains links to guidance documents and resources to help teachers, administrators, PERA Joint Committees, and School Boards implement the Performance Evaluation Reform Act.

Previous PERA Coach Issues

Click the following links to view previous issues of Your Virtual PERA Coach

October Issue - focus on getting started and the work of the PERA joint committee

November Issue - focus on developing a communication plan and evaluating teacher practice

December Issue - focus on assessing student growth

January Issue - continued focus on assessing student growth and student learning objectives

February Issue - focus on optional weightings and determining Summative Ratings

March Issue - spotlight on two district's journey to PERA implementation

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