



Illinois Performance Evaluation

Growth Through Learning

Training and Assessment

What It Means for
Districts, Principals, and Teachers

Performance Evaluation Reform

- Changes in performance evaluations
 - Will affect principals and teachers
- Required by the Performance Evaluation Reform Act of 2010
 - Phased in implementation dates
 - Beginning September 1, 2012

“Rigorous teacher and principal evaluations will make our education system the best it can be.”

Gov. Pat Quinn
January 18, 2010

What Does PERA 2010 Require?

- Districts must design and implement new evaluation systems
 - Assess professional skills for principals and teachers
 - Alignment to the Illinois Professional Teaching and School Leader Standards (ILPTS and ILPSLS)
 - Incorporate measures of student growth
 - Four-rating categories for levels of performance (unsatisfactory, needs improvement, proficient, excellent)
- Districts also required to:
 - Work with teachers/union through a joint committee to develop student growth measures
 - Ensure evaluation systems valid and reliable
 - Ensure evaluations systems improve student outcomes
- Timelines vary by district

Goal: Improved Teaching and Learning

- New evaluation systems will:
 - Objectively measure how educators are doing
 - Professional practice
 - Student growth
 - Provide constructive feedback on strengths and areas for growth
 - Align areas of growth to professional development and supports
 - Align to ILPTS and ILPSLS

Involves New Rating System

- Effective September 1, 2012
 - All principals
 - All teachers
- Evaluated on four-level performance rating



Phased-In Timetable

- Other September 1, 2012, changes affect:
 - All districts (for principal evaluations)
 - All Illinois principals
 - All principal and teacher evaluators
 - Teachers in schools designated as Cohorts 1 or 2 and receiving federal SIG funds
 - Teachers in 300 Chicago public schools

Phased-In Schedule: September 2012 Requirements

Districts	Principals	Teachers
Trained, prequalified principal evaluators	Trained, prequalified teacher evaluators	
4-level rating system in place	4-level rating system used in evaluations	4-level rating system used in evaluations
Written/adopted principal evaluation system with student growth measures	Annual performance evaluations with student growth measures	SIG-funded schools (Cohort 1 and 2): performance evaluations pilots with student growth measures
		300 Chicago schools: performance evaluations with student growth measures

Phased-In Schedule

Year	Phased-In PERA Requirement
2013	All remaining Chicago public schools must evaluate teachers using new system incorporating student growth SIG schools in Cohorts 1 and 2 must begin evaluating teachers using new system incorporating student growth
2014	A research-based study of effectiveness of district evaluation systems must be completed SIG schools in Cohort 3 must begin evaluating teachers using new system that incorporates student growth
2015	The lowest performing 20% of school districts must begin using new teacher evaluation system incorporating student growth
2016	All remaining school districts must begin using new teacher evaluation systems incorporating student growth measures

Alternate phase-in dates for RTTT3 districts

District-Level Evaluation Systems

- Student growth measures to become significant factor in every evaluation
 - Fully implemented by 2016
- Joint committee of district and teacher representatives determine district plan to incorporate measures of student growth
 - With the involvement of teachers/union(s)
- Districts have two options for adopting new teacher evaluation systems
 - Within 180 days of first formal joint committee meeting, develop plan to incorporate student growth measures into district evaluation plan
 - If joint committee cannot agree within 180 days, district adopts those aspects of the state-designed model for teacher evaluation

Teacher Performance Evaluations

- Tenured teachers
 - “Excellent” or “proficient” rating:
evaluated at least every other year
 - “Needs improvement” or “unsatisfactory”
rating: evaluation following year
- Non-tenured teachers
 - Evaluated every year

Principal Evaluation Changes

- All principals to be evaluated annually by trained and prequalified evaluators
 - Beginning September 2012
- Evaluations based on:
 - Standards of effective practice
 - With clear descriptions of what excellent school leadership means
 - Student growth measures

Evaluator Performance Evaluation Training

- Requires all evaluators to demonstrate evaluator competencies established by ISBE
 - Principals
 - Assistant principals
 - Peer Evaluators
- Illinois school code
 - Requires prequalification as evaluators
 - Requires evaluator participation in regularly scheduled retraining
 - Redefines who can be an evaluator
 - Anyone who prequalifies
 - Teacher evaluators must be bargained locally

Performance Evaluation Training

- Rigorous evaluation training for principal and teacher evaluators
- Separate training modules
 - Focus on particular needs for principal or teacher evaluators
 - Address use of student growth data
 - Include indicators for evaluation of teachers or principals
 - Provide methods and strategies for evaluating professional practice

Performance Evaluation Training

- Teacher evaluator training includes Danielson Framework
 - Module on Framework for Teaching Proficiency (offered through Teachscape)
- Danielson Domains 2 and 3
 - The classroom environment
 - Instruction

Performance Evaluation Training

- Assessments measure evaluator understanding of minimal requirements
 - Validated for accuracy and reliability
- Modules include clear objectives on content understanding
- Assessments for Modules 1, 2, 4, and 5 scored pass/not pass
 - Enables evaluator to move to next module

Next Steps for Evaluators

- Performance evaluation training is foundational
 - Prequalified based on minimum requirements for evaluation
- Ongoing training to increase skill in evaluating performance
 - Using multiple measures
 - Developing professional practices
 - Individual needs of educators in particular disciplines
- Teacher evaluator Module 2 includes teacher orientation materials
 - Explain new evidence collection process

Growth Through Learning Project

- Program designed, implemented by CEC Partnership Group:
 - Consortium for Educational Change
 - Center for the Study of Educational Policy at Illinois State University
 - DuPage Regional Office of Education
 - Teachscape
 - The Danielson Group
 - Value-Added Research Center at the University of Wisconsin
- Selected by ISBE
- Guided by advisory council of education stakeholders



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For more information,
visit our website at

www.GrowthThroughLearningIllinois.org