



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*.



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Dear Illinois Educator,

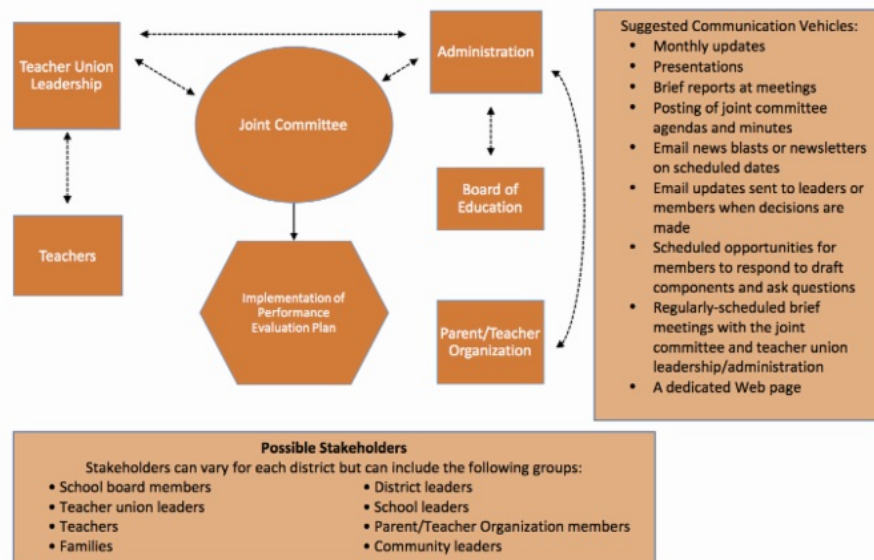
November is here and that means PERA Joint Committees in all school districts across the state of Illinois should have begun meeting. Districts are either well on their way or just starting out on their journey to full implementation of the Performance Evaluation Reform Act.

We will continue to provide you with guidance in the process through our *Virtual PERA Coach*. In this second issue, we will focus on the second and third parts of the [flowchart](#) that reflects work to be done by your district; [Developing a Communication Plan](#) and [Evaluating Professional Practice](#).

We know that each district is in a different phase of implementation. But, we hope that every district can benefit in some way from the examples and guidance this publication offers. We continue to encourage our early implementers to share with PEAC any documents or experiences that can benefit others who are just starting out. You can share by clicking the link [here](#).

Sample Communication Plan

←→ Create a mechanism to allow for two-way feedback/input between the joint committee and stakeholders.



View full chart [here](#)



COMMUNICATION PLAN

Importance of Collaboration and Developing a Communication Plan

Collaboration is a key component emphasized by the Illinois legislature in the PERA legislation and the guidance documents produced by the Illinois State Board of Education and PEAC to support teacher evaluation work. The role that collaboration plays in the evaluation process cannot be overstated. It is the key to ownership and commitment to the process and the resulting evaluation plan.

Once the joint committee has established the collaborative nature of their work, the next task is to develop a two-way communication plan to inform and seek input from stakeholders about the evaluation process. Our early implementers remind us of the importance of a well-thought out communication plan. Investing time on a communication plan at the front end of the process can lead to much smoother implementation on the back end. Even if your



PROFESSIONAL PRACTICE

Use of an Instructional Framework to Evaluate Professional Practice

The Performance Evaluation Reform Act (PERA) requires school districts to identify an **instructional framework** to use in the evaluation of teacher practice. This framework must be "based on research regarding effective instruction; address at least planning, instructional delivery, and classroom management; and align to the Illinois Professional Teaching Standards" (PERA Administrative Rules, Section 50.120(a)).

Most school districts in Illinois are using one of several instructional frameworks that are being employed in districts across the country (i.e., Danielson's Framework for Teaching, Marzano's Teacher Evaluation Model, or other research-based frameworks). These frameworks define a set of teaching practice domains and provide a rubric that describes multiple levels of performance for the components being evaluated.

PERA joint committee has been meeting for some time, it is still advisable to review (or create) your communication plan.

[Read more.](#)

Questions to Consider When Developing a Communication Plan

What needs to be communicated?

Who are the primary stakeholders?

How will you involve these stakeholders in the process?

- How will you ask stakeholders for feedback?
- How will you provide updates and feedback opportunities in several ways and through different channels?
- How will you use a representative stakeholder group in the design and decision-making process?
- Do joint committee members have a specific communication charge to share the information regularly with the people they represent?

Summarized from American Institutes for Research. (2010). [Performance Management Communication Guidebook: Communication tool for teacher evaluation](#). Washington, DC: Author (as cited in PEAC's Guidance document on district decision-making).

Who Are the Stakeholders?

Stakeholders can vary for each district but can include the following groups:

- School board members
 - District leaders
 - Teacher union leaders
 - School leaders
 - Teachers
 - Parent/Teacher Organization
 - Families
 - Community leaders
-

Communication Throughout the Phases of the Process

Communication plans should be designed for

Click this link for more information and to download a copy of [Charlotte Danielson's Framework for Teaching](#):

Click this link for more information and to see a copy of Robert [Marzano's Teacher Evaluation Model](#):

You can use the materials linked in the [Additional Resources](#) section for guidance.

Observations of Teachers

How often must a teacher be observed?

Are there any specific requirements for either formal or informal observations of teachers' professional practice?

[Answers . . .](#)

Additional guidance can be found in [ISBE's Guidance Document: Non-Regulatory Guidance - The Performance Evaluation Reform Act \(PERA\) and Senate Bill 7 \(SB 7\)](#)

Weighting the Components of Teacher Practice

Neither PERA nor its Administrative Rules define the relative weights of the components of teacher practice or how ratings of components of teacher practice are to be combined into a final rating of teacher practice. School districts are charged with making those decisions. Many districts are doing this through their PERA joint committees or teachers' unions.

PEAC recommends that the following questions be considered as district evaluation systems are developed:

1. Should a weight be assigned to the domains and/or components of the instructional framework?
2. What is the minimum level of performance required for each level of practice?
3. Should a rating on a single component of the framework determine the overall rating of practice?

the entire process of improving the evaluation system including its initiation and all implementation phases. Needs change at various stages. The type of communication during the **design of the system** will be different from that needed during **implementation** and the process of **gathering feedback**. Plans should include updates on efforts to build the evaluation system, **celebrations of successes** as the work moves forward, and **recognition of stakeholder contributions**. Communicating success in terms of implementation efforts, changes in teacher practice, and student outcomes can be a powerful way to ensure buy-in and secure stakeholder investment. Highlighting successes also reinforces, inspires, and energizes teachers.

From [A Practical Guide to Designing Comprehensive Teacher Evaluation Systems: A Tool to Assist in the Development of Teacher Evaluation Systems](#). February 2014 by the Center on Great Teachers and Leaders at American Institutes for Research.

Sample Timeline of PERA Joint Committee Work

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OCTOBER	<ul style="list-style-type: none"> • Create a PERA Joint Committee and begin meeting
NOVEMBER	<ul style="list-style-type: none"> • Develop committee norms and a meeting schedule • Create an on-going communication plan to inform stakeholders about the design and decision-making process and for obtaining feedback • Review PERA Part 50 Rules • Develop/refine the process used for evaluating professional practice (e.g. instructional framework to be used for observations, forms, conversation protocols, professional development plans, etc.)
DECEMBER	<ul style="list-style-type: none"> • Complete decision-making about evaluating professional practice and begin to focus on the student growth component • Decide what percent of the overall performance evaluation rating will be based on student growth (minimum of 25% the first two years and 30% thereafter) • Review current assessments • Conduct an assessment inventory and determine the subjects and grades in which assessments may be needed • Identify two types of assessments to use for each category of teacher (Type I or II and Type III)
JANUARY	<ul style="list-style-type: none"> • Continue discussion and decision-making regarding student growth • Identify a measurement model to use for each assessment
FEBRUARY	<ul style="list-style-type: none"> • Determine how student characteristics fit into the determination of the student growth summative ratings
MARCH	<ul style="list-style-type: none"> • Determine the weight of each type of assessment • Develop a process/chart for determining summative ratings
APRIL	<ul style="list-style-type: none"> • Identify/develop a data management system to store assessment data over time and, if needed, to link students with multiple teachers • Determine a process for ensuring inter-rater reliability scoring for Type III assessments.
MAY	<ul style="list-style-type: none"> • Develop a plan and schedule for professional development for the remaining school year and implementation year
JUNE	<ul style="list-style-type: none"> • Create a roll-out plan and on-going communication process

View full timeline [here](#)

Answers to the questions above and more details about evaluating professional practice can be found in [PEAC's Guidance Document: Evaluating Teacher Practice and Understanding Summative Ratings](#).

Additional Resources

[Guidance on Collecting Non-Observable Evidence](#)

This PEAC guidance document provides general recommendations for collecting evidence of teacher practice that is not observable during classroom observations.

[Guidance on Evaluating Beginning Teachers](#)

This PEAC guidance document provides background information on evaluations for beginning teachers and recommendations for ensuring that teacher performance evaluations are appropriate for and support the professional learning of beginning teachers.

[Guidance on Evaluating Teachers of Special Populations](#)

This PEAC guidance document provides recommendations, guidance, and examples for districts to use when considering how to evaluate the professional practice and measure student growth of teachers of students with disabilities, English learners, or Early Childhood.

[Interactive Guide to Successful Teacher Evaluation](#)

This is an interactive tool developed by the Center on Great Teachers and Leaders in collaboration with the NEA to guide teachers and teacher leaders in examining five common challenges during the implementation of a teacher evaluation system. The five challenges are time, communication and stakeholder engagement, educator development and support, alignment with other initiatives, and data availability and support.

Resource Links From Issue 1

Click [here](#) to view the resource list from the October issue of Your Virtual Pera Coach.

Also note that you can contact your local ROE/ISC if you would like assistance and/or a trainer to deliver the materials created by Foundational

Additional Subscriptions

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Questions or Topic Suggestions

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