



Transforming Educator Evaluations in Illinois

Illinois State Board of Education (ISBE)

Illinois Performance Evaluation Advisory Council (PEAC)

November 17, 2011



Why This Matters

- We all want students to succeed
- We know that teachers matter
- We know that principals matter
- We know that current evaluations can be improved
- We know that the legislature has mandated major changes
- We know that Illinois is very well-positioned



The Basics

- 2010 PERA law mandated major changes
- New evaluations address both practice *and* student growth
- Two choices for districts: Use General Rules to create your own systems or use State Model (all or parts)
- Teachers: If no local agreement on student growth after 180 days, must default to growth part of State Model
- Chicago: Slightly different process and timelines.



Key Dates: Developing the Systems

- 2010: PEAC formed
- October 2011: regional forums, online webinar/survey
- Late October: PEAC recommendations to ISBE
- November 18: ISBE publishes draft rules
- November-December: 45-day public comment
- Spring 2012: ISBE finalizes rules
- *Educator input is vital throughout the process*



Key Dates: Implementing the Systems

- By Sept. 2012: Evaluators trained, pre-certified
- 2012-13: All principals evaluated with new system
- 2012-13: All teachers and principals rated as:
 - Excellent
 - Proficient
 - Needs Improvement
 - Unsatisfactory
- 2012-2016: New teacher evaluations phased in, starting with Chicago and SIG schools



Key Benefits

- Consistent standards...clearer, more objective feedback
- Improved professional development
- Multiple measures of student growth
- Effective teachers in every class ... and effective leaders in every school
- Improved student learning



About PEAC

- 32 educators, union and association leaders from K-12 and higher education
- 18-month process ... and counting
- 3 subcommittees: teachers, principals, training
- 8 Educator Forums and online survey, with input from more than 2,300 educators around the state
- Regular meetings open to the public
- Comprehensive website

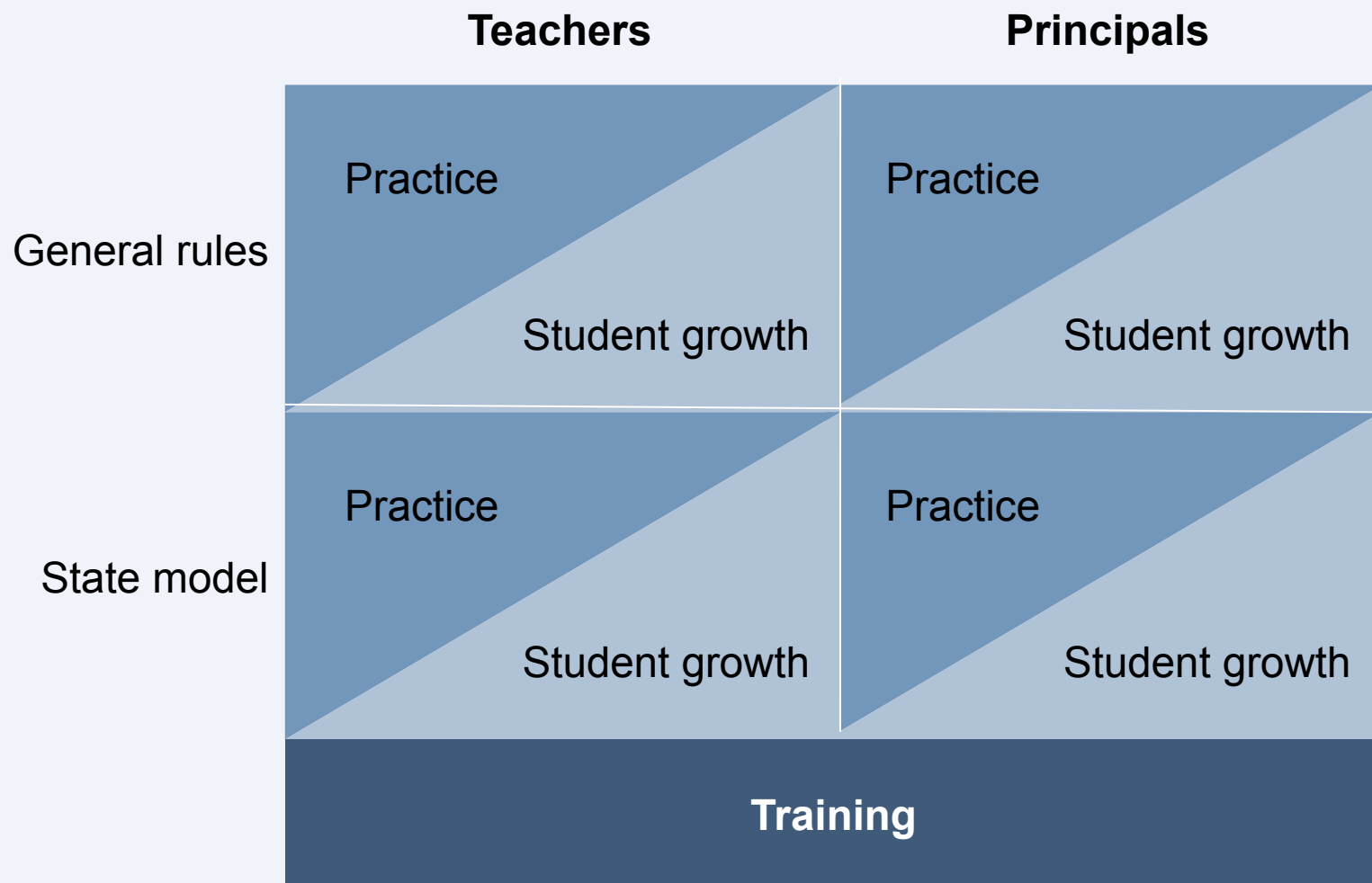


Draft Recommendations

- Each district will convene joint committees of teachers and administrators
- Can use General Rules (minimum standards) to draft own systems
- Or can use State Model
- On student growth, teacher evaluations default to State Model after 180 days
- Chicago: No default. PERA says CPS can impose “its last best offer” if no teacher-administrator agreement



Draft Recommendations



TEACHERS: Draft Practice Recommendations (General Rules)



- Districts must adopt instructional framework with four levels (unsatisfactory, needs improvement, proficient, excellent)
- Formal and informal classroom observations
- Pre-observation meeting to review lesson plan
- Post-observation meeting with self-reflection and evaluator feedback, with relevant evidence

TEACHERS: Draft Practice Recommendations (General Rules)



- Non-probationary teachers: at least 2 observations (1 formal)
- Probationary teachers: at least 3 observations (2 formal)
- Professional development must align to National Staff Development Council standards

TEACHERS: Draft Student Growth Recommendations (General Rules)



- “Demonstrable change in a student’s learning between two or more points in time”
- Need data from at least 2 assessments:
 - At least one Type III assessment
 - And at least one type I or II assessment (not ISAT or PSAE)
 - Or two Type III assessments
- Local joint committees will decide metrics and targets, including for different student groups (ELL, etc.)
- Must comprise at least 25% of final rating in 2012-13 and 2013-2014, 30% thereafter

Assessments shall be defined according to three distinct types:



Type I	Type II	Type III
<p>An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois</p>	<p>An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area</p>	<p>An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning</p>
<p><i>Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series</i></p>	<p><i>Examples: Collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers</i></p>	<p><i>Examples: teacher-created assessments, assessments of student performance</i></p>

TEACHERS: Draft Recommendations (State Model)



- Generally the same as General Rules, except:
 - Practice: Use Danielson Framework with 4 domains; 3 conferences (start, middle, end of year)
 - Student Growth: Counts for 50% of final rating
- 2 phases:
 - Develop key components
 - Identify assessments, metrics, processes

PRINCIPALS: Draft Recommendations (General Rules)



- Annual evaluations required
- Final, written summative evaluation by March 1 (July 1 in Chicago)
- Rate in one of 4 levels, with clear indicators and written evidence that identifies specific strengths/weaknesses
- Districts can use General Rules to develop own systems or use State Model ... but no mandated default to State Model as for teachers
- Same rules for assistant principals

PRINCIPALS: Draft Practice Recommendations (General Rules)



- Practice: Counts for at least 50% of overall evaluation
- Practice framework must align to new state Standards for Principal Evaluation
- At least 2 formal site observations
 - Observing school and/or principal practice, scheduled in advance, feedback within 10 days
- Plus as many informal observations as needed
- Mandatory self-assessment by Feb. 1 outside CPS, plus can use learning climate surveys

PRINCIPALS: Draft Practice Recommendations (General Rules)



- By Oct. 1: Evaluator and principal set student growth measures and targets, plus PD goals
- Define how data will be used, with specific weights for each assessment and target

PRINCIPALS: Draft Student Growth Recommendations (General Rules)



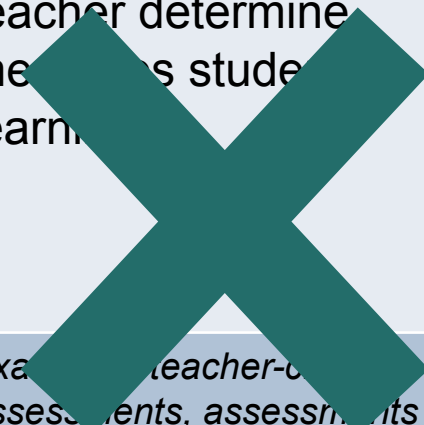
- “Measurable change in a student’s or group of students’ knowledge or skills between two or more points in time”
- Growth: Counts for at least 25% of final evaluation in 2012-13 and 2013-14, 30% thereafter
- Use standardized tests (including ISAT and PSAE) and district-developed tests; in most cases can’t use Type III tests developed by teachers/evaluators
- When available from state, value-added score must comprise most of growth rating
- District or evaluator will decide how to account for certain student characteristics (ELL, SPED, etc.)



Assessments for Principals

Assessments shall be defined according to three distinct types:

Type I	Type II	Type III
<p>An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois</p>	<p>An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area</p>	<p>An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning</p>
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PRINCIPALS: Draft Recommendations (State Model)



- No requirement to adopt as default
- Generally same as General Rules
- 4 rating levels:
 - Distinguished: Meet at least 4 standards, none rated as “basic”
 - Proficient: Meet at least 4 standards
 - Basic: Meet at least 3 standards
 - Unsatisfactory: If any standard rated as unsatisfactory

PRINCIPALS: Draft Student Growth Recommendations (State Model)



- Growth = 50% of overall evaluation
 - 30% on academic measures
 - 20% on other indicators such as attendance, grad rates, student surveys



ISBE Wants Your Input

- ISBE proposed rules released on November 18
- Public comment on proposed rules until mid-January 2012 via rules@isbe.net
- Details at [**www.isbe.net/PEAC**](http://www.isbe.net/PEAC)