

Illinois Performance Evaluation Advisory Council Update

Illinois State Board of Education (ISBE)

Illinois Performance Evaluation Advisory Council (PEAC)

Educator Performance Evaluation in Illinois



- Evaluation reforms provide statewide consistency while offering local districts the opportunity to create their own evaluation systems that meet state rules.
- Design is based on the PERA legislation and the Administrative Rules found in Part 50. Go to www.isbe.net/rules



Illinois State Board of Education

Gery J. Chico, Chairman
Dr. Christopher Koch, State Superintendent



- Performance Evaluation Reform Act 2010 (PERA)
 - Provides for evaluations for teachers and principals to address practice and student performance *in an effort to improve student achievement*
 - Guided by the work of PEAC – Performance Evaluation Advisory Council
 - 32 representative members P-20
 - Meet monthly since 2010
 - State Models and Guidance for Districts
 - Open Meetings
 - Website Info <http://www.isbe.net/peac>
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Educator Performance Evaluation in Illinois



- ISBE is committed to helping Illinois school districts explain and implement evaluation requirements through tools, information and technical assistance.
 - ✓ Growth Through Learning Training for Evaluators
 - ✓ State Models
 - ✓ Guidance for districts to develop own frameworks and processes
 - ✓ Website www.isbe.net/PEAC
 - ✓ Technical Assistance
 - ✓ Collaboration w/statewide professional organizations
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Minimal Frequency of Evaluations



- Tenured Teachers are to be evaluated at least once every 2 years, as long as they receive a rating of Excellent or Proficient. (2 Observations with at least 1 formal)
 - Tenured Teachers rated Needs Improvement or Unsatisfactory must be evaluated the following year. (3 Observations with at least 2 formal)
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Minimal Frequency of Evaluations



- Non-Tenured Teachers must be evaluated every year. (3 Observations with at least 2 formal)
 - Principals must be evaluated every year
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PERFORMANCE EVALUATION PLANS: TEACHERS



- At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:
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PERFORMANCE EVALUATION PLANS: TEACHERS



- A copy of the rubric to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating
 - A summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of “excellent”, “proficient”, “needs improvement”, and “unsatisfactory” as set forth in Sections 24A-5(e) and 34-85c of the School Code
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PERFORMANCE EVALUATION PLANS: TEACHERS



- A summary of the district’s procedures related to the provision of professional development in the event a teacher receives a “needs improvement” or remediation in the event a teacher receives an “unsatisfactory” rating to include evaluation tools to be used during the remediation period
 - Any professional development provided as part of a professional development or remediation plan under Section 24A-5 of the School Code shall align to Standards for Professional Learning
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PERA Vocabulary



- **State Model** - IL public school districts that choose not to develop their own evaluation systems can use the state model. Illinois educators on the Performance Evaluation Advisory Council will make recommendations to the Illinois State Board of Education, which will incorporate the recommendations it accepts into administrative rules. The state model will adhere to what PEAC and ISBE consider best practices.

PERA Vocabulary



- **Joint Committee** - In each school district:
- A Joint Committee composed equally of representatives selected by district officials and teachers (or, where applicable, teachers' exclusive bargaining representatives) will work to create a teacher evaluation plan that incorporates student growth measures as a significant factor.
- If the Committee does not agree on how to incorporate data and indicators of student growth within 180 days of its first meeting, the **school district must then implement all or parts of the state default/optional evaluation system**

How will special education students, students receiving Title I services, and English language learners be treated for purpose of determining student growth?



- Your joint committee has the autonomy to" consider how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be used for each measurement model chosen to ensure that they best measure the impact that a teacher, school and school district have on students' academic achievement. [105 ILCS 5/24A-7]"



- **“Formal observation”** means a specific window of time that is scheduled with the teacher, principal, or assistant principal for the qualified evaluator, at any point during that window of time, to directly observe professional practices in the classroom or in the school.



- **“Performance evaluation plan”**
means a plan to evaluate a teacher, principal, or assistant principal that includes data and indicators on **student growth** as a significant factor in judging performance, measures the individual’s professional practice, and meets the requirements of Article 24A of the School Code



- **Multiple Measures** - Multiple measures are an array of different academic assessments and relevant information sources that can be considered when rating a teacher or principal's performance. These various measures can include both indicators of student growth and educator professional practice.



- **Measurement Model** - is the process in which two or more assessment scores are analyzed to identify a change in a student's knowledge or skills over time.



What is “student growth”?

Student growth is a demonstrable change in the knowledge and skills of a student or a group of students, as evidenced by gain and/or attainment on two or more assessments between two or more points in time

Questions and Answers



What is the definition of assessment according to PERA?

- “Assessment” means any instrument that measures a student’s acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers, principals and assistant principals shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D) or Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age (see 23 Ill. Adm. Code 235.Appendix A), as applicable.

Questions and Answers



What is the timeline for incorporating student growth into evaluations?

- **2012 – 2013 SY** Chicago Public Schools. A research study is available on the initial implementation of this by CCSR—Chicago Consortium for School Research:
<http://ccsr.uchicago.edu/publications/teacher-evaluation-practice-implementing-chicagos-reach-students>
- **2013 – 2014 SY** Designated SIG Schools



What is the timeline for incorporating student growth into evaluations?

- **2014 – 2015 SY** Selected Race to the Top (RTTT) Districts
- **2015 – 2016 SY** the remaining RTTT Districts AND lowest 20% of districts not receiving RTTT funding
- **2016 – 2017** All other districts in the state

Questions and Answers



How is student growth weighted in evaluation?

General Rules:

- District developed: Student growth must be at a minimum of **25% for the first 2 years, and 30% thereafter**. The remaining percentage is for performance.
- State Model requires **50% Student Growth and 50% Performance** (Remember.. Only if joint committee cannot agree do districts default to the state model)

Questions and Answers



- Must the student growth component of a teacher's evaluation cover all students that the teacher instructs during his or her evaluation cycle?

No, however, school districts should strive to incorporate as many students that the teacher instructs as possible when incorporating data and indicators of student growth into a teacher's evaluation.

Questions and Answers



- What is a **Type I** assessment?
 - A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items
 - Scored by a non-district entity

Questions and Answers



- What is a **Type I** assessment cont.
- Administered either statewide or beyond Illinois.
- *Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).*

Examples listed are for purposes of illustration and are not endorsed by ISBE

Questions and Answers



■ What is a **Type II** assessment?

Any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area. *Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.*

Questions and Answers



- What is a **Type III** assessment?

Any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject.

Note: A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area. All teachers must utilize a type I or II. ALL teachers must be covered by a type III. For those teachers in which a Type I or II is not applicable, they must have two Type III assessments.

Questions and Answers



■ What is an “SLO”?

A student learning objective (SLO) are content/course specific learning goals that can accurately be measured to document student learning, and are appropriate for use in all grade levels and content areas. They are based on prior student data and are aligned to appropriate learning standards. An SLO consists of the learning goal, the assessments, and the targets.

Questions and Answers



- **Why use SLOs?**

When implemented with fidelity, SLOs offer a measurement model for student growth that aligns more directly with actual classroom instruction and teacher practices than those of other growth models (a measurement model is the process in which two or more assessment scores are analyzed to identify a change in a student's knowledge or skills over time)

Questions and Answers



■ Why use SLOs?

Give teachers greater control over how the growth of their students is measured

Encourage better compatibility and accurate demonstration of student learning across multiple teacher types

Questions and Answers



- SLOs support ***reflective teaching practice***. The SLO process asks teachers to identify standards and curriculum, analyze student needs, set goals, use data to assess student progress, and adjust instruction based on formative assessment data.
- SLOs can **promote collaboration and a shared vision**. SLOs can be developed by a team of teachers, if appropriate conditions are established, or by an individual teacher. By identifying district and school goals and collaboratively developing SLOs, a culture of shared reflection on practice and mutual support is reinforced

Questions and Answers



- **Do all school districts need to use SLOs to measure student growth for Type III assessments?**

Although PEAC recommends SLOs, they are **not** required unless the school district defaults to the state model (*approval pending via ISBE Rules processes*). School districts have autonomy to implement a measurement model for Type III assessments, including SLOs, in a way that best fits their specific contexts.



Is an SLO a type III assessment?

No. There is a key distinction. SLOs create a measurement model that enables an evaluator to analyze scores from two or more Type III assessments and identify whether a pre-established goal(s) has been met through a demonstrated change in a student's knowledge and skills over time.

How Districts Can Support the Process



- All districts and educators must receive ongoing support, training, and guidance on how to integrate SLOs in their evaluation system
- Joint Committees, administrators, and teachers need to deeply engage with the SLO process and each other to design an SLO process that fits their district context.

How Districts Can Support the Process



- Stakeholders need a clear understanding of the basic components of an SLO and the staff capacities required, such as analyzing baseline data and assessment literacy.
- Principals and teachers must develop a shared understanding of how to set rigorous and realistic growth targets, what a high-quality SLO looks like, and how to score SLOs in a fair and reliable way.

Begin thinking about:



- Assessment systems that use multiple and varied measures of student performance. This provides more valid and reliable evidence of the influence that educators have on student growth.
- Student Learning Objectives and Type III assessments.

ISBE Educator Evaluation Communication Efforts



Go to www.isbe.net/peac for ongoing updates and guidance documents





- Assessment is the process of collecting and interpreting information that informs educators, students and parents/guardians about students' progress in attaining the knowledge, skills, attitudes, and behaviors to be learned or acquired in school.

Assessment



- An assessment system that uses multiple and varied measures of student performance provides more valid and reliable evidence of the influence that educators have on student growth. (JCSEE, 2013)



Balanced Assessment System



- A balanced assessment system is the strategic use of formative, interim, and summative measures of student performance to address immediate student needs, inform ongoing instructional changes, and guide long-term educational improvement.

(Douglas County School District, 2013)

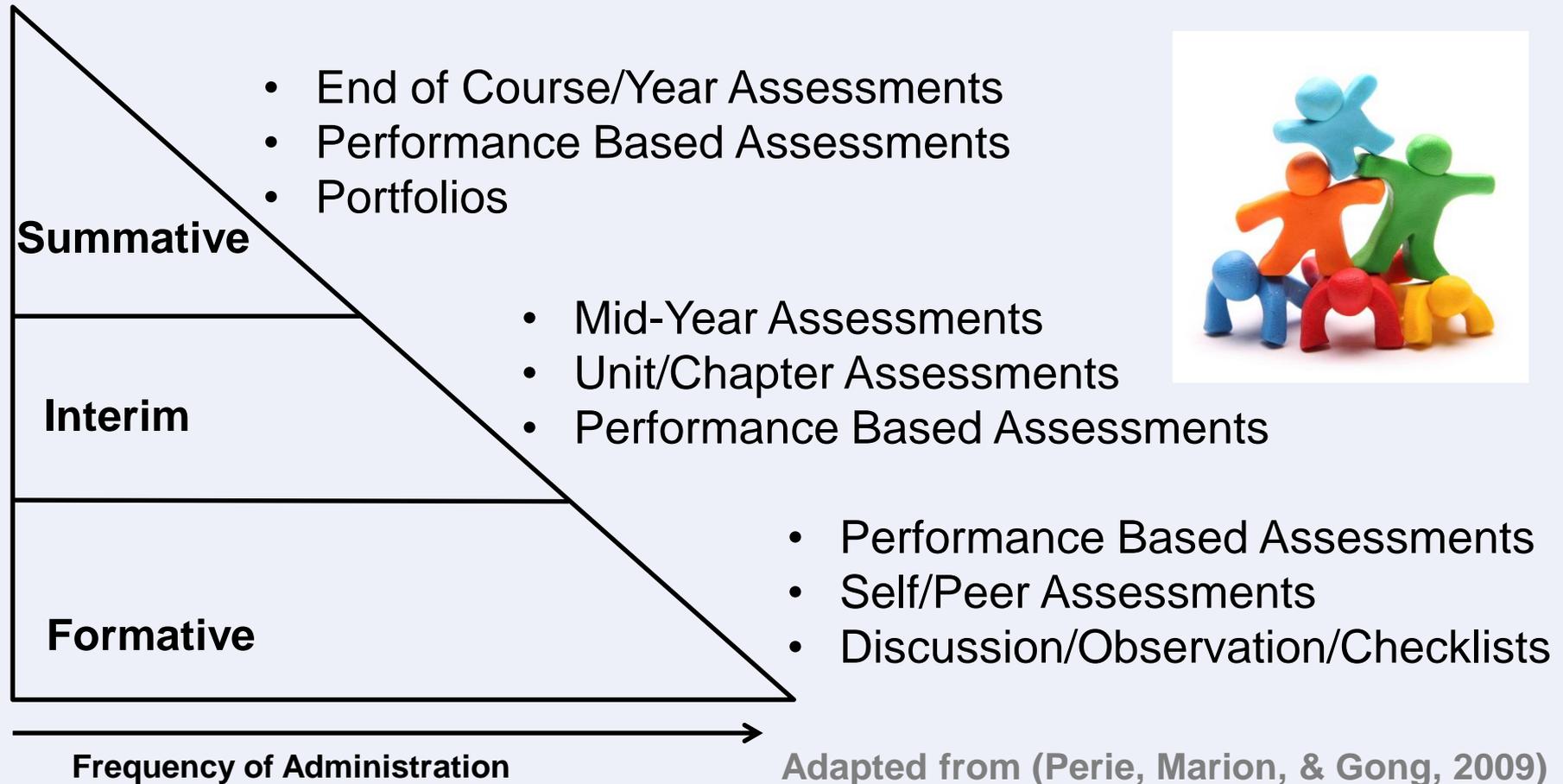
Balanced Assessment System



- **Formative Assessment** are designed to provide regular feedback to teachers so they can adjust instruction to improve student learning.
- **Interim Assessments** are designed to identify strengths and weaknesses in curriculum and instruction.
- **Summative Assessments** are designed to measure overall curriculum and program effectiveness. These assessments are standardized to allow comparison across student groups.

Balanced Assessment System

Measuring Student Growth: A Collaborative Process





Student Learning Objective (SLO)

- A detailed process used to organize evidence of student growth over a specified period of time.



SLO Process



- Appropriate for use in all grade levels and content areas
 - Encourages collaboration
 - Establishes meaningful goals
 - Aligns curriculum, instruction, and assessment
 - Supports the measurement of student growth using multiple and varied assessments over time

(Illinois Administration Code Part 50)



SLO Template

- Guides educator and evaluator through a collaborative SLO process using guiding questions and statements.



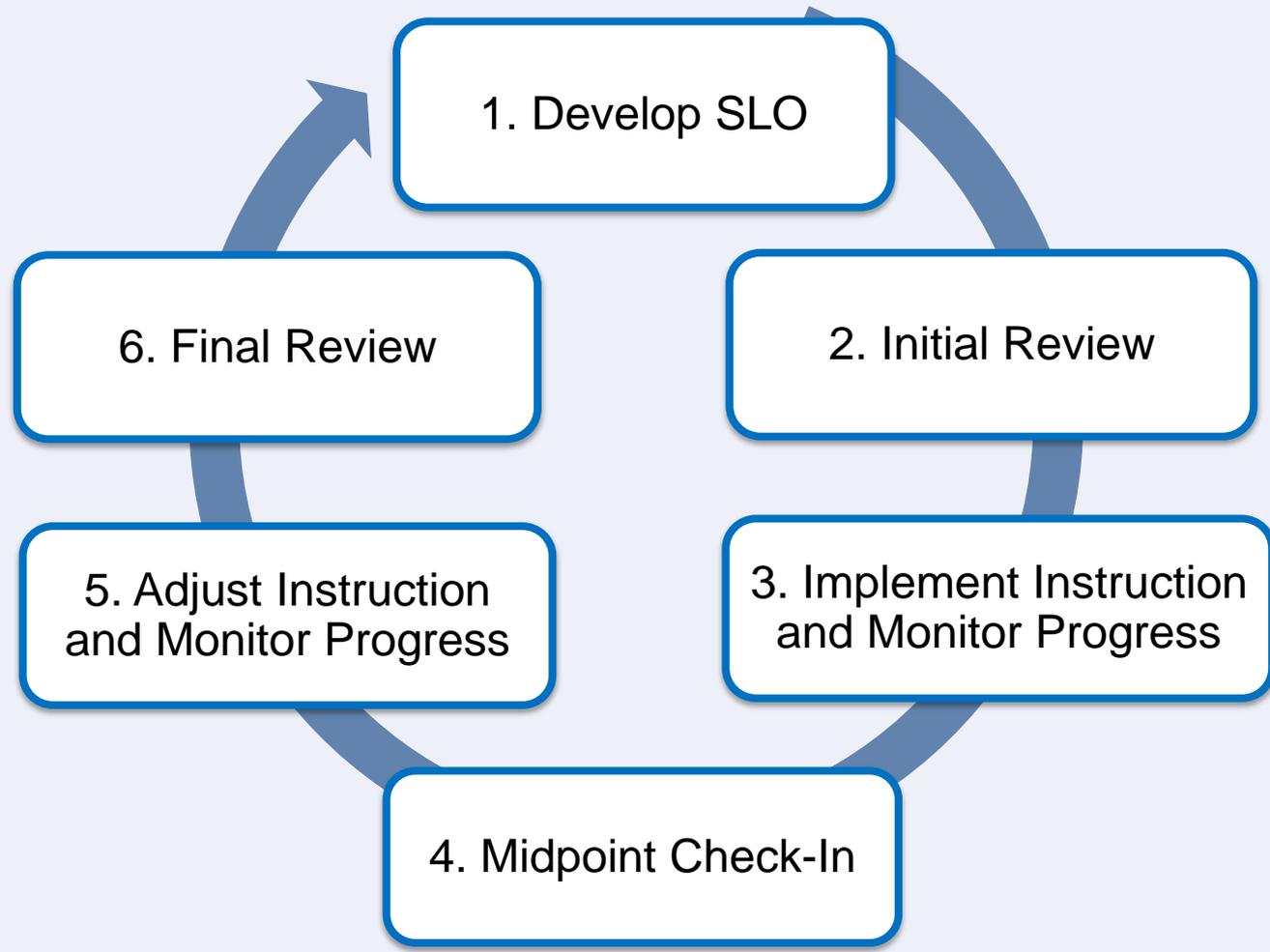
(Illinois Administration Code Part 50)



SLO Elements

- Element #1: Learning Goal
- Element #2: Assessments and Scoring
- Element #3: Expected Growth Targets
- Element #4: Actual Outcomes
- Element #5: Teacher Rating

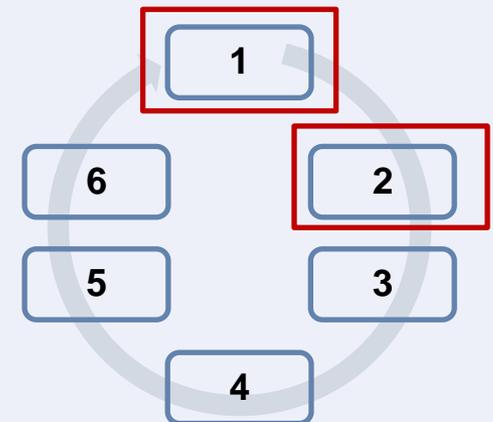
SLO Cycle



SLO Elements



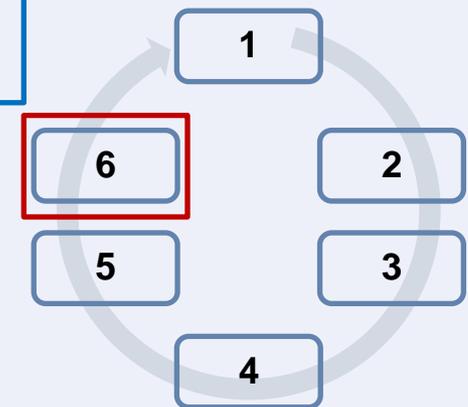
- Element #1: Learning Goal
- Element #2: Assessments and Scoring
- Element #3: Growth Targets
- Element #4: Actual Outcomes
- Element #5: Teacher Rating



SLO Elements



- Element #1: Learning Goal
- Element #2: Assessments and Scoring
- Element #3: Growth Targets
- Element #4: Actual Outcomes
- Element #5: Teacher Rating



Learning Goal



- A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards.
 - Provides a solid foundation for meaningful goal directed instruction and assessment.
 - Encompasses a **big idea**.



*What is a **big idea**?*



- *Integrates multiple content standards, and*
- *Links units of instruction together.*

Learning Goal



- A teacher covers many big ideas over the course of a school year, but chooses one big idea per SLO.
 - The big idea chosen should be representative of the most important learning, and typical student growth in that classroom.



Learning Goal



SLO Template

- Describe the learning goal.
 - What **big idea** is supported by the learning goal?
 - Which content standards are associated with this **big idea**?
 - Why is this learning goal important and meaningful for students to learn?

Learning Goal: Example



Early Learning Standards: Age three through five years

- Describe the learning goal.
 - Demonstrate increasing competence in oral communication (listening and speaking).



Learning Goal: Example



- What **big idea** is supported by the learning goal?
- The **big idea** supported by the learning goal is the ability to communicate information to others building independence and life skills.



Learning Goal: Example



- Which content standards are associated with this **big idea?**
- Illinois Early Learning and Development Standards
 - 1A Demonstrate understanding through age-appropriate responses.
 - 1B Communicate effectively using language appropriate to the situation and audience.
 - 1C Use language to convey information and ideas.
 - 1D Speak using conventions of Standard English.
 - 1E Use increasingly complex phrases, sentences, and vocabulary.

Learning Goal: Example



- Why is this learning goal important and meaningful for students to learn?
 - Students' demonstration of well-developed and age-appropriate communication skills are vital to increasing independence and development of life and learning skills.

Assessments and Scoring



- Assessments and scoring procedures should be used to support and measure the learning goal.
 - Consider how the assessment and scoring procedures will be used to monitor student growth over multiple points in time in order to inform and differentiate instruction for all students.



SLO Template

- Describe the assessments and scoring procedures that measure students' understanding of the learning goal.
 - How often will you collect data to monitor student progress toward this learning goal?

Assessments and Scoring: Example



- Describe the assessments and scoring procedures that measure students' understanding of the learning goal.
 - Common Performance Tasks (Type II or III)
 - Rubrics based on Example Performance Descriptors
 - Formative Assessment
 - Observational notes
 - Checklists

Assessments and Scoring: Example



- How often will you collect data to monitor student progress toward this learning goal?
 - Common Performance Tasks
 - Prior to Instruction/Beginning of School Year
 - Completion of Each Unit of Instruction
 - Formative Assessment
 - Throughout Each Unit of Instruction



- Rubrics focus on instruction and learning.
 - Rubrics are not used to identify a specific score or grade on an assignment or task.
 - A quality rubric connects multiple authentic assessments over time to demonstrate a student's growth in learning.

Rubrics



- Rubrics provide clear guidance about expectations for an assignment or task.
- Rubrics improve the clarity of feedback.
 - A quality rubric provides students with a clear description of their strengths and weaknesses, and what they can do to improve.

Rubrics



- Rubrics enable multiple graders to evaluate student work consistently and reliably.
- Rubrics are not used for competition.
 - The focus is on the individual and the individuals progress.



Summary



- An assessment system that uses multiple and varied measures of student performance provides more valid and reliable evidence of the influence that educators have on student growth.

Summary



- The SLO process provides a scaffold to implement a valid and reliable balanced assessment system.
- An SLO represents a collaborative process, founded on one learning goal (i.e., **big idea**) that represents the most important learning, and typical student growth in a classroom.

Questions



Resources



- Illinois State Board of Education
 - www.isbe.net/assessment
 - www.isbe.net/PEAC
- Illinois Administration Code Part 50
 - www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf
- Center for Assessment SLO Toolkit
 - www.nciea.org/
- Douglas County School District. *What is balanced assessment*. Retrieved from:
 - <https://sites.google.com/a/dcsdk12.org/bas/>
- Joint Committee on Standards for Educational Evaluation. *Classroom assessment standards: Sound assessment practices for K-12 teachers*. Retrieved from:
 - <http://www.jcsee.org/standards-development>
- Rubric Development
 - <http://uwf.edu/cutla/rubricdevelopment.cfm>

Resources



- Ligon, G.D. (2008). Growth Model Growing Pains. ESP Solutions Group.
 - http://www.espsolutionsgroup.com/espweb/assets/files/ESP_Growth_Model_Growing_Pains_ORG.pdf
- Marion, S., DePascale, C., Domaleski, C., Gong, B., Diaz-Bilello, E. (2012). Considerations for analyzing educators' contributions to student learning in non-tested subjects and grades with a focus on student learning objectives. *Center for Assessment*.
 - http://www.nciea.org/publication_PDFs/Measurement%20Considerations%20for%20NTSG_052212.pdf
- Perie, M., Marion, S., Gong, B. (2009). Moving toward a comprehensive assessment system: A framework for considering interim assessments. *Educational Measurement: Issues and Practice*, 28(3), 5-13.
 - http://www.nwea.org/sites/www.nwea.org/files/aldocs/Perie%20-%20Moving%20Toward%20a%20Comprehensive%20Assessment%20System%20-%20A%20F_1.pdf
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