



Your Virtual

PERA Coach

Issue Number 4 - January 2016



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

Assessing Student Growth:

[Part 50 requirement reminders](#)

[District decisions for student growth models](#)

Student Learning Objectives:

[Advantages for use](#)

[Additional considerations](#)

[Five elements](#)

[Cycle](#)

[Templates](#)

[Reflective questions to support the process](#)

[Website Links and Resources](#)

[Previous PERA Coach Issues](#)

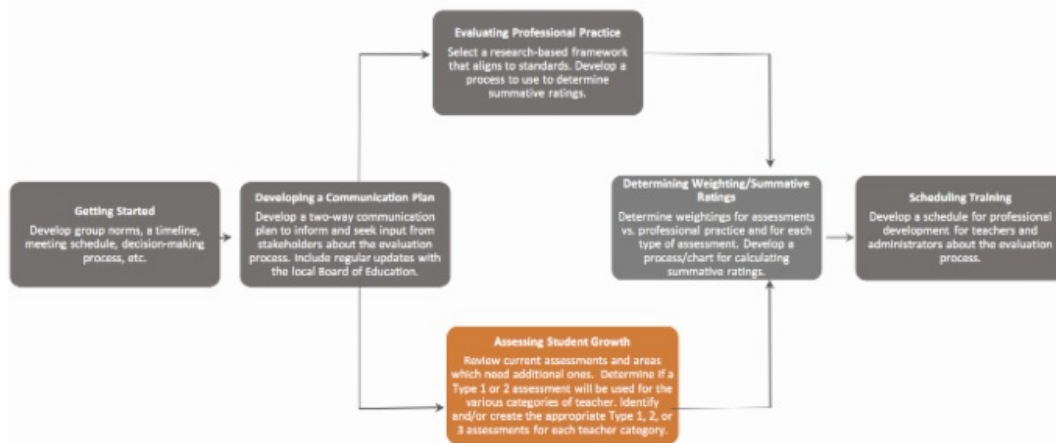
Dear Illinois Educator,

Happy New Year! By now, you should be on your way planning for full implementation of the Performance Evaluation Reform Act. The focus of this fourth issue of *Your Virtual PERA Coach* continues to be on assessing student growth. We will look at student learning objectives (SLOs) and decisions PERA joint committees can consider regarding student growth.

Your Virtual PERA Coach contains information and links to various documents that can help your PERA joint committee and school district to develop a process for incorporating student growth into your teacher evaluation plan.

Overview of Joint Committee Work

This Month's Focus: Assessing Student Growth- SLOs



View full chart [here](#)



ASSESSING STUDENT GROWTH

Illinois Administrative Code Part 50 Requirement Reminders

The performance evaluation plan must identify at least two types of assessments for evaluating each category of teacher and one or more measurement models to be used to determine student growth that are specific to each assessment chosen.

The PERA joint committee must identify a measurement model for each type of assessment that employs multiple data points. The evaluation plan must include the use of at least one Type I or Type II assessment and at least one Type III assessment. If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.

A school district required to use two Type III assessments for any category of teachers may delay the use of the second Type III assessment until the second year of implementation.

Clarification: There is no option to "not" measure student growth for first year teachers.

Student growth shall represent at least 25



STUDENT LEARNING OBJECTIVES

PEAC recommends that student learning objectives (SLOs) be used as a measurement model for Type III assessments. However, SLOs are not required; districts have the autonomy to implement measurement tools for Type III assessments, including SLOs, in a way that best fits their specific contexts.

Clarification: SLOs are not a type of assessment but are organizational tools that can be used to measure student growth for Type III assessments.

Advantages for Using SLOs

- * The SLO process has the potential to improve educator practice in both assessment and instruction.
- * It can promote reflective teaching practices and collaboration among students, teachers and administrators.
- * It can maintain a focus on district priority needs and continuous improvement planning.
- * It can provide opportunities to align instruction across classrooms through collaboration at grade/subject matter level.
- * It aligns with the goals of a professional learning community philosophy.

percent of a teacher's performance evaluation rating in the first and second years of a school district's implementation of a performance evaluation system. Thereafter, student growth shall represent at least 30 percent of the rating assigned.

District Decisions for Student Growth Models

PEAC provides districts suggestions for some decisions that might need to be made in the Guidance document, [Creating Operating Guidelines for Student Growth Models in Teacher Evaluation Systems](#).

Eight decisions include the following and are reviewed in more detail in the guidance document.

Decision 1 - Identify students whose growth is validly attributable to a specific teacher.

Decision 2 - Determine how long a student needs to be enrolled in or attending a teacher's class for the teacher to contribute to his or her growth. *For example, a PERA joint committee might decide to only include students who take the pre- and post-test and are present for a particular percentage of class sessions that is agreed upon.*

Decision 3 - Select students or groups of students who will **actually** be included in the teacher's growth measure.

Decision 4 - Determine how shared teacher responsibility for students, later teacher assignment, teacher absence, and/or teacher transfer are accounted for in student growth measures. *For example, a PERA joint committee might decide to exclude growth measures from evaluation of teachers who are in class for less than a particular % of class sessions (that is agreed upon) between the pre- and post-test.*

Decision 5 - Ensure that student rosters are accurate and the correct students are being included in a teacher's growth measure.

Decision 6 - Determine a course of action for

* It encourages the use of authentic, performance-based assessments that support a balanced assessment system.

* It can establish a laser-like focus on student learning.

* It can help educators to focus on student learning and achievement gaps.

Additional Considerations When Using SLOs

Although SLOs have many benefits, they can require a significant time commitment from teachers and administrators to implement the process fairly and with fidelity.

As a result, the decision to implement SLOs requires a district's PERA Joint Committee to commit to providing the necessary time, resources, and support. Carefully designing an SLO process is critical to reducing the time commitment as much as possible.

Consider having teachers create shared SLOs as a grade level/content team instead to reduce the amount of time required by teachers and evaluators.

Five Elements of an SLO

The Illinois State Board of Education's SLO template contains five elements that include guiding questions and statements. Detailed information about each element can be found in PEAC's [Student Learning Objective Guidebook](#).

Element 1: Learning Goal

Element 2: Assessments

Element 3: Growth Targets

Element 4: Actual Outcomes

Element 5: Teacher Rating

Clarification: A teacher's rating is not based upon the accuracy of a teacher's "prediction" of their students' learning but is dependent upon their students meeting or exceeding their growth targets.

when assessment data are missing for a student or group of students.

Decision 7 - Determine if students who skipped a grade or are held back a grade should be excluded from the growth attributed to a teacher.

Decision 8 - Determine how to address the link between subjects and courses and particular assessments.

Student Learning Objective Cycle



View full cycle [here](#)

Reflective Questions to Support the SLO Process

The following set of questions can be used to support collaborative and reflective conversations.

- Reflective Questions to Support the SLO Process
- Element 1: Learning Goal**
- Why did you select the described learning goal? What overarching purpose will it serve the students identified?
 - How does the learning goal support school and district goals?
 - Is the interval of instruction you identified adequate to reach the goal?
 - How have students been performing on the content standards identified for this plan?
 - What level of cognitive rigor (thinking) is required by the standards?
 - What do students need to know, understand, and be able to do according to the standards?
 - Are these standards the essential, or priority, standards for the identified group?
 - Why did you select the group of student identified? How are you responsible for their learning?
 - If team collaboration, how will each educator be responsible for the student population identified?
 - What do you already know about the students identified? How will this play a factor in the learning goal?
 - What professional learning/support do you need to achieve this learning goal?
- Element 2: Assessments and Scoring**
- What qualitative and quantitative sources of data have you collected from your students?
 - What will you look for at the end of the learning plan to show the students have met the goal set?
 - How comprehensive are the sources of data you have selected?
 - How are you using multiple sources of data to inform instruction and decision making?
 - What are the benchmarks you look for in progress on the identified assessments?
- Element 3: Growth Targets**
- What trend data might you use to determine growth expectations on the learning goal identified?
 - What might student past performance on the learning goal suggest about possible outcomes?
 - What are the learning expectations for the selected content / course? How can these support the identification of student learning targets?
 - What patterns might help you determine realistic growth expectations? How will the goals be differentiated based on the different types of learners in your plan?
- Mid-Point Review Process:**
- Are the students on track to meet the targets you have set? Who is struggling? Who is exceeding?
 - What instructional adjustments could you make to ensure all students can reach the established targets?
 - How might the growth targets need to be adjusted based on mid-point data? What evidence do you have to support this need?
 - What have you learned so far about your students? What have you learned so far about your instruction?
- Elements 4 and 5: Actual Outcomes and Results**
- What did the results tell you about your students?
 - Were there any extenuating circumstances that impacted results?
 - How might these results impact future planning?
 - What other instructional goals can you set for your students based on this assessment cycle?
 - Reflecting upon this year's data, what thoughts do you have about goals for next year?

View questions [here](#)

SLO Templates to Use

Illinois State Board of Education - [a PDF fillable template to use](#)

Illinois State Board of Education - [a Word template that can be modified](#)

Completed templates from one district to share as examples or adapt for use -

[Kindergarten SLO Example - Reading/Phonics](#)
[Fifth Grade SLO Example - Reading](#)

Illinois Education Association - Teachers in IEA districts can use the interactive SLO template located in the IEA members' only section.

Additional Website Links and Resources

[Student Growth/Balanced Assessment sections of ISBE's site](#) - this webpage contains many resources to help with assessing student growth. It includes examples of SLOs for special subject areas teachers as well as video modules that can be used for providing training/background knowledge.

[Model Teacher Evaluation System-Measuring Student Growth Using Type III Assessments](#) - this PEAC resource contains basic information about SLOs, recommended processes for districts to establish SLOs, and information on the required elements of SLOs in the Model Teacher Evaluation

System.

[Foundational Services website](#) - this site includes training materials for the various components of a teacher evaluation plan. The focus of Module 3 is on SLOs and Module 4 is on Measurement Models. School districts can also contact their local ROE/ISCs if they would like assistance and/or a trainer to deliver the materials created by Foundational Services.

Previous PERA Coach Issues

Click the 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

Additional Subscriptions

Would you like other members in your district/organization to receive future issues of the Virtual PERA Coach?

[Subscribe](#)

Questions or Topic Suggestions

Use this [link](#) to submit questions or topic suggestions for future issues

PEAC Copyright © 2015

