



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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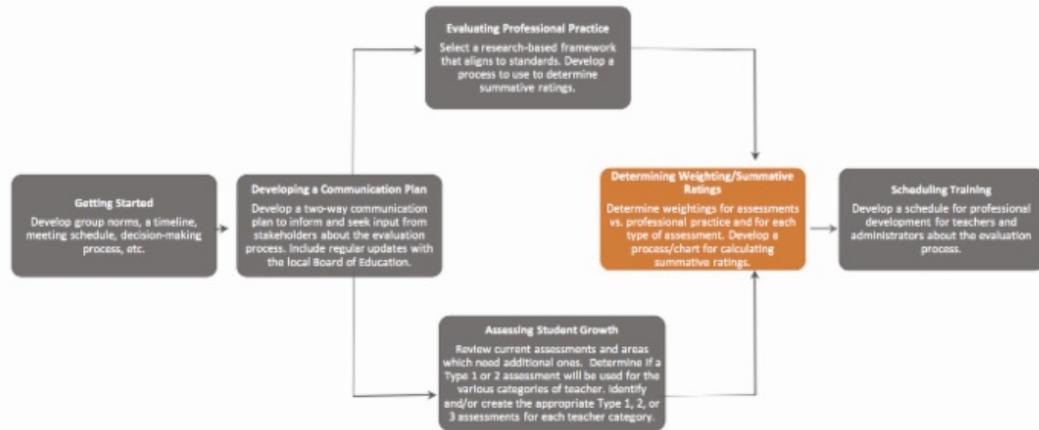
Dear Illinois Educator,

We continue on the journey to full implementation of the Performance Evaluation Reform Act. Hopefully, by now, your PERA joint committee has made many decisions about incorporating student growth into your district's evaluation plan. Remember that your joint committee needs to agree upon the various components within 180 days of your first formal meeting (**by April 29th** if you began meeting on the latest required date of November 1st). If your joint committee can't agree upon certain aspects, your district must adopt the state performance evaluation model for any portion of the evaluation plan that could not be agreed upon.

The focus of the fifth issue of *Your Virtual PERA Coach* is on making decisions about optional weightings for assessments and professional practice and on developing a process and/or chart for calculating summative ratings. Use the information and links found in this issue to access resources that can help your PERA joint committee as you consider weightings and develop a process for determining summative ratings for your district's teacher evaluation plan.

Overview of Joint Committee Work

This Month's Focus: Determining Weightings/Summative Ratings



View full chart [here](#)



DETERMINING SUMMATIVE RATINGS

PERA joint committees need to make several important decisions as they develop a process for determining summative ratings. The decisions involve **professional practice**, **student growth**, and **combining the two areas into one rating**.



PROFESSIONAL PRACTICE

Determine Rating Scales for Evaluating Professional Practice

Neither PERA nor its Administrative Rules define the relative weights of the components of teacher practice (*if* the Joint Committee is considering weighting the components) or how the ratings of the components are to be combined into a final rating of teacher practice. PERA Joint Committees are charged with making these decisions. The PEAC Document, [Evaluating Teacher Practice and Understanding Summative Rating](#), offers guidance in this part of the process.

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



STUDENT GROWTH

Determine the Weightings of the Two Types of Assessments and How to Combine Them to Create One Student Growth Score

Remember that at least one Type I or Type II assessment and at least one Type III assessment must be used for every type of teacher. 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.

The PERA joint committee shall determine the weight each assessment will hold. Committees should determine the weight (%) of Assessment 1 (Type I or II) and the weight (%) of Assessment 2 (Type III).

1. Should a weight be assigned to the domains and/or components of the instructional framework?

A discussion of the relative weight given to each domain of the instructional framework will require considering the relative importance of each part of the teaching framework. **For example** (this is only meant as an example and not as a recommendation), a school district using the Danielson Framework might decide to weight the domains as follows:

Domain 1 (Planning and Preparation) - 20%

Domain 2 (Classroom Environment) - 20%

Domain 3 (Instruction) - 40%

Domain 4 (Professional Responsibilities) - 20%

The joint committee's discussion might address the following key questions: How important is planning? Is a teacher's participation in the professional community as important as the classroom environment? Do the domains of the district's framework work together to inform and support each other?

A PERA joint committee may decide to weight each component equally (i.e., not assign a weight to any of the domains or components). Whatever is decided, it is important that the decision is a reflection of the values and beliefs of the district as well as the goals and purposes of the evaluation system.

2. What is the minimum level of performance required for each level of practice?

A teacher's summative practice rating should combine the evaluator's assessment of evidence of teaching performance in each domain or component of the instructional framework. This determination can be made based on a set of decision rules that define the level of performance required for each summative rating using the component ratings.

For example, it could be decided that a teacher who is proficient in all of the components of the instructional domain cannot receive an

The following discussion question is suggested.

Will the assessments have equal weighting for the student growth component or will one have more weight than the other?

Committees should discuss reasons for their decisions.

Student Growth Expectations and Teacher Ratings

The teacher and evaluator must carefully consider the growth expectations that are assigned to students. Growth expectations should be rigorous yet realistic. Remember that teacher ratings are based on "Growth" not "Attainment".

"Student Growth" is defined in the Part 50 Rules as a demonstrable change in knowledge or skills between two or more points in time. "Attainment" is used as a *point in time* measure of student proficiency which compares the measured proficiency rate with a pre-defined goal.

Attainment is NOT a measure of Student Growth if it only looks at student learning at one point in time.

PERA Joint Committee Agreement

Reminder: As mentioned previously, the PERA joint committee must agree upon all components of their district's evaluation plan within 180 days of their first meeting. If joint committees can't agree upon certain aspects, the district must adopt the state performance evaluation model for any portion of the evaluation plan that could not be agreed upon.

Keep in mind that no decision IS a decision. Your PERA joint committee is either choosing what they agree upon or choosing to adopt the percentages and components defined in the state's performance evaluation model.

A sample checklist of some of the decisions PERA joint committees need to make can be found on the [Foundational Services website](#) in the teacher evaluation section under the Module 6 materials.



COMBINING INTO ONE SUMMATIVE RATING

"Unsatisfactory" rating. As another example of a decision rule, a joint committee might decide that a teacher who has "Unsatisfactory" or "Needs Improvement" ratings on three or more instructional components may not receive a "Proficient" practice.

In addition to using a set of decision rules, there are other ways to determine a summative practice rating, including the use of numerical scoring, examining the preponderance of evidence across components/domains, or holistic scoring.

Examples of using simple averages and weighted averages can be found in the guidance document.

Regardless of the method used to determine summative practice ratings, it is important to consider how different potential rating outcomes reflect the district's values and beliefs as well as the teaching strengths and weaknesses across components/domains.

3. Should a rating on a single component of the framework determine the overall rating of practice?

School district evaluation plans should specifically address whether an "Unsatisfactory" or "Needs Improvement" rating on one component of one domain should automatically result in an overall practice rating of "Unsatisfactory" or "Needs Improvement."

PEAC Guidance: Given the structure of most of the practice frameworks in use in districts, basing the overall practice rating on one component is bad practice and inconsistent with the goal of improving teaching practice; therefore, it should **not** be utilized.

The components of most practice frameworks are interconnected, and evidence collected across components provides a more complete set of data regarding teacher practice that is intended to foster productive conversations between teacher and evaluator. Thus, summative practice rating methods should give consideration to the prevalence of strengths and weaknesses found across domains and components through the evidence collected

Determine How to Combine the Professional Practice and the Student Growth Rating into One Summative Evaluation Rating

PERA joint committees decide what percentage of a teacher's evaluation will be based on **teacher practice** and what percentage will be based on **student growth**. Remember that student growth must count for a minimum of 25 percent of the summative rating for the first two years of implementation, and increase to a minimum of 30 percent in the third year of implementation and thereafter.

If the state's performance evaluation model is used, Student Growth needs to make up 50% of the summative evaluation (See Illinois Administrative Code, Title 23, Part 50, Section 50.110: Student Growth Components, Section a).

Although the state's performance evaluation model prescribes that professional practice and student growth be rated using the same labels (excellent, proficient, needs improvement, and unsatisfactory), PERA joint committees have considerable flexibility in determining how to combine practice and student growth ratings into a single, summative rating.

The PEAC guidance document, [Creating a Summative Rating in Teacher Evaluation Systems](#), lays out a few options and examples using a percentage weight for student growth.

Additional examples of matrices to use to determine summative ratings can be found on the [Foundational Services website](#) in the teacher evaluation section under the Module 6 materials.

PEAC Guidance: It is important to ensure that decisions made through the PERA joint committee are reflections of the values and beliefs of the district as well as the goals and purposes of the evaluation system.

Although it might be tempting, do not just copy and paste another district's matrices or charts into your district's evaluation plan without first considering your local context.

during multiple observations.

Additional Website Links and Resources

[Non-Regulatory Guidance The Performance Evaluation Reform Act \(PERA\) and Senate Bill 7 \(SB 7\)](#)

This 54 page guidance document addresses the many questions that ISBE has received regarding various provisions of the Performance Evaluation Reform Act and Senate Bill 7. It contains answers to questions about performance evaluations, rating categories, the state's performance evaluation model, professional development and remediation plans, acquisition of tenure, reductions in force, RIF joint committees, etc.

Guidance: PERA joint committees should communicate/coordinate with their district's RIF joint committees regarding the overall ratings/groups of teachers. It should be discussed how the evaluation plan will impact the process for determining the order of dismissal of teachers when reduction in force is necessary (in particular for those teachers in group 2 - rated as "Needing Improvement" or "Unsatisfactory").

[Model Teacher Evaluation System - Creating a Summative Rating](#)

This document shows how to combine teacher practice and student growth ratings to create a teacher's summative rating under the state's performance evaluation model. In this model, student growth comprises 50 percent of the performance rating. A decision matrix is used to combine ratings into one summative rating.

[Foundational Services Website](#)

This site includes training materials for the various components of developing a teacher evaluation plan. The focus of Module 5 is on the state's performance evaluation model and Module 6 is on summative ratings. 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 following 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

[January Issue](#) - continued focus on assessing student growth and student learning objectives

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