

Senate Bill 315/PERA: The Performance Evaluation Reform Act

An overview designed for ILMEA members

PERA Overview

- PERA required that beginning Sept. 1, 2012, both teachers and administrators in all districts in Illinois (even those that have not yet adopted new evaluation systems) must be rated using one of these four performance categories: Excellent, Proficient, Needs Improvement or Unsatisfactory.
- PERA requires administrators to successfully complete the Teacher Evaluation Training program to become a “qualified evaluator” prior to evaluating staff.

PERA Overview

- PERA requires districts to design and implement a performance evaluation system that assesses principals' and assistant principals' professional skills as well as incorporates measures of student growth.
- PERA requires districts to design and implement a performance evaluation system that assesses teachers' professional skills as well as incorporates measures of student growth. Click [here](#) to see the mandated implementation date for your district.
- In accordance with PERA, performance evaluation ratings for both administrators and teachers will be based on a percentage of Professional Practice and Student Growth.

PERA Overview

- PERA requires that districts convene a Joint Committee to make decisions on incorporating student growth measures in the Performance Evaluation Plan. The Joint Committee shall be composed of equal representation by teachers and district officials/administrators.
- It is this committee that determines the district's procedures for performance evaluation plans, assessments, etc. as described in the next slides. PERA says that student growth can be as little as 30% of the teacher's evaluation (with professional practice making up the remaining 70%)
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- The Joint Committee must come to a consensus on incorporating student growth within 180 days of the first formal meeting. If an agreement is not reached, the district must default to the State Model, which means student growth will make up 50% of the overall evaluation rating.

PERA Performance Evaluation Plans

- Student Growth Component - Student Growth is defined as a demonstrable change in a student's or group of students' knowledge or skill, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.
- The Performance Evaluation Plan shall identify at least one Type III assessment and either a Type I or Type II assessment that will be used to measure student growth.
- For teachers who have neither a Type I nor a Type II assessment available, the evaluation plan must include a minimum of two Type III assessments.

PERA Performance Evaluation Plans

- Type I - A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. [Example...NWEA \(MAP\)](#)
- Type II - 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. [Example...Common Grade Level Assessment](#)
- Type III - Any assessment that is rigorous, aligned to the course curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. [Example...teacher-created assessment, assessment created by textbook publisher](#)

PERA Performance Evaluation Plans

- For each tenured teacher who received either an “excellent” or “proficient” performance evaluation rating on his/her last performance evaluation, a minimum of two observations are required, one of which must be a formal observation.
- For each tenured teacher who received either a “needs improvement” or “unsatisfactory” performance evaluation rating on his/her last performance evaluation, a minimum of three observations shall be required in the school year immediately following the year in which the rating was assigned, of which two must be formal observations.
- For each non-tenured teacher, a minimum of three observations shall be required each school year, of which two must be formal observations.

PERA Performance Evaluation Plans

- Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.
- In advance of this conference, the teacher shall submit to the qualified evaluator a written lesson plan or unit plan and/or other evidence of planning for the instruction that will be conducted during the formal observation. The teacher may make recommendations for areas on which the qualified evaluator should focus during the observation.
- The formal observation shall allow the qualified evaluator to acquire evidence of the teacher's planning, instructional delivery, and classroom management skills.

Final Thoughts

- The ILMEA Teacher Evaluation Committee is working in cooperation with ISBE to identify samples of quality assessments that can be shared as examples with teachers across the state. We look forward to sharing resources with you in the near future.
- Remember - the joint committee in your school district will make many of these decisions for you as a teacher. Be sure you have representation on that committee as a music educator - or get on it yourself!
- Questions? Concerns? Clarifications? Ideas on what we can do to support music teachers throughout Illinois? Email our Teacher Evaluation Committee at teachereval@ilmea.org and we will do our best to help answer your questions!