



# Performance Evaluation Reform Act

Brought to you by The Friends of the Joint Committee:

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# Who is the Joint Committee and what do we do?

- An equally represented group of teachers and administrators charged with the task of bringing PERA legislation into practice in District 15
- Develop and implement an evaluation plan that incorporates student growth into performance evaluations
- Must come to a consensus within 180 days of first official meeting

# What do you know about PERA?

- Please take the next five minutes to talk at your table with your colleagues about what you currently know and understand about PERA



# How are you feeling about PERA?

- What thoughts do you have about your evaluation being tied to student growth?
- Nervous?
- Indifferent?
- Curious?
- Confused?
- Excited?



# Why we are excited!

- Adds objectivity to a practice that was almost universally subjective
- Promotes collaboration and best practices between staff and administration
- Provides teachers with data about their students that they can use to tailor their instruction and better meet their needs
- Cultivates teacher “ownership” in the evaluation process



# We will need your leadership and support

<https://www.youtube.com/watch?v=fVW8amMCVAJQ>

# What we are talking about with you today

- Description of SB7 & PERA
- Student Growth & Evaluations
- Assessments
- Student Learning Objectives
- Time Frame for Implementation



# What is SB7 & PERA

- **Senate Bill 7**
  - Acquisition of tenure is tied to teacher evaluations
  - RIF is based on evaluation rating groups from SB7 database
  - Currently implemented by District 15
- **Performance Evaluation Reform Act**
  - Currently Danielson model represents 100% of your evaluation
  - With PERA student growth represents a portion of your teacher evaluations
    - At a minimum it will be 25%-30% of your evaluation
    - The State default is 50% of your evaluation

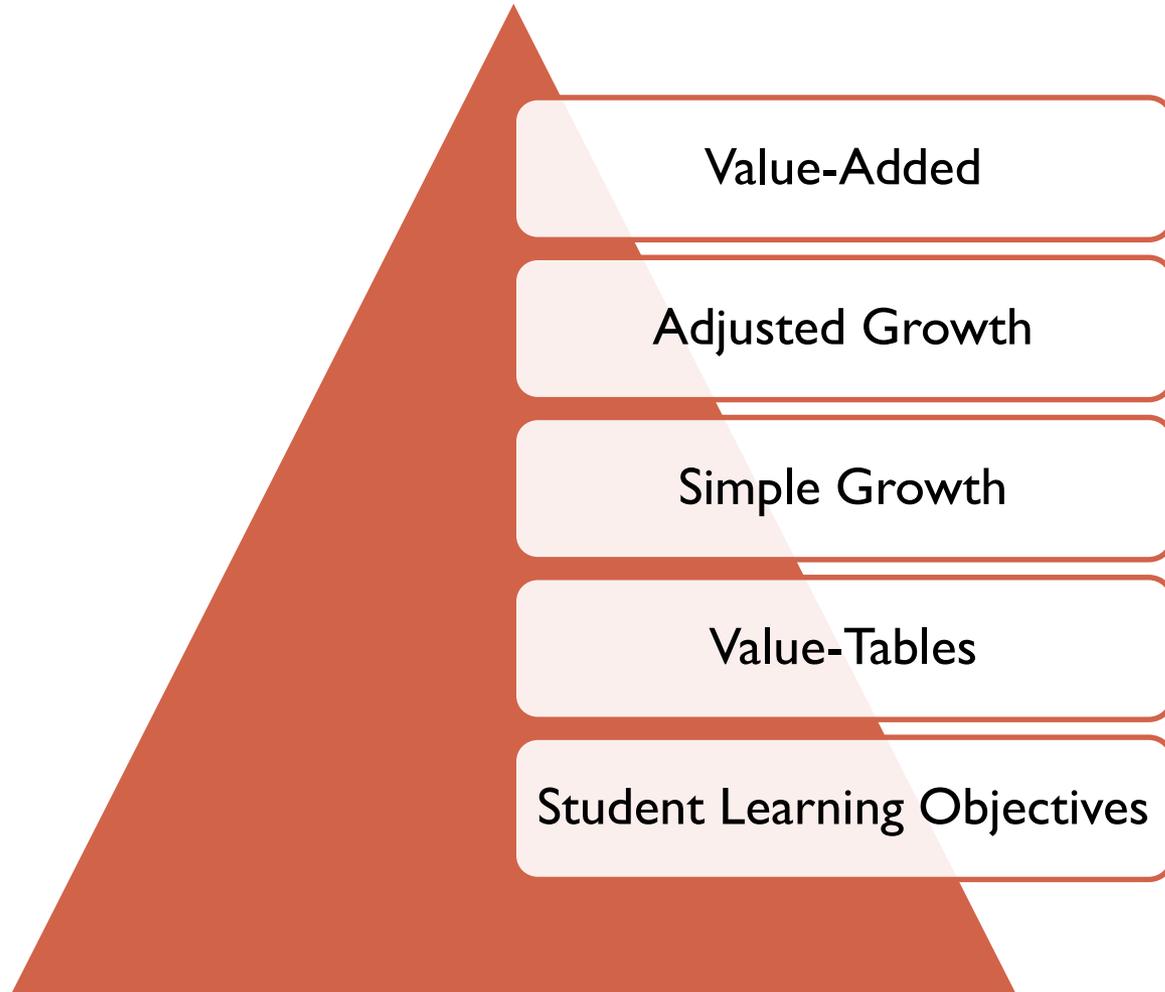
# Student Growth and Evaluations

- Student growth will become a significant factor in rating teacher performance evaluations
- PERA law defines growth as a demonstrable change in a student's or group of students' knowledge or skill as evidenced by gain on two or more assessments, between two or more points in time.
- How will we determine growth? A starting point is to choose assessments

# Assessments

- What assessments can be used to determine student growth for PERA?
- Type 1 Assessment.
  - Scored by non district entity and is administered either state wide or nation wide. Ex: PARCC
- Type 2 Assessment.
  - District wide assessment adopted or approved by school district and used by all teachers in a specific subject area. Ex: common district-wide assessments, criterion-referenced tests, textbook assessments
- Type 3 Assessment.
  - Teacher created assessments that align with course curriculum and are rigorous. Must be approved by teacher and administrator. Ex: Teacher-created assessments, performance assessments
- How will we measure growth thru these assessments?

# Measurement Models



# Student Learning Objectives

- What are Student Learning Objectives?
  - SLO's are a detailed process used to organize evidence of student growth over a specified period of time
  - Benefits of SLO's are they facilitate conversation and collaboration
    - SLO's increase the quality of discussions evaluators and teachers have about student learning in individual classrooms.
  - Can be tailored to teacher goals

# Time Frame for Implementation

- **2014/2015 School Year.**
  - Awareness and information/resource sharing.
- **2015/2016 School Year.**
  - Practice and Pilot.
- **2016-2017 School Year.**
  - Implementation of PERA.

# Key Take Aways

- We have time to do this right, implementation is not till 16/17 school year
- A joint committee is in place to represent the best interests of our staff and students
- We will need your help and enthusiasm
- We are excited about the possibilities this process has

# Questions?

