

## ***Ed Reform Ties Teacher Performance Evaluations Under the Performance Evaluation Reform Act of 2010 to Teacher Certification, Employment, and Dismissal***

The key to *Ed Reform* (Senate Bill 7, P.A. 97-0008) is teacher performance-based evaluations under the *Performance Evaluation Reform Act of 2010* ("PERA"). At the heart of PERA is the requirement that school boards must incorporate student growth data as a significant part of its evaluation plan for tenured and non-tenured teachers. Much (but not all) of *Ed Reform* depends upon the implementation of PERA's required evaluation plans by school boards.

### **1. How are *Ed Reform* and PERA related?**

In passing *Ed Reform*, the legislature tied *Ed Reform* to PERA, as follows:

#### **a. Filling new or vacant positions**

PERA evaluations, when available, are one factor that may be used when filling new or vacant positions. (See p. 8).

#### **b. Acquisition of tenure**

Probationary teachers first employed after the PERA implementation date are eligible for tenure based upon the rating they receive under their PERA evaluation. Probationary teachers who receive three "excellent" evaluations and probationary teachers who attained tenure in other school districts (and satisfy certain other requirements) may receive tenure on an accelerated basis based on their PERA evaluations. Teachers who do not receive the required PERA ratings may not be granted tenure. (See p. 11).

#### **c. Dismissal of tenured teachers based upon performance**

School boards have the option of utilizing a dismissal procedure that may make it easier to dismiss tenured teachers who receive an "unsatisfactory" PERA evaluation. (See p. 20).

#### **d. Revocation of certificates**

The Illinois State Board of Education ("ISBE") may sanction teachers and suspend or revoke their teaching certificates if a certified teacher receives 2 or more "unsatisfactory" PERA evaluations in a 7 year period. Sanctions may include professional development in lieu of, or in addition to, suspension or revocation. When issuing sanctions, ISBE will consider several factors, including, but not limited to, the evaluator's qualifications,

the quality of remediation plans, and whether a remediation plan was successfully completed, among other things. (See p. 27).

**e. RIF not tied to PERA**

*Ed Reform* requires the use of evaluations when implementing a reduction-in-force. However, the legislation does not require PERA evaluations to be used until after the PERA implementation date. (See p. 14).

**2. What is the new rating scale under PERA?**

On or before September 1, 2012, regardless of implementation of PERA evaluations at the school district level, all principal and teacher evaluations must be rated with "excellent," "proficient," "needs improvement," and "unsatisfactory."

**3. What evaluation criteria must a PERA evaluation plan contain?**

By September 1, 2012, evaluation plans must include the following components:

- a. Personal observation of the teacher in the classroom by the evaluator;
- b. Consideration of the teacher's attendance, planning, instructional methods, classroom management, and competency in the subject matter taught; and
- c. The teacher's duties and responsibilities, and the standards to which the teacher is expected to conform.

Additionally, by the PERA implementation dates listed in Section 5 below, each school board must implement a plan to incorporate the use of data and indicators of student growth as a significant factor in evaluating the performance of teachers and principals. The plan must specifically describe:

- a. How student growth data and indicators will be used in the evaluation process;
- b. How the information is related to evaluation standards;
- c. The assessments or other indicators used to measure student growth, and the weight each will have;
- d. The methodology that will be used to measure student growth; and
- e. Criteria other than student growth that will be used in evaluating the teacher or principal, including those discussed above.

**4. How does a district incorporate student growth data into the evaluation plan?**

To incorporate the use of data and indicators of student growth into the evaluation plan, school boards must use a joint committee which is composed of members equally selected by the board and its teachers or, where applicable, the union. If the joint committee cannot agree upon the evaluation plan within 180 days of its first meeting, the school board must implement the model evaluation plan created by ISBE.

**5. When must student data be incorporated into evaluation plans for PERA?**

For the requirement to incorporate the use of data and indicators of student growth into evaluation plans for tenured and non-tenured teachers, the pertinent implementation dates are as follows:

- a. Districts having less than 500,000 inhabitants and receiving a Race to the Top Grant or School Improvement Grant after January 15, 2010:** The date specified in the grant for implementing an evaluation system for teachers and principals incorporating student growth as a significant factor.
- b. Lowest performing 20 percent of remaining school districts having less than 500,000 inhabitants:** September 1, 2015. The State Superintendent shall determine the measure of and school year or years used for school district performance. The rankings shall be completed at a time determined by the State Superintendent, which has not yet been announced.
- c. All other school districts having less than 500,000 inhabitants:** September 1, 2016.

*Ed Reform* allows for school districts and unions to agree to an earlier implementation date provided that the date is not earlier than September 1, 2013, and further provided that the agreement is transmitted in writing to ISBE.

**6. How must teachers be evaluated under the Act?**

**a. Timing of evaluations**

Probationary teachers must be evaluated at least annually. Tenured teachers must be evaluated at least bi-annually. Additionally, tenured teachers who receive either a "needs improvement" or "unsatisfactory" rating must be evaluated once in the year following the receipt of the rating. However, nothing prevents a new principal from evaluating all teachers in a building during his or her first year in the building.

**b. Components of the evaluation process**

An evaluator must:

- i. On and after September 1, 2012, rate the performance of all teachers as “excellent,” “proficient,” “needs improvement,” or “unsatisfactory.”
- ii. Specify the teacher’s strengths and weaknesses, with supporting reasons for comments made;
- iii. Provide the written evaluation and discuss the written evaluation with the teacher within 10 days of the evaluation;
- iv. Include a copy of the evaluation in the teacher’s personnel file and provide a copy to the teacher;
- v. Within 30 school days after the completion of an evaluation, for a tenured teacher who receives a rating of “needs improvement,” develop a professional development plan to address the areas needing improvement; and
- vi. Within 30 school days after the completion of an evaluation, for a tenured teacher who receives a rating of “unsatisfactory,” develop a remediation plan designed to correct remediable deficiencies stated in the evaluation.

**c. Tenured teachers rated as “needs improvement”**

Within 30 school days of the completion of an evaluation rating a tenured teacher as “needs improvement,” the evaluator, in consultation with the teacher, must create a professional development plan that is directed to the areas of needed improvement. The plan must take into account the teacher’s ongoing professional responsibilities, including his or her regular teaching assignments. The plan also must describe any support the district will provide to address any areas identified as needing improvement. This requirement goes into effect on September 1, 2012. Note that the statute only requires the “needs improvement” plan for tenured teachers even though probationary teachers may be assigned the same rating.

**d. Tenured teachers rated as “unsatisfactory”**

Within 30 school days of receiving a rating of “unsatisfactory,” the development and commencement of a remediation plan designed to correct deficiencies stated in his or her evaluation shall occur, provided the

deficiencies are remediable. Both the teacher and consulting teacher shall participate in developing the remediation plan. The remediation plan for "unsatisfactory" tenured teachers shall provide for ninety (90) school days of remediation in the classroom, unless an applicable collective bargaining agreement provides for a shorter duration.

The tenured teacher's performance must be evaluated midway through, and at the conclusion of, the remediation period. Each evaluation shall assess the teacher's performance during the time period since the prior evaluation; provided that the last evaluation shall also include an overall review of the teacher's performance during the remediation period. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with the teacher within 10 school days after the date of the evaluation, unless an applicable collective bargaining agreement provides for another timeframe. These subsequent evaluations shall be conducted by an evaluator. Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may, but is not required to, use the forms provided for the annual evaluation of teachers in the school district's evaluation plan.

The consulting teacher shall provide advice to the tenured teacher rated "unsatisfactory" on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the content of the evaluation shall be left solely to the evaluator, unless an applicable collective bargaining agreement provides to the contrary. Upon the implementation of PERA, school boards have the option of using an alternative dismissal procedure, which requires the use of a second evaluator as part of the remediation process. (See p. 22).

**e. Probationary teachers**

Probationary teachers shall be evaluated annually using the same evaluation instrument as tenured teachers. Probationary teachers are not entitled to a remediation plan in the event of an "unsatisfactory" evaluation or a professional development plan in the event of a rating of "needs improvement."

**7. How does PERA affect the ability to obtain *School Code* and ISBE waivers?**

After the implementation date, school districts may no longer seek a waiver or modification from requirements for: (1) student performance to be a significant factor in teacher or principal evaluations, or (2) tenured teachers and principals to

be rated using the four categories of “excellent,” “proficient,” “needs improvement,” or “unsatisfactory.” Any previously authorized waivers concerning these requirements will terminate on the applicable implementation date.

**8. What are the training requirements for evaluators under PERA?**

PERA places additional requirements for those performing teacher and principal evaluations. School boards must require evaluators to participate in an in-service training approved by ISBE prior to undertaking an evaluation and at least once each certificate renewal cycle.

Any evaluator undertaking an evaluation after September 1, 2012, must first complete a more rigorous ISBE provided or approved pre-qualification program. The program must include an independent observer’s determination that the evaluator’s ratings align with ISBE requirements. ISBE is authorized to develop rules to implement the new requirements, and such rules must be developed through a collaborative process with the Performance Evaluation Advisory Council (“PEAC”). Representatives of teacher unions, school district management, experts in evaluations and other stakeholders make up the PEAC.

**9. How must principals be evaluated?**

On and after September 1, 2012, principals on a single year contract must be evaluated by March 1st of each year. Principals on a multi-year contract must be evaluated each year but the evaluation in the final year of the contract must be completed by March 1. On and after September 1, 2012, principals’ performance must be rated as “excellent,” “proficient,” “needs improvement,” or “unsatisfactory” and the principals’ evaluations must provide for the use of data and indicators on student growth as a significant factor in rating performance. The law also requires that prior to September 1, 2012, evaluations must align with research-based standards established by *administrative rule*, as well as set forth the principals’ specific duties, responsibilities, management, and competence as a principal and specify the principals’ strengths and weaknesses.

**Practical Tips**

1. Begin revising your evaluation plan *now*. With the exception of the student growth component, your evaluation plan must be in compliance with PERA on or before September 1, 2012. Then, do not forget about the student growth component. September 1, 2016, is just around the corner.
2. Make sure your evaluators have taken the ISBE pre-qualification program by September 1, 2012. Otherwise they will not be able to evaluate.

3. Review your collective bargaining agreement and revise it not only to conform to the law, but also so that it does not impair your ability to evaluate. Do not incorporate the evaluation plan into the collective bargaining agreement.
4. Do not forget about principal evaluations and their requirements. Principal evaluations must comply with PERA by September 1, 2012, *including* student growth data.



# Illinois State Board of Education

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Christopher A. Koch, Ed.D.  
State Superintendent of Education

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## Performance Evaluation Advisory Council (PEAC)

### Illinois Performance Evaluation Reform Act Timeline

#### September 2011

- ISBE and PEAC begin developing or facilitate development of a program to train evaluators how to evaluate teachers and principals using the new systems; training to be delivered by **Sept. 1, 2012**.

#### Late October 2011

- The Performance Evaluation Advisory Council (PEAC) submits to the Illinois State Board of Education (ISBE) recommendations on creating new performance evaluation systems for teachers and principals.

#### November-December 2011

- ISBE invites public comment on the new evaluation system draft, revises PEAC's recommendations, and considers proposed administrative rules governing the system.

#### Spring 2012

- ISBE finalizes its rules.

#### Sept. 1, 2012

- All school districts must implement a new principal evaluation system that incorporates student achievement growth and meets minimum requirements set forth in the law and administrative rules.
- All school districts must use one of these performance categories to rate teachers and principals: Excellent, Proficient, Needs Improvement, or Unsatisfactory.
- At least 300 Chicago Public Schools must implement new teacher evaluations, based in part on student growth measures.
- School districts that receive federal School Improvement Grants must implement new teacher evaluations, based in part on student growth measures, in those schools using the grant. These school districts include: Chicago Public Schools, Decatur, DePue, Egyptian, North Chicago, Peoria, Sandoval, and Springfield.
- All evaluators must be trained and prequalified, using programs provided or approved by the state, before undertaking any evaluations.

**Sept. 30, 2012**

- ISBE and PEAC will have developed and begun offering
  - A system to collect and publish educator evaluation data;
  - Technical assistance to help districts create and enact new educator evaluation systems;
  - A process to link educator evaluations with student growth and teacher retention;
  - Ways to provide principals feedback on their school environment;
  - A process to measure if new evaluation systems are valid, reliable, and help improve student achievement.
- Superintendents will be trained to use the new principal evaluation system, using a program developed by ISBE and PEAC.

**Sept. 1, 2013**

- All Chicago Public Schools must implement new teacher performance evaluation systems, based in part on student growth measures.

**Sept. 1, 2014**

- The state will release an assessment to measure the validity of educator evaluation systems, as well as recommend changes to the systems.

**Sept. 1, 2015**

- The lowest performing 20 percent of school districts across the state that have not already done so must implement new teacher performance evaluation systems, based in part on student growth measures.

**Sept. 1, 2016**

- All school districts statewide must implement new teacher performance evaluation systems, based in part on student growth measures.



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## Performance Evaluation Advisory Council (PEAC)

### SUPPORTING ILLINOIS EDUCATORS WITH NEW EVALUATION SYSTEMS

*Helping teachers and principals help their students*

Illinois students deserve an excellent education. And Illinois educators deserve more objective reviews, better feedback, and greater support aligned to their students' needs. That's why Illinois educators are creating more effective evaluation tools, which will provide teachers and principals a clearer picture of what's happening in their classrooms and schools, while expanding opportunities for professional growth. These new evaluation models are part of the state's long-term commitment to outstanding public schools.

#### **Clear and Consistent Standards, More Constructive Feedback, Stronger Professional Development**

In 2010, Gov. Pat Quinn signed the Performance Evaluation Reform Act, which changes how teachers' and principals' performance is measured.

Research has shown that some current evaluation systems don't accurately or objectively measure how educators are doing, or identify their strengths and areas for growth. Moreover, most current evaluations do not formally connect student growth measures with educator performance.

The new evaluation systems will combine multiple measures of student growth and professional practice. The new evaluation systems will also provide clear descriptions of professional excellence so everyone understands what great teaching and school leadership mean. The evaluations will be based on standards of effective teaching, with evaluators trained and pre-qualified to conduct observations, collect evidence, and provide helpful feedback in a timely way.

Hand in hand with new evaluations, school systems will be expected to strengthen their professional development offerings so that educators get the support they need to help their students improve.

#### **Statewide Education Reform, Driven by Local School Districts**

Phasing in the new system will be a multi-year process. Chicago and select schools in eight other school districts will begin using their new systems in the 2012-13 school year; implementation will be phased in for remaining school districts, with all districts using the new systems by 2016.

Districts will have options for evaluating their teachers and principals. For teacher evaluations, a Joint Committee of district officials and teachers or, where applicable, the teachers' exclusive bargaining representatives, have the ability to create their own evaluation system that meets minimum state rules. In addition, the Joint Committee has 180 days to agree on how to incorporate data and indicators of student growth into its own evaluation system. If the committee does not reach agreement on its own plan, the district must then implement all or parts of the state model regarding the use of data and indicators of student growth.

The process for creating teacher evaluations is somewhat different in Chicago Public Schools. There, if the Joint Committee does not reach agreement on a new evaluation system in 90 days, it will not be required to implement any aspect of the state model system. Instead, it may implement its last, best proposal.

For principals, local school administrators can develop their own system or choose to use the state model. The intent is to ensure that locally developed systems are not a top-down, one-size-fits-all approach dictated by the state.

A special advisory group, the Performance Evaluation Advisory Council (PEAC), will make recommendations to the Illinois State Board of Education (ISBE) later this year in two major areas: the minimum components for districts developing their own teacher and principal evaluation systems; and the state models for each. The PEAC includes more than 30 state, district, and union leaders, teachers, higher education professionals, and others.

Based on PEAC's recommendations, the state board will propose administrative rules later this fall; the rules are expected to be finalized by spring 2012.

#### **Educators' Voices Will Count**

Teachers and administrators will have multiple chances to share their views. First, the public is welcome to attend PEAC's monthly meetings as recommendations are crafted this summer and fall. Meeting dates and more information can be found at [www.isbe.net/PEAC](http://www.isbe.net/PEAC).

Second, the PEAC will be seeking input from teachers, administrators, parents, and the public through a series of meetings across the state this fall, as well as through online surveys.

Third, interested parties can submit public comment regarding the proposed rules, which the state board is expected to release later this fall.

Please visit [www.isbe.net/PEAC](http://www.isbe.net/PEAC) to learn more about how you can help transform education in Illinois.

September 30, 2011



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## Performance Evaluation Advisory Council (PEAC)

### Frequently Asked Questions

#### What does the Performance Evaluation Reform Act mean?

In 2010, Gov. Pat Quinn signed the Performance Evaluation Reform Act (PERA), which requires all schools in Illinois to change how teachers' and principals' performance is measured.

#### How will it change how teachers are evaluated?

PERA requires districts to design and implement performance evaluation systems that assess teachers' and principals' professional skills as well as incorporate measures of student growth. District administrators must work with teachers' union representatives to develop evaluation systems that incorporate student growth. School districts and the state must ensure that these performance evaluation systems are valid and reliable and help teachers and principals to better improve student outcomes.

Teacher evaluation systems will provide clear descriptions of professional excellence so everyone understands what great teaching and means. The evaluations will be based on standards of effective practice, with evaluators trained and pre-qualified to conduct observations, collect evidence, and provide helpful, timely feedback. The new evaluations will add objectivity to a practice that almost universally was subjective.

The biggest difference from current systems is that student achievement measures, such as test scores, will become a significant factor in every evaluation. Chicago can use the ISAT to measure student growth, but all other districts will need to use other measures of academic success.

And beginning September 1, 2012, both teachers and administrators in *all* districts (even those that have not yet adopted new evaluation systems) must be rated using one of these four performance categories:

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

Districts have two options for adopting a new system that incorporates student growth measures into teacher evaluations. A school district can develop its own system that meets minimum standards mandated by state rules; or it can choose to use all or portions of a state-designed optional model.

The classroom observation portion of the state-designed optional evaluation system is being adapted from Charlotte Danielson's *Framework for Professional Practice*, widely used for evaluations by districts across the country. Danielson's system emphasizes research-based practices that promote student learning and explain what teachers should know and do. It also incorporates evidence, such as lesson plans and student work, to support various ratings, and considers cultural and developmental issues that can affect teaching.

**How will it change how principals are evaluated?**

Beginning in September 2012, all principals must be evaluated every year by trained and pre-qualified evaluators. Evaluations of principals will be required to incorporate student achievement growth as a significant factor, and the State Board of Education will have developed a model principal evaluation plan that school districts may choose to use.

Similar to teachers, principals will also be evaluated based on standards of effective practice that include clear descriptions of what excellent school leadership means.

**What process is the state using to create this system?**

A special advisory group, the Performance Evaluation Advisory Council (PEAC), is charged with providing input from educators to the Illinois State Board of Education (ISBE) and monitoring PERA development and implementation. Among other responsibilities, they will make recommendations to ISBE later this year in two major areas: rules for districts wanting to develop their own teacher and principal evaluation systems; and recommendations for a statewide model for principal evaluation and a default/optional model for teacher evaluation. The PEAC has more than 30 members, including teachers, administrators, and union leaders.

Based on PEAC's recommendations, the state board then will develop more detailed evaluation rules later this fall; ISBE expects to finalize evaluation system rules in spring 2012.

**How will school districts develop their own teacher evaluation systems?**

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 student growth measures within 180 days of its first meeting, the school district must then implement all or parts of the state default/optional evaluation system. (Note: For Chicago Public Schools, this deadline is 90 days, rather than 180. After 90 days, CPS may implement its last, best teacher evaluation plan proposal.)

**Will all teachers and principals be evaluated this way? When?**

All teachers and principals in Illinois will eventually be evaluated using new evaluation systems, either those developed at the local level or a state model. Each district will phase in its new evaluation system between fall 2012 and fall 2016.

<b>New Evaluation Systems Change</b>	<b>Deadline</b>
All Illinois school districts must adopt a written principal evaluation system that incorporates measures of student achievement growth	Sept. 1, 2012
Evaluators must be trained and pre-qualified in order to conduct evaluations using a new system	
All Illinois principals begin to be evaluated under a new system	
At least 300 Chicago public schools must begin evaluating teachers using a new system that incorporates student growth measures	
Any school receiving federal School Improvement Grants must begin evaluating teachers using a new system that incorporates student growth measures	
All remaining Chicago public schools must evaluate teachers using a new system that incorporates student growth measures	Sept. 1, 2013
A research-based study of the effectiveness school district evaluation systems will be completed	Sept. 1, 2014
The lowest-performing 20% of school districts must begin using new teacher evaluation systems that incorporate student growth measures	Sept. 1, 2015
All Illinois school districts must begin using new teacher evaluation systems that incorporate student growth measures	Sept. 1, 2016

#### **Who will be evaluating teachers and principals?**

Teachers and principals may be evaluated by any evaluator who successfully completes training and a pre-qualification. Any evaluator undertaking an evaluation after September 1, 2012 (whether or not the evaluation incorporates student growth measures) must successfully complete a pre-qualification program provided or approved by the State.

#### **How will evaluators be trained and pre-qualified?**

The State is developing a pre-qualification program as well as a training program for all evaluators. The training will most likely include a combination of face-to-face instruction and online lessons, as well as materials explaining evaluation standards in detail, how to provide helpful feedback, and video examples of best teaching practices.

Superintendents, principals, and other evaluators can expect more specific directives from ISBE this fall regarding requirements and deadlines that they must meet.

#### **How often will teachers and principals be evaluated?**

Teachers with tenure will be evaluated every other year, though a tenured teacher rated "Needs Improvement" or "Unsatisfactory" in any one year will be evaluated the following year. Teachers without tenure will be evaluated every year. Principals will be evaluated every year.

Evaluation Every Year	Evaluation Every Other Year
Non-tenured teachers	Tenured teachers rated "Proficient" or "Excellent"
Tenured teachers rated "Needs Improvement" or "Unsatisfactory"	
Any teacher may be subject to an evaluation during a principal's first year at a school	
Principals	

**Will the new evaluation system affect pay?**

There is currently no state requirement to connect teacher or principal evaluation systems to compensation.

**How can educators contribute to the development of the State's evaluation processes and rules?**

Teachers and administrators will have multiple chances to share their views. First, the public is welcome to attend the Performance Evaluation Advisory Council's (PEAC) monthly meetings as recommendations are crafted this summer and fall. Meeting dates and more information can be found at [www.isbe.net/PEAC](http://www.isbe.net/PEAC).

Second, the PEAC will be seeking input from teachers, administrators, parents, and the public through a series of meetings across the state this fall, as well as through online surveys and discussion groups. Details at [www.isbe.net/PEAC](http://www.isbe.net/PEAC).

Third, the state board will have a 45-day public comment period after it releases its draft rules later this fall. Please visit <http://www.isbe.net/rules/proposed/default.htm> to learn more about how to comment.

**How is "student growth" defined?**

Educators on PEAC's teacher and principal subcommittees are working to recommend what "student growth" means for both principals and teachers. The measurement may include a combination of national, district and teacher-developed tests.

**What professional development opportunities are being offered?**

Evaluators will be trained and prequalified to use the new system, and educators receiving evaluations will be briefed how the new evaluation system works.

**Will teachers of students with special needs be evaluated the same way as other teachers?**

Evaluators will work with all teachers to develop measures of student growth appropriate for every classroom.

**Why is the state making these changes?**

Studies have shown that some current evaluation systems don't accurately or objectively measure how teachers or principals are doing, or identify their strengths and areas for growth. Moreover, most current evaluation systems do not formally connect student growth measures with educator performance. And professional development is too rarely linked to performance evaluation results.

**Who was involved in developing the PERA legislation?**

A coalition of the Governor, the State Board of Education, union leaders, school management groups, Illinois legislators, and other groups backed the reform of teacher and principal evaluation as a way to support Illinois educators as they help Illinois children perform to their highest potential.

**What will it mean for Illinois public school students?**

More effective evaluation systems have the potential to offer teachers a clearer picture of what's happening in their classrooms and principals a clearer picture of what's happening in the schools. Effectively implemented, these systems will provide more opportunities for educators to reflect on their practice, receive constructive feedback, and expand opportunities for professional growth. Hand in hand with new evaluation systems, districts will be expected to strengthen their professional development offerings so that educators get the support they need to help their students improve. The ultimate goal of this evaluation reform is ensuring that every child in Illinois has an outstanding teacher and principal.

**Have other states made similar changes? Were they successful?**

Many school districts around the nation have begun work to improve teacher evaluation systems, in some cases incorporating student growth measures.

**What happens if state supports are not available to meet the required PERA implementation timelines?**

The implementation deadlines are delayed.

**Are teacher and principal evaluations protected from Freedom of Information Act (FOIA) requests?**

Yes. Individual educators' evaluations will not be available to the public.

October 7, 2011



# Illinois State Board of Education

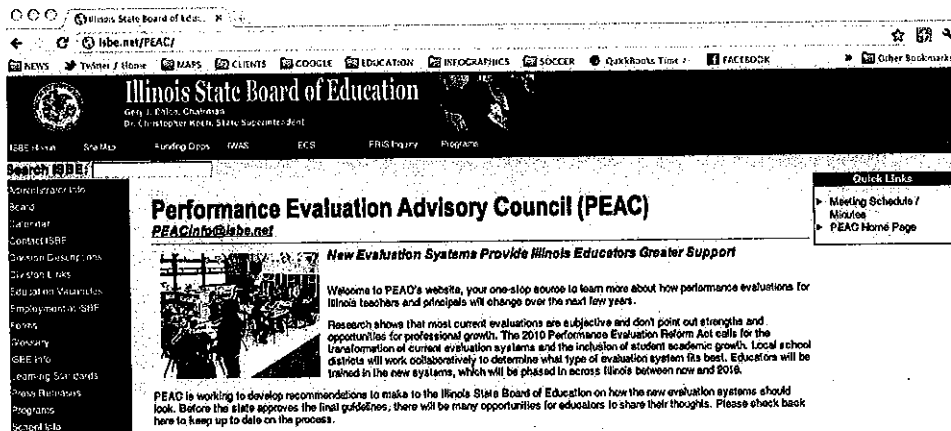
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## Performance Evaluation Advisory Council (PEAC)

PEAC Website Has Much More Information  
[isbe.net/PEAC](http://isbe.net/PEAC)



### Latest drafts of PEAC's recommendations

Go to Quick Links box, upper right.  
Click on Meeting Schedule/Minutes.  
Scroll down to Sept. 23, 2011 meeting for pdfs of latest drafts of recommendations for principal and teacher evaluations, plus useful background information.  
Check back to see if documents have been updated.

### What's New section

The latest news, best place to stay up to date on developments.

### About Us section

Useful background information including an overview of PEAC, timeline of key dates, list of members, FAQs (updated), glossary of key terms, and a copy of the 2010 PERA law.

### Resources section

Links to multiple websites and pdfs with background information on everything from student growth scores to conducting classroom observations.

### Ask a question or leave a comment

Teachers and principals wanting to learn more about the new evaluation systems being created can email [PEACinfo@isbe.net](mailto:PEACinfo@isbe.net) for additional information. The PEAC team of educators and experts will do its best to answer questions and respond to comments and concerns as quickly as possible.