FRANCZEK RADELET
Attorneys and Counselors
300 South Wacker Drive Suite 3400 Chicago, IL 60606
Phone 312.986.0300 Fax 312.986.9192 franczek.com

AMY KOSANOVICH DICKERSON
312.786.6108
akd@franczek.com

PERA/SB 7 — WHERE ARE WE NOW?
Midwest Principals' Center
November 5, 2012

1. **Know and comply with the new requirements under PERA and applicable deadlines**
   a. Changes Effective September 1, 2012:
      i. All Illinois principals will begin to be evaluated under the new system
      ii. All Illinois school districts must adopt a written principal evaluation system that incorporates measures of student growth
      iii. Evaluators must be trained and prequalified in order to conduct evaluations for teachers and/or principals
      iv. All teachers (not just tenured teachers) and principals will be evaluated using a new 4-category rating system (must include excellent, proficient, needs improvement, unsatisfactory) as summative rating descriptors
      v. Frequency of evaluations:
         1. Tenured teachers: Teachers with tenure ratings of excellent or proficient must be evaluated, at a minimum, every other year. Those rated needs improvement or unsatisfactory in any one year must be evaluated the following year.
         2. Non-tenured teachers must be evaluated every year.

   b. Any school receiving federal School Improvement Grant (SIG) funding must pilot evaluating teachers using a new system that incorporates student growth measures, based on the timeline set forth by PERA
      i. Cohort 1 or 2 schools receiving federal SIG funding must begin evaluating teachers using a new system that incorporates student growth measures by September 1, 2013
      ii. Cohort 3 schools receiving federal SIG funding must begin evaluating teachers using a new system that incorporates student growth measures by September 1, 2014

   c. Lowest performing 20% of school districts must begin using new teacher evaluation system that incorporates student growth measures by September 1, 2015

   d. All remaining Illinois school districts must begin using new teacher evaluation systems that incorporate student growth measures by September 1, 2016
      i. NOTE: School districts receiving Race to the Top grants have alternate phase-in dates, specific to the grant requirements

   e. School districts may also agree in writing with the exclusive bargaining representative to adopt student growth measures earlier, pursuant to a signed written agreement. This signed agreement must be sent to ISBE indicating the timeline change.

4. **Comply with all principal & assistant principal evaluation timelines**
   a. September 1, 2012: Performance Evaluation Plan implemented

   b. Start of school term: written notice provided to each principal and assistant principal

   c. October 1: Qualified evaluator and principal or assistant principal meet to set student growth metrics and targets and to establish professional growth goals

   d. February 1: Principals and assistant principals must complete a self-assessment

   e. March 1: evaluation must be completed (for school districts outside Chicago)

   f. No later than 10 principal work days after the day on which a formal observation occurs:
      i. Feedback from the formal observation must be provided in writing to the principal or assistant principal.
      ii. Other evidence and information received by the evaluator that would have a negative impact on the evaluator's rating of the principal (e.g. parent complaints) must be shared with the principal.

   g. NOTE: School district (or evaluator) must inform the principal or assistant principal how evidence of professional practice collected will be used to determine a professional practice rating.

5. **Comply with all meeting requirements for principals and assistant principal evaluations**
   a. October 1: On or by October 1 of each year, evaluator and principal or assistant principal must meet to set the student growth measures and targets to be used, and establish the professional growth goals, which must be based on the results of the performance evaluation conducted in the previous school year (if any). If the evaluator and principal or assistant principal cannot agree on the measures, targets, or goals to be included, then the evaluator must make the determination.

   b. After evaluation is completed: Evaluator must meet with the principal or assistant principal to:
      i. Inform the principal or assistant principal of the rating given for the student growth and professional practice components of the evaluation and of the final performance evaluation rating received
      ii. Discuss the evidence used in making the rating determinations
      iii. Discuss the strengths demonstrated by the principal or assistant principal
      iv. Identify specific areas of growth

6. **Include all required components of principal and assistant principal evaluations.**
   a. The evaluation plan for principals and assistant principals must consider:
      i. Specific duties, responsibilities, management and competence
      ii. Strengths and weaknesses with supporting reasons
      iii. Performance goals for anyone on a performance-based contract

b. The plan must also identify the evaluator.

c. The principal's self-assessment must be used as one input in determining the principal or assistant principal's professional practice rating.

d. Any instruments and rubric used to evaluate the professional practice of a principal or assistant principal must align to the Illinois Standards for Principal Evaluation, and comply with the requirements of 23 Ill. Admin. Code. 50.320.

e. Evaluation plan must provide for a minimum of two formal observations (must observe school practices and may directly observe principal or assistant principal's interactions and activities during the work day).
   i. Formal observation must be scheduled in advance
   ii. Formal observation must include at least one objective for the observation (e.g. reviewing classrooms, observing leadership team meetings).
   iii. Feedback from formal observations must be provided <u>in writing</u> no later than 10 principal work days after observation occurs.

f. Evidence gathered during informal observations may only be considered in determining the required performance evaluation ratings if it is documented in writing.

7. **Provide required plans for "needs improvement" and "unsatisfactory" ratings of teachers.**
   a. Needs Improvement rating - Professional Development Plan
      i. Within 30 school days after completion of an evaluation rating a tenured teacher as "needs improvement," professional development plan must be developed
      ii. No set duration for plan
      iii. Must be developed in consultation with the teacher
      iv. Must be targeted to the areas that have been identified as needing improvement
      v. Must take into account teacher's on-going professional responsibilities, including his/her regular teaching assignments
      vi. Must set forth any support that the district will provide to address the areas identified as needing improvement.

   b. Unsatisfactory rating– Remediation Plan
      i. Within 30 school days after completion of an evaluation rating a tenured teacher as "unsatisfactory," remediation plan must be developed and commenced
      ii. Plan runs for 90 school days
      iii. Evaluations at mid-point and end of remediation plan period
      iv. Dismissal required if rating at end of plan period is not at least satisfactory or proficient

8. **Be mindful of evaluator competencies when conducting teacher observations and evaluations**

   Evaluators must:

   a. Demonstrate high rate of inter-rater reliability;

   b. Competently observe instruction in multiple subject areas provided to varied and multiple student populations;

   c. Link teacher and school-level professional development plans to evaluation results (using data from evaluation rubric, other evidence collected, and best practices);

   d. Communicate evaluation outcomes and findings in constructive and supportive ways that enable teachers to set goals and improve professional practice;

   e. Understand sources of personal bias, and recognize and control for bias when conducting an evaluation and determining results.

9. **Begin preparing for PERA Implementation Date**

   a. PERA requires performance evaluation systems to assess teachers' professional practice and incorporate measures of student growth.

      i. Professional Practice requirements

         1. Districts must adopt or develop an instructional framework and rubric that is aligned to the Illinois Professional Teaching Standards.
         2. State rules require an instructional framework and a requirement for multiple observations of each teacher by the same date that districts begin using measures of student growth
         3. Instructional framework must be based upon research regarding effective instruction and address at least planning, instructional delivery, and classroom management.

      ii. Student growth requirements

         1. What is student growth?
            - "A demonstrable change in student's or group of student's knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points of time."
         2. How can districts measure student growth?
            - There are three types of assessments:
               i. Type 1 – a statewide (but not ISAT except in Chicago) or national assessment
               ii. Type 2 – district-wide assessments used by all teachers in a given grade or subject area
               iii. Type 3 – any assessment agreed to by a teacher and qualified evaluator including assessments created by teachers, district subject or grade level experts, textbook publishers, student work samples or portfolios

3. The Joint Committee must identify a measurement model using multiple data points from at least one Type I or II assessment and at least one Type III assessment.
4. If no Type I or Type II assessment can be identified (e.g. music, art), the Joint Committee shall identify at least two Type II assessments.
5. Student Growth as significant factor
   - ISBE's rules require at least 30% of the evaluation rating to be based on student growth
   - Districts using student growth in 2012-2013 and 2013-2014 must base at least 25% of the rating on student growth

b. Timing
   i. Before the PERA Implementation date, the District must use a Joint Committee composed of equal representation selected by the District and the Union to determine how to incorporate growth
   ii. If the committee cannot agree within 180 calendar days, the District must use the ISBE model
   iii. The clock on the 180 days does not start until November 1 of the year prior to implementation

10. Remember best practices for conducting evaluations

a. Be fair
b. Be honest
c. Use objective data and evidence as often as possible
d. Do not mince words or use figures of speech – write plainly
e. Do not include confidential student information
f. Connect successes and failures to the evaluation instrument
g. Include directives/explanations
h. Remember the purpose of evaluation

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Timeline for RIFS under SB 7

SCHOOL YEAR BEFORE THE RIF	
May 10	Establish job descriptions with qualifications (in order for these qualifications to apply to categorization of teachers and RIF for the next school year)

SCHOOL YEAR OF THE RIF	
Fall/Winter	Categorize and Group Teachers
Fall/Winter (latest start date: December 1)	Joint Committee meets to address only the six statutorily authorized topics and changes to previous agreements by Joint Committee
Feb. 1	Joint Committee must reach agreement or default to requirements in statute or previous agreements by Joint Committee

SCHOOL YEAR OF THE RIF	
Feb. 1 – 75 days before end of school term	Finalize categorizing and grouping of teachers Establish sequence of honorable dismissals
75 days before end of school term	Give sequence of honorable dismissal list to teachers union
75 – 45 days before end of school term	Notify union of any changes made to honorable dismissal list
No later than 45 days before end of school term	Board action to approve and serve notices of honorable dismissal

SCHOOL YEAR OF THE RIF	
45 days before the end of the school term	RIF notices must be received by teachers
May 10	Establish job descriptions with qualifications (in order for these qualifications to apply to recalls from the RIF)

Teacher Dismissal Process under Senate Bill 7

1. **New changes**
    a. Board must adopt dismissal charges in open session
    b. Teacher has 17 days to request a hearing
    c. Streamlined process
        i. 75 days to commence; 120 days to conclude
        ii. 3 days to present case
        iii. 30 days for hearing officer decision/recommendation
    d. Changes effective July 1, 2012
        i. Process for selecting hearing officer
        ii. Who pays?

2. **Conduct-based dismissals**
    a. Hearing officer provides recommendation to school board regarding dismissal/reinstatement
    b. School board issues final written order regarding dismissal/reinstatement
    c. Teacher has right to appeal dismissal to court

3. **Performance-based dismissals**
    a. Hearing officer provides decision to school board regarding dismissal/reinstatement
    b. School board and teacher have right to appeal decision to court

4. **"Alternative Process" for Performance-based dismissals**
    a. Hearing officer provides finding and recommendation, not decision, to school board
    b. Final decision made by school board
    c. Teacher can appeal decision to court
    d. Prerequisites:
        i. Remediation plan must have resulted from a PERA evaluation
        ii. District must create list of evaluators to serve as "second evaluator" during remediation period and provide union with opportunity to submit additional names
        iii. In cooperation with union, District must establish a process for the selection of a second evaluator from the list
        iv. All school board members must receive training on PERA evaluations through ISBE-approved program

2. **Make sure all evaluators comply with training requirements**
   a. Anyone conducting evaluations after September 1, 2012 must be prequalified and trained.
      - All evaluators must be trained, including peer evaluators (Note: local union must agree to the use of peer evaluators)

   b. The Illinois Growth for Learning Performance Evaluation project provides separate evaluation training modules for principal and teacher evaluators (five discreet modules for teacher evaluations and five discreet modules for principal evaluations).

   c. Before conducting any observations of teacher or principals, evaluators must complete Modules 1, 2 and 3.

   d. Evaluators of teachers must complete Module 4 by November 1 in order to be "prequalified" to evaluate (if the District is not implementing student growth).

   e. Module 5 must be completed by evaluators whose districts are implementing student growth.

   f. Evaluators of principals (who will be evaluating principals and assistant principals) must complete Modules 4 and 5 by November 1 to be prequalified to evaluate.

   g. Evaluators are required to be re-trained every five years in order to maintain qualified evaluator status.

3. **Know who is a "teacher" and "assistant principal"**
   a. Who is an assistant principal?
      i. An administrative employee who is:
         1. required to hold an administrative certificate or a professional educator's license endorsed for general administration or principal; and
         2. assigned to assist the principal with his or her duties in the overall administration of the school

   b. Who is a teacher?
      i. A full-time or part-time professional employee of the school district who is required to hold a teaching certificate or a professional educator's license endorsed for a teaching field.
      ii. For the purposes of student growth requirements, "teacher" does NOT include
         1. any individual who holds a school service personnel certificate or a professional educator license endorsed for school support personnel; and
         2. is assigned to an area designated as requiring this certificate or endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, or school social worker.