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Teacher Evaluation, PERA and Job Descriptions

Midwest Principals Center
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Topics for Today

- Evaluation
 - Non-tenured
 - Tenured
- PERA & Student Growth
- Remediation and Professional Development Plans
- Job Descriptions
- Dismissal
 - Non-tenured
 - Tenured
 - Non-certified



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Evaluation ≠ Discipline

- Evaluation
 - Addresses competency and performance in domain areas
- Discipline
 - Correcting problems with conduct rather than performance
 - Violation of policy or professional standard

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Requirements for Evaluation

- Illinois School Code
- Collective Bargaining Agreement
- Evaluation Plan



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PERA & Student Growth

- Upon the implementation date applicable to a school district, evaluations of principals/assistant principals and teachers must include data and indicators of student growth as a "significant factor"
- Handout provided refers to the major components for performance evaluations:
 - Section 50.100: Plan Components for Evaluations
 - Section 50.110: Student Growth Components
 - Section 50.120: Professional Practice Components
 - *Refer to the Handout for greater details*

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Evaluations Serve Several Roles

- Improving teacher performance
- Recognizing good employees
- Providing evidence for employment decisions such as dismissal

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An Effective Evaluation Clearly Addresses

- **Section 50.120** – Professional Practice Components
- Identify any problem
- Why it is a problem?
- What must be done to correct the problem?
- Supports offered to aid in correcting the problem

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Practical Pointers for Effective Evaluations

- **Be Honest**
- Observe, meet and document often
- Offer resources to those who need them
- Make expectations clear
- Don't rush
- Follow through and revisit
- Readdress areas of weakness and make clear whether improvement was made

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Evaluation of Probationary Teachers

- Tenure is awarded after 4 consecutive school years of service
- After PERA, 4 years of proficient, 3 consecutive years of excellent, 2 consecutive years of excellent (if previously tenured in another district)
- Must be evaluated each year
- Ratings determine grouping (1-4) in the sequence of honorable dismissal list
- May be dismissed for any lawful reason without notice after 1st, 2nd, or 3rd year; after 4th year, written notice of reason required

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Permissible Reasons for Dismissal – 4th Year Probationary Teacher

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- “Specific Reasons for Dismissal”
- Also 3rd year teachers eligible for tenure (hired post-PERA implementation date)
- Use the evaluation instrument as your guide
- Identify problems in one or more domains
- Give specific example of deficiency, e.g.
 - Lack of positive instructional leadership
 - No evidence of differentiation in instruction
 - Lack of proper use of materials and techniques
 - Failure to work professionally and collegially with other staff

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Work within the Contract and Evaluation Plan

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- Adhere to procedural rules of evaluation document
- Take time and care with your written product—explain problems so that they are easily understood, even by non-educators

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Avoid Discrimination Charges

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- Even in 1st, 2nd 3rd years, be prepared to justify decision—stating “not a good fit” or “not up to standards we expect for tenure” is not sufficient



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When in Doubt,



THEY'RE OUT!

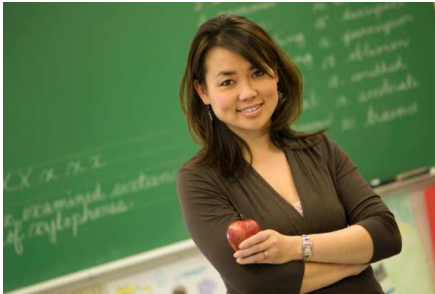
A weak probationary teacher will not improve with tenure.

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Tenured Teachers



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Evaluation of Tenured Teachers

- Stick to your District's Performance Evaluation Plan
- Evaluation must be **at least** every other year
- If a teacher receives "Needs Improvement" or "Unsatisfactory," then must be evaluated and rated in the following school year
- May be every year as long as teacher receives notice

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PERA Requirements

- Student Growth & PERA Joint Committee tasks
- Other requirements After PERA Implementation Date



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Student Growth & PERA Joint Committee Tasks

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Requirements for Measuring Student Growth

- “Student Growth”
 - A demonstrable change in a 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.**

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“Significant Factor” Requirement

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- In first and second year of PERA implementation...
 - Student growth must represent at least 25% of teacher’s performance evaluation rating
- Thereafter, student growth must represent at least 30% of rating

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Student Growth Assessment Types

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- Type I
 - Measures group or student subset in the same manner with same potential assessment items
 - Scored by a non-district entity
 - Administered either statewide or beyond Illinois
 - Examples: NWEA, Scantron Performance, SAT, AP, IB

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Student Growth Assessment Types

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- Type II
 - Developed or adopted and approved for use by district
 - Used on a district-wide basis by all teachers in given grade or subject
 - Examples: Curriculum tests, assessments designed by textbook publishers

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Student Growth Assessment Types

- Type III
 - Rigorous assessment
 - Aligned with course's curriculum
 - Qualified evaluator and teacher determine measures of student learning
 - Examples: Teacher-created assessments, assessments designed by textbook publishers, student work samples, assessments of student performance

Identifying Student Growth Assessments

- At least one Type I or Type II assessment and
- At least one Type III assessment
 - Committee must identify specific Type I or Type II assessment for each category of teacher
 - If no Type I or Type II assessment can be identified then at least two Type III assessments can be used

Mixing and Matching Assessments

- The Joint Committee has discretion to choose a combination of assessment tools for measuring student growth:
 - At least 1 Type I or Type II Assessment
 - At least 1 Type III Assessment
- If the Joint Committee cannot agree on a Type I or Type II assessment, then the default is that the District will use 2 Type III assessments

Other Joint Committee Tasks

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- State the general nature of any Type III assessment chosen
- Describe the process and criteria the evaluator and teacher will use to identify or develop the Type III assessment
- Identify student growth expectations
- Consider unique student characteristics
- Identify a uniform process to be used by the teacher to collect data specific to student learning

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Data Assessment Uniformity

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- Eval. plan must identify the uniform process – to occur at the midpoint of the eval. Cycle - for collecting data
- Data **cannot** be the same data identified for use in the performance evaluation plan to rate the teacher's performance.
 - Teacher-collected data **cannot** be used to determine the performance evaluation rating.
 - Teacher should use the data to assess his or her progress and adjust instruction, if necessary.

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Certain Student Characteristics

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- Joint Comm. must consider how student characteristics:
 - Special education placement
 - ELL
 - Low-income populations
- ... shall be used for each measurement model chosen to ensure that they best measure the impact that a teacher, school and school district have on students' academic achievement

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Default Model

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- If Joint Committee cannot agree on assessment, Student Learning Objective (SLO) process to identify how student growth will be measured for applicable category of teacher
- If Joint Committee cannot agree on process to consider certain student characteristics in each measurement model, must employ SLO process to make that determination
- Guidance:
 - SLO Guidance, Template and Examples
 - www.isbe.net/peac (Resources for Administrators)

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Student Learning Objectives (SLO)

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- Legal Requirements:
 - 23 Ill. Admin. Code 50.210
 - 23 Ill. Admin. Code 50.220
 - SLO information must address at least 9 elements
- Guidance:
 - SLO Guidance, Template and Examples
 - www.isbe.net/peac (Resources for Administrators)

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Must Student Growth Component Cover All of Teacher's Students?

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- No, but should strive to incorporate as many students as possible

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Do teachers have to include a minimum percentage of students in each SLO?

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- No
- The percentage of students included should be determined by teacher and evaluator on the basis of their knowledge and understanding of the students and school context

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Joint Committee Considerations

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- Must agree to process to consider certain student characteristics (or default to SLO process)
 - Development of procedures or rules on:
 - Minimum number of students included in assessment
 - Length of time student must be in teacher's class or assigned to work with teacher
 - Rules for teachers in co-teaching assignment

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Can IEP Goals Shape Assessments for Teacher Evaluations?

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- ISBE advises that IEP goals can help inform the SLO process but should not be used directly for that purpose

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<input type="checkbox"/> Document the number or percentage of students who achieved their identified growth targets.		Element 5: Outcome			
		Student	Beginning	Developing	Meeting
		Amy			X
		Jose		X	
		William			X
		Jonathan			X
		Susan			X
		Mari			X
		Moses			X
Required for Evaluator <input type="checkbox"/> Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.		All students met or exceeded their identified growth targets.			

Element 5: Teacher Rating			
Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s). <div style="text-align: center;"><input type="checkbox"/></div>	25% - 50% of Students Met the Indicated Growth Target(s). <div style="text-align: center;"><input type="checkbox"/></div>	51% - 75% of Students Met the Indicated Growth Target(s). <div style="text-align: center;"><input type="checkbox"/></div>	76% - 100% of Students Met the Indicated Growth Target(s). <div style="text-align: center;"><input checked="" type="checkbox"/></div>
Date: 2/15/16 Date: 2/15/16	Evaluator Signature: <i>Example Evaluator</i> Teacher Signature: <i>Example Teacher</i>		

Illinois State Board of Education Kindergarten Example	
General Information	
Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	English Language Arts
Grade Level(s)	Kindergarten
Interval of Instruction	9/1/15 – 2/15/16
Timeline	
Initial Approval Date	9/1/15
Midcourse Check-In Date	11/15/15
Midcourse Check-In Notes: No changes were made at the midpoint check-in.	
Element 1: Learning Goal	
<input type="checkbox"/> Describe the learning goal.	Students will apply reading strategies to improve understanding and fluency.
<input type="checkbox"/> Identify the content standards associated with the learning goal. <i>Include the text of the content standards.</i>	<p>Illinois Early Learning Standard B: Apply reading strategies to improve understanding and fluency.</p> <p>1.8.B.a Make predictions based on cover, title, and pictures. 1.8.B.b Connect text to prior experiences and knowledge. 1.8.B.c Engage in shared/independent reading of familiar predictable text.</p>
<input type="checkbox"/> Describe the student population.	The student population includes twenty kindergarten students. Susan and Emily have IEPs for specific learning disabilities in reading.
<input type="checkbox"/> Summarize the instructional strategies used to teach the learning goal.	The teacher will provide opportunities for students to engage in nonreciprocal, center, and small group work developing their abilities to use pictures and text to make predictions; relate text to personal experiences; participate in reading of familiar text; and read a familiar text independently.

Discussion Questions <ul style="list-style-type: none"> What "big idea" is supported by the learning goal? How does the learning goal support students' development of critical thinking, problem solving, and analytical skills? 	
Element 2: Assessment	
<input type="checkbox"/> Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.	Examples of student work will be collected in electronic portfolios. A common rubric will be used to evaluate students' progress over time. In addition, anecdotal notes, checklists, and running records will be used to regularly check for student understanding and will also be included as evidence of student learning within the portfolios.
<input type="checkbox"/> Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	Assessments will be differentiated for Susan and Emily according to the accommodations included in their individual IEPs. In addition, Susan and Emily will receive all directions verbally using visual supports.
Discussion Questions <ul style="list-style-type: none"> How often will you collect data to monitor student progress toward this learning goal? How will you use this assessment information to monitor student progress and inform your instruction? 	

	<p>CCSS.ELA-Literacy.WHST.9-10.2.c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-Literacy.WHST.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>CCSS.ELA-Literacy.WHST.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.ELA-Literacy.WHST.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<input type="checkbox"/> Describe the student population.	The student population includes 18 ninth grade students enrolled in English I. In addition, Juliet, Richard, and Manuel have IEPs for specific learning disabilities, and Richard is also categorized as an English Learner.
<input type="checkbox"/> Summarize the instructional strategies used to teach the learning goal.	Students will analyze samples of informative and explanatory texts. In addition, students will create writing portfolios that include drafts, revisions, and final copies of texts that they have worked on throughout the school year. Students will also engage in self- and peer-assessment of their writing that will be included in their writing portfolios.
<p>Discussion Questions</p> <ul style="list-style-type: none"> What "big idea" is supported by the learning goal? How does the learning goal support students' development of critical thinking, problem solving, and analytical skills? 	

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<p>www.franczek.com</p> <p>Element 2: Assessment</p>	
<input type="checkbox"/> Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.	Writing prompts have been created by the district English department aligned to the district curriculum and state standards. The <i>6+1 Trait</i> ID writing rubric will be used to evaluate these writing prompts throughout the school year. In addition, formative assessment such as self- and peer-assessment will be used to regularly check for student understanding.
<input type="checkbox"/> Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	Assessments will be differentiated for Juliet, Richard, and Manuel according to the accommodations included in student's individual IEPs. Juliet will be allowed to use a word processor to complete all written coursework and assessments. Richard and Manuel will both receive extended time to complete assessments, and Manuel will also receive all directions and writing prompts verbally. In addition, Richard will be provided with a task specific glossary, picture prompts for all directions, and a paragraph template that includes appropriate guiding questions.
<p>Discussion Questions</p> <ul style="list-style-type: none"> How often will you collect data to monitor student progress toward this learning goal? How will you use this assessment information to monitor student progress and inform your instruction? 	

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<p>Do assessments have to measure growth on academic goals?</p> <p>www.franczek.com</p>	
<ul style="list-style-type: none"> Definitions of assessments do not require measurement of academic skills Must measure "a student's acquisition of specific knowledge and skills" Type III assessment must be <ul style="list-style-type: none"> Rigorous; Aligned to the course's curriculum; and Qualified evaluator and teacher determine measures student learning in that course 	

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Other Requirements After
PERA Implementation Date

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Providing Notice

- Every year, no later than the first day students are in attendance, teachers undergoing evaluation that year must receive written notice containing:
 - Copy of the rubric for the evaluation
 - Summary of how student growth / professional practice will be utilized to determine ratings
 - Summary of District's Professional Development in the event a teacher receives "Needs Improvement" or remediation for "Unsatisfactory"

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Professional Practice

- Evaluation Plan must include instructional framework developed or adopted by the school district that is based upon research regarding effective instruction
- The Plan has to address **at least**
 - Planning
 - Instructional Delivery, and
 - Classroom management
- The Plan has to align with the Illinois Professional Teaching Standards – 23 Ill. Adm. Code 24.

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Performance Practice (cont.)

- Align each teacher's instructional framework to his or her roles and responsibilities
- Provide a rubric so that each teacher knows exactly how the District will rate and evaluate his/her professional practice
- Quantify the relative importance of each portion of the framework
- Consider attendance and competency in the subject matter taught
- Be specific in teacher strengths/weaknesses

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Observations

- Performance ratings must be based on "multiple" observations, including formal and informal observations of classroom instruction
- "Formal" Evaluation includes:
 - Evidence of the teacher's planning, instructional delivery, and classroom management skills
 - One of the following activities:
 - Observation of the teacher in his or her classroom for a minimum of 45 minutes at a time; **or**
 - Observation during a complete lesson; **or**
 - Observation during an entire class period.

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Observations

- Frequency of the observations depends on rating for tenured teachers
 - Excellent/Proficient = at least 2, one of which must be formal
 - Needs Improvement/Unsatisfactory = at least 3, two of which must be formal
- Each formal observation must also have a follow-up conference with the teacher and the evaluator
- Evaluator **must** provide written feedback after formal observation – **may** provide written feedback after an informal observation

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Observations

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- Evaluator **must** provide written feedback after formal observation – **may** provide written feedback after an informal observation
- BUT – **must** document evidence gathered during informal observation in order to consider it in determining the performance evaluation rating

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Ratings of NI and Unsatisfactory

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- Needs Improvement—Performance Improvement Plan must be implemented.
- Must identify deficiencies and provide support.
- No procedural rules regarding observation and evaluation under this type of plan.

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Required Components of Professional Development Plan

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- Must be developed in consultation with the teacher
- Must be targeted to the areas that have been identified as needing improvement
- Must take into account teacher's on-going professional responsibilities, including his/her regular teaching assignments
- Must set forth any support that the district will provide to address the areas identified as needing improvement

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Recommended Components of Professional Development Plan

- Description of the supports that will be provided by the district to assist the teacher, addressing each area that needs improvement
 - e.g., Books, seminars, mentor teachers
- Deadline for completion of entire professional development plan
- Description for how the plan's completion and the teacher's improvement in the identified areas will be assessed
 - e.g., Summative evaluation

Recommended Components of Professional Development Plan

- Date the plan document was completed
- Description of each identified area that needs improvement
- Explanation of the behavior and/or outcomes that must be observed for the identified area to be considered improved.
 - i.e., The performance standards the teacher must meet to successfully complete the plan and move back to a "proficient" rating
 - e.g., "Students must be consistently on-task during class instruction."

Initiating the Process

- Written letter to teacher, including first draft of professional development plan
- At least one meeting with the teacher (with likely union involvement)

What happens at the end of the plan?

- A teacher who does **not** complete the professional development plan successfully may be:
 - Immediately moved to a remediation plan if he/she receives an unsatisfactory rating at the conclusion of the professional development plan
 - Moved to an unsatisfactory rating at the next summative evaluation
 - Given second Professional Development Plan
 - Eventually return to regular evaluation process

Ratings Unsatisfactory

- Unsatisfactory—requires remediation plan.
 - Consulting teacher
 - Formal rating at 45 and 90 days
 - Identifies deficiencies and provides support
 - Timelines are statutory and must be followed
 - Teachers who remain unsatisfactory must be dismissed

PD v. Remediation

Feature	Professional Development	Remediation
When must plan be implemented?	Within 30 days after the completion of the evaluation with a needs improvement rating	Within 30 days after the completion of the evaluation with an unsatisfactory rating
Who creates the plan?	The evaluator, in consultation with the teacher (and possibly the union)	The district, with the consulting teacher's participation (and possibly the union)
How long must the plan be?	Not specified	90 school days of remediation in the classroom, unless an applicable collective bargaining agreement provides a shorter duration
Who must participate in the plan?	The teacher and the evaluator	The teacher, an evaluator and a consulting teacher.

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PD v. Remediation

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Feature	Professional Development	Remediation
Must the teacher's ongoing professional development responsibilities, including his or her teaching assignments, be considered?	Yes	No, unless the forms provided for the annual evaluation of teacher's in the district's evaluation plan are used for the evaluation at the conclusion of the remediation period
What must the plan address?	The areas that need improvement and any supports that the district will provide to address the areas identified as needing improvement	The deficiencies that must be corrected

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PD v. Remediation

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Feature	Professional Development	Remediation
Must evaluations be completed during and immediately after the plan?	Not specified	Yes ➤ a mid-point and final evaluation during and at the end of the remediation plan, immediately following receipt of a remediation plan ➤ Within 10 days after the conclusion of the respective remediation plan
Must a rating be given at conclusion of plan?	Not specified	Yes
When must subsequent evaluations under the plan be done?	Next school year	Next school year
Who must conduct evaluations under the plan?	Not specified	The evaluator

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Drafting Professional Development Plans & Remediation Plans

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Sample Professional Development Plan

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Does this plan need improvement?

Plan 1

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Teacher: Ms. Luanne Johnson

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Areas that Need Improvement	<ul style="list-style-type: none"> Classroom management
Description of Deficiency	<ul style="list-style-type: none"> Classroom management problems during instruction and group activities
District Supports	<ul style="list-style-type: none"> Opportunity to observe master teacher Book: "Mastering the Art of Effective Classroom Management"
Deadline for completion	<ul style="list-style-type: none"> 60 days from the date the Plan was developed

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Sample Professional Development Plan

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Improved Plan...

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Date of Plan Development: April 1, 2016 Plan Start Date: May 1, 2016		Copy Placed in Personnel File
Areas that Need Improvement	<ul style="list-style-type: none"> Domain 2: The Classroom Environment Components: Managing Classroom Procedures, Managing Student Behavior Improvement focus: Management of instructional groups, Expectations, Response to Student Behavior 	
Description of Deficiency	<ul style="list-style-type: none"> Students frequently off-task during class instruction and group work Consequences for violating classroom expectations in consistently applied Expectations for group activities not articulated 	
Behavior/outcomes to be observed	<ul style="list-style-type: none"> Students consistently on-task during class instruction, group and independent work The teacher will consistently articulate classroom expectations The teacher will consistently articulate and implement consequences for violating classroom expectations. 	
District Supports	<ul style="list-style-type: none"> Opportunity to observe master teacher Book: "Mastering the Art of Effective Classroom Management" 	
Deadline for completion	<ul style="list-style-type: none"> 30 days from the date the Plan begins [Make clear in PDP or Evaluation plan how 1) plan will be assessed AND 2) when next summative evaluation will take place] 	

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Sample Professional Development Plan

Does this plan need improvement?

Plan 2

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Teacher: Mr. Kesuke Miyagi

Date of Plan Development: April 1, 2016 Union Representative Authorization:	
Areas that Need Improvement	<ul style="list-style-type: none"> Delivery of Instruction
Description of Deficiency	<ul style="list-style-type: none"> Lesson objective unclear No evidence of differentiation during reading instruction During independent work, typically spends a majority of time with student Daniel Larusso while other students also clearly have difficulty or become off task
Behavior/outcomes to be observed	<ul style="list-style-type: none"> Improved reading instruction
District Supports	<ul style="list-style-type: none"> Review and provide feedback of lesson plans Enrollment in 3 two-hour district workshops on differentiated instruction Enrollment in LRP's "Teaching a Classroom of Unique Readers" two-day seminar in Palm Springs, Florida Mentor Teacher
Deadline for completion	<ul style="list-style-type: none"> 30 days from the date the Plan was developed

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Sample Professional Development Plan

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Improved Plan...

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Teacher: Mr. Kesuke Miyagi

Date of Plan Development: April 1, 2016

Plan Start Date: April 15, 2016

Union Representative Authorization

Copy Placed in Personnel File

Areas that Need Improvement

- Domain 3: Instruction
- Components: Communicating with Students, Engaging Students in Learning
- Improvement Focus: Explanations of content, Activities and Assignments, Grouping of Students

Description of Deficiency

- Lesson objective unclear
- No evidence of differentiation during reading instruction
- During independent work, typically spends a majority of time with one student ~~student~~ *Daniel Lorusso* while other students also clearly have difficulty or become off task

Behavior/outcomes to be observed

- The teacher will clearly articulate lesson objectives at beginning of lesson and reinforce the objectives throughout lesson
- Evidence of differentiated instruction during lesson
- The teacher will spend equivalent time with each student during independent work

District Supports

- Review and provide feedback of lesson plans
- Enrollment in 3 two-hour district workshops on differentiated instruction
- Enrollment in LEP's "Teaching a Classroom of Unique Readers" two-day seminar in Palm Springs, Florida
- Mentor Teacher

Deadline for completion

- 60 days from the date the Plan begins
- PDP Assessment methods: Documented Observations; Final Review of Plan Progress

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Sample Professional Development Plan

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Does this plan need improvement?

Plan 3

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Teacher: Ms. Jean Brodie	
Date of Plan Development: April 1, 2013	
Areas that Need Improvement	<ul style="list-style-type: none"> Knowledge of Content Area
Description of Deficiency	<ul style="list-style-type: none"> Lacks sufficient knowledge of fourth grade science curriculum
Behavior/outcomes to be observed	<ul style="list-style-type: none"> Demonstrate mastery of fourth grade science curriculum
District Supports	<ul style="list-style-type: none"> Enrollment in local seminar on elementary science curriculum Book: "Hands-On Learning in the Fourth Grade Science Lab" Opportunity to observe master teacher Review and provide feedback on lesson plans Recommended: Online seminar series on Common Core Science Curriculum
Deadline for completion	<ul style="list-style-type: none"> 30 days from the date the Plan was developed

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Sample Professional Development Plan	
Improved Plan...	

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Teacher: Ms. Jean Brodie	
Date of Plan Development: April 1, 2016	
Plan Start Date: April 15, 2016 Copy Placed in Personnel File	
Areas that Need Improvement	<ul style="list-style-type: none"> Domain 1: Planning and Preparation Component: Demonstrating Knowledge of Content and Pedagogy
Description of Deficiency	<ul style="list-style-type: none"> Lacks sufficient knowledge of fourth grade science curriculum
Behavior/ outcomes to be observed	<ul style="list-style-type: none"> The teacher will demonstrate sufficient knowledge of fourth grade science curriculum by: <ul style="list-style-type: none"> Developing and submitting appropriate long-term plan for science for academic year Developing and submitting appropriate unit plans for science for academic year Developing and submitting one appropriate sample lesson plan for each science unit plan
District Supports	<ul style="list-style-type: none"> Enrollment in local seminar on elementary science curriculum Book: "Hands-On Learning in the Fourth Grade Science Lab" Opportunity to observe master teacher Review and provide feedback on lesson plans Recommended: View online seminar series on Common Core Science Curriculum
Deadline for completion	<ul style="list-style-type: none"> 60 days from the date the Plan begins

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Dismissal of a Tenured Teacher



- Three Routes to Dismissal:
 - Irremediable conduct
 - Violation of a Notice to Remedy
 - Failure to satisfactorily complete a remediation plan

Dismissal Trends Since SB 7

- Effective September 2011 – Hearing Officer now issues *recommendation* on conduct-based dismissal to local school board
- Even if the H.O. recommends reinstatement, that's not a final action
- In fact, a local board can disagree with H.O. recommendation and dismiss the teacher
- H.O. decisions can take almost 12 months from date of dismissal by local board

Hearing Officers Applying PERA

- While PERA is fairly new, hearing officers have upheld dismissals of teachers for failing to complete remediation plans
- For example, in *Oseid v. CPS* (Sept. 8, 2014), hearing officer found that CPS properly administered 90 day remediation plan, and teacher failed to comply
 - Failed to accommodate learning style
 - Failed to clearly communicate learning objectives
 - Failed to update grade books, bulletin boards, parent call log

Hearing Officers Applying PERA

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- In *Gentile v. SD 100* (June 11, 2015), the hearing officer rejected teacher's argument that the evaluation was too "subjective"
- According to Union, Danielson Model employed by District was supposed to be "objective"
- **HO:** Preparation of evaluations by humans, although on forms designed by machines, was inherently subjective
- That does not render them insufficient, biased on unreliable

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Dismissal Process - Performance

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- Post-PERA Implementation Date, there are two methods of dismissal:
 - Traditional Hearing
 - Alternative Procedures (105 ILCS 24-16.5)
- + 2nd Unsatisfactory rating rule
 - If a tenured teacher successfully completes a remediation plan and receives a subsequent rating of "Unsatisfactory" in the 36-month period following completion of the remediation plan, the district may forego remediation and seek dismissal.

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Alternative Dismissal Process

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- For a district to initiate alternative dismissal, it must provide written notice to the teacher within 30 days after the final remediation evaluation is completed along with a copy of the teacher's evaluation
- 2 evaluators must also be used during remediation plan

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Alternative Dismissal Process

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- Each side has 2 days to present their case.
- District must prove why the teacher should be dismissed.
- Only issue: did the teacher's summative "unsatisfactory" performance evaluation rating that led to the remediation, the remediation plan itself, and the final remediation evaluation each met the PERA guidelines?
- The hearing officer will only give weight to the teacher's PERA performance evaluations relevant to the scope of the hearing.

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Alternative Dismissal Process

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- Hearing officer issues findings of fact and recommendation on dismissal within 30 days to Board
- PERA-trained board members then vote to retain or dismiss and issue written decision
- If the Board votes to retain, decision must contain back pay amount. If the Board votes to dismiss and it is contrary to hearing officer's recommendation, Board must issue order stating reason
- A decision can be appealed to the appellate court

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Job Descriptions

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- Changes in light of PERA and Senate Bill 7
- Changes in light of new licensure requirements

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Job Descriptions - SB 7 Requirements

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▪ RIF categories:

- All teachers must be categorized into positions based on School Code/ISBE legal certification/endorsement qualifications and district qualifications set forth in job descriptions established by May 10 of the year before the RIF year.

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Job Descriptions - SB 7 Requirements

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▪ Recall Rules:

- If vacancies arise for which RIFed teachers are qualified within one calendar year after the start of the school term following the RIF, teachers eligible for recall must be recalled in the inverse order of dismissal, unless an alternative order is provided for in a collective bargaining agreement. Qualifications are ISBE certification/endorsement and district qualifications established in a job description by May 10 before the recall.

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District/Local Qualifications

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▪ Examples:

- CRISS trained to teach reading and literacy skills through the curriculum
- Graduate credit hours in the subject taught
- Recent teaching experience in subject taught
- Particular subject-specific endorsement

▪ Job Descriptions

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Job Descriptions

- Licensure and Endorsement changes
 - 23 Ill. Admin. Code Part 25 + Appendices
- Teacher Leader Endorsement
 - Who needs it?
 - May serve in variety of roles:
 - Curriculum specialist
 - Coach or mentor teacher
 - Department chair or lead teacher
 - Content specialist
 - Other supervisory roles (if other endorsement is not needed)
 - Other areas of responsibility as identified by school districts

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Job Descriptions

- Teacher Leader Endorsement
 - Qualification for:
 - Head of Education Department
 - Supervisor of Specific Subject
 - Supervisory Dean

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Updated Job Qualifications

- 23 Ill. Admin. Code 1.705
 - Requirements for Supervisory and Administrator Staff
 - Professional Educator License + . . .
 - General Administrative endorsement
 - General Supervisory endorsement
 - Superintendent endorsement
 - Principal endorsement
 - Director of Special Education endorsement
 - Specific Supervisory endorsements
 - Teacher Leader endorsement
 - Chief School Business Official endorsement

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Updated Job Qualifications

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- Qualifications for conducting evaluations
 - 24A governs
- Updating Job Descriptions
 - License and/or endorsement required by Illinois School Code and Illinois State Board of Education

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QUESTIONS

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