

Evaluations in the PERA-Era

- Evaluator training by ISBE required
- Incorporation of data and indicators of student growth into evaluation plan, which must specify:
 - Assessment and/or methodology used to assess student growth
 - Criteria used in addition to student growth
- Evaluation Plan must be created by joint committee
- If no plan within 180 days of first meeting, then revert to model evaluation plan, where 50% of rating based on student growth (105 ILCS 5/24A-7)

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When Must Districts Use Student Growth?

PERA Implementation Date

- September 1, 2016 for most districts
- Race to the Top districts—date specified in grant
- Districts in lowest 20%—by September 1, 2015

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How must districts assess student growth?

- Joint committee determines
- Must use one Type I or Type II assessment and at least one Type III assessment
- Identify Type I or Type II assessment to be used for each category of teacher (e.g., 2nd grade, high school social studies, physical education)
- If neither a Type I or Type II applies, then two Type III assessments must be used

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Teacher Evaluation/PERA

Midwest Principals' Center

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Topics for Today

- Evaluation
 - Evaluation under PERA
 - Best practice
- Dismissal
 - Nontenured
 - Tenured
 - Noncertified
- Progressive Discipline
 - Letters of Reprimand
 - Oral
 - Written
 - Notice to Remedy

Evaluation vs. Discipline

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Evaluation <ul style="list-style-type: none"> – Addresses competency and performance in domain areas – Must be conducted in accordance with evaluation rubric, procedures, and established timelines | <ul style="list-style-type: none"> ▪ Discipline <ul style="list-style-type: none"> – Correcting problems with conduct rather than performance – Violation of policy or professional standard – Is issued as necessary when circumstances require |
|---|---|

Types of Assessments

- Type I—assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond IL (NWEA MAP, STAR reading/math, Scantron Performance Series)
- Type II—assessment developed/adopted/approved by the district and used on a district-wide basis that is given by all teachers in a given grade or subject area (collaboratively developed common assessments, textbook publisher tests)
- Type III—teacher created test

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What does the joint committee do?

- Determine how to use these assessments in the evaluation instrument
 - Which students will be counted in toward a teacher's growth?
 - How long must a student be enrolled in a teacher's class to be counted?
 - Is there shared responsibility among teachers for student growth? If yes, assign weight to teacher-student link
 - Establish link between courses and high quality assessments with appropriate properties for establishing growth
- <http://www.isbe.net/PEAC/default.htm>
- If no agreement, default to State Model Evaluation Plan

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Best Practices --Evaluation



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Evaluations Serve Several Roles

- Improving teacher performance
- Recognizing good employees
- Demonstrating accountability to the larger community
- Providing evidence for employment decisions such as dismissal

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Effective Evaluations Are

- HONEST
- Well-documented, with attention to detail and professional, clear writing
- A source of support and guidance for teachers who seek to improve
- Connected, and continue to revisit and re-evaluate areas where teacher needs to show growth

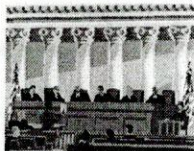
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Evaluation of Probationary Teachers

- Must be evaluated each year and rated "excellent," "proficient," "needs improvement" or "unsatisfactory"
- Ratings determine grouping (1-4) in the sequence of honorable dismissal list
- May be dismissed for any lawful reason without notice after 1st, 2nd, and 3rd years, after 4th year, written notice of reason required
- 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)

Avoid Discrimination Charges

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



Permissible Reasons for Dismissal --4th Year Probationary Teacher

- 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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Discipline of Probationary teachers

- Use letter of reprimand for conduct issues, violations of policy
- Notice to Remedy does not apply
- Serious conduct issues can result in mid-term dismissal
- Letters of reprimand can justify non-renewal

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Final Note on Probationary Teachers



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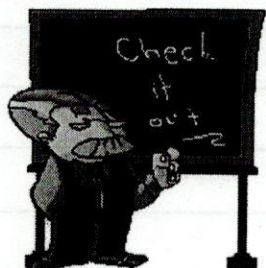
When in Doubt,

▪ THEY'RE OUT !

—a weak probationary teacher will not improve with tenure.



Tenured Teachers



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Evaluation of Tenured Teachers

- Every other year
- Notice to teachers at the beginning of the year
- May be every year as long as teacher receives notice
- Rating provided determines grouping—no more seniority

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Ratings of NI and Unsatisfactory

- 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.
- Unsatisfactory—requires remediation plan.
 - Mentor 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

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Evaluation after NI/Unsatisfactory

- All tenured teachers must be evaluated at least once in the year after receiving a "needs improvement" or "unsatisfactory" rating

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Dismissal of a Tenured Teacher



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

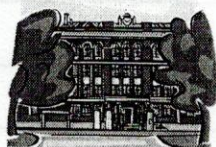
Irremediable Conduct

- Sexual misconduct
- Physical abuse
- Illegal conduct
- Immediately alert district office
- Immediately institute leave with pay



Remedial Conduct

- Requires a **Notice to Remedy**: written warning to a tenured teacher from the Board of Education stating the specific conduct which if not corrected may result in termination



Notice to Remedy for Remedial Conduct

- Anger Management Issues
- Alcohol
- Profanity
- Attendance
- Inappropriate conduct with students that does not cause serious bodily harm or involve sexual activity
- Repeated insubordinate/unprofessional conduct that does not improve after a letter of reprimand

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Just Cause

- **School Code:** incompetency, cruelty, negligence, immorality, or other sufficient cause; in the Board's opinion, not qualified to teach, or if the interests of the schools require dismissal of the teacher. 105 ILCS 5/10-22.4

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Just Cause

- **Case law:** Cause is defined as "some substantial shortcoming which renders continuance of employment in some way detrimental to discipline and effectiveness of service, something which the law and sound public opinion recognize as good reason for the individual to no longer occupy his position." *Chicago Board of Education v. Payne*, 102 Ill. App. 3d 741, 747, 430 N.E.2d 310, 315 (1st Dist. 1981).

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Letters of Reprimand

- A teacher is 5 minutes late to work and fails to call. This is the first time the teacher was late. What is the appropriate response?
- A teacher is 5 minutes late to work and does not call in late September. You speak to the teacher about it. It happens again right after Columbus Day. What is the appropriate response?
- A student reports that a teacher grabbed him by his lanyard and dragged him across the hallway. What is the appropriate response?

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Key Features of Letters of Reprimand

- Timely
- Identifies problem
- Explains why it is wrong- state if it violates policy, established culture, best practice
- Provide directives which clearly explain standard for future conduct
- Provide warning—continued infractions will lead to further discipline

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QUESTIONS



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