**Module 1: Rules and Regulations**

Updated 9-10-15

**Illinois State Board of Education**

**FY 16 Statewide System of Support**

**Facilitator Guide**

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| Training Title | Performance Evaluation Reform (PERA) Training  Module 1: Rules and Regulations |
| Objectives | Following this module, participants will be able to demonstrate knowledge of Section 50.110 Student Growth Components of the Illinois Administrative Code Part 50. |
| Planning Considerations | **Estimated Time:** 2 Hours and 30 Minutes  **Materials:**   |  |  | | --- | --- | | * Computer * Computer speakers * Projector | * Chart paper * Sticky notes * Markers |   **Handouts:**   |  |  | | --- | --- | | * Module 1 Slide Deck * Handout 1: FAQ Scavenger Hunt * Handout 1.2: Assessment Inventory * Illinois Administrative Code Part 50 ([www.isbe.net/rules/archive/default.htm](http://www.isbe.net/rules/archive/default.htm)) |  | |

| Content Focus | Content and Process | Materials/  Resources | Estimated Time | Notes |
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| General  Introduction | **Suggested Facilitation Process**   1. Introduce the purpose and objectives of the module and have participants self-assess the targets in the PRE section. 2. Explain how the Performance Evaluation Reform Act (PERA) and Part 50 rules came to be.   Please state the following:   * This module serves as an introduction and overview of the information contained in Part 50 of the Illinois Administrative Code. With a focus on the Student Growth Component. * It is important that all teachers and administrators read Part 50 of the Illinois Administrative Code. * Show participants where to find the rules currently in effect on the ISBE webpage. (ISBE.net, rules, rules currently in effect, Part 50.) | Paper copy of pre-post assessment – 1 per participant  Slides 3-5  Slide 6 | 10 Minutes |  |
| Part 50 Introduction | 1. Ask participants if they have read the Illinois Administrative Code Part 50 document.   Familiarity with this document will vary from district to district. Gauging participants’ prior knowledge will help you differentiate your facilitation to participants needs.   1. Refer participants to either a hard copy or electronic copy of the Illinois Administrative Code Part 50, and Handout 1: FAQ Scavenger Hunt. 2. Ask participants to read the Illinois Administrative Code Part 50 and complete the scavenger hunt either individually or as a small group to help them become familiar with Section 50.110 Student Growth Components of the Illinois Administrative Code Part 50 and answer some frequently asked questions.   Below are the questions and their correct answers.     * 1. What staff is exempt from the student growth requirement?   Exempt staff includes any individual who holds a school service personnel certificate issued under Article 21 of the School Code or a professional educator license endorsed for school support personnel issued under Article 21B of the School Code. This includes but is not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, or school social worker.   * 1. Are the use of Type I and II assessments mandatory for each category of teacher?   No, the *Administrative Code Part 50 states* that if the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.  You may also want to point out that if a district requires the use of two Type III assessments for any category of teachers they may delay the use of the second Type III assessment until the second year of implementation.   * 1. Who is required to use a Type III assessment, and who decides what that the Type III assessment is going to be?   Every category of teacher is required to use a Type III assessment. It is the task of the joint committee to describe the general nature of Type III assessments, and the process and criteria that the qualified evaluator and teacher will use to identify or develop the specific Type III assessment to be used.  You may want to point participants to the Classroom Assessment Standards ([www.jcsee.org/standards-development](http://www.jcsee.org/standards-development)) that provides guidance around the selection and development of quality classroom assessments.   * 1. Who considers how student characteristics are used for each measurement model?   The joint committee shall consider how certain student characteristics shall be used for each measurement model …   * 1. What should assessments used at each data point in a measurement model have in common?   Assessments used for each data point in a measurement model should address the same instructional content.  The *Illinois Administrative Code Part 50* states that “assessments used for each data point in a measurement model may be different provided that they address the same instructional content.” This means that different assessments (e.g., writing prompts, projects, etc.) may be used throughout the school year as long as they address the same instructional content. For example, different assessments may be linked together using a common rubric and organized in a portfolio.   1. Ask participants to share their conclusions with the large group. 2. Review the answers to each question with the large group as necessary. | Slides 6-7  Handout 1  Definition of Teacher  50.110b3  50.110b3A  50.110c  50.110b1 | 40 Minutes |  |
| Definitions | 1. Ask participants to turn to Section 50.30 Definitions and state that you are going to provide an overview of the document for the group. Define the following terminology:  * “Assessment” means any instrument that measures a student’s acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers, principals and assistant principals shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards.   + Note that you will refer back to this section later in the training to define different assessment types and measurement model. * “Joint Committee” means a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties set forth in this Part regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.   + Ask participants who has convened either an official or unofficial joint committee. Emphasize the importance of identifying members of the joint committee and convening in an unofficial manner to begin discussions around this topic as soon as possible. * “Student growth” means a demonstrable change in a student’s or group of students’ knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time. * Emphasize that this definitions allows for the use of more than two assessments between more than two points in time. This gives districts more options when it comes to choosing to use a variety of assessments that may already be available in their district. * “Teacher” means full-time or part-time professional employees of the school district who are required to hold a teaching certificate issued in accordance with Article 21 of the School Code or a professional educators license endorsed for a teaching field issued in accordance with Article 21B of the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part (including teachers of students with special needs and English language learners); “teacher” shall not include any individual who holds a school service personnel certificate under Article 21 of the School Code or a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and 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.   + Be prepared to provides references to the School Code as needed: [www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1005&ChapterID=17](http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1005&ChapterID=17)  1. Ask participants to reflect on these definitions before moving on. Do participants have any questions or concerns? | Slides 8-12 | 10 Minutes |  |
| Student Growth Components | 1. Ask participants to turn to Section 50.110 Student Growth Components and introduce the basic requirements of the student growth components of the performance evaluation plan.  * Student growth shall represent at least 25 percent of a teacher’s performance evaluation rating in the first and second years of a school district’s implementation of a performance evaluation system. Thereafter, student growth shall represent at least 30 percent of the rating assigned. * The performance evaluation plan shall identify at least two types of assessments for evaluating each category of teacher and one or more measurement models to be used to determine student growth that are specific to each assessment chosen.   + State that you will first define the concept of a measurement model, and will then define the different assessment types. These definitions are included in Section 50.30 Definitions. * “Measurement model” means the manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student’s knowledge or skills over time.   + Note that this definition of a measurement model allows the use of a model that may or may not use statistics.   + Measurement model resources may be found on the ISBE Assessment website:     - [www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm](http://www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm)   + In addition, *A Practitioners Guide to Growth Models* may also serve as a helpful document outlining some of the measurement model options. Please note that the models outlined in this document are solely statistical models.     - [www.ccsso.org/Resources/Publications/A\_Practitioners\_Guide\_to\_Growth\_Models.html](http://www.ccsso.org/Resources/Publications/A_Practitioners_Guide_to_Growth_Models.html)   + Other professional development materials and opportunities on the topic of measurement models will be available in the near future through ISBE and the ROE. * “Type I assessment” means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scores by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Start Reading Enterprise, College Board’s SAT, Advanced Placement or International Baccalaureate examination, or ACT’s EPAS®(i.e., Educational Planning and Assessment System). * “Type II assessment” means any assessment developed or adopted and approved for use by the school district and used on a district wide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers. * Type III assessment” means any assessment that is rigorous, that is aligned to the course’s curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. * Discuss with participants how a type 3 assessment is similar to IEP goals AND could the assessment be used for an IEP goal for those students receiving special education services. * A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.  1. Ask participants to reflect on these definitions before moving on. Do participants have any questions or concerns? | Slides 13-19 | 10 Minutes |  |
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| Joint Committee Decisions | 1. Ask participants to turn back to Section 50.110 Student Growth Components and introduce the following decisions the joint committee will have to make considering the use of the different assessment types.  * The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment. * Assessments used for each data point in a measurement model may be different provided that they address the same instructional content. * The joint committee shall identify the specific Type I or Type II assessment to be used for each category of teacher. * The evaluation plan shall require that at least one Type III assessment be used for each category of teacher. * If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used. * This means that there are three options the joint committee may consider for each category of teacher: (Option 1) Type I and III; (Option 2) Type II and III; (Option 3) Type III and III. * A school district required to use two Type III assessments for any category of teachers may delay the use of the second Type III assessment until the second year of implementation. | Slides 20-22 | 10 Minutes |  |
| Activity  Midpoint  Check-in | 1. Refer participants to Handout 1.2: Assessment Inventory.   In a prior training, participants may have engaged in developing an assessment inventory. Ask participants to reflect on the assessments that are currently available in their classroom, subject, grade level, school, and/or district that may be defined as a Type I, II, or III.  In addition, you may encourage participants to reflect on the purpose of each assessment and how it is being used within a classroom, school, and/or district. This could include IEPs as an assessment category  Individuals or small groups may use chart paper or a blank word document on a laptop to complete this activity. Once individuals or small groups have completed the activity, or the time allotted for the activity has expired, ask individuals or small groups to share their assessment inventory with the large group.  Encourage participants to reflect on each other’s inventories and ask clarifying questions concerning the identification of different assessment types to ensure that they are aligned with administrative code definitions.   1. Explain the midpoint check-in process.  * Each plan shall identify the uniform process (to occur at the midpoint of the evaluation cycle) by which the teacher will collect data specific to student learning. The data to be considered under this subsection (b)(5) shall not be the same data identified for use in the performance evaluation plan to rate the teacher’s performance. * The data the teacher collects shall not be used to determine the performance evaluation rating. * The teacher should use the data to assess his or her progress and adjust instruction, if necessary. | Slides 23  Slide 24-25 | 40 Minutes |  |
| Student Characteristics | 1. Note that joint committees may consider certain student characteristics.  * The joint committee shall consider how certain student characteristics (e.g., special education placement, English language learners, 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.  1. Ask participants to reflect on these definitions before moving on. Do participants have any questions or concerns? | Slide 26 | 5 Minutes |  |
| Conclusion | 1. To conclude this portion of the training, ask participants to reflect on the intention of PERA and keep this intention in mind as they work to develop their evaluation plans.  * The intention of a performance evaluation plan that includes measures of student growth is to improve teaching and learning.  1. Ask participants if they have any questions or comments at the conclusion of the module. If there are questions that you are unsure of please contact the appropriate organization to ensure that correct information is shared. 2. Ask participants to complete the post portion of their pre-post along with the reflection questions. Participants will need this information to complete the on-line evaluation and they should leave with this piece of paper. | Slide 27 | 5 Minutes |  |

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| **FAQ Scavenger Hunt** | **Handout 1** |

Please find the answers to the following questions within the *Illinois Administrative Code Part 50*.

1. What staff is exempt from the student growth requirement?

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1. Are the use of Type I and II assessments mandatory for each category of teacher?

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1. Who is required to use a Type III assessment, and who decides what the Type III assessment is going to be?

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1. Who considers how certain student characteristics are used for each measurement model?

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1. What should assessments used at each data point in a measurement model have in common?

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| **Assessment Inventory** | **Handout 1.2** |

Please list current assessments and reflect upon the actual purpose of each assessment and what assessment type it may be (i.e., Type I, II, or III).

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| **Assessment** | **Purpose** | **Type** |
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