

# PERA.....Performance Evaluation Reform Act of 2010 also known as Senate Bill 7.....What does it all mean?

## Key Provisions of PERA (Senate Bill 7)

The right to collective bargain teacher contracts was retained.

School board members must receive four hours of training on fiduciary responsibilities, collective bargaining and other topics related to their role as a board member.

All districts in Illinois must implement four rating categories for teacher evaluation by September 2012.

Administrators must undergo extensive training on the teacher evaluation process.

Student performance becomes part of determining a teacher's summative evaluation rating.

## Timeline for PERA Implementation

**2010-2012** Local school districts revised and adopted new teacher evaluation model based on the Charlotte Danielson, *Framework for Professional Practice*.

**2012-2013** Local school districts begin to implement the Danielson model of teacher evaluation.

**2012-2015** Implementation of all aspects of PERA, with the exception of student performances as it pertains to teacher evaluation.

**2015-2016** Local school districts identify/develop student assessments that will be used to measure student growth.

**2016 (September)** Student growth becomes 30% of a teacher's summative evaluation.



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## Student Growth

- demonstrable change in a student's or group of students' knowledge or skills
- demonstrable change in a student's or group of students' knowledge or skills

## Measurement

- process in which two or more assessment scores are analyzed to identify a change in a student's knowledge or skills over time

## Student Learning Objectives (SLO)

SLOs are the foundation to create a measurement tool that enables an evaluator to analyze scores from a Type III assessment and identify whether pre-established objectives have been met (seen through a demonstrated change in a student's knowledge and skills over time)

## Type III Assessments

an assessment that is rigorous, that is aligned to the Illinois PDH Goals and Standards and course curriculum and that a qualified evaluator and teacher determine measures student learning in that course



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## Illinois Assessment Types and Descriptions

**Type I:** A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois

**Type II:** 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

**Type III:** Any assessment that is rigorous, that is aligned to the course curriculum, and that the qualified evaluator and teacher determine measures student learning in that course

*Note: Type I and II assessments also may be considered Type III if they align to the curriculum and are capable of measuring student learning in the subject (Illinois Administrative Code, Part 50, Sub. A, Sec. 50.30).*

### House Bill 5397 Physical Fitness Report

Provides that beginning with the 2016-2017 school year and every school year thereafter, the State Board of Education shall require all public schools to use a scientifically-based, health-related physical fitness assessment for grades 3 through 12 (rather than just requiring all public schools to use, during the 2016-2017 school year and every school year thereafter, a physical fitness assessment) and periodically report fitness information to the State Board of Education to assess student fitness indicators. Provides that public schools shall integrate health-related fitness testing into the curriculum as an instructional tool, except in grades before the 3rd grade (rather than except in the early elementary grades). **Provides that fitness scores shall not be used for grading students or evaluating teachers.** Makes changes to the recommendations that the task force shall make to the State Board of Education. Provides that the task force may also recommend methods (rather than protocols) for assessing student progress on State Goals 19 and 21 through 24 of the Illinois Learning Standards for Physical Development and Health. Provides that on or before December 31, 2015 (rather than October 1, 2015), the State Board of Education shall use the recommendations of the task force to adopt rules for the implementation of physical fitness assessments by each public school for the 2016-2017 school year and every school year thereafter. Provides that districts may also provide individual fitness assessment reports to students' parents.

**Coming Soon!**

**IAHPERD ON THE MOVE**

**Sample Assessments**

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## **Inappropriate Use of Fitness Test Results as a Measure of Teacher Success**

In some instances the use of physical fitness scores have been used as a primary indicator of teacher success in physical education and student fitness scores have been used in assigning raises for teachers. As indicated in previous sections of this chapter, there are many reasons why fitness scores are not a good overall indicator of student success. Accordingly, student performances on fitness tests are not a good overall indicator of teacher success. In addition when teacher success is based solely on student fitness performance, class sessions can resemble “fitness training” rather than physical education, resulting in dislike rather than enjoyment of activity. When teacher success is based on student fitness performance, cheating on fitness tests becomes a problem as it has in academic areas where cheating has been documented (Harrington-Leuker, 2000; Kohn, 2001; Sloane & Kelly, 2003).

Developing policy related to teacher evaluation in physical education is beyond the purview of the FITNESSGRAM®/ACTIVITYGRAM® Scientific Advisory Board. However, the Board would like to go on record indicating that teacher evaluations in physical education should be based on comprehensive teacher effectiveness criteria and student achievement on ALL important standards (objectives) of physical education programs.

As the Institute of Medicine report states:Although physical fitness can be increased through engagement in specific types of physical activity, factors other than physical activity affect a student’s fitness that are beyond the control of the student and physical education teacher. Examples include heredity, caloric consumption, access to opportunities to be physically active both within and beyond the school day, and possibly socioeconomic status. For similar reasons, physical fitness testing for the purpose of teacher and school accountability is also inappropriate. (Institute of Medicine, 2012, p. 9-8)

## **Additional Resources**

Illinois State Board of Education - <http://www.isbe.net>

The ISBE website provides more details on the implementation of PERA.

Illinois Association of Health, Physical Education, Recreation and Dance - <http://www.iahperd.org>

In the spring look for sample assessments in the IAHPERD, *On The Move* and on the IAHPERD website.

