



# Illinois State Board of Education

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## Q & A Webinar Two October 6, 2014

Q: Do speech teachers holding a type 73 need to be evaluated with growth?

A. While Section 24-4(a) of the School Code defines teacher generally as “any and all school district employees regularly required to be certified under the laws relating to the certification of teachers,” PERA Administrative Rules exclude school service personnel from the definition of “teacher” such that evaluations of school service personnel (including, without limitation, school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, and school social worker) would not be required at any time to incorporate student growth as a significant factor. See PERA Administrative Rules, Section 50.30.

Q: What is the definition of teaching and non- teaching?

A. “Teacher” means full-time or part-time professional employees of the school district who are required to hold a professional educator’s 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 the PERA Administrative Rules, “teacher” does not include any individual who holds a professional educator license endorsed for school support personnel issued under Article 21B of the School Code.

Q: Does a Joint Committee have to be involved in the development of professional practice, i.e. approve Professional Practice or just Student Growth?

A. The joint committee shall set forth the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance (Section 24A-4 of the School Code).

Q: The Q & A for early implementers said the law is silent on whether districts had to submit their plans to ISBE. The law is not silent on that. Section 50.130 said the plans are not submitted to ISBE.

A: A school district shall not be required to submit its performance evaluation plan for teachers to the State Board of Education for review, comment, or approval, *unless specifically requested by the State Board of Education.*

Q: Will the state plan be available in time for early implementers?

A: The State default plan, developed in concert with PEAC, will go before the Illinois State Board of Education at its October meeting. Assuming the Board approves the plan, it will then go before the Joint Committee on Administrative Rules at its November meeting.

Q: Are districts required to have a rubric to determine teacher ratings?

A. No; however, the school district is required to use an instructional framework that is based on research regarding effective instruction, addresses at least planning, instructional delivery, and classroom management, and aligns to the Illinois Professional Teaching Standards. The framework shall align to the roles and responsibilities of each teacher who is being evaluated, and contain a rubric that aligns to the instructional framework being used. See PERA Administrative Rules, Section 50.120(a). The teacher evaluation plan must, by statute, consider the teacher's attendance and competency in the subject matter taught, as well as specify the teacher's strengths and weaknesses and the reasons for identifying the areas as such.

Q: What type of documentation is required from the Joint Committee meetings? Will ISBE create forms?

A: Since joint committees are required to meet no later than November 1<sup>st</sup> (Section 50.200) of the school year immediately preceding the school district's implementation, it is strongly recommended that districts comprehensively document any meetings that will have transpired. ISBE has no intention of creating forms to track the history and development of the work that occurs in a joint committee.

Q: Will ISBE be policing the 180 day timelines?

A: While ISBE reserves the right to review, comment, or approve the performance evaluation plan of districts, as a matter of oversight, the agency does not intend to do this. Rather, ISBE may contact districts and ask for local insight into the processes and products of this work in order to share best practices and challenges with the field.