

# PERA Questions for Pam Rosa

Note: Only responses noted as being by Pam Rosa are actually written by her; others were written by INTC Induction Specialists.

## State Model/Teachscape/PERA and PEAC

*Has PEAC released State Model yet? If not, when?*

**AND**

*What materials on Danielson's framework received State's Blessing? We are concerned with verbiage and litigation.*

The Framework for Teaching is the recommended model but it is not required. What is required by PERA 2010 is that the teaching practice framework be aligned to the 2010 IPTS, "research-based", focus upon "planning", "classroom management", "instruction", "knowledge of content" and consider teacher attendance. The Framework for Teaching addresses all of these aspects. The law is silent on professional responsibilities but the Danielson Group would advocate for the inclusion of this area due to this is what helps to grow the teaching practice through the other priorities listed above. (Pam Rosa)

*Is Teachscape aligned with State Model?*

The Framework for Teaching is what Teachscape uses in their certification process. There is NO Teachscape framework. The FfT version that was used last summer for the Evaluators to be pre-qualified was the 2011 version. As of May 2013, Teachscape will be using the 2013 Framework for Teaching which is available at <http://intc.education.illinois.edu/2013-conference-archive>. (Pam Rosa)

*What components of PERA should be included in mentor training?*

While it is vitally important for all teachers to understand their district-specific evaluation system, it is the consensus of INTC's Regional Induction Specialists that mentor training is not the best place for that to happen. This is especially true when mentor trainings include teachers from more than one district. This information would best be shared at local district in-services.

*What is essential for beginning teachers to know about PERA?*

With evaluation systems becoming more complex and accountability measures more stringent, districts will need to develop their own in-district communication plan, including local experts who can orient not only beginning teachers, but new experienced teachers and new administrators. Mentors who want to make sure they are giving their protégé good advice should be encouraged to attend those orientation sessions as well.

*How do you get administration to "see" and buy in to the connection between PERA and New Teacher Induction?*

It is imperative to include administrator training in both PERA and Induction/Mentoring. Districts will often train their administrators in PERA, but not in Induction/Mentoring. Both trainings are vital. The success of an induction and mentoring program is directly correlated to the building

administrator's "buy in". The Administrator Induction/Mentoring training is usually a ½ day of training, with another ½ day "plan/working" session (sometimes combined on the same day.) Contact INTC or your local ROE/ISC to inquire about delivery of these administrator trainings.

## Charlotte Danielson Training and Resources

### *Who/what can train faculty on Danielson?*

Contact your local Regional Office of Education or Intermediate Service Center for a list of Danielson trainers in your area. You may also contact The Consortium for Educational Change at <http://www.cecillinois.org>.

### *The quarterly reflection questions are currently aligned to IPTS. Are there plans to realign these questions to Danielson? Are there plans to rewrite these questions?*

Check with your district concerning these quarterly reflection questions. The state has no specific questions for this purpose. ISBE simply requires a reflection upon whatever the beginning teacher chooses to reflect. The mentor is then required to write a written response to the reflection. The specific questions you mention may have been written by your district.

### *Will the Danielson Group website give us a document that can be used not only for discussion and action planning, but as evidence of teacher growth: a place for marking where the teacher is and a place for comments?*

The 2013 FtF document, which is available at <http://intc.education.illinois.edu/2013-conference-archive>, contains Components and Critical Attributes, and users can add a place for evidence/feedback. (Pam Rosa)

### *What are some creative ways to add this information (Danielson) to New Teacher Meetings? We have 1 hour a month and ½ of the time is spent on district issues / initiatives.*

There are many items that must be presented to new teachers and this is an overwhelming task for all involved. Essential information must be prioritized and presented in manageable segments. Consider ways to engage new teachers with the content (i.e. jigsaw material, Cloze notes, etc.), make it interactive, and develop the sessions based on adult learning principles. Planners should decide what is vital to present and when, what can be shared in electronic form later, and what can be given as resource information to be accessed as needed.

## Student Growth

Numerous questions were asked regarding the inclusion of student growth in the new evaluation model. While we do not have definitive answers to many such questions, we find the following links helpful in providing information on this topic.

<http://www.isbe.net/GMWG/>

<http://www.isbe.net/peac/>

<http://www.danielsongroup.org/>

*Once we have the “growth” part figured out, how do we teach new teachers how to teach to “increase” student achievement?*

Increasing student achievement results when teachers plan and execute excellent instruction, are willing to reflect on and adjust their teaching using accurate and reliable data, and are eager to collaborate with others who are having success. The mentoring relationship should foster and support those practices, regardless of the level or content of the standards being taught.

## **Licensure**

*Given new licensure, do we need to have a program that is “state approved?” Does this “state approval” now cease to exist since there is no more initial certification? AND How will state-approved mentor programs impact licensing of teachers?*

ISBE is not approving induction programs at this time. In the future, if proposed legislation is approved, districts or ROEs could have approved induction programs that could count towards renewal if they meet program standards.

## **Other**

*When do Next Generation Science Standards become official?*

The standards are being revised based on feedback. Per the ISBE website, a final draft of the standards is expected to be released in March 2013 and we anticipate that the Illinois State Board of Education will consider its final version of these new science standards in 2013. To read about the NGSS development process, go to <http://www.isbe.net/ngss/>