

What do you see as the positive impact of PERA for your program?

- Evaluation programs that are standardized, uniform, consistent x 22
- Framework is about outcomes: teacher growth and development, not punishment x 21
- Specific feedback provides a helpful guide for supporting new teachers x 13
- Rubrics guide staff development x 12
- Teachers will analyze student work to make instructional decisions about pedagogy X 10
- Teaching profession holds high standards and a common language for performance x 9
- Evaluations are more meaningful and reflective x 9
- Teachers, mentors, districts adopt instructional framework through dialogue x 6
- Provides an opportunity to realign training and support to meet growing needs x 5
- Teachers are less threatened by the evaluation process X 5
- Adds credibility and validation to the district I & M program x 5
- I don't see any immediate benefits of PERA and my program X 2
- No entitlement for veteran teachers x 2
- Accountability x 2
- Administrators must now become more skilled at strengthening their understanding of teaching and learning x 2
- This is necessary for a smooth working school
- Can be shared at the higher ed level and incorporated in education classes

What do you see as the challenges of PERA for your program?

- Resistance
 - Experienced teachers x 10
 - New teachers x 8
 - Teachers in low-achieving schools x 3
 - Administrators
- Culture shift is hard and scary x 13
- Time required on proper implementation x 13
- Need quality PD x 12
- Communication x 9
- Student growth models
 - Special needs students x 3
 - Specialist (vision teacher, PE, etc.) x 4
- Presenting this as a vehicle for self-improvement as opposed to a “gotcha” mechanism x 5
- Still open to subjectivity x 4
- Evaluation of specialists on student growth model (vision teacher, art teacher, PE, etc.) x 4
- Funding required for implementation x 4
- Danielson designed to be formative, not summative x 3
- Difficulty providing mentors to new teachers in small districts x 2
- Understanding of the framework by administrators and teachers x 2
- Finding similarities with current evaluation models
- More focus on test scores
- Need to develop model for productive district partnerships
- Metrics and reliability of type 2 & 3 measures
- Inserting mentoring/coaching into evaluations
- “I was excellent and now I’m just proficient”
- Common assessments