

Avoca School District Professional Growth & Appraisal Plan

**2017 PERA Committee
Review & Revisions**

Avoca Professional Growth & Appraisal System

- **The APG&AS consists of three main parts**
 - 1. The Reduction in Force component, authored in 2012**
 - 2. The Professional Practice component, authored in 2013**
 - 3. The Student Growth component, authored in 2015.**

These parts of the eval system are often referred to as PERA as they were the result of the Performance Evaluation Reform Act.

2017 PERA COMMITTEE

Administration	Teachers
Dr. Jauch	Jim Gravagna
Terry Sofianos	Dave Hoffheimer - AEA President
Jennie Winters	Karah Roche
Matthew Palcer - Chair	Jenn Stefan

Purpose: To review the APG&AS to ensure alignment with PERA legislation and discuss and make revisions to current system of evaluation.

In the following slides,
text highlighted in
YELLOW
is a hyperlink to the part
of the **APG&AS**
to which it
is referring.

[2012 Reduction in Force Component \(link\)](#)

2017 PERA Committee reviewed & discussed.

- Decided to uphold current practice of not accepting summative evaluations from other districts for new employees.
- Utilized ~~striketroughs~~ eliminate the outdated “satisfactory” teacher rating that was used back in 2012.

2013 Professional Practice Component (link)

2017 PERA Committee reviewed & discussed...

- The entire document had to be edited (in red) to reflect that the professional practice component of teacher evaluation is now 70% of a teachers' summative evaluation, as compared to the 100% of the eval at the time it was written.
- The formal Professional Growth Plan was eliminated. All references have been identified with a ~~redline-strikethrough~~.
 - Click here for a detailed explanation of the PGP evolution.
 - To document that conversations are still taking place between teachers and their evaluators on a yearly basis, this sign off form was created.

2015 Student Growth Component (link)

2017 PERA Committee reviewed & discussed...

- Groups of teachers who give the same assessment and write the same student growth goals are called “categories”. Categories will be reviewed in April of each year for the upcoming school year.
- With this being the second year that student growth factors into teacher evaluations, teachers who have no Type I or Type II assessments must use data from two (2) Type III assessments.

2017 PERA Committee Review & Revisions

2017 PERA Committee reviewed and discussed...

- The APG&AS exists in many different documents; the committee created one centralized location to find all aspects of the APG&AS.
- The committee revised the summative evaluation paperwork.
 - The professional practice evaluation and student growth evaluation have been married into one document with a cover sheet summary.
 - The days absent box has been eliminated. Rather, if attendance is an issue, the evaluator will comment in Domain 4F: Showing Professionalism