**2020-2021: Initial Completer Effectiveness**

In accordance with the Performance Evaluation Reform Act (PERA), the State of Illinois requires teacher performance evaluations consist of two components: student growth and professional practice. Student growth means a demonstrable change in a student’s or group of students’ knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time. Type 1 assessments are proprietary assessments; Type II are assessments used districtwide by all teachers in each grade, course, or subject area. These may be developed, adopted, or approved by the school district. Type III assessments align to curriculum and the students assigned to the teacher and are chosen and agreed to by the evaluator and the teacher. Combinations of these three types of student performance assessments, with a minimum of 2 types, must be used in each District’s Performance Evaluation Plans. The evaluation must also include a professional practice component. A 4.00 scale is required, and the summative ratings used must be “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”. Districts may designate any percentage of the evaluation toward each component. However, student growth must comprise at least 30 percent of the evaluation. Districts may also utilize any rubric in evaluations.

Data made available through the Illinois State Board of Education (ISBE) for 2020-2021 indicate that 70 Eastern Illinois University (EIU) program completers who graduated with initial teacher licensure are employed as teachers in Illinois public schools and have gone through the teacher evaluation process. Of the 70 program completers, approximately 96% of completers have been rated by their administrators as being at a proficient or excellent level suggesting that candidates are effective in performing the roles in which they are prepared.

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| **Programs** | **Excellent** | **Proficient** | **Needs Improvement** | **Unsatisfactory** |
| Business, Marketing, and Computer Education | 0 (0%) | 2 (100%) | 0 (0%) | 0 (0%) |
| English Language Arts | 1 (33%) | 2 (67%) | 0 (0%) | 0 (0%) |
| Family Consumer Science | 0 (0%) | 1 (100%) | 0 (0%) | 0 (0%) |
| Middle Level General Science | 0 (0%) | 1 (100%) | 0 (0%) | 0 (0%) |
| Language Arts-Middle Level | 0 (0%) | 4 (100%) | 0 (0%) | 0 (0%) |
| LBS1 -Special Education | 2 (18%) | 8 (73%) | 1 (9%) | 0 (0%) |
| PE | 1 (33%) | 2 (66%) | 0 (0%) | 0 (0%) |
| Early Childhood | 3 (43%) | 3 (43%) | 1 (14%) | 0 (0%) |
| Elementary Education | 3 (12%) | 22 (84%) | 1 (4%) | 0 (0%) |
| Math | 0 (0%) | 5 (100%) | 0 (0%) | 0 (0%) |
| Science-Chemistry | 1 (100%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Middle Level Social Science | 0 (0%) | 2 (100%) | 0 (0%) | 0 (0%) |
| SS-Geography | 0 (0%) | 1 (100%) | 0 (0%) | 0 (0%) |
| SS-History | 0 (0%) | 3 (100%) | 0 (0%) | 0 (0%) |
| Total | 11 (16%) | 56 (80%) | 3 (4%) | 0 (0%) |