

Evaluation Re-trainings For Current Evaluators

8:30 – 3:30 each day with many options and locations to consider!

Cost: \$200, includes lunch

Presenters:

Annette Hartlieb – ROE 3

Marvin Warner – ROE 41

Angela Reeter – ROE 3

Steve Oertle – Roxana CUSD #1 (Student Growth #3000, #3001, #3002)

Jennifer Garrison – Vandalia CUSD #203 (Principal Practice #1865)

To register: <http://educationregistration.org/index.php/area-v-trail>

August 7 - AA # 1801 (Domains 2 and 3) hosted by ROE 45 in Columbia (View at 11 South, 11 S. Columbia St. Columbia, IL 62236)

August 9 – AA #3000, 3001, 3002 (Student Growth) hosted by ROE 45 in Columbia (View at 11 South, 11 S. Columbia St. Columbia, IL 62236)

August 10 – AA #1448 (Domains 2 and 3) hosted by ROE 50 in Belleville (ROE 50 1000 S. Illinois St. Belleville, IL)

State Retraining Requirements and Timelines

Retraining requirements will be met through the Administrator Academy structure. A teacher evaluator must complete two Administrator Academies to meet retraining requirements. A principal evaluator must complete two Administrator Academies to meet retraining requirements. An individual who is both a teacher and principal evaluator must complete three Administrator Academies. Academies can be taken in any order. They do not have to be taken together.



Evaluation Re-trainings For Current Evaluators

See the charts below for an overview of principal evaluator and teacher evaluator retraining:

Teacher Evaluator		Principal Evaluator	
Professional Practice	Student Growth	Professional Practice	Student Growth
Choose one Academy: #1448 #1451 #1452 #1801	Required: #3000, #3001, #3002	#1865	Required: #3000, #3001, #3002

Evaluators who have taken the initial evaluator training Growth Through Learning Modules must complete retraining "once within the next renewal cycle"(105 ILCS 5/24A-3).

Detailed Descriptions of the Administrator Academies

#1448 Course Title: Teacher Evaluator Competency Skill Building for Pre-Qualified Teacher Evaluators

Administrators who evaluate teachers must demonstrate a high rate of inter-rater reliability, and communicate evaluation outcomes in constructive and supportive ways. Administrators who evaluate teachers must also recognize and control for bias when conducting an evaluation and determining results. School districts in Illinois must provide professional development to administrators to strengthen these skills on a sustained basis. This course focuses on Domains 2 and 3, and is intended to move administrators who have passed the ISBE evaluator training, and who are very familiar with Charlotte Danielson's 2011/2013 Framework for Teaching, from compliance to competency. This course requires participants to view teaching, record data according to the Professional Practice rubric, and participate in mock evaluation conferences as evaluator, teacher, or observer. Participants will also be expected to have a high degree of inter-rater reliability when they determine a final rating based on the evidence gathered during the observations. This course is one in a series of three courses focusing on teacher evaluator competency requirements.



#1451 Course Title: Teacher Evaluator Competency Skill Building for Pre-Qualified Teacher Evaluators

Administrators who evaluate teachers must demonstrate a high rate of inter-rater reliability, and communicate evaluation outcomes in constructive and supportive ways. Administrators who evaluate teachers must also recognize and control for bias when conducting an evaluation and determining results. School districts in Illinois must provide professional development to administrators to strengthen these skills on a sustained basis. This course focuses on Domains 1 and 4, and is intended to move administrators who have passed the ISBE evaluator training, and who are very familiar with Charlotte Danielson's 2011/2013 Framework for Teaching, from compliance to competency. This course requires participants to pre-conference, record data according to the Professional Practice rubric, and participate in mock pre/post conferences as evaluator, teacher, or observer. Participants will also be expected to have a high degree of inter-rater reliability when they determine a final rating based on the evidence gathered for Domains 1 and 4. This course is one in a series of three courses focusing on teacher evaluator competency requirements

#1452 Course Title: Teacher Evaluator Competency Skill Building for Pre-Qualified Teacher Evaluators

This course focuses on Competencies 3 and 4, of the rules, Section 50.420, Competencies of Qualified Evaluators, Sub-section b. This course will teach participants how to use data sets from summative teacher evaluations to design teacher professional development; and how to collaborate with teachers to develop targeted professional development plans which contribute to professional growth. This course is intended to move educators who have passed the ISBE evaluator training from compliance to competency. This course includes a one hour pre-assignment which will be e-mailed to participants after confirmation of registration. It would be beneficial for participants to have completed Parts 1 and 2 of this 3-part series, Illinois Administrators' Academy course numbers 1448 and 1451.

#3000, #3001, #3002 Course Title: Principal/Teacher Evaluator Retraining: Student Growth (everyone must take this course)

This is the one required student growth retraining course for principal and teacher evaluators who are renewing their designations required to evaluate staff. Evaluators will be required to participate in a pre-session webinar that will review Part 50 Administrative Rules as they relate to student growth. Participants will learn how to:



1. Use assessments and measurement models identified by the joint committee in determining the student growth attributable to individual teachers/principals and understand how different types of assessments are used for measuring growth;
2. Use data from the evaluation rubric, other evidence collected, and best practices relative to evaluating student growth to link teacher/principal and school-level professional development plans to evaluation results;
3. Create, in collaboration with teachers/principals, supportive, targeted professional development plans that consider past results, contribute to professional growth, and assist teachers/principals in aligning professional development and goal-setting to school improvement goals; and
4. Communicate evaluation outcomes and findings in constructive and supportive ways that enable teachers/principals to set goals and improve practice.

#1801 Gathering Evidence During Observations and Conferencing Using The Danielson Model

This course will allow participants to learn effective skills and strategies for using Charlotte Danielson's Frameworks in a summative setting in order to more effectively: 1. Identify evidence at the component/element level during formal and informal observations; 2. Use evidence to effectively rate staff on the levels of performance for each domain; 3. Acquire strategies to support effective collaborative conferencing around formal and informal observations; and 4. Learn techniques, strategies, and protocols to use when conferencing with staff about professional development. Course participants will apply these new skills and strategies to a case study of professional practice as it relates to their work in the teacher appraisal system.

#1865 Principal Evaluator Competency Skill Building for Pre-Qualified Principal Evaluators

The administrative academy seeks to improve interrater reliability in the assignment of performance evaluation ratings for principals. Using case studies, participants will collect evidence and use the Illinois Standards for Principal Evaluation to evaluate and rate principal performance. Participants will use data collected from the case studies and compare the data to best practices for evaluating principals and assistant principals. This data will also be analyzed to prepare administrative and school-level professional development plans. In a collaborative and supportive way, participants will prepare a targeted professional development plan that considers past results and contributes to professional and personal growth. This plan will be aligned to the school improvement plan. The instructional environment indicators will be analyzed. The purpose of the evaluation plan will be to communicate the outcomes and findings in such a manner that the principals and assistant principals set goals for improvement. Participants will analyze their personal biases while making decisions.