

# **Illinois Administrators' Academy**



## **POLICIES AND PRACTICES**

### **MANUAL**

**ILLINOIS STATE BOARD OF EDUCATION  
EDUCATOR & SCHOOL DEVELOPMENT DIVISION**

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## Preface

This manual represents the work of Administrators' Academy Coordinators, interested shareholders, and State Board of Education staff members. A draft of the policies and practices identified in this manual was submitted to the Continuous Improvement Partnership (CIP), the advisory committee to the Administrators' Academy, for its review and approval. The CIP recommended adoption of these policies by the Illinois State Board of Education.

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# **IAA POLICIES AND PRACTICES MANUAL**

## **I. Introduction and Purpose**

### **Introduction**

The Administrators' Academy is a program in which local school district administrators participate to meet legislated requirements for continuous professional development. It is not a specific place, but rather, an institutionalized means of offering opportunities for high-quality professional development. Through the Administrators' Academy, practicing administrators with differing needs, interests, and schedules may increase their knowledge and skills in instructional leadership. It is one vehicle by which consistently high-quality professional development may be delivered.

At the state level, the Academy is administered by Illinois State Board of Education (ISBE) staff members that lend statewide direction, determine the guidelines for operation, and provide leadership for the development of a basic curriculum and related training experiences. A state advisory committee, the Continuous Improvement Partnership (CIP), provides recommendations for the development and implementation of Academy activities. The committee's diverse perspectives contribute to the planning of a wide range of training opportunities. The committee is appointed by the State Superintendent of Education and is representative of Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), school administrators, professional associations, and institutions of higher education.

At the regional level, Academy programs and services are coordinated and delivered through the Regional Offices of Education, the Intermediate Service Centers, professional organizations and other professional development providers. Although guidelines for the development of curriculum and selected learning experiences are developed at the state level, providers have the primary responsibility for designing high-quality training experiences that meet the needs and interests of administrators.

The Illinois State Board of Education (ISBE), in consultation with the Continuous Improvement Partnership and regional-level Administrators' Academy Coordinators, has endeavored to update policies and practices governing the Academy. This manual reflects current policies, practices, and procedures as recommended and adopted by the CIP and/or ISBE.

## **Statement of Purpose**

The purpose of the Illinois Administrators' Academy is to maintain a statewide, regionally based network that provides opportunities for mandated professional development for school administrators. The Academy provides high-quality training on the evaluation of certified personnel, school improvement, school accountability, public relations, communications and pertinent leadership education relating to student growth, student achievement, and school operations.

## **Definition of Professional Development**

Quality professional development is not a one-time event, but an ongoing process designed to increase knowledge, skills, and understanding. This Academy encourages and supports the creation of learning communities and delivery of high-quality professional development activities that enable administrators and other school personnel to acquire and apply new professional skills and knowledge that will result in improved teaching and learning for students.

## **II. Legislative Authority**

In 1985, the Illinois General Assembly enacted a comprehensive package of school reform legislation that called for the creation of an Illinois Administrators' Academy. The legislation defined the role of the school principal as instructional leader and addressed the need for programs that could assist principals and other supervisory personnel to acquire effective evaluation skills. The original intent of the law was for the Academy to provide training for administrators in the evaluation of certified staff. Legislation passed in 1992 added school improvement and school accountability as required areas of programming for the Academy. The Administrators' Academy is currently authorized by Section 2-3.53 of the School Code which states:

The State Board of Education shall cause to be established an Illinois Administrators' Academy. The Academy shall develop programs which provide for development of skills in the areas of instructional staff development, school improvement, school accountability, effective communications skills, public school relations, evaluation of personnel, including documentation of employee performance and remediation of unsatisfactory employee performance.

In addition, “23 ILLINOIS ADMINISTRATIVE CODE, PART 525, Section 525.110 Programs and Services to be Provided” specifically states:

3) Each Regional Office of Education shall ensure access for all administrators to continuing professional development offered through the Illinois Administrators' Academy (Section 2-3.53 of the School Code [105 ILCS 5/2-3.53]) and at least provide the following services: assessing regional needs, acting as a clearinghouse for educational materials and research, and keeping accurate records of attendance at inservice training sessions provided through the Illinois Administrators' Academy.

Other legislation and Administrative Rules have further stipulated or clarified the function of the Administrators' Academy. Legislation and Administrative Rules on renewing administrative certificates, the role of the Regional Offices of Education in delivering professional development programs through the Administrators' Academy, the responsibility of local districts in monitoring administrators' attendance in Administrators' Academy programs, the responsibility of the State Board of Education when renewal requirements are not satisfied, and other related procedures and requirements involving the Administrators Academy are identified in the following sections of this Manual. Copies of all referenced legislation and administrative rules are provided in Appendix A.

### **III. Legislative Requirements**

#### **Program History**

The Illinois State Board of Education (ISBE) facilitated the development of the first Administrators' Academy programs and provided the initial training for administrators in the evaluation of teachers. ISBE also formulated and disseminated policy on standard practices that have governed the Academy as currently conceptualized. Subsequent programs were, and still are, developed and delivered by the Regional Offices of Education, the Intermediate Service Centers, and other professional development providers. Policies on standard practices, however, continue to evolve. In January 1996, the Illinois State Board of Education's Strategic Agenda referenced the need to “improve the linkage of the continuing professional development education system for teachers, administrators, and other school personnel with local needs and student performance standards.” In February 1996, ISBE initiated a Project Team consisting of internal staff and external professional shareholders with relevant leadership, knowledge, skills, and abilities.

The Project Team's mission was to design a visionary professional development system for school administrators that adheres to rigorous standards and assists administrators in developing leadership skills and competencies that would have a positive impact on student achievement.

Effective June 30, 2004, Public Act 093-0679 changed the administrative certificate renewal requirements for Illinois public school administrators who hold positions that require administrative certification. Based on these changes, public school administrators are now required to complete the following for each fiscal year (July 1 – June 30) of the certificate's registration period (if the administrator is serving in a position that requires an administrative certificate):

- One Administrators' Academy course (which must be completed within each fiscal year in which the administrator is working) totaling at least 6 hours, and
- An average of one continuing professional development activity and 20 professional development hours totaling 100 hours in a full five-year cycle.

Any administrator who evaluates certified staff must also complete the "Introduction to Evaluation of Certified Staff" state course (if they have not done so previously) and must do so in addition to the annual requirements. This specific course does not count toward the annual requirement for an Administrators' Academy or for professional development hours, unless it has been taken previously.

Professional development programs for school administrators offered through the Administrators' Academy are in response to local administrators' needs or legislative requirements. The legislated professional development requirements for public school administrators provide the context for the Administrators' Academy. These requirements are provided in the next section of this Manual.

### **Basic Requirements**

Local school administrators who evaluate other certified staff must complete the "Introduction to the Evaluation of Certified Staff" course (Section 2-3.56). This course must be completed prior to conducting formal evaluations of certified staff members in the school district. There is the potential for significant liability to the school district and administrator if this course is not first completed.

Certain professional development requirements must be satisfied in order for administrators to renew their certificates at the end of each five-year period of certificate validity (105 ILCS 5/21-7.1[c]). Beginning July 1, 2003, a person holding an administrative certificate and employed in a position requiring administrative certification must satisfy the continuing professional development requirements to renew her or his administrative certificate(s). The continuing professional development must include without limitation the following purposes:

- (1) To improve the administrator's knowledge of instructional practices and administrative procedures in accordance with the Illinois Professional School Leader Standards;
- (2) To maintain the basic level of competence required for initial certification; and
- (3) To improve the administrator's mastery of skills and knowledge regarding the improvement of teaching performance in clinical settings and assessment of the levels of student performance in the schools.

The continuing professional development must include the following in order for the certificate to be renewed:

- (A) Participation in continuing professional development activities that must total a minimum of 100 hours (for a five-year validity period) or an average of 20 hours per year when less than five years remains in the validity period. The participation must consist of a minimum of five activities per validity period (or one per year if less than five years are remaining in the validity period), and the certificate holder must maintain documentation of completion of each activity.
- (B) Participation every fiscal year in an Illinois Administrators' Academy course that must include completion of applicable required coursework, including completion of a communication, dissemination, or application component, as defined by the Illinois State Board of Education.

### **Credits**

Record-keeping authorities, that is to say Regional Offices of Education (ROEs) and the Intermediate Service Centers (ISCs), and other enumerated entities such as the Illinois Principals Association (IPA), the Illinois Association of School Business Officials (IASBO), and the Illinois Association of School Administrators (IASA) enter the Administrators' Academy course completion data into the Illinois Administrators'

Academy Management System (IAAMS) database. Those data are then transferred electronically to the Educator Certification System (ECS), which administrators may view at any time. If the Academy course is the first to be taken for a specific fiscal year, it will satisfy the annual requirement. Once the initial Academy has been recorded for that year, any additional Administrators' Academy courses will count as one activity toward the 100 professional development hours. In the event that an administrator completes an additional course of greater hourly value in the same fiscal year, the Academy with the most hours of credit will move into the professional development category and the course with the lesser number of hours will be utilized to satisfy the annual requirement. Thus, if an administrator completes an Academy course totaling 24 hours in November, and then completes another Academy course totaling six hours in April of the same fiscal year, the six-hour course will satisfy the annual requirement and the 24-hour course will count toward the 100 hours of professional development.

One of the advantages of accruing professional development credits through the Administrators' Academy is that the administrator need not keep any additional documentation or records. The ECS database maintains records of the Academy courses that satisfy requirements in the event of a random audit. Therefore, if an administrator accrued all of the required professional development through Academy courses, he or she would not have to maintain any separate records or enter additional data when submitting the Statement of Assurance.

### **Evidence of Completion**

All administrators are required to maintain written documentation for each of the professional development activities for which credit is claimed (with the exception of Administrators' Academy courses). This evidence will be requested in the event of an audit conducted by a Regional Office of Education or the Illinois State Board of Education. Evidence should be maintained by the administrator throughout the next validity period or until the audit process is concluded.

### **Who Must Attend Administrators' Academy Courses**

Individuals who are employed in local districts or cooperatives and who hold positions that legally require administrative certification are required to satisfy the requirements for continuing professional education, including annual participation in an Administrators' Academy course. Illinois certificates that qualify a person to serve as an

administrator are listed in Appendix B. Please note that there are only two certificates that have administrative certificate renewal requirements.

### **Who May Attend Administrators' Academy Courses**

Anyone may attend Administrators' Academy courses. The five enumerated recorders (ROEs, ISCs, IPA, IASBO and IASA) enter course completion data and names of those completing the courses into the Illinois Administrators' Academy Management System (IAAMS). That information is then transferred to the Educator Certification System (ECS). Individuals who complete an Administrators' Academy course and want to see a record of the course must establish an account on ECS. This will allow the courses' titles, dates and credits to be transferred to the ECS account and maintained for documentation. Educators may claim the professional development hours if they have already met the administrators' annual requirement for an Academy course or if they are working in a position that does not require administrative certification. University students may verify the credits in their ECS accounts, but may not use the credits toward certificate renewal because the law requires individuals to hold an Illinois certificate before accruing professional development credits for renewal. Certificates of Attendance are no longer issued to participants of Administrators' Academy courses.

### **Monitoring Required Participation**

Illinois school, district and regional administrators are responsible for their own participation in required professional development activities in order to renew their administrative certificates. The regional superintendent of schools will monitor the process for renewal of administrative certificates established in subsection (c-10) of (105 ILCS 5/21-7.1[c]). Regional superintendents perform a service to local districts by informing school administrators of the requirements and timelines for participation in Administrators' Academy programs. ISBE strongly recommends that regional superintendents remind any administrator who may be approaching the end of his or her certificate's validity period, and who has not completed at least one Administrators' Academy course for each year of validity, that he or she must do so. (See Appendix A, "Rules," Section 525.110, Paragraph a[4]).

## **Failure to Comply**

Local school administrators who fail to satisfy the requirements for certificate renewal are at risk of having their certificates suspended for one year. If data in the Educator Certification System (ECS) indicate that individual administrators have not complied with the requirements, the State Superintendent of Education will provide to the appropriate regional superintendent the names of those administrators who have not participated as required. The Regional Superintendent of Schools should inform the individuals not in compliance that they have not met minimum renewal requirements and of the procedures to rectify the situation.

An individual whose administrative certificate is not renewed because of his or her failure to complete professional development in accordance with Section 25.315 of the 23 Illinois Administrative Code may apply for a reinstated certificate valid for one year. The Regional Superintendent of Schools must register for one year only (reinstate) the certificates of those administrators in that region who have not completed the required professional development activities or Administrators' Academy courses. At the same time, the Regional Superintendent should also inform administrators of their deficiencies, and inform them that the deficiencies must be removed by June 30 of the reinstatement year in order for the certificate-holder to be eligible for renewal. (See Appendix A, "Rules," Section 25.315.)

After the one-year reinstated certificate period of validity, the individual will be able to renew his or her administrative certificate only if he or she has satisfied the professional development requirements listed below.

Individuals may meet renewal requirements only by:

- Completing two Administrators' Academy courses for each fiscal year in which he or she failed to complete one (in the preceding period of validity), and/or by
- Completing the balance of all deficient professional development activities and/or hours (in the preceding period of validity) and an additional ten (10) hours of professional development.

Work done to remove deficiencies for one particular year cannot be used to satisfy requirements for any other year. If the deficiencies are not removed by June 30, the regional superintendent must notify those administrators and their respective employers that their certificates will not be renewed.

Administrators cannot be employed without a valid and registered Illinois administrative certificate. To do so is against the law, and working without a valid certificate exposes the school district to substantial liability since it is not legal for the administrator to evaluate certified staff members, enter into contracts on behalf of the school district and/or school, administer discipline, suspensions and expulsions, or engage in any administrative duties for the district and school.

#### **IV. Development and Approval of Administrators' Academy Courses**

Administrators' Academy courses may be developed by any provider, but to be approved for credit, and to satisfy the requirement for certificate renewal, an Administrators' Academy course must conform to a number of criteria that not only reflect the definition of professional development for the Administrators' Academy, but also reflect characteristics of effective staff development activities along with State Board of Education and Administrators' Academy policy. While many useful and even valuable, activities may be categorized as "professional development," not all such activities qualify for Administrators' Academy credit.

##### **The Approval Process**

Administrators' Academy courses must be approved by the Illinois State Board of Education prior to providers advertising or offering them. Academy course proposals are submitted to the State Board of Education where ISBE staff review each one using an established set of criteria and program considerations. Staff may also ask the submitter for additional clarification.

Administrators' Academy courses are approved for a period of four (4) years. At the end of four years, Administrators' Academy coordinators will indicate to ISBE if a course should expire or continue to be offered. Periodic and regular evaluations of the course should be used to determine the need for updating or canceling any given course. If, after a four-year period, it is determined that a given course should continue to be offered, the course must be updated and resubmitted for approval.

Administrators' Academy course proposals must be submitted by one of the five enumerated recorders. The only exception to this policy is when the Illinois State Board of Education sponsors the development of

a “state course.” Administrators’ Academy coordinators may design courses, or courses may be designed by other professional development providers (professional organizations, businesses, law firms, etc.), but all proposed courses must be submitted by one of the five enumerated recordkeeping authorities. Providers who want to offer professional development programs for Administrators’ Academy credit must initially work with an ROE, or ISC to develop a proposal for submission to the State Board of Education. In the event that a professional development provider cannot find an ROE or ISC willing to submit a given course proposal to ISBE, the provider may petition the State Board of Education for permission to submit the proposal directly to ISBE.

Proposed Administrators’ Academy courses must be submitted by one of the five enumerated recorders to the Illinois State Board of Education at least 60 days prior to the first offering of the course. Sixty days generally allows ISBE staff the necessary time to review the course and to request clarification if needed, while allowing the submitter time to enter the workshop 30 days prior to offering the course. Once reviewed, a program number will be assigned to the course, and ISBE staff will respond to the request for approval. While 60 days prior submission is required, all of the five enumerated recorders (ROEs, ISCs, IPA, IASBO and IASA) are encouraged to submit courses as early as possible prior to offering a course if time is needed to advertise the course or workshop before its intended offering date. No course should be advertised as counting for Administrators’ Academy credit until it has been approved by the State Board of Education.

Administrators’ Academy courses must be submitted by one of the five enumerated recorders to the Illinois State Board of Education (ISBE) using a standard electronic format located on the Illinois Administrators’ Academy Management System (IAAMS). The standard template identifies specific components and/or criteria that must be addressed. Courses will not be approved unless the proposal addresses all required components and criteria. Professional development providers may be asked to complete a paper or electronic copy of the proposed course using the ISBE template and submit it to the one of the five enumerated recorders for electronic entry of the course proposal.

Administrators’ Academy course content must be focused on a single topic or set of outcomes. Research on effective staff development suggests that professional development activities are more meaningful when they are focused. To provide such focus, course activities should be directed toward one set of related outcomes. By focusing on

outcomes, a limited variety of professional development activities or topics may be introduced into a course without compromising the purpose. To further enhance meaningful professional development, courses should include activities that provide for discussion, critique, and reflection; engage participants in higher-order thinking skills; and must have an application, presentation and/or dissemination component.

Administrators' Academy courses must include at least six hours of professional development time, and different types of professional development activities may be incorporated into the curriculum. "Staff development activities that are thematic are more effective in producing significant, long-lasting results than a series of one-shot activities on a variety of topics." Therefore, it is the policy of the Administrators' Academy that each course includes a minimum of six hours of professional development time, at least three hours of which must be in direct contact with the participants. The six-hour course need not be a single session all on one day. Depending upon the nature of the course, for example, two sessions of at least three hours duration each may be scheduled in a two-day format, or three sessions of at least two hours duration each may be scheduled for a three-day format. This flexibility may be more appropriate than a single session of six hours in one day to complete the course. No individual session, however, may be less than two hours in duration, and a total of at least six hours must be completed for Administrators' Academy credit.

It is highly desirable to have a variety of professional development activities incorporated into an Administrators' Academy course. A six-hour course, for example, may include formal presentations, lecture, group involvement, exercises that provide for guided practice, exercises that provide for independent practice, and/or exercises that require that specific knowledge be applied in a practical setting.

The application/dissemination component may be part of the direct contact or may be assigned to be completed before credit is given. Effective January 1, 2007, participants in Academy courses who choose not to complete the application/dissemination component may use the course hours (minus the time allotted for the application/dissemination component) toward the required professional development (100 hours) for renewal of the certificate.

There should be a definite need for any course developed and offered. Regional Offices of Education and Intermediate Service Centers should conduct an annual needs assessment of the administrators in their respective service regions so data-driven decisions can be made as to

what Administrators' Academy courses should be developed and/or offered in the upcoming year. Frequently, new priorities, new or amended legislation, changing environments or specific circumstances can create situations that need to be brought to the attention of school administrators. Administrators' Academy courses should address such timely needs as well as focusing on educational leadership.

Each Administrators' Academy course should be reviewed and assessed by the provider on a regular basis. Administrators' Academy courses must be evaluated by participants at the conclusion of each course. However, in special cases the evaluation by participants might be delayed until the completion of all exercises associated with the course. Those instances would be when a course requires, before credit is granted, that participants apply what is learned in a site-based situation or report at a later date on the application of what is learned. Providers must administer the state-approved evaluation tool and one of the five enumerated recorders will record the results of the evaluation electronically for at least 80% of the registered participants. Other evaluation tools or items may be used by providers in addition to the ISBE form for any Academy courses.

ROEs and ISCs are responsible for assessing Administrators' Academy courses offered in their respective service areas. Periodic and regular feedback from all available sources should be used by ROE and ISC staff to determine 1) if a given course needs to be revised, 2) if it is cost-effective, and 3) if it should be offered on a continuing basis. Administrators' Academy course evaluations completed by participants should be reviewed by the sponsoring ROE or ISC to determine the effectiveness of the course, including the content of the training, the presenter(s), and the strategies for attaining the desired outcomes. ROE and ISC staff may use other means of evaluating courses, such as independent monitoring or staff observation, as well. Information obtained from such sources should be used to make decisions about current and future offerings.

### **Required Components/Criteria for Approval**

It is recognized that meaningful staff development experiences may include many different kinds and types of activities. Not all activities, however, are appropriate for Administrators' Academy credit. Proposals for Administrators' Academy courses must include certain components. There are also a number of criteria that State Board of Education staff take into account when reviewing proposals for Administrators' Academy courses. Consequently these same considerations should be

taken into account when proposed courses are developed. The components and criteria are as follows:

**Course Title:** Proposals must include a descriptive title for the proposed course that indicates the content or topic. Local school administrators should be able to recognize from the title whether or not they want to know more about that topic. Titles such as “One Step Beyond” or “The Future is Now” are not sufficiently descriptive. Acronyms should be avoided.

**Course Summary:** A brief description of the course should provide the reader with information as to the nature of the course content.

**Professional Development Time:** Each Administrators’ Academy course must be a minimum of six hours with a minimum of three hours being in direct contact with participants. The number of hours and minutes for completion of the course must be indicated, including the time determined for the application/dissemination component. This establishes the total credit hours participants will receive if this Academy course is used only as a professional development activity.

**Participant Outcomes:** A description of the knowledge, skills, attitudes, and expertise that participants will gain as a result of participating in the proposed course must be provided. Outcomes are more specific than course goals and must be limited to five per course. Included with the outcomes are the School Leader Standards that are addressed and Performance and Knowledge Indicators.

**Course Materials:** A list of all required and any recommended materials must be included. Any copyrighted materials must have appropriate information for procurement.

**Research References:** All Administrators’ Academy courses should be research-based. Course proposals must include all research references used to create the course.

**Course Syllabus:** A proposed course syllabus that is required includes the following:

- a) list of each subtopic to be covered;
- b) recommended activities to be used for each subtopic;
- c) application/dissemination component;
- d) time duration (in hours);
- e) direct or indirect contact time; and
- f) a description of the outcomes to be addressed.

The professional development activities may vary. A six-hour course, for example, could include formal presentations, lecture, group involvement, exercises that provide for guided practice, exercises that provide for independent practice, and/or exercises that require that knowledge be applied in a practical setting. Presenters are encouraged to incorporate discussion, critique, application and reflection exercises into the course activities. A review of the proposal will include a determination as to whether the activities and delivery techniques appear designed to assure that participants will attain the stated outcomes. “Hot Topics” or “Administrator Roundtable” type courses will not be approved if the various professional development activities described are not directed to a single set of outcomes. Conferences are designed to deliver information one time and not on a recurring basis, nor do they provide the in-depth training expected of an Administrators’ Academy course though they may revolve around a single theme. Therefore, conferences will not be approved by ISBE staff members. However, an approved Administrators’ Academy course may be offered as a separate strand concurrent with a conference, but participants must attend the entire session.

**Application/Dissemination Component:** Research indicates that new skills and knowledge are best assimilated when followed immediately by the application of that learning in the working environment. To that end, providers should develop a meaningful application or dissemination activity for each course that allows the participant to utilize the new knowledge or skills in a real educational environment. This component must be clearly identified in all Academy proposals, including the number of hours required for completion of this one component. The provider is responsible for verifying that this component has been successfully completed. In the event that an administrator participates in an Academy course for professional development credit only, the time allowed for the application/dissemination component must be subtracted from the total professional development hours.

**Certified or Trained Presenters:** In some cases, course creators identify the need to utilize only presenters who are trained specifically in the delivery of that particular course or who have expertise in a specific content area. In those cases, contact information must be provided so that others who wish to become certified or trained presenters may make their wishes known to the course creator. The creator maintains a list of certified or trained presenters to share with the public.

## **Credit for “Distance Education” Programs**

A number of entities are promoting, developing, and marketing programs and courses that can be classified as “Distance Learning” opportunities. Various national professional organizations have defined “Distance Learning” or “Distance Education” for the purposes of approving or accrediting such offerings, as well as for evaluating such programs or courses. The North Central Association (NCA) defines “Distance Education” for the purposes of accreditation review as:

...a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous (happening at the same time but in different locations) or asynchronous (not occurring at the same time or location). Distance education may employ correspondence study, or audio, video, or computer technologies. (Parenthetical phrases added.)

Programs offered through Distance Education or Distance Learning opportunities may satisfy the requirement for administrative certificate renewal. It is Administrators’ Academy policy, however, that additional, particular criteria be applied when reviewing such offerings for approval. The criteria would also serve as guidelines for the development of such courses. In addition, Administrators’ Academy course proposals that can be defined or classified as “Distance Learning/Education” must satisfy the following criteria:

1. Programs must include activities that require two-way instructor/learner interaction or engagement.
2. Certain information must be provided to participants prior to participating in the proposed course. Information provided in advance should include clear, complete, accurate, and timely information on the program content, the expectations for participants, required instructor/learner interaction, prerequisite or required technological competence and skills, technical equipment requirements, if any, and time limits for completing the course.
3. As suggested above, there should be a specified time limit for completing the course or program, e.g., one month, six weeks, etc.
4. Providers must estimate the average number of hours it takes to complete the course and establish the number of hours for which credit will be given.

5. The provider must communicate a clear set of directions or instructions for completing the program, and there should be a clear, logical structure and sequence of learning activities.
6. The program should provide for the assessment of participants. More specifically, the program should provide for monitoring and/or authenticating participant performance and for communicating the results of the assessment to those individuals.
7. Necessary and appropriate resources must be available (human, physical, technological, fiscal) to assist participants in completing the course.
8. Privacy issues must be addressed (e.g., user name and password).
9. The program must provide for suitable assessment of course goals and outcomes by the participants (evaluation by participants).
10. Appropriate records and documentation (including “attendance”) must be maintained. The provider must submit or enter the names of participants who completed the course to ensure Administrators’ Academy credit.

### **Online Distance Education Guidelines**

#### **Direct Contact:**

AA course proposals must contain a minimum of 6 total hours with a minimum of 3 hours “direct contact.” “Direct contact” for the purposes of online distance education will mean interaction between the instructor and participant in a chat room. Each creator of an online course must establish a chat room where the instructor and participants will be online at the same time, indicate on their course proposal where the chat room will be located and when participants will be required to be there. Any such session must be a minimum of one hour.

#### **Indirect Contact:**

Course proposals can include indirect contact hours. “Indirect contact” for the purpose of online distance education means participants are engaged in some type of learning activity or discussion at a specified online site. The creator of the course must establish the online location, such as a chat room, where participants can complete coursework. The course creator must be able to track and maintain records of the individual participants’ time in that site.

**Advance Notice to Participants:**

Potential participants must have access to the following online prior to determining whether they will participate in the course.

- List of required equipment
  1. Computer (memory size and speed)
  2. Internet connection
  3. Browser (IE, Netscape, etc.)
  4. Software (MS Outlook, Adobe, MS PowerPoint etc.)
  
- List of technological competence/skills necessary, with regard to the general knowledge and use of
  1. a computer
  2. the internet
  3. Microsoft Word
  
- Course title and description
  
- List of instructions to enroll in course
  
- Required instructor/participant interaction, including when and where
  
- Timeframe for course completion

**Security:**

Providers of online courses must obtain and provide proof that sensitive information (names, addresses, certificate numbers, etc.) will be protected in transit across the network through encryption. Providers must purchase a server certificate from a recognized certification authority (such as Verisign or Entrust).

**Helpdesk:**

Providers of online courses must establish a helpdesk where course participants can request assistance for any problem they encounter. The helpdesk can be set up to be accessed through a website, email address, or phone number. All helpdesk requests must receive a response within one business day.

**Records:**

Providers of online courses must maintain records that contain documentation of participant "attendance" for direct and indirect contact. Persons who complete online Administrators' Academies must be recorded on the state IAAMS database by one of the five enumerated recorders. Providers are required to submit workshop session data (course name and number, presenter(s) name(s), administrative

certificate number of each participant, and evaluation data) along with a fee for recordkeeping.

**Evaluation:**

All AA course providers, including online providers, must utilize the state evaluation form, collect completed forms, compile the data, and report it to ISBE.

**ISBE Access:**

Providers of online courses must agree to allow Illinois State Board of Education staff access to any workshop session of an approved Administrators' Academy without charge. This would include providing login ID's and passwords to all web locations participants utilize to complete the course.

**Additional Course Considerations**

**Maintain a File of Course Curriculum Materials.** It is the responsibility of the course creator to maintain on file a complete set of curriculum materials for each Administrators' Academy course proposal that he or she submitted and had approved. The State Board of Education maintains electronic files on course proposals, but does not possess a full set of curriculum materials for each Administrators' Academy course offered. Copies of curriculum materials must be made available upon request by ISBE or by other professional development providers wishing to offer an approved course in any ROE/ISC service area, regardless of where the course originated.

**Duplication of Courses.** The five enumerated recorders should review the list of current Administrators' Academy courses before submitting a new one. If it is determined that a course proposal duplicates the basic content and outcomes of a course that has already been approved, ISBE staff will inform the individuals who submitted the course that it has been previously approved. Course proposals that duplicate previously approved courses will not be approved.

**Courses for Which the Content Changes but the Title Does Not.** Some courses are frequently offered on a regular basis as an "Update" or "Review" of a particular issue or topic. In the past, such courses were often presented under the same or similar titles, e.g., "Legal Update" or "Meeting Annual AYP Requirements." Such courses may be approved, but the titles must indicate the year of offering. Because the content changes from year to year for such courses, they must be resubmitted for approval annually, and the title must differentiate one

course from another. It is important to be able to distinguish the differences between or among such offerings.

## **V. State-Sponsored Courses**

“State-Sponsored Courses” are Administrators’ Academy courses developed by the Illinois State Board of Education (ISBE). Such courses are created when legislation requires the development of a course, when ISBE staff determine that the development of a course is necessary to inform administrators of State Board of Education priorities and/or initiatives, or when ISBE is informed of the need for such a course by Administrators’ Academy Coordinators or others who have identified such a need as a result of needs assessments. The development of “State-Sponsored Courses” is at the discretion of the State Board of Education and is dependent upon available resources, both financial and human, as well as the priority of competing duties and responsibilities.

Only one State course is currently required by legislation and administrative rules: *Introduction to the Evaluation of Certified Staff*. The State Board of Education has the responsibility for the development, review, and updating of this course. It is the only course currently required of local school administrators, and this requirement only applies to administrators who evaluate other certified staff. Other Administrators’ Academy courses developed by the State Board of Education in response to ISBE priorities, ISBE initiatives, or to other identified needs, are intended to provide a service to local school administrators. Providers may sponsor and develop similar or related courses to provide advanced training or to respond to a local need on a given topic or issue.

State-Sponsored Courses must satisfy the same criteria for approval as all other Administrators’ Academy courses. In addition, training of presenters to deliver state courses will include instruction on “Adult Learning.”

## **VI. Delivery of Courses**

### **Regional Offices of Education/Intermediate Service Centers**

Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs) sponsor and/or coordinate the development and offering of professional development opportunities.

ROEs and ISCs support and assist other professional development providers in submitting proposals for Administrators' Academy courses. Assistance is given to any provider when necessary to ensure the proposal is written to satisfy all criteria for approval. This preparation must not be interpreted as an impediment to providers because it is a necessary part of the process, and may require significant time and effort. A fee may be charged by the ROEs and ISCs for the technical assistance that is provided since this can require a considerable amount of staff time. An hourly rate, not to exceed \$75 per hour, may be assessed for technical assistance to review, revise, and submit an approvable proposal to ISBE. The State Board of Education, ROEs, and ISCs are responsible for the integrity of the Administrators' Academy and are legally required to fulfill all of the legislative requirements for Administrators' Academy training.

*This section may be disseminated to providers wishing to create and/or deliver Illinois Administrator Academy Courses.*

## **VII. Providers of Administrators' Academy Courses**

### **Providers**

“Providers” are any of the following entities: Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), professional associations, private firms, state and regional agencies, and other independent providers of professional development activities that wish to develop and/or offer Administrators' Academy courses that satisfy the certificate renewal requirement for Illinois local school administrators.

The term “recordkeeping authorities” refers only to those entities that have access to the Illinois Administrators' Academy Management System (IAAMS) and have been granted authority to manage and enter specific data. These entities are limited to Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs).

The Illinois Principals Association (IPA), Illinois Association of School Administrators (IASA) and the Illinois Association of School Business Officials (IASBO) are included in the term “the five enumerated recorders” because they have been granted limited access to IAAMS by the State Superintendent of Education.

Collaboration with all providers is a natural extension of the Administrators' Academy and begins before the professional development event, when initial contact is made between the submitting entity and the cooperating Academy Coordinator. The coordinator must be part of the planning process. ROEs and ISCs will work with all providers who wish to submit proposals for course approval or offer courses already approved. Unnecessary barriers to discourage providers in any region of the state are not appropriate. If any ROE or ISC has data, such as evaluation forms or documentation, that indicate 1) a provider consistently does a poor job of presenting Academy courses, 2) is not of good moral character, 3) is presenting an Academy course that is not aligned to the listed content and standards in the course description, or 4) is not providing Academy data to the record keeping authorities in a timely manner, that ROE or ISC should report this information to the Educator Preparation and Recertification Division at ISBE.

Administrators' Academy courses must be approved by the Illinois State Board of Education (ISBE) before the delivery of the course. Proposed Administrators' Academy courses will be submitted by an ROE, ISC, Illinois Principals Association (IPA), Illinois Association of School Administrators (IASA) or the Illinois Association of School Business Officials (IASBO) to the State Board of Education for review and approval.

ISBE approval for a proposed course will be given to the recorder that submitted the course, who will in turn notify the provider, if other than one of the five enumerated recorders. Subsequent presentations of an approved course, in geographical areas other than where the course was initially approved, must be coordinated through the ROEs or ISCs in the region where the course is to be delivered. This must be done prior to the scheduling of the course. All Academy courses must be offered as originally approved. That is, an approved course offered in service areas other than the area where the course was initially approved must use the same curriculum materials as originally approved. It is not appropriate for a provider to use an approved course title and number from another service area to offer a different set of curriculum materials which may have different objectives. In such instances, the new or different curriculum materials should be submitted for approval as part of a new course proposal.

Providers who wish to offer approved Administrators' Academy courses must notify the ROE/ISC in the service areas where they wish to offer the courses 45 days prior to the scheduling of the program. This allows the recorder to enter the data into IAAMS 30 days prior to delivery of the course. Permission to offer the Academy course on the proposed date will not be granted if the required timelines are not met. The presentation of approved courses must be coordinated through the ROE/ISC in the service area where the course is to be offered.

### **How a Provider Gets Approval for a New Proposal**

1. If you are a provider who wants to offer a workshop or training for Administrators' Academy credit, check with an AA coordinator at any ROE or ISC first to see if a course already exists with the same topic or set of outcomes that is being proposed. If no approved program currently exists, you will be asked to complete a paper or electronic copy of the proposed course (using the ISBE template) and submit it to the AA coordinator for entry into the Illinois Administrators' Academy Management System (IAAMS). You may also be asked to

provide clarification or additional information during this process. Please be patient and work with the coordinator to accomplish this. The state requires that every proposal meet specific criteria that are required of all courses.

2. If you need to have a new course approved for Administrators' Academy credit, you should contact the Administrators' Academy Coordinator at any Regional Office of Education (ROE) or Intermediate Service Center (ISC) in Illinois. The coordinator must submit the proposal to ISBE at least 60 days prior to the delivery date, so you, as a provider, must submit a completed course proposal template to the ROE/ISC coordinator at least 90 days prior to the initial delivery date. An hourly rate, not to exceed \$75 an hour, may be assessed for technical assistance to review, revise, and submit an approvable proposal to ISBE. The Directory of Regional Offices of Education and Intermediate Service Centers can be found on the web at <http://www.isbe.net/regionaloffices/pdf/roedirectory.pdf>
3. No one should advertise that a professional development activity qualifies for Administrators' Academy credit prior to its final approval by ISBE. Participants will not receive Academy credit if the proposal is not approved.
4. New priorities, new or amended legislation, changing environments and circumstances create situations that need to be brought to the attention of school administrators. Administrators' Academy courses should address timely needs as well as focus on educational leadership.
5. The Administrators' Academy coordinator at any ROE or ISC will submit the proposal to the Illinois State Board of Education Educator & School Development Division. Courses will be submitted using an ISBE standard electronic format located in the Illinois Administrators' Academy Management System (IAAMS). The standard template identifies specific components and/or criteria that must be addressed. Courses will not be approved unless the proposal addresses all required components and criteria.

Keep the following points in mind when considering the creation and delivery of a new Administrators' Academy course:

- Research on effective staff development suggests that professional development activities are more meaningful when they are focused on a single set of outcomes.

- To further enhance meaningful professional development, courses should include activities that provide for discussion, critique, reflection, and engage participants in higher-order thinking skills. Each course must have an application and/or dissemination component.
- Each course must include a minimum of six hours of professional development time, at least three hours of which must be in direct instruction. Courses may be divided into multiple sessions that do not have to be presented on the same day or consecutive days. Each session, however, must be at least two hours in duration; therefore, it is possible to schedule two three-hour sessions over two days or three two-hour sessions over three days. For example, a presenter could present a three-hour instructional session and assign a project to be completed by participants before the next three-hour session scheduled two weeks later.
- The application/dissemination component may be part of the direct contact or may be assigned as “homework” to be completed before credit is given. The course must be completed in its entirety, including the application/ dissemination component to award Administrators’ Academy credit that counts toward the annual requirement.
- Participants in Academy courses who choose not to complete the application/dissemination component may use the course hours (minus the credit accrued for the component) toward the required Continuing Professional Development (CPD) hour credit (100 hours in 5 years) for renewal of the certificate.

### **How a Provider Delivers an Administrators’ Academy Course**

1. If you wish to offer an approved Administrators’ Academy course, at least 45 days prior to the delivery of the course you must notify the ROE or ISC in the geographical service area(s) where you will offer the course. Delivery of approved courses must be coordinated through the ROEs or ISCs in the service area where the course is to be offered in order to establish intent to deliver the course on the state database (IAAMS). **As of November 1, 2008, enumerated recorders must record intent to deliver an Administrators’ Academy workshop session at least 30 days in advance of the begin date of the session. IAAMS programming will prevent a recorder from entering a workshop session that is not entered at least 30 days prior to the begin date.**

2. Subsequent presentations of an approved course must be coordinated through the ROE or ISC in the region where the course is to be delivered prior to the scheduling of the course. All courses must be offered as originally approved; that is, a course must use the same curriculum materials as approved initially. It is not appropriate for you to use an approved course title and number to offer a different set of curriculum materials which may have different outcomes. In such instances, the new or different curriculum materials should be submitted for approval as part of a new course proposal.
3. Providers are responsible for ensuring that participants evaluate each Administrators' Academy course at its conclusion.
  - 3.1 In special cases when a course requires that participants apply new learning in a site-based situation or submit a report at a later date, the evaluation by participants may be delayed until the completion of all exercises associated with that course.
  - 3.2 Providers must submit to the recordkeeping authority the following materials within 45 days after the closing date(s) so that the enumerated recorders can meet their 60-day deadline:
    - 1) a document indicating the course title and number, presenter name(s), participant names, participant IEIN or social security numbers, and type of credit for each participant (Administrators' Academy or Continuing Professional Development),
    - 2) individual evaluations for at least 80% of participants or a document summarizing the evaluations,
    - 3) sign-in sheets for each workshop session,
    - 4) copies of notifications (emails, letters, etc) sent to participants who did not receive full Administrators' Academy credit because they did not submit the application/dissemination component, and
    - 5) A \$15 fee per participant.
  - 3.3 You, as a provider, must administer the ISBE-approved evaluation form and provide the evaluation forms or a document summarizing the evaluations for at least 80% of the participants, to the recordkeeping authority to record electronically in IAAMS.

- 3.4 You, as a provider, may administer additional evaluation tools or add items to the ISBE evaluation form for any Academy courses.
- 3.5 Administrators' Academy course evaluations completed by participants should be reviewed by the offering provider to determine the effectiveness of the course, including the content of the training, the presenter(s), and the strategies for attaining the desired outcomes.
- 3.6 You may use other means of evaluating courses, such as independent monitoring or staff observation. Information obtained from such sources should be used to make decisions about current and future offerings.
4. You, as a provider, are responsible for ensuring each participant who is receiving Administrators' Academy course credit completes the entire course, including the Application /Dissemination component. You must provide to the ROE or ISC (where applicable) in a timely manner the names of participants who met all requirements so that the proper data and credit can be entered into IAAMS.
5. As the provider, it is your responsibility to check the Application/Dissemination assignment for completion and accuracy either during the direct-contact period or prior to the closing date of the course. Administrators' Academy course credit will not be given if the Application/Dissemination component is not completed. The provider must create and submit to the ROE or ISC in the region where the Academy was held a list of the participants who are receiving full IAA credit for the course.
6. You, as a provider, are responsible for ensuring that each participant who is receiving only Continuing Professional Development (CPD) hour credit completes the entire course except for the Application/Dissemination component. Any individual who does not complete the Application /Dissemination component will receive credit (in CPD hours) counting toward the required 100 CPD hours in a five-year cycle. The provider must enter the data or notify the ROE or ISC in the region where the Academy was held with the names of participants to allow the proper data entry and credit into IAAMS. For each participant who desires Administrators' Academy credit, but did not complete and submit the Application/Dissemination Component, the provider or record-keeping authority must send a written communication explaining that the participant has ten days from the date of notification to submit the component or dispute this action.

7. Registration fees for participants are set by each provider. When recognized experts present Academy courses, fees are frequently higher to reflect the increased costs. Providers are encouraged to collaborate and utilize their regional networks in order to offer programs by such experts as economically as possible. Since the State no longer provides funding for the Administrators' Academy, it may be necessary to include in the registration fee: the cost of designing and delivering future courses and recuperating funds invested in the current course. Frequently, registration also includes lunch so that participants maintain their focus on the course topic and do not have the added distractions of driving to a restaurant, coping with traffic, parking, etc.
8. You, as a provider, must pay each ROE and ISC a recording fee not to exceed \$15 per participant for each workshop session recorded. Providers may recover that fee by passing it on to the participant in the registration fee. The fee also applies to participants who do not complete the Application/Dissemination component and are claiming professional development hours.

#### **Responsibilities of ROE/ISC Administrators' Academy Coordinators**

- Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs) will work with any providers who wish to submit proposals for course approval or offer courses already approved.
- ROEs and ISCs will cooperate with providers who wish to submit proposals for new courses or offer approved Administrators' Academy courses in their geographical regions. However, they have a responsibility to review proposals, ensuring the correct format and content to meet state criteria, and may return the proposal to the submitter to make revisions. If the proposal does not meet the general state criteria, such as a proposal to have a conference approved for IAA credit, it will be returned to the submitter without forwarding it to the state for approval.
- If the ROE or ISC has evidence, such as evaluation forms or written documentation, that indicates the provider is not performing professionally, the ROE or ISC should report this information to the Educator & School Development Division at ISBE. Reasons for unprofessional performance may include, but are not limited to, the provider 1) consistently does a poor job of presenting Academy courses, 2) is not of good moral character, 3) does not follow specified procedures for course approval or IAAMS data entry, or 4) is

presenting an Academy course that is not aligned to the listed content and standards in the course description,

- The approval for a proposed course will be given to the IAA Coordinator that is submitting the course on behalf of another professional development provider.

### **Monitoring Administrators' Academy Attendance**

- The appropriate Administrators' Academy Coordinator is responsible for the accuracy of the attendance data when IAA courses are offered. Such data should include the course number and title, name(s) of presenter(s), beginning and end dates of the session, administrator's full name, official title, district name and number, the Illinois Educator Identification Number (IEIN), and evaluation data.
- An Academy Coordinator or designee is responsible for the sign-in requirements of the training. Any ROE or ISC has the option of having one of its staff members present at any given Academy course, or requiring the provider to record and maintain attendance data for forwarding to the ROE or ISC. If the provider is going to be responsible for recording attendance, this arrangement should be made prior to the offering of the course or workshop. Sign-in sheets should include an indication of the type of credit the participant desires (full Academy credit or CPD hour credit only).
- If the training is held on more than one day, the participants must sign in for each session.
- A record of attendance must be kept at the provider's office that serves the region where participating administrators are employed in the event that legal documentation is required in the future. For each participant who chooses not to complete and submit the Application/Dissemination Component and receive IAA credit, the provider must also send a written communication explaining that the participant has ten days from the date of notification to submit the Application/Dissemination Component or dispute this action. A copy of each communication should be kept on file in the event of a dispute. To avoid any potential problems, providers may wish to send the communication with "return receipt requested." A sample of that message follows.

July 29, 2008

Dear (Participant's Name),

Our records indicate that we have not received from you the required Application/Dissemination component for the Administrators' Academy course #857 "Supporting a Learning Community in Your School" that was offered on May 14, 2008. In order for you to receive full Administrators' Academy credit for this course, we must receive the Application/Dissemination component from you within ten days of the date of this notification.

If you have submitted this assignment to us or believe you have fulfilled the requirement, please contact us immediately. After the ten days, if you completed the entire course except for the Application/Dissemination component, you will be issued CPD credit for the professional development hours, but will not be issued Academy credit to satisfy the annual requirement.

This is your last opportunity to complete the requirements and receive full Administrators' Academy credit.

Thank you.

(Name of Provider)

- Records should be kept on file for a period of time as specified in the Illinois Administrators' Academy Records Requirements (Appendix H). IAA Coordinators are responsible for entering complete information regarding an individual's record of attendance into IAAMS.

End of Provider Section

## **VIII. Awarding of Credit**

### **Illinois Administrators' Academy Management System (IAAMS)**

The *Illinois Administrators' Academy Management System* (IAAMS) is a State Board of Education data information system for recording regional, district and school administrator participation in Administrators' Academy courses. It is a statewide electronic on-line system that maintains all Administrators' Academy records. This system simplifies record keeping for Regional Offices of Education (ROEs) and the Intermediate Service Centers (ISCs), and other entities as specified, such as the Illinois Principals Association (IPA), the Illinois Association of School Business Officials (IASBO), and the Illinois Association of School Administrators (IASA) and provides a means for statewide access by all ROEs and ISCs to specific records on Administrators' Academy courses and administrator participation. The reliability of IAAMS is dependent upon current, reliable, and accurate data entry on the part of ROE and ISC staff and other record-keeping authorities.

Included in the IAAMS database are records of Administrators' Academy courses currently offered, the names of participants who attended and completed the courses, dates and provider names for each session offered, and a list of courses that are closed or no longer offered. Reports may be generated to identify those persons who are not in compliance with current legislative requirements for renewing their administrative certificates. IAAMS also allows record-keeping authorities to schedule Academy courses in their respective service areas.

Data in IAAMS are maintained in three divisions: 1) all approved Administrators' Academy courses; 2) course sessions coordinated and/or conducted by ROEs, ISCs, IPA, IASBO and IASA; and 3) individual participation in course workshop sessions.

- The first area, approved courses, includes a number identifying the course, the course title, and a brief description of the course.
- The second area, workshop sessions, includes the course number; the course title; a brief description of the course; a list of sessions that were conducted for each specific course; dates of sessions; the ROE, ISC, or recordkeeping authority that coordinated and/or conducted each session; the presenter of each session; the participants at each session; and a summary of participants' evaluations.

- The third area, administrator participation, includes a transcript of all course sessions an individual completed and the ROE, ISC, or record-keeping authority recorded on the system.

**Enumerated recorders must record intent to deliver an Administrators' Academy workshop session at least 30 days in advance of the begin date of the session. As of November 1, 2008, IAAMS programming will prevent a recorder from entering a workshop session that is not entered at least 30 days prior to the begin date.**

A recorder who is unable to enter a workshop session at least 30 days in advance of the begin date can request the ISBE to enter the workshop session. If ISBE determines the reason for not meeting the 30 day deadline was legitimate, ISBE staff will record the workshop session. The recorder would still be required to enter the workshop session data needed to mark it complete. Appendix K contains the request form that must be submitted to ISBE to record a workshop session in this manner.

### **Issuing Certificates**

**The practice of issuing official State-approved Administrators' Academy Certificates, bearing the official Administrators' Academy seal, and Certificates of Attendance has been discontinued.** The Illinois Administrators' Academy Management System (IAAMS) and the Educator Certification System (ECS) statewide databases maintain records of attendance at all Administrator Academy courses and administrators (or any individuals in the system) may print out a summary of their professional development at any time, if desired. It is not necessary to maintain separate records of individuals who do not hold administrative certificates.

### **Transcripts and Records**

ROEs and ISCs are responsible for maintaining all records for administrators employed within their service areas. These records are entered into the Teacher Certification Information System (TCIS) and include updating the administrator's name, Illinois Educator Identification Number (IEIN), and the district of employment. The title, course number, and date of the Administrators' Academy course in which the administrator participated must be entered into IAAMS within 60 days of the close of the course (that would be the last date that the application/dissemination component is due). Attendance records should be kept on file for the time specified in Appendix H.

Best practices suggest that, at a minimum, the ROE or ISC should provide an individual administrator's district with information regarding each participant's status in the Academy at least annually. Such notification is particularly important the semester prior to the end of each five-year period of validity.

## **IX. Fees**

The delivery of Administrators' Academy courses may necessitate several different types of fees such as presenter fees, registration fees, processing fees, and others. Since there is no longer any state funding for the Administrators' Academy, it is necessary for providers to charge fees that allow the recovery of all costs associated with the sessions offered and provide some resources for future development of new Academy courses.

### **Presenter Fees**

Presenters may be local administrators with specific expertise, professors from local colleges and universities, independent consultants, or nationally recognized experts, and thus, presenter fees may vary. Administrators' Academy Coordinators are encouraged to use the Administrators' Academy network in their areas, as well as the statewide network, to collaborate on programs and presenters and to develop flexible regional and area fee scales when possible.

### **Registration Fees**

Registration fees should be reasonable. When recognized experts present Academy courses, fees are frequently higher to reflect the increased costs. Providers are encouraged to collaborate and utilize their regional networks in order to offer programs by such experts as economically as possible. Frequently, registration also includes lunch so that participants maintain their focus on the course topic and do not have the added distractions of driving to a restaurant, coping with traffic, parking, etc.

### **Processing Fees**

Fees charged by ROEs or ISCs for entering the pertinent data for each Administrators' Academy course session should be consistent

throughout the state. While there is no regulation of the processing fees, unwarranted competition for other providers should be avoided. The ROE or ISC is limited to charging providers a maximum processing fee of \$15.00 per participant.

## **APPENDICES**

- A.** Illinois Administrators' Academy Legislation and Administrative Rules
- B.** ISBE Certificates that Qualify a Person to Serve as a Local School Administrator
- C.** Illinois Administrators' Academy Course Proposal Template
- D.** Characteristics of Effective Staff Development Activities
- E.** Administrators' Academy Course Evaluation
- F.** Sample Record of Attendance Form
- G.** Administrator Certificate Renewal Requirements
- H.** Illinois Administrators' Academy Records Requirements

## **Appendix A**

### **Illinois Administrators' Academy Legislation and Administrative Rules**

#### **2006 Illinois School Code**

##### Article 2. State Board of Education ---- Powers and Duties

- 105 ILCS 5/2-3.48 Evaluation Institutes
- 105 ILCS 5/2-3.53 Administrators' Academy
- 105 ILCS 5/2-3.56 Evaluation Institutes
- 105 ILCS 5/2-3.57 Review of Evaluation Plans
- 105 ILCS 5/21-7.1 Paragraph C, Administrative Certificate

##### Article 24A. Evaluation of Certified Employees

- 105 ILCS 5/24A-3 Evaluation Training
- 105 ILCS 5/24A-5 Content of Evaluation Plans

#### **Legislative Rules and Regulations**

##### 23 ILLINOIS ADMINISTRATIVE CODE CH. I, S. 25.315

Section 25.315 Renewal of Administrative Certificate

##### 23 ILLINOIS ADMINISTRATIVE CODE CH. I, S. 525

PART 525, Regional Offices of Education and Intermediate Services  
Section 525.110 Programs and Services to be Provided

## **Appendix B**

### **ISBE Certificates that Qualify a Person to Serve as a Local School Administrator**

- Type 10**    **Special K-12 Teaching with “SUPG” endorsement**
- Type 33**    **Provisional Special K-12 with “SUPG” endorsement**
- Type 73**    **School Service Personnel with “SUPG” endorsement**
- Type 74**    **Provisional School Service Personnel with “SUPG”  
endorsement**
- Type 75\***    **Administrative K-12**
- Type 76**    **Provisional Administrative**
- Type 77\***    **Administrative K-12**

**\*These two types of certificates require completion of administrator certificate renewal requirement to maintain as valid.**

# Appendix C

## ILLINOIS ADMINISTRATORS' ACADEMY Course Proposal Template

(Revised 1/7/2008)

### 1. Course Summary

#### Course Title:

*(Note: The title should be descriptive, indicating the content or topic of the course.)*

#### Course Description:

*(Note: The description should provide information on the nature of the course content.)*

#### Professional Development Time:

\_\_\_\_\_ Hours

\_\_\_\_\_ Minutes

*(Note: A minimum of six hours of professional development time required. At least three hours must be direct contact instruction.)*

#### Online Distance Education Course:

Yes

No

(Refer to Online Distance Education Course Policy)

#### Leadership Area:

(Select Only One)

  
  

Instructional Staff Development  
School Improvement  
School Accountability

  
  

Communication Skills  
Public School Relations  
Evaluation of Personnel

#### School Leader Standard:

(Select Only One)

  
  
  

Facilitating a Vision of Learning  
School Culture and Instructional Program  
Acting with Integrity, Fairness, and in an Ethical Manner  
The Political, Social, Economic, Legal and Cultural Context

  

Management  
Collaboration with Families and Communities

#### Target Group:

(Select Only One)

  
  
  

Superintendent  
Principal / Assistant Principal  
Department Chair  
Director of Special Education

  
  

Instructional Supervisor  
School Business Official  
Other

**2. Participants' Outcome(s)**

- a. Describe in detail the outcome(s) expected as a result of this course. Course content must focus on a single set of measurable outcomes. Limit outcomes to no more than five.
- b. Identify the School Leader Standards that are addressed in this course from the list of 48. (No more than five per course.)
- c. For each School Leader Standard listed, identify the Performance / Knowledge Indicators addressed.

<b><u>Description</u></b>	<b><u>School Leader Standard(s)</u></b>	<b><u>Performance / Knowledge Indicators</u></b>
1.		
2.		
3.		
4.		
5.		

**3. Course Materials**

Provide a list of the required and/or recommended course materials. Indicate if the materials listed are copyrighted.

Note: At least one course material is “required.”

**Important Disclaimer: The acquisition of written approval for copyrighted materials to be used by participants is the sole responsibility of the provider and/or presenter.**

Type of Material: Book, Magazine, Video, PowerPoint, Newsletter, Research Paper, Journal, Presenter-Prepared Handout

Time Period: Unknown, Annual, Spring, Summer, Fall, Winter, Calendar Month (January – December)

Please place an “X” under “Required” or “Recommended.” Select only one.

<u>Type of Material</u>	<u>Title</u>	<u>Author</u>	<u>Year of Publication</u>	<u>Time Period</u>	<u>Page No(s)</u>	<u>Copyrighted</u>		<u>Required</u>	<u>Recommended</u>
						<u>Yes</u>	<u>No</u>		

If additional space is needed for the course materials, please check the box indicating that an extra sheet is attached.

Additional Course Materials – Extra Sheet Attached

**3a. Copyrighted Materials**

Please list contact information for attaining the rights to use the materials if not readily available to purchase.

<b><u>Copyrighted Material</u></b>	<b><u>Contact Person</u></b>	<b><u>Phone Number</u></b>

If additional space is needed for copyrighted materials, please check the box indicating that an extra sheet is attached.

Additional Copyrighted Materials – Extra Sheet Attached

**3b. Research References**

Please list all research references used to create the course. *Note: At least one research reference is “required.”*

For each reference listed:

- a. Indicate the type of material (Book, Magazine, Video, PowerPoint, Newsletter, Research Paper, Journal, Presenter-Prepared Handout).
- b. List the formal title.
- c. List the name of the author(s).
- d. List the year of publication.
- e. If applicable, indicate the time period (Unknown, Annual, Spring, Summer, Fall, Winter, Calendar Month: January through December).
- f. If applicable, indicate the page number(s).

<u>Type of Material</u>	<u>Title</u>	<u>Author(s)</u>	<u>Year of Publication</u>	<u>Time Period</u>	<u>Page No(s)</u>

If additional space is needed for the research references, please check the box indicating that an extra sheet is attached.

Additional Research References – Extra Sheet Attached

**4. Course Syllabus**

Provide the proposed course syllabus.

- a. List each subtopic.
- b. List the activities in the recommended order.
- c. Indicate which subtopic includes the Application / Dissemination Component.
- d. Indicate the duration of time.
- e. Indicate whether each subtopic involves direct or indirect contact.
- f. Identify the outcome addressed.

**Note: A minimum of six (6) hours of professional development time is required. At least three (3) hours must be direct contact instruction. (Registration, breaks, lunch, and other non-instructional time should not be included.)**

Please place an "X" under "Direct" or "Indirect Contact." Select only one.

<u>Subtopic</u>	<u>Recommended Activity</u>	<u>Application</u>	<u>Duration Time</u>		<u>Direct Contact</u>	<u>Indirect Contact</u>	<u>Outcome (Indicate No.)</u>
			<u>Hrs.</u>	<u>Min.</u>			
	Large-Group Discussion Small-Group Discussion Lecture PowerPoint Presentation Video / Audio Individual Reading Activity Group Activity Individual Activity Demonstration Dramatization Large-Group Instruction Small-Group Discussion Other	<input type="checkbox"/> Yes <input type="checkbox"/> No					

<u>Subtopic</u>	<u>Recommended Activity</u>	<u>Application</u>	<u>Duration</u>		<u>Direct Contact</u>	<u>Indirect Contact</u>	<u>Outcome (Indicate No.)</u>
			<u>Hrs.</u>	<u>Mins.</u>			
	Large-Group Discussion Small-Group Discussion Lecture PowerPoint Presentation Video / Audio Individual Reading Activity Group Activity Individual Activity Demonstration Dramatization Large-Group Instruction Small-Group Discussion Other	<input type="checkbox"/> Yes <input type="checkbox"/> No					
	Large-Group Discussion Small-Group Discussion Lecture PowerPoint Presentation Video / Audio Individual Reading Activity Group Activity Individual Activity Demonstration Dramatization Large-Group Instruction Small-Group Discussion Other	<input type="checkbox"/> Yes <input type="checkbox"/> No					

<u>Subtopic</u>	<u>Recommended Activity</u>	<u>Application</u>	<u>Duration Time</u>		<u>Direct Contact</u>	<u>Indirect Contact</u>	<u>Outcome (Indicate No.)</u>
			<u>Hrs.</u>	<u>Mins.</u>			
	Large-Group Discussion Small-Group Discussion Lecture PowerPoint Presentation Video / Audio Individual Reading Activity Group Activity Individual Activity Demonstration Dramatization Large-Group Instruction Small-Group Discussion Other	<input type="checkbox"/> Yes <input type="checkbox"/> No					
	Large-Group Discussion Small-Group Discussion Lecture PowerPoint Presentation Video / Audio Individual Reading Activity Group Activity Individual Activity Demonstration Dramatization Large-Group Instruction Small-Group Discussion Other	<input type="checkbox"/> Yes <input type="checkbox"/> No					

Total Direct Contact Time: \_\_\_\_\_ Total Indirect Contact Time: \_\_\_\_\_ Total Course Time: \_\_\_\_\_

If additional space is needed for the course syllabus, please check the box indicating that an extra sheet is attached.

Additional Course Syllabus – Extra Sheet Attached

5. **Application / Dissemination Component**

- a. The component listed is determined by the subtopic marked on the Course Syllabus.

***(This item will be program generated by your selection of the Application / Dissemination Component on the Course Syllabus.)***

- b. Please describe the product(s) each participant must complete as the Application / Dissemination Component. An official representative of the delivering organization must review the product(s) submitted by each participant.

**6. Certified or Trained Presenters**

Indicate if the course must be presented by certified / trained presenters.

Yes       No

If yes, please provide contact information so other entities may obtain a list of the certified / trained presenters.

a. Name of the entity or person to contact for list of certified/trained presenters:

b. Phone Number

Indicate if you will train individuals interested in becoming certified / trained presenters for this course.

Yes       No

List the minimum requirements individuals must possess in order to qualify to be trained as a certified / trained presenter (e.g., teaching experience, holding an administrative certificate, successful adult trainer, etc.).

**Provider agrees to provide access, without charge, to Illinois State Board of Education staff to all workshop sessions for this Academy.**

**\*\* IF THIS COURSE IS AN ONLINE DISTANCE EDUCATION COURSE, PLEASE CONTINUE \*\***

**7. Online Distance Education**

**Advance Notice**

List the web address where advance notice information will be posted.

--

**Required Equipment**

List all equipment that will be necessary to complete the course. (i.e., computer – minimum memory and speed)


**Browser**

Check all that will work and indicate minimum version of browser.

<input type="checkbox"/>	IE	_____
<input type="checkbox"/>	Netscape	_____
<input type="checkbox"/>	AOL	_____
<input type="checkbox"/>	Other(s)	_____

**7a. Online Distance Education**

**Software**

List all software and minimum versions necessary to complete the course. (i.e., Adobe 6.0)

<b><u>No.</u></b>	<b><u>Software Required</u></b>
1.	
2.	
3.	
4.	

**Required Technological Competence / Skills**

List all skills necessary to complete the course. (i.e., knowledge of MS Word)

<b><u>No.</u></b>	<b><u>Technological Competence /Skills</u></b>
1.	
2.	
3.	
4.	

**7b. Online Distance Education**

**Instructions to Enroll and Participate in Course**

List the instructions to participate in the course in the appropriate sequence. Instructions must include the timeframe(s) the participants are required to be in the chat room (i.e., the first Monday of each month, 3 p.m. – 5 p.m.).

<b><u>No.</u></b>	<b><u>Instructions</u></b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

**7c. Online Distance Education**

**Web Addresses**

List the web addresses that will be used to complete the course.

Web address where participant will register for Academy.

Web address where participants will login to engage in the Academy.

Web address where chat room will be located.

**7d. Online Distance Education**

**Help Desk Information**

List all that will be available to participants.

<input type="checkbox"/>	Web Address	_____
<input type="checkbox"/>	Email Address	_____
<input type="checkbox"/>	Phone Number	_____

**Security**

List the company that provided the server certificate and the certificate number.

Certification Authority	_____
Certificate Number	_____

**Provider agrees to provide access, without charge, to Illinois State Board of Education staff to all web locations participants will utilize to complete the course.**

## **Appendix D**

### **Characteristics of Effective Staff Development Activities**

1. **Involvement in planning**  
Staff development activities tend to be more effective when participants have taken part in identifying the objectives and planning activities.
2. **Time for planning**  
Whether the staff development activities are mandated or participation is voluntary, participants need time away from their regular teaching or administrative responsibilities in order to plan the program.
3. **Involvement of principals**  
Staff development activities in which principals are active participants are more effective. Active involvement means that principals need to participate in most if not all of the activities in which their teachers are involved.
4. **District administrative support**  
For staff development activities to be effective, district-level support needs to be active and visible.
5. **Expectations**  
Participants should know what is expected of them during the activities as well as what they will be asked to do when the experience is over.
6. **Opportunity for sharing**  
Staff development activities in which participants share and provide assistance to one another are more apt to attain their objectives than activities in which participants work alone.
7. **Continuity**  
Staff development activities that are thematic and linked to school and/or district goals are more effective in producing significant, long-lasting results than a series of one-shot activities on a variety of topics.
8. **Follow-up**  
Staff development is more successful if follow-up activities are part of the program's design.

**9. Opportunity for practice**

Staff development activities that include demonstrations and practice with feedback are more likely to accomplish their objectives than those activities that expect participants to store up ideas and skills for use at a future time.

**10. Active Involvement**

Successful staff development activities are those which provide participants with a chance to be actively involved. Participants are more likely to apply what they have learned when they have “hands-on” experiences with materials, actively participate in exercises that will later be used with students, and are involved in small-group discussions.

**11. Opportunity for Choice**

When participants have chosen to be involved in a program, there is a far greater likelihood that the experience will be helpful. A meaningful series of alternative activities should also be offered within a staff development program.

**12 Building on strengths**

People like to be recognized as valued, competent, liked and needed. Staff development activities that view each participant as a resource are usually more favorably received by participants.

**13 Content**

Successful staff development activities are often geared toward a relatively narrow grade-level range and address a specific topic or a specific set of skills. They help participants develop a plan that is ready for immediate use or a set of instructional materials that translate the ideas presented into practice.

**14 The presenter**

Successful presenters approach a subject from the participant’s point of view. The presenter’s expertise is important, as is his or her ability to convey genuine enthusiasm for the subject.

**15 Individualization**

Staff development programs that provide different experiences for participants who are at different stages of their development are more apt to obtain their objectives than those in which all participants engage in common activities. Effective staff development addresses all learning styles and activities are presented in a variety of ways.

16. **Number of participants**

Some presentations are as effective with 100 participants as they are with 10. However, for staff development activities requiring personal contact, informality, and an interchange of ideas, seven to ten participants appear to be optimal. There are exceptions based on the skill of the presenter, the organization of the activity, and the nature of the topic.

17. **The learning environment**

As a general rule, successful staff development activities occur with a low-threat, comfortable setting in which there is a degree of “psychological safety.” Openness to learning is enhanced when peers can share problems and solutions.

18. **The physical facility**

Accessibility of supporting materials, appearance of the facility, room temperature, lighting, auditory and visual distractions, and many other physical factors have subtle but sometimes profound effects on the success of a staff development activity.

19. **Time of day and season**

Staff development activities that take place at the end of a school day are often less successful than those offered when participants are fresh. Further, staff development activities are less likely to be successful when they are scheduled at times of the year when seasonal activities (e.g., parent conferences, holiday celebrations) occur.

## Appendix E

### ACADEMY COURSE EVALUATION

This evaluation form is to be completed by each participant in this Academy Course and returned to the presenter.

1. The outcomes of this Academy were clearly identified as the knowledge and/or skills that I should gain as a result of participating in this course.

<i>strongly agree</i>	<i>agree</i>	<i>somewhat agree</i>	<i>disagree</i>
4	3	2	1

2. As a result of participating in this Academy course, I believe that I can demonstrate new knowledge and/or skills gained in the areas identified by the presenter.

<i>strongly agree</i>	<i>agree</i>	<i>somewhat agree</i>	<i>disagree</i>
4	3	2	1

3. The content of this Academy course was presented in a manner that accommodated my personal learning style(s).

<i>strongly agree</i>	<i>agree</i>	<i>somewhat agree</i>	<i>disagree</i>
4	3	2	1

4. Overall, the presenter(s) appeared to be knowledgeable in the content area.

<i>strongly agree</i>	<i>agree</i>	<i>somewhat agree</i>	<i>disagree</i>
4	3	2	1

5. The materials and presentation techniques utilized in this course were well organized.

<i>strongly agree</i>	<i>agree</i>	<i>somewhat agree</i>	<i>disagree</i>
4	3	2	1

6. The Academy provided information that I can use in an educational leadership role.

<i>strongly agree</i>	<i>agree</i>	<i>somewhat agree</i>	<i>disagree</i>
4	3	2	1

Additional Questions may be added by the presenter.

## Appendix F

### LIST OF ADMINISTRATORS' ACADEMY PARTICIPANTS

**AA Course Dates:** \_\_\_\_\_

**Presenter Name(s):** \_\_\_\_\_

**Course ID:** \_\_\_\_\_

**Course Title:** \_\_\_\_\_

IEIN	Last Name	MI	First Name	Region #	Full Academy Credit	CPD Hour Credit Only	Signature	Date
					<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>		

IEIN	Last Name	MI	First Name	Region #	Full Academy Credit	CPD Hour Credit Only	Signature	Date
					<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>		

**Total number of participants**

**Minimum number of evaluations for which data is required**

**I verify that the individuals listed above were in attendance for the duration of this day's session.**

\_\_\_\_\_  
**Provider/Presenter Signature**

\_\_\_\_\_  
**Date**

## Appendix G

### Administrative Certificate Renewal Requirements for Public School Administrators in Illinois

Public Act #92-796 (effective July 1, 2003) established new requirements for public school administrators to renew their administrative certificates. Public Act #93-679 (effective June 30, 2004) revised the requirements established in P.A. 92-796.

As of June 30, 2004, administrators employed on a Type 75 or 77 administrative certificate in an Illinois public school must complete the following in order to renew and reregister their certificate for a new period of validity.

- **One Administrators' Academy course during each fiscal year** (July 1 – June 30) of the certificate's registration period (if the administrator is serving in a position that requires an administrative certificate). The Introduction to Evaluation of Certified Staff can only meet this requirement if taken prior to June 30, 2004, or as a refresher course.

and,

- **At least one continuing professional development activity for each year** of the certificate's registration period (if the administrator is serving in a position that requires an administrative certificate) **totaling 100 hours in a full five-year cycle**. For less than a full five-year period, a minimum average of 20 hours per year is required. For example, if the administrator works two years he/she must complete two activities with a total of 40 professional development hours; working three years requires three activities and at least 60 professional development hours.

Those certificate holders who are employed as teachers and administrators during the same semester(s), the area in which the majority of work is done determines whether the teacher or administrator certificate renewal requirements must be completed. For example, an individual who teaches three classes out of a five-period day (3/5) and is an administrator the other two periods must complete the recertification process for teachers. A certificate holder working 50% as a teacher and 50% as an administrator during the same semester(s) may choose either renewal process to complete.

Those certificate holders who are employed as a teacher during some semesters and as an administrator for other semesters within the same five-year validity period must complete teacher requirements for those semesters employed as a teacher **and** administrator requirements for those semesters employed as an administrator. For example, an individual who teaches two years and becomes an administrator for the

next three years must complete the requirements for teacher renewal for the first two years and for administrator renewal for the next three years of the validity period.

Those certificate holders who are employed part-time as an administrator only (less than 50% of the school day or term) must complete the administrator certificate renewal requirements for those semesters employed as an administrator. The number of required professional development hours is reduced by 50% (one Administrators' Academy is required for each school year of part-time employment).

Those certificate holders who retire and are employed as an interim administrator (part-time or full-time up to the maximum amount of days allowed by law) must complete one Administrators' Academy for each school year. Retired, interim administrators are not required to complete any other continuing professional development activities or hours.

**No certificate holder must complete the renewal process for both teacher and administrator for any given semester. One or the other are required as identified above.**

### **Educator Certification System**

Administrators must utilize the Educator Certification System (ECS) to complete the administrative certificate renewal process. This includes recording professional development completed in order to renew an administrative certificate, submitting any exemption requests from professional development requirements, and submitting a Statement of Assurance. Once the administrator's Statement of Assurance is approved by the State Superintendent of Education, the administrator can submit a certificate renewal form and payment of the registration fee in ECS or submit a paper form and the registration fee to the Regional Office of Education in person or by regular mail.

### **Professional Development**

The basis for all professional development is that each activity must 1) improve the administrator's knowledge of instructional practices and administrative procedures; 2) maintain the basic level of competence required for initial certification; and 3) improve skills and knowledge regarding the improvement of teaching performance in clinical settings and assessment of levels of student performance.

**1.) Activities must be clearly identifiable as professional development.** For example, claiming "Faculty Meetings" does not provide any indication that the administrator received professional development that could be counted for certificate renewal purposes. In fact, facilitating a faculty meeting is probably one of the administrator's job responsibilities. However, if a presentation was given on supporting the new reading program at that meeting, then it should be noted as "Workshop on Reading First" or some clearly identifiable title.

**2) Activities that may be counted for administrative certificate renewal purposes include the following:**

ACTIVITY	RECOMMENDED DOCUMENTATION
1. Completed college course	grade slip or transcript (originals or copies)
2. Taught college course	appropriate page of college catalog/brochure indicating administrator was teacher of specific course or letter from dean of college indicating administrator was teacher of specific course
3. Participated in regional conference	proof of conference registration or participation (issued by conference provider) and conference brochure/flyer
4. Presented at regional conference	conference brochure/flyer indicating administrator was a presenter
5. Participated in state conference	proof of conference registration or participation (issued by conference provider) and conference brochure/flyer
6. Presented at state conference	conference brochure/flyer indicating administrator was a presenter
7. Participated in national conference	proof of conference registration or participation (issued by conference provider) and conference brochure/flyer
8. Presented at national conference	conference brochure/flyer indicating administrator was a presenter
9. Participated in workshop	proof of workshop registration or participation (issued by workshop provider) and workshop brochure/flyer/agenda
10. Presented at workshop	workshop brochure/flyer/agenda indicating administrator was a presenter
11. Participated in seminar	proof of seminar registration or participation (issued by seminar provider) and seminar brochure/flyer
12. Presented at seminar	seminar brochure/flyer indicating administrator was a presenter
13. Participated in symposium	proof of symposium registration or participation (issued by symposium provider) and symposium brochure/flyer
14. Presented at symposium	Symposium brochure/flyer indicating administrator was a presenter
15. Participated in institute	proof of institute registration or participation (issued by institute provider) and institute brochure/flyer
16. Presented at institute	institute brochure/flyer indicating administrator was a presenter
17. Provided mentoring to administrator	proof that district/college/professional organization has established a mentoring program for new or all administrators, name(s) of administrators receiving mentoring, and log showing dates and times of mentoring
18. Received formal mentoring as administrator	proof that the district/college/professional organization has established a mentoring program for new or all administrators, name of administrator providing the mentoring, and log showing dates and times of mentoring

19. Conducted independent study/research/project	report showing outline of study/research/project that includes the following: 1) brief description (minimum of two paragraphs), 2) list of all related references (research, studies, etc.), and 3) log showing dates and times of work
20. Read, wrote or listened to professional book	report which includes the following: 1) title of book, 2) author's name, 3) dates and times of reading/listening/writing, & 4) brief description of content (at least four sentences)
21. Read, wrote or listened to professional journal	report which includes the following: 1) title of journal, 2) title of article, 3) author's name, 4) dates and times of reading/listening/writing, and 5) brief description of content (at least four sentences)

**It is important to note that not everything an administrator does may count toward satisfying the professional development hours.**

Activities that are part of the administrator's job responsibilities, such as facilitating faculty meetings; attending school board meetings and presenting to school board members; participating on text book committees; maintaining membership on parent committees and presenting to parents or students; attendance at athletic camps and other such activities, do not count. If there is a professional development component in a faculty meeting, it should be clearly identified by wording such as "Addressing Bullying in Our School" training.

**Professional Development Credits**

- 15 hours for each semester hour of college credit earned or taught (graduate or undergraduate)
- 1 hour for each hour of the administrator's direct participation in a relevant activity other than college coursework

**Penalties for Not Completing Professional Development Requirements**

Administrators who fail to complete the certificate renewal requirements within the certificate registration cycle can apply for a one-year reinstatement of their administrative certificate(s). Illinois law allows someone who fails to complete the required amount of professional development to work one additional year while completing the requirements missed, all penalties, and the requirements for the reinstatement year.

Administrators who fail to complete an Administrators' Academy during each year of employment as an administrator in an Illinois public school entity during the certificate registration cycle must complete two Administrators' Academy for each year one was missed (one to make up for the missed Academy and one as a penalty).

Administrators who fail to complete at least one Continuing Professional Development (CPD) activity with a minimum total of 20 hours (in addition to the annual Administrators'

Academy) for each year of employment as an administrator in an Illinois public school during the certificate registration cycle must complete an additional 10 CPD hours.

Administrators who reinstate their administrative certificate(s) and fail to complete the professional development missed during the certificate registration cycle, all applicable penalties, and the professional development required for the reinstatement year can not legally work in an Illinois public school until it all is completed, a Statement of Assurance is approved, and the certificate registration fee is paid.

### **Statement of Assurance**

A Statement of Assurance contains the list of professional development an administrator completed to renew the administrative certificate and can only be submitted if the administrator confirms all the information is correct under penalty of perjury. The ECS is programmed to allow a Statement of Assurance to be submitted if the administrator has at least the minimum amount of professional development required recorded in his or her ECS file.

### **Evidence of Completion**

All administrators are expected to maintain written documentation for each of the professional development activities for which credit is claimed. This evidence will be required in the event of a random audit conducted by a Regional Office of Education or the Illinois State Board of Education. Evidence should be maintained by the administrator for two years after the renewal of the certificate.

**Evidence should include some type of documentation that identifies the number of hours being claimed, the date, a title or description of the activity, and proof the administrator was in attendance.**

## Appendix H

### Illinois Administrators' Academy Records Requirements December 2007

#### State Level (ISBE)

##### **Administrators' Academy course proposals**

▪ Rejected proposals	6 years from date of rejection
▪ Approved course proposals	Maintain as long as approved
▪ Obsolete	6 years from date marked obsolete
<b>Administrators' Academy ROE funding letters</b>	
	7 years from end of fiscal year
<b>Administrators' Academy ROE grant agreements</b>	
	7 years from end of fiscal year
<b>Administrators' Academy ROE budget forms</b>	
	7 years from end of fiscal year
<b>Administrators' Academy co-op agreements</b>	
	7 years from end of fiscal year
<b>Administrators' Academy IAAMS workshop session data*</b>	Ongoing.* (participants, presenters, type of credit and evaluation summary)

\* Application/Dissemination Component – Provider or recordkeeping authority must send notification to each person who did not submit an application/dissemination component, explaining they have 10 days to submit the component or dispute.

#### ROE Level (includes ROE's, Intermediate Service Centers in Cook County, IASA, IPA, and IASBO)

##### **Administrators' Academy Course proposals**

▪ Rejected proposals	no requirement
▪ Approved course proposals	ongoing
▪ Obsolete	no requirement

<b>Administrators' Academy workshop registration</b>	no requirement
--	----------------

##### **Administrators' Academy course and materials**

▪ Submitting entity	as long as course is approved
▪ Offering entity	no requirement

## Administrators Academy workshop session sign-in sheets and Notification Letters

▪ Intro course	ongoing
▪ All other courses	8 years from end date of workshop session
▪ Administrators' Academy workshop application/ dissemination product	until the course is closed or until any audit is concluded
▪ Administrators' Academy written notification regarding the application/dissemination component or CPD hour credit	8 years from end date of workshop session
<b>Administrators' Academy workshop evaluations</b>	until summary document is created
<b>Administrators' Academy workshop evaluation summary</b>	1 year from end date of workshop session
<b>Administrators' Academy ISBE funding letter</b>	7 years from end of fiscal year
<b>Administrators' Academy grant agreement with ISBE</b>	7 years from end of fiscal year
<b>Administrators' Academy ISBE budget forms</b>	7 years from end of fiscal year
<b>Administrators' academy expenditure records</b>	7 years from end of fiscal year
<b>Administrators' Academy co-op agreement</b>	ongoing when in effect