Illinois Administrators' Academy

AA

POLICIES AND PRACTICES

MANUAL

ILLINOIS STATE BOARD OF EDUCATION
EDUCATOR EFFECTIVENESS DIVISION

AUGUST 2018

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.

May 2018 CIP Members

Last Name	First Name	Representing
Bertrand	Susan	Illinois Association of School Business Officials (IASBO) Representative
Camille	Vince	Illinois State Board of Education Point / Contact Person
Dal Santo	Pat	Illinois Association of Regional Superintendents of Schools (IARSS) – Area I
Hansen	Mark	School District Superintendent
Helfer	Jason	Illinois State Board of Education (ISBE)
Kassebaum	Marchelle	Illinois Association of Regional Superintendents of Schools (IARSS) – Area VI
Kinder	Vanessa	Intermediate Service Center (ISC) Representative
Langdon	Dean	Illinois Association of School Boards (IASB) Representative
Penman	Sallie D.	Chicago Public Schools Representative (Chicago Principals and Administrators Association – CPAA)
Quinlan	Jane	Illinois Association of Regional Superintendents of Schools (IARSS) – Area IV
Reedy	Jill	Illinois Association of Regional Superintendents of Schools (IARSS) – At Large Southern Region
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Schwartz	Brian	Illinois Principals Association (IPA) Representative
Scott	Jodi	Illinois Association of Regional Superintendents of Schools (IARSS) – Area III
Taylor	Jim	Illinois Association of Regional Superintendents of Schools (IARSS) – Area V
Voltz	Richard	Illinois Association of School Administrators (IASA) Representative
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ILLINOIS ADMINISTRATORS' ACADEMY
POLICIES AND PRACTICES MANUAL

Table of Contents

VII. Continued – Third Party Providers of Administrators' Academy Courses

ILLINOIS ADMINISTRATORS' ACADEMY
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 licensed 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. The 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.

Definitions

Administrators' Academy Coordinator – The individual(s) designated at the office of the Enumerated Recorder who is responsible for submitting the required information and data to ISBE. (Note: In some instances may be used synonymous with Enumerated Recorder.)

Direct Contact – Direct contact can include face-to-face, virtual (asynchronous), and virtual (synchronous) learning.

Educator Licensure Information System (ELIS) – The ISBE system that maintains educator licensure data.

Enumerated Recorder – 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), Intermediate Service Centers (ISCs), Chicago Principals and Administrators Association (CPAA), Illinois Principals Association (IPA), Illinois Association of School Administrators (IASA), and Illinois Association of School Business Officials (IASBO).

Face-to-Face Learning – Learning that occurs when the learner and the presenter are engaged in the same physical location.

Full Administrators Academy (AA) Credit – Credit awarded when participants attend the course in its entirety <u>AND</u> complete the Application component.

Illinois Administrators' Academy Management System (IAAMS) – A State Board of Education data information system for recording regional, district and school administrator participation in Illinois Administrators' Academy courses. It is a statewide electronic on-line system that maintains all Administrators' Academy records.

Presenter(s) – The individual(s) who deliver the course content/provide instruction.

Professional Development (PD) Clock Hour Credit – Credit awarded when participants attend the course in entirety but do <u>NOT</u> complete the Application component. If a participant attends only a portion of the course, the presenter, at their discretion, may opt to issue the ISBE 77-21B Evidence of Completion form. Inputting this credit into his/her ELIS account is the responsibility of the participant (as is with any extended learning opportunities).

Third (3rd) Party Provider – Refers to any organization or individual that wishes to offer Administrators' Academies that does not have access to IAAMS, nor is an Enumerated Recorder. These organizations and/or individuals must partner with an Enumerated Recorder in order to offer approved Administrators' Academies.

Virtual (Asynchronous) Learning – Learning that does not occur in real time.

Virtual (Synchronous) Learning – Learning that occurs when the learner and the presenter are engaged at the same time but different locations.

Workshop (Course) Session – The individual offerings for Illinois Administrators' Academy courses.

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 licensed 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 professional 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 525.10 states that each Regional Office of Education and Intermediate Service Center shall ensure the provision to all school districts of the following services in regards to the Illinois Administrators' Academy:

> 3) 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 a Professional Educator License with an administrative endorsement, 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 courses, 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.

III. Legislative Requirements

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, and subsequent Public Acts thereafter, changed the administrative license renewal requirements for Illinois public school administrators who hold positions that require administrative licensure. Based on these changes, public school administrators are now required to complete the following for each fiscal year (July 1 – June 30) of the license's registration period (if the administrator is serving in a position that requires an administrative license):

- One Administrators' Academy course (which must be completed within each fiscal year in which the administrator is working) totaling at least 6 hours, and
- Professional development hours totaling 100 hours in a full five-year cycle.

Effective September 1, 2012, any individual who evaluates licensed personnel must successfully also complete an initial evaluator pre-qualification program approved or provided by the Illinois State Board of Education and an approved retraining program at least once during each license renewal cycle (5/24A-3).

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

Certain professional development requirements must be satisfied in order for administrators to renew their licenses at the end of each five-year renewal cycle. A person holding an administrative endorsement and employed in a position requiring said endorsement for 50% or more FTE must satisfy the continuing professional development requirements to renew his or her license.

> Except as otherwise provided in this Section, the licensee's professional development activities shall align with one or more of the following criteria:
>
> (1) activities are of a type that engage participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being;
> (2) professional development aligns to the licensee's performance;
> (3) outcomes for the activities must relate to student growth or district improvement;
> (4) activities align to State-approved standards; and
> (5) higher education coursework.
>
> The continuing professional development must include the following in order for the license 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.

Credits

Enumerated Recorders, that is to say Regional Offices of Education (ROEs) and the Intermediate Service Centers (ISCs), and other enumerated entities such as the Chicago Principals and Administrators

Association (CPAA), 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 Licensure Information System (ELIS), 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 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 ELIS 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.

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 Complete Administrators' Academy Courses

Any licensee with an administrative endorsement who is working in a position requiring such endorsement or an individual with a Teacher Leader endorsement serving in an administrative capacity at least 50% of

the day shall complete one Illinois Administrators' Academy course per fiscal year. [105 ILCS 5/21B-45]

Who May Attend Administrators' Academy Courses

Anyone may attend Administrators' Academy courses. The six Enumerated Recorders (ROEs, ISCs, CPAA, 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 ELIS. Individuals who complete an Administrators' Academy course and want to see a record of the course must establish an account in ELIS. This will allow the courses' titles, dates and credits to be transferred to the ELIS 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 an administrative endorsement.

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 licenses. The regional superintendent of schools will monitor the process for renewal of license(s). Regional superintendents perform a service to local districts by informing school administrators of the requirements and timelines for participation in Administrators' Academy courses. ISBE strongly recommends that regional superintendents remind any administrator who may be approaching the end of his or her license's validity, that he or she must do so.

Failure to Comply

Local school administrators who fail to satisfy the requirements for license renewal are at risk of having their license(s) lapse. 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.

Individuals may meet renewal requirements to reinstate a lapsed license 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).

- Completing 9 semester hours of coursework from a regionally accredited institution. Coursework must be at the 100 level or higher with a grade of "C-" or better and completed within the last 5 years **OR**

- Pay a $500 reinstatement fee.

- Regardless of the reinstatement option, all back and forward registration fees must be paid in order for the license to be valid.

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 August 31st of the last year of the renewal cycle, **the regional superintendent must notify those administrators and their respective employers that their licenses will not be renewed.**

Administrators cannot be employed without a valid and registered Illinois license. To do so is against the law, and working without a valid license exposes the school district to substantial liability since it is not legal for the administrator to evaluate licensed 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 Illinois Administrators' Academy Courses

Administrators' Academy courses may be developed by any provider, but to be approved for credit, and to satisfy the requirement for license 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 professional 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 (ISBE) prior to providers advertising or offering them. Academy course proposals are to be 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 three (3) years. At the end of three 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 three-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 six Enumerated Recorders (ROEs, ISCs, CPAA, IPA, IASBO, and IASA). 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 six Enumerated Recorders. Providers who want to offer an Administrators' Academy

must initially work with an Enumerated Recorder to develop a proposal for submission to the State Board of Education. In the event that a 3rd party provider cannot find an Enumerated Recorder willing to submit a given course proposal to ISBE, the 3rd party 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 six 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 six Enumerated Recorders (ROEs, ISCs, CPAA, 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 six 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 six 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 professional 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 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. "professional 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 direct contact with the participants. **Direct contact may include virtual (asynchronous) and/or virtual (synchronous) learning.** All courses must be designed to engage the learner for at least six hours for Administrators' Academy credit to be awarded.

When delivery is face to face, the six-hour course need not be a single session all in 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.

When delivery is virtual (synchronous), the three-hour "direct contact" need not be a single session all on one day. Depending upon the nature of the course, for example, three sessions of at least one-hour duration each may be scheduled in a three-day format.

When delivery is virtual (asynchronous), estimated time for the learner to engage with the course platform must be at least three hours.

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 component may be part of the direct contact. Effective January 1, 2007, participants in Academy courses who choose not to complete the application component may use the course hours (minus the time allotted for the application component) toward the required professional development (100 hours) for renewal of the license.

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. After participants have been entered in a workshop session, the attendance added, and the session has been marked complete, an "Evaluation Link" will appear in the participant's ELIS account. The participant must click on the link to complete the "Evaluation" before credit will be issued in his/her account. Other evaluation tools or items may be used by providers in addition to the ISBE evaluation for any Academy courses.

Enumerated Recorders, working with the creator of the course, 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 professional 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.

Delivery (select one or more of the following): Face to Face, Virtual (Asynchronous), and/or Virtual (Synchronous).

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 (face to face, or virtual {synchronous} learning, or estimated time spent on course activities in virtual {asynchronous} learning).** The number of hours and minutes for completion of the course must be identified or in the case of virtual (asynchronous), estimated. This including the time determined for the application component. The Enumerated Recorder can allow for a maximum of 4 hours of extended learning, at their discretion. This extended learning time must be included in the course proposal when submitted for approval. **It is the responsibility of the participant to enter the additional professional development hours in their ELIS account. The Enumerated Recorder must issue the ISBE 77-21B Evidence of Completion form for the additional professional development hours.**

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 (if appropriate).

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 component;
d) time duration (in hours); for face to face or virtual (synchronous) or estimated in the case of virtual (asynchronous); and
e) 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. A six-hour virtual (asynchronous) course, for example, could include outside reading, engagement in video segments by a content expert, engagement in an online learning community, direct access to the content expert via multiple means such as "virtual office hours," reflection activities, as well as exercises for guided practice, independent practice and application practice 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 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 **must** develop a meaningful application 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 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 Online Administrators' Academies

All synchronous Administrators' Academies shall meet the same rules and expectations as those delivered face to face. All asynchronous Administrators' Academies shall meet the rules and expectations with the exception of professional development time, which will be estimated. **Enumerated Recorders and 3rd party providers must have a mechanism in place to ensure participants are consistently engaged throughout the course.**

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 license 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 allow for 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 Education Guidelines

Direct Contact:

AA course proposals must contain a minimum of 6 total hours with a minimum of 3 hours "direct contact for synchronous Administrators' Academies or estimated hours in the case of asynchronous Administrators' Academies".

Indirect Contact:
Course proposals can include indirect contact hours. "Indirect contact" for the purpose of online 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.

Security:
Providers of online courses must ensure security of participants' sensitive information, obtain and provide proof that sensitive information (names, addresses, license numbers, etc.) will be protected in transit across the network through encryption.

Records:
Enumerated Recorders and 3rd party 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 six Enumerated Recorders. Enumerated Recorders are required to submit workshop session data (course name and number, presenter(s) name(s), IEIN (Individual Educator Identification Number) of each participant). If a 3rd party provider is working with an Enumerated Recorder, a fee for recordkeeping may be charged.

ISBE Access:
Enumerated Recorders and 3rd party 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.

<u>**Additional Course Considerations**</u>

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 six 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 be reviewed by ISBE staff through October 2018.

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.

VI. Delivery of Courses

The State Board of Education shall cause to be established an Illinois Administrators' Academy [105 ILCS 5/2 -3.53].

Enumerated Recorders are responsible for the integrity of the Administrators' Academy and are legally required to fulfill all of the legislative requirements for Administrators' Academy training.

VII. Third (3rd) Party Providers of Administrators' Academy Courses

3rd Party Providers

"3rd Party Providers" are any of the following entities: 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 license renewal requirement(s) for Illinois school educators.

The term "Enumerated Recorders" 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), Intermediate Service Centers (ISCs), Chicago Principals and Administrators Association (CPAA), Illinois Principals Association (IPA), Illinois Association of School Administrators (IASA), and Illinois Association of School Business Officials (IASBO).

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. Enumerated Recorders 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 Enumerated Recorder has data, such as evaluation documentation, that indicate 1) a 3rd party 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 Enumerated Recorder in a timely manner, that Enumerated Recorder should report this information to the Educator Effectiveness 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 Enumerated Recorder to the State Board of Education for review and approval.

ISBE approval for a proposed course will be given to the Enumerated Recorder that submitted the course, who will in turn notify the 3rd party provider. **Subsequent presentations of an approved course, in geographical areas other than where the course was initially approved, must be coordinated through the Enumerated Recorder 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.

3rd Party Providers who wish to offer approved Administrators' Academy courses must notify the Enumerated Recorder in the service areas where they wish to offer the courses 45 days prior to the scheduling of the workshop. This allows the Enumerated 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 Enumerated Recorder in the service area where the course is to be offered.

How a 3rd Party Provider and Enumerated Recorder Obtain Approval for a New Course Proposal

1. If you are an Enumerated Recorder or 3rd Party Provider who wants to offer a workshop or training for Administrators' Academy credit, check with an AA Coordinator at any Enumerated Recorder entity 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/Enumerated Recorder entity. 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 Academy 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 Illinois State Board of Education website (www.isbe.net).

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/Enumerated Recorder will submit the proposal to the Illinois State Board of Education Educator Effectiveness 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.

Important Note: You may find the Illinois Administrators' Academy course proposal template at the following link under the blue bar titled, "Submission of IAAs on IAAMS":

https://www.isbe.net/Pages/Administrator-Academies.aspx

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

- Research on effective professional 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 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 (which may include virtual and/or asynchronous learning). Courses may be divided into multiple sessions that do not have to be presented on the same day or consecutive days

- When delivery is face to face, 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 three-day format. This flexibility may be more appropriate than a single session of six hours in one day to complete the course. 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.

- When delivery is virtual (synchronous), the three-hour "direct contact" need not be a single session all on one day. Depending upon the nature of the course, for example, three sessions of at least one-hour duration each may be scheduled in a three-day format.

- When delivery is virtual (asynchronous), estimated time for the learner to engage with the course platform must be at least three hours.

- All courses must be designed to engage the learner for at least 6 hours for full Administrators' Academy credit. And, the application component must be completed.

- The application component may be part of the direct contact or may be assigned as "homework". The course must be completed in its entirety, including the application component to award Administrators' Academy credit that counts toward the annual requirement.

- Participants in Academy courses who choose not to complete the application component may use the course hours (minus the credit accrued for the component) toward the required Professional Development Clock Hour credit (100 hours in 5 years) for renewal of the license.

Delivery of 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 Enumerated Recorder in the geographical service area(s) where you will offer the course. Delivery of approved courses must be coordinated through the Enumerated Recorder 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 <u>must</u> 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 Enumerated Recorder 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. Enumerated Recorders and 3rd Party Providers must submit to the Administrator Academy Coordinator the following materials within 45 days after the closing date(s) in order to meet the 60-day deadline:

   1) a document indicating the course title and number, presenter name(s), participant names, participant IEIN, and type of credit for each participant (Administrators' Academy or Continuing Professional Development),

   2) sign-in sheets for each workshop session,

   3) copies of notifications (emails, letters, etc) sent to participants who did not receive full Administrators'

Academy credit because they did not submit the application component, and

    4) a $15 fee per participant for third party providers offering an Administrators' Academy under the auspices of an Enumerated Recorder.

Administrators' Academy course evaluations completed by participants should be reviewed by the offering Enumerated Recorder and 3rd Party 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.

Enumerated Recorders and 3rd Party Providers 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. An Enumerated Recorder and 3rd Party Provider, are responsible for ensuring each participant who is receiving Administrators' Academy course credit completes the entire course, including the Application component. You must provide to the Academy Coordinator 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. It is the responsibility of the presenter of the course to check the Application 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 component is not completed. The presenter must create and submit to the Administrator's Academy Coordinator the list of the participants who are receiving full Administrators' Academy credit for the course.

6. An Enumerated Recorder and 3rd Party Provider are responsible for ensuring that each participant who is receiving only Professional Development Clock Hour credit completes the entire course except for the Application component. Any individual who does not complete the Application component will receive credit (in Professional Development Clock Hours) counting toward the required 100 Professional Development Clock Hours in a five-year cycle. The Enumerated Recorder and 3rd Party Provider must enter the data or notify the Academy Coordinator 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 Component, the presenter   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 Enumerated Recorder and 3rd Party Provider. When recognized experts present Academy courses, fees are frequently higher to reflect the increased costs. Enumerated Recorders and 3rd Party Providers are encouraged to collaborate and utilize their regional networks in order to offer programs by such experts as economically as possible.

8. A 3rd Party Provider may be required to pay an Enumerated Recorder a recording fee not to exceed $15 per participant for each workshop session recorded.

Responsibilities of Administrators' Academy Coordinators

- Administrators' Academy Coordinators will work with any 3rd party providers who wish to submit proposals for course approval or offer courses already approved.

- Administrators' Academy Coordinators will cooperate with those 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 AA credit, it will be returned to the submitter without forwarding it to the state for approval.

- If the Enumerated Recorder/Administrators' Academy Coordinator has evidence, such as evaluation data or written documentation, that indicates the presenter is not performing professionally, the Enumerated Recorder should report this information to the Educator Effectiveness Division at ISBE. Reasons for unprofessional performance may include, but are not limited to, the presenter 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 AA Coordinator.

Monitoring Administrators' Academy Attendance

- The appropriate Administrators' Academy Coordinator is responsible for the accuracy of the attendance data when AA 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).

- 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 Professional Development Clock 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 Component and receive AA 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 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.

Date

Dear (Participant's Name):

Our records indicate that we have not received from you the required Application component for the Administrators' Academy course #857 "Supporting a Learning Community in Your School" that was offered on *Insert Date*. In order for you to receive full Administrators' Academy credit for this course, we must receive the Application 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 component, you will be issued Professional Development Clock Hour 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 E). AA 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), Intermediate Service Centers (ISCs), and other entities as specified, such as the Chicago Principals and Administrators Association (CPAA), Illinois Principals Association (IPA), Illinois Association of School Business Officials (IASBO), and 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 Enumerated Recorders.

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 licenses. 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, CPAA, 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' evaluation data.

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

Enumerated Recorders <u>must</u> record intent to deliver an Administrators' Academy workshop session at least 30 days in advance of the begin date of the session. Since November 1, 2008, IAAMS programming has prevented 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.

<u>Transcripts and Records</u>

ROEs and ISCs are responsible for maintaining all records for administrators employed within their service areas. These records are entered into the Educator Licensure Information System (ELIS) 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 component is due). Attendance records should be kept on file for the time specified in Appendix E.

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IX. Fees

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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 third party providers a maximum processing fee of $15.00 per participant.

APPENDICES

A. Illinois Administrators' Academy Course Proposal Rubric

B. Characteristics of Effective Professional Development Activities

C. Illinois Administrators' Academy Course Evaluation

D. License Renewal Requirements

E. Illinois Administrators' Academy Records Requirements

Appendix A

Illinois Administrators' Academy Course Proposal Rubric

	Not Approved	**Modifications Necessitated**	**Approved**
Course Title	The Course Title does not reflect the content of the course.	The Course Title is ambiguous. The content of the course is unclear.	The Course Title is descriptive, clearly indicating the content or topic, including key words.
Course Description	The Course Description does not indicate the course topic, nor reflect course outcomes.	The Course Description attempts to develop the course topic with limited and/or unclear details, and vaguely reflects the outcomes of the course. Pre-assignments and/or required course materials are not indicated.	The Course Description clearly indicates the course topic and content. It reflects the outcomes of the course and is aligned to the Course Syllabus. Any pre-session assignments and/or materials that participants must bring to the session (such as School Improvement Plan) are clearly listed.
PD Clock Hours	The course does not meet the 6-hour total minimum time requirement.	The course meets the minimum time requirement; however, insufficient time is allotted for the Application component.	The course meets the minimum time requirement. Appropriate time is included for pre-session activities, indirect contact activities such as research, reading, preparing documents, and completing the Application component.
Participant Outcomes	All outcomes are worded incorrectly (as actions), are knowledge-based (lack depth), and/or do not align to standards.	The majority of outcomes are written incorrectly. They are vague; it is unclear as to what participants will know or be able to do; and they only ask participants to recall, remember, identify, recognize, or reproduce the intended outcomes. The alignment to standards is unclear.	Each outcome indicates what the participant will know or be able to do as a result of the instruction. Outcomes are not worded as "actions" and are indicative of higher order thinking (application, analysis, synthesis, evaluation, etc. are embedded in the course). School leader standards (or Learning Forward standards) and performance/knowledge indicators are aligned directly to each outcome.
Course Materials	No substantive materials are listed. It appears that only one perspective often by one author is provided. Materials are not current (older than 5 years).	Not all materials are listed, although they are referenced in other areas of the proposal. A primary material is listed, but is not current (5 years or less).	All materials included in the course are listed, including Power Points, audio/video materials, worksheets, templates and handouts. AA courses are expected to have a greater depth of knowledge than other workshops; therefore, required materials include a primary resource such as a book. All required information is provided. Numerous individuals/authors are identified. At least 2 of the materials are within the last 5 years.

	Not Approved	**Modifications Necessitated**	**Approved**
Research References	No research references are listed, or there are no substantive materials. Research papers alone are not sufficient.	Research references are limited and are not reputable. It is not clear how the proposal is research-based, or has vague, imprecise research from unreliable sources	At least 2 valid evidence based research references were used to create the course. Multiple authors/researchers, peer reviewed materials, and notable experts in the field are identified. Sufficient references for those who wish to pursue further research into the topic.
Course Syllabus	The course syllabus includes subtopics that are not aligned or applicable to the course content. Time allotted for some sections does not appear appropriate for the activities identified. The Application component is not reflective of higher order thinking. Activities are knowledge based (recall, reproduce, identify, recognize).	The course syllabus includes subtopics that do not adequately establish a purpose and are knowledge based. Subtopics are unclear, and are vague as to the instructional topic for that time period. Time allotted for some sections appears too short to adequately complete the activities identified. The Application component connection to higher order thinking is indistinct.	The course syllabus clearly identifies the subtopics addressed and the recommended activities for delivery appear appropriate. Subtopic titles are concise and clearly indicate the instructional topic for that time period. Activities are varied and address multiple learning styles while engaging participants in higher order thinking skills such as analysis and synthesis of the content. Only one subtopic is identified as the Application component, though application activities may be used throughout the instruction.
			Duration time appears appropriate as is Direct Contact and Indirect Contact for all activities. Activities such as "Small Group Discussion" and Group Activity" are not indicated for Indirect Contact where the participant is not in touch with the rest of the group.
Application Component	The Application component does not require participants to produce a product.	The Application component allows participants to produce a product, but it is unclear what it is and how it aligns to the outcomes of the course. Assignments lack clarity.	The Application component allows each participant (or collaboratively as a team) to produce a written product that reflects application of the outcomes of the course. Assignments are specific and include analysis, synthesis or application of the new material. Clearly identified criteria or templates are provided. The activity is aligned to the time allotted for completion.

AA Coordinators are encouraged to use this rubric to:

- ✓ Use as a foundation to determine desired expectations for an Administrators' Academy course proposal.

- ✓ Self-Assess. Coordinators will have a better idea if expectations are being met before submitting their proposal(s).

- ✓ Gain inter-rater reliability. Utilize as a valid and reliable tool when using multiple assessors.

- ✓ Engage in the learning process of creating proposals. Now that coordinators can describe exactly what is expected in a proposal it will be easier to meet these expectations.

- ✓ Identify where the proposal fails and analyze what needs to be done in order to improve the quality of the proposal.

- ✓ Share. When third-party providers ask to create a proposal, provide them with a copy and have them assure you that their proposals will meet the criteria before you go through the work of submitting it.

Scoring

If any area is "not approved", then the proposal will be rejected.

If three or more "needs improvement" areas are identified, significant modifications are necessary and the proposal will be returned to the submitter as requiring modification.

Appendix B

Characteristics of Effective Professional Development Activities

1. **Involvement in Planning**
    Professional 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 professional 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**
    Professional 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 professional 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**
    Professional 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**
    Professional 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**
    Professional development is more successful if follow-up activities are part of the program's design.

9. **Opportunity for Practice**
    Professional 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 professional 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 professional development program.

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

13. **Content**
Successful professional 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**
Professional 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 professional 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 professional 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 professional 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 professional development activity.

19. **Time of Day and Season**

Professional development activities that take place at the end of a school day are often less successful than those offered when participants are fresh. Further, professional 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 C

Illinois Administrators' Academy Course Evaluation

Please circle the letter of response that best describes your experience with this Academy.

This Academy provides new ideas for me to consider using in my building/district.
1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

This Academy provided information that I can apply to my leadership role.
1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

This Academy provided me an opportunity to learn from my colleagues.
1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

This Academy met my professional learning needs.
1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

To what extent was the Academy aligned with school district goals/priorities?
1. Very closely
2. Somewhat
3. Not aligned
4. I don't know

Overall, the presenter(s) were knowledgeable in this content area.
1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

Overall, the quality of this Academy was
1. Excellent
2. Good
3. Average
4. Poor

[Optional: Provider may add two questions (Examples: learning environment, presenter qualities)]

Appendix D

License Renewal Requirements

For more information regarding licensure renewal, please visit www. https://www.isbe.net/Pages/Educator-Renewal.aspx

Appendix E

Illinois Administrators' Academy Records Requirements
January 2018

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
Administrators' Academy IAAMS workshop session data*	Ongoing.* (participants, presenters, type of credit and evaluation summary)

* Application Component – Provider or recordkeeping authority must send notification to each person who did not submit an application 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

Administrators' Academy workshop registration	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 product	until the course is closed or until any audit is concluded
▪ Administrators' Academy written notification regarding the application component or PD clock hour credit	8 years from end date of workshop session
Administrators' Academy workshop evaluations	until summary document is created
Administrators' Academy workshop evaluation summary	1 year from end date of workshop session
Administrators' Academy co-op agreement	ongoing when in effect