



Evaluator Retraining: Descriptions for All Courses

Professional Practice Course for Teacher Evaluators

Teacher Evaluator Competency Skill Building for Teacher Evaluators (Academy #1448)

Administrators who evaluate teachers must demonstrate a high rate of inter-rater reliability and communicate evaluation outcomes in constructive and supportive ways. Administrators who evaluate teachers must also recognize and control for bias when conducting an evaluation and determining results. School districts in Illinois must provide professional development to administrators to strengthen these skills on a sustained basis. This course focuses on Domains 2 and 3 of the Charlotte Danielson 2013 Framework for Teaching. This course requires participants to view teaching, record data according to the Professional Practice rubric, and craft evaluation conferences that are both constructive and supportive. Participants will also be expected to have a high degree of inter-rater reliability when they determine a final rating based on the evidence gathered during the observations.

Teacher Evaluator Competency Skill Building for Teacher Evaluators (Academy #1451)

This course focuses on Domains 1 and 4 of the Danielson 2013 Framework and is intended for those administrators who have successfully completed Initial Teacher Evaluation required by ISBE. Administrators who evaluate teachers must demonstrate a high rate of inter-rater reliability and communicate evaluation outcomes in construction and supportive ways. They must also recognize and control for bias when conducting evaluations and determining results. Participants will record data from a pre-conference, align data to the Danielson Framework (Domain 1), collaboratively determine ratings, observe post-conferences, evaluate teacher evidence, and align to the Danielson Framework (Domain 4). Emphasis is placed on meaningful pre- and post-conferences with teachers that ultimately results in improved instruction and practices. Participants will also be expected to demonstrate a high degree of inter-rater reliability when they determine a final rating based on the evidence gathered for Domains 1 and 4.

Teacher Evaluator Competency Skill Building for Teacher Evaluators (Academy #1452)

Participants will learn how to utilize current evaluation data for all licensed staff to create individual, targeted small group, and school-wide professional development plans. The academy will emphasize the importance of collaboration skills in working with groups of teachers to achieve comprehensive plans. Participants will use Professional Learning Plan (PLP) tools to develop detailed plans aligned with school improvement goals to address defined needs. This academy requires 1 hour of pre-work before attending the session.

Gathering Evidence During Observations and Conferencing Using the Danielson Model (Academy #1801)

This course will allow participants to learn effective skills and strategies for using Charlotte Danielson's Instructional Framework in an evaluation setting in order to more effectively: 1. Identify evidence at the component level during formal and informal observations; 2. Use evidence, with minimal bias, to effectively rate staff on the levels of performance for each component in domains 2 and 3; 3. Increase inter-rater reliability in all phases of the evaluation process; 4. Acquire strategies to support effective collaborative conferencing around formal and informal observations; and 5. Learn techniques, strategies, and protocols to use when conferencing with staff to promote improvement in instructional practice.

Professional Practice Course for Principal Evaluators

Principal Evaluator Competency Skill Building (Academy #1865)

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

Student Growth Course for Teacher and Principal Evaluators

Teacher and Administrator and Administrator Evaluator Retraining: Student Growth (Academy #3000)

This is the one required student growth retraining course for teacher and administrator evaluators who are renewing their designations required to evaluate educators.

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

NOTE: Participants will have to complete their A/D Component and send their completed E-Template, if used, to the presenter during the Academy for review and comment.

Teacher Evaluator		Principal Evaluator		Teacher/Principal Evaluator (both approvals)	
Professional Practice	Student Growth	Professional Practice	Student Growth	Professional Practice	Student Growth
Choose one: #1448 #1451 #1452 #1801	Required: #3000	Required: #1865	Required: #3000	Choose one: #1448 #1451 #1452 #1801 -AND- Required: #1865	Required: #3000

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