State Evaluator Retraining Cadre Frequently Asked Questions

1. General FAQ

<u>Evaluator Retraining Partnership: Information for Trainers</u>

What is our project goal? To deliver consistent evaluator retraining content statewide, recognizing the principles of good training to meet participant needs.

Who are the partner organizations for the evaluator retraining effort? Through their membership and participation in the Illinois Performance Evaluation Advisory Council, the partner organizations are the Illinois Principals Association, the Illinois Association of School Administrators, the Regional Offices of Education/Intermediate Service Centers, the Illinois Federation of Teachers, and the Illinois Education Association, with the Illinois State Board of Education.

How are decisions made about trainer capacity, training dates, trainer stipend and number of participants? For each retraining Administrator Academy you provide, the answers to these questions will be determined jointly between the trainer(s) and the partner organization that the trainer(s) is/are working through. The only exception applies to the evaluator retraining Academy on student growth (#3000, 3001, 3002), where the number of participants is limited to 30. These Academies will not be offered before March 1, 2017.

What are trainer commitments? To work through the partner organizations who are responsible for offering the ISBE-approved retraining through the Administrator Academy structure (IPA, IASA, ROEs/ISCs) to determine training delivery/training dates. In addition, all trainers commit to the following:

- Minimum of five trainings per year;
- Commit to train for three years;
- Be part of ongoing trainer cadre network (conference call/video call);
- Willing to train members of organizations other than your sponsoring organization; and
- Willing to travel.

<u>Academy Information for Trainers</u>

What should trainers do if they have questions? If trainers have questions related to specific Administrator Academy offerings, they should contact the partner organization offering the training. If trainers have questions to raise which promote the success and continuous improvement of the overall statewide retraining academy program, they will be able to do so through an online communication space, supported through the Illinois Principals Association ELN Network. The IPA ELN link will be coming soon and shared with trainers.

How can we ensure that evaluator retraining is of the highest quality? The trainers in this cadre are the best of the best and know how to deliver reflective, high-caliber training. As you deliver the retraining content, keep track of feedback you have for the partner organizations as to how the training is going and issues you encounter when delivering training content.

How do trainers access the most up-to-date materials? There is a repository page on the new ISBE website for trainers to access the materials, at https://www.isbe.net/Pages/Educator-Evaluations.aspx.

How do trainers handle issues related to training delivery (i.e., materials, resources, technology, participant concerns)? Trainers who experience these types of concerns should work with the partner organization sponsoring the training.

Where do trainers send individuals for registration and materials? The sponsoring organizations are responsible for registration and disseminating the participant materials to the individuals once they have registered for the academy. Note: trainers themselves access the materials from the ISBE repository (both trainer and participant materials will be included in the repository). To access this repository, go to https://www.isbe.net/Pages/Educator-Evaluations.aspx.

Will there be a master calendar of all Administrator Academy evaluator retraining offerings? This is being developed for all evaluator retraining offerings.

Are trainers expected to make judgements about each participant's successful completion of the Application/Dissemination component of each Academy? Each Administrator Academy has a checklist which describes successful completion of the Application/Dissemination component. Using this checklist, the trainer will determine if a participant's response meets all requirements for successful completion of the Application/Dissemination component.

Can ISBE prevent "non-qualified" entities from offering the Academies, or if not, how does the field differentiate between Academies that "count" for the retraining requirement and those that don't? Only approved presenters can present the retraining Academies coordinated by the partner organizations. This is in line with the already existing rules around Administrator Academies.

State Retraining Requirements and Timelines

What are state retraining requirements? Retraining requirements will be met through the Administrator Academy structure. Teachers, ROE/ISC personnel, and administrators can all access retraining, so you should anticipate there will be varying levels of experience and needs within each group you train. A teacher evaluator must complete two Administrator Academies to meet retraining requirements. A principal evaluator must complete two Administrator Academies to meet retraining requirements. An individual who is both a teacher and principal evaluator must complete three Administrator Academies. Academies can be taken in any order. They do not have to be taken together. See the charts on page 3 for an overview of principal evaluator and teacher evaluator retraining:

Teacher Evaluator	
Professional Practice	Student Growth
Choose one Academy: #1448 #1451 #1452 #1801	Required: #3000 or 3002

Principal Evaluator	
Professional Practice	Student Growth
Required # 1865	Required: #3001 or 3002

Teacher/Principal Evaluator (Both approvals)	
Professional Practice	Student Growth
Choose one Academy: #1448 #1451 #1452 #1801 *AND* #1865	Required: #3002

What is the timing for retraining requirements? Retraining requirements are connected to each individual's license renewal cycle. Note that retraining applies to the first renewal cycle after the date on which the individual completed Growth Through Learning. See the ISBE document (page 7 of this FAQ) explaining timelines. Retraining is required in every renewal cycle.

What if a participant completed some Growth Through Learning modules during one license renewal cycle and the remaining modules during a subsequent renewal cycle? The requirement for evaluator retraining is based upon when the first set of modules were complete.   Even if you completed some modules in the next renewal cycle, the date for your evaluator retraining requirement would be linked to the earlier renewal cycle.

When will sponsoring organizations be able to input evaluator retraining academies into the ELIS System? Until further notice, sponsoring partner organizations should send scheduled Academy information and Academy completions to Joy Taylor-Ankenbrandt at <JTAYLORA@isbe.net>

Do these academies meet the requirement for the one Administrator Academy per year? Yes, a participant can use the Evaluator Retraining Academies for *both* the evaluator retraining requirement and the annually required Administrator Academy. A person can complete both the Professional Practice Administrator Academy and the Student Growth Administrator Academy during the same year in order to fulfill evaluator retraining requirements; however, only one would meet the yearly Academy requirement.

Where can I find additional information? See the October 2016 edition of *Your Virtual PERA Coach* from the Illinois Performance Evaluation Advisory Council, at https://www.isbe.net/Documents/2016-10.pdf .

If an evaluator took the Teacher Evaluation Prequalification Modules in one cycle then took the Principal Evaluation Prequalification Modules in the next (current) cycle, does the evaluator also take retraining Academies in this cycle or the next? The evaluator would take the retraining Academies in the next cycle. Therefore, if the Teacher Evaluation Prequalification Modules were completed in the previous cycle and the Principal Evaluation Prequalification Module in the current cycle, retraining would only be required for the teacher evaluation in the current cycle; retraining would be required for both teacher and principal evaluation in the next cycle.

If someone took any of these specific Professional Practice Academies prior to March 1, 2017, and they are in the midst of their recalibration cycle, would they count for evaluator retraining? No

2. Professional Practice Academies FAQ

Can I modify training content? No. Trainers are encouraged to bring their concerns to the ongoing cadre networking meetings, so that decisions to refine and adjust can be made collaboratively. However, specifically with the selection and use of videos, trainers do have discretion to identify and use videos that are appropriate to the training context.

What are the course descriptions?

Teacher Evaluator Competency Skill Building for Pre-Qualified 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, and is intended to move administrators who have passed the ISBE evaluator training, and who are very familiar with Charlotte Danielson's 2011/2013 Framework for Teaching, from compliance to competency. This course requires participants to view teaching, record data according to the Professional Practice rubric, and participate in mock evaluation conferences as evaluator, teacher, or observer. Participants will also be expected to have a high degree of inter-rater reliability when they determine a final rating based on the evidence gathered during the observations.

Teacher Evaluator Competency Skill Building for Pre-Qualified Teacher Evaluators (Academy #1451)
Administrators who evaluate teachers must demonstrate a high rate of inter-rater reliability, and communicate evaluation outcomes in constructive and supportive ways. Administrators who evaluate teachers must also recognize and control for bias when conducting an evaluation and determining results. School districts in Illinois must provide professional development to administrators to strengthen these skills on a

sustained basis. This course focuses on Domains 1 and 4, and is intended to move administrators who have passed the ISBE evaluator training, and who are very familiar with Charlotte Danielson's 2011/2013 Framework for Teaching, from compliance to competency. This course requires participants to pre-conference, record data according to the Professional Practice rubric, and participate in mock pre/post conferences as evaluator, teacher, or observer. Participants will also be expected to have a high degree of inter-rater reliability when they determine a final rating based on the evidence gathered for Domains 1 and 4.

Teacher Evaluator Competency Skill Building for Pre-Qualified Teacher Evaluators (Academy #1452)
This course focuses on Competencies 3 and 4, of the rules, Section 50.420, Competencies of Qualified Evaluators, Sub-section b. This course will teach participants how to use data sets from summative teacher evaluations to design teacher professional development; and how to collaborate with teachers to develop targeted professional development plans which contribute to professional growth. This course is intended to move educators who have passed the ISBE evaluator training from compliance to competency. This course includes a one hour pre-assignment which will be e-mailed to participants after confirmation of registration.

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

3. Student Growth Academy FAQ
Can I modify training content? Trainers do not have the ability to modify the training materials document, which outlines the vignette, jigsaw, think-pair-share, and application/dissemination. Within the training materials, there are many opportunities for trainers to incorporate different training styles and techniques to establish a learning environment that facilitates sharing of ideas and collaborative learning. At this time, the scenarios included in the vignette are not to be altered or substituted. If trainers would like to draft other vignette scenario options to forward to the PEAC retraining subcommittee for consideration, those would be welcomed. Trainers, do however, have the ability to modify the training PowerPoint to reflect feedback they receive from Academy participants, particularly related to the pre-session webinar discussion.
How should trainers handle participants who did not complete pre-session work?
Participants are required to complete the pre-session work or they shall not attend the Academy training. Trainers should work with their partner organizations because they

are committed to establishing safeguards to help ensure participants come to the training prepared.

What should trainers do if they have questions about technology and use of the E-Template? Trainers should work with the partner organization sponsoring the training.

What is the course description?

Principal/Teacher Evaluator Retraining: Student Growth (Academy #3000,3001, or 3002)

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

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

NOTE: Participants will have one week following the Academy to complete their A/D Component and send their completed E-Template to the presenter for review and comment.

Evaluators who have taken the initial evaluator training (Growth Through Learning Modules or district developed) must complete retraining "once within the next renewal cycle"(105 ILCS 5/24A-3)). The chart below provides a guide for determining when retraining must be completed. Please note that retraining is connected to the *renewal cycle of the license* (PEL).

Retraining will be offered through the Administrator's Academies. Retraining through the Administrator Academy structure will allow for the inclusion of teachers who have successfully completed initial evaluator training, but do not hold an administrator endorsement on their PEL. Two Academies are required to meet the retraining requirement. One will address teacher practice, and, the other will address student growth. The Academies neither need to be taken in any particular order, nor do they have to be taken together.

Districts are reminded that they have the option of developing their own retraining program. Districts choosing to do so must notify the State Board of Education no later than July 1 immediately preceding the school year in which the process or program will be implemented. The notification shall at least include the type of training to be offered, names of the individuals presenting the training, and the date upon which each school district-designated trainer completed the "train-the-trainers" program offered by, or on

behalf of, the State Board of Education (Part 50 Administrative Rule section 50.400 (c) https://www.isbe.net/Documents/50ARK.pdf).

Teacher and Principal Evaluator Retraining

To receive credit for principal or teacher evaluator retraining, the retraining must be taken in the next renewal cycle following the initial training. Evaluators who have taken the initial evaluator training (Growth Through Learning Modules or developed by the district) must complete retraining "once within the next renewal cycle" (105 ILCS 5/24A-3).

For example:
An educator's renewal cycle is 7/1/2012 – 6/30/2017. He took the initial training in 2012 (FY 2013). This educator's retraining must be completed between 7/1/2017 – 6/30/2022 (during his next license cycle.)

If taken before 7/1/2017, then retraining credit cannot be awarded. The educator will, however, receive full Administrator's Academy credit or professional development hours that can be used toward renewal of his license.

Sample Scenarios for First Retraining

Renewal Cycle	Date of Retraining
As a teacher evaluator, if I took the initial training in 2012 and renewed my license by July 1st, 2013.	My retraining must be completed between 7/1/2013 and 6/30/2018.
If my renewal cycle is 7/1/2009 - 6/30/2014 and I took the initial training during this period	My retraining must be completed between 7/1/2014 and 6/30/2019.
If my renewal cycle is 7/1/2010 - 6/30/2015 and I took the initial training during this period	My retraining must be completed between 7/1/2015 and 6/30/2020.
If my renewal cycle is 7/1/2011 - 6/30/2016 and I took the initial training during this period	My retraining must be completed between 7/1/2016 and 6/30/2021.
If my renewal cycle is 7/1/2012 - 6/30/2017 and I took the initial training during this peirod	My retraining must be completed between 7/1/2017 and 6/30/2022.

*Please note that re-training cannot be taken early. It must be taken in the NEXT renewal cycle following the initial training, or re-training credit cannot be awarded. Furthermore, educators must have successfully completed the initial training before completing re-training. Re-training credit cannot be awarded without having first completed initial training.

Below, ISBE has provided the definitions to commonly used terms regarding retraining in order to ensure that they are being used in the same context:
Inter-rater reliability – The method used to ensure scoring consistency between evaluators.
Licensure - The process through which prospective educators are granted legal authority to instruct in an Illinois public school.
Pre-Qualification –The initial mandated training that evaluators of Illinois' teachers must successfully complete prior to engaging in an observation and evaluation of a certified teacher.

Recalibration –Recalibration is a process and tool that helps observers maintain scoring accuracy by following similar processes, interpreting district defined rubrics consistently, and provides teachers with assurances of accurate and fair assessment of their classroom practice.

Retraining – The process that evaluators must complete once within the next renewal cycle that will qualify them to continue evaluating certified staff (105 ILCS 5/24A -3).