

TEACHER EVALUATOR PROFESSIONAL PRACTICE RETRAINING ACADEMIES

(Teacher Evaluators MUST choose ONE of the following four Retraining Academies)

AA 1448 – *Teacher Evaluator Professional Practice Retraining Academy– Focus on Danielson’s Domains 2 and 3*

Administrators who evaluate teachers must demonstrate a high rate of inter-rater reliability and communicate evaluation outcomes in constructive and supportive ways. This Academy **focuses on Domains 2 and 3** of Charlotte Danielson’s *2013 Framework for Teaching*. This course requires participants to view teaching, record data according to the Professional Practice rubric, and participate in mock evaluation conferences as an evaluator, teacher, or observer.

AA 1451 – *Teacher Evaluator Professional Practice Retraining Academy – Focus on Danielson’s Domains 1 and 4*

Administrators who evaluate teachers must demonstrate a high rate of inter-rater reliability and communicate evaluation outcomes in constructive and supportive ways. This Academy **focuses on Domains 1 and 4** of Charlotte Danielson’s *Framework for Teaching*. This course requires participants to pre-conference, record data according to the Professional Practice rubric, and participate in mock pre/post conferences as an evaluator, teacher, or observer.

AA 1452 – *Teacher Evaluator Professional Practice Retraining Academy – Designing Professional Growth Plans*

This Academy **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 plans that contribute to professional growth.

AA 1801 – *Teacher Evaluator Professional Practice Retraining Academy - Gathering Evidence During Observations and Conferencing Using the Danielson Model*

This Academy 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.
4. Learn techniques, strategies and protocols to use when conferencing with staff.

PRINCIPAL EVALUATOR PROFESSIONAL PRACTICE RETRAINING ACADEMY (Required for Principal Evaluators)

AA 1865 - *Principal Evaluator Professional Practice Retraining Academy*

This Academy focuses on developing a high rate of inter-rater reliability using the required performance evaluation ratings. Using case studies, the participants will collect evidence and use the Illinois Standards for Principal Evaluation to rate principals. 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 targeted professional development plans that consider past results and contribute to professional and personal growth and are aligned to the school improvement plan. The instructional environment indicators will be analyzed. The purpose of the evaluation plan will be to communicate the outcomes and findings in such a manner that the principals and assistant principals set goals for improvement. The participants own personal bias will be analyzed while making these decisions.

STUDENT GROWTH RETRAINING ACADEMY (Required for both **Teacher** and **Principal** Evaluators)

AA 3000/3001/3002 – *Principal/Teacher Evaluator Retraining Academy: Student Growth*

Participants will learn how to:

1. Use assessments and measurement models identified by the Joint Committee in determining student growth attributable to individual principals/teachers 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 principal/teacher and school-level professional development plans to evaluation results.
3. In collaboration with principal/teachers, create supportive, targeted professional development plans that consider past results, contribute to professional growth, and assist teachers and principals in aligning professional development and goal-setting to school improvement goals.
4. Communicate evaluation outcomes and findings in constructive and supportive ways that enable teachers/principals to set goals and improve practice.