

AA 2001 – Illinois Performance Evaluation – Teacher Evaluation Training Post-Assessment Expectations

Teacher Evaluator Competencies, from Illinois Administrative Rule Part 50, Section 50.420(a-b)

Teacher Evaluator competencies - Student Growth

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

Teacher Evaluator competencies - Professional Practice

- 1) Demonstrates a high rate of inter-rater reliability using the required performance evaluation ratings (i.e., "excellent", "proficient", "needs improvement", and "unsatisfactory");
- 2) Observes instruction competently in multiple subject areas provided to varied and multiple student populations (e.g., English language learners, students with Individualized Education Programs, students in career and technical education programs);
- 3) Uses data from the evaluation rubric, other evidence collected, and best practices relative to evaluating professional practice to link teacher and school-level professional development plans to evaluation results;
- 4) Creates, in collaboration with teachers, supportive, targeted professional development plans that consider past results, contribute to professional growth, and assist teachers in aligning professional development and goal-setting to school improvement goals;
- 5) Communicates evaluation outcomes and findings in constructive and supportive ways that enable teachers to set goals and improve professional practice; and
- 6) Understands sources of personal bias and is able to recognize and control for bias when conducting an evaluation and determining results.

Post-Assessment Components

Expectations:

- Afternoon of second day of training
- 3 hours to complete all components
- Your individual work
- You can use training materials during the post-assessment
- Work to be submitted in class prior to exit

- Trainer serves as proctor
- Your post-assessment results provided to you after 7 calendar days

Post-Assessment Components:

Part 1: Watch video, collect evidence, align and score

Part 2: Complete forced choice questions

Part 3: Review case study and complete writing prompt

Post-Assessment Scoring

Total points available: 100

Minimum points required to pass (total points earned across all three parts of the post-assessment): 70

Part 1: Watch video, collect evidence, align and score - 50 points

- 5 points if your rating score matches that rating score as determined by master scorers
- 2½ points if your rating score is “off” by one rating level (i.e., the master scorers rate a component Unsatisfactory, and you submitted a rating score of Needs Improvement)
- 0 points if your rating score is “off” by more than one rating level (i.e., the master scorers rate a component Unsatisfactory, and you submitted a rating score of Proficient)

Part 2: Complete forced choice questions - 20 points

- 1 point for every correct answer

Part 3: Review case study and complete writing prompt - 30 points

- Rubric
 - 5 components
 - 4 performance levels (Excellent - 6 points, Proficient - 4 points, Needs Improvement - 2 points, Unsatisfactory - 1 points)

Post-Assessment Rubric Performance Levels:

Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent/ Distinguished
<p>1) Demonstrates an understanding of the importance of creating a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes Competencies: TEC-SG1, TEC-SG2, TEC-SG3, TEC-PP3, TEC-PP4</p>			
<p>Does not use data to drive improvements to instruction. Does not lead staff through consistent review of data related to instruction and student achievement.</p>	<p>Inconsistently uses data to identify opportunities and drive improvements to instruction. Occasionally supports staff in using data to identify/prioritize needs. Data is used inconsistently to drive school-wide practices.</p>	<p>Consistently uses data to identify opportunities and drive improvements to instruction. Accurately prioritizes most important areas for improvement. Multiple data sources are used to consistently drive instructional decisions. Data is used appropriately to identify/prioritize school-wide areas of improvement. Data is routinely used to identify and adjust school-wide priorities and to drive re-teaching plans and changes in practice for individual teachers.</p>	<p>Consistently uses multiple data points to identify opportunities and drive improvements to instruction. Determines appropriate strategies across grades and content areas. Creates systems to build capacity of individual educators and/or teams of educators to practice data driven decision-making. Develops educators' abilities to independently analyze data to identify and prioritize opportunities to improve instruction, guide grouping, re-teaching, and to identify/prioritize needs. Builds staff capacity to use data in determining team and individual goals.</p>
<p>2) Demonstrate an understanding of the importance of evaluating the effectiveness of staff and holding individuals accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district appraisal systems Competencies: TEC-SG5, TEC-PP5</p>			
<p>Does not consistently implement performance evaluation practices; does not complete evaluations. Feedback is vague, general and without timelines to monitor educators' progress.</p>	<p>Attempts to implement performance evaluation practices; adheres to and completes required observations but does not differentiate frequency of observations. Does not differentiate feedback based on teacher skills and/or needs.</p>	<p>Completes most aspects of performance evaluation practices that include all required observations and goal setting; ensures that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation. Provides actionable feedback and/or has systems in place so that staff receives specific</p>	<p>Completes all aspects of performance evaluation practices that may include additional observations and goal setting; ensures that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation. Staff receives regular, consistent, and actionable feedback that is specific to each individual's</p>

		feedback.	development plan.
<p>3) Demonstrates an understanding of the importance of supporting the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose Competencies: TEC-SG 2, TEC-SG3, TEC-PP3</p>			
Does not offer professional development and support that is timely, relevant or differentiated.	Relies on whole group development sessions including trainings on how data should be used, with some specific supports.	Creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; protects staff time for development opportunities.	Implements a job-embedded professional learning system for consistent support, development, coaching, and peer learning opportunities; allocates regular time for whole group and individual staff development and learning opportunities.
<p>4) Demonstrates an understanding of the knowledge and skills necessary to provide quality feedback, including the ability to correctly interpret rationale and alignment, development of actionable next steps, and identification of resources. Competencies: TEC-SG5, TEC-PP5</p>			
<p>Does not address areas of underperformance with staff members.</p> <p>Does not provide explanation/justification of the ratings Link between evidence, comments/recommendations and ratings is not evident.</p> <p>No actionable comments/recommendations are included</p> <p>No description of how progress will be monitored</p> <p>No resources suggested</p>	<p>Inconsistently addresses areas of underperformance.</p> <p>Explanation/justification of the ratings is weak, unclear and does not reflect the evidence.</p> <p>Link between evidence, comments/ recommendations and ratings is weak.</p> <p>Provides few actionable comments/recommendations.</p> <p>Provides little or no description of how progress will be monitored.</p> <p>Suggested resources are general and/or weakly aligned to the components or teacher's needs.</p>	<p>Addresses areas of underperformance with individuals, teams and staff,.</p> <p>Explanation/justification of the ratings is clear, easily understood by the reader, is grounded in the Framework for Teaching and reflects the evidence.</p> <p>Link between evidence, comments/ recommendations and ratings is strong, coherent.</p> <p>Comments/recommendations are actionable and goal oriented</p> <p>Clear description of how progress will be monitored</p> <p>One or two suggested resources are specific, targeted to the to the component(s).and aligned to the teacher's needs.</p>	<p>Builds the capacity of other leaders within the school to address areas of underperformance with individuals, teams and staff.</p> <p>Explanation/justification of the ratings is clear, easily understood by the reader, is grounded in the Framework for Teaching and strongly reflects the evidence through the use of examples.</p> <p>Link between evidence, comments/ recommendations and ratings is strong, coherent</p> <p>Comments/recommendations are goal oriented, actionable and focused on tangible results.</p> <p>Clear and specific description of how progress will be monitored.</p> <p>Multiple or varied suggested resources are specific, targeted to the component(s) and include professional growth experiences that are aligned to the teacher's needs.</p>

5) Demonstrates an understanding of the importance of relentlessly pursuing reflective behavior

Competencies: TEC-SG4, TEC-PP5

<p>Does not reflect or self-manage to utilize leadership behaviors; does not increase personal leadership capacity by taking action to develop identified areas of growth.</p>	<p>At times reflects and self manages to utilize leadership behaviors; at times increases personal leadership capacity by taking action to develop identified areas of growth.</p>	<p>Regularly reflects and self manages to utilize leadership behaviors; regularly increases personal leadership capacity by taking action to develop identified areas of growth.</p>	<p>Continuously reflects and self manages to utilize leadership behaviors; continuously increases personal leadership capacity by taking action to develop identified areas of growth.</p>
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