

## **ISBE Administrative Rules for School District-Developed Prequalification Process or Retraining Program**

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### **Section 50.400 School District-Developed Prequalification Process or Retraining Program**

Section 24A-3 of the School Code requires that an individual who conducts evaluations of teachers, principals, or assistant principals after September 1, 2012 be prequalified before undertaking any evaluations and participates in a regularly scheduled retraining program, either of which must be developed or approved by the State Board of Education. In order to ensure that a school district-developed prequalification process or retraining program meets the rigor of the State Board of Education-developed trainings, any prequalification process or retraining program developed and used by a school district shall, at a minimum, meet the requirements of this Subpart E.

- a) Prequalification Process
  - 1) Beginning September 1, 2012, an evaluator shall not conduct a performance evaluation of a teacher, principal, or assistant principal unless he or she has successfully completed the prequalification process and passed the State-developed assessment specific to rating professional practice.
  - 2) Beginning on a school district's applicable implementation date, as set forth in Section 50.20 of this Part, or by an earlier implementation date as determined by the school district and its teachers, or exclusive bargaining representative, as applicable (see Section 50.20(g) of this Part), an evaluator shall not conduct a performance evaluation of a teacher, principal, or assistant principal that addresses student growth unless he or she has successfully completed the prequalification process for student growth and passed the State-developed assessment specific to the consideration of data and indicators of student growth.
- b) A school district offering its own retraining program shall ensure that each qualified evaluator completes the program at least once during each five-year certificate or licensure renewal cycle. (Section 24A-3 of the School Code)
  - 1) An individual who has not completed the retraining program, as required, during any applicable five-year cycle shall be ineligible to conduct evaluations until the retraining program is completed.
  - 2) An individual who will be evaluating teachers in a school district that implements a performance evaluation system beginning September 1, 2015 or later shall be required to successfully complete a retraining program specific to professional practice of teachers before conducting any performance evaluations of teachers.
- c) A school district developing its own prequalification process or retraining

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program shall 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 to present the training, and 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.

### **Section 50.410 Minimum Requirements for Prequalification Process and Retraining Program**

A school district-developed prequalification process or retaining program shall contain each of the following elements. A school district is not required to develop both a prequalification process and retraining program nor is it required to address both teachers and principals. Similarly, a locally developed prequalification process or retaining program may address professional practice only, student growth only, or both. Any school district not offering a unified course of study (i.e., professional practice and student growth) either for teachers or principals shall ensure that those individuals successfully complete the State-developed prequalification process or retraining program in those areas not being covered by the locally developed process or program.

- a) Each individual who will present a prequalification process or retraining program shall complete the “train the trainer” program offered by, or on behalf of, the State Board of Education.
- b) Individual course modules shall address each of the following areas:
  - 1) Use of student growth data and indicators to evaluate teachers;
  - 2) Use of student growth data and indicators to evaluate principals.
  - 3) Methods and strategies for evaluating the professional practice of teachers;  
and/or
  - 4) Methods and strategies for evaluating the professional practice of principals.
- c) Each course module shall outline course goals, objectives, and participant outcomes and include training materials that align to the school district’s evaluation plan.
- d) Each course module shall include “field practice” in a variety of virtual, simulated, or live contexts in order to allow evaluators to apply their understanding to actual situations.
- e) Standards

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- 1) Course modules for teachers shall be aligned to the Illinois Professional Teaching Standards referenced in Section 50.120 of this Part; and
  - 2) Course modules for principals shall be aligned to the Illinois Standards for Principal Evaluation contained in Section 50.Appendix A of this Part.
- f) Course Content

Course modules shall address the following content.

- 1) State statutory and regulatory requirements for evaluating certified staff, including the use of the required performance evaluation ratings of “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”;
  - 2) Protocols and best practices for conducting classroom observations for teachers or observations of school practices for principals;
  - 3) Case studies that exemplify collaborative learning environments;
  - 4) Skills for engaging teachers or principals in high-quality opening conferences, feedback sessions, and end-of-year evaluation discussions;
  - 5) Methods for developing and supporting individualized professional development plans for tenured teachers rated as “needs improvement”;
  - 6) Methods for developing and supporting individualized remediation plans for tenured teachers rated as “unsatisfactory”;
  - 7) Methods for developing and supporting individual and school-level growth and development goals and plans for principals;
  - 8) Methods for analyzing multiple measures of student growth;
  - 9) Methods for constructing performance evaluation ratings from disparate, variously subjective indicators; and
  - 10) Strategies for evaluating certified staff in specialized disciplines (e.g., special education; bilingual education; career and technical education; skill-based subject areas, such as art and music).
- g) Any individual who completes the school district-developed prequalification process but who fails the State-developed assessment shall be required to participate in the State-developed prequalification program before retaking the assessment.

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- h) A school district shall include remediation for individuals who did not successfully complete one or more courses of the retraining program. The remediation shall include content or approaches that are different than what was provided in the initial course module to assist the individual in mastering the material.
  
- i) Course modules may be presented in-person or through distance-learning or video-conferencing technology or through a configuration that best accommodates the content.

### **Section 50.420 Competencies of Qualified Evaluators**

Any prequalification process or retraining program shall ensure that a qualified evaluator demonstrates the competencies set forth in this Section.

#### a) Evaluating Student Growth for Teachers

Each qualified evaluator:

- 1) Uses assessments and metrics 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.

#### b) Evaluating Professional Practice of Teachers

Each qualified evaluator:

- 1) Demonstrates a high rate of inter-rater reliability using the required performance evaluation ratings (i.e., “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”);

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- 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.
- c) Evaluating Principals and Assistant Principals
- Each qualified evaluator:
- 1) Demonstrates a high rate of inter-rater reliability using the required performance evaluation ratings (i.e., “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”);
  - 2) Uses student growth measures effectively in evaluating both principals and assistant principals, including the use of multiple measures of student growth (e.g., assessments, attendance, graduation rates) and understands how different types of assessments are used for measuring growth;
  - 3) Understands the Illinois Standards for Principal Evaluation (see Section 50.Appendix A of this Part), including the review of evidence and its use to determine professional competence relative to each of the standards’ indicators;
  - 4) Uses data from the evaluation rubric, other information collected, and best practices for evaluating principals or assistant principals effectively to link administrative and school-level professional development plans

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to evaluation results;

- 5) Creates, in collaboration with principals or assistant principals, supportive, targeted professional development plans that consider past results, contribute to professional and personal growth, and assist principals or assistant principals in aligning professional development and goal-setting to school improvement goals;
- 6) Reviews, analyzes, and incorporates into the evaluation process indicators about the instructional environment within a school;
- 7) Communicates evaluation outcomes and findings in constructive and supportive ways that enable principals and assistant principals to set goals and improve practice; and
- 8) Understands sources of personal bias and is able to recognize and control for bias when conducting an evaluation and determining results.