

**The Illinois Alliance of Administrators of Special Education
and
The Illinois Special Education Leadership Academy
in cooperation with the
Illinois Association of School Administrators
invite special education and regular education administrators
to attend a pre-conference workshop...**

“Teacher/Administrator Evaluator Retraining: Student Growth”

Administrator Academy #3000/3001/3002

Presented by Dr. Jody Ware

WEDNESDAY, OCTOBER 16, 2019

**Registration: 9:30 a.m. to 10:00 a.m. ♦ Workshop: 10:00 a.m. to 3:30 p.m.
Holiday Inn Conference Center, 18501 South Harlem Avenue, Tinley Park, IL**

**\$125 per Person – Includes Administrators’ Academy Credit Fee,
Continental Breakfast, Working Lunch, and Materials**

(The pre-conference workshop fee is NOT included in the IAASE Fall Conference registration fee.)

**Administrators’ Academy Credit and PD Credit
are available for this workshop.**

WORKSHOP DESCRIPTION: The academy is one session. During that single session, people who evaluate teachers only complete one Application/Dissemination and earn AA 3000 credit; people who evaluate administrators only complete a different Application/Dissemination and earn AA 3001 credit; and people who evaluate both teachers and administrators complete both Application/Disseminations and earn AA 3002 credit. **Since the Pre-Session assignment (watch a couple videos online and fill in a Google form with short answers) is estimated to take as much as 1.5 hours (15-30 minutes max for experienced evaluators), the in-class portion of the course consumes at most 5.5 hours.** Basically, the in-class portion consists of 4 hours of instruction/discussion, 30 minutes of lunch, then 30-60 minutes to complete the Application/Dissemination(s). AA credit is entered based on the Application/Dissemination(s) submitted; presenters tell participants how to choose, based on current and upcoming roles, which one or two to complete.

Participants will learn how to:

- 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;
- 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;
- 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
- Communicate evaluation outcomes and findings in constructive and supportive ways that enable teachers/principals to set goals and improve practice.

Register early as this workshop is limited to 50 participants.