

Illinois New Principal Mentor Update Training 2011

Handout

www.ilprincipalmentoring.org

Program Updates

July 1, 2011

ELIGIBILITY GUIDELINES

All persons reported on the Teacher Service Record as 'Principal' and meet the eligibility requirements as stated below are entitled to service and required to participate.

Eligible for Mentoring Services – Required to Participate

Anyone who is employed in the first year as a principal in an Illinois public school is eligible for and required to participate in mentoring. Anyone who has served as an assistant principal in an Illinois school district for a total of five years and is hired to be the principal by the school district in which the individual last served as an assistant principal “may choose to participate in the program or shall be required to participate by the school district.” Note: out-of-state experience as an assistant principal does not count as part of the five year requirement.

Not Eligible for Mentoring Services

- An individual who has previously served as a public school principal in another state and takes a position as principal in an Illinois public school for the first time
- An individual who worked as a principal in a nonpublic school and takes a position as principal in a public school for the first time

Other Situations

- Charter school principals are not eligible for INPM services.
- Private school principals are not eligible for INPM services.
- Individuals who are employed as Administrative Assistants, Directors, Assistant Principals, or any other position than Principal do not qualify for INPM services.

Educator Certification System

isbe.net

ECS

Educator Access

Create New Acct

Hot Topics

Common Core Standards

New Illinois Learning Standards Based on the Common Core



ISBE ---June 24, 2010

Adopted for Math and English Language Arts aligned to college and career readiness.

ISBE Goal

Every student will demonstrate academic achievement and be prepared for success after high school.

ISBE- <http://isbe.net/ils/Default.htm>

Preparation: Designed for students to be college and career ready upon completing secondary education.

Quality: Flexibility to teach standards in depth and across disciplines that can be tailored to fit the student's needs.

Skilled Workforce: Emphasize skills and application, in addition to content, to prepare students for the workforce.

Clarity: Designed to help teachers, students, and parents understand what is expected of them to be ready to enter the workforce or college

Consistency: Levels the playing field so all students will be held to the same rigorous expectations

Global Society: Internationally benchmarked to high performing countries

College and Career Readiness Standards

ISBE- <http://isbe.net/ils/Default.htm>

- They demonstrate independence.
- They build strong content knowledge.
- They respond to varying demands of audience, task, purpose and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.
- They build strong content knowledge.
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- They comprehend as well as critique.
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Overview of K-12 ELA Standards

ISBE- <http://isbe.net/ils/Default.htm>

- Benchmarked to College and Career Readiness Anchor Standards.
- K-8 standards are listed by grade level.
- 9-12 standards are listed in two year bands to allow flexibility in course design.
- Separated into four strands: *Reading, Writing, Speaking and Listening, Language.*

ELA Standards - Key Points

ISBE- <http://isbe.net/ils/Default.htm>

- Emphasis on writing, writing applications, and presentation
- Balance of literature and informational texts
- Literacy Standards in History, Social Studies Science and Technical Subjects
- Anchor standards established for college and career readiness in the four strands: reading, writing, speaking and listening, language

Overview of Math Standards

ISBE- <http://isbe.net/ils/Default.htm>

K-8 Math Standards are organized by:

- **Domain**
- **Clusters**
- **Standards**

Math Standards – Key Points

- Focus on numeracy in the early grades
- Basic algebraic readiness by eighth grade
- Geometric concepts in the middle grades
- Emphasis on solving real world problems
- No specific high school course sequence or structure recommended

What Should New Principals Be Doing Now?

- Be up-to-date on New IL Learning Standards Incorporating the Common Core (see resources)
- Making sure staff is up-to-date
- Training for staff
 - Resources available on ISBE website (see resources)
 - Training available Summer 2011
 - Gap analysis
 - http://www.isbe.net/common_core/htmls/gap_analysis.htm
 - Gap analysis activities for school
 - http://www.isbe.net/common_core/htmls/gap_analysis_resource.htm
- Revising curriculum
 - New IL Learning Standards Incorporating the Common Core
 - Revised assessments

More Information

Illinois State Board of Education

Illinois Learning Standards

<http://isbe.net/ils/Default.htm>

- *Webinar: New Illinois Learning Standards Based on the Common Core –*
 - October 21, 2010
- The New Illinois Learning Standards Incorporating the Common Core
 - http://isbe.net/common_core/default.htm
 - Standards, Facts, Common Core Resources
 - [What Illinois Teachers Should Know about Common Core Standards Video](#)
- Common Core State Standards Initiative

Partnership for the Assessment of Readiness for College & Careers (PARCC)

Consortium

26 states including Illinois

PARCC Goals

ISBE- <http://isbe.net/ils/Default.htm>:

- **More Meaningful Standards:** consistent across states, clear to the public and on track for college.
- **Higher Quality Tests:** assessments will include performance tasks to measure critical thinking, strategic problem solving, research and writing.
- **Through-Course Testing:** Students will take parts of the assessment at key times during the school year, closer to when they learn the material.
- **Maximize Technology:** PARCC assessments will be computer based.
- **Cross-State Comparability:** States in PARCC will adopt common assessments and common performance standards.

Assessment Based on Growth Model

4 tests per year would be given at the following points:

20-25% of instruction
50% of instruction
70% of instruction
90% of instruction

PARCC Timeline

ISBE- <http://isbe.net/ils/Default.htm>

Oct. 2010 - Launch and design phase
Sept. 2011 - Development phase
Sept. 2012 - 1st yr. field testing, related research, collect data
Sept. 2013 - 2nd yr. field testing, related research, collect data
Sept. 2014 - Full administration of PARCC assessments
Summer 2015 - Set achievement level

Learn more about PARCC...

http://www.isbe.net/common_core/htmls/parcc.htm

Performance Evaluation Reform Act of 2010 (PERA)

For Both Principals and Teachers

Assessment of professional skills and student growth

1. Student Growth = 50%
2. Four Rating Categories:
 - Excellent
 - Proficient
 - Needs Improvement
 - Unsatisfactory

Principal Evaluation...

March 1 - Summative
Professional Competencies
Aggregate Student Growth
School Climate

Teacher Evaluation...

Professional Practice – Danielson Framework
Class Student Growth

Performance Evaluation Advisory Council (PEAC)

- State default models
- Procedural guidelines
- Evaluation instruments

Key Points to Remember:

- State default model **NOT** required
- Principal performance evaluation to begin September 1, 2012
- Non CPS teacher performance evaluation phased in to begin 2015 and 2016
- Work in Progress - Stay Tuned...

What Should New Principals Be Doing Now?

- Do the job!
- Become familiar with PERA vocabulary
- Collaborate with superintendent on district performance evaluation
- Monitor PEAC at www.isbe.net/PEAC/default.htm

Danielson Framework

Professional Skills - Illinois Recommended Framework

Charlotte Danielson *Enhancing Professional Practice: Framework for Teaching (2007)*, ASCD

...describes those aspects of a teacher's practice that have been demonstrated, through both empirical and theoretical studies, to promote student learning

Four Domains

5-6 Components

Elements that describe the components

Levels of Performance

Unsatisfactory, basic, proficient, distinguished

Illinois

Unsatisfactory, Needs Improvement, Proficient, Excellent

Domain 1: Planning and Preparation

1a: Demonstrating knowledge of content and pedagogy

1b: Demonstrating knowledge of students

1c: Setting instructional outcomes

1d: Demonstrating knowledge of resources

1e: Designing coherent instruction

1f: Designing student assessments

Domain 2: Classroom Environment

2a: Creating an environment of respect and rapport

2b: Establishing a culture for learning

2c: Managing classroom procedures

2d: Managing student behavior

2e: Organizing physical space

Domain 3: Instruction

3a: Communicating with students

3b: Using questioning and discussion techniques

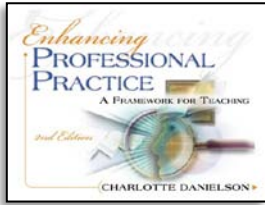
3c: Engaging students in learning

3d: Using assessment in instruction

3e: Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

- 4a: Reflecting on teaching
- 4b: Maintaining accurate records
- 4c: Communicating with families
- 4d: Participating in a professional community
- 4e: Growing and developing professionally
- 4f: Showing professionalism



Danielson Resources

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: ASCD

<http://charlottedanielson.com/index.htm>

Resources – Check out: www.ilprincipalmentoring.org

Webinars

Documentation:

- Surveys
- Mentoring Log
- Verification Form
- Final Evaluation