Designing an Iowa Evaluator Approval Training Course

Choosing to Create an Iowa Evaluator Approval Training Program

What you need to know

Iowa's student achievement and educator quality programs (Chapter 284, 284A) legislation identifies evaluation of educators against the Iowa Teaching Standards and/or the Iowa Standards for School Leaders as major elements in promoting high student achievement. To bolster Iowa's efforts, an evaluator training program (284.10) has been established to improve evaluator knowledge and skills in making human resource decisions, issuing licensure recommendations, and moving educators through a career path. Since the early 2000's, the Iowa Department of Education (DE) has extensively worked and collaborated with multiple stakeholders - Area Education Agencies (AEA), School Administrators of Iowa (SAI), Institutions of Higher Education (IHE), etc. - to design and provide an evaluator approval training program for all evaluators. As the evaluator training programs evolved, developers gathered feedback from participants and it was apparent that the needs of evaluator differ based on role (i.e., superintendent, principal, etc.), topics (evaluator skills and knowledge), location, etc. As the Iowa Evaluator Approval Training Program advances, the Leadership Training and Design Team (LTDT), a team representing multiple educational stakeholders, crafted guidance based on Iowa Administrative Code (IAC) 281.83(5) to assist educational agencies, educational organizations, or colleges/universities evaluator approval training to design evaluator approval training offerings.

According to IAC 281.83(5) subsection 1, the application requirements (guidance) for providers of evaluation approval training include the following components:

- A curriculum that enhances the knowledge and skills of an evaluator to identify quality instructional or leadership practices, to use multiple forms of data, to understand and develop conferencing and feedback skills, and to employ data-based decision making skills;

- A description of the delivery model used in the training - face-to-face, virtual, or a blended approach;

- A narrative detailing the procedures used to certify the skill attainment of the evaluator (a performance assessment);

- A budget that articulates the vitality and sustainability of the evaluator approval training program;

- A representation of the trainer's qualification and expertise in the design and training process; and

- A process that evaluates the effectiveness of evaluator approval training.

Who is the Intended Audience of the Evaluator Approval Training

The audience for an authorized Evaluator Approval Training course includes career Iowa administrators or teachers that have successfully completed an iEvaluate course or an Iowa approved administrator preparation program.

Who May Submit an Evaluator Approval Training Proposal

An Evaluator Approval Training Proposal may be developed and submitted by an Area Education Agency (AEA), a local school district, an Iowa accredited university/college, an educational organization, or a consortium of these educational agencies or organizations.

What to Do to Start the Evaluator Approval Training Proposal Process

An Evaluator Approval Training course is intended to enhance the knowledge and skills of an evaluator to:

- Identify quality instructional or leadership practices,
- Use multiple forms of data,
- Understand and develop conferencing and feedback skills, and
- Employ data-based decision-making skills.

The designer/provider of the Evaluator Approval Training course should provide a written proposal addressing the guidelines outlined in the AEA Professional Learning System and included in this document. A course may be used for licensure renewal credit and/or graduate credit for either one or two credits from an approved professional development provider or an accredited college/university.

If an AEA and/or district choose to engage in design and provide an evaluator approval training program, they are responsible for ensuring that a course proposal has been appropriately vetted and approved by their respective AEA professional development officials (i.e., AEA Professional Development Coordinator). It is highly recommended that the course designer/provider work with AEA Professional Development personnel in the development of the course proposal. Once the proposal is approved by an AEA professional development official, the proposal will continue on to the Evaluator Approval Training Proposal Submission process outlined by the DE on page 3. Proposals generated from higher education institutions or other crediting granting organizations must proceed through the Evaluator Approval Training Proposal Submission process outlined as found on page 3.

The LTDT committee, led and supported by the DE, will inform the course designer/provider on the status of the proposal. The DE will list all approved courses on the DE's website and contact the Board of Educational Examiners (BoEE).

What is the Evaluator Approval Training Proposal Time Frame

The LTDT will review and make the necessary determinations on all evaluator approval training proposals according to the following schedule:

Courses intending to begin in the fall (On or after September 1 but on or before December 31) must submit proposals to the DE on or before March 1. The LTDT will make a determination between April 1 and April 15.

Courses intending to begin in the Winter/Spring (on or after January 2 but on or before May 31) must submit proposals to the DE on or before September 15. The LTDT will make a determination between October 1 and October 15.

Courses intending to begin in the summer (on or after June 1 but on or before August 30) must submit proposals to the DE on or before January 15. The LTDT will make a determination between February 1 and February 15.

The LTDT reserves the right to refuse any proposals that do not meet the criteria outlined in the guidance. The team may also expedite or slow down the approval time frame at any time.

Proposal Submission Process - A Visual Guide

The following steps (See Diagram 1) illustrates the process for submitting an Evaluator Approval Training proposal to the LTDT as a course to be offered for evaluator approval credit (1 or 2 Licensure Renewal Credits). To begin, the designer/provider should read and review - Designing an Iowa Evaluator Approval Training Course: Guidance from the Iowa Department of Education - as it includes an outline for the designer/provider to craft a written proposal to the LTDT. It is at this point the designer/provider should determine whether or not the training fits the scope of evaluator approval training. In preparing the proposal, the designer/provider writes a narrative that aligns to the Guidance for Designing Evaluator Approval Training (See pages 5-10) that is submitted to the DE for review by the LTDT. Once the written proposal is reviewed by the LTDT, the designer/provider will be provided feedback and a determination – Approve, Approve with Revisions, or Does Not Approve. As a continuous improvement effort, all approved Evaluator Approval Training Programs will be asked to share program and participant data and information in a timely manner with the LTDT.

Step 1	**Review Iowa Evaluator Approval Training Program Guidance document.**
Step 2	**Read through the Guidance for Designing Evaluator Approval Training Rubrics. (Does the course content align with the evaluator approval training requirements?)**
Step 3	**Prepare a written proposal aligned to the Guidance for Designing Evaluator Approval Training rubric and the AEA Learning System course proposal outline.**
Step 4	**(AEA and/or School District) Submit written Evaluator Approval Training proposal with support from the AEA professional development official. Once approved at the AEA level, the proposal is submitted to the DE submission link and according to the proposal time frame.** **Or** **(Institutions of higher education or other credit granting organizations) Submit written Evaluator Approval Training proposal to the DE submission link and according to the proposal time frame.**
Step 5	**LTDT review the proposal based on the Designing Evaluator Approval Training rubric and communicates determination. A proposal may be approved, approved with revisions or not approved.**

Guidance for Designing Evaluator Approval Training

> **Read through the Guidance for Designing Evaluator Approval Training Rubric. Does the course content align to the evaluator approval training requirements?**

The following guidance and criteria should be used in preparing a written proposal to the LTDT/DE based on the chosen time frame [281–83.5(1) *Application requirements for providers of evaluator approval training.*]. The developer(s) need ensure that the course aligns to the outlined components using the following table. It illustrates each component, requirement, criteria, and alignment to the AEA course proposal.

Components	Requirement	Criteria	Alignment to AEA Course Proposal
A curriculum that addresses participant skill development in the areas of: (1) The identification of quality instruction and practices based on the Iowa teaching standards and criteria; (2) The use of multiple forms of data collection for identifying and supporting performance and development; (3) The understanding and development of conferencing and feedback skills; and (4) The development of skills in data-based decision making	(1a) The identification of quality instructional practices based on the Iowa teaching standards and criteria, the characteristics of instruction and draft guidance from the DE regarding effective instruction – *Teaching/Facilitating Learning, Student-Centered Classroom, Content Knowledge, Managing the Learning Environment, the Teacher as Learner, and Data-based Decision Making*; (1b) The identification of quality leadership practices based on the Iowa Standards for School Leadership (ISSL) and the Professional Standards for Educational Leadership (PSEL) (2) The use of multiple forms of data collection for identifying and supporting performance and development; (3) The understanding and development of conferencing and feedback skills; and (4) The development of skills in data-based decision making.	**Exceeds** – The proposed plan is clearly focused on developing knowledge and skills related to the four skills outlined in *281.83(5)a* plus additional evaluator skills that are supported by research and/or best practices. **Meets** – The proposed plan incorporates the four skills outlined in *281.83(5)a*. **Does not Meet** – The proposed plan incorporates three or less of the skills outlined in *281.83(5)a*.	Published Description of Activity; Credit Activity; Outcomes/Objectives; Teacher Quality Standards; **And/Or** Iowa Standards for School Leaders

Components	Requirement	Criteria	Alignment to AEA Course Proposal
Demonstration that the evaluator approval training process design provides training as specified in this rule.	(1) Detailed planner and course syllabus are aligned with the training requirements for evaluator approval specified in this rule. (2) For the purpose of licensure renewal credit, one-renewal credit must equal 15 contact hours. (Two-renewal credits must equal 30 contact hours.)	**Meets** – The syllabus includes the following details: targeted audience, prerequisites for taking the training, number renewal credits & licensure information, course goals, course expectations/requirements, course description that includes a detailed course outline, course reading, and participant accommodations. **Does not Meet** – The syllabus includes only a course outline.	Credit Types; **And/Or** Credit Activity
A description of the process used to deliver the training to participants.	Incorporation of the Iowa Professional Development Model (IPDM).	**Meets** – Clear evidence the IPDM is integrated as both content and process for delivering the content. **Does not Meet** – The syllabus includes only a course outline.	Published Description of Activity; Credit Activity; **And/Or** Materials
A description of the procedures developed to certify the skill attainment of the evaluator being trained.	Assessment of participants	**Exceeds** – The assessment is comprehensive (formative and summative/pre- and post-) and includes performance measures that are valid, reliable and linked to the skills articulated in *281.83(5)a* and used to make improvements in training. **Meets** – The assessment includes formative and summative measures articulated in *281.83(5)a* and provides evidence of competency in relation to skills. **Does not Meet** – There is no assessment of the skills articulated in *281.83(5)a* or assessment does not provide evidence of proficiency.	Published Description of Activity; Course Requirements / Assignments; **And/Or** Grading Criteria
A budget	Budget plan	**Exceeds** – The budget and the supporting budget narrative include support for the development, implementation and evaluation of the proposed evaluator training program **Meets** – The budget provides evidence of the district's commitment to adequately resource the training. **Does not Meet** – There is no budget to support the development, implementation and	If approved through the state-wide AEA Course Proposal System, all costs covered by the sponsoring AEA or AEA PD Online.

Components	Requirement	Criteria	Alignment to AEA Course Proposal
		evaluation of the proposed evaluator training program.	
Staff qualifications.	Vitas for trainers/facilitators should have expertise and experience in conducting educator evaluations.	**Exceeds** – Vitas are provided and includes information pertaining to expertise in developing, training, supporting and participating in evaluator approval and maintaining an evaluator license. **Meets** – Vitas are provided and includes information pertaining to completion of evaluator approval training and maintaining an evaluator approval license. **Does not Meet** – Vitas are not provided.	Vitas approved in advance through the AEA Course Proposal System but should be attached to the proposal.
Evidence of the provider's expertise in evaluation design and training processes.	Attach vitas: If the trainer is an external vendor, he/she must have and provide evidence of experiences in evaluating teachers and/or administrators.	**Exceeds** – The provider has experience in evaluating educators, participated in the development of Evaluator Level I, II, and/or Assessing Academic Rigor, and completed Evaluator Level I, II, or Assessing Academic Rigor (Level I & II are now combined to be iEvaluate.). **Meets** – The provider has experience in evaluating educators and has completed either Evaluator Level I and/or II, or iEvaluate. **Does not Meet** – The provider has no experience in evaluating educators and has never completed Evaluator Level I, II, or III.	Vitas approved in advance through the AEA Course Proposal System but should be attached to the proposal.
Provisions for leadership to support and implement ongoing professional development focused on student learning.	The superintendent's, central office administrators', and principals' (i.e., evaluators) roles beyond the training as instructional leaders to support continuous improvement of teaching and learning are articulated.	**Exceeds** – Bi-weekly or monthly, additional support is provided by all educational leaders to support the evaluators' implementation of the knowledge and skills obtained in the evaluator approval course. **Meets** – Quarterly, additional support is provided by central office leaders to support the evaluators' implementation of the knowledge and skills obtained in the evaluator approval course. **Does not Meet** – No additional support beyond the training is provided.	Published Description of Activity; Course Requirements / Assignments; **And/Or** Grading Criteria

Components	Requirement	Criteria	Alignment to AEA Course Proposal
A process that evaluates the effectiveness of the implementation of the training process and demonstrates that the trainees have attained the knowledge and skills as described in paragraph *"a."*	Evaluation of the evaluator approval training program – implementation of the training process, the attainment of the knowledge, skills of the trainees, and the impact on teaching and learning.	**Exceeds** – A program evaluation of both implementation and impact is developed, implemented, and monitored for program improvements. The plan and results are shared with the DE contact person **Meets** – A program evaluation of implementation and impact on participants only is developed and implemented. The plan is shared with the DE contact person **Does not Meet** – No program evaluation exist.	Course Requirements / Assignments; **And/Or** Grading Criteria

**In the Pre-requisites section of the proposal, the following statement needs to be included - *This is an evaluator approval licensure renewal option for administrators. Beginning administrators prepared at institutions outside of Iowa or career administrators from outside of Iowa seeking Iowa administrator licensure must complete the iEvaluate 1.2 before completing other evaluator approval course options.*

> **Prepare a written aligned to the Guidance for Designing Evaluator Approval Training rubric and the AEA Learning System course proposal outline.**

Writing the Narrative

Create a course description that outlines the course outcomes/goals and curriculum plan that outlines course content, materials, instructional delivery, formative and summative assessments, etc.

Filling in the Course Specifics

If the designer/provider is submitting first to the AEA Professional Learning system, the following must be completed online https://aealearning.truenorthlogic.com

If the designer/provider is submitting directly to the DE, the following course proposal template must be completed as part of the proposed course submission

Course Proposal Template

Template to be completed by institutions of higher education and/or other credit granting organizations.

Type	Description
Provider/Issuer of Credit (e.g., AEA, district, educational organization, Institution of Higher Education, etc.)	

Type	Description
Title of Course	
Dates of Course	
Location	
Instructor(s) Information (See *281—83.5(1)f*) Include name(s), address(es), phone(s), email(s)	
Vita(s) (All vitas should be submitted with the proposal.)	
Published Description of Course/Activity (Describe the leadership practices and strategies that participants will learn? What are the potential results for student learning?)	
Pre-requisites	This is an evaluator approval licensure renewal option for administrators. Beginning administrators prepared at institutions outside of Iowa or career administrators from outside of Iowa seeking Iowa administrator licensure must complete the iEvaluate 1.2 before completing other evaluator approval course options.
Credit Types (Evaluator approval training courses can be either a 1 or 2 licensure renewal/graduate credits. Licensure Renewal: 15 hours per credit; Graduate Credit: 15 hours in class and 30 hours outside of class per credit)	
Credit Activity	

Type	Description
(The proposal should outline in and out of class activities.)	
Attendance Policy	Participants must attend all class sessions and activities to receive credit for the class.
Delivery Format (On-line, face-to-face, hybrid, other)	
Requires Secondary Audience	
Subject Category	Leadership (required) Evaluator Approval (required) and others
Iowa Teacher Quality Standards (Which Iowa Teaching Standard does this course most apply?)	Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals. Demonstrates competence in content knowledge appropriate to the teaching position. Demonstrates competence in planning and preparing instruction. Uses strategies to deliver instruction that meets the multiple learning needs of students. Uses a variety of methods to monitor student learning. Demonstrates competence in classroom management. Engages in professional growth. Fulfills professional responsibilities established by the school district.
Iowa Leadership Standards (Which Iowa Standards for School Leaders does this course most apply?)	Facilitating the development, articulation, implementation, and stewardship of a vision of learning. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student and staff learning. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Collaborating with families and community members, responding to community interests and needs, mobilizing community resources.

Iowa Department of Education guidance should be viewed as advisory unless it's specifically authorized by state statute, according to Iowa Code section 256.9A as enacted by Senate File 475. This does not apply to administrative rules, declaratory orders, or materials required by federal law or courts.

Page | 9

Type	Description
	Acting with integrity, fairness, and in an ethical manner. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
How does this course support the Iowa Core?	
Learning Outcomes (What are your learning outcomes for the course?)	
Course Requirements/Assignments (See *281—83.5(1)d*)	
Grading Criteria	
Materials	
Research Base (Provide a bibliography and other relevant data/information that supports the course proposal.)	
Target Audience (Open or closed; Who is the target audience?)	
Discipline	Administrator
Equity Standards	Multi-cultural Issues Gender Fair Issues Socio-economic Issues English Language Learners Other Diverse Learners (e.g. TAG, special needs)

Type	Description
Course Survey	

AEA and/or School District - Submit written Evaluator Approval Training proposal with support from the AEA professional development official. Once approved at the AEA level, the proposal is submitted to the DE submission link and according to the proposal time frame.

OR

Institutions of higher education or other credit granting organizations - Submit written Evaluator Approval Training proposal to the DE submission link and according to the proposal time frame.

As the designer/provider prepares to submit a proposal, a link should be created to provide access to the Evaluator Approval Training proposal. The designer/provider needs to submit the link and some additional contact information using this form.

LTDT review the proposal based on the Designing Evaluator Approval Training rubric and communicates determination. A proposal may be approved, approved with revisions, or not approved.

Determination by the Leadership Training and Design Team

If the LTDT approves an Evaluator Approval Training, the designer/provider is contacted by the DE and makes arrangements to implement the training according to the time frame. The DE publishes the approved course on the DE website - Iowa Evaluator Approval Training list - and contact the BoEE. The designer/provider deliver timely training and participant data and information to the LTDT. The data and information is used to make decisions about ongoing trainings and/or scaling up the training at other regions of the state.

If the LTDT approves with revisions, the designer/provider is contacted by the DE, makes the necessary revisions and resubmits proposal. The LTDT will review and approve proposals when all necessary revisions are made. Upon final approval, the designer/provider makes arrangements to implement the training according to the time frame. The DE publishes the approved course on the DE website - Iowa Evaluator Approval Training list - and contact the BoEE. The designer/provider provides timely training and participant data and information to the LTDT. The data and information should be used to make decisions about ongoing trainings and/or scaling up the training at other regions of the state.

If the LTDT does not approve the proposal, the designer/provider is contacted by the DE, and the training is not added to the evaluator approval training list.