**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 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.

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");

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 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 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.