

**A Guide to Implementing
Principal Performance Evaluation in Illinois**

**Prepared by the
Illinois Principals Association
&
Illinois Association of School Administrators**

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Why This Guide?

Implementing a new principal evaluation plan that complies with the requirements of the Performance Evaluation Reform Act (P.A. 96-861) could be viewed as a daunting task, another burdensome requirement laid upon school districts. This should not be the case. If implemented effectively, the new principal evaluation plan could be used as leverage to obtain the resources necessary to better support the professional development of principals and their school improvement initiatives. The purpose of this Guide is to

- a) share how school districts can set a positive context for implementing their new principal evaluation plans,
- b) identify what options are available to school districts as they develop their plans, and
- c) introduce school districts to one of these options, the Illinois Principal Evaluation Plan.

Setting a Positive Context for Implementing a New Principal Evaluation Plan

The first step in setting a positive context for implementing a new principal evaluation plan would be to form a small district level Steering Committee that would be empowered with the responsibility of developing and implementing that plan. This Committee could include a cross section of building principals as well as some central office and teacher representatives.

Before this Committee delves into the specifics of the new principal evaluation plan, it should be provided some background on what is required by the Performance Evaluation Act (PERA) in developing such a plan. This information is provided in the PERA Compliance Checklist included in Appendix A. Given this background, it would now be important to orient the Steering Committee to some of the current thinking regarding the role of the principal and the purposes of the principal evaluation process.

The Role of the Principal

Current approaches to principal evaluation are grounded in the belief that the principal is *a capacity builder who facilitates meaningful and productive systems change*. Such change is meaningful if it is research-based and reflects the best thinking of members of the school community. It is productive if it results in improved instruction and student growth. Therefore, a principal needs to be a learning-focused leader who is able to work with and through members of the school community to

- Articulate a vision for the school's educational program that includes clear goals,
- Develop a meaningful strategic plan or pathway to achieve those goals, and
- Continuously monitor progress toward achieving those goals using multiple measures of student performance.

To be successful in this regard, the principal needs to be able to

- Maintain a positive and productive school culture,
- Focus the work of school staff on teaching and student learning,
- Develop and implement programs that meet high standards, and
- Provide opportunities for parent and community involvement.

In summary, successful school principals are orchestrators of excellence in teaching and student learning. Just as an orchestra leader assembles a group of talented musicians and melds their abilities into a virtuoso performance, a successful school leader assembles a quality teaching staff that is transformed into a learning community where adults and students learn and achieve at high levels.

A common reaction to this description of the role of the principal is – *Yes, this is important, but what about all the other things I do that are critical to the management and operation of the school?* While it is recognized that these other responsibilities are important, they are necessary but not sufficient responsibilities of a successful, learning-focused school leader.

At this point, it is important for the Steering Committee to reflect on this role of the principal in light of their school district's job description for principals. PERA requires that principals be evaluated on the basis of their performance as it relates to their job description. Therefore, the Steering Committee needs to make sure its district's job description for principals is consistent with what is expected of learning-focused school leaders. Exhibit 1 contains a sample principal job description that is consistent with what would be expected of a learning-focused school leader.

Exhibit 1

Sample Principal Job Description

Note: The purpose of this document is to offer a general guide for the development of a principal job description with the understanding that every school leadership position possesses its own unique needs and attributes.

Contract Length : 12 Month

Reports To: Superintendent

Learning-Focused Leadership

- Assumes responsibility and instructional leadership for the planning, operation, supervision, and evaluation of the educational program
- Coordinates and promotes professional growth plans and opportunities for faculty and staff
- Coordinates New Teacher Induction and ongoing staff development program
- Provides leadership and oversight for the instructional, co-curricular and extra-curricular programs
- Responsible for horizontal and vertical articulation and curricular alignment
- Establishes direction and leadership for SIP efforts prioritizing assigned SIP and PDW work
- Establishes, monitors, and evaluates school improvement goals as documented in the annual School Improvement Plan
- Uses data to make decisions about curriculum, assessment, instruction and all school improvement efforts
- Establishes a professional development plan for all building level administrators with on-going dialogue, reflection, and evaluation
- Establishes a culture of mutual respect and excellence through dialogue and relationships with staff, students, central office administrators, and community members
- Develops, monitors, and evaluates programs to enhance positive school culture and climate
- Responsible for staffing, enrollment, and budget decisions involving master schedule development
- Reviews curriculum development proposals
- Oversees assessment program (i.e. ISAT, PSAE, AP, etc.)
- Coordinates selection of all certified and classified staff

Management

- Develops Building Master Schedule and Staff Supervision Schedule
- Develops and monitors overall school and departmental budgets
- Ultimately responsible for building operations and maintenance
- Interprets Board of Education and central office policies and procedures
- Maintains student handbook and building procedures
- Responsible for student management, attendance and discipline
- Oversees the inventory, purchase, and organization of textbooks and supplies
- Oversees vendor and service contracts
- Coordinates building level crisis plan
- Supervises school activities and events

The Purposes of Principal Evaluation: Why Do We Evaluate Principals?

Effective principal evaluation plans are grounded in the following purposes: 1.) *Accountability*, 2.) *Improving System Performance*, and 3.) *Professional Learning*

Accountability – Are effective principals leading our schools? -- is a critical purpose since current research has shown that principals do make a difference in the quality of student learning.

Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. . . . The total (direct and indirect) effects of leadership on student learning account for about a quarter of total school effects.¹

Therefore, the public wants to be assured that high quality principals are leading its schools.

From a school perspective, *Improving System Performance – Are principals as capacity builders working collaboratively with members of the school community to continuously improve the quality of teaching and student learning?*-- is the most important purpose of principal evaluation. Here we are looking at the principal's role in the school improvement process. More specifically, his or her ability to work with and through members of the school community to

- Articulate a vision for the school's educational program that includes clear goals,
- Develop a meaningful strategic plan or pathway to achieve those goals, and
- Continuously monitor progress toward achieving those goals using multiple measures of student performance.

If principal evaluation is to be meaningful and productive it must begin with and be grounded in the school improvement process. A principal is effective to the extent that he or she can work with and through members of the school community to continuously improve teaching and learning through the school improvement process. The vision, goals and strategic plan for pursuing that vision, and the results being achieved are the core data for evaluating a principal's performance.

It is important to emphasize that what we are talking about here is **not** the principal's school improvement plan, but rather a school improvement plan that was developed and is being implemented with and through members of the school community. Since this is the

school community's improvement plan, this plan should also serve as the foundation for the teacher evaluation process. The professional learning plans being developed by both the school's principal and teachers for evaluation purposes need to focus on achieving the goals of the school's improvement plan. These professional learning plans need to focus on what members of the school community are doing together to move their school closer to achieving its vision. When this is done members of the school community can work and celebrate their accomplishments together. When this is not done, the principal and teacher evaluation processes become fragmented and are too often reduced to a paper shuffle.

Professional Learning – Are principals continuously building their leadership capacity and competence? Building leadership capacity and competence is an important aspect of principal evaluation, particularly as it relates to the induction and continued professional learning of new school leaders. A human capital development approach needs to be taken to provide principals feedback on their leadership capacity and competence as well as the necessary professional learning support needed to strengthen their performance. Therefore, it is important for principals to conduct a self-evaluation using the Illinois Performance Standards for School Leaders Rubric in Appendix B. Such a self-evaluation combined with feedback from supervisors and peers would enable a principal to identify potential growth areas. High priority should be given to those growth areas that would strengthen the principal's ability to build system capacity through the school improvement process as well as to any aspects of school management that are particularly troublesome.

It is important to note that the Illinois Performance Standards for School Leaders in Appendix B are grounded in the current research on learning-focused school leadership^{1,2,3}. Also, they are consistent with the *Accomplished Principal Standards*⁴ developed by the National Board for Professional Teaching Standards as the foundation for its program leading to National Board Certification for Educational Leaders.

Annual Versus the Longer Term Evaluation of Principals

Principals should be evaluated annually, but in doing so, we need to recognize that bringing about meaningful and productive systems change takes about three years. That is why well developed principal evaluation plans include some goals that are achieved over a two to three year period. In implementing such plans, the progress the principal has made is evaluated carefully each year.

In summary, the process of developing and implementing a new principal evaluation plan has promising potential when it is based on the belief that principals are learning-focused school leaders who do make a difference in the quality of student learning. In applying such a plan, principals would be evaluated on the basis of their ability to work with and through members of their school community to continuously improve teaching and learning through the school improvement process. In addition, a human capital development approach would be taken to provide principals with the learning resources necessary to enable them to develop the leadership capacity and competence to be successful in their current roles. Given this background, it is now appropriate to discuss what options are available to school districts as they develop their new principal evaluation plans.

The Options Available to School Districts As They Develop Their New Principal Evaluation Plans

There are four options available to a school district as it develops a new principal evaluation plan in compliance with the Performance Evaluation Reform Act. The district can --

- Develop its own plan from scratch,
- Adopt or adapt the State Model for Principal Evaluation,
- Adopt or adapt a plan being implemented in another school district, or
- Adopt or adapt the Illinois Principal Evaluation Plan developed by the Illinois Principals Association & the Illinois Association of School Administrators

There are two differences between the Illinois Principal Evaluation Plan (IPEP) and the other options. First, when using IPEP a principal's evaluation is based on 25% - 30% student growth as compared to 50% student growth with the State Model. Secondly, IPEP is grounded in sound research on the principalship as well as in effective principal practice in Illinois. The Illinois Principal Evaluation Plan is described in the next section of this Guide.

The Illinois Principal Evaluation Plan

What is the timeline for the principal evaluation process?

When adopting the Illinois Principal Evaluation Plan (IPEP), a realistic timeline for conducting the principal evaluation process is provided below. Please note that the dates in *italics* are required by the Performance Evaluation Reform Act.

<i>By October 1st</i>	Principal and evaluator meet to set targets for how the principal's performance will be evaluated that school year with respect to <i>Principal Practice</i> and <i>Student Growth</i> . It is preferable that the principal and evaluator meet as soon as possible in a contract year.
<i>Between November 1st & February 1st</i>	Principal's evaluator conducts at minimum of two formal school site observations.
By February 15 th	Principal meets with the evaluator to review and discuss a draft of the principal's annual evaluation.
<i>By March 1st</i>	Principal's annual evaluation is submitted.
By July 1 st	Principal and evaluator meet to review what progress the principal has made with respect to the evaluation targets during the previous school year and begin to set evaluation targets for the next school year.

Who will evaluate the principal and assistant principal?

As indicated in Statute—105 ILCS 5/24A-15 . . .

The evaluation for a principal must be performed by the district superintendent, the superintendent's designee, or, in the absence of the superintendent or his designee, an individual appointed by the school board who holds a registered Type 75 State administrative certificate. The evaluation for an assistant principal must be performed by the principal, the district superintendent, the superintendent's designee, or, in the absence of the superintendent or his or her designee, an individual appointed by the school board who holds a registered Type 75 State administrative certificate.

The Steps for Implementing the Illinois Principal Evaluation Plan

Step 1: Developing Evaluation Targets for Principal Practice

Principal practice will be evaluated on the basis of the Illinois Performance Standards for School Leaders in Appendix B. The principal and evaluator will each complete an evaluation of the principal's performance in light of these Standards using the Rubric for the Illinois Performance Standards for School Leaders in Appendix B. Then they will meet to share and compare their evaluations as they complete the Principal Practice Worksheet, Part I: Review and Initial Rating of Principal Practice in Appendix C. In completing this worksheet, *Evidence and Comments* will be provided regarding the principal's performance with respect to each of the Illinois Standards for School Leaders. Also, the rubric for each Standard will be used to rate the principal's overall performance as *Distinguished*, *Proficient*, *Basic*, or *Needs Improvement*.

Once Part I of the Worksheet is completed, the results need to be reviewed to identify at least two aspects of the principal's performance that need to be strengthened through the principal evaluation process. High priority should be given to those growth areas that would strengthen the principal's ability to build system capacity through the school improvement process as well as to any aspects of school management that are particularly troublesome. These aspects will be referred to as evaluation targets for improving principal practice. For each of these targets the principal will complete a Principal Practice Professional Learning Plan using the form provided in Appendix C. Part I of the Principal Practice Worksheet and Professional Learning Plans for each target need to be completed and agreed upon by the principal and evaluator by October 1st of each school year. It is recommended that the principal and evaluator meet early in the contract year to provide adequate time for targets to be identified by October 1st.

Step 2: Developing Evaluation Targets for Student Growth

Evaluating principals based on student growth is grounded in the view that the principal is *a capacity builder who facilitates meaningful and productive systems change*. Such change is meaningful if it is research-based and reflects the best thinking of members of the school community. It is productive if it results in improved instruction and student growth. Therefore, a principal needs to be a learning-focused leader who is able to work with and through members of the school community to

- Articulate a vision for the school's educational program that includes clear goals,

- Develop a meaningful strategic plan or pathway to achieve those goals, and
- Continuously monitor progress toward achieving those goals using multiple measures of student performance.

Recent research has shown that the impact of principal leadership on student learning accounts for about a quarter of total school effects.¹

Given this background, the evaluation of principal performance based on student growth begins with the school's strategic plan for achieving critical educational program improvements. The principal and evaluator select two priority goals from the school's strategic plan that focus on improving student performance. If the principal has not yet developed a strategic plan, the principal and evaluator will select two priority goals for improving student performance through a review and analysis of the student performance data for the school. These goals will be referred to as the principal's evaluation targets for student growth.

Once the goals for student growth have been identified, a school improvement plan for addressing each of those goals is developed by the principal, including procedures for monitoring the impact of that plan on student growth. A Student Growth School Improvement Plan form is included in Appendix C for this purpose. The Student Growth School Improvement Plan for each target needs to be completed and agreed upon by the principal and evaluator by October 1st of each school year. It is recommended that the principal and evaluator meet early in the contract year to provide adequate time for targets to be identified by October 1st.

When developing the school improvement plan, the section that deals with Evaluation Criteria needs to be completed very carefully. Section 50.310 Student Growth Components of the compliance checklist in Appendix A needs to be reviewed carefully when selecting assessments. Multiple measures of student growth should be included so student growth can be monitored on both a shorter and longer term basis. This is necessary since the principal's evaluation based on student growth must be submitted by March 1st. Therefore, measures of shorter term student growth need to be included in the school improvement plan so such evidence is available in February to evaluate the principal on the basis of student growth.

Step 3: Monitoring Progress with Respect to the Principal's Professional Learning and School Improvement Plans

It is important to note that Part I of the Principal Practice Worksheet as well as the Professional Learning Plans and School Improvement Plans are working documents that

the principal and evaluator need to update continuously as they work together to strengthen principal practice. For this purpose, a minimum of two formal school site observations must be conducted for every principal. Formal school site observations are defined as:

- Time spent in the school site observing school practices, that may also include direct observation of principal action
- Scheduled in advance with at least one specific observation objective (reviewing classrooms, observing a leadership team meeting, etc)
- Followed within 10 principal work days by feedback on the observation shared from evaluator to the principal in writing

Information in Part I of the Principal Practice Worksheet as well as in the Professional Learning Plans and School Improvement Plans should be updated by the principal and the evaluator during these meetings as part of the continuous process of building the principal's capacity as an effective, learning-focused school leader. As noted above, the principal is provided written feedback as a result of each formal school site observation. A Formal School Site Observation Report form is included in Appendix C for this purpose.

Step 4: Determine the Principal's Annual Ratings Based on Principal Practice and Student Growth as well as the Principal's Annual Summative Rating

The principal's annual ratings in these areas must be submitted by March 1st. It is recommended that the evaluator share these ratings with the principal before the principal's annual evaluation is submitted, preferably by February 15th. To determine these ratings, the principal's evaluator needs to do the following:

- a) Use the Formal School Site Observation Report form to complete an assessment of the progress the principal has made toward meeting the objectives in the Professional Learning Plans and School Improvement Plans,
- b) Update Part I of the Principal Practice Worksheet,
- c) Complete the Part II of the Principal Practice Worksheet: Principal's Annual Rating Based on Principal Practice, and
- d) Complete the Principal's Annual Rating Based on Student Growth form in Appendix C.
- e) Complete the Principal's Annual Summative Rating form in Appendix C.

The three options for determining the overall summative rating of the principal's performance are described below. An option needs to be selected and then the overall

summative rating needs to be recorded on the Principal’s Annual Summative Rating form included in Appendix C.

Option 1: Principal Practice by Student Growth Matrix (Circle Rating)

	Distinguished	Proficient	Basic	Unsatisfactory
Much Above Target	Excellent	Excellent	Proficient	Proficient
Above Target	Excellent	Proficient	Proficient	Seek More Evidence
On Target	Proficient	Proficient	Proficient	Seek More Evidence
Less Than Target	Proficient	Seek More Evidence	Seek More Evidence	Unsatisfactory

Option 2: Formula Based on 75% Practice and 25% Student Growth

Practice	Growth	Calculation
4 – Distinguished	4 – Much Above Target	Step 1: Multiply practice by 3 _____
3 – Proficient	3 – Above Target	Step 2: Add growth _____
2 – Basic	2 – On Target	Step 3: Divide by 4 _____
0 – Unsatisfactory	0 – Less Than Target	

Summative Rating: (check one)
 3.25 – 4.00 Excellent
 2.25 – 3.24 Proficient
 1.25 – 2.24 Needs Improvement
 0 – 1.24 Unsatisfactory

Option 3: Local District Determination:

Step 5: Continue to Support and Monitor the Principal's Progress Toward Achieving the Goals of the Professional Learning and School Improvement Plans

After the principal's annual evaluation is completed, the principal and evaluator should work together in monitoring the continued progress being made by the principal toward achieving the goals of the Professional Learning and School Improvement Plans. By July 1st,

- The principal's accomplishments in this regard should be documented,
- Information in Part I of the Principal Practice Worksheet should be updated, and
- Planning for the principal's evaluation targets for the next school year should be initiated.

Reference Notes

¹Leithwood, K., Seashore Louis, K., Anderson, S. & Wahlstrom, K. (2004). *How leadership influences student learning*. Toronto, Canada: Ontario Institute for Studies in Education & Center for Applied Research and Educational Improvement, p. 5.

²Knapp, M.S., Copland, M.A. & Talbert, J. E. (2003) *Leading for learning: Reflective tools for school and district leaders*. Seattle, WA: Center for the Study of Teaching and Policy at the University of Washington.

³Seashore Louis, K., Leithwood, K., Wahlstrom, K.L. & Anderson, S.E. (2010). *Investigating the links to improved student learning*. Minneapolis, MN: Center for Applied Research and Educational Improvement & Ontario Institute for Studies in Education

⁴National Board for Professional Teaching Standards. (2010). *National board certification for educational leaders: Accomplished principal standards*, first edition. Arlington, VA: National Board for Professional Teaching Standards

Appendix A

Performance Evaluation Reform Act Compliance Checklist Plan Components Required for the Evaluation of Principals and Assistant Principals

PERA COMPLIANCE CHECKLIST

SUBPART D: PERFORMANCE EVALUATION PLANS: PRINCIPALS AND ASSISTANT PRINCIPALS

Section 50.300

Plan Components Required for the Evaluation of Principals and Assistant Principals

<input type="checkbox"/>	<p>Each school district shall implement a performance evaluation plan for its principals and assistant principals no later than September 1, 2012. (See Sections 24A-15 and 34-8 of the School Code.) Assistant principals employed by CPS shall not be subject to the performance evaluations system established under Article 24A of the School Code and this Part.</p>
<input type="checkbox"/>	<p>a) A school district may choose to develop its own performance evaluation plan or adopt or adapt the State model authorized under Section 24A-7 of the School Code.</p>
<input type="checkbox"/>	<p>1) The plan shall <i>consider the principal's or, as applicable, assistant principal's specific duties, responsibilities, management and competence as a principal or assistant principal.</i> (Sections 24A-15(c)(1), (c-5)(1), and 34-8 of the School Code)</p>
<input type="checkbox"/>	<p>2) The plan shall consider <i>the principal's or, as applicable, assistant principal's strengths and weaknesses, with supporting reasons.</i> (Sections 24A-15(c)(2), (c-5)(2), and 34-8 of the School Code)</p>
<input type="checkbox"/>	<p>3) The plan shall consider the performance goals developed pursuant to Sections 10-23.8a and 34-8.1 of the School Code [105 ILCS 5/10-23.8a and 34-8.1] for any principal or, as applicable, assistant principal who has a performance-based contract.</p>
<input type="checkbox"/>	<p>b) The plan shall identify the person who will evaluate the principal or assistant principal. For a principal who also serves as the district superintendent, the evaluator shall be appointed by the local board of education, and the board's appointment shall not be the person whose performance as principal is being evaluated. The evaluator so appointed shall hold a current and valid administrative certificate or professional educator license endorsed for superintendent issued under Article 21 or Article 21B of the School Code, respectively, and have completed the prequalification process and any retraining, as applicable, required under Section 24A-3 of the School Code or Subpart E of this Part.</p>

<input type="checkbox"/>	<p>c) The plan shall provide for the completion of the evaluation (i.e., collection of data and information on student growth and conducting observations) no later than March 1 annually for a principal or assistant principal (Section 24A-15 of the School Code) for school districts located outside of the City of Chicago, or by July 1 annually for a principal employed by CPS. (See Section 34-8 of the School Code.)</p>
<input type="checkbox"/> <input type="checkbox"/>	<p>d) At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a written notice (either electronic or paper) to each principal and, as applicable, assistant principal that a performance evaluation will be conducted, or if the principal or assistant principal is hired or assigned to the position after the start of the school term, then no later than 30 days after the contract is signed or the assignment is made. The written notice shall include:</p> <ol style="list-style-type: none"> 1) a copy of the rubric to be used to rate student growth and professional practice of the principal or assistant principal; and 2) a summary of the manner in which student growth and professional practice measures to be used in the evaluation relate to the performance evaluation ratings of “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”.
<input type="checkbox"/>	<p>e) On or before October 1 of each year, the qualified evaluator and principal or assistant principal shall meet to set student growth measurement models and targets to be used. If the qualified evaluator and principal or assistant principal fail to agree on the student growth measures and targets to be included, then the qualified evaluator shall determine the goals to be considered.</p>
<input type="checkbox"/>	<p>f) On or before October 1 of each year, the qualified evaluator and principal or assistant principal shall establish professional growth goals, which shall be based on the results of the performance evaluation conducted in the previous school year, if any. If the qualified evaluator and principal or assistant principal fail to agree on the professional growth goals to be included, then the qualified evaluator shall determine the goals to be considered.</p>
<input type="checkbox"/>	<p>g) When the performance evaluation is completed, the qualified evaluator shall meet with the principal or assistant principal to inform the principal or assistant principal of the rating given for the student growth and professional practice components of the evaluation and of the final performance evaluation rating received, and discuss the evidence used in making these determinations. The qualified evaluator shall discuss the strengths demonstrated by the principal or assistant principal and identify specific areas of growth.</p>

Section 50.310
Student Growth Components

<input data-bbox="198 336 279 373" type="checkbox"/> <input data-bbox="198 562 279 600" type="checkbox"/>	<p>Each school district shall provide for the use in the performance evaluation plan <i>of data and indicators on student growth as a significant factor in rating principal or, as applicable, assistant principal performance.</i> (Sections 24A-15 and 34-8 of the School Code) For the purpose of this Subpart D, “significant factor” shall represent at least 30 percent of the performance evaluation rating assigned, except as otherwise provided in subsection (a) of this Section.</p> <p>a) Student growth shall represent at least 25 percent of a principal’s or assistant principal’s performance evaluation rating in the first and second years of a school district’s implementation of a performance evaluation system under Section 50.20 of this Part (for example, 2012-13 and 2013-14 schools years for a school district with a 2012-13 implementation date). Thereafter, student growth shall represent at least 30 percent of the rating assigned.</p>
<input data-bbox="198 835 279 873" type="checkbox"/> <input data-bbox="198 1033 279 1071" type="checkbox"/>	<p>b) No later than October 1 of each school year, the qualified evaluator shall inform the principal or assistant principal of the assessments and, for the assessments identified, the measurement models and targets to be used. The qualified evaluator shall specify the weights of each assessment and target to be used.</p> <p>1) The school district shall identify at least two assessments, either from Type I or Type II, which are able to provide data that meet the definition of student growth as set forth in Section 50.30 of this Part.</p> <p>A) A State assessment administered under Section 2-3.64 of the School Code may be one of the assessments to be used for determining student growth and shall be considered to be a Type I assessment.</p> <p>B) Type III assessments may be used for schools serving a majority of students who are not administered a Type I or Type II assessment. In these situations, the qualified evaluator and principal may identify at least two Type III assessments to be used to determine student growth.</p> <p>C) CPS may adopt the State assessments administered pursuant to Section 2-3.64 of the School Code <i>as its sole measure of student growth for purposes of principal evaluations.</i> (Section 24A-7 of the School Code) In circumstances where the school district determines that the State assessment is not appropriate for measuring student growth, then it shall identify other assessments to be used in the manner prescribed in this Section.</p>

<input type="checkbox"/>	<p>2) Individual assessment results of any student shall be included in the student growth measurement model, provided that the student has been enrolled in the school for a period of time sufficient for him or her to have results from at least two points in time on a comparable assessment. For instance, a student would be included if he or she had results from the two most recently administered State assessments or results from an assessment administered at the beginning of a school term and again at mid-year.</p>
<input type="checkbox"/>	<p>3) The results from the most recent administration of a selected assessment shall be used as the ending point at which the level of student growth is calculated.</p>
<input type="checkbox"/>	<p>c) For an assistant principal, a qualified evaluator may select student growth measures that align to the individual's specific duties (e.g., improvements in attendance, decrease in disciplinary referrals).</p>
<input type="checkbox"/>	<p>d) The school district shall consider how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be used for each assessment and target chosen to ensure that they <i>best measure the impact that a principal, school and school district have on students' academic achievement.</i> (Section 24A-7 of the School Code)</p>

Section 50.320

Professional Practice Components for Principals and Assistant Principals

<input type="checkbox"/>	<p>Consideration of the professional practice of a principal and, as applicable, assistant principal shall comprise a minimum of 50 percent of the performance evaluation rating and include each of the following elements.</p>
<input type="checkbox"/>	<p>a) Any instruments and rubric used to evaluate the professional practice of a principal or assistant principal shall align to the Illinois Standards for Principal Evaluation (see Appendix A of this Part).</p>
<input type="checkbox"/>	<p>1) The rubric shall state the indicators for each standard and provide a clear description of at least four performance levels to be considered for each indicator.</p>
<input type="checkbox"/>	<p>2) A school district may choose to adopt the rubric contained in the State performance evaluation model for principals, developed pursuant to Section 24A-7 of the School Code, or it may develop its own rubric.</p>

<input type="checkbox"/>	<p>d) If a district chooses to use professional practice ratings that do not correspond to the performance evaluation ratings required to be used under Section 24A-15 or 34-8 of the School Code, then it shall ensure that the four levels chosen align to the required performance evaluation ratings.</p>
<input type="checkbox"/>	<p>e) The school district or qualified evaluator shall inform the principal or assistant principal how evidence of professional practice collected will be used to determine a professional practice rating.</p>

Section 50.330
Reporting

<input type="checkbox"/>	<p>a) By no later than June 30 of each year, the State Board of Education shall identify the manner and timeline for the submission of data and other information relative to performance evaluations that each school district must submit. These data and information shall include, but not be limited to, data regarding the performance evaluation ratings given to each principal and, as applicable, assistant principal, as well as other information specific to the locally adopted model that will assist the State Board of Education in determining whether performance evaluation systems are reliable and valid, improve student achievement, and contribute to the development of staff. (See Section 24A-20 of the School Code.)</p>
<input type="checkbox"/>	<p>b) A school district shall not be required to submit its performance evaluation plan for principals or assistant principals to the State Board of Education for review, comment, or approval, unless specifically requested by the State Board of Education.</p>

Appendix B

Illinois Performance Standards for School Leaders

Illinois Performance Standards for School Leaders Rubric For Evaluating Practice of Principals

ILLINOIS PERFORMANCE STANDARDS FOR SCHOOL LEADERS

Standard	Indicator	Standard	Indicator
<p>I. Living a Mission and Vision Focused on Results</p> <p>The principal works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results</p>	<ul style="list-style-type: none"> a. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners b. Ensures that the school's identity, vision, and mission drive school decisions c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results 	<p>IV. Building and Maintaining Collaborative Relationships</p> <p>The principal creates a collaborative school community where the school staff, families, and community interact regularly and share ownership for the success of the school</p>	<ul style="list-style-type: none"> a. Creates, develops and sustains relationships that result in active student engagement in the learning process b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and policies c. Proactively engages families and communities in supporting their child's learning and the school's learning goals d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively
<p>II. Leading and Managing Systems Change</p> <p>The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities</p>	<ul style="list-style-type: none"> a. Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student achievement b. Creates a safe, clean and orderly learning environment c. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the school improvement plan targets d. Employs current technologies 	<p>V. Leading with Integrity and Professionalism</p> <p>The principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others</p>	<ul style="list-style-type: none"> a. Treats all people fairly, equitably, and with dignity and respect b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff c. Creates and supports a climate that values, accepts and understands diversity in culture and point of view
<p>III. Improving Teaching and Learning</p> <p>The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students</p>	<ul style="list-style-type: none"> a. Works with staff to develop a consistent framework for effective teaching and learning that includes a rigorous and relevant standards-based curriculum, research-based instructional practices, and high expectations for student performance b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes c. Implements student interventions that differentiate instruction based on student needs d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning e. Evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations providing timely feedback on instruction as part of the district teacher appraisal system f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance g. Develops systems and structures for staff professional development and sharing of effective practices including providing and protecting time allotted for development h. Advances Instructional Technology within the learning environment 	<p>VI. Creating and Sustaining a Culture of High Expectations</p> <p>The principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning</p>	<ul style="list-style-type: none"> a. Builds a culture of high aspirations and achievement and for every student b. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission c. Leads a school culture and environment that successfully develops the full range of students' learning capacities—academic, creative, social-emotional, behavioral and physical

ILLINOIS PERFORMANCE STANDARDS FOR SCHOOL LEADERS RUBRIC

EVALUATING PRACTICE OF PRINCIPALS

I. LIVING A MISSION, VISION, AND BELIEFS FOR RESULTS—The Principal works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence
a. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners					
Collaborates to Develop and Maintain a Shared Vision of High Expectations	Co-creates a shared vision of high expectations with multiple stakeholders; builds staff capacity to maintain and implement a shared vision for high student achievement and college and career readiness	Involves staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness, for all students	Develops minimal opportunities for staff and students to learn about a vision of high expectations, including college and career readiness, for all students; gives staff limited input into the development and maintenance of the vision	Does not collaborate to create or maintain a vision of high expectations and does not attempt to ensure all staff to have high academic expectations	<ul style="list-style-type: none"> • There is visible alignment between the vision and the school goals [observations and artifacts: the School Improvement Plan, School Report Card, and grade level goals] • School vision and goals are shared with stakeholder groups [observations and artifacts: presentation to stakeholders] • Building level staff development plan supports and is aligned to the School Improvement Plan and the district vision and mission [observations and artifacts: the School Improvement Plan and the building staff development plan] • Written values and beliefs reflect high expectations for all students [observations and artifacts: school level and grade level goals]
b. Ensures that the school's identity, vision, mission, drive school decisions					
Ensures vision and mission drive school decisions	Uses the vision and mission to make all decisions, uses protocols for making decisions that refer staff and team decisions back to the vision and mission; builds staff capacity to use the vision and mission to make instructional decisions	Uses the vision and mission to make all decisions, creates and uses protocols aligned to the vision and mission to make decisions	Refers to school vision when making decisions but may not be guided by the vision	Actions contradict the school vision or demonstrate inconsistency between stated beliefs and actions	<ul style="list-style-type: none"> • Building wide goals and vision are shared and widely known within the school community [observations and artifacts: posters and newsletters] • Parents, staff and others are clear about academic expectations and homework guidelines [observations and artifacts: homework policy, academic guidelines, parent handbook] • Team meetings focus on improving student achievement [observations and artifacts: team meeting agendas and minutes]

Confronts Low Expectations	Builds capacity of staff to address other staff or stakeholders who contradict the vision by displaying low or negative expectations; contests or eliminates courses and grading policies that contradict the vision and mission	Consistently addresses staff who contradict the vision by displaying low expectations; contests class offerings and grading policies that contradict the vision and mission	Inconsistently addresses staff who have low expectations; attempts to implement grading policies that support the vision and mission	Does not confront staff who have low expectations for some or all students	<ul style="list-style-type: none"> Academic work and homework guidelines are shared with parents, staff and others to ensure that expectations are clear to all [observations and artifacts: homework policy and academic guidelines] Builds effective professional learning communities within the building that use data to develop plans and strategies to improve student achievement for all students [observations and artifacts: PLC learning agendas and plans] Rigorous course content is accessible to all students [observations and artifacts: student's course load, schedules, and sub-group data]
c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.					
Conducts difficult Conversations to Improve Student Results	Builds the capacity of other leaders within the school to address areas of underperformance with individuals, teams and staff; models how to conduct difficult conversations with individuals, teams, and staff based on student performance data	Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary	Inconsistently addresses areas of underperformance and/or may only address concerns to a sub-set of the staff; inconsistently holds conversations on improving and enhancing student learning results	Does not address areas of underperformance with staff members; does not hold conversations on improving and enhancing student learning results	<ul style="list-style-type: none"> School staff development plan addresses difficult conversations to improve and enhance student learning [observations and artifacts: school development plan] Teacher conversations and meetings are focused on improving student achievement and demonstrate high expectations [observations and artifacts: team meeting minutes or staff development plans] Faculty meetings are focused on improving results [observations and artifacts: meeting agendas and minutes]

II. LEADING AND MANAGING SYSTEMS CHANGE—The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities.

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence
a. Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student achievement					
Assesses the Current State of School Performance	Completes a comprehensive assessment of the school’s strengths/weaknesses including an assessment of the school practices and student learning outcomes	Assesses the school by using multiple forms of data (e.g. annual, interim and formative data) and the previous years’ school improvement plan to track, and review progress	Uses limited data to assess current student achievement results and school practices	Does not assess the current state of the school and/or does not use data to assess student achievement or overall school performance	<ul style="list-style-type: none"> • Uses disaggregated student data to determine the current state of the school [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, and the School Improvement Plan] • School Improvement Plan reflects current state of the school developed through analysis of disaggregated data [observations and artifacts: grade level targets, analysis of data, RTI data and team minutes, formative and summative assessment analysis, and the School Improvement Plan]
Develops a School Improvement Plan	Uses a comprehensive analysis of the school to determine appropriate grade and content area targets and priorities for improvement with staff; organizes staff to monitor, track, and review progress and creates a detailed school improvement plan that identifies a strategy to reach school-wide targets and goal	Uses the outputs from a school-wide assessment to identify priority areas for improvement and to set measurable goals with specific grade level and content areas targets; names milestones and benchmarks of student progress and develops a school improvement plan that identifies a strategy to reach school-wide targets and goals	Uses limited data to identify priority areas for improvement and sets some measurable school-wide goals; names a few milestones and benchmarks of student progress and develops a school improvement plan that identifies a limited strategy to reach school-wide goals	Does not use data to identify priority areas or goals for improvement; has no way to track progress; does not complete a school improvement plan and/or creates a plan that is not aligned to school priorities for improvement	<ul style="list-style-type: none"> • The School Improvement Plan identifies strategies to reach school and grade level goals [observations and artifacts: the School Improvement Plan, presentation or materials on data and how data will be used] • Grade level targets are derived from the assessment of the current state and support the School Improvement Plan [observations and artifacts: grade level targets, analysis of data, RTI data and team minutes, formative and summative assessment analysis, and the School Improvement Plan]
Maintains a Focus on Results	Remains focused on student achievement results at all times; builds staff ownership for the goals and builds capacity of staff to monitor benchmarks and milestones within specific grade or content areas including continuous review of disaggregated data for student groups who have traditionally not been successful in the school	Demonstrates focus on improving student achievement results; keeps the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; tracks progress against milestones and benchmarks to monitor, track, and review progress, and adjusts strategies	Inconsistently focuses on improving student achievement results; refers to goals on an inconsistent basis and does not concretely connect the goals to the day-to-day work of the school and implements a limited number of strategies to reach results	Does not maintain focus on improving results or meeting school goals - rarely refers to goals and does not identify and/or implement strategies to reach results	<ul style="list-style-type: none"> • Faculty assume shared accountability to reach goals [observations and artifacts: staff goals aligned to school goals, school staff development plan, and team meetings focus on student results] • Staff adjust strategies and plans if interim benchmarks are not met [observations and artifacts: grading systems that focus on meeting standards over time, RTI data and meeting minutes, and analysis of disaggregated data] • Student and staff successes are celebrated when milestones and benchmarks are met [observations and artifacts: assemblies and recognition programs]

b. Creates a Safe, Clean and Orderly Learning Environment					
Builds, evaluates and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly	Plans for and implements facility and equipment expansions & improvements and identifies creative solutions to maximize and share space; complies with all components of the safety drill and conducts multiple trainings with staff and multiple drills every year; builds staff capacity to lead and manage components of school safety	Ensures learning environment is conducive to learning and positive; supervises facilities and equipment management to enhance learning and ensures that the school environment is safe; complies with the Illinois Safety Drill Act	Ensures that the school environment is relatively safe and is in basic compliance with the school safety act	Does not ensure that the school is safe; does not comply with the school safety act	<ul style="list-style-type: none"> • Routines and procedures are in place, discussed, and implemented [observations and artifacts: severe weather and drill plans, school crisis plan, completed Illinois drill documentation form, building rules are posted, student handbooks/parent handbook, bus duty hall duty schedules] • School building is clean and safe-all basic facilities are in working order [observations and artifacts; bathrooms, windows, sinks, locks] • Physical plant supports major academic priorities/initiatives [observations and artifacts: reading nooks, improved library, enhanced computer lab, comfortable staff lounge/meeting area]
c. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the school improvement plan targets					
Allocates Resources to Support Student Learning	Continually assesses and reassesses resources and creatively utilizes and leverages existing school and district resources, and is relentless in actively accessing human and fiscal resources that align to strategic priorities to support the achievement of school improvement plan targets; builds capacity of staff to have an appropriate role in the creation and monitoring of budgets within their grade and content areas	Allocates and maximizes resources in alignment with mission and student learning goals, and assesses external resources to fill gaps; ensures that staff have necessary materials, supplies, and equipment; effectively plans and manages a fiscally responsible budget that supports the school's goals, and ensures school is financially secure in the long-term	Sees the school's resources as given and is not knowledgeable of possibilities for accessing alternate human and fiscal resources; develops skills in planning and managing a budget that supports school's goals	Unable to accurately assess and/or leverage school and district resources; does not effectively manage budget	<ul style="list-style-type: none"> • Resources support the core components of academic, social, emotional, behavioral, physical development, educator quality, and learning environment [observations and artifacts: building staff development plan, budget, professional learning structures, and the School Improvement Plan] • Finances and other resources are aligned with strategic priorities [observations and artifacts: budget and run rate] • Support Staff (e.g. ELL, literacy and math teachers, and gifted and talented instructors) are strategically utilized to support the implementation of the School Improvement Plan [observations and artifacts: teacher schedules, the School Improvement Plan, and school budget]
Prioritizes Time	Prioritizes and monitors the use of school time to ensure that staff and student activities focus on improving student learning; organizes how professional time is used and adjusts how time is spent to support student learning activities	Prioritizes the use of school time to ensure that staff and student activities focus on improving student learning; organizes professional time to ensure that high leverage activities and school priority areas that focus on student learning are given adequate time	Prioritizes the use of school time to ensure that staff activities sometimes focus on improving student learning; organizes majority of professional time to the school priorities, but may engage in time wasting or low-impact activities	Does not manage time effectively; does not prioritize activities that will improve student learning and is frequently distracted by time-wasting or low impact activities	<ul style="list-style-type: none"> • Organizes adults into learning communities whose goals are aligned with those of the district and the school [observations and artifacts: Building staff development plan and calendar of professional learning] • School time is focused on the improvement of student achievement in alignment with the School Improvement Plan and the district and school goals [observations and artifacts: periodic assessments, team meetings and team minutes, walk through data]

d. Utilizes current technologies to support leadership and management functions

Employs Current Technologies	Models continuous learning by applying new technologies for the purpose of improving the learning environment and communication with students, staff and parents.	Identifies and consistently applies new technologies to improve and support leadership and management functions	Demonstrates limited knowledge and application of current technologies to support leadership and management functions	Does not utilize current technology to support leadership and management functions	<ul style="list-style-type: none"> • Communication among leadership, staff, students and parents utilizing current technological tools • Models incorporation of various current technological hardware and software resources/tools.
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III. IMPROVING TEACHING AND LEARNING—The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students.

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence
<p>a. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom.</p>					
<p>Implements Curricular Scope and Sequence</p>	<p>Ensures year end goals and student needs are met by using formative and interim assessments to modify the instructional scope and sequence</p>	<p>Improves components of the instructional scope and sequence to improve alignment with year-end goals</p>	<p>Attempts to ensure scope and sequence are aligned with year- end goals</p>	<p>Does not or cannot ensure scope and sequence align to year end goals</p>	<ul style="list-style-type: none"> • Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college and career readiness track [observations and artifacts: assessment calendar and grade and content curriculum guide] • Lesson plans and curriculum materials produce explicit evidence of curriculum coordination and alignment to Common Core standards [observations and artifacts: staff lesson plans]
<p>Reviews Instructional Practices</p>	<p>Regularly assesses instructional practices and builds teacher capacity to implement a variety of practices that are relevant to student needs and interests, research based, and based on academic rigor and strategies that supports the learning of all students</p>	<p>Assesses instructional practices, identifies a few practices that are research-based, rigorous and relevant that will be implemented school-wide and supports teacher development around those practices</p>	<p>Measures the quality of instructional practices and attempts to articulate research based and rigorous strategies for improving instructional practices</p>	<p>Does not attempt to assess instructional practices and is unable to articulate clear strategies to improve instruction; does not use or attempt to introduce research-based instructional practices</p>	<ul style="list-style-type: none"> • Staff have a broad repertoire of instructional strategies that they reference in their lesson plans [observations and artifacts: staff lesson plans, teacher observations, walkthroughs and evaluations and instructional strategy professional development session plan] • Throughout the school classroom activities are designed to engage students in cognitively challenging work that is aligned to the standards [observations and artifacts: staff lesson plans, walkthroughs, teacher observations and evaluations] • Consistent practices are observable across multiple classrooms [observations and artifacts: lesson plans, walkthroughs and teacher observations]

b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes

<p>Implements Data Driven Decision Making</p>	<p>Consistently uses and analyzes multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas</p>	<p>Uses data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school wide strategies for instructional improvement</p>	<p>Uses a few data sources to drive instructional direction and uses data appropriately to identify school wide areas of improvement</p>	<p>Uses data inconsistently and/or is not clear how to use data to drive instructional strategies or practices</p>	<ul style="list-style-type: none"> • Key data is reviewed at every meeting and all teachers are aware of school and grade targets and have aligned individual targets for their students [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, the School Improvement Plan, and evidence of how data is used] • Uses disaggregated student data to determine adult priorities, monitor progress, and help sustain continuous improvement [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, the School Improvement Plan, and evidence of how data is used] • Multiple analyses of student performance data is examined to support informed decision making [observations and artifacts: grade-level performance data, subject-area performance data, classroom level performance data, individual student performance data, student work and evidence of data use in team meetings and planning]
<p>Implements Data Driven Instruction</p>	<p>Supports and develops staff ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; build staff capacity to use data in determining team and individual goals</p>	<p>Multiple sources are used to drive instructional decisions and uses data appropriately to identify/prioritize school wide areas of improvement; data is routinely used to identify and adjust school-wide priorities and to drive re-teaching plans and changes in practice for individual teachers</p>	<p>Supports staff in using data to identify/prioritize needs; data is used to drive school-wide practices</p>	<p>Unable to lead staff through continuous data review or lacks consistency in implementation</p>	<ul style="list-style-type: none"> • Continuous data review process is in place to ensure that students learned taught material [observations and artifacts: analyses of interim and formative assessments, classroom observations, and re-teaching based on results] • Multiple analyses of student performance data is examined to support informed decision making [observations and artifacts: grade-level performance data, subject-area performance data, classroom level performance data, individual student performance data, and evidence of data use in team meetings and planning] • Clear re-teaching plans are used to guide the work of individual teachers [observations and artifacts: re-teaching plan, teacher observers]

c. Implements student interventions that differentiate instruction based on student needs					
Uses Disaggregated Data	Uses disaggregated data to create structures for differentiation with varied instructional strategies that meet all student needs; focuses all staff on closing achievement gaps between subgroups of students and uses data to quickly determine appropriate interventions for students or subgroups not making progress	Uses disaggregated data to support differentiation and re-teaching but does not ensure that instructional strategies are matched to the needs of all students; engages all staff in analyzing and utilizing disaggregated data to identify school wide and individual students' learning gaps and to determine appropriate interventions	Inconsistently uses data to inform the implementation of differentiation and interventions; introduces staff to data, but may not engage staff in the analysis of data	Does not effectively use data to identify students' learning gaps; does not attempt to ensure that instruction is differentiated based on student need or that students receive appropriate interventions	<ul style="list-style-type: none"> Differentiated classroom activities based on students reading or achievement levels are present in every classroom [observations and artifacts: classroom observations, lesson plans, student work] Disaggregated student data informs instruction [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, the School Improvement Plan, and evidence of how data is used] Students receive rapid, data-driven interventions matched to current needs, and intervention assignments and schedules are frequently updated to reflect student needs and progress [observations and artifacts: individual student performance data, professional learning on differentiation, RTI Team minutes and data, student work, classroom observations of differentiated instruction] Most effective teachers are teaching the students with the greatest needs for growth [observations and artifacts: student data, teacher evaluation data]
d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning					
Selects and Assigns Effective Teachers	Implements a clear selection criteria and strategically assesses and places teachers in grade level and content areas to create a balanced team with a variety of strengths	Has a clear and articulated selection criteria in place and assesses staff skills to place teachers in grade level and content areas	Has a selection criteria and articulates the intention of selecting staff based on grade and content needs, but does not have detailed assessment of staff skills to inform placement	Has no selection criteria and the determination for why teacher selection occurs is not transparent	<ul style="list-style-type: none"> Selection processes focus on matching staff to specific position expectations [observation and artifacts: building staffing plan and interview questions]

Retains Effective Teachers	Uses multiple data sets including teacher evaluations to inform a formal retention strategy that creates opportunities for growth and development including opportunities for staff to assume additional leadership roles	Identifies effective teachers and moves them into leadership roles; implements a formal retention strategy that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness	Implements a formal retention strategy that uses teacher evaluations to determine which teachers will be given retention offers, overtime tracks retention rates	Has no clear retention plan in place	<ul style="list-style-type: none"> Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning [observation and artifacts: school retention data, new staff supports, staff climate survey, and exit interview data] High percentage of teachers rated effective stay in the school [observation and artifacts: school retention data, new staff supports, staff climate survey, and exit interview data]
e. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system.					
Observes Staff and Gives Feedback	Ensures that systems for observations occur multiple times a year with staff getting regular, consistent, and actionable feedback that is specific to each individual's development plan from multiple observers	Provides frequent and regular observations and actionable feedback and/or has systems in place so that staff receive specific feedback from multiple observers	Adheres to and completes required observations, but does not differentiate frequency of observation or feedback based on teacher skill and/or need	Observations are infrequent and inconsistent; feedback is vague and general	<ul style="list-style-type: none"> Observation protocol/practice includes not only consistent school-wide expectations but individual teacher development areas and study of specific student sub-groups as identified by data [observation and artifacts: schedule of teacher observation and feedback meetings; written teacher evaluations, and teacher goal setting worksheets] Teachers receive frequent observations and actionable feedback [observation and artifacts: classroom observations, observation records, teacher goal setting worksheets and written feedback]
Evaluates Staff	Completes all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensures that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation	Implements a goal setting process, mid-year formative and summative ratings based on observations and student outcome results; communicates clear and transparent evaluation processes	Attempts to implement and communicate a clear evaluation process that includes limited observation and student outcome data	Does not have a clear or consistent evaluation processes; does not complete evaluation	<ul style="list-style-type: none"> Performance expectations are clear and aligned with district's policies, the school mission and school wide expectations [observation and artifacts: written teacher evaluations aligned to student achievement goals, improvement plans for under performing staff] Rigorous completion of the full evaluation process is completed for every teacher [observation and artifacts: evaluation documentation and consistency between practice ratings and student outcomes over time]

f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance					
Develops an Instructional Team	Implements a strategy to build the capacity of teacher teams to lead effective meetings focused on student learning data and student work	Ensures that effective teacher teams use student learning data and student work to advance student outcomes	Introduces common team structures and expectations for teacher teams	Does not create consistent teacher team structures	<ul style="list-style-type: none"> Structures are established for job-embedded collaborative learning [observation and artifacts: professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration] Instructional teams support adult learning and student achievement [observation and artifacts: teacher team conversations about formative student data, teacher team meetings about instructional strategies, instructional consistency, instructional development of staff, building staff development, evaluation data]
g. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose					
Implements Professional Learning	Implements a job-embedded professional learning system for consistent support, development, coaching, and peer learning opportunities; allocates regular time for whole group and individual staff development and learning opportunities	Creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; protects staff time for development opportunities	Relies on whole group development sessions including trainings on how data should be used, with some specific supports	Does not offer professional development and support that is timely, relevant or differentiated	<ul style="list-style-type: none"> Teacher-driven professional development focuses on student learning challenges and progress toward student achievement goals [observation and artifacts: teacher team meetings, building staff development plan, and peer visitations] Staff develop a broad repertoire of instructional strategies that they reference in their lesson plans [observation and artifacts: staff lesson plans, teacher observations, walkthroughs and evaluations and instructional strategy professional development session plan] Structures are established for job-embedded collaborative learning [observation and artifacts: professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration]
h. Advances Instructional Technology within the learning environment					
Promoting Growth of Technology	Actively supports the implementation of technology to enhance student growth	Understands and encourages implementation of technology to enhance student growth	Demonstrates limited knowledge of instructional technology and its promotion of learning	Does not support the use of instructional technology within the learning environment	<ul style="list-style-type: none"> A culture and expectation of employing a creative use of technology within the school. Visible inclusion of digital-age tools utilized in a variety of types of classrooms and learning environments. Student engagement is enhanced because of integration of digital-age tools in the classrooms and school environment Implements and evaluates technological resources and applicable utilizations.

IV. BUILDING AND MAINTAINING COLLABORATIVE RELATIONSHIPS—The principal creates a collaborative school community where the school staff families, and community interact regularly and share ownership for the success of the school.

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence
a. Creates, develops and sustains relationships that result in active student engagement in the learning process					
Builds On-going Relationships	Develops school-wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups	Enhances and maintains trusting relationships among and between a variety of stakeholder groups	Articulates a belief that building and maintaining relationships are important, but may not be able to successfully establish or enhance relationships	Does not develop positive relationships and/or undermines positive relationships that exist	<ul style="list-style-type: none"> Processes are in place to ensure multiple opportunities for school staff to meet, interact and work with families and members of the community [observations and artifacts: building climate survey results, community and university partnerships] Staff and community members report are positive relationships with the principals and other members of the school [observations and artifacts: school climate survey]
b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies					
Includes Multiple Voices and Perspective	Incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to improve the school's instructional program	Incorporates different perspectives into decisions and creates forums to hear multiple and dissenting view points	Asks for feedback to a developed plan, but does not seek input when developing the plan from multiple voices	Is disrespectful and/or excludes voices from community forums to discuss school performance	<ul style="list-style-type: none"> Community leaders and school system managers are active partners in the leader's decision making process [observations and artifacts: parent advisory agendas and minutes, school leadership team includes parents or community members, times and locations for all meetings are known, school-wide open door policy]
c. Proactively engages families and communities in supporting their child's learning and the schools learning goals					
Engages Families	Continuously creates two-way links between family presence in the school environment and the instructional program	Respectfully informs families of learning expectations and specific ways they can support their children's learning	Shares the school values with families and with the community	Does not make time to meet with families and is openly disrespectful or dismissive of the role of families	<ul style="list-style-type: none"> Families are included and invested in the school community [observations and artifacts: parent engagement and survey data, PTO/PTA meeting attendance, student progress reports, parent access to grades, and parent outreach strategy] Families are aware of learning expectations and strategies to support student learning outside the school day [observations and artifacts: parent engagement and survey data, PTO/PTA meeting attendance, student progress reports, parent access to grades, and parent outreach strategy]

d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively					
Builds Capacity to Manage Change	Creates space for staff, students, and families to share feelings about change and supports the community while describing the possibilities present in the future; maintains focus on meeting school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision	Directly addresses and helps stakeholders understand that change may raise questions, doubt, and feelings and positively supports staff as they face challenges; balances the need to make change within the school quickly while supporting the staff's ability to learn and develop new skills	Articulates that change will raise emotions and attempts to support staff, but does not effectively manage all needs; struggles to remain focused on school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision	Does not recognize the role that the change process will have on the school community; does not support staff in changing staff values, beliefs, assumptions, and/or habits of behavior that may not match the school vision	<ul style="list-style-type: none"> • Staff are supported through the change process [observations and artifacts: professional development on the research on change] • School improvement outlines multiple tactics and strategies and can be adapted to reach identified goals [observations and artifacts: the School Improvement Plan, formative and summative evaluation data]
Demonstrates Personal Resolve and Response to Challenges	Focuses all conversations, initiatives and plans on improving student achievement and is relentless in pushing staff to maintain and improve their focus on student outcomes; uses every challenge as an opportunity to learn and develop themselves and their staff	Demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence for the staff in the face of challenges	Sometimes demonstrates resolve, but may lose focus or make concessions on student achievement goals in the face of persistent challenges	Does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges	<ul style="list-style-type: none"> • Processes are in place to identify and address challenges when they arise [observations and artifacts: staff feedback survey data, building climate survey, and superintendent observation]

V. LEADING WITH INTEGRITY AND PROFESSIONALISM—The principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence
a. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff					
Models Equity and Dignity	Develops structures, outreach and training to ensure that staff develop the skill set to treat all people equitably and with respect	Upholds the foundations of mutual respect for all stakeholders and meets all legal requirements for work relationships; takes swift appropriate actions when inappropriate conduct is reported or observed	Meets all legal requirements for work relationships; takes limited actions when inappropriate conduct is reported or observed	Does not treat and/or ensure that all stakeholders are treated respectfully and does not meet all legal requirements for work relationships; does not take swift appropriate actions when inappropriate conduct is reported or observed	<ul style="list-style-type: none"> All staff are treated with respect and conflicts are dealt with quickly and efficiently [observations and artifacts: conflict resolution protocol, building staff development plan, disciplinary report data]
b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff					
Protects Rights and Confidentiality	Teaches all staff about FERPA and develops systems to ensure that on-going training and monitoring occur	Follows FERPA by maintaining student's privacy by keeping student level data and student records and all information directly related to students (e.g. counseling, mental health supports, and/or details of the student's home life confidential)	Implements most parts of FERPA in a manner consistent with the law; learns from mistakes and uses them as a personal learning opportunity to improve practice	Does not follow FERPA protocols or policies to maintain and protect student privacy and does not address staff who do not follow FERPA	<ul style="list-style-type: none"> Staff are aware of the laws, policies, procedures and guidelines around student confidentiality [observations and artifacts: FERPA training, volunteer and staff confidentiality statements, and parent notification of rights] Parents are aware of their rights [observations and artifacts: parent handbook, protocols for sharing IEP minutes]
c. Create and supports a climate that values, accepts and understands diversity in culture and point of view					
Recognizes the Strengths of a Diverse Population	Recognizes and integrates the learning opportunities that come from a diverse community	Examines and addresses any school structures or school practices that limit the participation of groups of students and families	Demonstrates personal comfort talking about diversity and culture and takes the steps to develop a personal skill set	Demonstrates limited awareness of the impact of diversity on student learning	<ul style="list-style-type: none"> School actively creates opportunities for all community members to support diverse student needs [observations and artifacts: professional learning activities build capacity of staff to support diverse student needs] Opportunities exist for students to be in diverse settings and to learn about diverse cultures [observations and artifacts: partnerships with schools that may have different populations, intra-school conversations for students to explore culture and diversity]

Creates a Culturally Responsiveness Climate	Engages staff in learning and action planning around the treatment of and supports for diverse groups in and outside the school	Provides differentiated professional development to teachers and staff to improve their understanding of how their own world views inform their interpretation of the world and addresses and correct moments of cultural incompetence	Provides whole group undifferentiated professional development about working in and supporting a diverse community and attempts to address moments of cultural incompetence	Does not address or correct intolerant or culturally incompetent statements and does not create an environment that supports all students	<ul style="list-style-type: none"> • Staff participate in and lead learning experiences where they explore their personal assumptions and their approach to diversity [observations and artifacts: building staff development plan]
Engages in Courageous Conversations about Diversity	Develops staff capacity to engage in courageous conversations about diversity and culture—and how they impact student learning	Builds the school’s and community’s collective capacity by initiating direct conversations about culture and diversity, and how they impact student learning	Actively seeks opportunities to engage in courageous conversations about diversity and culture	Does not engage in courageous conversations about biases or has limited skill set in addressing biased language and behaviors	<ul style="list-style-type: none"> • Community conversations about culture and diversity occur regularly [observations and artifacts: PTA/PTO meetings, professional learning conversations to develop staff capacity to initiate conversations about culture and diversity]

VI. CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS—The principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students’ social-emotional learning.

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence
a. Builds a culture of high aspirations and achievement for every student					
Links Aspiration to College and Career Opportunities	Creates structures and processes to make explicit links between student aspiration, classes and content they are learning in school and overall academic achievement; creates opportunities for all students to learn about a range of careers so that they can create their own personal visions and career aspirations	Shapes the environment to make explicit links between student aspiration, classes and content they are learning in school; creates structures that expose all students to college and career experiences; connects aspiration to college and career opportunities	Creates a few deliberate routines that help students connect their aspirations to classes and content they are learning in school achievement; provides limited exposure to college and career opportunities	Does not help students link their aspirations to classes and content they are learning in school; does not expose students to college or career opportunities	<ul style="list-style-type: none"> • Growth, not just attainment is recognized [observations and artifacts: parent education programming on growth and attainment] • Effective effort is acknowledged and celebrated [observations and artifacts: assemblies, community service programs, teacher observation and walkthrough data, student recognition for effort] • Students and families engage in rich college-going and career access experiences [observations and artifacts: college visits, community partnerships, job shadowing, internship, field trips, career day, family college and career awareness programming, and career programs] • Students communicate their aspirations and can identify connections to current learning goals [observations and artifacts: student goal sheets]
Develops a Student Goal Setting Process	Creates systems for students to develop goals, create a plan on how they will reach their goals, benchmarks to track their progress, and teaches students how to adapt their goals and plans as necessary; creates systems for sharing goals and learning	Implements a system where students create short and long term goals; ensures that students review goals at the end of the year, but may not ensure that goals are adapted and adjusted throughout the year	Introduces formal goal setting process where students identify goals and create a plan on how they will reach their goals	Does not create or support goal setting structures for students	<ul style="list-style-type: none"> • Students track their own progress [observations and artifacts: student portfolios, evidence of students tracking their own progress, and student surveys]

b. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission					
Translates the School Values into Specific Behaviors	Translates the school values into specific age-appropriate behaviors and ensures that all staff and students learn the expected behaviors; builds staff and student capacity to deliver clear and consistent messaging about the values and behaviors to all stakeholders	Translates the school values into specific behaviors and ensures that all staff and students learn the expected behaviors; ensures staff deliver clear and consistent messaging about that values and behaviors to students	Attempts to translate the school values into specific behaviors but is inconsistent in ensuring that all students learn expected behaviors	Does not make values or behavioral expectations clear to staff or students	<ul style="list-style-type: none"> • Values and behaviors are referenced in daily school structures: [observations and artifacts: School Improvement Plan, PBIS building plan, code of conduct, parent/student handbook, and referral logs - discipline, tardies, absences] • A system of positive and negative consequences is consistent with the school values (with age appropriate differentiation) across classrooms, grades and content areas [observations and artifacts: PBIS plan for building, code of conduct, parent/student handbook, referral logs - discipline, tardies, absences] • Written values and beliefs reflect high expectations for all students [observations and artifacts: school level and grade level goals]
Develops a Code of Conduct	Implements tracking systems to assess how well individual students and student cohort groups meet conduct expectations and values; uses multiple forms of student data to monitor and revise the code of conduct and identify benchmarks and milestones to gauge and measure adoption of behaviors	Develops clear expectations for student conduct based on the school values and beliefs and identifies clear positive and negative consequences; ensures that every adult understands their role in implementing both positive and negative consequences and that consequences are consistently implemented	Develops components of an effective system of conduct for staff and students and builds staff agreement on the types of student actions that are consistent with school value and behaviors; creates consistent responses and consequences for students who have had behavioral infractions in the past	Tolerates discipline violations and enforces code of conduct inconsistently	<ul style="list-style-type: none"> • School-wide code of conduct aligned with district and school priorities is in place [observations and artifacts: consistent code of conduct across classrooms, data on attendance, tardies, and office referrals, analysis of students most frequently referred] • Code of conduct is consistently implemented across all classrooms [observations and artifacts: positive recognition of students and staff who consistently demonstrate positive behaviors]

c. Leads a school culture and environment that successfully develops the full range of students' learning capacities-academic, creative, social-emotional, behavioral and physical					
Creates a Culture that Supports Social Emotional Learning	Builds the capacity of adults to use and train others on the five Illinois Social-Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports; builds the capacity of all adults to support the positive growth of student emotional skills	Trains adults on how to support positive student growth through the development of the Illinois Social-Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports	Shares the Illinois Social-Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a limited amount of tools and assessments to gauge the SEL skills of students	Does not share or implement the Illinois Social-Emotions Learning Competencies; does not assess student SEL skills and does not support the development of SEL skills	<ul style="list-style-type: none"> • Adults support SEL skill development [observations and artifacts: referral data, student survey] • Students demonstrate an increase in SEL skills [observations and artifacts: student referral data and positive relationship] • Appropriate socio-emotional supports are provided to all students [observations and artifacts: Building staff development plan, teacher training on SEL, and observation and walkthrough data] • Core components of social, emotional, behavioral supports are in place to support student learning [observations and artifacts: teacher lesson plans, student survey data, positive peer, family, and work relationships]
Creates a Culture that Supports Effective Effort	Creates structures that support the development of effective effort skills for every student (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); incorporates effective effort into every aspect of the school culture	Trains adults to support the development of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence) for every student	Introduces the concept of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); provides limited development for staff on how to build students' effective effort skills	Does not introduce or support the development of effective effort skills; does not recognize the role of effort in improving student achievement	<ul style="list-style-type: none"> • Effective effort is acknowledged and celebrated [observations and artifacts: assemblies, community service programs, teacher observation and walkthrough data, student recognition for effort] • Students describe and demonstrate effective effort behaviors and beliefs across classrooms [observations and artifacts: communication service and student work]

| Illinois Performance Standards for School Leaders | Developed by New Leaders for New Schools & ISBE

Appendix C

FORMS USED IN THE PRINCIPAL EVALUATION PROCESS

Principal Practice Worksheet: Illinois Performance Standards for School Leaders

- **Part I: Review and Initial Rating of Principal Practice**
- **Part II: Principal's Annual Rating Based on Principal Practice**

Principal Practice Professional Learning Plan

Student Growth School Improvement Plan

Formal School Site Observation Report

Principal's Annual Rating Based on Student Growth

Principal's Annual Summative Rating

II. Leading and Managing Systems Change

The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities

- a. Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student achievement
- b. Creates a safe, clean and orderly learning environment
- c. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the school improvement plan targets

II. Evidence and Comments:	Rating: <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Needs <input type="checkbox"/> Improvement
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III. Improving Teaching and Learning

The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students

- a. Works with staff to develop a consistent framework for effective teaching and learning that includes a rigorous and relevant standards-based curriculum, research-based instructional practices, and high expectations for student performance
- b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes
- c. Implements student interventions that differentiate instruction based on student needs
- d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning
- e. Evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations providing timely feedback on instruction as part of the district teacher appraisal system
- f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance
- g. Develops systems and structures for staff professional development and sharing of effective practices including providing and protecting time allotted for development
- h. Advances instructional technology within the learning environment

III. Evidence and Comments:	Rating: <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Needs Improvement
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IV. Building and Maintaining Collaborative Relationships

The principal creates a collaborative school community where the school staff, families, and community interact regularly and share ownership for the success of the school

- a. Creates, develops and sustains relationships that result in active student engagement in the learning process
- b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and policies
- c. Proactively engages families and communities in supporting their child’s learning and the school’s learning goals
- d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively

IV. Evidence and Comments:	Rating: <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Needs Improvement
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V. Leading with Integrity and Professionalism

The principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others

- a. Treats all people fairly, equitably, and with dignity and respect
- b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff
- c. Creates and supports a climate that values, accepts and understands diversity in culture and point of view

<p>V. Evidence and Comments:</p>	<p>Rating:</p> <ul style="list-style-type: none"><input type="checkbox"/> Distinguished<input type="checkbox"/> Proficient<input type="checkbox"/> Basic<input type="checkbox"/> Needs Improvement
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Part II: Principal's Annual Rating Based on Principal Practice

Principal _____ School _____

Final rating for each standard :

Standard I Distinguished Proficient Basic Unsatisfactory

Standard II Distinguished Proficient Basic Unsatisfactory

Standard III Distinguished Proficient Basic Unsatisfactory

Standard IV Distinguished Proficient Basic Unsatisfactory

Standard V Distinguished Proficient Basic Unsatisfactory

Standard VI Distinguished Proficient Basic Unsatisfactory

Overall annual rating based on principal practice:

Distinguished Proficient Basic Unsatisfactory

Determination of Final Principal Practice Rating (check the option used)

Option 1 – Professional judgment of the evaluator

Option 2 - Assigned per guidance below:

- **Distinguished** – At least 4 standards rated as “Distinguished” and no “Basic” ratings
- **Proficient** – At least 4 standards rated as “Proficient” or above
- **Basic** – At least 3 standards rated as “Basic” or above
- **Unsatisfactory** – Any standard rated as “Unsatisfactory”

Option 3 – As determined by local district

Principal's signature

Date

Evaluator

Evaluator's signature

Date

**Principal Practice
Professional Learning Plan**

Principal _____ School _____

I. Goal: What aspect of your leadership performance do you want to strengthen or enhance? (1, 2, 4, 5, 6)*

II. Rationale: Why do you want to strengthen or enhance this aspect of your leadership performance?

III. What are your **Plan of Action** and **Timeline**? (3, 4, 5, 6)*

IV. What are your **Evaluation Criteria** for determining whether you have been successful in strengthening or enhancing this aspect of your performance? (7)*

Principal's signature

Date

Evaluator

Evaluator's signature

Date

**Numbers correspond to the questions on the back side which should be considered when reviewing each aspect of the Professional Learning Plan*

Professional Learning Plan – back side

Key Questions to Consider When Developing a Professional Learning Plan

1. Is the plan based on a specific goal with outcomes that can be measured or observed?
2. Does the goal lead to improved student learning and /or professional performance?
3. Does the plan include a clear timeline for reaching the goal?
4. Does the plan conflict with any building or district level goals?
5. Is the plan realistic and challenging?
6. Is the plan consistent with available and anticipated resources?
7. Does the plan include the means and criteria for evaluating whether you have been successful in achieving the goal?

These questions are very consistent with the guidelines for developing **S.M.A.R.T. Goals**

- **Specific and Strategic** – you can describe the details, they are long term and aligned.
- **Measureable** – you can use either quantitative or qualitative assessments to assess results.
- **Attainable or Achievable** – you can reach the desired state.
- **Realistic** – you are aware of constraints due to time, people, and money.
- **Time-bound** – the time for completion is specified.

School Improvement Plan – back side

Key Questions to Consider When Developing a School Improvement Plan

1. Is the plan based on a specific goal with outcomes that can be measured or observed?
2. Does the goal lead to improved student learning and /or professional performance?
3. Does the plan include a clear timeline for reaching the goal?
4. Does the plan conflict with any building or district level goals?
5. Is the plan realistic and challenging?
6. Is the plan consistent with available and anticipated resources?
7. Does the plan include the means and criteria for evaluating whether you have been successful in achieving the goal?

These questions are very consistent with the guidelines for developing **S.M.A.R.T. Goals**

- **Specific and Strategic** – you can describe the details, they are long term and aligned.
- **Measureable** – you can use either quantitative or qualitative assessments to assess results.
- **Attainable or Achievable** – you can reach the desired state.
- **Realistic** – you are aware of constraints due to time, people, and money.
- **Time-bound** – the time for completion is specified.

Formal School Site Observation Report

Principal _____ School _____

Evaluator _____ Observation Date _____ Time _____

Progress on Principal Practice Professional Learning Plan Goals

Goal 1: <i>insert goal</i>
Level of Progress: <input type="checkbox"/> no progress <input type="checkbox"/> some progress <input type="checkbox"/> significant progress <input type="checkbox"/> accomplished
Comments and/or Modifications:

Goal 2: <i>insert goal</i>
Level of Progress: <input type="checkbox"/> no progress <input type="checkbox"/> some progress <input type="checkbox"/> significant progress <input type="checkbox"/> accomplished
Comments and/or Modifications:

Other Observations/Comments:

Principal's Annual Rating Based on Student Growth

Principal _____ School _____

Annual rating based on student growth:

Much Above Target Above Target On Target Less Than Target

Rationale for this rating:

Evaluator _____

Evaluator's signature _____ Date _____

Principal's signature _____ Date _____

Principal's Annual Summative Rating

Principal _____ School _____

Annual rating based on principal practice:

- 4 - Distinguished
- 3 - Proficient
- 2 - Basic
- 0 - Unsatisfactory

Annual rating based on student growth:

- 4 - Much Above Target
- 3 - Above Target
- 2 - On Target
- 0 - Less Than Target
Negative Growth

Annual Summative Rating:

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

Determination of annual summative rating (check the option used):

- Option 1: Principal Practice by Student Growth Matrix
- Option 2: Formula Based on 75% Practice and 25% Student Growth
- Option 3: Local District Determination

Comments:

Evaluator _____

Evaluator's signature _____ Date _____

Principal's signature _____ Date _____