**Illinois Principal Evaluation Plan (IPEP) Rating Template**

**Table of Contents**

Page 1 Final Summative Rating

 Professional Development Target Areas

Pages 2-7 Professional Practice Monitoring Tool

 Based on Illinois Professional Standards for School Leaders

 (Standards, Indicators, Rubrics and Evidence Examples)

 Evidence and Comments

 Standard Rating

Page 8 Professional Practice Final Rating

 Professional Practice Rubric

Pages 9-10 Student Growth Final Rating

Worksheet

 Growth Goal Areas

 Targets

 Measurement Model

 Student Growth Rubric

Page 11 Summative Rating Worksheet

 Weighting of Parts

 Summative Rating

**Illinois Principal Evaluation Plan**

**Final Summative Evaluation**

**2012-2013**

|  |  |
| --- | --- |
| **Principal:** | **Evaluator:**  |
| **Summative Evaluation Rating:** \_\_\_\_ Excellent – The principal or assistant principal demonstrates consistently exemplary performance. \_\_\_\_ Proficient - The principal or assistant principal demonstrates consistently strong performance.\_\_\_\_ Needs Improvement - The principal or assistant principal demonstrates inconsistent performance in need of immediate improvement. \_\_\_\_ Unsatisfactory - The principal or assistant principal demonstrates unacceptable performance.  | **Professional Practice Rating:** \_\_\_\_ Distinguished  \_\_\_\_ Proficient  \_\_\_\_ Basic \_\_\_\_ Needs Improvement **Student Growth:** \_\_\_\_ Much Above Target \_\_\_\_ Above Target \_\_\_\_ On Target \_\_\_\_ Less Than Target  |

**Professional Development Target Areas:**

* **Standard # and Indicators**
* **Standard # and Indicators**

**PROFESSIONAL PRACTICE MONITORING TOOL**

**ILLINOIS PERFORMANCE STANDARDS FOR SCHOOL LEADERS**

 **I. Living a Mission and Vision Focused on 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

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

|  |  |
| --- | --- |
| **I. Evidence and Comments:** | **Rating:** **\_\_\_\_ Distinguished** **\_\_\_\_ Proficient** **\_\_\_\_ Basic**  **\_\_\_\_ Needs Improvement**  |

 **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:** **\_\_\_\_ Distinguished** **\_\_\_\_ Proficient** **\_\_\_\_ Basic**  **\_\_\_\_ Needs Improvement**  |

**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:** **\_\_\_\_ Distinguished** **\_\_\_\_ Proficient** **\_\_\_\_ Basic**  **\_\_\_\_ Needs Improvement**  |

 **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:** **\_\_\_\_ Distinguished** **\_\_\_\_ Proficient** **\_\_\_\_ Basic**  **\_\_\_\_ Needs Improvement**  |

 **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

|  |  |
| --- | --- |
| **V. Evidence and Comments:** | **Rating:** **\_\_\_\_ Distinguished** **\_\_\_\_ Proficient** **\_\_\_\_ Basic**  **\_\_\_\_ Needs Improvement**  |

 **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

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

|  |  |
| --- | --- |
| **VI. Evidence and Comments:** | **Rating:** **\_\_\_\_ Distinguished** **\_\_\_\_ Proficient** **\_\_\_\_ Basic**  **\_\_\_\_ Needs Improvement**  |

**PROFESSIONAL PRACTICE FINAL RATING**

**Standard Rating From Above:**

**Standard I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard II \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard III \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard IV \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard V \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard VI \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Professional Practice**

**Final Rating: \_\_\_\_ Distinguished \_\_\_\_ Proficient \_\_\_\_ Basic \_\_\_\_ Unsatisfactory**

**Professional Practice Rubric**

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

**STUDENT GROWTH FINAL RATING**

**Student Growth:** A demonstrable change in a student’s or group of students’ knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time

**Assessment:** Any instrument that measures a student’s acquisition of specific knowledge and skills

**Measurement Model:** Manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student’s knowledge or skills over time

**Target Attainment Rating Scale:**

 4 Much Above Target

 3 Above Target

 2 On Target

 1 Less Than Target

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Growth Area** | **Assessment/Measure** | **Measurement****Model** | **Baseline** | **Target** | **Analysis** | **Rating** |
| **#1** |  |  |  |  |  |  |
| **#2** |  |  |  |  |  |  |
| **#3** |  |  |  |  |  |  |
| **#4** |  |  |  |  |  |  |
|  |  |  |  |  | **Average of Target Scores** |  |

**Student Growth Rubric**

**Check Appropriate Average Identified Above**

\_\_\_\_\_ 3.5 – 4.0 Much Above Target

\_\_\_\_\_ 2.5 – 3.4 Above Target

\_\_\_\_\_ 1.5 – 2.4 On Target

\_\_\_\_\_ 1.0 – 1.4 Less Than Target

**SUMMATIVE RATING WORKSHEET**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  **Weight: %** **Column Must Add to 100** **[Ex. 75]** |  **Rating: 1.0-4.0 Scale**  **May be Decimal** **[Ex. 3.2]** |  **Multiply:** **Weight X Rating**  **[Ex. 75 x 3.2 = 240]** |
| **Professional Practice** **(50-75% of Total)** |  |  |   |
| **Student Growth** **(25-50% of Total)** |  |  |  |
|  **Other: List & Name Below** **(Add to 0-25%)** |  |  |  |
|  **1.** |  |  |  |
|  **2.** |  |  |  |
|  **3.** |  |  |  |
| Add Numbers In The Right Column |  |
| Divide This Sum by 100 |  |
| Final Summative Rating  [From Scale Below] |  |

 **Summative Rating Scale:**

 3.25-4.00 Excellent

 2.25-3.24 Proficient

 1.25-2.24 Needs Improvement

 0-1.24 Unsatisfactory