**Illinois Principal Evaluation Plan (IPEP)**

**Principal Professional Development Plan**

Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **I. Target Area(s):**  |
| **II. Specific Goals:**  |
| **III.** **Plan of Action with Timeline:**  |
| **IV.** **Evaluation Criteria:**  |

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Principal Principal’s signature Date

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Evaluator Evaluator’s signature Date

**Guiding Notes:**

1. Use the target area or areas for principal professional growth that resulted from the previous year’s summative evaluation.
2. State *specifically* what change is expected of the principal. Begin the simple statements with an action verb. Examples:
	* 1. Improve ability to handle confrontational situations without showing anger. Standard V Indicator (a)
		2. Refine data analysis skills to fully utilize student achievement data in the identification of root causes for low performance areas. Standard III Indicator (b)
3. Identify the *specific* strategies to be used to achieve the desired growth. This might include training programs such as an Administrator Academy, graduate college courses, Ed Leaders Network on-line content, professional conference session, or local professional development program. Establish timelines for completing all development strategies and any application/practice activities that are part of the plan. Ensure all elements of the plan will be completed and measured prior to the end of the next evaluation cycle, March 1.
4. Define the *specific* success measures that will be used to evaluate professional development. Focus on both knowledge and application. Showing successful completion of a training program might be a measure of growth at the knowledge level. Providing evidence/examples of the use of knowledge and skills gained in the new learning could be a measure of success at the application level. Keep in mind that performance in these target areas will be part, or maybe the focus, of the coming year’s evaluation of professional practice.

**Some Key Questions to Consider:**

1. Is the plan aligned with district priorities and school level improvement plans?
2. Is the plan consistent with available and anticipated resources?
3. Is the timeline for reaching the goal prior to the end of the next evaluation cycle clearly stated?
4. Is the planned method to determine the over-all success of the principal in achieving the desired results of the professional development plan doable and clearly understood by both principal and evaluator?
5. Is the plan realistic and challenging?