**Illinois State Board of Education**

**Performance Evaluation Advisory Council**

**State Model for Principal Evaluation**

***Recommendations for Principal Performance Evaluation by:***

**Principal Evaluation Sub-Committee of the Illinois Performance Evaluation Advisory Council (PEAC)**

These recommendations reflect the consensus of the principal evaluation sub-committee, based on work over the last year. In each situation, we are guided by the goal of drafting rules and frameworks that will create a new approach to principal evaluation that leads to quality feedback and development for principals across the state, and that can be implemented by the wide variety of districts within the state.

**Introduction**

The Performance Evaluation Reform Act (P.A. 96-861) requires the State Board of Education to develop and implement, among other things, a “principal model evaluation template [that] must incorporate the requirements of [Article 24A of the Illinois School Code, 105 ILCS 5/24A] and any other requirements established by the State Board by administrative rule, but [that also] allow[s] customization by districts in a manner that does not conflict with such requirements.” 105 ILCS 5/24A-20(a)(2).

This State Model for Principal Evaluation (which is also applicable to the evaluation of Assistant Principals) is designed to satisfy the State Board of Education’s statutory requirement but, more importantly, serve as a resource to Illinois school districts as they work to incorporate student growth as a significant factor in the evaluation of principals and assistant principals (which all school districts are required to do by September 1, 2012).

Please note that no school district is required to use the State Model for Principal Evaluation; however, all school districts must comply with any and all requirements of the School Code as well as any relevant administrative rules. The State Board has authorized administrative rules on principal evaluations. The Proposed PERA Administrative Rules can be found at <http://www.isbe.net/rules/proposed/pdfs/50wf.pdf>. Because the Proposed PERA Administrative Rules are not yet final, legal requirements that are contained in this State Model for Principal Evaluation are subject to change.

**REQUIREMENTS**

**The State Model for Principal Evaluation is built upon the foundation of the Statute—105 ILCS 5/24A-15 (found below) and the proposed PERA Administrative Rules (found in Appendices C & D). All statue requirements and proposed administrative rules are imbedded within the State Model. The State Model consists of two major sections: Section I is Evaluation of Principal Practice and Section II is Student Growth.**

**Statute—105 ILCS 5/24A-15**

* The evaluation shall include a description of the principal’s or assistant principal’s duties and responsibilities and the standards to which the principal or assistant principal is expected to conform.
* 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.
* One copy of the evaluation must be included in the principal’s or assistant principal’s personnel file and one copy of the evaluation must be provided to the principal or assistant principal.
* Failure by a district to evaluate a principal or assistant principal and to provide the principal or assistant principal with a copy of the evaluation is evidence that the principal or assistant principal is performing duties and responsibilities in at least a satisfactory manner and shall serve to automatically extend the principal’s or assistant principal’s contract for a period of one year after the contract would otherwise expire, under the same terms and conditions as the prior year’s contract.
* Prior to September 1, 2012, school districts must:
  + Consider the principal’s or assistant principal’s specific duties, responsibilities, management, and competence as a principal or assistant principal;
  + Consider the principal’s or assistant principal’s strengths and weaknesses with supporting reasons; and,
  + Align evaluations for principals and assistant principals with the Illinois Professional Standards for School Leaders or research-based district standards.
* On and after September 1, 2012, school districts must (in addition to the requirements above):
  + Rate principals and assistant principals as “Excellent”, “Proficient”, “Needs Improvement” or “Unsatisfactory”;
  + Evaluate principals or assistant principals once every school year by March 1 (or July 1 for Chicago Public Schools); and,
  + Provide for the use of data and indicators on student growth as a significant factor in rating performance.

**Section I: Evaluation of Principal Practice**

**Principal Practice Instruments:**

The framework for the State Model for Principal Evalaution’s evaluation of principal practice utilizes the Illinois Standards for Principal Evaluation (Appendix A). Appendix B provides a rubric of the standards.

**Determining the Ratings for Each Standard**

* If a principal provides evidence of performance for at least 75% of the descriptors at a specific level of performance (e.g., Proficient), the principal should be rated at that level of performance (i.e., Proficient) for that standard.
* If a principal demonstrates performance for a standard that is split between 2 levels (excluding Distinguished), the principal’s evaluator will use her/his discretion to determine the level most appropriate for that standard
* In order to receive a Distinguished rating on a standard, a principal must demonstrate at least 75% of the Distinguished descriptors for the standard (and any descriptors not Distinguished must be Proficient).

**Summative Rating on Principal Practice**

* The principal evaluator identifies a performance rating along with written evidence to support the assigned rating for each standard. The final principal practice identifies the strengths and growth areas of the principal
* The final “principal practice” rating assigned is either:
  + **Distinguished** – At least 4 standards rated as “Distinguished” including Improving Teaching and Learning; no “Basic” ratings
  + **Proficient** – At least 4 standards rated as “Proficient” including Improving Teaching and Learning
  + **Basic** – At least 3 standards rated as “Basic” including Improving Teaching and Learning
  + **Unsatisfactory** – Any standard is rated as “Unsatisfactory”

**Section II: Student Growth for Principal Evaluation**

**Definition of Student Growth** - A measurable change in student outcomes at the school level.

* By statute, 50% of the State Model Principal Evaluation is comprised of data and indicators of student growth.
* The Proposed PERA Administrative Rules require that at least 25% of principal and assistant principal evaluations are comprised of student growth based on academic assessments in 2012-2013 and 2013-2014, and at least 30% of principal and assistant principal evaluations are comprised of student growth based on academic assessments in 2014-2015 and beyond:
  + “Academic” is defined as any instructional area for which Illinois state standards exist
  + Require the use of multiple academic assessments
  + The state model uses assessments that meet the definition of Type I and Type II for principal evaluation, including state assessments and 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.
* For purposes of the State Model Principal Evaluation, the remaining 25% (and then 20%) of the student growth portion can focus on similar academic assessments of growth, or on a broader set of student outcome measures (see Appendix D.10 for sample list)

**Process for Student Growth:**

* Selecting Assessments and Setting Targets- No later than October 1 of every calendar year, the principal or assistant principal’s evaluator must inform the principal or assistant principal which assessments, data, and targets will be used to judge student growth for the year, and specify the weights of each outcome and target
* Including Students in Growth Calculation- A student will be included in the student growth metric as long as the student has been assigned to the school long enough to have at least two data points on a comparable assessment (e.g. 2012 ISAT and 2013 ISAT, or a beginning of year assessment and mid-year assessment within an aligned interim assessment system.)

**State Model for Principal Evaluation**

**Recommended Student Growth Composition for Elementary/Middle Schools:**

|  |  |  |
| --- | --- | --- |
| **Element** | **Assessment/Outcome** | **Measure** |
| 30% Academic Assessments | 20% based on growth on ISAT from previous year\* | Increase in % meets standards AND increase in % exceeds standards – looking at same students from grade to grade |
| 10% based on interim assessment with a normed prediction of performance for each student based on baseline | % of students meeting or exceeding predicted growth OR average growth over predicted |
| 20% Other Outcomes | 10% based on attainment measures on ISAT\* | % of students exceeding expectations OR % of students meeting expectations (if a school has a low % of students meeting expectations) |
| 10% based on:   * Increasing attendance and reducing unexcused absences * AND/OR other non-test measures aligned to the school improvement plan | * Increase in average daily attendance/decrease in total unexcused absences * AND/OR another non-test measure selected by the district |

**\* Given timing of state test data and the March 1 evaluation completion requirement, these measures will not be available for first year principals and districts will need to use an additional interim assessment in place of the ISAT data.**

**State Model for Principal Evaluation**

**Recommended Student Growth Composition for High Schools:**

|  |  |  |
| --- | --- | --- |
| **Element** | **Assessment/Outcome** | **Measure** |
| 30% Academic Assessments | 20% based on growth in EPAS sequence (from previous year)\* | % of students meeting or exceeding predicted growth OR average growth over predicted |
| 10% based on interim assessment with a normed prediction of performance for each student based on baseline | % of students meeting or exceeding predicted growth OR average growth over predicted |
| 20% Other Outcomes | 20% based on:   * Cohort graduation rates, grade-to-grade progression, or “on track” rates * AND/OR other student outcomes aligned to the school improvement plan | * % increase in graduation rate or increase in % of students that progress from grade to grade, OR * AND/OR another student outcome measure selected by the district |

**\* Given timing of state test data and the March 1 evaluation requirement, these measures will not be available for first year principals and districts will need to use an additional interim assessment in place of the EPAS data.**

**Defining Student Growth Performance Levels:**

* **Exceeds Goal** - Exceeds the target for a majority of the student growth measures; meets all targets
* **Meets Goal** - Meets or exceeds the target for a majority of the student growth measures; does not have negative growth on any measures
* **Minimal Growth** - Meets only 1 or 2 student growth targets; has no more than one measure with negative growth results
* **No Growth or Negative Growth** - Does not meet any student growth targets; demonstrates negative growth on one or more measures

**Summative Rating Matrix**

**To be used to combine Principal Practice Evaluation Ratings and the Student Growth for Principal Evaluation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Rating of Principal Practice** | | | | |
|  | **Distinguished** | **Proficient** | **Basic** | **Unsatisfactory** |
| **Rating of Student Growth** | **Exceeds Goal** | **EXCELLENT** | **EXCELLENT** | **PROFICIENT** | **Gather Further Information—EVALUATOR JUDGMENT DETERMINES RATING** |
| **Meets Goal** | **EXCELLENT** | **PROFICIENT** | **PROFICIENT** | **Gather Further Information—EVALUATOR JUDGMENT DETERMINES RATING** |
| **Minimal Growth** | **NEEDS IMPROVEMENT** | **NEEDS IMPROVEMENT** | **NEEDS IMPROVEMENT** | **Experienced Principals: UNSATISFACTORY** |
| **First Year Principals:**  **NEEDS IMPROVEMENT** |
| **No Growth/Negative Growth** | **Gather Further Information—EVALUATOR JUDGMENT DETERMINES RATING** | **Gather Further Information—EVALUATOR JUDGMENT DETERMINES RATING** | **Experienced Principals: UNSATISFACTORY** | **Experienced Principals: UNSATISFACTORY** |
| **First Year Principals:**  **NEEDS IMPROVEMENT** | **First Year Principals:**  **NEEDS IMPROVEMENT** |

**A p p e n d i x A**

**Illinois Standards for Principal Evaluation**

**ILLINOIS PERFORMANCE STANDARDS FOR SCHOOL LEADERS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Indicator** |  | **Standard** | **Indicator** |
| 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 |  | 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 |
| 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  d. Employs current technologies |  | 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 |
| 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 |  | 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 |

**A p p e n d i x B**

**Rubric of Illinois Principal Evaluation Standards**

**ILLINOIS PERFORMANCE STANDARDS FOR SCHOOL LEADERS RUBRIC**

**EVALUATING PRACTICE OF PRINCIPALS**

**I. LIVING A MISSON, 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.**

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| --- | --- | --- | --- | --- | --- |
| **Element** | **Distinguished** | **Proficient** | **Basic** | **Unsatisfactory** | **Examples of Evidence** |
| 1. **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 | • 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 | • 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 | • 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 | • 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.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Element** | | **Distinguished** | | **Proficient** | | **Basic** | | **Unsatisfactory** | **Examples of Evidence** | |
| 1. **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 | • 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 | • 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 | • 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 conductive 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 | • 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 | • 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 | • 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 | * Communication among leadership, staff, students and parents utilizing current technological tools * Models incorporation of various current technological hardware and software resources/tools. |

**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** |
| **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.** | | | | | | |
| Implements Curricular Scope and Sequence | Ensures year end goals and student needs are met by using formative and interim assessments to modify the instructional scope and sequence | | Improves components of the instruc­tional scope and sequence to improve alignment with year- end goals | Attempts to ensure scope and sequence are aligned with year- end goals | Does not or cannot ensure scope and sequence align to year end goals | • 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] |
| Reviews Instructional Practices | 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 | | 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 | Measures the quality of instructional practices and attempts to articulate research based and rigor­ous strategies for improving instructional practices | 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 | • 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** | | | | | | |
| Implements Data Driven Decision Making | 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 | | 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 | Uses a few data sources to drive instructional direction and uses data appropriately to identify school wide areas of improvement | Uses data inconsistently and/or is not clear how to use data to drive instructional strate­gies or practices | • 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] |
| Implements Data Driven Instruction | 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 | | 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 | Supports staff in using data to identify/prioritize needs; data is used to drive school-wide practices | Unable to lead staff through continuous data review or lacks consistency in implementation | • 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 | • 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 | • 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 | • 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 | • 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 | • 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 | • 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 | • 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 | * 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.**

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| **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 | • 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] |
| 1. **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 | • 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 | • 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 | • 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 | • Processes are in place to identify and address challenges when they arise [observations and artifacts: staff feedback survey data, building climate survey, and superintendant 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.**

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| **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 | • 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 | • 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 | • 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 | • 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 | • 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.**

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| **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 | • 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 | •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 | • 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 | • 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 | • 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 | • 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

**A p p e n d i x C**

**General Rules for Principal Practice**

Appendix C

**General Rules for Principal Practice**

All rules in the practice section apply to principals and assistant principals (though language refers only to principals)

**1. Minimum Weight for Principal Practice** -the “principal practice” portion of the principal evaluation must comprise at least 50% of the overall principal evaluation

**2. Requirements for Principal Evaluation Instruments**

* Every district must align the instruments for evaluation of principal practice to the revised Illinois Standards for Principal Evaluation (drafted by the sub-committee and attached as Appendix A)
* Every district must create or select a rubric that has clear indicators for each standard and clear descriptions of at least 4 performance levels for each indicator
* For any district not adopting the default rubric, the district must create a training process to build shared awareness and understanding of the rubric and principal practice expectations with all principals and principal evaluators

**3. Rules for Gathering Data on Principal Practice**

* The principal evaluator must conduct a minimum of two formal school site observations for every principal. Formal school site observations 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
* The evaluator will share any information or data that would impact the overall principal rating of practice in a timely manner
* The evaluator may conduct additional formal observations as needed
* The evaluator may conduct as many informal site observations as needed, and information from informal site visits may also be included in the summative evaluation as long as it is documented in writing
* Principal will complete a self-assessment against the standards of practice no later than February 1 of each calendar year. The evaluator will use the information provided in the self-assessment as one input to the overall evaluation of principal practice.
* In the summative evaluation, the evaluator must identify a performance rating with written evidence to support the rating for each standard.

**4. Rules for the Summative Rating of Principal Practice**

* In the summative evaluation, the evaluator must identify a performance rating with written evidence to support the rating for each standard
* The summative evaluation must identify the strengths and growth areas of the principal
* The district must define how the data gathered against the principal practice standards will be used to determine a summative practice rating

**A p p e n d i x D**

**General Rules for Student Growth**

Appendix D

**General Rules for Student Growth**

**1. Definition of Student Growth for Principal Evaluation** - A measurable change in a student’s or group of students’ knowledge or skills between two or more points in time

**2. Defining Significant Factor for Principal Evaluation** - Require student growth to be at least **30%** of the principal evaluation.

**3. Rules for Assessments used in Principal Evaluation:**

* The student growth portion of the principal evaluation must be based on academic assessments
  + “Academic” is defined as any instructional area for which Illinois state standards exist
* Require the use of multiple academic assessments
* Districts may use any assessments that meet the definition of Type I and Type II for principal evaluation. 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.
* State assessments may be used as one of the measures of student growth
* When the state has a school-level value added score available for all schools in the state, this value-added score must comprise a majority of student growth

**5. Rules for Selecting Assessments and Setting Targets** - No later than October 1 of every calendar year, the evaluator must inform the principal which assessments and targets will be used to judge student growth for the year, and specify the weights of each assessment and target

**6. Rules for Including Students in Growth Calculation** - A student will be included in the student growth metric as long as the student has been assigned to the school long enough to have at least two data points on a comparable assessment (e.g. 2012 ISAT and 2013 ISAT, or a beginning of year assessment and mid-year assessment within an aligned interim assessment system.)

**7. Rules for Adjusting for Student Characteristics** - The district or principal evaluator shall determine how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be considered for each assessment and target chosen to ensure that they *best measure the impact that the school has on students’ academic achievement*.

**8. Rules on Usable Data:**

* Principal evaluators must use the most recent administration of a selected assessment as the “end point” for any measures of student growth
* Growth between two assessment, even within one year (example – between a baseline assessment at the start of a year and an interim assessment in January), may be used as a valid measure of student growth within the principal evaluation

**9. Rules for Generating a Summative Rating on Student Growth** - the district or principal evaluator must specify how student growth results will be used to determine the summative rating of student growth.

**10. Other Student Outcomes Measures for Use in Principal Evaluation**

* Academic Measures:
* Attainment measures on academic assessments
* Cohort-to-cohort improvement measures on academic assessments
* Sub-group performance data on academic assessments
* Pass rates on AP exams, and potentially by sub-group as well
* 21st Century skill assessments (may be non-test depending on assessment)
* Growth for ELL students
* WorkKeys assessments
* Non-test Measures:
* Attendance
* Postsecondary matriculation and persistence
* Graduation rate
* % on track to graduation
* 9th grade and 10th grade promotion
* Truancy
* Excused/Unexcused Absences
* Discipline information (referrals) – if district has consistent definitions and approach (ex. PBIS, student behavior programs)
* AP completion rates
* Dual-credit earning rates

**11. Student Growth Definition for Assistant Principals:**

* Expand the definition of student growth for assistant principals to include a broader range of possible student outcomes, including improvements in attendance or behavior indicators
* Assistant principal evaluators will select student growth measures that are appropriate for the assistant principal assignment (e.g. assistant principal in charge of attendance and discipline)