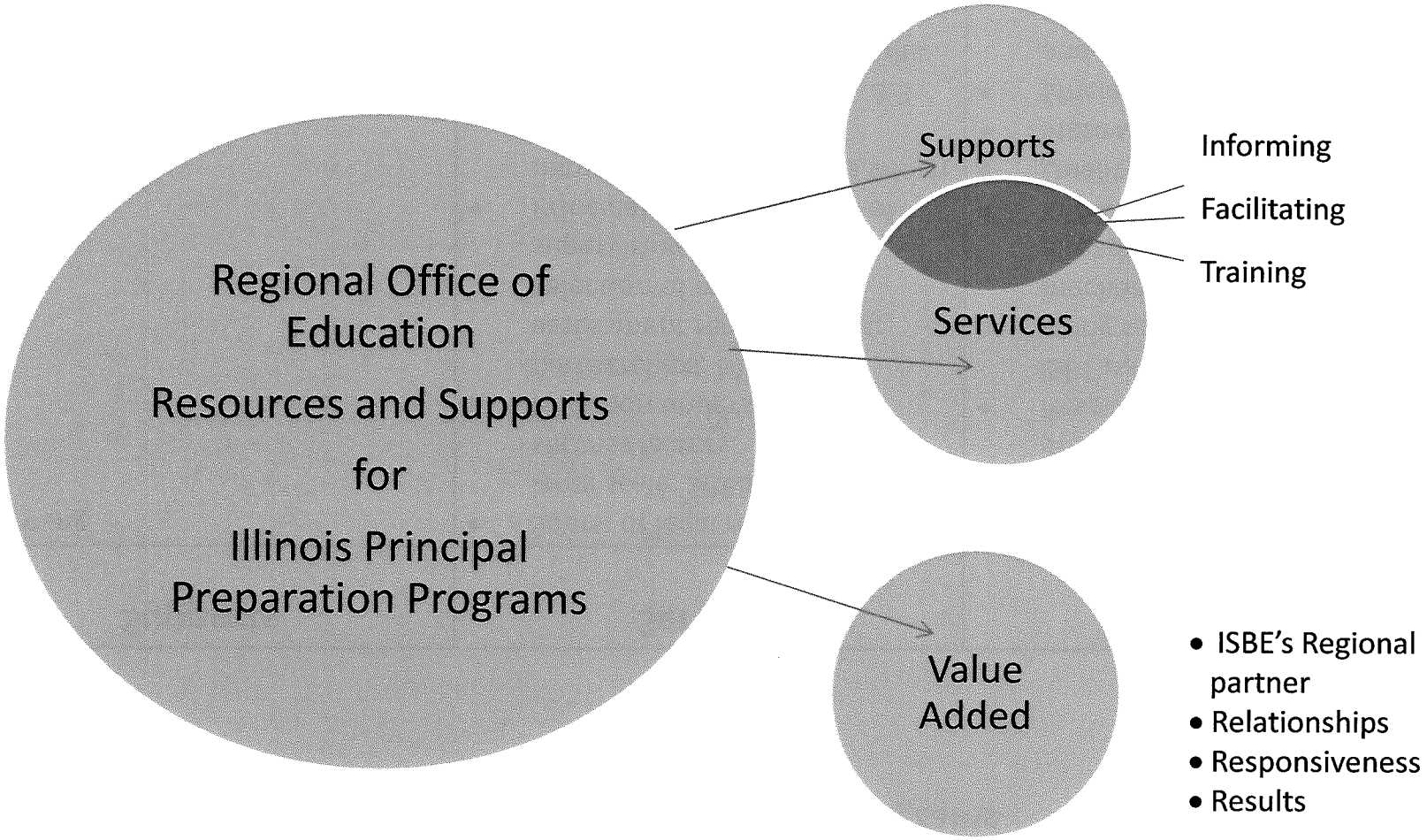

Regional Office of Education
Resources and Supports
for
Illinois Principal Preparation Programs
Supports
Services
Informing
Facilitating
Training
Value Added
• ISBE's Regional partner
• Relationships
• Responsiveness
• Results

Regional Office of Education
Resources and Supports
for
Illinois Principal Preparation Programs

Supports	Services	Value Added
Informing	• Supts. of legal requirements on large scale; SREB critical success factors. • Common understanding of partnerships, MOUs, assessment requirements; selection of mentoring supervising principal • Principal prep. programs of natural LEA partnerships which support required intern experiences; ex: 3.1, 3.2, 3.3 • Intern action research results and program improvement data	• ROE relationship and networks with/for supts. principals, public and private • Responsiveness to law, natural ISBE partner, access to on-going communication mechanisms for key groups already in place • Knowledge of county • Quality control • Statewide ROE Area meetings • Efficiency of scale; reduce silos and redundancies; increase efficiency and effectiveness, seamless

Regional Office of Education
Resources and Supports
for
Illinois Principal Preparation Programs

Supports	Services	Value Added
Facilitating	• Partnerships • Networks • MOU development and data collection on county-wide basis • Principal intern supervisor network • Principal prep program network • Organizing action research sites based on school SIP needs • Faculty supervisor network • Work with site mentors to complete assessment of candidates performance during the internship	• Conduit for organizing field based intern experiences • Quality control • Access "boots in the field" services of ROE already in place

Regional Office of Education
Resources and Supports
for
Illinois Principal Preparation Programs

Supports	Services	Value Added
Training	• Train supervising/mentoring principals IAA#1093 "Supervision of Principal Interns" • Intern participation in ROE workshops that support assessment requirements; on-site super coach shadowing • Provide training in process skills interns need to complete assessment requirements in school setting successfully; i.e. facilitating meetings, etc. or as principal prep programs suggest/ require; ex. 1.2 • Links to principal mentoring program training offered by ROE • Train faculty supervisors • Train site mentor principals on rubric • Access ROE for training on the "to be revised" Intro to Eval. of Certified Staff	• Access to high quality existing PD • Reduce redundancies • First-hand knowledge of districts and leaders • Quality control/results

DUPAGE ROE ADAPTED ILLINOIS STANDARDS FOR PRINCIPAL/ASSISTANT PRINCIPAL EVALUATION

Standard	Indicator
1: Living a Mission and Vision Focused on Results The principal/assistant principal work with the staff and community to build a shared mission, and vision of high expectations that ensure all students are on the path to college and career readiness and hold staff accountable for results.	The principal/assistant principal will: a. facilitate efforts to establish and implement a shared mission and vision for the school that lead to academic growth for all learners; b. ensure that the school's identity, vision, and mission drive all school decisions; c. conduct 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 achieving improved results.
2: Leading and Managing Systems Change The principal/assistant principal create and implement systems to ensure a safe, orderly, and productive environment for student and adult learning for the purpose of achieving school and district improvement targets.	The principal/assistant principal will: a. lead the development, implementation, and monitoring of school improvement targets which measure school wide academic achievement and school climate indicators; b. establish and maintain a safe, effective learning environment; c. collaborate with district and school staff to allocate personnel, time, material, and adult learning resources appropriately to achieve school improvement plan targets; d. support district and school goals by managing fiscal resources of the school responsibly, efficiently and effectively; e. utilize current technologies to support leadership and management functions; f. demonstrate an understanding of the change process and use leadership and facilitation skills to manage it effectively.
3: Improving Teaching and Learning The principal/assistant principal work 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.	The principal/assistant principal will: a. collaborate with staff to develop and implement 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. establish 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 target areas for improvement, measure outcomes and celebrate successes; c. ensure that differentiated instructional practices which address identified student needs are implemented with fidelity; d. select and retain teachers with the expertise to deliver instruction that maximizes student learning; e. evaluate the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations and provide timely, specific feedback on instruction as part of the district teacher appraisal system; f. ensure the development of high performing instructional teacher teams by providing training and support grounded in best practices which are designed to advance student learning and performance; g. develop systems and structures for professional development and teacher collaboration that provide and protect time allotted for these purposes; h. ensure that professional growth plans are linked to data derived from school improvement plan results and teacher evaluations.

Standard	Indicator
4: Building and Maintaining Collaborative Relationships The principal/assistant principal create a collaborative school community where the school staff, students, families, and community interact regularly and share ownership for the success of the school.	The principal/assistant principal will: a. create, develop and sustain relationships that result in active student engagement in the learning process; b. utilize meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and school practices; c. engage families and communities proactively in supporting student learning and the school's shared mission, vision and learning goals.
5: Leading with Integrity and Professionalism The principal/assistant principal work with the school staff and community to create a positive learning environment by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and modeling professional behavior.	The principal/assistant principal will: a. treat all people fairly, equitably, and with dignity and respect; b. demonstrate personal and professional standards and conduct that enhance the image of the school and the educational profession; c. create, model behavior, and support a climate that values, accepts and understands cultural diversity and multiple perspectives; d. protect rights and confidentiality of the students and staff.
6: Creating and Sustaining a Culture of High Expectations The principal/assistant principal work 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.	The principal/assistant principal will: a. establish and monitor a culture of high aspirations and achievement for every student; b. require staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission; c. lead a school culture and environment that successfully develops the full range of students' learning capacities – academic, creative, social-emotional, behavioral and physical.

DuPage ROE Adapted Rubric

I. LIVING A MISSION, VISION, AND BELIEFS FOR RESULTS					
Element	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**	**Examples of Evidence**
a. Facilitate efforts to establish and implement a shared mission and vision for the school that lead to academic growth for all learners					
Collaborates to Develop and Maintain a Shared Vision of High Expectations **Rising Star District Indicator(s):** • **CC02** • **CII1**	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. Ensure that the school's identity, vision, and mission drive all school decisions					
Ensures vision and mission drive school decisions **Rising Star District Indicator(s):** • **IB08**	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 other 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 **Rising Star District Indicator(s):** • **IB12**	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. Conduct 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 achieving improved results					
Conducts difficult Conversations to Improve Student Results **Rising Star School Indicator(s):**	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 address 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 addresses 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:

I. LIVING A MISSION, VISION, AND BELIEFS FOR RESULTS					
• CII7					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

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence
a. Lead the development, implementation, and monitoring of school improvement targets which measure school wide academic achievement and school climate indicators					
Assesses the Current State of School Performance **Rising Star School Indicator(s):** • **IE06**	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 **Rising Star District Indicator(s):** • **IA07** **Rising Star School Indicator(s):** • **ID01**	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 goals	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 **Rising Star School Indicator(s):** • **ID10**	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 tradition-ally 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. Establish and maintain a safe, effective learning environment					
Creates a Safe, Clean and Orderly Learning Environment	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	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

II. LEADING AND MANAGING SYSTEMS CHANGE					
	safety				[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. Collaborate with district and school staff to allocate personnel, time, material, and adult learning resources appropriately to achieve school improvement plan targets					
Allocates Resources to Support Student Learning **Rising Star District Indicator(s):** • **IA10** **Rising Star School Indicator(s):** • **CL2** • **CL3**	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 and, the School Improvement Plan, and school budget]
Prioritizes Time **Rising Star School Indicator(s):** • **ID13**	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 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. Support district and school goals by managing fiscal resources of the school responsibly, efficiently and effectively					
	Builds decision making capacity and staff ownership by developing and implementing efficient, responsible fiscal management around district and school improvement targets	Provides staff with clear and consistent systems to manage fiscal resources efficiently, responsibly and effectively in order to support school and district targets	Applies systems inconsistently to manage fiscal resources	Does not manage fiscal resources responsibly, effectively and effectively	•
e. utilize current technologies to support leadership and management functions					
Rising Star School Indicator(s): • **TL9**	Models continuous learning by applying new technologies for the purpose of improving the learning environment and communication with students, staff and parents	Identify and consistently apply 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	•
f. demonstrate an understanding of the change process and use leadership and facilitation skills to manage it effectively					
Builds Capacity to Manage Change **Rising Star District**	Creates space for staff, students, and families to share feelings about change and supports the community while describing the possibility present in the future; maintains focus on meeting school	Directly addresses and helps stakeholders to understand that change may raise questions, doubt, and feelings and positively supports staff as they face challenges; balances the need to make change	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	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	• 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

II. LEADING AND MANAGING SYSTEMS CHANGE					
Indicator(s): • **IB09** • **IB10**	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	within the school quickly while supporting the staffs ability to learn and develop new skills	confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision	not match the school vision	to reach identified goals [observations and artifacts: the School Improvement Plan, formative and summative evaluation data]
Demonstrates Personal Resolve and Response to Challenges **Rising Star School Indicator(s):** • **IE09**	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 superintendent observation]

III. IMPROVING TEACHING AND LEARNING					
Element	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**	**Examples of Evidence**
a. Collaborate with staff to develop and implement 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					
Implements Curricular Scope and Sequence **Rising Star School Indicator(s):** • **IID06**	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 **Rising Star School Indicator(s):** • **IE07**	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. Establish 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 target areas for improvement, measure outcomes and celebrate successes					
Implements Data Driven Decision Making **Rising Star School Indicator(s):** • **IIB01** • **IIB02** • **IIB03** • **IIB04** • **IIB05** • **IID04** • **IID07** • **IID08**	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]

III. IMPROVING TEACHING AND LEARNING					
Implements Data Driven Instruction **Rising Star School Indicator(s):** • **IID09** • **IID10** • **IID11**	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. Ensure that differentiated instructional practices which address identified student needs are implemented with fidelity					
Uses Disaggregated Data **Rising Star School Indicator(s):** • **IIC01** • **IIIA07**	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. Select and retain teachers with the expertise to deliver instruction that maximizes student learning					
Selects and Assigns Effective Teachers **Rising Star District Indicator(s):** • **IA14**	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	Identifies effective teachers and moves them into leadership roles; implements a formal retention	Implements a formal retention strategy that uses teacher evaluations to determine which	Has no clear retention plan in place	• Retention of teachers and recommendations for leadership are partly determined on the basis of

	creates opportunities for growth and development including opportunities for staff to assume additional leadership roles	strategy that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness	teachers will be given retention offers, overtime tracks retention rates		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 are stay in the school [observation and artifacts: school retention data, new staff supports, staff climate survey, and exit interview data]
e. Evaluate the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations and provide timely, specific feedback on instruction as part of the district teacher appraisal system					
Observes Staff and Gives Feedback **Rising Star School Indicator(s):** • **IE09**	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 **Rising Star School Indicator(s):** • **CL17** • **IF06** • **IF08**	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. Ensure the development of high performing instructional teacher teams by providing training and support grounded in best practices which are designed to advance student learning and performance					
Develops an Instructional Team **Rising Star School Indicator(s):** • **IE08**	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. Develop systems and structures for professional development and teacher collaboration that provide and protect time allotted for these purposes					
Implements Professional Learning **Rising Star School Indicator(s):** • **IF05**	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

III. IMPROVING TEACHING AND LEARNING					
• **CL16**					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. Ensure that professional growth plans are linked to data derived from school improvement plan results and teacher evaluations					
Rising Star School Indicator(s): • **CL5** • **IF10**	Builds teacher leadership, decision making capacity and staff ownership in developing comprehensive professional growth plans linked to data derived from school improvement plan results and teacher evaluations	Provides staff with clear and specific targets linked to data derived from school improvement plan results and teacher evaluations	Provides staff with targets inconsistently linked to data derived from school improvement plan results and teacher evaluations	Does not use data derived from school improvement plan results and teacher evaluation for professional growth plans	•

IV. BUILDING AND MAINTAINING COLLABORATIVE RELATIONSHIPS

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence
a. Create, develop and sustain relationships that result in active student engagement in the learning process					
Builds On-going Relationships **Rising Star School Indicator(s):** • **CL15**	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]
b. Utilize meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and school practices					
Includes Multiple Voices and Perspectives **Rising Star School Indicator(s):** • **IE13**	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. Engage families and communities proactively in supporting student learning and the school's shared mission, vision and learning goals					
Engages Families **Rising Star School Indicator(s):** • **IVD02** • **IVD03** • **CL6**	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]

V. LEADING WITH INTEGRITY AND PROFESSIONALISM

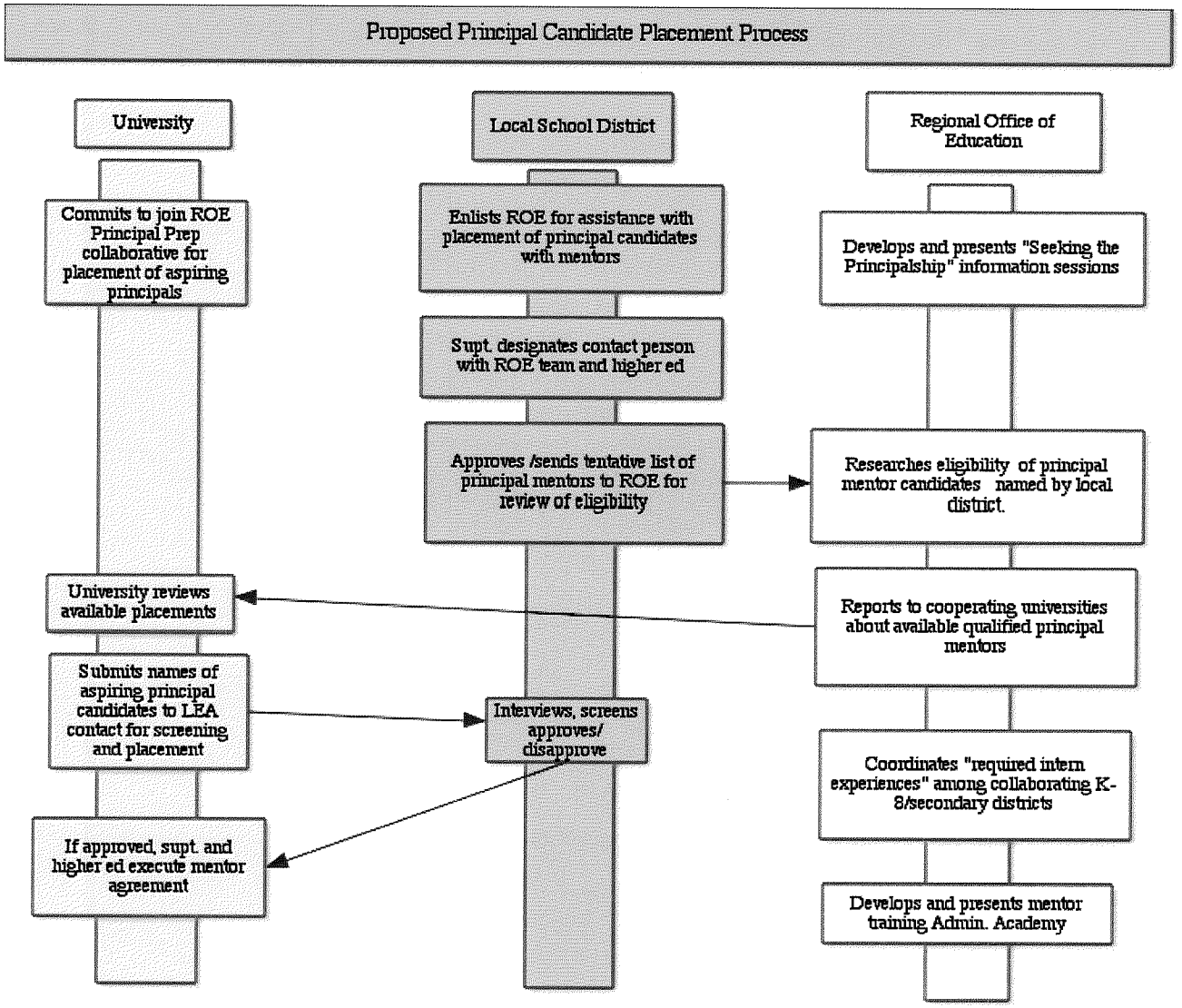
Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence
a. Treat all people fairly, equitably, and with dignity and respect					
Models Equity and Dignity **Rising Star School Indicator(s):** • **CL10** • **CL11**	Develops structures, outreach and training to ensure that staff develop 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. Demonstrate personal and professional standards and conduct that enhance the image of the school and the educational profession					
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, model behavior, and support a climate that values, accepts and understands cultural diversity and multiple perspectives					
Recognizes the Strengths of a Diverse Population **Rising Star School Indicator(s):** • **CL1** • **CL12**	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 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 **Rising Star School Indicator(s):** • **IE08**	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]

V.	LEADING WITH INTEGRITY AND PROFESSIONALISM					
d.	protect rights and confidentiality of the students and staff					
						•

VI. CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence
a. Establish and monitor 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. Require 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 **Rising Star School Indicator(s):** • **CL10**	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

VI. CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS					
					behaviors
c. Lead 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 **Rising Star School Indicator(s):** • **CL7**	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 **Rising Star School Indicator(s):** • **CL4**	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]


Proposed Principal Candidate Placement Process
University
Local School District
Regional Office of Education
Commits to join ROE Principal Prep collaborative for placement of aspiring principals
Enlists ROE for assistance with placement of principal candidates with mentors
Develops and presents "Seeking the Principalship" information sessions
Supt. designates contact person with ROE team and higher ed
Approves /sends tentative list of principal mentors to ROE for review of eligibility
Researches eligibility of principal mentor candidates named by local district.
University reviews available placements
Reports to cooperating universities about available qualified principal mentors
Submits names of aspiring principal candidates to LEA contact for screening and placement
Interviews, screens approves/ disapprove
Coordinates "required intern experiences" among collaborating K-8/secondary districts
If approved, supt. and higher ed execute mentor agreement
Develops and presents mentor training Admin. Academy

Recommended Best Practices in DuPage ROE Principal Internship Process

Collaborating school districts and universities will conform to best practices as described.

Local school districts

- Local districts identify principals who may serve as principal intern mentors.
- All principal interns placed in a school district will be screened and approved by the local district.
- Local districts may choose to place only their own employees as interns or to accept interns from outside the district.

Universities

- Universities seeking principal intern placements will address these inquiries to the superintendent or her/his representative.
- Universities belonging to the DuPage / Area I collaborative will communicate with the ROE principal prep team about how their program requirements prepare candidate fulfill required internship experiences.
- Universities will not approach school principals for internship placements.

DuPage ROE:

- The DuPage ROE will develop and present "Seeking the Principalship" information sessions to prepare aspiring principals understand the principal's role as well as the new principal development process.
- The DuPage ROE will research the eligibility of principal mentor nominees for collaborating school districts.
- DuPage ROE will provide principal mentor training for all local school districts (fee based).
- The DuPage ROE will work with member universities and local school districts as needed to place principal interns, including short term arrangements for required experiences not available in the "home" district.
- Local school districts participating in DuPage ROE / Area I principal intern collaborative will have access to required internship experiences in cooperating districts. DuPage ROE staff will coordinate these experiences among participating universities and school districts.

Working with individuals from outside the collaborative principal preparation framework:

- Local school districts have the option of working with both collaborating and non-collaborating universities. ROE coordination of required intern experiences will occur only with collaborating universities.

- Individuals approaching local schools, school districts or the regional office will be advised to have their university contact the local district.

- Local districts may direct inquiries from non-member universities to the ROE principal prep team.