

Sample DuPage ROE Principal Evaluation Cover Letter

Principal/Assistant Principal Signature: _____

Date Delivered: _____

District or Other Letterhead

2019 -2020 Principal Practice Evaluation Framework

Sources: Performance Evaluation Reform Act of 2010 (096-0861)
Part 50 EVALUATION OF CERTIFIED EMPLOYEES UNDER ARTICLE 24A OF
THE SCHOOL CODE (Rules and Regulations)

Italicized items are included as an example of compliance with the Rules and Regulations of PERA Part 50 or as a recommendation as to how the rules and regulations may be met. They should be removed if not used by a district.

The information in this memorandum outlines the 2019-2020 principal evaluation cycle. It is intended that this information will lead to high-quality professional discussions and reflection regarding your leadership as a principal in the _____ School District.

The principal practice evaluation framework is aligned with the:

- Performance Evaluation Reform Act (PERA) of 2010 (096-0861),
- Illinois Professional School Leaders Standards (IPSLs),
- DuPage ROE Adapted Illinois Standards for Principal/Assistant Principal Evaluation,
- 2015 Interstate School Leaders Licensure Consortium Standards (ISLLCS), and
- A description of the job characteristics and responsibilities of the principal in the school district.
- Non-Regulatory Guidance on the Principal Reform Act.

General Requirements:

1. The evaluation shall consider the principal's duties and responsibilities (see attached job description), effectiveness as a building manager and overall competence as an educational leader. [50.300 a) 1]]
2. The summative evaluation shall include a list of the principal's strengths and weaknesses with supporting reasons for both. [50.300 a) 2]]
3. Performance goals will be developed and considered in the final summative rating. [50.300 a) 3]]

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4. The district superintendent or designee shall evaluate all building principals and assistant principals. [50.300 b)]
5. The principal's professional practice will constitute 60% of the final summative rating. The principal's self-assessment will constitute 10% of the final summative rating. Measurements of student growth will constitute 30% of the final summative rating. [50.310, 50.310 a)]
6. The evaluation process shall be completed each school year by March 1st. [50.300 c)]

The principal (assistant principal*) will contribute to the evaluation process by engaging in reflective practice as part of completing a self-assessment that is aligned to the rubric that is to be used to evaluate professional practice no later than February 1 of each year. The self-assessment shall be used as one input in determining a principal's or assistant principal's practice rating. [50.320 b)]

* Assistant Principal means administrative employee of the school district who is required to hold an administrative certificate issued in accordance with Article 21 of the School Code [105 ILCS 5/Art. 21] or a professional educator's license issued in accordance with Article 21B of the School Code [105 ILCS 5/21B] endorsed for either general administrative or principal, and who is assigned to assist the principal with his or her duties in the overall administration of the school.

Goal Setting

The goal setting conference will take place on or before October 1st of each year. The principal and evaluator will meet to establish metrics and targets for student growth, professional practice, and establish professional growth goals based upon the results of the performance evaluation conducted in the previous year, if available. [50.300 e), 50.300 f)] The school district shall identify either Type I or Type II assessments which are to provide data that meets the definition of student growth. [50.310 1)]

Observations

A minimum of two formal [50.320 c) 1)], on-site observations will take place as part of the assessment of professional standards. Each of these formal observations will include at least one objective as its purpose. These observations will be scheduled in advance with the principal. [50.320 c) 1) B)] Feedback will be provided to the principal within ten (10) principal work days following the observation. [50.320 c) 1) C)] Any number of informal observations may also be included in the assessment of professional standards. Any information from an informal observation that will become part of the principal's evaluation will be shared by the evaluator with the principal within ten (10) principal work days of the observation. [50.320 c) 2)]

Professional Practice

The rating selected demonstrates an overall perception of the principal's performance. A review meeting will be held prior to March 1 annually to review observations and ratings of Professional Practice Standards and to review achievement of student growth goals. [50.300 c)] The Professional Practice Standards will include indicators aligned to each standard and the rubric that measures each indicator and standard. [50.320 a), 50.320 a) 1)]

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It is important to note that Illinois law still requires the use of the Illinois Professional School Leader's Standards (IPSLs). The IPSLs standards and indicators have been cross walked to the Professional Standards for Educational Leaders 2015. All Illinois standards and indicators are subsumed into the Professional Standards for Educational Leaders 2015.

The Illinois Professional Practice Standards are as follows:

- STANDARD I – Living a Mission and Vision Focused on Results
- STANDARD II – Leading and Managing Systems Change
- STANDARD III – Improving Teaching and Learning
- STANDARD IV – Building and Maintaining Collaborative Relationships
- STANDARD V – Leading with Integrity and Professionalism
- STANDARD VI – Creating and Sustaining a Culture of High Expectations

These are all reflected in the Professional Standards for Educational Leaders 2015 which are:

- STANDARD I – Mission, Vision, and Core Values
- STANDARD II – Ethics and Professional Norms
- STANDARD III – Equity and Cultural Responsiveness
- STANDARD IV – Curriculum, Instruction, and Assessment
- STANDARD V – Community of Care and Support for Students
- STANDARD VI – Professional Capacity of School Personnel
- STANDARD VII – Professional Community for Teachers and Staff
- STANDARD VIII – Meaningful Engagement of Families and Community
- STANDARD IX – Operations and Management
- STANDARD X – School Improvement

The following ratings will apply to Professional Practice Summative and Self-Assessment. Each rating category will have a numeric value for the purpose of computing an overall professional practice rating, self-assessment rating, and the summative rating.

- Unsatisfactory (1.00)
- Needs Improvement/Basic (2.00)
- Proficient (3.00)
- Distinguished (4.00)

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The following ratings apply to the Final Summative Rating of the principal's performance. Each rating category will have a numeric value for the purpose of computing an overall summative rating.

- Unsatisfactory (1.00) *Knowledge and performance are not acceptable. The principal needs to take immediate steps to improve his or her knowledge and/or performance.*
- Needs Improvement (2.00) *Knowledge and performance are developing; however, performance is sporadic, intermittent, or otherwise not entirely successful. Performance at this level is characteristic of someone new to the position and in need of professional support to improve practice.*
- Proficient (3.00) *Knowledge and performance are above average. This level of performance represents successful, accomplished, and effective practice where the Principal has mastered the work of the position while continually improving the craft and science of her/his work.*
- Excellent (4.00) *Knowledge and performance are recognized by others as exemplary and the expertise of the Principal is sought out by others. Principals performing at this level make a contribution to the field, both in and out of the school district.*

Student Growth

The school district will provide for the use in the performance evaluation plan of data and indicators on student growth as a significant factor in rating the principal's (and assistant principal's as applicable) performance. [50.310] The following ratings will apply to the student growth component. The results from the most recent administration of a selected assessment shall be used as the ending point at which the level of student growth is calculated. [50.310 b) 3)] Results will be taken from two distinct points in time on a comparable assessment [50.310 b) 2)]. Each rating category will have a numeric value for the purpose of combining with the Professional Practice Standards rating and to then compute the overall summative rating of the evaluation.

- No Growth/
Negative Growth (1.00) *Does not meet any student growth targets; demonstrates negative growth on one or more measures.*
- Minimal Growth (2.00) *Meets only 1 or 2 student growth targets; has no more than one measure with negative growth results.*
- Meets Goal (3.00) *Meets or exceeds the target for a majority of the student growth measures; does not have negative growth on any measures.*

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- Exceeds Goal (4.00) *Reaches or exceeds the target for a majority of the student growth measures; meets all baseline targets.*

Summative Rating

The final summative rating will be determined based on ratings for each component of the Professional Practice Standards (Unsatisfactory, Needs Improvement/Basic, Proficient, Excellent), an overall rating of the Professional Practice Standards, a Self-Assessment rating, and a rating for student growth (No Growth/Negative Growth, Minimal Growth, Meets Goals, Exceeds Goals). Other input includes informal observations and the obtainment of professional growth goals.

The final summative rating of the Principal (Assistant Principal) will be calculated at a minimum of 50% on the Principal Practice Standards rating, 10% on the Self-Assessment, and 30% on the Student Growth rating. The component ratings must add up to 100%.

A final summative rating will be assigned by the District.

Summative Conference

The plan shall provide for the completion of the evaluation no later than March 1. [50.300 c)] When the performance evaluation is completed, the qualified evaluator shall meet with the principal or assistant principal to inform the principal or assistant principal of the rating given for the student growth and professional practice components of the evaluation and of the final performance evaluation rating received, and discuss the evidence used in making these determinations. The qualified evaluator shall discuss the strengths demonstrated by the principal or assistant principal and identify areas of growth. [50.300 g)]