

DuPage Regional Office of Education



Guidance Document for Principal/Assistant Principal Evaluation Rules and LEA Latitude

Section 50.300 Plan Components Required for the Evaluation of Principals and Assistant Principals

Rules	LEA Latitude
Each school district shall implement a performance evaluation plan for its principals and assistant principals no later than September 1, 2012.	A school district may choose to develop its own performance evaluation plan or adopt or adapt the State model authorized under Section 24A-7 of the School Code.
The plan shall <i>consider the principal's or, as applicable, assistant principal's specific duties, responsibilities, management and competence as a principal or assistant principal.</i> (Sections 24A-15(c)(1), (c-5)(1), and 34-8 of the School Code)	
The plan shall consider <i>the principal's or, as applicable, assistant principal's strengths and weaknesses, with supporting reasons.</i> (Sections 24A-15(c)(2), (c-5)(2), and 34-8 of the School Code)	
The plan shall consider the performance goals developed pursuant to Sections 10-23.8a and 34-8.1 of the School Code [105 ILCS 5/10-23.8a and 34-8.1] for any principal or, as applicable, assistant principal who has a performance-based contract.	
The plan shall identify the person who will evaluate the principal or assistant principal.	
The plan shall provide for the completion of the evaluation (i.e., collection of data and information on student growth and conducting observations) no later than March 1 annually for a principal or assistant principal.	
A written notice (either electronic or paper) of the evaluation shall be provided to each principal and, as applicable, assistant principal at the start of the school year, or if the principal or assistant principal is hired or assigned to the position after the start of the school term, then no later than 30 days after the contract is signed or the assignment is made.	
The written notice shall include: 1) a copy of the rubric to be used to rate student growth and professional practice of the principal or assistant principal; and 2) a summary of the manner in which student growth and professional practice measures to be used in the evaluation relate to the performance evaluation ratings of "excellent", "proficient", "needs improvement", and "unsatisfactory".	

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<p>On or before October 1 of each year, the qualified evaluator and principal or assistant principal shall meet to set student growth metrics and targets to be used. If the qualified evaluator and principal or assistant principal fail to agree on the student growth measures and targets to be included, then the qualified evaluator shall determine the goals to be considered.</p>	
<p>On or before October 1 of each year, the qualified evaluator and principal or assistant principal shall establish professional growth goals, which shall be based on the results of the performance evaluation conducted in the previous school year, if any. If the qualified evaluator and principal or assistant principal fail to agree on the professional growth goals to be included, then the qualified evaluator shall determine the goals to be considered.</p>	
<p>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 specific areas of growth.</p>	
<p>Each school district shall provide for the use in the performance evaluation plan <i>of data and indicators on student growth as a significant factor in rating principal or, as applicable, assistant principal performance.</i> (Sections 24A-15 and 34-8 of the School Code) For the purpose of this Subpart D, “significant factor” shall represent at least 30 percent of the performance evaluation rating assigned, except as otherwise provided in subsection (a) of this Section.</p>	
<p>For a school district implementing a performance evaluation plan incorporating student growth in school year 2012-13 or 2013-14, student growth shall represent at least 25 percent of a principal’s</p>	

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<p>or assistant principal’s performance evaluation rating in the first and second years of implementation (for example, 2012-13 and 2013-14 schools years for a school district with a 2012-13 implementation date). Thereafter, student growth shall represent at least 30 percent of the rating assigned.</p>	
<p>No later than October 1 of each school year, the qualified evaluator shall inform the principal or assistant principal of the assessments and, for the assessments identified, the metrics and targets to be used. The qualified evaluator shall specify the weights of each assessment and target to be used.</p>	<p>No later than October 1 of each school year, the qualified evaluator shall inform the principal or assistant principal of the assessments and, for the assessments identified, the metrics and targets to be used. The qualified evaluator shall specify the weights of each assessment and target to be used. The school district shall identify at least two assessments either from Type I or Type II, which are able to provide data that meets the definition of student growth as set forth in Section 50.30 of this Part.</p>
<p>Individual assessment results of any student shall be included in the student growth metric, provided that the student has been enrolled in the school for a period of time sufficient for him or her to have results from at least two points in time on a comparable assessment. For instance, a student would be included if he or she had results from the two most recently administered State assessments or results from an assessment administered at the beginning of a school term and again at mid-year.</p>	
<p>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.</p>	
<p>For an assistant principal, a qualified evaluator may select student growth measures that align to the individual’s specific duties (e.g., improvements in attendance, decrease in disciplinary referrals).</p>	<p>For an assistant principal, a qualified evaluator may select student growth measures that align to the individual’s specific duties (e.g., improvements in attendance, decrease in disciplinary referrals).</p>
<p>The school district shall consider how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be used for each assessment and target chosen to ensure that they <i>best measure the impact that a principal, school and school district have on students’ academic achievement.</i> (Section 24A-7 of the School Code)</p>	<p>The school district shall consider how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be used for each assessment and target chosen to ensure that they <i>best measure the impact that a principal, school and school district have on students’ academic achievement.</i> (Section 24A-7 of the School Code)</p>

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Consideration of the professional practice of a principal and, as applicable, assistant principal shall comprise a minimum of 50 percent of the performance evaluation rating and include each of the following elements.	
Any instruments and rubric used to evaluate the professional practice of a principal's or assistant principal's professional practice shall align to the Illinois Standards for Principal Evaluation (see Appendix A of this Part).	Any instruments and rubric used to evaluate the professional practice of a principal's or assistant principal's professional practice shall align to the Illinois Standards for Principal Evaluation (see Appendix A of this Part).
The rubric shall state the indicators for each standard and provide a clear description of at least four performance levels to be considered for each indicator.	The rubric shall state the indicators for each standard and provide a clear description of at least four performance levels to be considered for each indicator.
A school district may choose to adopt the rubric contained in the State performance evaluation model for principals, developed pursuant to Section 24A-7 of the School Code, or it may develop its own rubric. Any school district that uses a rubric other than the rubric contained in the State model shall establish a process to ensure that all principals, assistant principals, and principal evaluators are familiar with and understand the content of the rubric, the different levels of performance used for professional practice, and how the overall professional practice rating will be determined.	A school district may choose to adopt the rubric contained in the State performance evaluation model for principals, developed pursuant to Section 24A-7 of the School Code, or it may develop its own rubric. Any school district that uses a rubric other than the rubric contained in the State model shall establish a process to ensure that all principals, assistant principals, and principal evaluators are familiar with and understand the content of the rubric, the different levels of performance used for professional practice, and how the overall professional practice rating will be determined.
No later than February 1 of each year, or June 1 of each year for schools located in CPS, each principal or, as applicable, assistant principal shall complete a self-assessment that is aligned to the rubric to be used to evaluate professional practice. The self-assessment shall be used as one input in determining a principal's or assistant principal's professional practice rating.	
The plan shall provide for a minimum of two formal observations at the school in which the principal or assistant principal is employed.	
The qualified evaluator shall observe school practices and may directly observe the principal's or assistant principal's interactions and activities during his or her work day.	
Feedback from the formal observations shall be provided in writing (electronic or paper) to the	

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<p>principal or assistant principal no later than 10 principal work days after the day on which the observation occurred. For the purpose of this subsection (c)(1)(C), a “principal work day” is any day in which the principal or assistant principal is contractually obligated to work, regardless of whether students are present.</p>	
<p>Other evidence and information received by the qualified evaluator that would have a negative impact on the evaluator’s rating of the principal (e.g., parent complaints) shall be shared with the principal within the timeline established in subsection (c)(1)(C) of this Section.</p>	
<p>There is no limit on the number of informal observations that a qualified evaluator may conduct, provided that he or she deems the informal evaluations necessary to fully assess the performance of the principal or assistant principal being evaluated. Evidence gathered during informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing.</p>	<p>There is no limit on the number of informal observations that a qualified evaluator may conduct, provided that he or she deems the informal evaluations necessary to fully assess the performance of the principal or assistant principal being evaluated. Evidence gathered during informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing. If a district chooses to use professional practice ratings that do not correspond to the performance evaluation ratings required to be used under Section 24A-15 or 34-8 of the School Code, then it shall ensure that the four levels chosen align to the required performance evaluation ratings.</p>
<p>The school district or qualified evaluator shall inform the principal or assistant principal how evidence of professional practice collected will be used to determine a professional practice rating.</p>	<p>The school district or qualified evaluator shall inform the principal or assistant principal how evidence of professional practice collected will be used to determine a professional practice rating.</p>