

DuPage Regional Office of Education

Principal/Assistant Principal Evaluation Guiding Framework 2012



Purpose: To provide DuPage school districts with principal/assistant principal evaluation resources and a PA96-0861 compliant framework which can be adopted/adapted for local district use by March 1, 2012

Philosophy: The hiring, continuous professional development, supervision and evaluation of the building principal and assistant principal are collectively one of the most important responsibilities of the superintendent and principal. It is also our strong belief that the evaluation process is only one of many important tools available for school leaders' growth. While the goal of this project is to develop PA96-0861 compliant framework by March 1, 2012, it is not sufficient for its framers, to be simply compliant. In order to exceed the legal requirements, a high quality evaluation process is composed of essential elements which must happen if school principals are to improve student learning.

They are: Alignment to research-based practices, state standards, district and school goals, and other district personnel evaluation processes; developmental, that is aligned to the experience level of the principal or assistant principal; adds value to the principal/assistant principal's professional lives and ability to lead; evidence-based, as well as fair and ethical; flexible, that is matched to specific needs in a given year, particularly with respect to student growth requirements; weighted, that is performance descriptors for teaching and learning, and building collaborative relationship standards, will supersede performance descriptors for management; acknowledges strengths and areas for improvement; includes the opportunity for self-assessment and goal-setting; provides for school leaders the opportunity to make their goals public to staff; institutionalized so that the process is stable over time, and finally, the instrument and process is clearly written, simple to use, and relevant to job descriptions or other local requirements.

Rationale: In accordance with the Performance Evaluation Reform Act (PERA) the DuPage ROE was asked to assist in the development of a principal/assistant principal evaluation tool which would be compliant with the law and adaptable within each DuPage school district. This shared services model benefits districts by conserving time and money while sharing expertise. The DuPage ROE Leadership Steering Committee, DuPage IASA and DuPage IPA worked together to develop recommended tools and processes.

The DuPage model is different than the state model for the following reasons:

- The percentage assigned to the student academic growth requirement in 2012-13 is 30% in the DuPage model. The state model is 25% in 2012-13.
- Many of the state indicators were used in the DuPage model. However, indicators were added/deleted because the committee felt the revised rubric is a more accurate reflection of the principal's work. This is particularly true in reference to Standard II.
- The DuPage ROE model assigns a value to the self-assessment tool which is the practice rubric. This aligns with the philosophy regarding a developmental approach, which emphasizes reflection and goal setting. The state model does not assign a value to self-assessment.
- The DuPage model provides a numerical approach for districts to use in determining the summative rating.
- The state model uses a qualitative approach to determine the summative rating.