Principal/Assistant Principal Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Delivered: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**District or Other Letterhead**

**2013-2014 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 2013-2014 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),
* New Illinois Professional School Leaders Standards (IPSLS),
* DuPage ROE Adapted Illinois Standards for Principal/Assistant Principal Evaluation,
* 2008 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)]
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. (Student growth shall represent at least 25% of the performance evaluation – in 2013-2014, and at least 30% thereafter.) [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)] His/her participation may include upon approval by the evaluator:

* The completion of the district approved Principal’s Self-Assessment model.
* *Development of a portfolio that will contribute as supportive information to the recordings of the self-assessment.*
* *Completion of a narrative that details areas of strength and opportunities for improvement for each of the Professional Practice Standards.*

 \* 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 be 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)]

The 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

The following ratings will apply to Professional Practice Summative and Self-Assessment, as well as the Final Summative Rating of the principal’s performance*.* 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 *Knowledge and performance are not acceptable. The principal needs to*

(1.00) *take immediate steps to improve his or her knowledge and/or*

 *performance.*

* Needs Improvement *Knowledge and performance are developing; however, performance is*

(2.00) *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 *Knowledge and performance are above average. This level of*

(3.00)  *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 *Knowledge and performance are recognized by others as exemplary and*

(4.00)  *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.*

 ***All Overall Standards Ratings must be “Needs Improvement” or better or the***

 ***Professional Practice Rating of the evaluation will be listed as “Unsatisfactory”.***

**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 or *Does not meet any student growth targets; demonstrates negative* Negative Impact *growth on one or more measures.*

(1.00)

* Minimal Growth *Meets only 1 or 2 student growth targets; has no more than one*

(2.00) *measure with negative growth results.*

* Meets Goal *Meets or exceeds the target for a majority of the student growth*

(3.00) *measures; does not have negative growth on any measures.*

* Exceeds Goal *Reaches or exceeds the target for a majority of the student growth*

(4.00)  *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, Proficient, Excellent), an overall rating of the Professional Practice Standards, a Self-Assessment rating, and a rating for student growth (No Growth or 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 60% on the Principal Practice Standards rating, 10% on the Self-Assessment, and 30% on the Student Growth rating .

A final summative rating will be assigned as calculated by the weighting as illustrated above.

* Unsatisfactory 0.00 – 1.99
* Needs Improvement 2.00 – 2.74
* Proficient 2.75 – 3.24
* Excellent 3.25 – 4.00

**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)]

The following will be placed in the principal’s personnel file as the result of the annual evaluation:

* Summative Rating Page of the evaluation form (summative evaluation information).
* *A page of narrative comments regarding professional practice ratings and professional practice improvement goals.*
* *A summary of student growth goals and growth results as related to these goals.*

Attached is the DuPage ROE Timeline for Principal/Assistant Principal Evaluation. (Also available on the DuPage ROE website.)

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Adapted by the DuPage Regional Office of Education 8/6/12 from Jodi Scott, ROE #27 Superintendent and Don Daily, ROE #27 Consultant