

ATTACHMENT NO. X-A: Principal Evaluation Plan

Potential motion: Approve the Principal Evaluation Plan as presented.

Recommended action: Approve the motion

According to the new rules under Performance Evaluation Reform Act of 2010 (PERA), the Board must approve a principal evaluation plan that confirms to the criteria outlined in PERA for principals and assistant principals. These plans must include a Student Growth component and performance will be reported to the ISBE in a yet unknown format.

The following plan meets the criteria as outlined under PERA. We will work with ECRA, the IPA and the ISBE to determine the final instruments to be used in the evaluation of the principals and assistant principals in early August.

Dr. Belcastro, Mr. Hubert and I will all need to be qualified as principal evaluators prior to Sept. 1, 2012.



## 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)

*Any parts of this document that are not required by the Rules and Regulations of PERA Part 50 are italicized. These items were included as an example of compliance with the Rules and Regulations by having a process in place or as a recommendation as to how the rules and regulations may be met.*

The information in this memorandum outlines the 2012-2013 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 North Boone 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),
- 2008 Interstate School Leaders Licensure Consortium Standards (ISLLCS), and
- A description of the job characteristics and responsibilities of the principal in the school district.

### 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* shall evaluate all Building Principals and Assistant Principals. [50.300 b)]
5. The principal's professional practice will constitute 70 % of the final summative rating. Measurements of student growth will constitute 30% of the final summative rating.
6. The evaluation process shall be completed each school year by March 1<sup>st</sup>. [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)] *Her/His participation will include:*

- The completion of the district's 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 success 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.

#### **Pre-Conference**

The preconference will take place on or before October 1<sup>st</sup> 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. [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 Standards and the final summative rating of the Principal's performance. *Each rating category will have a numeric value for the purpose of computing an overall standard rating and the 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.*

***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 Negative Impact (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.*
- *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, Proficient, Excellent), an overall rating of the Professional Practice Standards, and a rating for student growth (No Growth or Negative Growth, Minimal Growth, Meets Goals, Exceeds Goals). As well as input from the self assessment, informal observations and the obtainment of professional growth goals.

The final summative rating of the Principal (Assistant Principal) will be calculated at 70% on the Principal Practice Standards rating 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*

#### **Post-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:*

- *Page 1 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.*

The following is a calendar, timelines, and general topics for discussion and inclusion in the district's performance evaluation plan for principals (and assistant principals).

Target Date	Description	Discussion Topics	Notes
No Later Than Start Of The School Year	Written Notice of Evaluation To Each Principal/Assistant Principal	Must include: <ul style="list-style-type: none"> <li>• Student Growth Rubric</li> <li>• Professional Growth Rubric</li> <li>• Summary of Manner of Which Student and Professional Growth Measures Will Be Used In Ratings</li> <li>• Four Rating Levels</li> </ul>	Required Summative Ratings: <ul style="list-style-type: none"> <li>• Unsatisfactory</li> <li>• Needs Improvement</li> <li>• Proficient</li> <li>• Excellent</li> </ul>
No Later Than October 1 <sup>st</sup>	Discussion of Student Assessment Metrics, Targets, and Goals	<ul style="list-style-type: none"> <li>• Determine Assessments To Be Used</li> <li>• Metrics of Assessments</li> <li>• Targets</li> <li>• Professional Goals</li> </ul>	If the evaluator and principal are not in agreement on assessment metrics and targets, the evaluator will make the determination of these criteria.  Professional goals will be the goals identified as part of the performance evaluation of the previous year for returning principals
October 1 <sup>st</sup> – February 28 <sup>th</sup>	Formal and Informal Evaluations	<ul style="list-style-type: none"> <li>• Minimum of Two Formal Observations</li> <li>• As Many Informal Observations As Deemed Necessary By The Evaluator</li> </ul>	Formal evaluations must be at the school site of the principal.  Formal observations must be scheduled in advance and must have at least one objective.  Feedback is to be provided within 10 principal work days.  Evidence and information used from formal or informal observations is to be shared with the principal (preferably in writing).



			<p>No limit on the number of observations.</p> <p>Professional practice ratings used by the district that differ from the four required summative must be aligned to the required performance evaluation ratings.</p> <p>Inform the principal of how evidence of professional practice will be used to determine final rating.</p>
Prior To February 1 <sup>st</sup>	Completion of Principal's Self-Assessment		<p>Self-assessment must be aligned to the rubric to be used to evaluate professional practice.</p> <p>The self-assessment will be use as one input in determining the professional practice rating.</p>

Prior To March 1<sup>st</sup>

Each Principal Evaluation Must Be Completed

- Review of the Principal's Self-Assessment and Input Provided
- Review of Professional Standards Assessment , Standard Rating, and Overall Professional Standards Rating
- Review of Student Growth Data, Goal Achievement, and Professional Growth Rating
- Review of Summative Rating and Process for Determining Rating
- Discussion of Other Necessary and Pertinent Information

Professional Growth Goals and Student Growth for the next school year could be included in these discussions. However, PERA rules and regulations do not require this discussion until pre-October 1<sup>st</sup> of the next school year.

No later than June 30 each year.

ISBE must identify manner and the timeline for the submission of data and other information relative to performance evaluations that each school district must submit.