

A Draft of the
ILLINOIS PRINCIPAL PERFORMANCE REVIEW:
A Systems Approach for Effective Principal Evaluation

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This document was prepared in collaboration with Illinois Principals Association as part of its joint effort with the **Illinois Association of School Administrators** and the **Large Unit District Association** to develop an effective model for principal evaluation that local school districts could adapt to their own needs.

Introduction

The Performance Evaluation Reform Act of 2010 was passed recently in Illinois to provide direction for developing *performance evaluation systems* [for teachers and principals that] *are valid and reliable and contribute to the development of staff and improved student achievement outcomes*. Some of the key requirements for complying with this Act as it pertains to principal evaluation after September 1, 2012 are the following:

- The principal must be evaluated in writing at least once every school year.
- The evaluation must take into consideration the principal's specific duties, responsibilities, management, and competence as a principal.
- The evaluation must specify the principal's strengths and weaknesses with supporting reasons.
- The principal must be rated as *excellent, proficient, needs improvement, or unsatisfactory*.
- The evaluation must provide for the use of data and indicators on student growth as a significant factor in rating the principal's performance.

Some may ask why student growth is being included as a significant factor in rating a principal's performance. This direction is based largely on recent research that has shown that leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. The leadership of the principal accounts for about 25% of the variance in student achievement. Therefore, it is important to include student growth as a significant factor in rating a principal's performance.

The approach to principal evaluation shared in this document is provided as a guide for Illinois superintendents and boards of education as they align their principal evaluation procedures with the requirements of the Performance Evaluation Reform Act of 2010. In essence, this is a working document and local school districts are encouraged to adapt the approach described to meet their specific needs.

The Focus of the Illinois Principal Performance Review Process

It is important to note that the focus of the Illinois Principal Performance Review process is on facilitating meaningful and productive systems change rather than on just building leadership capacity or competence. Building leadership capacity or competence is a necessary but not sufficient component of the principal evaluation process. When we look at principals within the context of current school reform efforts, effectiveness is usually

defined as the ability of the principal to raise student achievement or to facilitate student growth. Therefore, the primary focus of the principal evaluation process should be *to determine how effective the principal is as a capacity builder who facilitates meaningful and productive systems change*. Such change is meaningful if it is research-based and reflects the best thinking of members of the school community. It is productive if it results in improved instruction and student growth.

Building leadership capacity or competence is also an important aspect of principal evaluation, particularly as it relates to the induction and continued professional learning of new school leaders. A human capital development approach needs to be taken to provide principals feedback on their leadership capacity as well as the necessary professional learning support to enable them to become highly successful in building systems capacity.

Before proceeding, it is important to emphasize that building systems capacity is more than just facilitating improved student learning. Fostering the professional learning of teachers, principals, and other adults in the school community is an essential aspect of building systems capacity. To the extent that we invest heavily in the human fabric of the school organization, we maximize our potential for student growth. That is why human capital development systems are now a key component of so many educational reform initiatives.

There are three components to the Illinois Principal Performance Review process.

1. Purposes – Why we do evaluate principals?
2. Criteria – What do we look at when we evaluate principals?
3. Procedures – What are the steps in the principal evaluation process?

Each of these components will be discussed in the sections that follow.

The Purposes – Why do we evaluate principals?

From a policy perspective, the purpose of evaluation is to assure the public that quality principals are leading our schools. Quality principals are those that are proficient with respect to the performance standards for school leaders and successful in continuously improving the quality of student and adult learning in their schools. Therefore, an effective evaluation system is one that provides evidence of how proficient and how successful principals are in continuously improving the quality of teaching and student learning in their schools. Since principals' success in improving teaching and student learning increases as they strengthen or enhance their proficiency as school leaders, the evaluation system must also support their professional learning. The model for principal evaluation to be presented is grounded in these three purposes of principal evaluation:

1. *Accountability* – Are effective principals leading our schools?
2. *Improving System Performance* – Are principals working collaboratively with members of the school community to continuously improve the quality of teaching and student learning?
3. *Professional Learning* – Are principals continuously building their leadership capacity and competence?

The Criteria – What do we look at when we evaluate principals?

If the primary focus of principal evaluation is *to determine how effective the principal is as a capacity builder who facilitates meaningful and productive systems change*, then school leaders should be held accountable for performance standards that contribute significantly to their effectiveness as capacity builders. Therefore, the new Illinois School Leader Performance Standards (ISLPS) listed below were developed with this point in mind.

- I. Living the Mission, Vision, and Beliefs
- II. Leading and Managing Systems Change
- III. Improving Teaching and Learning
- IV. Building and Maintaining Collaborative Relationships
- V. Ethical and Professional Leadership
- VI. Managing School Operations
- VII. Leading for Results

These standards are described in Appendix A. Appendix A also includes indicators and examples of evidence for each standard as well as rubrics for evaluating principal performance on each indicator.

The Performance Evaluation Reform Act of 2010 requires that principals be rated as part of their annual evaluation. Therefore, principals will be rated on their performance with respect to each of these seven leadership standards. Then the individual ratings will be combined into an annual overall rating *with student growth being a significant* factor. The process for rating principals is discussed later in this document.

It is important to note that the Illinois School Leader Performance Standards are grounded in the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards that have been adopted by the Illinois State Board of Education. Although the ISLLC Standards have provided a solid policy foundation to guide

school leadership reform in Illinois, they are not outcome-based and not specific enough to guide the principal evaluation process. Fortunately, a set of more specific, outcome-based standards that were aligned with the ISLLC Standards was developed for the Illinois State Board of Education by a statewide Design Team in 2007. The work of this Design Team is reflected in performance standards I – IV and VII. A list of the members who served on this Design Team is provided in Appendix B.

A theme that transcends these five standards is the need for the principal to promote the success of all students by acting with integrity, fairness, and in an ethical manner. Therefore, a leadership standard was added for Ethical and Professional Leadership that would include those considerations in the Illinois Principals Association Code of Ethics. Further review of the behaviors included in the various leadership standards indicated that more attention needed to be given to the management of school operations. Therefore, a leadership standard was added for Managing School Operations.

Please note that the new Illinois School Leader Performance Standards (ISLPS) are also aligned with the National Board Standards for Accomplished Principals that will serve as the basis for the new National Board Principal Certification. Therefore, professional development efforts based on the Illinois School Leader Performance Standards would also benefit those principals who aspire to achieve National Board Principal Certification. Information on the alignment of ISLPS to both the ISSLC and National Board standards is provided in Appendix C.

Procedures – What are the steps in the principal evaluation process?

The basic framework for the principal evaluation process consists of conducting annual evaluations within the context of a multi-year evaluation cycle. If principals are to be evaluated as capacity builders, this needs to be done on a three- to five- year cycle. Deep and meaningful systems change cannot be made on a shorter term basis. When evaluating principals on a three- to five-year cycle, measurable goals are set at the outset and then principals are evaluated annually based on the progress that has been made each year.

Step 1: Principal sets goals for building system capacity

A long range strategic action plan with measureable school improvement targets or goals is an essential tool when using a multi-year evaluation cycle to hold principals accountable as capacity builders. The principal would use this plan as he/she works with staff to develop the two to three priority school improvement goals that are aligned with district

improvement priorities and which would build system capacity over the duration of the cycle. Such goals *as well as an action plan for achieving them* would need to be developed in a very thoughtful manner and approved by the principal's evaluator. Unfortunately, experience has shown that meaningful school change can be messy. Therefore, the principal should be able to adjust or modify these goals over the duration of the evaluation cycle in consultation with his/her evaluator.

Step 2: Principal sets goals for improving his/her effectiveness as a capacity builder

For principals to be effective in building school capacity, they also need to be effective in building their own capacity as leaders. Therefore, it is important for principals to conduct a needs assessment of their performance at the beginning of each evaluation cycle. In conducting a needs assessment the principal would address the following questions:

1. As I reflect on my school district's performance standards for principals, do I need to strengthen or enhance my performance in any areas that would contribute significantly to my effectiveness as a capacity builder?
2. As I reflect on my school improvement goals for building system capacity over the duration of the multi-year evaluation cycle, are there any new leadership skills or abilities that I need to develop to be successful in achieving the desired adult and student learning outcomes?

As a result of reflecting on the responses to these questions, the principal would develop 3-4 goals that would guide his/her professional learning over the duration of the evaluation cycle. These goals *as well as a plan for achieving them* would be discussed with and approved by the principal's evaluator with the understanding that they could be modified or adjust during the evaluation cycle through consultation with the evaluator.

In the scenario just shared, the principal's needs assessment was conducted in a fairly simple and straight forward manner. Depending on the context and resources available, a more in-depth approach could be taken by conducting a 360° assessment and possibly, involving peer principals in the analysis of the assessment results. The advantage of conducting such a more in-depth needs assessment is that it would provide the principal with insights into how others perceive his/her performance.

Step 3: Principal works toward achieving the goals for building system capacity and improving his/her effectiveness as a capacity builder

The principal would work with and through staff to achieve the school improvement goals that have been set for building system capacity. In doing so, the principal would monitor whether activities are being implemented as planned and whether the desired outcomes are being achieved. If not, appropriate adjustments would be made in the activities and/or goals. The principal would provide updates on the progress that has been made in achieving the school improvement goals for building system capacity. Also, the principal would share and discuss these updates with his/her evaluator. The evaluator would complete an Interim and Annual Progress Report that documents what progress was made as well as the evaluator's assessment of this progress.

Step 4: Principal participates in the annual evaluation of his/her performance.

Since annual evaluations must be completed by March 1st, the principal would meet with the evaluator by the end of February to complete his/her annual evaluation. As a result of this meeting, an evaluation report would be completed that includes the following information:

1. The progress the principal has made in achieving the goals of the multi-year cycle to build system capacity.
2. The progress the principal has made in achieving the goals to improve his/her effectiveness as a capacity builder.
3. The evaluator's comments on and assessment of the progress that has been made in achieving both sets of goals.
4. Any necessary adjustments to the goals for building system capacity or improving the principal's performance as a capacity builder.
5. The evaluator's rating of the principal's overall performance with supporting comments.
6. How student performance will be used in the principal's next annual evaluation to rate his/her overall performance.

It is important to note that the Performance Evaluation Reform Act of 2010 requires that principals be rated annually as *excellent*, *proficient*, *needs improvement*, or *unsatisfactory*. For principals to be rated in this manner, the following considerations must be met:

1. At the beginning of the evaluation year, principals need to be informed of a) the criteria that will be used to rate their performance, b) how these criteria will be weighted, and c) what evidence will be collected for each of the criteria and when, d) how this evidence will analyzed and used in making the final rating, e) when and how the rating will be shared with the principal, and f) what recourse the principal has if he/she does not agree with the rating.
2. Since *student growth* is a key factor in the rating, principals need to know a) how student growth will be assessed and b) what percent of the rating will be based on student growth.
3. Since the Performance Evaluation Reform Act of 2010 provides direction for developing *performance evaluation systems that are valid and reliable and contribute to the development of staff*, it is not sufficient to just rate the principal. The evaluator must be able to justify the rating and provide the direction and support necessary for the principal to improve his/her rating, if necessary.

While an annual evaluation documents a principal's performance for a particular year, the combined set of annual evaluations for a multi-year cycle tells the broader story of how that principal developed as a school leader and built system capacity over time. These stories are more than just evaluation reports. They are studies of systems change that principals need to reflect upon individually and with peers to develop critical insights about their performance as capacity builders. Lessons learned from such reflections can be used productively as principals embark upon their next multi-year evaluation cycle.

What could the timeline look like for the principal evaluation process?

An example of what an evaluation timeline might look like for implementing the Illinois Principal Performance Review process on a three-year cycle is provided below. This timeline can be extended to accommodate a four- or five-year evaluation cycle by just repeating the activities included in year 2.

When	What	Year 1	Year 2	Year 3
Spring before the evaluation cycle begins, or as soon thereafter as is possible	Principal develops with staff a three-year strategic action plan to address 2-3 measurable school improvement goals that are aligned with district improvement priorities and would build system capacity over the duration of the three-year evaluation cycle. Also, the principal develops a three-year professional learning plan to strengthen or enhance 3-4 aspects of his/her performance as a capacity builder.	Preparation for Year 1		
Summer before the evaluation cycle begins	Both plans are shared, discussed with, and approved by the principal's evaluator. Also, the evaluator informs the principal of how student growth will be determined for the next annual rating of the principal's performance.	Preparation for Year 1		
Start of school year	Principal meets with school staff to share the approved three-year action plan and to set a direction for implementing that plan during the school year.	X	X	X
Early February	Principal meets with school staff to share and discuss what has been accomplished so far in implementing the three-year action plan and sets a direction for what needs to be achieved by the end of the school year. Then the principal completes a progress report that is shared with his/her evaluator.	X	X	X
End of February	Principal meets with the evaluator to complete his/her annual evaluation. As a result of this meeting an Annual Evaluation Report is completed that includes the following information: <ul style="list-style-type: none"> • The progress the principal has made in achieving the goals of the three-year action plan • The progress the principal has made in achieving the goals of his/her professional learning plan • The evaluators comments on and assessment of this progress • Any necessary adjustments to the three-year action plan or the principal's professional learning plan • The evaluator's rating of the principal's overall performance with supporting comments • A description of how student growth will be determined for the next annual rating of the principal's performance 	X	X	X
Mid March	Principal shares the evaluator's feedback on school improvement goal progress and discusses any adjustments that need be made to the three-year action plan.	X	X	X

When	What	Year 1	Year 2	Year 3
First of June	Principal reviews the progress that has been made that year in achieving the goals of the three-year action plan. The results of this review are shared and celebrated with school staff and used as a point of departure for continued progress during the next school year.	X	X	
Summer	Principal meets with the evaluator to discuss what progress has been made in implementing the three-year action plan and his/her professional learning plan. An Interim Progress Report is completed by the evaluator that documents what progress has been made as well as the evaluator's assessment of this progress. If necessary, adjustments are made for the next year in the three-year action plan or principal's professional learning plan.	X	X	
Mid April	Principal meets with staff to assess what progress has been made in achieving the goals of the three-year action plan. These results are shared and celebrated with school staff and used as a point of departure for developing a new three-year action plan.			X
Summer	Principal meets with the evaluator to bring closure to and to complete a Final Progress Report on what was accomplished during the three-year evaluation cycle. The new three-year action plan and professional learning plan that will drive the next three-year cycle are shared, discussed with and approved by the principal's evaluator. Also, the evaluator informs the principal of how student growth will be determined for the next annual rating of the principal's performance.			X

Some Suggestions for Implementing the Illinois Principal Performance Review

A series of suggestions are listed and discussed below to help school districts to effectively implement the Illinois Principal Performance Review process.

1. Adapt the Illinois Principal Performance Review (IPPR) process to your school district's needs

The description of the Illinois Principal Performance Review process that has been shared is fairly generic. It includes a description of the essential steps and critical features of a quality approach to principal evaluation. This approach needs to be adapted to the context

and particular needs of each local school and district. In some cases this might include adjusting the language used in some of the rubrics or making reference to particular processes already in place for setting school improvement priorities.

2. Orient principals, evaluators, and teachers to how the principal evaluation process will be implemented in your school district

Such an orientation would focus on *what* the focus, purposes, criteria, and steps are in the principal evaluation process. As a result of this orientation each party would have a clear understanding of the various aspects of the process. It is important for teachers to be oriented to the evaluation process since they are critical partners in the principal's school improvement efforts.

3. Provide principals and evaluators with the professional development necessary to implement the principal evaluation process effectively in your school district

The focus here is on the specifics of *how* principals and their evaluators will implement the principal evaluation process. When implementing the new evaluation process for the first time, it is important to discuss each step, share some examples of what is expected at each step, and then walk the principals and evaluators through the process of completing any forms required at a particular step.

4. Provide principals and evaluators with the time and other necessary resources to implement the principal evaluation process effectively in your school district

An effective principal evaluation process requires a commitment of both time and resources. The principal and evaluator need to have the time to work together in a meaningful and productive manner. A major problem in principal evaluation is that evaluators are not always able to spend the time they need to with principals. Another significant problem in principal evaluation is getting principals the resources they need to achieve their school improvement goals. Without such resources principals are greatly limited in their ability to build system capacity.

The issues of time and resources are critical since Illinois principals are involved in a high stakes evaluation process. If a school district has not allocated the time and resources necessary to support a principal's evaluation, then it would not be appropriate to rate that principal less than proficient. The perceived shortcomings in current approaches to principal evaluation, including the total lack of formal evaluation in some cases, may be the result of school districts not being able to allocate the time and resources necessary to

support the principal evaluation process. Research in other sectors has shown that for the evaluation process to be effective, the evaluator to manager ratio should be in the 1:5-8 ranges.

5. Make sure principals have well developed strategic action plans to guide the school improvement process

It is important for schools to be guided by a mission, vision, and core beliefs. But for that vision to become a reality, a strategic action plan needs to be developed based on an analysis of current and desired levels of student learning. Therefore, it is essential for principals to be skilled in data collection, data analysis, and data-informed decision making for the purpose of identifying and prioritizing school improvement needs. Such needs are articulated in a strategic action plan that includes a priority list of school improvement goals, each with a set of improvement strategies, a timeline, and desired learning outcomes.

Well thought out strategic action plans set the stage for meaningful and productive school improvement initiatives. Developing such plans in collaboration with other members of the school and community takes considerable time. Principals find that it is relatively easy to identify the issues that need to be addressed in such plans (e.g., improve students' problem solving performance in mathematics). The hard part is in developing improvement strategies to address the problem effectively. In some cases, the principal and other members of the school and community may need several months to systematically develop a well thought out plan to address a priority school improvement need. The key here is that such a plan needs to be developed *systematically*. In other words, the principal and other members of the school and community become involved in an ongoing planning process where they explore potential alternatives and get smart about the strategies that have promise for addressing a priority school improvement need.

6. Make sure the principal and teacher evaluation processes address the same school improvement priorities

The school's strategic action plan and improvement priorities are the keystones for both principal and teacher evaluation processes. Since the focus of both processes is to build system capacity, both processes should address the same district priorities and school improvement goals in a complementary manner. This is very consistent with the goal of human capital development systems -- to increase the competence of both teachers and principals to strengthen or enhance the productivity of the school organization.

7. Make sure school improvement is integrated with the professional learning and teacher and principal evaluation processes

Increasing the competence of both teachers and principals does not always increase the productivity of the school organization. This only happens when a concerted effort is made to increase competence as it relates to achieving priority school improvement goals. For many years teachers set goals individually and were successful in improving their competence, but the overall impact of these teachers' efforts on the productivity of the school organization was not discernable. These conscientious teachers were working hard, but unfortunately they were not working together toward a defined end.

By integrating professional learning and both principal and teacher evaluation with school improvement, members of the school do work together toward a defined end. The starting point in this process is school improvement. Once school improvement goals are identified, attention is turned to planning those professional learning experiences for teachers and the principal that must be initiated to support the school improvement process. Then the extent to which these professional learning experiences are impacting both teacher and principal performance as well as student learning are monitored through the evaluation process.

8. Place a strong emphasis on principal self-assessment.

Before principal performance can be improved, principals need to recognize clearly where improvement is needed. Professional development experiences should be provided that would enable principals to conduct evidence-based reflections on their performance and then identify priority improvement needs. Self-assessment is most successful when it gets principals to the point where they know how and why they need to change. While the use of 360° feedback is very beneficial in this regard, principals must be guided through the process of analyzing such feedback, identifying areas for improvement, and then setting worthwhile improvement priorities.

9. Share and celebrate the principal's and teachers' accomplishments in achieving their school improvement goals

It is important for the principal to conclude the school year with a summary of what has been accomplished by the professional staff with respect to the school's improvement goals. This should be captured in the form of a 2-3 page vignette that tells the story of what has been accomplished. This vignette should be shared and celebrated with members of the

school and community (*recognition*) and used as a platform for initiating the next year's work (*motivation*). These vignettes should also be shared with the school board.

By developing, sharing, and celebrating such vignettes, the message is conveyed that the teacher and principal evaluation, professional learning, and school improvement processes are important and their impact is being document. Forms are not just being filed in obscurity. When teachers and principals see this happening, the teacher and principal evaluation processes begin to be perceived as meaningful and productive rather than perfunctory responsibilities.

Appendix A

ILLINOIS PERFORMANCE STANDARDS FOR SCHOOL LEADERS

Introduction

This appendix contains the following Illinois Performance Standards for School Leaders:

- I. Living the Mission, Vision, and Beliefs
- II. Leading and Managing Systems Change
- III. Improving Teaching and Learning
- IV. Building and Maintaining Collaborative Relationships
- V. Ethical and Professional Leadership
- VI. Managing School Operations
- VII. Leading for Results

The themes that transcend these standards parallel closely those reflected in the *Educational Leadership Policy Standards: ISLLC 2008* adopted by the Illinois State Board of Education. Please note that ISLLC Policy Standard 2 was addressed through multiple standards as follows:

- II. Leading and Managing Systems Change
- III. Improving Teaching and Learning
- VII. Leading for Results

Also, ISLLC Policy Standard 6 – *An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context*, was not dealt with separately since it addresses issues that cut across the Illinois Performance Standards for School Leaders.

Please note that a number of indicators have been listed for each performance standard. This list is not exhaustive. Instead, it is intended to be representative of some key behaviors that a learning-focused school leader would be expected to demonstrate with respect to a particular standard. An *Other*: space has been provided for those school districts that may want to add other indicators.

Also, an *Examples of Evidence* section has been provided for each performance standard. This section includes some examples of the types of evidence that could be collected when evaluating a principal's performance with respect to that standard. Please note that this is neither an exhaustive nor a prescriptive list of the types of evidence that could be collected.

I. Living the Mission, Vision, and Beliefs – *the principal builds a collaborative school culture where the staff and community pursue a shared mission, vision, and set of core beliefs that provide a clear direction for systems change and focus the work of the school on improving adult and student learning.* [ISLLC Policy Standard 1]

Indicators for Standard I:

The principal . . .

1. Holds high expectations for all students and staff
2. Builds a collaborative school culture based on trust and caring
3. Creates an environment where race, ethnicity, and socio-economic status are not a predictor of school success or failure
4. Facilitates the development of a shared mission, vision, and set of core beliefs that focus on improving adult and student learning
5. Ensures that program decisions and practices are guided by the school's mission, vision, and core beliefs
6. Supports the need for quality adult learning experiences that are planned by staff, are job embedded, and are based on adult and student learning needs
7. Other:

Examples of Evidence:

- Copy of the school's mission, vision, and core beliefs
- Examples of how the mission, vision, and core beliefs are impacting school practices
- A protocol for the systematic review and revision of the vision and mission
- Description of the structures that are in place to promote collegiality and collaboration
- Examples of how adult learning experiences have resulted in changed instructional practices and improved student learning
- Use of environmental scanning to monitor the changing world and future demands on students
- Perceptual data regarding this standard like the results of 360° feedback surveys or focus group meetings

Rubric for Living the Mission, Vision, and Beliefs

This rubric has been developed as a guide for rating a principal's performance on this standard.

1. Holds high expectations for all students			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal is not committed to the belief that all students can and will learn at high levels.	Is committed to this belief, but does not exercise the necessary leadership to make it happen.	Leads and engages staff in developing strategies to bring this belief to fruition.	Engages families and community stakeholders in the school's efforts to bring this belief to fruition.
2. Builds a collaborative school culture based on trust and caring			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
A modicum of collegiality, trust, and caring exists among staff, but it is not strong. There is no shared language about what matters in the school (e.g., mission, vision, core beliefs, and strategic plan)	Principal is making a concerted effort to build a stronger sense of collegiality, trust, and caring among staff and students. A shared language about what matters in the school is developing.	A collegial school culture based on trust and caring is prevalent in most areas. A shared language has been developed to discuss what matters in the school.	The spirit of collegiality, trust, and caring is being extended to families and community stakeholders. Also, such groups are beginning to use a shared language to discuss what matters in the school.
3. Creates an environment where race, ethnicity, and socio-economic status are not predictors of school success or failure			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Little attention is paid to racial, ethnic, and socio-economic subgroups when planning instruction and assessing student performance.	Efforts are being made in some areas to assess student performance with respect to racial, ethnic, and socio-economic subgroups. Some modifications in instruction are made based on the results of these analyses.	It is common practice to review both formative and summative assessments of student performance with respect to racial, ethnic, and socio-economic subgroups and to modify instruction based on the results of these analyses.	Families and community stakeholders are involved in conversations about the results of these subgroup analyses as well as the modifications in instruction that are being considered.
4. Facilitates the development of a shared mission, vision, and set of core beliefs that focus on improving adult and student learning			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
A mission, vision, and set of core beliefs may be in place, but they do not impact student and adult learning.	Staff have had some input into the development of a mission, vision, and set of core beliefs and this statement is having some impact on student and adult learning.	A shared vision, mission, and set of core beliefs has been adopted by school staff that impacts student and adult learning.	Families and community stakeholders participated in the development of and have ownership in the shared vision, mission and set of core beliefs.
5. Ensures that program decisions and practices are guided by the school's mission, vision, and core beliefs			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Program decisions and practices are not being guided by the school's mission, vision, and set of core beliefs.	The mission, vision, and set of core beliefs are having some impact on the program decisions and practices at the school.	The mission, vision, and set of core beliefs are driving program decisions and practices at the school.	Families and community stakeholders are engaged actively in program decision-making and understand how such decisions are guided by the school's mission, vision, and set of core beliefs.

6. Supports the need for quality adult learning experiences that are planned by staff, are job embedded, and are based on adult and student learning needs

Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Adult learning experiences are event-oriented and planned to meet minimal local school district and state requirements.	Adult learning is primarily event-oriented with some job-embedded experiences planned by school staff.	Adult learning is typically job-embedded and organized by school staff to meet adult and student learning needs.	Adult learning is primarily job-embedded, organized by school staff, and based on multiple indicators of adult and student learning needs.

Overall Rating for Living the Mission, Vision and Beliefs:

Unsatisfactory (1) Needs Improvement (2) Proficient (3) Excellent (4)

Comments:

DRAFT

II. Leading and Managing Systems Change – *the principal works collaboratively with the school staff and community to develop, implement, and monitor the impact of a strategic action plan to improve student achievement school wide and close achievement gaps with low performing student groups.* [ISLLC Policy Standard 2]

Indicators for Standard II:

The Principal . . .

1. Works with staff to develop a strategic action plan that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups
2. Works with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the strategic action plan targets
3. Distributes leadership responsibilities to staff who have the desire and capacity to lead particular systems change efforts
4. Confers with staff regularly to a) assess what progress is being made toward achieving the strategic action plan targets, b) adjust the action plan if necessary, and c) celebrate the progress that has been made
5. Ensures that desired systems changes are brought to scale, that is, the intended effective practices have been implemented across all classrooms
6. Engages families and community stakeholders regularly in the systems change process and updates them on how the strategic action plan is impacting student learning
7. Other:

Examples of Evidence:

- Copy of the school's strategic action plan and/or school improvement plan
- Description of the new practices that have been implemented through the systems change process
- List of the school's strategic action plan targets/expected outcomes that have been attained
- Description of how leadership has been distributed to staff in the systems change process
- Updates on the implementation and impact of the strategic action plan on student learning
- Description of how families and community stakeholders have been engaged in the systems change process

Rubric for Leading and Managing Systems Change

This rubric has been developed as a guide for rating a principal's performance for this standard.

1. Works with staff to develop a strategic plan that includes targets to improve student achievement school wide and close achievement gaps with low performing students			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal or selected staff drafts and <i>sells</i> a strategic action plan to staff that complies with state mandates.	Involves some staff in developing a strategic action plan that complies with state mandates.	Involves almost all staff and some families and community stakeholders in developing a strategic action plan that complies with state mandates and makes sure that the parties involved understand the focus, strategies, and results of the plan.	Involves almost all staff and many students, families, and community stakeholders in developing a strategic action plan that complies with state mandates and makes sure that the parties involved understand the focus, strategies, and results of the plan.
2. Works with staff to allocate personnel time, materials, and adult learning resources appropriately to achieve strategic action plan targets			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal allocates the resources for achieving the strategic action plan targets.	Involves some staff in allocating the resources for achieving the strategic action plan targets.	Involves all staff in allocating the resources for achieving the strategic action plan targets.	Involves some families and community stakeholders in allocating resources for achieving the strategic action plan targets.
3. Distributes leadership responsibilities to staff who have the desire and capacity to lead particular systems change efforts			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal and maybe, a few select staff are responsible for systems change efforts.	Begins to distribute leadership for systems change to some staff who have the desire and capacity to do so.	Distributes leadership for systems change to a broad range of staff and possibly, students who have the desire and capacity to do so.	Becomes more of an orchestrator rather than a leader of systems change whose focus is on what needs to be done to insure that change efforts are improving student learning.
4. Confers with staff regularly to a) assess what progress is being made toward achieving the strategic action plan targets, b) adjust the action plan if necessary, and c) celebrate the progress that has been made			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal manages the implementation of the strategic action plan him/herself.	Confers with select staff periodically in managing the implementation of the strategic action plan.	Confers with all staff regularly in managing the implementation of the strategic action plan.	Confers with families and community stakeholders in managing the implementation of the strategic action plan.
5. Ensures the desired systems changes are brought to scale, that is, the intended effective practices have been implemented across all classrooms			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal gives little consideration to the concept of scale in the systems change process.	Might like to bring the proposed systems changes to scale, but <i>close is good enough</i> in the real world. Efforts often languish at the <i>pilot</i> phase.	Focuses the work of staff on action plan targets until the desired systems changes have been implemented across <i>all</i> classrooms.	Assumes a leadership role with peer principals in sharing the results of as well as the processes used to bring systems change efforts to scale

6. Engages families and community stakeholders regularly in the systems change process and updates them on how the strategic action plan is impacting student learning

Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal engages few families and community stake holders in the systems change process and believes – <i>if they don't ask then don't tell.</i>	Engages and updates some families and community stakeholders periodically on how the strategic action plan is impacting student learning, but his tends to be one-way communication via a school newsletter or other written documents.	Engages and updates most families and some community stakeholders regularly on how the strategic action plan is impacting student learning and provides these parties with an opportunity to engage in two-way dialogue about such progress	Creates an open forum for continuous updates and ongoing dialogue with families and community stakeholders about the impact of the strategic action plan on student learning.

Overall Rating for Leading and Managing Systems Change:

Unsatisfactory (1) Needs Improvement (2) Proficient (3) Excellent (4)

Comments:

III. Improving Teaching and Learning – *the principal works collaboratively with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students. [ISLLC Policy Standard 2]*

Indicators for Standard III:

The principal . . .

1. Facilitates the development and refinement of a shared vision for effective teaching and learning that ensures relevance, academic rigor, and high expectations for student performance in every classroom
2. Supports a culture of shared practice by providing and protecting staff time allocated for this purpose
3. Implements reflective practice and action research throughout the school to identify high yield instructional strategies for improving student learning
4. Expects staff to monitor instruction using multiple assessments aligned with the curriculum and performance standards and to modify instruction when it is not supporting student learning
5. Observes student learning to provide staff feedback on effective teaching practices and areas where instruction needs to be improved
6. Examines student data with teachers to identify, implement, and monitor the impact of strategic interventions for improving student learning
7. Other:

Examples of Evidence:

- School's shared vision for effective teaching and learning
- Schedule for teacher shared practice time and a written description of how this time is being used to improve adult and student learning
- Observation schedules and reports
- Shared analyses of formative and summative student performance data
- Information about the effectiveness of intervention practices
- Examples of how changes in instructional practices have improved student learning
- Results of school-wide or student learning-based action research studies

Rubric for Improving Teaching and Learning

This rubric has been developed as a guide for rating a principal's performance on this standard.

1. Facilitates the development and refinement of a shared vision for effective teaching and learning that ensures relevance, academic rigor, and high expectations for student performance in every classroom			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal has not developed a shared vision of effective teaching and learning with staff.	Principal and staff are exploring the development of a shared vision for effective teaching and learning.	Principal and staff are actively shaping and clarifying a shared vision for effective teaching and learning that is being applied in the everyday work of the school.	The schools shared vision for effective teaching and learning is being used by the principal and staff in their work and interactions with families and community stakeholders.
2. Supports a culture of shared practice by providing and protecting time allocated for this purpose			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
While sharing takes place at the school, the principal does little to actively support a culture of shared practice.	Principal provides some common planning time for staff, but since this time is not protected and expectations have not been developed for how to use this time, a culture of shared practice is emerging slowly.	A culture of shared practice has been developed where staff recognize the value of working together to address the varied learning needs of their students. Options are being explored to find more time for staff to work together.	Shared practice is a way of life as staff find the time to meet formally and informally throughout the school day to share experiences, seek advice, and address their student's learning needs.
3. Implements reflective practice and action research throughout the school to identify high yield instructional strategies for improving student learning			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal expects individual staff to determine how to deliver the curriculum in their individual classrooms and to implement new instructional practices that are mandated by the school district or state.	Encourages and supports staff and groups of teachers engaged in action research and reflective practice to identify teaching practices that result in increased student learning.	Expects staff to be engaged periodically in action research and reflective practice to identify teaching practices that result in increased student learning. Staff are expected to share and use their finding in their work with other teachers to improve the overall quality of teaching and learning in the school.	Principal and staff work together collaboratively as learners in examining student performance data and instructional practices to identify high yield instructional practices using action research.
4. Expects staff to monitor instruction using multiple assessments aligned with the curriculum and performance standards and to modify instruction when it is not supporting student learning			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal does not address the issue of whether curriculum and assessments are aligned to performance standards or the need to monitor instruction more than annually and using multiple assessments.	Begins to address the alignment issue and encourages staff to use multiple assessments more regularly when monitoring instruction.	Expects staff to monitor instruction regularly using multiple assessments aligned with the curriculum and performance standards and to use the results to modify instruction when it is not supporting student learning.	Works with staff to review and analyze the results from monitoring efforts to identify high yield instructional practices as well as areas where instruction needs to be strengthened.

5. Observes student learning to provide staff feedback on effective teaching practices and areas where instruction needs to be improved			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal conducts brief observations of student learning and provides teachers with only limited feedback on their instruction.	Observes student learning periodically to assess the quality of teaching. Teachers are provided with some feedback for improving their instruction, but usually there is no follow-up on how this feedback was actually used to improve instruction.	Observes student learning regularly to assess the quality of teaching. Teachers are provided specific feedback on their strengths as well as areas where instruction needs to be improved. The principal works with teachers individually or in teams to use this feedback to improve instruction.	Creates a professional learning community by engaging teachers in the observation of student learning with or without the principal. The teachers share what they observed and then develop and implement specific strategies for improving instruction.
6. Examines student data with teachers to identify, implement, and monitor the impact of strategic interventions for improving student learning			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal expects the teacher to determine the need for strategic instructional or behavioral interventions.	Principal and teachers initiate interventions based on student learning and behavioral data. Usually such interventions are responsive to an immediate teacher or student need.	Principal and teachers review student data together to determine the most strategic interventions to implement to increase student performance. The principal and teacher jointly develop, implement, and monitor the impact of the interventions on the student's performance.	The principal and teachers involve others engaged with the students in the planning of the what, why and how of the interventions. These <i>others</i> could include other teachers, school clerical and custodial staff, students, family members and even community stakeholders.

Overall Rating for Improving Teaching and Learning:

Unsatisfactory (1) Needs Improvement (2) Proficient (3) Excellent (4)

Comments:

IV. Building and Maintaining Collaborative Relationships – *the principal creates a collaborative culture where the school staff and community interact regularly and communicate effectively about school issues and student learning needs and work together to address them.*

[ISLLC Policy Standard 4]

Indicators for Standard IV:

The principal . . .

1. Utilizes a system of open communication that provides for the timely and responsible sharing of information to, from, and within school staff, families, and community stakeholders.
2. Gathers and values student input regarding classroom and school issues
3. Engages families and community stakeholders in meaningful dialogue regarding the work of the school, its needs, and its accomplishments
4. Engages families and community stakeholders in the school's efforts to improve student learning
5. Involves the school regularly in community activities and events
6. Leverages family and community stakeholder political and economic support for the school and its programs
7. Other:

Examples of Evidence:

- List of ways in which staff and students have been involved in community events
- Participation at family nights, open-houses, discussion groups, and other scheduled opportunities for dialogue with stakeholders
- School website, mass email, newsletters and other examples of direct communication with families and community stakeholders
- Description of how school staff are increasing the involvement/engagement of diverse family groups such as low income, racial, ethnic, and single parent groups as well as those who work and cannot participate in school events during the day
- Description of the business and community partnerships that have been formed
- List of ways in which families and community stakeholders have been engaged in improving student learning
- List of ways in which families and community stakeholders have provided political and economic support for the school and its programs
- Perceptual data regarding this standard like the results of 360° feedback surveys or focus group meeting

Rubric for Building and Maintaining Collaborative Relationships

This rubric has been developed as a guide for rating a principal's performance on this standard.

1. Utilizes an open system of communication that provides for the timely and responsible sharing of information to, from, and within school staff, families, and community stakeholders			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal communicates with school staff, families, and community stakeholders in formal ways (e.g., morning announcements, daily bulletin, presentations at meetings and assemblies, school newsletter, school web site). The principal tends to be neither visible nor accessible.	Communicates with school staff, families, and community stakeholders mostly in formal ways, but may provide periodic opportunities for them to discuss issues or concerns. The principal tends to be more visible with and accessible to select school staff, families, and community stakeholders.	Maintains an open door policy and is visible and accessible in the school community. The principal is very approachable and willing to discuss issues or concerns regarding the school and its work with school staff, families, and community stakeholders.	Reaches beyond the school staff, families, and those community stakeholders typically involved in the work of the school to communicate the accomplishments of the school to district education leaders, state education officials, and the broader business community.
2. Gathers and values student input regarding classroom and school issues			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Student voice regarding how to raise the quality of student learning and behavior is rarely heard by the principal.	Student voice regarding how to raise the quality of student learning and behavior is present through interactions with select students and sometimes, through responses to a student survey.	Student voice regarding how to raise the quality of student learning and behavior is valued by the principal. Feedback from a broad range of students is considered during the planning and implementation of school efforts to raise the quality of student performance and behavior.	Student voice is expected during the planning, implementation, monitoring of progress, and public reporting phases of school efforts to raise the quality of student and adult performance and behavior.
3. Engages families and community stakeholders in meaningful dialogue regarding the work of the school, its needs, and its accomplishments.			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal sometime engages select families and community stakeholders in discussions regarding limited aspects of the work of the school, its needs, and accomplishments.	Frequently engages select families and community stakeholders in dialogue regarding some aspects of the work of the school, its needs, and its accomplishments.	Regularly engages many families and community stakeholders in dialogue regarding varied aspects of the work of the school, its needs, and its accomplishments.	Regularly engages diverse families and community stakeholders in dialogue regarding varied aspects of the work of the school, its needs, and its accomplishments.
4. Engages families and community stakeholders in the school's efforts to improve student learning			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal equates family participation in the work of the school's formal parent association (PTA or PTO) to engagement in improving student learning.	Goes beyond the formal parent organization to periodically engage families and a few community stakeholders in improving student learning. These groups are involved to build community awareness about the school's strategic action plan and its impact on student learning.	Regularly engages families and increases the number of community stakeholders involved in improving student learning. The work of these groups is focused on achieving the student learning targets included in the school's strategic action plan.	Regularly engages families and many community stakeholders in improving student and adult learning. Involving these groups continuously builds community awareness, aligns district and community resources, creates shared accountability, and encourages advocacy for common goals.

5. Involves the school regularly in community activities and events			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal does not initiate the involvement of school staff and students in community activities and events.	Encourages staff and students to become involved in community activities and events.	Involves staff and students regularly in community activities and events to create a presence for the school in the community.	Aligns the involvement of staff, students, and families in community events with the goals of the school's educational programs.
6. Leverages family and community stakeholder political and economic support for the school and its programs			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal rarely seeks family and community stakeholder political and economic support for the school and its programs	Responds to requests from families and community stakeholders for information regarding the economic and political support needs of the school and district.	Periodically reaches out to educate and engage families and community stakeholders in understanding the economic and political support needs of the school and district.	Regularly interacts with families and community stakeholders to educate and engage them in understanding and taking action on the economic and political support needs of the school and district.

Overall Rating for Building and Maintaining Collaborative Relationships:

Unsatisfactory (1) Needs Improvement (2) Proficient (3) Excellent (4)

Comments:

V. Ethical and Professional Leadership – *the principal works collaboratively with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.* [ISLLC Policy Standard 5]

Indicators for Standard V:

The principal . . .

1. Treats all people fairly and equitably and with dignity and respect
2. Makes the well-being of all students the basis for all decision making
3. Fulfills professional responsibilities with honesty and integrity
4. Ensures the school is always in compliance with local, state, and federal laws, standards, and regulations.
5. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of leadership and performance
6. Maintains personal and professional standards that enhance the image of the school and the profession
7. Other:

Examples of Evidence:

- Teacher, student, and family involvement and leadership in the work of the school is representative of the school's demography
- Multi-lingual newsletters and other school communications
- A fair and equitable student discipline policy
- Perceptual data regarding this standard like the results of 360° feedback surveys or focus group meetings

Rubric for Ethical and Professional Leadership

This rubric has been developed as a guide for rating a principal's performance on this standard.

1. Treats all people fairly and equitably and with dignity and respect			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal recognizes the importance and impact of treating all people fairly and equitably and with dignity and respect in a professional setting.	Reflects on the adequacy of his/her own sense of fairness, equity, dignity, and respect when working with staff, students, families, and community stakeholders.	Consistently treats all people fairly and equitably and with dignity and respect. Monitors his/her performance in this regard through feedback from staff and students.	Serves as a mentor/coach in working with other leaders as they develop these ethical skills through their professional work.
2. Makes the well being of all students the basis for all decision-making			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal understands that the well being of all students needs to be considered when making all decisions.	Often considers the impact of his/her decisions on the well being of all students.	Consistently makes the well-being of all students the basis for all decision-making. Monitors his/her performance in this regard through feedback from staff and students.	Serves as a mentor/coach in working with other leaders as they make decisions that are in the best interest of all students.
3. Fulfills professional responsibilities with honesty and integrity			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal understands the importance of fulfilling professional responsibilities with honesty and integrity.	Is developing a better understanding of what it means to fulfill professional responsibilities with honesty and integrity.	Consistently fulfills professional responsibilities with responsibility and integrity. Monitors his/her performance in this regard through feedback from staff, students, families, and community stakeholders.	Serves as a mentor/coach in working with other leaders as they strive to fulfill their professional responsibilities with honesty and integrity.
4. Ensures the school is always in compliance with local, state, and federal laws			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal is developing a knowledge and understanding of the compliance requirements included in local, state, and federal laws	Has developed a knowledge and understanding of the compliance requirements included in local, state, and federal laws and is beginning to address areas where the school does not meet these requirements.	Consistently acts in accordance with and ensures that the school is in compliance with all local, state, and federal laws.	Serves as a mentor/coach/resource in working with other leaders as they strive to act in accordance with and ensure that their schools are in compliance with all local, state, and federal laws.

5. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of leadership and performance			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal is cognizant of the need for leaders to demonstrate values, beliefs, and attitudes that inspire others to higher levels of leadership and performance.	Can articulate the values, beliefs, and attitudes that he/she wants to demonstrate to inspire others to higher levels of leadership and performance.	Consistently demonstrates values, beliefs, and attitudes that inspire others to higher levels of leadership and performance. Monitors his/her performance in this regard through feedback from staff, students, families, and community stakeholders.	Serves as a mentor/coach in working with other leaders as they develop their ability to demonstrate values, beliefs, and attitudes that inspire others to higher levels of leadership and performance.
6. Maintains personal and professional standards that enhance the image of the school and the profession			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal understands that leaders need to maintain personal and professional standards that enhance the image of the school and the profession.	Developed a knowledge and understanding of the personal and professional standards he/she needs to maintain to enhance the image of the school and profession.	Consistently maintains personal and professional standards that enhance the image of the school and the profession. Monitors his/her performance in this regard through feedback from staff, students, families, and community stakeholders.	Serves as a mentor/coach in working with other leaders as they develop their ability to maintain personal and professional standards that enhance the image of the school and the profession.

Overall Rating for Ethical and Professional Leadership:

Unsatisfactory (1) Needs Improvement (2) Proficient (3) Excellent (4)

Comments:

VI. Managing School Operations – *the principal maintains a safe, orderly, and productive environment for student and adult learning by managing educational resources, school operations, and building maintenance effectively.* [ISLLC Policy Standard 3]

Indicators for Standard VI:

The principal . . .

1. Maintains a safe, healthy, and clean school learning environment
2. Sets clear expectations for student and adult behavior, reinforces these expectations regularly, and rewards positive behavior
3. Aligns school policies and procedures with the school's mission, vision, and core beliefs
4. Develops schedules and routines that effectively support adult and student learning
5. Recruits, selects, assigns, and organizes personnel to best achieve the school's vision and is able to retain them
6. Ensures that educational resources, including time, are allocated and used in ways that best support student and adult learning
7. Other:

Examples of Evidence:

- Student/family handbook with rules and expectations for behavior
- Posters etc. conveying expectations for student behavior
- Faculty handbook with operational guidelines and expectations for performance
- Operational procedures that focus on results
- The school/student schedules maximize opportunities for student learning and adult collaborative planning
- School safety audit
- Systematic approach to planning and managing school events, conflicts, and crises
- Procedures for recruiting, selecting, and orienting professional and classified staff
- Low in and out of school suspension rates and expulsion rates as well as large increases in student graduation rates
- Low staff turnover and a staff that is representative of the diversity in the school's student population
- Perceptual data regarding this standard like the results of 360° feedback surveys or focus group meetings

Rubric for Managing School Operations

This rubric has been developed as a guide for rating a principal's performance on this standard.

1. Maintains a safe, healthy, and clean school learning environment			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Facility is not maintained adequately in terms of safety, health and cleanliness. Principal is not engaged effectively with facilities services staff.	Facility is maintained at a basic level. Principal begins to take an active role in managing the facility and setting expectations for staff, student, and facilities service personnel, but most often these expectations are not reinforced.	Facility is maintained at a quality level. Principal clearly communicates and reinforces expectations for maintaining the facility to staff and students. Facilities services personnel follow systematic routines.	Facility is maintained at a high quality level. Principal actively pursues every opportunity to enhance the physical environment to support learning. Works closely with facilities services personnel to implement such enhancements.
2. Sets clear expectations for student and adult behavior, reinforces these expectations regularly, and rewards positive behavior			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Clear expectation for behavior have not been communicated.	Clear expectations for behavior have been communicated, but they are not reinforced consistently.	Clear expectations for behaviors have been set and are being reinforced by the principal and staff. Positive behavior is rewarded.	Clear expectations for behaviors have been set and are being reinforced by the principal and staff, students, and families. Positive behavior is rewarded and celebrated by the school community.
3. Aligns school policies and procedures with the school's mission, vision, and core beliefs			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal does not address the alignment issue.	Principal and some staff begin to address the alignment issue.	Principal and most staff work together to align school policies and procedures with the school's mission, vision, and core beliefs.	Principal, staff, students, families, and community stakeholders work together to align school policies and procedures with the school's mission, vision, and core beliefs.
4. Develops schedules and routines that effectively support adult and student learning			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal develops a schedule that does not support student learning well and provides little time for teacher planning and professional learning.	Works with some staff to develop a schedule that supports student learning and provides some time for teacher planning and professional learning.	Develops a schedule based on input from all staff that best supports student learning and provides teachers the time they need for planning and professional learning. The schedule may be adapted periodically as student or adult learning needs change.	Principal and teachers know the schedule is flexible and can change throughout the school year. Teacher teams can vary time blocks in a manner that best supports student learning and provides teachers the time they need for planning and professional learning.

5. Recruits, selects, assigns, and organizes personnel to best achieve the school's vision and is able to retain them			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal does not use the school's vision for adult and student learning as a guide in recruiting, selecting, assigning, and organizing staff.	Works with select staff in using the school's vision for adult and student learning as a guide in recruiting, selecting, assigning, and organizing staff.	Involves all staff in using the school's vision for adult and student learning as a guide in recruiting, selecting, assigning, and organizing staff.	Involves all staff in retaining quality school personnel and in aggressively searching for new personnel who have outstanding potential for meeting the needs of the school's diverse student population.

6. Ensures that educational resources, including time are allocated in ways that best support student and adult learning			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal maintains control over the allocation and reallocation of all educational resources.	Involves select staff in determining how educational resources are allocated to best support student and adult learning.	Involves all staff in determining how educational resources are allocated and reallocated equitably to best support student and adult learning needs in the school's strategic action plan. Decisions are made collaboratively and may change as the needs change.	Principal and staff involve families and community stakeholders in determining how educational resources are allocated and reallocated equitably to best support student and adult learning. Additional funding is sought aggressively from the district as well as from external sources to extend strategic change efforts.

Overall Rating for Managing School Operations:

Unsatisfactory (1) Needs Improvement (2) Proficient (3) Excellent (4)

Comments:

VII. Leading for Results – *the principal works collaboratively with the school staff and community to provide a quality educational experience for every student and holds staff accountable for results.*
[ISLLC Policy Standard 2]

Indicators for Standard VII:

The principal . . .

1. Works with staff to develop and implement a rigorous, clearly articulated, standards-based curriculum that is aligned with instruction and assessment
2. Works with staff to develop and implement a comprehensive assessment system for monitoring student progress toward meeting expectations for learning
3. Expects staff to disaggregate student performance data when making decisions about teaching practices and student learning
4. Evaluates the effectiveness of teaching on student learning
5. Conducts regular analyses of instructional and organizational effectiveness and uses the results to improve student performance
6. Provides students, families, and community stakeholders with clearly understood, regular updates on students' learning progress and overall achievement
7. Other:

Examples of Evidence:

- Evidence of the alignment of standards, curriculum, instruction and assessment
- Teacher evaluation reports
- Examples of how staff have used achievement data to improve student performance
- Schedule and samples of student achievement and performance progress reports provided to students, families, and stakeholders
- Discussions of student performance results in attaining expected outcomes, areas needing improvement, and proposed strategies to increase performance

Rubric for Leading for Results

This rubric has been developed as a guide for rating a principal's performance on this standard.

1. Works with staff to develop and implement a rigorous, clearly articulated, standards based curriculum that is aligned with instruction and assessment			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal expects individual teachers and groups of teachers to develop and implement a rigorous, clearly articulated, standards-based curriculum.	Expects teacher teams to develop and implement a rigorous, standards-based curriculum that is aligned with instruction and assessment.	Principal and teachers work together to develop and implement a rigorous, clearly articulated, standards-based curriculum that is aligned with instruction and assessment. Some business and community leaders are involved to ensure the rigor and relevance of curriculum, teaching practices, and tools.	Principal and teachers work together to continuously refine the curriculum they have developed and implemented. A broad base of community and business leaders are involved to insure the curriculum is rigorous and relevant and meets 21 st century workforce needs.
2. Works with staff to develop and implement a comprehensive assessment system for monitoring student progress toward meeting expectations for learning			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal and staff individually monitor student learning progress on school wide assessments, and other annual district or state tests.	Principal works with staff to monitor student learning progress on teacher built tests, school wide assessments, and other annual district or state tests. Principal and staff use formative assessments periodically to monitor developmental progress.	Principal works with staff to monitor student learning progress on annual and other district or state tests as well as through a number of other formative and summative assessments used by teachers. Particular attention is paid to setting standards and monitoring individual student learning progress with respect to these standards and strategic action plan targets.	Principal and staff involve students, families, and community stake holders in the process of monitoring student learning progress using a comprehensive assessment system. This system includes multiple assessments, both formative and summative, as well as agreed upon standards and procedures for monitoring student learning progress and taking action based on the results.
3. Expects staff to disaggregate student performance data when making decisions about teaching practices and student learning			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal does not expect staff to look at disaggregated data when making decisions about teaching practices and student learning.	Expects some staff to analyze disaggregated data from annual, high stakes tests and to determine what the results mean for improving teaching practices and student learning.	Expects all staff to disaggregate data from multiple assessments regularly and to use the results as learning tools for improving teaching practices and student learning.	Expects staff to involve families and community stakeholders in the process of analyzing disaggregated student performance data and developing strategies to improve teaching practices and student learning.

4. Evaluates the effectiveness of teaching on student learning			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal satisfies minimal contractual requirements when evaluating the effectiveness of teaching on student learning.	Uses some evidence of student learning to evaluate teaching effectiveness. This evidence is used to identify areas for improvement and a professional learning plan is developed to address these areas. Throughout this process some consideration is given to the teacher's level of development (i.e., beginner, novice, experienced, accomplished, or expert). The teacher is supported in implementing the professional learning plan by the principal.	Principal and teacher use evidence of student learning to evaluate teaching effectiveness. They use this evidence to identify areas for improvement and a professional learning plan is developed to address these areas. Throughout this process careful consideration is given to the teacher's level of development. The teacher is supported in implementing the professional learning plan by the principal and peers.	A professional learning community is created where the principal and teachers use a broad range of evidence of student learning to evaluate teaching effectiveness. They use this evidence to identify areas for improvement and a professional learning plan is developed to address these areas. Throughout this process careful consideration is given to the teacher's level of development. Teachers are supported in implementing their professional learning plans by the principal and their peers.
5. Conducts analyses of instructional and organizational effectiveness and uses the results to improve student performance			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal is focused more on order and efficiency than on effectiveness when conducting the analyses of instruction and the school organization.	Principal and some staff conduct the analyses of instructional and organizational effectiveness and use the results to improve student performance.	Principal works with school staff and select student and families to conduct the analyses of instructional and organizational effectiveness and use the results to improve student performance. Follow-up inquiries are conducted to determine whether such improvements are having the desired impact on student performance.	Principal and staff involve students, families, and community stakeholders in the analyses of instructional and organizational effectiveness as well as in the use of the results to improve student performance.
6. Provides students, families, and community stakeholders with clearly understood, regular updates on student learning progress and overall achievement			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Principal complies with district and state mandates by providing families and community stakeholders with an annual report on student learning progress and overall achievement.	Works with some teachers to provide families and community stakeholders with periodic reports that include disaggregated data on students' overall achievement and their progress toward meeting the achievement targets in the school's strategic plan.	Principal and school staff work together to provide students, families, and community stakeholders with clearly understood, regular updates that include disaggregated data on students' overall achievement and their progress toward meeting the achievement targets in the school's strategic plan. Students and families are provided opportunities to discuss the results included in these updates.	Open forums are convened regularly where the principal and staff provide students, families, and multiple stakeholders the opportunity to engage in conversations about students' overall achievement and their progress toward meeting the achievement targets in the school's strategic plan.

Overall Rating for Leading for Results:

Unsatisfactory (1) Needs Improvement (2) Proficient (3) Excellent (4)

Comments:

DRAFT

Appendix B

2007 ILLINOIS STATEWIDE SCHOOL LEADERSHIP STANDARDS DESIGN TEAM

Donald C. Anderson, CLASS, Chicago Public Schools

Allen Ellington, Principal, Collinsville Middle School

Lynn Gaddis, Director, National Board Resource Center, Illinois State University

Kristine Gritzmacher, Principal Lions Park Elementary School, Mount Prospect

Don Kachur, Executive Director, Illinois Association for Supervision and Curriculum

Jason Leahy, Executive Director, Illinois Principals Association

Deana k. N. Mariotti, Chicago Public Education Fund

Susan Morrison, Executive Director, Illinois North Central Accreditation

Mary O'Brian, Director of Special Services, Illinois Alliance Administrators of Special Education

John Ourth, Field Director, Illinois Principal Association

Sallie D. Penman, CLASS, Chicago Public Schools

Jeanie Probst, Principal, Highland Middle School, Highland, Illinois

Darlene Ruscitti, Regional Superintendent DuPage County ROE

Diane Rutledge, Executive Director, Large Unit District Association (LUDA)

Fred Singleton, Field Director, Illinois Principals Association

Jean Smith, Professional Development Director, Illinois Principals Association

Dennis Williams, Illinois State Board of Education

Appendix C

Alignment of the Illinois Performance Standards for School Leaders with the 2008 Interstate School Leaders Licensure Consortium Standards and the National Board Standards for Accomplished Principals

2008 Interstate School Leaders Licensure Consortium Standards	Illinois Performance Standards for School Leaders	National Board Standards for Accomplished Principals
<p>Standard 1: Setting a Widely Shared Vision for Learning - An educated leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p>	<p>I. Living the Mission, Vision, and Beliefs - The principal builds a collaborative school culture where the school staff and community pursue a shared mission, vision, and set of core beliefs that provide a clear direction for systems change and focus the work of the school on improving adult and student learning.</p>	<p>II. Vision and Mission</p> <p>IV. Knowledge of Students and Adults</p> <p>V. Culture</p> <p>IX. Reflection and Growth</p>
<p>Standard 2: Developing a School Culture and Instructional Program Conducive to Student Learning and Staff Professional Growth - An educated leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p>	<p>II. Leading and Managing Systems Change - The principal works collaboratively with the school staff and community to develop, implement, and monitor the impact of a strategic action plan to improve student achievement school wide and close achievement gaps with lower performing student groups.</p> <p>III. Improving Teaching and Learning</p> <p>- The principal works collaboratively with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students.</p> <p>VII: Leading for Results - The principal works collaboratively with the school staff and community to provide a quality educational experience for every student and holds staff accountable for results.</p>	<p>VI. Strategic Management</p> <p>III. Teaching and Learning</p> <p>I. Leadership for Results</p>

<p>Standard 3: Ensuring Effective Management of the Organization, Operation, and Resources - An educational leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p>	<p>VI. Managing School Operations - The principal maintains a safe, orderly, and productive environment for student and adult learning by managing educational resources, school operations, and building maintenance effectively.</p>	<p>VI. Strategic Management</p>
<p>Standard 4: Collaborating with Faculty and the Community Members - An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</p>	<p>IV. Building and Maintaining Collaborative Relationships - The principal creates a collaborative culture where school staff and community interact regularly and communicate effectively about school issues and student learning needs and work together to address them.</p>	
<p>Standard 5: Acting with Integrity, Fairness, and in an Ethical Manner - An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p>	<p>V. Ethics and Professional Leadership - The principal works collaboratively with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.</p>	<p>VIII. Ethics</p>
<p>Standard 6: Influencing the Political, Social, Economic, Legal and Cultural Context - An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>	<p>This standard was not dealt with separately since it addresses issues that cut across the new Illinois Performance Standards for School Leaders.</p>	<p>VII. Advocacy</p>