

ESTABLISH A PRINCIPAL EVALUATION PLAN**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

The establishment of a Principal Evaluation Plan for the annual evaluation of Principals by the Chief Executive Officer or designee.

DESCRIPTION: The Uniform Principal's Performance Contract also requires that Principals be evaluated annually. In addition, P.A. 96-861, the Performance Evaluation Reform Act of 2010 (PERA) requires the General Superintendent or her designee to develop and implement a performance evaluation system to assess all Principals annually beginning in the 2012-2013 school year based on the following two significant factors: (i) Principal professional practice, and (ii) measures of student growth based on academic assessments.

The Principal Evaluation Plan attached hereto and made a part of hereof, shall supersede the Principal Evaluation Form and Guidelines previously established by the Board under Board Report 08-1022-EX2 and will be utilized by the Chief Executive Officer or designee beginning with evaluations conducted in the 2012-2013 school year. To ensure continuous improvement of the principal evaluation process, the Chief Executive Officer or her designee may modify and re-issue, as necessary, a revised Principal Evaluation Plan in accordance with Section 5/34-8 of the Illinois School Code.

The Principal Evaluation Plan includes the following components for evaluating Chicago Public School Principals:

- a) *Student Growth Measurements:* a set of metrics established by the Chief Executive Officer or designee measuring changes in student outcomes under the Principal's leadership;
- b) *Performance Standards for School Leaders Rubric:* a set of standards established by the Chief Executive Officer or designee for the evaluation of principal practice based on the Principal's competencies;
- c) *Principal Self Assessment:* Principal's self assessment based on the *Performance Standards for School Leaders Rubric* and used by the Evaluator as a piece of evidence for the evaluation;
- d) *Principal Professional Development Plan:* individual development plan completed by all principals incorporating the results of the Principal Evaluation; and
- e) *School Goal Setting:* school growth plan completed by all principals prior to the start of a new school year using the model established by the Chief Executive Officer or designee.


Under the Principal Evaluation Plan:

- a) Principal practice will be weighted 50% and student growth measures and other results will be 50%;
- b) An annual evaluation will be completed by the Chief Executive Officer's designees for all Principals;
- c) All evaluations and evidence collected will be reviewed with the Principal; and
- d) All Principals will be expected to complete a Professional Development Plan regardless of their overall rating.

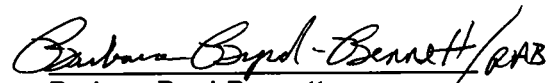
And, in accordance with PERA:

- a) All principal evaluators will be certificated by the State of Illinois to conduct principal evaluations;
- b) Principal evaluators will conduct at least two formal observations of Principals and may also conduct informal observations;
- c) Principal evaluators will collect evidence supporting the *Performance Standards for School Leaders Rubric*, and share this evidence with Principals within 10 work days of the completion of the observation period; and
- d) All Principals will complete a self-assessment and provide it to their evaluator for inclusion in the overall evaluation rating.

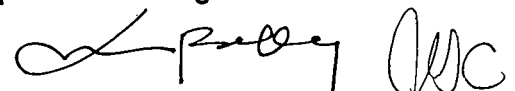
Approved for Consideration:


Alicia Winckler
Chief Talent Officer

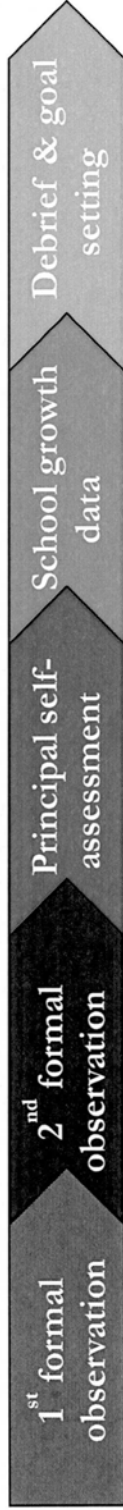
Approved:


Barbara Byrd-Bennett
Chief Executive Officer

Approved as to Legal Form

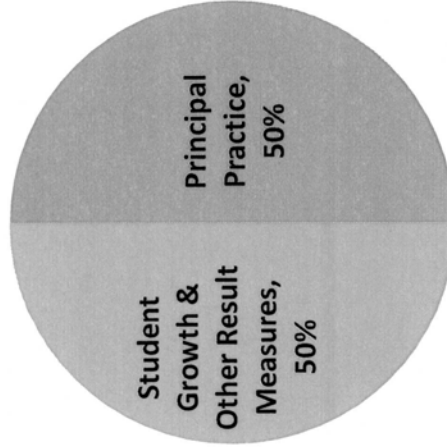

James L. Bebley
General Counsel

**Appendix A:
Principal Evaluation Process**



- Evaluator:
 - Completes the principal practice form
 - Collects evidence
 - Attends LSC, parent, and other meetings
- Evaluator:
 - Completes the principal practice form
 - Collects evidence
 - Attends LSC, parent, and other meetings
- Evaluator shares information and evidence with Principal within 10 days
- Evaluator shares information and evidence with Principal
- Principal completes self-assessment against the rubric by June 1st (mandatory)
- Evaluator uses the self-assessment as one input to the overall evaluation of Principal practice
- Student assessment data received and calculated
- Student data added to the evaluation
- Final summative rating calculated
- Principal and Evaluator:
 - Discuss the results
 - Sign off on the results
 - Discuss professional development
 - Goal set for next year

Appendix B:
Principal Evaluation Framework



Guidelines for Results Measures:

- ✓ Utilize leading indicators of students being on track or off track (inclusive of an element of attendance)
- ✓ Measure student growth from beginning of year to end of year
- ✓ Where possible, performance scale should be linked with national benchmarks
- ✓ Some measures must focus on the most at-risk and highest need students
- ✓ Connect and align K-8 with 9-12 with a focus on college and career readiness

Guidelines for Principal Practice rubric:

- ✓ Compliance with school code and state standards
- ✓ Inclusive of the CPS Principal Competencies:
 - Champions teacher and staff excellence through continuous improvement
 - Creates powerful professional learning systems
 - Builds a culture focused on college and career readiness
 - Empowers and motivates families and the community to become engaged
 - Pursues self-disciplined thinking and action
- Leads school toward achieving the vision

**Appendix C:
Chief Executive Officer Principal Evaluation Form**

Name:	School:
Chief of Schools/Evaluator:	School Year:
# Years as Principal at Current School:	Date of Goal Setting Discussion (end of year only):
	Date of Professional Development Plan Review (end of year only):

Summary of Principal Performance Review

Student Growth Data Rating:	Principal Professional Practice Rating:	Summative Rating:
Exceeds Goal Meets Goal Minimal Growth No Growth/Decreasing Growth	Distinguished Proficient Basic Unsatisfactory	Excellent Proficient Needs Improvement Unsatisfactory

Principal Professional Practice Assessment (Completed for each observation period utilizing the Performance Standards for School Leaders Rubric)

1 st or 2 nd observation: _____ Date of observation: _____		Date of debrief discussion: _____			
Principal Practice					
Competency	Rating	Evidence Gathered	Areas of Strength	Areas of Growth	Rating
A: Champions teacher and staff excellence through continuous improvement	<ul style="list-style-type: none"> • Distinguished (4) • Proficient (3) • Basic (2) • Unsatisfactory (1) 	Evaluator Text	Evaluator Text	Evaluator Text	Weighted Rate
B: Creates powerful professional learning systems	1, 2, 3, or 4	Evaluator Text	Evaluator Text	Evaluator Text	Weighted Rate
C: Builds a culture focused on college and career readiness	1, 2, 3, or 4	Evaluator Text	Evaluator Text	Evaluator Text	Weighted Rate
D: Empowers and motivates families and the community to become engaged	1, 2, 3, or 4	Evaluator Text	Evaluator Text	Evaluator Text	Weighted Rate
E: Pursues self-disciplined thinking and action	1, 2, 3, or 4	Evaluator Text	Evaluator Text	Evaluator Text	Weighted Rate
F: Leads school toward achieving the vision	1, 2, 3, or 4	Evaluator Text	Evaluator Text	Evaluator Text	Weighted Rate
Overall Principal Practice					1.0 to 4.0

Evaluator Executive Summary (To be completed by Evaluator):

Evaluator to insert text

Principal Reflection and Comments (To be completed by Principal):

Principal to insert text

Once the 'Principal Professional Practice Form' has been completed and the CHIEF/evaluator has had a face-to-face meeting with the Principal, the Principal and the Evaluator will sign the form below (or the available electronic form). Return the signed and completed form to the Talent Office to close the observation period.

Signatures

Principal: _____ Date: _____

Evaluator: _____ Date: _____

Appendix D:

Principal Self-Assessment Form

Name:		School:	
Chief of Schools/Evaluator:		School Year:	
# Years as Principal at Current School:		Date of Self-Assessment Review with Evaluator:	
Principal Self-Assessment			
Competency	Self-Assessment Rating	Areas of Strength	Areas of Growth
A: Champions teacher and staff excellence through continuous improvement	<ul style="list-style-type: none"> • Distinguished (4) • Proficient (3) • Basic (2) • Unsatisfactory (1) 	Insert Text	Insert Text
B: Creates powerful professional learning systems	1, 2, 3, or 4	Insert Text	Insert Text
C: Builds a culture focused on college and career readiness	1, 2, 3, or 4	Insert Text	Insert Text
D: Empowers and motivates families and the community to become engaged	1, 2, 3, or 4	Insert Text	Insert Text
E: Pursues self-disciplined thinking and action	1, 2, 3, or 4	Insert Text	Insert Text
F: Leads school toward achieving the vision	1, 2, 3, or 4	Insert Text	Insert Text

Once the Self-Assessment has been completed and the Evaluator has had a face-to-face meeting with the Principal, sign the form below (or the available electronic form). Return the signed and completed form to the Talent Office to close the performance evaluation process for this year.

Signatures

Principal: _____ Date: _____

Evaluator: _____ Date: _____

Appendix E: Principal Professional Development Form

Name:		School:		
Chief of Schools/Evaluator:		School Year:		
# Years as Principal at Current School:		Date of Professional Development Plan Review with Chief:		
Principal Practice				
Competency	Areas of Growth (Evaluation)	Areas of Growth (Self-Assessment)	Actions for Growth (training, etc.)	
	A: Champions teacher and staff excellence through continuous improvement	Evaluator Feedback	Principal Insert Text	Principal Insert Text
	B: Creates powerful professional learning systems	Evaluator Feedback	Principal Insert Text	Principal Insert Text
	C: Builds a culture focused on college and career readiness	Evaluator Feedback	Principal Insert Text	Principal Insert Text
	D: Empowers and motivates families and the community to become engaged	Evaluator Feedback	Principal Insert Text	Principal Insert Text
	E: Pursues self-disciplined thinking and action	Evaluator Feedback	Principal Insert Text	Principal Insert Text
	F: Leads school toward achieving the vision	Evaluator Feedback	Principal Insert Text	Principal Insert Text

Once the Professional Development Form has been completed and the Evaluator has had a face-to-face meeting with the Principal sign the form below. Return the signed and completed form to the Talent Office to close the performance evaluation process for this year.

Signatures

Principal: _____ Date: _____

Evaluator: _____ Date: _____

Appendix F:

General Instructions to Complete Principal Performance Evaluation Process

PLEASE NOTE: Principals do not need to prepare a portfolio for this evaluation. However, Principals must be prepared to demonstrate results as evidence for ratings.

FOR ALL PRINCIPALS:

- Review the Principal Professional Practice Rubric
- Complete a Self-Assessment by June 1st of each year using the *Performance Standards for School Leaders Rubric*
- Schedule time to complete observations with Evaluator twice a year
- Schedule time to review summative evaluation with Evaluator in July/August
- Submit reflections and comments on final summative evaluation
- After review of the final summative rating, all Principals will complete their Professional Development Plan and School Goal Setting document