

# Illinois Principal Evaluation Plan (IPEP) Rating Template

## Table of Contents

Page 1	Final Summative Rating Professional Development Target Areas
Pages 2-7 Leaders	Professional Practice Monitoring Tool Based on Illinois Professional Standards for School Leaders (Standards, Indicators, Rubrics and Evidence Examples) Evidence and Comments Standard Rating
Page 8	Professional Practice Final Rating Professional Practice Rubric
Pages 9-10	Student Growth Final Rating Worksheet Growth Goal Areas Targets Measurement Model Student Growth Rubric
Page 11	Summative Rating Worksheet Weighting of Parts Summative Rating



# Illinois Principal Evaluation Plan

## Final Summative Evaluation

### 2014-2015

<p><b>Principal:</b></p>	<p><b>Evaluator:</b></p>
<p><b>Summative Evaluation Rating:</b></p> <p><input type="checkbox"/> Excellent – The principal or assistant principal demonstrates consistently exemplary performance.</p> <p><input type="checkbox"/> Proficient - The principal or assistant principal demonstrates consistently strong performance.</p> <p><input type="checkbox"/> Needs Improvement - The principal or assistant principal demonstrates inconsistent performance in need of immediate improvement.</p> <p><input type="checkbox"/> Unsatisfactory - The principal or assistant principal demonstrates unacceptable performance.</p>	<p><b>Professional Practice Rating:</b></p> <p><input type="checkbox"/> Distinguished</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Basic</p> <p><input type="checkbox"/> Needs Improvement</p> <p><b>Student Growth:</b></p> <p><input type="checkbox"/> Much Above Target</p> <p><input type="checkbox"/> Above Target</p> <p><input type="checkbox"/> On Target</p> <p><input type="checkbox"/> Less Than Target</p>

**Professional Development Target Areas:**

- Standard # and Indicators
- Standard # and Indicators

## PROFESSIONAL PRACTICE MONITORING TOOL

# ILLINOIS PERFORMANCE STANDARDS FOR SCHOOL LEADERS

## I. Living a Mission and Vision Focused on Results

The principal works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results

- a. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners
- b. Ensures that the school's identity, vision, and mission drive school decisions
- c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results

<b>I. Evidence and Comments:</b>	<b>Rating:</b>  ____ <b>Distinguished</b> ____ <b>Proficient</b> ____ <b>Basic</b> ____ <b>Needs Improvement</b>
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## II. Leading and Managing Systems Change

The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities

- a. Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student achievement
- b. Creates a safe, clean and orderly learning environment
- c. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the school improvement plan targets

<p><b>II. Evidence and Comments:</b></p>	<p><b>Rating:</b></p> <p>_____ <b>Distinguished</b></p> <p>_____ <b>Proficient</b></p> <p>_____ <b>Basic</b></p> <p>_____ <b>Needs Improvement</b></p>
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**III. Improving Teaching and Learning**

The principal works 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

- a. Works with staff to develop a consistent framework for effective teaching and learning that includes a rigorous and relevant standards-based curriculum, research-based instructional practices, and high expectations for student performance
- b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes
- c. Implements student interventions that differentiate instruction based on student needs

- d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning
- e. Evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations providing timely feedback on instruction as part of the district teacher appraisal system
- f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance
- g. Develops systems and structures for staff professional development and sharing of effective practices including providing and protecting time allotted for development
- h. Advances instructional technology within the learning environment

<p><b>III. Evidence and Comments:</b></p>	<p><b>Rating:</b></p> <p>_____ <b>Distinguished</b></p> <p>_____ <b>Proficient</b></p> <p>_____ <b>Basic</b></p> <p>_____ <b>Needs Improvement</b></p>
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**IV. Building and Maintaining Collaborative Relationships**

The principal creates a collaborative school community where the school staff, families, and community interact regularly and share ownership for the success of the school

- a. Creates, develops and sustains relationships that result in active student engagement in the learning process
- b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and policies
- c. Proactively engages families and communities in supporting their child's learning and the school's learning goals
- d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively

**IV. Evidence and Comments:**

**Rating:**

- Distinguished**
- Proficient**
- Basic**
- Needs Improvement**

**V. Leading with Integrity and Professionalism**

The principal works 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

- a. Treats all people fairly, equitably, and with dignity and respect
- b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff
- c. Creates and supports a climate that values, accepts and understands diversity in culture and point of view

**V. Evidence and Comments:**

**Rating:**

- Distinguished
- Proficient
- Basic
- Needs Improvement

**VI. Creating and Sustaining a Culture of High Expectations**

The principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning

- a. Builds a culture of high aspirations and achievement and for every student
- b. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission
- c. Leads a school culture and environment that successfully develops the full range of students' learning capacities—academic, creative, social-emotional, behavioral and physical



**VI. Evidence and Comments:**

**Rating:**

\_\_\_\_ Distinguished  
\_\_\_\_ Proficient  
\_\_\_\_ Basic  
\_\_\_\_ Needs  
Improvement

**PROFESSIONAL PRACTICE FINAL RATING**

**Standard Rating From Above:**

Standard I \_\_\_\_\_

Standard II \_\_\_\_\_

Standard III \_\_\_\_\_

Standard IV \_\_\_\_\_

Standard V \_\_\_\_\_

Standard VI \_\_\_\_\_

**Professional Practice**

**Final Rating:** \_\_\_\_ Distinguished \_\_\_\_ Proficient \_\_\_\_ Basic  
\_\_\_\_ Unsatisfactory

### Professional Practice Rubric

- **Unsatisfactory** – Any standard rated as “Unsatisfactory”
- **Basic** – At least 3 standards rated as “Basic” or above
- **Proficient** – At least 4 standards rated as “Proficient” or above
- **Distinguished** – At least 4 standards rated as “Distinguished” and no “Basic” ratings

## STUDENT GROWTH FINAL RATING

**Student Growth:** A demonstrable change in a student’s or group of students’ knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time

**Assessment:** Any instrument that measures a student’s acquisition of specific knowledge and skills

**Measurement Model:** Manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student’s knowledge or skills over time

### Target Attainment Rating Scale:

- 4 Much Above Target
- 3 Above Target
- 2 On Target
- 1 Less Than Target

Grow th Area	Assessment/ Measure	Measurement Model	Baseline	Target	Analysis	Rati ng
#1						
#2						

#3						
#4						
					<b>Average of Target Scores</b>	

**Student Growth Rubric**

**Check Appropriate Average Identified Above**

- \_\_\_\_\_ 3.5 – 4.0      Much Above Target
- \_\_\_\_\_ 2.5 – 3.4      Above Target
- \_\_\_\_\_ 1.5 – 2.4      On Target
- \_\_\_\_\_ 1.0 – 1.4      Less Than Target

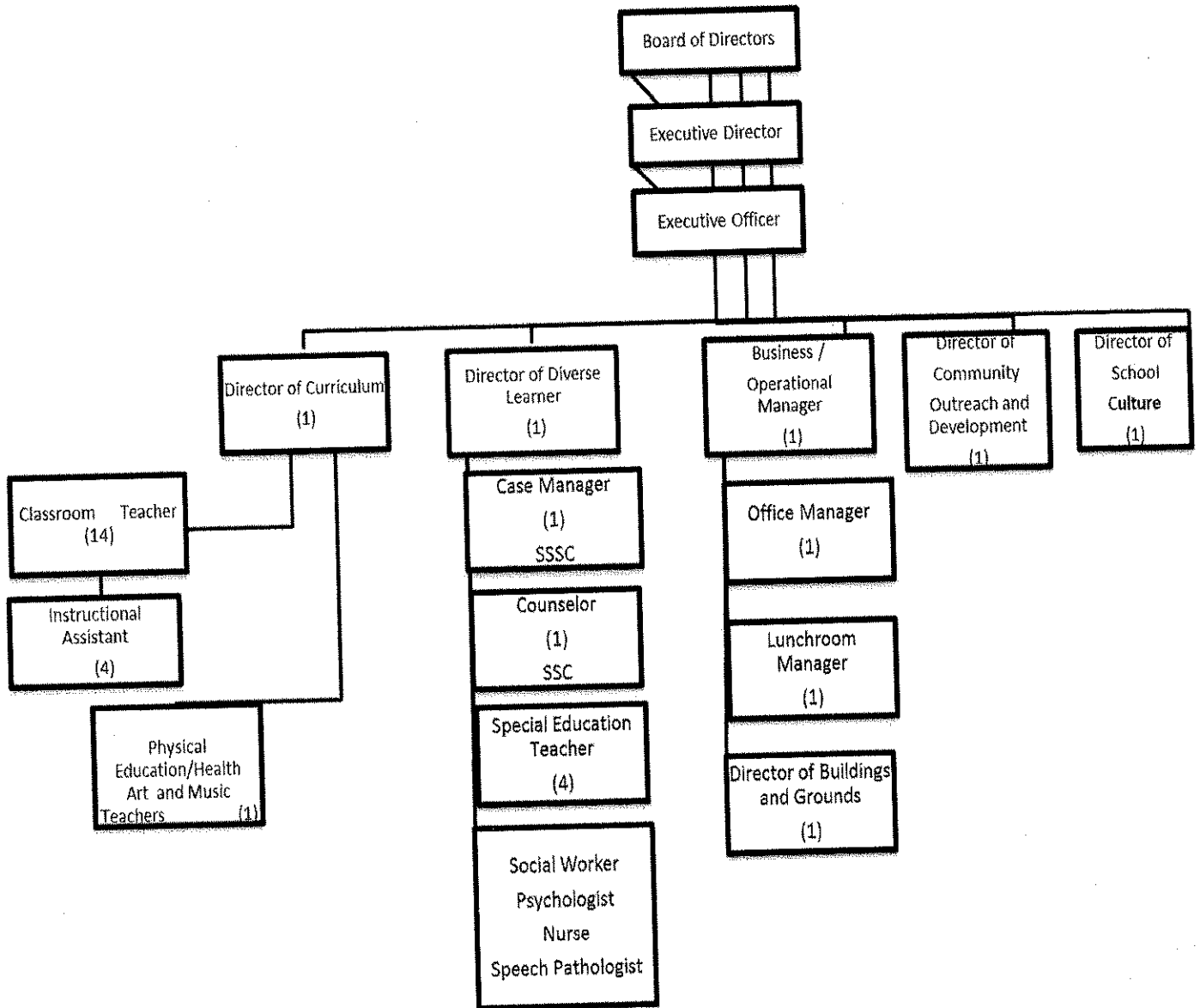
## SUMMATIVE RATING WORKSHEET

	<b>Weight:</b> % Column Must Add to 100 [Ex. 75]	<b>Rating: 1.0-4.0</b> Scale May be Decimal [Ex. 3.2]	<b>Multiply:</b> Weight X Rating [Ex. 75 x 3.2 = 240]
<b>Professional Practice</b> (50-75% of Total)			
<b>Student Growth</b> (25-50% of Total)			
<b>Other: List &amp; Name</b> <b>Below</b> (Add to 0-25%)			
<b>1.</b>			
<b>2.</b>			
<b>3.</b>			
		Add Numbers In The Right Column	
		Divide This Sum by 100	
		Final Summative Rating [From Scale Below]	

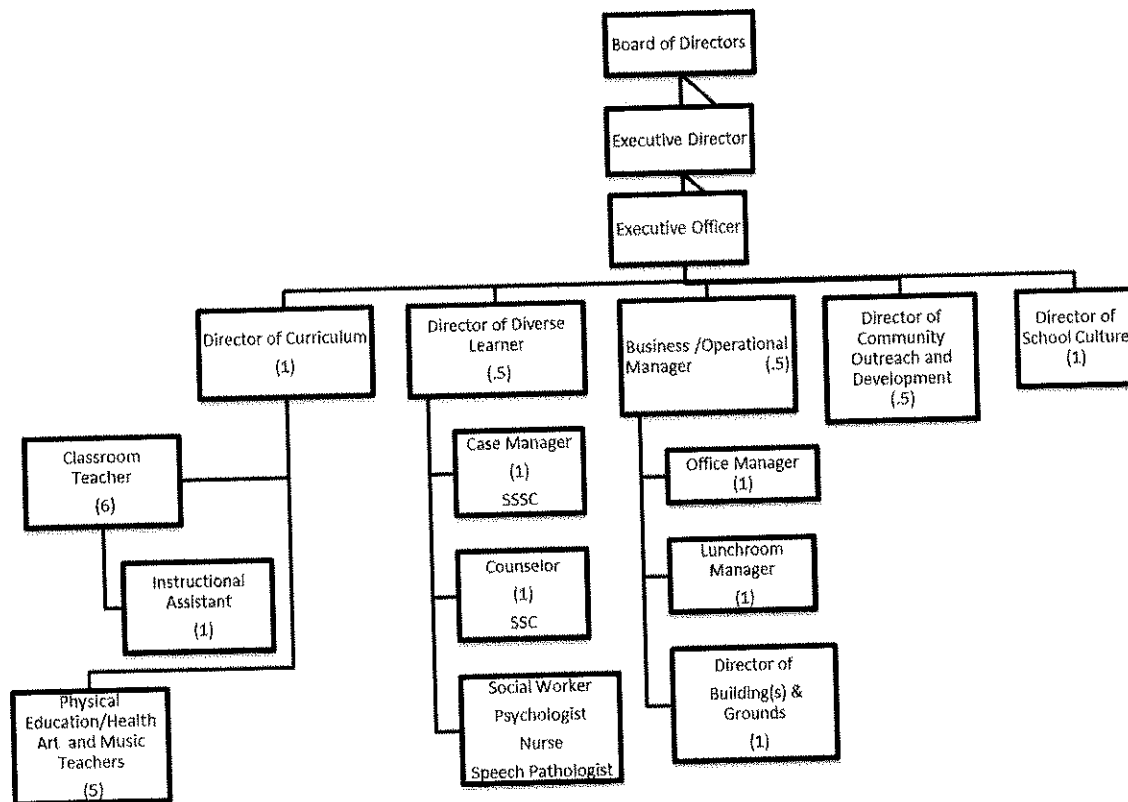
**Summative Rating Scale:**

- 3.25-4.00    Excellent
- 2.25-3.24    Proficient
- 1.25-2.24    Needs Improvement
- 0-1.24        Unsatisfactory

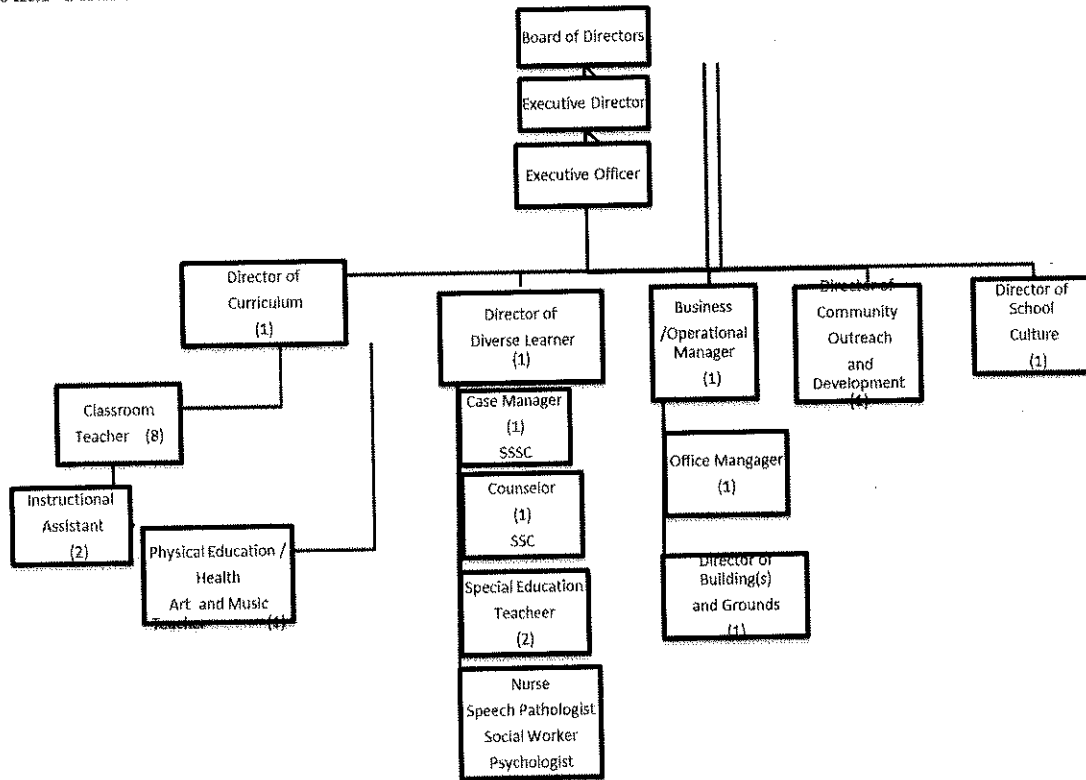
# Organizational Chart



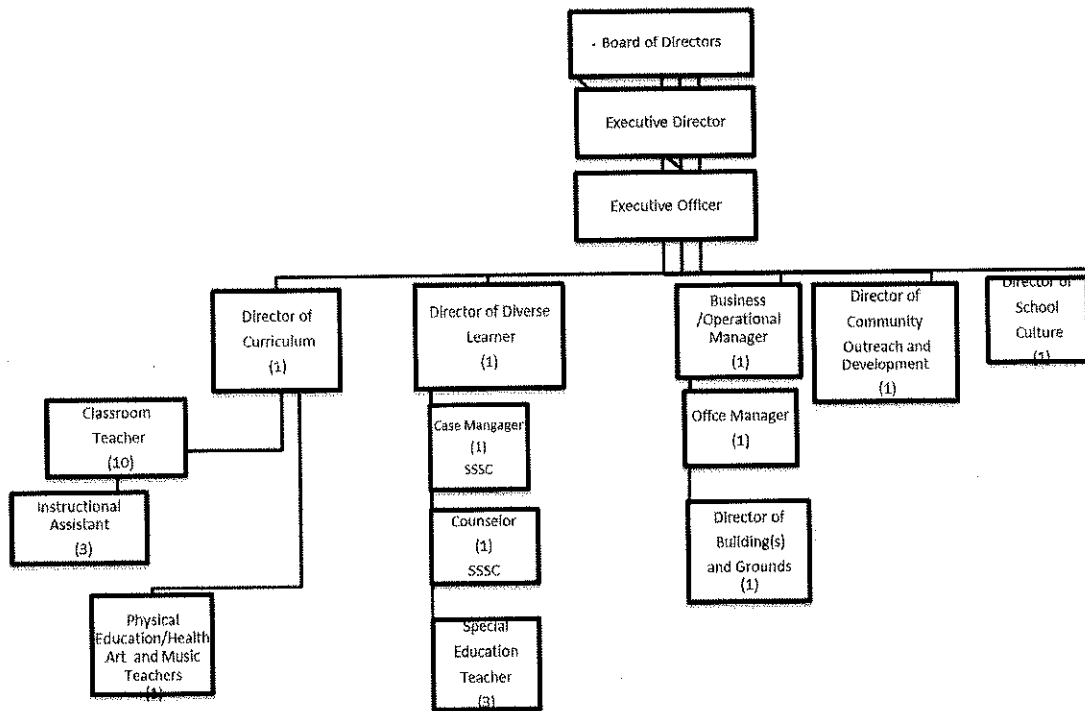
# Operational Chart Year 1 2016-2017



Operational Chart Year 2 2017-2018

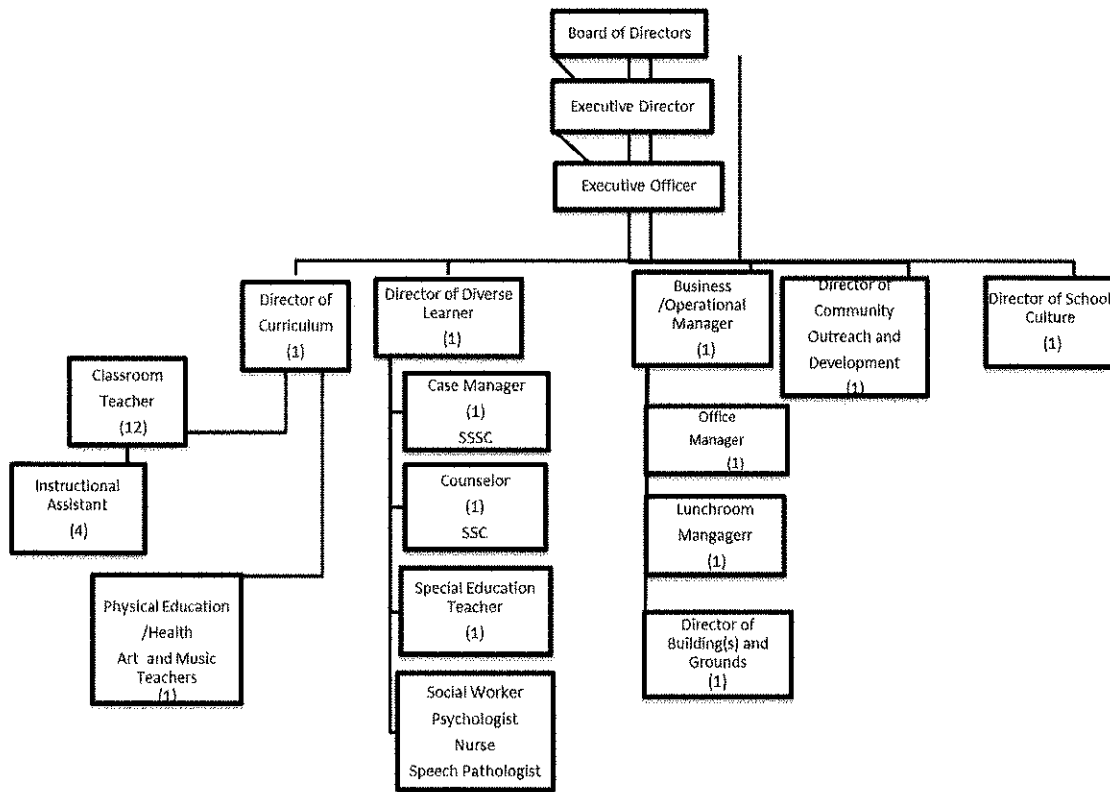


# Operational Chart Year 3 2018-2019





Operational Chart Year 4 2019-2020



Operational Chart Year 5 2020-2021

