

**APPROVE A NEW FORM AND GUIDELINES
FOR THE ANNUAL EVALUATION OF PRINCIPALS
BY THE CHIEF EXECUTIVE OFFICER OR DESIGNEE**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board approve a new form and guidelines for the annual evaluation of principals by the Chief Executive Officer or designee. (Attachment A) The attached form and the guidelines contained therein shall supersede any existing or previously authorized Chief Executive Officer's annual principal evaluation form and will be utilized by the Chief Executive Officer or designee beginning in the 2007-2008 school year for evaluations of a principal's performance during the prior school year.

DESCRIPTION: Section 5/34-8 of the Illinois School Code requires Board approval of the principal evaluation form and evaluation guidelines contained therein to be used by the Chief Executive Officer or designee in the annual performance evaluation of the principals. The School Code requires that such evaluations be based on the following factors:

- (1) student academic improvement, as defined by the school improvement plan;
- (2) student absenteeism rates at the school;
- (3) instructional leadership;
- (4) the effective implementation of programs, policies, or strategies to improve student academic achievement;
- (5) school management; and
- (6) any other factors, including, without limitation, the principal's communication skills and ability to create and maintain a student-centered learning environment, to develop opportunities for professional development, and to encourage parental involvement and community partnerships to achieve school improvement.

The Uniform Principal's Performance Contract also requires that principals be annually evaluated based upon the above factors as well as upon the principal's fulfillment of the duties outlined in the contract and such other performance factors as are mutually agreed upon by the Principal, the Board and the attendance center's local school council, in accordance with the contract.

The new annual principal evaluation form and guidelines contained therein consist of: (a) a School Performance Assessment to measure trends and performance under the principal's leadership based on objective metrics from the Board's school scorecard data; and (b) an Instructional Leadership Evaluation to assess principal competencies. Both the school scorecard data contained in the School Performance Assessment and the Instructional Leadership Evaluation do and shall in the future address the statutory and contractual evaluation factors referenced above.

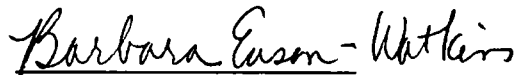
Under the evaluation guidelines contained in the new Chief Executive Officer's Principal Evaluation Form:

- 1) except with respect to principals with the less than three years in their principalship at an attendance center, the Chief Executive Officer or designee shall evaluate principals first by using the School Performance Assessment;
- 2) the Chief Executive Officer or designee shall further evaluate principals whose attendance centers do not meet the standard for the School Performance Assessment by then using the Instructional Leadership Evaluation;
- 3) except with respect to principals with less than three years in their principalship at an attendance center, the Chief Executive Officer or designee shall have discretion to

evaluate principals whose attendance centers meet the standard for the School Performance Assessment by then using the Instructional Leadership Evaluation, provided that the Chief Executive Officer or designee provides a specific justification for doing so; and,

- 4) the Chief Executive Officer or designee shall evaluate principals with less than three years in their principalship at an attendance center using the Instructional Leadership Evaluation.

Approved for Consideration:



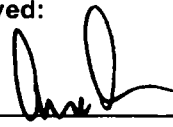
Barbara Eason-Watkins
Chief Education Officer

Noted:



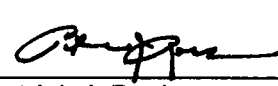
Pedro Martinez
Chief Financial Officer

Approved:




Arne Duncan
Chief Executive Officer

Approved as to legal form:



Patrick J. Rocks
General Counsel


09-19-07

ATTACHMENT A
Chief Executive Officer or Designee's Annual Evaluation Guidelines
and Evaluation Form for Principals



CHIEF EXECUTIVE OFFICER OR DESIGNEE'S PRINCIPAL PERFORMANCE EVALUATION

Name:	School:
Evaluator:	School Year:

Summary of Principal Performance Review

School Performance Assessment:	Instructional Leadership Evaluation Rating (if applicable):	Date of Goal-Setting Meeting:	Date of Mid-Year Review Discussion (if applicable): No later than January 15 th
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Overall Rating:

Summary of Assessment:

Once the final rating has been communicated and the evaluator has had a face-to-face meeting with the employee, sign the form below. Return the signed and completed form to the Department of Human Resources to close the performance evaluation process for this year.

Signatures

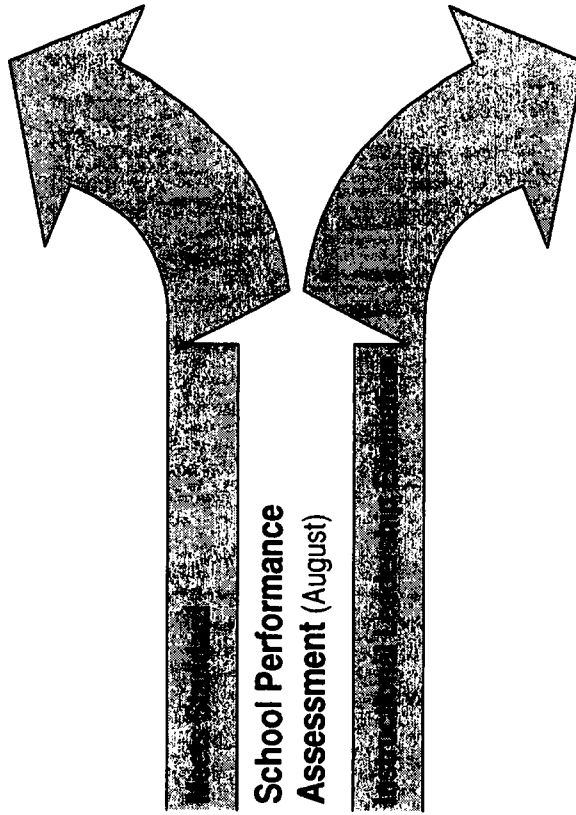
Employee: _____ Date: _____

Reviewer: _____ Date: _____



Overview of Process

- Set individual leadership goals with evaluator
- Goals should be tied to SIPAAA
- One goal should include attention to special education
- Optional Reflections/Comments
- Progress towards goals documented and given to evaluator as input into next evaluation
- Evaluator may opt to complete *Instructional Leadership Evaluation* but only if the evaluator articulates justification for full evaluation on page 6
- Complete *Instructional Leadership Evaluation* with evaluator
- Optional Reflections/Comments
- Create *Leadership Development Plan* for areas that need improvement and/or do not meet standard. Plan should tie directly to SIPAAA and contain no more than three goals in total
- Milestone checks with evaluator at mid-year
- Final progress toward goals documented and given to evaluator as input into next evaluation



CHIEF EXECUTIVE OFFICER OR DESIGNEE PRINCIPAL PERFORMANCE EVALUATION

Instructions

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.

Experienced Principals (three or more years at current school) and Evaluator:

- Schedule time to review *School Performance Assessment* in August.
- If *School Performance Assessment* meets standard, then principal receives a preliminary rating of “Exceeds.” Follow the directions on the *Performance Goals* sheet. One goal should include attention to special education.
 - If the principal has not completed an *Instructional Leadership Evaluation* with the Chief Executive Officer or designee within a four year contract period, then complete *Instructional Leadership Evaluation* in the final year of the contract regardless of the rating on the *School Performance Assessment*.
- If *School Performance Assessment* requires further review or the evaluator determines that further review is **necessary and articulates a justification for a full Instructional Leadership Evaluation**, then follow the directions on the *Instructional Leadership Evaluation*.
 - Schedule date of mid-year review
 - Schedule date of year-end review
 - The rating on the *Instructional Leadership Evaluation* will be the principal’s overall rating (Exceeds, Meets, Needs Improvement, or Does Not Meet).
- Complete and submit the *Principal Performance Evaluation* no later than September 30th.

New Principals (less than three years at current school) and Evaluator:

- Schedule time to review *School Performance Assessment* in late August.
- Follow the directions on the *Instructional Leadership Evaluation* in August/September.
 - Schedule date of mid-year review
 - Schedule date of year-end review
- Complete and submit the *Principal Performance Evaluation* no later than September 30th.



CHIEF EXECUTIVE OFFICER OR DESIGNEE PRINCIPAL PERFORMANCE EVALUATION

Performance Goals

This form should be completed only by those principals who meet the standard set for the *School Performance Assessment*.

Early in the year (in August):

1. Principal identifies three individual leadership goals tied to SIPAAA priorities.
2. One goal should include attention to special education.
3. Principal discusses the goals with the evaluator and determines the activities to meet each goal.
4. Principal maps out the time period of the activities.
5. Evaluator turns in this form as part of the *Principal Performance Evaluation*.
6. *Principal Reflections/Comments* are optional.

Throughout the year:

7. Principal documents the evidence of learning outcome/results and discusses with evaluator at the beginning of the next evaluation period.

	Connection to SIPAAA Priorities	Activities to Support Goals	Time Period	Evidence of Learning Outcomes/Results
Goal 1				
Goal 2				
Goal 3				





CHIEF EXECUTIVE OFFICER OR DESIGNEE PRINCIPAL PERFORMANCE EVALUATION

Principal Reflection/Comments

Principal's Signature: _____ **Date** _____





CHIEF EXECUTIVE OFFICER OR DESIGNEE PRINCIPAL PERFORMANCE EVALUATION

**Chief Executive Officer or Designee's Justification for Completing Instructional Leadership Evaluation
When Principal Meets School Performance Assessment Standards**

Instructions: This part of the evaluation should be completed only when the Chief Executive Officer or Designee decides to complete the *Instructional Leadership Evaluation* for a principal whose school meets the *School Performance Assessment Standards*. The Chief Executive Officer or Designee should provide specific justification why a full *Instructional Leadership Evaluation* is necessary for this principal.

Justification:

Principal Response:





CHIEF EXECUTIVE OFFICER OR DESIGNEE PRINCIPAL PERFORMANCE EVALUATION

Engage and Develop Faculty	Competency Rating:
Develop teacher leadership within school.	
Support staff development strategically to build internal capacity and capability.	
Align staff development with school goals and district priorities.	
Establish a community of learners.	
Recruit and retain competent teachers and counsel out low performers.	
<i>Supporting text goes here.</i>	

Assess the Quality of Classroom Instruction	Competency Rating:
Direct the implementation of successful literacy and math/matic strategies school-wide.	
Model practice, and coach and assist teachers to support instructional improvement using a range of effective learning theories and practices.	
Lead standards-based instruction.	
Use data to improve instruction and student achievement for all students.	
<i>Supporting text goes here.</i>	

Facilitate/Motivate Change	Competency Rating:
Lead the change process both for individuals and for organizations.	
Set high expectations for all students.	
Be a self-starter and solid problem solver.	
Exhibit strong interpersonal skills and ability to work with a diverse group of people.	
Reflective learner, consistently assessing his or her own work with an analytical eye in order to continuously grow.	
Facilitate shared accountability for results.	
Use data in strategic planning, demonstrating the ability to influence people to improve their practice.	
<i>Supporting text goes here.</i>	

Overall Rating (Sum of Competency Ratings ÷ 5) =

3.50 - 4.0 = Exceeds 2.50 - 3.49 = Meets 1.50 - 2.49 = Needs Improvement 1.0 - 1.49 = Does Not Meet

CHIEF EXECUTIVE OFFICER OR DESIGNEE PRINCIPAL PERFORMANCE EVALUATION
Instructional Leadership Evaluation Rubric
 This rubric should be used with the *Instructional Leadership Evaluation*.

Level	Description of Performance
<p align="center">Exceeds (4)</p>	<ul style="list-style-type: none"> • Principal has both a wide and deep knowledge base regarding the research and best practices for this performance indicator. • Principal's professional practice of this performance indicator could serve as a model to other principals. • Principal's leadership in this performance indicator has had a direct, positive, and lasting impact on student learning and school improvement. Can point to several concrete examples of each. • Principal has built leadership capacity in others so they can demonstrate this performance indicator at proficient or higher levels.
<p align="center">Meets (3)</p>	<ul style="list-style-type: none"> • Principal has a sound knowledge base regarding the research and best practices for this performance indicator. • Principal's professional practice of this indicator is strategic. • Principal has significant experience in demonstrating this indicator and can discuss positive and concrete results in terms of student achievement, teacher growth, and school culture. • Principal is inclusive regarding decision-making and problem solving in this area. • Principal has developed leadership capacity in others for this performance indicator.
<p align="center">Needs Improvement (2)</p>	<ul style="list-style-type: none"> • Principal needs to extend knowledge base for this performance indicator. • Principal has limited skills in this area. • Principal could approach this area more strategically. • Principal has limited practice in actually implementing this performance indicator. Limited positive and concrete results in terms of student achievement, teacher growth, and school culture. • Principal rarely includes others in decision-making and problem solving in this area. • Principal occasionally develops leadership capacity in others for this performance indicator.
<p align="center">Does Not Meet (1)</p>	<ul style="list-style-type: none"> • Principal has a very limited knowledge base for this performance indicator. • Principal does not have skills in this area. • Principal does not approach this area strategically. • Principal has not implemented this performance indicator. Stagnant or negative results in terms of student achievement, teacher growth, and school culture. • Principal does not include others in decision-making and problem solving in this area. • Principal has not developed leadership capacity in others for this performance indicator.



CHIEF EXECUTIVE OFFICER OR DESIGNEE PRINCIPAL PERFORMANCE EVALUATION
Leadership Development Plan

This form should be completed as part of the *Instructional Leadership Evaluation*.

Early in the year (in September):

1. For each indicator rated either "Needs Improvement" or "Does Not Meet" on the Instructional Leadership Evaluation Form, the principal and evaluator agree on concrete goals (no more than three in total), along with necessary support. One goal should include attention to special education.
2. Explain connection to SIPAAA Priorities
3. Identify activities and time period to meet each goal.
4. Set milestone check dates to evaluate progress, with milestone check no later than January 15th.
5. Evaluator turns in this form with the evaluator's *Instructional Leadership Evaluation* as part of the *Principal Performance Evaluation*

Throughout the year:

6. Principal and evaluator document the evidence of learning outcomes/results. The evidence of learning outcomes/results serves as input into following year's evaluation.

CPS Principal Competencies	Goals and Support Needed	Connection to SIPAAA Priorities	Activities to support goals	Time Period and Milestone Check Dates	Evidence of Learning Outcomes/Results
Develop and Articulate Belief System through Voice and Actions					
Balance Management					
Engage and Develop Faculty					
Assess the Quality of Classroom Instruction					
Facilitate and Motivate Change					

