

**APPROVE A REVISED 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 revised Chief Executive Officer's Principal Evaluation Form and Guidelines (Attachment A) for the annual evaluation of principals by the Chief Executive Officer or designee. The revised Chief Executive Officer's Principal Evaluation Form and Guidelines, which are attached hereto and made a part hereof, shall supersede any existing or previously authorized Chief Executive Officer's Principal Evaluation Form and will be utilized by the Chief Executive Officer or designee beginning in the 2008-2009 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 evaluated annually based upon the above factors and 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 revised Chief Executive Officer's Principal Evaluation Form and Guidelines contained herein 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; (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; and, (c) a Leadership Development Plan.

Under the evaluation guidelines contained in the revised 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 first evaluate principals 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 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 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

Approved:



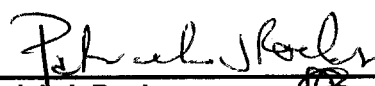
Arne Duncan
Chief Executive Officer

Noted:

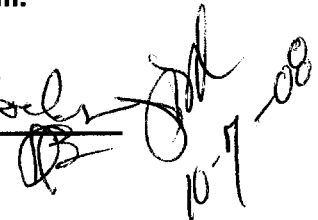


Pedro Martinez
Chief Financial Officer

Approved as to legal form:



Patrick J. Rocks
General Counsel


10-17-08

ATTACHMENT A
Chief Executive Officer's Principal Evaluation Form and Guidelines



CHIEF EXECUTIVE OFFICER'S PRINCIPAL EVALUATION FORM AND GUIDELINES

Name:	School:
AIO/Evaluator:	School Year:

Summary of Principal Performance Review

School Performance Assessment:	# Years as Principal at Current School:	Instructional Leadership Evaluation Rating # (if applicable):	Date of Goal-Setting Meeting:	Date of Mid-Year Review Discussion (if applicable): <i>No later than January 30th</i>
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Overall Rating: Exceeds Meets Needs Improvement Does Not Meet

Summary of Assessment:

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Once the final rating has been communicated and the AIO/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: _____

AIO/Evaluator: _____ Date: _____



CHIEF EXECUTIVE OFFICER'S PRINCIPAL EVALUATION FORM AND GUIDELINES

Principal Reflection/Comments

(Principal Reflections/Comments is optional. Additional pages may be added, as needed)

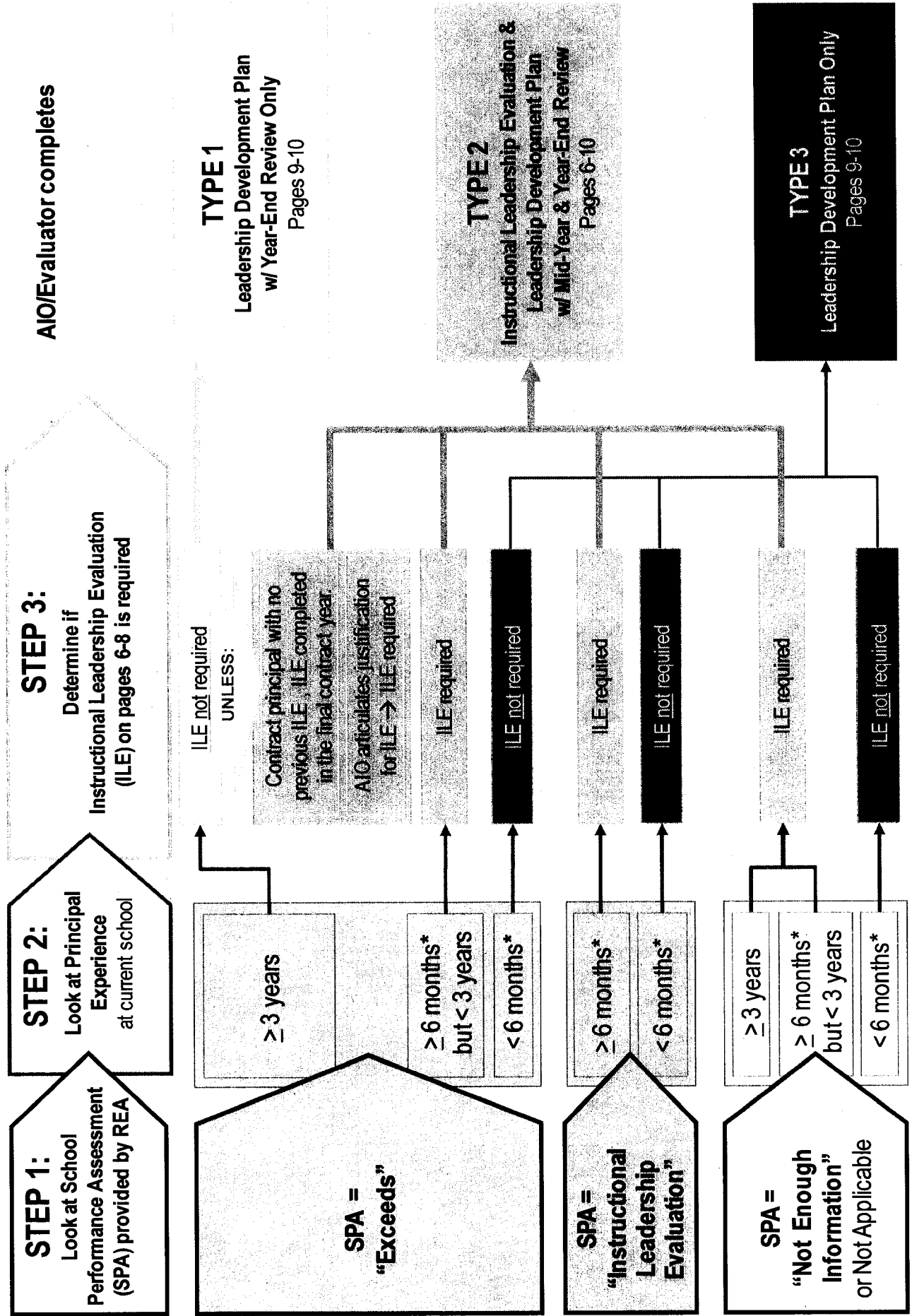
Reflections/Comments:

Principal's Signature: _____

Date: _____



Overview of Process



*"6 months" refers to principals in place after December 31st of the evaluation period/school year.



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:

- Schedule time to review *School Performance Assessment* in August.
- AIO/Evaluator uses the *Principal Performance Evaluation Overview* flowchart on page 3 to determine the type of Principal Performance Evaluation to be completed and follows the corresponding instructions below.
- All principals follow the instructions to the Leadership Development Plan (pages 9 - 10) to set individual leadership goals with the AIO/Evaluator for the upcoming school year.
- *Principal Reflections/Comments* sheet on page 2 is optional for all principals.

Leadership Development Plan (LDP) with Year-End Review Only (pages 9 - 10)

- If the *School Performance Assessment* meets the standard, then the principal (who has three (3) or more years of experience at the current school) receives a preliminary Principal Performance Evaluation Overall Rating of "Exceeds."
- Instructional Leadership Evaluation (ILE) is not required.
- Schedule date of Year-End Review. Only the Year-End Review will be conducted (no Mid-Year Review required).

TYPE 1

Instructional Leadership Evaluation (ILE) and LDP with Mid-Year Review and Year-End Review (pages 6 - 10)

- Follow the instructions for the ILE on page 6 if...
 1. the principal has greater than or equal to six (6) months* of experience at the current school and the *School Performance Assessment* rating requires for the principal to receive an "Instructional Leadership Evaluation,"
 2. the principal has greater than or equal to six (6) months* of experience at the current school and there is "not enough information" to determine the *School Performance Assessment* rating,
 3. the school has received a rating of "exceeds" on the *School Performance Assessment* rating, but the principal has greater than or equal to six (6) months* but less than three (3) years of experience at the current school,
 4. the AIO has articulated a justification for the completion of a full Instructional Leadership Evaluation (page 5), or
 5. the contract principal has no previous ILE completed during the commencement of the four-year contract (the ILE is to be completed in the final contract year, regardless of the rating on the *School Performance Assessment*).
- The overall rating on the ILE will be the principal's "Overall Rating" on the Principal Performance Evaluation (Exceeds, Meets, Needs Improvement, or Does Not Meet).
- Follow the instructions to the Leadership Development Plan (LDP) on pages 9 - 10 for the principal to set individual leadership goals with the AIO/Evaluator for the upcoming school year.
- Schedule date of Mid-Year Review and the Year-End Review.

TYPE 2

Leadership Development Plan (LDP) Only (pages 9 - 10)

- For principal with less than six (6) months* of experience at the current school, follow the instructions to the Leadership Development Plan (LDP) on pages 9 - 10 for the principal to set individual leadership goals with the AIO/Evaluator for the upcoming school year.

TYPE 3

* "6 months" refers to principals in place after December 31st of the evaluation period/school year.



AIO/Evaluator's Justification for Completing Instructional Leadership Evaluation

Instructions: This part of the evaluation should be completed only when the AIO/evaluator decides to complete the Instructional Leadership Evaluation for a principal regardless of the rating of "exceeds" received on the School Performance Assessment. AIO/Evaluator should provide specific justification for why a full Instructional Leadership Evaluation is necessary for this principal.

Justification: *Type supporting text here.*



Instructional Leadership Evaluation (ILE)
This form should only be completed for principals requiring an Instructional Leadership Evaluation (Type 2).

Instructions:

1. In August/September, the principal completes self-assessment using the *Instructional Leadership Evaluation Rubric* (page 8) to assess each performance indicator under the CPS Principal Competencies (on pages 6-7). Assessments should include attention to special education.
2. Principal should include supporting text and should be prepared to demonstrate results as evidence for ratings. AIO/Evaluator and principal meet in August/September to discuss ratings. The AIO/evaluator determines the final rating (which is to be entered in the gray shaded area below).
3. The principal must prepare a *Leadership Development Plan* (pages 9-10), setting leadership goals (no more than three (3) in total) tied to the SIPAAA priorities and addressing those indicators rated "Needs Improvement" or "Does Not Meet." One goal should include attention to special education.

1. Develop and Articulate Belief System through Voice and Actions		Competency Rating: 0.00
0.00	1A: Engage staff, students, parents, local school council and community to work toward developing and implementing a common vision.	
0.00	1B: Engage broad representation of school in strategic planning.	
0.00	1C: Lead by example, exhibiting high ethics and moral leadership and a strong belief that all children can learn, regardless of perceived ability, gender, race, ethnicity, color, sexual orientation, religion, and socio-economic status.	
0.00	1D: Involve parents and community in supporting and enhancing the instructional programs of the school.	
<i>Insert supporting text here.</i>		

2. Balance Management		Competency Rating: 0.00
0.00	2A: Delegate effectively to achieve school objectives.	
0.00	2B: Manage budget, aligning resources with instructional priorities.	
0.00	2C: Manage operations to support instruction.	
0.00	2D: Analyze, design and implement classroom and school-wide management and safety plans to create a safe, student-centered environment.	
<i>Insert supporting text here.</i>		



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3. Engage and Develop Faculty		Competency Rating: 0.00
0.00	3A: Develop teacher leadership within school.	
0.00	3B: Support staff development strategically to build internal capacity and capability.	
0.00	3C: Align staff development with school goals and district priorities.	
0.00	3D: Establish a community of learners.	
0.00	3E: Recruit and retain competent teachers and counsel out low performers.	
<i>Insert supporting text here.</i>		

4. Assess the Quality of Classroom Instruction		Competency Rating: 0
0.00	4A: Direct the implementation of successful literacy and mathematic strategies school-wide.	
0.00	4B: Model practice, and coach and assist teachers to support instructional improvement using a range of effective learning theories and practices.	
0.00	4C: Lead standards-based instruction.	
0.00	4D: Use data to improve instruction and student achievement.	
<i>Insert supporting text here.</i>		

5. Facilitate/Motivate Change		Competency Rating: 0.00
0.00	5A: Lead the change process both for individuals and for organizations.	
0.00	5B: Set high expectations for all students.	
0.00	5C: Be a self-starter and solid problem solver.	
0.00	5D: Exhibit strong interpersonal skills and ability to work with a diverse group of people.	
0.00	5E: Reflective learner, consistently assessing his or her own work with an analytical eye in order to continuously grow.	
0.00	5F: Facilitate shared accountability for results.	
0.00	5G: Use data in strategic planning, demonstrating the ability to influence people to improve their practice.	
<i>Insert supporting text here.</i>		

Overall Rating (Sum of Competency Ratings ÷ 5) =

3.50 – 4.00 = Exceeds 2.50 – 3.49 = Meets 1.50 – 2.49 = Needs Improvement 1.00 – 1.49 = Does Not Meet

Instructional Leadership Evaluation Rubric

This rubric should be used with the *Instructional Leadership Evaluation* on pages 6-7.

Level	Description of Performance
<p>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>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>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>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'S PRINCIPAL EVALUATION FORM AND GUIDELINES

Instructions for Completing the "Leadership Development Plan" (LDP) on Page 10

This form should be completed by all principals. Reference the flowchart on page 3 to determine the "Type."

Leadership Development Plan (LDP) with Year-End Review Only

1. Early in the year (in August), principal identifies concrete leadership goals (no more than three in total) tied to the SIPAAA priorities.
2. One goal should include attention to special education.
3. Identify CPS Principal Competency that each goal relates to and the activities and time period to meet each goal.
4. Principal discusses the goals with the AIO/evaluator and determines the supports and resources necessary to meet each goal.
5. Principal maps out the time period of the activities.
6. Throughout the year, the principal documents the evidence of learning outcome/results and discusses with AIO/evaluator at the Year-End Review.

TYPE 1

Instructional Leadership Evaluation (ILE) and LDP with Mid-Year Review and Year-End Review

1. Early in the year (in August), the principal and AIO/evaluator agree on concrete leadership goals tied to the SIPAAA priorities (no more than three in total), along with necessary support, paying particular attention to competencies/indicators rated "Needs Improvement" or "Does Not Meet."
2. One goal should include attention to special education.
3. Identify CPS Principal Competency that each goal relates to and the activities and time period to meet each goal.
4. Set milestone check dates to evaluate progress during a scheduled Mid-Year Review.
5. AIO/Evaluator turns in this form with the AIO/evaluator's *Instructional Leadership Evaluation (ILE)* as part of the *Principal Performance Evaluation*.
6. Throughout the year, principal and AIO/evaluator document the evidence of learning outcomes/results. The evidence of learning outcomes/results serves as input at the Year-End Review.

TYPE 2

Leadership Development Plan (LDP) Only

1. Early in the year (in August), principal identifies concrete leadership goals tied to the SIPAAA priorities (no more than three in total).
2. One goal should include attention to special education.
3. Identify CPS Principal Competency that each goal relates to and the activities and time period to meet each goal.
4. Principal discusses the goals with the AIO/evaluator and determines the supports and resources necessary to meet each goal.
5. Principal maps out the time period of the activities.
6. Throughout the year, principal and AIO/evaluator document the evidence of learning outcomes/results. The evidence of learning outcomes/results serves as input at the Year-End Review.

TYPE 3



CHIEF EXECUTIVE OFFICER'S PRINCIPAL EVALUATION FORM AND GUIDELINES

Leadership Development Plan (LDP)

(see instructions on page 9)

CPS Principal Competency	Goals to Develop Leadership (tied to SIPAAA Priorities)	Actions to Support Goals (2-3)	Milestone Check-in Dates	Challenges/Obstacles to Address in Order to Achieve Goals	Support Needed in order to Achieve Goals	Evidence of Learning Outcomes/Results