



## Reference Guide

### Principal Module 2

### Planning for Implementation of the Principal Evaluation

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### Planning for Implementation of the Principal Evaluation

According to the Performance Evaluation Reform Act (PERA), all principals (and assistant principals outside the City of Chicago) must be **evaluated on an annual basis**.

The following graph represents the **deadlines** for specific components of the performance evaluation cycle.

Date	Action	Focus
<b>No later than: 1st day of school.</b>	Written Notice of Evaluation: To each Principal and Assistant Principal (where applicable)	<b>Written Notice of Evaluation must include:</b> <ul style="list-style-type: none"> <li>• Student Growth rubric</li> <li>• Professional Growth rubric</li> <li>• Summary of the manner in which Student Growth and Professional Practice will be used in determining an Overall Summative Evaluation Rating (i.e. the scoring matrix)</li> <li>• Identification of the mandatory four rating levels that will be used.</li> </ul>
<b>No later than: October 1<sup>st</sup></b>	Goal Setting Meeting between the evaluator and the principal being evaluated.	<b>Goal Setting Meeting must:</b> <ul style="list-style-type: none"> <li>• Determine assessments to be used and plan for data collection</li> <li>• Determine measurement model</li> <li>• Establish targets for Student Growth</li> <li>• Determine Professional Growth Goals (based on prior year performance evaluation)</li> </ul>
<b>Through-out the year</b>	Formal and Informal Observations	<b>Observation requirements:</b> <ul style="list-style-type: none"> <li>• Minimum of two Formal Observations</li> <li>• Formal Observations must be followed by written (electronic or paper) feedback within 10 principal work days</li> <li>• As many Informal Observations as deemed necessary by the evaluator (although they may also choose not to conduct Informal Observations)</li> <li>• Any evidence collected during an Informal Observation that may be used in the summative evaluation rating must be documented in writing.</li> </ul>
<b>No later than: February 1 (or June 1 for Chicago Public Schools)</b>	Completion of Principal Self-Assessment	<b>Self-Assessment requirements:</b> <ul style="list-style-type: none"> <li>• The self-assessment shall be used as one input in determining the Professional Practice rating</li> <li>• Self-assessment tool must be aligned to the IL Performance Standards.</li> </ul>

<p><b>No later than: March 1</b> (or July 1 for Chicago Public Schools)</p>	<p>Determination of the Overall Summative Evaluation Rating</p>	<p><b>Overall Summative Evaluation Rating Requirements:</b></p> <ul style="list-style-type: none"> <li>• Review evidence from the Principal Self-Assessment</li> <li>• Review Student Growth data, Professional Growth Goals data, and outcomes.</li> <li>• Align evidence from observations to a research-based rubric aligned to the IL Professional Standards for School Leaders</li> <li>• Gather and review any other necessary and pertinent information</li> <li>• Rank evidence accumulated during the performance evaluation cycle using the rubrics to determine summative ratings for the Professional Practice and Student Growth portions</li> <li>• Combine summative ratings from Professional Practice and Student Growth into a single Overall Summative Evaluation Rating.</li> </ul>
<p><b>After the Overall Summative Evaluation Rating</b> has been determined</p>	<p>Summative Performance Evaluation Conference</p>	<p><b>Summative Performance Evaluation Conference Requirements:</b> The evaluator must conduct a Summative Performance Evaluation Conference to discuss performance evidence, ratings, and the principal’s identified strengths and areas for growth.</p>

**PROFESSIONAL PRACTICE PORTION:**

There are **three evidence sources for the Professional Practice portion** of the evaluation: the Professional Growth Goals, Formal (required) and Informal (optional) Observations, and the Principal Self-Assessment.

The evaluator and the principal (or assistant principal, where applicable) must collaborate in the establishment of Professional Growth Goals. If the two cannot come to an agreement regarding a goal, the **evaluator is responsible for making the final decision** on the Professional Growth Goals.

The three required evidence sources must be combined to determine a summative Professional Practice rating.

The **weighting of the evidence sources within the Professional Practice portion is not determined by the State.** (Weighting means the % that each of the evidence sources will represent in the calculation of the final summative rating). Districts may choose not to weight the evidence sources, but align the evidence to the IL Performance Standards.

## **STUDENT GROWTH PORTION:**

**Student Growth - Academic: must represent a minimum of 30%** (25% in the first two years of implementation) of the Overall Summative Performance Rating. This portion requires the use of at least two Type I and/or Type II assessments. (Type III assessments may be used by schools serving a majority of students not administered a Type I or Type II assessment. If used by these types of school, they must include 2 Type III assessments)

**Districts may choose to add Other Student Growth Indicators** which represent attainment or non-test measures such as attendance, discipline, etc. However, the total Student Growth portion must not exceed a maximum of 50% of the Overall Summative Evaluation Rating. (Attainment measures are allowed to be used but only as an Other Student Growth Indicators, not as part of the Student Growth – Academic portion)

In addition, **Districts may choose** not to add any additional Student Growth measures but **increase the % of the Student Growth-Academic portion** (representing a greater weight given to assessments), or increase the weight of Student Growth – Academic AND include Other Student Growth Indicators to a maximum of 50% of the Overall Summative Evaluation Rating.

Whatever weighting system your system adopts, it must include the **required minimum 30% Student Growth-Academic** (25% in the first two years) **and a minimum of 50% Professional Practice**. The remaining percent represents District discretion.

In the Professional Goal Setting process, it is important to set goals and targets that are challenging but attainable. The use of the **SMART Goal** setting criteria may help with the process. SMART Goals connect a Goal to Indicators, Measures and Targets in one concise goal statement. SMART Goals are: **Specific & Strategic, Measurable, Attainable, Results-bound, and Time-bound**.

There are **3 rating systems that are used during the evaluation cycle**. The ratings for Professional Practice portion must be aligned to the IL Performance Standards for School Leaders and the ratings for the Student Growth portion are based on the extent to which one achieves the targets. While the District can determine the actual rating terms for these two portions of the evaluation, they must combine the summative ratings for the portions into an **Overall Summative Evaluation Rating** using the following rating categories: **Excellent, Proficient, Needs Improvement, Unsatisfactory**.

**TIMELINES PLANNING ORGANIZER for Principal Performance Evaluation (OPTIONAL TOOL)**

IL Performance Plan		Your District Plan		Changes Needed		
Date	Requirements	In Place YES	Not In Place NO	Who	What	By When
<b>No later than the 1<sup>st</sup> day school</b>	<b>Written Notice of Evaluation to include:</b>					
	Student Growth rubric: <ul style="list-style-type: none"> <li>• Minimum 30% Student Growth – Academic (required – but can reduce to 25% in the first two years)</li> <li>• Other Student Growth Indicators (optional)</li> </ul>	<i>Scantron ISAT</i>		<i>Bob Smith</i>	<i>Will need to revise assessment calendar to ensure at least two Scantron tests are administered prior to the March 1 deadline for completion of the performance evaluation.</i>	<i>Before teachers report back from summer break.</i>
	Professional Growth rubric: <ul style="list-style-type: none"> <li>• Minimum 50% Professional Practice aligned to IL Standards (required)</li> <li>• Choice of IL Standards rubric or District’s own IL Standards-based rubric</li> </ul>					
	Identification of the % of Student Growth and Professional Practice that determine an Overall Summative Evaluation Rating					
	Identification of the mandatory four Overall Summative Evaluation Ratings levels to be used					

	Name of evaluator					
<b>By 10/1</b>	<b>Face-to-face Goal Setting Meeting must determine:</b>					
	Professional Growth Goals: <ul style="list-style-type: none"> <li>Identify Growth Goals informed by previous year's evaluation (if available)</li> <li>Sources from which evidence is to be collected</li> <li>Based on, or aligned to, the IL Performance Standards &amp; rubric</li> <li>Weighting, if any, of the measures used</li> </ul>					
	A Student Growth Model for student measures: <ul style="list-style-type: none"> <li>Assessments to be used</li> <li>Data to be collected</li> <li>Weighting, if any, of measures used.</li> </ul>					
	Set Targets: Professional Practice & Student Growth					
	Goals and targets; if no collaborative agreement, evaluator decides					
<b>Until 3/1 (8/1 CPS)</b>	<b>Formal &amp; Informal Observations:</b>					
	Minimum two Formal					
	Written feedback on Formal within 10 principal work days					
	No limit on Informal					

	Written documentation if Informal evidence will be used for evaluation					
	Professional Growth Goals evidence collected (baseline: prior year's performance evaluation)					
	All Professional Practice evidence must align to the IL Performance Standards and rubric					
<b>By 2/1 (7/1 CPS)</b>	<b>Complete Principal Self-Assessment:</b>					
	Principal Self-Assessment submitted to evaluator; must align to the IL Performance Standards and rubric					
<b>By 3/1 (8/1 CPS)</b>	<b>Overall Summative Evaluation must be completed:</b>					
	Review of principal self-assessment data					
	Review Student Growth data, Professional Growth data, targets & goals					
	Review IL Performance Standards-based Professional Practice rubric, including Indicators and evidence					
	Document Formal Observations times, dates and submitted evidence					
	Document how Observation evidence was used in determining a final					

	rating					
	Gather, review other pertinent information					
	Rank evidence accumulated during the performance evaluation cycle, using Professional Practice evidence and Student Growth results to determine a final rating					
<b>Required</b>	<b>Summative Evaluation Conference:</b>					
	Conduct a final performance evaluation conference to discuss evidence collected; final Overall Summative Evaluation Rating and identified Strengths and Areas for Growth.					

## ILLINOIS PRINCIPAL EVALUATION: TERMINOLOGY GLOSSARY AND TERMINOLOGY TRANSLATION GUIDE

The Terminology Glossary provides operational definitions and alternate terms for vocabulary needed to understand the 5 Modules included in the *Growth Through Learning- Performance Evaluation Training Program*.

The Terminology Translation Guide follows the Terminology Glossary and indicates how key terms connect one to another.

### TERMINOLOGY GLOSSARY

Translation Guide Column references terminology from the Terminology Glossary to the



Terminology Translation Guide by area, designated by a Roman numeral or DNA (DNA = Does Not Apply)

Capitalization is used with terminology that is capitalized in the *Growth Through Learning Performance Evaluation Training Program*.

Term	Translation Guide	Alternate Terms	Operational Definition
align	DNA		To be considered parallel to another. The term is used to describe the parallel relationship between a research-based, District-developed rubric and the rubric found in the IL Performance Standards for School Leaders.
Areas for Growth	IV	Weaknesses	This is a required category (along with Strengths) for determining the Professional Growth Goals, reporting in the Principal Self-Assessment and also in the evaluator's determination of the Overall Summative Evaluation Rating. In parts of the Statute (PERA) this is also referred to as Weaknesses. For our purposes, Areas for Growth and Weakness are interchangeable.
assessments/outcomes	IV-B VI-B-1	Tests	Tests that gauge student growth (i.e. Type I, II or III assessments).  A category in the IL Student Growth Model that identifies an expected amount of growth on a given test.
Assistant Principal	DNA		Assistant principals, who do not work in the Chicago Public Schools, are subject to the same requirements for principal evaluation as principals.
attainment	VII		The predetermined categories that specific scores fall into at one point in time. (i.e. Meets, Exceeds, etc.)
baseline	VII	Starting Point	This refers to evidence used to describe the present state of something. Baseline evidence identifies a beginning point from where growth can be determined. It is used in determining Targets
Basic	VIII		The 2 <sup>nd</sup> level in the Professional Practice rating system; corresponds to the Needs

			Improvement level in the Overall Summative Evaluation Rating system
bias	V		Unconscious assumptions or judgments about people's past or future actions, motivations, skills, or abilities; not based on evidence.
Available Learning Conditions data	VI-B-2		Measures of school and class culture. This can be a subset of Other Student Growth Indicators. These could also be reflected as measurements for specific Professional Growth Goals
coaching techniques	V		Types of one-on-one support provided to principals and/or teachers. Coaching techniques are used during the Monitoring Phase to assist in an evaluator's formative monitoring of a principal and/or teacher. Coaching techniques can also be used in the Summative Evaluation Conference, where evaluators provide supportive and constructive feedback.
collaboration	IV V		During the Goal-Setting Meeting, shared efforts by the evaluator and principal to come to agreement on the identification of goals and targets.  During the Formative Monitoring Phase, based on data and observations, the evaluator and the principal work together to assess progress.
Common Core	DNA	CCSS	The IL Learning Standards incorporate the Common Core State Standards.
Distinguished	VIII		Highest level of the Professional Practice rating system; corresponds to the Excellent rating level for the Overall Summative Evaluation Rating system
Elements	VI-A		Elements are a category heading in the IL Performance Standards and its rubric. Elements are considered the main idea statements for each Indicator, from which Indicator ratings derive.
evaluator	DNA		The administrator assigned to evaluate the principal who has successfully completed the training and assessments required for pre-qualification.
evidence	V VI-A VII		Fact-based documentation of practice or outcomes. Supporting evidence is required for the determination of Professional

			Practice and Student Growth ratings. Documented evidence must support the Overall Summative Evaluation Rating.
evidence source	VI-A		The instrument or assessment that produces data which can be used as evidence. (ex. - ISAT could be a potential evidence source for Student Growth, documentation from a Formal Observation can be used as an evidence source for the Professional Practice).
evidence weighting	VIII		The combining of multiple measures (based on specific percentage representation to the whole) to come to one common rating. Evidence weighting is optional and at the discretion of the District.
Exceeds Goal	VIII		Highest level in the Student Growth rating system; corresponds to the Excellent level in the Overall Summative Evaluation Rating system
Excellent	VIII		Highest level in the Overall Summative Evaluation Rating system.
feedback	V		Written or oral documentation of performance evidence.
Formal Observation	V VI-A		Required to be scheduled in advance and focused on at least one pre-set objective. An event in which the evaluator witnesses the Professional Practice of the principal. Written feedback must be provided within 10 principal work days following a Formal Observation.
Formal Observation Meeting	DNA		Not required, but a recommended best practice where the evaluator has an opportunity to discuss the written feedback from an observation and the principal can provide additional details about the observation.
formative	VII V		Data used to determine baselines, set targets and monitor progress.  Also used to define the Formative Monitoring Phase, where evidence-based data is collected and progress toward Professional Growth Goals and Student Growth targets is monitored, but final summative judgments are not yet made.
Formative Monitoring Phase	V	Monitoring Phase	The phase after the goals have been set and the principal/school has begun

			implementation of strategies. Monitoring allows for mid-course corrections to take place in an effort to improve outcomes.
goals	III IV – A, B V VI – A VI – B - 1 & 2 VII VIII		Statements that describe expected or projected outcomes in measurable terms. Goals must be clearly measureable.
Goal-Setting Phase	III		At the beginning of the year, the evaluator and the principal review pertinent data to establish goals and targets for projected outcomes.
Goal-Setting Meeting	IV		The culmination of the Goal-Setting Phase. Professional Growth Goals and Student Growth targets are agreed upon by the evaluator and the principal. The required Goal-Setting Meeting must take place on or before October 1.
growth	IV IV-B VI – A, VI - B- 1 & 2 VII VIII		Change in measureable knowledge or skills from one point in time to another.
The Illinois Framework for Principal Evaluation	I	Minimum Requirements Framework for Principal Evaluation	Based on the minimum IL requirements for principal performance evaluation, the framework outlines the components parts of the evaluation system. The Framework is an illustration of the how the various IL requirements relate to one another.
<i>The Illinois Model for Principal Performance Evaluation</i>	I	<ul style="list-style-type: none"> <li>• IL Model for Principal Evaluation</li> <li>• PEAC-Recommended Model for Principal Evaluations</li> <li>• 50%-50% Model</li> </ul>	<p>The PEAC-designed model exceeds the minimum State requirements, and is based on recommendations and best practices. The IL Model for Principal Evaluation requires weights of 50% Professional Practice and 50% Student Growth to determine an Overall Summative Evaluation Rating.</p> <p>Not to be confused with minimum IL required weights of 50% Professional Practice, 30% (25% in the first two year of implementation) Student Growth-Academic,</p>

			and the remaining % at District discretion.
<i>Illinois Performance Standards for School Leaders</i>	II IV-A VI-A	IL Performance Standards for School Leaders	Required performance standards that must be the basis for any rating system used for Professional Practice. Districts may choose to adopt the rubric included in the IL Performance Standards for School Leaders, or may develop their own research-based rubric. However, if they choose to develop their own rubric, it must align to the IL Performance Standards for School Leaders.
Illinois Performance Standards rubric	II	IL Performance Standards rubric	The IL Performance Standards for School Leaders includes an aligned rubric that provides ratings and rating descriptions for multiple applications (Elements) of each Standard's Indicators.
Illinois State Board of Education	DNA	ISBE	The IL regulatory agency assigned responsibility for implementing and enforcing principal performance evaluation requirements.
Illinois Student Growth Model	DNA	IL Student Growth Model	A PERA-recommended model that includes three columns: Element – required 30% Student Growth-Academic & optional 20% Other Outcomes Assessment/Outcome – examples of measureable outcomes Measure – examples of measures aligned to the Assessment/Outcome examples
Indicators	IV-A VI-B-1 & 2 VII		There are three definitions for the term indicators as it is used throughout the Growth Through Learning training.  Indicators are used as part of Other Student Growth Indicators (including non-test measures).  A column in the <i>Illinois Performance Standards for School Leaders</i> that represents subsets of the Standards. This makes Indicators a key term within the Professional Practice portion of the IL Model for Principal Evaluation. When used in this sense, the term Indicator is capitalized.  A component in a SMART goal.
Informal Observation	V VI-A		These are observations that occur unannounced. They are not required by the State and there is no limit to the number that

			can be conducted by the evaluator. Evidence collected during an Informal Observation that may be used in determining a summative rating must be documented in writing.
Informal Observation meeting	DNA		These meetings are an opportunity for the evaluator and principal to discuss what was observed. They are not required by the State.
input Source	DNA	Input	Refers to an evidence source that is required to be considered in determining a rating.
inter-rater reliability	VIII		The degree of agreement among raters. Common and consistent applications of the same rubrics and standardized scoring systems by multiple evaluators increase inter-rater reliability.
Learning Conditions data	VI - B - 2		A subset of Other Student Growth Indicators or could also be included as measures used in Professional Growth Goals.
measures	IV IV - B V VI-B-1 VII	Test and non-test sources of evidence	Any evidence source that can provide a standardized performance level or demonstrate objective proof of change over time.
Meets Goal	VIII		2 <sup>nd</sup> level of the Student Growth rating system; corresponds to Proficient in the Overall Summative Evaluation Rating system.
Minimal Growth	VIII		Level just below Meets Goal in the Student Growth rating system; corresponds to Needs Improvement in the Overall Summative Evaluation Rating system.
minimum IL required weighting	IV VIII	<ul style="list-style-type: none"> <li>Overall Summative Evaluation Rating Weights</li> <li>required weighting</li> </ul>	<p>REQUIRED: minimum 50% Professional Practice, 30% Student Growth-Academic, remaining % at District discretion in the determination of an Overall Summative Evaluation Rating.</p> <p>Not to be confused with the recommended (but not required) IL Model for Principal Evaluation, which requires weights of 50% Professional Practice and 50% Student Growth.</p>
multiple measures	V		More than one evidence sample is used in determining a rating by combining multiple sources of evidence.
Needs Improvement	VIII		Level just below Proficient in the Overall

			<b>Summative Evaluation Rating system</b>
Notice of Evaluation	IV	Written Notice	A written document that informs the principal how he or she will be evaluated that year. The Notice of Evaluation must be shared, in writing, with the principal no later than the first day of school (student attendance). It must include the rubrics for the Professional Practice portion and the Student Growth portion and the manner in which each will be used to determine an Overall Summative Evaluation Rating. As every principal has to be annually evaluated, every principal must annually receive a Notice of Evaluation.
No Growth or Negative Growth	VIII		Lowest level of the Student Growth rating system; corresponds to Unsatisfactory in the Overall Summative Evaluation Rating system.
opinion	VII		Perception not based on fact/evidence
Other Student Growth Indicators	VI-B-2	Other Growth Measures	Measures of Student Growth other than Type I, II or III assessments. Could include attendance, graduation, discipline data or attainment data from assessments. Other Student Growth Indicators cannot replace minimum required weightings for Student Growth-Academic measures.
Overall Summative Evaluation Rating	VIII	• Summative Evaluation Rating	The final, overall performance evaluation rating for the principal.  Per IL requirements, the evaluator must produce these components of the Overall Summative Evaluation Rating: <ul style="list-style-type: none"> <li>• Completed by March 1 (June 1 Chicago Public Schools)</li> <li>• Identified Strengths</li> <li>• Identified Areas for Growth</li> <li>• Provide evidence of Strengths and Areas for Growth</li> <li>• Weighting and computation of inputs to determine Summative Rating</li> <li>• The final overall performance rating: Excellent, Proficient, Needs Improvement or Unsatisfactory</li> </ul>
PEAC	DNA	Performance Evaluation Advisory Council	Comprised of teachers, principals, superintendents and other interested stakeholders. PEAC advises ISBE on the development and implementation of improved performance evaluation systems

			and supports and has created tools and models for use in implementing the new State requirements.
PERA	DNA	Performance Evaluation Reform Act	Legislation that defines the new State requirements for principal and teacher evaluations in Illinois. (Public Act 96-0861).
Principal Performance Evaluation process	III	Principal Evaluation Process	<p>Each district must develop a Principal Performance Evaluation Plan by September 1, 2012 that complies with the State requirements.</p> <p>Included in the requirements are the assessment of the principal in the areas of Professional Practice and Student Growth.</p> <p>Also required is an IL rating system that includes the following rating levels: Excellent, Proficient, Needs Improvement or Unsatisfactory</p>
Principal Self-Assessment	VI-A		Required evidence source that serves as an input to help determine a Professional Practice rating. This assessment must be aligned to the IL Performance Standards for School Leaders. The principal will be asked to rate herself or himself on the IL Performance Standards.
Principal Training Module 1	DNA	Module Training	First part of the <i>Training for Conducting Principal and Assistant Principal Performance Evaluations</i> program. This Module introduces IL requirements and recommendations around State expectations for principal and assistant principal evaluation.
Principal Training Module 2	DNA	Module Training	Second part of the <i>Training for Conducting Principal and Assistant Principal Performance Evaluations</i> program. This Module applies the requirements and recommendations from Module 1 to examples, scenarios and common school/district situations to illustrate IL expectations for principal and assistant principal evaluation.
Principal Training Module 3	DNA	Module Training	Third part of the <i>Training for Conducting Principal and Assistant Principal Performance Evaluations</i> program. This Module focuses on the Goal-Setting Phase, which encompasses the time period from the beginning of school through October 1.



Principal Training Module 4	DNA	Module Training	Fourth part of the <i>Training for Conducting Principal and Assistant Principal Performance Evaluations</i> program. This Module focuses on the Formative Monitoring Phase, which encompasses the time period from the October 1 up until the summative phase starts and the evaluator begins the process to determine an Overall Summative Evaluation Rating.
Principal Training Module 5	DNA	Module Training	Fifth part of the <i>Training for Conducting Principal and Assistant Principal Performance Evaluations</i> program. This Module focuses on the Summative Phase, which includes determining the ratings for Professional Practice and Student Growth, converting those two ratings to an Overall Summative Evaluation Rating, and conducting a Summative Evaluation Conference.
principal work days	DNA		For the purpose of PERA, principal work day is defined as any day in which the principal is contractually obligated to work (regardless of whether students are present).
prior year's principal evaluation	IV	prior year's evaluation	The Overall Summative Evaluation from the previous year, if available, must be aligned to the IL Performance Standards for School Leaders and considered as an input in establishing the Professional Growth Goals. An IL assistant principal's Overall Summative Evaluation from the previous year must be used when that person becomes a new IL principal.
Professional Growth Goals	IV – A, B		These are another source of input for determining an overall Professional Practice rating and focus on specific areas where improvement in principal performance is expected. Such areas must focus on IL Standards-based skills for a minimum of 50% of the Overall Summative Evaluation Rating.
Professional Practice			Encompasses <i>how</i> a principal provides leadership to a school. The Professional Practice portion of the performance evaluation underscores the expectations and skills required by the principal to contribute to school improvement. Evidence for this portion must align to the IL Performance

			Standards for School Leaders, which includes expected behavioral indicators for each of the 4 levels of principal performance.
Professional Practice evidence sources	VI-A		Sources of evidence used for Goal-setting: Professional Growth Goals Formal (required) and Informal (recommended) Observations Principal's Self-Assessment
Professional Practice rating	VIII		An overall rating of a principal's performance that uses evidence from a principal's Professional Growth Goals, Formal (and, at the evaluator's discretion, Informal) Observations, and the Self-Assessment. All of the evidence collected must align to the IL Performance Standards for School Leaders in order to determine an overall Professional Practice rating.
Professional Practice rubric	VI-A	<ul style="list-style-type: none"> <li>IL Standards-based rubric</li> </ul>	Districts may adopt the Professional Practice rubric found in the IL Performance Standards for School Leaders, or they may develop their own so long as it aligns to the IL Performance Standards for School Leaders. The Professional Practice rubric provides a tool to which Professional Practice evidence can be applied to determine a rating.
Proficient	VIII		The 2 <sup>nd</sup> level of the Overall Summative Evaluation rating system.
proficiency norms	VII		Compares attainment to a proficiency standard based on the aggregate performance data.
projected growth	VII		Sets an expected target for improvements (growth) from pre-test performance data (baseline) and measures the growth that takes place between two points in time.
rating level	DNA		The differing categories within a specified rating system. (Ex. – Excellent, Proficient, Needs Improvement & Unsatisfactory each represent a different rating level)
rating system	DNA		A series of terms that represent the spectrum of performance levels. (Ex. - Excellent, Proficient, Needs Improvement & Unsatisfactory represent all of the rating level possibilities for the Overall Summative Evaluation Rating system.)
recommended	DNA		Identifies tools, definitions, approaches, terminology or rating systems that are

			recommended by PERA, PEAC and/or best practice research, but are <u>not</u> required by the State.
simple growth	VII		Compares pre- and post-test performance to measure improvement (growth) between two points in time.
SMART Goals	VII		SMART Goals are goals that are Specific, Measurable, Attainable, Results-based, and Time-bound. SMART goals declare targets that identify expected growth.
State requirements	DNA	IL requirements, required	Designates statutory requirements for the implementation of a Principal Performance Evaluation system after Sept. 1, 2012.
Student Growth Model	IV-B		Defines the assessments and other measures that will be used, outlines the weights for each measurement (if any) and includes targets for each measure.
Student Growth portion	IV-B		A minimum of 30% Student Growth-Academic <b>must</b> be included and it <b>must</b> include at least two Type I and/or Type II assessments (Type III allowed only for schools where the majority of students are not administered Type I or II assessments). The Student Growth Portion <b>may</b> include Other Student Growth Indicators so long as they do not replace the required 30% that is based exclusively on assessment growth. Districts <b>may</b> also choose to reduce the minimum required portion to 25% in the first two years of implementation.
Student Growth rating	VIII		Based on the District's Student Growth Model, it <b>must</b> include the minimum 30% Student Growth - Academic portion and <b>may</b> include Other Student Growth Indicators beyond those used to meet the minimum requirements. The rating is determined by combining multiple measures of Student Growth evidence.
summative	III V-A VI-B-1 & 2 VII VIII	Overall	Data used to determine whether targets were or were not met and whether progress was achieved at or above predicted levels.
Summative Evaluation Conference	VIII	Final Summative Evaluation Conference	This is a required meeting between the evaluator and the principal where the principal receives the Overall Summative

			Evaluation Rating and is provided with the supporting evidence for that rating along with a determination of the principal's Strengths and Areas for Growth.
Summative Phase	VI-A V-B-1 & 2 VII VIII	Summative Evaluation Phase	The Summative Phase is when the evaluator determines an Overall Summative Evaluation Rating for the principal by combining summative ratings from both the Professional Practice and Student Growth portions.
targets	IV IV-B VI-B-1 VII	Desired Outcomes	Targets are measurable outcomes that describe what is expected to be learned or accomplished. The distance between a baseline and a target represents expected growth.
Type I Assessment	V-B-1		A test that is scored by a non-District entity, and is widely administered within and beyond Illinois ( <i>i.e. ISAT, NWEA-MAP, Scantron, etc.</i> )
Type II Assessment	V-B-1		A test that is developed or adopted and approved by the District and used on a district-wide basis that is given by all teachers in a given grade or subject area. ( <i>i.e. Collaboratively developed common assessments, tests designed by textbook publishers, etc.</i> )
Type III Assessment	V-B-1		A test that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning. These types of assessments are only allowed in very limited circumstances. ( <i>i.e. teacher-created assessments, assessments of student performance, examples of student work.</i> )
Unsatisfactory	VIII		The lowest category of the Overall Summative Evaluation rating system.
weighting	IV VIII		The ways in which multiple measures compare one to another represents the weighting each is given. For example, the required weighting between Professional Practice and Student Growth - Academic is: 50% Professional Practice and 30% Student Growth, meaning the two are not equally weighted when determining the Overall Summative Evaluation rating

## TERMINOLOGY TRANSLATION GUIDE

**Bold** = terms found in Terminology Glossary above

### Section I

**The minimum requirements Framework for Principal Evaluation** (based on minimum IL requirements)

***The Illinois Model for Principal Performance Evaluation*** (also referred to as **IL Model for Principal Evaluation**; **PEAC-Recommended Model for Principal Evaluations**; **50%-50% Model**)

### Section II

***Illinois Performance Standards for School Leaders*** (also referred to as **IL Performance Standards for School Leaders**)

**Illinois Performance Standards rubric**

### Section III

#### **Principal Performance Evaluation Process**

1. **Goal-setting Phase** (see **Section IV**)
2. **Formative Monitoring Phase** (see **Section V**)
3. **Summative Phase** (see **Sections VI, VII, VIII**)

### **Section IV**

#### **Goal-Setting Phase**

## Notice of Evaluation

- rubric for determining the **Professional Practice** rating
- rubric for determining the **Student Growth** rating
- summary manner in which **Professional Practice** and **Student Growth** will be combined to determine an **Overall Summative Evaluation Rating**

Evaluator/Principal **Collaboration** in determining:

- **Prior Year's Principal Evaluation** considerations
- **Strengths, Areas for Growth**
- **Professional Practice – Professional Growth Goals**
- **Student Growth targets**

**Goal-Setting Meeting** – determines:

- **measures, goals & targets**

### Section IV-A

#### Professional Practice portion

#### Illinois Performance Standards for School Leaders

- **Standards**
- **Indicators**

#### IL Performance Standards Rubric

(or research-based rubric aligned to the IL Performance Standards)

- **Elements** (identifies subsets of behavioral Indicators)
- **four rating levels**
- **evidence sources**

#### Professional Growth Goals

### Section IV-B

#### Student Growth portion

#### Student Growth Model:

- **Elements** (identifies the component part and weighting representation)
- **Assessments/Outcomes**
- **Measures**
- **Targets**

**Professional Growth Goals** (when applicable)

## Section V

### Formative Monitoring Phase

#### Formal (required) & Informal (not required) Observations

#### Collaboration

- **planning & monitoring progress**
- **Observations**
- **feedback/coaching**

#### Aligned staff development

- **to school goals**

- to staff needs

**Bias Avoidance**

**Evidence collection - multiple measures**

**Section VI - A**

**Summative Phase**

**Required:**  
**Professional Practice evidence sources**  
 (aligned to **IL Performance Standards for School Leaders**):

1. **Professional Growth Goals**
2. **Formal Observations**
3. **Principal Self-Assessment**

- **Professional Practice Goals & rubric**  
 (aligned to **IL Performance Standards for School Leaders**)  
**Standards**  
**Indicators**  
**Elements**

**Section VI - B -1**

**Summative Phase**

**Required :**  
**Student Growth – Academic evidence sources**

- **Type I, II, III Assessments/Outcomes**  
**Goals**  
**Indicators**  
**Measures**  
**Targets**

**Section VI-B-2**

**Summative Phase**

**Recommended:**  
**Other Student Growth Indicators evidence sources**

- available **Learning Conditions** data
- other **Growth Measures**
- **Professional Growth Goals** (where applicable)

**Section VII**

**Summative Phase**

data & **evidence sources**

**baseline attainment vs. growth evidence vs. opinion formative vs. summative indicators to measures to targets (SMART Goals)**

**simple growth    projected growth    proficiency norms**

## Section VIII

### Overall Summative Phase

#### evidence weighting

ratings:

<b>Professional Practice</b> (based on IL Performance Standards rubric)	<b>Student Growth</b> (based on the IL Model for Principal Evaluation)	<b>Overall Summative Rating</b> (Required by Statute)
<b>1. Distinguished</b>	<b>1. Exceeds Goal</b>	<b>1. Excellent</b>
<b>2. Proficient</b>	<b>2. Meets Goal</b>	<b>2. Proficient</b>
<b>3. Basic</b>	<b>3. Minimal Goal</b>	<b>3. Needs Improvement</b>
<b>4. Unsatisfactory</b>	<b>4. No Growth or Negative Growth</b>	<b>4. Unsatisfactory</b>

#### minimum IL required weighting

(minimum 50% Professional Practice and minimum 30% Student Growth – Academic)

#### Overall Summative Evaluation Rating

inter-rater reliability

#### Summative Evaluation Conference