DUPAGE ROE ADAPTED ILLINOIS STANDARDS FOR PRINCIPAL/ASSISTANT PRINCIPAL EVALUATION

| Reviewed: 2/11/13 | Revisions Approved: | 2/25/13 |
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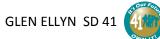
| | | | 11/13 Revisions Approved: 2/25/ |
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| Standard | Indicator | Standard | Indicator |
| 1: <u>Living a Mission and Vision</u> Focused on Results The principal/assistant principal work with the staff and community to build a shared mission, and vision of high expectations that ensure all students are on the path to college and career readiness and hold staff accountable for results. | The principal/assistant principal will: a. facilitate efforts to establish and implement a shared mission and vision for the school that lead to academic growth for all learners; b. ensure that the school's identity, vision, and mission drive all school decisions; c. conduct 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 achieving improved results. | 4: <u>Building and Maintaining</u> <u>Collaborative Relationships</u> The principal/assistant principal create a collaborative school community where the school staff, students, families, and community interact regularly and share ownership for the success of the school. | The principal/assistant principal will: a. create, develop and sustain relationships that result in active student engagement in the learning process; b. utilize meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and school practices; c. engage families and communities proactively in supporting student learning and the school's shared mission, vision and learning goals. |
| 2: <u>Leading and Managing</u> <u>Systems Change</u> The principal/assistant principal create and implement systems to ensure a safe, orderly, and productive environment for student and adult learning for the purpose of achieving school and district improvement targets. | The principal/assistant principal will: a. lead the development, implementation, and monitoring of school improvement targets which measure school wide academic achievement and school climate indicators; b. establish and maintain a safe, effective learning environment; c. collaborate with district and school staff to allocate personnel, time, material, and adult learning resources appropriately to achieve school improvement plan targets; d. support district and school goals by managing fiscal resources of the school responsibly, efficiently and effectively; e. utilize current technologies to support leadership and management functions; f. demonstrate an understanding of the change process and use leadership and facilitation skills to manage it effectively. | 5: <u>Leading with Integrity and</u> <u>Professionalism</u> The principal/assistant principal work with the school staff and community to create a positive learning environment by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and modeling professional behavior. | The principal/assistant principal will: a. treat all people fairly, equitably, and with dignity and respect; b. demonstrate personal and professional standards and conduct that enhance the image of the school and the educational profession; c. create, model behavior, and support a climate that values, accepts and understands cultural diversity and multiple perspectives; d. protect rights and confidentiality of the students and staff. |
| 3: Improving Teaching and Learning The principal/assistant principal work 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. | The principal/assistant principal will: a. collaborate with staff to develop and implement 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. establish 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 target areas for improvement, measure outcomes and celebrate successes; c. ensure that differentiated instructional practices which address identified student needs are implemented with fidelity; d. select and retain teachers with the expertise to deliver instruction that maximizes student learning; e. evaluate the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations and provide timely, specific feedback on instruction as part of the district teacher appraisal system; f. ensure the development of high performing instructional teacher teams by providing training and support grounded in best practices which are designed to advance student learning and performance; g. develop systems and structures for professional development and teacher collaboration that provide and protect time allotted for these purposes; h. ensure that professional growth plans are linked to data derived from | 6: <u>Creating and Sustaining a</u> <u>Culture of High Expectations</u> The principal/assistant principal work 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. | The principal/assistant principal will: a. establish and monitor a culture of high aspirations and achievement for every student; b. require staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission; c. lead a school culture and environment that successfully develops the full range of students' learning capacities – academic, creative, social-emotional, behavioral and physical. |





DuPage ROE Adapted Rubric

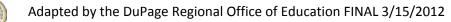
| Element | Distinguished | Proficient | Basic | Unsatisfactory | Examples of Evidence |
|--|--|---|---|--|---|
| a. Facilitate effort | ts to establish and implement a share | d mission and vision for the school the | at lead to academic growth for all I | earners | |
| Collaborates to Develop and Maintain a Shared Vision of High Expectations | Co-creates a shared vision of high expectations with multiple stakeholders; builds staff capacity to maintain and implement a shared vision for high student achievement and college and career readiness | Involves staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness, for all students | Develops minimal opportunities for staff and students to learn about a vision of high expectations, including college and career readiness, for all students; gives staff limited input into the development and maintenance of the vision | Does not collaborate to create or maintain a vision of high expectations and does not attempt to ensure all staff to have high academic expectations | There is visible alignment between the vision and the school goals [observations and artifacts: the School Improvement Plan, School Report Card, and grade leve goals] School vision and goals are shared with stakeholder groups [observations and artifacts: presentation to stakeholders] Building level staff development plan supports and is aligned to the School Improvement Plan and the district vision and mission [observations and artifacts: the School Improvement Plan and the building staff development plan] Written values and beliefs reflect high expectations for all students [observations and artifacts: school level and grade level goals] |
| b. Ensure that the | e school's identity, vision, and mission | n drive all school decisions | | | |
| Ensures vision and mission drive school decisions | Uses the vision and mission to make all decisions, uses protocols for making decisions that refer staff and team decisions back to the vision and mission; builds staff capacity to use the vision and mission to make instructional decisions | Uses the vision and mission to make all decisions, creates and uses protocols aligned to the vision and mission to make decisions | Refers to school vision when making decisions but may not be guided by the vision | Actions contradict the school vision or demonstrate inconsistency between stated beliefs and actions | Building wide goals and vision are shared and widely known within the school community [observations and artifacts: posters and newsletters] Parents, staff and other are clear about academic expectations and homework guidelines [observations and artifacts: homework policy, academic guidelines, parent handbook] Team meetings focus on improving student achievement [observations and artifacts: team meeting agendas and minutes] |
| Confronts Low Expectations | Builds capacity of staff to address other staff or stakeholders who contradict the vision by displaying low or negative expectations; contests or eliminates courses and grading policies that contradict the vision and mission | Consistently addresses staff who contradict the vision by displaying low expectations; contests class offerings and grading policies that contradict the vision and mission | Inconsistently addresses staff who have low expectations; attempts to implement grading policies that support the vision and mission | Does not confront staff who have low expectations for some or all students | Academic work and homework guidelines are shared with parents, staff and others to ensure that expectations are clear to al [observations and artifacts: homework policy and academic guidelines] Builds effective professional learning communities within the building that use data to develop plans and strategies to improve student achievement for all students [observations and artifacts: PLC learning agendas and plans] Rigorous course content is accessible to all student's [observations and artifacts: student's course load, schedules, and sub-group data] |
| c. Conduct difficult | t but crucial conversations with individual | s, teams, and staff based on student per | formance data in a timely manner for | the purpose of enhancing student learn | ning and achieving improved results |
| Conducts difficult Conversations to Improve Student Results | Builds the capacity of other leaders within the school to address areas of underperformance with individuals, teams and staff; models how to conduct difficult conversations with individuals, teams, and staff based on student performance data | Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary | Inconsistently address areas of underperformance and/or may only address concerns to a sub- set of the staff; inconsistently holds conversations on improving and enhancing student learning results | Does not addresses areas of underperformance with staff members; does not hold conversations on improving and enhancing student learning results | School staff development plan addresses difficult conversations to improve and enhance student learning [observations and artifacts: school development plan] Teacher conversations and meetings are focused on improving student achievement and demonstrate high expectations [observations and artifacts: team meeting minutes or staff |



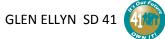


| ١. | I. LIVING A MISSION, VISION, AND BELIEFS FOR RESULTS | | | | | |
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| | | | | development plans] Faculty meetings are focused on improving results [observations and artifacts: meeting agendas and minutes] | | |



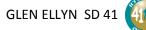


| II. LEADING A | ND MANAGING SYSTEMS C | HANGE | | | |
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| Element | Distinguished | Proficient | Basic | Unsatisfactory | Examples of Evidence |
| a. Lead the develo | opment, implementation, and monitor | ing of school improvement targets wh | ich measure school wide academi | c achievement and school climate in | dicators |
| Assesses the Current State of School Performance | Completes a comprehensive assessment of the school's strengths/weaknesses including an assessment of the school practices and student learning outcomes | Assesses the school by using multiple forms of data (e.g. annual, interim and formative data) and the previous years' school improvement plan to track, and review progress | Uses limited data to assess current student achievement results and school practices | Does not assess the current state of the school and/or does not use data to assess student achievement or overall school performance | Uses disaggregated student data to determine the current state of the school [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, and the School Improvement Plan] School Improvement Plan reflects current state of the school developed through analysis of disaggregated data [observations and artifacts: grade level targets, analysis of data, RTI data and team minutes, formative and summative assessment analysis, and the School Improvement Plan] |
| Develops a School Improvement Plan | Uses a comprehensive analysis of the school to determine appropriate grade and content area targets and priorities for improvement with staff; organizes staff to monitor, track, and review progress and creates a detailed school improvement plan that identifies a strategy to reach school-wide targets and goals | Uses the outputs from a school-wide assessment to identify priority areas for improvement and to set measurable goals with specific grade level and content areas targets; names milestones and benchmarks of student progress and develops a school improvement plan that identifies a strategy to reach school- wide targets and goals | Uses limited data to identify priority areas for improvement and sets some measurable school-wide goals; names a few milestones and benchmarks of student progress and develops a school improvement plan that identifies a limited strategy to reach school-wide goals | Does not use data to identify priority areas or goals for improvement; has no way to track progress; does not complete a school improvement plan and/or creates a plan that is not aligned to school priorities for improvement | The School Improvement Plan identifies strategies to reach school and grade level goals [observations and artifacts: the School Improvement Plan, presentation or materials on data and how data will be used] Grade level targets are derived from the assessment of the current state and support the School Improvement Plan [observations and artifacts: grade level targets, analysis of data, RTI data and team minutes, formative and summative assessment analysis, and the School Improvement Plan] |
| Maintains a Focus on Results | Remains focused on student achievement results at all times; builds staff ownership for the goals and builds capacity of staff to monitor benchmarks and milestones within specific grade or content areas including continuous review of disaggregated data for student groups who have tradition- ally not been successful in the school | Demonstrates focus on improving student achievement results; keeps the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; tracks progress against milestones and benchmarks to monitor, track, and review progress, and adjusts strategies | Inconsistently focuses on improving student achievement results; refers to goals on an inconsistent basis and does not concretely connect the goals to the day-to-day work of the school and implements a limited number of strategies to reach results | Does not maintain focus on improving results or meeting school goals - rarely refers to goals and does not identify and/or implement strategies to reach results | Faculty assume shared accountability to reach goals [observations and artifacts: staff goals aligned to school goals, school staff development plan, and team meetings focus on student results] Staff adjust strategies and plans if interim benchmarks are not met [observations and artifacts: grading systems that focus on meeting standards over time, RTI data and meeting minutes, and analysis of disaggregated data] Student and staff successes are celebrated when milestones and benchmarks are met [observations and artifacts: assemblies and recognition programs] |
| b. Establish and ma | aintain a safe, effective learning environ | ment | | | |
| Creates a Safe, Clean and Orderly Learning Environment | Plans for and implements facility and equipment expansions & improvements and identifies creative solutions to maximize and share space; complies with all components of the safety drill and conducts multiple trainings with staff and multiple drills every year; builds staff capacity to lead and manage components of school safety | Ensures learning environment is conductive to learning and positive; supervises facilities and equipment management to enhance learning and ensures that the school environment is safe; complies with the Illinois Safety Drill Act | Ensures that the school environment is relatively safe and is in basic compliance with the school safety act | Does not ensure that the school is safe; does not comply with the school safety act | Routines and procedures are in place, discussed, and implemented [observations and artifacts: severe weather and drill plans, school crisis plan, completed Illinois drill documentation form, building rules are posted, student handbooks/parent handbook, bus duty hall duty schedules] School building is clean and safe – all basic facilities are in working order [observations and artifacts: Bathrooms, windows, sinks, locks] Physical plant supports major academic priorities/initiatives [observations and artifacts: reading nooks, improved library, |



| II. LEADING A | ND MANAGING SYSTEMS C | HANGE | | | |
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| | | | | | enhanced computer lab comfortable staff lounge/meeting area] |
| c. Collaborate wit | h district and school staff to allocate | personnel, time, material, and adult lea | arning resources appropriately to | achieve school improvement plan tar | gets |
| Allocates Resources to Support Student Learning | Continually assesses and reassesses resources and creatively utilizes and leverages existing school and district resources, and is relentless in actively accessing human and fiscal resources that align to strategic priorities to support the achievement of school improvement plan targets; builds capacity of staff to have an appropriate role in the creation and monitoring of budgets within their grade and content areas | Allocates and maximizes resources in alignment with mission and student learning goals, and assesses external resources to fill gaps; ensures that staff have necessary materials, supplies, and equipment; effectively plans and manages a fiscally responsible budget that supports the school's goals, and ensures school is financially secure in the long-term | Sees the school's resources as given and is not knowledgeable of possibilities for accessing alternate human and fiscal resources; develops skills in planning and managing a budget that supports school's goals | Unable to accurately assess and/or leverage school and district resources; does not effectively manage budget | Resources support the core components of academic, social, emotional, behavioral, physical development, educator quality, and learning environment [observations and artifacts: building staff development plan, budget, professional learning structures, and the School Improvement Plan] Finances and other resources are aligned with strategic priorities [observations and artifacts: budget and run rate] Support Staff (e.g. ELL, literacy and math teachers, and gifted and talented instructors) are strategically utilized to support the implementation of the School Improvement Plan [observations and artifacts: teacher schedules and, the School Improvement Plan, and school budget] |
| Prioritizes Time | Prioritizes and monitors the use of school time to ensure that staff and student activities focus on improv- ing student learning; organizes how professional time is used and adjusts how time is spent to support student learning activities | Prioritizes the use of school time to ensure that staff and student activities focus on improving student learning; organizes professional time to ensure that high leverage activities and school priority areas that focus on student learning are given adequate time | Prioritizes the use of school time to ensure that staff activities sometimes focus on improving student learning; organizes majority of professional time to the school priorities, but may engage in time wasting activities | Does not manage time effectively; does not prioritize activities that will improve student learning and is frequently distracted by time- wasting or low impact activities | Organizes adults into learning communities whose goals are aligned with those of the district and the school [observations and artifacts: Building staff development plan and calendar of professional learning] School time is focused on the improvement of student achievement in alignment with the School Improvement Plan and the district and school goals [observations and artifacts: periodic assessments, team meetings and team minutes, walk through data] |
| d. Support distric | t and school goals by managing fisca | I resources of the school responsibly | , efficiently and effectively | | |
| | Builds decision making capacity and staff ownership by developing and implementing efficient, responsible fiscal management around district and school improvement targets | Provides staff with clear and consistent systems to manage fiscal resources efficiently, responsibly and effectively in order to support school and district targets | Applies systems inconsistently to manage fiscal resources | Does not manage fiscal resources responsibly, effectively and effectively | • |
| e. utilize current t | echnologies to support leadership and | d management functions | | | |
| | Models continuous learning by applying new technologies for the purpose of improving the learning environment and communication with students, staff and parents | Identify and consistently apply new technologies to improve and support leadership and management functions | Demonstrates limited knowledge and application of current technologies to support leadership and management functions | Does not utilize current technology to support leadership and management functions | • |
| | | s and use leadership and facilitation sl | | | |
| Builds Capacity to Manage Change | and families to share feelings about change and supports the community while describing the possibility present in the future; maintains focus on meeting school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision | Directly addresses and helps stakeholders to understand that change may raise questions, doubt, and feelings and positively supports staff as they face challenges; balances the need to make change within the school quickly while supporting the staffs ability to learn and develop new skills | Articulates that change will raise emotions and attempts to sup- port staff, but does not effectively manage all needs; struggles to remain focused on school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision | Does not recognize the role that the change process will have on the school community; does not support staff in changing staff values, beliefs, assumptions, and/or habits of behavior that may not match the school vision | Staff are supported through the change process [observations and artifacts: professional development on the research on change] School improvement outlines multiple tactics and strategies and can be adapted to reach identified goals [observations and artifacts: the School Improvement Plan, formative and summative evaluation data] |
| Demonstrates Personal Resolve and Response to Challenges | Focuses all conversations, initiatives and plans on improving student achievement and is relentless in pushing staff to | Demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence for the | Sometimes demonstrates resolve, but may lose focus or make concessions on student achievement goals in the face of | Does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to | Processes are in place to identify and address challenges when they arise [observations and artifacts: staff feedback survey data, building climate survey, and |



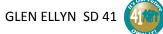


| II. LEADING AND MANAGING SYSTEMS CHANGE | | | | | | |
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| | or ch le | naintain and improve their focus on student outcomes; uses every shallenge as an opportunity to sarn and develop themselves and heir staff | staff in the face of challenges | persistent challenges | challenges | superintendent observation] |





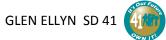




| III. IMPROVING | G TEACHING AND LEARNING | 6 | | | |
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| | prioritize needs, guide grouping, re- teaching, and to identify/prioritize needs and continuous improvement; build staff capacity to use data in determining team and individual goals | appropriately to identify/prioritize school wide areas of improvement; data is routinely used to identify and adjust school-wide priorities and to drive re-teaching plans and changes in practice for individual teachers | used to drive school-wide practices | consistency in implementation | taught material [observations and artifacts: analyses of interim and formative assessments, classroom observations, and re-teaching based on results] Multiple analyses of student performance data is examined to support informed decision making [observations and artifacts: grade-level performance data, subject-area performance data, classroom level performance data, individual student performance data, and evidence of data use in team meetings and planning] Clear re-teaching plans are used to guide the work of individual teachers [observations and artifacts: re-teaching plan, teacher observers] |
| c. Ensure that diffe | erentiated instructional practices whi | ch address identified student needs a | re implemented with fidelity | | |
| Uses Disaggregated Data | Uses disaggregated data to create structures for differentiation with varied instructional strategies that meet all student needs; focuses all staff on closing achievement gaps between subgroups of students and uses data to quickly determine appropriate interventions for students or subgroups not making progress | Uses disaggregated data to support differentiation and re-teaching but does not ensure that instructional strategies are matched to the needs of all students; engages all staff in analyzing and utilizing disaggregated data to identify school wide and individual students' learning gaps and to determine appropriate interventions | Inconsistently uses data to inform the implementation of differentiation and interventions; introduces staff to data, but may not engage staff in the analysis of data | Does not effectively use data to identify students' learning gaps; does not attempt to ensure that instruction is differentiated based on student need or that students receive appropriate interventions | Differentiated classroom activities based on students reading or achievement levels are present in every classroom [observations and artifacts: classroom observations, lesson plans, student work] Disaggregated student data informs instruction [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, the School Improvement Plan, and evidence of how data is used] Students receive rapid, data-driven interventions matched to current needs, and intervention assignments and schedules are frequently updated to reflect student needs and progress [observations and artifacts: individual student performance data, professional learning on differentiation, RTI Team minutes and data, student work, classroom observations of differentiated instruction] Most effective teachers are teaching the students with the greatest needs for growth [observations and artifacts: student data, teacher evaluation data] |
| d. Select and retain | n teachers with the expertise to deliv | er instruction that maximizes student | learning | | |
| Selects and Assigns Effective Teachers | Implements a clear selection criteria and strategically assesses and places teachers in grade level and content areas to create a balanced team with a variety of strengths | Has a clear and articulated selection criteria in place and assesses staff skills to place teachers in grade level and content areas | Has a selection criteria and articulates the intention of selecting staff based on grade and content needs, but does not have detailed assessment of staff skills to inform placement | Has no selection criteria and the determination for why teacher selection occurs is not transparent | Selection processes focus on matching staff to specific position expectations [observation and artifacts: building staffing plan and interview questions] |
| Retains Effective Teachers | Uses multiple data sets including teacher evaluations to inform a formal retention strategy that creates opportunities for growth and development including opportunities for staff to assume additional leadership roles | Identifies effective teachers and moves them into leadership roles; implements a formal retention strategy that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness | Implements a formal retention strategy that uses teacher evaluations to determine which teachers will be given retention offers, overtime tracks retention rates | Has no clear retention plan in place | Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning [observation and artifacts: school retention data, new staff supports, staff climate survey, and exit interview data] High percentage of teachers rated effective are stay in the school [observation and artifacts: school retention data, new staff supports, staff |

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| III. IMPROVING | G TEACHING AND LEARNING | 6 | | | |
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| | | idual teachers by conducting frequent | t formal and informal observations | s and provide timely, specific feedba | climate survey, and exit interview data] ck on instruction as part of the district |
| teacher apprais Observes Staff and Gives Feedback | Ensures that systems for observa- tions occur multiple times a year with staff getting regular, consistent, and actionable feedback that is specific to each individual's development plan from multiple observers | Provides frequent and regular observations and actionable feedback and/or has systems in place so that staff receive specific feedback from multiple observers | Adheres to and completes required observations, but does not differentiate frequency of observation or feedback based on teacher skill and/or need | Observations are infrequent and inconsistent; feedback is vague and general | Observation protocol/practice includes not only consistent school-wide expectations but individual teacher development areas and study of specific student sub-groups as identified by data [observation and artifacts: schedule of teacher observation and feedback meetings; written teacher evaluations, and teacher goal setting worksheets] Teachers receive frequent observations and actionable feedback [observation and artifacts: classroom observations, observation records, teacher goal setting worksheets] |
| Evaluates Staff | Completes all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensures that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation | Implements a goal setting process, mid-year formative and summative ratings based on observations and student outcome results; communicates clear and transparent evaluation processes | Attempts to implement and communicate a clear evaluation process that includes limited observation and student outcome data | Does not have a clear or consistent evaluation processes; does not complete evaluation | Performance expectations are clear and aligned with district's policies, the school mission and school wide expectations [observation and artifacts: written teacher evaluations aligned to student achievement goals, improvement plans for under performing staff] Rigorous completion of the full evaluation process is completed for every teacher [observation and artifacts: evaluation documentation and consistency between practice ratings and student outcomes over time] |
| f. Ensure the deve | elopment of high performing instructi | onal teacher teams by providing train | ing and support grounded in best | practices which are designed to adv | ance student learning and performance |
| Develops an Instructional Team | Implements a strategy to build the capacity of teacher teams to lead effective meetings focused on student learning data and student work | Ensures that effective teacher teams use student learning data and student work to advance student outcomes | Introduces common team structures and expectations for teacher teams | Does not create consistent teacher team structures | Structures are established for job- embedded collaborative learning [observation and artifacts: professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration] Instructional teams support adult learning and student achievement [observation and artifacts: teacher team conversations about formative student data, teacher team meetings about instructional strategies, instructional consistency, instructional development of staff, building staff development, evaluation data] |
| g. Develop system | s and structures for professional dev | velopment and teacher collaboration the | hat provide and protect time allotte | ed for these purposes | |
| Implements Professional Learning | Implements a job-embedded professional learning system for consistent support, development, coaching, and peer learning opportunities; allocates regular time for whole group and individual staff development and learning opportunities | Creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; protects staff time for development opportunities | Relies on whole group development sessions including trainings on how data should be used, with some specific supports | Does not offer professional development and support that is timely, relevant or differentiated | Teacher-driven professional development focuses on student learning challenges and progress toward student achievement goals [observation and artifacts: teacher team meetings, building staff development plan, and peer visitations] Staff develop a broad repertoire of instructional strategies that they reference in their lesson plans [observation and artifacts: staff lesson plans, teacher observations, walkthroughs and evaluations and instructional strategy professional development session plan] Structures are established for job- embedded collaborative learning [observation and artifacts: professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration] |





| III. | IMPROVING TEACHING AND LEARNING | IMPROVING TEACHING AND LEARNING | | | | | |
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| h. | h. Ensure that professional growth plans are linked to data derived from school improvement plan results and teacher evaluations | | | | | | |
| | Builds teacher leadership, decision making capacity and staff ownership in developing comprehensive professional growth plans linked to data derived from school improvement plan results and teacher evaluations | Provides staff with clear and specific targets linked to data derived from school improvement plan results and teacher evaluations | Provides staff with targets inconsistently linked to data derived from school improvement plan results and teacher evaluations | Does not use data derived from school improvement plan results and teacher evaluation for professional growth plans | • | | |





| IV. BUILDIN | G AND MAINTAINING COLLAB | ORATIVE RELATIONSHIPS | | | |
|--|--|--|--|--|---|
| Element | Distinguished | Proficient | Basic | Unsatisfactory | Examples of Evidence |
| a. Create, dev | elop and sustain relationships that result | in active student engagement in the I | earning process | | |
| Builds On-going Relationships | Develops school-wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups | Enhances and maintains trusting relationships among and between a variety of stakeholder groups | Articulates a belief that building and maintaining relationships are important, but may not be able to successfully establish or enhance relationships | Does not develop positive relationships and/or undermines positive relationships that exist | Processes are in place to ensure multiple opportunities for school staff to meet, interact and work with families and members of the community [observations and artifacts: building climate survey results, community and university partnerships] Staff and community members report are positive relationships with the principals and other members of the school [observations and artifacts: school climate survey] |
| b. Utilize mea | ningful feedback of students, staff, familie | es, and community in the evaluation o | f instructional programs and scho | ol practices | |
| Includes Multiple Voices and Perspectives | s Incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to improve the school's instructional program | Incorporates different perspectives into decisions and creates forums to hear multiple and dissenting view points | Asks for feedback to a developed plan, but does not seek input when developing the plan from multiple voices | Is disrespectful and/or excludes voices from community forums to discuss school performance | Community leaders and school system managers are active partners in the leader's decision making process [observations and artifacts: parent advisory agendas and minutes, school leadership team includes parents or community members, times and locations for all meetings are known, school-wide open door policy] |
| c. Engage fan | nilies and communities proactively in sup | porting student learning and the scho | ool's shared mission, vision and le | arning goals | |
| Engages Families | Continuously creates two-way links between family presence in the school environment and the instructional program | Respectfully informs families of learning expectations and specific ways they can support their children's learning | Shares the school values with families and with the community | Does not make time to meet with families and is openly disrespectful or dismissive of the role of families | Families are included and invested in the school community [observations and artifacts: parent engagement and survey data, PTO/PTA meeting attendance, student progress reports, parent access to grades, and parent outreach strategy] Families are aware of learning expectations and strategies to support student learning outside the school day [observations and artifacts: parent engagement and survey data, PTO/PTA meeting attendance, student progress reports, parent access to grades, and parent outreach strategy] |



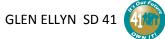


| L. Treat all people fairly contrably, and with lightly and respect All staff are treated with respect and treated respectivity and bloghty All staff are treated with respect and treated respectivity and bloghty All staff are treated with respect and contrast performance of mutual treaper for all stabeholders and memory equitably and with respect for all stabeholderes and memory equitably and with respect for all stabe | Element | Distinguished | Proficient | Basic | Unsatisfactory | Examples of Evidence |
|---|-------------------------|---|--|--|--|---|
| Models Equity and Dignity Develops structures, curreach and training point de skill set to treat all poont equitably and with respect and actions when inpropriate conduct is reported or colserved is septoted or all skatch/others are treated registering actions when inpropriate conduct is reported or colserved is septoted or colserved in advatages and studie actions protect or colserved is septoted or colserved is septote is septoted or colserved is septoted or colserved is sep | | | | 24510 | ensatistaetery | |
| Protects Rights and Confidentiality Teaches all staff about FERPA and or-going training and monitoring ocur FelPAs har amane consistent with and student records and information inforcely related to student's (e.g. counseling, mental health supports, and/or details of th student's howe life) confidential Does not follow FERPA student and protects Staff are aware of the laws, policies student spectra student spectra student spectra information information information information student's howe life) confidential Does not follow FERPA student spectra student for address staff who do not follow FERPA Staff are aware of the laws, policies student spectra student spectra student spectra student spectra student spectra staff confidential Staff are aware of the laws, policies student spectra student spectra stude | | Develops structures, outreach and training to ensure that staff develop the skill set to treat all people | Upholds the foundations of mutual respect for all stakeholders and meets all legal requirements for work relationships; takes swift appropriate actions when inappropriate conduct | work relationships; takes limited actions when inappropriate | stakeholders are treated respectfully and does not meet all legal requirements for work relationships; does not take swift appropriate actions when inappropriate conduct is | efficiently [observations and artifacts: conflict resolution protocol, building staff development plan, disciplinary report |
| Confidentiality develops systems to ensure that or cour student s privacy by keeping student periods and all information directly related to student systems, and/or details of the student sys | b. Demonstrate pe | rsonal and professional standards a | nd conduct that enhance the image of | the school and the educational pr | ofession | |
| Recognizes the Strengths of a Diverse Population Recognizes and integrates the learning opportunities that come from a diverse community Examines and addresses any school structures or school practices that limit the participation of groups of students and families Demonstrates personal confort talking about diversity and culture and takes the steps to develop personal skill set Demonstrates personal confort talking about diversity and culture and takes the steps to develop personal skill set Demonstrates personal confort talking about diversity and culture and takes the steps to develop personal skill set Demonstrates personal confort talking about diversity and culture and takes the steps to develop personal skill set Demonstrates personal confort talking about diversity and culture and takes the steps to develop personal skill set Demonstrates personal confort talking about diversity and culture and takes the steps to develop personal skill set Demonstrates personal confort talking about diverse student needs [Observations artifacts: professional development to teachers and staff to improve their understanding of how their own world views inform their groups in and outside the school diverse staff capacity to ergage in courageous conversations about diversity and culture and odversity and attraffets incomptence Provides differentiated professional development of calcural incomptence Dees not address or correct intolerant or cultural incomptenents and supports of diversity on students to addresse conversations about diversity and dutting incomptenene Staff participate in and lead learning experiences the explore their and supporting a diverse comunity and attempts to addresse conversations about cultura incomptenene Does not engage in courageous conversations about cult | | develops systems to ensure that on-going training and monitoring | student's privacy by keeping student level data and student records and all information directly related to students (e.g. counseling, mental health supports, and/or details of the | FERPA in a manner consistent with the law; learns from mistakes and uses them as a personal learning opportunity to | policies to maintain and protect student privacy and does not address | student confidentiality [observations and artifacts: FERPA training, volunteer and staff confidentiality statements, and parent notification of rights] Parents are aware of their rights [observations and artifacts: parent handbook, protocols for sharing IEP |
| of a Diverse Populationlearning opportunities that come from a diverse communitystructures or school practices that limit the participation of groups of students and familiesthe king about diversity and culture and takes the steps to develop personal skill setthe impact of diversity on student learningall community members io support diverse student needs [observations artifacts: partnerships with schools at many have different populations, intra school conversations about diverse staff in learning and attigent sets of the voltagenceProvides differentiated professional development to teachers and staff to and verse staff in learning and addresses and correct momunity with explore their understanding of how their own word views inform their interpretation shout diversity and cultureal many and cultureal ment of and supports for diverse groups in and outside the schoolProvides differentiated professional development to teachers and staff to their understanding of how their interpretation of the world and addresses and correct momunityProvides while group undif- ferentiated professional development sof cultural and supports of diverse community and attempts to addresses and correct momunityDoes not address or correct intolerant and supports all studentsAll community (members) addressing all courses and diverse culture and diversity)Engages in Courageous Conversations about Diversity and culture—and how they impact student learningProvides differentiated professional development and addressing biasedProvides while student schools and community address or conversations about culture and diverse cultural incompetenceDoes not address or conversations about culture and diversity cocur regularly lodiers | c. Create, model b | ehavior, and support a climate that v | alues, accepts and understands cultur | ral diversity and multiple perspect | ives | |
| Responsiveness Climate ment of and supports for diverse groups in and outside the schooldevelopment to teachers and staff to improve their understanding of how their own world views inform their interpretation of the world and addresses and correct moments of cultural incompetenceferentiated professional development about working in and supports all studentsor culturally incompetent statements and does not create an environment that supports all studentsexperiences where they explore their personal assumptions and their appr to diversity [observations and attifact building staff development plan]Engages in Courageous Conversations about DiversityDevelops staff capacity to engage in courageous conversations about Diversity, and how they impact student learningBuilds the school's and community's scillective capacity by initiating direct conversations about culture and diversity, and how they impact student learningActively seeks opportunities to engage in courageous conversations about culture and diversity, and how they impact student learningDoes not engage in courageous conversations about diversity and cultureObes not engage in courageous conversations about diversity and cultureCommunity conversations about culture and cultureImited skill set in addressing biased initiate conversations about culture and diversity, and how they impact student learningBuilds the conversations about culture and diversity, and how they impact student learningActively seeks opportunities to engage in courageous conversations about cultureDoes not engage in courageous conversations about diversity and cultureCommunity conversations about culture and cultureConversations about c | of a Diverse Population | learning opportunities that come from a diverse community | structures or school practices that limit the participation of groups of | talking about diversity and culture and takes the steps to develop personal skill set | the impact of diversity on student | diverse student needs [observations and artifacts: professional learning activities build capacity of staff to support diverse student needs] Opportunities exist for students to be in diverse settings and to learn about diverse cultures [observations and artifacts: partnerships with schools that may have different populations, intra- school conversations for students to |
| Conversations about Diversityin courageous conversations about diversity and culture—and how they impact student learningcollective capacity by initiating direct conversations about culture and diversity, and how they impact student learningengage in courageous conversations about diversity and cultureconversations about and cultureconversations about and cultureand diversity occur regularly meetings, professional learning conversations about culture and diversity, and how they impact student learningengage in courageous conversations about diversity and cultureconversations about diversity and cultureand diversity occur regularly conversations about diversity and culture | | action planning around the treat- ment of and supports for diverse | development to teachers and staff to improve their understanding of how their own world views inform their interpretation of the world and addresses and correct moments of | ferentiated professional development about working in and supporting a diverse community and attempts to address moments of cultural | or culturally incompetent statements and does not create an environment | Staff participate in and lead learning experiences where they explore their personal assumptions and their approad to diversity [observations and artifacts: building staff development plan] |
| d. protect rights and confidentiality of the students and staff | Conversations about | in courageous conversations about diversity and culture—and how | collective capacity by initiating direct conversations about culture and diversity, and how they impact | engage in courageous conversations about diversity | conversations about biases or has limited skill set in addressing biased | and diversity occur regularly [observations and artifacts: PTA/PTO meetings, professional learning conversations to develop staff capacity initiate conversations about culture and |
| | d. protect rights a | nd confidentiality of the students and | staff | | | |





| VI. CREATING A | VI. CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS | | | | | | |
|--|---|---|--|---|---|--|--|
| Element | Distinguished | Proficient | Basic | Unsatisfactory | Examples of Evidence | | |
| | nonitor a culture of high aspirations a | and achievement for every student | | | | | |
| Links Aspiration to College and Career Opportunities | Creates structures and processes to make explicit links between student aspiration, classes and content they are learning in school and overall academic achievement; creates opportunities for all students to learn about a range of careers so that they can create their own personal visions and career aspirations | Shapes the environment to make explicit links between student aspira- tion, classes and content they are learning in school; creates structures that expose all students to college and career experiences; connects aspiration to college and career opportunities | Creates a few deliberate routines that help students connect their aspirations to classes and content they are learning in school achievement; provides limited exposure to college and career opportunities | Does not help students link their aspirations to classes and content they are learning in school; does not expose students to college or career opportunities | Growth, not just attainment is recognized [observations and artifacts: parent education programming on growth and attainment] Effective effort is acknowledged and celebrated [observations and artifacts: assemblies, community service programs, teacher observation and walkthrough data, student recognition for effort] Students and families engage in rich college-going and career access experiences [observations and artifacts: college visits, community partnerships, job shadowing, internship, field trips, career day, family college and career awareness programming, and career programs] Students communicate their aspirations and can identify connections to current learning goals [observations and artifacts: student goal sheets] | | |
| Develops a Student Goal Setting Process | Creates systems for students to develop goals, create a plan on how they will reach their goals, benchmarks to track their progress, and teaches students how to adapt their goals and plans as necessary; creates systems for sharing goals and learning | Implements a system where students create short and long term goals; ensures that students review goals at the end of the year, but may not ensure that goals are adapted and adjusted throughout the year | Introduces formal goal setting process where students identify goals and create a plan on how they will reach their goals | Does not create or support goal setting structures for students | Students track their own progress [observations and artifacts: student portfolios, evidence of students tracking their own progress, and student surveys] | | |
| b. Require staff an | d students to demonstrate consisten | t values and positive behaviors aligne | d to the school's vision and missi | on | | | |
| Translates the School Values into Specific Behaviors | Translates the school values into specific age-appropriate behaviors and ensures that all staff and students learn the expected behaviors; builds staff and student capacity to deliver clear and consistent messaging about the values and behaviors to all stakeholders | Translates the school values into specific behaviors and ensures that all staff and students learn the expected behaviors; ensures staff deliver clear and consistent messaging about that values and behaviors to students | Attempts to translate the school values into specific behaviors but is inconsistent in ensuring that all students learn expected behaviors | Does not make values or behavioral expectations clear to staff or students | Values and behaviors are referenced in daily school structures: [observations and artifacts: School Improvement Plan, PBIS building plan, code of conduct, parent/student handbook, and referral logs - discipline, tardies, absences] A system of positive and negative consequences is consistent with the school values (with age appropriate differentiation) across classrooms, grades and content areas [observations and artifacts: PBIS plan for building, code of conduct, parent/student handbook, referral logs - discipline, tardies, absences] Written values and beliefs reflect high expectations for all students [observations and artifacts: school level and grade level goals] | | |
| Develops a Code of Conduct | Implements tracking systems to assess how well individual students and student cohort groups meet conduct expectations and values; uses multiple forms of student data to monitor and revise the code of conduct and identify benchmarks and milestones to gauge and measure adoption of behaviors | Develops clear expectations for student conduct based on the school values and beliefs and identifies clear positive and negative consequences; ensures that every adult understands their role in implementing both positive and negative consequences and that consequences are consistently implemented | Develops components of an effective system of conduct for staff and students and builds staff agreement on the types of student actions that are consistent with school value and behaviors; creates consistent responses and consequences for students who have had behavioral infractions in the past | Tolerates discipline violations and enforces code of conduct inconsistently | School-wide code of conduct aligned with district and school priorities is in place [observations and artifacts: consistent code of conduct across classrooms, data on attendance, tardies, and office referrals, analysis of students most frequently referred] Code of conduct is consistently implemented across all classrooms [observations and artifacts: positive recognition of students and staff who consistently demonstrate positive | | |





| VI. CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS | | | | | | |
|---|---|--|--|---|---|--|
| | | | | | behaviors | |
| c. Lead a school c | ulture and environment that success | fully develops the full range of studen | ts' learning capacities – academic | , creative, social-emotional, behavioral | and physical | |
| Creates a Culture that Supports Social Emotional Learning | Builds the capacity of adults to use and train others on the five Illinois Social-Emotional Learning Competencies (self-awareness; self- management; social awareness; relationships skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports; builds the capacity of all adults to support the positive growth of student emotional skills | Trains adults on how to support positive student growth through the development of the Illinois Social- Emotional Learning Competencies (self- awareness; self-management; social awareness; relationships skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports | Shares the Illinois Social- Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a limited amount of tools and assessments to gauge the SEL skills of students | Does not share or implement the Illinois Social-Emotions Learning Competencies; does not assess student SEL skills and does not support the development of SEL skills | Adults support SEL skill development [observations and artifacts: referral data, student survey] Students demonstrate an increase in SEL skills [observations and artifacts: student referral data and positive relationship] Appropriate socio-emotional supports are provided to all students [observations and artifacts: Building staff development plan, teacher training on SEL, and observation and walkthrough data] Core components of social, emotional, behavioral supports are in place to support student learning [observations and artifacts: teacher lesson plans, student survey data, positive peer, family, and work relationships] | |
| Creates a Culture that Supports Effective Effort | Creates structures that support the development of effective effort skills for every student (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); incorporates effective effort into every aspect of the school culture | Trains adults to support the development of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence) for every student | Introduces the concept of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); provides limited development for staff on how to build students' effective effort skills | Does not introduce or support the development of effective effort skills; does not recognize the role of effort in improving student achievement | Effective effort is acknowledged and celebrated [observations and artifacts: assemblies, community service programs, teacher observation and walkthrough data, student recognition for effort] Students describe and demonstrate effec- tive effort behaviors and beliefs across classrooms [observations and artifacts: communication service and student work] | |



