



TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 50
EVALUATION OF EDUCATOR LICENSED EMPLOYEES
UNDER ARTICLES 24A AND 34 OF THE SCHOOL CODE

SUBPART A: GENERAL REQUIREMENTS

Section

50.10	Purpose
50.20	Applicability
50.30	Definitions

SUBPART B: PERFORMANCE EVALUATION PLANS: TEACHERS

Section

50.100	Plan Components Required for the Evaluation of Teachers
50.110	Student Growth Components
50.120	Professional Practice Components for Teachers
50.130	Reporting

SUBPART C: STATE PERFORMANCE EVALUATION MODEL FOR TEACHERS

Section

50.200	Implementation Requirements
50.210	Components of the State Performance Evaluation Model
50.220	Student Learning Objective Process
50.230	Performance Evaluation Rating

SUBPART D: PERFORMANCE EVALUATION PLANS: PRINCIPALS
AND ASSISTANT PRINCIPALS

Section

50.300	Plan Components Required for the Evaluation of Principals and Assistant Principals
50.310	Student Growth Components
50.320	Professional Practice Components for Principals and Assistant Principals
50.330	Reporting

SUBPART E: TRAINING FOR EVALUATORS

Section

- 50.400 School District-Developed Prequalification Process or Retraining Program
- 50.410 Minimum Requirements for Prequalification Process and Retraining Program
- 50.420 Competencies of Qualified Evaluators

50.APPENDIX A Illinois Standards for Principal Evaluation

AUTHORITY: Implementing and authorized by Section 24A-7 of the School Code [105 ILCS 5/24A-7].

SOURCE: Old Part repealed at 29 Ill. Reg. 15902, effective October 3, 2005; new Part adopted at 36 Ill. Reg. 8330, effective May 21, 2012; amended at 38 Ill. Reg. 19741, effective September 29, 2014; amended at 38 Ill. Reg. 23175, effective November 19, 2014.

SUBPART A: GENERAL REQUIREMENTS

Section 50.10 Purpose

This Part establishes the minimum requirements for the establishment of valid and reliable performance evaluation systems for employees who hold a professional educator license endorsed in a teaching or administrative field and are serving as a teacher, principal or assistant principal. Pursuant to Article 24A of the School Code [105 ILCS 5/Art. 24A], the performance evaluation systems shall assess both professional competence or practice and student growth.

The purposes of this Part are to:

- a) identify the minimum components, including those that address the use of data and indicators of student growth as a significant factor in rating performance, of a teacher performance evaluation system and of a principal and, as applicable, assistant principal performance evaluation system that each school district must implement;
- b) provide a State model for the evaluation of teachers that addresses *the use of data and indicators on student growth as a significant factor in rating teacher performance*, some or all of which shall be required of a school district under certain circumstances outlined in Section 24A-4 of the School Code [105 ILCS 5/24A-4]; and
- c) establish criteria for locally developed programs to prequalify and retrain evaluators, pursuant to Section 24A-3 of the School Code [105 ILCS 5/24A-3].

(Source: Amended at 38 Ill. Reg. 19741, effective September 29, 2014)

Section 50.20 Applicability

Sections 24A-2.5 and 24A-15 of the School Code [105 ILCS 5/24A-2.5 and 24A-15] establish the dates for specific groups of school districts (or for schools within certain districts) to implement performance evaluation systems, including both professional practice and data and indicators of student growth, for teachers, principals, and assistant principals that meet the requirements of this Part and Article 24A of the School Code and, for City of Chicago School District 299 (CPS), Sections 34-8 and 34-85c of the School Code [105 ILCS 5/34-8 and 34-85c].

- a) Each school district shall implement a performance evaluation system for principals by September 1, 2012. (See Section 24A-15 of the School Code.)
- b) Each school district located outside of the city of Chicago shall implement a performance evaluation system for assistant principals by September 1, 2012. (See Section 24A-15 of the School Code.)
- c) CPS shall implement a performance evaluation system for teachers *in at least 300 schools by September 1, 2012 and in the remaining schools by September 1, 2013.* (Section 24A-2.5 of the School Code)
- d) School districts that have received a grant under Section 1003(g) of Title I of the Elementary and Secondary Education Act (ESEA; 20 USC 6301 et seq.), as reauthorized by the No Child Left Behind Act of 2001 (PL 107-110), or under Race to the Top (American Recovery and Reinvestment Act of 2009, Section 14005-6, Title XIV (Public Law 111-5)) shall implement a performance evaluation system for teachers in those schools that are covered by Section 1003(g) or Race to the Top funds by the date set forth in the approved grants. (See Section 24A-2.5 of the School Code.)
- e) School districts located outside of the City of Chicago whose student performance ranks in the lowest 20 percent among all Illinois school districts shall implement a performance evaluation system for teachers by September 1, 2015. (See Section 24A-2.5 of the School Code.) For purposes of this subsection (e), "student performance" shall be determined based upon a school district's overall performance on the State assessments authorized under Section 2-3.64 of the School Code [105 ILCS 5/2-3.64], as determined by averaging the district's composite results from the 2011, 2012 and 2013 test administrations.
- f) Any school district not subject to subsection (c) or (e) and schools located in school districts subject to subsection (d) that are not covered by a grant under Section 1003(g) of Title I of ESEA or Race to the Top shall implement a performance evaluation system for teachers by September 1, 2016. (See Section 24A-2.5 of the School Code.)

- g) In accordance with the provisions of Section 24A-2.5 of the School Code, a school district and either its exclusive bargaining representative of teachers or its teachers, if the teachers are not represented by an exclusive bargaining representative, may jointly agree to an implementation date that is earlier than the date specified in this Section for their district type. When an earlier implementation date is agreed upon, the school district shall provide to the State Board of Education, within 30 days after an agreement is executed, a dated copy of the written agreement specifying the agreed upon implementation date and signed by the district superintendent and the exclusive bargaining representative or teachers, as applicable.

(Source: Amended at 38 Ill. Reg. 19741, effective September 29, 2014)

Section 50.30 Definitions

As used in this Part:

"Adaptive conditional measurement model" means a measurement model used to analyze assessment data to determine student growth that consists of at least a collection of baseline data that is used to determine student growth expectations for all students or for individual and/or groups of students and the recording of student outcomes in comparison to the growth expectations identified.

"Assessment" means any instrument that measures a student's acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers, principals and assistant principals shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D) or Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age (see 23 Ill. Adm. Code 235.Appendix A), as applicable. For the purposes of this Part, assessments will be defined as the following types.

"Type I assessment" means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS[®] (i.e., Educational Planning and Assessment System).

"Type II assessment" means any assessment developed or adopted and approved for use by the school district and intended to be used on a districtwide basis by all teachers in a given grade, course or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

"Type III assessment" means any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III

assessment if it aligns to the curriculum being taught and measures student learning in that subject area (see Section 50.110(b)(2)).

"Assistant principal" means an administrative employee of the school district who is required to hold a professional educator license issued in accordance with Article 21B of the School Code [105 ILCS 5/21B] endorsed for either general administrative or principal, and who is assigned to assist the principal with his or her duties in the overall administration of the school.

"Formal observation" means a specific window of time that is scheduled with the teacher, principal, or assistant principal for the qualified evaluator, at any point during that window of time, to directly observe professional practices in the classroom or in the school. (Also see Sections 50.120(c) and 50.320(c).)

"Growth expectation" means the outcome that students are expected to achieve by the end of the instructional period and includes consideration of a starting level of achievement already acquired and determination of an ending goal for the level of achievement to be reached.

"Informal observation" means observations of a teacher, principal, or assistant principal by a qualified evaluator that are not announced in advance of the observation and not subject to a minimum time requirement.

"Interval of instruction" means the period of time during which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills.

"Joint committee" means a committee *composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers*, which shall have the duties set forth in this Part regarding the establishment of a performance evaluation plan that *incorporates data and indicators of student growth as a significant factor in rating teacher performance*. (Section 24A-4 of the School Code)

"Measurement model" means the manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills over time.

"Performance evaluation plan" means a plan to evaluate a teacher, principal, or assistant principal that includes data and indicators on student growth as a significant factor in judging performance, measures the individual's professional practice, and meets the requirements of Article 24A of the School Code and this Part.

"Performance evaluation rating" means the final rating of a teacher's, principal's, or assistant principal's performance, using the rating levels required by Sections 24A-5(e), 34-8, and 34-85c of the School Code [105 ILCS 5/24A-5(e), 34-8, and 35-85c], that includes consideration of both data and indicators of student growth, when applicable under Section 24A-2.5 of the School Code [105 ILCS 5/24A-2.5] and Section 50.20 of this Part, and professional practice.

"Qualified evaluator" shall have the meaning set forth in Section 24A-2.5 or 24A-15 of the School Code and shall be an individual who has completed the prequalification process required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable, and successfully passed the State-developed assessments specific to evaluation of teachers or principals and assistant principals. Each qualified evaluator shall maintain his or her qualification by completing the retraining required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable.

"State performance evaluation model" means those components of an evaluation plan that address data and indicators of student growth that a school district is required to use in the event that its joint committee fails to reach agreement pursuant to Section 24A-4(b) of the School Code.

"Student growth" means a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

"Student learning objective process" or "SLO process" means a process for organizing evidence of student growth over a defined period of time that addresses learning goals that are measurable and specific to the skills or content being taught and the grade level of the students being assessed, and are used to inform and differentiate instruction to ensure student success.

"Student learning objectives" or "SLO" consists of a learning goal, assessment and procedures to measure that goal, and growth expectation.

"Teacher" means full-time or part-time professional employees of the school district who are required to hold a professional educator license endorsed for a teaching field issued in accordance with Article 21B of the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part, "teacher" shall not include any individual who holds a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this endorsement, including but not limited to school counselor, school

psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, or school marriage and family counselor.

(Source: Amended at 38 Ill. Reg. 23175, effective November 19, 2014)

SUBPART B: PERFORMANCE EVALUATION PLANS: TEACHERS

Section 50.100 Plan Components Required for the Evaluation of Teachers

Each school district shall implement a performance evaluation plan for its teachers no later than the applicable date outlined in Section 50.20 of this Part. The plan shall address each of the components contained in this Section.

- a) The plan shall provide for an evaluation at least once every two years of each teacher in contractual continued service (i.e., tenured); however, a tenured teacher who has obtained a “needs improvement” or “unsatisfactory” rating on the previous year’s evaluation shall be evaluated in the next school year after receiving that rating. (See Section 24A-5 of the School Code.)
- b) The plan shall provide for an evaluation at least once every year of each teacher not in contractual continued service (i.e., nontenured). (See Section 24A-5 of the School Code.)
- c) At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:
 - 1) a copy of the rubric to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating;
 - 2) a summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of “excellent”, “proficient”, “needs improvement”, and “unsatisfactory” as set forth in Sections 24A-5(e) and 34-85c of the School Code; and
 - 3) a summary of the district’s procedures related to the provision of professional development in the event a teacher receives a “needs improvement” or remediation in the event a teacher receives an “unsatisfactory” rating to include evaluation tools to be used during the remediation period.

- d) Any professional development provided as part of a professional development or remediation plan under Section 24A-5 of the School Code shall align to Standards for Professional Learning (2011) published by Learning Forward, 504 South Locust Street, Oxford, Ohio 45056 and posted at <http://www.learningforward.org/standards/index.cfm>. No later amendments to or editions of these standards are incorporated by this Section.

Section 50.110 Student Growth Components

Each school district, when applicable (see Section 50.20 of this Part), shall provide for the use in the performance evaluation plan *of data and indicators on student growth as a significant factor in rating teacher performance*. (Section 24A-4(b) of the School Code) For the purpose of this Subpart B, “significant factor” shall represent at least 30 percent of the performance evaluation rating assigned, except as otherwise provided in subsection (a) of this Section. In situations in which a joint committee cannot reach agreement on one or more aspects of student growth within the timeline established under Section 24A-4(b) of the School Code, the school district shall adopt the State model plan contained in Subpart C of this Part with respect to those aspects of student growth upon which no agreement was reached.

- a) Student growth shall represent at least 25 percent of a teacher’s performance evaluation rating in the first and second years of a school district’s implementation of a performance evaluation system under Section 50.20 of this Part (for example, 2012-13 and 2013-14 school years for a school district with a 2012-13 implementation date). Thereafter, student growth shall represent at least 30 percent of the rating assigned.
- b) The performance evaluation plan shall identify at least two types of assessments for evaluating each category of teacher (e.g., career and technical education, grade 2) and one or more measurement models to be used to determine student growth that are specific to each assessment chosen. The assessments and measurement models identified shall align to the school’s and district’s school improvement goals.
 - 1) The joint committee shall identify a measurement model for each type of assessment that employs multiple data points. The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment. Assessments used for each data point in a measurement model may be different provided that they address the same instructional content.
 - 2) The joint committee shall identify the specific Type I or Type II assessment to be used for each category of teacher.
 - 3) The evaluation plan shall require that at least one Type III assessment be used for each category of teacher. If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.

- A) The plan shall state the general nature of any Type III assessment chosen (e.g., teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject area in a school) and describe the process and criteria the qualified evaluator and teacher will use to identify or develop the specific Type III assessment to be used.
 - B) A school district required to use two Type III assessments for any category of teachers may delay the use of the second Type III assessment until the second year of implementation.
- 4) The plan shall identify student growth expectations consistent with the assessments and measurement model to be used, as appropriate.
 - 5) Each plan shall identify the uniform process (to occur at the midpoint of the evaluation cycle) by which the teacher will collect data specific to student learning. The data to be considered under this subsection (b)(5) shall not be the same data identified for use in the performance evaluation plan to rate the teacher's performance.
 - A) The data the teacher collects shall not be used to determine the performance evaluation rating.
 - B) The teacher should use the data to assess his or her progress and adjust instruction, if necessary.
- c) The joint committee shall consider how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be used for each measurement model chosen to ensure that they *best measure the impact that a teacher, school and school district have on students' academic achievement.* [105 ILCS 5/24A-7]
 - d) If the rating scale to be used for student growth does not correspond to the performance evaluation ratings required under Section 24A-5(e) or 34-85c of the School Code, then the plan shall include a description of the four rating levels to be used and how these are aligned to the required performance evaluation ratings.
 - e) CPS may adopt, when applicable, one or more State assessments administered pursuant to Section 2-3.64 of the School Code *as its sole measure of student*

growth for purposes of teacher evaluations. (Section 24A-7 of the School Code)
In circumstances in which the school district determines that the State assessment is not appropriate for measuring student growth for one or more grade levels or categories of teachers, it shall identify other assessments to be used in the manner prescribed in this Section.

Section 50.120 Professional Practice Components for Teachers

Each school district, when applicable (see Section 50.20 of this Part), shall implement the requirements of this Section regarding the evaluation of a teacher's professional practice.

- a) In order to assess the quality of the teacher's professional practice, the evaluation plan shall include an instructional framework developed or adopted by the school district that is based upon research regarding effective instruction; addresses at least planning, instructional delivery, and classroom management; and aligns to the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24).
 - 1) The instructional framework shall align to the roles and responsibilities of each teacher who is being evaluated.
 - 2) The evaluation plan shall contain a rubric to be used in rating professional practice that aligns to the instructional framework developed or adopted under this subsection (a).
 - 3) If the rating scale to be used for each indicator of professional practice does not correspond to the performance evaluation ratings required under Section 24A-5(e) or 34-85c of the School Code, then the framework shall include a description of the four rating levels to be used and how these are aligned to the required performance evaluation ratings. In addition, the district shall quantify the relative importance of each portion of the framework to the final professional practice rating.
- b) As required under Section 24A-5 of the School Code, the evaluation plan shall consider the teacher's attendance and his or her competency in the subject matter taught, as well as specify the teacher's strengths and weaknesses and the reasons for identifying the areas as such.
- c) Evidence of professional practice shall be collected through the use of multiple observations that include formal and informal observations. For the purpose of this subsection (c), a formal observation shall allow the qualified evaluator to acquire evidence of the teacher's planning, instructional delivery, and classroom management skills and shall involve one of the following activities: an observation of the teacher in his or her classroom for a minimum of 45 minutes at a time; or an observation during a complete lesson; or an observation during an entire class period. The qualified evaluator may designate another person to conduct the observation in situations in which he or she cannot complete all of the observations, or the observations cannot be completed in a timely manner, provided the individual so designated is a qualified evaluator, thus having

completed the prequalification process and any retraining, as applicable, required under Section 24A-3 of the School Code.

- 1) For each tenured teacher who received either an “excellent” or “proficient” performance evaluation rating in his or her last performance evaluation, a minimum of two observations are required during the cycle in which the current evaluation is conducted, one of which must be a formal observation.
- 2) For each tenured teacher who received a “needs improvement” or “unsatisfactory” performance evaluation rating in his or her last performance evaluation, a minimum of three observations shall be required in the school year immediately following the year in which the “needs improvement” or “unsatisfactory” rating was assigned, of which two must be formal observations.
- 3) For each nontenured teacher, a minimum of three observations shall be required each school year, of which two must be formal observations.
- 4) Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.
 - A) In advance of this conference, the teacher shall submit to the qualified evaluator a written lesson or unit plan and/or other evidence of planning for the instruction that will be conducted during the window of time when the formal observation may occur and make recommendations for areas on which the qualified evaluator should focus during the observation.
 - B) The qualified evaluator and the teacher shall discuss the lesson or unit plan or instructional planning and any areas on which the qualified evaluator should focus during the observation, if applicable.
- 5) Following a formal observation, the qualified evaluator shall meet with the teacher to discuss the evidence collected about the teacher’s professional practice. The qualified evaluator shall provide feedback following a formal evaluation to the teacher in writing (electronic or paper). Following an informal observation, the qualified evaluator shall provide feedback to the teacher either orally or in writing (electronic or paper) and if the feedback is in a written format, also provide the teacher with an opportunity to have an in-person discussion with the evaluator.

- A) The teacher shall consider (that is, reflect upon) his or her instruction and, if applicable, may provide to the qualified evaluator additional information or explanations about the lesson presented.
 - B) The qualified evaluator shall provide feedback to the teacher about the individual's professional practice, including evidence specific to areas of focus designated during the conference preceding the observation (see subsection (c)(4) of this Section).
 - C) If the qualified evaluator determines that the evidence collected to date may result in the teacher receiving either a "needs improvement" or "unsatisfactory" performance evaluation rating, then the qualified evaluator shall notify the teacher of that determination.
 - D) The teacher shall work with the qualified evaluator or others (e.g., professional learning team, department head), as determined in the plan, to identify areas for improvement.
 - E) Evidence gathered during the informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing.
- d) Evidence of Professional Practice
- 1) Any evidence collected during an observation shall be consistent with the rubric developed under subsection (a) of this Section.
 - 2) The qualified evaluator shall share with the teacher any evidence collected and judgments made about the evidence during the conference held following the observation (see subsection (c)(5) of this Section).
 - 3) The evaluation plan shall define how the evidence to be collected will be used to determine a final professional practice rating.

Section 50.130 Reporting

- a) By no later than June 30 of each year, the State Board of Education shall identify the manner and timeline for the submission of data and other information relative to performance evaluations that each school district must submit. These data and information shall include, but not be limited to, data regarding the performance evaluation rating given to each tenured and nontenured teacher and data about teacher retention, as well as other information specific to the locally adopted performance evaluation plan that will assist the State Board of Education in determining whether performance evaluation systems are reliable and valid, improve student achievement, and contribute to the development of staff. (See Section 24A-20 of the School Code.)
- b) A school district shall not be required to submit its performance evaluation plan for teachers to the State Board of Education for review, comment, or approval, unless specifically requested by the State Board of Education.

SUBPART C: STATE PERFORMANCE EVALUATION MODEL FOR TEACHERS

Section 50.200 Implementation Requirements

- a) A school district, in conjunction with the joint committee established under Section 24A-4(b) of the School Code, shall be required to adopt those specific aspects of the State model contained in this Subpart C regarding data and indicators of student growth about which the joint committee is unable to agree within 180 calendar days after the date on which the joint committee held its first meeting.
- b) The first meeting of a joint committee shall occur no later than November 1 of the school year immediately preceding the school district's implementation date specified in Section 24A-2.5 of the School Code (see Section 50.20). For purposes of this subsection (b), the 180-day deadline set forth in subsection (a) does not preclude the members of the joint committee from meeting, either as a committee or with other administrators and teachers, provided that the district representatives and the union representatives on the joint committee formally agree to the date on which the 180-day clock will begin.
- c) The requirements of this Subpart C do not apply to CPS, except that the district's joint committee may meet to discuss student growth without triggering its 90-day clock for action, provided the procedures set forth in subsection (b) are followed.

(Source: Amended at 38 Ill. Reg. 23175, effective November 19, 2014)



Section 50.210 Components of the State Performance Evaluation Model

A school district shall conform to the requirements of this Section for any portion of the performance evaluation plan outlined in Section 50.110 for which its joint committee could not reach agreement pursuant to Section 24A-4(b) of the School Code.

- a) Any joint committee that cannot agree to the percentage of student growth that shall comprise the performance evaluation rating assigned shall adopt a performance evaluation plan in which student growth is **50 percent** of the performance evaluation rating assigned. (See Section 50.110(a) of this Part and Section 24A-7 of the School Code.)
- b) Any joint committee that cannot agree upon one or both of the assessments required under Section 50.110(b)(2) and (3) shall employ a student learning objective **(SLO) process** to identify how student growth will be measured for the applicable category of teacher (e.g., career and technical education, grade 2) for which no agreement is reached. The SLO process shall include **at least** the information listed in Section 50.220.
 - 1) Teachers in the category for which agreement was not reached, or their representatives, shall recommend **at least two but no more than four SLOs** in response to each assessment (i.e., the assessment type (Type I, Type II or Type III) and specific instrument to be used) for which no agreement was reached. The qualified **evaluator shall choose the SLO** to be used in the performance evaluation from among the **options presented by the teachers**. The learning goal, assessment and growth expectation that comprise the SLO shall conform to the provisions of this subsection (b)(1).
 - A) Each **learning goal** of the SLO shall be aligned to the needs of the teacher's students or the classroom and shall be based on:
 - i) **schoolwide or districtwide initiatives** that address the content of the learning goal; **and/or**
 - ii) the **school improvement plan**, as the plan may relate to the content of the learning goal.
 - B) The **assessment** of the SLO shall support and measure the applicable learning goal identified pursuant to subsection (b)(1)(A). An **adaptive conditional measurement model** shall be employed to determine student growth specific to the learning goal being measured.

- i) Any assessment identified under this subsection (b)(1)(B) shall not be the same assessment upon which the joint committee could not reach agreement.
 - ii) If two assessments are to be identified under this subsection (b)(1)(B), then at least one shall be used by more than one teacher in the building or across the district, or by students in one grade level or course, if there is no more than one teacher in a particular category (e.g., career and technical education, grade 2).
 - C) The growth expectations for the applicable learning goal shall be aligned to the needs of the teacher's classroom and students. Growth expectations also shall be reviewed at the midpoint of the interval of instruction and modified as may be necessary, provided that the teacher and the qualified evaluator mutually agree to any modifications to be made.
 - D) In the event that the qualified evaluator determines that one or more of the SLOs do not meet the requirements of subsection (b)(1)(A), the qualified evaluator shall request that the teacher or teacher representatives propose an alternative to each SLO that the qualified evaluator finds inadequate. The qualified evaluator shall choose the SLO to be used in the performance evaluation either from among those SLOs developed under this subsection or those proposed under subsection (b)(1).
- 2) Results from each assessment shall constitute 50 percent of the final student growth rating to be assigned.
 - 3) The teacher and the qualified educator shall agree in writing to the determinations made pursuant to subsection (b)(1).
- c) Any joint committee that agrees to the assessment to be used but cannot agree to the measurement model, as required under Section 50.110(b)(1), shall employ an adaptive conditional measurement model to determine student growth specific to the student growth expectations identified pursuant to Section 50.110(b)(4).
 - d) Any joint committee that cannot agree to a process to consider certain student characteristics (e.g., special education placement, English language learners, low-income populations) in each measurement model as required under Section

50.110(c) shall employ an SLO process as set forth in this Section to make that determination.

- e) Any joint committee that cannot agree to the rating scale to be used to determine the student growth rating to be assigned pursuant to Section 50.110(d) shall meet the requirements of this subsection (e). The determination of the student growth rating to be assigned shall be made by totaling the percentage of students meeting the growth expectation from each assessment used to determine student growth and averaging that result, rounding to the nearest whole number.
- 1) In the initial three years after a school district's implementation date for a performance evaluation system under Section 50.20, the rating scale shall meet the requirements of this subsection (e)(1).
 - A) In instances in which less than 25 percent of students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "unsatisfactory".
 - B) In instances in which at least 25 percent but no more than 50 percent of students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "needs improvement".
 - C) In instances in which at least 51 percent but no more than 75 percent of the students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "proficient".
 - D) In instances in which 76 percent or more of the students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "excellent".
 - 2) Starting in the fourth year of a school district's implementation of a performance evaluation system under Section 50.20, the rating scale shall meet the requirements of this subsection (e)(2).
 - A) In instances in which less than 40 percent of students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "unsatisfactory".

- B) In instances in which at least 40 percent but no more than 59 percent of students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "needs improvement".
- C) In instances in which at least 60 percent but no more than 79 percent of the students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "proficient".
- D) In instances in which 80 percent or more of the students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "excellent".

(Source: Added at 38 Ill. Reg. 23175, effective November 19, 2014)

Section 50.220 Student Learning Objective Process

The information assembled as part of the SLO process shall address at least the following elements for each of the learning goals identified pursuant to Section 50.210(b)(1). The State Board of Education will make available an SLO template on its website at www.isbe.net that districts may choose to use or adapt for this purpose.

- a) A list of the student population whose achievement will be measured for the purpose of determining student growth under the provisions of Section 50.210(b);
- b) A description of the learning goal established pursuant to Section 50.210(b)(1)(A).
- c) Standards associated with the learning goal.
- d) A description of the assessments and scoring procedures established pursuant to Section 50.210(b)(1)(B) that measure students' understanding of the learning goal.
- e) Identification of growth expectations established pursuant to Section 50.210(b)(1)(C) at the beginning of the SLO process.
- f) Identification of adjustments made to the identified growth expectations at the midpoint of the SLO process, as applicable.
- g) Documentation of the number or percentage of students who achieved the identified growth expectations.
- h) An explanation of how the qualified evaluator translates the number or percentage of students who achieved the identified growth expectations into a final student growth rating; and
- i) A final growth rating assigned at the conclusion of the SLO process.

(Source: Added at 38 Ill. Reg. 23175, effective November 19, 2014)

Section 50.230 Performance Evaluation Rating

Any joint committee that **cannot agree** on the way in which the professional practice rating and student growth rating will be used to determine the performance evaluation rating shall meet the applicable requirements of this Section.

- a) For a performance evaluation plan in which student growth comprises **50 percent** of the performance evaluation rating:

- 1) **"Unsatisfactory"** Performance Evaluation Rating

A teacher shall be assigned a performance evaluation rating of "unsatisfactory" when both his or her professional practice rating and student growth rating are "unsatisfactory".

- 2) **"Needs Improvement"** Performance Evaluation Rating

A teacher shall be assigned a performance evaluation rating of "needs improvement" when his or her:

- A) professional practice rating is "proficient" or "needs improvement" and student growth rating is "unsatisfactory";
- B) professional practice rating and student growth ratings are "needs improvement";
- C) professional practice rating is "unsatisfactory" and student growth rating is "needs improvement"; or
- D) professional practice rating is "unsatisfactory" and student growth rating is "proficient".

- 3) **"Proficient"** Performance Evaluation Rating

A teacher shall be assigned a performance evaluation rating of "proficient" when his or her:

- A) professional practice rating is "excellent" and the student growth rating is "unsatisfactory";
- B) professional practice rating is "excellent" and student growth rating is "needs improvement";

- C) professional practice rating is "proficient" and student growth rating is "needs improvement";
- D) professional practice and student growth ratings are "proficient";
- E) professional practice rating is "needs improvement" and student growth rating is "proficient";
- F) professional practice rating is "needs improvement" and student growth rating is "excellent"; or
- G) professional practice rating is "unsatisfactory" and student growth rating is "excellent".

4) "Excellent" Performance Evaluation Rating

A teacher shall be assigned a performance evaluation rating of "excellent" when his or her:

- A) professional practice rating is "excellent" and student growth rating is "proficient";
- B) professional practice rating and student growth ratings are "excellent"; or
- C) professional practice rating is "proficient" and student growth rating is "excellent".

b) For performance evaluation plans in which student growth comprises a portion of the performance evaluation rating other than 50 percent, the performance evaluation rating assigned shall be calculated as set forth in this subsection (b).

- 1) Each performance evaluation rating set forth under Sections 24A-5(e) of the School Code shall be assigned a numeric value of 1 for "unsatisfactory", 2 for "needs improvement", 3 for "proficient" and 4 for "excellent".
- 2) The numeric value assigned to the student growth rating, as determined under subsection (b)(1), shall be multiplied by the percentage of the performance evaluation rating that comprises student growth, and the numeric value assigned to the professional practice rating, as determined under subsection (b)(1), shall be multiplied by the percentage of the performance evaluation rating that comprises professional practice.

- 3) The products determined under subsection (b)(2) shall be added together, and the sum rounded to the nearest whole number (i.e., performance evaluation ratings lower than 2.5 would be rounded to 2 and performance evaluation ratings of 2.5 or higher would be rounded to 3).
- 4) The result from subsection (b)(4) shall correspond to the performance evaluation rating with that numeric value, as set forth in subsection (b)(1).

(Source: Added at 38 Ill. Reg. 23175, effective November 19, 2014)

SUBPART D: PERFORMANCE EVALUATION PLANS: PRINCIPALS
AND ASSISTANT PRINCIPALS

Section 50.300 Plan Components Required for the Evaluation of Principals and Assistant Principals

Each school district shall implement a performance evaluation plan for its principals and assistant principals no later than September 1, 2012. (See Sections 24A-15 and 34-8 of the School Code.) Assistant principals employed by CPS shall not be subject to the performance evaluations system established under Article 24A of the School Code and this Part.

- a) A school district may choose to develop its own performance evaluation plan or adopt or adapt the State model authorized under Section 24A-7 of the School Code.
 - 1) The plan shall *consider the principal's or, as applicable, assistant principal's specific duties, responsibilities, management and competence as a principal or assistant principal.* (Sections 24A-15(c)(1) and (c-5)(1) and 34-8 of the School Code)
 - 2) The plan shall consider *the principal's or, as applicable, assistant principal's strengths and weaknesses, with supporting reasons.* (Sections 24A-15(c)(2) and (c-5)(2) and 34-8 of the School Code)
 - 3) The plan shall consider the performance goals developed pursuant to Sections 10-23.8a and 34-8.1 of the School Code [105 ILCS 5/10-23.8a and 34-8.1] for any principal or, as applicable, assistant principal who has a performance-based contract.
- b) The plan shall identify the person who will evaluate the principal or assistant principal. For a principal who also serves as the district superintendent, the evaluator shall be appointed by the local board of education, and the board's appointment shall not be the person whose performance as principal is being evaluated. The evaluator so appointed shall hold a current and valid professional educator license endorsed for superintendent issued under Article 21B of the School Code and have completed the prequalification process and any retraining, as applicable, required under Section 24A-3 of the School Code or Subpart E of this Part.
- c) The plan shall provide for the completion of the evaluation (i.e., collection of data and information on student growth and conducting observations) no later than March 1 annually for a principal or assistant principal (Section 24A-15 of the School Code) for school districts located outside of the City of Chicago, or by

July 1 annually for a principal employed by CPS. (See Section 34-8 of the School Code.)

- d) At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a written notice (either electronic or paper) to each principal and, as applicable, assistant principal that a performance evaluation will be conducted, or, if the principal or assistant principal is hired or assigned to the position after the start of the school term, then no later than 30 days after the contract is signed or the assignment is made. The written notice shall include:
 - 1) a copy of the rubric to be used to rate student growth and professional practice of the principal or assistant principal; and
 - 2) a summary of the manner in which student growth and professional practice measures to be used in the evaluation relate to the performance evaluation ratings of "excellent", "proficient", "needs improvement", and "unsatisfactory".
- e) On or before October 1 of each year, the qualified evaluator and principal or assistant principal shall meet to set the student growth measurement models and targets to be used. If the qualified evaluator and principal or assistant principal fail to agree on the student growth measures and targets to be included, then the qualified evaluator shall determine the goals to be considered.
- f) On or before October 1 of each year, the qualified evaluator and principal or assistant principal shall establish professional growth goals, which shall be based on the results of the performance evaluation conducted in the previous school year, if any. If the qualified evaluator and principal or assistant principal fail to agree on the professional growth goals to be included, then the qualified evaluator shall determine the goals to be considered.
- g) When the performance evaluation is completed, the qualified evaluator shall meet with the principal or assistant principal to inform the principal or assistant principal of the rating given for the student growth and professional practice components of the evaluation and of the final performance evaluation rating received, and discuss the evidence used in making these determinations. The qualified evaluator shall discuss the strengths demonstrated by the principal or assistant principal and identify specific areas of growth.

(Source: Amended at 38 Ill. Reg. 19741, effective September 29, 2014)

Section 50.310 Student Growth Components

Each school district shall provide for the use in the performance evaluation plan *of data and indicators on student growth as a significant factor in rating principal or, as applicable, assistant principal performance.* (Sections 24A-15 and 34-8 of the School Code) For the purpose of this Subpart D, “significant factor” shall represent at least 30 percent of the performance evaluation rating assigned, except as otherwise provided in subsection (a) of this Section.

- a) Student growth shall represent at least 25 percent of a principal’s or assistant principal’s performance evaluation rating in the first and second years of a school district’s implementation of a performance evaluation system under Section 50.20 of this Part (for example, 2012-13 and 2013-14 school years for a school district with a 2012-13 implementation date). Thereafter, student growth shall represent at least 30 percent of the rating assigned.
- b) No later than October 1 of each school year, the qualified evaluator shall inform the principal or assistant principal of the assessments and, for the assessments identified, the measurement models and targets to be used. The qualified evaluator shall specify the weights of each assessment and target to be used.
 - 1) The school district shall identify at least two assessments, either from Type I or Type II, which are able to provide data that meet the definition of student growth as set forth in Section 50.30 of this Part.
 - A) A State assessment administered under Section 2-3.64 of the School Code may be one of the assessments to be used for determining student growth and shall be considered to be a Type I assessment.
 - B) Type III assessments may be used for schools serving a majority of students who are not administered a Type I or Type II assessment. In these situations, the qualified evaluator and principal may identify at least two Type III assessments to be used to determine student growth.
 - C) CPS may adopt the State assessments administered pursuant to Section 2-3.64 of the School Code *as its sole measure of student growth for purposes of principal evaluations.* (Section 24A-7 of the School Code) In circumstances in which the school district determines that the State assessment is not appropriate for measuring student growth, it shall identify other assessments to be used in the manner prescribed in this Section.

- 2) Individual assessment results of any student shall be included in the student growth measurement model, provided that the student has been enrolled in the school for a period of time sufficient for him or her to have results from at least two points in time on a comparable assessment. For instance, a student would be included if he or she had results from the two most recently administered State assessments or results from an assessment administered at the beginning of a school term and again at mid-year.
 - 3) The results from the most recent administration of a selected assessment shall be used as the ending point at which the level of student growth is calculated.
- c) For an assistant principal, a qualified evaluator may select student growth measures that align to the individual's specific duties (e.g., improvements in attendance, decrease in disciplinary referrals).
 - d) The school district shall consider how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be used for each assessment and target chosen to ensure that they *best measure the impact that a principal, school and school district have on students' academic achievement.* (Section 24A-7 of the School Code)

Section 50.320 Professional Practice Components for Principals and Assistant Principals

Consideration of the professional practice of a principal and, as applicable, assistant principal shall comprise a minimum of 50 percent of the performance evaluation rating and include each of the following elements.

- a) Any instruments and rubric used to evaluate the professional practice of a principal or assistant principal shall align to the Illinois Standards for Principal Evaluation (see Appendix A of this Part).
 - 1) The rubric shall state the indicators for each standard and provide a clear description of at least four performance levels to be considered for each indicator.
 - 2) A school district may choose to adopt the rubric contained in the State performance evaluation model for principals, developed pursuant to Section 24A-7 of the School Code, or it may develop its own rubric. Any school district that uses a rubric other than the rubric contained in the State model shall establish a process to ensure that all principals, assistant principals, and principal evaluators are familiar with and understand the content of the rubric, the different levels of performance used for professional practice, and how the overall professional practice rating will be determined.
- b) No later than February 1 of each year, or June 1 of each year for schools located in CPS, each principal or, as applicable, assistant principal shall complete a self-assessment that is aligned to the rubric to be used to evaluate professional practice. The self-assessment shall be used as one input in determining a principal's or assistant principal's professional practice rating.
- c) Observations
 - 1) The plan shall provide for a minimum of two formal observations at the school in which the principal or assistant principal is employed.
 - A) The qualified evaluator shall observe school practices and may directly observe the principal's or assistant principal's interactions and activities during his or her work day.
 - B) The formal observation shall be scheduled in advance and shall include at least one objective for the observation (e.g., reviewing classrooms, observing leadership team meetings).

- C) Feedback from the formal observations shall be provided in writing (electronic or paper) to the principal or assistant principal no later than 10 principal work days after the day on which the observation occurred. For the purpose of this subsection (c)(1)(C), a “principal work day” is any day in which the principal or assistant principal is contractually obligated to work, regardless of whether students are present.
 - D) Other evidence and information received by the qualified evaluator that would have a negative impact on the evaluator’s rating of the principal (e.g., parent complaints) shall be shared with the principal within the timeline established in subsection (c)(1)(C) of this Section.
- 2) There is no limit on the number of informal observations that a qualified evaluator may conduct, provided that he or she deems the informal evaluations necessary to fully assess the performance of the principal or assistant principal being evaluated. Evidence gathered during informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing.
- d) If a district chooses to use professional practice ratings that do not correspond to the performance evaluation ratings required to be used under Section 24A-15 or 34-8 of the School Code, then it shall ensure that the four levels chosen align to the required performance evaluation ratings.
 - e) The school district or qualified evaluator shall inform the principal or assistant principal how evidence of professional practice collected will be used to determine a professional practice rating.

Section 50.330 Reporting

- a) By no later than June 30 of each year, the State Board of Education shall identify the manner and timeline for the submission of data and other information relative to performance evaluations that each school district must submit. These data and information shall include, but not be limited to, data regarding the performance evaluation ratings given to each principal and, as applicable, assistant principal, as well as other information specific to the locally adopted model that will assist the State Board of Education in determining whether performance evaluation systems are reliable and valid, improve student achievement, and contribute to the development of staff. (See Section 24A-20 of the School Code.)
- b) A school district shall not be required to submit its performance evaluation plan for principals or assistant principals to the State Board of Education for review, comment, or approval, unless specifically requested by the State Board of Education.

SUBPART E: TRAINING FOR EVALUATORS

Section 50.400 School District-Developed Prequalification Process or Retraining Program

Section 24A-3 of the School Code requires that an individual who conducts evaluations of teachers, principals, or assistant principals after September 1, 2012 be prequalified before undertaking any evaluations and participates in a regularly scheduled retraining program, either of which must be developed or approved by the State Board of Education. In order to ensure that a school district-developed prequalification process or retraining program meets the rigor of the State Board of Education-developed trainings, any prequalification process or retraining program developed and used by a school district shall, at a minimum, meet the requirements of this Subpart E.

- a) Prequalification Process
 - 1) Beginning September 1, 2012, an evaluator shall not conduct a performance evaluation of a teacher, principal, or assistant principal unless he or she has successfully completed the prequalification process and passed the State-developed assessment specific to rating professional practice.
 - 2) Beginning on a school district's applicable implementation date, as set forth in Section 50.20, or by an earlier implementation date as determined by the school district and its teachers, or exclusive bargaining representative, as applicable (see Section 50.20(g)), an evaluator shall not conduct a performance evaluation of a teacher, principal, or assistant principal that addresses student growth unless he or she has successfully completed the prequalification process for student growth and passed the State-developed assessment specific to the consideration of data and indicators of student growth.
- b) A school district offering its own retraining program shall ensure that each qualified evaluator completes the program at least once during each five-year educator licensure renewal cycle. (See Section 24A-3 of the School Code.)
 - 1) An individual who has not completed the retraining program, as required, during any applicable five-year cycle shall be ineligible to conduct evaluations until the retraining program is completed.
 - 2) An individual who will be evaluating teachers in a school district that implements a performance evaluation system beginning September 1, 2015 or later shall be required to successfully complete a retraining

program specific to professional practice of teachers before conducting any performance evaluations of teachers.

- c) A school district developing its own prequalification process or retraining program shall notify the State Board of Education no later than July 1 immediately preceding the school year in which the process or program will be implemented. The notification shall at least include the type of training to be offered, names of the individuals presenting the training, and date upon which each school district-designated trainer completed the "train-the-trainers" program offered by, or on behalf of, the State Board of Education.

(Source: Amended at 38 Ill. Reg. 19741, effective September 29, 2014)

Section 50.410 Minimum Requirements for Prequalification Process and Retraining Program

A school district-developed prequalification process or retraining program shall contain each of the elements listed in this Section. A school district is not required to develop both a prequalification process and retraining program, nor is it required to address both teachers and principals. Similarly, a locally developed prequalification process or retraining program may address professional practice only, student growth only, or both. Any school district not offering a unified course of study (i.e., professional practice and student growth) either for teachers or principals shall ensure that those individuals successfully complete the State-developed prequalification process or retraining program in those areas not being covered by the locally developed process or program.

- a) Each individual who will present a prequalification process or retraining program shall complete the "train-the-trainer" program offered by, or on behalf of, the State Board of Education.
- b) Individual course modules shall address each of the following areas:
 - 1) Use of student growth data and indicators to evaluate teachers;
 - 2) Use of student growth data and indicators to evaluate principals;
 - 3) Methods and strategies for evaluating the professional practice of teachers; and
 - 4) Methods and strategies for evaluating the professional practice of principals.
- c) Each course module shall outline course goals, objectives, and participant outcomes and include training materials that align to the school district's evaluation plan.
- d) Each course module shall include "field practice" in a variety of virtual, simulated, or live contexts in order to allow evaluators to apply their understanding to actual situations.
- e) Standards
 - 1) Course modules for teachers shall be aligned to the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24); and

- 2) Course modules for principals shall be aligned to the Illinois Standards for Principal Evaluation contained in Appendix A.

f) Course Content

Course modules shall address the following content:

- 1) State statutory and regulatory requirements for evaluating staff (i.e., teachers, principals and assistant principals holding professional educator licenses), including the use of the required performance evaluation ratings of "excellent", "proficient", "needs improvement", and "unsatisfactory";
 - 2) Protocols and best practices for conducting classroom observations for teachers or observations of school practices for principals;
 - 3) Case studies that exemplify collaborative learning environments;
 - 4) Skills for engaging teachers or principals in high-quality opening conferences, feedback sessions, and end-of-year evaluation discussions;
 - 5) Methods for developing and supporting individualized professional development plans for tenured teachers rated as "needs improvement";
 - 6) Methods for developing and supporting individualized remediation plans for tenured teachers rated as "unsatisfactory";
 - 7) Methods for developing and supporting individual and school-level growth and development goals and plans for principals;
 - 8) Methods for analyzing multiple measures of student growth;
 - 9) Methods for constructing performance evaluation ratings from disparate, variously subjective indicators; and
 - 10) Strategies for evaluating teachers in specialized disciplines (e.g., special education; bilingual education; career and technical education; skill-based subject areas, such as art and music).
- g) Any individual who completes the school district-developed prequalification process but who fails the State-developed assessment shall be required to participate in the State-developed prequalification program before retaking the assessment.

- h) A school district shall include remediation for individuals who did not successfully complete one or more courses of the retraining program. The remediation shall include content or approaches that are different than what was provided in the initial course module to assist the individual in mastering the material.
- i) Course modules may be presented in-person or through distance-learning or video-conferencing technology or through a configuration that best accommodates the content.

(Source: Amended at 38 Ill. Reg. 19741, effective September 29, 2014)

Section 50.420 Competencies of Qualified Evaluators

Any prequalification process or retraining program shall ensure that a qualified evaluator demonstrates the competencies set forth in this Section.

a) Evaluating Student Growth for Teachers

Each qualified evaluator:

- 1) Uses assessments and measurement models identified by the joint committee in determining the student growth attributable to individual teachers and understands how different types of assessments are used for measuring growth;
- 2) Uses data from the evaluation rubric, other evidence collected, and best practices relative to evaluating student growth to link teacher and school-level professional development plans to evaluation results;
- 3) Creates, in collaboration with teachers, supportive, targeted professional development plans that consider past results, contribute to professional growth, and assist teachers in aligning professional development and goal-setting to school improvement goals; and
- 4) Communicates evaluation outcomes and findings in constructive and supportive ways that enable teachers to set goals and improve practice.

b) Evaluating Professional Practice of Teachers

Each qualified evaluator:

- 1) Demonstrates a high rate of inter-rater reliability using the required performance evaluation ratings (i.e., “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”);
- 2) Observes instruction competently in multiple subject areas provided to varied and multiple student populations (e.g., English language learners, students with Individualized Education Programs, students in career and technical education programs);
- 3) Uses data from the evaluation rubric, other evidence collected, and best practices relative to evaluating professional practice to link teacher and school-level professional development plans to evaluation results;

- 4) Creates, in collaboration with teachers, supportive, targeted professional development plans that consider past results, contribute to professional growth, and assist teachers in aligning professional development and goal-setting to school improvement goals;
 - 5) Communicates evaluation outcomes and findings in constructive and supportive ways that enable teachers to set goals and improve professional practice; and
 - 6) Understands sources of personal bias and is able to recognize and control for bias when conducting an evaluation and determining results.
- c) Evaluating Principals and Assistant Principals
- Each qualified evaluator:
- 1) Demonstrates a high rate of inter-rater reliability using the required performance evaluation ratings (i.e., “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”);
 - 2) Uses student growth measures effectively in evaluating both principals and assistant principals, including the use of multiple measures of student growth (e.g., assessments, attendance, graduation rates) and understands how different types of assessments are used for measuring growth;
 - 3) Understands the Illinois Standards for Principal Evaluation (see Appendix A of this Part), including the review of evidence and its use to determine professional competence relative to each of the standards’ indicators;
 - 4) Uses data from the evaluation rubric, other information collected, and best practices for evaluating principals or assistant principals effectively to link administrative and school-level professional development plans to evaluation results;
 - 5) Creates, in collaboration with principals or assistant principals, supportive, targeted professional development plans that consider past results, contribute to professional and personal growth, and assist principals or assistant principals in aligning professional development and goal-setting to school improvement goals;

- 6) Reviews, analyzes, and incorporates into the evaluation process indicators about the instructional environment within a school;
- 7) Communicates evaluation outcomes and findings in constructive and supportive ways that enable principals and assistant principals to set goals and improve practice; and
- 8) Understands sources of personal bias and is able to recognize and control for bias when conducting an evaluation and determining results.

Section 50.APPENDIX A Illinois Standards for Principal Evaluation

The Illinois Standards for Principal Evaluation align to the Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium (ISLLC) 2008, adopted by the National Policy Board for Educational Administration and posted at <http://www.npbea.org/projects.php> (no later amendments to or editions of these standards are incorporated by this Part). The Illinois Standards for Principal Evaluation are intended to guide the process used in evaluating the professional practice of principals; therefore, any rubric used to formulate a performance evaluation rating shall be aligned to the standards set forth in this Appendix.

Standard I: Living a Mission, Vision and Beliefs for Results

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

Indicator a: Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align to the overall school vision and lead to student improvement for all learners.

Indicator b: Ensures that the school's identity, vision, and mission drive school decisions.

Indicator c: Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.

Standard II: Leading and Managing Systems Change

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

Indicator a: Develops, implements, and monitors the outcomes of the school improvement plan and schoolwide student achievement data results to improve student achievement.

Indicator b: Creates a safe, clean, and orderly learning environment.

Indicator c: Collaborates with staff to allocate personnel, time, materials, and adult learning resources appropriately to achieve school improvement plan targets.

Standard III: Improving Teaching and Learning

The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students.

Indicator a: Works with staff to develop a consistent framework for effective teaching and learning that includes a rigorous and relevant standards-based curriculum and research-based instructional practice, and high expectations for student performance.

Indicator b: Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and schoolwide improvement goals; identifies and addresses areas of improvement; and celebrates successes.

Indicator c: Implements student interventions that differentiate instruction based on student needs.

Indicator d: Selects and retains teachers with the expertise to deliver instruction that maximizes student learning.

Indicator e: Evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations providing timely feedback on instruction, preparation, and classroom environment as part of the district's teacher appraisal system.

Indicator f: Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance.

Indicator g: Develops systems and structures for staff professional development and sharing of effective practices, including providing and protecting staff time allotted for development.

Standard IV: Building and Maintaining Collaborative Relationships

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

Indicator a: Creates, develops, and sustains relationships that result in active student engagement in the learning process.

Indicator b: Utilizes meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and policies.

Indicator c: Proactively engages families and communities in supporting their children's learning and the school's learning goals.

Indicator d: Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively.

Standard V: Leading with Integrity and Professionalism

The principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.

Indicator a: Treats all people fairly, equitably, and with dignity and respect.

Indicator b: Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff.

Indicator c: Creates and supports a climate that values, accepts, and understands diversity in culture and point of view.

Standard VI: Creating and Sustaining a Culture of High Expectations

The principal works with staff and the 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 and emotional learning.

Indicator a: Builds a culture of high aspirations and achievement for every student.

Indicator b: Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission.

Indicator c: Leads a school culture and environment that successfully develops the full range of students' learning capacities—academic, creative, social and emotional, behavioral, and physical.